

Daedalus Project at The University of Glasgow joined the Consortium members for this stage of the exercise.

In January 2004 a major seminar was organised by RGU, JISC, The British Library and The University of London Library to promote the findings of the project and to provide university representatives from throughout the United Kingdom and Ireland with an opportunity to comment on the suggested model. This seminar, which was oversubscribed within a few days of its announcement, proved popular amongst a diverse range of institutions and the findings form the basis of the current paper.

This paper aims to provide information about developments in the UK, emphasising the issues associated with the adoption of a nationally co-ordinated approach. The establishment of individual institutional ETD collections and the work towards designing a UK wide repository of electronic theses feature amongst the topics discussed. The value of having access to examples of best practice, the key role of The British Library in supporting ETD developments, and the benefits of collaborative efforts amongst institutions are considered.

Title: Consortial ETDs: The View From OhioLINK

Author: Thomas Dowling (OhioLINK)

Abstract: The Ohio Library and Information Network hosts a statewide ETD Center with contributions from ten Ohio universities, providing access to the full text of over 3000 ETDs. Thomas Dowling will discuss the planning and development that went into creating this resource, the advantages and challenges of managing ETDs in a multi-university consortium, and the paths different universities have followed to become ETD participants at OhioLINK. As OhioLINK begins work with other agencies on construction of a statewide “institutional” repository, OhioLINK ETDs will have an increasingly integral position in a set of services that serves both the digital research publishing needs of Ohio universities and the traditional library service needs of their researchers.

Title: Addressing Faculty Resistance to Multimedia ETDs: Models for faculty development and training in the assessment of multimedia texts

Authors: Jude Edminster, Kristine L Blair (Bowling Green State University)

Abstract: As a demonstration of training and research skills, the traditional print dissertation can be seen as a means to certify a potentially productive scholar within a particular discipline. The print dissertation demonstrates that faculty have succeeded in guiding students toward this end, and that students have succeeded in acquiring the skills associated with productive research. Perhaps one of the most salient of these skills is the ability to represent their work primarily with words—words that are carefully and skillfully arranged according to the conventions of their discipline. Thus,

representation of dissertation research as text has become a well-established norm within the community of academe. Faculty mentors are familiar with print text and with the print dissertation as a genre, because most were required to write one themselves. They are generally comfortable in evaluating its effectiveness as a research report/argument. However, most are not familiar with multimedia ETDs. Their variable, non-linear structure and non-textual elements require changes in the evaluation process – changes that faculty at universities who already accept multimedia work from graduate students have only just begun to explore.

Resistance on the part of faculty is both epistemological and technological. For example, to what extent does a multimedia dissertation change the traditional concept of the dissertation as an original ‘previously unpublished’ work by a single author? Not unlike debates about the value of collaborative vs. single-authored scholarship in tenure and promotion decisions, similar concerns exist surrounding the interactive, intertextual nature of ETDs as digital scholarship. Thus, much work is still needed to convince faculty across disciplines that the gains of interactive multimedia representations of scholarship enhance rather than diminish the project’s quality and status as ‘original’ work. Moreover, a range of research exists on the resistance faculty have to technology, in part because of the continued lack of clarity on the incentive and reward for digital scholarship, despite the attempts of many disciplinary associations to acknowledge the changing impact of technology on academic labor. As a result, faculty may discourage their own students from pursuing ETDs for future publication purposes, despite the potential for their contribution to the scholarly community.

Much of the uncertainty and discomfort of faculty with multimedia ETDs can be addressed with training in the effective use of new writing technologies, including writing with multimedia. Although thesis and dissertation committees may not be the individuals who train students to develop digital scholarship, they nevertheless require training in the assessment of multimedia texts and the way in which the traditional elements of data collection and representation, research and scholarly argument, manifest themselves differently in new media genres and delivery systems. This training is vital to maintaining the formative assessment processes inherent in the relationship between the candidate and the committee. In addition to addressing these concerns, this presentation will also suggest several technology and faculty development models designed jointly for graduate faculty and graduate students, including the need for such professional development within the context of academic units themselves, to better unify disciplinary methodologies and new media options for the design and delivery of digital scholarship. Part of this process, as we shall stress, occurs not just at thesis or dissertation stage, but in coursework, colloquia, and other professional development forums, in addition to more formalized assessment measures such as preliminary exams, dissertation proposal defenses, and the job search portfolio. Ironically, as more and more institutions expect that future faculty will have skills in developing technology-infused curricula and pedagogies, the necessity and value of

skills in producing digital scholarship continues to be a source of resistance and misunderstanding, ultimately requiring more technological training and assessment initiatives for both current and future faculty.

Title: ETD in a Nutshell: Development of the WVU eTD System

Authors: Haritha Garapati (West Virginia University)

Abstract: I am graduate student in the Computer Science department at West Virginia University (WVU) in Morgantown. It is my pleasure to participate in the ETD 2004 Symposium and I am glad to bring forward our new Electronic Thesis and Dissertation (eTD) system. The WVU eTD database system development is the topic of my Master's project on which I have been working for the past seven months for the WVU Office of Information Systems.

The new eTD database is built on the Oracle platform. It is a "smart" system because it knows who is logged into the system and each person's role on each ETD submission. It allows the users to submit a thesis or dissertation and update document information. After submission, e-mails are sent automatically to the Library Administrator, Committee Chair, Committee Members and the author regarding the submission. The Committee Chair can review the document and can either approve or reject the document. The Library Administrator reviews the document and makes an evaluation of the document and its associated paperwork. E-mails are sent automatically to the respective persons regarding the decision. Visitors and the WVU community can enter the system, browse and search based on their interest and can view the document data and download the files for reference.

Some fancy features of the system include multiple file upload/download, and searching for the committee members by entering the last name or first letter which results in a list of all the related persons. Additionally WVU faculty, students and staff will have remote secured access to campus-restricted documents. Another striking feature is the Advanced Search screen that includes search by college, department, degree program, author's name, title, abstract, committee member etc.

It was a challenging yet enjoyable experience developing the new ETD system with the whole team. The migration procedure, system design, architecture and the front-end layout process was impressive. Everything was done systematically and the goals were reached in a timely fashion. Any suggestions and innovative ideas were appreciated and it encouraged me to come up with new ideas and improve my technical and programming skills.