

NEH Application Cover sheet (AA-284517)

Humanities Initiatives: Colleges and Universities

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Field of expertise: History, Other

INSTITUTION

Gallaudet University
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APPLICATION INFORMATION

Title: *Revitalizing Deaf Studies, Theorizing the Contemporary*

Grant period: From 2022-02-01 to 2025-01-31

Project field(s): Interdisciplinary Studies, Other

Description of project: We propose to further develop Deaf Studies through curricular change and the development of an interdisciplinary doctoral program. Curricular change, incorporating innovative methodologies relevant to the digital landscape, will lead to more engaged faculty and students, especially as they see themselves in the material. Through the lifecycle of the grant, we will develop a set of five core courses for an interdisciplinary doctoral program that focuses on the lived experiences of deaf people throughout the world. Those courses are: Deaf Queer Studies, Deaf Studies in the Global South, Digital Humanities, Deaf Ethnographies, and Sensing Washington, DC. The curriculum centers issues of power, history, racism, and violence and the ways in which they manifest in the lives of deaf people.

BUDGET

Outright Request	150,000.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	150,000.00
Total NEH	150,000.00		

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Project Narrative: Revitalizing Deaf Studies, Theorizing the Contemporary

Intellectual Rationale. With NEH funding, the Deaf Studies Department at Gallaudet University will develop coursework to support an interdisciplinary doctoral program grounded in the humanities. The interdisciplinary doctoral program builds on the existing foundation of the internationally recognized Deaf Studies programs at Gallaudet that has 44 undergraduate majors, 20 graduate students, and several hundred undergraduates in our general studies requirement courses for the 2020-2021 academic year. Gallaudet is the world's only liberal arts university for deaf people. A doctoral program based at Gallaudet is ideal for the humanist study of deaf lived experiences because humanist thought is the essence of Deaf Studies. Scholars working in Deaf Studies include historians, philosophers, artists, literary scholars, and much more.

Broadly, Deaf Studies, which emerged as an academic field in the 1980s, is the study of deaf peoples' ontologies and epistemologies, communities, networks, ways of connecting, and language practices (Kusters et al. 2017). Support from the NEH will enable the development of a set of core courses for the interdisciplinary doctoral program, building an infrastructure for this program. NEH funding will provide the needed resources to cultivate conversations on the fundamental questions of the deaf experience, especially those that de-center hegemonic perspectives and advance the humanities by breaking down traditional disciplinary boundaries, allowing us to reimagine Deaf Studies. We will reimagine Deaf Studies by developing a core set of courses that weave scholarship in the humanities with recent interdisciplinary work in Deaf Studies. We will update our curriculum with three major foci: scholarship on the lived experiences of deaf people situated in the Global South; intersecting critical race and ethnic scholarship with Deaf Studies; and elevating themes related to women, gender, and sexuality.

As we develop and integrate these courses, we will create humanistically-grounded materials to support critical teaching and learning. We will develop a set of recommended readings on critical and contemporary themes in Deaf Studies, especially themes that focus on issues of power, ethics, culture, historical questions, social hierarchies, anti-blackness, colonialism and diasporas, and border conflicts. Our aim is to expand our humanities programming in three ways: applied, critical, and global. Applied humanities are the application of skills learned from a curriculum centering the humanities to be applied outside the academy in public policy, deaf education, sign language interpretation and teaching, among many other fields adjacent to deaf lives. The critical humanities approach answers a decades-long call from various quarters within deaf communities to apply critical lenses of gender, sexuality, race, ethnicity, and class to existing Deaf Studies scholarship and methodologies better understand how deafness, language attitudes, intersect with other forms of social domination and hierarchy as well as how Deaf Studies has traditionally upheld systems of domination and hierarchy.

Deaf Studies has largely centered on the Global North and its interests, a global humanities approach decenters the Global North by giving attention to cross-border, transnational, and geographical connections and tensions. In addition to revamping the curriculum over a period of two years to build a core set of humanistically-grounded courses for the interdisciplinary doctoral program, we will also digitize significant collections and host digital exhibitions, which will allow our students to learn how to integrate community-driven research, digitized primary source collections, and context-based humanities in their narratives designed for public audiences. By offering open access digitized content and curated collections online, we hope that all interested in deaf histories and lives will be able to integrate this content in their curriculums. By context-based humanities, we mean the study of deaf lived experiences

in their specific contexts ranging from the concerns of deaf people in the global South and deaf people in Washington, DC, where Gallaudet is based. The exhibition will be an interdisciplinary collaboration designed to engage Gallaudet students, faculty, and community members in the building of a research agenda for the next decade of interdisciplinary Deaf Studies scholarship. Consultants with subject area and methodological expertise will inform the development of five graduate-level courses and accompanying teaching materials including activities that help students apply humanities skills to policy making, advocacy, and sign language teaching.

The incorporation of recent scholarship in the humanities is critical to understanding and contextualizing contemporary deaf lived experiences by weaving class, race, ethnicity, gender, sexuality, disabilities beyond deafness, and indigeneity into our pedagogy and scholarship. The exhibitions will include community leaders and conversations meant to center perspectives long excluded from Deaf Studies and traditional humanities scholarship. De-centering dominant perspectives is important in Deaf Studies because deaf people, especially deaf people from under-represented groups, face obstacles as they strive to access pathways to education and credentials necessary to conduct scholarship and participate in the professoriate. This is a growing problem with the rising popularity of signed languages in higher education.

American Sign Language is now the third most taught language in colleges and universities. Most language teachers in those programs have little to no formal training in language teaching or the humanities. Few possess terminal degrees. This way, the interdisciplinary doctoral program creates opportunities for future generations of Deaf Studies researchers, who themselves will set the agenda for future scholarship, and for professors of sign language to develop strong grounding in the humanities. The master's degree program in sign language education began in 2002 as a concentration within the Deaf Studies graduate program.

Today, it is a stand alone program that admits anywhere from 30-50 students in a given year. This is reflective of the demand for higher education and pedagogical training for sign language teachers, which then produces fluent signers for the fields of deaf education, sign language interpreting, disability access providers, and policy while expanding access to language concordant services. Those who do not go into deaf and disability related fields benefit from exposure to disability, deafness, and sign language by being prepared for a world occupied by disabled people. Employment opportunities, including tenure-track positions, haven grown for Deaf Studies and American Sign Language in recent years. Beyond Gallaudet, there are several large Deaf Studies undergraduate programs and hundreds of sign language programs that offer Deaf Studies courses. Those with degrees in Deaf Studies often work in language and educational policy, disability rights legislation, and linguistics.

Exhibitions and online collections will allow our students to reflect on deaf lived experiences situated in their contexts. Although questions pertaining to aspects of deaf identities, histories, and the influence of deaf people are relevant to the Gallaudet student, such relevance is difficult to impress upon students who have experienced Deaf Studies as a white male centered subject. The relevance of humanistic study of non-deaf people can also be difficult to impress upon students who do not see those histories and literatures as a shared heritage or experience. In short, our deaf students see only parts of themselves in mainstream humanities and parts of themselves (if any at all) in Deaf Studies but do not see themselves in either. How can deaf people see themselves as part of the world when they and their predecessors' contributions are not in the pages of our histories, literatures, and cultural studies? Such exclusion results in a lack of desire to further this understanding and respect the world around them. Without themselves being mirrored in the pages or in the classroom, how might they form identities as whole deaf

people who also exist within social categories as read by others, ergo as racialized, gendered, sexualized, and/or disabled people?

In other words, Deaf Studies need not be a narrow niche with relevance only for deaf people. Black deaf people need to see their ancestors in black histories and cultural analyses, deaf women need to see themselves in history and literatures, deaf queer people should be able to see themselves in studies of queer cultures and spaces. And nondeaf people need to see that deaf and disabled people exist in all sorts of spaces, amongst them, and to engage in expanding their worldviews to include multiple modalities and sensory orientations to the world.

