Executive Summary

Guilford College, with start-up support from the Andrew W. Mellon Foundation, has made significant progress towards a unified vision (Digital Directions) for interdisciplinary courses and programs, associated innovative learning spaces, and process-based community interaction. Hege Library’s Community driven strategic plan calls for a new vision for the library. As a result, Hege Library is being skillfully transformed into an Academic Commons with a Teaching, Learning, and Research Collaboratory to enhance interdisciplinary, collaborative pedagogy and scholarship across the liberal arts curriculum at Guilford. Suzanne Bartels (Mellon Grant PI), Director of Library Services and Instructional Technology, has successfully brought together professional IT staff, librarians, and faculty to the Library to discuss and work towards its future leadership role in innovative digital scholarship, research, and teaching. The Steering Committee on “Digital Directions for Arts and Humanities” has momentum and is effectively working toward and supporting Hege Library’s strategic plan and Guilford’s Strategic Priorities.

Guilford’s southern Quaker roots and its commitment to social justice make it a unique institution among schools of similar size in the liberal arts, both peer and aspirational. Most importantly, and key to its current success is a clear sense of community (often expressed on campus through statements beginning with “We decided …”) and shared values centered around fruitful interdisciplinary collaboration. Faculty, students, and staff related to us that shared participation and engagement with many aspects of campus life is a hallmark of campus life.

Key Strengths

I. Inter/Multi-disciplinary Experiences & Collaboration: A wide range of inter/multi-disciplinary experiences and the underlying collaborative community model that produces them are strengths Guilford brings to digital pedagogy and scholarship.

Recommendation: We recommend emphasizing the commitment to social justice and the processes that propel Guilford’s sense of community as the future Mellon proposal is developed.

II. Library & IT Professionals: Guilford’s Hege Library and Instructional Technology professionals are collaborative, engaged, and creative.

Recommendation: We recommend that Hege Library continue building new digital collections and forging more mutually beneficial relationships across campus and with regional liberal arts colleges and local R1 institutions.

III. Campus-Wide Scholarly Connections: Genuine and productive relationships exist between the Library and leadership of the Bonner Program and Summer Research Scholars Program.

Recommendation: Provide formal ways of recognizing these relationships through the Annual Review and Promotion and Tenure processes.

Challenges

I. Competing Priorities: The plans underway to create a centralized learning experience center in King Hall, adjacent to Hege Library, do not necessarily include connections to the spaces in Hege where many of the learning experiences will take place and learning outcomes created. Faculty Leadership of centralized learning experiences may connect to and take advantage of the innovative learning spaces in Hege Library - Academic Commons and especially the Teaching, Learning, and Research Collaboratory.
Recommendations:
  a. Create formal, bricks and mortar connections through physical structure and/or
     programs between the innovative work-spaces in Hege Library’s (process-based activity)
     Academic Commons and Teaching, Learning, and Research Collaboratory and the
     centralized learning experience center (polished outcomes).

  b. Continue efforts to meaningfully engage the directors of the Principled Problem
     Solving (PPS) program in the Digital Directions proposal.

II. Communication From Senior Administration: Maintain continued campus communication from
senior level administrators (VPAA & President) such that the activities and efforts of Digital Directions
are a priority and are directly connected to Guilford’s strategic plans.

  Recommendations:
  a. VPAA Beth Rushing meet monthly with Suzanne Bartels (Mellon Grant PI) as to the
      recent developments among project participants and partners.

III. Public On-line Showcase: Faculty and student collaborations are ubiquitous, but are not in a
centralized public-facing location.

  Recommendations:
  a. Provide students and faculty with a searchable online archive/exhibit/showcase of
     examples of honors projects, summer research projects, and innovative courses.
  b. Review and harvest data for Mellon proposal from the detailed survey report,
     interviews, and focus session analyses from the SRSP project on “Sense of Community at
     Guilford” led by Krista Kraven.

Current Goals

I. Space and Infrastructure: Library space renovations and building of technology infrastructure to
support the ideas generated in Guilford’s digital pedagogy and scholarship directions.

  Recommendations:
  a. Plan for a few high-end digital computing technologies (ex: computer with complete
     multimedia design software suites; specialized software for multimedia editing, 3D
     modeling, and 3D printing etc.) and to build in the capacity to replace this equipment and
     software every 2-3 years.
  b. Continue developing Guilford’s unique strengths in team teaching in collaboration
     with the Hege Library Research and Educational Services (RES) librarians.
  c. Increase the scale of public computing and classroom spaces to meet the demands of
     coursework as digital pedagogy projects grow on campus.
  d. Hire academic technologists and blended librarians to support the digital pedagogy and
     research planned. Plan to build incrementally to support digital scholarship activities.

II. Campus Connections: Genuine and productive relationships exist between the library and faculty
members of the Bonner Program and Summer Research Scholars program.

III. Professional Development: Guilford has already been supporting local opportunities for workshops
and participation in collaborative teams.

  Recommendations:
  a. Plan for consultation with experts to fill gaps until resident knowledge is fully able to
     support multimodal presentations, and necessary technologies are in place
b. Build campus communication through the “Idea Incubator” in Hege Library.
c. Continue to reward team-taught interdisciplinary courses.
d. Continue to leverage professional opportunities for team-based projects and conference presentations.

IV. Programs: Increase connections to existing Summer Research Scholars Program and the Bonner Center and develop the unique aspects that originate from the Mellon Digital Directions efforts.

