University of North Florida Digital Humanities Initiative
Advisory Committee Meeting
Sept. 29, 2017, 3:00–4:30
Student Union West, Room 3806

Agenda and Materials

1. **Welcome and introductions**

2. **Approval of minutes from 3/3/17 meeting**

3. **Update on Advisory Committee membership/project leaders**

   - Departing Advisory Committee members/project leaders: Natalie Arce Indelicato (Clinical Mental Health Counseling), Daniel Watkins (History), Stephanie Weiss (Thomas G. Carpenter Library)
   - Departing student representatives/project leaders: Chad Germany (History), Rachel Bennett (Information Science)
   - New Advisory Committee members: Kelsey Eagen, coordinator, Office of Undergraduate Research; Jessica Harden, coordinator of educational media, CIRT; David Kersey, academic advisor, COAS Academic Advising; Kaitlin Legg, director, LGBT Resource Center; Jenni Liberman, assistant professor of English; Katie Sarria, academic advisor, ACE
   - New undergraduate student representatives: Tyler Charles (Psychology), Valerie Joly (Philosophy/Graphic Design), Ricder Ricardo (Studio Art—Printmaking), Julia Rivera–Whalen (Anthropology/International Studies), Alexandra Torres–Pérez (Communication)
   - New graduate student representatives: Treavor Cheatham (MA in International Affairs), Imani Philips (MA in History), Stephanie Worley (MA in International Affairs)

4. **Inaugural International Research Symposium, Nov. 17, 2017** – Kelsey Eagen

5. **New proposed projects** – Project leaders, as available
   - Native Sun: The Flora of Sawmill Slough Preserve *(pp. 2–3)*
   - Breaking the Code: Analyses of Mistaken Identification Cases in the Innocence Project *(pp. 4–5)*
   - See What I See: Perspectives of Students with ASD at UNF *(pp. 6–7)*
   - Visualizing Refugee Jacksonville *(pp. 8–9)*
   - Mapping International Metal *(p. 10)*

6. **Subcommittee reports**
   - **Curriculum** – Laura Heffernan and Katie Sarria
   - **Events –** Deb Miller and Clayton McCarl
   - **Communications/Social Media** – Jess Harden and Margaret Stewart
   - **Tools and Training** – Dave Wilson and Jennifer Murray

7. **Digital Humanities Institute proposal** *(pp. 11–21)* – Clayton McCarl
   - Committee feedback
   - Process for approval

8. **Other business**

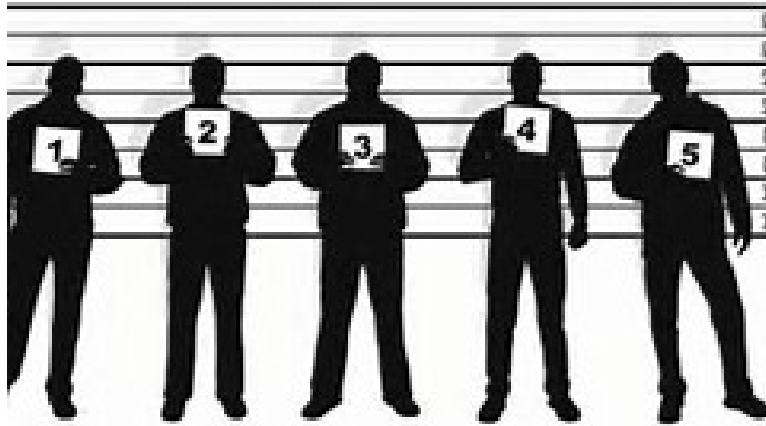**Native Sun: The Flora of Sawmill Slough Preserve**

Native Sun: The Flora of Sawmill Slough Preserve is a research project that centers on the plant life found within the Sawmill Slough Preserve on UNF's campus. This body of work utilizes a photographic process called lumen printing to create a unique record of flora samples collected within the preserve. The lumen printing process results in imagery that is neither purely scientific, nor purely aesthetic, which pushes the boundaries of both science and visual art. This project fits within the Digital Humanities Initiative, because one key project outcome is the creation of a digital archive of the images paired with the scientific and common names of the plants found in the preserve.

