Descriptive Title: Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities

Submission Title:

Opportunity ID: 20180313-HT

Opportunity Title: Institutes for Advanced Topics in the Digital Humanities

Agency Name: National Endowment for the Humanities
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# APPLICATION FOR FEDERAL DOMESTIC ASSISTANCE – Short Organizational

## 1. NAME OF FEDERAL AGENCY:
National Endowment for the Humanities

## 2. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:
45.169
CFDA TITLE:
Promotion of the Humanities Office of Digital Humanities

## 3. DATE RECEIVED:
SYSTEM USE ONLY

## 4. FUNDING OPPORTUNITY NUMBER:
20180313-HT
TITLE:
Institutes for Advanced Topics in the Digital Humanities

## 5. APPLICANT INFORMATION

<table>
<thead>
<tr>
<th>a. Legal Name:</th>
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| b. Address: | Street 1: 207 Grinter Hall  
                Street 2: PO Box 115500  
                City: Gainesville  
                County/Parish:  
                State: FL: Florida  
                Country: USA: UNITED STATES  
                Zip/Postal Code: 32611-5500 |
| d. Type of Applicant: Select Applicant Type Code(s): | H: Public/State Controlled Institution of Higher Education  
                                                       e. Employer/Taxpayer Identification Number (EIN/TIN): 59-6002052  
                                                       f. Organizational DUNS: 969663814  
                                                       g. Congressional District of Applicant: FL-003 |
| c. Web Address: | |

## 6. PROJECT INFORMATION

| a. Project Title: | Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities |
| b. Project Description: |
The George A. Smathers Libraries at the University of Florida (UF) in partnership with the Digital Library of the Caribbean (dLOC) request $207,749 to host a week-long, in-person workshop and five additional monthly virtual workshops on collaborative Digital Humanities (DH) and Caribbean Studies. Participants, especially from under-resourced institutions and those with preservation concerns, will gain DH teaching experience and in-depth knowledge of how to utilize digital collections in teaching. The Institute will provide training in tools, processes, and resources for developing lessons, modules, and/or courses. Twenty-six participants will achieve: 1) acquisition of concrete digital skills and DH approaches for teaching and research utilizing Open Access digital collections; 2) participation in an enhanced community of practice for DH; and, 3) creation of Open Access course and teaching materials that blend DH and Caribbean Studies. |
| c. Proposed Project: | Start Date: 10/01/2018  
                        End Date: 09/30/2020 |
### 7. PROJECT DIRECTOR

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<th>Prefix</th>
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<tr>
<td>Dr.</td>
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### 8. PRIMARY CONTACT/GRANTS ADMINISTRATOR

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9. By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)

** I Agree [X]

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

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<td>352-392-9267</td>
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<td>Signature of Authorized Representative:</td>
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[ ] I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: University of Florida
DUNS Number: 969663814
Street 1: George A. Smathers Libraries
Street 2: 1545 W. University Ave.
City: Gainesville
State: FL: Florida
County: Alachua
Province: USA: UNITED STATES
ZIP / Postal Code: 32611-7024
Project/Performance Site Congressional District: FL-003
## Supplementary Cover Sheet for NEH Grant Programs

1. **Project Director**
   - Major Field of Study: Interdisciplinary: Latin American Studies

2. **Institution Information**
   - Type: 1330: University

3. **Project Funding**
   - Outright Funds: $207,749.00
   - Federal Match
   - Total from NEH: $207,749.00
   - Cost Sharing: $5,968.00
   - Total Project Costs: $213,717.00

4. **Application Information**
   - Will this proposal be submitted to another NEH division, government agency, or private entity for funding?
     - [ ] Yes
     - [X] No
   - If yes, please explain where and when:
   - Type of Application
     - [X] New
     - [ ] Supplement
   - If supplement, list current grant number(s).
   - Primary project discipline: Interdisciplinary: Latin American Studies
   - Secondary project discipline (optional): Interdisciplinary: General
   - Tertiary project discipline (optional): Literature: General
ATTACHMENTS FORM

Instructions: On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

Important: Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

1) contents.pdf
2) staff.pdf
3) abstract.pdf
4) narrative.pdf
5) budget.pdf
6) appendices.pdf
7)
8)
9)
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List of Participants

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2. Miguel Asencio, MS, Digital Library of the Caribbean (dLOC), and Florida International University
3. Sharon Austin, PhD, University of Florida
4. Bess de Farber, MNM, University of Florida
5. Schuyler Esprit, PhD, Dominica State College
6. Crystal Felima, PhD, University of Florida
7. Mirerza González, PhD, University of Puerto Rico
8. Margo Groenewoud, PhD, University of Curaçao
9. Hélène Huet, PhD, University of Florida
10. Melissa Jerome, MS, University of Florida
11. Debbie McCollin, PhD, University of the West Indies
12. Paul Ortiz, PhD, University of Florida
13. Mary Risner, EdD, University of Florida
14. Leah Rosenberg, PhD, University of Florida, and dLOC
15. Laurie Taylor, PhD, University of Florida, and dLOC
16. Nadjah Rios Villarini, PhD, University of Puerto Rico
17. Margarita Vargas Betancourt, PhD, University of Florida
Abstract
The George A. Smathers Libraries at the University of Florida (UF) in partnership with the Digital Library of the Caribbean (dLOC) request $231,093 to host a week-long, in-person workshop and five additional monthly virtual workshops on collaborative Digital Humanities (DH) and Caribbean Studies. Participants, especially from under-resourced institutions and those with preservation concerns, will gain DH teaching experience and in-depth knowledge of how to utilize digital collections in teaching. The Institute will provide training in tools, processes, and resources for developing lessons, modules, and/or courses. Twenty-six participants will achieve: 1) acquisition of concrete digital skills and DH approaches for teaching and research utilizing Open Access digital collections; 2) participation in an enhanced community of practice for DH; and, 3) creation of Open Access course and teaching materials that blend DH and Caribbean Studies.
Narrative

The George A. Smathers Libraries at the University of Florida (UF) in partnership with the Digital Library of the Caribbean (dLOC) request $231,093 to host a week-long, in-person workshop and five additional monthly virtual workshops on collaborative Digital Humanities (DH) and Caribbean Studies. Participants, especially from under-resourced institutions and those with preservation concerns, will gain DH teaching experience and in-depth knowledge of how to utilize digital collections in teaching. The Institute will provide training in tools, processes, and resources for developing lessons, modules, and/or courses. Twenty-six participants will achieve: 1) acquisition of concrete digital skills and DH approaches for teaching and research utilizing Open Access digital collections; 2) participation in an enhanced community of practice for DH; and, 3) creation of Open Access course and teaching materials that blend DH and Caribbean Studies.

Significance

Digital technology has made the early 21st century a critical moment of opportunity for scholars of the Caribbean and especially for those working in the whole of the Global South. Digital archives have provided access to a wide range of library and archival materials—literature, music, visual art, government records, scholarly works, historical newspapers, photographs, memoirs, postcards from across the region, oral histories and more. Many of these materials are now available as Open Access to the public. Coincidentally, digital technology is providing new means of analyzing content (e.g., visualization and mapping), presenting scholarship (e.g., curated digital exhibits and websites), and teaching (e.g., online and hybrid courses). Together, these advancements pose the promise of bridging institutional and geographic barriers, enabling teaching and research endeavors from this expanded body of materials. Already these materials and techniques are fostering paradigmatic-shifts in scholarship such as the expansion of the Caribbean literary canon.

Paradoxically, digital technology also is reproducing colonial hierarchy and marginalizing content from the Caribbean and Global South. Migrating materials to digital archives has the potential both to replicate and to redress gaps and biases of colonial archives. A similar parallel pertains to digital technology. US government and corporate entities dominate the administration of the Internet and an Anglo-American “techno-cultural bias” shapes its language, services, and instruments. Anglo-American scholars and institutions dominate DH as well.1

These issues raise profound conceptual and practical questions about DH in scholarship related to the Global South. How can scholars utilize DH in ways that do not reaffirm colonial histories of archiving and education? This question has a particular urgency for Caribbean Studies’ scholars, teachers, and librarians. Caribbean Studies is an interdisciplinary field with broad connections across languages and cultures. As defined by the Association of Caribbean University, Research, and Institutional Libraries, the Caribbean is “the area of the Caribbean archipelago, the mainland countries including the Guianas, and the states of the United States which border on the Caribbean Sea or Gulf of Mexico.”2 The Caribbean expands beyond these boundaries as a result of diasporic connections; similarly, Caribbean Studies exceeds disciplinary limits with the necessary interdisciplinary connections to adequately address languages, histories, and relationships. Research in the Caribbean is complicated further by immediate preservation concerns for materials given hurricanes, sea level rise, and climate change. These factors all contribute to a greater need for collaboration that is compounded by the distribution of scholars and librarians in this multidisciplinary area. Those in Caribbean Studies are scattered across many institutions. Many who self-identify with Caribbean Studies are alone at their home institutions, and work with others who do not identify in the same manner.

In parallel with these problems are tremendous opportunities resulting from more materials being openly available online, as is the case with the Digital Library of the Caribbean (dLOC). Now in its 14th

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2 “ACURIL Bylaws”: https://acuril.org/terms-2/
Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities  
University of Florida

year, dLOC is the largest Open Access collection of Caribbean materials, created by 44 partners, 17 in the US, and 27 international. dLOC is one of many Caribbean digital repositories; and other repositories include Caribbean materials. For example, *Chronicling America*, which focuses on US newspapers, also includes newspapers from Puerto Rico, as well as a wealth of stories from and about the Caribbean and the diaspora.

This proposed institute will leverage digital tools to address issues of abundance in the digital age alongside the demand for digital approaches for Caribbean Studies. It is important to note that Caribbean Studies federates fields that overlap, connect, and interrelate, such as, with African-American Studies, Early American Studies, Black Studies, Visual Rhetoric, Art History, Gender Studies, and others. Caribbean Studies requires collaboration across fields that are often viewed as separate. The need for unification is often best addressed through DH practices that are tightly connected to collections. For example, the history of Panama and the Panama Canal illustrate US involvement in the region, and directly grapple with questions of migration, mobility, and sustainability. With Panama’s separation from Colombia formalized in November 1903, newspapers carried the stories. The [December 12, 1903 issue of *Washington, DC’s Evening Star*](https://newspapers.library.unc.edu/), notes different major groups within Panama’s diverse population. With over 100,000 West Indians migrating from the Caribbean to Panama, living and working with immigrants from India and Asia who relocated under indenture, the flows of people, workers sending funds home, and global trade all connected together. Newspaper stories follow with tales of great engineering achievement, alongside stories on migration, including the [new 1913 laws against Chinese immigration](https://newspapers.library.unc.edu/). The migration of people also produces new literary genres, as detailed in *Colón Man a Come: Mythographies of Panama Canal Migration* (2005). Telling the stories of migration, mobility, and sustainability requires the use of DH practices and tools to grapple with the complexity of the humanities questions, as well as the abundance of materials available for analysis.

To address these varying assets and factors, this proposed Caribbean Studies Digital Humanities Institute (CSDHI) will be anchored in the themes of migration, mobility, and sustainability to connect across fields spanning pre-colonial to contemporary, while including several languages. These themes provide a necessary platform to attract and serve a variety of participants in a productive manner where their diversity and range of expertise will inherently improve and amplify the depth and power of participant connections. Participants in the Institute may potentially represent many institutions from multiple US regions, many fields, and differing professional roles.

The CSDHI will provide necessary training in collaborative methodologies and DH teaching practices to support participants in creating DH teaching materials that provide engagement to meet participant needs for forming a community of practice, and field needs for developing research practices. The CSDHI will meet needs and present opportunities for creating context and expanding Open Access educational resources in Caribbean Studies. It will focus on a core set of digital repository resources and tools to develop a shared knowledgebase and toolset across practitioners. Activities will foster community development among participants and with the larger community for Caribbean Studies and DH. Introducing and practicing using tools that contribute to the CSDHI themes (including maps, Scalar, and oral histories), on Caribbean content available from Open Access sources will expand participants’ options for developing research and teaching questions, and producing teaching resources in the form of course materials shared as Open Educational Resources to bridge research and teaching.

**Institutional Profile**

The partners leading the CSDHI have each contributed to Caribbean Studies and DH teaching and research, and all have collaborated together over many years. University of Florida (UF): A land-grant, sea-grant, and space-grant institution, UF is uniquely positioned to delivery programs in Caribbean Studies and DH through its extensive research facilities. UF’s [Center for Latin American Studies](https://library.ucf.edu/) began as the Institute for Inter-American Affairs in 1930, and was the first such research center in the US to focus on Latin America and the Caribbean. UF’s George A. Smathers Libraries form the largest information network in the state of Florida and include spaces specifically designed for DH work. The primary spaces for hosting the proposed in-person week-long workshop will be the Scott Nygren Scholars Studio in
Library West (Social Sciences Library) and the Visualization Lab in the Marston Science Library. Both are designed as flexible spaces for collaborative teaching with technology. Both seat 30, have large touchscreen displays, and have moveable desks and chairs to adjust the room arrangements for different workshop activities. Designed as “bring your own device” spaces with the expectation that learning happens best in real scenarios, including evaluating, selecting, and using software on learners’ own machines. The Libraries maintain over 30 loaner laptops available for use for any participants without laptops.

Gainesville’s population reduces significantly in the summer, presenting many opportunities for housing. UF Housing includes specific options for conferences and events in summer months with multiple on-campus, affordable housing options including meals.

The Libraries hold rich collections for collection-focused sessions. The Latin American & Caribbean Collections are among the largest and most distinguished collections in the US and have been described as the finest collection of Caribbeana in the world. Other collections with rare and unique Caribbean holdings include the Baldwin Library of Historical Children’s Literature (with over 150,000 volumes, and over 6,000 in its digital collections) and the Price Library of Judaica and its Jewish Diaspora Collection (JDooC) of Judaica and Jewish history in Florida, Latin America, and the Caribbean. UF’s resources for the CSDHI include expertise in research and teaching in DH with attendant communities and technologies, including the Digital Humanities Graduate Certificate Program team, Digital Humanities Working Group (DHWG) with over 300 members across campus, and the large collaborative team that works with the Samuel Proctor Oral History Program (SPOHP). UF is a founding partner in the Digital Library of the Caribbean (dLOC).

Digital Library of the Caribbean (dLOC): One of the oldest digital programs in Caribbean Studies, founded in 2004, dLOC’s mission focuses on preserving and making accessible Caribbean materials. As the largest Open Access collection of Caribbean materials, dLOC was created collaboratively through national and international partnerships with academic institutions, libraries, and museums which continually contribute materials, shared governance, and ongoing visioning for expanding dLOC as a research and teaching commons. dLOC partners and scholarly collaborators have sought opportunities to leverage these vast collections for teaching, research, and expanding Caribbean Studies. These activities have included engagement on shared questions about how to build Caribbean Studies through and with DH. Because of dLOC’s critical role in contributing to opportunities for broadening the meaning and value of Caribbean Studies in the digital age, partners have undertaken initiatives, including creating Open Access teaching materials, curating online exhibits, and creating a Distributed Online Collaborative Course (DOCC) series (Panama Silver, Asian Gold: Migration, Money, and the Making of the Modern Caribbean, 2013; Reimagining Diasporas, Archives, and the Humanities, 2016; and Migration and Mobility, 2017). To achieve these ends, dLOC collaborators created new DH resources for teaching with collections, identified and digitized additional collection materials, and developed new trainings and practices to expand capacity among partners. dLOC’s scholars and librarians have fostered collaborative practices to connect experts in DH technologies by serving as guest lecturers and contributors for courses, workshops, and training programs at different institutions.

Additionally, dLOC continues to host an ongoing webinar series for Caribbean Studies in the Digital Age, coordinated by dLOC team members at UF based on scholar, instructor, and partner interests. The CSDHI online workshops will utilize the current format for the webinar series, with live participation and recordings available in dLOC. dLOC team members who will serve on the CSDHI project team have extensive experience in teaching and enabling DH research and teaching. The CSDHI team will draw upon dLOC’s collective expertise in facilitating networks for teaching, technical training, and collection use for leading the asynchronous collaboration and virtual sessions during the Institute.

Curriculum and Work Plan
The CSDHI curriculum will cover DH tools and practices, collaborative teaching, and methods for partnering within library and archival communities on teaching. The coordination and training assignments to be presented during the CSDHI will take place in five phases:
• **Phase 1: Pre-Institute, March-May 2019:** Distribution of asynchronous communication and reading assignments. The CSDHI website and email list become available for initiating the community of practice among participants.

• **Phase 2: In-person Session, May 20-24, 2019:** Week-long, in-person session at UF. Initial development of new DH Caribbean Studies teaching materials.

• **Phase 3: Virtual Sessions and Asynchronous Communication, July-December 2019:** Delivery of virtual sessions on technologies and practices. Ongoing asynchronous communication with participants. Refinement of teaching materials by participants.

