

NEH Application Cover Sheet

Humanities Initiatives for Faculty at Institutions with High Hispanic Enrollment

PROJECT DIRECTOR

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Field of Expertise: Humanities

INSTITUTION

University of the Incarnate Word
San Antonio, TX UNITED STATES

APPLICATION INFORMATION

Title: *Water and Culture: Unifying the Humanities Core Curriculum*

Grant Period: From 6/2009 to 5/2012

Field of Project: Humanities

Description of Project: The humanities faculty at UIW plan to implement a faculty development program to further internationalize the humanities core (general education) curriculum. The over arching goal is to develop in all students a global perspective through which they will be able to view the world, think about issues, and make decisions. This broad vision is imperative in an increasingly globalized professional workplace. To facilitate the teaching of a global perspective, the humanities faculty has chosen to focus on the international theme of ???Water and Culture.??? This theme will be thread through diverse humanities courses and will also help students learn how to draw connections between seemingly disparate humanities courses in the Core Curriculum. NEH funds will support an array of faculty development activities, including a public speaker series, readings, limited travel and service learning trips, and planning workshops. Curriculum revisions will be made starting in Fall 2009.

BUDGET

Outright Request	\$99,712.00	Cost Sharing	\$40,014.00
Matching Request	\$0.00	Total Budget	\$139,726.00
Total NEH	\$99,712.00		

GRANT ADMINISTRATOR

Dr. Matthias Schubnell
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Supplementary Cover Sheet for NEH Grant Programs

1. Project Director * Major Field of Study

2. Institution Information * Type

3. Project Funding		Challenge Grants Applicants Only (\$)	
<i>Programs other than Challenge Grants (\$)</i>		Fiscal Year #1	<input type="text"/>
Outright Funds	<input type="text" value="99,712.00"/>	Fiscal Year #2	<input type="text"/>
Federal Match	<input type="text" value="0.00"/>	Fiscal Year #3	<input type="text"/>
Total from NEH	<input type="text" value="99,712.00"/>	Fiscal Year #4	<input type="text"/>
Cost Sharing	<input type="text" value="40,014.00"/>	Total from NEH	<input type="text"/>
Total Project Costs	<input type="text" value="139,726.00"/>	Non-Federal Match	<input type="text"/>
		Total	<input type="text"/>
		Matching Ratio	<input type="text"/> to 1

4. Application Information

* Will this proposal be submitted to another NEH division, government agency, or private entity for funding? Yes No

If yes, please explain where and when:

* Type of Application New Supplement

If supplement, list current grant number(s).

* Project Field Code

ATTACHMENTS FORM

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

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

1) Please attach Attachment 1	Table of Contents.pdf	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	Project Summary.pdf	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	Project Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4	NEH Project Budget.pdf	Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5	Appendix A Work Plan Reading	Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6	Institutional Profile.pdf	Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7	UIW Provost Support Letter.pdf	Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8	Appendix D Support Letters.pdf	Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9	Appendix E Biographical Sketch	Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
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ATTACHMENT 1:

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Water and Culture: Unifying the Humanities Core Curriculum

A NEH Grant Proposal

Abstract

The University of the Incarnate Word, a Hispanic-Serving Institution located in San Antonio, Texas, proposes a three-year Faculty Initiatives project that will explore “Water and Culture” as a thematic tool to promote better cohesion and connected learning in the university’s Core Curriculum. Recognizing that “water practices are situated in particular historical, geographical and cultural contexts” and “are shaped by social, political, economic, and discursive conventions” (Sofoulis and Williams 51), we will examine the cultural complexity of water through an expanded humanities lens beyond the more typical technical or scientific perspective. Such an approach incorporates the “symbolic, personal, cultural, and even spiritual meanings” (Sofoulis and Williams 52) of water so often overlooked in contemporary discussions of water usage, water issues, and water crises.

In addition to promoting integrative learning, the theme of “Water and Culture” will assist faculty in internationalizing selected humanities courses to broaden students’ global perspective—a goal informed by our institutional mission. Beginning with an initial focus on San Antonio and South Texas, faculty study will extend to Mexico, then to Asia, and, finally, to Africa—with the intention of articulating how unique cultural histories inform current situations and offer models for analysis and application.

Over a three-year period, twenty humanities faculty will read and discuss common texts, attend a coordinated Lecture and Workshop Series, and develop a program that will integrate the “Water and Culture” theme across the humanities core curriculum. Invited speakers’ public lectures will be taped and available as podcasts for public access; follow-up speaker-directed workshops will be taped and available as podcasts for Faculty Development programs. By the end of the project, a public-access webpage will be developed to serve as a resource for continued research and application. Finally, the faculty participants will compile a Common Reader on “Water and Culture” to be used in the initial English Composition course; content will include materials suggested by the invited speakers as well as supplementary readings selected by the faculty participants. Select content from the compiled Common Reader will also be incorporated into other Humanities Core Courses per application to course topics.

In order to maximize the number of students who will benefit from this faculty development initiative, the curricular implementation will be centered in the English Composition and World Literature courses--core courses required of all incoming students. The university’s Learning Community initiative will enable further implementation in related History, Spanish, Philosophy, and Religious Studies courses. The goal of this project is to provide opportunity for faculty to increase their own interdisciplinary awareness so that they can implement a more integrated learning experience for students.

Narrative

Intellectual Rationale: The University of the Incarnate Word (UIW) proposes a faculty development program to help faculty better internationalize selected humanities courses of the core (general education) curriculum to broaden students' global perspective. UIW defines a global perspective as the ability of students to “display an understanding of the complexity of history and historical interpretation and an appreciation of the differences among, as well as the commonalities between, cultures” (UIW VOICE document 5). To achieve this goal, faculty will revise curriculum to incorporate a focus on “Water and Culture,” an international theme that will be woven through humanities courses in the Core Curriculum, including English Composition I, World Literature, World Religions and World History. This approach will not only enhance students' global perspective but will also significantly improve their ability to draw connections between and among their courses as they participate in the Core Curriculum.

In 1988, our institution implemented a Core Curriculum (general education required of all students) that was intended to be interdisciplinary in nature and international in perspective. Both of these goals were informed by our institutional mission to provide “an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service” (UIW Bulletin 13). Despite the previous curriculum revision, UIW students still lack an international perspective about world issues, world politics, and geography. This perspective is essential for students to be competitive as a professional in today's increasingly globalized world.

UIW is a Hispanic-Serving institution where 54% of students are Hispanic and most are first-generation college students. Because most UIW students are products of the South Texas education system where high-stakes testing has emphasized standardized test performance over deep understanding of a subject, entering students are not familiar with the intellectual synthesis skills required in integrated learning. Consequently, students tend to isolate the “world perspective” as an academic exercise that lasts for the duration of a course rather than integrate that perspective as a lens through which to more broadly view the world, think about issues, and make decisions. Therefore, faculty must revise

humanities courses from the Core to ensure a true integration of a world perspective that meets UIW's expectations and the general definition of integrated learning established by the university. A revision of selected humanities courses in the current Core Curriculum focused on a single theme would provide a more coherent, common foundation for expanding students' global awareness. This enhanced awareness would spill over to other Core courses and classes taken for the major. The courses that will be targeted are: Composition I, Composition II, World Literature Studies, World Religions, World History and selected courses in Spanish.

To build this coherent foundation, UIW has chosen the theme "Water and Culture." This theme is a natural fit for our university. The headwaters (source) of the San Antonio River are located on UIW's campus and the institution's founding order of Catholic sisters has partnered with the university to establish a non-profit coalition to preserve this ecological sanctuary. The Headwaters Sanctuary also connects to a spring located on UIW's campus that flows from the Edwards Aquifer, the source of all drinking water for San Antonio. The San Antonio River flows to the Gulf of Mexico and provides fresh water to the estuaries vital to much of the economic and ecological stability of South Texas.

Secondly, water and issues surrounding its use dominated the early history of the San Antonio area, and continue to do so. Beyond the local area, water remains a political, economic, and legal concern in South Texas—an area that is "home" to a majority of our students. Finally, our institution's extended campuses in Mexico and China, and the Sisters' mission work in Peru, Tanzania, and Zambia connect our university to water issues across the globe.

Focusing on "Water and Culture" provides a logical strategy to connect students to the university's mission and to help them recognize their common links with people around the world. Focusing on this theme in humanities courses of the Core Curriculum also ensures that all incoming students will have experience with threading an important global issue through diverse courses.

As with all learning, we begin with the familiar and move to the unfamiliar. Consequently, we have chosen a sequence that moves from the local and regional to the international.

Audience: Our primary audience is humanities faculty. We envision a three-year program of faculty development activities aimed at a group of twenty humanities faculty from English, Foreign Language-Spanish, History, Philosophy, and Religious Studies. This faculty cohort will become a “learning community” that discusses selected common readings, attends a coordinated Speaker Series on “Water and Culture,” and participates in follow-up, Speaker-directed, half-day workshops that will explore in greater depth the issues addressed in the Public Lecture of the previous evening. The goal is to provide opportunity for faculty to share knowledge and develop their own interdisciplinary thinking about world issues so that they may refine the humanities courses of the Core Curriculum to become a more integrated learning experience for students.

As the faculty cohort revises humanities courses in the Core Curriculum, students will become part of the larger learning community as well. Exploring “Water and Culture” issues directly connected to a specific course’s scope integrated into course syllabi by this project’s faculty participants will ensure student familiarity with the topic and its eternal presence in the landscape and in society. While the Speaker Series will be open to the general public, the follow-up workshops will be limited to the faculty cohort and invited colleagues from other disciplines related to the speakers’ topics, such as the sciences, social sciences, arts, and business.

Content and Design: The proposed faculty development project will include readings, guest lectures, limited travel and/or service-learning experiences, discussions, and curriculum revision working sessions, around the theme of “Water and Culture.” The impetus for selection of topic, activities, and texts comes from the planning team and its members’ connections to scholars and experts on the theme to be explored, UIW’s global sister-school agreements, and collaboration with the Coalition to preserve the headwaters of the San Antonio River. The Dean of Humanities, Arts, and Social Sciences at UIW is a member of this NEH project planning team and is also on the Board of Directors for the Headwaters Coalition. What follows is a description of the proposed project’s humanities content and design and the topics that will be explored during each year of the project. A complete description of the project’s work

plan, schedule of activities, texts to be used and a rationale of why the texts were chosen is included in the appendix as required in the application instructions.

To facilitate the implementation of this project, the faculty cohort will meet on May 14-15, 2009, prior to the start of the project period, to develop a packet of common readings that will be discussed by the cohort during Year 1. In addition, the cohort will select pertinent readings and media resources on “Water and Culture” to be used in the English Composition I course as a pilot activity. Common resources for Year 1 will include, but are not limited to: Flash Flood Alley, a film produced by the local Public Television Station providing a vivid picture of one of the “water realities” of the surrounding area—flash floods; Journey of the History of Water—a four-part video that provides a succinct, yet comprehensive, overview of the topic of “Water and Culture”; two internet sites to be placed on Blackboard for students enrolled in the Composition I courses—a basic presentation of the Water Cycle and the impact of Global Warming (<http://www.montereyinstitute.org/noaa/lesson07.html>) and “A Short History of Water” (<http://www.unesco.org/uy/phi/libros/histwater/tapa.html>); “The Birth of the Incarnate Word Headwaters Project”—an article by Bob Connelly, Rebecca Cross, Ben McPherson, Margaret Mitchell, Sr. Helena Monahan, and Sally Said (The Eclectic Edition, 2004, UIW); and, “The Columbia River Watershed: Caring for Creation and the Common Good”—an international pastoral letter by the Catholic Bishops of the Region.