As our culture advances, citizens will be challenged to redefine their relationship to the natural world. Ecological literacy is increasingly necessary to understand the implications of a radically changing environment, and for artists, engaging in the aesthetics of nature are how we add to this critical dialog. The Sawmill Slough Preserve, a 382–acre wetland and woodland habitat situated within the UNF campus, provides a unique opportunity for our campus community to engage with these issues. Great work is underway by members of the scientific community; however, a large–scale aesthetic record of the slough does not yet exist. Native Sun: The Flora of Sawmill Slough Preserve creates such a record, and it establishes the preserve as a living laboratory for creative and scientific practice that future students and scholars can build upon.

Kally Malcom is a photographer whose work and research explores place, personal history, and identity. Her images employ a range of photographic processes and move between the studio and the natural world. Selections from her recent work have been exhibited nationally and internationally, including Workspace Gallery in Lincoln, Nebraska; the Schneider Museum of Art in Ashland, Oregon; Northlight Gallery, in Phoenix, AZ; Marion Center for Photographic Arts in Santa Fe, NM; and the PH21 Gallery in Budapest, Hungary. Her images have been published in F–Stop Magazine, The Hand Magazine, WPR Wisconsin Life online, and the Huffington Post. Kally's photographs are held in numerous private collections throughout the United States. Kally holds an MFA from New Mexico State University. She is an Assistant Professor of Photography at the University of North Florida. Her portfolio can be viewed at www.kallymalcom.com.

Breaking the Code: Analyses of Mistaken Identification Cases in the Innocence Project

Since its establishment in 1992, The Innocence Project exonerates the wrongfully convicted through DNA testing and helps identify and reform aspects of the criminal justice system that contribute to erroneous conviction. It serves as a digital repository of individual cases of the wrongly convicted. The Innocence Project broadly categorizes six factors that led to these wrongful convictions: (a) eyewitness misidentification; (b) misapplication of forensic science; (c) false confessions; (d) government misconduct; (e) incentivized informants and (f) inadequate defense. Mistaken identification at about 70% is by far the leading cause of erroneous convictions. The present study examined and continues to examine the Innocence Project case index to focus on specific cases involving eyewitness error by establishing a system of coding variables to better understand what factors precipitated the wrongful convictions. The coding and the analysis of the cases included:

- Best practice recommendations (lineup instruction, lineup presentation, lineup administration, confidence statement following a positive identification and other system variables which are factors that the criminal justice system has control over)
- Estimator variables as exemplified below which are factors which the criminal justice system cannot control and must therefore only estimate
- Legal safeguards designed to protect innocent people from erroneous conviction (attorney presence at lineup, cross examination, judge's' instruction, presence of a motion to suppress)
- Individual characteristics (such as intelligence level, age of witness and defendant, mental illness, intoxication, and developmental disability)

We report some data in these four areas, however in particular, lineup presentation type (simultaneous vs. sequential vs. show–ups) and estimator variables (e.g., lighting, disguise, weapon focus, and cross–race) are examined and presented in the contexts of empirical findings from the eyewitness literature and theoretical approaches regarding human memory such as fuzzy trace theory.

In addition to examining these variables, we will continuously be in touch with the staff at the Innocence Project regarding our findings that are grounded in memory theory (the basis for mistaken IDs). Implications of our data will be discussed as ways to support social justice and reforms and will be leveraged we trust to help prevent future injustices.

Future plans in this venture will also involve the presentation of our findings digitally in a web page format in which we will utilize graphic visual representations of our data in a way that presents information clearly. This will enhance the viewer's ability to see the patterns and trends of our findings and will assist in furthering our ability to publicly report our findings and thus aid in the prevention of wrongful convictions.

Project leader Dr. Michael Toglia is a Professor of Psychology at the University of North Florida where he served as Department Chair for seven years. From 2003–2011, he was Executive Director of the Society for Applied Research in Memory and Cognition. Consistent with his teaching assignments, he has published extensively on topics concerning adult cognition and issues addressing lifespan themes in eyewitness memory and testimony. He has authored/edited 11 books, most recently *The Elderly Eyewitness in Court*. He consults/testifies in court cases concerning memory suggestibility and lineup identification. Dr. Toglia has considerable experience peer reviewing journal submissions and edited chapters, was an Action Editor for *Memory*, and is currently on the editorial board for *Applied Cognitive Psychology*. He secured a grant to visit Mexico in 2011 as a Fulbright Senior Specialist. He holds Fellow status in 5 professional societies, including Divisions 3 (Experimental), and 41 (Psychology and the Law) of the American Psychological Association.