Content and Activities. We propose to further develop Deaf Studies through curricular change and the development of an interdisciplinary doctoral program. Curricular change, incorporating innovative methodologies relevant to the digital landscape, will lead to more engaged faculty and students, especially as they see themselves in the material. Through the lifecycle of the grant, we will develop a set of five core courses for an interdisciplinary doctoral program that focuses on the lived experiences of deaf people throughout the world. Those courses are: Deaf Queer Studies, Deaf Studies in the Global South, Digital Humanities, Deaf Ethnographies, and Sensing Washington, DC. The curriculum centers issues of power, history, racism, and violence and the ways in which they manifest in the lives of deaf people. Those five new courses will be supported by the digitization of the following archival collections: the Frances Parsons collection, the African-American small manuscripts collection (AASM), the National Black Deaf Advocates (NBDA) collection, and Deaf Queer Resource Center (DQRC) collection.

Through the processes of digitization, we will host both digital humanities exhibitions in understanding deaf lives in relation to race, ethnicity, gender, sexuality, empire, and cosmopolitanism/mobility. Those digitized collections and online exhibitions will be available for

public use for teaching how sensory orientations and disability shapes a person's lived experience in intersection with other social categories. To develop those courses, we need digitized collections available for online public and digital humanities projects; classroom materials and texts to develop exhibition lessons; consulting sessions with subject matter experts; pedagogical workshops on how to develop and assess applied and public facing humanities assignments; and workshops on how to work with digital humanities technologies. Gallaudet has extensive experience with public dissemination of the humanities. Examples include a recent exhibit on deaf volunteers in the Peace Corps and the multi-faceted project, *History Through Deaf Eyes*, which brought Deaf history to the public, expanding understanding of United States history. This proposal is partially modelled on *History Through Deaf Eyes*, which included an exhibition, documentary film, a book, posters and a DVD (<https://www.gallaudet.edu/history-through-deaf-eyes/>).

The importance of the topic. Deaf Studies is rooted in an ideal of scholarship focused on the everyday experiences of deaf people; however, this scholarship has privileged white deaf people in the United States (Fernandes and Myers 2010). Over the past decade, scholars, students, and members of deaf communities around the globe have called on Gallaudet's Deaf Studies department to advance its scholarship and pedagogy to meet the contemporary moment (Fernandes and Myers 2010; Ruiz et al. 2015). Deafness and more broadly, disability, encompasses about 25% of the global population. Deaf Studies and Disability Studies contributes to a better understanding of the human condition through the study of what it means to inhabit the world in divergent bodyminds. By orienting us to landscapes and knowledge shaped by the ways our senses shape our world, we understand how historical forces have functioned to intersect with our bodies on the basis of exclusions and inclusions. As we

understand how significant empire, race, and gender have been in constructing the modern world, we too must understand how disability has constructed and interacted with those constructions.

Intended Audience. The demographics of the student body at Gallaudet University are changing. Gallaudet currently enrolls a little more than 1,000 undergraduate students and about 400 graduate students. Our department, through our undergraduate course general requirements, reaches most of our students. Our graduate courses are open to all students and attract students from the International Development program, Interpretation and Translation, Deaf Education, and Linguistics. Nearly half of our student body do not identify as white. We have higher than average enrollment of women. Growing numbers of students identify as LGBTQIA.

Those students see extraordinarily little, if any, of themselves in our curricular offerings. We recognize that students who have a strong sense of their identities and see themselves in the curriculum are more likely to remain in school and complete their degrees. This is especially important for Gallaudet, given historical barriers in education for deaf people. The National Deaf Center recently released statistics that showed that only 18% of deaf people earn baccalaureate degrees. Comparatively, 34% of hearing people earn baccalaureate degrees. The statistic for deaf people drops significantly for doctorate degrees with only 0.7% of white deaf people and 0.4% of black deaf people earning such degrees. Comparatively, 1.3% of hearing people, without accounting for race, earn doctorate degrees.

By deepening the humanistic aspects of Deaf Studies, bringing in a breadth of perspectives as well as having nondeaf scholarship engage with Deaf Studies inquiries, we hope that our students will be moved to pursue new lines of inquiry, bridging disciplines, perspectives, and contexts to understand how being deaf is shaped by time, place, space, systems, and how

those change over time. The Gallaudet Deaf Studies department plays a significant role in shaping global ideas and attitudes about deaf people.

However, this work has shown us we need to become more adept at public facing scholarship and translating our understanding of deaf people as situated subjects to lay audiences. And given the historical barriers to the academy for deaf people, we recognize the value in developing community partnerships in the study, dissemination, and advancement of deaf humanities. In this vein, our project seeks to engage more with deaf communities to record, recover, and reimagine our understanding of deaf histories, literatures, and cultures. For our students and deaf communities alike, we hope to offer frameworks for dealing with contemporary problems affecting deaf people and within which deaf people exist.

Our work with graduate students will generate new scholarship and curricular products that benefit deaf students and communities across the United States, in other higher education institutions outside of Gallaudet. We also believe that nondeaf students benefit from the study of deafness, disability, and signed languages in broadening their understanding of the world. For example, Covid-19 necessitated a transition to online learning and work. Much of this was enabled by mid-20th century technologies and research driven by deaf people who wanted videophone technologies and the bandwidth to support video streaming. This was made possible by the invention of the first phone coupler, which became the modem, invented by deaf scientist Robert Weitbrecht who was trying to figure out how to access the radio, an important source of news, entertainment, and communal belonging. Although deaf people are a small portion of the population, deaf people's contributions to culture and understanding of humanity is not insignificant.

Perhaps the best example of this is witnessing American Sign Language catapulted to the third most taught language in the United States. The massive popularity of ASL means more students are brought into contact with deaf cultural communities, histories, and literatures. But this contact is mediated by what Deaf Studies contributes to the humanistic understanding of ASL as a language and the absence of deaf subjects in humanistic scholarship. Thousands of ASL students are taking courses across the country but those language classes are not well-supported by contemporary Deaf Studies and humanities scholarship. For example, the little information we have on black deaf histories limits our ability to disseminate scholarship and shape curricular materials in teaching our ASL students about the racialized histories of ASL and by extension, how American racial structures like Reconstruction, Jim Crow, and the New Deal shaped the deaf experience and the contemporary character of American Sign Language.

This microcosm of American history centered on deaf people is an excellent opportunity to bridge sign language students to broader humanistic inquiry and skills. Particularly in thinking about the place and contributions of deaf people in society, their own relationship(s) with disability as a social category and understanding disability as a historically situated and a social construct (Robinson & Henner, 2018).

Institutional Resources. Gallaudet's research activity has centered on elevating, uplifting, and understanding deaf peoples since its origins in 1864. The humanities have always had a central role in the university's liberal arts mission. The humanities have been downsized in recent years in response to changing demands in higher education. Recently, we have recombined our faculty and departments to expand and strengthen the place of the humanities at Gallaudet. Now the School of the Arts and Humanities, we have undergraduate degree offerings in art and art history,

history, philosophy, religion, and Deaf Studies. We also offer a master's degree program in Deaf Studies.

The undergraduate program in Deaf Studies was established in 1994 by Dr. Yerker Andersson, a sociologist. The Deaf Studies program grew over the years to ten full-time faculty, including literature, policy, and cultural studies scholars, anthropologists, and historians. In 2002, the department launched a Master of Arts degree program in Deaf Studies offering three concentrations: history, cultural studies, and sign language teaching. Sign language teaching separated into its own degree granting program after experiencing exponential growth in the first decade. The graduate program evolved to include specializations in early language acquisition advocacy and linguistic human rights. The history concentration is housed in the Department of History, Philosophy, Religion, and Sociology, also in the School of the Arts and Humanities, along with Deaf Studies.

