Making Connections

Scholarly Communication in the Digital Age

USETDA Virtual Conference | September 22 / 23, 2021

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

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#USETDA2021

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Dear Colleague,

The USETDA Conference Planning Committee and Board of Directors are delighted to welcome you to the Eleventh 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 2021 conference as an online virtual event.

This year's program includes two keynote plenary panel presentations with audience participation. On Wednesday, September 22nd we have planned the first plenary session, "Publish or Perish? A Panel Discussion on the Quandaries of Open Access and ETDs." Panelists include Peter Suber, Harvard University Libraries; Gail McMillan, Virginia Tech Libraries; Kathleen Driskell, Chair, Association of Writers and Writing Programs; Maha Bali, American University in Cairo; Shadi Mehraban, St. John's University; and Michael Brooks, Bowling Green State University. On Thursday, September 23rd we have planned a second plenary session, "The Survey of Earned Doctorates—Tips on Compliance, Privacy, and Institutional Data Resources." Panelists include Patricia Green and Peter Einaudi of RTI International.

The full program includes two interactive keynote plenary panel discussions, one 90-minute workshop, twelve 20-minute brief breakout presentations, fourteen 40-minute extended breakout presentations, two live poster presentations, user group meetings, as well as a variety of networking opportunities. All presentations will be delivered live via Hopin during the virtual conference. You will be able to view all of the presentations in the Conference Proceedings. All sessions will be recorded and available immediately to all conference registrants via Hopin. At a later date we plan to post session videos to the USETDA YouTube channel.

We hope you take some time to explore the diverse presentations offered in our conference program and proceedings. We encourage you 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. After the conference you can stay in touch with colleagues all year long by joining the USETDA Discussion Forum.

Should you have any questions during the conference, please feel free to chat with us at our virtual help desk.

Best regards,
USETDA 2021 Conference Planning Committee

Wednesday, September 22, 2021

All times East Coast

1:00 - 1:05 pm	**WELCOME AND INTRODUCTIONS** Moderator: John Hagen
1:05 - 1:10 pm	**TRANSITION BREAK**
1:10 - 2:40 pm	**OPENING PLENARY / ROUNTABLE DISCUSSION** Publish or Perish? A Panel Discussion on the Quandaries of Open Access and ETDs *Presented by Peter Suber, Gail McMillan, Kathleen Driskell, Maha Bali, Shadi Mehraban, and Michael Brooks* Moderator: Lusiella Fazzino
2:40 - 2:45 pm	**BREAK AND SPONSOR MESSAGES—PROQUEST**

2:45 - 3:05 pm	**BREAKOUT 1** Why, Oh Why, Do Students Embargo their ETDs? *Presented by Becky Thoms and Rebecca Nelson* Moderator: Valerie Emerson	**BREAKOUT 2** Looking Back, Moving Forward: Managing a Retrospective Electronic Dissertation Project *Presented by Amanda Y. Makula and Angela Perine* Moderator: Janice Robinson	**BREAKOUT 3** Finishing Strong: A Multi-prong Approach to Enhancing the Electronic Thesis Dissertation Process *Presented by Kristin Terrill, Lily Compton, Elena Cotos, and Sarah Huffman* Moderator: Emily Wuchner

3:05 - 3:10 pm	**BREAK AND SPONSOR MESSAGES—OETDA**		
3:10 - 3:50 pm	**BREAKOUT 4** Web Accessibility for ETD Submission: Implementing a New Standard *Presented by Teri M Robinson and Lara Threet* Moderator: Teri Green	**BREAKOUT 5** Streamlining Connections Among Students, Graduate Schools, Libraries, and Beyond: Vireo Users Share Their Experiences *Presented by Emily M Wuchner, Linsey Ford, Karen Manning, and Fred Rascoe* Moderator: Stacy Wallace	**BREAKOUT 6** Born Analog: A University Library Joins the Digital Age through a Public / Private Partnership *Presented by Troy Espe, Melissa Bailey, and Austin McLean* Moderator: Janice Robinson

	POSTER PRESENTATION
3:50 - 4:00 pm	Managing Library Thesis Awards *Presented by William Shane Wallace* Moderator: Teri Robinson
4:00 - 4:05 pm	**TRANSITION BREAK**

4:05 - 4:45 pm	**BREAKOUT 7** The Power of Partnership: A Graduate College and University Library Connection *Presented by Nathalia Bauer, Wendy Cartier, Corinne Bishop, Lee Dotson, Sarah Norris, and Kerri Bottorff* Moderator: Emily Wuchner	**BREAKOUT 8** DOIs and Your Theses *Presented by Katherine Johnson and Tom Morrell* Moderator: Heidi Arbisi-Kelm	**BREAKOUT 9** A Digitally Native Publishing Format: Research Modules *Presented by Chris Hartgerink* Moderator: Cynthia Tindongan

4:45 - 4:50 pm	**BREAK AND SPONSOR MESSAGES—VIRGINIA TECH GRADUATE SCHOOL**

4:50 - 5:30 pm	**BREAKOUT 10** Increasing Global Research Capacity by Helping PhDs Turn Their Dissertations into Journal Submissions *Presented by Elizabeth Bedford and Lynly Beard* Moderator: Cynthia Tindongan	**BREAKOUT 11** ETD Formatting User's Group Meeting *Presented by Sally Evans, Valerie Emerson, Janice Robinson, and Stacy Wallace* Moderator: Sally Evans	**BREAKOUT 12** Open Session (Hopin Networking)

	POSTER PRESENTATION
5:30 - 5:40 pm	#ThesisTuesday at University of the Pacific *Presented by Michele Gibney* Moderator: Stacy Wallace
5:40 - 5:45 pm	**TRANSITION BREAK**

5:45 - 6:20 pm	**BREAKOUT 13** OhioLINK ETD Center Users Group Meeting *Presented by Emily Alinder Flynn*	**BREAKOUT 14** ProQuest ETD Administrator Users Group Meeting *Presented by Austin McLean*	**BREAKOUT 15** Vireo Users Group Meeting *Presented by Emily M. Wuchner, Courtney Mumma, and Frank Smutniak*

6:20 - 6:25 pm	**SPONSOR MESSAGES—FIGSHARE**
6:25 - 6:45 pm	**PLENARY CLOSING SESSION / VIRTUAL COCKTAIL HOUR / OPEN FORUM**

Thursday, September 23, 2021

All times East Coast

11:00 - 12:30 pm	**WORKSHOP** Preparing Students for ETD Format Review: A Discussion of Workshop Best Practices *Presented by Cynthia Tindongan, Daniel Nygard, and Lusiella Fazzino*
1:00 - 1:05 pm	**TRANSITION BREAK**
1:05 - 1:10 pm	**WELCOME AND INTRODUCTIONS**
1:10-2:00 pm	**PLENARY 2** The Survey of Earned Doctorates—Tips on Compliance, Privacy and Institutional Data Resources *Presented by Patricia Green and Peter Einaudi* Moderator: John Hagen
2:00 - 2:05 pm	**TRANSITION BREAK**

