Jan. 6, 2014

Dr. Eugene M. Tobin
Program Officer
Andrew W. Mellon Foundation
140 E. 62nd Street
New York, NY 10065

Dear Gene,

On behalf of Austin College, I am writing to wholeheartedly endorse Dr. Patrick Duffey's Nov. 8 letter requesting a $500,000 grant from the Andrew W. Mellon Foundation to support "Collaborative Pedagogies in the Digital Age" from July 1, 2014, through June 30, 2017. I am extremely appreciative of the foundation's support of a planning grant last year for this project and the invitation to submit a proposal for this digital learning initiative.

As Dr. Piñeres and I discussed with you in October, Dr. Duffey and a highly engaged committee of 14 faculty members have already accomplished significant work in digital projects. Throughout the course of the planning grant and preparation for this proposal, the digital learning initiative has become a source of enthusiasm and innovation among the faculty and a launching point for exciting collaborative opportunities.

I believe this grant will be a catalyst for incorporating digital learning into Austin College's curriculum in ways that resonate with a generation of students who are "digital natives," increasing access to and the impact of scholarly work, and creating cost effective methods to advance a liberal arts education without sacrificing quality or student-faculty interaction.

Your consideration of our proposed program and longstanding commitment to liberal arts education is greatly appreciated. Please contact me if I can answer any questions.

Sincerely,

Marjorie Hass

MH/dm

Jan. 6, 2014

Dr. Eugene M. Tobin
Program Officer
Andrew W. Mellon Foundation
140 E. 62nd Street
New York, NY 10065

Dear Dr. Tobin:

Enclosed is Austin College's proposal, "Collaborative Pedagogies in the Digital Age," along with President Hass's endorsement letter, the budget spreadsheet and narrative, as well as other required documents. We request the Andrew W. Mellon Foundation's consideration of a $500,000 grant to support a three-year program in collaborative digital pedagogies beginning in July 1, 2014, and ending June 30, 2017.

This digital pedagogies project is transformational in scope, interdisciplinary in content, and sustainable. It is ambitious, yet it is also realistic for Austin College. The 36-month grant would provide stipends to allow faculty members to enhance courses with digital pedagogies. There would be a total of 27 faculty stipends (nine per year), as well as a stipend for a Digital Learning Fellow (an Austin College faculty member with instructional technology experience). Faculty could participate by pursuing digital projects with existing collaborators, such as the Digital Projects Unit of the University of North Texas (UNT), the Crow Collection of Asian Art (Dallas, Texas), or the Native American Center For Student Success at Southeastern Oklahoma State University. Alternatively, faculty members could enhance one of more than 20 interdisciplinary course partnerships developed through a previous Mellon grant. Finally, faculty members—individually or in pairs—could also create new courses that utilize digital teaching and learning. Through a Mellon Planning grant, faculty members have already begun to develop partnerships with other institutions.

The initiative would be transformational, providing the necessary resources for faculty to accomplish grassroots curriculum development and revision. Many faculty members have begun to explore digital pedagogies in their teaching, but because of a lack of professional assistance and other resources, they have not been able to take the next step. Faculty members are at many different levels of ability, and many are in need of training and technical support. The proposed program addresses these needs by funding the purchase of digital technology, creating classrooms equipped for digital learning, and the salary of full-time instructional technologist, a position that Austin College would commit to sustaining into the future.

I would act as the principal investigator for the grant. My contact information is included below my signature. I have also included the contact information for collaborating institutions and individuals, or with whom we have begun discussions about future collaborations.

I look forward to talking with you in the near future about the proposal. If you have any questions, please do not hesitate to contact me.

