

Proceedings of the 13th Annual Conference of the

United States Electronic Thesis and Dissertation Association

USETDA 2023 September 20-21, 2023 Virtual Conference

PREFACE

This volume contains the slide presentations and papers presented at USETDA 2023, the 13th Annual Conference of the United States Electronic Thesis and Dissertation Association held as a virtual event on September 20-21, 2023 via Zoom.

USETDA 2023 will provide excellent educational opportunities for graduate school, library, disability and student services, offices of diversity, equity and inclusion, information technology and industry professionals and others who work with electronic theses and dissertations (ETDs), institutional repositories, graduate students and scholarly communications.

The conference theme "Access and Accessibility: Exploring Equity and Inclusion in Digital Scholarship" will delve into accessibility as it impacts various aspects of the creation and dissemination of scholarly work. We will examine the present use and availability of ETDs and related initiatives. We will also explore new and emerging ETD practices, needs, and influences that impact administrative, graduate school, and library professionals.

We would like to give special thanks to sponsors of the USETDA 2023 Conference for making this event possible!

An archival version of the conference Website is available at <u>https://www.usetda.org/usetda-conferences/</u>. Additionally, presentation slides are available at https://easychair.org/smart-slide/conference/FLTPD. To view the video recordings of these sessions visit: <u>https://www.youtube.com/@usetda</u>.

Proceedings volume published December 20, 2023.

John Hagen Executive Director, USETDA

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- > ETD Administrator User Group.
- OhioLINK ETD Center Users Group Meeting.
- Community Engagement Group Meeting / Flash Talks.
- > Wrap Up Discussion / Virtual Cocktail Party.

CONFERENCE ORGANIZING COMMITTEE

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- Teri Green (University of Toledo College of Graduate Studies)*^
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- Aura Young (University of North Carolina Charlotte, The Center for Graduate Life)*^

*USETDA Board Member

^Program Committee Member

PRESENTATION SLIDES & PAPERS

Wednesday, September 20, 2023

10:00 AM - 12:00 PM (all times are Eastern)

Workshop - ETD Accessibility: Defined, Designed, Reviewed, and Refined. Teri Green (The University of Toledo, College of Graduate Studies), Kim Fleshman (Bowling Green State University Graduate College) and Alison Thompson (ProQuest part of Clarivate). Moderator: John Fudrow.

Abstract. An accessible document is created to be easily navigated, read, used, and understood by a wide audience, including people with disabilities and those who use a variety of adaptive technology, devices, software, and hardware to achieve equal access. While many universities have focused on accessible websites, course instruction, library content and events/physical spaces, student-authored ETDs only recently are being recognized as an output of and therefore representative of, the institution. As an ETD practitioner, you may be asked to instruct on, design, review, remediate, approve, or publish an accessible ETD. This workshop will address the basic principles and best practices of document accessibility, including source document design, accessibility wizards and checkers, and resources to further refine the process at your own institution. Interactive exercises will give you a hands-on opportunity to create, review, and fix common accessibility issues in documents, focusing on Microsoft Word and Adobe PDF formats. ProQuest/Clarivate will join us to share their work with thought leaders on establishing best practices, building robust resources, and their vision for an accessible future in the world of ETDs.

Keywords: accessible document, electronic thesis, dissertation, workshop

ETD Accessibility: Defined, Designed, Reviewed, and Refined

Teri Green: The University Of Toledo Kim Fleshman: Bowling Green State University Alison Thompson: Proquest/Clarivate

A Workshop for USETDA 2023 13th Annual Conference September 20, 2023

Course Outline

- Defined. What does accessibility mean in the context of ETDs?
- **Designed.** How do we build accessibility into the writing of an ETD?
- F
- **Reviewed.** How do we check, find, and fix non-accessible components of an ETD?
- <u>Refined.</u> What do we need to know to improve on the basic principles and best practices?
- Looking Forward. Robust resources, communities of practice, always be learning.



DEFINED

What does accessibility mean in the context of ETDs?

- People
- Compliance & Usability
- Context
- Clarivate's "Quest"



People

- Accessibility is the practice of making information, activities, and/or environments sensible, meaningful, and usable for as many people as possible.
- Accessible refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability.
- An accessibility user is anyone whose access to information, activities, and/or environments are impeded by temporary, recurring/situational, or permanent condition.

- Conditions include but are not limited to
 - Cognitive, physical mobility, auditory, verbal, or ocular
 - Age, language, culture, education
 - Technological aptitude and access
- What is the purpose of the author of the ETD?
- What is the goal of the reader (user) of the ETD?
- Who is responsible for lowering barriers?

Compliance and Usability Frameworks



Context

- How do I ensure a document's accessibility for "all" users if the needs are so varied?
- Approach as *accessible in context*
- Apply design decisions that are responsive to the document's intended user and conditions of in-access they face
- Ensure the file does not break any of the stated compliance rules for the document type
- Act in good faith while staying informed on your school's standards and guidelines





About ProQuest

Discovery & findings: digital accessibility

Workshop

Developing a community

Considering resources & tools

About ProQuest, part of Clarivate



Over 80 years of expertise

Started disseminating dissertations & theses in 1939



Expanded reach

New partnership with Web of Science reaches millions of researchers across over 100 countries



Navigating a changing landscape

Considering emerging issues: non-traditional ETDs, plagiarism/AI & digital accessibility

Discovery around Accessibility





ETD Admin User Group



OhioLINK Interviews

Clarivate[®]

Key Insights

Critically Important

82% of respondents indicated that digital accessibility is very to critically important





Institutional Differences

Office/individuals responsible for leading accessibility efforts varies widely by institution

Lack of ETD Guidance

There is a lack of guidance around accessibility where ETDs are concerned





Staffing Constraints

Accessibility being added to existing responsibility of already busy staff members

Future Mandates Expected

Started with web, ETDs/other digital resources to follow





Training/Equipment Gap

Barriers to existing tools include cost and requirement for a highly sophisticated user

Clarivate

User Interview Takeaways



<u>challenging</u> to ensure accessibility. Even if a staff member can review and flag compliance issues, **<u>it's</u> <u>highly burdensome to ask a student-author to</u>**

revise a dissertation that may have many hundreds of pages and complex charts, plots, and graphics. **It requires detailed technical and disciplinary knowledge**."



ERRATIC SOLUTIONS

Decentralized ETD processes and capacity constraints mean different parts of the work "fall to whoever will do it."



LACK OF STUDENT PARTICIPATION

Difficult to enforce accessibility guidelines for authors. Not prepared to delay student graduation for failure to meet accessibility standards.



LACK OF EXPERTISE

We don't know what "accessible" looks like. We want to know what ProQuest's expectation is for accessible documents.



THREAT OF LAWSUITS

Barriers such as cost and competing priorities prevented digital accessibility efforts. Our university was sued and now the settlement requires us to maintain a level of accessibility.



Developing a Community

ProQuest has partnered with thought leaders in digital accessibility to consider best practices and help inform solutions and resources for this complex challenge



DESIGNED

How do we build accessibility into the writing of an ETD?

- Source Document Selection
- Utilize built-in tools
- Check accessibility while you work
- Know best practices



"In the Beginning, there was Word"

- Microsoft Word, or Word for Microsoft 365.
- It is broadly accessible through schools whether it's a free license for download onto devices or through a cloud-based app accessed by a SSO.
- Microsoft has made tremendous strides towards improving the accessibility for the user and the product, accompanied by a wealth of best practices, step-by-step instructions, and presented in easily navigable and understandable formats on their Office Accessibility website.
- <u>Make your Word documents accessible</u> to people with disabilities Microsoft support webpage.



REVIEWED

How do we check, find, and fix non-accessible components of an ETD?

- Final Document Format
- Using accessibility checker
- What you can and can't do



What do you call a house elf that edits documents? A Dobby.

- Portable Document Format (PDF) is used for its ability to open and read content as the author intended. Its value is in longterm preservation.
- While Adobe has a reader and Adobe Acrobat that provides some limited access to sign documents, edit, and of course, open a PDF file, only Adobe Pro will provide the accessibility checker and automatically fix some issues while providing tools to fix others.
- The biggest challenge is access to Acrobat Pro, not just for the ETD author, but for the very "house elves" who take on an outsized share of fixes. There are other accessibility checkers, but they may only identify the issues—not fix them.
- Our very own Adobby—Kim—will take us through just a few ways to find and fix very common accessibility issues.





REFINED

What do we need to know to improve on the basic principles and best practices?

- Technology
- Training
- Teamwork





Figure 1. Dog Guiding Man

Guiding is a partnership between the dog and the handler. The handler wants to go somewhere, and the guide dog has to get the handler there safely. To achieve this, decisions are required of both team members. For example, in crossing a street, guide dogs do not have the capability to read traffic lights and "cross now" signals for pedestrians.







"Pastel leads her handler who holds the harness in his left hand".

"Guide Dog and man."



Figure 1. Attention and Affection Performance Chart

Mondays and Fridays continue to be a problem that the working group are investigating (Chart 17). Future work will involve methods for turning the comparatively high number of head pats into ear scratches.



Bar Chart. Figures for Head Pats, Ear Scratches and kisses climb steadily during the week from a few on Monday to around 5-6 on Thursday. There is a rapid decline, comparable to Monday levels, on Friday.



Chart of Head Pats, Ear Scratches and Kisses Monday through Friday.

Chart



Bar Chart. M-F: Head Pats: 2,3,4,7,1. Ear Scratches: 0,1,3,4,1. Kisses: 1,1,2,5,2.



Bar Chart. Totals for week 32 are Head Pats: 17. Ear Scratches: 9. Kisses: 11.



An example of text in the picture. A screen reader cannot read the text that is in the picture unless it is a text box on top of the picture.





Pastel looks up attentively, saying 'This is me pretending to be interested' and then yawns, saying 'and this is me not pretending'.



This is me pretending to be interested, and this is me not pretending.



Pastel looks up attentively, and then yawns. This is showing interest and lack of interest.



$$a^2 + b^2 = c^2$$

The alt title would be "Pythagorean Theorem". Your description will be "a squared plus b squared equals c squared" so that a screen reader is able to read your equation.

2(4y+1)=3y

The alternate description text would be "2 open parenthesis 4 y plus 1 close parenthesis equals 3 y".

Technology

What is new? Obsolete? Backwards compatibility? Are you an early adopter?

Training

Go straight to the source (MS, Adobe, Government). LinkedIn Learning. School's IT, Disability office, Online learning division, Center for Teaching.

Teamwork

USETDA user groups, state/library consortiums, A11ly, Designer groups, UX testing, third-party vendors, workshops and conferences in your professional organizations.



LOOKING FORWARD

Robust resources, always be learning, communities of practice.

Hearing from our Users

"We have guidelines for accessibility for websites and other platforms, but...**PDFs and ETDs are unique and there are significant barriers** to enacting requirements around them. This is something we hope to do in the future."

"We did a big push for accessibility compliance...**it was thrown at us regular staff**,

those who have no expertise in web design. Parsing through the web accessibility "boot camps" that they had us attend was incredibly challenging. PDF remediation, though, was next to impossible. **We resorted to removing PDFs entirely."** "We value accessibility, but requiring accessibility and checking for it would **add a lot to our workload and slow our turnaround times for approving materials**....Many of our students have limited experience with document formatting and may not be able to afford additional software."

Looking ahead

Digital accessibility is multi-faceted: where can ProQuest help?



