Summary of QEP Idea

In order for all TAMUCC students to develop Information and Digital Literacy skills, this QEP proposal recommends the intentional integration of Information and Digital Literacy concepts throughout the undergraduate and graduate curriculum. Each student, regardless of discipline, major, or track, will graduate with the ability to think critically when asking questions, finding and evaluating information and using information in problem solving situations. Further, graduates will be able to responsibly interact with everyday information, often presented at a feverish pace through multiple digital devices.

Just as literacy in the traditional sense does not mean “can read,” but rather “is capable of reading, speaking, and writing, and continuing to develop these skills,” Information and Digital Literacy refer to ongoing practices. Information Literacy is defined as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”¹ In conjunction with Information Literacy is Digital Literacy, or “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”²

Information seeking in a post-truth world requires a tenacity and curiosity that goes beyond our long-formed, deeply embedded habits of accepting information. As lifelong learners and critical thinkers, as researchers, and citizens, and consumers, our students will need to develop their Information and Digital Literacy to the point of critically considering every piece of information that passes before them in a rapidly changing, and often misleading, digital world. Students need to understand how to develop and ask questions. They need to know how to seek, evaluate, and synthesize that information for their own use, and finally, they need to know how to ethically share that information for the betterment of their communities.

From the moment a person opens an Apply Texas account to the day they graduate, a TAMUCC student will interact with over 35 different software applications.³ Seven more applications are projected for implementation in the coming year. It is irresponsible to assume that simply because many of our students carry a smart phone, they are capable of using all of these technologies effectively and responsibly. Digital Literacy is necessary for successful navigation of S.A.I.L., Blackboard, Bell Library’s Quick Search, and almost all other student services that are promoted through and run on digital platforms. With over 15 academic programs operating fully online, and with 85% of all courses in any

³ Please see “QEP Abbreviated Proposal- Student Technology Experience.pdf” attached to proposal package
given semester integrating some form of digital technology, students are immersed in technology. Whether students are digitally literate enough for this immersion can significantly impact their success in their learning environment.

Information and Digital Literacy are integral, not just to graduate from a higher education institution, but for success in the world beyond academia. The ability to research, build websites, and learn new technologies are marketable skills that can have a significant impact on employment post-graduation. Students and alumni are constantly bombarded with information and new digital technologies. These interactions will only become more prevalent as technology continues to evolve. Integrating Information and Digital Literacy into the culture at TAMUCC will prepare our students for the reality of their lives in the digital age.

As these literacies develop, so do the social and emotional benefits of self-awareness and social responsibility. As students learn to critically evaluate the barrage of information they are subjected to, they develop the transferable skills of thinking before they share information or engage in a debate. In a world where much interaction plays out on digital, easily anonymized platforms, this civic consciousness is integral to creating well-informed, empathetic global citizens.

By integrating Information and Digital Literacy into the curriculum, we are preparing students academically, socially, professionally, and emotionally for the future.

What courses, programs, offices etc. would the proposed QEP involve?

Curriculum Integration

Readers do not learn to read and then stop learning. They continue to develop their reading skills as they encounter different texts in different contexts. Similarly, throughout their academic, professional, and personal experiences, students are expanding their skills as users of information. The value of their academic experiences is in their learning to learn, to integrate and build on their experiences throughout the curriculum.

Our goal is to create information and digital literate graduates from every discipline. This proposal, therefore, rejects limitations based on academic study or on offices included in development. Rather, we propose that a representative from each academic program be included as we work to identify courses and assignments throughout every curriculum where students would see repeated the Information and Digital Literacy dispositions they learned in previous semesters, and where they would be exposed to new dispositions, advancing cognitive learning skills.

In several courses, TAMUCC faculty members have already adopted assignments that require high degrees of Information and Digital Literacy. In SOCI 3320 Sociology of Gender and HIST 4390 Mexican American Women’s History, for example, students are editing Wikipedia pages and thus expanding and correcting what is arguably the most widely used, freely accessible reference resource in the world. To

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4 Online Programs Texas A&M University-Corpus Christi. Retrieved November 15, 2018, from https://iol.tamucc.edu/online_degrees.html; 85% statistic extracted from Academic Course Schedule Course Coding in the TAMUCC data warehouse
accomplish this assignment, students are touching on almost every facet of Information Literacy by conducting research, fact-checking other researchers, properly crediting intellectual property, and publishing their own research. Students are also learning how to edit HTML and navigate a WYSIWYG editor. These highly marketable skills are the backbone to website building and program coding. Other courses in the History department, including HIST 4390 Introduction to Public History, are conducting research, recording oral histories, and publishing their work in an online exhibit. Here, too, students are not just conducting secondary research, but pursuing primary resources, synthesizing them into a larger picture of South Texas, and digitally publishing them. Incorporation of Information and Digital Literacy assignments is already happening at TAMUCC, but this QEP has the capability to grow these one-off assignments into a curriculum-wide program.

Another way to integrate digital technologies into classrooms is the use of digital resources that have already been developed. It is at the discretion of faculty to decide what digital material and technology is most appropriate for their course, but it is imperative that students are capable of interacting with the technology at a cognitive level that allows them to complete their academic work. Digital resources currently available for faculty include independent learning modules, ALEKS and HAWKES systems for Mathematics instruction, My Subject Labs for Psychology, Sociology, and Economics courses, and educational mobile applications for many disciplines including Biology and Nursing. Often this technology frustrates students and forces them to spend time learning the technology rather than the academic concepts. This QEP will help eliminate that technological barrier and allow students to focus on learning course material.