• **Phase 4: Teaching Modules Development for Teaching DH Locally, January-April 2020:** Participants develop and, if course selection allows, implement their DH course materials in early 2020. Ongoing asynchronous communication continues for the group through the email list.

• **Phase 5: Publication and Dissemination, May-August 2020:** Final evaluation processes. Publication of participants’ DH assignments and all resulting Institute materials, including the white paper. Promotion and dissemination of materials.

The Institute’s overarching goals are that participants will learn and adapt DH tools and practices to meet their own needs for their students and for teaching and inclusion in a community of practice for DH pedagogy. The CSDHI curriculum will achieve three interconnected goals: 1) introduce participants to the processes of finding and using Open Access materials from digital repositories to provide a foundation for teaching through, and building with, DH; 2) provide intensive training on tools and practices for analyzing, mapping, and presenting materials in relation to the themes of migration, mobility, and sustainability; and, 3) provide intensive training in DH teaching methods for incorporating these practices and themes into classrooms as part of the ongoing process for sustaining a community of practice in Caribbean Studies.

The Institute will begin with a series of readings to be completed prior to the in-person training to familiarize participants with core questions and practices in DH, in relation to Caribbean Studies. The primary training activities will take place during a week-long, in-person session hosted at UF, to be held May 20-24, 2019. This training will provide participants with an intensive, hands-on DH demonstrations and practice sessions for using Scalar, StoryMapJS, Google Maps, and TimelineJS.

The Institute’s featured technologies were selected based on the following criteria for enabling a community of practice across many fields, disciplines, and geographical regions: 1) no-cost; accessible across classes and institutions (e.g., not institutional subscriptions/single-institution limited services); sufficiently accessible for students such that the technology can be taught as coupled with the subject matter for teaching and integration; 2) usable after the students and teaching team complete the class, to continue building for future courses; and, 3) ideally, usable on lower-bandwidth and without software beyond a web browser, to remove barriers to collaboration.

During the academic year following the in-person training (fall 2019-spring 2020), participants will get to know each other’s assets and interests and begin interacting with leading experts in DH and digital pedagogy while sharing, and seeking resources and mentorship via the CSDHI’s email list. These exchanges will create the scaffolding for participant development of DH teaching materials through the identification and implementation of best pedagogical practices. The virtual sessions and asynchronous communication will provide mentorship and guidance for the completion of their teaching materials. The sessions, communication, and feedback and mentoring on DH teaching materials will facilitate individual capacity development and interdependent relationships necessary for forming a learning community through shared experiences, questions, and resources. This continuous supportive and highly resourced environment will encourage practice and implementation of what participants have learned during the in-person training, while maintaining relationships for ongoing mentoring and collaboration after they return to their home institutions. All CSDHI materials will be shared openly online, supporting DH and Caribbean Studies and related communities which share synergies in the themes.
Phase 1, Pre-Institute, March-May 2019: Prior to the in-person session, participants will be asked to read several short pieces about DH pedagogy, Caribbean Studies and DH, and DH partnerships that have grown research and teaching communities across many types of institutions and among professionals in differing roles (see Schedule in Appendix A). Prospective participants will submit statements of interest as a means for applying to participate using the Institute website, which will be hosted through dLOC. For the application, each participant will share descriptions of past and proposed teaching related to the themes of migration, mobility, and sustainability. The statements of interest will inform participants’ DH work, and will be utilized by the dLOC community as profiles to spark referrals and cross-conversations. Beyond profile information, the website will include resources, schedule, and email list information for participants, project directors, guest faculty, and invited collaborators.

Phase 2: In-person Session, May 20-24, 2019: Over the course of five days, participants will focus on DH tools and methods, as well as ways to apply these to their teaching and classrooms. Participants will start the in-person Institute with varying skill levels and experience in using repositories, DH, and digital pedagogy. The in-person week has been organized to walk attendees through the gradient steps and pedagogical options for DH with Caribbean Studies across fields, disciplines, repositories, and institutions. Each day will offer hands-on sessions, where attendees will be introduced to skills and tools, and coached through iterative practices by experts. Daily pedagogical sessions will offer discussions on how these skills can be incorporated into individual teaching and courses. The Co-directors will lead pedagogical sessions throughout the week, with guest faculty participating. Collectively, the Co-directors have decades of experience bringing DH tools and methods into undergraduate courses, graduate courses, and professional training programs. With new skills and experiences, participants will be able to implement DH tools and approaches at their home institutions as they develop a set of DH course materials comprised of two (or more) lesson plans, assignments, or syllabi that engage in the topics of migration, mobility, and sustainability using mapping, timelines, archives, or oral histories.

The first day will orient participants to the broader vision for the Institute, in terms of intersections and opportunities within Caribbean Studies DH. Being that the CSDHI is anchored in the themes of migration, mobility, and sustainability, participants likely will represent institutions from multiple US regions, varying disciplines, and professional roles. To instill an appreciation of these differences, the introductory session will include a facilitated Collaborating with Strangers (CoLAB) Workshop which creates a café-like environment for facilitating three-minute, one-on-one speed meetings. These conversations quickly produce connections, and ideas for partnerships, mentoring, or the sharing of new resources. The CoLAB is critically important for grounding the Institute’s overarching mission which recognizes that Caribbean Studies requires collaborative partnerships and relationships. The creation of these relationships is indispensable to establishing an environment that enables engagement across disciplines, roles, and scholarship themes. The first day will provide an orientation to dLOC and other relevant digital repositories for Caribbean DH teaching. Progressing forward with this information will be a hands-on session where participants will learn about and create metadata based on repository materials. The repository orientation will include metadata for using materials in new digital works (e.g., selecting and using repositories, rights evaluations for materials and repositories, metadata creation as part of citation with digital projects). During the final session of the first day, participants together will review and discuss the information included in their application profiles to address questions on selecting repositories, as well as designing course questions and pedagogy in relation to time, space, and stories. Activities during the first day have been designed to support subsequent curriculum programmed for the following days, which cover timelines, maps, oral histories, and archives for DH teaching, along with related concerns including privacy, intellectual property, crediting, and platforms for connecting DH tools.

The second day will focus on humanities themes of mobility and movement for presenting and visualizing aspects of Caribbean Studies. This hands-on day will include sessions on using StoryMapJS, Google Maps, and TimelineJS. Participants in each session will use metadata created during the first day for considering different types of requisite information in relation to the tools and pedagogical goals. The
day will focus on organizing and breaking down digital resources into granular data for presentations and visualizations through the use of maps and timelines. With the array of tools, participants will discuss how these representational tools do or do not fit into the learning objectives and pedagogical strategies of the courses they teach, as well as how they might use digital repository materials and their data in the classroom based on the information these illuminate and questions they pose. It is important to note that several of these tools are designed for integration within Scalar, another featured tool at the Institute. During the second day, the training program will move into the archives for a hands-on session to delve into questions about what these tools can bring to the archives, to unearth new findings, respond to new questions of history and collections, and for classroom production in telling stories of materials and placing materials in context. The final afternoon session will offer a facilitated discussion of archival practices for ways in which archives can inform and enliven DH teaching. This session will introduce the importance of accessing archives outside of and within local institutions. For the “Into the Archives” session, participants will have hands-on time with an unprocessed, analog Caribbean collection. This will prompt discussions on value, impact, and opportunities offered by digital tools and DH, including ways to utilize DH and analog collections to inspire students about research.

**Day three** will begin with a project review and discussion on The Diaspora Project, which engages in the creation, analysis, and synthesis of oral histories telling otherwise undocumented stories of individual and community migration. Progressing from this topic will be a pedagogical session in the archives, for hands-on introduction to an oral history archive which includes processed and unprocessed, analog and born-digital collections. Participants will discuss DH classroom teaching with oral histories to share first-person voices and community stories, and to place materials in context. A UF African American Studies professor will share ways to use oral history archives from the perspective of African American Studies and Caribbean immigration to the US, themes that connect within and beyond Caribbean Studies. For the remainder of the day, participants will take part in two applied sessions. The first will be a pedagogical session on finding and using oral histories, considerations of audio recordings and audiobooks, giving voice, and playlist pedagogy. The final session will be a workshop where each participant will create an assignment utilizing oral histories held in digital repositories, revealing the connection to themes, and noting courses they teach where the assignments would be applicable. These assignments may be refined throughout the remainder of the Institute as one of the two assignments.

During the **fourth day**, activities will focus on platforms for framing the DH classroom. The day will begin with a session on privacy, intellectual property, and assigning credit. Using platforms and repositories designed to enable public access, the discussion will include ways to apply these concerns to student online work. This will prepare participants for the next session, on the use of evaluation processes and methods for utilizing repositories and platforms in class production, especially in discerning sustainability in terms of technologies, standards, and support for the community of practice. The Caribbean foregrounds issues of sustainability, which are a constant and critical concern for all digital projects. Sustainability will be discussed during sessions on platforms, as well as within all pedagogical sessions. These sessions will prepare for application during two Scalar workshops. The first will cover creating a course website as a Scalar book including integrating oral histories and other digital repository materials. The second advances to cover integrating the previously created timelines and maps. In these sessions, participants will reflect on their newly acquired skills, use of tools, and methods to discuss ways to introduce and scaffold such tools within instruction. Scalar workshops will focus on storing, sharing, and exhibiting the results of classroom DH projects. Hands-on tutorials will highlight ways to showcase multimedia materials, including timelines, maps, and oral histories taught at the CSDHI.

**Day five** will focus on sustainability in relation to pedagogy, DH, and fostering community development through designing, scoping, and scaffolding classroom DH assignments that can be implement locally and shared for use in multiple courses. The discussion will lead into the pedagogical session on developing evaluation criteria and methods for evaluating and grading DH assignments. The Caribbean DH faculty for this session will draw upon their expertise in teaching and evaluating DH coursework from a variety of institutional types, course levels, and fields. Next, participants will workshop DH and Caribbean Studies course materials, including identifying plans for evaluation. The
final session will conclude with a facilitated discussion about considerations for invigorating the humanities by using DH within and across institutions, opportunities for collaborative engagement within and beyond single institutions, and possibilities for contributing to shared resources to grow communities of practice. By the conclusion of the in-person training, each participant will have gained sufficient skills and exposure to have competence in conceiving of a DH unit, lesson, or module for implementation in their classrooms. They also will have produced at least one draft assignment using oral histories.

Phase 3: Virtual Sessions and Asynchronous Communication (July –December 2019): When participants return to their home institutions, they will have frameworks for developing DH assignments. Five two-hour virtual sessions will enable participants to flesh out these drafts with particular attention to teaching DH for specific content, methods, and technologies. Thus, each session will be devoted to the praxis of teaching through DH. Scheduled monthly (July, August, September, October, and November), these sessions will use the same general format: faculty instructors will present examples of their collaborative DH teaching, positives and limitations of that pedagogical experience, and considerations for developing and teaching similar lessons. For the second part of each session, instructors will discuss a particular aspect of their DH pedagogy or a tool. Topics selected will address key issues when teaching DH, beyond tool selection, about matching methods to research questions, learning objectives, and selecting other related courses for application. The project team will use Zoom, for which UF maintains a subscription. Recordings of each session will be available on the dLOC site, with a requirement that participants attend or listen to all sessions. Also, participants will be able to pose questions or comments, share resources, and brainstorm ideas at any time, over the course of the Institute, via the email-list.

Throughout the grant-period, Co-directors will respond to questions about skills, tools, and pedagogy, and will fully participate during discussions on various topics.

The first session, July 2019, will address the range of issues and problems to consider when teaching DH, alongside additional training on Scalar. Scheduled prior to the start of the academic year, the first session will address pedagogical practice for DH, both in and outside of the classroom, and its relation to public humanities with Scalar as a platform.

The second session, August 2019, will address teaching with oral histories. Many of the CSDHI participants will not teach a DH course, but will teach subject-based courses or workshops organized around a discipline or theme, or will support undergraduate research projects. The instructor utilizes oral histories in teaching history classes as part of playlist pedagogy and oral history production as part of the making of history. The making-of historical resources and making-meaning of history through courses inflected with and through DH will provide insight into best practices for incorporating audio-based DH methods and tools into non-DH classes.

The third session, September 2019, will address ways in which DH can create opportunities for undergraduate research that are new to the world and to the students. The instructor will discuss strategies for engaging undergraduates in Haitian Studies and to execute cultural analysis by using archives. Methods for public presentations of results will be included.

The fourth session, October 2019, will focus on engaging students in research with archives and metadata. This session will take participants virtually into archives to review opportunities in unprocessed collections and collections processed without attention to the presence of diverse people. This session will showcase how participants can collaborate using digital and local archives to enhance metadata as part of DH teaching and for producing public-facing projects, and metadata as part of DH ethics.

The final virtual session in November 2019 will introduce future opportunities for participants including engagement with larger DH and Caribbean Studies communities of practice. This session facilitated discussion will frame current work in creating, sustaining, and enhancing shared infrastructures for Caribbean Studies DH. This session will discuss ethical and practical issues, and methods for maintaining and fostering collaboration using DH in teaching.

Each session will offer participants new insights into ways to create and teach DH units. Each will give participants the chance to talk and learn about DH pedagogy with guest faculty, who are experienced leaders in this domain. The virtual sessions will provide additional context for DH
assignments, collaborative practices, opportunities to learn more about members of the community of practice, implications for public humanities, and methods for assessing student work. At the end of the virtual sessions, participants will be prepared to develop and implement their DH lessons.

**Phase 4: Teaching Modules Development for Teaching DH Locally, January-April 2020:** Participants will create two DH teaching items, which may take the form of lesson plans, assignments, syllabi, or related. Participants will, if course selection allows, implement their DH course materials in early 2020. Those who teach will be asked to share reflective writings on their teaching experiences related to specific DH materials. Those not teaching course materials developed during the Institute will be asked to provide a reflective assessment of their local resources and unmet needs if they were to teach the course sometime in the future. This assessment will inform strategies for the community to collectively satisfy individual needs for DH teaching related to Caribbean Studies and connecting across courses featuring the themes. During this phase, ongoing communication will continue through the use of the email list.

**Phase 5: Publication and Dissemination, May-August 2020:** The final phase will collect and build upon the activities and discussions to date, and the session evaluation reports. Participants will be asked to complete a qualitative survey reflecting on the development, highlighting strategies they used and the particularities of teaching DH. During this final phase, participants will finalize the materials for the DH assignments developed previously, and assess the Institute processes. They will share the materials for inclusion in the other teaching materials in dLOC. The project Co-directors will publish materials in dLOC. They will promote the availability of the new materials and the white paper on various email lists, Twitter, and at onsite venues during conferences.

**Participants**

The CSDHI will be open to 26 participants who regularly teach Caribbean Studies courses or sections in courses in related fields. Participants will confirm interest in incorporating DH in their teaching and in collaborative practices. Caribbean Studies is taught in history, literature, cultural studies, Black Studies, Global Studies, and more, with classes at the undergraduate and graduate levels, and with instructors, librarians, staff, and graduate students. Recruitment will focus on attracting participants who are interested in creating new resources for teaching Caribbean Studies in multiple fields and varying types of institutions, as well as enhancing the community of practice for engaging with DH. The CSDHI will focus on supporting participants as community members to connect them with interested teachers who have access to primary resources and a need for complementary teaching resources and communities. Participants will arrive at the training with minimal or no previous training, or having had some training and experience in teaching with DH.

Recruitment of participants will begin immediately after the grant award is announced, in October 2018. Given that the Institute will seek to attract both those who do and do not identify with DH communities, the call will be shared through DH venues as well as through various Caribbean Studies, African American Studies, Black Studies, literature, and history communities. Distribution vehicles will include Twitter and Facebook (project team member and institutional accounts), email lists and professional organization forums (e.g., the Humanist, HASTAC, H-Net, MLA Commons, Caribbean Commons, dLOC, Global Outlook::Digital Humanities, SHARP, African American Intellectual History Society, American Studies Association, HBCU Library Alliance), and outreach through designated research centers focusing on the Caribbean (e.g., Title VI Centers) and regional community network contacts (e.g., Keystone DH, Texas Digital Humanities Consortium).

The call will direct interested participants to apply by February 1, 2019 by submitting a brief application via the CSDHI website. Applications will consist of a CV and a statement of interest. In this statement, candidates will be asked to provide: 1) description of current teaching assignments and responsibilities; and, 2) description of a course, proposed course, or sample syllabus that engages with the Caribbean through the themes of migration, mobility, and sustainability. Applications will be reviewed by
a selection committee comprised of the project Co-directors (Taylor, Huet, Ortiz, Rosenberg) and expert representatives from the project team (Asencio, Felima).

