ETD 2001
The Fourth International Symposium on
Electronic Theses and Dissertations

March 22 – 24, 2001
California Institute of Technology
Pasadena
California
## ETD 2001 Conference Locations

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<tr>
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<td>61 The Athenaeum</td>
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<tr>
<td>32 Millikan Board Room</td>
<td>NDLTD Steering Committee</td>
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<tr>
<td>43 Sherman Fairchild Library Room 328</td>
<td>Vendor Sessions, Standards Workshop, Francophony Workshop</td>
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<tr>
<td></td>
<td>Circulation Desk, Copiers, FAX, Office Assistance, Reserve Private Meeting Rooms</td>
</tr>
<tr>
<td></td>
<td>3rd Floor, Newspapers/Periodicals/Reading Room</td>
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<td></td>
<td>Throughout, Internet, PC Access</td>
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<td>41 Spalding Lab Auditorium</td>
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<tr>
<td>45 Lees-Kubota Auditorium</td>
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<td>ETD Guide Workshop</td>
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## Campus Services

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<tr>
<td>51 Book Store</td>
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<tr>
<td>52 Convenience Store</td>
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</tr>
<tr>
<td>52 Chandler Dining Hall</td>
<td>Cafeteria</td>
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## Parking

You may park in any **unnamed** campus parking space. Most street parking is for limited time only. Please check parking signs! Caltech security personnel are certified by the City of Pasadena to cite you for on-campus parking violations.

## Important Telephone Numbers

<table>
<thead>
<tr>
<th>Department</th>
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<tbody>
<tr>
<td>ETD 2001 Registration Desk</td>
<td>(626) 395-6991</td>
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<tr>
<td>Sherman Fairchild Library Reference Desk</td>
<td>(626) 395-3404</td>
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<tr>
<td>Sherman Fairchild Library Circulation Desk</td>
<td>(626) 395-3405</td>
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<tr>
<td>Sherman Fairchild Library Fax</td>
<td>(626) 431-2681</td>
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<tr>
<td>Caltech Operator</td>
<td>(626) 395-6811</td>
</tr>
<tr>
<td>Caltech Security</td>
<td>(626) 395-5000</td>
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Pre- and Post-Conference Schedule

Wednesday, March 21st, **9:00am – 5:00pm**
**Millikan Board Room:** NDLTD Steering Committee

Thursday, March 22nd, **9:00am – Noon**
**Sherman Fairchild Library, Room 328:** Standards Committee

Friday, March 23rd, **5:45pm – 8:00pm**
**Sherman Fairchild Library, Room 328:** ETDs in Francophony

Saturday, March 24th, **1:00pm – 5:00pm**
**Lees-Kubota:** Work on ETD Guide

Sponsor Presentations

Friday, March 23rd, **1:00pm – 5:45pm**
**Sherman Fairchild Library, Room 328:** Adobe Systems, Inc.

Saturday, March 24th, **8:00am – 11:00am**
**Sherman Fairchild Library, Room 328:** SFX by Ex Libris (USA), Inc.

Optional Tours

Friday, March 23rd, **6:00pm – 11:00pm:** Universal CityWalk

Saturday, March 24th, **1:00pm – 6:00pm:** LA City Tour

- Register at the Registration Desk: $26 per person per tour
- Board the bus at the Holliston and San Pasqual intersection, near buildings 52, 83, and 88.
- Drop-off points: the Sheraton hotel and the Caltech campus
# Conference Schedule

## Thursday, March 22\textsuperscript{nd}

<table>
<thead>
<tr>
<th>Time</th>
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<th>Baxter</th>
<th>Spalding</th>
<th>Lees-Kubota</th>
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<tr>
<td>2:00pm</td>
<td>Registration</td>
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<tr>
<td>3:30pm</td>
<td>Break</td>
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<tr>
<td>4:00pm</td>
<td>Plenary 1</td>
<td>B1a</td>
<td>B1b</td>
<td>B1c</td>
<td>B1d</td>
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<td>Page 12</td>
<td>Page 14</td>
<td>Page 14</td>
<td>Page 17</td>
<td>Page 18</td>
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<tr>
<td>5:30pm</td>
<td>Welcoming Reception at the Athenaeum</td>
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## Friday, March 23\textsuperscript{rd}

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## Saturday, March 24\textsuperscript{th}