The Gallaudet University Library is home to the world's largest collection of deaf related periodicals and manuscripts. Our archive, the Gallaudet University Archives, is also known as the largest repository of deaf related materials in the world. The archive and library support the National Deaf Life Museum headquartered at Gallaudet. There is no shortage of materials to study deaf lives although those resources largely skew to white Deaf Americans. The archives house several collections relevant to the Global South including a large collection of papers owned by Frances Parsons who was a prolific traveler, bringing language and educational ideologies across Latin America, the South Pacific, and Southeast Asia. We will also capitalize on our location in Washington, DC, proximity to Howard University and other universities in the area, to think about the intersections of race, gender, sexuality, and indigeneity with disability, and deafness. Our proximity to the National Archives and the rich history of the humanities in

this city will support the courses we develop, especially the course titled, Sensing Washington, DC, which will introduce students to theory and methodology in the humanities, with a specific focus on Washington, DC as the site of inquiry into the lived experiences and history of Black Deaf people.

The Department of Deaf Studies is housed in the School of Arts and Humanities. Recently, the university underwent a reorganization process in which certain departments were grouped together based on commonalities to break down disciplinary silos, reinforced by “tradition.” This university-wide initiative resulted in the grouping of Art History, Art, Deaf Studies, History, Sociology, Religion, Philosophy, and Theater into a single school, the School of Arts and Humanities. The intent of this grouping is to promote more interdisciplinary work through a uniquely Deaf lens, meaning that there are more opportunities to engage in multimedia work, sensory ethnography, deaf ethnographic filmmaking, and the creation of theater pieces or visual and tactile pieces of art.

The combination of disciplines that resulted in the School of Arts and Humanities also brought together the Schuchman Deaf Documentary Center, the TinkerLab, and the Center for Black Deaf Studies in one school. As a part of the Contemporary Deaf Studies Initiative, the Schuchman Deaf Documentary Center, TinkerLab, and CBDS will combine resources with the Gallaudet library and museum collections to develop materials, collections, and digital exhibitions to support the expansion of our undergraduate and graduate course offerings.

Historian Dr. Brian H. Greenwald directs the Schuchman Deaf Documentary Center (<https://www.gallaudet.edu/drs-john-s-and-betty-j-schuchman-deaf-documentary-center>). The Schuchman Deaf Documentary Center researches, documents and shares the lived experiences of deaf people through film, photography, and narrative history. Projects are always collaborative

ventures with students, faculty, staff, alumni, colleagues and community members. The center has successfully produced documentary films and museum exhibitions on deaf people's contributions to research conducted by the National Aeronautics and Space Administration and the history of deaf New York, which has more than 100,000 deaf citizens. Most recently, Brianna DiGiovanni, a graduate intern at the Center, created a "Story Map" about Deaf New York City, which is available online at the website listed above. The Schuchman Deaf Documentary Center recently hired a new faculty member who specializes in digital humanities, who will begin in August, 2021. The new faculty member is a digital historian and will support us by developing digital humanities projects and assignments for our undergraduate and graduate students based on materials available in our collections and the collections in the Washington, DC metropolitan area.

The TinkerLab is an interdisciplinary "MakerSpace," positioned beyond the boundaries of a specific program, department, or division. The TinkerLab houses several creative fabrication tools as well as a digital imaging studio, which can be used for student, faculty, and staff explorations, collaborations, research, and partnerships. We have invited the TinkerLab director, Dr. Max Kazemzadeh to collaborate with us on innovative assignments that merge the humanities with arts and technologies for public dissemination and as teaching tools.

The University established the Center for Black Deaf Studies following the Black Lives Matter movement of the summer of 2020 after the death of George Floyd. The Center focuses on providing educational programming for the University community on Black Deaf lives, cultures, and languages. The Center is also overseeing the development of a minor in Black Deaf Studies. When we return to campus, the center will also serve as an affinity space for Black Deaf students.

Outside of the School for the Arts and Humanities, we also have two partners at the University working with us. We have the National Deaf Life Museum, directed by Ms. Meredith Peruzzi and the Gallaudet University Archives, directed by Mr. James McCarthy. The Gallaudet University Museum and Archives holds the world's largest collection of deaf related materials. The collection is vast, and much of it is yet to be researched or disseminated.

Project Personnel. This initiative will be led by two faculty members: **Octavian Robinson (PI)**, a historian with teaching fields in gender, sexuality and African American histories and **Erin Moriarty Harrelson**, a linguistic anthropologist with specialization in Southeast Asian Deaf Studies, ethnographic filmmaking, sensory studies, and collaborative research. She is also the director of the graduate program in Deaf Studies. We have yet to mention this, but we are fluent signers, all of us being deaf and educated in bilingual environments. Much of deaf people's lives, oral histories, narratives, and literature are expressed in signed languages. We, then, are uniquely qualified to engage in recovery work, documentation work, and using signed languages to disseminate scholarly research to signing deaf lay publics. Drs. Moriarty Harrelson and Robinson, have experience in doing this as founders and volunteer editors of *Acadeafic*, an international academic blog for signing deaf academics that provides content in written English, International Sign, and national sign languages relevant to the topic of research.

Gallaudet is the leading global institution on research in deaf humanities, with significant repositories of material and library collections. Dr. Moriarty Harrelson is an internationally recognized expert in deaf ethnography with a strong publication and public dissemination record, having produced one of the first deaf ethnographic films, *#DeafTravel: An Ethnography of Deaf Tourism in Bali*, and published 3 peer-reviewed articles and an edited volume in the past year. Dr. Moriarty Harrelson is also affiliated with Heriot-Watt University in Edinburgh, UK as an

honorary research fellow with MobileDeaf, an ERC-funded all-deaf research team. She is currently working on establishing a center for deaf ethnography at Gallaudet University to train students in methodology, such as the collection of life stories, interviewing, archival research, as well as ways of perceiving the world through sensory studies. Also, Dr. Moriarty Harrelson is an affiliated faculty member with the Schuchman Deaf Documentary Center.

Dr. Robinson brings intensive teaching experience, with teaching fields in both women, gender, and sexuality and African American histories from The Ohio State University, with pedagogical training from the College of the Holy Cross, an institution well regarded for its commitment to the humanities and high-quality liberal arts education. His publications are interdisciplinary with a strong grounding in the humanities. All members of the project team bring areas of scholarly and linguistic expertise to research and teaching; however, we need support in expanding our toolkits, materials, approaches, and theoretical grounding to address contemporary teaching challenges. Drs. Moriarty Harrelson and Robinson have experience with museum exhibitions; both serve as consultants to the Dyer Arts Center's upcoming arts exhibition on Deaf Studies and modern American history at the Rochester Institute of Technology.

Impact and dissemination. As we redesign our curriculum to better resonate with the student body of the future, we anticipate that enrollment will increase; as well as interest in an interdisciplinary, humanist-centered approach to diverse deaf lived experiences. We anticipate that robust course offerings, grounded in innovative humanities teaching methodologies and contemporary scholarship, will attract students to study with faculty at Gallaudet and then create innovative scholarship themselves.

The planned humanities-driven courses will complement the existing M.A. program in Deaf Studies and support the cross-institutional interdisciplinary Ph.D. program. Our contributions will be to highlight and elevate the humanities through public, applied, and global approaches. We have institutional support but also need time and resources to develop courses. We especially need archival materials to work with and to develop expertise in teaching public facing humanities work. Support from the NEH will create impact at the individual and institutional level, especially in terms of opportunities for students from underrepresented populations. The interdisciplinary doctoral program draws on existing resources at Gallaudet to provide doctoral students with support for their self-designed research projects that might include material culture projects drawing upon the rich resources of our archives, digital humanities projects for online dissemination and teaching for K-12 educators and sign language teachers, applied humanities projects that provides toolkits for language advocacy and educational policy.

Evaluation. This project will be evaluated based on the completion of the pedagogical training workshops, digitization of collections, course development and two online exhibits. After the workshops, we will distribute surveys to the participants to collect feedback.

References:

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- Kusters, A., De Meulder, M. and O'Brien, D., Eds. (2017). *Innovations in Deaf Studies: The Role of Deaf Scholars*. Oxford University Press.
- Robinson, O., & Henner, J. (2018). Authentic voices, authentic encounters: Crippling the university through American Sign Language. *Disability Studies Quarterly*, 38(4).
- Ruiz-Williams, E, Burke, M, Chong, VY, and Chainarong, N. (2015). "My Deaf is Not Your Deaf": Realizing Intersectional Realities at Gallaudet University." In *It's a Small World: International Deaf Spaces and Encounters*, edited by Michele Friedner and Annelies Kusters, 262–274. Washington: Gallaudet University Press.