Another way to incorporate Information and Digital Literacy into the existing curriculum and build faculty engagement with the QEP is the use of Open Educational Resources (OER). In an era when textbook prices are prohibitively high, digital spaces where academic subject experts can share their content freely and on a global level continue to grow. From open textbooks on OpenStax to lesson plans on MERLOT, CORA and the ACRL Sandbox, faculty have many outlets for exploring the OER in their field. Faculty programs already in existence, such as the OER Community of Practice, are already engaging with these materials, and new programs, described below, will increase engagement with OER and thus Information and Digital Literacy.

**Offices**

In addition to partnering with each academic program, this QEP would require the help of many campus partners. While all offices and department would be more than welcome to participate in planning and executing an Information and Digital Literacy QEP, the following have been identified as key collaborators:

**Career Services.** One of the goals of this QEP is to develop graduates who possess the skills and dispositions employers look for in today’s digital, information-flush world. A key part in assessing this

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6 To view these assignments in greater detail, please see the “QEP Abbreviated Proposal- Literacy Assignment Examples” document attached to the proposal.
QEP will be understanding employers’ expectations, something Career Services can help with. Students will also need to learn how to behave through a multitude of digital platforms, including LinkedIn and Handshake, that employers rely on as hiring tools. Career Services knows better than anyone these services and the expectations that accompany them.

**Center for Academic Student Achievement (CASA).** CASA already does a great deal of enormously helpful work with TAMUCC students, including tutoring, writing consultations, and classroom presentations. If writing consultants, tutors, and other CASA staff are included in the same Information and Digital Literacy training and development as faculty are, then we can ensue students at every level are receiving a seamless, cohesive education.

**Center for Faculty Excellence (CFE).** The CFE’s role in this QEP would be to help organize and execute a series of instructional workshops for faculty members. Topics would include: introduction to Information Literacy, how to best teach associated skills and concepts, what to look for in student work to identify varying levels of literacy, and other topics as the needs arise.

**First-Year Learning Communities Program (FYLCP).** As a department, the FYLCP works to incorporate Information Literacy into their writing, communication, and seminar courses for TAMUCC first year students. These faculty members are laying the foundation for our students’ Information and Digital Literacy. As such, the FYLCP has valuable insight into the integration of Information and Digital Literacy into other departments.

**Information Technology, and specifically the Office of Digital Education and Learning Technologies (ODELT).** Information Technology creates the technology infrastructure to house information and digital resources for the university. IT plans to create a cohesive technological environment to decrease the burden of information and technology overload students bear. Their awareness of the situation, and their determination to help students navigate the digital world make them an indispensable partner in this QEP. Additionally, the Service Desk and the Learning Spaces office will both be assets to students and faculty as digital services and environments become commonplace in the curriculum.

ODELT, already an active partner with Bell Library and the CFE, will be a collaborative partner in all avenues of the QEP. Instructional consultants will help with instructional design and curriculum design as they relate to digital technologies, and the office will contribute to the creation of instructional support material for new digital resources.

**Mary and Jeff Bell Library.** Bell Library teaches Information and Digital Literacy skills, but in limited capacity to limited populations. With the University’s support, the library could change its approach to instruction and create an environment where students learn not just how to access databases, but how information is organized and produced, and what that means for them as information seekers. Additionally, Bell Library’s Makerspace, opening January 2019, will be a hub for creative collaboration and exploration of new technologies.

**Marketing and Communications (MARCOM).** A critical component of this proposal, and any QEP, is a marketing campaign that will continually promote the importance of Information and Digital Literacy. MARCOM’s expertise is essential to such a campaign.

**Planning and Institutional Research (PIR).** PIR will be a valuable partner in assessment efforts related to any QEP.
Student Engagement and Success (SEAS). SEAS needs to be considered and appreciated in any plan that involves student success. It would be detrimental to the program if Information and Digital Literacy were left solely in the classroom. Students already publish information digitally when they use tools like I-Engage to promote events. Literacy is a combination of habits that develop over time and in a variety of situations, and Information and Digital Literacy is already integrated into their extracurricular activities, whether or not they know it.

What courses, offices, etc. would TAMU-CC need to implement for this QEP?

This proposal does not include the creation of new courses, but a thoughtful integration of Information and Digital Literacy concepts into every program and throughout student services. Therefore, components of this plan requiring implementation do not revolve around courses, but around offices and positions responsible for the QEP’s success. In particular, we recommend the establishment of an Office of Information and Digital Literacy to support the goals of the QEP and serve as a hub for feedback, strategy development, and assessment of the QEP’s progress.

An Office of Information and Digital Literacy would house the following:

**QEP Director.** Hired upon proposal approval prior to the start of the official QEP implementation timeline, the Director will lead research endeavors and organize their office and services. Ideally, a librarian will hold this position, as it requires not just an excellent understanding of Information and Digital Literacy, but an ability to communicate aspects of these literacies to both students and faculty. Librarians have the added benefit of maintaining a discipline-neutral approach to campus collaboration.