The cohort will also develop a pre-test survey of student awareness of international water issues that are also important locally, such as riverine systems and access, aquifer recharge and stewardship, climate change, and the prehistoric and historic importance of water to food sources, settlement, and human migration. This planning workshop will be funded by UIW, and the dates selected ensure that all cohort members will be available.

The first step in revising the curriculum will be, in Fall 2009, to insert selected readings compiled during the May workshop into English Composition I courses mentioned above. Further, in Fall 2009, we will distribute a pre-survey of students’ knowledge of international water issues to create a benchmark against which the results of future student perceptions will be compared to help determine the

effectiveness of the curriculum revision. The Faculty Cohort Reading, the Speaker Series, and the speaker-conducted workshops in Year 1 will be local and regional in scope. In Fall 2009, the focus will be “Water and Culture in San Antonio and South Texas”; in Spring 2010, the focus will move slightly outward to “Issues surrounding Water and Culture in South Texas and Mexico.”

At the end of each semester, we will distribute post-surveys to students in the targeted humanities core courses to assess change in knowledge of the project’s central theme. At the end of Year 1, the humanities faculty cohort will reconvene for a two-day workshop to add readings to the evolving English Composition I Common Reader that will be used in all sections of the course based on what the faculty has learned from their study and guest speakers. Short excerpts from Andrew Mertha’s China’s Water Warriors (more detail about book in the Appendix) will also be included in the packet of common readings for Composition I in Year 2. Another reading added to the Common Reader will be “Water, Hindu Mythology and an Unequal Social Order in India,” from Vol. 3 of A History of Water (119-136). The film documentary Manufactured Landscapes (Dir. Jennifer Baichwal) and material from the accompanying book Manufactured Landscapes: The Photography of Edward Burtynsky (Yale UP, 2007) will provide visual content about Water in China. In addition, in Year 2, R. K. Narayan’s short story “A Horse and Two Goats” will be added to the reading list in World Literature Studies, providing a fictional glimpse of the impact of climate on life in India.

For our Africa focus in Year 3, we will have students view the Allison Berg film Witches in Exile (California Newsreel, 2005) and the PBS NOVA documentary The Desert Doesn’t Bloom Here Anymore as part of their common learning experience. The internet resource “Environment and History of Africa” (<http://www.bu.edu/africa/envr/topic18.html>) will be added to the student Blackboard site. Readings selected for addition to the Common Reader will include Douglas Johnson’s article “Political Ecology in the Upper Nile: The Twentieth Century Expansion of the Pastoral Common Ecology” (Journal of African History, 30 [1989] 463-486); James C. McCann’s “Climate and Causation in African History” (International Journal of African History Studies, 32 [1999] 261-280); and V.I. Khasandi-Telewa’s “Of

Frogs' Eyes and Cows' Drinking Water': Water and Folklore in Western Kenya" from Vol. 3 of A History of Water (289-309).

In addition, during the May workshops of Years 1 and 2, the faculty cohort will identify specific research topics and theme-related activities to integrate into English Composition II, World Literature Studies, World History, World Religions, and the Intermediate Spanish course, and revise syllabi accordingly. We will also collate pre-and post-survey results from both semesters to begin tracking the impact our proposed project has on student perception and synthesis in learning.

Speakers selected for Year 1 bring historical, legal, economic, and literary perspective to our examination of "Water and Culture" in San Antonio, South Texas, and Mexico. Because the first year focus is primarily local and regional, we plan to invite three speakers per semester to launch the Speakers Series; the speakers live in San Antonio or nearby and are actively involved in areas directly connected to our chosen theme of "Water and Culture." Biographies of speakers and titles of talks are included in the appendix.

The proposed project follows a similar pattern during the next two years. In Fall 2010-Spring 2011, our focus will shift to "Water and Culture in Asia," and in Fall 2011-Spring 2012, the focus moves to "Water and Culture in Africa." While our geographic focus changes each year, we will be exploring the impact of water on culture and expanding the scope of that exploration. At the same time that the faculty cohort enhances its knowledge of regional and global water issues, it will continue to revise the curriculum of selected Core humanities courses to include "Water and Culture" issues and provide students a broad view of this theme. We will use pre- and post-surveys of student awareness of the international implications of water issues that are also important locally in each semester to measure changes in student knowledge and perception.

At the end of each project year, we will hold a two-day workshop in May to evaluate and plan. On Day 1 of this workshop, we will look back to assess what worked, what we learned, what we need to refine; on Day 2, we will look ahead and prepare the necessary materials (readings, common text purchase for cohort study, and Speakers' Series flyers) for the coming year as well as make additional

revisions to various syllabi of the selected Core Humanities courses to ensure continued thematic integration in these courses. As in Year 1, we will read and discuss a common text throughout the respective semesters by the faculty cohort and a work recommended by the Speakers themselves. In addition, we will include viewing and discussion of selected films to supplement faculty reading and curriculum refinement.

In year two, Dr. Scott Slovic (University of Nevada, Reno), whose scholarship and experience emphasize water and ecological concerns in China, will serve as consultant for Common Readings and will be the Fall 2010 speaker. Dr. David Eaton (University of Texas, Austin), whose scholarly work focuses on Water Issues in South Asia, will be the Spring 2011 speaker. Biographies and lecture titles are included in the appendix.

In year three, Dr. Patricia Lieveld (UIW School of Pharmacy) will speak on her study and work on “Water Accessibility in Tanzania” and Dr. Sally Baynton (UIW) will speak on her work on “Water Concerns in Uganda” in Spring 2012. Biographies and details follow in the appendix.

Institutional Context: The emphasis on internationalizing students’ course of study originates from UIW’s mission, which states that “the Curriculum includes a global perspective and an emphasis on social justice and community service” (UIW Mission). In addition, one of the five themes of UIW’s 2002-2011 Strategic Plan is the expansion of international initiatives. In the last five years, the university has expanded its international programs through sister-school agreements, establishing campuses in China and Mexico, adding International Studies to the undergraduate program, and broadening Study Abroad opportunities for students. While the Core Curriculum prescribes that the humanities serve as a vehicle to teach students to develop a global perspective, it has been left to the individual faculty member and departments to decide how this should occur. The proposed project provides an opportunity to create a common thread throughout the humanities core that will help link seemingly disparate subjects, while at the same time introduce faculty to new methodologies through which to internationalize the Core Curriculum.

The Core Curriculum includes courses in World Literature, World History, World Philosophy, World Religions, and World Art. Environmental Studies and water quality courses are offered in Biology, and several individual courses across the curriculum include environmental issues as a topic. In keeping with UIW's mission, Social Justice has been integrated into course syllabi in most degree programs and a similar initiative regarding integration of Ethics across discipline syllabi begins in Summer 2009.

University support for these projects, including this NEH grant project, are evident in research assistance from the Library and Office of Graduate Studies and Research, from the office of the Provost, and from the office of the Dean of Humanities, Arts, and Social Sciences, whose budget will fund the May 2009 two-day workshop and whose Conference Room will temporarily house the initial texts, readings, and media resources collected by the NEH grant advisory group over the course of this current academic year. The Audiovisual Librarian continues to provide assistance with identification of resources available for immediate use in this project and with the acquisition of additional audiovisual materials determined vital to the curriculum integration the project envisions. The Headwaters Coalition and disciplines housing the specific Humanities Core Courses associated with this project will co-sponsor each Speaker Series event and follow-up workshop, providing for receptions and lunches. What sets this Humanities Project apart from our work with integration of Social Justice and Ethics into the curriculum are the Speakers Series, the Speaker-conducted workshops, and the resulting podcasts and tapes of these events for continued reference proposed in this grant project

Follow-up and Dissemination: We plan to revise the curriculum of the Humanities Core Courses so that the "Water and Culture" theme and its international perspective will be studied by all entering students. A website accessible to the public will serve as a repository of all the resources used and materials developed for this project. At the conclusion of the project's final year, we will host a Symposium on campus for sharing what faculty have learned and developed. We anticipate compiling a group of research articles authored by the cohort faculty into an edited work on "Water and Culture." Finally, we plan to apply what we have observed in evaluating this project's implementation of

integration across Humanities Core Courses to the development of a Core Curriculum assessment tool related to “global perspective” for use across the complete UIW Core Curriculum.

Dissemination of project content will begin with the first Speaker Series Presentation in Fall 2009 since all Speakers Series events are planned as public lectures open to the campus and wider community. Likewise, the project website will be available for access by the end of Fall 2009 and will continue to be revised and expanded throughout the entire project. The proposed website will contain links to the podcasts of all the presentations from the Speakers Series, added after each event. The tapes of the Faculty Cohort Workshops will be made available to faculty through the Project’s Blackboard Site and from links included in each of UIW’s school/college Blackboard Sites to which both full-time and part-time faculty have access. The Common Reader developed as part of this project will remain a common text in the English Composition I course and will be available as a common resource for the other Humanities Core Courses. The collected essays in the faculty cohort’s text on “Water and Culture” will be available as an online publication and in-print publication.

Evaluation: In evaluating the effectiveness of the project, we will use both direct and indirect measures. Indirect measures include comparison of NSSE/FSSE data from the project years to 2008 NSSE/FSSE data about student and faculty perceptions gleaned from questions directly related to “international perspective” and “course synthesis”; these questions will be identified during the May 2009 cohort workshop. Direct measures will include the use of pre- and post-surveys of student awareness of the international aspects of water issues to be used in each semester of the three-year project and a survey tool developed by the faculty cohort in May 2009 to measure faculty perceptions of growth of interdisciplinary thinking at the end of each of the three years. A second direct measure will come from discipline-specific content questions agreed upon by discipline faculty and included on final exams in the Humanities Core Courses of this project to determine student knowledge of “Water and Culture” as addressed in respective humanities courses.

A third direct measure will track actual access to the website and links to determine the extent of use and suggesting the content’s on-going relevance to a wider audience. A similar tracking of UIW

faculty use of resources and links is available from Blackboard and will offer a snapshot of actual usage across campus. Besides recording “visits,” the Blackboard tracking also records length of visits and the distinct links accessed during a visit. Since one outcome of the project is to extend faculty development opportunities beyond the three-years of the project, usage of the resources targeted to faculty development would suggest how effective the developed resources are, especially for faculty outside the initial cohort. A fourth direct measure would be the creation and implementation of a Core Curriculum assessment tool that measures “student global perspectives” in the core.

NATIONAL ENDOWMENT FOR THE HUMANITIES THREE-YEAR BUDGET FORM

Project Director: Dr. Matthias Schubnell

Applicant Organization: University of the Incarnate Word

Requested Grant Period From (mo/yr): 07/2009 Thru (mo/yr): 06/2012

If this is a revised budget, indicate the NEH application/grant number: Not Applicable

*The three-column budget has been developed for the convenience of those applicants who wish to identify the project costs that will be charged to NEH funds and those that will be cost shared. **FOR NEH PURPOSES, THE ONLY COLUMN THAT NEEDS TO BE COMPLETED IS COLUMN C.** The method of cost computation should clearly indicate how the total charge for each budget item was determined. If more space is needed for any budget category, please follow the budget format on a separate sheet of paper. Click [HERE](#) to see the detailed instructions.*

SECTION A – Year #1

Budget detail for the period FROM (mo/yr): 07/2009 THRU (mo/yr): 06/2010

When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the budget. For projects that will run less than eighteen months, only the last column of the budget should be completed.

