

Making Connections

Scholarly Communication in the Digital Age

September 23, 2020

USETDA 2020

Tenth Annual Conference
of the United States Electronic Thesis and Dissertation Association

Virtual Town Hall

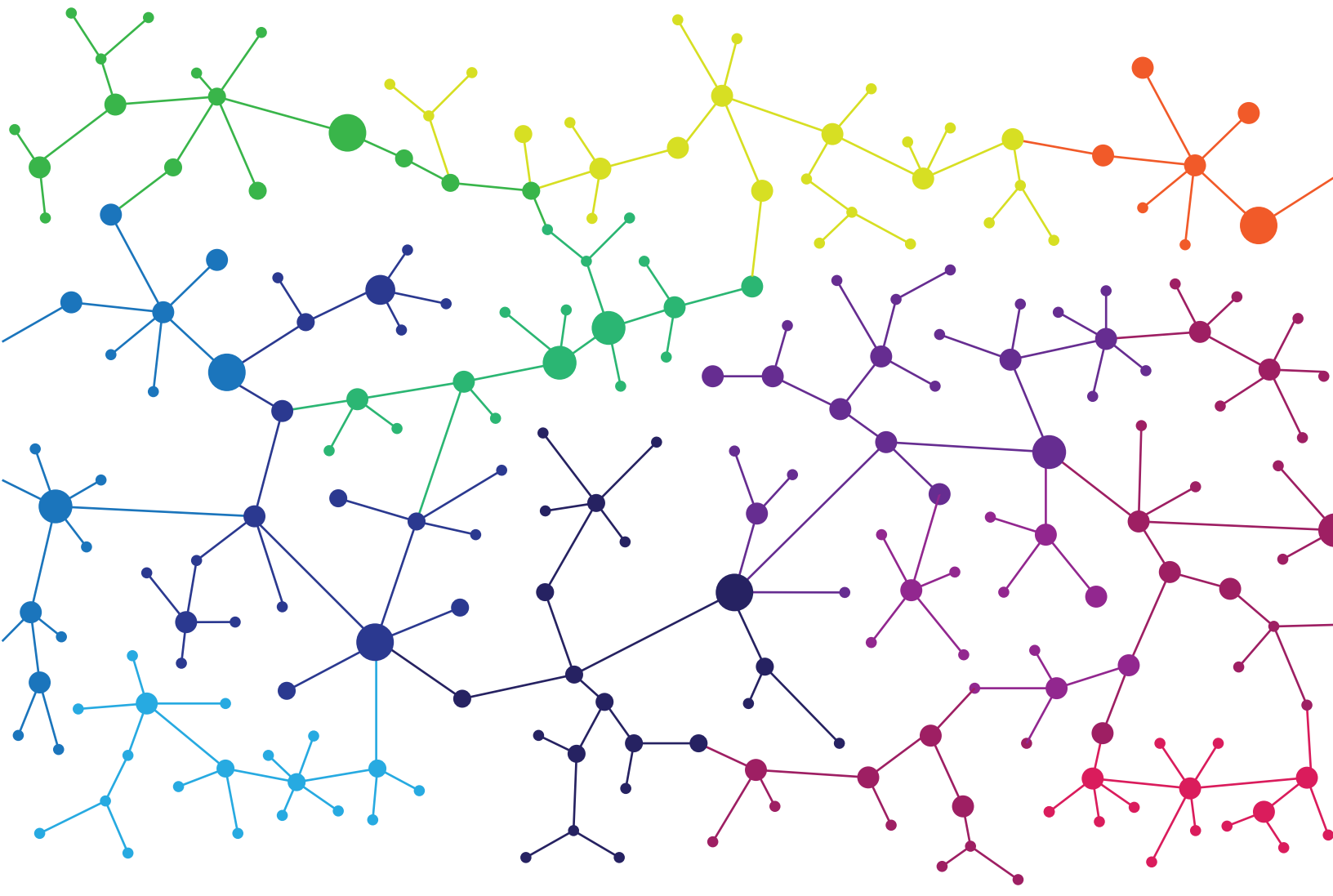




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For more information, please visit: www.usetda.org



#USETDA2020

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*USETDA Board Member
^Program Committee Member



Welcome



Dear Colleague,

The USETDA Conference Planning Committee and Board of Directors are delighted to welcome you to the Tenth Annual USETDA Conference “Making Connections – Scholarly Communication in the Digital Age.”

In an effort to provide a safe meeting environment as well as to preserve the work and funding already put into this year’s conference, we sought new opportunities for outreach and engagement. As a result, we are pleased to offer the USETDA 2020 Conference as a free online Virtual Town Hall Meeting,

This year’s program includes keynote speaker Joan Lippincott, Associate Executive Director Emerita at the Coalition for Networked Information (CNI). In her keynote address, "Making Connections: ETDs, Academe, and the World of Work," Lippincott will focus on four areas in which we can provide graduate students with important 21st century skills: ability to employ digital tools and data management practices most utilized in their field of study; ability to make choices within the scholarly communications and intellectual property systems; ability to understand reputation management; and ability to communicate research findings to the public. Her presentation will also suggest how professionals who work with ETDs can accelerate change and offer practical suggestions for how institutions can provide better support in these areas for graduate students.

