Summary
Guilford College is partnering with The Andrew W. Mellon Foundation to implement Digital Directions for the Arts and Humanities. Through this project we envisioned catalyzing the liberal arts and humanities education experience at Guilford, through establishment of a programmatic framework for a Teaching and Learning Collaboratory within the Library. In alignment with the vision for the Hege Library as “Academic Commons,” this project’s particular emphasis is on the implementation of a program for building capacity for advancing curriculum-integrated digital arts and humanities scholarship through faculty development. In order to fully maximize the power of interdisciplinarity, and to strengthen student engagement in interdisciplinary research and creative endeavors, furthering digital literacy among arts and humanities faculty is recognized as an essential priority for Guilford.

Purpose
The purpose of our initiative is to extend the vitality of the liberal education experience at Guilford College. Guilford is keenly aware of the imbalance of emphasis on the arts and humanities as central and vital to a liberal arts education, influenced by (as stated in the Foundation’s 2014 invitation letter to Guilford President Chabotar) "... years of public discourse emphasizing the STEM fields and courses of study that lead to gainful employment," as well as the growing emphasis on pre-professional programs. We continue to regard this as an exciting possibility for integrating the arts and humanities holistically into Guilford’s academic program, furthering the arts and humanities as a leading influence in providing an excellent and practical liberal arts education. Now two years into our work, we see clearly how Guilford's uniquely compelling approach to these challenges can be applied, leveraging the College's grounding in Quaker education principles and its emphasis on experiential learning and interdisciplinarity. Our thinking has been clarified through consideration of President Jane Fernandes’ priorities for advancing Guilford as an institution known for designing world-class learning experiences, as evidenced by the priorities she identified in her own Mellon New President’s Award – i.e. support for the re-envisioning of Guilford’s general education curriculum based on a Communities in Practice (CiP) model, for the development of a new arts-driven Experience Design (XD) program, and for distinctively furthering online and hybrid learning. Digital Directions for the Arts and Humanities is vitally aligned with these institutional priorities.

It remains integral to our purpose to clarify and strengthen our vision for Hege Library as the College’s “Academic Commons,” whose central component is a Teaching, Learning, and Research Collaboratory. The relevance of this vision to the primary purpose of our digital pedagogy and scholarship initiative was reinforced in the first year of the grant, as we considered the development of the programmatic framework for the Collaboratory, as intended; and as we investigated model liberal arts colleges’ digital humanities programs. As anticipated, we gained important insight into realizing institutional sustainability through the revitalization of the arts and humanities curriculum, grounded by an authentically collaborative approach to pedagogy and scholarship, and enriched by consideration of what we are calling critical and creative community making. Further, incorporating Research into the conceptual framework for the Collaboratory validates our recognition of the essential relationship between pedagogy and scholarship for advancing the digital liberal arts.