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Chronological List of Presentations

Thursday, March 22nd

2:00pm, Plenary 1
"Developing the UNESCO International Guide for ETDs: A Multilingual Training Resource of Best Practices", Shalini Urs (moderator), Ed Fox, Guylaine Beaudry, Susanne Dobratz, Joe Moxley, and Axel Plathe

4:00pm, Breakout 1a
"Metadata for all: from Resource Description to Discovery (Local Requirements and Dublin Core)", José Luis Borbinha, Gail McMillan, Vinod Chachra, Ana Pavani, and Susanne Dobratz

4:00pm, Breakout 1b
"A Submission and Approval System for the Collection of ETDs", Sarantos Kapidakis and Chris Saltogiannis

4:00pm, Breakout 1c
"Statistics and Evaluation of ETD Projects", Sherrie Schmidt, Mark McFarland, and Joan Lippincott

4:00pm, Breakout 1d
"ETD Technology for Implementers", Anthony Atkins and Julian Long

4:30pm, Breakout 1b
"CyberThèses in Europe through the cooperation between Lyon and Geneva", Marie-Pierre Guilleron, Viviane Boulètreau, and Jean-Paul Ducasse

5:00pm, Breakout 1b
"Developing Integrated Theses and Dissertations System and Improving University Information Infrastructure - The Korean Experience", Kim Yong Soon and Lee Yong Hyo
Friday, March 23rd

9:00am, Plenary 2
"Killing the Duck to Keep the Quack: The Poetics of Access and Closure in Australia's First On-Line Doctorate", Simon Pockley

9:45am, Plenary 2

11:00am, Breakout 2a
"ETDs from the Graduate-Student Perspective", Jude Edminster (moderator)

This panel presentation is introduced in P2 and continues in B2a.
It contains the following presentations:

"What Others Have Encountered -- and What We'll Avoid", Nan Seamans

"ETDs as an Institutional Innovation: A Student's Perspective", Suzie Allard

"From Agora to Zeus: My ETD Experience", Lourdes Fernandez-Ramirez

"Content & Form: New Capabilities and Old Concerns", Shannon Bradford

"Documenting Internet Consumer Conversations in an ETD: Buyer Product-Category Knowledge Creation and Exchange", Rich Gonzalez

"Who's Afraid of Intellectual Property Right Violations? - A Graduate Student Perspective", Jude Edminster

11:00am, Breakout 2b
"MathDiss International", Guenter Toerner and Thorsten Bahne

11:00am, Breakout 2c
"ETDs: Library Issues and Responsibilities", Gail McMillan

11:00am, Breakout 2d
"XML and PDF: Case Studies", Chuck Myers, Tom Prehn, and Melissa Itamura

11:30am, Breakout 2b
"Limited Resource Implementation of a Mandatory ETD System: Realities, Challenges and Promise", Wesley Brown

11:30am, Breakout 2c
"ETD Implementation and Beyond: The WVU Experience", John H. Hagen
Noon, Breakout 2b
"ETD's: A Collaborative Project of the Washington State University Graduate School and the University Library", Karen DePauw, and John Webb

Noon, Breakout 2c
"University of Waterloo Electronic Thesis Project Flow Chart", Christine Jewell

2:00pm, Breakout 3a
"Using XML for Archiving ETDs", Susanne Dobratz (moderator)
This panel discussion the following presentations:

  "Worldwide Overview of Projects Using an XML-based Approach", Susanne Dobratz and Patty Strabala
  "The CyberThèses Project", Guylaine Beaudry, Viviane Bouletreau, and Gabriela Ortuzar

2:00pm, Breakout 3b
"Copyright and Digital Dissertations -- Electronic Registration and Deposit", Mary Levering

2:00pm, Breakout 3c
"Prior Publication? What the Publishers Say", Nan Seamans
"ETDs from the Publisher Perspective", Gail McMillan (moderator), Keith Jones, John Elliott, and Susan Hanscom

2:00pm, Breakout 3d
"SFX Reference Linking for ETDs", Betsy Coles, John McDonald, and Jenny Walker

2:30pm, Breakout 3b
"ETDs in a Digital Library Environment: Progress and Plans at the University of Tennessee", James B. Lloyd

3:00pm, Breakout 3b
"Discourse and Design: the Academic Librarian and ETD Training", Jane C. Duffy

