



NATIONAL LEADERSHIP GRANTS FOR LIBRARIES

Sample Application LG-260257-OLS-26
Project Category: Community-Centered Implementation

Atlanta University Center Robert W. Woodruff Library

Amount awarded by IMLS:	\$99,957
Amount of cost share:	\$0

The Robert W. Woodruff Library of the Atlanta University Center will create the Atlanta University Center Archives Research Center Teaching Faculty Residency. This project will help faculty from Clark Atlanta University, and Spelman College build courses using original archival materials held at the Atlanta University Center Robert W. Woodruff Library. Over two years, faculty will take part in hands-on workshops, a two-week institute, guided visits to cultural institutions, and individualized support from librarians and archivists. They will develop new assignments and course modules that strengthen student research skills and deepen engagement with the histories of the Atlanta University Center communities and the American South. The project will produce openly available teaching resources, a digital assignment portal, and a public symposium. Beneficiaries include faculty, students, community members, and other institutions seeking models for teaching with primary sources.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Atlanta University Center Robert W. Woodruff Library: Archives Research Center Teaching Faculty Residency

INTRODUCTION

The Atlanta University Center Robert W. Woodruff Library (AUC Woodruff Library), an independent, non-profit academic library, in partnership with faculty from Clark Atlanta University, Spelman College, and Morehouse College, seeks \$99,956 over two years from the IMLS National Leadership Grants for Libraries, Community-Centered Implementation Program. The Library's mission is to provide information management, instruction and access to a variety of global information resources acquired and organized in support of teaching and learning, scholarship and cultural preservation of the AUC. In support of this mission, these funds will establish the AUC Archives Research Center Teaching Faculty Residency, an initiative designed to integrate primary sources and archival materials in undergraduate and graduate teaching across three liberal arts colleges and universities.

Expanding upon successful models from the [University of Georgia's Special Collections Libraries program](#) and the [AUC GLAM Center for Collaborative Teaching and Learning's fellowship program](#), the AUC Archives Research Center Teaching Faculty Residency will include immersive faculty engagement with archival collections, structured curriculum development support, and the creation of openly accessible teaching tools that will ensure long-term community benefit. The residency will culminate in a symposium, produce a digital open educational resource, and publish faculty presentations on an open-access digital platform. These digital resources will further enable educators, community organizations, and cultural heritage practitioners to adapt and build upon this model to support broader access and community use of primary resources.

PROJECT JUSTIFICATION

The Need and Opportunity

The AUC Woodruff Library's Archives Research Center (ARC) is a rich and unique archival collection documenting the history of the Atlanta University Center institutions and the broader South, with collections specializing in religion, higher education, business, and the arts. The ARC holds more than 10,000 linear feet of materials and over 400 archival collections, including the *Countee Cullen Harold Jackman Memorial Collection*, the *Joseph Echols and Evelyn Gibson Lowery Collection*, and the papers of southern politicians, Maynard Jackson and Shirley Franklin. These collections preserve the history and culture of the American South through works of art, journals, sermons, photographs, audio, and video materials, and offer rich primary sources for coursework and public learning.

To make these resources actively used rather than passively stored in archival storage rooms, the ARC sustains a student-centered instruction program that serves hundreds of learners annually across K-12, undergraduate, graduate, and community settings. The ARC has seen a 75% increase in instruction requests over the last three years. Through instruction requests, faculty consultations, and post-session feedback, the ARC has identified a recurring need: while instructors value primary sources and recognize their impact on student learning, many lack the time, training, or research capacity to integrate archival materials, particularly lesser-known or underutilized collections, into their syllabi and course assignments in sustained and rigorous ways. Faculty commonly express interest in using and engaging more deeply with the collections, yet face competing responsibilities related to teaching, research, service, and

promotion benchmarks that limit capacity for extended archival investigation and course redesign. Evidence from the field indicates that structured interaction with original sources improves student engagement, research confidence, and analytical skills; the challenge is providing a feasible path for faculty to build that experience into the curriculum. (*Teaching with Primary Sources: Teaching with Archives: A Guide for Archivists, Librarians, and Educators*)

This challenge also presents a significant opportunity. The ARC collections are uniquely positioned to support inquiry-driven learning. The library's central location within a three-campus consortium and its shared academic identity, position it to build on proven primary-source education models and strengthen the library's role in connecting communities to historical resources. With a staff of 14 professionals specializing in archival literacy, digital collections, and outreach, the ARC can offer the structured support that instructors require.