Join the Conversation

- Questions about best practices, where to start at your institution? Let's talk!
- Help to inform future solutions





Thank you!

Alison Thompson, Product Manager alison.Thompson@clarivate.com

About Clarivate

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ProQuest: 80 Years of Graduate Content Expertise



🗘 Clarivate"



Thank You and let's Move Forward!

References, lists, and other resources compiled prior to and during this workshop will be made available in the conference proceedings. To reach any of us, please refer to the conference attendee list that was distributed via email to attendees.
USETDA 2023

1:00 - 1:45 PM

Rallying A11Y Stakeholders: Digital Accessibility Project Planning Roundtable Session. Lily Compton and Kristin Terrill (lowa State University Graduate College). Moderator: G.W. Swicord.

Abstract. Recently many of us have voiced concerns about updating our Electronic Thesis Dissertation Administrator (ETDA) practices to support digital accessibility mandates. Responding to a need for more clarity, planning, and direction, this virtual roundtable session aims to combine our collective knowledge and ingenuity towards practical guidance for our community. Iowa State University is a publicly funded land-grant university responsible for making its research available and accessible to the public. Its digital accessibility policy will be in full effect by July 1, 2026. This policy has implications for the Thesis and Dissertation Writing Program (TDWP) run by the Center for Communication Excellence (CCE), housed within the Graduate College. To ensure that our TDWP will be prepared for the policy, we have begun documenting our journey in an Open Educational Resource (OER) that will document our thought process about holistic and systemic change to the TDWP and the ETDA process. In this session, we will share a list of questions related to resources, auditing, stakeholders, and other issues. We will also share strategies and resources in place as well as tentative ones. We invite our USETDA partners to join our discussion to add to our list and focus on strategies for small, medium, and large universities and divisions of responsibility. We recognize that the process of implementing an institutional change of this size can be daunting for many ETDAs, especially those who work independently or have limited resources. Therefore, our goal is to create and share an OER that can provide ETDAs with a tool kit of strategies for marshalling expertise and determining needs and responsibilities for relevant stakeholders. The shared vision and ideas from this session will make the OER into a versatile roadmap to digital accessibility for theses and dissertations.

Lily Compton is the Assistant Director for Programming in the CCE, Graduate College for Iowa State University. She oversees the Graduate College's guidelines and policies for theses and dissertations

Kristin Terrill is a Graduate Student Services Specialist in the CCE, Graduate College for Iowa State University. She reviews ETDs and oversees ETD templates and resources.

Keywords: digital accessibility, stakeholders, project planning, collective knowledge, open educational resource, institutional change

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Center for Communication Excellence | Graduate College

Rallying A11Y Stakeholders: Digital Accessibility Project Planning Roundtable Session

Lily Compton, Ph. D.

Kristin Terrill, Ph. D.

Digital Accessibility (A11y) and ETDs

- Digital accessibility mandates necessitate new knowledge, policies, and procedures among ETD administrators
 - E.g., compliance with section 508 of the Americans with Disabilities Act
- This need provides the rationale for developing an Open Educational Resource (OER) for ETD administrators adopting digital accessibility



Digital A11y OER

- Addressing the Digital Accessibility Mandate for Dissertations, Theses, and Creative Components: Tracking Our Journey
- Projected availability: December, 2024
- Prospective Content
 - Digital Accessibility Policy
 - Meeting Digital Accessibility Standards in Theses, Dissertations, and Creative Components
 - FAQ for Faculty: Why Digital Accessibility Matters
 - FAQ for Students: Why Digital Accessibility Matters
 - FAQ for Administrators: Why Digital Accessibility Matters
 - Conducting an Audit: Stakeholders, Software, Templates
 - Checklist for Electronic Thesis and Dissertation Administrators



USETDA Roundtable & the OER

- Purpose: understand broader perspectives by eliciting input from ETD administrators from various institutions
- Outcome: participants' input will be reviewed and synthesized to inform content development for the OER
- Aim: enhance the relevance of the OER to ETD administrators beyond lowa State University



USETDA Roundtable & the OER

NOTE: Contributors will be acknowledged in the OER. Full names, titles, and institutional affiliations will be listed, but email addresses will not.

If you wish **not** to be acknowledged as a contributor, please note this in the *Acknowledgment and Follow-up* area of the Padlet.

Example:

• Kristin Terrill, <u>kterrill@iastate.edu</u>, *follow-up only*



Roundtable Agenda

- 1. Prompts will be provided on slides
- 2. For each prompt, 3-4 minutes will be provided to write your thoughts in Padlet (the results will be shared at the end of the conference)
- 3. After all three Padlet sessions, group will re-convene to discuss.



Resources

tinyurl.com/USETDA-rally

- What resources do you need for
 - Training/education?
 - Building in accessibility from the beginning?
 - Remediation?
 - Monitoring and compliance?
- What resources do students need?
- How might the costs of resources be covered?





Auditing

tinyurl.com/USETDA-rally

- Where or how would you start?
- What components of your ETD process would be included in an audit?
- What aspects of Digital Accessibility would be considered in the audit?





Stakeholders

- Who are the stakeholders on your campus?
- Who has the "final say" in compliance?
- What resources are available for each stakeholder?
- Who controls resources/funding?

tinyurl.com/USETDA-rally





Roundtable Discussion

- 1. What were the takeaways?
- 2. What questions does this raise?
- 3. What would you like to learn more about, or what would you like to see included in the OER?



2:00 - 3:00 PM

OhioLINK Accessibility Local Implementation Panel. Kim Fleshman (Bowling Green State University Graduate College), Emily Flynn (OhioLINK), Teresa Green (The University of Toledo College of Graduate Studies), Tim Watson (The Ohio State University Graduate School), Cynthia Kristoff (Kent State University Libraries) and Natalie Cowan (Case Western Reserve University School of Graduate Studies). Moderator: Emily Flynn.

Abstract. Our panel will discuss implementation of accessibility at each of our schools. Issues with Word, PDF, and LaTeX. The policy at OhioLINK vs our respective school's policy. Exceptions for the ones that cannot be made 100% accessible. What is allowed, what wording is used, etc.? Also, we would like to talk about the community aspect of the Ohio schools and how we are helping one another through Zoom and with our OhioLINK quarterly meetings.

- 1) implementation
- 2) issues
- 3) exceptions
- 4) policy
- 5) community

Keywords: accessibility, PDF, LaTeX, school policy, exceptions to policy, community







Ohio Schools and Accessibility

Policies, Implementation, Issues, Exceptions, and Our Community of Schools



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University Libraries



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OhioLINK ETD Center

- Shared Open Access consortial submission platform and repository
 - 36 participating OhioLINK member institutions
 - Nearly 120,000 ETDs
 - <u>https://etd.ohiolink.edu</u>
- Locally developed platform and digital accessibility
 - Consortial priority, policies, and OhioLINK ETD Council discussions
 - 2+ years of planning and preparation including community presentations and feedback
 - ETD Center 3.0 release in summer 2022
 - Submission requirements for ETD PDFs uploaded after January 31, 2023
 - Each institution sets their own local policy and workflows



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School Policies

- BGSU Policy
 - Stakeholders
 - General Counsel
- Case Western Policy
- Kent State Policy
 - Libraries
 - Information Technology









- OSU Policy
 - ETD Policy
- UT Policy







Implementation

- Tools/Software used
 - Acrobat Professional
 - Word Accessibility Wizard
 - PDF Conversion apps/software
 - Web tools: <u>PAVE</u>
 - Word/Acrobat web tutorial from our own or other schools
 - Professional development or CE courses through HR/school
 - LinkedIn Learning
- Workflows/Procedures
 - Time added to format reviews
 - Impacts to Graduation Clearance
 - Impacts to discovery due to editing and review process



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Implementation

- Training ourselves
 - What <u>we</u> will fix
 - Should we fix anything or put it back on the student?
 - Digital Accessibility Report (DAR)
 - What is the responsibility of staff, advisors, and the degree programs
 - What is the responsibility of Writing Centers, Disability Offices, Web Services/IT/Educational Technology-LMS
- Training students
 - What is the expectation of schools when it comes to training
 - Good alt text / Good table summaries
 - How much should the student be expected to do?
 - How can we train to make accessibility part of the template/format/writing before they begin to write?





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- Not enough resources
 - What resources are available?
 - Identifying on-campus partners who is responsible?
 - Learning is continuous
 - Create resources as we go
 - Limited workforce
 - ETD services is typically only a small portion of the position
- Documents that cannot be made 100% accessible
 - Defining expectations for ourselves and the students
 - Understanding recourse/resolution/remediation
- Relative short timeline to get policy and procedures established



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University Libraries











- Clarity and agreement on accessibility standards
- Time
 - It takes time to update handouts, website, and create videos
 - It takes time to teach this to the students
 - It takes time to check the documents
 - Cannot force students to attend an Accessibility workshop
- Various needs
 - Format
 - Copyright
 - Accessible content
 - The authority to set standards
- Do students <u>not graduate</u> if a document is <u>not accessible</u>?



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University Libraries



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Expectations

- Importance of the final 'product'
 - To the student: is it just the final flaming hoop to get their degree?
 - Changing the culture this is the standard
 - Advantage to student to learn
 - To the faculty/department is it a tool of leverage?
 - Is it regarded as important outside of the lab, classroom, or a small field of researchers?
 - To the institution is it just seen as a data point for assessment/accreditation?
 - This is the law













Exceptions

- LaTeX
- Music scores
- Non-traditional ETDs
 - Websites, videos, transgenre documents, graphic novels, etc.
- Supplemental files
 - Do they have to be accessible or have minimum standards
 - How do we handle the review/remediation of such files?
 - If they are embedded in the PDF, do they then fall under the PDF standards?



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- Sharing resources
- Meeting with other schools via Zoom
- We are all learning together
- USETDA, OhioLINK ETD Advisory Council, OhioLINK Accessibility task force/work group, USETDA Formatting User Group
- Dynamic documents/guide from OhioLINK
- Other divisions within own school (Distance Learning, Quality Matters, Marketing & Communications)















Goals

- Making ETDs accessible as a standard this becomes the 'norm'
- Evaluation of policy and available resources adjust as needed
- Staff training for understanding of terminology and expectations
- This is not static, short-term endeavor
- The magnitude of the initiative in the short-term
- Student understanding and acceptance













Questions?



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3:15 - 4:00 PM

Piloting an Asynchronous ETD Pre-check: Serving the Off-campus and the Time-poor. Kristin Terrill, Lily Compton and Thomas Elliott (Iowa State University Graduate College). Moderator: Teri Robinson.

Abstract. For some graduate students, the week or so after they defend their thesis or dissertation can be more stressful than the defense. Those who did not, or were not able to, attend formatting information seminars and boot camps, didn't know about the available Electronic Thesis and Dissertation (ETD) templates, or are novices with digital editing technologies confront a major task of reformatting their long-form documents in the lead-up to graduation. Many are already out of state, working full-time at post-graduation jobs and may even be in a different hemisphere. To serve these students, the Center for Communication Excellence (CCE) piloted an asynchronous format check in the Fall of 2022. We used Canvas as our choice of learning management system to create a hub containing graduation resources, and we enrolled students who had filed for graduation, i.e., were in their final semester. Students could submit their PDFs as an "assignment" through Canvas, allowing them to receive format corrections before submitting to ProQuest for the official review. This pilot program complements the existing, synchronous ETD pre-check program at Iowa State University. It promises to mitigate bottlenecks in the ETD review process, which does not start until after the student completes all the other requirements of their program, including the thesis/dissertation defense. This existing workflow has led to a glut of ETD reviews in the last month of the semester, when delays in reviewing can be extremely stressful for graduate students, if not actually detrimental to their plans after graduation.