Recommendations:
- a. Increase participation and resources for the Summer Research Scholars Program and the Bonner Center community-based learning experiences.
- b. Create an ongoing and archived discussion program through the Ideas Dreams Edifications and Aspirations (IDEA) Incubator.

V. Projects: Guilford received two ambitious and innovative course proposals for the upcoming year led by Eric Mortensen and Alfonson Abad Mancheno (Appendix B).

Recommendations:
- a. Silk Road Course: We suggest that this course serve as a pilot model for a research center at Guilford combining team-taught interdisciplinary courses with study abroad research experiences.
- b. Spanish Speakers of Greensboro Course: We suggest that he consider having students prepare educational materials for the local schools from this project.
- c. Guilford Review: Decide upon and set in place the project management that will ensure an expected frequency of publishing.
- d. Center for Creative & Community Storytelling: Form a Center for Digital Storytelling that includes off-campus community members would directly connect digital initiatives work to community and social justice projects that are integral to Guilford College.
- e. Creative Time: Explore the potential of a Center for Creative & Community Storytelling as being part physical and part online, borrowing from the Creative Time model might address many of Guilford’s goals and strengths

VI. Inter-institutional collaborations:

Recommendations:
- a. We recommend researching the potential of sharing a CLIR post-doc across regional campuses.
- b. We recommend that the Guilford Digital Directions Steering Committee guide the collaborative writing of a research paper each year to document the activities and models developed as a result of the Mellon Award.
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Overview

I. Guilford Activities and Accomplishments

Hege Library’s community driven strategic plan, with support from the members of Guilford College’s Steering Committee on “Digital Directions for the Arts and Humanities,” has led to a unified vision for interdisciplinary courses and programs, associated innovative learning spaces, and process based community interactions. The transformation of Hege Library into an Academic Commons with associated Teaching, Learning, and Research Collaboratory to meet programmatic and spatial needs of interdisciplinary, collaborative pedagogy and scholarship is a model that can be shared more broadly across the liberal arts. Foundational research and alignment of current initiatives relative to Guilford’s strengths (ARCL, CIC consortium, and funded LSTA Planning Grant), site visits (to/from Davidson, Dickinson, Hamilton, & Occidental Colleges), and comparison of existing models of digital pedagogy and scholarship in the liberal arts (multiple professional development opportunities locally and at conferences: at Bucknell and at Hamilton’s ILiADS, for example) all point out the thoroughness with which Guilford is positioned to meet digital pedagogy goals. Suzanne Bartels, Director of Library Services and Instructional Technology (Mellon Grant PI), has generated a rich collaborative environment for discussion of how the library may best evolve to meet teaching, learning, and research needs at Guilford College. The invested participation of the faculty, administrative professionals, and students we witnessed during our site visit is clearly the result of many conversations in which individuals understand that their voices and ideas were heard and will be taken into account.

II. Key Strengths

Guilford’s Quaker origins and sense of community participation in activities and governance demonstrate an interesting and unique approach to teaching, learning, and research. Social justice was a key component of almost every teaching and research model described in our conversations. The natural inclination and commitment to social justice is a key strength Guilford brings to digital initiatives. How might digital initiatives facilitate and promote social justice?

Faculty, professional staff, and students all told us about their sense of community. Guilford’s “sense of community” was evident in how individuals from all constituencies described their interactions with others. Phrases such as, “We decided” and “who else needs to be part of the conversation” were common in our discussions on campus. We learned that Guilford’s community invests in building consensus on process and values in courses, research projects, and community activities. The honors students we met with during lunch emphasized an even greater need for “common knowledge about” and “access to examples of” typical honors projects as an expected aspect of campus community. All of this left us with a sense of a collaboratively operating community that values transparency and expects broad participation in all aspects of campus life.

Faculty described their investment in ‘real interdisciplinary team teaching’ in which all instructors are involved in all aspects of the course or research project but bring their own disciplinary lens to the methods of inquiry about content. The dedication to interdisciplinary and collaborative models inherent in these efforts was evidenced in student descriptions of the breadth and depth of work they experienced. One example of this was found in a student’s description of her work in an SRSP sustainable food program project. She explained the structure of the ongoing project that began in summer, 2015:

“’Four faculty and six students’ worked on this sustainable food program project. Their research indicated that Greensboro experiences greater food hardships than Detroit even though
Greensboro is much smaller. The project team decided that Guilford could do something about this! Addressing the issues to explore solutions required three subcommittees: Committee 1. focused on curriculum in terms of what educational resources exist and what might be added (sustainable agriculture - community justice - food deserts); Committee 2. worked on community outreach using the example of the Guilford farm and how the farm might be used in teaching and outreach efforts. Included in this outreach was the idea for ‘skills courses’ to teach the basics of sustainability such as canning & preserving produce food in a sustainable way; finally, Committee 3. tackled research on food hardship and food insecurity and how Guilford might integrate understanding of these issues more broadly in the community.”

These experiences and the underlying collaborative community model that produces them are strengths Guilford brings to digital pedagogy and scholarship.

**Recommendation(s):** We recommend emphasizing the commitment to social justice and the processes that engineer Guilford’s sense of community in developing your Mellon proposal. Perhaps the unique contribution Guilford will make is *illumination of the process of collaboration* in teaching, learning, and research. Using language such as the kind overheard during our visit, i.e. that of “Knowledge Community,” might illustrate the digital transformations now critical for LACs and, at the same time, would record our perspective on utility of these tools.