4:00pm, Plenary 3
"UT Austin's Experience with Instituting an ETD Requirement", Tim Brace

4:45pm, Plenary 3
"A Status Report on the Union Catalog for NDLTD", Vinod Chachra
Saturday, March 24th

9:00am, Breakout 4a
"The Future of ETDs: A Consortial Perspective", Heidi Frank, Bonnie MacEwan, Tom Peters, Janice Simmons-Welburn, and William Welburn

9:00am, Breakout 4c
"Long-term Retention of ETDs", Beth Kraemer and Tom Teper

9:00am, Breakout 4d
"USF's Digital Media Institute", Joe Moxley, Terry Beavers, and Rosann Collins

9:45am, Breakout 4c
"The ETD: What Color is it - Black, White or Grey?", Julia Gelfand

10:00am, Breakout 4a
"Collaboration to Launch a Successful ETD Project", Pauletta Leathers, Bonnie MacEwan, and Christine Vucinich

11:00am, Plenary 4
"Theses On-Line: a Lab for Open, Scholarly Publishing", Jean-Claude Guédon

11:45pm, Plenary 4
"Status Report on the NDLTD Project", Ed Fox
Networking Tables

Friday, March 23rd
12:30pm, Dabney Hall and Courtyard

Join Us for a Networking Adventure!

You can eat lunch, learn, and share your ETD experience on a focused topic—all at the same time!

Twelve tables will be set aside for discussion of a specific ETD topic. Topics will be numbered, a map will be available as you enter the luncheon venue on Friday, and tables will be marked. Hosts (listed below) will get the ball rolling by briefly introducing the topic and participants. Then it’s up to you. (For those who prefer to discuss T’ai Chi, California sunshine, or the next Rose Bowl parade instead of ETD stuff, non-networking tables will also be available.)

Tables will seat only 10, so you might want to pick out a backup topic or two. The list of topics and hosts follows:

**Intellectual Property**
John H. Hagen  
Library Technical Consultant  
West Virginia University Libraries

**Successful Campus Collaboration**
Joan Lippincott, Ph.D.
Associate Executive Director  
Coalition for Networked Information

**NDLTD Future Services: Digital Library, Citations...**
Ed Fox, Ph.D.
Department of Computer Science  
Virginia Polytechnic Institute and State University

**Starting an ETD Program: Where in the World Do I Begin?**
Wesley Brown, Ph.D.
Dean, School of Graduate Studies  
East Tennessee State University

**Archiving Issues**
Keith Morgan
Digital Library Initiatives  
North Carolina State University Libraries
ETD Formats
Beth Kraemer
Electronic Resources Librarian
University of Kentucky

CIC Members
Tom Peters
Director, Center for Library Initiatives
Committee on Institutional Cooperation

Vetting ETDs
James F. Schaefer, Jr.
Associate Dean for Academic Affairs and Financial Aid
Georgetown University

Library Access to ETDs--Promotions and Use
Julia Gelfand
University of California, Irvine

Multilingual Digital Libraries
Ana M. B. Pavani, D.Sc.
Associate Professor
Pontifical Catholic University of Rio de Janeiro, Brazil

Beginning XML
Daniel W. Noonan, MLS
Digital Documents Librarian & Archives
New Jersey Institute of Technology

Non-text Dissertations: Moving Image, Animation, Sound, Database, Conversation
Dr. Simon Pockley
Collections Manager
Cinemedia, Australia
## Alphabetical List of Authors, Speakers, Panelists, and Session Chairs

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<td>Bahne, Thorsten</td>
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<td>Beaudry, Guylaine</td>
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<td>Beavers, Terry</td>
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Plenary 1
Ramo auditorium, Thursday, 2:00pm - 3:30pm

Chair: Prof. Shalini Urs
Chair of the Department of Library and Information Science
University of Mysore, India

Developing the UNESCO International Guide for ETDs: A Multilingual Training Resource of Best Practices
Prof. Urs moderates a panel of experts who collaborating on two UNESCO-funded efforts to prepare multilingual guides for ETDs.

