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 0f 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-

ate students need to be able to recognize what constitutes a violation of academic integrity and must be equipped with tools and skills to avert unintentional violations.

This presentation will describe scenarios that illustrate the challenges faced by the ETD author as he or she strives for ethical scholarship. Techniques to support commitment to academic integrity will be outlined.

ETDs transformed: maximizing cataloging efficiencies and open access

» Martin Courtois, Hale Library, Kansas State University

» Merry Bower, Hale Library, Kansas State University

» Michelle Turvey-Welch, Hale Library, Kansas State University

Objective: Develop low-cost, efficient processes for processing ETDs, generating quality metadata, and maximizing access.

- ▪ Submission Form

Graduate students submit their ETDs to K-State's institutional repository and create their own descriptive metadata. The submission process uses a form with pull-down menus which minimizes metadata entry errors and ensures greater consistency in cataloging records.

- ▪ Review of Submissions

The Graduate School reviews and approves ETD submissions. ETDs are archived and accessible online as soon as they are approved, usually within a few days.

- ▪ Metadata and Workflows

The Library designed a Dublin Core metadata scheme based on the ETD-MS scheme and compatible with DSpace. Once ETDs are approved by the Graduate School, DSpace records are edited by cataloging staff. Most records need no revisions.

MARCEdit and an XML-based stylesheet are used to transform DSpace records from Dublin Core to full MARC records for inclusion in OCLC's WorldCat and the Library's OPAC. The resulting MARC records are high-quality and require only minor editing.

- ▪ Findability

With rare exception, all ETDs are openly accessible and discoverable through Google and Google Scholar. Using the Open Archives Initiative Protocol for Metadata Harvesting capabilities of DSpace, ETD records are accessible through OAIster, the NDLTD Union Catalog, and other harvesters. Students do not submit printed copies of their ETDs, and archival paper copies are not retained, saving time and expense in processing, binding, and shelving.

Results and conclusion: By working cooperatively with the Graduate School and capitalizing on student-generated metadata, the Library has gained significant time and cost savings compared to handling paper theses and dissertations. This approach has led to decreased processing time and yielded greater exposure for students' research.