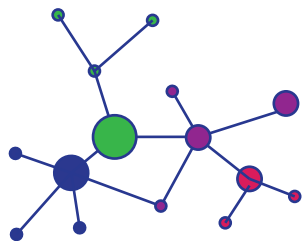
The opening plenary session includes a panel discussion on Life in the Time of COVID-19; the full program includes a variety of roundtable discussions, breakout presentations, poster presentations, and user group meetings.

We hope you take some time to explore the diverse presentations offered in our conference program and proceedings, to engage with speakers in the session discussions and to interact with each other as you share experiences and learn best practices among graduate school and library peers.

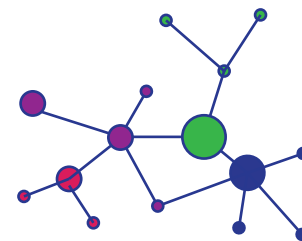
Should you have any questions, please feel free to stop by the [virtual help desk](#) to chat with us.

Best regards,

USETDA 2020 Conference Planning Committee



2020 Schedule



All times East Coast

1:00 - 1:05 pm	WELCOME AND INTRODUCTIONS (ROOM A) Moderator: Heidi Arbisi-Kelm		
1:05 - 1:10 pm	TRANSITION BREAK		
1:10-1:50 pm	OPENING PLENARY / ROUNDTABLE DISCUSSION (ROOM A) Working 9 to 5 (In Your Pajamas): Life in the Time of COVID-19 <i>Presented by John Paul Fudrow, Aura Young, Elyse Fox, and Daina Dickman</i> Moderator: Teri Green and Stacy Wallace		
1:50 - 1:55 pm	BREAK AND SPONSOR MESSAGES (ROOM A)		
1:55 - 2:15 pm	BREAKOUT 1 (ROOM A) Streamlining for PhD Student Success <i>Presented by Lusiella Fazzino</i> Moderator: Teri Green	BREAKOUT 2 (ROOM B) Activating student workers for ETD 508 remediation in a remote environment during the COVID-19 pandemic <i>Presented by Elyse Fox and Daina Dickman</i> Moderator: Emily Wuchner	BREAKOUT 3 (ROOM C) Reconciling Reproducibility and Ephemerality in a Corpus of Performance Studies Theses <i>Presented by Sarah Potvin, Katherine Christie Anders, and Tina Budzise-Weaver</i> Moderator: Cynthia Tindongan
2:15 - 2:20 pm	BREAK AND SPONSOR MESSAGES (ROOM A)		
2:20 - 3:05 pm	KEYNOTE (ROOM A) Making Connections: ETDs, Academe, and the World of Work <i>Joan Lippincott</i> Moderator: John Hagen		
3:05 - 3:15 pm	BREAK AND POSTER PRESENTATION (ROOM A)		
3:05 - 3:15 pm	Web Accessibility for ETDs <i>Presented by Teri M. Robinson and Lara Threet</i> Moderator: Teri Green		

3:15 - 3:55 pm	<p>BREAKOUT 4 (ROOM A)</p> <p>Cataloging ETDs in Ohio: a weaving of IR innovations, cataloging standards, and library workflow: the experience of Kent State University</p> <p><i>Presented by Sevim McCutcheon and Peter H. Lisius</i></p> <p>Moderator: Teri Robinson</p>	<p>BREAKOUT 5 (ROOM B)</p> <p>Streamlining the Formatting Review Process, Best Practices and Lessons Learned</p> <p><i>Presented by Kerri Bottorff, Padmini Coopamah Waldron, and Amanda Ammirati</i></p> <p>Moderator: Aura Young</p>	<p>BREAKOUT 6 (ROOM C)</p> <p>Adventures in Launching a New ETD Repository: Two Stories of Workflow, Engagement, and Potential Impact</p> <p><i>Presented by Lily Troia and Ashlee Messersmith</i></p> <p>Moderator: Emily Wuchner</p>
3:55 - 4:00 pm	<p>BREAK AND SPONSOR MESSAGES (ROOM A)</p>		
4:00 - 4:40 pm	<p>BREAKOUT 7 (ROOM A)</p> <p>Standardizing Chaos: ETD Support service changes before and after a pandemic</p> <p><i>Presented by John Paul Fudrow</i></p> <p>Moderator: John Hagen</p>	<p>BREAKOUT 8 (ROOM B)</p> <p>Remote Writing Support for Graduate Students</p> <p><i>Presented by Aura Young</i></p> <p>Moderator: Teri Green</p>	<p>BREAKOUT 9 (ROOM C)</p> <p>Creation of a Formatting User Group</p> <p><i>Presented by Sally Evans, Valeria Caviness, Lusiella Fazzino, Janice Robinson, and Stacy Wallace</i></p> <p>Moderator: Valerie Emerson</p>
4:40 - 4:50 pm	<p>BREAK AND POSTER PRESENTATION (ROOM A)</p>		
4:50 - 5:30 pm	<p>PLENARY / ROUNDTABLE DISCUSSION 2 (ROOM A)</p> <p>The Ecosystem of ORCID, ETDs, and Research Activities: ORCID's Role in ETDs and Enabling Open Research, and ORCID & Embargo Options: Do Students Make the Connection?</p> <p><i>Presented by Shawna Sadler and Kelley Flannery Rowan</i></p> <p>Moderators: Teri Green and Cynthia Tindongan</p>		
5:30 - 5:35 pm	<p>BREAK AND SPONSOR MESSAGES (ROOM A)</p>		
5:35 - 6:15 pm	<p>BREAKOUT 10 (ROOM A)</p> <p>ProQuest ETD Administrator User Group Meeting</p> <p><i>Presented by Austin McLean</i></p> <p>Moderator: Janice Robinson</p>	<p>BREAKOUT 11 (ROOM B)</p> <p>Vireo Users Group Meeting</p> <p><i>Presented by Courtney Mumma and Emily Wuchner</i></p> <p>Moderator: Emily Wuchner</p>	<p>BREAKOUT 12 (ROOM C)</p> <p>OhioLINK ETD Center Users Group Meeting</p> <p><i>Presented by Emily Flynn</i></p> <p>Moderator: Teri Green</p>
6:15 - 6:30 pm	<p>CLOSING SESSION / VIRTUAL COCKTAIL HOUR / OPEN FORUM (ROOM A)</p> <p>Moderator: Heidi Arbisi-Kelm</p>		



