

# MAKING CONNECTIONS

*Scholarly Communication in the Digital Age*

Twelfth Annual Conference  
United States Electronic Thesis  
and Dissertation Association

September 21–23, 2022  
Cleveland, Ohio



Part of **Clarivate**



THE UNIVERSITY OF  
TENNESSEE  
HEALTH SCIENCE CENTER.

COLLEGE OF GRADUATE  
HEALTH SCIENCES



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#USETDA2022

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\*USETDA Board Member  
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# Welcome

Dear Colleague,

The USETDA Conference Organizing Committee, Case Western Reserve University and Kent State University are delighted to welcome you to Cleveland, Ohio for the Twelfth Annual USETDA Conference – “Making Connections – Scholarly Communication in the Digital Age.”

This year’s program includes two interactive keynote plenary panel discussions, one workshop, eight 20-minute brief breakout presentations, eight 50-minute extended breakout presentations, four poster presentations, user group meetings, as well as a variety of networking opportunities. All presentations will be streamed live and recorded via the Hopin virtual conference system during the conference. In-person and virtual participants will be able to interact with each other throughout the event. You can view the entire conference session line up in our program schedule.

Join us Wednesday evening for our opening reception in the Crowne Plaza Hotel’s outdoor terrace. Thursday morning we will host a networking breakfast with fun and engaging activities to interact with your peers. Thursday afternoon join us for the poster sessions and sponsor exhibition. Thursday evening join colleagues for the ever-popular “Dine-Arounds” and enjoy dinner at one of Cleveland’s many restaurants – be sure to sign up at the registration desk.

We hope you take some time to explore the city and the fabulously historic surroundings of Cleveland while you are here. A tour of the Cleveland Public Library is planned for Wednesday morning and a post-conference tour of the Case Western Reserve Libraries’ Special Collections is planned for Friday afternoon. After the conference, consider joining colleagues for an informal gathering at the Rock and Roll Hall of Fame.

Should you have any questions, please feel free to stop by the registration desk in the meeting room Foyer.

*USETDA 2022 Conference Planning Committee*

*Cover image: Rights Free Photo by Erik Drost, provided by Destination Cleveland*

## Wednesday, September 21, 2022

All times East Coast

8:00 am - 4:00 pm	<b>Registration and Vendor Fair (Foyer) and Breakfast (8:00 am - 9:00 am on your own)</b>	
	<b>Ballroom Palace I</b>	<b>Palace II</b>
9:00 am - 12:00 pm		<b>WORKSHOP</b> Hybrid Writing Boot Camp Presented by Emily Redd and Virginia Foley Moderator: Cynthia Tindongan
12:00 - 1:30 pm	<b>Lunch (State and Allen)</b>	
1:30 - 3:00 pm	<b>PLENARY 1: PANEL DISCUSSION (BALLROOM PALACE I)</b> ETD Formatting and Reviewing: Hot Topics and Questions  Panelists: Larry Tague, Sally Evans, Stacy Wallace, Ericka Findley, and Lee Spence  Moderator: Lily Compton	
3:00 - 3:10 pm	<b>Break (Foyer)</b>	
3:10 - 4:00 pm	<b>BREAKOUT 1</b> Whose Queue is it Anyway? Integrating Accessibility in Your Templates, Educating Support Staff, and Showing When the Rules Can Bend  Presented by John Fudrow  Moderator: Cynthia Tindongan	<b>BREAKOUT 2</b> Opening a Communication Channel with the ETD Librarian  Presented by Kelley Rowan  Moderator: Ellen Amatangelo
4:00 - 4:10 pm	<b>Break (Foyer)</b>	
4:10 - 5:00 pm	<b>BREAKOUT 3</b> Embracing the "Electronic" Portion of ETDs Presented by Kim Fleshman and Ericka Findley  Moderator: Valerie Emerson	<b>BREAKOUT 4</b> Did You Hear That? That's Graduate Students Sharing Their Research!  Virtual presentation by Valarie Burke  Moderator: Teri Green
5:00 - 5:30 pm	<b>Break (Foyer)</b>	
5:30 - 7:30 pm	<b>Opening Reception: Welcome, Announcements (Outdoor Terrace)</b>	