Student collaborator Celeste Glober was born and raised in Jacksonville, Florida. She attended the Episcopal School of Jacksonville before heading to Wellesley College (graduating in May, 2016). As a psychology major at Wellesley, Celeste served as a research assistant, where she worked on a longitudinal study that evaluated female leadership. Her role as a research assistant included helping gather, index, and analyze data, along with presenting the results at a prominent research conference. During and after college she interned at several law firms, and was a teaching assistant for a Psychology of Law course at Duke University for an intensive summer program. Celeste furthered her involvement in the field of psychology and law during the 2016–17 academic year at UNF on a post baccalaureate basis, by serving as a Research Assistant with Dr. Toglia, where her projects included assessing the veracity of eyewitness memory, and wrongful convictions in the Innocence Project. She will attend law school in fall 2017.

Student collaborator Alexis Lovaas was born and raised in Jacksonville, Florida. She attended Mandarin High School until graduating in 2003 and from there received an Associate's degree at Florida State College at Jacksonville in 2006. From there, she moved to Indianapolis and attended Ivy Tech Community College to pursue a degree in Radiologic Technology. After moving back to Florida and working as a mammographer for several years, she decided to go back to college to pursue a Psychology degree at UNF. She plans to graduate with a Bachelor of Science in Psychology in the Spring of 2018 with plans to apply to UNF's Master's of Science in Psychology program. This will allow her to apply her research knowledge in becoming a Market Researcher. Currently, she is the lab manager for Dr. Toglia's cognitive lab and has been recently involved in his work with the Innocence Project.

See What I See: Perspectives of Students with ASD at UNF

Transition to Health, Resources, Independent living, Viable careers, and Education (THRIVE) is a support program on campus for degree–seeking students with autism spectrum disorder (ASD). This project assembles a diverse team of students, faculty and staff who will use video storytelling, as well as other digital methods and tools, to build a multi–media, interactive online experience that explores the lives of students with ASD at UNF. We seek to make visible the academic and social challenges that these students face, from their own viewpoint. In the process, we aim to celebrate the diverse talents and perspectives they bring to our campus.

Project Leader:

Tara Rowe, THRIVE Director; PhD candidate in Educational Leadership; and DHI Advisory Committee member

Collaborators:

Tyler Charles, psychology major, student representative to the DHI Advisory Committee, and THRIVE program participant

Jessica Harden, coordinator of educational media, CIRT; DHI Advisory Committee member; Events Committee member; and Communications/Social Media committee co–chair

Alexandra Torres–Pérez, communication major, and student representative to the Advisory Committee

Advisors:

Buddy Delegal, graduate student in the Master of Arts in Hispanic Linguistics program at the University of Florida; 2015 UNF graduate (International Studies/Spanish); and participant in the first cohort of THRIVE students

Janice Seabrooks–Blackmore, professor and chair, Exceptional, Deaf, and Interpreter Education

Kellie Woodle, director, Academic Center for Excellence

Visualizing Refugee Jacksonville

This project explores the experiences of refugee communities in Jacksonville. Based off of first–hand research involving refugee resettlement agencies, as well as interviews with individuals and families, we seek to visualize the ways that refugees transition to Jacksonville and integrate into the life of our city. Using methods and tools for oral history, visual storytelling, and digital mapping, this project seeks to make visible the lives of a population largely unseen by the larger Jacksonville community—that of the sizeable refugee communities that live among us and contribute in numerous ways to the diversity and vitality of our city. This project is supported by the UNF International Studies Program, through which project collaborators will receive academic credit for their work.

Student/alumni collaborators:

Natalie Holland (international studies)

Sarah Lynch (international studies/Spanish)

Chris Wilson (international studies 2017)

Faculty mentor:

Clayton McCarl, associate professor of Spanish and director, International Studies Program

Advisors:

Nina Frank, youth program manager, Lutheran Social Services of Northeast Florida
Cristina Parcell, international program operations manager, Lutheran Social Services of
    Northeast Florida
and others TBA

Mapping International Metal

Music lives on a highly international spectrum. However one can forget that it includes all genres. As western ideals of music have developed, so too has an elitist attitude toward popular genres. The early 1960s experienced a huge growth of popular music. This was largely attribute to the growing genre of rock n roll. The major groups of this time created the archetype of the rock band. This includes loud rebellious and dangerous music. The end of this decade began the trend of heavy metal, born from advancements in music technology and dissatisfaction with the social climate of the era. Since then, metal has been replicated across many different cultures and has become an all–encompassing genre of international music. In this project, I will explore the geography of the top 100 metal bands map worldwide, tracing the focus of their tours and plotting the locations of their major fan–bases using the Arc GIS program. I hope to show the scope of the metal genre on the world and explain key concepts within the genre that are widely misunderstood.