1. Salaries and Wages

Provide the names and titles of the principal project personnel. For support staff, include the title of each position and indicate in brackets the number of persons who will be employed in that capacity. For persons employed on an academic year basis, list separately any salary charge for work done outside the academic year.

Name/Title of Position	No.	Method of Cost Computation (see sample)	NEH Funds (a)	Cost Sharing (b)	Total (c)
Dr. Matthias Schubnell, Project Director	[0]	(b) (6) of Base Salary of \$ (b) (6)	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
	[]		\$	\$	\$
		SUBTOTAL	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)

2. Fringe Benefits

If more than one rate is used, list each rate and salary base.

Rate	Salary Base	(a)	(b)	(c)	
20	% of \$ (b) (6)	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)	
	% of \$	\$	\$	\$	
	% of \$	\$	\$	\$	
		SUBTOTAL	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)

3. Consultant Fees

Include payments for professional and technical consultants and honoraria.

Name or type of consultant	No. of days on project	Daily rate of compensation	NEH Funds (a)	Cost Sharing (b)	Total (c)
Gilbert Hinojosa, Ph.D	1.5	750	\$ 1,125	\$	\$ 1,125
Javier Arjona, Ph.D	1.5	750	\$ 1,125	\$	\$ 1,125
Jimmie Killingsworth, Ph.D	1.5	750	\$ 1,125	\$	\$ 1,125
Mary Q. Kelly, Ph.D	1.5	750	\$ 1,125	\$	\$ 1,125
SUBTOTAL			\$ 4,500	\$ 0	\$ 4,500

4. Travel

For each trip, indicate the number of persons traveling, the total days they will be in travel status, and the total subsistence and transportation costs for that trip. When a project will involve the travel of a number of people to a conference, institute, etc., these costs may be summarized on one line by indicating the point of origin as "various." All foreign travel must be listed separately.

From/To	#	*	Subsistence Costs +	Transportation Costs =	(a)	(b)	(c)
Trinity Univeristy/UIW	[1]	[2]	\$	\$ 3	\$ 3	\$	\$ 3
College Station/San Antonio	[1]	[2]	\$ 180	\$ 308	\$ 488	\$	\$ 488
San Antonio/San Antonio	[1]	[2]	\$	\$ 3	\$ 3	\$	\$ 3
Monterey, MX/San Antonio, TX	[1]	[3]	\$ 320	\$ 528	\$ 848	\$	\$ 848
	[]	[]	\$	\$	\$	\$	\$
	[]	[]	\$	\$	\$	\$	\$
SUBTOTAL					\$ 1,342	\$ 0	\$ 1,342

- Number of persons * - Total travel days

5. Supplies and Materials

Include consumable supplies, materials to be used in the project and items of expendable equipment (i.e., equipment items costing less than \$5,000 and with an estimated useful life of less than a year).

Item	Basis/Method of Cost Computation	(a)	(b)	(c)
30 Large Posters (6x5 posters)	\$10 per poster	\$ 300	\$	\$ 300
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
SUBTOTAL		\$ 300	\$ 0	\$ 300

9. Indirect Costs

This budget item applies only to institutional applicants. If indirect costs are to be charged to this project, **CHECK THE APPROPRIATE BOX BELOW** and provide the information requested. Refer to the budget instructions for explanations of these options.

- Current indirect cost rate(s) has/have been negotiated with federal agency. (Complete items A and B.)
- Indirect cost proposal has been submitted to a federal agency, but not yet negotiated. (Indicate the name of the agency in Item A and show proposed rate(s) and base(s) and the amount(s) of indirect costs in item B.)
- Indirect cost proposal will be sent to NEH if application is funded. (Provide in Item B an estimate of the rate that will be used and indicate the base against which it will be charged and the amount of indirect costs.)
- Applicant chooses to use a rate not to exceed 10% of direct costs, less distorting items, up to a maximum charge of \$5,000 per year. (Under Item B, enter the proposed rate, the base against which the rate will be charged, and the computation of indirect costs or \$5,000 per year, whichever value is less.)
- For Public Program projects only: Applicant is a sponsorship (umbrella) organization and chooses to charge an administrative fee of 5% of total direct costs. (Complete Item B.)

Item A. Name of federal agency: Department of Health and Human Services
Date of agreement: February 14, 2005

Item B.

Rate(s)	Base(s)	NEH Funds (a)	Cost Sharing (b)	Total (c)
10 % of	\$ 21,929	\$ 2,193	\$	\$ 2,193
% of	\$	\$	\$	\$
% of	\$	\$	\$	\$
TOTAL INDIRECT COSTS		\$ 2,193	\$ 0	\$ 2,193

10. Total Project Costs \$ 40,881 \$ 12,715 \$ 53,596
(Direct and Indirect) for budget period.

NATIONAL ENDOWMENT FOR THE HUMANITIES THREE-YEAR BUDGET FORM

Project Director: Dr. Matthias Schubnell

Applicant Organization: University of the Incarnate Word

Requested Grant Period From (mo/yr): 07/2009 Thru (mo/yr): 06/2012

If this is a revised budget, indicate the NEH application/grant number: Not Applicable

*The three-column budget has been developed for the convenience of those applicants who wish to identify the project costs that will be charged to NEH funds and those that will be cost shared. **FOR NEH PURPOSES, THE ONLY COLUMN THAT NEEDS TO BE COMPLETED IS COLUMN C.** The method of cost computation should clearly indicate how the total charge for each budget item was determined. If more space is needed for any budget category, please follow the budget format on a separate sheet of paper.*

SECTION A – Year #2 (if needed)

Budget detail for the period FROM (mo/yr): 07/2010 THRU (mo/yr): 06/2011

When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the summary budget. For projects that will run less than eighteen months, only the last column of the summary budget should be completed.

1. Salaries and Wages

Provide the names and titles of the principal project personnel. For support staff, include the title of each position and indicate in brackets the number of persons who will be employed in that capacity. For persons employed on an academic year basis, list separately any salary charge for work done outside the academic year.

Name/Title of Position	No.	Method of Cost Computation (see sample)	NEH Funds (a)	Cost Sharing (b)	Total (c)
<u>Dr. Matthias Schubnell, Project Director</u>	<u>[10]</u>	<u>(b) (6) of Base Salary of \$ (b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	\$ _____	\$ _____	\$ _____
SUBTOTAL			\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>

2. Fringe Benefits

If more than one rate is used, list each rate and salary base.

Rate	Salary Base	(a)	(b)	(c)
<u>20</u> % of \$ <u>(b) (6)</u>	_____	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>
_____ % of \$ _____	_____	\$ _____	\$ _____	\$ _____
_____ % of \$ _____	_____	\$ _____	\$ _____	\$ _____
SUBTOTAL		\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>

3. Consultant Fees

Include payments for professional and technical consultants and honoraria.

Name or type of consultant	No. of days on project	Daily rate of compensation	NEH Funds (a)	Cost Sharing (b)	Total (c)
Scott Slovic, Ph.D	2	750	\$ 1,500	\$	\$ 1,500
David Eaton, Ph.D	2	750	\$ 1,500	\$	\$ 1,500
			\$	\$	\$
			\$	\$	\$
SUBTOTAL			\$ 3,000	\$ 0	\$ 3,000

4. Travel

For each trip, indicate the number of persons traveling, the total days they will be in travel status, and the total subsistence and transportation costs for that trip. When a project will involve the travel of a number of people to a conference, institute, etc., these costs may be summarized on one line by indicating the point of origin as "various." All foreign travel must be listed separately.

From/To	#	*	Subsistence Costs +	Transportation Costs =	(a)	(b)	(c)
Reno/San Antonio	[1]	[3]	\$ 320	\$ 328	\$ 648	\$	\$ 648
Austin/San Antonio	[1]	[2]	\$ 180	\$ 105	\$ 285	\$	\$ 285
	[]	[]	\$	\$	\$	\$	\$
	[]	[]	\$	\$	\$	\$	\$
	[]	[]	\$	\$	\$	\$	\$
	[]	[]	\$	\$	\$	\$	\$
SUBTOTAL					\$ 933	\$ 0	\$ 933

- Number of persons * - Total travel days

5. Supplies and Materials

Include consumable supplies, materials to be used in the project and items of expendable equipment (i.e., equipment items costing less than \$5,000 and with an estimated useful life of less than a year).

Item	Basis/Method of Cost Computation	(a)	(b)	(c)
20 Posters (2 workshops x 10 posters)	\$10 per poster	\$ 200	\$	\$ 200
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
		\$	\$	\$
SUBTOTAL		\$ 200	\$ 0	\$ 200

9. Indirect Costs

This budget item applies only to institutional applicants. If indirect costs are to be charged to this project, **CHECK THE APPROPRIATE BOX BELOW** and provide the information requested. Refer to the budget instructions for explanations of these options.

- Current indirect cost rate(s) has/have been negotiated with federal agency. (Complete items A and B.)
- Indirect cost proposal has been submitted to a federal agency, but not yet negotiated. (Indicate the name of the agency in Item A and show proposed rate(s) and base(s) and the amount(s) of indirect costs in item B.)
- Indirect cost proposal will be sent to NEH if application is funded. (Provide in Item B an estimate of the rate that will be used and indicate the base against which it will be charged and the amount of indirect costs.)
- Applicant chooses to use a rate not to exceed 10% of direct costs, less distorting items, up to a maximum charge of \$5,000 per year. (Under Item B, enter the proposed rate, the base against which the rate will be charged, and the computation of indirect costs or \$5,000 per year, whichever value is less.)
- For Public Program projects only: Applicant is a sponsorship (umbrella) organization and chooses to charge an administrative fee of 5% of total direct costs. (Complete Item B.)

Item A. Name of federal agency: Department of Health and Human Services
Date of agreement: February 14, 2005

Item B.

Rate(s)	Base(s)	NEH Funds (a)	Cost Sharing (b)	Total (c)
10 % of	\$ 18,053	\$ 1,805	\$	\$ 1,805
_____ % of	\$ _____	\$ _____	\$ _____	\$ _____
_____ % of	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INDIRECT COSTS		\$ 1,805	\$ 0	\$ 1,805

10. Total Project Costs \$ 30,357 \$ 13,317 \$ 43,674
(Direct and Indirect) for budget period.

NATIONAL ENDOWMENT FOR THE HUMANITIES THREE-YEAR BUDGET FORM

Project Director: Dr. Matthias Schubnell

Applicant Organization: University of the Incarnate Word

Requested Grant Period From (mo/yr): 07/2009 Thru (mo/yr): 06/2012

If this is a revised budget, indicate the NEH application/grant number: Not Applicable

*The three-column budget has been developed for the convenience of those applicants who wish to identify the project costs that will be charged to NEH funds and those that will be cost shared. **FOR NEH PURPOSES, THE ONLY COLUMN THAT NEEDS TO BE COMPLETED IS COLUMN C.** The method of cost computation should clearly indicate how the total charge for each budget item was determined. If more space is needed for any budget category, please follow the budget format on a separate sheet of paper.*

SECTION A – Year #3 (if needed)

Budget detail for the period FROM (mo/yr): 07/2011 THRU (mo/yr): 06/2012

When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the summary budget. For projects that will run less than eighteen months, only the last column of the summary budget should be completed.

1. Salaries and Wages

Provide the names and titles of the principal project personnel. For support staff, include the title of each position and indicate in brackets the number of persons who will be employed in that capacity. For persons employed on an academic year basis, list separately any salary charge for work done outside the academic year.