# Thursday, September 22, 2022

All times East Coast

8:00 am - 4:00 pm	<b>Registration and Vendor Fair (Foyer)</b>	
8:00 - 9:30 am	<b>Breakfast and Regional ETD Association Networking (State and Allen)</b>	
9:30 - 9:45 am	<b>Break (Foyer)</b>	
	<b>Ballroom Palace I</b>	<b>Palace II</b>
9:45 - 10:45 am	<p><b>PLENARY 2 - PANEL DISCUSSION (BALLROOM PALACE I)</b>            Dancing with the Stakeholders: An Interactive Discussion on Types of ETD Stakeholders and How They Can Affect ETD Management</p> <p>Guided by G.W. Swicord, additional panelists include Stacy Wallace, Lily Compton, and Emily Flynn</p> <p>Moderator: Emily Wuchner</p>	
10:45 - 11:00 am	<b>Break (Foyer)</b>	
11:00 - 11:50 am	<p><b>BREAKOUT 5</b>            Student Previously Published Items (SPPI) in an ETD: Making it Easier for Students While Maintaining Functional Formatting</p> <p>Presented by Larry Tague, Shirley Hancock and Kelsey North</p> <p>Moderator: Katherine Johnson</p>	<p><b>BREAKOUT 6</b>            Learning to be an A11y: How Covid Taught Us to Be Accessible Content Advocates</p> <p>Virtual presentation by Elyse Fox and Michelle Compo</p> <p>Moderator: Teri Green</p>
12:00 - 1:15 pm	<b>Lunch (State and Allen)</b>	
1:30 - 1:50 pm	<p><b>BRIEF BREAKOUT 7</b>            Kent State University's Journey Toward Accessible ETDs Through Enterprise Education and Expansion</p> <p>Presented by Virginia Dressler, Cynthia Kristof and Alison Haynes</p> <p>Moderator: Sally Evans</p>	<p><b>BRIEF BREAKOUT 8</b>            A Pandemic Pivot: From Paper Thesis Submissions to ETDs</p> <p>Hybrid presentation by Nicholas Dease, Amy Ballmer and Austin McLean</p> <p>Moderator: Stacy Wallace</p>
2:00 - 4:00 pm	<p><b>VENDOR FAIR AND POSTER SESSION (FOYER)</b></p> <p>(1) If ETD Data Falls in a Generalist Repository, Does It Make a FAIR Sound?            Presented by Andrew Mckenna-Foster</p> <p>(2) ETD Topics and Keywords Search Results Revealed the Increasing Need for an Asian American Studies Degree Program.            Virtual presentation by Boutsaba Janetvilay</p> <p>(3) Vireo 4: Connecting Diverse Parts of Organizations to Customizable ETD Submissions.            Presented by Emily Wuchner and Courtney Mumma</p> <p>(4) Connecting Students to the Jacksonville University's Institutional Repository.            Presented by Allison Crawford</p>	
4:00 - 5:00 pm	<p><b>BREAKOUT 9</b>            ETD Administrator User Group Meeting</p> <p>Hosted by April Ellsey, Lucas Otto, Austin McLean, and Gilia Smith</p>	<p><b>BREAKOUT 10</b>            OhioLINK ETD Center Users Group Meeting</p> <p>Hosted by Emily Flynn (OhioLINK)</p>
6:30 pm	<b>Dine Arouds (Off-site: dine on your own in small groups)</b>	

# Friday, September 23, 2022

All times East Coast

8:00 - 9:00 am	<b>Breakfast (on your own)</b>	
	<b>Ballroom Palace I</b>	<b>Palace II</b>
9:00 - 9:20 am	<b>BRIEF BREAKOUT 11</b> Creating a Thesis Dissertation Writing Program: A Case Study.  Presented by Lily Compton, Elena Cotos and Kristin Terrill  Moderator: Katherine Johnson	<b>BRIEF BREAKOUT 12</b> Implementing Collaborative Digital Repository: The DAATJ Experience in Bangladesh.  Virtual presentation by Dr. Md. Zillur Rahman  Moderator: John Hagen
9:20 - 9:30 am	<b>Break (Foyer)</b>	
9:30-9:50 am	<b>BRIEF BREAKOUT 13</b> Creating a More Efficient ETD Workflow at Brigham Young University.  Presented by Ellen Amatangelo  Moderator: Cynthia Tindongan	<b>BRIEF BREAKOUT 14</b> Archiving Student-Authored Video Games in the Digital Age.  Virtual presentation by Anne Morrow  Moderator: Emily Wuchner
9:50-10:00 am	<b>Break (Foyer)</b>	
10:00 - 10:20 am	<b>BRIEF BREAKOUT 15</b> ETD Formatting / Community Engagement Users Group Meeting.  Hosted by Sally Evans and Emily Wuchner	<b>BRIEF BREAKOUT 16</b> Revisiting Embargo Policy for Creative Writing Theses at Public Institutions.  Virtual presentation by Laura Kotti  Moderator: Katherine Johnson
1:00 pm	<b>Optional Tours (Off-site)</b>	



**WED | 9:00 AM–12:00 PM**

## WORKSHOP

### Hybrid Writing Boot Camp

*Emily Redd | East Tennessee State University Graduate School*  
*Virginia Foley | East Tennessee State University Educational Leadership & Policy Analysis*

The Graduate School at ETSU started the first Thesis and Dissertation Boot Camp program in the fall of 2012 by organizing a team of dedicated faculty and staff to promote the Boot Camp and to run its sessions. Boot Camp at ETSU has since had great success with participation, positive student feedback, and student success. We have had 580 total registrations and 386 unique participants in Boot Camp from all stages of the writing process and of those who were close to finishing, 194 have graduated, many of whom have credited the Boot Camp program with their success. We advertise to all ETSU graduate students working on a major research project and to local and regional institutions. Students from all of these groups have participated.

The COVID-19 pandemic required faculty and staff at East Tennessee State University to rapidly adapt and update how we meet student needs. In this presentation we will provide an update on how our boot camp has evolved to a hybrid camp, due to COVID-19, and will also detail how, what, when, and who is involved in setting up and running our boot camps in addition to providing an overview of our optional workshops that are offered during each session.

