Summary
Guilford College partnered 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 educational experience by establishing 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 primary emphasis was on the implementation of a program for building capacity to advance curriculum-integrated digital arts and humanities scholarship through faculty development. To maximize the power of interdisciplinarity, and to strengthen student engagement in interdisciplinary research and creative endeavors, we established the essential priority of furthering digital literacy among arts and humanities faculty. In this culminating year of the grant, we came to fuller awareness and appreciation of the power of the intersection of digital pedagogy and scholarship for the advancement of the liberal arts experience. Influenced by design thinking, we also developed a sense of direction for broadening and sustaining our efforts beyond the grant. Moreover, a Teaching, Learning, and Research Collaboratory became a reality. This enabled us to realize the vision for Hege Library as “Academic Commons” and to pursue a model of collaborative leadership in co-locating the offices of Research and Creative Endeavors, the Honors Program, and Faculty Development within Hege Library.

Purpose
Guilford is keenly aware of the external challenges to the arts and humanities as central 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 feel that the achievements of the third year of the grant helped secure the purpose of our initiative: to extend the vitality of the liberal arts educational experience at Guilford College through focused development of arts and humanities faculty, librarians, and librarian technologists. Through assessment of digital projects and continued professional development experiences, we recognized the exciting opportunities we have at Guilford for holistically integrating the arts and humanities into our academic program; moreover, for furthering the arts and humanities as a leading influence in providing an excellent and practical liberal arts education. These opportunities are strengthened by Guilford's uniquely compelling approach to the student learning experience, grounded in Quaker education principles and values; and by emphasis on experiential learning and interdisciplinarity. Our vision was 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. Over the last year, related emerging institutional priorities emphasizing collaborative engagement, community building, and ethical leadership provided additional perspective. Significantly, the work accomplished through Digital Directions for the Arts and Humanities will align with these institutional priorities.

Looking beyond the grant, it remains integral to our purpose to clarify and strengthen the vision for Hege Library as the College’s “Academic Commons,” whose central component is the new Collaboratory, dedicated on March 26, 2017. We clarified this vision as the primary purpose of our initiative in the first year of the grant as we considered the development of the programmatic framework for the Collaboratory, and as we investigated model liberal arts colleges’ digital humanities programs. 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 termed critical and creative community making. Our
incorporation of research into the conceptual framework for the Collaboratory demonstrates our recognition of the essential relationship between pedagogy and scholarship for advancing the digital liberal arts. During this final year of the grant, the development of a new Art-led Experience Design (XD) program, led to the integration of design thinking as a working framework for our continuing efforts, as well as to planning for the incorporation of a suite of makerspaces within the Academic Commons.

Progress Made Toward Expected Outcomes
During this third year, we continued our efforts to advance faculty capacity to creatively and sustainably incorporate digital pedagogy and scholarship into the curriculum. Progress is evidenced in the following activities:

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<th>Third Year Expected Outcome</th>
<th>Time-Line</th>
<th>Progress Made</th>
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| Educate and support arts and humanities faculty to implement digital projects in their teaching and scholarship by providing opportunities and events for ongoing faculty and faculty librarian development. Examples of programming include: | Summer semester 2016 through Academic year 2016-2017 | In year three, the following enrichment pursuits took place, supporting 66 faculty and librarian experiences:  
- Continued consultancy opportunities extended to faculty to work with Janet Simons and Angel Nieves of Hamilton’s Digital Humanities Initiative (DHi) (N=4);  
- Support for Digital Pedagogy and Scholarship Technologist’s attendance at the Digital Pedagogy Lab Institute 2016 (N=1);  
- Continued independent study, research, and development supporting The Guilford Review Revival (N=2)  
- Continued independent study and development supporting an alternate strategy for The Digital Boot Camp. (N=1)  
- Support of Music Department faculty digital project development (N=1)  
- Support of the development of a Digital Directions documentary (N=22)  
- Support for Digital Silk Road team’s participation in the ILiADS Institute (N=4) and subsequent project development  
- Support for faculty in the Art and Justice and Policy Studies Departments to attend as a team the Creative Time Summit in Washington, DC – focus on the arts and social justice (N=3)  
- Faculty and Librarian attendance at Bucknell’s Digital Scholarship Conference 2016 (N=4)  
- Support for Sociology/Anthropology and Center for Principled Problem Solving’s Director of Engaged Learning to conduct a site visit to Emory University to visit the Center for Faculty Development and Excellence and explore strategies for the integration of DH and community engaged learning (N=2)  
- Support for Design Thinking Faculty Development Workshop led by Jesse Stommel (University of Mary Washington, Executive Director, Division of Teaching and Learning Technologies) of (N=14)  
- Support for Digital Pedagogy and Scholarship Technologist attendance at the Educease Learning Initiative (ELI) Annual Meeting 2017 (N=1)  
- Support for Digital Text Analysis Faculty Development Workshop led by Jakub Kabala (Davidson College, Assistant Professor of History and Digital Studies) (N=6)  
- Support for Experience Design (XD) Librarian to attend Designing for Digital 2017 Conference (N=1) |
| Assess pilot digital research projects | Summer 2016 | The Digital Silk Road (team effort between faculty in Religious Studies and History) was accepted for participation in the ILiADS Institute – supported a dynamic team approach to project development and assessment;  
- Assessment of Spanish Speakers of Greensboro was ongoing throughout the fall of 2016 – ultimately, a new approach was identified in light of participant privacy concerns; project ongoing; |
The Guilford Review team requested further support for independent study, professional development, and networking to solidify a development strategy leveraging Lever Press membership.