2:05 - 2:55 pm	**BREAKOUT 16** Making Connections to Video Game Theses through a New Archive *Presented by Anne Morrow and Tallie Casucci* Moderator: Janice Robinson	**BREAKOUT 17** Connecting the Dots with Persistent Identifiers for ETDs *Presented by Sheila Rabun* Moderator: Aura Young	**BREAKOUT 18** Copyright, Privacy, and Institutional Protectionism for Clinical Setting-based Theses and Dissertations *Presented by Rhonda J Marker, Tracy R. Vitale, and Peggy Dreker* Moderator: Teri Green
2:25 - 2:30 pm	**TRANSITION BREAK**		
2:30 - 2:50 pm	**BREAKOUT 19** The AcComP Track: Building Capacity in Writing High Quality Theses and Dissertations *Presented by Lily Compton, Elena Cotos, Sarah Huffman, and Kristin Terrill* Moderator: Heidi Arbisi-Kelm	**BREAKOUT 20** Think Outside the Stacks: Case Studies on ETD Usage to Promote New Connections *Presented by Josh Cromwell* Moderator: Valerie Emerson	**BREAKOUT 21** Service Science & Surveys: Value Adding Connections between Electronic Theses and Dissertations, Alumni, and the Library *Presented by Michele Gibney and Jaime Goldman* Moderator: Lusiella Fazzino
2:50 - 2:55 pm	**TRANSITION BREAK**		

2:55 - 3:15 pm	**BREAKOUT 22** Towards an Apples to Apples Measure of ETD Impact *Presented by Anton Angelo* Moderator: John Hagen	**BREAKOUT 23** The Nature and Prevalence of Embargoes on ETDs at Canadian Universities: Results of a National Survey *Presented by Nicole White* Moderator: Sally Evans	**BREAKOUT 24** Is Creative Commons Right for Us? *Presented by Annelise K. Doll and Debra Charlesworth* Moderator: Teri Green
3:15 - 3:20 pm	**TRANSITION BREAK**		
3:20 - 4:00 pm	**BREAKOUT 25** The "Lonely Pursuit": Supporting Dissertators' Social and Emotional Needs *Presented by Emily M. Wuchner and Heidi Arbisi-Kelm* Moderator: Teri Green	**BREAKOUT 26** Citation Mining 2000 E-Dissertations from 5 Different Countries (US, Germany, UK, Spain, and Mexico) *Presented by Silvia E. Gutierrez De la Torre* Moderator: Aura Young	
4:00 - 4:05 pm	**TRANSITION BREAK**		
4:05 - 4:30 pm	**CLOSING SESSION / VIRTUAL COCKTAIL HOUR / OPEN FORUM**		

Plenary 1: Publish or Perish? A Panel Discussion on the Quandaries of Open Access and ETDs

Peter Suber is the Director of the Harvard Office for Scholarly Communication, Director of the Harvard Open Access Project, and a Senior Researcher at the Berkman Klein Center for Internet & Society. By training he's a philosopher and lawyer, and gave up his position as a tenured full professor of philosophy in 2003 to work full-time on open access. He was the principal drafter of the Budapest Open Access Initiative, sits on the boards of many groups devoted to open access and scholarly communication, and has been active in fostering open access for many years through his research, speaking, and writing. For more information, see his home page <bit.ly/petersuber>.

Gail McMillan is a Professor at Virginia Tech's University Libraries and Director of Scholarly Communication. Before joining the faculty at Virginia Tech, she earned two master's degrees (MLS, MA) at the University of Maryland, College Park, and was an Archivist at the Smithsonian Institution.

Virginia Tech set the standard for ETDs and Gail played a significant role in this initiative beginning in 1995. Under her direction, Scholarly Communication developed the ETD-db software that managed ETD workflow from online submission to graduate school approval, public access, and distributed digital preservation. Gail also helped draft ETD MS (metadata standards for ETDs) and led the ETD preservation strategy with the MetaArchive from its beginnings in 2004. In 2011 Virginia Tech's digital repository, VTechWorks, was established under Gail's direction to host and make publicly available the university's scholarship and research, including ETDs. Scholarly Communication has spawned many new library units including those focused on digital imaging, preservation, and publishing. Today Gail provides guidance on intellectual property issues, oversees VTechWorks, and manages the VT Open Access Subvention Fund, among other things.

Gail is a founding member of the NDLTD and served on the original Steering Committee and later the Advisory Board when the NDLTD incorporated in 2003. She was the first NDLTD secretary, serving through June 2009. In 2007 the NDLTD awarded her its Leadership Award.

Kathleen Driskell is Chair of the School of Creative and Professional Writing at Spaulding University and she presently serves as chair of Association of Writers and Writer's Programs' (AWP) board of directors for 2020–21. Driskell is the author of the poetry collections *Blue Etiquette: Poems*, a finalist for the Weatherford Award; *Next Door to the Dead*, a Kentucky Voices selection by the University Press of Kentucky and winner of the 2018 Judy Gaines Young Book Award; *Seed Across Snow*, a Poetry Foundation national bestseller; *Laughing Sickness and Peck and Pock: A Graphic Poem*. Individual poems have appeared in *The Southern Review*, *Shenandoah*, *North American Review*, *Hayden's Ferry Review*, *The Greensboro Review*, *Rattle*, and *Mid-American Review*, among others, and have been featured in anthologies and online at *Poetry Daily*, *Verse Daily*, and *American Life in Poetry*. Her awards include grants from the Kentucky Arts Council and the Kentucky Foundation for Women, and she has received prizes from the Associated Writing Programs and Frankfort Arts Foundation. She is a trustee of the Association of Writers and Writing Programs and founded and served two terms as chair of the Low-Residency MFA Directors' Caucus which meets annually at the national AWP conference. She received the Trustees Outstanding Faculty Award from Spalding University and served as the faculty representative to the Spalding Board of Trustees. Driskell received her MFA in creative writing from the University of North Carolina at Greensboro.

Maha Bali is an Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She is an editor at *Hybrid Pedagogy* journal, and editorial board member of *Teaching in Higher Education*, *Online Learning Journal*, *Learning, Media and Technology*, *International Journal of Educational Technology in Higher Education*, and *Journal of Pedagogic Development*. She has blogged for the Chronicle of Higher Education's Prof Hacker, DMLCentral blogs and Al-Fanar media. She is a co-founder of virtuallyconnecting.org and co-facilitator of Equity Unbound. She is a former International Director of Digital Pedagogy Lab.

She was the ninth person interviewed on the Leaders and Legends of Online Learning podcast and she was featured

alongside 15 amazing women of the open movement in the UnCommon Women 2018 Coloring Book.

She is a learnaholic, writeaholic and passionate open and connected educator, who tweets a lot at @bali_maha and blogs a lot at http://blog.mahabali.me.
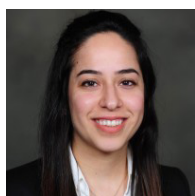
Shadi Mehraban is Manager of Clinical and Medical Affairs at Lipocine Inc. Shadi received her PhD in Pharmaceutical Sciences from the College of Pharmacy and Health Science at St. John's University in New York in 2020. She is a physician-scientist with comprehensive understanding of multiple therapeutic areas, including the interpretation of complex scientific data and ability to communicate them to varied audiences. Her interests include clinical research, design and execution of clinical trials, and conducting scientific exchange with healthcare leaders and investigators.

