

Title: ETDs FOREVER! Pragmatic Preservation from Philosophy to Technology

Authors: Gail McMillan (Virginia Tech), Becky Ryder (University of Kentucky) and Suzie Allard (University of Tennessee)

Abstract: Keep alive, intact, safe from injury and harm; save from decomposition—these are standard definitions of PRESERVATION but not necessarily standard practices with ETDs. A panel of thinkers and doers from academia and business will address long-term preservation of graduate student research and scholarship.

Title: ETDs - Cooperation within three Nordic countries

Authors: Marianne Moe (Norwegian University of Science & Technology) and Eva Müller (Uppsala University)

Abstract: The DiVA -project (Academic Archive On-line) was initiated at Uppsala University in Sweden. The DiVA-project has produced a system for submitting, retrieving and archiving ETDs and reports. The DiVA-project has evolved from being a project at one university to a joint project with partners from seven universities in three different countries (Denmark, Norway and Sweden). Taking part in a joint project offers several advantages both financially and when it comes to implementation and further development.

Economic advantages: With partners from three different countries and seven universities, we are able to look for financial resources from a number of different sources (university and national sources).

It also offers possibilities to operate the system more economically, this because it is possible to host every single installation of DiVA on the same server within the co-operating network.

Development: Through this joint project we are able to pool our human resources and collaborate when it comes to system architecture, development, monitoring of standards and best practises etc. Different universities can take the main responsibility for different aspects of the further development of DiVA, thus creating a creative and highly qualified community of people interested in electronic publishing.

Implementation: The Nordic countries share a lot of similarities when it comes to the university system and how (especially) doctoral theses are being processed within the university libraries. The thesis has to be publicly available 2-4 weeks before an official defence of the thesis. It is also printed in a fairly large number of copies, which are distributed to other universities and colleges nationally and in other Nordic countries. The libraries at the different universities and colleges are also taking part in a system of inter-library loans.

A new partner in the DiVA-project will be able to take advantage of the other partner's experiences concerning implementation DiVA. The different partners can exchange templates, courses, information about submitting theses etc. knowing that they will only have to make small changes in order to adapt the information for their own university.

Through the DiVA-project we are able to offer a large collection of theses and dissertations, thus reducing the need for inter-library loans and distribution of the paper copy to different institutions. This offers a cost-efficient way of handling theses and dissertations, and an improved service to those interested in borrowing one of these publications.

Title: Ph.Digital? Implications of new media for the dissertation and the degree

Authors: Keith Morgan and Kelsey Libner (North Carolina State University)

Abstract: The first Ph.D.'s in the United States were granted at Yale in 1861. One, fittingly entitled *Ars Longa, Brevis Vita*, was six pages long and written by hand in Latin. From that small start, American universities standardized the process of dissertation research to what has been often described as the pinnacle of the U.S. educational system. Despite this success, beginning in the 1930s there have been undercurrents of criticism about the direction of graduate education in this country. In the past ten years, there has been renewed and concentrated critical discussion of the purpose and outcomes of the Ph.D. program. The Carnegie Foundation's Initiative on the Doctorate, The Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. Initiative, and the University of Washington's Re-envisioning the Ph.D. are but three examples. These investigations show some similarities with earlier examinations (see Berelson, 1960, and Olson and Drew, 1998) but also take up some new themes. In a context of technological change as well as re-examinations of the Ph.D. degree, this paper will consider the pressures that technological change places on the form and function of the dissertation. Our argument will be placed in the context of the history of the dissertation, and the Ph.D. as a ritual with an important social function.

Edminster and Moxley (2002) argue that new media can expand the representational limits of the dissertation. Building on their work, we will look more specifically at opportunities and challenges that new media forms present in selected disciplines: architecture, history, biology, and applied mathematics. As part of these scenarios, we will consider the evolution of the dissertation from paper, to an online analogue of paper, to hybrids of paper and new-media forms which could not truly "live" on paper.

Even as we explore new directions for the contents and form of dissertations, we recognize that these documents do not exist in a vacuum. We might think of them as ritual objects in a complex rite of passage -- the Ph.D. degree -- developed to anoint a kind of priesthood of scholars. They lie in a tight matrix of reciprocal relationships,