This workshop is intended to be interactive, so questions will be proposed throughout the presentation to explore the variety of options and best practices for boot camps at other institutions.

First, participants will be asked to reflect on the resources they have or know of at their own institutions:

#### 1. Activity 1 - Reflective

- List as many resources you know of on your campus that help writers
- List spaces on your campus that could hold a camp but also provide the right environment
- List faculty or staff that are motivated and want to help
- What types of students need the most help (certain disciplines, demographics, etc.)?

Second, participants will be divided into groups to discuss their lists.

#### 2. Activity 2 - Divide into groups and discuss lists

- Those that do not have a Boot Camp, or are not sure if it's even needed
- Those that have been thinking about or have tried Boot Camp and can't get it started
- Those that have a Boot Camp and want to improve it or share best practices

Third,

#### 3. Activity 3 - Participants will be asked to create a pilot for their Boot Camp. Remove all barriers and imagine what the ideal Boot Camp looks like at their institutions.

Lastly, we will go around the room and do a Q & A, share thoughts and ideas about the workshop and if it sparked plans, or revealed the need for more research, then create a final to-do list to take back.

#### 4. Take Away – go back and...

- Gather data. Who needs the most help at your institution?
- Reach out for support and volunteers
- Tour spaces
- Run a pilot. Why not!?

**WED | 1:30–3:00 PM**

## PLENARY PANEL DISCUSSION 1

### ETD Formatting and Reviewing: Hot Topics and Questions

*Larry Tague | University of Tennessee Health Science Center - College of Graduate Health Sciences*

*Sally Evans | George Mason University Library*

*Stacy Wallace | University of Florida Graduate School*

*Ericka Findley | University of Utah Graduate School*

*Lee Spence | Overleaf*

The primary objective of ETD formatting and review programs is to assist and instruct students in the process

of creating a presentable and functional book about their academic research adventures. This exercise not only helps the student with future professional endeavors but also provides a public example of a quality publication from the academic institution.

With the above criteria in mind, the panel moderator will focus the discussions using topics and questions associated with the formatting and review process assigned to ETD program directors and their staff. Formatting and review models will be provided by four panelists representing institutions with less than 100 ETDs/year to over 1200 ETDs/year. The needs of these groups vary depending on institutional support and differences in process requirements. Panelists, representing these groups, will provide a very brief history of their ETD program, and their formatting and review model which will be made available to the audience before the panel presentation. The panel moderator will provide the audience with a 3 minute overview of the panel process. Each panelist will have 3 minutes or less to present their model during the panel presentation; adding support to their written information if needed. The panel moderator will ask each panelist (individually) four questions based on the history and models of the four ETD programs. These questions will be determined prior to the USETDA conference with the consent of the USEDTA Formatting Group. Each panelist will have one minute to respond to each question (16 minutes for all questions). The last phase of this presentation (~29 minutes) will entertain questions and comments from the audience for either specific panelists or all panelists to answer. The process will be controlled by the moderator.

This panel will bring selected topics and questions about formatting and reviewing to the attention of our ETD community through the USETDA annual meeting. It will provide information to ETD programs large or small that will help them achieve the goal set forth at the beginning of this abstract.

**WED | 3:10–4:00 PM**

## **BREAKOUT 1**

### **Whose Queue is it Anyway? Integrating Accessibility in Your Templates, Educating Support Staff, and Showing When the Rules Can Bend**

*John Fudrow | University of Pittsburgh Libraries*

In this presentation, I will discuss our approaches to training staff approvers on best practices for electronic thesis and dissertation

review. Via a comprehensive informational site, support services, and evolving training tools, our efforts reduced the turnaround time and efficiency of our approval process. These methods also made on-boarding new staff much less daunting and allowed for continuing discussions around expanding what formatting variations are acceptable and how we might envision combining accessibility checks with formatting advice. I will also share tips and advice on how to gauge the expertise of support staff that will be working with the ETD files and how you can structure training via workshops, tutorials, and one-to-one instructional support. Throughout I will recount our challenges and successes in identifying who was responsible for each aspect of the review process and how we made the most efficient use of our unique skills and experience.

## **BREAKOUT 2**

### **Opening a Communication Channel with the ETD Librarian**

*Kelley Rowan | Florida International University Libraries*

This presentation will share the results of a new initiative developed by the ETD Librarian at Florida International University (FIU) to develop a personal connection between students and the ETD Librarian. The goal is threefold; to provide a personal contact and open communication channel within the library to whom students can address publishing best practices and concerns with, to better inform and engage students in the metadata process of submitting theses and dissertations, and to spur the growth of knowledge and usage of ORCID. A previous initiative that added an ORCID and a license option to the metadata fields had resulted in a growth in licensing usage but the use of ORCID continued to remain flat at approximately 30%.

A study was conducted to determine whether students understood when and why to use the ORCID and embargo options and the results showed that students did not understand the usefulness of these tools. At FIU, the ETD submission process is split into two parts with the graduate school coordinator being the main contact with students and the ETD Librarian doing the publishing in the institutional repository. Our ETD Coordinator offers workshops to help guide the students through this process, however, students have previously had no contact with the ETD Librarian. This novel approach aims to change that. Attendees will be able to assess the workload of this approach and determine whether aspects of this process may be useful at their own institution. Time will be provided for

discussion and questions.

