Short Title	Investigate the history of Vanport
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4. Please briefly describe your idea	Vanport, Oregon was the most racially diverse city in Oregon's history. It was flooded by the Columbia River in 1948. This project will re-build it by creating a visually stimulating, carefully researched, 3D model asset library—a living project that will grow over time. The intent of this application is for funding and support to investigate the history of Vanport, Oregon. The participants (students, faculty, and community members) will research, design, and create a virtual map of Vanport. This will be a cultural memory activation project that uses immersive technology (3D modeling, virtual reality, augmented reality) to recreate a virtual version of Vanport, Oregon. The design and work will be informed by an interdisciplinary approach intended to empower the histories of people who lived in Vanport and will reflect on issues of race, socio-economic circumstances and the detrimental issues with power structures that continue to exist.
5. Indicate the strategic priority that this project supports. (Check all that apply)	Excellence in Teaching and Learning Diversity, Equity & Inclusion
6. How does your idea support the College's strategic priorities?	This project aligns with Excellence in Teaching and Learning because the project is intended to focus on innovation and clear learning outcomes. The learning environment for this project will be a part of an existing course called ART-121 "Digital Tools". Students will work with the instructor to research Vanport and determine how the city should be designed and what resources and components can be added to this virtual city. The project will be initiated within the context of this existing class. Another component of the grant funding will be in support of a one-credit special topics course for advanced DMC students. The special topics course will offer DMC students and opportunity to dive deeper into building "3D modeled/ virtual spaces" using the Unreal software platform. This innovative class will provide students with a deeper understanding of how the digital tools they use in their classes can be used to design and reflect history. Vanport is relevant and has received much more media attention in the last several years than it did in 1948 when it flooded. Resources that might be used as a starting point include: · An excellent OPB documentary, https://www.pbs.org/video/oregon-experience-vanport/ · Vanport Mosaic - https://www.vanportmosaic.org/ Memory Activism platform to amplify silenced histories. Students and faculty will collaborate on this project both inside and outside of the physical classroom. Field trips and digital exploration will take students and faculty to Vanport with the intent of learning more about our history. This project also aligns with Diversity, Equity, and Inclusion. Racism and unfair housing practice in Oregon are at the roots of the Vanport settlement. The story of the Albina neighborhood in North Portland picks up where Vanport leaves off and the unfair practices like red lining systematically removed wealth and worked to physically divide and even remove our resilient Black community. This project will serve to teach students and the community about Oregon's racist history and will center the experiences of the oppressed.
7. What contribution would this project make to the Diversity, Equity, and	Please see the information described above.

	Inclusion Strategic Plan? How does it contribute?	Additionally, key goals of this project are listed below. The intent of the project is to create and support instructional materials, resources, spaces, and environments that promote equitable and inclusive teaching and learning - Use immersive technology to accomplish to create a 3D virtual Vanport. - Design high quality 3D model asset: Working from photographs or drawings buildings, vehicles, people, and objects will be built, sculpted, given material textures and color, rigged for animation, and optimized for efficient rendering using free software, Blender. - Use the power of immersive technology to tell a fascinating, under-told story of a city built and destroyed within 5 years, that housed about 100,000 people from all 48 states. - Introduce students to asset libraries that include information about Urban Housing, Human Migration, Project management, government sources and oral histories - Immersive technology offers an equitable means of learning. The barriers for entry into this technology are low. Software is free to use but takes dedication, community, and purpose to learn.
8.	**What problem, need or gap in service will be addressed? What evidence is readily available to illustrate the need or support the goal(s) of the project? Please include links to data sources if known.**	- Funding is needed for development of the assignment(s)/ project as well as the design of the one-credit special topics course. - This funding will allow for an educational focus on historical omissions which include gaps in knowledge of local history and its connection to today's headlines. Knowledge can be gained quickly using high quality, accurate 3D environments. - The history of oppressed groups of people in the northwest has too often been silenced or sidelined. Their lived experiences are valuable, should be preserved, and shared. We need to carefully examine how different groups of people have been excluded and abused in the past if we are to chart an equitable future. - To correct these omissions, students will create these high-quality visual aids and consider these complex issues. These assets can be shared with other instructors at CCC (Clackamas Community College) as well as local high school instructors.
9.	**What is the benefit of this project (e.g. revenue potential, impact on student enrollment, retention, completion, etc.)?**	- This project addresses relevant issues of race and fair housing in a head on way that aims to inform and immerse students in environments that might otherwise be difficult to imagine without a lot of careful study. - This project has the potential to sustain and grow. Participation in an ongoing, meaningful project like this has the potential to support and increase enrollment, retention, and completion. - Increase knowledge about Vanport and spark interest in local history. - Increase student skills in 3D modeling technology
10.	**What activities will be proposed in the project?**	- Research - A focus on primary source material to hone level of detail / accuracy: Guest speakers: Oral Histories, Field trips: Vanport items still are found on the site. - Building 3D asset library: Textures, Building models of the architecture, Household item collections, vehicles, furniture, wardrobe, books, posters, advertising. The cottonwood fluff floating around in the air.

