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2018

NPML Academic Unit Report 2018-2019: Digital Scholarship

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NPML Academic Unit Report 2018-19: Digital Scholarship

Planned Assessment Year: Reporting Period: 2018 – 2019

Persons Responsible: Kaya van Beynen

Outcome / Objectives: Conduct an environmental scan of USFSP faculty digital scholarship projects in order to better understand if and how the library should support these activities.

Means of Assessment: Interview USFSP faculty who have conducted digital scholarship projects and specifically ask faculty about their tools, processes, pedagogical and research engagement, and collaborations

Criteria for Success: Interview at least 70% of USFSP faculty that engage in digital scholarship projects. Identify themes and =come up with a list of recommendations to improve faculty and student support for digital scholarship.

Findings: A total of 18 USFSP faculty were identified as engaging in Digital Scholarship projects, 13 of whom consented to be interviewed, representing 72% of USFSP faculty engaged in digital scholarship intitiatives. These faculty came from all 3 USFSP colleges and represented an array of disciplinary perspectives. Faculty were interviewed using a standardized semi-structured qualitative instrument asking about their Digital Scholarship activities in terms of their teaching, research, partnerships, institutional support, and IT and infrastructure needs. The following themes emerged: Faculty motivations are immediate and practical (ie. data analysis, data visualization, open publishing, etc.) as well as long term and ideological (ie. democratize access and sharing of information, create projects that students can access after they graduate, etc.), research and instruction are intimately linked, digital projects are used for instruction, and faculty experience multiple challenges and need support in areas such as project maintenance and sustainability.

Conclusion: USFSP Faculty are increasingly experiementing with their pedagogy by using new digital scholarship technologies and active learning projects. At the onset of this project, the library was not formally supporting any faculty digital scholarship projects either as librarians, instructional designers, or through information technology. We knew by hearsay that several USFSP faculty engaged in such projects, but overall the library lacked an in-depth understanding of what projects were occurring, how they were structured in relation to faculty teaching and/or research, and whether there was any potential areas for the library to support or collaborate.

Use of Finding: The following recommendations were made: 1) Promote ongoing faculty projects and open-source digital tools via Library e-newsletter & web pages, Digital USFSP Collections, campus forums such as CITL Week of Teaching; 2) Create or host faculty development programs on topics such as Podcasting, StoryMaps, and possibly a digital scholarship Faculty Learning Community; 3) Provide resources/support for USFSP faculty & student digital research through a Library Guide Listing pedagogy-related scholarly publications and freely avaiable digital scholarship tools