Project leader Sarah Elizabeth Redlhammer is a senior pursuing a dual degree at the University of North Florida. Her majors are in International Studies with a focus in European studies and Classical Vocal Performance. Her research interest vary from music history to vocal health. She has performed in various shows around the state of Florida and enjoys analyzing German lied. She is hoping to complete an internship with the Digital Humanities program relating to international metal music. Sarah hopes to graduate in the spring and pursue a master's degree to become a Singing Health Specialist.

Faculty mentors: Chris Baynard, associate professor of geography and GIS; Clayton McCarl, associate professor of Spanish and director, International Studies Program

Proposal to Establish the University of North Florida
Digital Humanities Institute (DHI)

DRAFT, last revised Sept. 26, 2017

The Digital Humanities Initiative (DHI, http://unfdhi.org) began in the fall of 2015 as informal association of faculty, staff and students from across campus, with the goal of promoting collaboration on projects that combine the use of technology with materials and methodologies from the Humanities, Fine Arts and Social Sciences. Since that time, the DHI has coordinated events exploring the theory and practice of Digital Humanities scholarship, and has provided a forum for faculty, staff and students to work together on the design and implementation of digital projects. The DHI has helped faculty to engage students directly in hands–on Digital Humanities research, within and beyond the classroom, and has promoted opportunities for members of the UNF community to collaborate on digital projects with cultural institutions in Northeast Florida.

Since its formation, an interim chair has led the DHI, with input from an advisory committee comprised of faculty from Brooks College of Health; the Coggin College of Business; the College of Arts and Sciences; the College of Computing, Engineering and Construction; and the College of Education and Human Services. Faculty and staff from the Center for Instruction and Research Technology (CIRT), the Office of Faculty Enhancement (OFE), Information Technology Services (ITS), the Office of Research and Sponsored Programs (ORSP), the Office of Undergraduate Research (OUR) and the Thomas G. Carpenter Library have also played a critical role in the Initiative. Several undergraduate and graduate students currently serve on the Advisory Committee, representing the following departments and programs: Art and Design; Communication; English; History; International Studies; Languages, Literatures and Cultures; Psychology; Political Science and Public Administration; Philosophy and Religious Studies; and Sociology, Anthropology and Social Work.

The DHI currently supports a portfolio of 21 projects involving faculty, staff, students (undergraduate and graduate) and alumni from the LGBT Resource Center; Project THRIVE; the School of Computing (College of Computing, Engineering and Construction); the Department of Exceptional, Deaf and Interpreter Education (College of Education and Human Services); the Clinical Mental Health Counseling program (Brooks College of Health); the Department of Economics and Geography (Coggin College of Business); the following departments and schools within the College of Arts and Sciences: Art and Design; Chemistry; Communication; English; History; Languages, Literatures and Cultures; Music; Political Science and Public Administration; and Sociology, Anthropology and Social Work.

Projects:

1. **coloniaLab.** Faculty leader: Clayton McCarl, associate professor of Spanish. Technical advisor: Karthik Umapathy, associate professor of information systems. Current student collaborators: Ali Alsalman, international studies; Kathlina Brady, political science/Spanish; Nicole Rolland, Spanish; and Adam Striebel, criminal justice. Previous student collaborators: Rachel Bennett, information science; Buddy Delegal, international studies/Spanish; Kalthoum Elfasi, Spanish; John Pello–Wasko, psychology/sociology; and Krysten Ross, criminal justice
2. **Creative Criticism.** Faculty leader: Jennifer Lieberman, assistant professor of English

3. **The Diary of a Soldier on Wheels: A Literary, Geographic, and Historical Analysis of WWI Motifs.** Student leader: Aislinn Kelly, English. Faculty mentor: Laura Heffernan, associate professor of English

4. **Digging into Human Rights Documents.** Faculty leader: Karthik Umapathy, associate professor of information systems

5. **Digitizing St. Augustine's Civil War Years.** Alumni leader: Chad Germany, history (2017). Faculty mentor: Charles Closmann, associate professor of history