**Instructional Liaisons.** The Instructional Liaisons will serve as consultants for faculty as they incorporate Information and Digital Literacy components into their courses. Each year, a new Instructional Liaison will be hired until there is one liaison for every two academic colleges. The initial Liaison will work with all participating groups until the project gains momentum and the colleges need more dedicated assistance. Because of the course material involved, we recommend at least one Liaison have a background in Library Science. Librarians are well situated to think critically about the incorporation of both Information and Digital Literacy into pre-existing curricula. We recommend another of the Liaisons be an instructional designer. This position will require the development of new assignments and an instructional designer would be a valuable team member. Liaisons would work with the QEP office, faculty and Deans of their dedicated colleges, and the existing Subject Librarians to fully integrate Information and Digital Literacy into the curriculum.

**Graduate Assistants.** GAs will assist the Instructional Liaisons and the Director in faculty instruction and coordination. They will need to comfortable conducting research and working closely with faculty.

In addition to an Office of Information and Digital Literacy, new positions, programs, and campus partners would need to be formalized. These include the following:

**Faculty Fellows.** Provost Faculty Fellows will lead Information and Digital Literacy efforts in instruction. Fellows will be appointed on a yearly basis and serve as mentor throughout the remainder of the QEP.
Faculty Scholars. Faculty will apply for a Community of Practice for Information and Digital Literacy Course Implementation. This yearly commitment includes CoP participation, publication or presentation of findings, and Scholars will continue to serve as mentors for future Scholars and adapters.

Instruction Librarian. An Instruction Librarian will ensure the First Year Learning Communities Programs do not experience a loss in library instruction as current Subject Librarians shift their attention to help advance Information and Digital Literacy in upper level courses.

Student Champions. Students will serve as digital guides for their peers. This group of students will receive formal training on the QEP initiatives and will champion the student awareness effort.

An Information and Digital Literacy Advisory Group. This committee, comprised of faculty, student representatives, and other campus stakeholders, will make recommendations to the QEP Director on matters such as QEP assessment and faculty training.

Digital Access Technology Spots. To provide students, staff, and faculty with better access to digital devices, the QEP calls for the establishment of Digital Access and Service Spots. These spaces may be existing or newly built, depending on a survey of space availability. These areas would be equipped with software and hardware so students, staff, and faculty may actively learn how to interact with digital technology. The spots would serve as both practice spaces and checkout venues for students, staff, and faculty.

Library Hardware Loan Program. The TAMUCC student population varies in economic stability. To ensure that all students have access to digital devices through which they can apply Information and Digital Literacy skills, the library would provide a hardware loan program for students. Up to date technology would be available for checkout so that students will have experience with devices they will need to utilize after graduating.

Student Information and Digital Literacy Camp. An event occurring several times a year to expose students to technology and information and encourage community building among students. This event would be attended and led by students who will demonstrate the use of digital and information applications already on campus (Blackboard, DegreeWorks, TimeTap, S.A.I.L., MoneyConnect, Bell Library’s Quick Search, etc.), and will help build a network of emotional and social support. The intent is to immerse students in an environment that will prepare them for future interactions with information and digital technologies, be they social, academic, or professional.

What are the intended benefits of this QEP to the institution and its students?

This QEP will benefit students by enabling them to locate, evaluate, ethically use, synthesize, and share information throughout their academic careers. When students develop Information and Digital Literacy habits throughout their academic experiences, those habits will guide them through the rest of their lives. This development enables them to engage carefully and critically with the ever-expanding information ecosystem in which our students and alumni live. As of May 2018, 2.5 quintillion bytes of
Data were created every single day. Regardless of whether or not students learn to locate, evaluate, and effectively use it, information will bombard them for their entire lives. We have a responsibility to make sure our students interact with information in a responsible and productive manner.

Benefits to students include the ability to identify and assess diverse situations from multiple perspectives, develop and ask relevant questions, evaluate various answers or solutions, and use information appropriately as they communicate with others. These are not just skills to be used for gaining employment and then forgotten. These are habits that students will continue to develop as they are presented with new challenges and opportunities throughout their lives. The benefits are exponential.

This QEP also has the potential to increase alumni employment rates. Debra Humphreys is the former Vice President of Academic Planning and Public Engagement at the AAC&U. She states in the Wall Street Journal’s 2015 report on the findings of Collegiate Assessment Learning Plus, “Employers are saying I don’t care about all the knowledge you learned because it’s going to be out of date two minutes after you graduate ... I care about whether you can continue to learn over time and solve complex problems.”

While we teach our students the subject-specific knowledge they need to succeed in their field, we can also integrate Information and Digital Literacy skills across the curriculum so that they graduate with the ability to identify a problem, seek and critically evaluate information to help solve that problem, and finally apply that information towards a solution. The 60x30TX Strategic Plan for Higher Education explicitly outlines the need to not only gain these marketable skills, but to recognize and articulate them outside of the classroom. By scaffolding Information and Digital Literacy throughout their education at TAMUCC, students will become better consumers of information as well as better future employees and leaders.

**How does this QEP support the mission of the institution?**

TAMUCC’s Mission Statement states that the university is “committed to preparing graduates for lifelong learning and responsible citizenship in the global community.”