The CSDHI’s priority will be to select a diverse mix of participants from institutions across the US, including specifically recruiting from Puerto Rico, the US Virgin Islands, HBCUs, and HSIs given the rich collections, communities, and teaching connections related to Caribbean Studies. Priority also will be given to select participants from various humanities fields. Additionally, while Florida is the third most populous state, Caribbean Studies spans the whole of the US as a home to the diaspora. For those selected from Florida, priority will be given to those from institutions not represented on the project team.

Applicants will be notified of acceptance or declination in mid-February 2019. For final acceptance starting in March, participants will confirm: 1) their attendance for the in-person institute and virtual sessions; and, 2) that by June 2020 they will submit two DH assignments, developed by taking part in the Institute, for inclusion in dLOC’s Teaching Guides & Materials Collection for use by others. As with all materials in dLOC, participants retain all rights and may elect to share their materials via other repositories and websites.

Impact and Evaluation

Overall expected outcomes include increased capacity and community for DH in Caribbean Studies and related fields, and courses related to the CSDHI themes. Assessment will include completion of several evaluation surveys by participants during the grant period. At the conclusion of the in-person Institute and the virtual session series, larger evaluative surveys will be conducted. These surveys will ask participants to reflect on skills and insights gained, plans for implementing what they learned, problems or possibilities encountered in implementing DH teaching, and outstanding questions or issues they would like to pursue. In addition, small-scale curricular evaluations will be completed after the unit or virtual session of each guest faculty member to assess the quality of the CSDHI instruction. Finally, participants will provide a self-assessment of the assignments as taught or considerations for DH teaching at their local institutions. These evaluations, particularly the longer ones focused on pedagogical lessons learned, will produce key material for the final white paper. dLOC commits to preserving the Institute website actively throughout the grant period and the materials following completion for long-term preservation and access. The resulting pedagogical materials and white paper will be published on dLOC’s website under a Creative Commons license, and will be publicized through appropriate email lists, scholarly forums, Twitter communities, and in-person meetings, including groups previously targeted for recruitment of applicants.

The CSDHI Co-directors will share descriptions of impacts through several deliverables and outputs, including: participants’ teaching materials hosted through dLOC; white paper shared in dLOC; recorded training segments of the virtual sessions available in dLOC; and, when participants are able to teach their materials within the program time frame, reflective writings on their teaching experiences for these materials; or, reflective writings on their considerations for teaching their materials at their local institutions. Materials in dLOC will be featured in the Teaching Guides & Materials Collection, for ease of findability. Broader impacts of this Institute will include: new course materials, changed teaching practices and course contents for all participants, new collaborative relationships, new experiences in teaching with DH, and new experiences and knowledge of teaching in connection with digital collections for supporting scholarly and public communities. These qualitative results will be accessed through evaluation and anecdotal feedback, and shared in the white paper to document the focused attention and experience of integrating DH with interdisciplinary Caribbean Studies. The white paper will describe the new capacities achieved by participants for utilizing open access collections, growing open access collections of teaching materials, and changing community practices in terms of DH teaching that result, as well as, what future educational or experiential activities they will want to pursue.

Staff, Faculty, and Consultants

Co-directors

• Laurie N. Taylor, PhD, UF Digital Scholarship Librarian and dLOC Digital Scholarship Director
In-Person Institute Faculty (Those also Leading Virtual Sessions, Noted (*))

- **Jessica Aberle, PhD**, is the Architecture Librarian at the UF Architecture and Fine Arts Library. Her research projects explore the application of DH methodologies and tools for collection assessment, and DH to investigate and present intersection among place, memory, and identity.*
- **Miguel Asencio, MS**, is the Director of Digital Library of the Caribbean (dLOC) based at Florida International University (FIU). He has an MS in Curriculum and Instruction, is pursuing a PhD in Learning Technologies, and is an expert on international collaboration and classroom technologies.
- **Sharon Wright Austin, PhD**, is Director of the African American Studies Program and Associate Professor of Political Science at UF. Her most recent book is, *The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America* (SUNY 2018).
- **Bess de Farber, MNM**, is the Libraries Grants Manager at UF and a Certified Professional Facilitator. She is author and co-author of two books on collaboration processes among libraries for the public good and translating work into the public sphere.
- **Schuyler Esprit, PhD**, is dean of Academic Affairs at Dominica State College; director of the Create Caribbean Research Institute; scholar of Caribbean literature and cultural studies; and DH project and training leader at the K-12 and College levels, including linking US and Dominican students.
- **Crystal Felima, PhD**, is the CLIR Postdoctoral Fellow in Caribbean Studies Data Curation at UF. She consults with researchers and scholars on emerging trends and best practices in DH, data curation, and e-scholarship in Caribbean Studies.*
- **Mirenza González, PhD**, is Director of the English Department and Assistant Dean for Student Affairs in the College of Humanities at the University of Puerto Rico, co-founder of The Diaspora Project, exploring migration, bilingual education, and communication in St. Croix, USVI, with oral histories and other materials presented with DH methods and tools.
- **Margo Groenewoud, PhD**, is Faculty of History at the University of Curacao (UoC) where she researches and teaches DH, drawing upon her experience as the Director of Libraries at UoC and her own research with oral histories and storytelling for digital pedagogy.*
- **Melissa Jerome, MS**, is Project Manager for the Florida & Puerto Rico Digital Newspaper Project (FPRDNP), responsible for overall project management, including overseeing outreach and publicity efforts for the public and specifically for teachers and classes.
- **Debbie McCollin, PhD** is Lecturer in the History Department at The University of the West Indies, St. Augustine, Trinidad and Tobago. She has taught a Digital History course since 2012. Her most recent co-edited publications is *World War II and the Caribbean* (UWI Press 2017).
- **Mary Risner, EdD**, develops and manages initiatives that integrate area studies across the curriculum. She has taught various K–16 levels and corporate environments. Her research focuses on emerging technologies for intercultural competence and foreign language skills for the workplace.*
- **Nadjah Rios Villarini, PhD**, is Associate Professor at the University of Puerto Rico and co-founder of The Diaspora Project, exploring migration, bilingual education, and communication in St. Croix, USVI, with oral histories and other materials presented with DH methods and tools.
- **Margarita Vargas Betancourt, PhD**, is UF’s Latin American & Caribbean Special Collections Librarian, LACCHAA’s award-winning webinar series co-organizer, archivist collaborator on Caribbean DH courses, and Director of an ARL Fellow for Digital & Inclusive Excellence.*
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2. Fringe Benefits

| Director & Co-director     | 27.4% | $11,437 | $6,200 | $17,637 |
| Graduate Assistant         | 6.6%  | $422    | $422   | $844    |

3. Consultant Fees

| Visiting Faculty | 6*$2,000/each | $12,000 |
| Virtual Training  | 1*$250        | $250    |

4. Travel

| 6 Visiting Faculty -6 days | Airfare, housing, meals | $6,756 |

Project Grant Period: 10/01/2018 through 09/30/2020
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Budget Notes

Salaries (NEH Request: $77,166)
UF Personnel: This proposal seeks funding for the project director and co-directors as follows: Project director, Laurie Taylor, Ph.D. (9.5% FTE in Year 1: $9,437; plus 5% effort in Year 2: $5,116, totals $14,553 for two years); and co-directors, Helene Huet, Ph.D. (9.5% FTE in Year 1: $6,150; plus 5% effort in Year 2: $3,334, totals: $9,484 for two years); Paul Ortiz, Ph.D. (9.5% FTE in Year 1: $13,218; plus 5% effort in Year 2: $7,165, totals $20,383, for two years); and, Leah Rosenberg, Ph.D. (9.5% FTE in Year 1: $12,934; plus 5% effort in Year 2: $7,012, totals $19,946 for two years).

Effort percentages have been estimated to be considerably higher in Year 1 due to the bulk of grant activities occurring during that time. The director and co-directors will plan and execute a one-week in-person session in Year 1, to be followed by five virtual sessions, with project co-directors coordinating sessions, working with participants via online discussions forums as needed, and curating the institute’s set of open access digital humanities assignments, modules, and syllabi produced by participants.

A graduate assistant ($20/hr X 40 hrs/week X 8 weeks in Year 1 and 2: totals $12,800) will assist the co-directors in administering the program. The duties will include: creating the web presence for the Institute on the Digital Library of the Caribbean (dLOC) website; maintaining a database of applications; creating a database of participants; creating and monitoring a private email discussion list for participants; assisting in the set-up, recording, and dissemination of virtual sessions; coordinating the logistics of the in-person institute; and assisting in the work of reviewing and preparing the course materials for distribution as Open Educational Resources.

Fringe Benefits (NEH Request: $18,481)
The director and co-directors are faculty members, and fringe is calculated at 27.4%. For the graduate assistant, the fringe rate is 6.6%.

Salaries/Fringe (UF Cost Share: $4,501)
UF Personnel: Those contributing cost share to the project include: Jessica Aberle, PhD, architecture librarian serving as digital humanist (1% in Year 1: $755; 1% in Year 2: $778, totals $1,533 for two years); Bess de Farber, MNM, grants manager serving as collaboration facilitator (1% in Year 1: $1,258); and, Margarita Varas-Betancourt, Caribbean studies librarian serving as digital humanist and content expert (1% in Year 1: $842; plus 1% in Year 2: $867, totals $1,709 for two years).

Consultant Fees – Visiting Faculty (NEH Request: $12,250)
Visiting faculty at the in-person Institute will be paid $2,000/week, as recommended by the grant guidelines. The one external faculty member for a virtual session will be paid $250/session, as the workload is ½ day (2 hours to prepare the session, 2 hours to provide the session). The in-person sessions will occur in Year 1, and virtual sessions in Year 2.

Travel to Washington, DC (NEH Request: $2,344)
Travel costs for the two co-directors to travel to Washington, DC in Year 1 are estimated following state of Florida guidelines, which govern travel at UF. The rates set for Washington, DC are $250/night for lodging (2 nights) and $36/day for meals (2 days). Airfare at $600 is based on the average expected cost for each.

Travel for Visiting Faculty (NEH Request: $6,756)
The expected travel cost per visiting faculty member (6 total) is as follows, and is set according to UF travel policies, while providing on-campus housing:
Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities
University of Florida

- Lodging at UF: 6 nights @ $35/night (total each: $210)
- Meals at UF: 6 days @ $36/day (total each: $216)
- Airfare to UF, and related transportation: $700

Other Costs - Participants (NEH Request: $39,676)
Funding is provided for 26 participant stipends at an average of $1,514 to defray the costs of attending the Institute’s in-person and virtual sessions. The expected cost per out-of-town participant is as follows, and is set according to UF travel policies, while providing on-campus housing:
- Lodging at UF: 6 nights @ $35/night (total each: $210)
- Meals at UF: 6 days @ $36/day (total each: $204)
- Airfare to UF, and related transportation: $700
- Stipend for virtual participation and module development in Year 2: $400

The total average of $1,526 per participant includes Year 1: $426 for lodging and meals, and airfare and transportation (expected average of $700/participant) for a total of $1,126 to cover all costs related to the in-person session. In Year 2, the remaining $400 stipend will be dispersed to each participant when they will be participating in virtual sessions and developing an assignment or module that they will share. The stipend costs were estimated at an equivalent of 2 days for the virtual sessions at $125/day, as recommended by the grant guidelines, and another 1.25 days for the development and sharing of an assignment or module.

Airfare estimates reflect that a super-majority of participants will be from outside of Florida and outside of the southeast region, with participants expected from the US Virgin Islands and Puerto Rico. This estimate is an average of the expected flight costs given flights from San Juan, Puerto Rico are offered from Orbitz.com at $585 before fees for travel as of May 2019, and does not include transport to the airport). Flights from Christiansted, US Virgin Islands are quoted from Orbitz.com at $726, again before fees or costs for transport to the airport. Estimated airfare from major airports within the US are lower; for example, from Los Angeles, California, flights alone are quoted from Orbitz.com at $537, again before fees or costs for transport to the airport. Participants traveling from small, regional airports will be expected to experience higher costs.

Airfare and related transportation costs for participants and visiting faculty is calculated in the same manner because of the need for a mix of expert-trainers from the Caribbean region and around the US. There is no cost listed for shuttle or ground transportation in Gainesville, because the campus is walkable. For travel to and from the airport, the estimated total transportation costs are projected to cover both airfare and transportation to/from the airport (average of $700 for each participant).

Indirect Costs (NEH Request: $74,420)
The indirect costs for this project are calculated at 47.5% according to the Federally Negotiated rate established by the US Department of Health & Human Services. This rate has been applied to the total direct project costs and NEH request ($110,374 in Year 1 and $46,299 in Year 2) of $156,673.

Indirect Costs (UF Cost Share: $2,138)
Foregone indirect costs of 47.5% have been applied to the total cost share costs of $4,501 over two years.
Course Outline and Institute Schedule Phase 1:

Pre-institute (March-May 2019): Required

readings:

Other resources:
- Kaiama Glover and Alex Gil, Eds. sx: archipelagos. Small Axe, 2016: [http://smallaxe.net/sxarchipelagos](http://smallaxe.net/sxarchipelagos)
- The Journal of Interactive Technology & Pedagogy, [https://jitp.commons.gc.cuny.edu/](https://jitp.commons.gc.cuny.edu/)

Phase 2: In-person Session (May 20-24, 2019)
The Institute’s primary goals are for participants to learn and adapt digital humanities tools and practices to the needs of their students and their own needs for teaching and inclusion in a digital humanities community of practice. The in-person week will thus mirror the same steps taken in developing Open Educational Resources for local implementation and for sharing with effective integration in other courses. The sessions each day will ground technologies with use cases in Caribbean Studies, present existing Caribbean DH resources and communities, and engage participants in hands-on work with technologies, digital pedagogy, DH, and Caribbean Studies teaching practices.

May 20 | Day 1: Welcome, Teaching with Digital Repositories, and Metadata
*Guest Faculty: Miguel Asencio, Schuyler Esprit, Mirezza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Bess de Farber, Crystal Felina, Melissa Jerome*

Topics & Skills:
- Overview of key methods, issues, and concepts for utilizing resources from and collaborating with Caribbean Studies Repositories (including dLOC, *The Diaspora Project*, Dutch Caribbean Digital Platform, National Digital Newspaper Program, and Umbral)
- Teaching metadata as a boundary concept across teaching faculty, libraries, and archives for utilizing materials in teaching, using collections as part of teaching and class production,
identifying limitations to the field and research questions from gaps in collections, and developing competencies in metadata for enabling next step, advanced research

Reading:


<table>
<thead>
<tr>
<th>Schedule for May 20</th>
<th>Day 1: Welcome, Teaching with Digital Repositories, and Metadata</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:15am</td>
<td>Welcome and overview of Institute (Co-Directors)</td>
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<tr>
<td>9:15-11:15am</td>
<td>CoLAB introductions (de Farber)</td>
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<tr>
<td>11:15-11:30am</td>
<td>Break</td>
</tr>
<tr>
<td>11:30am-12:30pm</td>
<td>Lecture &amp; Discussion: Orientation to Caribbean Studies digital repositories for DH teaching (Guest Faculty, Felima, Jerome)</td>
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<tr>
<td>12:30-1:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>2-3pm</td>
<td>Lecture &amp; Workshop: Using, analyzing, and creating metadata to bridge collections, DH, and the classroom. Locating items in repositories with reference metadata to create sets in Excel based on location and time; spreadsheets to be used in workshops on day 2 (Huet, Taylor)</td>
</tr>
<tr>
<td>3-3:15pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:15-4:45pm</td>
<td>Pedagogical Session Workshop: Review of syllabi or course descriptions from applications. What repositories connect based on content? With migration, mobility, and sustainability, where would timelines, maps, and oral histories expand on pedagogy in terms of questions and study within the course? (Guest faculty and Co-directors)</td>
</tr>
</tbody>
</table>

May 21 | Day 2: Mobility & Movement: Presenting & Visualizing DH Caribbean Studies
Faculty: Miguel Asencio, Schuyler Espirit, Micerza González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; Jessica Aberle, Margarita Vargas Betancourt

Topics & Skills:
- Organizing and breaking down digital resources into granular data for presenting and visualizing with maps and timelines
- Creating basic data visualizations as timelines, story maps, and maps from spreadsheets
- Introducing “data” as concept and data materials in the classroom

Readings:
May 22 | Day 3: Stories of Migration; DH Teaching with Oral Histories
Guest Faculty: Miguel Asencio, Schuyler Esprit, Mireira González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Sharon Austin and Mary Risner

Topics & Skills:
- Overview of key methods, issues, and concepts for oral history collections and materials in the DH classroom
- Navigating oral history tool options in the classroom

Readings:
- Panama and the Canal Oral History Project: [http://dloc.com/ohpem](http://dloc.com/ohpem)
- Haitian Art Digital Archive (oral histories), [http://dloc.com/lacchada](http://dloc.com/lacchada)
- Kelly Delancy, “Joint Research Design and Community Collaboration” (Chapter 4, pages 70-73), History to Heritage (2015), [http://dloc.com/UFE0049684/00001](http://dloc.com/UFE0049684/00001)
1:30-3pm | Pedagogical Session: Finding and using oral histories, audio recordings and audiobooks (Risner, Co-directors), giving voice (González, Rios Villarini), and playlist pedagogy (Groenewoud)

3:15-5pm | Workshop: Creating an assignment utilizing oral histories held in digital repositories, explaining connection to themes (migration, mobility, and sustainability), and specific course(s) for the assignment (Guest Faculty, Co-directors).