	- Showcasing asset libraries in a 3D environment of places of/from local history that have been lost or otherwise drastically transformed. This might be in the form of an open world type of game, allowing the player to explore where they wish in the world. A variety of maps could be created to look at various time periods (i.e., before, during and after the flood) - Live streaming events, Tutorials, "Making of..." Videos. Encourage teaching, sharing techniques, stories, and concepts. - Documentation: Clear, organized, accessible documentation of who created our assets. Build a lasting and living credits roll for the project.
11. Identify stakeholders who will be involved in the project planning or delivery.	- DMC program - Art Department
12. How do you think success could be measured for this project?	- Robust, historically accurate 3D Assets used in a diverse range of projects that line up with our core values. - Raised awareness of cultural memory - interest in new projects, amplifying other related stories. - Increased community awareness of current capability of 3D Immersive technology—expand enrollment to DMC program. Range of employment opportunities are expanding in this field from Architectural visualization, Game Design, product design, education, science visualization - Potentially: an increase in the number of students of color graduating from Art department/ DMC program.
13. Describe the investment (time, funds, etc.) that would probably be needed to get this project off the ground.	I have invested a good deal of time into learning the software. I have a lot more to learn. - For the Special Topics 1 credit DMC course (1 credit class @ 11 weeks= 11 hours x $40.85 = $448.35 11 hours x $68.07 = $748.78 The cost with the operating expenses would be an additional $748.78 x .39915 = $298.88) The total cost to create this course and teach this course is **$1,497.01** - Development to revise Digital Tools assignments. 10 hours @ 40.85 = **$408.50** - Development time to research primary source material and meet with experts in the fields. Learn new software and hardware 60 hours @ 40.85 = **2451.00** - Guest speakers / Filed trips **$650.** - Equipment; Professional level 3d scanner **$5,000** **Total: 10,006.51**
14. Have you identified a grant or other funding source to help cover related expenses?	Yes

15. If yes to 14, please provide more information about the grant or other funding source.	Unreal Engine https://www.unrealengine.com/en-US/megagrants : I have identified that they have grants for students and institutions for projects using Unreal Engine a major industry standard in the Gaming industry.
16. Beyond the start-up costs, is additional or ongoing funding required to maintain this project in the future? If so, please describe the costs (amounts, frequency, etc.) as well as if you have identified sources for ongoing funding.	For this project to sustain and expand it will need ongoing development funds and administrative support. I have not secured any funding yet, but Unreal Engine offers grants. (See above)
17. What level of urgency best fits your idea?	Immediate, needs to be explored within the next 1-3 months
18. If you answered "other" in question 17, please describe.	
19. Please include additional information you would like to share:	We live in a time of deepening housing crisis and massive youth led protests for racial equality and a re-examining of our systems of power. We can all learn from the success and failures of Vanport if we accurately tell the story. This is an opportunity to use digital tools/ software/ virtual reality to engage our students and community in a conversation about diversity, equity, and inclusion in Oregon.
20. Please share any questions you have for the Innovation Team:	None currently.

Survey for this Innovation Fund request: https://forms.gle/UvZcuwhg29HV63wB6