6. **Editing the Eartha M. M. White Collection.** Faculty leader: Clayton McCarl, associate professor of Spanish. Current collaborator: Susan Williams, history. Past collaborators: Aisha Johnson–Jones, supervisory archivist, Jimmy Carter Presidential Library and Museum. Previous student collaborators: Joseph Fricks, history; Chad Germany, history; Bethany Jerger, history; Aislinn Kelly, English; John Pello–Wasko, psychology/sociology; Dean Rice, English graduate student; and Lauren Winters, history

7. **Electronic Dance Music Culture Communication Transition through Social Media in North America.** Student leader: Eden Shurman, interdisciplinary studies. Faculty mentor: Margaret Stewart, assistant professor of communication

8. **Embroidering for Peace and Memory Digital Archive.** Faculty leader: Constanza López, associate professor of Spanish. Primary student collaborator: Rebecca Weiner, international studies/philosophy. Other collaborators: over 200 faculty, staff, students and community members who have embroidered the materials to be included this archive.

9. **Enviro Rights Map.** Faculty leader: Josh Gellers, assistant professor of political science. Previous student collaborator: Dany Manansala, international studies

10. **Exploring the Role of Emerging Communication Technology in 21st Century Veteran Education.** Faculty leader: Margaret C. Stewart, assistant professor of communication

11. **Henry DAvid ThoReau: An Augmented Reality Critique.** Faculty leader: James Beasley, associate professor of English

12. **Hub + Hive: Tinkering with Data Collection, Matrix and Printmaking.** Faculty leader: Sheila Goloborotko, assistant professor of printmaking

13. **The Lower St. Johns Digital Archive: Science and Society.** Faculty leader: Stuart Chalk, associate professor of chemistry

14. **Observations through Photovoice: Authentic Learning in the Lecture Hall and Beyond.** Faculty leader: Anne E. Pfister, assistant professor of anthropology. Primary student collaborator: Julia Rivera–Whalen, anthropology/international studies. Previous primary student collaborator: Jen Lee, philosophy. Other collaborators: the approximately 460 students who have taken Introduction to Anthropology with Dr. Pfister since 2015

15. **Oral History of Jacksonville's Historically Black Religious Communities.** Faculty leader: Brandi Denison, assistant professor of religious studies. Student collaborator: Imani Philips, history graduate student

16. **Reviving the Archives: Sharing UNF LGBT Resource Center History.** Project leader: Kaitlin Legg, director, UNF LGBT Resource Center

17. **See Me: Homelessness as Seen through the Eyes of Women Living the Experience in Jacksonville, FL.** Alumni leader: Rachel Underwood, Clinical Mental Health Counseling graduate program. Faculty co–leader: Natalie Arce Indelicato, assistant professor and director Clinical Mental Health Counseling program at Jacksonville University

18. **SmartSign 2.0: American Sign Language Learning Mobile Apps for Children who are Deaf and their Families.** Faculty co–leaders: Ching–Hua Chuan, associate professor of computing, and Caroline A. Guardino, associate professor and Deaf Education program director. Previous student collaborator: Jeremiah Doody, computing

19. **Texts in Pictures: Reading Chinese Through the Lens of Digital Devices.** Faculty leader: Yongan Wu, associate professor of Chinese. Student collaborators: approximately 20 students who participated in the related study–abroad course in 2016 and 2017
20. **UNF Pilgrimage Project.** Faculty co–leaders: David Sheffler, associate professor and chair, Department of History; and Ron Lukens–Bull, professor of anthropology and religious studies. Faculty/staff collaborators: Chris Baynard, associate professor of geography and geographical information systems; Michael Boyles, coordinator of graphic design, Center for Instruction and Research Technology (CIRT). Other collaborators: the approximately 50 students who participated in the related study–abroad trip to Spain in 2015 and 2017
21. **Voces y Caras: Hispanic Communities of North Florida.** Faculty leader: Constanza López, associate professor of Spanish. Staff collaborator: Michael Boyles, coordinator of graphic design, Center for Instruction and Research Technology (CIRT). Primary student collaborators: Nicole Mills, Spanish/criminal justice, Alexandra Torres–Pérez, communication/Spanish. Previous primary student collaborator: Paula Hernández, Spanish. Other collaborators: approximately 110 UNF student interviewers and 110 interviewees, all members of the Hispanic community in North Florida

Complete profiles of all projects are available on our website (http://unfdhi.org/projects).