Name/Title of Position	No.	Method of Cost Computation (see sample)	NEH Funds (a)	Cost Sharing (b)	Total (c)
<u>Dr. Matthias Schubnell</u>	<u>[10]</u>	<u>(b) (6) of Base Salary of \$ (b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u>	<u>[]</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
SUBTOTAL			\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>

2. Fringe Benefits

If more than one rate is used, list each rate and salary base.

Rate	Salary Base	(a)	(b)	(c)
<u>20</u> % of \$ <u>(b) (6)</u>	<u>_____</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>
<u>_____</u> % of \$ <u>_____</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
<u>_____</u> % of \$ <u>_____</u>	<u>_____</u>	\$ _____	\$ _____	\$ _____
SUBTOTAL		\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>	\$ <u>(b) (6)</u>

3. Consultant Fees

Include payments for professional and technical consultants and honoraria.

Name or type of consultant	No. of days on project	Daily rate of compensation	NEH Funds (a)	Cost Sharing (b)	Total (c)
Patricia Lieveld, Ph.D	1 1/2	750	\$ 1,125	\$ _____	\$ 1,125
Sally Baynton, Ph.D	1 1/2	750	\$ 1,125	\$ _____	\$ 1,125
_____	_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	_____	\$ _____	\$ _____	\$ _____
SUBTOTAL			\$ 2,250	\$ 0	\$ 2,250

4. Travel

For each trip, indicate the number of persons traveling, the total days they will be in travel status, and the total subsistence and transportation costs for that trip. When a project will involve the travel of a number of people to a conference, institute, etc., these costs may be summarized on one line by indicating the point of origin as "various." All foreign travel must be listed separately.

From/To	#	*	Subsistence Costs +	Transportation Costs =	(a)	(b)	(c)
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	[]	[]	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
SUBTOTAL					\$ 0	\$ 0	\$ 0

- Number of persons * - Total travel days

5. Supplies and Materials

Include consumable supplies, materials to be used in the project and items of expendable equipment (i.e., equipment items costing less than \$5,000 and with an estimated useful life of less than a year).

Item	Basis/Method of Cost Computation	(a)	(b)	(c)
10 Posters (2 x 5 posters)	\$10 per poster	\$ 100	\$ _____	\$ 100
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	\$ _____	\$ _____
SUBTOTAL		\$ 100	\$ 0	\$ 100

9. Indirect Costs

This budget item applies only to institutional applicants. If indirect costs are to be charged to this project, **CHECK THE APPROPRIATE BOX BELOW** and provide the information requested. Refer to the budget instructions for explanations of these options.

- Current indirect cost rate(s) has/have been negotiated with federal agency. (Complete items A and B.)
- Indirect cost proposal has been submitted to a federal agency, but not yet negotiated. (Indicate the name of the agency in Item A and show proposed rate(s) and base(s) and the amount(s) of indirect costs in item B.)
- Indirect cost proposal will be sent to NEH if application is funded. (Provide in Item B an estimate of the rate that will be used and indicate the base against which it will be charged and the amount of indirect costs.)
- Applicant chooses to use a rate not to exceed 10% of direct costs, less distorting items, up to a maximum charge of \$5,000 per year. (Under Item B, enter the proposed rate, the base against which the rate will be charged, and the computation of indirect costs or \$5,000 per year, whichever value is less.)
- For Public Program projects only: Applicant is a sponsorship (umbrella) organization and chooses to charge an administrative fee of 5% of total direct costs. (Complete Item B.)

Item A. Name of federal agency: Department of Health and Human Services
Date of agreement: February 14, 2005

Item B.

Rate(s)	Base(s)	NEH Funds (a)	Cost Sharing (b)	Total (c)
10 % of	\$ 16,341	\$ 1,634	\$	\$ 1,634
_____ % of	\$ _____	\$ _____	\$ _____	\$ _____
_____ % of	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INDIRECT COSTS		\$ 1,634	\$ 0	\$ 1,634

10. Total Project Costs **\$ 28,474 \$ 13,982 \$ 42,456**
(Direct and Indirect) for budget period.

SECTION B

SUMMARY BUDGET

Transfer from Section A the total costs (column C) for each category of project expense. When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the summary budget. For projects that will run less than eighteen months, only the last column of the summary budget should be completed.

<i>Budget categories</i>	First year from: 07/2009 thru: 06/2010	Second year from: 07/2010 thru: 06/2011	Third year from: 07/2011 thru: 06/2012	TOTAL COSTS FOR ENTIRE GRANT PERIOD
1. Salaries and wages	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)	= \$ 66,557
2. Fringe benefits	\$ (b) (6)	\$ (b) (6)	\$ (b) (6)	= \$ 13,311
3. Consultant fees	\$ 4,500	\$ 3,000	\$ 2,250	= \$ 9,750
4. Travel	\$ 1,342	\$ 933	\$ 0	= \$ 2,275
5. Supplies and materials	\$ 300	\$ 200	\$ 100	= \$ 600
6. Services	\$ 48	\$ 16	\$ 16	= \$ 80
7. Other costs	\$ 19,879	\$ 11,118	\$ 10,524	= \$ 41,521
8. Total direct costs (Items 1-7)	\$ 51,403	\$ 41,869	\$ 40,822	= \$ 134,094
9. Indirect costs	\$ 2,193	\$ 1,805	\$ 1,634	= \$ 5,632
10. Total project costs (direct and indirect)	\$ 53,596	\$ 43,674	\$ 42,456	= \$ 139,726

PROJECT FUNDING FOR ENTIRE GRANT PERIOD

1. Indicate the amount of outright and/or federal matching funds that is requested from NEH.
2. Indicate the amount of cash contributions that will be made by the applicant and cash and in-kind contributions made by third parties to support project expenses that appear in the budget. Cash gifts that will be raised to release federal matching funds should be included under "Third-party contributions." (Consult the program guidelines for information on cost sharing requirements.) When a project will generate income that will be used during the grant period to support expenses listed in the budget, indicate the amount of income that will be expended on budgeted project activities. Indicate funding received from other federal agencies.
3. Total Project Funding should equal Total Project Costs.

1. REQUESTED FROM NEH

Outright	\$ 99,712
Federal Matching	\$
TOTAL NEH FUNDING	\$ 99,712

2. COST SHARING

Applicant's contributions	\$ 40,014
Third-party contributions	\$
Project income	\$
Other federal agencies	\$
TOTAL COST SHARING	\$ 40,014

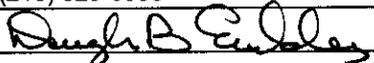
3. TOTAL PROJECT FUNDING (Total NEH Funding + Total Cost Sharing) : \$ 139,726

Submission of a Revised Budget

When submitting a revised budget, the Institutional Grant Administrator or Individual Applicant should provide the information requested below. The signature of this person indicates approval of the budget submission and the agreement of the organization/individual to cost share project expenses at the level under "Project Funding."

Name and Title: Douglas B. Endsley, Vice President of Finance & Technology

Telephone: (210) 829-6038 E-mail: douge@uiwtx.edu

Signature:  Date: 12/22/08

Appendix A

Work Plan, Reading List, & Activity Schedule

Year 1, 2009-2010. Common Reading to be discussed throughout the year by Faculty Cohort:

Donahue, John, and Barbara Johnston, eds. Water, Culture, and Power: Local Struggles in a Global Context. Washington, D.C.: Island P, 1998. [selected because it provides a foundational context for the three –year project, addressing the “values and meaning associated with water and how changes in power result in changes in both meaning and in patterns of use” (back cover)].

Faculty Cohort meets to discuss common text on the following Fridays: Sept. 11, Oct. 9, Nov. 13, Feb. 5, Mar. 12, and Apr. 16. *A primary purpose for the Faculty Cohort discussions is to consider how to integrate key ideas in the common texts into the selected humanities core courses; thus, faculty will not only be engaging in cross-disciplinary discussion, they will also be collaborating on curricular content and pedagogy.*

A second text, to be used as general reference for the specific focus of this initial year, is:

Meyer, Michael C. Water in the Hispanic Southwest: A Social and Legal History, 1550-1850. Tucson: U of Arizona P, 1996. [Extensive research into primary and secondary documents characterizes this text of theory and analysis. It situates its focus on the Hispanic Southwest within the same context as the Donahue and Johnston text above: i.e. examining the pivotal role played by water in determining how humanity views itself and how it copes with its physical and spiritual environment].

Speaker Series/Fall focus: “Water and Culture in San Antonio and South Texas”

Speaker	Topic	Date	Follow-up Activity
Dr. Gil Hinojosa (UIW Professor of History)	“The San Antonio Missions and Water”	Sept. 17	Sept. 18: Speaker-directed workshop for faculty cohort.

Dr. Char Miller (Trinity University Professor of History)	“Political and Economic Aspects of Water for San Antonio and South Texas”	Oct. 22	Oct. 23: Speaker-directed workshop for faculty cohort and invited faculty from Economics and Political Science.
Dr. Jimmie Killingsworth (Texas A&M University Professor and Chair of English)	“Water, Ecology, and Literature”	Nov. 19	Nov. 20: Speaker-directed workshop for faculty cohort and remaining English faculty.

Speaker Series/Spring focus: “Water and Culture in South Texas and Mexico”

Speaker	Topic	Date	Follow-up Activity
Dr. Mary Q. Kelly (Gardner Law Firm, San Antonio)	“Water Law in Texas”	Feb. 11	Feb.12: Speaker-directed workshop for faculty cohort and pre-law advisor.
Dr. Ismael Aguilar-Barajas (Monterrey Tech, México)	“Water: Issues and Solutions for Mexico”	Mar. 25	Mar. 26: Speaker-directed workshop for faculty cohort and invited Economics, Biology, and Management faculty.
Dr. Javier Arjona (UIW Engineering)	“Water: Engineering Insights”	Apr. 22	Apr.23: Speaker-directed workshop for faculty cohort and invited Engineering faculty.

May 13-14, 2010: Two-day Faculty Cohort Workshop. Review past year; plan for coming year.

Identify materials to add to Common Reader to be used in English Composition I courses and materials suitable for integration into other Humanities Core Courses. View film Ganges, a BBC production examining water issues in Asia, the focus of year two, and a film used in the World History course.

Review pre-and post-survey results, refine survey if needed.

Year 2, 2010-2011. Year-long focus: “Water and Culture in Asia.”

Common text for cohort reading and discussion throughout this year:

Logan, Michael F. The Lessening Stream: An Environmental History of the Santa Cruz River. Tucson: U of Arizona P, 2002. [Because it situates contemporary realities within a well documented history, this text serves as an excellent model of “application” that may be adapted for our Humanities Core Courses].

Faculty Cohort discusses common text on the following Fridays: Sept. 10, Nov. 12, Feb. 11, and Apr.8.

Three additional texts will be used as general reference during the cohort discussions:

Juuti, Petri, Tapio S. Katko, and Heikki S. Vuorinen. The Environmental History of Water. London, UK: IWA, 2007. [Arranged thematically and informed by the conviction that lessons learned from earlier societies help us to understand present crises and challenges, this work becomes an essential reference tool that faculty may consult during group discussion as well as during discipline-specific consideration of course content and integration of project theme].

Mertha, Andrew C. China’s Water Warriors: Citizen Action and Policy Change. Ithaca, NY: Cornell UP, 2008. [Offers a study of popular opposition to the Nu River Project in Yunnan province and to dams in Dujiang-yan and Pubugou in Sichuan province].