By integrating opportunities to identify questions and problems, by fostering curiosity and determination, we enable our students to apply these same dispositions without the encouragement of academic necessity.

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Evaluating information that passes before them, thinking critically about the quality and purpose of information, is the first step towards learning how to responsibly interact with information. By ethically seeking and sharing information, students are behaving not only as responsible researchers, but as responsible citizens who only publish, share, and validate information that is credible.

From a purely social perspective, global citizenship is inescapable. With the advent of social media, global interactions have taken on a nuance they previously lacked. How, for example, does one know if you are sharing a meme made by your neighbor or by an international bot? Are our students contributing to the spread of misinformation or are they engaging with and questioning the content and the author’s intent? Information and Digital Literacy will give our students the tools they need to act responsibly on digital platforms, in voting booths, and in every conversation they have.

Digital technology facilitates not just social global exposure, but the collaboration of minds from across the world. Using digital technologies, we can expose our students and faculty to new ideas and perspectives through guest speakers, collective global research, and collaborative grant applications. The possibilities of global interactions and collaboration enabled by digital technology are endless.

Additionally, the Momentum 20/20 Plan states in Goal 6, Objective 1, Strategy 5, that as a University we will “Formalize and support the integration of information literacy instruction in each academic program and at all levels of the curriculum.” This QEP is our opportunity to dedicate the University’s attention and resources to formalizing the integration of Information Literacy across the curriculum.

Finally, as a public University in Texas, TAMUCC strives to meet the goals set forth by the Texas Higher Education Coordinating Board’s 60x30 Strategic Plan. One of the four goals of the 60x30 Strategic Plan is to graduate students with marketable skills desired by employers. When applying and interviewing for jobs, graduates who are comfortable navigating online application processes and web conferencing software, like Zoom and Skype, will have an advantage over those who were never intentionally exposed to these technologies. In addition to software-specific skills, Information and Digital Literacy are highly sought marketable skills. These literacies imbue students with problem solving skills, critical thinking abilities, effective research strategies, and, perhaps most importantly, the ability to learn new technologies and seek out new ideas independently.

How is this QEP supported by institutional data (survey data, assessment data, etc)?

Bell Library regularly evaluates the students who come to the library for instruction. In Fall of 2017, only 39% of students rated their awareness of the library’s resources before the session as “Good” or “Excellent.” Yet 99% of these same students rated their instruction session as “Useful” or “Very Useful.” This means that our students themselves feel a need for resources and researching techniques.

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14 Fall 2017 Library Instruction Survey Results attached in proposal packet.
that go beyond Google and social media. They want the skills to evaluate the information that bombards them daily, and TAMUCC has the chance now to enable that skill development.

TAMUCC regularly surveys its incoming first year students and its exiting seniors using the National Survey of Student Engagement (NSSE). In the 2017 survey results, TAMUCC seniors reported “evaluating a point of view, decision, or information source” in their coursework at a lower rate than similar institutions, Texas schools, and the entire region. Similarly, our seniors reported “forming a new idea or understanding from various pieces of information” less than similar institutions, Texas schools, and the schools in the same region. If our students are not evaluating the information they are using, and if they are not synthesizing information to create new ideas, then our students are not ready to enter the world and workforce as informed citizens and critical thinkers.

When students learn how to find and evaluate information, they are developing the tools they need to be independent thinkers. By providing students with opportunities to apply information, we are enabling them to be creative problem solvers, and that is key to creating an effective workforce and engaged community.

What would be the timeline for implementation of this QEP?

This proposal could take many shapes through further planning. The following is a sample timeline of one Information and Digital Literacy QEP model.

Proposal Year (Strategic Foundation)

- Hire QEP Director
- Create the Office of Information and Digital Literacy
- Develop Strategic Implementation Plan for QEP
- Form the Information and Digital Literacy Advisory Group
- Identify Digital Access Technology Spots

Year 1

- Hire Instructional Liaison
- Hire First Year Experience Librarian
- Hire Graduate Assistant
- Launch the Faculty Fellows Cohort
- Launch Information and Digital Literacy Community of Practice
- Upgrade Digital Access Tech Spot if needed
- Begin Library Hardware Loan Program

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Year 2
- Hire Instructional Liaison
- Hire Graduate Assistant
- Hire Student Champions
- Launch Second Faculty Fellows Cohort
- Launch Second Information and Digital Literacy Community of Practice
- Launch Faculty Digital Academy
- Launch Student Digital Literacy Camp
- Assess Year 1

Year 3
- Hire Instructional Liaison
- Launch Third Faculty Fellows Cohort
- Launch Third Information and Digital Literacy Community of Practice
- Host 2nd Annual Faculty Digital Academy
- Host 2nd Annual Student Digital Literacy Camp
- Launch Campus Digital/Information Awareness Activities (Year-Round Program)
- Assess Year 2

Year 4
- Launch Fourth Faculty Fellows Cohort
- Launch Fourth Information and Digital Literacy Community of Practice
- Host 3rd Annual Faculty Digital Academy
- Host 3rd Annual Student Digital Literacy Camp
- Continue Campus Digital/Information Awareness Activities (Year-Round Program)
- Assess Year 3
- Identify Campus Partner for QEP Transition

Year 5
- Launch Fifth Faculty Fellows Cohort
- Launch Fifth Information and Digital Literacy Community of Practice
- Host 4th Annual Faculty Information and Digital Literacy Academy
- Host 4th Annual Student Information and Digital Literacy Camp
- Continue Campus Information and Digital Literacy Awareness Activities (Year-Round Program)
- Assess Entire QEP
- Begin QEP Transition
How would this QEP affect campus culture?