Guilford’s Hege Library and Instructional Technology professionals are collaborative, engaged, and creative. *Authentic collaboration* is essential to the development and sustainability of learning enriched programs and learning spaces. These are significant strengths in developing digital initiatives on campus. Although traditional library practices are, and will continue, to be relied upon, Guilford’s digital library and information technology practices are evolving in anticipation of growing support needs on campus for digital pedagogy and scholarship. With Suzanne Bartel’s collaborative leadership, Gwen Ericson’s creativity, Elizabeth Wade’s focus on access, and the learning design skills of RES, Guilford is building digital collections without increasing staff and is also forging mutually beneficial relationships with regional R1 institutions. Equally important are the logical technology decisions already in process to leverage scalable, consortium-priced technology platforms (ex: Shared Shelf) to meet most of the campus wide needs for data curating and, ultimately, to position faculty/student scholarship for eventual digital preservation.

**III. Challenges**

There are a few campus connections that seemed ambiguous during our visit. The plans underway to create a centralized learning experiences center in King Hall, adjacent to Hege Library, did not include connections to the learning experience spaces in Hege Library. It was also obvious that some people with whom we interacted were not quite sure about their roles in the digital directions proposal. As is the case with all small liberal arts institutions, our ability to experiment with and to scale digital technologies is limited. These limitations can be minimized with wise allocation of resources in direct response to faculty/student expressed needs. Creatively leveraging regional opportunities and making well informed and pilot-tested decisions about technology platforms and workflows can mitigate the perception of enterprise level technology resources. Guilford’s challenges are already being met, but we suggest that more connections need to be developed between programs, academic centers, and between campus spaces.

**Recommendation(s):**
- Maintain campus communication from senior level administrators (VPAA & President) such that the activities and efforts of *Digital Directions* are a priority and are directly connected to Guilford’s strategic plans.
Create an online archive/exhibit/showcase of examples of honors projects, summer research projects, and innovative courses as outlined by students and faculty during our visit. Several described this as an ongoing and frequently updated searchable database. It was envisioned as serving multiple purposes ranging from helping a potential honors student understand the scope and feasibility of an honors project to offering a portal for off-campus community members to confirm the progress and/or results of their interactions with faculty and student course or research projects.

Create formal connections through physical structure and/or programs between the innovative work-spaces in Hege Library especially the Teaching, Learning, and Research Collaboratory (process based activity) and the King Hall Centralized Learning Experiences Center (polished outcomes). Guilford’s community has a unique contribution to make about the process of faculty/student interactions. Campus community members and visitors might be able to witness the excitement associated with the work in-process by visiting spaces in Hege Library and then seeing final outcomes by continuing their walk over to the Hall of Excellence and vice versa.

Review and harvest data for Guilford’s Mellon proposal from the detailed survey report, interviews, and focus session analyses from the SRSP project on “Sense of Community at Guilford” led by Krista Kraven. The project developed a survey and from the results, developed interviews and focus groups to target Guilford’s "sense of community."

Continue efforts to meaningfully engage the directors of the Principled Problem Solving (PPS) program in the Digital Directions proposal. The relationships with faculty working with students through the Bonners program might serve as a model. The Bonners faculty appeared to understand their current and potential roles in the Digital Directions proposal and they might best serve as translators to engage directors of PPS.

IV. Current Goals and Recommendations

a. Library space renovations and building of technology infrastructure to support the ideas generated in Guilford’s digital pedagogy & scholarship mission. Reimagining of space for collaborative use is often a hurdle at educational institutions. We were delighted and inspired by the re-imagining of Hege Library already underway when we visited Guilford. These revisions resulted from multiple conversations with faculty and students about their needs for teaching and learning. Hege Library spaces are clearly defined for multiple types of interactions, flexibility of use in open learning spaces, and access to a wide variety of materials for research and information manipulation. Relocation of library material using compact shelving and continued assessment of collection holdings was already in process during our visit. The plans for experimental classrooms, digital collaboration labs, and adjacent faculty and professional staff offices all increase the opportunities for collaboration in teaching and research.

The makers-space studio plans were still in forming stages during our visit. The goals of this space are to combine working with analog and digital forms in a creative collaborative environment. One might envision 3D models as 3D prints of artifacts related to course/research projects in the same space as the documents and research questions the models are designed to explore.

Recommendation(s):

- Plan for a few high-end digital computing technologies in this space (ex: computer with complete multimedia design software suites; specialized software for multimedia editing, 3D modeling, and 3D printing etc.) and to build in capacity to replace this equipment and software every 2-3 years. Developing a digital interns program to support activities and
peer tutoring in this space should be considered. If multimedia equipment (cameras, digital audio recorders, tripods, etc) is available for students to check-out for use on projects, it might make sense to locate that check-in/out location somewhere in or near the maker space so peer tutors can manage equipment use and also be available to answer questions and take appointments.