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May 23 | Day 4: Sustainability; Platforms for Framing the DH Classroom

Guest Faculty: Miguel Asencio, Schuyler Esprit, Mirezra González, Margo Groenewoud, Debbie McCollin, Nadjah Rios Villarini; with Jessica Aberle

Topics & Skills:
- Scaffolding DH training in the classroom for eventual public presentation as digital/public humanities
- Finding, evaluating, and using platforms for digital humanities projects and teaching

Reading:
- Amardeep Singh. *Claude McKay's Early Poetry (1911-1922)*, [https://scalar.lehigh.edu/mckay/index](https://scalar.lehigh.edu/mckay/index)

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Schedule for May 23 | Day 4: Sustainability; Platforms for Framing the DH Classroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:30am</td>
<td>Pedagogical Session: Privacy, Intellectual Property, and Credit in Classroom DH (Co-directors)</td>
</tr>
<tr>
<td>10:30-10:45am</td>
<td>Break</td>
</tr>
<tr>
<td>10:45-12:30pm</td>
<td>Discussion: Repositories and platforms for course production (Asencio, Esprit, González, Groenewoud, McCollin, Rios Villarini, Co-directors)</td>
</tr>
<tr>
<td>12:30-1:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-3pm</td>
<td>Workshop: Making a course website as a Scalar book, integrating digital repository materials (Aberle, Co-directors)</td>
</tr>
<tr>
<td>3-3:15pm</td>
<td>Break</td>
</tr>
</tbody>
</table>

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May 24 | Day 5: Sustainability; Teaching, DH, & Fostering Community Practices

Guest Faculty: Schuyler Esprit, Debbie McCollin, Mirezra González, Margo Groenewoud, and Nadjah Rios Villarini

Topics & Skills:
- Implementing these skills, tools, and methods in the classroom
- Designing the DH course materials, for implementation in Phase 4
Readings:
- Humanities Indicators. https://www.humanitiesindicators.org/
- “Black Digital Humanities Projects and Resources,” https://docs.google.com/document/d/1rZwucjyAAAR7QiEZl238_hhRPXo5-UKXt2_KCrwPZkQ/edit

<table>
<thead>
<tr>
<th>Schedule for May 24</th>
<th>Day 5: Sustainability; Pedagogy, DH, &amp; Fostering Community</th>
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</thead>
<tbody>
<tr>
<td>8:30-10am</td>
<td>Discussion: Designing, scoping, and scaffolding a classroom DH assignment for use in individual courses, shared for other courses, and collaborative courses (Guest Faculty, Co-directors)</td>
</tr>
<tr>
<td>10-10:15am</td>
<td>Break</td>
</tr>
<tr>
<td>10:15-11:45pm</td>
<td>Pedagogical Session: Evaluating and grading a digital humanities assignment; discussion of student assignments and projects with dLOC (Asencio), Create Caribbean (Esprit), Digital History (McCollin), Social Justice and History in the Dutch Caribbean (Groenewoud), and Diaspora Project (González and Rios)</td>
</tr>
<tr>
<td>11:45am-12:45pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45-3:15pm</td>
<td>Workshop: Participants work on DH and Caribbean Studies course materials, including identifying plans for evaluation</td>
</tr>
<tr>
<td>3:15-3:30pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:30-4:30pm</td>
<td>Discussion: Wrapping up, considerations for invigorating the humanities with the digital humanities within and across our institutions; opportunities for collaborative engagement within and beyond single institutions, contributing to shared resources to grow the community of practice</td>
</tr>
</tbody>
</table>

Phase 3: Virtual Sessions and Asynchronous Communication, July –December 2019: Virtual sessions on specific technologies, practices, and ongoing asynchronous communication:
- July 2019 | Pedagogical Practice for Teaching with Scalar
  - Led by Jessica Aberle, Hélène Huet, Mary Risner, and Laurie Taylor University of Florida
- August 2019 | Playlist Pedagogy for DH Teaching and Production with Oral Histories
  - Led by Margo Groenewoud, Assistant Professor, University of Curaçao
- September 2019 | StoryMapJS in Haitian Studies, Disaster Studies, and Digital Humanities in the Undergraduate Classroom
  - Led by Crystal Felima, Postdoctoral Fellow in Caribbean Studies Data Curation, UF
- October 2019 | Into the Archives: Engaging Classes in the Archives with Metadata
  - Led by Margarita Vargas Betancourt, Caribbean Collections Archivist, UF
- November 2019 | Enhancing Our Communities of Practice: Intentional and Generous Socio-Technical Supports
  - Led by Leah Rosenberg, UF and dLOC Scholarly Advisory Board Co-Chair

Phase 4: Teaching Module Development for Teaching DH Locally, January-April 2020:
Participants will, if course selection allows, implement their DH course materials in early 2020. Participants will self-select on this, where some may not be teaching during this time period or may not
be teaching in a related area. Those who teach during this semester will be asked to provide reflective writings on their teaching experiences for these materials. Those who do not teach the course materials developed from the Institute will be asked to provide a reflective assessment of their local resources and needs if they were to teach the course. This assessment will inform strategies for the community to collectively support individual needs for DH teaching related to Caribbean Studies and connecting across through the themes of migration, mobility, and sustainability. During this phase, ongoing asynchronous communication will continue for the group as a whole through an email list.

**Phase 5: Publication and Dissemination, May-August 2020:**
The final phase will collect and build upon the activities and discussions to date, and the evaluations. The participants will also be asked to complete a qualitative survey reflecting on the development, highlighting strategies they used and the particularities of teaching digital humanities. During this final phase, participants will finalize the DH teaching materials that they developed and their reflective assessments. Participants will share the course materials for inclusion with the other teaching materials as Open Educational Resources in dLOC. The project Co-directors will collate and publish all of the materials in dLOC and will disseminate news of the new materials and white paper on various email lists, Twitter, and at onsite venues for dissemination and next steps. Further, the project Co-directors will collaborate with Risner for dissemination of teaching materials to instructors in advanced secondary schools.
Curriculum Vita

JESSICA ABERLE
Architecture Librarian
Assistant University Librarian

-EDUCATION-
Dec. 2016 MSIS School of Information, The University of Texas at Austin
May 2011 Ph.D. Architectural history, University of Virginia
Dec. 2002 MPhil Medieval Archaeology, University of Glasgow
May 2001 B.A. Art History & Archaeology, Classics University of Missouri

-EMPLOYMENT-
Architecture Librarian, University of Florida, March 2017-Present
Graduate Research Assistant, Architecture and Planning Library - University of Texas at Austin, Jan. 2017 - Jan. 2015

-CREATIVE WORKS & ACTIVITIES-

EXHIBITS
On Influence, University of Texas Libraries, Fall 2016
The Secret History of Books, Architecture and Planning Library, University of Texas at Austin, 2016
On the Road with Charles W. Moore: A Selection of Watercolors and Drawings from the Alexander Architectural Archives, University of Texas at Austin, Summer 2015
LGBTQIA Month Exhibit, Lehigh University, Fall 2012 [with Heather Simaneou]
Being Medieval: An Exhibit, Lehigh University Fall 2011 [with Lehigh Special Collections]

DIGITAL PROJECTS
Social Media Manager for Architecture and Fine Arts Library, University of Florida
Co-founded Digital Scholars in Practice Speaker Series, University of Texas Libraries
Still Looking for You: Bethlehem’s Memory and Place Project [http://memories.lehigh.edu/ - with Colin Foley, Julia Maserjian, and Scott Rutzmoser]

-SELECTED PRESENTATIONS-

PRESENTATIONS
Special Collections Records as “Big” Data
   ARLIS Conference 2018, Session: A Value Proposition: Understanding Distinctive, Special, and Archival Collections
Humanities PhDs at Work: Career Paths in Librarianship
   College of Liberal Arts and Sciences - University of Florida 2017 (Invited Panel Member)
Still Looking for You: Collaboration Between Faculty, Libraries, and Students
   AASL Conference 2016 – Lightning Talk
Jedburgh Abbey: A Case Study of Kingship
   International Congress on Medieval Studies – Kalamazoo 2012
Five Digital Tools
   Teaching and Learning Symposium 2012 – Lehigh University
An Expression of Kingship: The Art and Architecture of the Border Abbeys
Friends of the Library Speaker Series 2011 – Lehigh University (Invited)

The Quest for Northumbria: The Border Landscape & David I
Annual New England Medieval Studies Consortium Graduate Student Conference 2011

The Architectural Patronage of David I
International Medieval Congress – Leeds 2008

TOURS
Bethlehem Steel and Environs Tour
MARAC Fall Conference - Bethlehem, PA, October 2011 [with Julia Maserjian]

WORKSHOPS
Palladio – THATCamp Gainesville 2017
Scalar – THATCamp Gainesville 2017

-CONTRACTS AND GRANTS-
EXTERNALLY FUNDED
Co-PI, Opening St. Augustine: Preserving & Providing Access to 450 Years of American History
(AWDO1469), National Historical Publications Record Commission, $116,032
Consultant, Intersections: Animating Conversations with the Humanities, Andrew W. Mellon Foundation,
$4000,000

INTERNALLY FUNDED
PI, 50 Years of PI:N – Digitizing the F. Blair Reeves Papers, Smathers Libraries Strategic
Opportunities Grant – 2017, $4,958

-SERVICE-
Co-Convenor – Digital Humanities Working Group, University of Florida, 2017-Present
THATCamp Gainesville Planning Committee, University of Florida, 2017
THATCamp News Planning Committee, University of Florida, 2018
Programming Committee, Association of Architecture School Librarians Conference, 2018
THATCamp Gainesville Planning Committee, University of Florida, 2017
THATCamp ATX Pedagogy Planning Committee, University of Texas, 2015
THATCamp Lehigh Valley, Chair of Planning Committee, Lehigh University, 2013

-HONORS-
Harold W. Billings Staff Honors Award, University of Texas Libraries, Summer 2016
Student Travel Award, Association of Architecture School Librarians, 2016
Tradition of Excellency, Lehigh University, Spring 2013
Omicron Delta Kappa, University of Virginia, 2005
Phi Beta Kappa, University of Missouri, 2001
Victor Estevez Memorial Latin Prize, University of Missouri, 2001
Golden Key National Honor Society, University of Missouri
Phi Eta Sigma, University of Missouri, 1998
Miguel A. Asencio  
2642 SW 152 Court, Miami, Florida 33185 | 305-348-3008 | masencio@fiu.edu

Education

2015-Present  Ph.D in Curriculum and Instruction: Learning Technologies
Florida International University, Miami, Florida
Expected graduation, Fall 2020

2012-2014  Master of Science in Curriculum and Instruction: Learning Technologies
Florida International University, Miami, Florida
Graduated August 2014

2009-2012  Bachelor of Arts
Florida International University, Miami, Florida
Graduated April 2012

Experience

Director, January 2016 - Present
Digital Library of the Caribbean, Miami, Florida

- Assesses partner needs and provides solutions to facilitate ongoing submission, training and communication with current and new dLOC partners.
- Provide leadership and direction for the Academic Advisory Board and the Executive Board.
- Assist with the budget oversight and accountability reporting for dLOC Members.
- Negotiate non-exclusive distribution rights with distributors and/or publishers and trains publishers to submit original digital files directly to the digital library system for preservation and distribution.
- Develop and implement K-12 and post-secondary educational outreach programs and develop thematic collections designed to increase the use of the digital library for teaching and research.
- Work with University Library Administrative staff in developing a strategic plan for dLOC projects.
- Coordinate efforts with the University Auxiliary Budget Office in creating plans for future dLOC funding.

Adjunct Faculty, August 2015 – Present
Education: EME 2040
Florida International University, Miami, Florida

- Develop and manage class syllabus and ensuring departmental standards are met.
- Plan and create lectures, in-class discussions and assignments.
- Grade assigned projects, quizzes, and exams.
- Assess grades for students based on participation, performance in class, assignments and examinations.
- Collaborate with colleagues on course curriculum.
- Advise students on how to succeed in class and with projects.
- Stay updated on learning technologies and innovations in the classroom.
Digital Imaging Specialist, August 2012 - January 2016
Florida International University, Miami, Florida

- Planned, designed, and managed digitization services for multimedia content.
- Co-wrote $1.2 million in Tech Fee awarded grants.
- Supervised a team of technicians and staff on digitization projects.
- Managed projects and collaborated across multiple teams in creating digital content.
- Ensured quality control and environmental standards for production and facilities.
- Created digital assets for on-line instructional environments, preservation and archive.
- Instructed university faculty/staff, and students on digital capture technology solutions.
- Assisted faculty in developing multimedia content for web-based courses.
- Designed and programmed computer multimedia editing and storage servers.

Photographer, February 2010 - August 2012
Florida International University, Miami, Florida

- Photographed commercial assignments and created on-location / studio lighting setups.
- Operated video camera(s) and assisted in video production shoots.
- Setup audio recording equipment for video production, lavalier and boom microphones.
- Coordinated pre and post-production studio environments for multi-camera setups.
- Performed post-production tasks for multimedia projects utilizing professional software.
- Produced media for publication, distribution, webcasting, and video streaming projects.

Technical Skills
- Learning Management Systems: Blackboard, Moodle
- Adobe: Creative Suite 6, Premiere Pro, InDesign, Illustrator
- Apple: Final Cut, Logic Pro, Motion, Compressor, Aperture
- Screen Capture: Camtasia, Adobe Captivate
- X-Rite Professional Color management and calibration.
- Digitization Software: Golden Thread, LimbServer, SilverFast, VueScan, Nikon Scan
- Knowledge of Serious Games, MMORPG, Simulations
- Basic Knowledge of Objective C, JAVA and HTML
- Curriculum research, rubrics, planning, writing, evaluation, organizing and management.

Awards, Memberships, and Training
- Presidential Excellence Award, Florida International University, 2013.
- Member, Association for Information and Image Management (AIIM).
- Leadership Advancement Training Program, Leadership Development Institute, FIU, 2014.
- Member, American Library Association (ALA), 2016-Present
- Presidential Leadership Program Graduate, Florida International University, 2017

Service
- FIU Jr. Scholars K-12 Program, 2017-Present
- Greater Miami Chamber of Commerce Education Committee, 2017-Present
- Association of Caribbean University, Research and Institutional Libraries, 2016-Present
Education:

The University of Tennessee at Knoxville
Earned doctorate in political science in August 1993
Major areas of emphasis: American Government (Public Law; Congress, the Presidency, and the Judiciary, and Minority Politics)
Minor areas of emphasis: Comparative Politics and Public Administration

The University of Memphis
Earned master’s degree in political science with a minor in education in December 1989

Christian Brothers University
Earned bachelor’s degree in history with a minor in political science in May 1987

Teaching:

The University of Florida
Director of the African American Studies Program July 2012-Present
Interim Director of the African American Studies Program August 2011-July 2012
Associate Professor from August 2004-Present
Visiting Associate Professor from August 2001-August 2004. Received tenure in June 2007

The University of Michigan at Ann Arbor
Visiting Scholar of Political Science from August 2000-May 2001

The University of Missouri at Columbia
Associate Professor of Political Science and Black Studies from July 2000-August 2002
Assistant Professor of Political Science and Black Studies from August 1995-July 2000

The University of Louisville
Assistant Professor of Pan African Studies from August 1992-May 1995

Manuscripts:

The Caribbeanization of Black Politics: Group Consciousness and Political Participation in America, (State University of Albany Press, March 2018), 256 pages.


**Refereed Journal Articles-Published:**


**Numerous book chapters, book reviews, and service to the university and profession.**

**References available upon request.**
PROFESSIONAL EXPERIENCE (Recent)

University of Florida (UF) Libraries

Research Administration Manager, Grants Manager (October 2008 to present)
Responsibilities include: all pre and post award activities related to grants projects for nine university libraries. Initiated grants management program for training and mentoring librarians and support staff in grant seeking, submission, and post award activities with emphasis on collaborative projects within UF and beyond. Manage all grant-related activities from idea-stage to project completion including developing budgets, project planning and strategies, interfacing with funders, grant writing, and researching funding opportunities. In fall 2009, established a student grants training program (820 students to date), for finding and preparing fellowship applications, with Graduate School and NSF-funded Innovation through Integration and Institutionalization (I3) program. Consistently working with Division of Sponsored Research and Contracts & Grants personnel for pre and post award management to ensure compliance with university/sponsors’ policies, setting up contracts and revising award budgets/project plans.