Panelists: Ed Fox, Guylaine Beaudry, Susanne Dobratz, Joe Moxley, and Axel Plathe

Plenary 2
Ramo Auditorium, Friday, 9:00am - 10:30am

Chair: Prof. Ed Fox
Virginia Polytechnic Institute and State University

Killing the Duck to Keep the Quack: The Poetics of Access and Closure in Australia's First On-Line Doctorate
Dr. Simon Pockley
Collections Manager
Cinemedia
Melbourne, Australia

Dr. Simon Pockley tells his enthralling tale. For a preview, read his web site at http://www.cinemedia.net/FOD/FOD0055.html

ETDs from the Graduate-Student Perspective
A plenary preview of the graduate-student session, Breakout 2a:
  "What Others Have Encountered -- and What We'll Avoid", Nan Seamans
  "ETDs as an Institutional Innovation: A Student's Perspective", Susie Allard
  "From Agora to Zeus: My ETD Experience", Lourdes Fernandez-Ramirez
  "Content & Form: New Capabilities and Old Concerns", Shannon Bradford
  "Documenting Internet Consumer Conversations in an ETD: Buyer Product-Category Knowledge Creation and Exchange", Rich Gonzalez
  "Who's Afraid of Intellectual Property Right Violations?-A Graduate Student Perspective", Jude Edminster
Plenary 3
Ramo Auditorium, Friday, 4:00pm - 5:30pm

Chair: John H. Hagen
West Virginia University

UT Austin's Experience with Instituting an ETD Requirement
Dr. Tim Brace
Senior Systems Analyst and Webmaster
Office of the Vice President and Dean of Graduate Students
University of Texas at Austin
Austin, Texas

A Status Report on the Union Catalog for NDLTD
Dr. Vinod Chachra
President VTLS, Inc.

This presentation will discuss Virginia Tech's experience in the implementation of electronic theses and dissertations, pointing to some important lessons learned since January 1997 when this program was initially introduced.

The concept of a union catalog for NDLTD will be introduced, outlining the goals of the project and the status as of March 2001.

Plenary 4
Ramo Auditorium, Saturday, 11:00am - 12:30pm

Chair: Prof. John Eaton
Associate Provost for Graduate Studies
Virginia Polytechnic Institute and State University

Theses On-Line: a Lab for Open, Scholarly Publishing
Prof. Jean-Claude Guédon
Département de littérature comparée
Université de Montréal
Montréal, Canada

Status Report on the NDLTD Project
Prof. Ed Fox
Department of Computer Science
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
Breakout 1a
Ramo Auditorium, Thursday, 4:00pm - 5:30pm

Metadata for all: from Resource Description to Discovery (Local Requirements and Dublin Core)
José Luis Borbinha
Bibliotheca Nacional (National Library of Portugal)

José Borbinha chairs a session on metadata requirements for theses and dissertations, covering the perspectives of metadata for administration, resource description, and discovery (with special focus on interoperability and the role of Dublin Core).

Panel: José Borbinha, Gail McMillan, Vinod Chachra, Ana Pavani, and Susanne Dobratz

Breakout 1b
Baxter Auditorium, Thursday, 4:00pm - 5:30pm

Chair: Betsy Coles
Caltech

A Submission and Approval System for the Collection of ETDs
Sarantos Kapidakis and Chris Saltogiannis
National Hellenic Research Foundation, Greece

Digital library objects may be quite complex, with a lot of metadata and data in different digital forms. We designed and implemented a tool to simplify addition, modification and other maintenance actions in a digital library for use by content contributors and librarians, without special computer training.

So as to be user-friendly the tool is used through web-interface. It generates dynamically all the required digital forms, that are used to submit the metadata (information concerning the actual data, such as title, author, etc.) through the use of configuration files. The metadata conform to existing theses standards and we provide help to explain the exact interpretation of each field. The configuration files, that can be produced easily, contain information about all the different fields of the generated form. Information to control the appearance of a specific field, to control if it is obligatory, if it is repeated, and other specific information such as its type (date, number) etc.

