



Vancouver, BC
October 26–28

DLF Liberal Arts Colleges Preconference:

Digital Scholarship & The Liberal Arts in a Newly-Merged Library || Digital Scholarship at Bucknell: It's About Building Relationships

Sunday, October 25, 2015, 2:15-3:15pm

Session Leaders (include Twitter handles)

Matthew Gardzina, @gardzina

Jason B. Jones, @bjb

Emily Sherwood, @emilygwynne

Slides (link to files, if available)

Notes

Matthew Gardzina: arrived at Bucknell in July 2012, in fall examined Instructional Tech group mission statement. New mission statement (much shorter):

"We *partner* with faculty to drive the effective integration of technology to enhance teaching, learning, and research."

Partner replacing words like "helping" and "supporting"—focus on collaboration. Able to move forward with these changes thanks to support from provost.

Currently team of 9. Many positions tweaked to fit new mission. New positions: CLIR fellow helping with digital humanities/grant writing to Mellon, GIS web apps developer, existing position changed to Instructional Technologist, Digital Scholarship Coordinator, and Asst Dir. of Instructional Technology.

Team has offices surrounding a common area, greatly improved productivity--"firm believer that you need to build the space"

~85 total positions, the same since 2005.

“Good metaphor for merged NLIT org is a rhizome.” Different plants sprouting up (as seen by the students, for example) with the same/connected roots. Focus on relationships w/i group and with larger campus community.

Think about how to impact:

1. Course work
2. Research
3. Scholarly engagement

^Venn diagram

Working with faculty to developing digital projects--not linear process: Exploration/R&D/Production. Sometimes trad. service model, but building trust through working in classrooms important. Encourages faculty, students, etc. to approach for individual conversations.

180 class sessions, 291 faculty consultations, 268 student consultations Spring 2015--still working on best tracking interactions, would estimate them to be much higher (currently tracked with a whiteboard!)