The speaker is an avid presenter at international, national, and regional conferences as well as a developer and presenter of numerous workshops within the Digital Scholars Studio at Florida International University. Ms. Rowan has 35 publications of journal articles, reports, workshops and conference presentations. In addition to her role as the ETD librarian, she also works with external community partners in preserving and publishing their digital collections through the dPanther repository. Finally, she serves as the tech privacy expert and survey development expert in her library at FIU.

## WED | 4:10–5:00 PM

### BREAKOUT 3

#### Embracing the “Electronic” Portion of ETDs

*Kim Fleshman | Bowling Green State University Graduate College*

*Ericka Findley | University of Utah Graduate School*

Embracing the “electronic” portion of ETDs includes increased scrutiny towards how these works are being consumed. With this comes the responsibility for works to be accessible while maintaining the integrity of the author’s intent. As two graduate school professionals who are working to best accommodate creative ETDs while upholding formatting and accessibility standards, the presenters offer some insight into their experiences with both the nontraditional and the accessible. During their time together at Bowling Green State University Kim Fleshman, the school’s Theses and Dissertations Coordinator, and Ericka Findley, her Graduate Assistant, worked to put together the university’s standards for best practices in accessibility. They also shared a passion that authors should be given the autonomy to present their work in less traditional formats. Fleshman continues to work on these topics at BGSU while Findley has moved on to being a full-time manuscript editor helping to usher in new accessibility requirements at the University of Utah. This presentation will cover some of their initial efforts to bring forth accessibility standards and their continued findings on their separate journeys with some of the complexities of working within the sometimes-challenging confines of Acrobat. It will also contain their experiences and research into nontraditional works, including encounters with video content, transgenre composition, comic books, and more. The two look at the difficulty, and the necessity, of implementing high standards for all of our published content while allowing space for creativity.

### BREAKOUT 4

#### Did You Hear That? That’s Graduate Students Sharing Their Research!

*Valarie Burke | University of Nevada Las Vegas Graduate School*

Graduate students work tirelessly and for countless hours on their research including their theses and dissertations. It is important for them to know how to present their work in various settings including a formal defense, conference presentation, and a 3-minute elevator pitch. The Graduate College at the University of Nevada Las Vegas hosts several platforms for students to practice and perfect their delivery while also networking and being given the opportunity to earn scholarships. In 2014, I spearheaded the creation of the annual Rebel Grad Slam, a 3-minute thesis competition, where students present their research in a condensed and compelling way. Event participants are evaluated on how well they explain and communicate the most significant parts of their scholarship/research. There are 3 rounds, judges include faculty, staff, alumni, and community partners, and over \$10,000 in scholarships are provided.

A second platform for graduate student scholarly work is the annual Research Forum. In its 25th year, the Graduate College and the Graduate and Professional Student Association collaborate to host this event that showcases the excellence in research of over 150 students in more than 40 disciplines. Participants select between a podium or poster session and over \$20,000 in scholarships are awarded each spring. In addition, the Graduate College’s Grad Academy hosts over 60 professional development workshops annually for graduate students with faculty, staff, and campus partners on various topics including, qualitative vs quantitative research, writing a literature review, thesis and dissertation preparation and formatting, working with a faculty mentor, citation management, and how to publish. This session will focus on the many resources offered by the centralized Graduate College office to assist students in preparing, conducting, presenting, and publishing their scholarly work.



## THURS | 9:45–10:45 AM

### PLENARY PANEL DISCUSSION 2

#### **Dancing with the Stakeholders: An Interactive Discussion on Types of ETD Stakeholders and How They Can Affect ETD Management**

*G.W. Swicord | University of Florida Libraries*

*Stacy Wallace | University of Florida Graduate School*

*Lily Compton | Iowa State University Graduate College*

*Emily Flynn | OhioLINK*

The methodologies for managing ETD collections vary widely across institutions. For many (most?), when they think of those differences, they are thinking about the workflows needed for the various platforms used by their organizations and the possibilities for efficiency gains. Technical requirements are very important. So is the organizational context. In this Talkshop, we will discuss the number and nature of the stakeholders that ETD staff can have. Whose voices are loudest? How do you relate to those different stakeholders? Do any of your stakeholders support one another in managing their submission workflows? Does your platform affect the types of stakeholders you have or add stakeholders other than the platform vendor or local coding team?

## THURS | 11:00–11:50 AM

### BREAKOUT 5

#### **Student Previously Published Items (SPPI) in an ETD: Making it Easier for Students While Maintaining Functional Formatting**

*Larry Tague, Shirley Hancock and Kelsey North | University of Tennessee Health Science Center - College of Graduate Health Sciences*

Students wanting to include their previously published information or articles in an ETD have several options for doing so. Universities understand this need and do their best to accommodate the student. However, the digital world of ETDs in institutional repositories (IRs) and the subsequent public exposure have forever changed the publishing responsibilities of universities. In the past world of paper theses and dissertations, the only public exposure was through libraries that subscribed to UMI (University Microfilms Inc.). Otherwise, theses and dissertations were placed in the library archive as large book-style

reports--often with minimal formatting and rarely an embargo. These manuscripts were seen by very few. Most universities no longer function in the world of obscure paper. Today, functional formatting and university publishing are more important than ever before. Quality formatting is important for the academic image of the university as well as assisting the reader's accessibility to the information and illustrating the creative competence of the student.