Michael Brooks is an Associate Teaching Professor and Undergraduate Adviser at Bowling Green State University in the Department of History. Brooks received his Ph.D. from The University of Toledo in 2009. Michael has research interests in epidemiological history, European global expansion, as well as the history of the American white supremacist movement. An avid technophile, he has also spent much of his teaching career developing online course curricula. Prior to joining BGSU as a faculty member in 2009, he taught at a number of regional colleges and universities, including Wayne State University, Lourdes University, and the University of Toledo. He recently published *The Ku Klux Klan in Wood County, Ohio* (The History Press, 2014). He also co-edits the journal *Northwest Ohio History*.

Plenary 2: The Survey of Earned Doctorates—Tips on Compliance, Privacy and Institutional Data Resources

Patricia Green is one of RTI International's senior experts in education research. She brings an academic background in sociology to her leadership roles on many of our major surveys and studies for the National Science Foundation, U.S. Department of Education, foundations, and other major private- and public-sector clients.

Currently, she directs two surveys for the National Science Foundation: the Survey of Earned Doctorates, which is a census of all students receiving research doctorates in the United States, and the Survey of Graduate Students and Postdoctorates in Science and Engineering, which provides data on trends in graduate enrollment and financial support. She has also designed and directed studies across all levels of schooling in the U.S. and China, including the administration of international assessments in U.S. elementary and secondary schools.

Before joining RTI in 2004, she directed the evaluation and testing program for Arizona State University, one of the nation's largest public universities. Her background also includes positions in social science research and project management at the National Opinion Research Center and elsewhere. She is a member of the American Educational Research Association and the Association for Institutional Research.

Peter Einaudi is a Director of Education Research at RTI International. With more than 20 years of work experience in corporate and academic settings, he has expertise in survey methodology, data analysis, quality management, and systems design. Since joining RTI in 2006, he has led data delivery and dissemination tasks for multiple large federal surveys and was the project director for the National Science Foundation's Early Career Doctorates Survey. Currently, he is leading several methodological tasks for the Survey of Earned Doctorates, including exploring the use of data analytic techniques to develop a taxonomy of research topics from dissertation titles and associated metadata. He received a bachelors degree in Mathematics from Harvard University and a masters degree in Sociology from the University of North Carolina at Chapel Hill.

WEDNESDAY 1:10–2:40 PM

PLENARY / ROUNDTABLE DISCUSSION 1

Publish or Perish? A Panel Discussion on the Quandaries of Open Access and ETDs

Peter Suber | Harvard University Libraries
Gail McMillan | Virginia Tech University Libraries
Kathleen Driskell | Association of Writers and Writing Programs
Maha Bali | American University in Cairo
Shadi Mehraban | St. John's University
Michael Brooks | Bowling Green State University

Graduate students face challenges in balancing the requirement from their college or university to make their work public with the expectation from their discipline to publish. In the field of creative writing and history, theses or dissertations are normally published commercially as books to establish their publication record.

By some faculty estimates, it may take some alumni upwards of a decade to publish their first book. Due to the obvious market implications and associated risk in monographic publishing in the arts and history, publishers normally will not publish manuscripts which have been previously distributed online.

Additionally, many graduate students in science and other areas are normally required to publish journal articles in established publications in their field prior to graduating. Some students may also have patents pending on their research with a legal requirement to temporarily withhold publication. While some publishers require exclusivity with regard to the published journal content for some time period following publication, other publishers are willing to:

- Allow "campus-only" access

- Allow open access pre-print versions

- Allow access as long as appropriate credit and references to the final published version are cited.

When schools require electronic submission of theses and dissertations, they offer a variety of online distribution options to accommodate various publication situations (i.e. "Campus-Only Access" or complete "Embargo"). As a general rule, most institutional repository policies require open access for their document collections, if not initially, then eventually, as a matter of the public record.

However, graduate schools and libraries are finding they need to strike a balance between the academic publishing realities of a particular discipline and providing access to their institution's research output. Some institutions have effectively accommodated special access restrictions for these exceptional cases, while others may have not.

Additionally, students need to exploit new avenues for self-promotion and marketing of their creative works, particularly in the networked online world. Is it possible to find some sense of balance—some possible hybrid solutions which protect intellectual property interests while allowing limited exposure in the interest of self-promotion? Is the provision of open access to scholarly communications an "institutional obligation" or an "author's right", or both?

This panel discussion will include a variety of perspectives, including professional program guidelines and publisher policies as well as student experiences with open access.

WEDNESDAY 2:45 - 3:05 PM

BREAKOUT SESSION 1

Why, Oh Why, Do Students Embargo their ETDs?

Becky Thoms and Rebecca Nelson | Utah State University Libraries

Despite evidence to the contrary, many graduate students, and their advisors, believe that embargoes are necessary to protect their publishing prospects. At one large, public research institution, the library staff watched in dismay as semester after semester, students would indicate the need for an embargo and cite future publication as the reason. Follow up conversations with the students would frequently reveal a lack of understanding about embargoes and the reasons for them as well as miscommunication between advisors and students. In an effort to address this problem, the library clarified the language in the embargo forms, removing future publication as an option, and revised the email messages sent to students to include questions to encourage students

to consider reasons for pursuing an embargo and whether or not it was necessary in their circumstances. While this approach did open the door for discussions that often resulted in students recognizing that an embargo was not, in fact, necessary, the frequency of embargo requests remained consistent from semester to semester. After discussing the issue with select advisors as well as library liaisons to departments that frequently requested embargoes, the library staff decided to design an embargo workshop targeted to both graduate students and their advisors. The workshop is scheduled for spring 2021 and will be promoted by the School for Graduate studies to all departments. Liaison librarians will also share this opportunity in their communications with faculty and graduate students. From the questions generated at the workshop, marketing materials will be developed to specifically target the concerns of students and advisors, and the hope is that by providing them with this information, they will make more informed decisions about embargoes. This presentation will include an exploration of the embargo data at this institution, descriptions of workflow adjustments, and a debriefing about the embargo workshop and its outcomes.

BREAKOUT 2

Looking Back, Moving Forward: Managing a Retrospective Electronic Dissertation Project

Amanda Y. Makula and Angela Perine | University of San Diego Library

At the University of San Diego, one of the most highly downloaded collections in the institutional repository—Digital USD—is the electronic theses and dissertations (ETDs). But it wasn't until 2015 that graduate programs required their deposit into the IR. Like many schools, the library contained decades of print ETDs that were available only to those who could find them in the catalog and only access them on campus or order them through Interlibrary Loan. Desiring to share and spotlight the important scholarship born at our university, and to open up instantaneous access to these materials to people across the world, we created a multi-step plan to prepare and ingest into the IR the retrospective dissertations dating back to the early 1980s.

In this presentation, we will address the most salient aspects of the project, including: working with ProQuest to obtain the electronic files, prepping the files and curating the metadata for a smooth deposit, teaming up with the School of Nursing and the School of Leadership & Education Sciences to notify the alumni authors, managing embargoes and opt-out requests, and performing outreach to help spread the word.

Perhaps the element most critical to the success of the project was the collaboration with the doctoral programs. Though sometimes overlooked, this component is invaluable. By working closely with faculty and administrators from the PhD programs and garnering their support and buy-in, we were able to reach the majority of the alumni authors and contextualize the project as a joint library / graduate school endeavor. As a result, participation was high—and enthusiastic.