Sincerely,

Patrick Duffey, Ph.D.
Dean of Humanities
Professor of Spanish
Austin College
900 N. Grand Avenue
Sherman, Texas 75090
(903) 813-2361
FAX (903) 813-2368
pduffey@austincollege.edu

Project Partners

1.   **Mapping Tibetan Cultures**
Faculty Supervisor: Dr. Ivette Vargas-O'Bryan, Asian Religions

Crow Collection of Asian Art
Main number: (214) 979-6430
Fax: (214) 979-6439
2010 Flora Street
Dallas, TX 75201

Amy Lewis Hofland
Director (214) 979-6431
ahofland@crowcollection.org

Dr. Caron Smith
Curator (214) 753-8711
csmith@crowcollection.org

Plateau Cultural Heritage Protection Group (PCHPG)
Unit #4, Building #1, Kojima(Xiaodao Jidi) Base #35, Wusixilu, Xining City, Qinghai Province.

Telephone : 0971-6321637
pchp_group@163.com
http://www.pchpg.org/col.jsp?id=109

Dr. Gerald Roche (independent anthropologist, China) http://gjroche.weebly.com/links.html

2.   Native American and Indigenous Studies GIS Project, Dr. Don Rodgers
Faculty Supervisor: Dr. Don Rodgers, Political Science

Dr. Ronald Briggs
Professor Emeritus
School of Economic, Political and Policy Sciences
University of Texas at Dallas
800 W. Campbell Rd
Richardson, Texas 75080-3021
briggs@utdallas.edu

Chris Wesberry
Coordinator, Native American Center For Student Success
Southeastern Oklahoma State University
1405 N 4th Avenue, PMB 2747
Durant, OK 74701-0609
cwesberry@se.edu

Susan B. Thomas, PhD
Executive Director
Texoma Council of Governments (TCOG)
sthomas@texoma.cog.tx.us

3.   The Osterhout Family Papers, 1793-1963.

Faculty Supervisors: John West, College Librarian
                       Justin Banks, College Archivist

Dr. Martin Halbert
Dean of Libraries
University of North Texas Libraries
1155 Union Circle #305190
Denton , TX 76203-5017
(940) 565-3025
martin.halbert@unt.edu

PROPOSAL INFORMATION SHEET
The Andrew W. Mellon Foundation
Please complete this form as part of your proposal

Organization Information

Date of Submission:	Jan. 6, 2013
Organization Legal Name (*as it appears on your IRS determination letter*):	Austin College
Also Known As, or Doing Business As *(if applicable)*:	
Organization Legal Address:	900 North Grand Ave. Sherman, TX 75090-4400
Secondary Mailing Address *(if applicable)*:	
Fiscal Year End Date	June 30

Proposal Information

Project Title or Description:	Collaborative Pedagogies in the Digital Age
Requested Amount:	$500,000
Proposed Grant Term (in months):	36 months

The end date of the grant will be calculated from the date that the grant payment is made, based on the term stated above. If your proposed grant term is different than this calculation, please provide the reason below:

Contact Information

	Organizational Leadership	Principal Investigator(s) *	Financial Officer*
Name:	Dr. Marjorie Hass	Dr. Patrick Duffey	Heidi Ellis
Title:	President	Dean of Humanities	VP for Business Affairs
Email:	mhass@austincollege.edu	pduffey@austincollege.edu	hellis@austincollege.edu
Phone:	903.813.3001	903.813.2361	903.813.2235
Fax:	903.813.3008	903.813.2368	903.813.2378
Mailing Address *(if different from above)*:	900 North Grand Ave. Suite 6P Sherman, TX 75090-4400	900 North Grand Ave. Suite 61555 Sherman, TX 75090-4400	900 North Grand Ave. Suite 6F Sherman, TX 75090-4400
Assistant Name *(if applicable)*:	Genna Bethel	Lisa Foster	Johna Boatright
Assistant Email:	gbethel@austincollege.edu	lfoster@austincollege.edu	jboatright@austincollege.edu
Assistant Phone:	903.813.3001	903.813.2361	903.813.2235

*if different from Organizational Leadership. Add more pages for additional grants management contacts, if required.