Previously published information (PPI) is usually included in an ETD by references to a list of citations, and yes, this is the easiest way for students to include their own SPPI—by occasionally inserting a few quotes or paraphrases. Sometimes, with publisher permission, tables or figures are included for illustration purposes. However, many students would like to display (with permission) more or all of their work published as students. Understandable!

Our ETD program is in the process of developing and testing methods for including SPPI that eliminates any reformatting of their final submissions to journals, etc., and dramatically reduces the amount of information needed in the body chapters of ETD manuscripts by isolating detailed SPPI to appendices. This mode of inclusion maintains the functional formatting of the ETD body. We use both Word and Overleaf LaTeX for including SPPI, but we have two methods for including SPPI using Overleaf LaTeX.

### BREAKOUT 6

#### **Learning to be an A11y: How Covid Taught Us to Be Accessible Content Advocates**

*Elyse Fox and Michelle Compo | California State University, Sacramento Library*

Over the course of the Covid-19 campus closures, Sacramento State University Library undertook a large-scale accessibility project to review and make our institutional repository's ETD collection, including born-digital and retrospectively digitized theses (USETDA 2020). A pilot project, initiated in February of 2020 to test accessibility remediation workflows, developed into an unprecedented opportunity to apply the library's entire student assistant work force that transitioned to remote work for 18 months. Evaluating the results of this project has provided the Library with data that supports many of the well-known obstacles to creating accessible content: performing retrospective accessibility remediation is not feasible as the only means to generating accessible content.

In this presentation, we will share how the library adopted a holistic approach to accessibility work in our ETD collection, specifically: (1) how this project was integrated into our ETD processing workflow; (2) demonstrate workflows and best practices to address inaccessible legacy scanned theses; (3) and highlight the proactive approaches we've implemented in partnership with key stakeholders, with an emphasis on accessible content and accessibility practices in the creation of student scholarship, and reducing the Library's need to undertake retrospective accessibility remediation. In a few short years, Sacramento State University Library has helped to shift the institutional culture of accessibility practice as a legal requirement to an act that supports social justice and equity, universal design, and ensures accessibility for all users.

**THURS | 1:30 – 1:50 PM**

## **BREAKOUT 7**

### **Kent State University's Journey Toward Accessible ETDs Through Enterprise Education and Expansion**

*Presented by Virginia Dressler, Cynthia Kristof and Alison Haynes | Kent State University Libraries*

This session presents a strategy for implementing a state-wide consortial requirement for accessible ETDs. As of January 2023, all participants in the OhioLINK ETD Center will be required to upload documents that meet a minimum accessibility standard. At Kent State University (KSU), adherence to deadlines, style guides, and other requirements are coordinated by a "Gatekeeper" in each College. Accessibility requirements and training will be communicated by an ad-hoc task force through the Gatekeepers to students and their faculty advisors. Good working relationships between staff in various departments, faculty and graduate students are key to the success of implementation. A set of training materials and other resources to meet the needs of graduate students will be developed. These will include written instructions, a video tutorial, and timelines for each College as well as a series of "Bring Your ETD" open office hours for students and reminders about the University Help Desk located in the Library for one-on-one assistance. One important objective is to provide graduate students with a point-of-need service in a variety of formats that fit their learning style preferences. (An incidental benefit of this new requirement is the education of graduate students on accessible document creation, which has become a skill needed in the labor force of the 21st century.) Gatekeepers will perform a final check of submitted

ETDs for accessibility before they are published to the ETD Center. Questions and technical difficulties are managed by the University's ETD Administrator, who functions as a liaison with OhioLINK. Additionally, accessibility remediation will be performed on all TDs that are requested and digitized via KSU's Interlibrary Loan service (since 2017), and subsequently added into the OhioLINK ETD Center.

## **BREAKOUT 8**

### **A Pandemic Pivot: From Paper Thesis Submissions to ETDs**

*Nicholas Dease, Amy Ballmer | Pratt Institute Libraries  
Austin McLean | ProQuest part of Clarivate*

COVID-19 necessitated an urgent shift from paper based agreements and graduate works in a highly compressed timeline. This session will explain how multiple stakeholders across an institution converged to move a decades-old process to a virtual, electronic workflow. The discussion will include an overview of procedural steps, challenges encountered, and lessons learned.

Like many academic institutions, Pratt Institute Libraries had to quickly transition to a fully remote learning environment in 2020. The current practice of accepting graduate theses in print, reviewing them for formatting issues in person, and providing in-person access to historical theses had to be completely reimaged. With only a few short months to pivot, the libraries and its key stakeholders established a fully remote temporary submission process using Google Drive and online forms. With the Spring 2020 submission period complete, they had the freedom to research and move their ETD workflow to ProQuest's Dissertations and Theses (PQDT). This months-long process entailed collaboration among library staff, institute faculty, as well as communication with other institutions via an environmental scan. Best practices were determined and formatting requirements were adjusted for a digital workflow. After a successful implementation in Spring 2021, they still had a full batch of 2020 theses that needed to be digitally corrected and uploaded to PQDT. In 2021, these 'retrospective' theses were successfully uploaded and are now fully accessible as of 2022. It took nearly two years to fully pivot to digital, but the libraries learned a lot in the process. This session will explore all of our findings as well as touch on further refinements for the future.