Through the lifecycle of the grant, we will develop a set of five core courses for an interdisciplinary doctoral program that focuses on the lived experiences of deaf people throughout the world. Those courses are Deaf Queer Studies, Deaf Studies in the Global South, Digital Humanities, Deaf Ethnographies, and Sensing Washington, DC. The curriculum centers issues of power, history, racism, and violence and the ways in which they manifest in the lives of deaf people. Those five new courses will be supported by the digitization of four archival collections: the Frances Parsons collection, the African-American small manuscripts (AASM) collection, the National Black Deaf Advocates (NBDA) collection, and Deaf Queer Resource Center (DQRC) collection. After the processes of digitization, we will host digital museum exhibitions in understanding deaf lives in relation to race, ethnicity, gender, sexuality, empire, and cosmopolitanism/mobility. Those digitized collections and online exhibitions will be available for public use for teaching how sensory orientations and disability shapes a person's lived experience in intersection with other social categories. To develop those courses, we need digitized collections available for online public and digital humanities projects; classroom materials and texts to develop physical museum exhibition lessons; consulting sessions with subject matter experts; pedagogical workshops on how to develop and assess applied and public facing humanities assignments; and workshops on how to work with digital humanities technologies.

Work plan (2022-2025):

In the spring of 2022, the Gallaudet University archives will send out three collections for digitization, which will take approximately 2-3 months to complete: the AASM, DQR and NBDA collections. The Frances Parsons collection is already mostly digitized. During the first year of the grant, two faculty members and the University archivist will travel to San Francisco to visit the Deaf Queer Resources (DQR) Collection, owned and maintained by LGBTQ/social justice activist, Dragonsani "Drago" Renteria. Renteria is a deaf Chicano transgender man and the founding executive director of Deaf Queer Resources (DQR). During this visit, we will identify materials from the DQR collection to be sent out for digitization and work with Renteria on long term preservation of the collection. *Please note: Renteria has reached an agreement with us via ongoing correspondence; due to his personal circumstances, he was unable to deliver a formal letter of support in time for the application.*

In the first year of the grant, Drs. Moriarty Harrelson and Robinson will virtually meet with individual content area experts in critical race and ethnic studies, women, gender, and sexuality, empire and the Global South, to create theoretical frameworks and rough drafts of syllabi for the teaching of those subject areas in conjunction with Deaf Studies using public, applied, and global humanities methodologies. The outcome of those sessions will be drafts of syllabi and reading lists for our new course offerings.

In the summer of 2022, Drs. Robinson and Moriarty Harrelson will host virtual group consulting sessions with our subject area expert consultants, specifically, Drs. Lissa D. Ramirez-Stapleton, Associate Professor, California State University Northridge, Rezenet Moges-Riedel, California State University, Long Beach, Brendan McHugh, University of Minnesota, Annelies Kusters, Heriot Watt University, and Jacqueline Antonovich, Muhlenberg College, who are subject area experts in the fields above mentioned fields.

Following the virtual consulting sessions on course development, we will host virtual training sessions with Drs. Antonovich, Jannelle Legg, Brendan McHugh, and Meredith Peruzzi to learn about humanities-grounded pedagogical approaches, assessments, and methodologies. Their backgrounds and training in digital, applied, and global humanities will help us formulate assessments for our proposed courses that encourage students to be highly engaged and hands-on with methodologies, analysis, and interpretation of primary source material. The participants include all Deaf Studies affiliated graduate program faculty. The workshop sessions, led by people with expertise in digital, applied, and global humanities, will include reviews of our digitized collections by subject area experts to identify how they might be used as teaching materials and to design assessments, lectures, and teaching modules based on the materials available in the collections.

Beginning fall of 2022 and ending in spring of 2024, we will teach five courses in sequence for the first time to our graduate students in collaboration with University staff with expertise in public and digital humanities using digitized materials. The outcome of those courses will be digital humanities exhibitions on the intersections of deafness, queerness, gender, sexuality, and deaf lives. Below, we list the individual courses and the deliverables from each course.

Critical Deaf Studies/Digital Humanities: This course will focus on critical race theory and ethnic studies using the National Black Deaf Advocates archive, as well as the African-American Small Manuscripts collection. **Lead:** Dr. Octavian Robinson **Consultants:** Dr. Lissa D. Ramirez-Stapleton, Associate Professor, California State University Northridge; Dr. Rezenet Moges-Riedel, lecturer, California State University, Long Beach; Dr. Jannelle Legg, University of Iowa.

Deaf Ethnographies: Ethnographic research includes various methodologies such as interviews, participant-observation and so on. Moriarty Harrelson is currently working on an application to NSF for a CAREER grant to establish a Deaf Ethnography Center at Gallaudet, in partnership with Heriot-Watt University, where she is a honorary research fellow, working with the ERC-funded MobileDeaf project, led by Dr. Anneleis Kusters. **Lead:** Dr. Erin Moriarty Harrelson **Consultant:** Dr. Annelies Kusters, Associate Professor, Heriot-Watt University, Edinburgh, UK.

Deaf Queer Studies: Faculty and students in this course will design and build an exhibit (both physical and digital) with material from the Deaf Queer Resource Center collection. This exhibit will focus on emergent themes identified by students as they are trained to analyze archival material. **Lead:** Dr. Octavian Robinson **Consultants:** Dragonsani "Drago" Renteria, community historian and activist, founding executive director of Deaf Queer Resources (DQR); Dr. Rezenet Moges-Riedel, lecturer, California State University, Long Beach. Mr. Brendan McHugh, University of Minnesota. Dr. Lissa D. Ramirez-Stapleton, Associate Professor, California State University Northridge

Deaf Studies in Global South: Dr. Moriarty Harrelson will work with Rafa Domingo, a doctoral student from the Philippines, to develop content relevant to deaf lives in the global South, focusing on the history of colonialism, language ideologies, and deaf education in the Philippines using material from the Frances Parsons collection. Dr. Kusters will provide guidance based on her research in India and Ghana. We will build a digital exhibit using this material so that it is accessible to people in the global South. **Lead:** Dr. Erin Moriarty Harrelson **Consultants:** Dr. Annelies Kusters, Associate Professor, Heriot-Watt University, Edinburgh, UK; Rafa Domingo, PhD student, Gallaudet University and World Deaf Leadership Scholar from Manila, Philippines; Dr. Rezenet Moges-Riedel, lecturer, California State University, Long Beach.

Sensing Washington DC: This course will dovetail with Critical Deaf Studies and Deaf Ethnographies to focus on theories and methodologies in human geography and anthropology, using Washington, DC as the site for inquiry. This course will focus on sensory ethnography, which stresses the numerous ways in which smell, taste, touch, and vision can be interconnected and interrelated within research. **Lead:** Dr. Erin Moriarty Harrelson **Consultants:** Dr. Jannelle Legg, University of Iowa.

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Octavian E. Robinson
Associate Professor, School of Arts & Humanities, Gallaudet
University

octavian.robinson@gallaudet.edu

EDUCATION

2012 Ph.D.: History. The Ohio State University.
Teaching Fields: Women, Gender, and Sexuality; Modern U.S.; African-American

SELECTED PUBLICATIONS

Robinson, O. with Chua, M., DeMeulder, M., Geer, L., Henner, J., Hou, L., Kubus, O., and O'Brien,

D. (2021). "1001 Small Victories: Deaf Academics and Impostor Syndrome," in Palgrave Handbook of Impostor Syndrome in Higher Education. London, UK. Palgrave Macmillian.

Robinson, O. with Sheneman, N. (2021). "Helpers, professional authority, and pathologized bodies: Disability in interpretation and translation," in *Translating Asymmetry- Rewriting Power* edited by Esther Monzo Nebot. London, UK. John Benjamins Press.

Robinson, O. with Henner, J. (2021). "Signs of Oppression in the Academy: The Case of Signed Languages" in *Linguistic Discrimination in Higher Education*, New York: NY, Routledge Press.