- Continue developing digital research collections through collaboration with regional educational institutions. Build upon Gwen Ericson’s work in special collections to connect the unique collections in Guilford’s holdings with regional digitization initiatives. Provide funds for student hires to support Gwen’s creative approaches that involve students in metadata and digital collections development. As faculty and student projects require digitization of items in collections while also creating digitally born objects, involve all principals in the actual process of designing metadata schema and organizing objects for these digital collections. Everyone involved needs to understand what is required to develop and, if desired, to preserve digital information resulting from digital pedagogy and digital scholarship. Current faculty/student/professional staff collaborations in digital collection development will build capacity for the archival work resulting from faculty student digital projects in the near future.

- Continue developing Guilford’s unique strengths in team teaching in collaboration with the Hege Library Research and Educational Services (RES) librarians. Digital pedagogy projects may include a wide range of ambitious goals and the RES librarians have the expertise to recommend learning strategies and associated technologies. Digital technology options will change but deep expertise in developing high quality learning experiences will only become more stable through collaborative partnerships between faculty, librarians, and technologists in course design and delivery.

- Build-in the capacity for public computing and classroom spaces to meet the growing demands of coursework for digital pedagogy projects. The planned revisions to spaces in Hege Library are significant moves in building this capacity. It may be necessary within the next five years, to add more classroom spaces with flexible technology options. At Hamilton for instance, the number of humanities courses that now include “production/studio” time has almost doubled in the last five years. The format of these courses includes traditional discussion/lecture combined with one class meeting per week in a production lab where all students have access to computers, professors, and educational technologists/librarians during class.

- Hire an academic technologist to support the current digital pedagogy plans and assist Suzanne Bartels and the Director of IT in predicting digital infrastructure needs as online courses and digital scholarship increases at Guilford. Mark Harris, Interim Director of IT, was aware of and supportive of the anticipated technology needs related to ramping up digital pedagogy at Guilford. An academic technologist with experience in providing innovative and reliable computing for general and classroom use will be able to anticipate needs and work with Hege Library to strategically build academic technology resources.

b. Campus Connections
The Mellon Steering committee has invited potential campus partners in planning conversations, and significant relationships have been built on mutual goals in the past few years. Genuine and productive relationships exist between the library and faculty members of the Bonner Program and Summer Research Scholars program.

c. Professional Development
Guilford has already been supporting local opportunities for workshops and participation in collaborative teams. Opportunities for community development are long-standing components of
the Quaker tradition. Our recommendations are to continue these efforts and make direct connections where appropriate to the Mellon Digital Directions proposal.

Recommendation(s):

- The emerging interest expressed by Guilford faculty in digital storytelling across forms of presentation and content representation may require additional workshops and/or technologies. Geographic information visualizations are powerful and easily accommodated with user-friendly templates through an ArcGIS site license. Plan for consultation with experts to fill gaps until resident knowledge is fully able to support multimodal presentations, and necessary technologies are in place.

- Build campus communication through the “Idea Incubator” in Hege Library. Faculty and students said that they found the current “Incubator” formal and informal discussions especially effective for learning about what others are doing on campus and projecting how they might also participate. These discussions/presentations might become their own campus events series as the spaces in the library are finished and more projects are ready to engage the public. Seeing what others are doing on campus as public presentations with the opportunity for discussion builds community knowledge and understanding of what is feasible/possible at Guilford. Inviting community members who are associated with the Bonner projects to also attend these public events raises the profile of the college with the local community and furthers Guilford’s dedication to social justice.

- Continue to reward team-taught interdisciplinary courses. Learning through experience is one sure way to build digital pedagogy from within the institution. Public acknowledgement and rewards for those who design digital learning experiences, and for those who teach as part of teams will increase innovation and promote cooperation with respect to limited resources.

- Continue to leverage professional opportunities for team-based projects and conference presentations. Guilford has already sent presenters to several conferences this past year. The opportunities for student presentations of arts & humanities collaborative pedagogy and scholarship increase every year. Examples include Re:Humanities, Undergradute Network for Research in Humanities at Davidson, Bucknell’s Undergraduate Digital Scholarship and most recently MLA’s upcoming roundtables on digital pedagogy and digital scholarship. We recommend that Guilford also take advantage of professional development opportunities for entire teams of faculty, students, librarians, and technologists through offerings at the Digital Humanities Summer Institute and associated courses in the DSI training network (HILT, ILiADS, etc).

d. Programs

Increase connections between existing Summer Research Scholars Program and the Bonner Center and develop the unique aspects that originate from the Mellon Digital Directions efforts.

Recommendation(s):

- Increase participation and resources for the Summer Research Scholars Program and the Bonner Center community-based learning experiences. We recommend that all of these projects be presented to the campus community both at their beginning and at final or near-end process presentations. Elevate the level of public understanding of what it takes to do these types of courses and projects. Add project descriptions, participant information, and outcomes to an online showcase.

- Create an ongoing and archived discussion program through the Ideas Dreams Edifications and Aspirations (IDEA) Incubator. Present to the public both formal and informal conversations about digital pedagogy and scholarship of work in-progress or
completed. Build a student staff whose roles are to document the discussion and categorize the content into the categories of “Ideas,” “Dreams,” “Edifications,” and “Aspirations.” Plan to have segments of the presentations/discussions photo/video documented and online and presented from video monitors in the Hall of Excellence shortly after the Incubator event. In our lunch conversation, one of Guilford’s honor students suggested harvesting “good ideas” generated in these F2F discussions and presenting them in online discussion boards for the campus community to continue the conversation and also to have an archive to draw upon in future projects.

e. Projects
Guilford received two ambitious and innovative course proposals for the upcoming year led by Eric Mortensen and Alfonso Abad Mancheno (Appendix B). Guilford identified re-envisioning The Guilford Review as a digital publication highlighting faculty and student collaborative projects. And we were inspired by the Center for Creative & Community Storytelling.