ASK Associates
Principal (May 1995 to present)
Responsibilities vary according to contract, including: writing and managing grants programs, developing projects and collaborations; facilitating planning retreats; creating feasibility studies for new programs; advising executives and board members on management issues; networking with funders, troubleshooting within community to mend relationships, and training staff members to perform grants and other management functions. Client organizations have included: arts and culture, community development, healthcare, education, social service and philanthropic agencies.

University of Arizona Libraries

Grants & Revenue Manager (May 2005 to September 2008)
Responsibilities included pre and post award grants management. Initiated grants seeking program for training and mentoring librarians and staff in grant seeking and post award activities with emphasis on collaborative projects. Managed all grant-related activities including developing budgets, project planning and strategies, interfacing with funders, writing, and researching. Consistently worked with Sponsored Projects Department, pre and post award, to ensure compliance with university/funders policies, setting up contracts and revising award budgets/project plans. Developed assessments and plans for revenue generating activities. All processes were carried out in a team-based organizational environment. Constantly provided facilitation services for collaborative projects, meetings and planning retreats. Served as adjunct instructor for the School of Information & Library Services for a graduate course in grantsmanship.

EDUCATION/CERTIFICATIONS

2003 Florida Atlantic University, Boca Raton, FL: Master of Nonprofit Management
1978 University of Southern California, Los Angeles, CA: Bachelor of Music in Clarinet Performance
1976 Rollins College, Winter Park, FL: Music and Environmental Studies
2007 Project Management, Brigham Young University
2003-present International Association of Facilitators: Certified Professional Facilitator
INSTRUCTOR/WORKSHOP PRESENTER/FEATURED SPEAKER/FACILITATOR (Selected)

2018 University of Florida, CoLAB Idea Table Cafe: Animating Conversations with the Humanities @ UF
2018 University of Florida, Collaborating with Strangers on Teaching
2017/2018 University of Florida, Collaborating with Strangers on Intersections: Animating Conversations with the Humanities @ UF
2018 Florida State University, Collaborating with Strangers @ FSU
2017 Rollins College, Collaborating with Strangers @ Rollins
2017 State of Florida Division of Information Services, Collaborating with Strangers at the Public Library Directors Annual Meeting
2017 Association of College Book Artists, Collaborating with Strangers on Book Arts
2017 University of Florida, Collaborating with Strangers in Integrated Communications
2017 Florida Library Association Annual Conference: Highlights from Collaborative Grant-Seeking
2017 Association of Southeast Research Libraries, Collaborating with Strangers Webinar

BOOKS

2017 Coauthored with April Hines and Barbara Hood: Collaborating with Strangers: Facilitating Workshops in Libraries, Classrooms, and Nonprofits (American Library Association Editions)
2016 Collaborative Grant-Seeking: A Practical Guide for Librarians (Rowman & Littlefield)

AWARDS (selected)

2018 Superior Achievement Award: University of Florida, Division 3
2017 Innovation Award: Northeast Florida Library & Information Network

GRANTS (selected)

2017 PI, Procter & Gamble Higher Education Program Grant, Collaborating with Strangers: Broadening Impact through Florida Academic Libraries ($8,033)
2016 PI, University of Florida, George A. Smathers Libraries, Collaborative Grant-Seeking in Libraries and Museums Internship ($2,400)
2014 Co-Investigator and Co-Author, National Endowment for the Humanities, Repositioning Florida’s Judaica Library: Increasing Access to Humanities Resources from Florida, Latin America and the Caribbean Communities ($500,000)
2014 Co-PI, Procter & Gamble Higher Education Program Grant, Collaborating with Strangers In and Outside Mass Communications ($4,292)
2013 Co-PI, University of Florida, George A. Smathers Libraries, A Performing Arts Approach to Collection Development ($3,769)
2012 Co-Investigator and Lead Author: Institute of Museum & Library Services, The Panama Canal - Preserving a Legacy, Celebrating a Centennial, Leveraging an Extraordinary Human Achievement ($485,375)
2011, 2012 Co-PI. University of Florida Catalyst Fund: Collaborating with Strangers Workshops ($12,962; $4,981)
2007 Co-PI. University of Arizona: Coral Way Elementary School Oral History Project on Bilingualism in Education partnership with UA College of Education, UA Libraries, and Historical Museum of South Florida. ($10,000)

PUBLIC SERVICE APPOINTMENTS (Selected)

2006 Technology Research Innovation Fund (TRIF) Arizona State review panelist
2004 The Children’s Trust (Dade): Advocacy & Outreach Grants review panelist
SCHUYLER K. ESPRIT, PhD.

Dominica State College
Stockfarm Campus
P.O. Box 2066, Roseau
Commonwealth of Dominica
schuyler.esprit@dsc.edu.dm
(767) 275-7042

171 South Leopold Drive
Wallhouse
Commonwealth of Dominica
schuyleresprit@gmail.com
http://createcaribbean.org
http://schuyleresprit.com
(767) 225-8998

CURRENT POSITION
Registrar and Dean of Academic Affairs, Dominica State College, Roseau, Dominica, August 2016-Present

OTHER RELEVANT POSITIONS
Founding Director and Principal Investigator, Create Caribbean Inc., Research Institute at Dominica State College, Roseau, Dominica, 2014-Present

PREVIOUS ACADEMIC POSITIONS
Director, Institutional Research and Academic Instruction, Dominica State College, Roseau, Dominica, 2015-2016
Lecturer in English and History, Dominica State College, Roseau, Dominica, 2014-present
Assistant Professor of English, Trinity Washington University, Washington DC, 2011-2013

EDUCATION
Ph.D. English Language and Literature, University of Maryland - College Park, 2011
M.A. English Language and Literature, University of Virginia, 2006
B.A. English Language and Literature, Brooklyn College, 2004

PROFESSIONAL COMPETENCIES
Research Methods| Higher Education Curriculum Development| Information Systems Management| Research and Development Coordination| Grant Writing and Administrative Fundraising| Study Abroad and Student Exchange Coordination| Campus Communications and Public Relations| IT Management and Web Development| Institutional Research and Strategic Planning| Library and Learning Resource Management| Faculty Professional Development and Training| Self-Study and Accreditation Preparation| Transcript and Records Evaluation

AREAS OF RESEARCH AND TEACHING EXPERIENCE
Postcolonial literature and theory| Caribbean literary and cultural studies| Digital Humanities| African American and African Diaspora literature| Reading &Reception Studies| Critical Theory| Caribbean &Postcolonial Archive Studies| Archival Management| Academic Writing| Critical Reading

BOOK MANUSCRIPT IN PROGRESS
West Indian Readers: A Social History, Forthcoming.

PUBLICATIONS


CONFERENCES, WORKSHOPS, AND PRESENTATIONS
Invited Keynote Speaker. ADHO Digital Humanities Conference. Mexico City, Mexico. June 2018


SELECTED TEACHING EXPERIENCE
Lecturer, Dominica State College, 2014-Present; courses include: LIT121: West Indian Literature, ENG222: Advanced Writing, COLL225: Research and Service Learning Internship Colloquium (designed for Create Caribbean), HIS 115: Digital Humanities Research, ENGL 111: Language and Communication, ENGL 122: Writing Seminar, BNUR 319: Research Methods for Nursing Professions Assistant Professor, English Program, Trinity Washington University, 2011-2013 (Instructor, 2010-2011)

SELECTED PROFESSIONAL EXPERIENCE
Editor, The Chronicle, Roseau, Dominica, 2014-2016
Contributing Writer, The Analyst Magazine (www.analystmagazine.com), St. Lucia, 2012-2013
CRYSTAL ANDREA FELIMA, PH.D.
University of Florida ∙ George A. Smathers Libraries ∙ 555 Library West ∙ PO Box 117000 ∙ Gainesville, FL 32611
Email: felima@ufl.edu ∙ Website: crystalfelima.com ∙ Cell: 864-378-6370 ∙ Office: 352-273-0173

EDUCATION

Ph.D. in Anthropology, University of Florida (2017)
Graduate Certificates: Latin American Studies, Disaster and Emergency Management
MPS in Africana Studies, Cornell University (2010)
BA in African American Studies, Minor in Political Science, University of South Carolina (2008)

Languages: Haitian Creole (intermediate)

CURRENT APPOINTMENT

- Adjunct Lecturer, UF Language and Literatures Program. Course—HAT 3564: Haitian Culture and Society. Cross-listed in African American Studies, Latin American Studies, and Anthropology. (Spring 2018)
- 2017-2019 Council on Library and Information Resources (CLIR) Postdoctoral Fellow in Caribbean Studies Data Curation at UF George A. Smathers Libraries
- Affiliate Faculty of the UF Center for Latin American Studies

UNIVERSITY TEACHING

University of Florida

HAT 3564: Haitian Culture and Society (spring 2018)
AFA 2000: Introduction to African American Studies
ANT 2410: Introduction to Cultural Anthropology
ANT 3930: Anthropology of Disasters
ANT 3241: Anthropology of Religion
ANT 2301: Human Sexuality and Culture (teaching assistant)

PUBLICATIONS


WORK EXPERIENCE

Fellow—2014 Inaugural Haiti’s Future Leaders Fellowship Program.
Placed at the Ministry of Haitians Living Abroad in Port-au-Prince, Haiti. Sponsored by the Embassy of Haiti, Washington, DC (Summer 2014)

Founding Teacher—KIPP Blytheville College Preparatory School, Blytheville, AR (2010-11)
Courses Taught: English Language Arts, Social Studies, and Phonics
SELECTED CONFERENCE ACTIVITY


ACADEMIC AND RESEARCH EXPERIENCES
2017 National Science Foundation CAREER Grant # 1455142, “Assessing Long-Term Sociocultural Impacts in Disaster Recovery Efforts.” PI: Mark Schuller, Northern Illinois University. Participation in eight-week qualitative multi-sited research study in southern Haiti.


2015 Participated in Summer Institute for Disaster and Risk Research (SIDRR). Hosted by Beijing Normal University—Beijing, China. Received $800 travel award from Beijing Normal University and $250 from my department to attend institute.

SELECTED FELLOWSHIPS, AWARDS AND HONORS
• 2017 Code4Lib Diversity Scholarship Award ($1300)
• 2017 Delores Auzenne Dissertation Award ($6000)
• 2016 Graduate Summer Travel Award ($5000 to conduct doctoral research in Cap-Haitien)
• 2014 National Security Education Program (NSEP) Boren Fellowship to Haiti ($26,900)
• 2013 Academic Foreign Language & Area Studies Fellowship in Haitian Creole

MEMBERSHIPS
American Anthropological Association | Association of Black Anthropologists | Caribbean Studies Association | Gainesville Alumnae Chapter of Delta Sigma Theta Sorority, Incorporated | Haitian Studies Association (Graduate Student Board Member, 2009-2010) | Society for Cultural Anthropology
**Work Experience**

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2017 to present</td>
<td>Associate Dean of the College of Humanities UPR-RP</td>
</tr>
<tr>
<td>2014- June 2017</td>
<td>Assistant Dean of Students, College of Humanities UPR-RP</td>
</tr>
<tr>
<td>2011 - June 2014</td>
<td>Professor and Chair, Department of English, College of Humanities UPR-RP</td>
</tr>
<tr>
<td>2009 -2010</td>
<td>Associated Professor and Coordinator: Periodic Review Report, Middle States Commission on Higher Education, Commissioned by Dean of Academic Affairs, Dr. Sonia Balet, UPR-RP</td>
</tr>
<tr>
<td>2002-to present</td>
<td>Assistant Professor, English Department, College of the Humanities UPR-RP Mass Communication, Journalism, Organizational Communication, Communication Studies, Media Studies</td>
</tr>
<tr>
<td>1993-1998</td>
<td>Sub-Editor-Corporate Media, Special Projects Newspaper El Vocero de Puerto Rico</td>
</tr>
<tr>
<td>1992-1993</td>
<td>Media Relations-Press Liaison, Organizing Committee 17th Central American and Caribbean Games, Ponce 1993</td>
</tr>
<tr>
<td>1990-1992</td>
<td>Journalist, Diálogo Newspaper</td>
</tr>
</tbody>
</table>

**Education**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Mass Communication and Journalism</td>
<td>University of Iowa</td>
<td>2002</td>
</tr>
<tr>
<td>M.A.</td>
<td>Journalism Theory</td>
<td>UPR-RP</td>
<td>1998</td>
</tr>
<tr>
<td>B.A.</td>
<td>Mass Communication and Journalism</td>
<td>UPR-RP</td>
<td>1989</td>
</tr>
</tbody>
</table>

**Publications**

- González Vélez, M (2009) Alianzas, tensiones y contradicciones en la vida social de migrantes puertorriqueños en Santa Cruz, Islas Virgenes Americanas: tres experiencias


Institutional and External Funds

The main researchers of the Diaspora Project /Proyecto Diáspora have been awarded several research grants for approximately $100,000 which include institutional and external funds. I have directed the following funded projects:

a. 2007-09: Director : Seed funding-FIPI, Funds of Knowledge among Puerto Ricans Migrants in Saint Croix, Virgin Islands ($40,000)
b. 2008-09: Director Puerto Rican Diaspora Research Grant Hunter College-CUNY ($4,000)
c. 2009-10: Director Seminario para Maestros, Fundación Puertorriqueña de las Humanidades ($6,000)
d. 2011-12: Director Taller para Maestros Vieques : Octubre Mes de las Humanidades, Fundación Puertorriqueña de las Humanidades ($4,000)
e. Summer 2014 : iINAS Research Grant ($2,000)
f. Fall 2017–2019: Co-PI Caribbean Diaspora: Panorama of Carnival Practices - a stage one project under the NEH Digital Humanities Advancement Grant ($42,000)
g. Fall 2017-2019 : Institutional seed funding-Fondo Institucional para la Investigación (FIPJ), support the development of stage two proposal on digital humanities ($16,000).
h. Fall 2017-2019: Director: Archivo Histórico de Culebra/ Culebra Island Historical Archive, Puerto Rican Endowment for the Humanities / Fundación Puertorriqueña de las Humanidades ($6,000)
MARGO GROENEWOUD, PHD

University of Curacao Dr. Moises da Costa Gomez, Curacao, Dutch West Indies
m.groenewoud@uoc.cw / margo.groenewoud@gmail.com

PROFESSIONAL

UNIVERSITY OF CURAÇAO DR. MOISES DA COSTA GOMEZ

Assistant professor (0,5 fte), Faculty of Social and Behavioral Sciences
July 2017-now
- Teaching Academic Reading and Writing
- Thesis supervision, Bachelor and Master Social Work

Project Manager UCRI Research Institute (0,5 fte)
July 2017-now

Manager Library and Research Services
January 2008-June 2017

NICIS INSTITUTE, THE HAGUE
2005-2008
Program Leader Social Domain

INDEPENDENT CONSULTANT
2003-2005

LOGICA LTD. (NOW: CGI)
1997-2003

EDUCATION

LEIDEN UNIVERSITY AND UNIVERSITY OF CURAÇAO
2011-2017, PhD in Humanities (Caribbean history)

LEIDEN UNIVERSITY
1987-1994, MA in Humanities (Caribbean history)

KING’S COLLEGE, UNIVERSITY OF LONDON
MEMBERSHIPS

- Executive Committee: Association of Caribbean Historians (2016-2018)
- Executive Council: Association of Caribbean University, Research and Institutional Libraries ACURIL (2013-2016)
- OCLC’s Americas Regional Council (2012-2014)
- Chair (2012-2014) and Vice-Chair (2010-2012) Executive Board of the ‘Digital Library of the Caribbean’

PAPERS AND PUBLICATIONS (SELECTION)


HÉLÈNE HUET  
European Studies Librarian  
George A. Smathers Libraries  
The University of Florida  
541 Library West, Gainesville, FL 32611  
hhuet@ufl.edu • 814-321-5166 • @superHH  
helenehuet.org • mappingdecadence.org

Education

- **THE PENNSYLVANIA STATE UNIVERSITY, University Park, PA**
  - Ph.D., French and Francophone Studies (May 2015)
  - M.A., French and Francophone Studies (May 2010)

- **UNIVERSITE LILLE 3, Lille, France**
  - Maîtrise, Langues et Littératures Étrangères, Anglais (May 2006)
  - License, Langues et Littératures Étrangères, Anglais (May 2004)

Employment

- **THE UNIVERSITY OF FLORIDA, Gainesville, FL** (Aug. 2015 – Present)
  - Assistant University Librarian, European Studies

  - Digital Scholarship Services Graduate Assistant

  - Course Instructor

Selected Publications

- **ARTICLES**
    http://www.tandfonline.com/doi/full/10.1080/15420353.2015.1008618
BOOK REVIEWS


RECENT PAPERS AND PRESENTATIONS

NATIONAL AND INTERNATIONAL CONFERENCES


AWARDS AND GRANTS

UNIVERSITY OF FLORIDA


- Center for European Studies – Faculty Travel Award (2016), $2,500.
MELISSA JEROME

EDUCATION
M.S. – Information, Florida State University August 2019
M.S. – Pharmacy, University of Florida May 2015
  Concentration in Forensic DNA & Serology
B.A. – Criminology, University of Florida December 2011

PROFESSIONAL EXPERIENCE
George A. Smathers Libraries, University of Florida, Gainesville, FL
  o Project Coordinator, Florida & Puerto Rico Digital Newspaper Project October 2013 - Present
  o Overnight Shift Circulation Supervisor August 2012 – October 2013
  o Overnight Shift Circulation Assistant December 2011 – August 2012

SERVICE & MEMBERSHIPS
George A. Smathers Libraries, University of Florida, Gainesville, FL
  o Smathers Libraries Middle Manager Community, Co-convener December 2017-present
  o Committee on Strategic Digital Directions, Member December 2015-present
  o Digital Library of the Caribbean (dLOC) UF Team, Member January 2016-present
  o Reference Desk staff January 2014-present
  o Ask A Librarian staff January 2014-present

Project Management Institute (PMI), Member March 2017-present

GRANTS & AWARDS

Tampa Bay Library Consortium (TBLC) Ask A Librarian’s January 2016 Exemplary Reference Award Winner

INVITED TALKS

CONFERENCE PROCEEDINGS

SELECTED PRESENTATIONS


Using Newspapers for Research: The Panama Canal. Tomahawk Creek Middle School, Midlothian, VA, April 2017.