We are particularly interested in supporting projects that highlight UNF's role as a center of cultural life in North Florida. "Digitizing St. Augustine's Civil War Years" involves a collaboration with the St. Augustine Historical Society. "Voces y caras: Hispanic Communities of North Florida" is based on an oral history project highlighting the experiences of Hispanics in our area. "Editing the Eartha M.M. White Collection" seeks to transmit unpublished archival material central to the African American history of Jacksonville. We have invited representatives from MOCA, the Jacksonville Public Library and other institutions to address our Advisory Committee about possible collaborations, and continue to explore opportunities to engage UNF faculty and students in undertakings that connect with communities and cultural agencies in our region.

On November 2, 2017, the DHI hosted an inaugural Digital Projects Showcase at UNF that featured 17 projects involving faculty, staff and students representing Brooks College of Health; the College of Arts and Sciences; the Coggin College of Business; the College of Computing, Engineering and Construction; the College of Education and Human Services; the Hicks Honors College; CIRT; and the Thomas G. Carpenter Library. The second annual Digital Projects Showcase will be held on November 8, 2017.

Through the work of its curriculum subcommittee, the DHI has successfully proposed a new minor in Digital Humanities that has taken effect Fall 2017. This minor currently involves coursework from the Coggin College of Business; the College of Arts and Sciences; and the College of Computing, Engineering and Construction. As the minor grows, we hope to work with academic areas to create new courses specifically designed for students in this program of study. The minor culminates in a studio course, in which participants will carry to fruition a project conceptualized or started during previous coursework, and also involves an internship course that will allow students to gain hands–on experience by working with a local cultural institution or by serving as research assistants to UNF faculty. This minor is designed to equip students with knowledge and skills needed for graduate studies in the Humanities today, as well as for success in a variety of professional fields.

Given our past successes and the continuing enthusiasm for our endeavor displayed by faculty, staff and students from across campus, we believe that the DHI should begin to assume a more formal existence in administrative terms, and a more defined role within the intellectual life of our campus. Because of the broad–based interdisciplinary nature of our project, which by design crosses college and disciplinary boundaries, we would like to propose that the DHI be established as an institute at the level of Academic Affairs.

As the center of a growing community of scholars pursuing innovative research involving technology and culture, the Digital Humanities Institute will place UNF in a unique position with respect to other institutions in the region. Few universities in our area have centers dedicated to digital research in the Humanities. Furthermore, where such initiatives do exist, they rarely involve such diverse interdisciplinary teams of faculty, nor do they typically reflect the DHI's focus on faculty–student collaboration, including our commitment to engage undergraduates as researchers and research assistants. We believe that a highly visible Digital Humanities Institute can serve as a tool for recruiting the most talented faculty and staff, and raise the profile of UNF as a leading institution both regionally and nationally.

Leadership Structure

(This is the leadership structure approved by the Advisory Committee on 3/2/17, with subsequent modifications responding to feedback from Advisory Committee members.)

I. **Faculty Chair.** A faculty member from any academic department at UNF. A two–year term, renewable with approval of the Advisory Committee.

Responsibilities:
   A. convene meetings of the steering committee as needed, at least once a semester;
   B. convene a meeting of the advisory committee at least once a semester;
   C. oversee the functioning of the standing subcommittees;
   D. recruit members and chairs for standing subcommittees, with input from Advisory Committee
   E. ensure that academic departments and administrative units are properly represented on the Advisory Committee;
   F. oversee the DHI's finances and budgeting;
   G. ensure that the DHI complies with all reporting requirements;
   H. maintain an archive of communication related to the Initiative, including meeting agendas, minutes, and other materials; and
   I. pending election, represent UNF within the FLDH, the Florida Digital Humanities Consortium (http://fldh.org/) and other regional or national organizations dedicated to the Digital Humanities.

   Faculty chair:

   2017–2019: Clayton McCarl, associate professor of Spanish; director, International Studies Program; and DHI interim chair, 2015–2017

   2019–2021: Laura Heffernan, associate professor of English

   2021–2023: Anne Pfister, assistant professor of Anthropology

II. **Steering Committee.** Consists of the faculty chair, along with the faculty and co–chairs of the standing subcommittees listed below. Committee chairs and members are drawn from the DHI Advisory Committee. Responsibilities:
   A. prepare advisory committee agenda;
   B. prepare annual report of the DHI's activities; and
   C. make decisions related to the long–term direction and day–to–day operation of the DHI, with input from the Advisory Committee.