1. Course Projects

- **Silk Road Course:** In our conversation with Eric, he and his colleagues wish to teach a digital course on Silk Road next fall and then follow it up with a study abroad opportunity in Asia. They are envisioning the course as a global sustainable interactive digital platform where students work in small groups on research projects. Projects will be able to exist beyond the life of the course and grow with each course/study abroad iteration. The course might be shared with cohorts in Asia and will use existing Silk Road projects as its foundation. Outcomes will include gathering information from multiple disciplinary studies with possible student research in the course stateside including: the morphology of the horse headed fiddle across geographic areas; Buddhist murals; ecological changes in desertification, etc. Students will put together their research information and create public presentations around it. In the study abroad they have the opportunity to compare their earlier research to the reality in the field.

  Recommendation(s): We suggest that this course serve as a pilot model for a research center at Guilford combining team-taught interdisciplinary courses with study abroad research experiences.

- **Spanish Speakers of Greensboro Course:** In our conversation with Alfonso, he and his colleagues are viewing this course as a community-based course with direct interactions with Spanish speaking members of Greensboro. Students will work across disciplines as they analyze the language and cultural aspects of the interviews. They will develop research methods and technology skills as they design questionnaires, conduct research, document, analyze, and geographically present interviews through an interactive map. Alfonso is currently working within the local school systems.

  Recommendation(s): We suggested that he consider having students prepare educational materials for the local schools from this project.

2. Large Scale Projects

- **Guilford Review:** Heather Hans, librarian and technology developer (Wordpress web development, and graphic design), and Kathryn Shields told us that they expect the revived Guilford Review to promote scholarship and to partner with students on research both nationally and at Guilford College. In our campus visit, we offered
multiple suggestions as to who might serve on the editorial board (e.g., Marisa Parham, Ellen Hoobler, Mark Edington, and Katherine Rowe) and suggested that Marisa Parham might write an article on digital pedagogy. We also suggested that they advertise issues through MLA, DHSI, The Humanist Discussion Group, and the aforementioned undergraduate conferences.

Recommendation(s):
1. We advise being purposeful about the content in the first issue. Promote it as a model for issues that will follow.
2. Decide upon and set in place the project management that will ensure an expected frequency of publishing.
3. Consider offering sections on projects, pedagogy, and practice. Ask Kathleen Fitzpatrick (MLA) to participate on the board. We suggested that Jesse Stommel at the University of Mary Washington is well qualified to write one of the first pedagogy essays. Anne Cong-Huyen or Andrea Rehn at Whittier College would be appropriate research article authors.
4. Consider offering periodic thematic issues, including topics of digital pedagogy. Announce the theme of the following issue, and ensure that the call for papers and themes is built into the issue at the time of publication. In each issue, have a “Guilford highlights” section for faculty/student research article.
5. We also recommend researching academic publishing platforms initiatives such as The Lever Initiative, and opening conversations with academic presses to help make decisions about the technology platform and sustainability of the Guilford Review.

- Center for Creative & Community Storytelling: Kathryn Shields described the newly developed creative writing major and how that major in combination with the existing, art, visual literacy, and community interaction goals might all combine in a Center for Creative and Community Storytelling. This idea developed during digital storytelling workshops over the summer taps into the multiple attributes that make Guilford unique. Forming a Center for Digital Storytelling that includes off-campus community members would directly connect digital initiatives to community and social justice projects that are integral to Guilford College. We ask if it would be possible to carve a Center for Creative & Community Storytelling out of the combined spaces and programs at Hege Library. Might the “center” be a combination of reserved meeting/presentation/work areas combined with a digital presence?

- Creative Time: Sherry Giles told us about a project she has researched: Creative Time in NYC that seems to provide a model for the proposed Guilford storytelling center. Sherry described Creative Time as an arts and social justice organization that maintains a stable of artists who share their art processes and their evolution vis-a-vis social justice projects. In addition to an annual summit presenting arts in social justice, Creative Time also offers online teaching materials, student internships, and post graduate fellowships. The fellowships offered by a Guilford center might fund research sabbatical for Guilford faculty. In addition, Creative Time fellowships are funded by the Mellon foundation. Creative Time is offering a course, “The Art of the MOOC,” that might also serve as a model for online courses in art and community education. President Fernandes of Guilford has described the college’s intentions to offer even more high quality online courses to meet the needs of the local community and non-traditional students. Exploring the potential of a Center for Creative & Community Storytelling as being part physical and part online, borrowing from the Creative Time model might address many of Guilford’s goals and strengths.
f. Inter-institutional collaborations that build relationships between Guilford, other liberal arts schools, and regional RI institutions.

Recommendation(s):

- We recommend researching the potential of sharing a CLIR post-doc across regional campuses. We are not certain if there is room in this current Mellon proposal but there might be opportunities for collaboration with other nearby institutions to share a CLIR post-doc. Daniel Chamberlain at Occidental College (now director of their Center for Digital Research and Learning) and Alicia Peaker at Middlebury College are excellent examples of the degree to which CLIR Fellows may help shape the digital learning landscape at our institutions.