CURRICULUM VITAE

QUALIFICATIONS:
Certificate in University Teaching and Learning
The University of the West Indies: St. Augustine, Trinidad
2013-2014

Ph.D, History
(high commendation)
The University of the West Indies: St. Augustine, Trinidad
2006-2010

Commonwealth Split-Site Scholar
The University of Manchester: Manchester, United Kingdom
2007-2008

MPhil, History
The University of the West Indies: St. Augustine, Trinidad
2003-upgraded 2006

BA, History, Psychology (cum laude)
Hood College: Frederick, Maryland, United States
1999-2003

EXPERIENCE:
Lecturer, History The UWI, St. Augustine, Trinidad May 2012- present
Courses: Digital History; Foundations of Modern Medicine; Topics in the History of Trinidad and Tobago 1783-1898 and 1989 – present - Semester 1 and 2.

Assistant Lecturer, History The UWI, St. Augustine, Trinidad Sept 2010 – May 2012

Part-time Lecturer, History The UWI, St. Augustine, Trinidad May - July 2010

Lecturer, History The University of the Southern Caribbean, T’dad Jan - May 2010

RECENT PUBLICATIONS


**CONFERENCES:**

*The Allied Effort: World War II and Public Health in the British West Indies* (Oct 2015) 2nd Luso-Brazilian Meeting on the History of Tropical Medicine: New University of Lisbon, Portugal

*The Yellow Fever Outbreak of 1954 and the Rise of the Trinidad Regional Virus Laboratory* (July 2015) Workshop on Diseases in Latin America and the Caribbean: Casa de Oswaldo Cruz, Rio de Janiero, Brazil


*Masson’s Legacy: The Development of Tuberculosis Treatment in Trinidad and Tobago 1901-1962* (July 2014) Public Health in The Caribbean and Latin America Conference: The University of York, UK

*Health and Decolonisation in Trinidad and Tobago* (September 2012) In The Fires of Hope: 50 Years of Independence in Trinidad and Tobago Conference: The Department of History, The University of the West Indies, St. Augustine, Trinidad

*In Pursuit of Disease: A Biography of The Trinidad Regional Virus Laboratory 1953-61* (May 2012) Association of Caribbean Historians, 44th Annual Conference: Curaçao

**WORKSHOPS**

“Cool Tools in Education” Workshop
Centre for Excellence in Teaching and Learning Technology Lab (November 2017)

THAT Camp Caribe- Digital Humanities Conference
University of Puerto Rico, Mayaguez, Puerto Rico (November 2012)

Record Keeping- National Archives Week
The National Archives of Trinidad and Tobago (November 2012)
Abbreviated Curriculum Vita: Paul Andrew Ortiz

Director, Samuel Proctor Oral History Program
245 Pugh Hall
P.O. Box 115215
University of Florida
Gainesville, Florida, 32611
352-392-7168
http://www.history.ufl.edu/oral/

Associate Professor, Department of History
210 Keene-Flint Hall
P.O. Box 117320
University of Florida
Gainesville, Florida 32611
(352) 392-6927 (Fax)
portiz@ufl.edu


FORTHCOMING: Oral History and Community-Based Interviewing and Education: Oral History in Our Hands (Palgrave Macmillan, under contract).

Behind the Veil: African Americans in the Age of Segregation, 1895-1965 with William H. Chafe


Selected Awards and Honors: The Mort Wolfson Faculty Service Award for Advising and Teaching, Division of Student Affairs, University of Florida, October, 2017.


Diversity Award, for the Samuel Proctor Oral History Program’s “relentless pursuit of community knowledge, local voices, and academic transformation has created a monumental program that has impacted the lives of countless people in Florida and across the nation.” Society of American Archivists, May, 2015.


The César E. Chávez Action and Commitment Award, for “Outstanding leadership through engaging in activities which dignify workers and by making notable contributions to the labor movement & demonstrating resilience in organizing workers, especially those who have been traditionally disadvantaged.” Florida Education Association, AFL-CIO, October 11, 2013.


Interviewed for the British Broadcasting Company’s Last Word program on the life of Patricia Stephens Due. This aired on February 10, 2012.
Nadjah Ríos Villarini
College of General Studies | Universidad de Puerto Rico, Río Piedras | P.O. Box 23323 San Juan, Puerto Rico 00931-2765 | Nadjah.rios@upr.edu

Education
- University of Austin, Linguistic Anthropology, Ph.D., 2004
- University of Texas, Austin, Linguistic Anthropology, M.A. 2002
- University of Puerto Rico, Río Piedras, Spanish Department, B.A. 1995

Professional Experience
- 2011-2012, Chair, Graduate Program in Linguistics, University of Puerto Rico, Rio Piedras Campus
- 2008-2009, English Coordinator, Centro de Competencias Lingüísticas, University of Puerto Rico, Río Piedras Campus
- 2008- to present, Assistant Professor, English Department, College of General Studies
- 2008, Co-editor, Working Papers in Linguistics

Publications

Presentations and Conferences
National Park and Ecological Preserve.


Grants:

- Archivo Digital Comunitario, Fundación Puertorriqueña de las Humanidades, $3,000.00. Octubre 2017. Approved proposal
- Memoria, relatos y testimonios de la diaspóra caribeña. Iniciativas de Investigación y Actividad Creativas Subgraduada. Título V Subgraduado. $13,000.00, October 20, 2011, approved proposal.
- Integrando las humanidades al currículo escolar. Fundación Puertorriqueña de las Humanidades. For two seminars: Vieques and Culebra, Each $6,800.00, for a total of $13,600.00, September 23, 2011, approved proposal. These seminars are intended to provide educational experiences related to Vieques cultural experiences. It aims to promote informed discussion and develop culturally sensitive curricula that promote communication in English and Spanish as well as local history through the use of technologies innovative.
- Funds of Knowledge among the Puerto Rican Diaspora in St. Croix. Fondo Institucional para la Investigación (FIP), Universidad de Puerto Rico, Decanato de Estudios Graduados. $21,000.00, 2007-2009, approved proposal. Seed grand to collect demographic information and to develop a cultural profile of the Puerto Rican diaspora in St. Croix, USVI.
- Oral accounts of bilingual Education Teachers of the Puerto Rican Diaspora in St. Croix: exploring the usefulness of cultural capital in the classrooms. The Puerto Rican Diaspora Grant, Centro de Estudios Puertorriqueños, CUNY. $4,000, 2007, approved, collected oral histories of teachers who are Puerto Rican or from Puerto Rican descent, and developed a website under the identity of The Diaspora Project, www.thediasporaproject.org as a resource center related to the Puerto Rican Diaspora in St. Croix. USVI.
MARY E. RISNER. Ed.D.  
@langforcareers  
Associate Director of Outreach  
Center for Latin American Studies  
University of Florida

EDUCATION
Doctor of Education in Curriculum and Instruction (Educational Technology).  
University of Florida.  2011  
Master of Arts in Spanish.  Bowling Green State University.  1995  
Bachelor of Business Administration.  Marketing/Latin American Studies.  Stetson University.  1987

SELECT GRANTS
- Longview Foundation. Global Classroom Initiative. 2015. Co-PI with Swapna Kumar. ($15,000)  
- Florida Humanities Council. Film and Speaker Series: Florida Caribbean Migration. 2008-09. Co-PI with Carmen Diana Deere. ($12,460)  

SELECT PUBLICATIONS

SELECT PRESENTATIONS
- Global Connections in a Pre-Service Teacher Education Course (Co-presenter). Annual Online Global Education Conference. November 2015  
• **Creating a Globally Connected Classroom**, National Business Education Association Annual Conference (NBEA). Atlanta, GA. April 2013

• **Connecting Multiple Campuses around the Globe: Graduate Student Perspectives**, Collaborative Online International Learning (COIL) Conference. New York, New York. April 2013


• **Take Latin America and the Caribbean into Your Classroom!** (Co-presenter). Florida Council for the Social Studies. September 2009. Palm Beach Gardens, Florida.


**COURSES TAUGHT**

• *Retailing in Brazil* –Blended course: Online/Study Abroad

• *Social Media Ecologies*-Online

• *Cross-cultural Communication for Teachers*-Online

• *First Year Florida Instructor*

• *Business Portuguese-Foreign Language across the Curriculum.*

• *Beginning Portuguese I and II*

• *Introduction to Latin American Studies*

• *Spanish I and II*

**SELECT SERVICE**

• **Journal of Languages for Specific Purposes (JLSP)**. *Editorial Board*, 2013-present

• **Online Network of Business Language Educators**, *Director and Founder*, 2009-present

• **Online Portuguese Language Journal**, *Founder*-2006

• **Florida Teacher Certification Exam Development Team** (Spanish). 2003-2004


• **Florida Teacher Certification Exam**, *Spanish scorer*, 2002-2008

• **Florida Foreign Language Association**, *Current past-president. Board Member*, 2005-2009

• **American Association of Teachers of Spanish and Portuguese**, Executive Board as Portuguese Representative, 2015-2018

• **Latin American Studies Association**, Member, 2004-present
Leah Reade Rosenberg  
Department of English, P.O. Box 117310  
University of Florida, Gainesville, FL 32611-7310  
Tel: (352) 294-2848, Fax: (352) 392-0860, rosenber@ufl.edu

Professional Appointments  
Associate Professor of English, University of Florida, 2008-  
Assistant Professor of English, University of Florida, 2001—2008  
Assistant Professor of English, Grinnell College, Fall 1999-2001

Education  
PhD, Comparative Literature. Cornell University, January 2000.  
BA, Classics. The Johns Hopkins University, June 1986.

Teaching and Research Interests  
Caribbean Studies, Postcolonial Studies, Atlantic Studies, Digital Humanities

Books  
Beyond Windrush: Rethinking Postwar Anglophone Caribbean Literature, co-edited with J. Dillon Brown. (University of Mississippi Press, 2015; paperback June, 2017.)  
Nationalism and the Formation of Caribbean Literature (Palgrave October 2007)

Digital Humanities Projects (Selected)  
“Collaborating Across the Divide: Digital Humanities and Caribbean Studies” symposium (Fall 2017)

Intercollegiate, collaborative hybrid courses and digital humanities projects:  
“Migration and Mobility” with Evelyn O'Callaghan, University of the West Indies (Fall 2017)  
“Panama Silver, Asian Gold: Reimagining Diasporas, Archives and the Humanities” (Fall 2013 and Spring 2016) with Rhonda Cobham-Sander, Emily C. Jordan Folger Professor of Black Studies and English, Amherst College; and Donette Francis, Associate professor of English, University of Miami. http://dloc.com/digital/panamasilver

Journal Articles, Peer-refereed (Selected)  


http://www.tandfonline.com/eprint/8f4wIRNqUMsuviar246rj/full


**Current Project:**
“Contested Possessions: Tourism and the Representation of Caribbean Folk Culture”
(Book manuscript)

**Awards and Grants (Selected)**
- Excellence Award for Teaching, the Digital Library of the Caribbean, 2013
- Excellence Award for Digital Humanities, the Digital Library of the Caribbean, 2011.
- National Humanities Center, Fellow, 2010-2011.

**Professional Service (Selected)**
- Reader, National Humanities Center & ACLS Dissertation Completion Fellowships
- Member Scholars Advisory Board, the Digital Library of the Caribbean 2008-2015
- Book Reviewer (Palgrave, University Presses of Illinois, Virginia, and Mississippi)
- Graduate Coordinator, Department of English, Fall 2015-
- English Department Associate Graduate Coordinator and Placement Officer, Fall 2012-2015
- Dean’s Committee on the World Literature and Introduction to Literature course, 2013-2014
- Latin American Studies Faculty Advisory Council, 2011-2013
- University Libraries Committee, 2007-2010, chair 2009/10
LAURIE N. TAYLOR, PhD
Digital Scholarship Librarian, Scholarly Resources & Services
George A. Smathers Libraries, University of Florida

Current Position
Digital Scholarship Librarian (Tenured, University Librarian), Smathers Libraries
Editor-in-Chief and Unit Head, LibraryPress@UF
Graduate Faculty, Art and Art History
Affiliate Faculty, Center for Latin American Studies
Affiliate University Librarian, Center for Gender, Sexualities, and Women’s Studies Research

Summary
Leads development for socio-technical (e.g., people, policies, communities, technologies) aspects of scholarly cyberinfrastructure to support a culture of transformative collaboration that values and supports diversity and inclusivity for digital and public scholarship, or scholarship that produces broadly accessible research results. Designs and teaches for-credit classes on the Digital Humanities. Mentors graduate students and faculty. Leads digital scholarship initiatives, including projects with the UF Digital Collections (UFDC, www.ufdc.ufl.edu), Digital Library of the Caribbean (dLOC, www.dloc.com), and digital collections and scholarship projects hosted at UF. Leads initiatives to support digital scholarly publishing, including as founding Editor-in-Chief of the LibraryPress@UF, a joint imprint of the UF Press and the Libraries.

Prior Positions
2011 - 2013 Digital Humanities Librarian, UF
2008 – 2011 Interim Director, Digital Library Center, UF
2007 – 2008 Digital Projects Librarian, Digital Library Center, UF

Publications, Presentations, and Grants
- Peer reviewed publications include monographs, an edited collection, 18 chapters in edited collections, and 18 journal articles.
- Presentations include 35 international presentations and workshops, with 9 invited.
- PI, Co-PI, and Investigator for internal and external grants totaling over $3 million; focused on creating and leveraging digital collections for digital and public humanities.

Selected Publications:


Selected Presentations and Workshops


- “Roundtable Discussion on Teaching with Caribbean Digital Libraries & Archives.” Refereed presentation within Roundtable for the West Indian Literature Conference (WILC), University of the West Indies, Western Jamaica Campus, Montego Bay, Jamaica, Oct. 7, 2016. http://dloc.com/AA00040791


Selected Grants

- Caribbean Studies Data Curation, Host Institution (CLIR, 2017)
- Collaborating Across the Divide: Digital Humanities & the Caribbean (UF, 2017)
- Digital Humanities Collaboration Bootcamp (UF, 2015)
- “Developing Librarian” Digital Humanities Pilot Training Project (UF, 2014)
- Florida and Puerto Rico Digital Newspaper Project (NEH, 2013)
MARGARITA VARGAS-BETANCOURT, Ph.D.
Latin American and Caribbean Special Collections Librarian
University of Florida, Department of Special & Area Studies Collections
P.O. Box 117009, Gainesville, FL 32611-7009
mvargasb@ufl.edu | 352.273.2692

BRIEF DESCRIPTION OF JOB DUTIES
Develop and manage archival and rare book collections related to Latin America and the Caribbean. Activities associated to such collections: oversee and process archival material; serve as subject liaison with faculty, researchers, and students; promote the collections; and provide reference. Liaison with Digital Production Services in the digitization of relevant material, obtaining funding from donors and granting agencies for the support of the Latin American and Caribbean special collections, and designing and implementing institutional collaborative agreements to increase open access to Latin American and Caribbean content.

AREAS OF SPECIALIZATION
Archives and Manuscripts | Curation | Ethnohistory | Caribbean & Latin American Studies | Diversity

EDUCATIONAL BACKGROUND
Tulane University, Latin American Studies, Ph.D. 2015
Tulane University, Latin American Studies, M.A, 2003
National Autonomous University of Mexico (UNAM), Hispanic Language & Literature, 2000

EMPLOYMENT
- Latin American and Caribbean Special Collections Librarian, Assistant University Librarian (tenure-track), University of Florida, George A. Smathers Libraries, Department of Special and Area Studies Collections, Gainesville, Florida, September 2011-present.
- Instructor, Marymount School, Social Sciences Department, Cuernavaca, Mexico, January 2009-July 2010.
- Assistant to the Curator of Special Collections, Tulane University, Latin American Library, New Orleans, Louisiana, August 2002-May 2007.