Contact Information

	Grants Management
Name:	Dara McCoy
Title:	Director of Foundation Relations
Email:	dmccoy@austincollege.edu
Phone:	903.813.2423
Fax:	903.813.2415
Mailing Address *(if different from above):*	900 North Grand Ave. Suite 6G Sherman, TX 75090-4400

*if different from Organizational Leadership. Add more pages for additional grants management contacts, if required.

COLLABORATIVE PEDAGOGIES IN THE DIGITAL AGE

a) Project Description
Collaborative Pedagogies in the Digital Age builds on the outcomes on the previous Andrew W. Mellon Foundation-funded projects at Austin College and current collaborations both internally and externally. This proposal emphasizes not only internal collaborations that have resulted in interdisciplinary courses and centers, but also collaborations between Austin College and other institutions. Drawing on the greater resources and diverse experiences of other institutions enhances the long-term sustainability of the programs and allows our scholarship to impact broader audiences. Finally, this program creates avenues for faculty members to embrace digital technology and integrate it into their curriculum so that current and future generations of digital learners continue to be highly engaged in their liberal arts education.

b) Project Rationale
In order to address the needs of the new wave of digital learners, colleges and universities are seeking ways to incorporate digital technologies in their teaching. For Austin College, it is both exciting and challenging to explore the opportunities that new technologies offer while at the same time remaining true to our mission: providing a personalized education at a small, residential liberal arts institution. What is distinctive about Austin College's proposal for further integration of digital technology with teaching? It can be summed up in one word: collaboration.

The following proposal derives from a long tradition of successful collaborations at Austin College, including those between faculty and students doing research, and between faculty and students from different disciplines. Between 2004 and 2008, the Mellon Foundation provided funding for Austin College students and faculty in the humanities and social sciences to collaborate on research projects for 10 weeks during the summer.[1] In 2009, the Mellon Foundation provided a $500,000, five-year grant for Course Partnerships, a program that has allowed the creation of 28 partnered courses involving more than 20 different academic disciplines across the curriculum. The impact of both of these Mellon grants has been lasting and pervasive. The Mellon Course Partnerships grant has had 51 faculty participants (more than half of eligible Austin College faculty). The key to encouraging broader participation has been to develop new models of cross-disciplinary collaboration that build on existing course offerings.

In the proposed program, faculty members from any discipline are encouraged to enhance current or create new course offerings by means of digital pedagogies. The program would be overseen by a director and a steering committee with membership from the humanities, social science, and science divisions. With the assistance of an instructional technologist and Mellon Digital Learning Fellow, faculty would enhance their courses by one of two means: 1) pairs of faculty members who have previously developed Mellon Course Partnerships under the previous grant (or new faculty pairs) would develop new digital projects that will enrich their interdisciplinary, linked courses; or, 2) individual faculty members would use

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[1] This program has since been endowed as the Lemuel Scarbrough, Jr. Summer Research Program in the Humanities and Social Sciences.

Austin College

digital media to create new courses or projects in collaboration with other institutions or organizations. Thanks to a $50,000 Mellon Planning Grant in 2012-2013, several faculty members have already begun to explore the integration of technology in their courses, both in interdisciplinary courses and in partnerships with other institutions. The planning grant also allowed several faculty members to conduct over a dozen site visits in order to learn from others' experiences with digital teaching.

Digital pedagogies to be supported in this proposal

During the last several years, faculty members have begun to explore various digital tools and methodologies. Some representative examples are included in the following project descriptions (the list is not exhaustive).

1. Mapping Tibetan Cultures

In a spring 2013 religious studies course, Dr. Ivette Vargas-O'Bryan (Asian Religions) and 12 students from various disciplines used the UNITY animation program and the OMEKA web publishing platform, as well as weekly blogs. They worked in teams with the Crow Collection of Asian Art Museum (Dallas, Texas) as well as the Plateau Heritage Protection Project in China, local artists, scholars, filmmakers, and art collectors in Nepal and China in order to develop an understanding of Tibetan cultures through objects, texts, and interviews. The culminating project was a professional art exhibit at the Crow museum, curated by students in collaboration with the museum staff. The students connected the Tibetan bronzes via QR codes to digital archives and a website they had created (https://mappingcultures.austincollege.edu/). Students were not only exposed to real life experiences, but also had to work together in teams to complete project requirements and to satisfy professional organizations.