The proposed Teaching Faculty Residency addresses the barriers by providing designated time, collaborative guidance from archivists and community partners, and a clear framework for developing archives-based assignments and courses. The residency will also produce openly accessible digital resources, an assignment portal, replicable modules, and faculty teaching guides, so instructors, students, and community members continue to benefit long after the grant period ends. Faculty outputs will be published in [RADAR](#), the AUC Woodruff Library's open repository, supporting professional benchmarks and discoverability. Collectively, these activities will strengthen collaboration among librarians, archivists, faculty, cultural heritage professionals, and community partners, and expand inclusive approaches to primary-source teaching.

How the Project Builds on Existing Models

The AUC Archives Research Center Teaching Faculty Residency builds on successful models of teaching with primary sources from the [University of Georgia's Special Collections Libraries Fellows Program](#), [TeachArchives.org](#), and the [AUC GLAM Center for Collaborative Teaching and Learning Faculty Fellowship](#). Beyond teaching with primary sources, this program will extend and differ from these in models in the following ways:

1. **Consortium-specific design for small liberal arts faculty with heavy teaching loads:** Tailored to serve as a program across three different institutions, the residency is structured around the schedules of teaching-intensive faculty with limited discretionary time. The cohort will convene for an academic year including a short intensive, with protected blocks of time embedded across the term and aligned with campus calendars.
2. **Embedded open access and digital scholarship outcomes through the AUC Woodruff Library's digital platforms ([RADAR](#), [Pressbooks](#)):** The cohort will produce openly licensed teaching resources (syllabi, assignment design, and assessment rubrics).
3. **Archives-as-laboratory pedagogy with community co-instructors:** The residency shifts archival instruction from one-time visits to a more sustained, hands-on approach. Faculty will participate in a series of practical lab sessions and workshops in which they will work closely with primary sources, focusing on source-critique, data extraction, description, and interpretation.
4. **Digitize for Teaching Queue:** The residency will operate a prioritized digitization queue aligned with the needs of the cohort, including digitizing underutilized primary sources for inclusion in curriculum design and to be featured in the digital platform for greater accessibility and use.

5. **Dedicated research time and presentation opportunities:** The residency will pair faculty participants with archivists and provide private research time in the Archives Research Center to rapidly develop assignments. The culminating symposium will allow faculty to either present their curriculum or share the assessment of their work to a broad community audience.
6. **Accessibility-first OER and inclusive design:** All outputs will meet Web Content Accessibility Guidelines-informed practices (alt text, transcripts, descriptive captions, downloadable templates, plain-language summaries) and include guidance for implementing low-bandwidth alternatives, broadening community and K-12 use beyond campus.
7. **Replication model:** A practical kit (planning guidelines, facilitation templates, sample schedules, and assessment rubrics) will enable adaptation by other institutions; dissemination will occur through consortium partners and professional networks (e.g., Society of American Archivists, HBCU Library Alliance).

Who will Benefit and How

The residency will directly support faculty by providing structured time, mentorship, and practical tools to build unique archives-centered curricula. Students will benefit from deeper engagement with primary sources, opportunities for critical inquiry, and learning experiences that connect historical evidence with lived experience and broader social contexts. Archivists and librarians will gain a documented, scalable model for instruction and a robust suite of open educational resources that streamline future teaching. Community members, educators outside of the AUC consortium, and cultural heritage partners will benefit from openly accessible materials that expand awareness, access, and use of the ARC's collections. The project will strengthen the AUC Woodruff Library's ability to serve as a collaborative, community-centered hub for archival learning and shared knowledge creation.