Exhibitions
http://ufdc.ufl.edu/AA00054774/00001

http://ufdc.ufl.edu/AA00053035/00001

http://ufdc.ufl.edu/AA00026934/00001


PUBLICATIONS


http://nuevomundo.revues.org/60635
Graduate Assistant Job Description

A graduate student at UF will be hired to assist the Co-directors in administering the program. The duties will include: creating the CSDHI website presence within the Digital Library of the Caribbean (dLOC) site; maintaining a database of applications; creating a database of participants; creating and monitoring the discussion email list for participants; assisting in the set-up, recording, and dissemination of virtual sessions; and assisting with coordinating the logistics of the in-person institute. The graduate student will be supervised by Co-director Taylor, and be supported by the George A. Smathers Libraries at the University of Florida.

Graduate Assistant for the Caribbean Studies Digital Humanities Institute
Pay Rate: $20/hour.
Number of students needed: 1.
Time-limited position to run October 2018-August 2020.
Hours: Total of 640 hours for the full program (in-person Institute May 20-24, 2019)

Summary of Duties
The Caribbean Studies Digital Humanities Institute (CSDHI) Graduate Assistant will participate in the CSDHI project activities alongside activities to support the community of participants in connection with the larger community of practice, and to connect the open access course materials produced the institute with ongoing programmatic work for open educational resources for Caribbean Studies. The graduate student will participate in website development, collaborative writing, editing, event development, and other activities all in support of the Institute in-person and asynchronous communications, virtual sessions, community development, and course material development, which will include:

- creating the CSDHI website presence within the Digital Library of the Caribbean (dLOC) site
- maintaining a database of applications
- creating a database of participants
- creating and monitoring the discussion email list for participants
- assisting in the set-up, recording, and dissemination of virtual sessions
- assisting with coordinating the logistics of the in-person institute
- assisting with promotion of the institute for applicants on through the results of the institute
- participating in the graduate student mentorship opportunities within the Libraries
- writing and posting regular reflection and teaching pieces on the work with the CSDHI as part of the work to support building the community among participants and for the student’s own professional development

Responsibilities
The Graduate Assistant will be responsible for completing the planned activities, collaborating for these and other needs, and participating as a professional team member for the CSDHI.

Qualifications
Knowledge about and interest in digital humanities and digital pedagogy; a good attitude and professional demeanor; and willingness to work independently and collaboratively. Candidates must be graduate students.

- Excellent organizational and time management skills; reliable and punctual
- Flexible, adaptable, and comfortable with experimentation and self-directed learning
- Able and willing to learn new skills, enthusiasm for working collaboratively
- Excellent oral communication and writing skills
- Experience with using digital platforms for video conferencing, experience moderating email or other community communication systems
22 February 2018

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Dr. Taylor,

I write to confirm my commitment to participate as an instructor for the proposed institute, Caribbean Studies Digital Humanities Institute (CSDHI) which will be hosted and organized by the University of Florida. As a graduate student in the School of Information at The University of Texas, I spent a semester working with Scalar, a digital publishing platform, and have led a training of the tool during THATCamp Gainesville in 2017. I would be delighted to offer instruction on Scalar to the participants in the CSDHI.

As a member of the Digital Humanities (DH) community and a co-convenor of the Digital Humanities Working Group at the University of Florida, I am always excited to support the work of UF’s faculty, staff, and students in DH, whether developing programming or working with patrons to find DH solutions to their research and teaching needs. The CSDHI is a logical extension of this work. As a former Council on Library and Information Resources Postdoctoral Fellow, I recognize how valuable establishing a cohort is for communities of practice. Significantly, the participants will have the opportunity to develop as a community of scholars through both formal and informal connections across disparate fields of study within the Humanities. Furthermore, the participants will acquire proficiency in DH tools, discuss related theory and methodologies, and produce Open Educational Resources for Caribbean Studies. Both the development of a community of practice and the investment in developing proficiency with regard to tools and theory will have a valuable impact on Digital Humanities pedagogy. Through teaching and resources developed, the participants will be able to widen the communities of DH and Caribbean Studies. The self-assessment within the institute’s teaching module will also be impactful for information professionals, who may not realize where digital resources are scarce. I will promote the work of the CSDHI through my professional organization listservs, Art Libraries Society of North America and Association of Architecture School Librarians, in order amplify the reach of the participants to art, architecture, and design communities.

The Caribbean Studies Digital Humanities Institute is a valuable opportunity to connect scholars of Caribbean and to develop new and engaging pedagogy, both through Digital Humanities.

Sincerely,
Jessica Aberle, PhD, MSIS
February 16, 2018

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Dr. Taylor,

On behalf of the Digital Library of the Caribbean (dLOC) and FIU Libraries, I want to thank you for proposing a Caribbean Studies Digital Humanities Institute (CSDHI) project to the National Endowment for the Humanities (NEH). Please acknowledge my commitment as Director of dLOC to contribute and participate as guest faculty for the CSDHI project being submitted by the University of Florida. I hope my role as a trainer and expert in digital learning technologies will help contribute towards making this project a success.

This project is important to the work we do because Digital Humanities is helping address some of the biggest challenges we face in teaching and learning, particularly the difficulties in accessibility of primary and secondary open-access research and education materials. The importance of this project to those who will participate is further amplified by the responsibilities and roles they play on the frontlines of scholarly research and education endeavors. Participants will be provided with sound fundamentals and best practices to build stable foundations on which to expand their capabilities in creating successful collaborative communities of practice. Digital Humanities are still in relative early stages of adoption, discovery, and implementation of technological best practices, establishing sound principles and core resources early on will ensure a successful trajectory of research and scholarship in the digital age.

Promotion of the CSDHI project will be done throughout our extensive network of institutional partners, faculty, and scholarly research community in Caribbean Studies. As the largest and busiest online Caribbean content library, we will make sure to leverage our main site’s reach (www.dloc.com) and through our social media engagement channels. We will also reach out directly via written invitations and information sessions for interested and qualified candidates.

To reiterate my commitment to Caribbean Studies, Open Access education and research materials, I support and endorse the CSDHI project proposal. Please feel free to contact me if you have questions or require any additional information.

Sincerely,

Miguel Asencio
Director

Digital Library of the Caribbean | FIU Libraries
11200 SW 8th Street, GL 310B, Miami, Florida 33199 | Tel. 305.348.3008 | www.dloc.com
March 2, 2018

Dear Dr. Taylor:

My name is Dr. Sharon D. Wright Austin. I am the Director of the African American Studies Program and an Associate Professor of Political Science at the University of Florida and would like to enthusiastically endorse the proposal for the Caribbean Studies Digital Humanities Institute (CSDHI) Project. This project is very important to me because of my research on African American/Caribbean issues. My third book, *The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America*, was published this year by the State University of New York Press. My work examines the political behavior and social relationships among African Americans, Haitians, West Indians, and Cape Verdeans in the cities of Boston, Chicago, Miami, and New York City.

I also discuss the relationships among African Americans and Afro Caribbeans in my African American Politics, African American Studies Senior Seminar, and Theories of Black America courses. Many of my students are African American and/or are from the Caribbean. In my courses, we discuss the perceptions that first and second generation Caribbean immigrants/citizens have of African Americans and vice versa. We also discuss the fact that New York City has the largest West Indian population, but have elected few West Indians in political offices.

Because of my research and teaching interests, I am very much willing to contribute to the Institute at the University of Florida. Two African American Studies faculty members also study the Caribbean in their research and will be good resources for the Institute. Our university has a wealth of resources [especially the Digital Library of the Caribbean (dLOC)] because of the many faculty members with teaching and research interests in the Caribbean. Many of us are very excited about the opportunity to host the Institute and interact with its participants.

In conclusion, I highly and enthusiastically endorse this proposal. Please contact me at (352) 273-3060 or polssdw@ufl.edu if you have any questions.

Sincerely,

Dr. Sharon D. Austin, Director of the African American Studies Program and Associate Professor of Political Science at the University of Florida
February 28, 2018

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Laurie,

It is a pleasure to confirm my commitment to participate in the proposed Caribbean Studies Digital Humanities Institute (CSDHI) project, under your leadership. I'm excited about the opportunity to serve as the Collaborating with Strangers (CoLAB) Workshop facilitator in year one of the Institute. By offering the CoLAB Workshop at the very beginning of the Institute, participants and instructors will have the opportunity to quickly learn about each other's extant assets (hometowns, research and teaching interests, skills, networks, and past projects) in a Cafe environment that is welcoming and relaxed. The centerpiece of the CoLAB is a facilitated three-minute conversation that reveals possible connections that might otherwise take months to discover, if ever.

As you know, I created the CoLAB Planning Series(R) workshops in 2002, and these facilitated sessions now have served over 2,800 participants, yielding rich opportunities for cooperation, coordination, collaboration, and mentorship. This proposed CoLAB Workshop experience will essentially convert a room full of strangers into a group that feels comfortable experimenting with ideas and approaching each other without trepidation. The inspiration for creating future grant-related partnerships also may become an outcome of the Institute.

As a whole, CSDHI has the potential to broaden possibilities for dLOC content, as well as actualizing its use in the classroom. I look forward to serving as the CoLAB facilitator and watching participants move through this dynamic process of training and transformation.

This project has my strongest support.

Sincerely,

Bess G. de Farber
Grants Manager

The Foundation for The Gator Nation
An Equal Opportunity Institution
To Whom It May Concern:

I write to confirm my commitment to participate in the CSDHI project. As outlined in the proposal, my role will be to serve as guest faculty and participants for workshops on selected topics related to migration, mobility and sustainability. My CV will demonstrate that I have the required knowledge and expertise to participate as a trainer for topics in sustainability and community practices as well as the pedagogical implications of these broader topics.

As a scholar of Caribbean literary and cultural studies, DLOC has been integral to my scholarship on through articles larger print and digital research projects. It is through my use of DLOC that I was able to recognize the extent of the gaps in knowledge sharing that exist between the Caribbean region and the wider diaspora. My experience conducting research on reading culture in the Caribbean from the late 19th century to the contemporary moment highlighted the ways that archives and rare materials about Caribbean life and culture are mostly housed outside the region and restrict the intellectual and cultural consciousness of Caribbean history within the Caribbean community.

I recognized through DLOC how digital spaces make possible the access of Caribbean people to their own displaced history via the openness, relative affordability and mobility of digital spaces and the histories shared in open access formats. CSDHI speaks directly to this mission in the way it is designed to train and engage more and more scholars to do this knowledge sharing using methodologies of democracy, innovation and openness. In fact, DLOC has presented opportunities for me to introduce students in the Caribbean classroom to these documents and topics by having them use DLOC as part of our literary and historical journeys in courses.

Beyond the importance of CSDHI to Caribbean Studies, its impact on the landscape of digital humanities as a discipline is significant. The debates within digital humanities about how identity politics and minority histories are reflected in both the architecture and praxis of digital humanities – from programming to design to dissemination. Certainly, we should use the platform to critique the ways in which software, archiving processes and tools for design can be improved and enhanced to include metadata and codes specific to the concerns and subjects of importance in Caribbean history and culture.

Completion of the CSDHI will allow me to provide professional development training to librarians, archivists and faculty in Dominica and the Eastern Caribbean in topics of preservation and community outreach. I will also be able to share strategies for creating Caribbean-centered classrooms across all disciplines via digital tools and methodologies. Additionally, I will be able to energize the internship training of college students at Create Caribbean and students of my Digital Humanities Research course in specific areas of
digital history and digital humanities, with a special emphasis on inter-generational experiential learning with the study and use of oral histories. Topics of sustainability are also more critical than ever in the age of climate change disaster. CSDHI discussions and training will provide opportunities for me to learn new approaches to integrating this topic in my teaching and mentorship.

Students within the Caribbean and in the wider Caribbean diaspora of the United States will benefit from a richer texture of Caribbean Studies and a broader understanding of digital humanities in their interactions with the scholar-teacher participants of the CSDHI.

Sincerely,

Schuyler K Esprit, PhD
Founder and Director
Create Caribbean Inc.
March 1, 2018

Re: Letter of Commitment

Dear Dr. Laurie Taylor:

With great enthusiasm, I submit this letter of commitment for the proposed Caribbean Studies Digital Humanities Institute (CSDHI) project, submitted by the University of Florida. To contribute to the success of this project, I will serve as a faculty member to support the co-directors and other project members of the institute. Also, I will serve as an instructor and facilitator during the institute and virtual workshop sessions to offer my training and expertise in Caribbean Studies and digital pedagogy.

As a CLIR Postdoctoral Fellow in Caribbean Data Curation, this project provides me an opportunity to share my interests and skills with other scholars and practitioners interested in area-specific digital humanities approaches. I believe learning, conducting research, and presenting findings in digital humanities, data curation, and e-scholarship—particularly in Latin American and Africana Studies—offers critical engagement to decolonization and social engagement. Therefore, this institute would serve as an excellent opportunity to engage a range of scholars who are interested in learning skills in technology to further their interests in digital scholarship on the Caribbean. The project will provide participants an invaluable professional development opportunity in which they will learn from others while increasing their knowledge of applicable tools and approaches that they can employ to further their teaching and research projects.

This Institute will offer an important contribution to the field of digital humanities. The project aims to bring participants from a variety of academic and socio-cultural backgrounds to actively engage in collaborative partnerships on the basis of social justice and critical approaches in digital pedagogy of the Caribbean. To support the success of this Institute, I will encourage participation from members in my professional organizations including the Haitian Studies Association, Association of Black Anthropologists, and the Caribbean Studies Association. In addition, I will use social media to promote the workshops and other activities and to highlight the results and products from the Institute. I am excited to contribute to this Institute, and I offer my full support to the success of the project. If there are any questions, please feel free to contact me.

Sincerely,

Crystal Andrea Felima, PhD
2017-2019 Post-doctoral Fellow of Caribbean Studies Data Curation
February 20 2018

Laurie N. Taylor
dLOC Digital Scholarship Director
UF Digital Scholarship Librarian
University of Florida
P.O. Box 117000
Gainesville, FL 32611

Dear Dr. Laurie Taylor:
I am honored to commit as a trainer and collaborator with the proposed NEH Advanced Institute in the Digital Humanities organized by the George A. Smathers Libraries at the University of Florida (UF) in partnership with the Digital Library of the Caribbean (dLOC). This institute will focus on the topics of Caribbean Studies and digital humanities and is scheduled to begin March 2019 and end August 2020. I understand that I will take part in presentations and workshops during this time, with the aim to provide necessary training on topics related to incorporating oral histories and digital materials related to Caribbean Studies into teaching practices.

Since 2006 I co-direct with Dr. Nadjah Ríos from the University of Puerto Rico “The Diaspora Project” (DP), a research project that explores cultural texts, practices and artifacts produced by the Puerto Rican diaspora in the US Virgin Islands and has expanded to study the mobility and fluidity of cultural practices that take place in the Eastern Caribbean. In fact, starting on January 2018 Dr. Ríos and I are co-investigators of the project “Caribbean Diaspora: Panorama of Carnival Practices”, a stage one project under the NEH Digital Humanities Advancement Grant that aims to explore migration and the Caribbean diaspora through the lens of cultural practices related to Carnival that will revitalize, reuse, and recover valuable existing digital archival materials and artifacts. I believe my work as a researcher with DP as well as my experience as an academic administrator will provide effective training, guidance and structure in the development of lessons, modules, and/or courses using oral histories and integrating digital humanities into the classroom.

I am convinced that UF-DLOC proposed NEH Advanced Institute in the Digital Humanities will provide digital humanities scholars, library and archival experts, and Caribbean Studies researchers a space to discuss, create and propose new forms of producing digital knowledge for digital born users. The opportunity for wider collaboration with humanities scholars and media specialists and technicians will no doubt break new ground in the teaching and researching of Caribbean Studies. In fact, this project is of great value to the Digital Humanities, as it helps building the capacity of local scholars and media/information specialists to collaborate on producing high quality resources using valuable archives. The proposed experience as trainer and expert will also facilitate the recruitment of Caribbean Studies scholars from Puerto Rico and strengthen the University of Puerto Rico relation with the University of Florida’s Digital Library of the Caribbean (dLOC) project, with the ultimate aim of enabling contribution to its collections to support and catalyze digital research in and about the Caribbean.

I am honored to be part of this project, and am deeply committed to achieving its goals.

