

an improved record in the new WVU Scholar system. With this migration, the way in which WVU catalogs ETDs underwent a major change in established procedures, and required learning new ways to create and edit bibliographic records in WVU Scholar.

e-Everything (ETD, EUG, EMA) in the IR: DigiTool² Everywhere

» Michael Kaplan, Ex Libris, Ltd.

ETDs were for many years a unique type of scholarly document, representing the first scholarly work of an aspiring academic/researcher. Indeed they were unique, constituting a peculiar category of published/non-published materials, accessible until 10 or 15 years ago largely only through meticulous combing of Dissertation Abstracts. Online databases and the ETD movement changed that, interestingly enough at the same time as ETDs began to become a true multi-media phenomenon. Academic institutions are still moving toward requiring universal electronic submission and dealing with issues of open vs. restricted access. At the same time, though, ETDs represent a vanguard of a much larger area of "grey scholarship", with institutions now "publishing" both undergraduate honors theses and master's theses, all now being united under the big tent of an Institutional Repository (IR).

A large and growing number of institutions have chosen to do so using the Ex Libris DigiTool platform, with impressive results: theses stored in DigiTool now total more than 27,000 (a very partial count), and with larger numbers of faculty papers and several thousand undergraduate honors papers being represented as well.

It is now clear that ETDs are now an integral part of a larger body of mainstreamed institutional research. At the same time, they are also searchable and therefore deliverable on the basis of full-text, with access controls as deemed appropriate institutionally, and also optionally open to Google (etc.) for harvesting and discovery. In the bigger picture ETDs are moving from a small silo to a big universe.

Come join us as we take a tour a number of important DigiTool ETD sites, including Boston College, Colorado State University, Florida State University, McGill University, Rensselaer Polytechnic Institute, University of Melbourne, University of Porto, University of South Florida, and West Virginia University.

BREAKOUT SESSION 1B

OPEN ACCESS: JOURNEYS FROM OBSCURITY TO VISIBILITY

» Moderator: Gail McMillan, Virginia Tech
» Wednesday, June 10 1:30 p.m. – 3 p.m.

ETDs in Lock-Down: Trends, Analyses and Faculty Perspectives on ETD Embargoes

» Terry Owen, University of Maryland
» Timothy Hackman, University of Maryland
» Thomas Harrod, University of Maryland

Objective/Purpose: The purpose of this research is to track trends among academic departments requesting ETD embargoes, gain insight into faculty perspectives on publicly available ETDs, ascertain reasons for approving embargo requests, and identify strategies for educating faculty about embargoes.

Methodology: Since September 2006, graduate students at the University of Maryland have had the option of restricting access to their ETD in the university's digital repository for either a one- or six-year period. Embargo requests must be approved by the student's faculty advisor and submitted to the Graduate School prior to uploading the ETD at the end of each semester. Statistics and trends on embargo requests were analyzed for each academic department and faculty advisors were surveyed to determine reasons for approving embargo requests.

Preliminary Results: Since the beginning of the program, an average of 32% of the ETDs that have been submitted each semester have been embargoed. While Engineering has the largest number of embargoes (148), Chemical and Life Sciences has the greatest percentage (53%), followed closely by Agriculture and Natural Resources (52%) and Business (47%). The faculty survey results are pending and will be presented at the conference.

Conclusions/Recommendations: While the percentage of embargoes has remained relatively constant each semester, our goal is to decrease the number of embargoes by educating faculty and students on the benefits of making their research widely available. We are working with the Graduate School and library faculty to develop a scholarly communications program that not only educates faculty and graduate students about the consequences of embargoes, but also makes them more aware of open access issues in general. In addition, we will share best practices for implementing embargoes for institutions planning to add ETDs to their digital repository.

Restricted ETDs and Open Access

» Ana Pavani, Departamento de Engenharia Elétrica, Pontifícia Universidade

» Ana Mazzeto, Departamento de Engenharia Elétrica, Pontifícia Universidade Católica do Rio de Janeiro

The road to Open Access passes by authors' rights and by the compliance to the legal rights they may have in different nations. In order to enhance Open Access to ETDs, it is necessary to address the issue of how authors behave concerning their theses and dissertations.

PUC-Rio's ETD program began in 2000 and in August 2002 ETDs became mandatory. Though PUC-Rio is a small university when compared to the Brazilian public institutions, the number of ETDs is over 4,300; between 500 and 600 new ETDs are published every year.

The team that works in the ETD program has observed that restricted ETDs have always been presented. But there never has been a study on the profile of restrictions.

The team decided to analyze restricted ETDs published in 2005 - 2009. Information was gathered from the digital library system. All ETDs with any type of restriction were identified (year, level, graduate program, supervisor, time and reason of restriction). The numbers of ETDs published each year also examined.

The types of analysis being performed are:

- Numbers and percentages of restricted ETDs – all ETDs, ETDs per graduate program and ETDs per supervisor, identifying categories of restriction concentration;
- Numbers of restricted ETDs per type of reason for restriction (patent, article, book, etc) – all ETDs, ETDs per graduate program and ETDs per supervisor;
- Numbers of restricted ETDs per time of restriction – all ETDs, ETDs per graduate program and ETDs per supervisor.