The operations that the tool handles can be divided into three functions: submission of a new digital library object, modification of an older submission (metadata modification or submission of additional digital formats to a submitted
digital object) and the process of approving and committing submitted metadata and digital formats. For the process of submitting a new digital object, one requests the digital form, that is generated dynamically and has to fill all the metadata and choose the different digital formats of the digital object. Then the digital object (metadata and the digital formats) is saved to a temporary repository. The metadata and the digital formats are stored separately. When the process completes, the contributor accepts a unique identification number that specifies the digital object for later probable modification. For the process of modifying the digital object, the contributor supplies the unique identification number and receives the submission form that contains all the submitted metadata, so to be able to edit the metadata and submit other digital formats, as long as the digital object still resides in the temporary repository. For the process of approving and committing the digital object, the librarian is able to view all the contents of the temporary store. The librarian then chooses a digital object and receives a digital form that contains all the submitted metadata, so as to be able to edit the metadata and even add more if required. He can also view the submitted digital formats and even add new ones. Finally, he can choose to move the digital object to the permanent repository or choose to save the digital object back to the temporary repository again.

Special care has been taken for the format of the metadata. The metadata can be saved in different formats, bib, Unimarc and XML. All of them are standards for the specification of data. For our purpose, because we have developed another system for the maintenance of bibliographic records that accepts the Unimarc format, we translate the metadata to Unimarc so they can be imported from that system. There is though the possibility to translate the data to the other formats bib and XML if there is the need to export the data to another system that supports them.

The tool is being used right now with success, for the submission of electronic theses (PhDs) in the National Documentation Center of Greece.

**CyberThèses in Europe through the cooperation between Lyon and Geneva**

Marie-Pierre Guilleron
University of Geneva, Switzerland

Viviane Boulétreau and Jean-Paul Ducasse
University Lyon 2, France

This cooperation is settled between two very different Institutions:

- University of Geneva (Switzerland) is multidisciplinary and covers fields from human and social sciences to "hard sciences",
- University Lyon 2 (France) is mainly oriented towards HSS.

What Lyon brings:
An automatic processing line for structured document settled up, with the help of the Fonds Francophone des Inforoutes, together with the University of Montréal. It is applied to documents produced with the traditional word processors; it integrates the processing of text, images, sounds, animated images and video. At the moment, mathematical formula are processed as images.

- Competence in the field of scientific edition for SHS (including the particular problems of the large number of alphabets and fonts...)
- Some experience in the organization and the administration of an ETD project on university scale (130 theses a year)

What Geneva brings:
- A multidisciplinary and bilingual (French/English) vision.
- Competence in teaching engineering: realization of online training and courses which techniques will be adapted to the problem of structured documents production (Multimedia Group, J.-F. L'Haire).
- Some experience in the dissemination of references of research works (catalog of the publications, annual)

The common work:
- Use an adaptation of the existing processing line to theses in the field of medicine.
- Development of tools for training and help to the authors (on- and off-line training kits, mailboxes...).
- Elaboration of a training kit (on-line) devoted to the Universities interested in using structured document for ETD projects.
- Development of tools for the distant following of the processing line users (Web pages, FAQ, tutoring...)

Conclusions:
This is an example of the use of shared out competencies, which may be generalized in Europe and elsewhere. It is the European contribution to the extension of the CyberThèses project.

Developing Integrated Theses and Dissertations System and Improving University Information Infrastructure - The Korean Experience
Kim Yong Soon and Lee Yong Hyo
Korea Education & Research Information Service (KERIS), Korea

In Korea, more than 45,000 master theses and doctoral dissertations (TDs) are produced every year, but it was difficult to share and reuse them among the researchers and graduate students due to lack of integrated TDs search system and accessible digitalized database. This paper provides an overview of the project developing national Digital Library of master Thesis and doctoral Dissertation (DLTD) system. This is a substantial project to enhance the value of Research Information Service System (RISS), which was designed as national digital library aimed for portal research information service system and developed in 1998 in order to support not only each university library but also all the
researchers across in Korea. The DLTD system was designed and implemented as a nationally accessible web based Digital Library service system with full-text of theses and dissertations produced with member universities in Korea. The major goals in this project is to enhance universities' information infrastructure through collaborative work with universities and to increase the scholarship by letting students make use of digital library and share information through developing integrated search system with full-text of thesis and dissertations. The next generations of scholars will be much better prepared for the 21st Century Information Age. During this first year 2000, DLTD project has grown rapidly, opening its service system with over 20 members. This paper deals with various issues associated with DLTD project and shows our experiences of developing system with more than 90 member universities; Korea's unique situations and backgrounds have been the main initiative to this project along with tribulations and successes, roles of partners, intellectual copyright issues, and system standards.