Progress Made Toward Expected Outcomes
During this second year, we continued our efforts to advance faculty capacity to creatively and sustainably incorporate digital pedagogy and scholarship into the curriculum through faculty and librarian development in the digital arts and humanities. Progress is evidenced in the following activities:
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| Establish a consultancy plan and confirm strategy for consultant partnership                 | July through August 2015               | • Director of Hege Library and Learning Technologies Suzanne Bartels, Director of Research and Creative Endeavors Melanie Lee-Brown, and Professor of English Jim Hood traveled to Hamilton College, attended the ILiADS Institute Conference July 31-August 2, and met with the Co-Directors of the Digital Humanities Initiative (DHi) Janet Simons and Angel Nieves on Monday, August 3, to discuss a possible consultancy.  
• Consultancy confirmed, Janet Simons and Angel Nieves conducted a campus site visit, hosting group meetings with librarians, faculty, experiential learning faculty, academic professionals, and students (e.g. Center for Principled Problem Solving, Bonner Center, Friends Center, Research and Creative Endeavors/Summer Research Scholars Program), the Mellon Grant Steering Committee; conducted individual consultancies with faculty leading pilot initiatives and their teams, faculty leading *The Guilford Review* revival, librarians and technologists furthering conversations relating to digital asset management; met with President Fernandes. Janet and Angel connected with approximately 30 people during their site visit.  
• Janet Simons (on site) and Angel Nieves (virtually) led a retreat at Guilford to consider the recommendations put forth in their [November 1-3 Site Visit Report](#). Three sessions were conducted – Focus Session, Collaborations and Partnership Session, Visioning and Strategy Session. |
| Faculty development programming planned, announced, delivered, and assessed                  | Programming planned June-August, delivered Fall semester 2015; assessment conducted January 2016 | • On July 1, 2015, the Director of Faculty Development announced the establishment of a Faculty Digital Boot Camp Learning Community, scheduling regular meetings of a cohort of faculty, representing all areas within the Arts and Humanities, who had participated in the Digital Boot Camp that took place at the end of Year One on June 8-12.  
• Eric Leinen, Program Director of The University of Minnesota’s Learning Abroad Center, visited campus on September 9 to meet with librarian technologists and members of the Mellon Grant Steering and Advisory Committees, and to deliver two sequenced (i.e. theoretical grounding, followed by application/practice) workshops centering on “The Seven Elements of Digital Storytelling”  
• Program assessment, based on input from both the Boot Camp Learning Community members and the Digital Storytelling workshop attendees provided focus for further emphasis on and support for digital storytelling, digital mapping, and digital asset management. (See [Plans | Goals for Upcoming Reporting Period](#) below) |
| Formal program established for supporting the digital arts and humanities                      | Spring semester 2016                   | Consideration of this centered on two engagements:  
• Retreat led by Hamilton College’s DHi Co-Directors on January 29-30 (see above)  
• Mini-retreat hosted by the Mellon Grant Steering Committee on May 17 of key stakeholders, for the development of a digital liberal arts concept statement |
<p>| 15 faculty/librarian-                                                                        | Summer semester                        | In Year Two, the following professional development and enrichment |</p>
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| technologists per semester within the life cycle of the grant, to total 75, provided with opportunities for development in furthering digital pedagogy and scholarship | 2015 through Academic year 2015/16 | activities took place supporting a total of 149 experiences for faculty in the Arts and Humanities and librarian/technologists:  
  - Independent Study supporting *The Guilford Review* revival (N=2)  
  - HILT Institute, July 27-31  
    - Getting Started with Data, Tools, and Platforms (N=1)  
    - Digital Pedagogy and Networked Learning (N=1)  
  - ILiADS Institute Conference, July 31-August 2 (N=3)  
  - Digital Storytelling Workshops (2), September 9 (N=25, N=12, respectively)  
  - Digital Boot Camp Learning Community, September through December 2015 (N-10)  
  - Janet Simons and Angel Nieves engagement, November 1-3 (see above) (N=30)  
  - Bucknell Digital Scholarship Conference, November 6-8 (N=4)  
  - Librarian/Archivist site visit to Hamilton College (focus on digital asset and project management processes and practices), November 8-10 (N=2)  
  - Creative Time Summit, Brooklyn NY, November 13-15 (N=1)  
  - MLA Conference, January 7-10 (N=2)  
  - Retreat, led by Janet Simons and Angel Nieves, January 29-30 (see above) (Focus Session, N=25; Collaborations and Partnership, N-15; Visioning and Strategy, N=12)  
  - USITT Conference (Projection Mapping Workshop), March 16-19 (N=1)  
  - “Public Humanities in a Digital Age” (3-day seminar) at the American Comparative Literature Association (ACLA) annual meeting, March 17-20 (N=1)  
  - "Presenting Data and Information” (1-day course taught by Edward Tufte, Faculty Emeritus, Yale University), April 1 (N=2) |
| Pilot digital initiatives approved, piloted, and assessed | Summer/Fall 2015 and Spring/Summer 2016 semesters | Due both to the complexity of the projects accepted for piloting (*The Digital Silk Road* and *Spanish Speakers of Greensboro* as digital pedagogy and scholarship initiatives, the revival of *The Guilford Review*, and the development of a January term *Digital Boot Camp* course) and to the limitations of librarian/technologist support during AY 2015/16, we extended the timelines for all these initiatives.  
  - *The Digital Silk Road* was accepted to the ILiADS Summer 2016 Institute, a significant benefit to its development.  
  - All initiatives are being supported going into the third year of the grant by a re-established Research and Educational Services team and the new Teaching, Learning, and Research Collaboratory as a new learning environment.  
  - Partnerships with Occidental College and other institutions across the country (advantaging *Lever Press* participation) will further the revival of *The Guilford Review*. |
Second Year Expected Outcome | Time-Line | Progress Made
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- The *Digital Boot Camp* January term course is being redesigned as a full-semester course by the new Digital Pedagogy and Scholarship Technologist, in consultation with the Friends Historical Collection Librarian and College Archivist, who took over the development of the January term course after the departure of the Research and Educational Services Librarian in fall 2015. It was offered during the January term as an independent study for two students, and insights gained from that will be applied to the development of the new course.
- Project assessments will take place at the end of the spring 2017 semester.