**THURS | 2:00–4:00 PM**

## **VENDOR FAIR AND POSTER SESSION**

### **If ETD Data Falls in a Generalist Repository, Does It Make a FAIR Sound?**

*Andrew Mckenna-Foster | Figshare*

For the past 10 years and continuing today, researchers and their support services are adapting to the paradigm of open science and open data. However, creating FAIR (<https://go-fair.org>) data remains challenging. Graduate students, as potential future full-time researchers, are a population that should show proficiency in data sharing and can greatly benefit from the practice. Sharing data, media, and other non-traditional outputs (NTRs) associated with an electronic thesis or dissertation (ETD) helps students display expertise early in their careers and provide credibility for their work. We were interested in assessing how well graduate students are adhering to the FAIR principles when sharing NTRs, if there is change over time, and if it matters where the records are shared. In this poster, we examine metadata records for ETD data and other outputs and compare metadata quality for records shared directly by students and those shared through an institutional repository. Methods: The Figshare platform offers an ideal set of records to examine because it is used by individual researchers ([figshare.com](https://figshare.com)) and for institutional repositories. We used the Figshare API to collect a sample of 710 ETD records and 46 ETD collections and we programmatically and manually evaluated the metadata. Results: We find that records shared in institutional repositories have significantly richer metadata than those from [figshare.com](https://figshare.com) and a higher number of views per month, likely illustrating the positive impact of librarians and curation on the FAIRness of outputs. A major area for improvement across all records is appropriate linking to related digital records. We offer suggestions for both data sharing practitioners and the Figshare platform on ways to encourage and apply more FAIR sharing practices.

### **ETD Topics and Keywords Search Results Revealed the Increasing Need for an Asian American Studies Degree Program**

*Boutsaba Janetvilay | California State University, Fresno Library*

A Cataloging and Metadata Librarian conducted a simple analysis of the trending subjects and keywords used in students'

electronic theses and dissertations. Using nine major keywords that are relevant to the subject area of Asian American studies the results indicated among the top five across the overall California State University ScholarWorks system. The observations provided two folds; the need for a degree in Asian American studies with an emphasis on Hmong and Lao studies and the need to improve on Ethnic Studies. With the California statewide implementation of the Ethnic Studies requirement, the author is seeking evidence to propose a degree program with an emphasis on local history based on the revealing needs of the region.

### **Vireo 4: Connecting Diverse Parts of Organizations to Customizable ETD Submissions**

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

*Courtney Mumma | Vireo/Texas Digital Library*

In 2010, the Texas Digital Library (TDL) released the first version of Vireo—open source software developed to ease 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 and the broader community of open source developers have released Vireo 4, which introduces a number of new features. These updates continue to ease the submission and review process for students and thesis reviewers as well as continue to archive student works in repositories. For instance, Vireo 4 users can create independent workflows (based on submission type, college, degree, etc.) that enable institutions to collect different information based on submission type. So, for example, an institution can collect different information from doctoral students than master's students at the time of document submission. While in Vireo 3 students typed information such as committee member names, email addresses, and department names, in Vireo 4, institutions can upload lists of controlled vocabulary that display as drop-down menus for student use, thus providing consistent spelling and terminology and reducing metadata editing.

This poster will offer a side-by-side comparison of Vireo 3 (released in 2015) to Vireo 4 (released in 2020). Using visuals from the interface and descriptions, we will highlight these updates to help users better understand the changes and how they might be applied and customized. We will also share tips and best practices for implementing Vireo 4 at different institutions. Our poster will appeal to all Vireo users, as well as non-Vireo users interested in learning more. Building connections between students, thesis reviewers, the repository, and the public is one

of the core goals of Vireo. Now with the new features available in Vireo 4, institutions can create even stronger connections to further this goal.

## **Connecting Students to the Jacksonville University's Institutional Repository**

*Allison Crawford | Jacksonville University Library*

This poster presentation will highlight the development of Jacksonville University's Institutional Repository. Managed by the library, our repository is still in its early stages; however, it is growing. This discussion will include the process of finding the right hosting platform for our institution, the progress that we have made managing the repository and the future for the repository.

In terms of repository participation, the departments that have graduate studies at Jacksonville University vary in the formats in which they submit theses. Some are still submitting in physical bound copies; others are submitting in pdf and still others not submitting at all. The challenge has been bringing the non-submitting departments on board and transitioning the bound copy submissions to pdf.

Going forward I believe more promotion of the repository is needed among graduate faculty and students within our departments. Additionally our goal is to digitize the many years' worth of bound theses that we have in our Special Collections/ Archives.

In keeping with the conference theme, "Making Connections: Scholarly Communications in the Digital Age" this presentation will demonstrate our efforts to promote and increase participation in our institutional repository among our graduate degree programs at Jacksonville University.