Keynote Speaker



Joan K. Lippincott

Executive Director Emerita

COALITION FOR NETWORKED INFORMATION

Joan K. Lippincott is Associate Executive Director Emerita of the Coalition for Networked Information (CNI), a joint program of the Association of Research Libraries (ARL) and EDUCAUSE, based in Washington, DC. At CNI, Joan provided leadership for programs in teaching and learning, learning spaces, digital scholarship, ETDs, and assessment. She served on the boards of the Networked Digital Library of Theses and Dissertations (NDLTD), the New Media Consortium (NMC) and on the advisory boards for the Horizon Report for both higher education and libraries. Joan was the editor of the EDUCAUSE Review E-Content column, chair of the Association of College & Research Libraries' (ACRL) New Publications Board, and served as a member of the ACRL task force that produced the Framework for Information Literacy for Higher Education. In addition to serving on the Advisory Boards of the Learning Spaces Collaboratory and the Learning Space Toolkit project, Joan has served as a consultant to many academic libraries for their space renovation projects and has been on the planning committee for the Designing Libraries for the 21st Century conference since its inception.

KEYNOTE ABSTRACT

Making Connections: ETDs, Academe, and the World of Work

In the dissertation process, graduate students ideally become practitioners in their field of study. They do not just absorb, analyze, and critique research as they do in their coursework; they join the community of scholars and scientists and carry out research. They become part of the disciplinary conversation. As professionals who interface with graduate students and their advisors, what are some roles that we can play to enhance the dissertation experience? In particular, what can we do that will assist our students in developing the best chance for a good job when they reach completion, whether that job is in academe or in the non-profit, government, or commercial sector? In this talk, Lippincott will focus on four areas in which we can provide graduate students with important 21st century skills:

- Ability to employ digital tools and data management practices most utilized in their field of study
- Ability to make choices within the scholarly communications and intellectual property systems
- Ability to understand reputation management
- Ability to communicate research findings to the public

Her presentation will also suggest how professionals who work with ETDs can accelerate change and offer practical suggestions for how institutions can provide better support in these areas for graduate students.



Session Abstracts



1:10 PM - 1:50 PM

PLENARY - ROUNDTABLE DISCUSSION 1

Working 9 to 5 (In Your Pajamas): Life in the Time of COVID-19

John Fudrow | University of Pittsburgh Libraries
Aura Young | University of North Carolina at Charlotte Graduate School
Elyse Fox and Daina Dickman | Sacramento State University Library

1:55 PM - 2:15 PM

BREAKOUT SESSIONS

BREAKOUT SESSION 1

Streamlining for PhD Student Success

Lusiella Fazzino | St. John's University Libraries

In an effort to streamline dissertation formatting and processing procedures, the St. John's University Library, New York, has created workshops to support and train students in dissertation formatting. Lacking a centralized graduate office, the role of ensuring that PhD formatting and submission requirements are complied with have informally fallen on the Library and various department administrative assistants. The Library now offers trainings to administrative departments and workshops to students in order to support students in meeting the dissertation guidelines of the University.

After reaching the pinnacle of their career and defending their dissertation, PhD students are tasked with the mundane duty of correctly formatting and submitting their dissertation within a short window of time. It may only be a matter of weeks between defense and graduation. At St. John's University, if a student's dissertation is formatted incorrectly, they will not be able to graduate, creating a period of acute stress for the student and staff involved.

Further complicating the situation at St. John's University was the absence of standardization across the schools and colleges. In order to support PhD students, the Library and administrative staffs of the graduate schools have collaborated

to create streamlined, uniform standards across the schools and colleges across St. John's University – including consistent and comprehensible handbooks. Then, templates, tutorials, videos and digital objects were created to make the formatting process as easy as possible. Workshops are now offered to graduating PhD students so that they are familiar with the University Guidelines and the new tools available to them. They are taught how to utilize these tools to successfully format and submit their work, leading to their graduation. Sharing these resources and workflows with the USETDA community can be of tremendous value as other institutions may also struggle with these issues.