- Guilford is poised to develop many interesting models for community-based interdisciplinary experiential learning. We recommend that the Guilford Digital Directions Steering Committee guide the collaborative writing of a research paper each year to document the activities and models developed as a result of the Mellon Award. This paper might be rolled over into a theme issue for the proposed *Guilford Review* that invites other liberal arts schools to also document the kinds of processes that facilitate mutual instruction.
Appendix A

Guilford College November 2015 Site Visit Report
Digital Humanities Initiative Co-directors Angel David Nieves & Janet Thomas Simons

During our site visit to Guilford College November 1-3, 2015 we interacted with faculty, students, professional staff, academic center directors, and Guilford’s VPAA Rushing and President Fernandes (see Appendix A for a list of individuals).

I. “Guilford College: Digital Directions for the Arts and Humanities” Mellon Grant Steering Committee members:

- Suzanne Bartels, Director of Library Services and Instructional Technology
- Kathy Adams, Charles A. Dana Professor of Psychology, Director of Faculty Development
- Gwen Erickson, Friends Historical Collection Librarian and College Archivist
- Kathryn Shields, Associate Professor of Art, Chair of Art Department
- Kami Rown, Professor of Music, Chair of Music Department, Chair of Mellon Grant Advisory Committee
- Stephanie Hargrave, Director of Institutional Research and Effectiveness

b. Guilford Senior Leadership
- Vice President for Academic Affairs and Academic Dean Beth Rushing
- President Jane Fernandes

c. Library and IT Professionals
- Mark Harris, Interim IT Director
- Gwen Erickson
- Liz Wade
- Terry Hammond
- Heather Hans

d. Representatives from Guilford’s engaged/place-based centers for teaching and learning:
- Bonner Center (Andrew Young)
- Center for Principled Problem Solving (Mark Justad)
- Friends Center (Wess Daniels, Director of Friends Center and Quaker Studies)

e. Faculty & students:
- Tim Kircher, Professor of History
- James Hood, Professor of English
- Mark Dixon, Assistant Professor of Art
- Eric Mortensen, Associate Professor of Religious Studies
- Melanie Lee-Brown and SRSP participants
- Alfonso Abad-Manchreno, Associate Professor of Foreign Languages
- Sherry Giles, Professor of Justice and Policy Studies
- Vance Ricks, Philosophy, Associate Professor of Philosophy
- Melanie Lee-Brown, Associate Professor of Biology and Director of Undergraduate Research and Creative Endeavors (Summer Research Scholars Program participants)
- Undergraduate SRSP students & honors students
• Barbara Lawrence, African American Studies, Associate Professor and Chair of Justice & Policy Studies, Director of Guilford Higher Education in Prison Initiative
• Krista Craven, Assistant Professor of Justice and Policy Studies
Spanish speakers of Greensboro

Date: May 29, 2015

Alfonso Abad Mancheño

Associate Professor of Spanish

Guilford College

5800 W. Friendly Avenue, Greensboro, NC 27410

Project abstract

I want to propose an interactive and experiential project that will start in the Fall of 2015 and will be developed over time as an ongoing project of learning and collaboration in the following semesters. This is an experiential project that will link the theoretical and grammatical knowledge of languages with their cultural, experiential and interdisciplinary aspects. In the Fall of 2015 students will do research to develop a questionnaire for Spanish speakers of Greensboro. In their research they will investigate how to design a questionnaire, and they will interview Spanish-speaking individuals. Eventually, they will post their interviews and their scripts in a webpage with an interactive map of the world linking Greensboro with the main points of origin of the Spanish speakers. Students will analyze the language and cultural aspects of the interviews. This will be an ongoing project that will be interdisciplinary in nature. Krista Craven’s students will also participate in the project in the Fall of 2015 as part of her Research Methods class. In Craven’s class (JPS 339) and in SPAN 301 students will learn to design questionnaires and perform the interview with undocumented immigrants in the Greensboro area, and students will gather intelligible and high quality data. They will also learn basic technical knowledge about recording data and analyzing the process of designing and doing interviews. In the Spring of 2016, technical and content additions will be made to the project. Alfonso Abad Macheño and María Amado in the Sociology and Anthropology Department are in the process of designing a common assignment in the Spring of 2016, and analyze the immigration patterns of Spanish speaking individuals. As part of this common assignment, students will learn to analyze the data previously gathered in terms of the sociolinguistic and sociological aspects of the project. Second they will learn about designing interactive maps. This will be an open-ended project with an ongoing development that will serve as a facilitator of collaboration across campus and with other teachers and disciplines in the Greensboro area.
This project specifically addresses digital literacy and scholarship for the arts and humanities, engaged student learning, innovation and experimentation, interdisciplinary collaboration, assessing College-defined learning outcomes.

Participants

Alfonso Abad Mancheño will direct the project as part of SPAN 301. Participants will be Spanish students at the Intermediate and Advanced level and they will design interviews, and conduct interviews with the teacher’s guidance as well as undocumented Spanish speaking or bilingual speakers in the Greensboro area.

Krista Craven will co-direct the project in the Fall of 2015 as part of her Research methods class. She will assign groups of three students to design and transcribe questionnaires.

María Amado (Sociology) will also participate in the project in the Spring of 2016.

Project description and timeline

Phase 1
Fall of 2015

SPAN 301 and JPS 339 students. During the first half of the semester (before Fall break) students will read and research about how to design an effective questionnaire, and will put together one questionnaire per group. Krista and I will provide the reading for them.