2. Native American and Indigenous Studies GIS Project

Dr. Don Rodgers (Political Science) and his students plan to use geographic information system technology (GIS) in order to advance several projects related to the nearby Choctaw and Chickasaw Nations. As detailed in *Tribal GIS: Supporting Native American Decision Making*[2], the Chickasaw Nation has made excellent progress in using GIS to mark sites of cultural significance, locating these sites within present urban contexts, tagging them with relevant historical and other data. The Chickasaws have also used GIS to create more efficient road networks, as well as better emergency management services. Austin College students would work with the Native American Center for Student Success at Southeastern Oklahoma State University (SOSU) in Durant, Oklahoma, and the Texoma Council of Governments (TCOG) in order to help the neighboring Choctaw Nation make use of GIS technology in similar and new ways. Austin College students would utilize the new GIS laboratory that the College plans to house on campus in the George T. and Gladys H. Abell Library. The first component of the project will include assistance with curriculum enhancement and development. This would include integration of GIS into existing or new

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[2] Taylor, Anne, et al., eds. *Tribal GIS: Supporting Native American Decision Making* (Redlands, CA: Esri Press, 2012).

courses and potential collaboration between Austin College and SOSU faculty in course development and delivery. A second component will involve student-faculty collaborative research projects incorporating GIS in investigating a wide range of issues related to Native American and indigenous studies. Faculty from both institutions will be encouraged to develop research projects relevant to their interests and to collaborate with faculty from the partner institution. They will be provided training on the use of GIS technology and how to integrate students into the research program. A third component will be connected to Austin College and TCOG's Social Entrepreneurship for Poverty Alleviation (SEPA) program and will involve providing GIS training to students and local non-profit agencies. Following the completion of the training, students will be provided with a paid internship to work on specific projects with the local agencies.

3. Digital Archiving and Meta-data Creation. The Osterhout Family Papers, 1793-1963.

John West, College Librarian, and Justin Banks, College Archivist, estimate that of the 3,000+ documents in the Osterhout Family Papers at the Austin College Abell Library, only 315 documents have been digitized and made available through the Portal to Texas History at the University of North Texas (UNT). This new project would have Austin College students receive training in digital archiving and meta-data creation in order to form a new digital archive that would be housed and maintained by the Digital Projects Unit of the University of North Texas. UNT has already agreed to this partnership in principle.

4. Student-authored online scholarly editions. Dr. Jackie Moore (History) HIST 250 "The African American Experience" and Dr. Randi Tanglen (English) ENG 251 "Slave Narratives"

These courses were offered (fall, 2012) as linked courses using a digital archive of slave narratives through Documenting the American South, a website of primary resources for the study of Southern history, literature, and culture (http://docsouth.unc.edu/). Students from both classes worked collaboratively to create an online scholarly edition of an out-of-print nineteenth-century narrative. The Carolina Digital Archive has selected this course and its assignment to be part of a teaching roundtable at the C19: Society of Nineteenth-Century Americanists conference entitled "Teaching the Digital North American Slave Narrative." Examples of the final projects include: The Narrative of William J. Anderson (http://williamjanderson.wordpress.com/), The Narrative of Isaac Mason http://slavenarrative1.wordpress.com/, and The Narrative of Henry Box Brown http://asliz200blog.wordpress.com/.

5. Blogs, podcasts, and other media. Dr. Todd Penner (Religious Studies) GNDR 120 "Introduction to Gender Studies" and Dr. Brett Boessen (Media Studies) MEDA 450 "Advanced Topics in Media Studies"

These faculty members asked students to reflect critically on some of the ways performance of gender in our everyday lives works as a medium through which meaning and identity are conveyed. In the fall 2012 iteration, they used mobile cameras, the .gif image format, and a class blog to facilitate this discussion. The results can be found

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at http://acgenmed12.wordpress.com/. In future iterations, the faculty members would like to do more with the use of readily available media production tools like cell phones and the web to help students think through the complex relationship between gender and media. They are especially interested in creating media for consumption outside of class (such as an ongoing podcast), and asking students to participate in more complex media-making activities that require more than a single extended class period to complete.