BREAKOUT SESSION 2

Activating Student Workers for ETD 508 Remediation in a Remote Environment During the COVID-19 Pandemic

Elyse Fox and Daina Dickman | Sacramento State University Library

Our university's ETD collection faces a common problem, how to achieve 508 compliance and ensure accessibility for all users. We lack adequate staffing and funding to work on current theses and retroactive digitization projects. In Spring 2020, we launched a new initiative to hire and train a student employee focused on 508 remediation for approximately 600 previously digitized theses and projects, prior to their ingest in the institutional repository. When our campus closed due to the COVID-19 pandemic in March we made the decision to expand this opportunity to more library student employees and provide a project they could work on remotely. As a regional campus serving many non-traditional, first-generation, and parenting students, it was important that our student employees could continue working and be paid. By converting this to a telecommuting project, we were able to keep all student assistants who were interested in teleworking employed from nearly every department in the library. Additionally, we were able to expand the scope of our remediation efforts, with the original project growing from all retrospectively digitized theses (approximately 1,000 in all) to all ETD content in the institutional repository (an additional 3,500).

In this presentation, we will discuss training student workers for remediation tasks, best practices when moving student

employees to remote work, and mitigating challenges faced in these unique circumstances during the COVID-19 pandemic. We will also explore ways to continue the work undertaken in these unique experiences in future digitization work and staffing strategies of sharing student workers between departments.

BREAKOUT SESSION 3

Reconciling Reproducibility and Ephemerality in a Corpus of Performance Studies Theses

Sarah Potvin, Katherine Christie Anders, and Tina Budzise-Weaver | Texas A&M University Libraries

In this talk, we will quantify link rot in the corpus of born-digital Texas A&M University Performance Studies masters theses and discuss the implications of lost evidence for these graduate publications. We consider issues of preservation and persistence, copyright, documentation, and the effect of link rot on the impact of the surviving work. How can we reconcile the ephemerality of dynamic web content with the need for persistent connections in scholarly communication, and the movement towards reproducibility? How can Performance Studies, with its framework for analyzing performances in context, guide this reconciliation? We will ground our meditation on these questions with observations about citation practices and the potential for intervention, with an eye towards a generalizable approach to guarding against rot in electronic theses that can be streamlined into ETD processing.

3:05 PM - 3:15 PM

POSTER PRESENTATION

Web Accessibility for ETDs

Teri M Robinson and Lara Threet | Mississippi State University Libraries

The need for accessible websites and online documents continues to grow and play an important role in how universities reach users and stakeholders. In the summer of 2019, the Office of ETD Submission and Formatting was approached by university and library administration with the need to ensure that documents submitted by students to the Institutional Repository meet the institutional standards for web accessibility. With little direction on how to accomplish this other than we must conform to the AA level of WCAG 2.0, our ETD office began research to learn what would be needed and how to incorporate the requirements into the

submission process so that students would be in charge of the accessibility of their documents. After looking at policies in place at other institutions and speaking with offices that work directly with the vision impaired, our office created a set of accessibility submission standards for theses and dissertations. The requirements went into effect during the spring 2020 semester. In this presentation we will discuss what we have learned from two semesters of implementing an accessibility policy for ETD submissions.

This presentation will cover:

- the web accessibility requirements our office added to the submission process
- how our office informs students of the new requirements
- how our office checks ETD documents for accessibility
- issues and challenges from two semesters of implementation
- future goals

3:15 PM - 3:55 PM

BREAKOUT SESSIONS

BREAKOUT SESSION 4

Cataloging ETDs in Ohio: A Weaving of IR Innovations, Cataloging Standards, and Library Workflow: the Experience of Kent State University

Sevim McCutcheon and Peter H Lisius | Kent State University Libraries

OhioLINK and its member libraries have been near the forefront with ETDs, in terms of both devising a highly automated method of harvesting student-supplied metadata to create basic MARC records; and in developing consortial standards for cataloging ETDs in AACR2 (2006) and RDA (2013).

This Ohio context is closely tied to Kent State University's approach to fully cataloging ETDs: technology and tag team. Automation creates the base record; then student workers enhance descriptive portions. This frees catalog librarians to concentrate on the intellectually challenging aspects: full subject analysis, classification, and authority control.

Once ready for intervention, the original cataloging of ETDs has unique challenges. The topics are often on cutting-edge

research and/or cross-disciplinary, for which the Library of Congress has not yet developed granular subject headings or classification. Since first-time authors are not represented in the National Authority File (NAF), ETDs provide ample fodder for creating Name Authority Records (NARs) for KSU affiliates. This presentation covers how ETD cataloging challenges are handled at Kent State University, with illustrative examples.

We will conclude by sharing an update on the most current initiatives to both improve OhioLINK's MARC record creation agent, and re-assess its ETD cataloging standards in light of changes at the international level.