**Significant Accomplishments**
The following significant accomplishments may be cited:

- Met all goals outlined in our Year One Report.
- Accelerated faculty development and engagement efforts, as outlined above.
- Articulated a framework for advancing the Digital Liberal Arts at Guilford College:
  - Through the Hamilton consultancy;
  - Informed and inspired by faculty development experiences and community conversations.
- Intentionally pursued opportunities well aligned with grant-funded initiative outcomes:
  - Successfully secured donor funding for the construction of the *Teaching, Learning, and Research Collaboratory*, enabling the establishment of Hege Library as Academic Commons with the establishment of the Offices of Faculty Development, Research and Creative Endeavors, and the Honors Program within the Library. The *Collaboratory* combines collaboration space with an experimental classroom, designed for maximum flexibility for supporting innovative approaches to the design of the learning experience;
  - Participated in the CIC *Consortium on Digital Resources for Teaching and Learning*;
  - Made an institutional commitment to be a participating member of *Lever Press*;
  - Successfully completed a North Carolina Library Services and Technology Act (LSTA) planning grant, *Development of a Comprehensive Technology Plan for Guilford College Hege Library*. This also afforded us the opportunity to conduct a site visit to Occidental College (Director of Hege Library and Learning Technologies, Director of Research and Creative Endeavors, and Director of the Honors Program) to experience and meet with the leaders of their Academic Commons in the Mary Norton Clapp Library and the Center for the Digital Liberal Arts. *NOTE: Occidental College was specifically cited in Guilford’s Mellon grant proposal as a potential consultant. That we were able to establish meaningful connections with both Hamilton College and Occidental College exceeded expectations and was enormously enriching.*

**Challenges**
We entered the second year of *Digital Directions for the Arts and Humanities* focused on meeting the challenge of developing a strategy for furthering and sustaining our efforts, and for identifying and articulating Guilford’s unique
approach to digital pedagogy and scholarship, centered on the vision for the Library as Academic Commons. We were mindful of the importance of identifying an approach to advancing digital pedagogy and scholarship that leveraged our strengths and our essence as an institution, of our commitment to authentic collaboration, and of developing strategies for building institutional capacity for advancing the digital liberal arts at Guilford.

In anticipation of a realized physical Collaboratory space, our thinking progressed in the fall of 2015 for developing a conceptual framework for our work. At the same time we experienced a complete turnover of Research and Educational Services, the team centrally responsible for supporting teaching, learning, and research. As we entered the spring 2016 semester, all three positions were vacant. We launched three national searches simultaneously, while we continued to further not only the Mellon grant initiative, but a North Carolina Library Services and Technology Act (LSTA) grant for the development of a comprehensive institutional learning technologies plan. At the same time, the Teaching, Learning, and Research Collaboratory – which now was fully donor-funded – was under construction; and we also were engaged in the work of preparing the final draft of our SACS-COC reaffirmation, which included the development of a new Quality Enhancement Plan (QEP) centering on public presentation. Further, we were supporting a major general education curriculum revision, and two pilot initiatives – one for furthering hybrid learning and one for testing the Canvas Learning Management System as a potential replacement for Moodle. Again, these challenges all represented opportunities and focused us even more on consideration of strategic priorities for advancing the digital liberal arts at Guilford. The significant challenges we faced in this last year, in fact, were strengthening. They inspire us even more as we enter the culminating year of the grant, because of the inroads we made, despite of what otherwise could have been significant obstacles to progress.

Significant Board, Management, or Staff changes

- As reported last year, in July 2015, grants administration duties were incorporated into the functions of the Office of Institutional Research and Effectiveness under the leadership of Director Stephanie Hargrave as direct report to the President. Stephanie now reports to the Vice President for Academic Affairs and Academic Dean. Most recently, with the arrival of a new Vice President for Advancement, Ara Serjoie, responsibilities for grants administration and sponsored programs will be a collaborative effort between the offices of Advancement and the Academic Dean.
- As Beth Rushing, Vice President of Academic Affairs and Academic Dean, completes her second year, a search for a permanent appointment is being launched.
- James Wilson, Interim Vice President for Finance and Accounting/Auditing, assumed the position of Associate Vice President of Finance, upon the arrival in November 2015 of Leonard C. Sippel, MBA, CPA, who was appointed the new Vice President for Administration and Finance. The decision was made to merge the offices of Administration and Finance upon the departure of the Vice President for Administration in summer 2015.
- Upon the departure of Chief Information Officer Craig Gray in the spring of 2015, the position was reviewed and a search was launched for a new Director of Institutional Technology. This position was filled under the leadership of Leonard Sippel by Roy C. (Chuck) Curry. Chuck Curry’s appointment commenced on June 1, 2016, following an IT leadership vacuum of approximately one year.
- Upon the resignation of Anders Selhorst, Research and Educational Services Librarian, the position was rethought and ultimately cast as the position Digital Pedagogy and Scholarship Technologist, to give more emphasis on supporting the digital liberal arts within the new Teaching, Learning and Research Collaboratory in partnership with Faculty Development. Tamika Davis was appointed to this position and began her appointment in July 2016. Tamika holds masters’ degrees in Library Science and Educational Media Design.
and Technology and brings twelve years’ experience in instructional technology and design to her position as team lead for Research and Educational Services.

