**Digital Management**

**INSTRUCTIONS:** This guide will take you through a series of exercises that are designed to get you to think about the type of data you keep. Please ***DOWNLOAD a copy of this page***and save it under a title of your choosing. You can also upload it to your own Google Drive or other prefered cloud service so that you can work on it anywhere. ***Do NOT type in the original***. There is a sample line provided near the top to give you a suggestion of how you might document your data.

**Exercise 1: Consider Your Assets.** Consider the types of digital assets you have collected, both in terms of the contents (teaching, research, service, etc), and the file type (.docx, PDF, .jpg, etc). The first row is an example of a data entry you might have. The digital asset name refers to a syllabus, that uses a naming convention that notes the course title and the semester in which that particular syllabus was taught. This naming convention allows for s consistent way to track which version and which course for faculty who teach courses on a repeat basis. For a course that runs only a few years, it can be helpful to have a “last taught” date in the file name convention, as a guide for when you might need to update reading assignments, etc. This chart has a few additional rows to start, but you can add rows as needed. You may need to go through your work and home computers and your Cloud Storage. Do not forget any flash drives or peripherals where you might store research. While time consuming, the goal of this exercise is to help you get a sense of your data management needs. You’ll refresh your memory and what you have and where it is currently stored as a precursor to potentially reorganizing and migrating your digital assets to a more advantageous storage system. For now, you are only focused on the first four columns. When you finish, continue on to the next step in the guide.

**Exercise 2: Access. Understanding Your Workflow.** Now that you understand what we mean by “workflow,” consider your habits for accessing your information. In the example below, the digital asset is a syllabus for a course taught by this professor each year. In this example, the digital asset is a copy of a syllabus that has been superseded by a more recent one. It is new enough that it might be worth reviewing the next time the syllabus is updated for readings or assignments. If the creator of the syllabus is in a renewable lecturer or tenure-track position, it might also be useful to retain either for a tenure portfolio or as a reference when writing a teaching narrative for an annual review or tenure portfolio. Many teaching narratives ask the writer to discuss how their teaching has evolved over time. In this exercise, we are also noting whether this digital asset is shared data, because it will determine the storage of the asset.

**Exercise 3: Keywords and Sustainability. T**he goal of this exercise is to push you to think about your file and folder-naming habits, and particularly, to help you to train yourself to be consistent in naming conventions and tagging. Consistency will make your digital assets easier to find. When you have multiple drafts or versions of documents, like syllabi that change from term to term, you can also track your most recent updates. In this step, you should go through your digital assets you have identified in your previous steps. You should use keywords that are natural to you, but be consistent in how you identify your assets. These keywords will be used in a future exercise to think about folders and naming conventions for digital assets. Consistent naming language makes searchability easier.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Digital Asset Name** | **Category**  | **File/Asset Type** | **Location** | **Access** | **Archive?** | **Shared Data** | **Keywords** |
| *HIST101Fa16* | *Syllabus* | *PDF* | *Google Drive* | *Annually* | *Yes* | *No* | *Teaching, Syllabus, World History* |
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