They will be mainly these two books:


Students will work in groups of two or three students and will design the same interview for two people about key issues they want to address (this part is customizable, and it will be different in Krista’s and Alfonso’s classes). Krista’s students will be more interested in issues related to social justice while Alfonso’s students will be more interested in linguistic issues.
Appendix B: Course Project Proposals
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Right before Fall Break students will collect the data. In order to do so students will either video record or audio record their informants, preferably bilingual speakers, so that both Krista’s and Alfonso’s students can carry out a comprehensive interview. They will follow best practices in these four areas, as specified in the research methods text they will be using (Dornyei, 2006), :

1. Interviews
2. Audio
3. Video
4. Transcription

After Fall Break students will transcribe the interviews, and tentatively will post their interviews in a web page. They will also present their work at the Guilford Undergraduate Symposium. They will present a short paper with their reflections and documentation of the process they followed.

Phase 2
Spring 2016

In the Spring of 2016 SPAN 301 students will create an interactive map. For this phase of the project, Marí a Amado expressed her interest in participating. She will be teaching a class about patterns of immigration, so Alfonso Abad Mancheño will coordinate with Marí a Amado, so that we can sync our syllabi, and that way, students can work on a similar assignment and learn about patterns of immigration in Greensboro and what kind of Spanish is predominantly spoken in this area. However, the focus of the assignment will be slightly different and customized to the need of each class (SPAN 301 will focus more on the use of Spanish)

The details for this phase need to be worked out with Marí a, but students will learn to edit interviews, transcribe. In my Spanish class, the students will learn basic computer skills to create an interactive map that will be posted in a web page.

In the map one will be able to click on each interview and have access to a description of each subject’s dialect and background, age, gender, etc. Listening exercises will also be developed to help Spanish students develop their listening abilities in Spanish and for future use in other classes.

Phase 3
Fall 2016

A new group of students from SPAN 301 will create a presentation using photographs, videos, interviews, as well as newspaper and radio clips that would explain both foci and at the same time mix them creatively. Students will use video and photography podcasting and film in order to accomplish
the group project that will result in a creative multimedia presentation. This presentation will be shown on campus when finished. Details of how the work will be distributed and shared will have to be worked out in greater detail later. At this point I envision each student having a specific interest and assignment that s/he will be investigating during the project.

**Budget**

In order for this project to be successful I will need the following resources. Money for:

1. Sony ICD PX333 Digital Voice Recorder. $51
2. Sony HDR-CX220/B High Definition Handycam Camcorder with 2.7-Inch LCD (Black). $399
3. 1 copy of *Constructing grounded theory: A practical guide through qualitative analysis*. Kindle Edition. $30.40
4. 1 copy of *Questionnaires in second language acquisition*. Kindle Edition. $37

Total: $518.40

**Impact on student learning**

Students will be able to contextualize their language learning. From the linguistic point of view it has been shown in the literature that experiential and cultural engagement has a positive effect on the acquisition of a second language because of the interaction implications and the possibility of interacting with native speakers (Lafford, 2004). There is a positive relationship between interaction and focus-based language and culture acquisition. Students will be able to negotiate for meaning and solve communication problems. Interaction ‘allows the learners to spend more time considering the linguistic input, even if the interaction is task oriented and not language oriented. This opportunity for latent linguistic processing when the learner’s attention is focused on another task may have an important effect on the reorganization of linguistic knowledge and subsequent language production.’ (Gass & Varonis, 1994)

Students will learn about the dialects of Spanish spoken in the Greensboro area. They will learn both pattern of immigration and the Spanish dialect spoken in the areas where the immigrants come from. For instance, there are many immigrants from Guanajuato, Mexico in the Greensboro area, and this concentrated amount of immigrants in one area makes the Spanish of the area to be predominantly typical of that area. Second generation Spanish speaker tend to speak that dialect. There is also a wave
of Spanish immigrants who came to the Greensboro area to build highways, and their dialect is predominantly from Spain (all areas).

Additionally, students will learn to use technology to report their learning, they will learn valuable research methodologies that go beyond the field of linguistics, they will learn to work collaboratively, and they will learn problem-solving strategies by designing the project and also by learning the stories of the immigrants in Greensboro. They will also benefit from learning the culture behind the language and that will motivate them to be life-long learners of Foreign Languages and cultures.

This project will tie links with the community, enhance the local presence of Guilford College and it will trigger future projects for other faculty members, departments, and student bodies. It is an ongoing project that will foster understanding and promote communication among faculty members and community members and will also teach students problem-solving skills.

**Technology:**

Video/audio recording device

Video/audio recording basic training

Web editing software and basic training

Mapping software and basic training in creating and using interactive map software.

**Rubric**

In order to evaluate this project in my SPAN 301 class in the Fall of 2015, a rubric will be used to account for 20% of the class.