By shifting much of the formatting work to earlier in the semester, this asynchronous format check gives students more time to format their ETDs and reduces stress for the ETD reviewers. In this single session presentation, we summarize the process of planning and putting together the ETD resource hub on Canvas, demonstrate the process of submitting, pre-checking, and providing feedback to students, and discuss ongoing improvements. Attendees will get ideas for how to enhance outreach and provide individualized feedback to students with an ETD resource hub in a learning management system.

The authors work at the CCE, Graduate College for Iowa State University.

Keywords: asynchronous, learning management system, pilot program, streamlining ETD processing

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Piloting a New Asynchronous ETD Canvas Course

Kristin Terrill, Ph.D.

Lily Compton, Ph.D.

Thomas Elliott

Problem: Lack of Preparation for ETD Publication

- Lack of awareness of institutional ETD format requirements
- Lack of awareness of the availability of templates & checklists
- Lack of ability to effectively use digital editing technologies
 - Word
 - Overleaf/LaTeX
 - Adobe Acrobat
- Lack of participation in outreach events



Problem Background

- Students are not getting the right information at the right time
 - Orientation to services targets incoming students
 - Thesis/Dissertation work required intense focus less time for engaging with outreach
 - Experienced students over-rely on their network—receive outdated information about ETD requirements
- Synchronous, on-campus services are not accessible to remote students
 - Distance learners
 - All-but-dissertation candidates working while completing their dissertation



Proposed Solution: ETD Canvas Course

Feature	Affordance		
Selective enrollment	Target content to imminent graduates		
Cohort Grouping	Reuse of single course Targeted communication		
Modular Format	Presentation of information in logical, chronologic structure		
Assignments	Two-way communication File sharing		
Announcements	Timely, relevant information directly to students		
Discussion Boards	User-generated questions Repository of relevant information		



Implementation: Putting Together the ETD Canvas Course

- Adapted existing materials into chronological modular structure:
 - Preparing Your Thesis/Dissertation
 - Drafting and Formatting Your Thesis/Dissertation
 - Finishing and Publishing Your Thesis/Dissertation
- Compiled links to available resources
- Composed short, user-friendly explanations for each resource
- "Practiced what we preached": content in the Canvas course exemplifies digital accessibility & responsible attribution.



Implementation: Proceduralizing Asynchronous Format Consultations

- Canvas assignment
- Instructions for students
- <u>Workflow/standard operating procedure</u> for consultants
 - Based on procedures used by final ETD reviewer
 - Integrates SharePoint to optimize for collaborative student support



Pilot: Fall 2022

- 248 students enrolled
 - 11 students participated in asynchronous format checks
 - 16 submissions were checked (3 students resubmitted for multiple checks)
 - 96 students viewed the content at least once
 - 62 students viewed the content after the first week enrolled (implying multiple engagements with the course material)
- Lessons learned
 - Retroactive removal of non-thesis master's students from course
 - Tedious task of adding individual students to groups



The Saga Continues: Spring & Summer 2023

Semester	Students Enrolled	Students Engaged	Asynchronous Format Check Participants	Traditional Format Check Participants
Fall 2022 (Pilot)	248	96	10	133
Spring 2023	284	158	17	164
Summer 2023	123	52	5	126



Lessons Learned

- Target enrollment
 - Students graduating current semester
 - Thesis/dissertation students only
- Adapt the technology
 - Canvas/Instructure community members have written their own
 programs to make Canvas work for them
- Communicate with stakeholders
 - Talk to colleagues about what you are doing
 - Use the Announcements to share relevant information



USETDA 2023

4:15 - 5:00 PM (Breakout A)

The Thesis Workspace: Creating On-demand Access to Thesis-Writing Resources. Emily Wuchner (University of Illinois Urbana-Champaign Graduate College). Moderator: Katherine Johnson.

Abstract. Traditionally, the University of Illinois Urbana-Champaign Thesis Office has mostly supported students in the final stages of degree completion and thesis deposit. But in interactions with students, they have expressed the need for support earlier in the thesis-writing process.

In brainstorming our strategy to fill this gap, several factors came into play. Following the COVID-19 pandemic, we found that students wanted to engage with our services differently. We found that attendance at workshops and office hours was very low but online traffic to our web resources was higher. In evaluating our audience, we found that many of our students were working full-time jobs, in fully online programs, or working remotely (sometimes out of the state or country), and they were unable to interact with some of our services during the 9-5 window. These challenges were not exclusive to the Graduate College, as we found that our campus partners were struggling to build connections, too.

Our solution was The Thesis Workspace: an interactive, asynchronous resource to guide students through the early stages of writing their thesis, empower them to take charge of the process, and help them build community. The Workspace is built in Canvas (our campus' course management system) and contains seven modules that correspond to different phases of the process (see this link: grad.illinois.edu/thesis/development). The content included in The Thesis Workspace was built in collaboration with campus units including the writing center, the copyright librarian, library subject specialists, the IRB Office, the patent office, and the university press. The resources at our university are siloed, and this allows students to have access the information they need to be successful.

This presentation will discuss the impetus in creating The Thesis Workspace and lessons learned. Next, we'll share the communication strategy used to advertise this resource, plans for adding and updating content, and advice on moderating discussion boards. Finally, we will help attendees map out a plan for introducing a similar resource at their own institutions.

Keywords: graduate school, access, thesis deposit, Canvas
The Thesis Workspace

On-Demand Access to Thesis-Writing Resources

Emily Wuchner, PhD Associate Director for Student Experience University of Illinois Urbana-Champaign wuchner2@illinois.edu



Our Graduate College

155+

Master's degree programs

90+

Doctoral degree programs

900+

Preliminary Exams Appointed Each Year

20,000+

Graduate Students enrolled in degree programs

> **1,300+** Thesis deposits each year



The Problem:

How can we better support students as they develop and write their thesis **before** they are ready to deposit?



Concerns Students Expressed:

Feeling lost, stuck, or uncertain	Needing additional guidance outside of adviser	Wanting to build a broader community
Desiring access to	Wanting help	Needing assistance
resources outside	understanding	in navigating
of business hours	expectations	degree milestones



Additional Motivating Questions





Our Approach:

Beginning the thesis-writing stage is a **reorientation** process for students. How can we help them navigate this new phase in their academic and professional development?



Our Process:

We brought together a **focus group** of students to review our current materials, suggest revisions, and brainstorm new ideas.





ILLINOIS GRADUATE COLLEGE

Our Idea:

Create a Canvas site that gives students on-demand **access** to thesis-writing resources and builds community.



Easy to access thesis tools



THESIS OFFICE

About the Thesis Office

The Thesis Process

Stage 1: Development

Stage 2: Departmental Approval Stage 3: Graduate College Approval Post-deposit Considerations FAQ

Preliminary & Final Exams

- Preparing for Doctoral Exams
- Conducting Exams Remotely
- Deposit Checklist
- Submit Your Thesis
- Required Deposit Items
- Copyright Tools
- Doctoral Surveys
- Deadlines
- Format Requirements
- Copyright Page
- Title Page
- Abstract
- Acknowledgements
- Table of Contents
- Main Text
- Figures & Tables
- References
- Appendix
- Release Options

STAGE 1 OF THE THESIS PROCESS: DEVELOPMENT

The start of the thesis process is an exciting time. You can dedicate time to the work that you are most passionate about. You'll make important discoveries, exchange new ideas, and find opportunities to share your work with others. We want to support you throughout the thesis process, so we have created a Canvas workspace just for you!

Our Thesis Workspace is broken into several modules that are designed to help you navigate the process of writing your thesis and learn more about available campus resources. We've included space for you to record your thoughts and created handouts to help you plan and prioritize. The thesis process can sometimes feel challenging or lonely, so this workspace has discussion boards where you can share tips, ask for advice, and build a community with a broad network of students. Our modules include:

- Welcome: Get to know the people working in the Thesis Office!
- Getting Started: Search for theses in your field, create a plan, and discover tools to help you get off to a good start.
- Your Campus Community: There is a whole team of people on this campus ready to support you! Meet some of them and learn about how they can help you.
- Work-Life Balance: YOU are the most important part of this process! Attending to your overall wellbeing is going to help you write well, and accomplish your goal. Review strategies to help you build sustainable practices into your writing plan and nagivate common challenges.
- Building Momentum: Check out resources to help you make the most of your time, prioritize, and overcome writer's block.
- Sharing Your Work: Develop and practice your communication skills for expert and non-expert audiences.
- Looking Ahead: What happens after you've finished writing your thesis? Learn about formatting, publishing books or articles, and the job hunt.
- Support and Share: Connect with other graduate students, share advice and tips, and form a supportive community.

JOIN THE THESIS WORKSPACE

Recent Announcements

12 30	
ALC: NO	

It's not too late: Sign up for the Graduate Writing Retreat! Hello Thesis Writers!The Writers Workshop is hosting a Graduate ...

Posted on: Aug 3, 2023, 12:46 PM

The Thesis Workspace

N Edit

The start of the thesis process is an exciting time. You can dedicate time to the work that you are most passionate about. You'll make important discoveries, exchange new ideas, and find opportunities to share your work with others. We want to support you throughout the thesis process, so we have created a Canvas workspace just for you!

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The buttons below will take you to our different modules. If you are at the early stages of writing, you might begin at the Getting Started module, but you can visit the modules in any order that you would like. Feel free to visit the site often and work through any modules that interest you at your own pace.



Getting Started

What does a thesis look like? How long should it be? How do I start writing? Are there tools that I can use to make this process easier?

The start of the thesis process can sometimes feel overwhelming! You're still collecting sources, doing research, and trying to articulate the subject and details of your thesis. You're probably done taking classes, so the time you have to work on this project is unstructured. This module guides you through things that you can do to get started with your thesis work. We'll share resources to help you understand what a thesis looks like, learn how to create a thesis



roadmap, and explore prewriting strategies to help you get past the blank page. We've also got several important tools for you to use to help you in the long term.

Click "Next" below to browse all of these resources or navigate to specific offices using the links below.

- <u>Reflecting</u>
- What Does a Thesis Look Like in My Field?
 - Looking for Examples at Illinois
 - Examples from Outside of Illinois
- <u>Creating a Roadmap</u>
 - Adding Tasks to Your Roadmap
- Connecting With Your Adviser
- Building a Thesis Team
- Effective Prewriting Strategies
- <u>Six Tools to Help You Get Started</u>
 - Choosing a Citation Manager
 - Identifying Your Style Guide
 - Creating a Data Management Plan
 - Exploring Note-Taking Solutions
 - Using a Template
 - Finding Your Workspace(s)

Choosing a Citation Manager

One of the top tips that we've heard from students who are working on their thesis is to use a citation manager. Citation managers allow you to collect your research and create bibliographies and citations in a particular style. This helps you keep everything organized, save time, and help with the accuracy of your citations.

The University of Illinois offers some citation managers to students for free and the Library has several resources to help you compare your options and decide which one to use. There are both in-person and online tutorials to help you navigate this software.

Learn more:

- What is a Citation Manager?
- <u>Citation Management Resources</u>
- Savvy Researcher Calendar ⊟ (check for workshops)



Campus personnel and online tools



Getting to Know the Copyright Librarian

Q & A With Sara Benson – Copyright Librarian at the UIUC Library

I didn't realize that we have a copyright librarian! What do you do and how can you help me?