As we move into the later stages of the project, we see the beginnings of the project's impact, and we hope to inspire other universities to initiate a similar project of their own. The greater the number of openly available ETDs, the greater the impact and likelihood of the creation of new knowledge.

BREAKOUT 3

Finishing Strong: A Multi-prong Approach to Enhancing the Electronic Thesis Dissertation Process

Kristin Terrill, Lily Compton, Elena Cotos, and Sarah Huffman | Iowa State University Graduate College

Students often have limited time between initially submitting their Electronic Thesis Dissertation (ETD) and making final revisions following the ETD administrative review. Students face pressure and frustration near the finish line when their documents are returned with request for formatting changes. At Iowa State University, the Graduate College's Center for Communication Excellence (CCE) has developed a Thesis / Dissertation Writing Program that hosts a suite of programmatic supports tailored to every phase of ETD preparation, from rough draft through final submission. This presentation will highlight various types of support offered through this program.

We will first feature the CCE's individual consulting sessions focusing on discipline-specific and interdisciplinary research writing, as well as English writing for students who speak English as a second language. CCE also offers thesis / dissertation format check sessions to review and provide feedback on formatting requirements. Students are assisted with identifying common mistakes and using the functions of digital authoring tools to correct them. We will describe the CCE's synchronous and face-to-face events: seminar series, hands-on workshops, formatting boot camps, and writing

retreats. Seminars cover ETD topics including Graduate College requirements and deadlines, the ETD submission and review process, and writing support. Bootcamps highlight required formatting guidelines and demonstrate the use of digital authoring tools to format ETDs. Writing retreats devote an extended block of time to writing, encouraging accountability. In all these events, trained CCE staff respond to individual students' concerns in a just-in-time fashion. Finally, we provide an overview of the CCE's multimodal resources. These include thesis / dissertation templates in both Microsoft Word and LaTeX that allow students to adhere to formatting conventions, and a set of annotated ETD samples that help students visualize key formatting details. Resources such as comprehensive checklists for students, CCE staff, and the ETD administrator facilitate a mutual understanding needed to for accurate ETD revisions. Particularly popular are the multimodal resources for on-demand support available on the CCE's YouTube Channel where students can access playlists for formatting and writing topics. Overall, our presentation will provide effective models for potential implementation by other institutions.

WEDNESDAY 3:10–3:50 PM

BREAKOUT 4

Web Accessibility for ETD Submission: Implementing a New Standard

Teri M Robinson | Mississippi State University Library
Lara Threet | Mississippi State University College of Education

When Mississippi State University updated their institutional accessibility policy to include all university websites and online materials, Mitchell Memorial Library immediately went into action to ensure resources met or exceeded the standards. The Office of Thesis and Dissertation Format Review was tasked with ensuring that all future thesis and dissertation submissions meet the AA level of WCAG 2.0 accessibility standards. With little direction, our office set out to determine the best way to both meet the accessibility standards and not burden students with too many additional formatting steps. We met with faculty and staff across multiple campus departments and used what we learned to develop a set of steps students could easily follow to create an accessible thesis or dissertation. To assist students with the new requirements, we designed a guide to walk them

through the process, recorded tutorial videos to demonstrate the steps, and set up specialized workshops. We implemented the new requirements during the spring 2020 semester, only to be met with the additional hurdle of campus closures due to the COVID-19 pandemic. We were forced to adapt quickly and move all our processes online so that we could assist students remotely and were able to successfully complete the first semester with the new requirements.

In this presentation, we will discuss how we defined the requirements our office would add to the formatting process, the steps we require of students to ensure their final submissions meet the accessibility standard, and our methods for teaching this information to our students. Finally, we will discuss the challenges we faced in the last year of this process and the goals we hope to achieve in the future.

BREAKOUT 5

Streamlining Connections Among Students, Graduate Schools, Libraries, and Beyond: Vireo Users Share Their Experiences

Emily M. Wuchner | University of Illinois Urbana-Champaign Graduate College
Linsey Ford | University of Houston-Clear Lake Library
Karen Manning and Fred Rascoe | Georgia Tech Library

In 2010, the Texas Digital Library (TDL) released the first version of Vireo—open-source software developed to simplify the electronic thesis submission and review process, as well as to deposit the final document in the institutional repository. Now—a decade and a few versions later—TDL has released Vireo 4, which introduces several new features that have made the submission process much easier for students and thesis reviewers and have helped repositories better archive student work. Currently, Vireo is used by institutions, both large and small throughout the United States and abroad.

To explore the versatility of Vireo and the ways it is used at different institutions, we are bringing together Vireo users from both graduate schools and libraries to discuss their experiences. Our panelists will share how Vireo is used on their campus and how it has enhanced ETD workflows for students as well as graduate school and library staff. Several of our panelists will have upgraded to Vireo 4 and can describe their experiences using this new software. Finally, panelists will share some of their tips and best practices so that attendees can learn new and interesting ways to use features in Vireo.

Building connections between students, thesis reviewers, the repository, and the public is one of the core goals of Vireo. This panel will allow us to strengthen connections within our Vireo user community and build connections with those interested in using Vireo.

BREAKOUT 6

Born Analog: A University Library Joins the Digital Age through a Public / Private Partnership

Troy Espe and Melissa Bailey | University of Wisconsin-Stevens Point Libraries
Austin McLean | ProQuest

The University of Wisconsin-Stevens Point (UWSP) Libraries had published theses much the same way for decades. Largely analog, the workflow required paper copies, face-to-face transactions, out-of-state shipping, and inconvenient payment options. The process was outdated and inefficient, squandering precious staff time. A series of events—including a new doctoral program, a staff retirement, a rejuvenated institutional repository, and, ultimately, the pandemic—forced the libraries to evaluate thesis and dissertation publishing. In Summer 2020, UWSP Libraries hesitantly partnered with ProQuest ETD Administrator. Initially, submissions to ProQuest ETD Administrator were optional. However, the Libraries discovered that ProQuest ETD Administrator could streamline publishing for both staff and students with faster turnaround. Within months, the Libraries converted fully to digital submissions via ProQuest ETD, eschewing paper copies altogether. This presentation will explain the reasons behind relying on commercial software for thesis and dissertation administration. Panelists will discuss creating a ProQuest ETD Administrator account and how the service has integrated payments, binding, shipping, signature sheets, and open access into the submission process. Library staff also will reveal the benefits—along with the occasional hiccup—of collaborating with a private company for an important responsibility.

Managing Library Thesis Awards

William Shane Wallace | University of Utah Library

This poster will present the work in progress of a study describing a recurring event honoring exemplary work by students at the University of Utah's Honors College. Each year, students are nominated or self-selected to submit their senior thesis project for consideration for a competitive award offered by the Marriott Library. A faculty librarian is responsible for coordinating the submissions, arranging for internal review, managing communications, conducting evaluations, selecting honorees, composing an awards speech, and preparing for funding and certificates. The poster will outline the logistical and theoretical structure of this process and begin to map it to specific library goals.