III. **Standing Subcommittees.** All subcommittees are co–chaired by the following:
   - one tenured or tenure–track faculty member from any academic department, or a member of the library faculty (who are all non–tenure track); and

- a staff member from any academic department or administrative unit on campus (or a second faculty member, if that unit is the Library). Terms of service are for two years, with the faculty and staff members rotating off in alternating years. These positions are renewable at the discretion of the Advisory Committee. In the interest of continuity and stability we assume that the staff co–chair position (and in some cases the faculty co–chair position) of the following committees is essentially permanent, at the discretion of the Advisory Committee, as well as, of course, the staff member in question and the academic/administrative area providing that staff member: Communications/Social Media, Curriculum, Portfolio Management

A. **Communications/Social Media.** Responsibilities:
   i. maintain website,
   ii. administer social media accounts,
   iii. work with other standing committees to develop and distribute social media content, and
   iv. manage email communications.

   Faculty/staff co–chairs:

   2017–2019: Margaret Stewart, assistant professor of communication; and Jess Harden, coordinator of educational media, CIRT

   2019–2021: Maria Atilano, marketing and student outreach librarian, Thomas G. Carpenter Library; and Jess Harden, coordinator of educational media, CIRT

   Webmaster (a non–rotating position that implies permanent membership on this committee):

   2017–2021: Andy Rush, course media developer, CIRT

B. **Curriculum.** Responsibilities:
   i. oversee management of DH minor, including publication and distribution of course list for each semester,
   ii. promote creation of new DH courses,
   iii. maintain and periodically update minor program of study, and
   iv. manage ongoing conversations around possible creation of a DH major.

   Faculty/staff co–chairs:

   2017–2019: Laura Heffernan, associate professor of English (with Jenni Liberman, assistant professor of English, covering in Spring 2016); and Katie Sarria, academic advisor, ACE

2019–2021 faculty/staff co–chairs: Jenni Liberman, assistant professor of English; and Katie Sarria, academic advisor, ACE

C. **Development.** Responsibility: identify and pursue funding opportunities for the DHI and the projects it supports.

   Faculty/staff co–chairs:

   2017–2019: TBA; and Kristin Douberly, Coordinator Research Development, Office of Research and Sponsored Programs

   2019–2021 TBA

D. **Events.** Responsibilities:
   i. organize annual Digital Projects Showcase, and
   ii. organize other (non–training) events sponsored by the DHI.

   Faculty/staff co–chairs:

   2017–2019: Clayton McCarl, associate professor of Spanish (acting faculty co–chair); and Deb Miller, senior director of the Center for Instruction and Research Technology (CIRT)

   2019–2021 TBA

E. **Portfolio Management.** Responsibilities:
   i.   work with faculty, staff and students to develop ideas for new digital projects,
   ii. gather needed materials related to proposed projects to inclusion in Advisory Committee agenda materials,
   iii. monitor progress of affiliate projects by soliciting periodic updates from project leaders,
   iv. provide project updates to Communications subcommittee for sharing on social media,
   v.   assist Communications committee in maintaining and updating project information on DHI website, and
   vi. create and maintain guidelines for managing project lifecycle and for managing materials related to projects that become inactive.

   Faculty/staff co–chairs:

   2017–2019: TBA; and Andy Rush, course media developer (CIRT) and DHI webmaster
   2019–2021 Clayton McCarl, associate professor of Spanish; and Andy Rush, course media developer (CIRT) and DHI webmaster

F. **Tools and Training.** Responsibilities:
   i.   coordinate training sessions to benefit faculty, staff and students;
   ii. support affiliate projects by researching and proposing solutions to specific technological problems; and
   iii. oversee the long–term management and hosting of the digital materials produced by DHI affiliate projects.

   Faculty/staff co–chairs:

   2017–2019: Jennifer Murray, director of library systems, Thomas G. Carpenter Library; and Dave Wilson, assistant director, CIRT
   2019–2021: Jennifer Murray, director of library systems, Thomas G. Carpenter Library; and Dave Wilson, assistant director, CIRT

IV. **Advisory Committee.** Comprised of faculty, staff and students from across the university. Staggered, renewable two–year terms. Each department may have two faculty members and one student representative. Non–instructional units on campus may have up to two members. Because of the critical support they provide to the DHI, the Thomas G. Carpenter Library and CIRT may have up to six representatives each.