## **THURS | 4:00–5:00 PM**

### **BREAKOUT 9**

#### **ETD Administrator User Group Meeting**

*April Ellsey, Lucas Otto, Austin McLean, and Gilia Smith | ProQuest part of Clarivate*

New and existing users of the ETD Administrator workflow and management system are invited to participate in an interactive discussion. During this session you will learn about the exciting new enhancements rolled out in 2022, as well as what is on the

drawing board for 2023 and beyond. You will be able to share best practices and learn how to get the most from the system, including populating your institutional repository. Please bring your feedback and ideas to this session!

### **BREAKOUT 10**

#### **OhioLINK ETD Center Users Group Meeting**

*Emily Flynn | OhioLINK*

The OhioLINK Electronic Theses and Dissertations (ETD) Center includes 36 institutions and their students in Ohio with over 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, with a focus on digital accessibility of ETDs. Others who are interested in learning more about the OhioLINK 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.

## **FRI | 9:00–9:20 AM**

### **BRIEF BREAKOUT 11**

#### **Creating a Thesis Dissertation Writing Program: A Case Study**

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

The Center for Communication Excellence (CCE), housed within Iowa State University's Graduate College, runs the Thesis/Dissertation Writing Program (TDWP). The CCE works with a team of graduate students serving as consultants in different communication skill development areas, including disciplinary and interdisciplinary writing with a focus on specific academic genres. This presentation will describe how the CCE consultants provide different forms of peer support to graduate students in their writing process before they deliver their Thesis/Dissertation drafts to their Program of Study Committee.

As training is substantial to the quality of peer consulting, we will demonstrate the self-paced consultant training model, which comprises three parts: web-based asynchronous training that covers cross-disciplinary conventions of scientific writing, live observations of experienced writing consultants, and a practicum that includes formative supervised consultations and a summative assessment. Completed training leads to certification and potential employment by the CCE. Certified



writing consultants can opt to extend their training for the TDWP Thesis/Dissertation, where they learn effective strategies for identifying and correcting common writing and formatting issues in individual consultations as well as protocols for conducting writing retreats, formatting boot camps, and walk-in clinics.

Importantly, this presentation will also showcase the operational model for the TDWP, including the organizational hierarchy and the working relationships with partners from the Graduate College and the University Library. We will highlight how policies and guidelines for Thesis/Dissertation formatting are formulated and maintained. Additionally, we will address some of the previous disconnects that have been resolved through the TDWP. Finally, we will share the hiring and funding model drawing from the CCE and Graduate College resources, discussing how different sources help make the services of interdisciplinary, disciplinary, and thesis/dissertation writing consultants sustainable.

## BRIEF BREAKOUT 12

### Implementing Collaborative Digital Repository: The DAATJ Experience in Bangladesh

*Md. Zillur Rahman | Ahsanullah University of Science and Technology Library*

#### *Purpose*

The purpose of this article is to describe the background, purpose, and achievement of the digital repository DAATJ which preserves the research output of Agricultural universities in Bangladesh. Digital Archives on Agricultural Theses and Journals (DAATJ) is an initiative to be imparted to nationwide digitization, help the future researcher on all the past agricultural theses and journals, resist duplication of research, disseminate the results of MS and PhD research worldwide, reduce the reviewing cost of past studies and to set an example to other types of universities.

#### *Design/Methodology/approach*

The article describes the success stories of DAATJ

#### *Findings*

DAATJ is the first collaborative digital repositories of ETDs and Journals in Bangladesh. It was established on 21 November 2012 with the financial help of the World Bank for Bangladesh - Higher Education Quality Enhancement Project (HEQEP), under Window 3 (University-wide Innovation) of Academic

Innovation Fund (AIF), the Ministry of Education and University Grants Commission of the People's Republic of Bangladesh. At the 1st phase of its development it was planned to host all the MS/M.Sc. and PhD ETDs and journals of three universities viz. Bangladesh Agricultural University; Bangabandhu Sheikh Mujibur Rahman Agricultural University and Sher-e-Bangla Agricultural University. The 2nd phase also included another six agro-based universities, schools, and departments of different universities in the country. It was linked with the websites of BdREN to facilitate resource sharing of the respective universities. To date, a total of 7351 documents have been uploaded to the archives of 6703 ETDs and 648 articles.

This article also finds that over the last ten years of its establishment only five universities contributed 6670 MS thesis i.e. 99.50% and 33 PhD theses i.e. 0.49% which indicates that research activities are very poor in these public universities. Irrespective of the success rate, they have set a milestone in setting up digital repositories in Bangladesh.

#### *Originality/Value*

The article shares DAATJ experiences with the broader community and guides the simplest practices within the development of a national and global digital repository.

## FRI | 9:30 – 9:50 AM

## BRIEF BREAKOUT 13

### Creating a More Efficient ETD Workflow at Brigham Young University

*Ellen Amatangelo | Brigham Young University Library*

In 2019, the Brigham Young University Library began working with the Graduate Studies Department to develop a new workflow for processing incoming theses and dissertations. This presentation will examine our course of action for creating a more efficient process through open discourse in collaborative meetings, and flexibility from IT teams. A comparison of the old and new workflows will be examined, along with how decisions were made along the way.