Not only would this QEP foster a sense of preparedness for the world outside of the Island University, but it would also contribute to a campus climate of informed citizenry. When students engage with information, learn to accept facts as truth, and learn to determine that truth objectively for ourselves, they learn to engage civilly and compassionately with their peers. As a Hispanic Service Institute, TAMUCC is host to a diverse student body with diverse ideas. If our students base their ideas in trustworthy information, and those ideas are shared in an environment of openness and reason, then our students are learning how to engage thoughtfully in a world of aggressive misinformation.

What goals would be associated with this QEP, and how might the institution assess those goals?

The primary goal of this QEP is to develop information and digital literate graduates. This means they are capable of identifying a need for information and then seeking, evaluating, and utilizing that information, often through digital means. To do this, we intend to integrate Information and Digital Literacy throughout every TAMUCC program.

The first step to assessing this goal is to develop the guidelines by which we mark such literacy. Before the QEP goes into effect, the Information and Digital Literacy Advisory Group will determine what skills or dispositions are expected of an information and digital literate person. The Group will also make up the assessment committee, creating tools to evaluate students’ literacy throughout their time at TAMUCC.

Slight changes to the Faculty Survey Student Engagement (FSSE) will enable us to see how students are faring from the faculty perspective. As faculty will be in classrooms deploying this new integrated curriculum, their voices are vital in examining how students are engaging with Information and Digital Literacy concepts.

A secondary goal, and one we hope to achieve through our first, is to develop graduates who are prepared for and desirable in a competitive workforce. This can be assessed through the “Alumni Survey,” which in 2016 reported only reports 67% of alumni as having “Good” or “Excellent” preparation for their job or graduate/professional school. This survey can reveal a great deal about the employability of our students. If we include questions as to what skills contributed to their employment, we can evaluate the answers to see what effect Information and Digital Literacy has on graduates. It would need to be taken into consideration, of course, that this survey would need to add such a question before the first cohort of students went through the entirety of the Information and Digital Literacy curriculum to enable us to measure the difference in preparedness and employability.

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What is the estimated budget required for implementation of this proposed QEP?

Depending on the model the QEP Committee and University President believe will have the greatest benefit to our students, this QEP will likely fall between $2 and $3 million over five years. Similar QEPs have fallen within this range for a variety of universities.\textsuperscript{17}

Please see the accompanying spreadsheet attached to this proposal to view a sample budget.

How would success of this QEP be evaluated?

There are a variety of ways to evaluate this QEP’s success. Once the Information and Digital Literacy Advisory Group settle on an image of a satisfactorily information and digital literate student, they can begin to formulate assessment tools. The assessment plan needs to include perspectives from faculty, students, and employers. Possible assessment components include common assignments and grading rubrics, new surveys, slightly altered surveys that we currently use, or the use of portfolios to assess the progression of student work. While traditional assessment comes at the end of a course or semester, this QEP requires repetition and intentionally building on previously learned concepts. Therefore, we hope to assess students’ habits and knowledge before they begin their academic career and gauge it against their learning by the time they graduate.

QEP Abbreviated Proposal Supplemental Material

Examples of Information and Digital Literacy Assignments

Fall 2018

SOCI 3320: Sociology of Gender

Wikipedia Assignment: As students enrolled in a university with an extensive library and access to academic journals and other material, you are in a position to gain extensive knowledge about sociology (and other disciplines). Not all citizens have access to the material you do, and many (either by choice or by constraints) instead seek knowledge about social issues from the internet, including sites such as Wikipedia. In an effort to have you participate in a form of “public sociology,” you will be required to add and/or edit information on a Wikipedia article of your choosing that attends to issues related to gender and social life. You will undergo online Wikipedia training to learn the mechanics of contributing to Wikipedia articles. Your semester-long project is to select a particular article on which you will research relevant sociological literature and use that knowledge to expand the breadth of information on Wikipedia. This assignment will be broken in to several separate smaller tasks and assignments that will culminate in your editing an article for public posting on Wikipedia. At the end of the semester, you will also present a short synopsis of the topic you researched, the information you added/edited to Wikipedia, and the rationale for selecting your topic. This assignment will be worth 30% of your final grade.

HIST 4390.001: Mexican American Women’s History

TAMU-CC Wikipedia Scholars Project: Students will develop a research/writing project that explores in-depth one or more facets of Mexican American Women’s experiences (i.e. politics, labor, migration, education, sexuality). In addition to gathering traditional sources in your area of interest, students will be required to create an article or expand onto an existing article on Wikipedia for public viewing/use. In essence, your writing is going to “go live” and contribute to our collective knowledge and understanding of Mexican American Women’s historical experiences.