**Digital Boot Camp** priorities were assessed through delivery as an independent study with two Honors Program students and led by the Friends Historical Collection Librarian and College Archivist; a new approach being pursued by the Digital Pedagogy and Scholarship Technologist; proposal for expansion of the Honors Internship program being developed as a collaboration among the Directors of the Honors Program, Research and Creative Endeavors and Research and Educational Services librarians;

The idea emerged to develop a documentary to highlight successes, challenges, and outcomes of the grant project based on faculty, librarian, and student reflections of experiences; project launched in late spring.

### Showcase the five student-driven, faculty-facilitated digital research projects through a formal project presentation event open to the campus community

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<td><strong>Showcase</strong></td>
<td><strong>Fall semester 2016</strong></td>
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<td><strong>As work was ongoing during AY 2016/17, the decision was made to delay a fall 2016 showcase and to create a documentary during spring 2016 comprised of testimonies and reflections of faculty and librarians who benefitted from funding over the course of the grant; a campus community showcase will take place on September 22, 2017. In the interim, the dedication of the Teaching, Learning, and Research Collaboratory (3/26/17) showcased the Digital Silk Road and collaborative efforts among Academic Commons partners.</strong></td>
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### Significant Accomplishments

The plans and goals outlined in the year two report essentially were fulfilled in this culminating year. In reflecting upon what we proposed, and as the engagement noted above indicates, we in fact exceeded our expectations. Over the life cycle of the grant, faculty and librarian experiences and exploration of approaches to digital pedagogy and scholarship went beyond projected numbers. The establishment of a new Research and Educational Services team of librarian technologists provided us with fresh perspective and new energy in the third year. The completion of the Collaboratory and establishment of faculty partner presence within the Academic Commons enabled us to launch collaborative relationships in earnest, and to solidify strategies for sustaining our efforts beyond the grant. **Two developments are worth noting:**

- **Establishment of the IDEA (Innovations, Dreams, Edifications, and Aspirations) Design Team**, comprised of the Directors of Faculty Development and Research and Creative Endeavors and the Digital Pedagogy and Scholarship Technologist. An Academic Commons partnership based in the Collaboratory’s IDEA Incubator, the team provides consultation to faculty interested in exploring innovative approaches to pedagogy and scholarship using design thinking as its framework.

- **Emergence of a strategy both to further student digital scholarship capacity and to facilitate engagement of students with faculty in digital pedagogy and scholarship initiatives.** The idea is to expand our nascent Honors Research Internship Program, introducing post-baccalaureate coordination of a team of student digital scholars, who will participate in a summer institute for education and training. This will be collaboratively led by the Directors of the Honors Program and Research and Creative Endeavors, and Research and Educational Services librarians. Students participating in this program will have opportunities to support digital project teams developed through the IDEA Design Team consultancies.

Moreover, the establishment of the XD academic program and the XD Librarian position is enabling us to support the new institutional priorities outlined above, by further developing the Academic Commons as an environment for building critical and creative community and more broadly applying design thinking as a framework for the design of...
the Guilford learning experience. Collaborative planning with XD program development faculty and Academic Commons partners is progressing with XD student internships planned in AY 2017/18. Strategies also are being developed for introducing both a suite of maker spaces on the ground level of the Library and a virtual makerspace. Further, a unique concept is being considered for aligning physical and virtual maker environments, enabling critical connections to be made between the networked campus/society and the physical public space of our campus/world. The integration of digital elements with constructed elements is particularly germane to makerspace tools and processes, and the connection between the full system and its human participants is a perfect example of experience design processes.

While not a specific goal of the grant, Guilford’s simultaneous participation in Mellon-funded CIC Consortium on Digital Resources for Teaching and Research project informed and complemented digital initiatives well beyond expectations. The Digital Silk Road project presented an opportunity to more fully test application of Artstor’s Shared Shelf as a course-based learning tool and for establishing sustainable digital projects that engage students over multiple semesters. Participating in the Consortium, while engaging our faculty and community through the grant, provided unanticipated opportunities and established a foundation for ongoing creative uses of Guilford’s digital teaching resources.