PROJECT WORK PLAN:

The proposed faculty residency, along with the creation of openly accessible digital teaching resources and associated professional presentations, will directly address the challenges identified in the Project Justification by implementing a scalable and replicable model for integrating primary sources into teaching and learning while fostering community engagement with historical resources. Over the two-year grant period, the AUC Archives Research Center Teaching Faculty Residency will (1) support six AUC faculty in developing archives-centered courses and assignments, (2) create open-access teaching resources and a digital assignment portal, and (3) share the residency model for adoption or adaptation by peer institutions. The following work plan outlines the major activities, responsible personnel, timeline, and expected deliverables.

Project Governance and Staffing

Project Oversight:

- Dr. Kimberley Bugg, Director and CEO of the AUC Woodruff Library.

Co-Principal Investigators:

- Tiffany Atwater Lee, Head of Research Services, Leads the Program Team, curriculum development, and assessment.

- Sarah Tanner, Director of the Archives Research Center, Provides overall project management and oversees reporting.

Program Team:

To build a collaborative model and integrate expert experience across institutions and internal library departments, the Co-PIs will develop a Program Team to assist in implementing project goals. The project team will include selected specialists from the existing staff of the AUC Woodruff Library, faculty instructional support staff from the AUC member institutions, and community partners.

The Project Team Members:

- Tiffany Atwater, Head of Research Services, Archives Research Center, will serve as the chair of the Program Team.
- Thomas Jackson, Research and Reference Services, Team Lead will serve as an information literacy expert, faculty liaison, and research and scholarly resources specialist
- AUC Woodruff Library Assistant Director for Public Service & Academic Engagement will serve as our information literacy expert and academic integration specialist
- Brad Ost, Scholarly Communication Team Lead, will serve as OER and open access support
- G.L.A.M Education Curator from the AUC Archives Research Center, will serve as one-on-one research support, art collections, and object-based learning pedagogy specialist
- Christiana McClain, Lead Archivist, Clark Atlanta University, from the AUC Archives Research Center, will serve as one-on-one research support and archival collections expert
- Jessica Leming, Digital Curation Librarian, will serve as digitization and digital resources support, and digital curation specialist
- Charmayne Patterson, Associate Provost for Faculty Success and Director of the CITLE (Center for Innovative Teaching, Learning and Engagement, will serve as a faculty engagement specialist

Responsibilities:

- Finalize and disseminate the faculty application,
- Develop a selection rubric for residency participants,
- Review of applications,
- Develop residency curricula,
- Coordinate workshops and field experiences,
- Provide one-on-one faculty support,
- Oversee OER development and digital publishing in RADAR

Cross-Institutional Leadership Group (Advisory and quality control):

A qualified team of experts in faculty development, digitization, open access publishing, and education will act in a support and advisory role in curriculum development.

- Representatives from the Archives Research Center, AUC Woodruff Library Administration, Clark Atlanta University Faculty Success, Morehouse Center for Excellence in Education, Spelman College TRRC, University of Georgia faculty fellowship advisor.
 - Charmayne Patterson- Associate Professor, Faculty Success CAU

- Morehouse Center for Excellence in Education
- Dr. Lisa Hibbard- Director of Teaching Research and Research Center (TRRC) Spelman College

Project Consultant: Jill Severn, Access and Outreach Archivist, and Program Coordinator for the University of Georgia's Special Collections Libraries Fellows program, will serve as a community partner and facilitator for the community model.

Key Activities:

The participants will attend workshops and events, and have access to expert consultations designed to support their work in developing archive-based instructional materials. These would include the following:

- **ARC Residency Institute (May 11-21, 2027):** A two-week institute during which the participants will participate in discussions, demonstrations, and opportunities to test drive approaches and techniques. Participants will engage with program leadership and subject specialists on teaching pedagogy, instructional design, experiential learning, and dedicated research time with archival materials.
 - **Foundational Workshops (May 11-14, 2027):** A series of hands-on workshops covering:
 - Archival and primary source literacy
 - Assignment and syllabus design grounded in archival inquiry
 - Reparative/ethical description
 - Active/experiential learning techniques
 - OER production
- **Guided Field Trips (March 2027-September 2027):** Nine planned site visits to cultural heritage institutions across Atlanta. Cohort participants will be asked to attend seven out of the nine field trips.
- **Individual Conferences and Independent Work (May 17, 2027-Ongoing):** Participants will engage in one-on-one sessions with archivists and librarians to identify relevant collection materials, refine assignment design, and integrate digitized content into course design.
- **Implementation Support (Ongoing):** The Program Team will provide ongoing consultations as faculty implement their projects in live courses and prepare final deliverables.
- **Public Symposium (Spring 2028):** Participants will present outcomes, discuss instructional challenges, and share student learning results with community members, faculty, and regional cultural heritage professionals.
- **OER Publication (Summer 2028):** Assignments, modules, teaching guides, and presentations will be published on the AUC Woodruff Library's institutional repository (RADAR), the newly developed Educational Resources Site.
- **Presentation at national conferences (Summer 2028):** The Program Team will present about the development of the residency and programmatic successes and opportunities, as well as promote the module and learning resources at local and national conferences.
- **Replication Kit Development (August 2028):** A publicly available set of planning tools, templates, and rubrics enabling other institutions, with a focus on small liberal arts colleges, to adopt or adapt the residency model.

- **Evaluation and Impact (May 2027 and May 2028):** The Program Team will evaluate the outcomes of the residency using: faculty pre/post surveys, participation metrics (attendance at workshops, field trips, and the symposium), and qualitative reflections from faculty participants. Data will be collected at the end of the institute and summarized in a report.

Timeline of Activities:

Project Dates: September 2026 – September 2028

Year One (September 2026-September 2027):

Months 1-7: September 2026- March 2027: Program Launch, planning, and residency selection

- Program Team Development
- Project Launch and Cohort Selection
 - Finalize and Release Application. The PI and program team will finalize the faculty application and distribute it across the AUC institutions (Clark Atlanta University, Morehouse College, Spelman College).
 - Marketing and outreach. The AUC Woodruff Library communications team will promote the residency through campus networks.
 - Application Review
 - Application opens: October 5, 2026
 - Deadline to apply: December 7, 2026
 - The Program Team will score applications using a standardized rubric. Up to six faculty members will be selected.
 - Notification: Selected participants will be notified in January 2027 and confirm their participation.
- First faculty survey dispersed
- Curriculum and Workshop Development (September 2026-March 2027):
 - Establish Cross-Institutional Leadership Group
 - Confirm facilitators and finalize the two-week institute schedule.
 - Schedule nine field trips/ confirm logistics and accessibility needs.
 - Field trips will include:
 - CAU Museum of Fine Art [March]
 - Spelman Museum of Fine Art [March]
 - National Center for Civil and Human Rights [April]
 - Library Alliance/ HBCU Digital Trust Digital Collection [May]
 - Auburn Ave. Research Library [June]
 - For Keeps Books [June]
 - Stuart Rose Manuscript Library, Emory University [July]
 - Georgia State University Archives [August]
 - Atlanta History Center [September]
- Resident Orientation (February 2027): Evening session with introductions, program overview, financial logistics, and a guided tour of the Archives Research Center.
- Establish monthly cohort meeting schedule

- Stipend tranche #1: First stipend will be disbursed after the completion of the Resident Orientation.

Months 7-12: April 2027 – September 2027: Training, cohort support and engagement

The selected faculty participants will begin meeting monthly in a lead-up to the two-week long, institute. Participants will familiarize themselves with cultural institutions of memory throughout the city of Atlanta that share a similar collecting scope to the AUC Woodruff Library. This will allow for exploration of how archival materials interact across institutions. Extensive training with various subject specialists will begin in May 2027 and will focus on training and preparation of faculty to use archival materials and primary sources as tools for learning, by:

- Continue monthly cohort meetings
- Begin nine guided site visits (March 2027-September 2027)
- Two-Week Intensive Institute (May 11-21, 2027)
 - Week 1: Instructional Workshops
 - Week 2: Consultations, group work, direct research with archival collections
- Assignment and Course Development (May 2027-January 2028)
 - Faculty design or revise assignments, modules, or full syllabi based on AUC archival collections.
 - One-on-one consultations for material selection, digitization requests, and instructional design.
- Implementation of assignments in the classroom begins
- Begin digitize-for-teaching queue: digitize primary source materials for inclusion in assignments and training modules.
- Stipend tranche #2: Second stipend is disbursed at the conclusion of the two-week institute

Year Two (September 2027-September 2028):

Months 13-18: October 2027 – March 2028: Implementation and OER Build

At the one-year mark, a survey will be administered to the cohort to assess their familiarity and ease of use of archive materials within their curriculum. Planning and development of the digital product/assignment portal will begin with the vendor, Applied Imagination, and cohort members will begin uploading their work/projects into this portal. The Program Team will plan and finalize logistics for a Teaching with Primary Sources one-day symposium, to be held at the AUC Woodruff Library. This symposium will be part of the required training for the cohort but will also be open to other members of the AUC community and scholars around the region

- Mid-Project Assessment (faculty progress, barriers, early outcomes)
 - Collect data on faculty progress, archival use confidence, and preliminary teaching outcomes.
- Digital Products/ Assignment Portal Development
 - Platform is built by AUC Woodruff Library vendor, Applied Imagination
 - Faculty begin uploading assignments, sample student instructions, and teaching guides.
- Final Field Trips
- Symposium Planning and Marketing

- Confirm date, location, and keynote speaker.
- Begin marketing to AUC faculty, regional educators, and community partners.
- Stipend Tranche #3: upon submission of draft OER package

Months 19-24: April 2028 – September 2028: Launch, share, and program assessment

The final outcomes of the project include the symposium, unveiling of the digital product, and program assessment. The symposium will serve as a launchpad for faculty report on their work. Consideration will be given to inviting guests beyond the AUC, including staff from other local museums. The program leadership team will be responsible for planning and executing the symposium. A nationally known expert in experimental learning, [Robin M. Katz](#) will be the keynote. By the end of month 18, participants will have completed their project and taught their new course or be actively planning for the following semester and completed the final evaluation survey.

- Public Symposium (April 2028)
 - Faculty present their work publicly.
 - Event held in person or virtually, with invitations extended to local archives, museums, and educators.
- OER Launch
 - Digital resources published on RADAR and AUC Educational Resources site.
 - Replication Kit released for external adoption.
- Final Evaluation (May-June 2028)
 - Collect faculty evaluations, student learning data, workshop feedback, and symposium metrics.
 - Prepare and submit the final report to IMLS.
- Stipend tranche #4: After completion of deliverables and symposium presentation

PROJECT RESULTS

The AUC Archives Research Center Teaching Faculty Residency will produce a set of significant measurable results that advance pedagogy, expand access to primary sources, and strengthen the instructional capacity of faculty across the Atlanta University Center. These results reflect the IMLS National Leadership Grants for Libraries goals of generating knowledge, creating scalable models, and expanding community-center access to library and archival resources.

Deliverables:

By the end of the two-year project, the AUC Woodruff Library will produce:

- A completed residency with six faculty from three Atlanta University Center Institutions.
- A suite of openly accessible OER teaching materials, including:
 - Educational Resources digital site
 - Assignment templates
 - Instructional guides
- Digitized archival material that is aligned with faculty projects and supports the curriculum.
- Teaching with Primary Source Symposium (public program)
- A replicable residency model

- Professional presentations at regional and national conferences
- Publication of residency outputs in RADAR

Outcomes:

- **Increased Faculty Capacity to Teach with Primary Sources:** By the end of the project, six participating faculty will demonstrate increased confidence, skill, and experience in using archival collections as central components of their teaching. Specific results will include:
 - Six faculty completing an intensive year-long training and development residency.
 - New or substantially revised courses or assignments integrating primary sources from the AUC Archives Research Center.
 - Documented pedagogical strategies for teaching with primary sources, adaptable across disciplines and instructional levels.
 - Evidence of professional development, including artifacts suitable for promotion, tenure, or annual review (e.g., syllabus redesigns, documented learning materials, digital publications).
 - These results will directly support long-term curricular change, enriching the academic experience across three AUC campuses.
- **Enhanced Student Learning and Engagement:** Through new course materials created by residency participants, students at Clark Atlanta University, Morehouse College, and Spelman College will experience deeper and more active engagement with archival materials. Expected outcomes include:
 - Expanded opportunities for students to work with original primary sources.
 - Strengthened critical thinking, source analysis, and information literacy skills.
 - Increased exposure to the histories of the American South, and global diasporas through direct interaction with primary evidence.
 - Greater student awareness of the role of libraries, archives, and cultural heritage institutions in preserving and interpreting historical records.
- **Open Educational Resources (OER) Supporting Long-Term Access and Use:** A central output of the project will be a suite of openly accessible digital teaching resources designed for broad adoption and reuse.
- **Strengthened Community Engagement with Cultural Heritage Materials:** The project will deepen community connections through field trips, public programming, and a culminating symposium.
- **A Replicable Residency Model:** A key contribution of this project will be the development of a replication kit that will enable other colleges, universities, and community-centered libraries to adopt or adapt the residency model. This kit will include:
 - Planning templates
 - Recruitment materials
 - Workshop agendas and facilitation guides
 - Assessment tools and rubrics
 - Sample syllabi and assignments
 - Recommendations for staffing, partnerships, and project pacing
- **Contributions to the National Field of Archival Teaching and Library Practice:** Through conference presentations, publications, and resource sharing, the project will contribute new

knowledge and practice to the national library and archives community, via the Society of Georgia Archives Annual Meeting and Rare Books and Manuscripts Section (RBMS of the Association of College and Research Libraries (ACRL).

SCHEDULE OF COMPLETION

Year One	Activity	Start and End Dates
Year 1	Creation of Application	September 21, 2026
	Marketing and Promotion of Residency	Oct. 5 th – Dec. 7, 2026
	Creation of a selection rubric	September 28, 2026
	Creation of Program Instruction Team	Sept. 7-Sept. 30, 2026
	Outreach to Cross-Institutional Leadership Team	Sept. 7 – Nov. 2, 2026
	Planning of Welcome and Orientation Kick-Off Meeting	Nov. 2-Nov. 16, 2026
	Intensive Archive Workshop Planning	Oct. 12, 2026- Mar. 1, 2027
	Creation of Assessment Models for program	Oct. 5- December 7, 2027
	Application Review and selection of participants	Dec. 8, 2026 – Jan. 19, 2027
	Supplementary Field Trip planning	Oct. 12, 2026 – Feb. 8, 2027
	Participants Acceptance Letters sent	Jan. 25, 2027
	Welcome- Orientation Kick-Off Meeting	Feb. 22, 2027
	Monthly meetings cadence for faculty participants scheduled	April 2027-May 2028
	Two-week Archives Institute	May 11-21, 2027
	Participant Project Consultations	May 17-21, 2027
	Supplementary Archive Field Trip cont.	March 2027-Sept. 2027
	Assessment of Intensive Workshop	May 20, 2027
Year Two	Activity	Start and End Dates
	Assessment of projects/class incorporation	Nov. 8, 2027- March 2028
	Planning and development of digital product with Applied Imagination	June 2027-March 2028

	Training for participants upload to digital product	Feb. 2028
	Supplementary Archive Field Trips cont.	Sept. 2027-December 2027
	Planning and Development of symposium and digital product launch	Oct. 2027- March 2028
	Marketing for symposium and digital product launch	Jan. 2028-Mar. 2028
	Selection of a keynote speaker for the symposium	February 2028
	Culminating symposium	April 2028
	Digital product launch	April 2028
	Participants overall assessment of residency	April 2028-June 2028
	Publication of the overall deliverables and outcomes from residency	May 2028 – Aug. 2028