BREAKOUT SESSION 5

Streamlining the Formatting Review Process, Best Practices and Lesson Learned

Kerri Bottorff, Padmini Coopamah Waldron, and Amanda Ammirati | University of Central Florida University Libraries, Burnett Honors College

Honors undergraduate theses are modeled after Master's theses and the formatting review is an important part of the process. The Office of Honors Research (OHR) at the University of Central Florida (UCF) has, in the last two years, worked with the UCF Libraries to streamline the format review process in its Honors Undergraduate Thesis (HUT) program by making use of Digital Commons, the online platform used for the publication of theses and dissertations. Format review was previously done in person, then via email. Since Digital Commons was originally developed for journal article submission, it allows for submission of manuscripts, the return of comments from an editor to the submitter, and the resubmission of a revised manuscript. In Spring 2019, the Office of Honors Research piloted the use of the platform to conduct thesis format review. The move to all-online format review was not without hiccups, both anticipated and unforeseen. However, after one full academic year, it appears to have been a resounding success. The greatest advantage to the all-online system is that it has eliminated the need to set up in-person appointments between the thesis editor and students, freeing up both students and editor to upload and edit at their leisure (during prescribed windows that are pre-decided and communicated to all parties by OHR). A second advantage is that it allows students to set up an account and become familiar with the platform and submission system well before the final upload of their completed thesis is due, virtually eliminating the slew of panicked calls and emails right before the final upload deadline. A third advantage to the

thesis editor is that the system can be pre-programmed with certain responses that are then selected for each submission. Finally, because the online submission sends automated email notifications, OHR can instantly verify as well as keep a record of who has submitted their thesis for format review. This presentation will discuss the process of implementation and subsequent tweaks, the role of each partner (OHR, libraries, editor), and lessons learned in the streamlining of format review for Honors undergraduate theses at UCF.

BREAKOUT SESSION 6

Adventures in Launching a New ETD Repository: Two Stories of Workflow, Engagement, and Potential Impact

Lily Troia | Digital Science

Ashlee Messersmith | Purdue University

This panel features two experienced librarians involved with launching new repositories at their respective institutions. Ashlee Messersmith, Manager, Thesis/Dissertation for the Graduate School at Purdue University will share her experiences around decision-making, planning, and roll-out of a new ETD repository at Purdue utilizing the Figshare for Institutions platform and services. Her case study will cover challenges, approaches to workflow, and ideas around engagement, policies, and more, offering both expertise and allowing for conversation. She will share Purdue story around the reasons behind choosing Figshare as their thesis repository, the future of the dissertation, and current discussions that the Graduate School is having concerning the future of graduate education, and how that may impact repository development/sustainability.

Lily Troia, former Digital Services Librarian at William and Mary and the Virginia Institute of Marine Biology, was tasked in 2016 with launching research data management services, in conjunction with a repository hosting ETDs for the broader institution. Her project involved everything from coordination of scanning legacy materials, to establishing metadata and layout parameters for their expanding, multi-purpose repository. Lily was also tasked with better exploring the expanding toolkit of available metrics and analytics and approaches for measuring outcomes, skills she now employs with institutions across NE North America exploring repository solutions for ETDs and more working with Figshare at Digital Science.

This session will share the panelist's insights, including

guided questions around approaching workflow decisions at the outset of your project, with a focus on engaging various stakeholders, mediating technical challenges, and ultimately ensuring the long-term success and sustainability of Electronic Theses and Dissertation projects that address preservation and maximize discovery, access, and downstream impact.

4:00 PM - 4:40 PM

BREAKOUT SESSION 7

Standardizing Chaos: ETD Support Service Changes Before and After a Pandemic

John Paul Fudrow | University of Pittsburgh Libraries

The University of Pittsburgh has been requiring ETDs for just over 15 years, but our practices, standards, and templates had become outdated. In 2017 our reformed Office of Scholarly Communication and Publishing was tasked with taking the reins of the ETD Support services offered by the library. These services included face-to-face walk-in hours, an ETD support email queue, the dissemination of a revised ETD informational website, instructional workshops, Word and LaTeX template maintenance, helpdesk services with student services support staff for each school, and the administration of the institutional repository for ETD submission and approval. Each aspect of these services had developed breaking points that caused delays in responses, inconsistencies in deliverables, and frustrations for students, staff, and faculty. Our goal was to identify solutions that would be achievable and sustainable to realign the services and allow for future growth.

In 2019, we had just completed our first phase of updates that allowed us to provide student-focused instructions on the ETD process, provide updated templates for Word and LaTeX users, restructure our workshop materials and frequency, and to advise the approvers from each school on formatting standards and policies for preservation and creation of ETDs. The COVID-19 closures interrupted our Phase 2 planning, but forced us to quickly adapt to a new remote environment. We were able to quickly come together, with our ETD Process group, to obtain approval to use Zoom for workshops and online consultations, use our recently updated ETD Approval form to allow for digital signatures, and to utilize our new ETD site to provide up to date information on procedures, policies, and tutorials.

My presentation will focus on how our team used various assessment methods to help inform our decisions and refocus the ETD Support services we provide. I will also cover simple solutions that are user centered and reduce wasted resources. As Repository Librarian and coordinator of ETD Support, I can speak directly about how and why we made our adjustments.

