St. Louis Digital Humanities Network Guidelines for
Inter-Institutional Student Participation in Digital Humanities Projects

Some of the major obstacles currently preventing a greater number of St. Louis postsecondary and secondary education students from participating in DH projects are the following:
- Faculty decide not to launch potential projects due to a perceived lack of a sufficient number of student participants to support the project.
- Students are unaware that it is possible for them to participate in projects led by faculty at other institutions.
- Students are unaware of the ongoing projects at their own institution and other institutions.

One of the principal goals of the St. Louis Digital Humanities Network is to overcome all of these obstacles by encouraging more faculty to launch projects with the help of students at their own and other institutions, clarifying the processes by which inter-institutional student participation can take place, and improving the dissemination of information about projects seeking student participants. These guidelines are the network's initial effort to address these matters. They will be revised as we establish stronger relationships with institutions in the area and develop improved means of information dissemination.

I. **Processes for Student Participation**
   a. **Postsecondary Students**
      i. Current processes in place at colleges for allowing students to obtain course credit from internships can also be used to allow students to obtain course credit for participation in DH projects at other institutions.
      ii. Expectations regarding student academic standing, hours worked per credit hour obtained, etc., will vary somewhat from institution to institution, but those variations should not interfere meaningfully with a student's ability to participate in a DH project.
      iii. As with any internship, student work on DH projects may be paid or unpaid. College credit will be awarded in either case, provided all paperwork has been properly filed, students receive a satisfactory supervisory report from the project lead, and students submit any other required materials to the faculty/staff member providing oversight of the internship at the student's home institution.
   b. **Secondary Students**
      i. Many area high schools have processes whereby students can engage in internships as part of their schoolwork. In some cases, these processes would allow for students to participate in college-based DH projects using an internship model.
      ii. The nature of these processes varies greatly from school to school, however. Network members at high schools and the network leaders will work to identify schools that have processes in place that would allow students to participate in college-based DH projects. At schools where current processes do not allow for such participation, network members

should advocate for changes to be made to the processes to allow for it in the future. As the network gathers information on the internship processes of area schools, it will be added to these guidelines in an appendix.

   iii. Another avenue for secondary student participation is via coursework in which a high school instructor partners with a college instructor to engage their high school students in a college project. Given the value placed on service learning in many high schools and colleges, DH service-learning projects would be ideal for this kind of arrangement.

   iv. Dual credit coursework may also be an avenue for high school student participation. Network leaders will investigate the possibilities for creating dual credit DH courses and/or integrating DH into existing dual credit offerings, and these guidelines will be updated based on their findings.

II. Expectations for Project Directors

 a. Project directors working with students (college or high school) according to an internship model must meet all of the normal expectations that come with acting as a responsible employer/mentor, including (but not limited to) ensuring that the labor they task students with will contribute to their intellectual development; providing any necessary training the student needs to engage in the required labor; providing frequent feedback on students' work to help them contextualize and learn from their experiences; not requiring any labor in excess of the hours agreed upon in the internship contract; and submitting any paperwork or supervisory reporting the student needs to meet the institution's requirements to receive credit for the internship.

 b. In addition to the usual expectations of being responsible employers/mentors, the network project directors must also be guided by a Collaborators' Bill of Rights recommended by the participants of the STL DH Network's membership (see Appendix I below). While the Collaborators' Bill of Rights may be modified to better suit the needs of a given department or institution, modifications should not depart greatly from the spirit of the recommended Collaborators' Bill of Rights.

 c. Project directors working with entire classes of high school students (such as in service-learning partnerships) must work out specific expectations with their high school faculty partner, but any arrangement must still be guided by the Collaborators' Bill of Rights.

III. Sharing Opportunities

 a. Opportunities for students to participant in DH projects will be disseminated to network faculty via the network's Discord group. Network members will then be responsible for making other faculty and students at their respective institutions aware of such opportunities using the various methods (formal or informal) that exist at each institution for disseminating student opportunities.

 b. Network leaders will invite relevant staff at colleges and high schools (career services staff, service-learning staff, internship coordinators, etc.) to join the

Discord group so that these staff can also help connect interested students to opportunities.

    c. Network members at colleges will inform and occasionally remind their colleagues about the opportunity to recruit students at other institutions into existing DH projects or into new projects that might only become possible with the help of such students.

    d. Network leaders will work to develop a more robust means of disseminating information about opportunities and will update these guidelines accordingly.

Appendix I

Collaborators' Bill of Rights

Source: http://mcpress.media-commons.org/offthetracks/part-one-models-for-collaboration-career-paths-acquiring-institutional-support-and-transformation-in-the-field/a-collaboration/collaborators%E2%80%99-bill-of-rights/

Authors: Tanya E. Clement, Douglas Reside, Brian Croxall, Julia Flanders, Neil Fraistat, Steve Jones, Matt Kirschenbaum, Suzanne Lodato, Laura Mandell, Paul Marty, David Miller, Bethany Nowviskie, Stephen Olsen, Tom Scheinfeldt, David Seaman, Mark Tebeau, John Unsworth, Kay Walter

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1) All kinds of work on a project are equally deserving of credit (though the amount of work and expression of credit may differ). And all collaborators should be empowered to take credit for their work.

2) The DH community should default to the most comprehensive model of attribution of credit: credit should take the form of a legible trail that articulates the nature, extent, and dates of the contribution. (Models in the sciences and the arts may be useful.)

    a) Descriptive Papers & Project reports: Anyone who collaborated on the project should be listed as author in a fair ordering based on emerging community conventions.

    b) Websites: There should be a prominent "credits" link on the main page with PIs or project leads listed first. This should include current staff as well as past staff with their dates of employment.

    c) CVs: Your CV is your place for articulating your contribution to a collaboration. All collaborators should feel empowered to express their contributions honestly and comprehensively.

3) Universities, museums, libraries, and archives are locations of creativity and innovation. Intellectual property policies should be equally applied to all employees regardless of employment status. Credit for collaborative work should be portable and legible. Collaborators should retain access to the work of the collaboration.

4) Funders should take an aggressive stance on unfair institutional policies that undermine the principles of this bill of rights. Such policies may include inequities in intellectual property rights or the inability of certain classes of employees to serve as PIs.