**Breakout 1c**

Spalding Auditorium, Thursday, 4:00pm - 5:30pm

**Statistics and Evaluation of ETD Projects**

Sherrie Schmidt  
Arizona State University

Mark McFarland  
University of Texas at Austin

Joan K. Lippincott, Ph.D.  
Coalition for Networked Information

This session will address a range of issues related to evaluation and then focus on some key initiatives in the measurement of the use of electronic information resources.

How does an institution know that its electronic theses and dissertations program is effective? A variety of measurements, both quantitative and qualitative, can assist institutions in developing data to analyze the successes and weaknesses of their ETD program. Joan Lippincott will provide an overview of issues in evaluating digital resources and services and suggest some strategies for measurement.

The Association of Research Libraries (ARL) has collected data from its members on the size and use of its collections for many years. In addressing measurement issues for digital information, ARL members wanted to explore some new alternatives to the traditional measures. The New Measures initiatives is a group of projects that focus on outcome measures in a range of areas,
including service quality and use of electronic resources. One of those projects, E-metrics, co-led by Sherrie Schmidt, focuses on best practices in collecting statistics on the measurement of the use and activities that pertain to electronic resources and services. The anticipated outcome of the project is a set of refined measures, complete with data descriptions and guidelines for data collection, analysis, and use that can be used by many organizations and institutions.

The University of Texas at Austin has been a key participant in the work of several groups developing standard ways of measuring the use of electronic resources, including the JSTOR project and the International Coalition of Library Consortias (ICOLC) Guidelines for Statistical Measures of Usage of Web-Based Indexed, Abstracted, and Full Text Resources. If providers of electronic resources develop a common framework for the measurement of the use of these materials, it will be easier for institutions to develop consolidated, comparative, and trend data. Mark McFarland will bring attendees up-to-date on developments in the national arena and then discuss how his university plans to incorporate usage statistics and other measures into their ETD project.

Breakout 1d
Lees-Kubota Auditorium, Thursday, 4:00pm - 5:30pm

ETD Technology for Implementers
Anthony Atkins
Virginia Polytechnic Institute and State University

Julian Long
University of North Texas

ETD implementers are the staff and faculty who are charged with designing, creating, and maintaining an ETD collection. This session will discuss the technology issues facing ETD implementers. Anthony Atkins will present an overview of the process of designing and implementing an ETD collection. A particular focus will be identifying the communities of users who interact with ETDs, and selecting appropriate technologies to meet their needs.

Two case studies will be presented. The first will be a demonstration of the ETD management software developed at Virginia Tech. Julian Long will then present an additional case study of the experiences implementing and maintaining an ETD collection at the University of North Texas.
Breakout 2a
Ramo Auditorium, Friday, 11:00am - 12:30pm

Chair: Jude Edminster
University of South Florida

ETDs from the Graduate-Student Perspective

What Others Have Encountered -- and What We'll Avoid
Nan Seamans
Virginia Polytechnic Institute and State University

As former manager of a lab that supports student submission of ETDs, Seamans will share the steps she plans to take and the pitfalls she will seek to avoid as she prepares her own dissertation for submission. These decisions will be based on what she observed of the trials of those who went before.

ETDs as an Institutional Innovation: A Student's Perspective
Suzie Allard
University of Kentucky

The ETD environment thoroughly embraces the knowledge cycle, which is the focus of Allard's scholarly interests. These interests led her to an appointment as the student member of the UK Graduate School's Ad-Hoc Committee on ETDs. She will discuss the implementation of an ETD program from the student perspective, featuring thoughts on the issues surrounding ETDs, the process of implementation itself, and how students should participate in the planning process. Allard will also note the concerns that other students have shared with her as UK enters the first semester of its ETD pilot program.