When proper, time-series are drawn. Once the results are computed, the Dean of Graduate studies will be informed. According to the results, the authors will suggest action(s) to increase Open Access. The authors will try to find similar analysis in other institutions and/or countries to compare the university's culture with other cultures.

Steering the Flagship with Electronic Theses and Dissertations (ETDs)

» Ursula Goldsmith, Louisiana State University

Objective: the purpose of the project or development activity being described – study of change and no change with the university ETDs.

Methods: the way in which the project or development activity was undertaken – internet information which is official.

Results: the key results of the project or development activity successes and lessons learned will be explored in the presentation as well as the conclusion.

Abstract: Managing program requirements for the present while preparing for the future is the goal of every university graduate student, faculty member, and administrator, in particular the importance of developing a strong relationship with ones university. No matter the role, one constantly seeks to have a scalable, sustainable, and professional program to unlock university resources for students. The university studied here seeks to create a disciplined culture of excellence that generates intellectual excitement, transforms lives, and develops leaders.

Graduate students are empowered to develop as a scholar and future researcher while still working on their degree by involvement with ETDs. Some works will be “plain vanilla,” in color, graphics, images, animation, video, audio or in any combinations of the new technologies.

This presentation is based on a five-year end bench marked comparative study of no change, change, and adjustments to a paper written by Ursula Goldsmith in August 2002 in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the School of Human Resource Education and Workforce Development, Louisiana State University (LSU), Baton Rouge, Louisiana (LSU is the flagship university for Louisiana, supporting land, sea, and space grant research).

The dissertation “Perceptions of Active Graduate Faculty at a Research Extensive University Regarding Electronic Submission of Theses and Dissertations (ETDs)” is available online at etd.lsu.edu/docs/available/etd-0709102-111850/unrestricted/Goldsmith_dis.pdf.

This dissertation presented statistics across many disciplines. This presentation is a follow-up to the study based on data collected Sept 2007; the final date and closing time for signing up for classes and was posted on the Internet. The data was collected September 10, 2007, five years after the original study whose data had been collected September 8, 2002. Changes occurred in the liberal arts and the school of veterinary sciences.

This is an important study never done before and is unique in what it has shown in the change or no change to steering the flagship.

From an ETD-Collection to a Visible Open Access Repository

» Peter Schirmbacher, Humboldt-Universität zu Berlin

Since the Cybermetrics Labs in Madrid (Spain) started its “Ranking Web of World Repositories” Humboldt-University-Berlin's institutional Repository, the edoc-Server, was consistently among the top 20 in the list. This results from a systematic de-

velopment through the various efforts of our special “Electronic Publishing Group”. This group embodies an active collaboration between the University Library and the University's Computer and Media Service.

These activities started in 1997 with the aim of collecting theses and dissertations electronically. In Germany doctoral theses must be published and we were one of the first German universities to offer to do this electronically.

Today we have more than 3,500 doctoral theses in electronic form, which represents about 35% of all theses written during a year. During my presentation

I will give an overview of our activities both at Humboldt-University and in Germany, where the German National Library has more than 40,000 doctoral theses. The author of this article is a member of “Dissertation Online”, acts as an advisory board for electronic theses and dissertations in Germany.

We began with doctoral theses but today we have many different types of material in our repository, totaling about 10,000 documents. These include electronic journals from fields at the university such as mathematics, history, Baltic sea studies and so on. We have a lot of research reports, post-print publications and conference proceedings.

A point of special interest is the open access publications of the Humboldt-scholars. More than one hundred authors have published their articles in our repository. In order to achieve these results we organized numerous events at the university, held discussions with the scholars, and used special student seminars to support scholars interested in publishing electronically.

The activities of Humboldt-University's electronic publishing group are part of a common German initiative, which is coordinated in most cases by DINI (the German Initiative for Networked Information). During the presentation I intend to report about the “Network for Open Access Repositories” project and a related project, “Statistics about Open Access Repositories”, in which the author is also involved.

Enhancing Access to Local Content in Developing Countries: a Case Study of the University of Zimbabwe Library Institutional Repository

» Agnes Chikondo, University of Zimbabwe

The University of Zimbabwe (UZ) Library was established in 1953. It is the leading University Library in the country and has provided more than fifty years of unparalleled world class service to the nation. The current staff establishment stands at 87 and student population of 12,322. The UZ Libraries are comprised of the Main Library and its six branch libraries which are: College of Health Sciences, Education Postgraduate, Institute of Development Studies, Law, Maps and Veterinary Science.

The UZ Library has also embarked on a number of digital initiatives which include digitizing local content. The UZ Library now has an established Institutional Repository (IR) <http://ir.uz.ac.zw>, which is a digital collection of the university's research output, both published and unpublished material deposited by members of the University of Zimbabwe including peer-reviewed journal articles, published conference papers, books and book chapters, working papers, research reports and seminar papers. The full text of these publications is made freely available where possible.

The repository is open to anyone at UZ as a place to capture, store, index, preserve and redistribute the University's scholarly research materials in digital formats. The UZ repository uses DSpace. The UZ Library will continue to expand its IR thereby enhancing the delivery of information to students, researchers, policymakers and the wider public.