In my role as copyright librarian I help members of the campus community better understand their own rights in copyright as well as use the copyrighted works of others in teaching and learning. I can help you as you work on your thesis or dissertation because:

- 1. You own the copyright on your dissertation/thesis;
- 2. You might need to use copyrighted works of others in your dissertation/thesis an I can help you think through those copyright issues;
- 3. You might want to publish parts of your dissertation/thesis and I can help you think through how to negotiate author's agreements and retain the rights that are important to you.

Why do I need to think about copyright as I work on my thesis?

It is important to think about <u>copyright</u> because you own your own work as the author of the work. You should think about what rights you have and what rights you may need to give up if you plan to publish all or part of your thesis. You may need to obtain permission to use your own work if you have published part of it prior to your thesis deposit. You also may need to think through copyright permissions if you need to use someone else's work in your thesis or you may be able to use their work without obtaining permission by exercising <u>fair use</u>.

What is something that I can do to get off to a good start?

Before you sign any author's agreements when you publish parts of your thesis, please read the agreement and think about whether the agreement allows you to use your work in your thesis deposit. If not, talk to the publisher to make sure you will be able to put your published work in your final thesis. You should document all of your sources used in your research carefully and think through any copyright permissions you may need from the beginning. Don't forget, though, to consider whether you can exercise fair use.

What resources do you have to help me?

I have created Library Guides and videos that can help you as you navigate the thesis creation and deposit process from a copyright standpoint. I am also happy to meet with students individually if they have more specific questions. The best way to reach me is by email at <a href="mailto:stream.st



Effective Prewriting Strategies

For many writers, getting started is hardest. That can be especially true when writers approach a text in a linear introduction-middle-conclusion fashion. Writing *is* thinking and discovery, and these prewriting strategies can help you generate momentum and creativity, gain clarity and purpose, and overcome the blank page.

Join our discussion: How have you battled the blank page?

Content written and provided by Carolyn Wisniewski, Director of the Writers Workshop.

Links to tools and resources provided by John Moist, 2022 PhD graduate in Communication and Digital Media Specialist at the Graduate College.

Clustering / Mapping	Freewriting	Answering key questions	Outlining	Summarizing your story
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Clustering or mapping is a great strategy for discovering how your ideas are connected.

- Begin by writing your main topic or subject in the middle of a page. As you think of ideas that connect to your main topic or subject, connect those new ideas to your main idea by drawing lines.
- Continue this process as you think of new ideas.

This process can help you come up with main ideas, identify supporting ideas, and see the connections among all of your ideas, which can help with your organization.

Tools for visually representing your ideas:

- MindNode B→- Mac App
- Coggle B→- Web-Based Mind Mapping App
- Focused Podcast: Mind Mapping ⇒

Project Management Tools

- When might students get "stuck"?
- How can we help them get "unstuck"?
- Project management tools include:
 - Options
 - Sample questions to ask
 - Handouts
 - Guided assessments



Building Momentum

Writing your thesis involves organization, managing tasks and resources, planning, and goalsetting to an extent that you may not have previously experienced. In fact, it has a lot in common with running a small business! In this module, we'll take you through some strategies that can help you develop project management skills that you can adapt and use throughout the thesis-writing process (and beyond!).

Click "Next" below to browse all of these resources or navigate to specific offices using the links below.

- Making the Most of Your Time
 - Creating a Routine
 - Task Batching and Time Blocking
 - The Pomodoro Technique
- <u>Prioritization Strategies</u>
 - The Covey Matrix
 - The Ivy Lee Method
 - The Kanban Method
 - The Priority Pyramid
- Finding Writing Groups
- Overcoming Writer's Block
- <u>Tips for Editing</u>

**Note: We are continuing to build this section! Please check back often for new pages!



Day: M T W Th F S Su	Date: / /
6 Tasks for the Day	Do
1.	
2	
3	
4	
5.	
6.	

Notes & Planning

The Ivy Lee Method is a great prioritization tool to use, especially if you find that you have difficulty focusing and completing tasks. With this strategy, you'll focus on a few important tasks each day.

How does it work?

- Make a list of six tasks (no more than six!).
- Rank them in order of importance.
- Concentrate on your first task until it is finished.
- Do not begin a new task until you have completed the previous one.
- At the end of the day, move any uncompleted tasks to the next day. Then, you can add additional tasks to get you back to six.

Why does it work?

- Writing a list of tasks down can help you get started (rather than wasting time thinking about what to do).
- It allows you to think about what is most important any given day and do that first.
- You are focusing on one task rather than multi-tasking

Tips

- Update your list after each writing/research session so that you are ready to get started when you return to work next.
- Make sure your tasks are focused. So, instead of putting "Write Chapter 4" as a task, you might list "Write the methods section of Chapter 4." See our goal-setting section.

Download our handout \checkmark to help you get started!

Procrastination Assessment

Am I procrastinating on the thesis?

- Do you develop time-management plans but utilize them inconsistently?
- Do you find yourself thinking of reasons to avoid working on the thesis?
- Do you work on some tasks (e.g., teaching or research) as a way of avoiding the thesis?
- Are you easily distracted by tasks that are unrelated to the thesis?
- Do you justify decisions to avoid the thesis with rationalizations that aren't true?
- Are you working in places where you are unable to be productive?
- Do you establish goals and then adjust them repeatedly because you aren't working consistently on the thesis?

Why am I procrastinating on the thesis?

- Do you think of your thesis as a meaningful project?
- Is the thesis relevant to your professional goals?
- Do you enjoy working on the thesis?

Suggestions for Managing Procrastination

- Don't plan on eliminating procrastination entirely; instead, develop a plan to manage procrastination so that you are doing it less frequently.
- Establish routines that help to organize and structure your time throughout the day. It is often helpful to designate a specific time when you will start working on the thesis and then hold yourself accountable to that commitment in the same way you would for any other responsibility.
- Identify ways that you justify the avoidance of thesis work and challenge these thought patterns. Many students attempt to
 rationalize their procrastination by asserting that other tasks are more important or that tomorrow will be a more
 productive day.
- Don't rely on motivation to determine whether or not you are going to work on the thesis. Develop a time management plan and make a commitment to work during the times allocated to the thesis. The more you think of your thesis as a job, the more likely you are to work even when you aren't motivated.

Interactive Resources

"Quizzes"

- Data Management Quiz
- Editing Exercises: Clarity and Concision Scavenger Hunt
- Reflection

Quiz Instructions

Test your data management with this just-for-fun quiz!

Question 1

1 pts

A best practice in backing up your files is to use the 3-2-1 rule. This means that you should have 3 copies of your data and save them on 2 different kinds of media. But what is the 1 other place you should save your work?

Save 1 copy to the cloud.

O Print out 1 copy and save it in a locked safe.

O Give 1 copy to your grandma for safekeeping.



Interactive Resources

Assignments

- Topics to Discuss with Your Adviser
- Setting Semester Goals
- Editing Exercises

Edi	Editing Exercises: Sentence Clarity				Sta	Start Assignment		
Due	No Due Date	Points 0	Submitting	a text entry l	юх			
• Re • Th • M • Se	eaders can becor he main idea sho lost sentences sh entence length ca	me confused wh uld be placed si nould follow sub an and should v	nen sentences trategically at oject-verb-obj vary, but you s	are overly lor the beginning ject patterns. hould reasses	g or bury the or end. s sentences t	e main idea. hat are 3 lines	long or mor	e.
To qu of ead subje	iickly assess sent ch sentence and/ cts, verbs, incom	ences, choose a /or the subject o plete thoughts,	a paragraph or of each senter , etc.? Record	r section that y nce. Review th your notes in t	vou have alre e highlighted he box provi	ady written. H I words: What ded.	lighlight the do you notic	first few word ce about leng



Interactive Resources

Ask Emily

 Allows students to ask questions and archives answers

• Links to get oneon-one support

- Thesis Coaching
- Theis Office Hours

Meet Emily in the Thesis Office

The Thesis Office is a unit in the Graduate College that is here to support graduate students as they navigate preliminary and final exams, write their thesis or dissertation, deposit their work with the Graduate College, and share it with the world! You can learn more about the Thesis Office on the Graduate College website and throughout this site.

As you work on your thesis, you'll interact with various staff members at the Graduate College, including me! I'm Emily and I'm the Associate Director for Student Experience. I oversee the Thesis Office and review student theses, answer questions, and connect students with resources to help them be successful. I graduated with my PhD in Musicology from the University of Illinois, so I know first-hand what the thesis-writing process is like from the student perspective!

This project came out of work I did with a <u>SAGE project group</u>. Their advice and suggestions made this resource possible. I'm also thankful to the campus partners who shared their expertise throughout the pages.

Do you have a question about anything? Ask Emily!



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Community of Peers

- Discussion boards meant to
 - Share resources
 - Leave advice
 - Ask questions
 - Normalize challenges
 - Have fun





Passing It On: Sharing Lessons Learned, Advice, and Encouragement

Emily Wuchner All Sections

As you near the end of the thesis process, take a second to reflect on all that you have accomplished! You have done outstanding work!

Is there any advice or encouragement that you would like to share with future thesis writers?

How have you battled the blank page?

All Sections

The first page of the thesis is the hardest to write! What strategies have you used to get started with writing? Feel free to share tools and tips that have worked for you.

Sharing the pets that make the thesis possible All Sections

In my years of reviewing theses, I've noted that a high number of UIUC students list their pets in the acknowledgments section of their thesis. I was one of them (see photo of Gracie below)! This is not unique to UIUC (see <u>Chapter 4</u> , "Acknowledging Animal Companions" in Laura R. Micciche's book *Acknowledging Writing Partners*).

In my experience, pets can make the thesis process less stressful and provide us much-needed comfort and support. We encourage you to share photos of your thesis pets here! And if you don't have a pet, we invite you to scroll through and smile at the pets that make the thesis possible.

To embed a photo in the comment, click "Insert," then "Image," and then "Upload Image."

ILLINOIS GRADUATE COLLEGE

3

1

Our Communication Plan:

Creating customized emails to doctoral students who have passed their preliminary exam and continuing communication throughout the semester.





Graduate College

Hello Emily,

Congratulations on completing your preliminary exam! Take a moment to celebrate this important achievement and reflect on all that you have accomplished in your program so far. We are so proud of you and look forward to seeing all of the fascinating work you will be doing through the remainder of your studies!

The start of the thesis process is an exciting time. You'll make important discoveries, exchange new ideas, and find opportunities to share your work with others. We want to support you throughout the thesis process, so we have created a Canvas Workspace just for you!

Our Thesis Workspace is broken into several modules that are designed to help you navigate the process of writing your thesis and learn more about campus resources. This Workspace includes activities to help you make a progress plan and discussion boards where you can share tips, ask for advice, and build community with peers.

Join the Thesis Workspace

The Graduate College is here to support you throughout the thesis process. If you have any questions, please don't hesitate to reach out.

Sincerely, Emily Wuchner Associate Director for Student Experience

ILLINOIS GRADUATE COLLEGE

GRAD*LINKS*



NOTICES FOR GRAD STUDENTS & POSTDOCS

Learn, Support, and Laugh: Join our Thesis Discussions

Build connections with other thesis-writing students in the Thesis Workspace <u>discussion boards</u>! There's space to share tools and resources and strategies for getting organized and manageing your time. Feel free to ask questions of others or Emily in the Thesis Office. And there's even space for posting cute pet photos! If there's a topic that you want to suggest for a discussion board, email <u>thesis@illinois.edu</u> Please note, you will need to sign up for <u>The Thesis Workspace</u> in order to access the discussion boards.