Robinson, O. (2021). "Hearing Happiness: Deafness Cures in History by Jaipreet Viridi {Review}."

Endeavour. <https://doi.org/10.1016/j.endeavour.2021.100755>

Robinson, O. with Hou, L. (2020). "Sign Languages as Disaster Entertainment." *Anthropology News*

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Schlehofer, D. & Robinson, O. (2019). Undocumented Voices of Deaf Women Leaders: A Historical Analysis," Documentary Videos. Retrieved from: <https://youtu.be/X1Aayyn-J1Q>; <https://youtu.be/Shv4PFmK3ZE>; and <https://youtu.be/kWeacoNofl>.

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Robinson, O.E. (2018, April). Interrogating "DEAF-SAME": Is this for real? [Review of the book *It's a small world: International deaf spaces and encounters*, by M. Friedner & A. Kusters(Eds).] *Journal of Deaf Studies and Deaf Education*, 23(2), 185. Retrieved from <https://academic.oup.com/jdsde/article/23/2/185/4921153>.

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[2017/0731131001519436233?short](https://view.joomag.com/sasl-newsletter-winter-2017-issue-issue-8-winter-2017/0731131001519436233?short)

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- Robinson, O. (2016). In pursuit of citizenship: Campaigns against peddling in deaf America, 1880s-1950s. In B. Greenwald and J. Murray (Eds.). *In our own hands: Essays in deaf history, 1780-1970* (p. 145-166). Washington, DC: Gallaudet University Press.
- Robinson, O. (2016, Fall). Seeking that which might constitute our common humanity: Deaf studies, social justice, and the liberal arts. *Sign Language Studies*, 17(1), 89-95. Retrieved from [10.1353/sls.2016.0027](http://dx.doi.org/10.1353/sls.2016.0027).
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INVITED TALKS & PANELS

- “Puppets, Jesters, and Memes: The Spectacle of Access,” *Society for Cinema and Media Studies*, Chicago, IL, March 2020.
- “Disability Justice and Critical Disability Studies” *University of Minnesota: Minneapolis, MN*, October 2018
- “Working toward an inclusive field: rethinking pedagogy and research” (Keynote) *Utah Valley University Deaf Studies Conference: Provo, UT*, April 2018
- “In-Betweenity: Deconstructing the Binary and Ditching the Hierarchy of Identity” *Intelligence Community LGBTQA (IC Pride) Summit: Washington, DC*, June 2017
- “Whiteness, Xenophobia, Stigma and the Battle Against Sign Language” *Brown University: Providence, RI*, March 2017
- “Writing Deaf Stories: Personal Memoirs and Manuscript Recovery” (Panelist) *Gallaudet University Capturing Deaf Heritage Day: Washington, DC*, October 2016

Erin Moriarty Harrelson, Ph.D.
Assistant Professor, School of Arts and Humanities

EDUCATION

2017 American University, Washington, DC; Doctor of Philosophy, Anthropology
Regimes of Mobilities: Deaf Development, NGOs and Deaf Tourism in Cambodia

PUBLICATIONS

Ethnographic Films

2021 **Moriarty, Erin** and Jorn Rijckaert. #DeafTravel in Bali: Moral Dimensions (90 min. International Sign & English)

Peer Reviewed Journal Articles

2021 **Moriarty, Erin** and Annelies Kusters. Deaf cosmopolitanism: The connection between cosmopolitanism and language. Special issue on the semiotic repertoire. *International Journal of Multilingualism* 17(2).

2020 **Moriarty, Erin**. Filmmaking in a Linguistic Ethnography of Deaf Tourist Encounters. *Sign Language Studies* 20(4): 561-701.

2020 **Moriarty, Erin**. "Sign to me, not the children": Ideologies of language contamination at a deaf tourist site in Bali. *Language & Communication*: 195-203.

2019 De Meulder, Maartje, Annelies Kusters, **Erin Moriarty**, and Joseph J. Murray. "Describe, Don't Prescribe. The Practice and Politics of Translanguaging in the Context of Deaf Signers." *Journal of Multilingual and Multicultural Development* 2(2): 1-15.

2019 **Moriarty Harrelson, Erin**. Deaf People With "No Language": Mobility and Flexible Accumulation in Language Practices of Deaf People in Cambodia, *Applied Linguistics Review*, 10(1), 55-72.

Edited Volumes

2020 Annelies Kusters, Mara Green, **Erin Moriarty**, and Kristin Snoddon, eds. *Sign Language Ideologies in Practice*. Boston/Berlin: De Gruyter Mouton Press.

Book Chapters

Forthcoming **Moriarty, Erin** and Lynn Hou. Deaf Communities. In Alessandro Duranti, Rachel George, and Robin Conley Riner, eds. *New Wiley Blackwell Companion to Linguistic Anthropology*. Malden, MA: Blackwell Publishing.

Forthcoming Kusters, Annelies; Maartje De Meulder and **Erin Moriarty**. Researching language attitudes in signing communities. In Zipp, Lena and Kircher, Ruth. *Research Methods in Language Attitudes*. Cambridge: Cambridge University Press.

2020 **Moriarty, Erin**. Signed language standardization projects in Cambodia. In Annelies Kusters, Mara Green, **Erin Moriarty**, and Kristin Snoddon, eds. *Sign Language Ideologies in Practice*. Boston/Berlin: De Gruyter Mouton Press.

2020 Kusters, Annelies; Mara E. Green; **Erin Moriarty**; and Kristin Snoddon. Introduction: Sign Language Ideologies: Practices and Politics. In Kusters, Annelies, Mara E. Green; **Erin Moriarty**; and Kristin Snoddon. (Eds). *Sign Language Ideologies in Practice*. De Gruyter Mouton / Ishara Press.

2017 **Moriarty Harrelson, Erin.** Authenticating Ownership: Claims to Local Deaf Ontologies in the Global South. In Annelies Kusters, Maartje De Meulder and Dai O'Brien, eds. *Innovations in Deaf Studies: The Role of Deaf Scholars*. Oxford, UK: Oxford University Press.

2015 **Moriarty Harrelson, Erin.** SAME-SAME but Different: Tourism and the Deaf Global Circuit in Cambodia. In Michele Friedner and Annelies Kusters, eds. *"It's a Small World": Inquiries into International Deaf Spaces*. Washington, DC: Gallaudet University Press.

Encyclopedia Entries

2016 **Moriarty Harrelson, Erin,** Audrey C. Cooper, Theresa Christine B. dela Torre, Raphael Domingo, Nick Palfreyman & Nguyen Tran Thuy Tien. Asia, Southeast: Deaf Community. In Genie Gertz and Patrick Boudreault (Eds.). *The Sage Deaf Studies Encyclopedia* (pp. 52-55). SAGE Publications, Inc, <https://www.doi.org/10.4135/9781483346489.n18>

Invited Contributions

2015 **Moriarty Harrelson, Erin.** Letter from a Friend. In *The Urns: Nothing is Permanent*. Phnom Penh, Cambodia: Sleuk Rith Institute (SRI).