BREAKOUT SESSION 8

Remote Writing Support for Graduate Students

Aura Young | University of North Carolina at Charlotte, Graduate School

The effort of moving our writing support online during the Covid-19 pandemic has proved to be fruitful for our students as well as for our Center. Despite the semester's massive disruptions, our dissertation writing group, facilitated by an Assistant Teaching Professor of Writing, produced 242 pages of text and over 400 lines of code, in addition to generating many tables, figures, and slides. After moving online, our recurring day-long Write-A-Thons drew in more participants than ever before: 21 people attended the first Write-A-Thon after the lockdown, whereas prior to that 17 had been the all-time high. A Slack support group with over 100 members accompanies the Write-A-Thons. Twenty-six participants attended our Spring Writing Retreat, which occurred the first weekend of the pandemic, and was our first online event.

Because of the spring semester's success, we continue to offer our twice-weekly Write-A-Thons throughout the summer, which have brought positive reviews from participants as well as compliments from the Graduate School deans. For the first time ever we were also asked to provide support to a group of 58 doctoral students who have received proposal completion grants.

This presentation and discussion will explore the technical tools and resources available to facilitators of online writing support as well as consider the different formats in which such support can take place. We hope that this will help bring success to other writing centers and thus greater support from administration and campus partners.

BREAKOUT SESSION 9

Creation of a Formatting User Group

Sally Evans | George Mason University Libraries
Valeria Caviness | The University of North Carolina at Greensboro, Graduate School
Lusiella Fazzino | St. John's University Libraries
Janice Robinson | Brigham Young University Graduate Studies
Stacy Wallace | University of Florida, Graduate School

The USETDA would like your input in the formation of a user group that would meet at each conference to have a round table discussion of the formatting issues that are faced by dissertation and thesis reviewers. To help guide this first discussion, USETDA Board panelists will present the current situations at their institution. A survey will be conducted to determine the top 3 to 4 topics to discuss. This will be followed by a period for open discussion. By establishing a user group, there will be an opportunity at each conference for participants to share their challenges and successes.

Format Review of ETDs tends to be a solitary job. This panel presentation allows ETD reviewers the platform to share concerns and victories with their peers as well as create an ETD network for future issues.

4:40 PM - 4:50 PM

POSTER PRESENTATION

Academic Libraries as Enablers to Prepare Graduate Students for Open Scholarship

Adrian K. Ho | University of Kentucky Libraries

A plethora of digital tools have become available in the past decade to facilitate different tasks in the scholarly communication process. Meanwhile, research funders have established policies that require grant recipients to practice open scholarship by sharing their research deliverables online. Graduate students as junior scholars may feel overwhelmed due to their unfamiliarity with some digital tools and how to be in compliance with research funders' requirements. To prepare them for academic success and open scholarship, academic libraries have partnered with graduate schools to educate students about scholarly communication issues.

With the focus on a public university in the U.S., this poster aims to discuss how the library has taken the initiative to collaborate with campus constituents to enhance graduate students' understanding of four scholarly communication

topics: 1. Research disambiguation and citability; 2. Copyright and licensing; 3. Research data management; and 4. Scholarly journal publishing and access. Specifically, the poster will address what has been done to promote the use of persistent identifiers and to highlight people's rights when producing, consuming, and reusing information. There will also be discussion about the significance of managing and sharing research data and different access models for scholarly publications. When appropriate, examples from other institutions will be brought up to enrich the discussion. In addition, the poster will cover lessons learned, effective strategies, and recommended practices in light of the feedback received from graduate students and collaborating campus units. Relevant resources from the library community will be identified so that interested colleagues can refer to them for inspiration.

In summary, this poster will illuminate how academic libraries can play a crucial role in enabling graduate students to not only disseminate their theses and dissertations broadly but also adapt and thrive as open scholars in the digital age. Its coverage may result in more exploration of collaboration opportunities among campus units in order to better support graduate students' intellectual growth holistically.

4:50 PM - 5:30 PM

PLENARY - ROUNDTABLE DISCUSSION 2

The Ecosystem of ORCID, ETDs and Research Activities, Including ORCID's Role in ETDs and Enabling Open Research

Shawna Sadler | ORCID

Stakeholders in the open research landscape are increasingly recognizing the need for a trustworthy record of research activities, name disambiguation and system interoperability. ORCID (Open Researcher & Contributor Identifier) is an international nonprofit organization that provides a persistent digital identifier (an ORCID iD) for researchers and a record for professional activities. ORCID iDs persistently link researchers to their contributions and institutional affiliations over time while also serving as a mechanism for interoperability of data across systems, significantly improving the flow of research information within and between organizations at every stage of the research lifecycle, from grant application and publication to research information management reporting.

Ideally, every graduate student would register for an ORCID iD at the start of their program, adding research funding awards and publications to their record as they progress through their program, ending with a thesis or dissertation.

ORCID's vision is a world where all who participate in research, scholarship and innovation are uniquely identified and connected to their contributions and affiliations across time, disciplines and borders.

In this webinar, I will provide the following learning outcomes,

- Understand what ORCID is and how the ORCID ecosystem works
- Identify benefits of ORCID for researchers/graduate students and for institutions who manage graduate students, ie. saving time and reducing administrative burden for both researchers/students and research organizations.
- Review the benefits of adding an ORCID iD to a thesis/dissertation system.