BREAKOUT 7

The Power of Partnership: A Graduate College and University Library Connection

Nathalia Bauer and Wendy Cartier | University of Central Florida College of Graduate Studies
Corinne Bishop, Lee Dotson, Sarah Norris, and Kerri Bottorff | University of Central Florida Libraries

Who is responsible for a successful ETD program: the graduate school or library? Why not both? At the University of Central Florida (UCF), graduate college staff and university librarians have forged a strong partnership to not only publish ETDs in the institutional repository but also provide essential services to graduate students.

In this session, attendees will learn how the UCF Libraries and College of Graduate Studies coordinates a wide range of services to support graduate students throughout all stages of the thesis and dissertation process. From literature review and copyright advisement to optimizing the submission processes, the synergy between the UCF Libraries and

College of Graduate Studies ensures a variety of student needs are met. Presenters will also discuss the role leadership of these units plays in understanding the importance of this relationship.

BREAKOUT 8

DOIs and Your Theses

Katherine Johnson and Tom Morrell | Caltech University Library

There are several easy ways to enhance the discoverability of your institution's theses. External indexers like Google and other search engines are always one option, but that leaves you at the mercy of the companies' indexing schedules. An approach that gives you control of your metadata is to add DOIs to your thesis records, and rely on the searchability and indexing of centralized DOI databases. Basic scripts can automate the whole process. Our approach started with just metadata transformations and ended with an entirely automated pipeline. Using minimal automation outside of our repository software stack made the process of adding DOIs fairly straightforward and quick. Providing complete metadata with our DOIs has already enhanced the discoverability and accurate display of our thesis collection.

BREAKOUT 9

A Digitally Native Publishing Format: Research Modules

Chris Hartgerink | Liberate Science GmbH

Research articles are disconnected entities born in an analog era long past. How can we reimagine the publishing format in the current, digital era, and make the work more deeply connected?

In this talk, I expand on the key functions of a scholarly communication system, how research articles fail to fulfill them, and how a digitally native format may tackle some of these issues.

Specifically, I will talk about the peer-to-peer commons infrastructure, an open research infrastructure where research is published step by step (i.e., in modules) instead of after the fact. Each research step is linked to previous research steps, creating a chronological record of how research evolves and takes place over time. This also allows people to read and build on work that is taking place, instead of when it has already happened.

I will demonstrate an application built using the peer-to-peer commons infrastructure, to facilitate implementing this new publishing model into daily research practice. With this, I will discuss and demonstrate the diversity of research outputs produced in current-day research (e.g., Jupyter Notebooks), why publishing should be able to deal with this output diversity, and talk about the power structures in current publishing formats. Finally, I close by outlining a larger vision of how communicating research modules may facilitate a more efficient, effective, and energizing research climate.

WEDNESDAY 4:50–5:30 PM

BREAKOUT 10

Increasing Global Research Capacity by Helping PhDs Turn Their Dissertations into Journal Submissions

Elizabeth Bedford and Lynly Beard | University of Washington Libraries

Aiming to decrease the gap in research contributions from scholars in low- and middle-income countries, two investigators associated with the University of Washington (UW) DeRouen Center for Global Oral Health reached out to two UW librarians to develop a course to train newly graduated Kenyan dentistry professionals in the art of manuscript publishing. The resulting course, 'Let's Publish Your Thesis!' has enrolled ten graduates from the University of Nairobi and Moi University.

Over the course of ten weeks, the lesson plan provides students with the theoretical background and practical skills necessary to transform their PhD dissertation into a published manuscript. Didactic sessions, which focus on topics such as data visualization, evaluating prospective journals, and publishing contracts, are interspersed with hands-on sessions where students hone their dissertation manuscripts into publishable submissions. The class runs April 5—June 7, so by the time we present we will have completed the course, analyzed the educational outcomes, and hopefully have data on the success of students' publication submissions.

The USETDA presentation will focus on these outcomes and the lessons learned, as well as our progress toward

building off of this work to create programming aimed at UW graduate students. Our hope is that giving students a better understanding of the scholarly publishing system while they are in the process of writing their dissertations will ultimately improve their chances at extending the reach of their research by publishing their work in peer-reviewed journals. We suspect that simply raising awareness of the possibility of publication will impact students' outlook on the potential impact of their work. We also hope that by better understanding the scholarly publishing system, students can structure the dissertation writing process in ways that will make the translation to a traditional scholarly article much easier.

BREAKOUT 11

ETD Formatting User's Group Meeting

Sally Evans | George Mason University Libraries
Valerie Emerson | The George Washington University Libraries
Janice Robinson | Brigham Young University Graduate Studies
Stacy Wallace | University of Florida Graduate School

The United States Electronic Thesis and Dissertation Association founded the ETD Formatting User's Group in 2021 to give a platform and a source of support and advice to reviewers of theses and dissertations. At each yearly conference, the group will meet to discuss the past year's challenges, issues and successes in the field, and to share knowledge and resources with colleagues. Furthermore, we will consider the future of formatting and format reviews: how is our field changing? How should our field change?

In addition to the yearly gathering, virtual discussions are held via Zoom each month, providing reviewers and their peers the opportunity to present issues, share solutions, and learn from one another.

BREAKOUT 12

Open Session

Mingle with colleagues by getting randomly paired for brief one-on-one video conferencing in Hopin. The "Networking" area is the place for automated one-on-one meetings and is Hopin's way of facilitating connection discovery at an event. In the networking segment, when someone clicks the "Ready" button, the system automatically pairs you up with someone else who has also clicked the "Ready" button. This match is paired randomly. If both parties are available, the two are matched instantly and the video chat begins and lasts for a preset amount of time set by the organisers.

The "Networking" area is random, so you are not able to pick who you are paired with. However, you can create 1:1 meetings with whoever you like. By going to the "People" tab of the event, find the person you would like to connect with and click the invite to video call button.

WEDNESDAY 5:30–5:40 PM

POSTER PRESENTATION 2

#ThesisTuesday at University of the Pacific

Michele Gibney | University of the Pacific Library

In 2020, the institutional repository manager, who also had responsibilities over the social media accounts for the library, decided to attempt a year-long experiment titled #ThesisTuesday, a weekly social media campaign to promote ETDs and connect with campus stakeholders, researchers, and readers. At the time, the library had two social media student assistants who were tasked with sourcing images for the 52 chosen ETDs completed during 2020. The repository manager then used an online graphic creation tool, Canva, to create a template for each ETD, plug in an image, and swap out titles / authors. She also created short links for each one using a standard, sequential numbering template and bit.ly. Once the 52 graphics were designed in December, she scheduled each of them to post on Tuesdays over the course of 2021 using the online software Hootsuite.

The experiment started on January 5, 2021, the first Tuesday of the year. By the time the USETDA 2021 conference occurs, 38 Tuesdays will have passed—well over half of the year! The author will share results from the experiment including—social media likes, comments, re-shares, and direct messages on the social media posts, as well as statistics on downloads / usage of the ETDs from the repository. She will outline the process of creating and scheduling each post with a comparison of time spent against return on investment via online engagement.

Hopefully, this small experiment will provide some interesting results and encourage others to do similar projects or not—depending on the findings.

BREAKOUT 13

OhioLINK ETD Center Users Group Meeting

Emily Alinder Flynn | OhioLINK

The OhioLINK Electronic Theses and Dissertations (ETD) Center includes 36 institutions and their students in Ohio with 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. 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.