   Responsibilities:
   A. select the chair/chair–elect;
   B. provide feedback to the Steering Committee and Faculty Chair regarding the direction and priorities of the Initiative;
   C. contribute to advancing a campus–wide discussion on the role of Digital Humanities at UNF;
   D. support as possible faculty–led projects;
   E. recruit new representatives from their areas to serve on the advisory committee when stepping down;
   F. elect a faculty chair;
   G. approve, by a simple majority, the appointment of chairs of the standing subcommittees;
   H. review annual report prepared by Steering Committee and provide feedback; and
   I. monitor and provide feedback on the implementation of the DH minor.

   2017–2018 faculty/staff members:

   Maria Atilano, marketing and student outreach librarian, Thomas G. Carpenter Library
   Christopher W. Baynard, associate professor of geography and geographical information systems (GIS)
   James Beasley, associate professor of English

Erin K. Bennett, associate professor of piano and piano pedagogy
Stuart Chalk, associate professor of chemistry
Ching–Hua Chuan, associate professor of computing
Kelsey Eagen, coordinator, Office of Undergraduate Research
Sherif A. Elfayoumy, FIS Distinguished Professor of CIS and director, School of Computing
Patricia Geesey, professor of French and chair, Department of Languages, Literatures and Cultures
Josh Gellers, assistant professor of political science
Sheila Goloborotko, assistant professor of printmaking
Caroline A. Guardino, associate professor and deaf education program director
Mitch Haney, associate professor of philosophy and chair, Department of Philosophy
Jess Harden, coordinator of educational media, CIRT
Laura Heffernan, associate professor of English
John Kantner, associate vice president for research and dean of the Graduate School
Philip Kaplan, associate professor of history
Chau Kelly, associate professor of history and history graduate program director
David Kersey, academic advisor, COAS Academic Advising
David Lambert, associate professor, Department of Economics and Geography, and director, UNF Environmental Center
Christos Lampropoulos, associate professor of chemistry
Kaitlin Legg, director, LGBT Resource Center
Jennifer Lieberman, assistant professor of English
Courtenay McLeland, head of digital projects and preservation, Thomas G. Carpenter Library
Deb Miller, director, Center for Instruction and Research Technology (CIRT)
Debra Murphy, professor of art history and chair, Department of Art and Design
Jennifer Murray, director of library systems, Thomas G. Carpenter Library
Anne E. Pfister, assistant professor of anthropology
Stephanie Race, head of research and faculty outreach, Thomas G. Carpenter Library
Gordon Rakita, director of academic technology and professor of anthropology
Dan Richard, director, Office of Faculty Enhancement
Tara Rowe, Project THRIVE coordinator
Andy Rush, coordinator of online course media development, Center for Instruction and Research Technology (CIRT)
Katie Sarria, Academic Advisor, ACE
Margaret C. Stewart, assistant professor of communication
Karthikeyan Umapathy, associate professor of information systems
JeffriAnne Wilder, associate professor of sociology and founding director, Institute for the Study of Race and Ethnic Relations (SRER)
David Wilson, assistant director, Center for Instruction and Research Technology (CIRT)

2017–2018 undergraduate student representatives:

Cameron Adelsperger, English/Spanish
Kathlina Brady, political science/Spanish
Valerie Joly, graphic design/philosophy
Aislinn Kelly, English
Ricder Ricardo, studio art
Julia Rivera–Whalen, anthropology/international studies
Alexandra Torres–Pérez, communication

2017–2018 graduate student representatives:

Treavor Cheatham, MA in International Affairs
Imani Philips, MA in History
Stephanie Worley, MA in International Affairs

V. **External Advisory Board.** Comprised of representatives of regional educational and cultural institutions, members of the technology industry, or other community leaders.

Responsibilities:
A. assist in identifying opportunities for collaboration between UNF and local cultural or other institutions on Digital Humanities endeavors,
B. assist in promoting the Initiative's activities and the projects it supports, and
C. provide other advice or guidance as needed.

The membership of this group has not yet been determined.

This structure is subject to revision by the Advisory Committee at any time.

Budget and Resources

The following are the minimum resources needed by the Digital Humanities Initiative to function effectively.

One–time startup needs

$0	Office space for director with adjacent workspace for a student assistant, and for others to collaborate
$2,000	Laptop for student assistant
$500	Printer
$2,500	**Total start–up costs**

Ongoing (annual)

$6,000	Course release for faculty chair (fall and spring semesters)
$3,300	Part–time student assistant, to work under faculty chair at 10 hours/week for 30 weeks per year, at $11/hour
$1,000	Concessions for events
$1,000	Programming funds to support annual events
$11,300	**Total ongoing**

This proposal was prepared by Clayton McCarl, interim faculty chair of the DHI.