6. Wikis. Dr. Carol Daeley (English) ENG 255 "The World Made by Trade" and Dr. David Griffith (Business) BUS 368 "International Business"

With help from the proposed instructional technologist, these faculty members would like to have their students complete their group projects as a course wiki, probably through pbworks, which would enable collaboration within and among groups and produce results more lively and engaging than a set of papers. They are also interested in linking their coursework with similar kinds of courses at other institutions or even non-academic entities. A course wiki would enable ongoing communication among both business and English students.

7. Electronic notebooks. Dr. Brad Smucker (Chemistry) CHEM 211 "Inorganic Chemistry" and Dr. Andra Troncalli (Physics) PHY 351 "Advanced Laboratory"

The goal of this course partnership was to introduce students from the disciplines of physics and chemistry to larger problems, which can be approached from two distinct disciplines. The paired courses would benefit greatly from the use of electronic notebooks. Currently, the students enter data in a paper notebook. While this approach has its advantages, it discourages collaboration between students in the same class, and even more between the students in the two different classes. The faculty members anticipate that electronic notebooks, which would be accessible to all the students in the class, will facilitate interaction and additions from the various groups working together on a project.

8. LiveBinders, digital stories, website creation, digital film production. Dr. Jennifer T. Johnson (Chinese) has begun to use digital pedagogies in a variety of courses. In the Chinese language house, she has the students use LiveBinders in order to post articles in Chinese, vocabulary lists, and personal reflections (http://www.livebinders.com/play/play?id=475195). She has also had language house students create digital stories (http://www.youtube.com/watch?v=laJiXyidu8k) and her freshman seminar students created an educational website in lieu of final papers (http://acstudentweb.austincollege.edu/students/2016/espears/). Finally, her students also created their own brief films (subtitled in English and Chinese) for an event that has come to be called "The Golden Chopsticks" (http://www.youtube.com/watch?v=cIAIk-N56Yg).

<u>**Development of the grant**</u>
The program of digital collaborations would develop over a period of three years, with an average of nine faculty members participating each year. Applicants would submit proposals individually or in collaboration with other institutions. Also, pairs of faculty would submit proposals for digital enhancement of interdisciplinary course partnerships. Participating faculty would make a commitment to deliver their digital courses at least three times within a

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six to eight year period. The exact number of digitally enhanced courses in any given year would vary, depending on the relative number of individual collaborative projects awarded each year. Over the life of the program, as many as 27 faculty members would offer digitally enhanced courses three times each, for a total of approximately 40 course offerings.

Ongoing, periodic training in digital pedagogies
The grant would support the continued training of Austin College faculty members in a variety of digital tools and methodologies. The grant will reach not only "early adopters," but also reach out to a wide spectrum of technological ability. The present proposal builds upon past workshops and boot camps that have been quite successful and well-subscribed. The grant allows these training programs to expand and flourish. In the summer of 2013, Dr. Brett Boessen (Media Studies) facilitated a five-day digital pedagogy "boot camp," funded through Austin College's Johnson Center for Faculty Development and Excellence in Teaching and open to all faculty and select staff. The goal was to provide focused attention on key aspects of digital networked tools and practices. The intended outcome was to deepen faculty knowledge and understanding of student learning with digital networked technologies. A cohort of faculty and staff considered several discrete topics: theories of digital pedagogy, digital literacy fundamentals, collaboration and peer learning, visual communication, and open education. In conjunction with these sessions, participants also developed a personal project—an assignment, initiative, or other activity—designed to help them focus on their professional goals (in teaching or campus support). Additionally, the cohort will also participate in two follow-up meetings, one each semester, to reconnect and receive feedback.