Students will be evaluated in the different steps of the project:

**Steps:**

1. Designing a good interview and questionnaire: Students designed a good and efficient questionnaire supported by research as explained in class and in the readings for the class.
2. Conducting a good interview a good piece of footage and visuals: This is a group grade, and it accounts for the quality of the footage, in other words, a clip that is audible, clear and gathers the information needed for the class.
3. A good transcription: Each student will transcribe one minute of each of the interviews conducted, the grade on this part of the project will be based on the accuracy of the transcriptions.
4. A good analysis of the language and the process: The grade on this part of the project will be based on the analysis of the speech of the informant, as well as reporting on the whole process and how students designed, researched, and carried out the interviews. Each of these four sections of the project will be graded on a scale of 1-5, being 5 the highest grade:
5: Solid control of the theoretical and practical applications of the section. (Designing, conducting, transcribing, and analyzing).
4: Very good use of the theoretical and practical applications of the section.
3: Adequate use of the theoretical and practical applications of the section.
2: Difficulty in viewing the connection between theory and praxis, poor video or audio quality.
1: Lack of preparation for this section, showing no connection between theory and praxis, and with very poor grammar and development of ideas, very poor quality of video or audio footage.

Works Cited

This document is part of our Digital Scholarship Pilot Project Application, and has been attached to an email to Kathy Adams to accompany our online application.

**Project Title:**
The Silk Road: An Integrative & Collaborative Digital Course.

**Project Participants:**
Core Team: Zhihong Chen, Eric D. Mortensen, & Anders Selhorst.

**Contents:**
This document outlines working drafts of rubrics we will use to assess the digital collaborative student small-group team projects about the Silk Road. The projects will be student-driven in that they will be generated, conceptualized, designed, bounded, researched, created, and shared by the students.

The rubrics in what follows include: 1.) a draft rubric for assessing specific digital aspects of student learning, and 2.) a draft rubric for assessing learning in relation to Guilford’s six GELOs. We are still drafting the “milestones,” & “benchmarks” of these rubrics.

“As we increasingly move toward an environment of instant and infinite information, it becomes less important for students to know, memorize, or recall information…. They need to move from being simply knowledgeable, to being knowable; to examine, question, and even recreate the increasingly digital structures that shape our world.”

Michael Wesch. “Knowledgeable to Knowledge-able: Learning in New Media Environments.”

“Disciplines not only have signature pedagogies, they also have signature assessments, and the skill of grading those is often handed down from generation to generation as an artisan craft. This is understood across the community of the discipline so external examiners have no problem validating the marks assigned in their discipline. Colleagues who have never needed to explicitly consider grade descriptors or grading rubrics find it difficult to conceive of how one might grade an as of yet undefined assessed digital object.”

Cosgrave, et. al. “Evaluating Digital Scholarship: Experiences in New Programmes at an Irish University.”

I. **Draft** rubric for assessing specific digital aspects of student learning.

Students who take this course will be able to

Digital SLO ~ A. work collaboratively to locate and discern the wide range of differences in digital research source material, and assess the biases, implications, standpoints, historical contexts, ethnographic positions, reliability, and research utility of these sources.

*Assessment Criteria:* Final student digital projects.

Digital SLO ~ B. utilize such digital sources as collaborative learners in ways that demonstrate the ability to nuance and look from multiple perspectives at integrative questions or problems, unfolding arguments, counterarguments, and resultant conclusions and/or resultant questions.

*Assessment Criteria:* Final student digital projects.

Digital SLO ~ C. creatively tell a multimodal and layered story through technological processes and tools.

*Assessment Criteria:* Final student digital projects.
II. Assessment of Student Learning based on Guilford’s GELOs.

GELO 1: Communicate effectively with others, using listening, speaking, and writing.

1.1. Collaboration.
   Assessment Criteria: Final student projects. Evaluation of student team contracts.

1.2. Oral Communication.
   Assessment Criteria: Student presentation of preliminary findings (i.e. “first draft” of integrating research findings into digital medium). Final oral presentation of projects.

1.3. Written communication.
   Assessment Criteria: Final student projects.

GELO 2: Organize and analyze quantitative and qualitative information.

2.1. Quantitative literacy. [not assessed]
2.2. Information literacy.
   Assessment Criteria: Final student projects.

GELO 3: Interpret problems and solutions using a broad range of knowledge and disciplines.

   Assessment Criteria: Midterm and final exams, which will test students on the integrative (multi-modal, and non-disciplinary) subject matter of the course.

GELO 4: Think creatively and critically using evidence, questioning assumptions and generating integrative solutions.

4.1. Creative thinking.
   Assessment Criteria: Final student projects.

4.2. Critical thinking.
   Assessment Criteria: Final student projects. Midterm & final exams.

GELO 5: Discern their roles and responsibilities beyond themselves through reflection on Guilford’s core values or diversity, equality, excellence, integrity, justice, & stewardship.

   Assessment Criteria: Final student projects. Evaluation of student team contracts.

GELO 6: Demonstrates responsible civic and global engagement beyond Guilford College.

   Assessment Criteria: Final student projects. Midterm & final exams.

Sources:
AAC&U’s LEAP initiative Value Assessment of Learning in Undergraduate Education (VALUE).
Contributions to the Journal of Digital Humanities (e.g. Vol. 1, No. 4, Fall 2012).
Michael Wesch’s online piece: “From Knowledgeable to Knowledge-able: Learning in New Media Environments.”
Appendix C: Recommended Readings


Bayer, L. (2014). You complete me: On building a vertically integrated digital humanities program at the University of Georgia. *Against the Grain, 26*(6), 26-28.


Appendix C: Recommended Readings

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Unsworth, J. (2002). What is humanities computing and what is not? Retrieved from: http://computerphilologie.uni-muenchen.de/jg02/unsworth.html