SELECTED PRESENTATIONS

- December 2020 ***The Responsible Deaf Tourist: Moral Dimensions***
Webinar: The Deaf Ecosystem: Local businesses, global connections
SIGNS@HWU Research Cluster, Heriot-Watt University, Edinburgh
- October 2020 ***Interviewing Through Different National Sign Languages***
Doing Signed History: Conducting Interviews in American Sign Language Panel, 54th Annual Meeting of the Oral History Association, Virtual Meeting
- November 2019 ***#Deaftravel: An ethnography of deaf tourist mobilities***
Philadelphia: University of Pennsylvania, ASL Lecture Series
- July 2019 ***Intersectionality in Deaf Studies: Insights from the study of international deaf mobilities*** (with Annelies Kusters and Sanchayeeta Iyer), XVIII World Congress of the World Federation of the Deaf, Paris, France
- June 2019 ***Shifting positionalities in linguistic ethnographies of sign languages and everyday deaf languaging practices***
Linguistic Ethnography Forum, University of South England, Bristol
- May 2019 ***Researchers as mixologists: Selecting ethnographic research methods*** (with Annelies Kusters and Sanchayeeta Iyer), Deaf Academics Conference 2019, Reykjavík, Iceland
- November 2018 ***To film or not to film: Doing ethnographic film in the field of Deaf Studies*** (with Annelies Kusters), 2018 Deaf Studies Conference, Gallaudet University, Washington, DC
- December 2017 ***Natural vs. artificial: Signed language standardization in Cambodia***
Radboud University, Nijmegen, the Netherlands
- November 2017 ***"Natural" sign languages as an ideological construct: The Cambodian case***, InCoLaS meeting, 2-3 Nov 2017, KU Leuven, Belgium
Discussant: Jan Blommaert (Tilburg University)



Jacqueline D. Antonovich, Ph.D.
Assistant Professor of History
Department of History
Office 484-664-3323
Fax 484-664-3536
jacquelineantonovichl@muhlenberg.edu

May 13, 2021

Dear Erin and Tavian,

Thank you for the invitation to be a consultant in the *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet.

I confirm my acceptance of the invitation. The opportunity to consider the expansion of Deaf Studies to engage with broader questions of gender, sexuality, colonialism, and race is exciting. I look forward to the opportunity to sharing my expertise and research with the Deaf Studies team at Gallaudet. I am pleased to offer my support for the development of digitized collections and exhibitions for teaching deaf humanities related to my subject areas of expertise on teaching the humanities and conducting public facing work.

Sincerely,

Jacqueline D. Antonovich
Assistant Professor of History

Dear Erin and Tavian,

Thank you for the invitation to be a consultant in the *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet.

I confirm my acceptance of the invitation. The opportunity to consider the expansion of Deaf Studies to engage with broader questions of gender, sexuality, colonialism, and race is exciting. I look forward to the opportunity to sharing my expertise and research with the Deaf Studies team at Gallaudet. I am pleased to offer my support for the development of digitized collections and exhibitions for teaching deaf humanities related to my subject areas of expertise on the intersections of gender, sexuality, race, and Deaf Studies.

I look forward to working with the team. Please feel free to contact me via email lissa.stapleton@csun.edu if you have any questions or for next steps. Thank you again for including me in this exciting endeavor.

Respectfully

Lissa D. Ramirez-Stapleton

Lissa D. Ramirez-Stapleton, PhD
Associate Professor
Deaf Studies Department
California State University Northridge

Brendan McHugh
Writer and Public Historian

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(b) (6)

(b) (6)

05/11/21

Dear Professors Octavian Robinson and Erin Moriarty Harrelson,

I am writing to you to express that I am happy to support the Deaf Queer histories public history and digital humanities initiative you invited me to be a part of. I am fully committed to providing support to your project as a consultant.

This project is much needed and not fills a major gap, but also builds bridges to other fields that ought to be in greater conversation with one another. I appreciated your knowledge of my work and research, particularly my article about Deaf gay activists who created important AIDS/HIV services during the 1980s and 1990s. It would be a great honor to contribute to your project with my knowledge of how AIDS/HIV impacted marginalized communities. I look forward to learning more about this project.

I look forward to working with both of you.

Sincerely,
Brendan McHugh
He/Him/His
www.brendan-mchugh.com
www.shantiprojects.com



**COLLEGE OF
LIBERAL ARTS & SCIENCES**

**Division of World Languages,
Literatures and Cultures**

111 Phillips Hall
Iowa City, Iowa 52242
319-335-2923 Fax 319-335-2990

May 10, 2021

Dear Erin and Tavian,

I am pleased to accept your invitation to serve as a consultant in the *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet University.

The opportunity to consider the expansion of Deaf Studies to engage with broader questions of gender, sexuality, colonialism, and race is exciting. I look forward to sharing my expertise and research with the Deaf Studies team at Gallaudet. I am pleased to offer my support in the development of digital collections and exhibitions for teaching deaf humanities related to my subject areas of expertise in deaf histories and the digital humanities.

Sincerely,

Jannelle Legg
Lecturer, American Sign Language Program



ASL LINGUISTICS
& DEAF CULTURES

COLLEGE OF LIBERAL ARTS
CALIFORNIA STATE UNIVERSITY, LONG BEACH

May 7, 2021

Dear Erin and Octavian,

Thank you for the invitation to be a consultant in the *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet.

I confirm my acceptance of the invitation. The opportunity to consider the expansion of Deaf Studies to engage with broader questions of gender, sexuality, colonialism, and race is exciting. I look forward to the opportunity to sharing my expertise and research with the Deaf Studies team at Gallaudet. I am pleased to offer my support for the development of digitized collections and exhibitions for teaching Deaf humanities related to my subject areas of expertise on the intersections of gender, sexuality, race, and the Global South.

With regards,

Dr. Rezenet Moges-Riedel,
FT Lecturer,
ASL Linguistics and Deaf Cultures Program,
Linguistics Department,
rezenet.moges-riedel@csulb.edu

(b) (6)



May 6, 2021

Dear Erin and Tavian,

This letter is a note of support for your project, *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet. The National Deaf Life Museum will work in partnership with your project to create teaching materials, using the museum and archive as sites for storytelling, assist in developing tools for teaching the deaf humanities, and to host exhibitions curated by students in our museum spaces on campus. I look forward to collaborating with you.

Meredith Peruzzi, Director
National Deaf Life Museum
Gallaudet University

800 Florida Avenue NE
Washington, DC 20002
museum@gallaudet.edu



THE CENTRE FOR
translation and
interpreting
STUDIES IN SCOTLAND

7 May 2021

To Whom It May Concern:

Thank you for the invitation to be a consultant in the *Revitalizing Deaf Studies, Theorizing the Contemporary* project at Gallaudet.

I confirm my acceptance of the invitation. The opportunity to consider the expansion of Deaf Studies to engage with broader questions of gender, sexuality, colonialism, and race is exciting. I look forward to the opportunity to sharing my expertise and research with the Deaf Studies team at Gallaudet. I am pleased to offer my support for the development of digitized collections and exhibitions for teaching deaf humanities related to my subject areas of expertise on the intersections of gender, sexuality, race, and the Global South.

Yours sincerely,

Dr. Annelies Kusters
Associate Professor in Sign Language and Intercultural Research
Centre for Translation and Interpreting Studies in Scotland - Cluster leader: Sign Language
Project leader of the MobileDeaf project <http://mobiledeaf.org.uk> (funded by the European Research Council)
Heriot-Watt University
Dept. of Languages & Intercultural Studies
School of Social Sciences
Henry Prais Building 2.01
Edinburgh EH14 4AS
a.kusters@hw.ac.uk



SUPPORTING
PARTNER
OF THE
UK PAVILION

EXPO 2020 DUBAI OFFICIAL PARTICIPANT





Octavian Robinson <octavian.robinson@gallaudet.edu>

REQUEST: Letter of Commitment

Lindsay Dunn <lindsay.dunn@gallaudet.edu>
To: Octavian Robinson <octavian.robinson@gallaudet.edu>
Cc: Erin Moriarty Harrelson <erin.moriarty.harrelson@gallaudet.edu>

Mon, May 10, 2021 at 5:24 PM

Dr 8 and Erin;

I am absolutely humbled, honored and delighted at the prospect of making time to assist in whatever way I can in this amazing endeavor. Absolutely.

Lindsay Moeletsi Dunn

Zoom:

(b) (4)

Whereby:

(b) (4)

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid". - ALBERT EINSTEIN

[Quoted text hidden]



Octavian Robinson <octavian.robinson@gallaudet.edu>

letter of support

1 message

Jim McCarthy <james.mccarthy@gallaudet.edu>

Mon, May 10, 2021 at 2:18 PM

To: Octavian Robinson <octavian.robinson@gallaudet.edu>, Erin Moriarty Harrelson <erin.moriarty.harrelson@gallaudet.edu>

Dear Erin and Tavian,

This letter is a note of support for your project, Revitalizing Deaf Studies, Theorizing the Contemporary project at Gallaudet. Should Drago Renteria agree, we will be happy to house, process, and/or digitize the Deaf Queer Resource Center's (DQRC) archive (or some combination of the three) according to the parameters of the grant.

