Questions for Librarians to Consider When Working with Undergraduate Assignments with an Online Publishing Component

Checklist 1 – Questions to ask about the assignment
1. What is the assignment and what is the online component?
2. Is this a required part of the course and are the requirements specified in the syllabus? Does instructor provide opportunity for students to opt-out?
3. Are these individual or group projects?
4. Who will add or upload the content to the distribution platform?
5. What options do the students have for selecting the user-access level, such as restricted to on-campus or selecting an embargo?
6. What platform do you want to use? What is the trustworthiness and stability of that platform?
7. Do you have examples of other assignments or undergraduate collections, here or elsewhere, you'd like to model?
8. What do you want to happen with the assignments after the course? Do you want them to be available for future students or other users to access?
9. Can we (the library) talk to the class about copyright, intellectual property, and how this assignment might connect to other research questions?

Checklist 2 – For internal planning in the libraries
- Gather more information about the assignment—from subject liaison, faculty member, etc. Are there specific considerations based on the discipline or assignment?
- Look for similar projects to see what policies they have used.
- Are there policies specific to your university about student rights and/or publishing student work electronically?
- Determine rights: copyright law, intellectual property, IRB, FERPA, university policy, specifics of the assignment.
- Student license agreement: previously drafted document or model license you may tailor, or adapt from submission form from institutional repository.
- Check licensing terms of platform, especially if it is not one hosted by the library or university.
- Develop metadata requirements.
- For a library platform, such as a repository, assign access options (restricted to university or embargo options).
- Work with subject librarian to develop the collection, talk with instructor, try to arrange to talk to class (or for subject librarian to talk to class).
- What are the preservation plans and goals?