Ray, Binayak. Water: The Looming Crisis in India. Lanham, MD: Lexington Books, 2008. [Offers contemporary picture of water policies among India, Pakistan, Bangladesh, Bhutan, Nepal, and China—all areas included in this year’s focus].

As in year 1, we will administer pre- and post-surveys of student awareness of the international perspective of water issues in each semester.

Speaker Series for Year Two:

Speaker	Topic	Date	Follow-up activity
Dr. Scott Slovic (Professor of English and the Environment,	“Water Concerns in Contemporary	Oct. 21	Oct. 22: Speaker-directed workshop with faculty cohort.

University of Nevada, Reno)	China”		
Dr. David Eaton (Bess Harris Jones Centennial Professor in Natural Resource Policy Studies, LBJ School of Public Affairs, University of Texas, Austin)	“Water Issues in South Asia”	Apr. 14	Apr.15: Speaker-directed workshop with faculty cohort.

May 12-13, 2011: Two-day Faculty Cohort Workshop--Review past year; plan for coming year.

Identify materials to add to Common Reader to be used in English Composition I courses and materials suitable for integration into other Humanities Core Courses. View film Witches in Exile, a film that raises the issue of water scarcity in Africa “within a gendered framework, linking African patriarchal social structures and the dehydration of women”(http://www.prairie.org/humanities-resources/keep-learning-online-resources-ihc-program)]. Because the third and final year of the project focuses on “Water and Culture in Africa” this film will initiate the discussion of the proposed theme. In addition, the gendered framework of the film offers a particularly important perspective from which to discuss Achebe’s novel Things Fall Apart, one of the required readings in the World Literature Studies course, in light of the patriarchal society presented by Achebe. Finally, the film provokes additional commentary from history, philosophy, and religious studies perspectives and permits comparison/contrast with the patriarchy that permeates historical Spanish culture and still occurs in contemporary Hispanic society.

As in the previous two years, the pre-and post-surveys will be reviewed and analyzed by the faculty cohort during this workshop in order to make refinements if needed and to begin the process of drawing conclusions about the effectiveness of the project at this point. In addition, discipline faculty members of the cohort will plan August faculty development workshops for their respective part-time faculty who will be teaching in the Humanities Core Courses in the upcoming academic year to keep these instructors aware of and informed by the project’s integration into various courses.

Year 3, 2011-2012: Year-long focus: “Water and Culture in Africa.”

Common text for cohort reading and discussion during this year:

Yohannes, Okbazghi. Water Resources and Inter-Riparian Relationships in the Nile Basin: The Search for an Integrative Discourse. Albany, NY: SUNY Press, 2007. [This text discusses the competition for Nile waters among 10 countries in the basin region. Instead of focusing on water scarcity as the determinant factor in the water issue, the author examines water scarcity as an effect, “the external expression of the potential collision between social and natural worlds” (2). This book’s primary focus and its particular perspective will offer the faculty cohort important context and background with which to study this year’s focus on “Water and Culture in Africa”].

Faculty cohort meets to discuss this common text on the following Fridays: Sept. 16, Nov. 18, Feb. 10, and Apr. 20.

A second text will serve as a key reference for the faculty cohort during this year as well:

Chamberlain, Gary L. Troubled Waters: Religion, Ethics, and the Global Water Crisis. Lanham, MD: Rowman & Littlefield, 2007. [This text explores the varied meanings of water in different religious traditions and considers their implications for resource management. In addition, the text examines the legacy of various water stories across cultures and time as well as explores the ethical issues surrounding water use and management. Because this text combines theory with historical, literary, and cultural commentary, it will serve as a fitting resource for faculty discussion throughout the third year].

Speaker Series for Year Three:

Speaker	Topic	Date	Follow-up Activity
Dr. Patricia Lieveld (UIW, Associate Prof. Feik School of Pharmacy)	“Water Accessibility in Tanzania”	Oct. 20	Oct. 21: Speaker-directed workshop for faculty cohort.

<p>Dr. Sally Baynton (UIW, Instructor of English, Founder and Executive Director of Africa Ellipsis...Project)</p>	<p>“Water Crises in Uganda”</p>	<p>Mar. 22</p>	<p>Mar. 23: Speaker-directed workshop for faculty cohort.</p>
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May 17-18, 2012: Two-day workshop for faculty cohort. Review pre-and post-survey results of third year, compare to previous two years, and draw conclusions regarding effectiveness of this project to enhance student awareness of the international perspectives of local water issues. Review the project website and refine all content of that public access venue. Evaluate extent of growth in faculty interdisciplinary thinking as a result of this project. Finalize plans for faculty articles to be compiled into text for online and in print publication. Finalize content for the Common Reader to be used in English Composition I courses. Apply lessons learned from this initiative to develop additional assessment of the core curriculum. Finalize plans for Research Symposium, “Water and Culture: Imagining Possibilities,” to be held in Fall 2012 on the University Campus and intended to showcase faculty research and curriculum development resulting from this initiative as well as spotlight selected student research connected to this initiative.

Reading List: Sources Used for Abstract and Narrative

Sofoulis, Zoë, and Carolyn Williams. "From Pushing Atoms to Growing Networks: Cultural Innovation and Co-Evolution in Urban Water Conservation." Social Alternatives 27.3 (2008): 50-57.

Tvedt, Terje, Eva Jakobsson, Richard Cooper, and Terje Oestigaard, eds. A History of Water. 3 Vols. London: I. B. Tauris, 2006.

"UIW Core Curriculum Outcomes." UIW Undergraduate Bulletin 2007-2009 Edition. 77-78.

"UIW Mission." UIW Undergraduate Bulletin 2007-2009 Edition. 13.

"Vision of Integrated College Experience" (UIW VOICE document). Final Report. November 1999.

Reading List: A Selected Bibliography for the Project

In addition to the resources and titles listed above and in our narrative, our reading list includes, but is not limited to, the following:

Amery, Hussein A, and Aaron T. Wolf. Water in the Middle East: Geography of Peace. Austin: U Texas P, 2000.

Berry, Kate A. "Race for Water? Native Americans, Eurocentrism, and Western Water Policy." Environmental Injustices, Political Struggles. Ed. David E. Camacho. Durham: Duke UP, 1998. 101-124.

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Cox, I. Wayne. The Spanish Acequias of San Antonio. San Antonio: Maverick, 2005.

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INSTITUTIONAL PROFILE

One of the leading private universities in South Texas, University of the Incarnate Word in San Antonio, Texas strives to educate men and women who will become concerned and enlightened citizens. In 1881 the Sisters of Charity of the Incarnate Word founded Incarnate Word College as a center of higher education for young women. The college was chartered by the State of Texas in 1909, admitted to membership in the Association of Colleges and Secondary Schools in 1919, and joined the Texas Association of Colleges as a senior college in 1920. The Graduate Studies division was established in 1950. Male students were first admitted into the college's undergraduate programs in 1970. The college became University of the Incarnate Word in March 1996.

The mission of University of the Incarnate Word (UIW) is based on five tenets: education, faith, innovation, service, and truth. As part of its commitment to serve both the spiritual and material needs of those in the surrounding communities, UIW has focused on educating a diverse population of students, most of whom will return to their home communities following graduation.

UIW's current total enrollment is 6,703 students. UIW is now the largest Catholic university in Texas, as well as the fourth largest private university in the state. The UIW student population reflects the ethnic diversity of the South Texas community we serve, as 68% of our students represent minority populations (54% Hispanic, 32% White non-Hispanic, 7% African-American, 5% non-resident alien, 2.3% Asian, and 0.6% American Indian or Alaskan Native). Sixty-four percent of our students are female. Currently, the "traditional" UIW student is a first-generation college student – that is, the first one in his or her family to attend college. Unlike many other universities, this group forms the bulk of the present UIW student body. Because of the low-income status of students, the majority receive financial aid (83%). Most of the financial aid goes to the minority student population at UIW (76% of financial aid).

UIW offers over 70 undergraduate and graduate fields of study, including the areas of Education, Nursing, Natural and Physical Sciences, Mathematics, Business, Communication Arts, Fine Arts, Humanities and Social Sciences, Nutrition and 7 Pre-Professional Programs. At UIW, we have worked to provide students with an environment that encourages excellence in academics. The overall student-to-faculty classroom ratio is 14:1. UIW also has a commitment to providing students with technology to enhance their education. Since Fall 2000, all full-time students and faculty have been equipped with laptop computers with wireless capability. This technology allows the UIW community to conduct research and share information during any class and anywhere on campus.

UIW is nationally recognized for its academic success with underrepresented Hispanic populations. *Hispanic Business* consistently has ranked UIW as one of the top 10 best colleges and universities for Hispanic students. Of the 2,450 institutions in the United States accredited as baccalaureate-granting, four-year colleges and universities in 2002 (National Center for Education Statistics, 2001), UIW is recognized as one of the top 100 U.S. institutions graduating Hispanics with bachelor's degrees. For the past seven years, *Hispanic Outlook in Higher Education* magazine has consistently ranked UIW in the top 50 colleges and universities in the U.S. in graduating Hispanic students with bachelor's degrees in Biological Sciences, Business, Health Professions, and Multidisciplinary Studies/Teacher's Education. In 2004, UIW was ranked #6 by Consumer Digest magazine as a "best value" for private universities in the United States.

UIW is authorized by the Texas Higher Education Coordinating Board and accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Doctoral degrees. Other accreditations include the American Music Therapy Association, the Association of Collegiate Business Schools and Programs, the Texas State Board for Educator Certification, the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, and the American Dietetic Association. UIW holds membership in the Association of Texas Colleges and Universities, the American Association of Colleges for Teacher Education, the National Association of Independent Colleges and Universities, the Council for the Advancement of Support to Education, the Independent Colleges and Universities of Texas, and the Higher Educational Council of San Antonio. UIW is a member of the Hispanic Association of Colleges & Universities and qualifies as a Hispanic-serving institution (HSI) under federal guidelines.



UNIVERSITY OF THE
INCARNATE WORD

Division of Education Programs
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, D.C. 20506

December 9, 2008

To whom it may concern:

Thank you for accepting this proposal. The University of the Incarnate Word (UIW) in San Antonio, Texas requests serious consideration for funds from the National Endowment of the Humanities for a faculty development project under the "Humanities Initiatives at Institutions with High Hispanic Enrollment" program.

In an effort to meet UIW's mission and fulfill its strategic goals, the humanities faculty at UIW plan to implement a faculty development program to further internationalize the humanities core (general education) curriculum. The overarching goal is to develop in all students a global perspective through which they will be able to view the world, think about issues, and make decisions. This broad vision is imperative in an increasingly globalized professional workplace.

To facilitate the teaching of a global perspective, the humanities faculty has chosen to focus on the international theme of "Water and Culture." This theme will be thread through diverse humanities courses and will also help students learn how to draw connections between seemingly disparate humanities courses in the Core Curriculum. NEH funds will support an array of faculty development activities, including a public speaker series, readings, limited travel and service learning trips, and planning workshops. Curriculum revisions will be made to select humanities courses starting in Fall 2009 and their impact continually assessed throughout the grant period.

This project has the full support of UIW's executive administration and will be carried out as described in the proposal narrative and supporting documents.

Again, I appreciate your full consideration of this proposal. If you have any questions about this project, do not hesitate to call Dr. Robert Connelly, Dean of Humanities, Arts, and Social Sciences at (210) 829-2700 or Dr. Matthias Schubnell, Professor and Chair of English, at (210) 829-3892.

Sincerely,

Denise Doyle, Ph.D.
Provost

The Universe is Yours™.