The proposed grant budget allows for Austin College to offer workshops, enroll groups in webinars, and engage in continuing education related to digital pedagogies. Austin College anticipates both internal workshops targeted at Austin College faculty with varying levels of knowledge or skill in digital technology and public workshops offered to faculty of regional institutions. These workshops will be led by the instructional technologist and/or the Mellon Digital Learning Fellow, and would include workshops in partnership with NITLE. The proposed instructional technologist position, Mellon Fellow, and instructional technologist interns funded by the College all represent an investment in expanding the College's expert knowledge base in digital pedagogies and technology. For this reason, and the rapid expansion and changing environment of digital learning, it is anticipated that digital pedagogies supported by the proposed grant will encompass a wide variety of technological tools and methods beyond those listed in the current examples.

Anticipated creation of digital content
Austin College does anticipate that almost all of the above-mentioned projects will create digital content. Any aspects of the proposed program pertaining to the digitization of works, or the creation of digital technology, software, and/or digital databases will be accomplished in accordance with Austin College's intellectual property policies as found in the Austin College Operational Guide. A complete version of the pertinent policies is included in the Intellectual Property document along with this proposal. A sample screenshot of anticipated digital content is also provided in the appendix.

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Four distinctive features of this proposal:

1. **Scale and scope are college-wide and transformational.** This grant would allow Austin College faculty to take the crucial next step in developing their digital teaching.
   a. Without the time and expertise of a full-time instructional technologist, and without enhanced digital classrooms, equipment, and software, most faculty will be unable to move their ideas beyond an exploratory phase. "While the group of faculty and staff involved in this grant has made a good start, the college must now work to expand interest in and practice of digital pedagogy beyond this core group. This process will include raising awareness, stimulating interest, building community around digital learning, and providing support for digital learning projects. Essentially, the college is seeking to change its culture as it builds capacity to engage in digital learning and scholarship."[3] This Mellon grant would allow Austin College to move more quickly to digitally enhance its curriculum and capitalize on what was learned though the planning grant. Over the course of this Mellon grant, the College would gradually absorb the program into its operating budget and cultivate additional resources to ensure long-term sustainability.
   b. The grant will help Austin College faculty and students of this and future generations put digital tools to use in honing their critical thinking skills. The grant will allow Austin College to be a model of how new media can be used to enhance the kind of personalized, face-to-face teaching that liberal arts colleges are known for. The grant will permit Austin College to show that these new tools are good for much more than creating distance education on the cheap for a massive audience of passive, only slightly engaged participants in order to cut costs. The grant will give Austin College faculty members the means to help students connect to educational material in a deeper way.
   c. Austin College faculty already exhibit substantial buy-in for the integration of digital teaching in interdisciplinary courses, potential new courses, and digital projects. Faculty members from diverse disciplines have signed on as potential participants (Biology, Communications, History, English, Philosophy, Gender Studies, Media Studies, Business, Chemistry, Physics, Mathematics, Biology, Political Science, Asian Religions, Art, Nonprofit Organizations and Public Service, and Classics). The Mellon Course Partnership Program has created an excellent group of pedagogical innovators for this project to draw on. Furthermore, digital teaching is a natural fit for interdisciplinary courses, because digital media often facilitate collaboration between diverse groups of faculty and students.

2. **Incorporates lessons learned from planning grant.** During the course of the planning grant, we learned valuable lessons that have shaped this proposal.
   a. By participating in the University of North Texas's Digital Frontiers conferences, we learned that Austin College's role can be to offer pedagogical

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[3] Davis, F. Rebecca. "Building Capacity in Digital Humanities through the Austin College Digital Colloquium." National Institute for Technology in Liberal Education (NITLE). March 12, 2013, 2.