Explore Six Tools to Help With Thesis-Writing

We polled current graduate students and alumni from UIUC to ask what tools they thought were essential to getting off to a good start with thesis writing. The six tips they identified are small decisions that could make a big impact on your productivity! Read more in our <u>"Six Tools to Help You Get Started"</u> page and leave your own advice in our <u>discussion boards</u>. Note that you need to be signed up for the <u>Thesis Workspace Canvas site</u> to access this material.

Our Results

So far, so good.



The Logistics

- Users opt in and the site is not publicly available
- Assignments and quizzes are not graded
- Comments are moderated
- Announcements are occasionally sent to notify students of opportunities



Our Data

September 2023

Feb. 15, 2023

Site Launch

441+ Current Users

211

Average weekly page views

15 Discussion board posts

40

Average page views per student. Students are returning users. **22** Completed assignments

Our Plans

Where will we go next?



Looking Ahead

- Expanding modules on wellbeing, communication, and looking ahead
- Create videos on formatting and other deposit considerations
- Continue building campus partnerships
- Dig deeper into issues including ADA accessibility and new form theses
- Revisiting language used on the website



How can you get started?

Don't worry! You can do it!



Questions to Consider

- Who are your students and what do they need?
- Are there any gaps in the support that they receive?
- What do you want your students to know?
- Can you build campus partnerships to provide support?


My Advice

- The site doesn't have to be done in order to launch.
- Partner with campus experts.
 - You don't need to know or say everything.
- Get feedback from students. Ask them to help get conversations going.
- Advertise widely.

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Questions?

Emily Wuchner, PhD University of Illinois Urbana-Champaign Associate Director for Student Experience wuchner2@illinois.edu



USETDA 2023

4:15 - 5:00 PM (Breakout B)

You Can't Access a Reference that Isn't There: Interventions that Promote the Persistence of Web-Based Evidence in ETDs. Sarah Potvin, Kathy Anders, Tina Budzise-Weaver (Texas A&M University Libraries) and Martin Klein (Los Alamos National Laboratory). Moderator: Ellen Amatangelo.

Abstract. Like many other scholarly publications, Electronic Theses and Dissertations (ETDs) suffer from reference rot, a phenomenon in which web-based resources cited in the work change, cease to function, or disappear; unlike many other scholarly publications, ETDs are created and published by students and administered by faculty, and staff working within a single university.[1] ETD's positioning within the university allows for a greater breadth of intervention and involvement, through targeted tools and support, in ETD processing, management, dissemination, and preservation.

In this presentation, a team of researchers from Texas A&M University and Los Alamos National Laboratories will provide an overview of their work to mitigate reference rot in ETDs through sociotechnical interventions, melding technical solutions (robust links, permalinks, web archiving, and, ideally, Vireo integration) with human awareness (workshops and other forms of instruction to ETD authors). This work, which focuses on active data curation, preserving, and web archiving as a collaboration between graduate authors and ETD administrators, thematically aligns with USETDA's interest in both graduate research practices and ETD processing. Not assuming any previous technical knowledge among attendees, this presentation will introduce the problem of reference rot in ETDs and report on findings from surveys and workshops conducted in Spring 2023. In keeping with USETDA's theme of Equity and Inclusion in Digital Scholarship, the presentation will also discuss disparities in web-archiving and persistence across scholarly communication, emphasizing the particular vulnerability of references to "web-at-large" materials, which are typically not preserved and archived to the same degree as scholarly journal articles.[2]

[1] Mia Massicotte and Kathleen Botter, "Reference Rot in the Repository: A Case Study of Electronic Theses and Dissertations (ETDs) in an Academic Library," Information Technology and Libraries 36, no. 1 (2017): 11–28, https://doi.org/10.6017/ital.v36i1.9598.

[2]Martin Klein, Herbert Van de Sompel, Robert Sanderson, Harihar Shankar, Lyudmila Balakireva, Ke Zhou, Richard Tobin, "Scholarly Context Not Found: One in Five Articles Suffers from Reference Rot," PLoS ONE 9, no. 12 (2014), https://doi.org/10.1371/journal.pone.0115253.

Keywords: ETD, reference rot, web archiving, sociotechnical intervention

PDF of presentation slides not available.

Thursday, September 21, 2023

10:00 - 11:00 AM

From Correcting Margins to Creating Best Practices: Reconsidering the Role and Responsibilities of the Thesis Office. Heidi Arbisi-Kelm (University of Iowa Graduate College), Erin Kaufman (University of Iowa Graduate College), Ashlee Messersmith (Purdue University College of Engineering) and Valerie Emerson (The George Washington University Libraries). Moderator: Emily Wuchner.

Abstract. For many decades, thesis examiner work was characterized by carefully measuring margins with the proverbial ruler, stamping-off on signature sheets, and collecting bound, paper copy theses for distribution. While this creates an antiquated picture of the profession, too often we experience that this depiction is still applied to the work. We see the role of the thesis examiner moving from exclusively managing backend manuscript examination and clearance to also providing frontend support for the development of publication, data management, and preservation best practices. Some universities have begun to rethink the responsibilities of the thesis office, especially with the emergence of new-form student scholarship.

During this panel, we will explore changes to the portfolio of the thesis office on our campuses through two lens. First, we'll explore the role the thesis office plays in the development and preservation of student work. As student work becomes more complex, the thesis office may be called upon to help students create work that can be preserved and accessed for years to come. We see this sort of support as making a positive—and professional—contribution not only to broader university life, but also to the public good. Second, we'll discuss strategies to advocate for ourselves and our role at institutions. Presenters will discuss some of the changes they have made (or hope to make), conversations they have shared, questions they have, and/or challenges they see moving forward. This session will be interactive, so we encourage attendees to share their thoughts and questions.

This panel was originally proposed by the University of Iowa thesis office and accepted for the 2021 Midwest Association of Graduate Schools conference, but this event did not take place due to the pandemic. The panelists have not yet been determined.

Keywords: professionalization, new-form scholarship, reconsidering the thesis office

From Correcting Margins to Creating Best Practices

Reconsidering the Role and Responsibilities of the Thesis Office



Panelists

Heidi Arbisi-Kelm, Erin Kaufman, University of Iowa Graduate College

Ashley Messersmith, Purdue University College of Engineering

Valerie Emmerson, George Washington University Libraries

Emily Wuchner, University of Illinois Urbana-Champaign Graduate College



Topics

Topic 1: The Changing Culture

Topic 2: Supporting the Student and Institution

Topic 3: Supporting Growth in the Examiner Role

Closing: What Comes Next?



USETDA 2023

11:15 - 12:00 PM (Poster Presentations) Moderator: Teri Robinson

The Conundrum of Senior Thesis in the Library's Open Access Institutional Repository. Jennifer Beamer and Ken Cotich (Claremont Colleges Library).

Abstract. Scholarship@Claremont (S@C) is the official institutional repository for the Claremont Colleges Consortium (a group of seven library arts colleges in Southern California) and is managed by The Claremont Colleges Library. For more than ten years, library staff has been assisting Seniors with posting their undergraduate theses as a part of the ETD program, and they are some of the most downloaded items numbering in the 300,000-plus range. These are accessible via Open access and on the Campuses only. This poster will share some challenges in hosting and posting workflows for students, policies, and procedures for library staff and our campus partners. We will also share our pre-deposit support to students and faculty through education and advocacy. Finally, we would like to share and discuss pathways for moving forward with Senior Thesis.

Keywords: Baccalaureate Senior Thesis, Library Repository, Open Access, Campus Only, Undergraduate Works

The Conundrum of Senior Thesis in the Library's Open Access **Institutional Repository**

Jennifer Beamer & Kenneth Cotich, Claremont Colleges Library, Claremont CA

Abstract

Scholarship@Claremont (S@C) is the official institutional repository for the Claremont Colleges Consortium (a group of seven library arts colleges in Southern California) and is managed by The Claremont Colleges Library. For more than ten years, library staff has been assisting Seniors with posting their undergraduate theses as a part of the ETD program, and they are some of the most downloaded items numbering in the 300,000-plus range. Theses are accessible via Open access and on the Campuses only. This poster will share some challenges in hosting and posting workflows for students, policies, and procedures for library staff and our campus partners. We will also share our pre-deposit support to students and faculty through education and advocacy. Finally, we would like to share and discuss pathways for moving forward with the Senior Thesis.

Background

Five Undergraduate Campuses ~500 Deposits per academic year

Two with mandated deposit Three with optional deposit

Must have registrar/faculty reader approval - (if no approval then sits on the backend and is removed)

Students self-deposit and choose to post theses in one of THREE ways:

- **Open Access:** a bibliographic citation with the full-text PDF of the work, made openly accessible by Google Scholar or,
- **Campus-Only Access:** a bibliographic citation (discoverable on Google Scholar), with the full-text PDF of the work, made only available to current staff, students, and faculty at The Claremont Colleges campuses, or
- **Embargoed:** a bibliographic citation (discoverable on Google Scholar) while the full text is uploaded to S@C it is unavailable during the duration of the embargo period length of embargo can be requested by the student and/or faculty member)
- No dark archive of thesis (exemptions)

Open Vs. Closed



6218 deposits/3091 restricted or closed items 49.71% closed submissions

Downloads



- Provide instruction on copyright

Challenges and New Pathways

- 8 10 weekly requests for access to a closed thesis.
- We say we are an open repository 49% not open.
- Embargo status is confusing to students, faculty, and registrars (still shows metadata).
- Average of 25 monthly requests for closed items Assist students:
- Students request to postpone posting their thesis indefinitely due to the possibility of publication in a journal.
- We can't move platforms with 40% missing full text items.
- The growing rate of students depositing their thesis closed only means a steady continuation of non-open access (Pomona and Pitzer Colleges).





Labor and Infrastructure

1.6 Full-time employees (1 librarian / 1 staff) • Uploading support and materials Support throughout the posting process

Digital Commons platform purchased in 2012 / not intended to be a closed platform - Open Access

USETDA 2023 11:30 AM

Archivists and ETDs: Collaborating to Improve Access and Preservation. Cory L. Nimer and Rebecca A. Wiederhold (Brigham Young University Library).

Abstract. While discourse surrounding ETDs in academic libraries often focuses on scholarly communications issues, many repositories are also required to preserve theses and dissertations as part of the institution's official record. However, this dual mandate for preservation and access can be complicated by organizational structures or policies that separate archivists from institutional repositories. This poster will review two surveys of archives at ARL libraries in the United States and their reported involvement with ETD and institutional repository programs. It will also consider the role of the archivists in the retrospective digitization of legacy archival copies of theses and dissertations, and current best practices regarding retention of these scholarly works.

Keywords: theses, dissertations, ETDs, archivists, records, preservation, collaboration, retrospective digitization

Archivists and ETDs **Collaborating to Improve Access and Preservation**

Cory L. Nimer, CA¹; Rebecca A. Wiederhold, CA¹ 1 Brigham Young University

Abstract

While discourse surrounding ETDs in academic libraries often focuses on scholarly communications issues, many repositories are also required to preserve theses and dissertations as part of the institution's official record. However, this dual mandate for preservation and access can be complicated by organizational structures or policies that separate archivists from institutional repositories. This poster will review two surveys of archives at ARL libraries in the United States and their reported involvement with ETD and institutional repository programs. It will also consider the role of the archivists in the retrospective digitization of legacy archival copies of theses and dissertations, and current best practices regarding retention of these scholarly works.