We also house the Parsons, NBDA, and the African American small manuscript collections. The Gallaudet University Archives will work in partnership with your project to digitize the above named collections and the DQRC collection if donated, and support long term hosting of digitized materials.

We will also be happy to work in collaboration with the National Deaf Life Museum and the Schuchman Deaf Documentary center via their respective directors to produce teaching materials from the above named collections.

--

Jim McCarthy

he/him/his

Director, Gallaudet University Archives

(b) (6) (VP)

800 Florida Ave., N.E.

Washington, D.C. 20002

james.mccarthy@gallaudet.edu



May 13, 2021

Dr. Octavian E. Robinson, Associate Professor
Dr. Erin Moriarty Harrelson, Assistant Professor
Deaf Studies Department
Gallaudet University
Washington, DC 20002

Dear Drs. Robinson and Moriarty Harrelson,

I am writing to express my support for your National Endowment for the Humanities application, “Revitalizing Deaf Studies, Theorizing the Contemporary.”

I have reviewed the summary proposal and strongly believe that this proposal will benefit our participants, their home institutions, and Gallaudet University. Furthermore, the activities supported by the grant will be important contributors to global debates on disability rights, inclusion and access, and language policy for deaf people.

This funding will open up opportunities to increase engagement with students and researchers from the Global South and traditionally underrepresented communities within the United States.

As the world’s only bilingual liberal arts university for deaf and hard of hearing people, Gallaudet is strongly committed to the humanities, to the liberal arts, and to advancing educational opportunities and improved material conditions for deaf people across the globe. We believe this initiative is a critical step in moving toward our goal of establishing a Ph.D. program for further humanities research and dissemination on deaf lives.

We look forward to hosting this project. We will provide library privileges, institutional space and support for meetings and facilities for participants, as well as academic staff support for projects to produce teaching materials. We are excited about this project, and we are committed to ensuring Drs. Moriarty Harrelson and Robinson have the support they need to succeed.

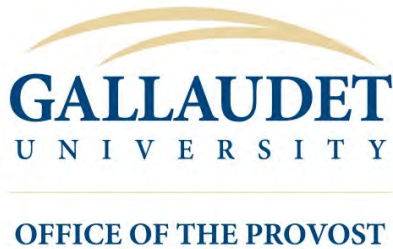
The University will commit faculty personnel to teach the courses developed by the grant initiative, and our Library and Archives will support and maintain the digitized materials, tools, and collections developed as an outcome of this grant project.

Please contact us at your convenience should you need any further information regarding our participation and support for this project.

Sincerely,



Gaurav Mathur, Ph.D.
Dean, Graduate School, Research and Continuing and Online Education



May 11, 2021

Dr. Octavian E. Robinson, Associate Professor
Dr. [Erin Moriarty Harrelson](#), Assistant Professor
Deaf Studies Department
Gallaudet University
Washington, DC 20002

Dear Drs. Robinson and Moriarty Harrelson,

This is a letter of support for your National Endowment for the Humanities application, “Revitalizing Deaf Studies, Theorizing the Contemporary.”

I have reviewed the summary proposal and strongly believe it will benefit our participants, their home institutions, and Gallaudet University. Furthermore, the activities supported by the grant will contribute to global debates on disability rights, inclusion and access, and language policy for deaf people.

This funding will increase engagement with students and researchers from the Global South as well as traditionally underrepresented communities within the United States.

As the world’s only bilingual university for deaf and hard of hearing people, Gallaudet is strongly committed to the humanities, to the liberal arts, and to advancing educational opportunities and improved conditions for deaf people across the globe. This initiative is a critical step in establishing a Ph.D. program for further research and dissemination related to deaf lives.

Gallaudet looks forward to hosting this project, and will offer library privileges, institutional space, and support for meetings and facilities for participants, as well as academic support to produce teaching materials. In addition, faculty will be available to teach courses developed by the grant initiative. As a result of participation in this program Gallaudet looks forward to establishing an interdisciplinary Ph.D. program, to be administrated by the department of Deaf Studies. Finally, the University Library and Archives will support and maintain the digitized materials, tools, and collections developed as an outcome of this grant project. We are excited

about this project, and we are committed to ensuring Drs. Moriarty Harrelson and Robinson have the support they need to succeed.

Please contact me at your convenience should you need any further information regarding Gallaudet's participation and support for this project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey Lewis".

Dr. Jeffrey Lewis
Interim Provost

Gallaudet University at a Glance:

Gallaudet University, founded in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. In the Fall semester of the 2019-2020 Academic Year, there was a total of 1,523 students enrolled at the university: 1,075 undergraduate students (degree/non-degree, full- and part-time), 410 graduate students and 38 students in the English Language Institute, an intensive English as a Second Language program for American and international deaf and hard-of-hearing students. Gallaudet is also home to the Laurent Clerc National Deaf Education Center, a federally funded center for elementary and secondary education programs for deaf and hard of hearing students. It has the federal mandate developing and disseminating innovative curricula, instructional techniques, and products nationwide while providing information, training, and technical assistance for parents and professionals to meet the needs of deaf and hard of hearing students from birth to age 21.

Gallaudet University has a rich history as the world's premier higher education institution serving deaf and hard of hearing people. It is the leading resource for research, innovation and outreach related to deaf and hard of hearing people worldwide. Deaf and hard of hearing undergraduate students can choose from more than 40 majors across five schools leading to a Bachelor of Arts or a Bachelor of Science degree. The University also admits a small number of hearing, degree-seeking undergraduate students—up to 8 percent of the undergraduate student body. Undergraduate students have the option of designing their own majors, called “self-directed majors,” in which they select classes from a variety of departments at Gallaudet and/ or take courses offered at 10 other institutions of higher learning that are fellow members of the Consortium of Universities of the Washington Metropolitan Area.

Gallaudet offers MA and MS degrees in ASL, Deaf Studies, Education, Public Administration, Speech Pathology, Interpretation, Linguistics, Psychology, Social Work, as well as International Development. Departments granting doctorates include: Educational Neuroscience, Linguistics, Psychology, Interpretation and Translation, Hearing, Speech and Language Sciences, Audiology, Ph.D. in Critical Studies in the Education of Deaf Learners and Ed.S. in Deaf Education. Students can also earn graduate certificates in Deaf History, Deaf Studies, and Deaf and Hard of Hearing Infants, Toddlers, and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate.

Gallaudet has a unique obligation to contribute knowledge and scholarship to benefit deaf and hard of hearing people, especially in the areas of education and human services. Accordingly, the University conducts studies in the areas of education, diversity, accessibility, deaf experience, and language and cognition. It also engages students in research and stimulates and supports work directed toward priorities consistent with Gallaudet's national mission and internal strategic objectives. Research is a key component of Gallaudet's mission as a university and has a prominent role in the current Short-Term Strategic Plan and the upcoming ten-year vision, The Gallaudet Promise: Excellence in Learning and Discovery. Faculty pursue a full range of research interests related to their own academic disciplines. Major grant support includes research, development, and training programs in visual language and learning, access to communication for deaf and hard of hearing people, genetics, and technology assessment.

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 1 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Octavian		Robinson		(b) (6)	0.81	0.50		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											
	Erin	Moriarty	Harrelson		(b) (6)	0.81	0.50		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PD/PI"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Total Number Other Personnel						Total Other Personnel	<input type="text"/>
							Total Salary, Wages and Fringe Benefits (A+B)	<input type="text" value="30,458.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	3,689.00
2. Foreign Travel Costs	1,629.00
Total Travel Cost	5,318.00

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs

		Funds Requested (\$)
1.	Materials and Supplies	742.00
2.	Publication Costs	
3.	Consultant Services	7,000.00
4.	ADP/Computer Services	
5.	Subawards/Consortium/Contractual Costs	
6.	Equipment or Facility Rental/User Fees	
7.	Alterations and Renovations	
8.	Access Services	0.00
9.	Tuition	0.00
10.	Archive Material Digitization	20,000.00
Total Other Direct Costs		27,742.00

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		63,518.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
On Campus	44.00	63,518.00	27,948.00
Total Indirect Costs			27,948.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS, Lucy Siow, 301-492-4855

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		91,466.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		91,466.00

L. Budget Justification

(Only attach one file.)