The project will be developed over the semester through a series of steps (i.e. getting started on Wikipedia, topic proposal, research log/ working bibliography, working drafts, presentation plan etc.). The final project should include 1) a well-researched article entry of your research topic that incorporates cited material from scholarly sources that will be posted on Wikipedia, 2) a final polished bibliography, 3.) In-class group research presentation.
Digital Exhibit Research:

Overview and Purpose

In order to create a scholarly, historically-sound digital exhibit as well as to hone your public history research skills, you will individually research and write part of the exhibit. You will be working on this in graded steps (bibliography, rough draft, final research essay, exhibit text, and photograph and copyright permission) to help you stay on track and to ultimately improve the final creation. In successfully completing this assignment, you will have improved your information literacy, refined your argument-evidence approach to creating history, perfected your use of the Chicago Manual of Style (Turabian), and honed your writing for public audiences.

Topics for the Environmental History of the Texas Coastal Bend

- *Silent Spring* and the Modern Environmental Movement
- Kemp’s Ridley Sea Turtles
- Birds and Birding
- Padre Island National Seashore
- Fishing, Hunting, and Outdoor Recreation
- Hurricanes
- Corpus Christi Bay and the Laguna Madre
- Audubon Outdoor Club (in Corpus Christi)
- Agriculture and Farm Laborers

Topics for Mexican-American Civil Rights and the Chicano Movement in South Texas

- LULAC
- American GI Forum
- Dr. Hector P. García
- Farm Laborers
- Chicano Movement
- Student Protests and Walkouts
- MAYO
- *Cisneros v. CCISD*
- Tejano music
- *colonias*
Bibliography (Due as a Hard Copy: Thursday, March 1 at 3:30 p.m.)

Your bibliography should only contain primary sources and peer-reviewed secondary sources (books or articles). You will need to include at least five sources. The bibliography should be formatted according to the Chicago Manual of Style (Turabian). For citation examples and general advice about history essays, please see the History Area Style Guide posted on Blackboard.

Please note that you will probably need to use Interlibrary Loan for books. Be sure to order these books early and take detailed reading notes when you have them.

Before you turn in this assignment, please print the Bibliography Rubric posted on Blackboard and staple it to the back of your bibliography with one staple in the top left corner.

Rough Draft (Due as a Hard Copy: Thursday, March 22 at 3:30 p.m.)

Your draft will be a solid start in what will be a long revision process. Your draft needs to include a clear introduction and strong thesis, two pages of written text, and Chicago-style footnotes and a bibliography.

This first try will not be perfect, but will help with revisions. The purpose of revisions is to help you improve your final research essay (and grade). In the revision process, be sure to clarify your argument and interpretation, expand and refine your evidence, and smooth over any mechanical issues. Please note that my comments and marks are not meant to be a comprehensive list of the only aspects that you need to revise, but rather point you in the right direction for fixing any major issues. Additionally, please do not personalize any criticism you may receive; comments and suggestions are not meant as a personal attack and should not be construed as such.

Before you turn in this assignment, please print the General Grading Rubric posted on Blackboard and staple it to the back of your essay with one staple in the top left corner. Please also turn in your graded Bibliography along with your Rough Draft.

Final Research Essay (Due as a Hard Copy: Tuesday, April 3 at 3:30 p.m.)

Before revising your graded rough draft, please review the History Area Style Guide on Blackboard. Your final draft should have three to four pages of written text and perfect Chicago-style footnotes and a bibliography.

When revising, please consider the following:
• Your paper should include an introduction and clear thesis, a body, and a conclusion.
• Your introduction should define the central issue or topic, time period, and clearly chart a course for the essay by presenting the main points.
• Your thesis should be a well-developed and specific argument that attempts to explain your environmental history topic and its larger connections.
• Throughout the body, remember to return to your thesis and explain how your evidence supports your argument. Avoid simply offering descriptions or facts without explicitly stating how they support the major argument of your essay. A listing of facts without an interpretive framework does not usually draw a good grade. Your paper should present, assess, and analyze appropriate supporting evidence.
• Your paper should rely solely on scholarly sources and, if possible, some primary sources.
• You should be able to clearly present your research within its historical context.
• Your conclusion should identify and assess conclusions, implications, and consequences of your topic. Try to predict the future directions of the topic based on your knowledge of its history.
• You must use Chicago-style footnotes and a bibliography. Footnotes are required for any ideas or writing that is not your own, regardless if it is a quotation or put into your own words.

Before you turn in this assignment, please print the General Grading Rubric posted on Blackboard and staple it to the back of your essay with one staple in the top left corner. Please also turn in your graded Bibliography and graded Rough Draft along with your Final Research Essay.

Exhibit Text (Due in the OneDrive folder by 3:00 p.m. on Thursday, April 12)

After writing a well-researched essay, you will use this to write your exhibit text. Your exhibit text should be written for a public audience using accessible prose free from both jargon and academic nonsense. It should be concise and informative, and no longer than 600 words.

Please upload your assignment in the OneDrive folder, and bring your graded Bibliography, graded Rough Draft, and graded Final Research Essay to class that day.

Photograph and Copyright Permission (If applicable, due in the OneDrive folder by 3:00 p.m. on Thursday, April 12)

For this portion of the exhibit, you will individually find one photograph or other image and secure copyright permission to use it in our digital exhibit.
If you find an image at the Bell Library Special Collections, please follow their guidelines on how to submit your photograph and obtain copyright permission.