Challenges
The first two years of the grant presented us with the challenges of a steep learning curve in respect to our gaining the necessary understanding and perspective for furthering the digital liberal arts. Simply grounding ourselves in the breadth and scope of the digital humanities landscape and coming to an understanding of what “DH” might mean at Guilford College required that we consult with peer and aspirant institutions. We benefitted significantly from consultancy with the Co-Directors of Hamilton’s Digital Humanities Initiative (DHi) Janet Simons and Angel Nieves, who guided us in gaining important insights into all that was entailed in furthering digital pedagogy and scholarship projects. Their work with us helped faculty visualize possibilities and new directions and informed individual professional development directions that were especially beneficial in this third year.

We also needed to address unexpected turnover of personnel in Research and Educational Services (RES), necessitating three simultaneous national searches in spring 2016. This provided us with an important opportunity to review roles and responsibilities within this critical librarian technologist team. The Mellon Grant Steering Committee took on responsibilities as the search committee for the RES team lead, the Digital Pedagogy and Scholarship Technologist, and was engaged in that search from January through June of 2016. It was the rethinking of this team lead position by the Steering Committee, and the thoughtful stewardship of the search, that ultimately ensured its success. While the implementation of digital projects was delayed by the search, the Steering Committee gained a clearer vision of how the new position would support digital pedagogy and scholarship efforts, and ultimately this had positive impact on the work of the grant.

The biggest challenge we faced was our limited ability to support faculty/student partnerships. We did not anticipate this as a significant factor when we envisioned the grant project. Our initial foray into the arena of undergraduate digital pedagogy and scholarship was team attendance at the 2014 Bucknell Digital Scholarship Conference. This experience clearly impressed upon us the tremendous positive impact that faculty/student partnerships had on the collaborative learning and scholarship development experience. The level of student energy and engagement was
remarkable. And our experience with our own students involved in the Digital Silk Road project drove the point home that building institutional capacity for student development will be a critical priority moving forward.

**Significant Board, Management, or Staff changes**
- A search conducted during AY 2016/17 for permanent Vice President for Academic Affairs and Dean of the Faculty concluded in mid-spring 2017 with the appointment of Frank Boyd, who was Associate Provost at Illinois Wesleyan University. Interim VP and Academic Dean Beth Rushing concluded her tenure in July 2017.
- The new position of XD Librarian was established in Library Access and Information Services (AIS) with responsibilities for support of the new XD Program through internships and the collaborative development of a mission, vision, and operational framework for Academic Commons makerspace. Megan Hinson, MLS serves in that position.
- A new Research and Educational Services (RES) team established itself in AY 2016/17. Tamika Davis, MLS and Masters of Educational Media Design, serves as Digital Pedagogy and Scholarship Technologist; Rachel Sanders, MLS, is Instructional Design and Assessment Librarian, and Tierney Steelberg, MLS, is Instructional Technology Librarian. All started their tenures in July 2016.
- Kathrynn Adams, Charles A. Dana Professor of Psychology and Director of Faculty Development, retired at the end of the 2015/16 academic year, staying on in a reduced capacity to support the transition during AY2016/17 of the new Director of Faculty Development, Associate Professor of Political Science Maria Rosales.

**Recent Reports, Evaluations, Publications, News Articles Related to Grant**
- [The Digital Silk Road and Other Initiative Forge New Path for Digital Liberal Arts](#)
- [Leading Educator and Scholar Leads Workshop on Pedagogy](#)
- [Faculty Development Workshop Center on Digital Text Analysis](#)
- [Collaboratory Dedication Honors Heges and Inaugurates the Academic Commons](#)
- [Guilford College Friends of the Library – Summer 2017 Newsletter](#)

**Description of any significant variances between proposed spending and actual spending in each category**
Circumstances relating to personnel, increasing momentum of interest and activity, and necessary redirection of digital projects caused the variances between proposed spending and actual spending. Because of the onboarding of a new team of RES librarians and a new XD librarian, professional development for these individuals was a priority. We felt that continuing accommodation for consultancy with Janet Simons and Angel Nieves would be helpful, both to librarians and to faculty as the RES team transitioned. In addition to our stated commitment to continued faculty development, we also needed additional funding for faculty projects. We anticipated the need to support librarians more going into year three, but found that the Software budget amount deferred to year three was not needed as projected. We also determined that we did not need the funding allocated for Supplies and Other Provisions and Marketing and Communications. Ultimately we were able to focus our funding appropriately and strategically on development and culminating initiatives. *None of these variances represented any sort of substantive change in the overall goals of the project.*
Guilford’s partnership with The Andrew W. Mellon Foundation provided vital support, and truly 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 and the establishment of all Academic Commons partners within Hege Library is testimony to both institutional and donor optimism in and commitment to Guilford’s breaking new ground in advancing the liberal arts. We grew significantly from this experience.

Respectfully,

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