BREAKOUT 14

ProQuest ETD Administrator Users Group Meeting

Austin McLean | ProQuest

New and existing users of the ProQuest ETD Administrator workflow and management system are invited to participate in an interactive discussion. During this session, you will be able to 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 upcoming ETD Administrator features and functionality. Please bring your ideas for new features and functionality.

BREAKOUT 15

Vireo Users Group Meeting

Emily M. Wuchner | University of Illinois Urbana-Champaign Graduate College
Courtney Mumma and Frank Smutniak | Texas Digital Library

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.

WORKSHOP

Preparing Students for ETD Format Review: A Discussion of Workshop Best Practices

Cynthia Tindongan | Ohio University Graduate College
Dan Gordon Nygard | North Dakota State University Graduate School
Lusiella Fazzino | St. John's University Libraries

A number of Graduate Schools and Libraries hold ETD workshops in order to make the format review process efficient and successful. However, crafting an effective workshop can be challenging and specific to the institution type.

This presentation will review case studies of workshop practices at three mid-size universities: Ohio University, a rural public university; North Dakota State University, a land-grant public university; and St. John's University, a private Catholic university. We seek common themes in presenting successful workshops and identifying challenges.

Providing workshops is a promising practice that is beneficial to both students and staff in facilitating a smooth completion of the ETD formatting and submission process. Given constraints of time and resources, workshops can be a significant shift in practice. Managing ETDs solely through the review process has proven to be limited, whereas workshops have improved outcomes for both graduate schools and libraries.

Session outcomes include a robust discussion of the benefits of providing regular workshops to our target audience of graduate students. Participants should come away with an understanding of how three institutions utilize workshops,

accompanied by the input of other participants.

Attendees will have access to our workshop curricula, training materials, and website links.

THURSDAY 1:10–2:00 PM

PLENARY - ROUNDTABLE DISCUSSION 2

The Survey of Earned Doctorates—Tips on Compliance, Privacy, and Institutional Data Resources

Patricia Green and Peter Einaudi | RTI International

This plenary panel presentation will explore the Survey of Earned Doctorates (SED). We will begin with an overview of the survey and its uses, best practices to motivate respondents, and improved access to survey data using new data tools that can be used for analysis and planning.

The Survey of Earned Doctorates gathers information annually from approximately 50,000 new research doctorate graduates from U.S. universities about their educational histories, funding sources, and post-doctoral plans.

Each year SED data are added to a historical record of doctoral graduates dating back to 1920. This Doctorate Records File (DRF) is used to track the number of graduates in various disciplines, follow their educational paths and movement into the labor market and study-related information about doctoral education.

The results of this annual survey provide an objective basis for policy decisions that aim to improve our system of doctoral education. Maintaining a high response rate is essential to the statistical integrity of the SED data and, thus, to the legitimacy of the policy decisions that rely on these data. Consequently, the SED project team works closely with each graduate school dean and their staff to help them distribute and collect the SED in ways that facilitate student cooperation without creating undue burden.

In addition to contributing to an accurate and complete data resource, participation in the SED gains your institution access to an institution profile (containing summary information) and an institution dataset. Source: https://sedsurvey.org/

THURSDAY 2:05–2:25 PM

BREAKOUT 16

Making Connections to Video Game Theses through a New Archive

Anne Morrow and Tallie Casucci | University of Utah Libraries

A steady increase in degree-bearing, born-digital works of scholarship generated on university and college campuses present challenges to librarians wishing to archive and preserve the range of ETDs produced within their institution. Following up on our 2018 USETDA presentation, we will present the findings of an IMLS-funded project to archive and preserve student-authored video games. One of the presenters is the liaison to the Entertainment Arts and Engineering (EAE) program, and the other author maintains the institutional repository, including ETDs.

BREAKOUT 17

Connecting the Dots with Persistent Identifiers for ETDs

Sheila Rabun | LYRASIS

Academic institutions are increasingly looking for ways to "connect the dots" between their researchers and research contributions in order to measure impact while also streamlining workflows to reduce administrative burden. Persistent identifiers (PIDs), such as DOIs (Digital Object Identifiers) for scholarly output / objects and ORCID iDs (Open Research & Contributor Identifiers) for individuals, have emerged as part of the crucial best practices for establishing these connections while also serving as a mechanism for interoperable cross-platform data sharing.

In graduate programs specifically, PIDs can be used to uniquely identify authors, contributors, related datasets, and the ETD itself. By including ORCID iDs and related identifiers within ETD metadata, and by assigning DOIs to ETDs and related outputs, organizations can support open research infrastructure by contributing to the FAIR data ecosystem, making research and scholarly content more Findable, Accessible, Interoperable, and Re-usable (https://www.go-fair.org/fair-principles/).

Two U.S.-wide consortial initiatives provide pathways to the adoption of PID services that might otherwise be unattainable for individual organizations on their own. The ORCID US

Community (formed in 2018 as a partnership between the Big Ten Academic Alliance (BTAA), the Greater Western Library Alliance (GWLA), LYRASIS, and the NorthEast Research Libraries (NERL) —https://www.lyrasis.org/Leadership/Pages/orcid-us.aspx) encourages use of the ORCID Member API (application programming interface) in institutional systems to uniquely identify researchers and streamline repository workflows. Similarly, the LYRASIS DataCite US Community (formed in 2021—https://www.lyrasis.org/programs/Pages/DataCite-US-Community.aspx) lowers the barrier of adoption for institutions to create DOIs for locally-hosted repository materials like ETDs, related datasets, and other unique scholarly content.

This session will provide an overview of how ORCID and DOIs can be used in ETD workflows to support FAIR data and more accurately gather information needed to assess institutional impact, with a focus on current trends as well as challenges and opportunities for adoption.

BREAKOUT 18

Copyright, Privacy, and Institutional Protectionism for Clinical Setting-based Theses and Dissertations

Rhonda J Marker | Rutgers University Libraries
Tracy R. Vitale | Rutgers University School of Nursing
Peggy Dreker | Seton Hall University School of Medicine Library

Efforts to gather and distribute the products of advanced research in a clinical setting begin with enthusiasm but often are dogged by intellectual property rights concerns that are not usually encountered in basic science, social science, and humanities research. Programs such as the Doctor of Nursing Practice (DNP) degree which requires a research project and graduate programs in psychology and social work that feature a case study approach must also contend with patient privacy and institutional protectionism. The resulting works are a form of clinical scholarship. Clinical research requires an agreement between the researcher, the sponsoring faculty member, and the organization at which the research is conducted. Such agreements outline authorship, ownership, data usage permissions and restrictions, and the institutional resources that will be used. This presentation begins with a review of copyright and author rights issues on which the student researchers, advisors, and partner institutions should have a shared knowledge. It extends that discussion to issues of patient privacy which requires that the research project use methods to protect patient identity. Finally, the

session will delve into the sensitive issue of institutional protectionism. There are open questions about whether reporting research results that reflect poorly on a health care institution's procedures, standards, and delivery of care can have a dampening effect on sharing research or on the author's employability. The presentation suggests steps to ensure appropriate application of copyright and author rights to the research product.