4301 Broadway, San Antonio, Texas 78209 210 829-6000

Appendix D:

Support Letters From Guest Speakers



TEXAS A&M UNIVERSITY
College of Liberal Arts
Department of English

December 5, 2008

Professors Matthias Schubnell and Emily Clark
Department of English
University of the Incarnate Word
4301 Broadway
San Antonio, TX 78209

Dear Professors Schubnell and Clark:

Thank you very much for inviting me to participate as a lecturer and workshop leader in your proposed common-ground project on environment and the humanities at Incarnate Word. The idea of using the theme of water—a crucial and controversial topic not only in southwestern life (and especially in San Antonio) but also in activist discourse and creative literature—to connect interests among a variety of writing classes in your department as well as courses in related departments offers an exciting prospect.

I am happy and indeed honored to join the project in whatever capacity you would like to have me participate. The project fits nicely with my long-term interests and current work in environmental communication, eco-poetics, and nature writing.

Best wishes to both of you.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Jimmie Killingsworth".

M. Jimmie Killingsworth
Professor and Head

Trinity University
Department of History

One Trinity Place
San Antonio, Texas 78212-7200
Phone: (210) 999-7608
Fax: (210) 999-8334
E-mail: fmiller@trinity.edu

Char Miller

December 5, 2008

Dear Colleagues:

I am delighted to write in support of the University of Incarnate Word's NEH application. There is no issue in the American west more critical than water (and its lack); and thus no issue more essential for teachers to contend with in their classes across the curriculum. Those in the natural and social sciences, like their colleagues in the humanities, must integrate these concerns into the classrooms so that their students will be better prepared to address the prospects of a less-well watered future. And the first step in this process is to boost the faculties understanding of this dire possibility in a just such a workshop that UIW has proposed.

Having written and taught this history and politics of western water since the late 1980s, I am thrilled to contribute to this critical venture and look forward to doing so in the fall of 2009.

Cordially yours,

Char Miller
Visiting Professor
History & Environmental Analysis
Pomona College
Claremont CA 91711
char.miller@pomona.edu

Permanent Faculty:
History Department
Trinity University
San Antonio TX 78212

Connelly, Robert J.

From: James, Glenn Edward
Sent: Wednesday, December 03, 2008 3:26 PM
To: Connelly, Robert J.
Subject: RE: Arjona

Great idea, Bob, please God...he should be here for a long time. and yes, we can be comfortable including him in the proposal, for something so far out.

Here's a shot at a brief bio:

Dr Javier Arjona arrives at UIW as a full Professor of Engineering, Jan 2009, holding a PhD in Mechanical Engineering from Rice University in Houston. He brings 22 years of experience in teaching and industry, at the University of Monterrey (UDEM) and at Monterrey Tech. His academic accomplishments include the design and implementation of a unique course for senior design projects, which places students in local companies to solve engineering problems, and incorporates carefully structured mentorship and evaluation. His results were published in the early 90's and are now common practice in programs across Monterrey. In his personal research and development, Dr Arjona has built multiple prototypes of wind-powered water desalination systems that can be transported by trailer. His system is designed to serve remote areas that have no utilities, or to help provide fresh water for disaster relief. He is active in international associations seeking to mature and distribute this technology.

Dr Glenn James, Dean
School of Mathematics, Science and Engineering
University of the Incarnate Word
4301 Broadway, Box 311
San Antonio TX 78209
Tele: 210.829.2718/2717
Fax: 210.829.3153

From: Connelly, Robert J.
Sent: Wednesday, December 03, 2008 10:22 AM
To: James, Glenn Edward
Subject: Arjona

Glenn,

We are progressing with our NEH grant and would like to invite Javier to be a lecturer on water issues in Mexico and/or his desalination project in spring of 2010. Will he still be here and would it be ok to plug him in without a formal invitation at this point pending word on the grant. If so, could you send me a copy of his vita or a paragraph bio that we can include in the grant proposal.

Bob

Dr. Bob Connelly
Dean, College of Humanities, Arts, and Social Sciences
University of the Incarnate Word
4301 Broadway CPO #68
San Antonio, TX 78209
(210) 829-2700 (Phone)
(210) 829-3880 (Fax)
bobc@uiwtx.edu

Connelly, Robert J.

From: Ismael Aguilar Barajas [(b) (6)]
Sent: Friday, November 28, 2008 1:22 PM
To: Connelly, Robert J.
Subject: Thanks for invitation to lecture in spring 2010

Dear Professor Connelly,

It is with pleasure that I accept the invitation mentioned below. I am enclosing the short bio lines you requested. Please let me know if there is somethin else I could do regarding this kind invitation.

I also would like you to express my gratitud to Raúl Rodriguez for his work in contacting me.

Sincerely yours,

Dr. Aguilar-Barajas

P.S. I am writing from my gmail account which is directly linked to my ITESM email account

On Tue, Nov 25, 2008 at 10:00 AM, Connelly, Robert J. <bobc@uiwtx.edu> wrote:

Dear Dr. Aquilar-Barajas,

You could follow the email trail below to see how we got to your door. I learned of initiatives to address water conservation issues in Mexico from Dr. Rodriguez, our Benson Chair in Banking Finance. Of those he consulted, you were recommended as a possible visitor to our campus for spring of 2010. We are applying for a 3-yr. federal grant for faculty development. We intend to build a more coherent, integrated approach to helping students gain perspective on international issues using water as a primary focus. Faculty in the Humanities will spend 3 years revising curriculum, first in required writing courses, World literature, and Spanish, and then in other elective courses in History, Philosophy, and Religious Studies. Faculty from the sciences will also be involved. In the first year of the development program, faculty will commit to 3 ½ day workshops in fall 2009 and again in spring 2010. We will start local by examining issues related to the San Antonio River with the headwaters adjoining our campus* and the Edwards Aquifer and some of the Southwest in the U.S. In the spring, we wanted to look at border and water issues focusing on Mexico. This is where we would like to have you join us for a public lecture on a Thursday evening and then participate in a workshop with the grant faculty the next day in the morning from 9-12. We are interested in doing this year of study even if the grant does not come through. If this would be of interest to you, please respond to this email and attach a short bio.

In the second year, grant faculty would hear speakers, and hold 3 workshops each semester with the focus on water issues in China; in the third year, it would be Africa. We have a campus in China and connections through our educational outreach program, the Women's Global Connection, in Tanzania and Zambia.

*In 2008 the Sisters of Charity of the Incarnate Word, who came to San Antonio in 1869 and founded the university, deeded 53 acres of land adjacent to the university for a nature sanctuary. Stewardship is in the hands of a nonprofit corporation they created in 2006, the Headwaters Coalition. The Coalition is responsible for overseeing protection and restoration of the Blue Hole, the headwaters of the San Antonio River, and the surrounding floodplain forest. This area, called Source of the River Archaeological District, San Antonio, was entered in the National Register of Historic Places. The district includes 13 prehistoric and historic protected sites.

Thanks for considering our invitation.

Bob

Dr. Bob Connelly
Dean, College of Humanities, Arts , and Social Sciences
University of the Incarnate Word
4301 Broadway CPO #68 San Antonio, TX 78209
(210)829-2700 (Phone) (210)829-3880 (Fax)
bobc@uiwtx.edu

From: Rodriguez, Raul B
Sent: Monday, November 24, 2008 11:08 PM
To: Connelly, Robert J.
Cc: James, Glenna Edward; Watkins, Patricia A.
Subject: RE: NEH grant-water; Glenn James

Bob:

Re. you e-mails today, I just asked the Exec. Director of the FEMSA Foundation and the Vice Chancellor of Monterrey Tech (former Dean of Engineering) and they both recommended Dr. Ismael Aguilar-Barajas. He holds a Ph.D. in Economics and does research on water and development, border issues and cross-border economic integration.

You can contact him and explain directly what you would like to accomplish:

From: Lonchar, Patricia P
Sent: Tuesday, December 23, 2008 8:05 AM
To: **Saliba, Armando ; Gillespie, Jon H.**
Subject: FW: Add this email confirmation to speak to the other documents NEH Water and Culture
Importance: High

Dear Jon (and Armando later):

I am forwarding this agreement by Dr. Baynton to be one of our speakers for the NEH Water and Culture grant proposal. What Armando has been doing is having the agreements scanned and inserted into the complete package. Dr. Baynton is the Spring 2012 Speaker.

Blessings and thank you,
Pat Lonchar

From: Baynton, Sally M
Sent: Monday, December 22, 2008 6:38 PM
To: Lonchar, Patricia P
Subject: RE: Urgent Request from Pat Lonchar

Hi Pat....I didn't know you needed it in writing. I cannot tell you what a pleasure it will be to speak to the group then. I will have so much more to tell at that point. I will look forward to it!!!!!!

Thanks for asking!

Merry Christmas and Happy New Year,
Sally

Sally M. Baynton, D.M., Ph.D.
Director, Composition Bridge Program
English Department
CPO # 118
University of the Incarnate Word
San Antonio, TX 78209
(210) 829-3885

From: Lonchar, Patricia P
Sent: Mon 12/22/2008 8:49 AM
To: Baynton, Sally M
Subject: Urgent Request from Pat Lonchar

Dear Sally:

During Finals Week, I spoke with you concerning our NEH grant project on "Water and Culture" and indicated that in year 3 of the grant, we would focus on Africa. I asked you if you would consider being a Speaker for our Speakers Series, and you agreed. However, we must have your agreement in writing.

So, I am sending you this email to request that you indicate your willingness to Speak on your Work in Uganda and your Africa Ellipsis...Project in Spring 2012. The Speaking includes a Public Lecture on Thursday evening, Mar. 22, 2012, and conducting a workshop for the faculty cohort on the following Friday morning. Compensation is included for both of these activities.

Thank you so much for agreeing to participate; and, thank you so very much for your inspiring efforts in Uganda.

Pat Lonchar

From: Schubnell, Matthias
Sent: Sunday, December 28, 2008 9:13 PM
To: Lonchar, Patricia P; Connelly, Robert J.
Subject: FW: University of the Incarnate Word NEH grant for "Water and Culture" faculty development project

Hello Pat and Bob,

Here's a high note on which to end the year and your tremendous efforts to put together an NEH grant application in what has to be a record time.

Greetings,

Matthias

From: Eaton, David J [mailto:eaton@austin.utexas.edu]
Sent: Sun 12/28/2008 6:01 PM
To: Schubnell, Matthias
Cc: 'eaton@mail.utexas.edu'; 'Jayashree Vijalapuram'
Subject: RE: University of the Incarnate Word NEH grant for "Water and Culture" faculty development project

Dear Professor Schubnell: Thank you for your kind message of 12/5/8. I am sorry it took me so long to respond. I would be delighted to help in any way. I will draft a letter of intent and ask my colleague to send you my bio when she returns January 5.

David Eaton

From: Schubnell, Matthias [mailto:schubnel@uiwtx.edu]
Sent: Friday, December 05, 2008 9:55 AM
To: eaton@mail.utexas.edu
Cc: Connelly, Robert J.; Lonchar, Patricia P
Subject: University of the Incarnate Word NEH grant for "Water and Culture" faculty development project

Dear Professor Eaton,

My colleagues and I at the University of the Incarnate Word in San Antonio are currently finalizing an NEH grant application for a faculty development program focusing on "Water and Culture." We would like to invite you to be one of the speakers should we receive the grant. You could address any topic related to the general theme of our second year program, "Water and Culture in Asia." This would take place in Spring 2011, with a lecture on a Thursday afternoon or evening and a 1/2 day workshop with participating faculty on Friday.