If you are not using an image from Special Collections, you will need to submit a JPG or PNG file in the OneDrive folder as well as written and signed copyright permission.

Requirements

- All written work should be double spaced with 12-point Times New Roman font and 1” margins.
- Chicago Manual of Style (Turabian).
- You will be docked points for being late (see syllabus for policy) and for failing to include the correct grading rubric.
- Think of this as a portfolio of your work. You will be turning in individual components, but to see your progress and work at revisions, you will also turn in any previously-graded parts each time. Failure to do so will result in lost points.

Due Dates and Times

- Bibliography: Thursday, March 1 at 3:30 p.m.
- Rough Draft: Thursday, March 22 at 3:30 p.m.
- Final Research Essay: Tuesday, April 3 at 3:30 p.m.
- Exhibit Text: 3:00 p.m. on Thursday, April 12
- Photograph and Copyright Permission: 3:00 p.m. on Thursday, April 12

Grading

This assignment is worth 250 points total, and is broken down into the following components: Bibliography (25 points), Rough Draft (25 points), Final Research Essay (100 points), Exhibit Text (50 points), Photograph and Copyright (50 points). You will be graded using the rubrics posted on Blackboard.

Results of this project can be viewed at:
https://library.tamucc.edu/exhibits/s/southtxstories/page/home
## Overall Report

*Library Instructor Evaluations Fall 2017*

January 8th 2018, 8:31 am CST

### Q2 - What is your instructor's name?

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<tr>
<th>#</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1</td>
<td>Jennifer Anderson</td>
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</tr>
<tr>
<td>7</td>
<td>Derrik Hiatt</td>
<td>53</td>
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<td>3</td>
<td>Edward Kownslar</td>
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<td>Lisa Louis</td>
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<td>6</td>
<td>Laura Martinez</td>
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### Q3 - What is your class level?

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### Q4 - What College is your major in?

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### Q6 - Have you ever attended a Library Instruction Session before this one during your academic career at TAMU-CC?

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### Q7 - Before this session, how would you rate your knowledge of Bell Library resources?

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Q8 - How was the pace of instruction?

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<td>Too Slow</td>
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Q9 - Did the Instructor use relevant examples to illustrate different points?

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<td>No</td>
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Q10 - How do you rate the usefulness of this session to you in your academic career?

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<tr>
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<td>Useless</td>
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Q11 - Now that the presentation is over, how would you rate your knowledge of Bell Library resources?

<table>
<thead>
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</thead>
<tbody>
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Q12 - Overall, how do you rate the quality of the instruction you received in this session today?

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<tr>
<td></td>
<td>Total</td>
<td>946</td>
</tr>
</tbody>
</table>

Q13 - Please share any comments you may have about today’s library instruction session.

Jennifer was amazing!

Jennifer did a really good job!

No additional comments

Jennifer Anderson was knowledgeable, helpful, and friendly.

Very helpful!

Lisa helped walk us through everything we needed to do and provided us with helpful examples.

greattt
I didn't know a thing about the library resources or even much to do about how to research, she helped a lot.

Thank you. This was a very informative period of instruction.

It was great to have a refresher on this topic!

Thank you!

It was very informative and useful for the assignment/the rest of my researching needs

She was very helpful and eager to answer questions.

Really glad I got to sit through this. I learned a lot that is helpful for my future papers

Good and easy explanation. Also learned some new techniques

very helpful and confirmed some things I have tried before!

Learned lots of helpful tips, thank you, Jennifer Anderson!

The presenter was really good about teaching us the basic necessity

I think the classroom

it was very helpful

Give my boy Ed a promotion

very informative...

I feel very excited and good to come and look for various different information I need!

Very good.

Awesome thank you.

Do you have a copy of "Dr. Meme and the Dream Machine" by: Dr. Meme?

Very informative and answered all of our questions!

It was just okay

I'm thankful for Jennifer's time and teaching! It was really helpful. I now have a better understanding of the resources available to me through the library.

terrific.

I needed this course and Jennifer was excellent.

Excellent explanation with navigating the database! Computers were kind of slow.

He was very helpful in explaining how to locate articles in depth

Keep up the good work.

It was helpful.

The way the library's instruction was very useful and gave me a lot of information to know how to use the library's website.
Thank you for your help :)

it was very helpful

it was helpful

whoooo go islanders!!!!!

Found a lot more ways to find resources.

She rocks.

I could not have spent my morning in a more productive fashion

All of the information and references were well-organized and structured, covering the credibility and factual bases, but in terms of communicating the information, the instruction seemed too dry and lacked certain energy necessary for the instructed students to stay engaged with the information.

I feel alot more informed about the resources that we have on campus in order to aid our research.

I enjoyed the session. I learned a lot on how to use this data base.

I want to know how to locate plays, like Tennessee Williams

it was very insightful and i learned about a lot of resources that will help me with citing and looking up information on topics that i need for assignments.

The session was very helpful and I now know where to find article's on what I need to know.

instructor was very helpful and shared a lot of tips to help me with future research i may need for assignments

I liked his boots

awesome possum

Instructor was very elaborate.

He talked too much, I just needed him to get to the point.

Very enthusiastic! Helpful presentation! :)

Very clear and direct

Even thought it's 9am, our instructor was very lively and helpful. (:

This was extremely helpful, and the instructor was very informative.

i learned alot that i had no clue about before.

very informative and super helpful

Very very helpful!

