Supporting Sustainable Digital Humanities Projects: Managing the Lifecycle of Student-Created Web Content from Inception to Archiving

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Presenter 1 Title
Rachel Walton, Digital Archivist

Presenter 2 Title
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Session Type
45-minute concurrent session

Abstract
A Digital Archivist and an Instructional Technologist team up to discuss how, together, we manage various stages of the Digital Humanities project lifecycle in the context of a small liberal arts college. Our accomplishments and lessons learned include, but are not limited to:

1. Developing retention and archiving policies for DH projects to meet short-term and long-term project goals.

2. Educating faculty and students about the implications of sharing their identity and work online in an Open Access environment (with special consideration of FERPA), and documenting student consent regarding privacy and online publication.

3. Navigating multimedia, linked, and dynamic content when archiving class blogs at the end of a project's life.

Our collaboration has broken down the silos we previously worked in and enabled our teams to perform more effectively. Instructional Designers are now ready and empowered to suggest a variety of sustainability measures at the start of a new DH project, therein making their partnerships more impactful. The College Archives is now able to document online curricula and student work in new ways, most of which support Open Access principles and enable freer re-use of quality academic products. This session will review our approach to the full DH project lifecycle with helpful use cases and examples. In addition, we will share our policies, forms, and documentation to those who would like to reuse for their own context. Finally, we also hope to engage attendees in a conversation about how they address sustainable DH with success in their organization.

Location
KIPJ Room D

Keywords
Digital Humanities, Sustainability, Instructional Technology, Web Archiving, Retention Policy, Copyright and Privacy, Collaboration

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Presenters: Rachel Walton and Amy Sugar, Rollins College, Winter Park Florida

Together, we (a Digital Archivist and Instructional Technologist) have supported a variety of digital humanities projects over the past five years, ranging from student-created videos, websites, blogs, maps, and faculty/student collaborative research projects. During this short time, we noticed an increase in the number of DH projects across campus and realized that we needed to develop and implement a retention policy, specifically for work published on our self-hosted platforms with storage limitations. We also started to have conversations with faculty about privacy issues when students publish content on publicly-facing sites. Finally, we were forced to determine what should happen to these online projects after the class ends or the relevant initiative runs its course. These and many more considerations regarding best practices for student online work prompted us to begin more purposefully managing the various stages of the digital humanities project lifecycle at our small liberal arts college.

Our achievements in this arena thus far are the result of trial and error, continued conversation, and some out-of-the-box thinking over the course of several semesters. Some of our accomplishments include, but are not limited to:

1. Developing retention and archiving policies for DH projects to meet short-term and long-term project goals.
2. Educating faculty and students about the implications of sharing their identity and work online in an Open Access environment, with special consideration of privacy and FERPA concerns.
3. Documenting student consent regarding privacy, publication, and archiving of their digital work.
4. Navigating multimedia, linked, and dynamic content when archiving class blogs at the end of a project’s life.
5. Breaking down the silos we previously worked within, to leverage our differing expertise, especially when consulting on new DH project proposals

Another important outcome of this work has been the development of standard procedures and policies across our departments, which ensure consistency for our teams and predictability for our faculty partners. Most importantly, our collaboration has enabled us and our teams to perform our jobs more effectively. Instructional Designers are now ready and empowered to suggest a variety of sustainability measures at the start of a new DH project, therein making their partnerships more impactful. The College Archives is now able to document online curricula and student work in new ways, most of which support Open Access principles and enable freer re-use of quality academic products.

This session will review our approach to the full DH project lifecycle with helpful use cases, examples, and lessons learned. In addition, we will share our policies, forms, and documentation to those who would like to reuse it in their own context. Finally, we also hope to engage attendees in a conversation about how they address sustainable DH with success in their organization.