There are 8.3 million researchers with an ORCID iD around the world and in every discipline. In the US alone, over 135 research institutions are ORCID members, and adoption is steadily increasing.

ORCID & Embargo Options: Do Students Make the Connection?

Kelley Flannery Rowan | Florida International University Libraries

This presentation will share recent research exploring why students choose to embargo, use ORCID, choose both options, or choose neither when submitting their ETD. When the Digital Collections Center (DCC) and Graduate School at Florida International University (FIU) decided to add an ORCID field to the metadata page in Digital Commons, the initial assumption was that students choosing to embargo their research were planning to publish and would therefore find ORCID a helpful tool going forward.

However, it was found that students who chose to embargo often did not bother to sign up with ORCID and those that did sign up with ORCID did not always embargo their research. It became clear that students either did not understand the connection between these two options, did not understand ORCID, or had unknown reasons for choosing one but not the other.

For this reason, a research study consisting of four different surveys, one of which was sent to each student after submitting a thesis or dissertation, was designed to address the options they chose when submitting their research. Each survey consisted of either three or four questions and asked them to explain their decisions regarding embargoing and using ORCID. We received a 75% response rate.

We will discuss the results from of this research, and share the methodology and surveys with attendees. The hope is that attendees will be able to use this research to make decisions regarding necessary investments in embargo and ORCID education at their own institution. Additionally, attendees will learn how students perceive and understand these options, allowing librarians and graduate school professionals to make educated decisions about the necessary metadata, workshops, LibGuides, and other tools to better aid students in the ETD submission process.

5:35 PM - 6:15 PM

USER GROUP MEETINGS

BREAKOUT SESSION 10

ProQuest ETD Administrator User Group Meeting

Austin McLean | ProQuest

We invite new and prospective users to participate in an interactive discussion of the ProQuest ETD Administrator workflow and management system. Share best practices and learn how to get the most from the system, including populating your institutional repository. Find out about new development and improvements and get an update on the ETD Administrator project. Please bring your ideas for new features and functionality.

BREAKOUT SESSION 11

Vireo Users Group Meeting

Courtney Mumma | Texas Digital Library

Emily Wuchner | University of Illinois at Urbana-Champaign Graduate College

The Vireo Users Group (VUG), along with the lead development staff at the Texas Digital Library (TDL), guides the development of the open-source Vireo software application for ETD processing and provides an avenue for the exchange of information about Vireo needs and utilization. Anyone currently using or interested in using Vireo for managing

submission and publication of theses and dissertations or comparable works is welcome to attend. Our session will be an informal “office hours” period, allowing attendees to ask questions and receive answers from members of the Vireo Users Group Steering Committee.

More information about the Vireo Users Group is available on the VUG website at <http://vireoetd.org/> and on the documentation wiki at <https://texasdigitallibrary.atlassian.net/l/c/W1aradok>.

BREAKOUT SESSION 12

OhioLINK ETD Center Users Group Meeting

Emily Flynn | OhioLINK

The OhioLINK Electronic Theses and Dissertations (ETD) Center serves over 30 institutions and their students in Ohio. This year, it reached a milestone of 100,000+ open access ETDs! This session will begin with a brief system update then become a discussion with current institutional users of the OhioLINK ETD Center about the functionality, use, and enhancements. Others who are interested in learning more about the ETD Center are welcome to attend as well. OhioLINK staff will provide a brief update, facilitate discussion, and answer questions about the OhioLINK ETD Center.

PRESENTATIONS ACCEPTED FOR PROCEEDINGS ONLY

Copies of all presentations (including those not part of the live program) will be available in the Conference Proceedings: <https://www.ocs.usetda.org/index.php/USETDA/USETDA2020/schedConf/presentations>.

Arab Scholars' Acceptance of Scholarly Communication Technologies: Applying the Extended Technology Acceptance Model (TAM)

Ahmed Maher Khafaga Shehata | Sultan Qaboos University, Oman

Creating a Preservation Plan for Electronic Theses and Dissertations

Sarah Hicks, Rob Behary, and Amanda Sawyer | Duquesne University Libraries

Creating Knowledge Equity Through Accessible Dissertations for the Education Doctorates

Otis Wilder | University of South Florida

ETD Cataloging and Metadata Creation Workflow

Boutsaba Janetvilay | California State University of Fresno Libraries

Getting ETDs into ProQuest: A Comparative Analysis of the Online Submission Options Available in the Digital Age

Marielle Veve | University of North Florida Libraries

Open Source Institutional Repository Collaboration: Providing Flexibility and Affordability for ETD with Hyku

Amanda Hurford and Gretchen Gueguen | Private Academic Library Network of Indiana (PALNI)

Self-Driving ETDs: Developing an ETD Program that Runs Itself

Josh Cromwell | University of Southern Mississippi Libraries

Tracking Departmental Name Changes for Electronic Theses and Dissertations

Jill V. Kreff, Rebecca Bakker, and Ivy Torres-Morales | Florida International University Libraries

Worldwide COVID-19 Pandemic and Paradigm Shift in Off-Campus Services in University Libraries of Bangladesh

Md. Zillur Rahman | Chittagong Independent University (CIU) Library

Conference Logistics



TODAY'S EVENTS

Today's USETDA Town Hall meeting will be held through Zoom. In order to participate, you must have a Zoom account. If you do not already have a Zoom account, you can register for a free account online at: <https://zoom.us/freesignup/>. We will be using several meeting rooms for today's session. Each meeting room will have its own ID and password. Once you have decided which sessions you wish to attend, you can either click on the blue, underlined room headings in the schedule (on pages 4-5), or you can use [our online schedule](#). If you run into difficulties at any point, please reach out to our Help Desk.