THURSDAY 1:10–2:40 PM

BREAKOUT 19

The AcComP Track: Building Capacity in Writing High Quality Theses and Dissertations

Lily Compton, Elena Cotos, Sarah Huffman, and Kristin Terrill | Iowa State University Graduate College

Graduate students need strong communication skills to write and defend their thesis or dissertation. Advisors and committee members work closely to guide them in their disciplinary research. However, graduate education nationwide tends to ignore the fact that a large fraction of students reach an advanced stage in their graduate program without being fully equipped with the skills they need to effectively communicate their scholarly work. The neglect to provide students with longitudinal opportunities to develop such skills can lead to a crisis at the time of graduation.

To address this problem at Iowa State University, the Center for Communication Excellence (CCE) of the Graduate College (GC) launched a strategic initiative called AcComP (Academic Communication Practices) Track. The AcComP Track is a longitudinal professional development and certification program focused on continually supporting graduate students' written, oral, and digital communication needs to help them build capacity in the area of preparing a high quality thesis or dissertation, and disseminating their scholarship to broader audiences. Tailored to the type of graduate degree sought (master's or doctoral), this longitudinal support track aligns with the stages of students' progression toward their degree, mapping the CCE's specialized services with the requirements specified by the Graduate College.

The AcComP Track unfolds in several phases. This presentation will report on the first, Onboarding phase, which was piloted in fall 2020 with incoming graduate students

from eight departments and interdepartmental programs. Specifically, we will describe the Onboarding procedure implemented during an online live event, as well as the outcomes that motivated students to enroll in the AcComP Track. We will also share two planning tools designed for this initial phase: an individual Thesis / Dissertation Planning Tool aligning students' graduate program milestones with GC deadlines, and a Graduate Success Trajectory Tool connecting their milestones with CCE communication support services. Additionally, as Onboarding included the elicitation of a writing sample for a preliminary assessment of students' writing ability, we will describe how students received individualized feedback from trained CCE consultants, along with a recommendation for seeking specific forms of writing support appropriate for their needs.

BREAKOUT 20

Think Outside the Stacks: Case Studies on ETD Usage to Promote New Connections

Josh Cromwell | University of Southern Mississippi Libraries

The proliferation of ETDs has provided students with the opportunity to make new connections by placing their scholarship before a much broader audience than was possible when their theses and dissertations existed only as bound volumes tucked away in the library stacks or archives. An obvious way to see the impact of ETDs is through download counts or similar metrics. But are there other ways that we can evaluate and promote ETD usage that will benefit both the institution and students?

In this presentation, we will consider two case studies based on practices at the University of Southern Mississippi. First, we will discuss how ETDs can be promoted at student recruitment events. During the annual Honors Day in which the university invites prospective Honors College students to visit the campus, the Libraries highlight the Honors theses collection as a way to provide students with examples of the types of research they might want to do and the names of faculty members who might support them in those interests. We will also examine how ETDs have been used in news and media outlets. For instance, Southern Miss ETDs have been cited in stories that appeared in *Politico* and *The Atlantic*, just to cite a few examples. These instances can be used to promote the students' research while also demonstrating to current and prospective students the type of impact their research can make.

Attendees will be encouraged to consider how similar approaches to promoting their ETDs and the work of their students can be applied at their own institutions. They will also be encouraged to think of other unique approaches that might be appropriate for their contexts.

BREAKOUT 21

Service Science & Surveys: Value Adding Connections between Electronic Theses and Dissertations, Alumni, and the Library

Michele Gibney | University of the Pacific Library
Jaime Goldman | Nova Southeastern University Libraries

In 2017, the authors embarked upon a project to compare their institutional transitions from print to electronic theses and dissertations (ETD). The two universities on opposite coasts—Florida and California—are both private not-for-profit with doctoral programs. They are Nova Southeastern University and University of the Pacific.

During their presentation—"ETDS On Opposite Coasts: Comparisons and Connections Between Two Private American Universities and the Transition from Print to Electronic Theses and Dissertations"—at the USETDA 2017 conference in Washington, D.C., the researchers shared results from an ETD administrator survey, an alumni survey, and statistics on their individual digitization projects. The alumni survey—conducted solely at Nova Southeastern University due to the longevity of their digitization process—was of primary interest in the outcomes. How can the digitization of a print theses / dissertation affect the alumni author? How does it improve or prove detrimental to job or academic goals? How can it influence the research of others? The questions coalesced to form the topic of this updated presentation on co-creating value in theses and dissertation digitization. The academic library offers an essential service in digitizing, creating metadata, uploading, and preserving a digital copy of the alumni's work. The author has created value in writing the original work and provides additional value in sharing out the work amongst their peers (e.g. social media, academic networks like ResearchGate or LinkedIn), as well as providing permission to make it open access. It is the hope at both institutions that the co-creation of value in this project will advance alumni relations with their alma mater and increase use and reuse of the research by additional parties, furthering the scholarly communication lifecycle and evolving disciplinary knowledge.

The updated, 2021 presentation will include results from an alumni survey conducted at the University of the Pacific, preliminary results from an abbreviated alumni survey conducted at Nova Southeastern University, as well as a brief history of the previous surveys, hopes for the future, and the authors' theoretical grounding of this work in Service Science and the co-creation of value.

THURSDAY 2:55–3:15 PM

BREAKOUT 22

Towards an Apples to Apples Measure of ETD Impact

Anton Angelo | University of Canterbury Library

Understanding what impact means is difficult. This presentation will outline a possible method to measure the citation rates of ETDs from a specific institution, and invite collaborators to join in refining it to a standard method and pipeline.

Demonstrating ETD citation rates will help institutions recognise the value of their work. This demonstration will focus on using open source tools, and open data including REST APIs, jupyter notebooks, and open refine.

BREAKOUT 23

The Nature and Prevalence of Embargoes on ETDs at Canadian Universities: Results of a National Survey

Nicole White | Simon Fraser University Library

For the purposes of reviewing and improving the ETD program at Simon Fraser University, a mid-sized Canadian public university with approximately 4,000 graduate students across eight faculties, a survey of Canadian University ETD programs was conducted January—March 2021 using Survey Monkey. Completed by 36 participants, the survey results relating to embargoes reveal a wide range of policy language and practices. While some institutions permit graduate students to embargo an ETD upon request with no rationale, others maintain strict limitations on embargoes, underscoring their institution's support for openly accessible research. In these cases, responsibility is placed on students and often supervisors to justify their embargo request against strictly defined criteria. This session will review examples of common embargo policy language, the individuals and

groups that typically have authority for embargo approval, the circumstances in which ETDs are most frequently embargoed, and the prevalence of ETD embargoes across Canadian universities. Some discussion of ETD embargo workflows will also be touched upon. Session participants will be able to use the results shared from this survey to inform how to improve embargo policies and practices at their home institution. This in turn will assist participants in advancing the open access values, mission, or vision of their college or university while still balancing authors' needs to restrict or delay access to their research.

BREAKOUT 24

Is Creative Commons Right for Us?

