

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.

The mission of the UZ IR is to comprehensively collect, capture, digitize, preserve and disseminate widely the intellectual output of the UZ community. UZ has world class scholars and the library felt that dissemination of its products will promote the visibility of UZ scholar's outputs, enhance students access to information produced at UZ and also enhance the sharing and networking of UZ scholars with other scholars in the global learning and research community.

Current UZ IR contents include Journal articles, Pre-prints, Post-prints, Conference papers, Conference proceedings, Research reports, Seminar papers, Newspaper/ magazine articles, Books, Book chapters, Departmental and research center news and bulletins.

Documents in the UZ Institutional Repository are organized by academic departments and research institutions (communities), and within a department, they are further grouped according to the document types (collections), such as conference papers and journal articles. To date they are 54 communities and a total of 223 publicly viewable items.

The UZ Library submitted a funding proposal to eIFL for the purchase of the server. The IR project received funding from IN-ASP to ensure establishment. The University Senate has pledged its support and commitment.

This presentation will discuss a number of policy issues which were resolved during the early stages of planning. Success will be measured through usage statistics as well as the quality and quantity of projects submitted. Key challenges faced and important unresolved issues will also be discussed.

BREAKOUT SESSION 1C

NEW TRENDS/PLATFORMS/ DEMOS: EFFICIENCIES AND LESSONS LEARNED

- » Moderator: Sharon Reeves, Library and Archives Canada
- » Wednesday, June 10 1:30 p.m. – 3 p.m.

Students are not the only ones affected: A narrative account of the University at Albany's transition from paper to digital dissertation submission

- » Christine Smith, Office of Graduate Studies, University at Albany
- » Jane Champagne, Office of Graduate Studies, University at Albany

Objective: The purpose of this paper is to describe the University at Albany's transition from paper to digital dissertation submission using the ProQuest UMI ETD system. Specifically, this paper will address the various actors that were affected by the change and will explore their concerns and issues which were not anticipated by the persons responsible for the implementation. The University is a public research extensive institution located in New York State's capital city. Offering over 100 graduate programs, the University receives dissertation submissions from various programmatic areas including public health, education, nanoscale science and engineering as well as the arts and sciences.

Due to the University's diverse academic, student and faculty populations, there are a large number of stakeholders affected by any type of changes made within doctoral education.

Methods: This paper is a narrative case study of the University's experience while transitioning from paper/hard copy dissertation submissions to the use of ETD. Written and oral communication involving stakeholders will be discussed in addition

to interviews and personal accounts of the staff responsible for the implementation.

Results: During the transition, unanticipated concerns over the use of ETD were communicated by students, advisors, academic departments, administration and library staff. The scope of the issues ranged from decreased University income, accessibility of the research publications, formatting issues and policy and procedural changes.

Conclusions: Although the use of ETD is beneficial to both the students and the University, it does have an impact on other University constituents. There were unforeseen implications for members of the University that have to be addressed before the full transition to ETD can be completed. As a result, the University will allow both paper and ETD submission of dissertations until all issues can be resolved.

Jump Starting an ETD Program: Review of Tools and Lessons Learned

- » Janet Lee-Smeltzer, Head, Cataloging and Metadata Services, The University of Alabama
- » Austin McLean, Director of Scholarly Communication and Dissertation Publishing, ProQuest

Objectives: Launching an ETD project can appear to be a daunting task. Convincing stakeholders to move from paper to ETD is but one of the many challenges that must be overcome. Often the library is faced with new questions that must be answered, in addition to forging a new working relationship with the graduate school.

Questions such as how to deposit the ETD in the local repository, how to obtain author permission and whether to accept multimedia submissions are but a few of the issues to resolve.

Methods: This session will provide a case study of one university and their journey to ETDs. We invite you to join us for a discussion of the various issues a university should consider when setting up an ETD program.

Results: The presentation will cover a review of the online systems available for supporting submission of ETDs, as well as Alabama's development of an ETD program.

Conclusions: Lessons learned will be conveyed with the hope that Alabama's experience will allow others to move forward smoothly in beginning the ETD process.

ETD Authors and Academic Integrity

- » Christine Jewell, University of Waterloo, Canada

The University of Waterloo's academic integrity module for graduate students provides information about the principles of academic integrity and offers techniques to meet the challenges faced by graduate students in adhering to these principles.

Created under the direction of UW's Office of Academic Integrity, the module is an interactive, multi-media, open access Web site. With an anticipated activation date of July 2009, the module will be a primary source of information for new and continuing graduate students across all disciplines on campus.

This presentation will discuss the elements of this module that are of particular relevance to the graduate student as he or she prepares an ETD. The increasing quantity of information easily accessible to researchers poses unprecedented challenges for the graduate student who is committed to the principles of academic integrity.

Organizational techniques and strategies can be utilized to help control the risk of unintentional violations. To meet high standards of scholarship in this electronic environment, gradu-