CONFERENCE ETIQUETTE

We want everyone to have a positive experience at our event today. Out of respect for the presenters and all of those in attendance, we ask the following:

- We recommend you login to the meeting around 10 minutes early so that if you have any issues, they may be resolved ahead of time.
- You might consider using headphones to improve the sound quality.
- Please keep your audio muted unless you are asking a question or presenting.
- Feel free to use the chat feature to ask questions or raise your hand (a feature found in the participant screen).

TROUBLESHOOTING ISSUES

Below are some common issues you might experience when using Zoom. If you are having trouble accessing conference content, please feel free to reach out to the Help Desk.

My Internet Connection is poor. What can I do?

- Try setting your computer up near your wireless router. If there are others in your house, encourage them to avoid using technology that requires high bandwidth (including games, streaming shows, etc.). It might also help to turn off your video within Zoom.
- If you are still having trouble, try joining the Town Hall via phone ([learn more](#)).

My Video/Camera isn't working!

- First, try restarting your computer. If this doesn't work, you may need to install the latest version of Zoom ([learn more](#)).

My Microphone Isn't working!

- Join early so that you can test your microphone and speakers and make any necessary adjustments ([learn more](#)).
- If you notice issues during the meeting, make sure your microphone is unmuted. You might also need to check your computer's settings and your Zoom settings to make sure the microphone is enabled.
- If you are still having trouble, remember that you can always use the chat feature to interact with the group and presenters.

Still Need Help?

- [Troubleshooting - Zoom Help Center](#)
- [Frequently asked questions - Zoom Help Center](#)



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GRADUATE SCHOOL




Texas Digital Library
Vireo 4 is here.

VIREO 

VIREO 


VIREO 


VIREO 

You're Invited
Join TDL's Vireo User Group and help us take our premiere open source ETD management software to the next level.

Visit us at the conference in Breakout 11 on September 23 at 5:35pm Eastern.
<https://www.tdl.org/etds/>

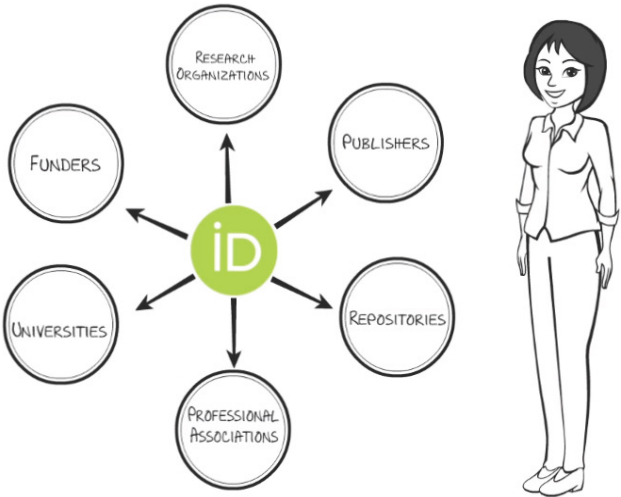
Watch our User Group video to learn more.
<https://www.youtube.com/watch?v=0sfx92otL90>

Welcome Vireo Users! 

VIREO 
Annual Users Group Meeting
June 16, 2020

ORCID

Connecting Research and Researchers



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USETDA 2021

11th Annual Conference on Electronic Theses and Dissertations

**September 29—October 1, 2021
Cleveland, Ohio**

*Making Connections
Scholarly Communication in the Digital Age*



USETDA 2021 will provide excellent educational opportunities for professionals from graduate schools, libraries, academic computing and others who work with electronic theses and dissertations (ETDs), institutional repositories, graduate students and scholarly communications.

Organized by the USETDA, the Ohio ETD Association, Case Western Reserve University, and Kent State University
www.usetda.org





Bid to Host USETDA 2022

The USETDA is now accepting bids to host the 2022 USETDA Conference. Please submit your proposal by January 1, 2021. For more information, visit <https://www.usetda.org/usetda-conferences/usetda-conference-bid-process/>.

The following information should be included in your institution's bid:

- Hosting organization / institution(s)
- Rationale for hosting the conference
- Planned dates – please include proposed conference dates and explain your choice, including flexibility of proposed dates
- Venue – city, information on conference facilities (e.g., number and size of conference rooms, and availability of Internet access in conference rooms)
- Conference organization:
 - Level of logistical and financial support from host institution
 - Detailed information on conference support personnel
 - Distribution of responsibility for conference organization
- Travel/transportation considerations
- Accommodations (type, cost, applicable city and state taxes, and access to conference venue)
- Proposed special activities
- Tourist information
- Restaurants

The USETDA board will work closely with host institution(s) to plan and execute all aspects of the 2022 conference.

Keep in Touch!



Click the icons above to connect!