Annelise K. Doll | Michigan Technological University Library
Debra Charlesworth | Michigan Technological University Graduate School

In this presentation, Debra Charlesworth, Assistant Dean for Graduate Studies and Postdoctoral Affairs, and Annelise Doll, Scholarly Communications and Repositories Librarian, both of Michigan Technological University, discuss their investigation into Creative Commons licensing for the open access master's theses, master's reports, and dissertations (ETDRs) hosted on Digital Commons @ Michigan Tech, the University's institutional repository. In the spring of 2021, a colleague approached Doll, repository administrator, curious about whether there had ever been a conversation regarding Creative Commons licensing for the ETDRs. This led to a larger conversation with Charlesworth, who has served as the lead administrator of the ETDR collection since the repository's launch in 2014. Complicating any question of licensing is the fact that the entire collection isn't available open access—some works are restricted to campus access only. This mixed-access approach is one that Digital Commons has accommodated well, though changes to metadata must be carefully considered. Thankfully, from a technical standpoint, the application of a Creative Commons license is possible using several approaches. The larger issue is that this would complicate the submission process for students and approval process for faculty. At this point in their academic career, a lesson on when, where, how, and why to apply a Creative Commons license may be viewed as an added stressor by students, rather than a benefit. Students already sign a non-exclusive licensing agreement to make eligible works available open access on the repository. Does

adding only one, or a limited number of Creative Commons licensing options in the name of simplifying the decision and administrative process have ethical implications? And how receptive will faculty be to this idea when issues of copyright, open access, and creative commons licensing may not be well understood? The library and graduate school will explore these questions over the coming months and share what's discovered.

THURSDAY 3:20–4:00 PM

BREAKOUT 25

The "Lonely Pursuit": Supporting Dissertators' Social and Emotional Needs

Emily M. Wuchner | University of Illinois Urbana-Champaign Graduate College
Heidi Arbisi-Kelm | University of Iowa Graduate College

A rising tide is sweeping across doctoral education. We see profound changes in the career outcomes of contemporary graduate students; new and emergent technologies reshaping the dissertation; and a critical focus on student mental health. In today's graduate education climate, no aspect of a doctoral student's experience can be left unexamined.

At Iowa and Illinois, we see this shift and we've begun to rethink the responsibilities and purview of the thesis office. We wonder how some of our current duties, i.e., format review and examination, might be reshaped in response to the changing landscape. As we ask, what do our students and campus need from us today, we find ourselves reconsidering longstanding policies and practices in our thesis offices. For example, on both campuses, we have made key changes to our online resources and backend procedures that have eased the formatting and review process. This shift has further enabled us to provide more front-end support to students on scholarship topics such as ADA compliance, copyright, and new-form work.

Accordingly, we're redefining students' experience of the thesis office. By reducing obsolete formatting requirements and simplifying our guidelines, we have created additional personnel capacity to support students in new ways.

Reflecting further on what students might need from us during this critical period, we ask, how are we addressing the social and emotional needs of dissertators? Survey data informs us that finishing the thesis is one of the most challenging and demanding periods of graduate study. And, even before the pandemic, the dissertation was considered a "lonely" pursuit. How might we better support, encourage, connect, and celebrate students during this difficult period of their doctoral training?

During this workshop-style session, presenters from the Universities of Iowa and Illinois will engage participants in a conversation about continuing to redefine the role of the thesis examiner to include limited and targeted support for dissertators' well-being. The goal of the session will be to generate an actionable list of new ideas and practices, for participants to bring back to campus, which celebrate, motivate, and create community among dissertators.

BREAKOUT 26

Citation Mining 2000 E-Dissertations from 5 Different Countries (US, Germany, UK, Spain, and Mexico)

Silvia E. Gutierrez De la Torre | University of Leipzig Computational Humanities

Citation Mining (CM, the automatic detection and extraction of citations) is a growing method among scientific papers (almost always in English, and almost always from hard sciences). Although there have been some recent applications in Dissertations Repositories there is no standard method to extract the richness of this information from electronic theses. In this short talk I will present my PhD project which attempts to fill that gap precisely: establish the state of the art of CM algorithms in a large, multilingual, multinational, and humanities corpus of ETDs.

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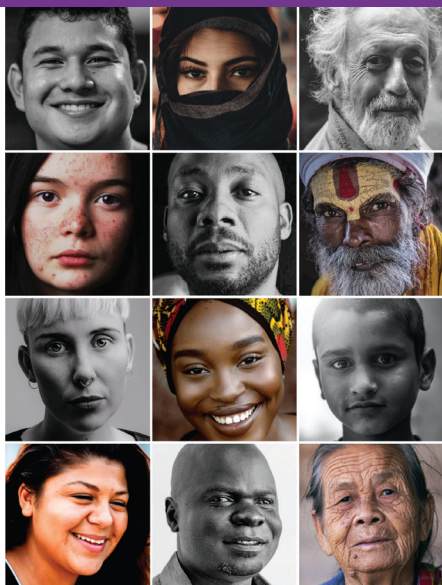

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Join TDL's Vireo User Group and help us take our premiere open source ETD management software to the next level.

Visit the Vireo Users Group Meeting on 9/22/21 from 5:45-6:20 pm

tdl.org/etds

Watch our Vireo User Group video to learn more. bit.ly/2XXChbD

Welcome Vireo Users!

VIREO
Annual Users Group Meeting
June 16, 2020

STAY CONNECTED!

Join us for open networking sessions during our virtual cocktail hours on Wednesday, September 22nd at 6:25 pm Eastern and Thursday, September 23rd at 4:05 pm Eastern.

We have also planned an open networking session on Wednesday, September 22nd at 4:50 pm Eastern to meet colleagues one-on-one, randomly assigned by Hopin. Just click the "Ready" button to join.

After the conference you can stay in touch with colleagues all year long by joining the USETDA Discussion Forum. For more information visit https://www.usetda.org/resources/forums/usetda-forum/.

35,000 ETDs
since becoming the first university to require them in 1997
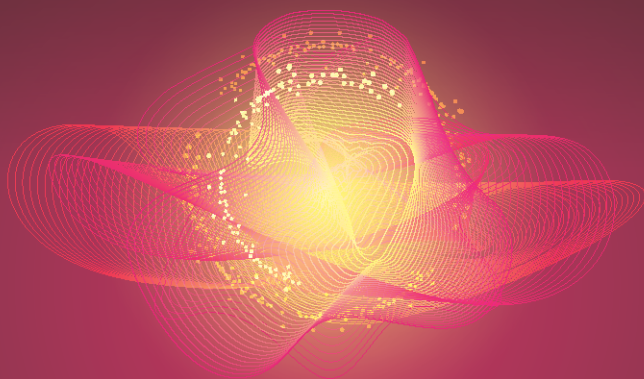
Today, Virginia Tech is using ETDs in its leading research on natural language processing and machine learning to advance discovery, use, and reuse of hidden knowledge.

VT UNIVERSITY LIBRARIES
VIRGINIA TECH.

Leading the way: Virginia Tech Graduate School was the first in the nation to require electronic theses and dissertations.

VT GRADUATE SCHOOL
VIRGINIA TECH.

USETDA 2022

12th Annual Conference on Electronic Theses and Dissertations

September 21—23, 2022
Cleveland, Ohio

Making Connections
Scholarly Communication in the Digital Age

USETDA 2022 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 2023

The USETDA is now accepting bids to host the 2023 USETDA Conference. Please submit your proposal by January 1, 2022. 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 2023 conference.

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