Background

The varying treatment of theses and dissertations by academic institutions is long-standing, with professional publications prior to 1990 giving conflicting opinions on whether they belonged in the archives or library based largely on their perceived informational or evidential value. In 1972, the Society of American Archivists confirmed that theses should be considered student records, though its official resolution did not take a position on their physical custody. The placement of theses in university archives focused on security issues and the role of archives in preserving unique documents. As the preparation and submission of ETDs has become more common, however, the literature on the topic has often not mentioned the role of archives or the status of these documents as official records. Instead, there has been a greater focus on the role of libraries in scholarly communications and the creation of institutional repositories. There has been some effort by archivists to engage in this conversation, but there was no recent research available on how archivists have collaborated with academic librarians in ETD and IR programs.

Objectives

This study explored the role of archivists at academic libraries in the preservation and dissemination of both ETDs and print copies. The objectives of the study included:

- Assessing the record status of theses;
- Reviewing website references to theses on institutional archives and IR webpages;
- Determining which unit was responsible for both ETDs and print theses;

Evaluating archivist satisfaction with the management of theses. In addition, we also sought information on the status of retrospective digitization projects and their impact on the maintenance of legacy printed volumes.

Methods

Data for this project was gathered both through a review of institutional websites and through a survey of university archivists. Institutions included in these surveys was limited to universities affiliated with the Association of Research Libraries (ARL) in the United States. For the survey, archivists were identified based on published staff directories, and a link to a Qualtrics survey was sent to their institutional e-mail accounts. The website survey was limited to publicly-accessible pages, and included a review of published retention schedules, collection development policies, IR policies, archives websites, and library catalogs.

Results



Unit Responsible for ETD Publication



Theses and dissertations are commonly considered records

- General Collections

Results



- 44% as contributor
- 24% as administrator
- 22% as advisor
- 28% of university archivists have no role in IR
- University archives' content is commonly found in IR
- 76% of IRs surveyed hold ETDs

Retrospective digitization for print collections

- 10% have completed backfile digitization
- 35% currently digitizing print TDs
- 12% planning future retrospective digitization

Conclusions

- Greater coordination between archives and campus units involved in the ETD process
- Single point of contact for overall Theses/Dissertations curation
- Improved digitization and access
- Long-term preservation for born-digital ETDs

What's Next?

Working with library administrators to determine overarching strategic objectives that are driving current practices relative to TD preservation, access models, and future planning for print theses and ETD collections.



Role of university archives in Institutional Repository (IR) University archivists function relative to the IR:

University archivists' recommendations for improvement

USETDA 2023 11:45 AM

Use of AI-based Tools like ChatGPT in Research and/or Discovery Process: A Threat or a Blessing? Md. Zillur Rahman (Ahsanullah University of Science and Technology Library).

Abstract.

This article outlines the implications of the utilization of Artificial Intelligence (AI) for research and discovery processes. Recently, the controversy surrounding the deployment of OpenAI's Chat Generative Pre-trained Transformer (GPT) Chatbot has been widely discussed in the academic community, leading to heated debates about the future of academic research practices. OpenAI's ChatGPT, a public tool, is based on GPT's language model technology and is capable of understanding and interpreting user requests, resulting in the generation of appropriate responses in near-natural human language. Despite its positive implications, there are a number of ethical and privacy concerns that must be taken into account when utilizing ChatGPT. Without going into technical detail, the author will outline the most significant issues and provide recommendations for addressing them regularly.

Al-based ChatGPT emerged in November 2022 as a powerful tool for processing and discovering intellectual property. Since then, many analysts have remarked that ChatGPT will create pressure on many things, including the job market. Some analysts mentioned that ChatGPT will not only reduce job opportunities but also create new jobs for many people. At present, many companies are doing market analysis and intellectual write-ups using ChatGPT. In the research field, use of ChatGPT is growing rapidly. Al is becoming more and more popular in research because more and more scientists are realizing how useful it is to use AI to analyze data and review literature, like in studies like systematic literature reviews (SLR). Al supports academic research by all means, methodically and productively. Though AI is in the early stages of its invention, its impact has already sparked interest in all fields, especially qualitative and quantitative research. Various studies show that AI enhances research where no technical knowledge is required for the use of AI. This article provides an overview of the implications of the utilization of Artificial Intelligence (AI) in research and discovery. This article also assesses the implications of ChatGPT to librarians and graduate school administrators, in ETD processing workflows. To gain a better understanding of the facts, the study utilized systematic literature reviews to provide guidance for the use of AI in the research process. The aim of this article is to explain how a researcher can use GPT and similar model to progress research especially in scientific research besides its discussion on pros and cons.

Keywords: ChatGPT, OpenAI, Artificial Intelligence, Research and Discovery Process

Use of AI-based Tools like ChatGPT in Research and/or Discovery Process: A Threat or a Blessing?

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Abstract

This article outlines the implications of the utilization of Artificial Intelligence (AI) for research and discovery processes. Recently, the controversy surrounding the deployment of OpenAI's Chat Generative Pre-trained Transformer (GPT) Chatbot has been widely discussed in the academic community, leading to heated debates about the future of academic research practices. OpenAI's ChatGPT, a public tool, is based on GPT's language model technology and is capable of understanding and interpreting user requests, resulting in the generation of appropriate responses in near-natural human language. Despite its positive implications, there are a number of ethical and privacy concerns that must be taken into account when utilizing ChatGPT. Without going into technical detail, the author will outline the most significant issues and provide recommendations for addressing them regularly.

Keywords: ChatGPT, OpenAI, Artificial Intelligence, Research and Discovery Process

Introduction

Al-based ChatGPT emerged in November 2022 as a powerful tool for processing and discovering intellectual property. Since then, many analysts have remarked that ChatGPT will create pressure on many things, including the job market. Some analysts mentioned that ChatGPT will not only reduce job opportunities but also create new jobs for many people. At present, many companies are doing market analysis and intellectual write-ups using ChatGPT. In the research field, use of ChatGPT is growing rapidly. Al is becoming more and more popular in research because more and more scientists are realizing how useful it is to use AI to analyze data and review literature, like in studies like systematic literature reviews (SLR). Al supports academic research by all means, methodically and productively. Though AI is in the early stages of its invention, its impact has already sparked interest in all fields, especially qualitative and quantitative research. Various studies show that AI enhances research where no technical knowledge is required for the use of AI. This article provides an overview of the implications of the utilization of Artificial Intelligence (AI) in research and discovery. This article also assesses the implications of ChatGPT on ETDs and the impact of ChatGPT to librarians and graduate school administrators, in ETD processing workflows. To gain a better understanding of the facts, the study utilized systematic literature reviews to provide guidance for the use of AI in the research process. The aim of this article is to explain how a researcher can use GPT and similar model to progress research especially in scientific research besides its discussion on pros and cons.

Review of Literature

GPT is a language model created by OpenAI that can generate response text that is almost identical to typical human speech (Dale, 2021). One of the most significant advancements in AI in the beginning of 2023 is the emergence of ChatGPT, which is a potent tool for processing and discovery in practically all areas of human endeavor. Information science

and libraries are not an exception. In the areas of literature reviews, text production, language translation, data analysis, automated summarization, question answering, and other areas, ChatGPT has already had an impact on academics and libraries (Laud & Wang, 2023). According to Panda & Kaur (2023), ChatGPT can be used in libraries and information centers for a variety of purposes, including providing instance access to information, 24/7 reference service, multilingual support, personalization, accessibility to craft information for people with visual impairments and other disabilities, data synthesis, the ability to handle large amounts of queries at once, and fostering user engagement and integration with other services. According to Burger et al. (2023), ChatGPT is an important and potentially useful tool for scientific research in the areas of data analysis, literature review, non-code research applications, data classification, conducting interviews, image analysis, emotion analysis, quantitative data analysis, pattern recognition, and automating repetitive tasks like data entry and annotation. ChatGPT can impart in ETDs workflow and on librarians and graduate school administrators.

Objectives

- 1. To delineates the impact of use of artificial intelligence (AI) in research and discovery process;
- 2. To assess the implications of ChatGPT on ETDs;
- 3. To examine the impact of ChatGPT to librarians and graduate school administrators, in ETD processing workflows;
- 4. To indicate probable drawback and advantages.

Methodology

A desk based literature review was conducted to know the recent development in AI-based ChatGPT. Theoretical and technical aspects have been described from secondary literature and practical experience was extracted from Ahsanullah University of Science and Technology, Bangladesh. The purpose of this article is to provide an overview of current trends and developments in the field of Artificial Intelligence (AI) in research.

Development of AI-based ChatGPT and its implications

The GPT models were developed by the non-profit company OpenAI, and a GPT-3.5-based application called ChatGPT has recently garnered a lot of attention. Recent trends in AI have seen significant capabilities advancements outside of research. The current craze for transformer models has the power to fundamentally impact a variety of sectors, including entertainment, the arts, and advertising. A variety of industries, including manufacturing, healthcare, and finance, are also gradually integrating AI to automate monotonous tasks, expedite processes, and improve decision-making. Based on the GPT language model technology, OpenAI created the public tool known as ChatGPT. By utilizing its vast data stores and effective architecture, ChatGPT is able to comprehend and interpret user requests while also producing appropriate responses in almost natural human language. Assisting with literature reviews, data analysis, text generation, language translation, question-answering, qualitative data, quantitative research, data qualification, research on unstructured data, automated summarization, and even many support functions and repetitive tasks are just a few of the ways that ChatGPT can be used to improve academic research and scholarship. Even though ChatGPT has many good implications, there are a number of ethical and privacy issues to take into account when using it.

ChatGPT in Research and/or Discovery Process

This can be beneficial in nearly all instances of data mining and categorization. Below, we will provide a brief overview of the most obvious applications.

- During information classification in interviews, simulated intelligence can assist with distinguishing examples and subjects in information order that may not be quickly clear to human analysts (Cui and Zhang, 2021).
- In picture examination, PC vision apparatuses can break down pictures, for example, microscopy pictures, to distinguish examples and bits of knowledge (Davenport and Kalakota, 2019).
- In feeling examinations in visits and other unstructured data, AI can assist with recognizing opinions, feelings, and other data that may not be clear to human experts (Gopalakrishnan et al., 2019).
- In quantitative information examination, artificial intelligence can assist with distinguishing examples and patterns in the information that may not be quickly evident to human analysts.
- In design acknowledgment, computer-based intelligence can break down a lot of information, like clinical records, to recognize examples and bits of knowledge that may not be immediately obvious to human specialists (Kong et al., 2020).
- At last, instruments can mechanize dreary errands like information passage and explanation, saving analysts' opportunity to zero in on additional basic undertakings. This specification isn't really comprehensive and could indicate the flexibility of this new innovation (Burger, et al.l).

Implications of ChatGPT on ETDs

- ChatGPT can be utilized to enhance the precision and efficacy of ETDs search systems by comprehending the subtleties of natural language inquiries and delivering more pertinent outcomes.
- ChatGPT can be utilized to facilitate automated reference and information processes, including the resolution of queries and the provision of ETDs and IR information.
- ChatGPT can be utilized to provide automated cataloging and metadata generation for ETDs and IRs, including titles and descriptions.
- The content creation model can be utilized to create summaries and abstracts, as well as other types of content, which can be utilized to enhance the accessibility of ETDs.