If you are able to commit to this, would you be so kind as to send us a letter of intent to participate and a brief bio.

I know this is a very busy time in the semester, and we are grateful to you for considering this request.

Matthias Schubnell

Chair of English

University of the Incarnate Word

This email and any files transmitted with it may be confidential or contain privileged information and are intended solely for the use of the individual or entity to which they are addressed. If you are not the intended recipient, please be advised that you have received this email in error and that any use, dissemination, forwarding, printing, or copying of this email and any attachments is strictly prohibited. If you have received this email in error, please immediately delete the email and any attachments from your system and notify the sender. Any other use of this e-mail is prohibited. Thank you for your compliance.

Saliba, Armando

From: Lonchar, Patricia P
Sent: Monday, December 22, 2008 11:31 AM
To: Saliba, Armando
Subject: FW: Mary Q. Kelly speaker "yes"

Armando:
Here is the Mary Q. Kelly commitment forward.
Pat

From: Said, Sally E
Sent: Tuesday, December 02, 2008 7:52 AM
To: Connelly, Robert J.; Schubnell, Matthias ; Lonchar, Patricia P
Subject: FW: Mary Q. Kelly resume

Sally E. Said, Ph.D.
Department of Foreign Languages
University of the Incarnate Word
4301 Broadway
San Antonio, TX 78209

Administration Building 258
CPO 45
829-3890

From: Mary Q. Kelly [mailto:mqk@tgjf.com]
Sent: Monday, December 01, 2008 2:18 PM
To: Said, Sally E
Cc: Schubnell, Matthias ; Lonchar, Patricia P; Connelly, Robert J.
Subject: RE: Mary Q. Kelly resume

Yes, I am willing to speak on campus on a Thursday evening and to participate in giving a workshop the following Friday at Incarnate Word. During fall 2009 or spring 2010.
--Mary Kelly

Mary Q. Kelly
The Gardner Law Firm
A Professional Corporation
745 E. Mulberry, Suite 500
San Antonio, Texas 78212
Telephone: 210.733.8191, ext. 209
Fax: 210.733.5538
E-mail: mqk@tgjf.com

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From: Said, Sally E [mailto:said@uiwtx.edu]
Sent: Monday, December 01, 2008 11:28 AM
To: Mary Q. Kelly
Cc: Schubnell, Matthias ; Lonchar, Patricia P; Connelly, Robert J.
Subject: RE: Mary Q. Kelly resume

Saliba, Armando

From: Lonchar, Patricia P
Sent: Monday, December 22, 2008 11:41 AM
To: Saliba, Armando
Subject: FW: NEH Grant Lieveld

Here is Lieveld's email, Armando.

I think it is my printer; sorry.
Pat

From: Lieveld, Patricia
Sent: Tuesday, December 02, 2008 9:34 AM
To: Ettling, Dorothy H.; Connelly, Robert J.; Lonchar, Patricia P; Schubnell, Matthias ; Said, Sally E
Subject: RE: NEH Grant

Colleagues,

I am interested in participating in the NEH Grant. Below is a short bio:

Short Biography on Patricia Lieveld, Pharm.D., M.P.H.

Dr. Patricia Lieveld is currently an Associate Professor of Pharmacy Practice at the Feik School of Pharmacy (University of the Incarnate Word).

Dr. Lieveld received her Bachelor of Science degree in Pharmacy from the Arnold and Marie Schwarz College of Pharmacy at Long Island University in Brooklyn, New York. She then completed an American Society of Hospital Pharmacists General Pharmacy Practice Residency at the Mount Sinai Medical Center in New York. Dr. Lieveld received her Doctor in Pharmacy degree from the State University of New York at Buffalo and a Masters in Public Health in Epidemiology from Tulane University School of Public Health and Tropical Medicine.

Dr. Lieveld currently coordinates the Feik School of Pharmacy's Faculty Development Program. She is involved with the Applied Pharmaceutical Care courses. Dr. Lieveld has lectured in a variety of courses including Pathophysiology, Principles of Public Health, and Pharmacotherapeutics. Her areas of interest include faculty development, cultural competence, cross-cultural communication, and global health issues such as access to safe water.

Patricia Lieveld, Pharm.D., M.P.H.
Associate Professor of Pharmacy Practice
Feik School of Pharmacy
University of the Incarnate Word
4301 Broadway, #99
San Antonio, TX 78209
Phone: 210-883-1082
Main: 210-883-1000
Fax: 210-822-1516

From: Ettling, Dorothy H.
Sent: Monday, December 01, 2008 1:41 PM
To: Lieveld, Patricia

Cc: Connelly, Robert J.; Lonchar, Patricia P; Schubnell, Matthias ; Said, Sally E
Subject: NEH Grant

Patricia,

Per our conversation: The Humanities School is spearheading an interdisciplinary grant to NEH "Humanities Initiatives for Faculty at Institutions with High Hispanic Enrollment" for a development with service learning for undergraduate students.

The purpose of the grant is to lay the foundation for more extensive endeavors in the future by enhancing the global perspective of existing courses in the university core curriculum. The longer term purpose is to provide concrete experiences of global citizenship for students.

They are interested in our WGC participation and our connections to Africa. They would like to include an emphasis on water...and the importance of water around the globe as part of the grant proposal. This could fit nicely with your interest and endeavors in Tanzania re: water accessibility.

If you are willing, they would like to include you in the proposal...and be a featured speaker in the program. This means that they need a short bio and an email that states you would be willing to participate in the endeavor. The emphasis on Africa would not be until the 3rd year---2011, so this clearly gives some time.

I have copied this email to the core group working on this. If you have other questions, please direct them to the group and if you are willing to participate on behalf of WGC, please forward the specific information to this group.

Thanks much for all you do!

Sr. Dot

Re: Guest speaker for NEH grant proposal at the University of the Incarnate Word

page 1 of 2

Lonchar, Patricia P

From: Schubnell, Matthias
Sent: Thursday, November 27, 2008 4:20 PM
To: Lonchar, Patricia P
Cc: Connelly, Robert J.
Subject: FW: Guest speaker for NEH grant proposal at the University of the Incarnate Word

Here is Scott Slovic's letter of intent.

Matthias

From: Scott Slovic [mailto:slovic@unr.edu]
Sent: Thu 11/27/2008 4:15 PM
To: Schubnell, Matthias
Subject: Re: Guest speaker for NEH grant proposal at the University of the Incarnate Word

Professor Matthias Schubnell
University of the Incarnate Word

Dear Professor Schubnell:

I appreciate the invitation to participate in the lecture series devoted to water and culture that you and your colleagues at the University of the Incarnate Word are currently organizing, and I wish you all the best in your efforts to receive funding for this project.

I have been working on the general topic of water and culture for many years, writing articles on this subject, editing books and special issues of journals devoted to various aspects of it, and teaching entire courses devoted to desert literature that inevitably emphasize the issue of water resources and the special meaning of water to desert societies. As you know, I have been devoting much of my time in recent years to helping the community of literary scholars in the People's Republic of China to develop a new environmental emphasis, and as a result of my connections with scholars throughout China I have been visiting there frequently during the past several years with another extended stay coming up during the spring of 2009. I also have had a number of research and lecturing visits to such places as Australia and Turkey, where water issues are quite pressing. I would be happy to lecture on any aspect of water and culture that might fill a gap in your proposed series, but if it would help to fill an important gap in your series, I would be happy to speak about water issues in China and the cultural manifestations of these issues. I could also speak more broadly on "water literature" in various parts of the world.

I understand that it might also be helpful if I could send you a reading list of Chinese literature devoted to various aspects of water. Let me do a bit of thinking about this and get back in touch with you soon to suggest some titles.

Please let me know if you have any questions as you're working on the proposal for this upcoming series.

Sincerely,

Scott Slovic,
Professor of Literature and Environment
and Editor, *ISLE: Interdisciplinary Studies in Literature and Environment*
Department of English/0098
University of Nevada, Reno
Reno, NV 895587

12/22/2008

The purpose of the grant is to lay the foundation for more extensive endeavors in the future by enhancing the global perspective of existing courses in the university core curriculum. The longer term purpose is to provide concrete experiences of global citizenship for students.

They are interested in our WGC participation and our connections to Africa. They would like to include an emphasis on water...and the importance of water around the globe as part of the grant proposal. This could fit nicely with your interest and endeavors in Tanzania re: water accessibility.

If you are willing, they would like to include you in the proposal....and be a featured speaker in the program. This means that they need a short bio and an email that states you would be willing to participate in the endeavor. The emphasis on Africa would not be until the 3rd year---2011, so this clearly gives some time.

I have copied this email to the core group working on this. If you have other questions, please direct them to the group and if you are willing to participate on behalf of WGC, please forward the specific information to this group.

Thanks much for all you do!
Sr. Dot

12/22/2008

Appendix E

Brief Résumés of Project Director and Speaker Series Speakers

Project Director: Dr. Matthias Schubnell, UIW Professor of English, earned a B.A. from Bucknell University, a M.A. from the University of Heidelberg and a Ph.D. from the University of Oxford, where he studied as a Rhodes Scholar. He is the author of a critical biography on the Native American writer, N. Scott Momaday, entitled N. Scott Momaday: The Cultural and Literary Background (University of Oklahoma Press, 1985), and the editor of Conversations with N. Scott Momaday (University Press of Mississippi, 1996). He has also served as a guest editor of the American Nature Writing Newsletter. He has published numerous articles on Native American literature and the writings of Willa Cather and is currently working on Walt Whitman's expressionist illustrators in Germany and Belgium. In his composition courses, he focuses on environmental issues, and in his World Literature courses, the emphasis is on eco-critical readings of literary texts. Dr. Schubnell has taught at Bucknell University, Texas Tech University and, since 1989, at the University of the Incarnate Word where he was awarded the Margaret Patrice Slattery Chair of English (2003-2006) and the Moody Professorship (2002-2003). He has served as the Chair of English since 2004 and is a current member of the Board of Directors of the San Antonio Symphony.

Resumes of Speakers participating in Speakers Series:

Year 1:

Dr. Gilberto M. Hinojosa, UIW Professor of History, earned his Ph.D. in History from the University of Texas, Austin, his M.A. in History from St. Mary's University in San Antonio, and his B.A. in Philosophy and Sociology from Our Lady of the Snows. His teaching experience includes a year as a Fulbright Professor at Universidad Autónoma de Nuevo León and 17 years at the University of Texas at San Antonio. His publications include Tejano Origins in Eighteenth-Century San Antonio, co-edited with Gerald E. Poyo, for which he was awarded First Place LaBaña Award. Currently, he is working on two

studies: his “Merchants of Mexiquito” examines mid-twentieth century small business families in the Mexican barrio of Rio Grande Valley, and his “Francisco Yturria, Man for All Peoples” is a biography based on the Yturria Papers housed in the Yturria family collection in Brownsville, Texas. Dr. Hinojosa’s administrative experience includes positions as Dean of Humanities and Fine Arts at the University of Texas at San Antonio (1993-1995), Dean of the College of Arts and Sciences at UIW (1995-1999), and Dean of Graduate Studies and Research at UIW (1999-2004). He currently serves on the Board of the Hispanic Heritage Society, the San Antonio-Mexico Friendship Council, and the Mexican American Cultural Center; in 1988, he served as a member of the Governor’s Texas-Coahuila Historical Commission. Over the years, he has delivered lectures on the Spanish Missions in San Antonio and the various cultural issues associated with these Missions.