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strategies for the innovative use of digital media in the classroom. While larger institutions can provide resources, expertise, and best practices in the curation and development of digital projects, Austin College faculty members can offer a wealth of one-on-one teaching experience and creativity that can demonstrate specifically how digital resources can be put to use in the classroom.

b. Site visits at other small liberal arts colleges such as Occidental College, Rhodes College, Eckerd College, and Berry College have given us models for how to move our own institution to the next level in the use of digital pedagogies, while remaining true to our mission and while maintaining realistic objectives given our resources. Occidental, for example, has shown that the addition of a few key personnel can have a significant impact on teaching. The addition of a full-time instructional technologist with teaching experience, along with three post-doctoral interns, Occidental's Center for Digital Learning and Research has given us a model for the staffing of our proposed program.

c. The proposal also outlines several activities in response to recommendations in the NITLE report conducted in March 2013 as a part of the planning grant activities (see Appendix for full report).

3. Distinctively interdisciplinary. Although many institutions are trying to harness digital media for teaching, Austin College's approach is unique in its emphasis on digital media as a means of fostering cross-disciplinary collaboration. All projects would be collaborations between different disciplines or in partnership with an external institution or organization. Many of the participants in the Mellon Course Partnerships have expressed interest in finding ways to create digital components for their courses. Of the 51 faculty participants in the partnership grant, 45 of these are interested in enhancing their partnerships with digital projects, and many of these have submitted descriptions of their projects (see Appendix for a list of prospective courses and projects).

4. Builds multiple institutional partnerships. Austin College faculty members have also begun to develop partnerships with other institutions in order to create digital, cross-disciplinary courses. For instance, Dr. Ivette Vargas-O'Bryan, associate professor of religious studies, developed a course "Mapping Tibetan Cultures," which was a collaborative effort between Austin College, the Crow Collection of Asian Art (Dallas, Texas), and the Plateau Heritage Protection Project (China) that combined faculty and student expertise in Asian Studies, computer science, and other areas. The students developed online materials to supplement a museum exhibition on Tibetan bronzes. A political scientist is presently developing a collaborative effort using GIS technologies where students and faculty from Southeastern Oklahoma State University and Austin College work together with the Choctaw Nation and the Texoma Council of Governments (TCOG) in order to study Native American culture. The Austin College librarian and archivist plan to collaborate with the Digital Projects Unit of the University of North Texas (UNT) in order to digitize and create greater access to the 3,000+ documents of the Osterhout Family Papers

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presently housed in the Austin College archive. This new project would have Austin College students receive training in digital archiving and meta-data creation in order to form a new digital archive that would be housed and maintained by the Digital Projects Unit of the University of North Texas.

This level of faculty outreach beyond the institution would not have occurred without the Mellon planning grant, and the present proposal will allow this outreach to come to full fruition. This initiative would be a relationship builder that allows institutions to join forces, cut costs, and provide enhanced educational opportunities for diverse constituencies.

c) Timeline
Collaborative Pedagogies in the Digital Age seeks funding to support a three-year program beginning in July 1, 2014, and ending June 30, 2017.

May-July, 2014	Search for Instructional Technologist and interns completed
July, 2014	Completion of renovation of Digital Commons in Abell Library
June, 2014	Applications due for Year 1 digital pedagogy project proposals
Summer 2014	Digital Learning "Boot Camp" for Faculty
August, 2014	Start date for instructional technologist and interns
September, 2014-April, 2017	Bi-monthly workshops and digital pedagogy sharing sessions for faculty and students
September, 2014	6-8 digitally enhanced courses offered Academic Year 2014-15
June, 2015	Applications due for Year 2 digital pedagogy project proposals
Summer 2015	Digital Learning "Boot Camp" for Faculty
September, 2015	6-8 more courses offered Academic Year 2015-16
June, 2016	Applications due for Year 3 digital pedagogy project proposals
September, 2016	6-8 more courses offered Academic Year 2016-17
September, 2014-July, 2022	All courses have been offered at least three times, for a total of between 40 and 50 courses
February, 2017	Digital Pedagogy Conference Year 3

d) Reporting and Assessment
Austin College will provide the Andrew W. Mellon Foundation with required interim and final reports in accordance with the terms of the Foundation's award letter. These reports will be compiled by the program director and the director of foundation relations. Assessment