Impact of ChatGPT on librarians and graduate school administrators, in ETD processing workflows

The scope of using ChatGPT by librarians and graduate school administrators, in ETD processing workflows is significant. Following points are few of them (Yorio, 2023):

- When users need to conduct research, finish projects, or seek advice on a certain topic, ChatGPT can quickly and easily give a wealth of knowledge by giving them instant access to information.
- ChatGPT offers round-the-clock accessibility and offers reference support by 24/7 for various time zones.

- ChatGPT has multilingual communication capabilities, which is very useful for libraries that serve multicultural communities.
- It can offer specialized services and recommendations, such as recommending books and other reading materials in accordance with a student's reading ability, hobbies, and reading history.
- By providing more accessible audio-based and text-based responses, ChatGPT can help users with vision or hearing impairments.
- In order to gain valuable insights into the needs and preferences of users, it is possible to collect and store data on user queries which can then be analysed.
- It has the ability to handle a lot of queries at the same time.
- The user engagement task of the ChatGPT handle to create interactive learning experiences, such as virtual book clubs or author visits.
- ChatGPT can be coordinated with other LICs LIC administrations, like web-based inventories and data sets, to give a consistent client experience it incorporate with different administrations.
- Assist with decreasing the expense of utilizing human client care delegates, making it a more practical choice for LICs

Advantages of ChatGPT

Man-made intelligence has the potential to support, rely on, and collaborate with research efforts. There are advantages to this approach, such as objectivity and reproducibility in research approaches, which are currently prone to human error. Without delving too deeply into the details, this article will outline the main drawbacks and provide suggestions on how to address them in a consistent manner. There are numerous legitimate reasons to consider the use of human intelligence in research.

- The clearest is that artificial intelligence can take on monotonous errands and ordinary tasks. Adding man-made intelligence to the exploration interaction has various commitment benefits too.
- The most significant of which is lessening human blunder. Dissimilar to people, manmade intelligence won't ever skim information because of sleepiness or be diverted, guaranteeing repeatable outcomes assuming the information is given completely and accurately (Wu et al., 2018).
- Another benefit is that simulated intelligence, as well as most other computational frameworks, can convey repeatable outcomes.
- With the appropriate boundaries, the artificial intelligence will continuously deliver similar reactions given a similar history and information.
- This consistency is particularly important as it dispenses with the chance of human changeability in deciphering research.
- Besides, man-made intelligence can offer a second arrangement of eyes, giving an extra layer of accuracy in research convention without demanding extra investment, assets, or cash.
- While man-made intelligence may not arrive at a similar exactness as twofold visually impaired research led by different specialists, it offers a financially savvy elective for associations hoping to further develop their examination interaction.

Threat of ChatGPT

- ✓ Artificial intelligence and the pace of innovation have the power to disrupt jobs and industries" (President Biden, 2023).
- ✓ G-7 Leaders called for the development and adoption of technical standards to keep artificial intelligence (AI) "trustworthy" Group of Seven (G7)
- ✓ "AI systems to be accurate, reliable, safe and non-discriminatory, regardless of their origin," European Commission President Ursula von der Leyen said.
- ✓ OpenAI's ChatGPT pushed Elon Musk and a group of AI experts to raise an alarm calling for a six-month pause in developing more powerful systems, citing potential risks to society.
- "We view the current moment similar to the beginning of the nuclear era, and we have the benefit of public perception that is consistent with the need to take action" (Elon Musk).
- ✓ More than two-thirds of Americans are concerned about the negative effects of AI and 61% believe it could threaten civilization (Tong, 2023).

Ethical and privacy implications to consider when using ChatGPT

In academic settings, there are a number of ethical and privacy considerations that need to be taken into account when utilizing ChatGPT or any other large language models.

- There are uncertainties about the privacy of the people whose data was used to train the model, as well as the potential for the model to be used for nefarious purposes.
- One worry is the potential for bias in the model's responses, as it may reflect the biases present in the training data.
- Considering the ethical ramifications of producing very realistic synthetic text or voice is crucial since it might be used to fool or misrepresent people.
- It's also critical to think about how employing ChatGPT may affect data security and privacy.

Limitation of ChatGPT

ChatGPT offers a variety of benefits for Licensed Information Companies (LICs), however, it is subject to certain restrictions on its usage. These restrictions are outlined in Papini (2023), OpenAI (2022b), and Majumder (2022b).

- The comments from ChatGPT might occasionally seem contradictory. This implies that ChatGPT may offer an entirely different response each time a user asks the same query. This typically happens when a user's enquiry is intricate or necessitates a thorough knowledge of a certain subject.
- ChatGPT is not well-versed in the library and information domain, which can result in inaccurate answers due to a lack of knowledge of certain lingo or terminology.
- ChatGPT depends a lot on the data it's trained with. If the data isn't clear or relevant, it can make the model less accurate.
- ChatGPT's training data only goes back to 2021, so it doesn't have a lot of info about what's going on in the world after that date, so it can't give you answers about the most recent events.
- ChatGPT uses a lot of data to make it run better, which can be a bit of a privacy issue since it collects and stores a lot of people's info.

ChatGPT might not be the best choice for dealing with sensitive or confidential data because it could be exposed if it talks to users. It's important for an LISA to consider the pros and cons and decide if ChatGPT is the right fit for them.

Future Discourse

- ChatGPT can make people lazy because they're getting stuff done in just a few seconds.
- In some cases, Artificial Intelligence may be costly if there are no technological resources available. The need to invest time, resources, and money.
- Due to the ability to rapidly process large amounts of data, there is a wide range of applications for the creation of un-employability.
- ➢ If AI does everything for the researcher, students and class preparation for the faculty members the creativeness of the people will greatly fall.
- > AI cannot read emotion as a result a result can hurt the people feelings.
- Using AI and ChatGPT cannot implement ethics.
- Al generated text may sometime become a deep fake statement on a biography of a renowned person.
- Sometimes bad algorithms generate bad data if it is not wrote correctly. As a result the conclusion may be a great hazard for the researchers.
- The mass application of AI in everyday life socioeconomic inequality may increase tremendously.
- > Al is not appropriate in counting market volatility.
- > It can bring a great harm in automatization of devastating weapons.
- Al has no control over self-awareness for which it cannot produce sensible information.
- > As it has no control over the result which lack in transparency and explainability.
- > There is a chance of social manipulation and surveillance through AI algorithms.
- The model's responses may be affected by the inherent biases in the training data, which may lead to inaccurate or biased outcomes. This could have a disproportionate impact on marginalized groups, thus compromising the library's objective of providing equitable access to data.
- ChatGPT is capable of generating text that may be protected by copyright. Consequently, it is essential to ensure that the model is compliant with intellectual property law and regulations, including obtaining authorization from copyright holders when required.

How to put the genie in the bottle

- "we must be clear-eyed and vigilant about the threats emerging of emerging technologies that can pose don't have to, but can pose to our democracy and our values" (President Biden, 2023).
- By passing legislation to regulate AI technology.
- By "developing more powerful systems, citing potential risks to society" (Elon Musk)
- By creating organizational AI standards
- Make AI part of organizational culture and discussions
- Guide tech with humanities perspectives

Limitation of the study

This article did not provide a technical perspective on Artificial Intelligence and ChatGPT, nor did it explore any specific model to determine its potential drawbacks and benefits compared to other GPT and AI models. Instead, the author attempted to provide a general consensus on the use of ChatGPT and its application to research work.

Conclusion

To sum up, application of AI in research can make the results more objective and accurate when done right. Adding an automated element to both the research start-up and data analysis stages can help reduce human mistakes and make the results more repeatable. AI, especially generalized AI models, isn't infallible yet, but they often point the way and reveal mistakes. Artificial Intelligence (AI) is a powerful tool in research and ETDs workflow due to its capacity to process data in a more profound manner, as well as its ability to produce faster results. This research suggests that using neural networks to analyze data can help make research more objective, since it takes away the need for human mistakes. It is important to note, however, that the utilization of AI is not restricted to any particular methodology or level of technical proficiency. While a theoretical fundamental understanding of AI is required, as well as basic skills in the Phyton framework, such as pandas, pyTorch, or tensorflow. Institutions should provide access to these resources, which can be obtained with ease, and should offer courses to their researchers.

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USETDA 2023

1:00 - 1:45 PM

ETD Formatting Users' Group Meeting. Sally Evans (George Mason University Libraries). Moderator: Ruth Lu.

Abstract. The United States Electronic Thesis and Dissertation Association (USETDA) 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? Please join us as we present issues, share solutions, and learn from one another.

Keywords: formatting, format review, users' group

PDF of presentation slides not availaable.

USETDA 2023

2:00 - 3:00 PM (Breakout A)

ETD Administrator User Group. Austin McLean, April Ellsey, Gilia Smith and Alison Thompson (ProQuest part of Clarivate). Moderator: John Hagen.

Abstract. We invite new and prospective users to participate in an interactive discussion of the free to authors and universities ProQuest ETD Administrator workflow and management system. Find out about new development and improvements and get an update on the ETD Administrator system. Share best practices and learn how to get the most from the system, including populating your institutional repository.

Keywords: ETD, ETD Administrator, System, Workflow, Management

Clarivate[™]

ProQuest ETD Administrator

Roadmap Review & Discussion September 21, 2023



Introductions

What's new in ETD Admin?

Roadmap Review

Discussion

Your ProQuest Team



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Author Order Experience



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STATUS DESCRIPTION

Now that your manuscript has been submitted, your administrator will review it. If you have questions about the status of your submission, please contact your university administrator.

View your title in ETD Administrator

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Resource Center

		Description	
		Resources & Opc	lates
		Read newsletter	>
		Get help	>
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Including:

- Help resources

- Link to provide feedback

- Monthly newsletter

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Number of Decisions Reporting

Step 4. Use drag-and-drop to select, move, and order fields in your report.

Include these fields:	KEYBOARD SHORTCUTS 👔	Do not include these fields:	
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Date of last event			
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Also available: translations & language localization



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Discovery Community

Help improve the ProQuest ETD Administrator experience

- Get early access to new features and help inform timeline and product roadmap
- Participate in regular virtual community workshops to:
 Review new ideas and test new features
 Discuss your application needs through user stories
 Participate in other product discovery activities
- Be part of a national community of colleagues

Please let us know if you're interested in the Discovery Community!





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Appendix



Tell us!

Challenges in Higher Education



What are the biggest challenges you face related to ETDs? In general?

USETDA 2023

2:00 - 3:00 PM (Breakout B)

OhioLINK ETD Center Users Group Meeting. Emily Flynn (OhioLINK). Moderator: Teri Green.

Abstract. 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.