- Upon the resignations of the Heather Hans, Instructional Design and Assessment Librarian, and Miriam Smith-DeCoster, Instructional Technology Librarian in January 2016, searches were conducted for their replacements. Subsequently, Tierney Steelberg, M.S.L.I.S., was appointed Instructional Technology Librarian; and Rachel Sanders, M.S.L.S., was appointed Instructional Design and Assessment Librarian. Both started their positions within Research and Educational Services in July 2016.

- Suzanne Bartels’ new title as Director of Hege Library and Learning Technologies reflects broader responsibilities within Academic Affairs for leading blended library and academic technology services, which include instructional design and technology, learning technologies governance, and support of learning environment design within the emerging Hege Library Academic Commons.

Plans | Goals for Upcoming Reporting Period
Guilford is highly motivated from the experiences of the second year of Digital Directions for the Arts and Humanities, and we are advancing our work as follows in the culminating year of the grant:

- Testing and refining our conceptual framework for the Collaboratory within the new space
- Showcasing The Digital Silk Road and Spanish Speakers of Greensboro, as well as other new initiatives emerging, inspired by the visibility and outreach accomplished to further digital pedagogy and scholarship to date through the grant.
- Establishing a YouTube channel devoted to showcasing digital arts and humanities projects
- Engaging arts and humanities faculty in planning discussions for the revival of the Guilford Review
- Sponsoring a series discussions in the Collaboratory led by faculty who have applied their Mellon funded professional development experiences to new approaches for enhancing the learning experience
- Sponsoring two or more faculty workshops centering on:
  - Design thinking/Critical making
  - Digital storytelling
  - Digital asset and project management
- Outlining a plan, based on the concept statement developed in May for furthering the digital liberal arts post-grant

Recent Reports, Evaluations, Publications, News Articles Related to Grant
Announcement of Hege gift for construction of the Teaching, Learning, and Research Collaboratory:
- Hege Family Gift Supports Collaboratory (Guilford College Beacon, 15 March 2016)

Reports from site visitors/consultants/presenters:
- Exploring Possible Uses of Digital Storytelling at Guilford College (Submitted by Eric Leinen, Program Director, Learning Abroad Center, University of Minnesota, September 2015

State of North Carolina Library Services and Technology Act (LSTA) EZ Planning Grant: Development of a Comprehensive Technology Plan for Guilford College Hege Library:
- Grant Proposal (24 February 2015)
- Hege Library Strategic Plan for Learning Technologies, 2016-2021
Description of any significant variances between proposed spending and actual spending in each category

The variances experienced in Year 2 generally are representative of underspending in all categories, except Consultancy, where we were slightly overspent. The consultancy was with the Co-Directors of Hamilton College’s Digital Humanities Initiative (DHi), Janet Simons and Angel Nieves. We anticipated one site visit, but brought Janet back to campus for a follow-up retreat, with Angel participating virtually, following their initial site visit, to give us the opportunity for further dialog in response to their consultancy report. The most significant underspending was in Software, but we now have a clear sense of direction going into Year 3 for investing in software that will support multimedia production/creation and for pursuing related activities through a newly organized Research and Educational Services team during the 2016/17 academic year. None of these variances represented any shift in budget allocation or any sort of substantive change in the overall goals of the project.

In conclusion, Guilford’s partnership with The Andrew W. Mellon Foundation is providing crucial support, and truly has propelled our efforts to inform, engage, and motivate our arts and humanities faculty and students around the potential of digital pedagogy and scholarship to transform the liberal arts experience. The Teaching, Learning, and Research Collaboratory – now a real, physical presence within Hege Library – is testimony to both institutional and donor optimism in Guilford to break new ground in advancing the liberal arts. Thank you for your continued commitment to Guilford College.

Respectfully,

Suzanne M. Bartels, MLS
Director of Hege Library and Learning Technologies