Austin College

will occur at several stages during the project: faculty will submit written reports at the conclusion of their course preparation; specific questions will be incorporated into the standard course evaluation instrument to assess student learning outcomes; faculty will report on the progress of their courses at spring faculty workshop sessions; and the steering committee will compile statistics on the number of courses, their distribution through the disciplines and divisions, and the number of faculty and students involved. Austin College plans to request a third party review of the program during Year 3 to be conducted by a NITLE program officer. Dissemination of information about the program will take place through digital learning workshops, academic conference participation, and a digital pedagogies conference, to be held on the Austin College campus during year three.

e) Long-term Sustainability
Since the completion of the Digital Humanities Planning Grant funded by the Mellon Foundation, Austin College has committed institutional resources to this initiative by posting a job advertisement for three part-time, instructional technologist internships (one to assist each academic division) in October and will commit to this support for the foreseeable future. Funding for the positions is supported by an endowment for The Robert & Joyce Johnson Center for Faculty Development and Excellence in Teaching and other institutional funds. Beginning in 2014, Austin College will begin renovations to the Abell Library to create digital learning spaces, which will provide modern space and equipment necessary for digital projects. Over the proposed grant period, Austin College has committed to gradually assume the salary and benefits for a full-time, PhD faculty member to serve as instructional technologist and would maintain this position beyond the grant period. Austin College plans to pursue additional funding for this initiative and sustain the program beyond the grant period.

Austin College has successfully ensured the long-term sustainability of Mellon Foundation grant programs in the past and will seek to do so with Collaborative Pedagogies in the Digital Age. For example, the Mellon Summer Research Program (2004-2008) at Austin College was endowed in 2010 as The Lemuel Scarbrough, Jr. Summer Research Program. This endowed fund could also conceivably support students in the humanities and social sciences who wished to complete a summer research project with a digital emphasis. In addition, Austin College has two $1 million-plus endowments for faculty development and student projects that could support digital initiatives and faculty development beyond the grant.

Multi-institutional collaboration has also proven to create access to additional resources. For example, Dr. Ivette Vargas-O'Bryan's digital project with the Crow Collection of Asian Art was supported by a $30,000 investment from the Crow Collection. Future partnerships will also create access to broader resources to sustain the program.

f) Key Project Participants
Dr. Patrick Duffey, dean of humanities and professor of Spanish, will serve as the program director. Patrick (PhD, UT-Austin, 1994) joined Austin College in the fall of 1994. Since July 1, 2008, he has served as Dean of Humanities at Austin College. He most recently served as director of the Mellon Digital Humanities Planning grant, and also served as

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director of the Mellon Summer Research Grants in Humanities and Social Sciences from 2004 -2007.

Dr. Brett Boessen, associate professor of media studies and chair of the Communication, Media and Theatre Department, joined the faculty at Austin College in 2004. He has been highly engaged in the study and application of digital networked tools and practices across the curriculum to deepen robust development of collaborative, participatory, and experiential learning. Brett has been working hard for several years to help facilitate digital pedagogy on campus. In June 2013, Brett led a five-day digital pedagogies boot camp for Austin College faculty and staff members who were interested in developing their familiarity and facility with digital technology.

Finally, the new instructional technologist position will play a crucial role in the success of this project and will assume a leadership role in the project once hired. A faculty committee representative of all academic divisions across campus will serve in an advisory and supporting role for this project.

g) Legal and Operational Relationships--N/A

h) Investment Strategy
Grants larger than $100,000 with a duration longer than one year will be invested in interest-bearing instruments with low to zero risk of investment loss to preserve funds for the programmatic purposes of the grant. All earned interest is deposited into the grant account for expenditure on the program.

i) Financial Description
Austin College has maintained a balanced budget in the last two years.

Austin College