Mirely González, Ph.D.
Associate Dean for Academic Affairs
College of Humanities
University of Puerto Rico
Margo Groenewoud, PhD
Assistant Professor, Faculty of Social and Behavioral Studies
Project Manager, UCRI Research Institute
University of Curacao Dr. Moises da Costa Gomez
Jan Noorduynweg 111
Curacao, Dutch West Indies

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Ref 189/2018 UoC

Curacao, 5 March 2018

Dear Dr. Taylor,

I commend you on the initiative to propose for a Caribbean Studies Digital Humanities Institute (CSDHI), and I want to thank you for involving the University of Curacao (UoC), as longstanding partner of University of Florida and the Digital Library of the Caribbean, in this.

By this letter I confirm my commitment to contribute to the proposed CSDHI project, being submitted by the University of Florida, and my role as a trainer and expert in contributing to its success.

Since 2008 the University of Curacao has been working on digitization of cultural heritage resources and the creation of a community digital library, an institutional repository and a growing number of digital collections. This venture would not have been possible without the support of the Digital Library of the Caribbean, dLOC, and its founding universities, UF and FIU. With their help in 2015 the Dutch Caribbean Digital Platform (dcdp.uoc.cw) was developed and launched, following with the addition in 2016 of the Dutch Caribbean Heritage Collection. Our current collection holds over 8,000 items about Dutch Caribbean culture, history, law and languages, with an important collection of rare material in Papiamentu and Papiamento and a growing oral history collection that includes authentic tales, songs and rhythms form the 1950s and 1960s.
For us as one of the leading institutes for higher education in the Dutch Caribbean, it is a key challenge to balance our target to educate global citizens with specific local and regional educational needs and ambitions. Small scale, limited resources and historical ties to the Netherlands make it hard to decolonize learning material and to optimize the impact of education and research for the future of our communities. With our digital library and our network, we are ready to achieve much more in this area than we had ever envisioned, but we need collaborative action and support in capacity building. The CSDHI project could not have come at a better moment for us.

In 2017 the University of Curaçao Research Institute (UCRI) has been established within our institute to promote and support research in the Dutch Caribbean. My involvement in this research center is as expert in digitization of education and the embedding of digital scholarship in our education and research activities. As former manager of UoC Library and Research Services department, I know the ins and outs of digitization, whereas as Caribbean scholar I know all about research, especially in Caribbean humanities. As a historian specialized in Dutch Caribbean twentieth century social history, gaining knowledge and expertise in Digital Humanities will have a direct impact on my own research. Participating in the proposed CSDHI project will enable me to practice directly within my field of expertise, and thus to teach from experience, boosting my impact as an agent, collaborator and teacher. In particular I expect to further the use of oral history and Caribbean tales, songs and rhythms in education, and to collaborate on innovative ways to involve students in the validation, enrichment and valorization of local data in open spaces.

We wholeheartedly support the vision of the proposed CSDHI project with regard to the specific need for advancement of Digital Humanities in Caribbean Studies. Our student population fully reflect the multi-ethnicity of the Caribbean, and our fields of study are interdisciplinary and crossing language and culture boundaries. We recognize ‘migration, mobility and sustainability’ as that which binds us in the larger Caribbean. To advance Digital Humanities in this context, and in a close cooperation with the region, will not be beneficial to those involved only, but will deliver universal showcases for DH.

Our Digital Humanities projects are promoted to our stakeholders through a multilevel and multiregional approach. The University of Curaçao is the national university of our island, playing a central role in the UNICARIB cooperation of Dutch Caribbean knowledge institutes as well as in other regional platforms and associations such as ACURIL and the Association of Caribbean Historians (ACH). In our digitization efforts we have been a thriving force for the Dutch Caribbean since we joined dLOC in 2008, which has resulted in the organization of conferences, training and workshops, conference papers, publications and a webinar for the SAA’s Latin American and Caribbean Cultural Heritage Archives Section at the launch of this platform in March 2015.

As a consequence of the above, the University of Curaçao Dr. Moises da Costa Gomez endorses the proposed CSDHI project for capacity building in collaborative Digital Humanities and Caribbean Studies.

Kind regards,

Margo Groenewoud
February 27, 2018

Lauree Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Dr. Taylor,

I am writing to express my commitment for the Institute for Advanced Topics in Digital Humanities (IATDH) grant application submitted by the University of Florida (UF) to participate as an In-Person Institute Faculty Member who will co-present on teaching with digital collections at the Caribbean Studies Digital Humanities Institute (CSDHI).

The proposed presentation topic will cover the Florida & Puerto Rico Digital Newspaper Project (FPRDNP), the project that I manage for the George A. Smathers Libraries at the University of Florida. This project seeks to digitize historic newspapers from Florida & Puerto Rico for preservation and enhanced access. All digitized content is uploaded to the Library of Congress’s site, Chronicling America. Presenting at the CSDHI will benefit this project by enabling outreach with educators, which is one of the areas of focus for the FPRDNP. It will teach attendees about Chronicling America, a resource they will be able to incorporate into their research and curriculum. Presenting on Chronicling America, and more specifically the FPRDNP, will allow for the showcasing of the under-utilized Caribbean content that is made available via this newspaper project.

This Institute will provide an opportunity for members of under-resourced organizations to learn about digital collections and tools used in Digital Humanities, expand their knowledge of digital collections and how to implement them in the classroom, and allow them to foster new connections and collaborate. Teaching participants about Digital Humanities and tools used in the field will provide them with new ways of looking at and advancing Caribbean Studies.

As acting project manager, I oversee and assist with outreach and promotion efforts for the FPRDNP, which will allow me to promote the modules and lessons created by participants of the Institute with our project partners at the University of Puerto Rico-Rio Piedras as well as with our project followers. Social media platforms such as Twitter, Facebook, and WordPress will be used to further disseminate these newly created materials with the community at large. Additionally, I will work to share this content, especially any Puerto Rico related materials, directly with FPRDNP collaborating educators and others interested in Caribbean Studies.

I am honored to be part of such an important project and look forward to the commencement of this Institute.

Sincerely,

Melissa Jerome
Project Coordinator, Florida & Puerto Rico Digital Newspaper Project
University of Florida

The Foundation for The Gator Nation
An Equal Opportunity Institution
01 March 2018

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Dr. Taylor,

I am pleased to accept the invitation to be a part of the *Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities* Project being proposed by my colleagues at the University of Florida.

I have taught Digital History at The University of the West Indies for many years and it is the first course of its kind within our system. As the digital world expands it is clear that there is a growing need to incorporate digital technology into tertiary level course designs and class interactions and activities. It is equally evident however, that too few are engaged in this area, even in 2018. My work is specifically ensconced in the humanities, a critical yet challenged field. As humanities lecturers and instructors the world over gain greater insight into the use of such technology to advance their pedagogy, students will become more attracted and engaged, the humanities will take on a greater relevance in the minds of decision makers and the survival of the field will be ensured.

This project with its focus on enhancing the opportunities in this area for under-resourced institutions and those with preservation concerns in the United States is essential in such a society that is a leader in this area of digital technology. At no point should there be such an extensive gap in technical and pedagogical knowledge among institutions and educational professionals within a country that is so greatly advanced. This project aptly seeks to narrow this gap and expose the underexposed to essential skills. As a Caribbean person, I am also pleased by the focus on Caribbean Scholarship and can envision such a project eventually (in its second iteration possibly) expanding to include teachers, scholars and archivists from the Caribbean, who are in even greater need. This project can only strengthen our field further.
I, therefore, thoroughly support the objectives of the *Migration, Mobility, and Sustainability: Caribbean Studies and Digital Humanities* Project and look forward to participating in such a significant venture.

Yours sincerely,

[Signature]

Debbie McCollin (PhD)
Lecturer
The Department of History
Faculty of Humanities and Education
The University of the West Indies,
St. Augustine,
Trinidad and Tobago,
West Indies.
Nadjah Rios Villarini, PhD
Associate Professor
English Department
College of General Studies
University of Puerto Rico
PO Box 23323
San Juan, P.R. 00931-03323

February 23, 2018

Laurie Taylor, PhD
Digital Scholarship Librarian
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Laurie Taylor:

I am pleased and honored to commit to being part of the digital humanity team in the proposed CSDHI Project by the University of Florida. I understand that as part of the project I will be participating in presentations and workshops as a trainer and expert. This experience will not only give me an opportunity to disseminate the project Caribbean Diaspora: Panorama of Carnival Practices sponsored by the National Endowment of the Humanities, but also it would provide me the opportunity to share the process of conceptualizing and creating an interactive website to make data accessible for a general audience.

For the University of Puerto Rico this institute is an opportunity to establish and strengthen new networks with colleagues in the United States working with collections related to the Caribbean region. Due to the technological limitations in the Caribbean library system projects in this region are seminal to document, preserve and disseminate the rich history, traditions and cultures of these islands. I look forward to working as part of digital humanities team that will contribute to the enrichment of humanities scholarship and the public.

Sincerely,

[Signature]

Nadjah Rios Villarini
Center for Latin American Studies  
Outreach Program

February 28, 2018

Dear Dr. Laurie Taylor:

I write to confirm my commitment to and participation in the proposed Caribbean Studies Digital Humanities Institute (CSDHI) project. A large part of my work at the University of Florida (UF) consists of organizing and conducting educator workshops with the goal of promoting Latin American Studies, global education and digital literacy.

The DSDHI project connects directly with my outreach work at the Center for Latin American Studies. Our Center is devoted to training and providing resources for educators to internationalize the curriculum and enhance learning through the use of innovative pedagogies and technologies. I am a firm believer in the power of the appropriate use of technology for learning and have research and applied experience building communities of practice. Additionally, I have worked with dLOC in the past through workshops and K-12 materials development. The proximity of Florida to the Caribbean and the large population of Caribbean people in Florida make it a crucial area for educators in the region to understand.

In education today, educators must be prepared to provide teaching and learning opportunities that will help students successfully navigate a globalized and networked society. DSDHI participants will benefit by exploring Caribbean resources available at dLOC and learn new teaching methods through digital humanities (DH) approaches. The fact that the participants will work together as a cohort over an extended period of time will strengthen their learning and provide a support network for them, as well as provide opportunity to build relationships with the faculty facilitators in the institute.

The project will help disseminate knowledge of DH and how to integrate it on a campus to a new group of faculty that may have not been exposed to the field before. As the institute theme is the Caribbean, this promotes the "global" in DH. Ideally participants will share what they learn on their respective campuses to colleagues to further promote DH across campuses.

As a U.S. Department of Education National Resource Center, my outreach work focuses on reaching K-12 and minority-serving institutions of higher education to provide resources and professional development. I have a network of educators at all levels around the U.S. and will be able to help recruit institute participants and assist in sharing the resources developed to other small colleges and high schools. I can share institute information through list-serves, professional associations, and social media.

I am thrilled to be part of this proposed project and believe I can contribute to its success due to my background in educator professional development, online learning, communities of practice, and Latin American Studies.

Mary E. Risner, Associate Director
Dr. Taylor,

I write this letter to confirm my commitment to contribute to the proposed Caribbean Studies Digital Humanities Institute (CSDHI) project, being submitted by the University of Florida (UF) in my role as a trainer and expert.

As the Latin American and Caribbean Special Collections Librarian at UF and the archivist at the Digital Library of the Caribbean (dLOC) I have worked towards challenging underrepresentation through the development of archival and digital collections, and by travelling to Latin America and the Caribbean inviting libraries and archives to become dLOC partners. This grant will allow me to continue this line of work. More importantly, this project will allow partners from the Caribbean who have just experienced major natural disasters, and who will continue to experience them, to benefit from the training and support we will provide in order to better preserve and provide access to the cultural heritage of their communities. At the same time, the in-person and virtual training sessions will contribute to the practice of digital humanities by enabling the participation of underrepresented communities. The project will also benefit UF and dLOC because it will allow us to better understand the needs of our partners. I will promote this project among the faculty of UF’s Center for Latin American Studies and also among the archivists of the Society of American Archivists, especially those who belong to the Latin American and Caribbean Cultural Heritage Archives (LACCHA).

Finally, I reiterate my commitment to conduct the instruction sessions assigned to me and to promote the project.

Sincerely,

Margarita Vargas-Betancourt

Margarita Vargas-Betancourt, Ph.D.
Latin American and Caribbean Special Collections Librarian
300D Smathers Library
PO Box 117009
Gainesville, FL 32611
Budget Narrative File(s)

Budget Attachment Filename(s): Budget Narrative Attachment Form.pdf
COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 59-6002052
DATE: 06/30/2017

ORGANIZATION:
FILING REF.: The preceding
University of Florida
agreement was dated
Finance & Accounting Division
07/01/2016
111 Tigert Hall - PO Box 113200
Gainesville, FL 32611-3200

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

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<td>26.00 Off-Campus</td>
<td>Instruction</td>
</tr>
<tr>
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<td>06/30/2019</td>
<td>26.00 Off-Campus</td>
<td>All Programs</td>
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</tbody>
</table>
ORGANIZATION: University of Florida
AGREEMENT DATE: 6/30/2017

<table>
<thead>
<tr>
<th>TYPE</th>
<th>FROM</th>
<th>TO</th>
<th>RATE(%)</th>
<th>LOCATION</th>
<th>APPLICABLE TO</th>
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<tbody>
<tr>
<td>PROV.</td>
<td>07/01/2019</td>
<td>Until</td>
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<td></td>
<td>Use same rates and conditions as those cited for fiscal year ending June 30, 2019.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amended</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*BASE*

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.
SECTION I: FRINGE BENEFIT RATES**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>FROM</th>
<th>TO</th>
<th>RATE(%)</th>
<th>LOCATION</th>
<th>APPLICABLE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIXED</td>
<td>7/1/2017</td>
<td>6/30/2018</td>
<td>18.30</td>
<td>All</td>
<td>Clinical Faculty</td>
</tr>
<tr>
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<td>6/30/2018</td>
<td>27.40</td>
<td>All</td>
<td>Faculty</td>
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<td>35.80</td>
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<td>6/30/2018</td>
<td>20.60</td>
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<td>House Staff/Clinical Post Docs</td>
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<tr>
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<td>7/1/2017</td>
<td>6/30/2018</td>
<td>10.20</td>
<td>All</td>
<td>Grad Asst &amp; Post Docs</td>
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<tr>
<td>FIXED</td>
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<td>6/30/2018</td>
<td>6.60</td>
<td>All</td>
<td>OPS/Temp Faculty</td>
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<td>6/30/2018</td>
<td>0.60</td>
<td>All</td>
<td>Student/OPS FWSP</td>
</tr>
<tr>
<td>PROV.</td>
<td>7/1/2018</td>
<td>Until</td>
<td></td>
<td>amended</td>
<td>Use same rates and conditions as those cited for fiscal year ending June 30, 2018.</td>
</tr>
</tbody>
</table>

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.
SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. However, grants or contracts will not be subject to more than one F&A cost rate. Therefore, the rate will be determined by how the majority of activity is performed under the project (i.e. off-campus, in an REC, or for Other Sponsored Activities), and that rate will apply to the entire project.

Equipment Definition:
Equipment means article of nonexpendable, tangible personal property having a useful life of more than one year(s) and an acquisition cost of $5,000 or more per unit.

The rates contained in this agreement reflect the combined cost of the University of Florida Research Foundation, Inc. and will apply to grants and contracts awarded to the foundation.

APPLICATION OF INDIRECT COST RATES TO DOD CONTRACTS/SUBCONTRACTS:

In accordance with DFARS 2231.303, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect cost rates incurred by an institution of higher education under a DOD contract awarded after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the Department of Defense that such limitation is not being uniformly applied. Accordingly, the following rates do not reflect the application of the 26% limitation on administrative indirect costs imposed by OMB Circular A-21.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>Effective Period</th>
<th>Rate (%)</th>
<th>Locations</th>
<th>Applicable Conditions</th>
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<tbody>
<tr>
<td>PRED</td>
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<td>On-Campus Orgn. Research</td>
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<tr>
<td>PRED</td>
<td>07/01/15-06/30/19</td>
<td>28.0%</td>
<td>Off-Campus Orgn. Research</td>
<td></td>
</tr>
<tr>
<td>PROV</td>
<td>07/01/15-Until Amended</td>
<td>Use same rates and conditions as those cited for fiscal year ended June 30, 2019.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This Rate Agreement only updates the Fringe Benefit Proposal section.*

Your next Fringe Benefit proposal based on actual expense for fiscal year ending 06/30/17 is due in our office by 12/31/17. The next Facilities and Administration (F&A) proposal based on actual expense for the fiscal year ending 06/30/18 is due in our office by 12/31/18.
SECTION III: GENERAL

A. LIMITATIONS:
The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:
This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:
If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:
The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:
If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Florida

(SIGNATURE)

Alan M Walt

(NAME)

Assistant VP & University Controller

(TITLE)

7/31/2017

DATE

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/30/2017

(DATE)

NHS REPRESENTATIVE:

Shon Turner

Telephone:

(214) 767-3261