Keywords: ETD, electronic theses and dissertations, open access, consortium, digital accessibility
OhioLINK ETD Center Users Group Meeting

Emily Flynn USETDA 2023 September 21, 2023



Agenda

- OhioLINK ETD Center Update
- Digital Accessibility Update
- Recent and Upcoming Changes
- Q&A



OhioLINK ETD Center Update



OhioLINK ETD Center Overview

- 36 contributing institutions
- 120,000+ ETDs currently
- Over 130 million downloads to date
 - 10+ million in FY23









Digital Accessibility Update



Digital Accessibility Release 3.2

- Thank you for User Testing!
 - Useful feedback
- ETD Center digital accessibility updated January 2023
 - All new submissions require digitally accessibility PDF documents
 - Local policies and procedures in place
 - ETD Council pilot project for assessment



OhioLINK Resources

- OhioLINK Recommended Minimum Requirements
 - Potential starting point for writing your own institution's local ETD digital accessibility policy and requirements
- <u>Resource list</u>
 - Information and links out to useful tutorials, websites, etc.
- Decisions and Considerations Guide
 - Points to think through when planning local implementation of ETD digital accessibility policy and workflows
- Community Meetings
 - Recordings available



Recent and Upcoming Changes



Recent Changes

- Database server moved
 - Base URLs remain the same
 - etd.ohiolink.edu
 - etdadmin.ohiolink.edu
 - Resolved URL changed for ETD Center
 - ETD Admin
 - [•] ETD Search
 - Be sure to check links and update any bookmarks
 - New base URL for OAI-PMH Feed



Upcoming Changes

- "From" system emails
 - Removing local customization
 - New local security updates
 - October 2 will change back to system email address
- Starting to plan next minor release
 - Further details will be sent to ETD listserv
- Watch ETD listserv for any additional updates



Reminders

- ProQuest Transfers
 - Occur twice a month
 - ^o On the 1st and 15th
 - ETDs sent once
 - If significant change(s) made after publication, the local ETD Administrator should email ProQuest Dissertations
 - Embargo changes or extensions, metadata updates, or ETD document changes are not resent
- Please notify OhioLINK of any updates to local ETD Digital Accessibility policy



Q&A



Questions?

Emily Flynn Metadata and ETD Coordinator eflynn@ohiolink.edu

support@ohiolink.edu Follow Us on Twitter: <u>https://twitter.com/ohiolink</u>

OhioLINK office 1224 Kinnear Road Columbus, OH 43212 Phone: (614) 485-6722



USETDA 2023

3:15 - 4:00 PM

Community Engagement Group Meeting. Emily Wuchner (University of Illinois Urbana-Champaign Graduate College). Moderators: Emily Wuchner, Valerie Emerson.

Abstract. The USETDA Community Engagement Group was formed in 2021 and 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 this conference, we'll host five-minute flash talks so that our members can share some of their innovative ideas, topics they are exploring, and new discoveries. The session includes the following Flash Talks:

- Switching New URLS for Old in Library Catalog Records / A Stable ID as an Anchor (Elizabeth McDonald The University of Memphis Libraries)
- The Journal of Electronic Theses and Dissertations Charlie Greenberg, Managing Editor, J-ETD)
- Microsoft Copilot: Artificial Intelligence for ETD Formatting (Kristin Terrill, Iowa State University)
- Electronic Thesis and Dissertation Programs Around the World (Behrooz Rasuli, Iranian Research Institute for Information Science and Technology)
- Dissertation Writing Retreat (Ruth Lu, Ohio University)
- Community Engagement Opportunities (John Hagen, USETDA)

Keywords: ETD, engagement, community

Community Engagement Group: Flash Talks



About Us

This 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.

Anyone interested in suggesting a topic or signing up to participate in the group should complete <u>this form</u>. If you have questions please contact Emily Wuchner at <u>wuchner2@illinois.edu</u>.



Switching New URLS for Old in Library Catalog Records

Elizabeth McDonald – The University of Memphis



Download Excel data from Digital Commons

Convert some elements to a mini-MARC record

Includes id number URL title. Can include other data to move over

=LDR 00000nam a2200000la 45e0 =008 220712s9999\\\\xx\\\\\\\\\\\\\\\\000\0\und\d =024 8 \$a1375

=245 \2\$aA Computational Study of Anisotropically Curved Nanoparticles Binding to Lipid Membranes =856 40\$uhttps://digitalcommons.memphis.edu/etd/1159

Export full ETD MARC records from Sierra our ILS Massaged by another program changing indicators 856 (URL) fields for later manipulation

=024 8\\$a1375\$q(University of Memphis ETD system assigned)

=856_41\$30pen access\$uhttps://umwa.memphis.edu/etd/index.php/view/home/1375

- MARC Edit Merge used to compare the id number. If it matches the program transfers
 specified data, in this case the URL over to the existing bib record.
 - =856_41\$30pen access\$uhttps://umwa.memphis.edu/etd/index.php/view/home/1375
 - =856 40\$uhttps://digitalcommons.memphis.edu/etd/1159

Notes added Old URL deleted Records loaded back into the Sierra system.

856 4 0 |uhttps://digitalcommons.memphis.edu/etd/1159|3

University of Memphis Libraries Digital Commons -- Open Access

OCLC

Used same process on OCLC records but OCLC would not upload the changes. Started to do it manually then talked to IT and they put a redirect on the old system. Works well Can not delete old system

Tested with just 5 records, then 10 until I was sure it was working



Any Question?

A Stable ID as an Anchor

Elizabeth McDonald – The University of Memphis



Numbers present Digital Commons

Outside of the metadata

Manuscript: #1801

Number we added to the metadata from old ETD system





Number from old system and newly created number in metadata

ldentifier	830
ProQuest ID	830

Numbers in our Catalog

Standard No.	024 8 [z830]g(University of Memphis ETD system assigned)
Standard No.	024 8 830 g (University of Memphis Libraries locally created ProQuest number)

Why Important?

Migration Provides a permanent numeric link/hook



Charlie Greenberg – Managing Editor, J-ETD





The Journal of Electronic Theses and Dissertations (J-ETD) is an open access, peer-reviewed journal advancing the theory and practice of producing, hosting, and indexing student scholarship that exists in digital format in the institutional repositories of universities



J-ETD is sponsored by the **Networked Digital Library of Theses and Dissertations** (NDLTD) J-ETD is hosted at the Library ScholarWorks Repository of the **University of the United Arab Emirates** (UAEU).



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Peer Review and Workflow





Manuscript Submission Evaluation Criteria

- Organization and Clarity
- Problem is clearly articulated
- Original contribution to ETD field
- Literature review
- Design & Methodology
- Discussion of results/findings
- Standard English
- Reference Style Adherence

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revisions (score 28-36)

submission) (score 19-27)



https://scholarworks.uaeu.ac.ae/j-etd/author guidelines.html

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J-ETD

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C URECA – the Research Ethics and Data Protection Online Review Platform used by the University of Malta	23
The Challenges of the Current and Retrospective Digital Archiving of Doctoral Dissertations: Toward Integration of Several University Collections at the University Library "Svetozar Marković" in Belgrade	on 19

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I-FTD

Open Science ETDs and Institutional Repositories: Making Research Data FAIRer

Andrew Mckenna-Foster, Figshare Maria Cotera, Figshare Mark Hahnel, Figshare

ORCID



Andrew Mckenna-Foster, Andrew Mckenna-Foster - 0000-0001-7641-6588 Maria Cotera, Maria Cotera - 0000-0002-1375-0738 Mark Hahnel, Mark Hahnel - 0000-0003-4741-0309

Abstract

Graduate students, as potential future full-time researchers, are a population that should show proficiency in data sharing. Though there are many resources that teach data sharing best practices for students, it is difficult to tell how well students do when sharing their data. We compared the FAIRness of non-traditional research output metadata associated with theses and dissertations for records shared in a generalist repository by individual students, and records shared through an institutional repository using the same repository platform. Those shared in an institutional repository were significantly FAIRer, as measured by metadata richness and interoperability, and had higher views per month. The only measure where records shared by students exceed institutional records is listing funding sources. We also examine how multiple related research outputs are grouped and offer suggestions to improve interoperability. We conclude that our sample population of graduate students sharing research outputs are not yet proficient in applying the FAIR principles. The review process and oversight that are often part of institutional repositories can offer a measurable benefit to non-traditional ETD outputs.

Since April 05, 2023

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Microsoft Copilot: Artificial Intelligence for ETD Formatting

Kristin Terrill – Iowa State University



Microsoft Copilot: Artificial Intelligence for ETD Formatting

- Copilot refers to a suite of assistive tools integrated into Microsoft applications
- It is NOT currently available to the general public (and they have not announced a release date)
- It will be capable of "understanding" natural language input
- It might be capable of interpreting user-input formatting, and automatically implementing improvements
 - E.g., applying a *heading style* where a user manually applied bold attribute to a sentence fragment
 - E.g., comparing a given document to an institutional template
 - E.g., enhancing digital accessibility features in a document
- NOTE: This slide was designed with AI assistance from Microsoft Designer in PowerPoint

Kristin Terrill, Ph.D. | Graduate Student Services Specialist | Iowa State University


Electronic Thesis and Dissertation Programs Around the World

Behrooz Rasuli – Iranian Research Institute for Information Science and Technology



Dissertation Writing Retreat

Ruth Lu – Ohio University



Goals for Dissertation Writing Retreat

- Enhancing Writing Skills
- Fostering Collaboration/Building Connections with Other Graduate Students and Alumni
- Setting and Meeting Milestones

Program Overview

Day #	Writing Retreat	Writing Retreat Fair & Activities	
Day 1	Quiet Writing Time* (4 hrs) [Hybrid]	Resource Fair (based on students' needs)	
		Panel Discussion: Navigating the dissertation process	
Day 2	Quiet Writing Time* (4 hrs) [Hybrid]	In-Person Writing Consultations	
		Program Assessment	

Community Engagement Opportunities

John Hagen – USETDA



https://www.usetda.org

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Don't miss out on this unique opportunity to learn more and share your experiences with colleagues at USETDA 2023, to be held from September 20 - 21, 2023 as a virtual event via Zoom.

- Conference Invitation
- Registration Information

Registration closes September 15th. We hope to see you online at USETDA 2023!



USETDA 2023 13th Annual Conference on Electronic Theses and Dissertations

Virtual Conference September 20-21, 2023 Access & Accessibility Exploring Equity and Inclusion in Digital Scholarship



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September 20 @ 10:00 am - September 21 @ 5:00 pm EDT USETDA 2023 Conference View Calendar

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Membership Plans Associate Membership Free Great for basic access to USETDA resources Standard access to USETDA communications (private listserv, newsletters) Professional and community resources Networking opportunities through conferences and workshops and regional associations Access to advanced up-to-date ETD information Sign Up Institutional Membership \$100 / Year

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- To view all members and their contact information, visit our Member Contact Information Web page (login required)
- Join the USETDA community and learn more about membership benefits by visiting our membership Web page

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Resources for ETD Professionals

- Accessibility Resources
- Copyright Resources
- ETD Association Resources
- ETD Lifecycle Management
- ETD Surveys
- ETD Terms and Definitions
- Graduate College and Library Resources
- Institutional Repository Software/Services/Systems
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USETDA 2024

14th Annual Conference on Electronic Theses and Dissertations

September 25—27, 2024 Provo, Utah

SAVE THE DATE!



USETDA 2024 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 Brigham Young University Libraries and Graduate Studies. www.usetda.org





Bid to Host USETDA 2025

The USETDA is now accepting bids to host the USETDA 2025 Conference. Please submit your proposal by January 1, 2024. We are planning a joint conference with the NDLTD to celebrate USETDA's 15th anniversary. To contact the USETDA Board, send an email to info@usetda.org. For more information, visit https://www.usetda.org/usetda-conferences/usetda-conference-bidprocess/.

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

Thank you for your inspiration and engagement!





USETDA 2023

4:15 - 5:00 PM

Wrap Up Discussion / Virtual Cocktail Party. Emily Wuchner, Vice Chair, John Hagen, Executive Director (USETDA)

PDF of presentation slides not applicable.