As a student, I know that the best teacher must be able to balance easy and digestible with scholarly and informative, and they must be able to speak fluidly enough for the average student to stay entertained and attentive. This instructor surpassed these qualities, and I could definitely tell that the speaker understood the content as well as she was teaching it.

I learned something new

Very Informative
Very helpful!

Thanks! :-) 

It was very useful and easy to understand. Great Job!

Thank you for your helpful information!

I am glad that I went through this session because it was really helpful and now I have access to a lot of resources.

I didn't know where everything was located or how to research with different website. This was very helpful and enjoyed this session.

Really good instructor, learned something new and useful

I was able to learn how to research topics for different classes so, thank you!

excellent

It was very informative and useful

good stuff

needs work on public speaking and making points clear but other than that, it was okay.

very informative, able to find research quicker than usual

Information given out was very useful for future research papers.

Great instruction and able to receive a lot of information to help me find resources for papers and other things that will happen in my academic career.

very nice instructor

She was very informative and knew how to relate to our needs!

I appreciate the helpful guide for an easier understanding on how to navigate online sources.

Great teacher!

Lisa was very nice and always asked if we had questions.

N/A

Ms. Louis is an excellent and engaging public speaker.

It was very helpful and great resources.

It was very helpful and useful

It helped me to find more research to help with my work

Ms. Louis was very helpful, and she went at a good pace where everyone can follow along.

She was very helpful and answered all of the questions I had for her.

I loved coming to this session because I wasn't comfortable using the databases and now I know tons of information.

Thank you Jennifer for all the useful information. You made it very easy to understand and you took your time explaining everything.
A class like this would have been very helpful in earlier years in the program.

Enthusiastic guy, seemed like he really likes what he's doing, very helpful and used our topics

The instruction was more about web resources provided through the library rather than about the library itself. I still have no real idea of what's happening inside the building.

Very informative, as up beat, wasn't bored, actually aid attention to the information that was given. Fun and easy to talk to and ask questions.

It was all explained very well! I now know the differences in each reference/source.

I wish you could of gone over the use of Pro-Quest, but you gave me vital information i can use for when i am researching at home.

He is really nice.

Very helpful and it was fun learning from the instructor.

Loved the enthusiasm.

I really enjoyed the session. I found it very informative and useful. :)

She was awesome, kept the class engaged and was very clear.

420 Blaze it Get out of my swamp

Good Job!

Thanks for teaching us valuable stuff!

Really good explanation of the library instruction session.

Everything was very useful information. I stepped out so i lost a bit of time but i was able to jump back in without trouble. all in all very good.

Outstanding info.

Ms.Lisa was very kind and very helpful

Very nice and helpful

Great Job Lisa!

Mrs. Anderson was extremely helpful. She was able to answer every question students asked. She showed us useful and relevant examples that was specific to what we were studying/researching. She was more than willing to give more examples and/or different examples to ensure the students understood the information that she was trying to teach. I also appreciate her availability and willingness to help. Thank you.

This was pretty much a well needed review for me, but it definitely helped refresh my knowledge of how to properly research using the online library.

perfect instruction

So helpful and nice to have a refresher on what resources are available to me! Thank you!

Jennifer was very well spoken.

Very well paced and informative
it was great to learn more information about the library

ANSWERED ALL QUESTIONS WITH ENTHUSIASM AND ACCURACY

Very informative.

I liked how you made this significant to us. I know it should go without saying that this resource is important, but other instruction seminars have been a bore for me. But I appreciated how you made this relevant by searching our topics up there. *and you were right, about changing the terms 'children' out with 'adolescents'. I cast a much wider net. Thank you again, sir.*

good

I liked it, just slow down a little bit, give some time for slow computers to warm up.

Was very clear and direct, allowed me to jump into topics directly related to what i was looking for.

He does totally look like Alton Brown from the food network!

Ms. Anderson explained things thoroughly and made sure to answer any of our questions.

Edward has done a fantastic job working with the students on their specific needs for the class. Very good communicator and adapt at sharing information. Edward is very friendly, enthusiastic and patient with the students.

Mr. Kownslar was terrific at showing us each individual database. He brought insight and I consider this workshop very helpful. I love his attitude!

Sassy and funny

very positive, answered every question without hesitation, best workshop i ever participated in

He's always really nice and gives us more then a suitable amount of information in his presentations.

Thank You!

educational

Mr.Kownslar was very upbeat and a wonderful help! He shared extra websites that were useful. I give him a A ++!

Kept me engaged and I learned what I needed to know to find information that I'll need.

You do such a great job!!!

Projector example was very helpful

I feel that the webpage is lacking on file or history search engines. Could be improved by login to the Bell library.
### Preliminary Budget

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<th>Proposal</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>Faculty Scholar Tech</td>
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<td>Space Modifications</td>
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<td><strong>Total Operating</strong></td>
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<th>Travel</th>
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<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Total</th>
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<td>FTE Travel</td>
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<tr>
<td><strong>Total Travel</strong></td>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>$121,500</td>
<td>$363,500</td>
<td>$608,610</td>
<td>$536,586</td>
<td>$543,675</td>
<td>$558,667</td>
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