Budget_Justification_Deaf_Studies_v410

Add Attachment

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RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 2 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Octavian		Robinson		(b) (6)		0.81	0.00	(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											
	Erin	Moriarty	Harrelson		(b) (6)		0.81		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="Co-PI"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	1,800.00	549.00	2,349.00
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	Total Number Other Personnel						2,349.00
Total Other Personnel							<input type="text" value="2,349.00"/>
Total Salary, Wages and Fringe Benefits (A+B)							<input type="text" value="21,630.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. Access Services	0.00
9. Tuition	0.00
10.	
Total Other Direct Costs	0.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 21,630.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
On Campus	44.00	19,280.00	8,483.00
Total Indirect Costs			8,483.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS, Lucy Siow, 301-492-4855

I. Total Direct and Indirect Costs**Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 30,113.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 30,113.00**L. Budget Justification**

(Only attach one file.)

Budget_Justification_Deaf_Studies_v410

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RESEARCH & RELATED BUDGET - Budget Period 3

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: Gallaudet University

Budget Type: Project Subaward/Consortium

Budget Period: 3 Start Date: 02/01/2024 End Date: 01/31/2025

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Octavian		Robinson		(b) (6)	0.81	0.00		(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Erin	Moriarty	Harrelson		(b) (6)	0.81	0.50		(b) (6)	(b) (6)	(b) (6)
Project Role: Co-PD/PI											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file
Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Total Number Other Personnel						Total Other Personnel	<input type="text"/>
							Total Salary, Wages and Fringe Benefits (A+B)	<input type="text" value="19,737.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. Access Services	0.00
9. Tuition	0.00
10.	
Total Other Direct Costs	0.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 19,737.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
On Campus	44.00	19,737.00	8,684.00
Total Indirect Costs			8,684.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

DHHS, Lucy Siow, 301-492-4855

I. Total Direct and Indirect Costs**Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 28,421.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 28,421.00**L. Budget Justification**

(Only attach one file.)

Budget_Justification_Deaf_Studies_v410

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RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		69,476.00
Section B, Other Personnel		2,349.00
Total Number Other Personnel	1	
Total Salary, Wages and Fringe Benefits (A+B)		71,825.00
Section C, Equipment		
Section D, Travel		5,318.00
1. Domestic	3,689.00	
2. Foreign	1,629.00	
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		27,742.00
1. Materials and Supplies	742.00	
2. Publication Costs		
3. Consultant Services	7,000.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	0.00	
9. Other 2	0.00	
10. Other 3	20,000.00	
Section G, Direct Costs (A thru F)		104,885.00
Section H, Indirect Costs		45,115.00
Section I, Total Direct and Indirect Costs (G + H)		150,000.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		150,000.00

Gallaudet University Budget Justification
Octavian Robinson
Revitalizing Deaf Studies, Theorizing the Contemporary

Salary amounts are based on actual salaries and include a projected 2% annual cost of living increase for all years. Gallaudet has personnel who are on academic (9 month) and annual (12 month) appointments. For academic appointments, Gallaudet defines a year as the 9-month academic calendar plus up to 3 summer months. The salary calculation for summer months is based on the rate of pay in place in the month of May. For annual appointments, Gallaudet defines a year as a period that extends for twelve months, beginning on October 1, the start of the fiscal year. Benefit rates for the PIs are calculated at Gallaudet's starting rate of 35% for full time salaries and at 30.5% for the undergraduate student assistant. Rates are projected to increase by 0.5% each year.

Senior Personnel:

Octavian Robinson, Associate Professor - Principal Investigator: Salary support for two weeks during the summer and 9% (.81) effort during the academic year. Octavian Robinson will be responsible for the overall direction and success of the digitization of archives materials. He will manage the budget, develop the operations schedule, and coordinate logistics of the transitioning of physical materials into the digitization phase. He will also work with the co-PI on course and material development for teaching.

Salary Request: Year 1 – (b) (6), Year 2 – (b) (6), Year 3 – (b) (6)
Benefits Request: Year 1 – (b) (6), Year 2 – (b) (6), Year 3 – (b) (6)

Erin Moriarty Harrelson, Assistant Professor - Co-Principal Investigator: Salary support for two weeks during the summer and 9% (.81) effort during the academic year. Erin will be responsible for developing and teaching three courses: Deaf Ethnographies, Sensing Washington, DC, and Deaf Studies in the Global South. Erin will coordinate with consultants and the graduate student assistant to identify and develop content for these three courses, including the examination and selection of material from the archives.

Budget Request: Year 1 – (b) (6), Year 2 – (b) (6), Year 3 – (b) (6)
Benefits Request: Year 1 – (b) (6), Year 2 – (b) (6), Year 3 – (b) (6)

Other Personnel:

Graduate Student Assistant: Support for one graduate assistant, fluent in American Sign Language. The student assistant will assist Erin with the development of the Deaf Studies in the Global South course, advise and support first year student research projects, and provide general support to the project.

Budget Request: Year 2 – \$1,800
Benefits Request: Year 2 – \$549

Capital Equipment: N/A

Travel:

Travel Estimate Cost Detail: All estimates based on representative costs found on internet travel sites such as airline websites, hotel websites, cab company websites, university websites, conference sites and/or historical averages.

Domestic Travel

Project Personnel Travel: Support is requested for the PI and Co-PI to travel to San Francisco to collect archival materials to be used for the project.

Domestic Travel (Year 1)

Destination	Category	Total
<i>San Francisco</i>	RT Airfare	\$ 1,000
2 nights	Hotel Accommodations	\$ 1,200
	Ground Transportation	\$ 200
3 days	Meals	\$ 306
		\$ 1,353 p/person

Consultant Travel: Support is requested for one consultant to travel to Washington, DC to meet with the PIs. The consultant's origin is TBD.

Domestic Travel (Year 1)

Destination	Category	Total
<i>Washington DC</i>	Domestic RT Airfare	\$ 380
2 nights	Hotel Accommodations	\$ 350
	Ground Transportation	\$ 100
3 days	Meals	\$ 153
	Total	\$ 983

Budget Request: Year 1 – \$3,689

International Travel

Consultant Travel: Support is requested for one consultant to travel to Washington, DC to meet with PIs. The consultant will be flying in from Scotland on an international flight.

International Travel (Year 1)

Destination	Category	Total
<i>Washington DC</i>	International RT Airfare	\$ 800
3 nights	Hotel Accommodations	\$ 525
	Ground Transportation	\$ 100
4 days	Meals	\$ 204
	Total	\$ 1,629

Budget Request: Year 1 – \$1,629

Other Direct Costs:

– ***Consultants:*** Fiscal support to compensate consultants for their time and expertise in guiding this project to completion. Each consultant (7) will be paid 100 dollars per hour for 10 hours of their time.

Budget Request: Year 1 - \$7,000

– ***Supplies:*** \$742 for Omeka digitization software purchase and archival storage material supplies such as boxes and folders to protect the materials.

Budget Request: Year 1 - \$742

– ***Other:*** A vendor will be utilized to digitize the archive materials that will be in grant personnel possession and converted to digital forms. These materials will be digitized through a collaboration with the Gallaudet Library archives. It's estimated that total costs related to digitizing the materials is \$20,000.

Budget Request: Year 1 – \$20,000

F&A/Indirect Costs: The University's current maximum on-campus negotiated rate is 44% of modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontractors up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000. Additionally, the following cost categories are exempt from the application of the F&A rate: adaptation of equipment for accessibility, interpretation, CART, note taking, support for GU student workers, fellowship stipends, and subawards to other institutions of higher education, or other accessibility related costs.

Budget Request: Year 1 – \$27,947, Year 2 – \$8,483, Year 3 – \$8,685