## BRIEF BREAKOUT 14

### Archiving Student-Authored Video Games in the Digital Age

*Anne Morrow | University of Utah, Marriott Library*

Video game design and development programs are increasingly popular on college and university campuses. Unfortunately, efforts among archivists, preservationists, and librarians, to archive and preserve student-authored video games in academic libraries are virtually nonexistent. In 2019, the presenters introduced a practical archival preservation plan for student authors of video games. The presenters developed an online archival collection of video games produced by teams of graduate students.

We propose to update attendees concerning the adoption rate of the digital preservation plans and trends in author plan selections. The student-created video game archive collection's usage statistics and analytics will be analyzed and presented. Finally, the authors will share opportunities for future development and growth.

**FRI | 10:00–10:20 AM**

## BRIEF BREAKOUT 15

### ETD Formatting / Community Engagement Users Group Meeting.

*Sally Evans | George Mason University Library*

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

In 2021 the United States Electronic Thesis and Dissertation Association (USETDA) founded two groups to support the needs of the ETD community. The ETD Formatting User's Group gives a platform and a source of support and advice to reviewers of theses and dissertations. The USETDA Community Engagement Group focuses on identifying opportunities for

members to learn more about important topics in the ever-changing thesis landscape, promoting professional development among members, and creating a space for networking.

At each yearly conference, the groups 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 landscape. How is our field changing? How should our field change?

## BRIEF BREAKOUT 16

### Revisiting Embargo Policy for Creative Writing Theses at Public Institutions.

*Laura Kotti | University of South Carolina Graduate School*

One of the most pressing issues with electronic thesis and dissertation embargoes today pertains to access restrictions to creative works. While restricting access to work in the humanities and sciences is most often considered temporary due to academic publishing, grant funding, and patent approval requirements, restricting access to creative works is almost entirely due to viability in the publishing market. Indeed, for many creative writing students, these embargoes can determine whether their writing careers can progress. Particularly at public institutions, there is an imperative to make graduate students' theses and dissertations accessible eventually; however, there is a growing demand from creative writing programs to impose permanent embargoes. This paper seeks to explore the many facets of access restrictions for creative writing theses and dissertations, specifically at public colleges and universities. Using the University of South Carolina as a model, this paper will explore how public institutions can protect the rights of creative writers and artists while also remaining consistent with policies and requirements necessitated by the university's status as a public institution. This paper strives to provide guidance and insight for other state schools with creative writing graduate programs.

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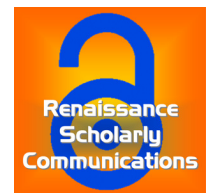
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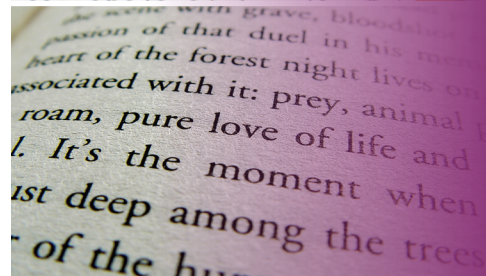
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*Digital Learning Librarian, Pratt Institute*
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*Senior Director, Dissertations Academic Relations, Clarivate*

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*Director of Product Management, Dissertations, Clarivate*
- **Lucas Otto**  
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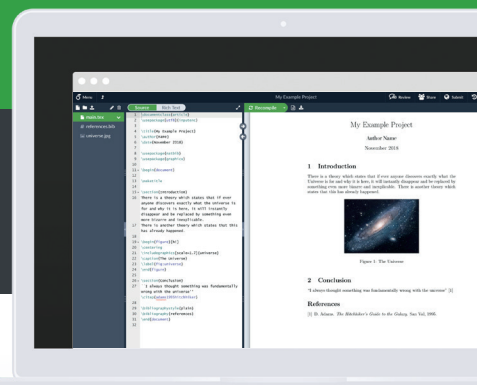
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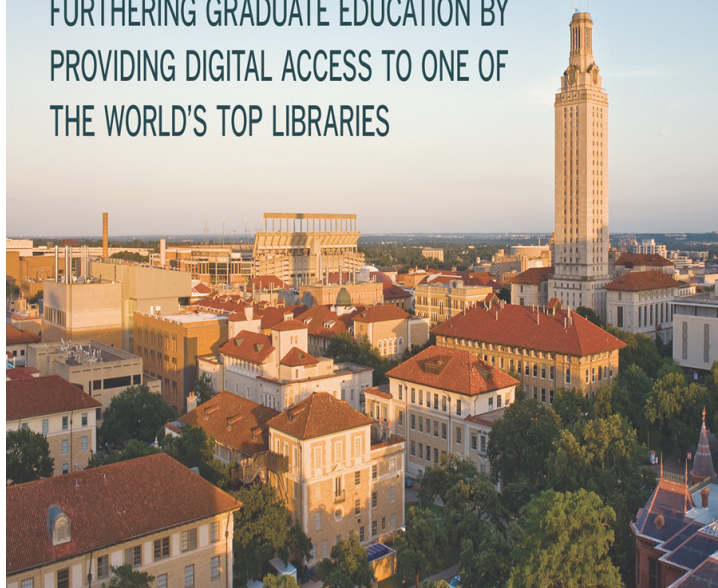
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