Dr. Char Miller, Professor of History at Trinity University in San Antonio, served as chair of Trinity’s History Department from 1998-2004 and has been the Director of Urban Studies since 2001. He was named a *Distinguished Lecturer* for the Organization of American Historians (2007-10), was honored as a *Piper Professor* for teaching excellence in 2002, a state-wide prize awarded by the Minnie Stevens Piper Foundation for excellence in teaching and service to higher education in Texas; in 1997, he was awarded the *Dr. and Mrs. Z. T. Scott Faculty Fellowship for Excellence in Teaching* at Trinity University. He has the M.A. and Ph.D. degrees from Johns Hopkins University. He is a contributing writer of the Texas Observer, and an Associate Editor of Environmental History. Dr. Miller is author of Gifford Pinchot and the Making of Modern Environmentalism (2001) and editor of Fifty Years of the Texas Observer (2004); in 2004, he also published a collection of his essays, Deep in the Heart of San Antonio: Land and Life in South Texas.

Dr. Jimmie Killingsworth, Professor of English and Director of Writing Programs at Texas A&M, received his Ph.D. from the University of Tennessee in 1979 and taught writing, technical communication, rhetoric, and American literature at four universities before taking a position at A&M in 1990. His publications include the scholarly books Whitman's Poetry of the Body: Sexuality, Politics, and

the Text (1989), Ecospoken: Rhetoric and Environmental Politics in America (1992, co-authored with Jackie Palmer, his wife, a specialist in scientific and environmental communication and Senior Lecturer in English at A&M), Signs, Genres, and Communities in Technical Communication (1992, co-authored with Michael Gilbertson), and The Growth of Leaves of Grass: The Organic Tradition in Whitman Studies (1993), and a textbook, Information in Action: A Guide to Technical Communication (Allyn and Bacon, 1996), the second edition co-authored again with Jackie Palmer (Allyn and Bacon, 1999). Killingsworth's latest books are Walt Whitman and the Earth: A Study in Eco-poetics (University of Iowa Press, 2004) and Appeals in Modern Rhetoric: An Ordinary-Language Approach (Southern Illinois University Press, 2005). He is continuing critical study on the rhetoric and poetics of place, as well as pursuing new interests in creative nonfiction, with a special interest on nature writing and memoirs. Currently, he is completing his book Candidates for Epiphany in Nature Writing.

Mary Q. Kelly, Ph.D., and member of the Gardner Law Firm in San Antonio, earned her J.D. from St. Mary's University in San Antonio. Her legal practice areas include Public Law, Water Law, Environmental Law, and Corporate Law. She is the founding chair of the Environmental Law Section for the San Antonio Bar Association and is Past Director of The Texas Water Conservation Association. Her experience includes over 15 years outside general counsel representation of a multi-county groundwater district during a period of considerable controversy over water resource strategies. Her water resource and environmental experience includes property rights and constitutionality issues concerning groundwater regulation, environmental permitting, land use, contaminated soil, Endangered Species Act compliance, and workouts of major environmental bankruptcy claims. Experience includes water rights and endangered species litigation; negotiating and drafting comprehensive water acquisition agreements; Counsel to San Antonio area parties in multi-year regional water strategy negotiations and in related federal and state litigation, including *Sierra Club v. Lujan* and challenge before Texas Supreme Court; worked with regional water leaders to develop legislation to create Edward Aquifer Authority authorized to provide comprehensive water resource management for the Edwards Aquifer region. In the recent past,

she served on the Texas Commission for the Humanities and San Antonio Water System Board of Trustees. Currently, she is a participant in the federally-sponsored Edwards Aquifer Recovery Implementation Program (EARIP) on behalf of Greater San Antonio Chamber of Commerce.

Dr. Ismael Aguilar-Barajas, Professor in the Department of Economics and Coordinator of the Faculty of Economics Research of The Northern Border at Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), has a degree from the University Michoacana and a master's and doctorate from the School of Economics and Political Science, London. His academic work in recent years focused on economic relations, Mexico-United States, the binational management of water between the two countries, and the process of urbanization in the metropolitan area of Monterrey. Combining past experience in the federal government of Mexico and Mexico City government, Dr. Aguilar-Barajas is active in attending symposia on border economics, metropolitan growth and water resources. In 2000, he contributed results of his study of sustainability of the Rio Grande River Basin to Enfoque, a publication of the University of California, San Diego, and to the Texas Center for Policy Studies Report on “Reconciling Economic Development Policy and Water Conservation in the Rio Grande Basin.” In the same year, he was invited by the Southwest Center for Environmental Research and Policy (SCERP), a consortium of 5 US and 5 Mexican universities, to participate in its Binational Water Management Planning Conference; the resulting publication looks at “Opportunities, Costs, Benefits, and Unintended Consequences; Secure and Sustainable Water by 2020.” He was an invited participant to the 4th World Water Forum in 2005 and assisted in the development of the published report on Water Policy Issues of Mexico prepared for that Forum. He serves as Vice-President for Water Economy of Mexico’s National Committee on Irrigation and Drainage and served as the Program Chair for the 2008 Conference on “Western Hemisphere Trade: Facing New Global Challenges,” sponsored by Texas A&M International and Monterrey Tech (ITESM).

Dr. Javier Arjona, Professor of Engineering at UIW (beginning January 2009), holds a Ph.D. in Mechanical Engineering from Rice University in Houston. His experience includes 22 years in industry and teaching, at the University of Monterrey (UDEM) and Monterrey Tech (ITESM). His academic accomplishments include the design and implementation of a unique course for senior design projects, which places students in local companies to solve engineering problems, and incorporates carefully structured mentorship and evaluation. His results were published in the early 90's and are now common practice in programs across Monterrey. In his personal research and development, Dr. Arjona has built multiple prototypes of wind-powered water desalination systems that can be transported by trailer. His system is designed to serve remote areas that have no utilities, or to help provide fresh water for disaster relief. He is active in international associations seeking to mature and distribute this technology.

Year 2:

Dr. Scott Slovic is professor of Literature and Environment and head of the English Department's Graduate Program in Literature and Environment at the University of Nevada, Reno. The author, editor, or co-editor of twelve books, his research specialties include American environmental literature, the relation between narrative discourse and environmental values, autobiography and environmental experience, and environmental rhetoric. He earned his B.A. from Stanford University (1983) and his M.A. and Ph.D. from Brown University (1986, 1990). He was a Fulbright Scholar at the University of Bonn (Germany) in 1986-87 and at the University of Tokyo, Sophia University, and Rikkyo University (Japan) in 1993-94. He has been a faculty member at UNR since 1995, with stints as a visiting professor at Rice University and the University of Queensland (Australia). Scott served as a visiting professor at National Taiwan Normal University in 2004. In addition, he directed the Center for Environmental Arts and Humanities at Nevada from 1995 to 2002 before helping to merge the CEAH with the Center for Environmental Sciences and Engineering to form the Academy for the Environment. His current work focuses on the psychological, philosophical, and rhetorical aspects of environmental literature, extending

the work of his first book, Seeking Awareness in American Nature Writing (U of Utah P, 1992). He recently completed Going Away To Think: Engagement, Retreat, and Ecocritical Responsibility (U of Nevada P, 2008), as well as a book on Yucca Mountain (the proposed nuclear waste repository in southern Nevada) as a place and as a cultural phenomenon. His current book projects include Thinking Like Yucca Mountain: Taking to Heart the Literature of Sustainability, Writing the Cause: Testimonies of Literary Engagement, and Numbers and Nerves: Information and Meaning in a World of Data (with Paul Slovic). Scott was the editor of The American Nature Writing Newsletter from 1992 to 1995, and has served as the editor of ISLE: Interdisciplinary Studies in Literature and Environment since 1995. He has also edited The Credo Series for Milkweed Editions and the Environmental Arts and Humanities Series for the University of Nevada Press.

Dr. David J. Eaton received his Ph.D. in environmental engineering and geography from The Johns Hopkins University. Eaton teaches courses on systems analysis, environmental and energy policy, and nonprofit management in the LBJ School. He has lectured in twenty countries and conducted field research in fifteen nations. Eaton has written on rural water supply, international water resource conflicts, energy management, environmental problems of industries, management of emergency medical services, applications of mathematical programming to resource problems, insurance, and agriculture. His research focuses on sustainable development in international river basins, evaluation of energy and water conservation programs, and prevention of pollution. Eaton's current research concerns U.S.-Mexico environmental cooperation, new methods for evaluation of air pollution emissions, joint management by Palestinians and Israelis of shared groundwater, and water conservation in Texas. Recent publications include co-authored articles on "Changing Policies in the US-Mexico Border Program: Effects on Water, Wastewater and Other Environmental Projects Under the Expanded Border Definition" in EWRI 2005: Impacts of Global Climate Change, 2005 (American Society for Civil Engineers), and "The Short-Term and Long-Term Ramifications of Linkages Involving Natural Resources: The US-Mexico Transboundary Water Case" in Environment and Planning C: Government and Policy (2004). Other recent publications

are the NAFTA Handbook for Water Resource Managers and Engineers, Global Warming and the Kyoto Accord: What Is To Be Done? (edited by Eaton and published by the LBJ School of Public Affairs), and The Impacts of Trade Agreements on State Provincial Laws.

Year 3:

Dr. Patricia Lieveld, Associate Professor in the UIW Feik School of Pharmacy, received her Bachelor of Science degree in Pharmacy from the Arnold and Marie Schwarz College of Pharmacy at Long Island University in Brooklyn, New York. She then completed an American Society of Hospital Pharmacists General Pharmacy Practice Residency at the Mount Sinai Medical Center in New York. Dr. Lieveld received her Doctorate in Pharmacy from the State University of New York at Buffalo and a Masters in Public Health in Epidemiology from Tulane University School of Public Health and Tropical Medicine. Dr. Lieveld currently coordinates the Feik School of Pharmacy's Faculty Development Program. She is involved with the Applied Pharmaceutical Care course and has lectured in a variety of courses including Pathophysiology, Behavioral Pharmacy and Professional Communications, and Disease State Management. Her areas of interest include faculty development, gastroenterology and hepatobiliary therapeutics, cultural competence, and cross-cultural communication. Her experience as a Katrina evacuee inspired her current interest in potable water; this interest is now the focus of her research and work with the issue in Bukoba, Tanzania, which she discussed in her presentation on Women's Empowerment at the Second Cross-Cultural Conference sponsored by the Women's Global Connection in September 2008.

Dr. Sally Baynton, UIW Instructor in English and Director of the Academic Literacy Rhetoric program for entering students with writing deficiencies, has both a D.M. and Ph.D. Her teaching experience includes several years as an adjunct at San Antonio College, part of the Alamo Community College District, where she was recognized as a "Teacher of Excellence." Recent presentations include "The Three Faces of Genocide: Uganda, Kosovo, and Darfur," at the 2007 St. Mary's University President's

Peace Commission on “Genocide in Darfur.” Sally’s summer work in Uganda led her to found and serve as Executive Director of the non-profit *African Ellipsis...Project*. As the project’s website notes, “the Ellipsis Point is a punctuation mark meaning something has been omitted. *African Ellipsis...Project* attempts to put back those things that have been omitted from people’s lives by the harsh reality of war, poverty, malnutrition, and disease.” Water is one of the focus points of this organization and the work that Sally participates in during the summer.

[Note: Information for the content of the above brief resumes came from material submitted by speakers, from their respective university web pages, and from information associated with presentations or articles referenced in this document.]