From Agora to Zeus: My ETD Experience
Lourdes Fernandez-Ramirez
Universidad de las Americas-Puebla, Mexico

When Fernandez-Ramirez finished her thesis, Electronic Theses were not required by her department, but were required by her laboratory and advisor. The ET was required to be in HTML format, but also was required to be submitted in print, conforming to rules for the layout for printed theses for font type and size, titles and figure styles. Her current position involves creating the ET version from the Word documents of all students' theses. She will discuss the issues associated with this manual process.
**Content & Form: New Capabilities and Old Concerns**

Shannon Bradford  
University of Texas, Austin

When Bradford first proposed a dissertation about the Australian Theatre of the Deaf, she knew that the project could not be accomplished effectively using a text-only approach. The very nature of the subject - being visual and kinesthetic - necessitated multimedia. In the course of producing this dissertation (the first .html dissertation at the University of Texas at Austin) several key issues had to be negotiated. Most matters clustered around the shifts in form and content allowed by technology. Navigating such shifts requires the scholar to possess additional skills while requiring the faculty and administration to develop new evaluation criteria. Still, the focus must remain on the marriage of form and content, and on the potential for more effective communication offered by new technologies. Bradford will share her experience in negotiating these issues.

**Documenting Internet Consumer Conversations in an ETD: Buyer Product-Category Knowledge Creation and Exchange**

Rich Gonzalez  
University of South Florida

Gonzalez's dissertation is a content analysis of online conversations among consumers/buyers as they perform information searches and evaluate pending decisions to purchase various products or services. These conversations take place in numerous Internet forums: newsgroups, chat rooms, listservs and at independent or advocate WWW sites where the exchanging of product-category knowledge is fostered or part of a community discussion. These conversations are multi-dimensional, multi-threaded and are often rich in communication which can be summarized, but which can also be interesting in transcript form. An ETD will allow access to these conversations, in transcript and audio representations—perhaps even video clips—that would not be possible in a traditional dissertation format.

**Who's Afraid of Intellectual Property Right Violations? -A Graduate Student Perspective**

Jude Edminster  
University of South Florida

A multitude of misgivings and misunderstandings have given rise to largely unfounded fears among faculty and graduate students regarding intellectual property rights and ETD publications. Edminster calms the qualms and debunks the myths; she offers a studied reading of the founding fathers’ intentions as they contemplated a reasonable means to achieve a balance between protecting authors’ incentives to produce quality work and protecting society from information monopolies.
On the one hand, dissertations are the most important documents of personal qualification for young scientists. On the other hand, dissertations also represent a significant part of the current status of scientific research in the literature. They include recent research findings and innovative methodical approaches and are therefore especially important for the scientific public in the field. Here immediate, current accessibility is critical.

In view of the different demands posed on dissertations by societies and scientists in any field, global access to the documents from a single source remains impossible. A foundation for the handling of electronic dissertations in Germany has been laid in the project Dissertations Online. However, in the field of mathematics, additional points stemming from the relative frequent inclusion of formulas in mathematic dissertations must be considered.

Within the scope of the project MathDiss International, a permanent international online full-text document server for mathematical dissertations will be established.

In this connection, questions concerning an online presentation of the documents and the problems of long-term archiving (from TeX to LaTeX documents) will be considered. They include the question of how to homogenize such files in order to enable their later conversion into programming languages following XML.

Furthermore, the expansion of research possibilities using online documents is being planned. Providing access to the tables of contents, lists of tables and illustrations and bibliographies on the LaTeX level is of top priority. Because of the structure of mathematical documents written in LaTeX we have a lot of high quality information, which gathers dust in the archives without being used for the retrieval of scientific documents. This situation should be changed and it could be changed because LaTeX has become a widely accepted tool in mathematical literature.

In the course of this lecture we should like to demonstrate how the MathDiss server will be developed (getting and preserving the documents) and how the retrieval will be organized. We will also present the prototypes of the MathDiss
Metamaker (online tool for the construction of a metadata set in XHTML) and the MathDiss database.

**Limited Resource Implementation of a Mandatory ETD System: Realities, Challenges and Promise**

Wesley Brown, Ph.D.
East Tennessee State University

This presentation will provide an interactive case study of the mandatory ETD implementation at East Tennessee State University. ETSU, a regional public university, was recently elevated to the Doctoral - Research Intensive Carnegie status. Our mandatory implementation is based on a very traditional paper thesis system that includes an intensive level of thesis/dissertation review.

Our intention from the beginning was to move through a pilot system to a mandatory system to enable the reallocation of resources from the paper to the electronic submission system. We wanted to avoid the resource requirements of operating both systems concurrently. We also sought to trade-off many labor and space intensive paper requirements to a high tech/high access system that was simpler to maintain and support. We sought to make the system less burdensome to operate in a fail-safe manner for the graduate school. The requirements, efficiencies and inefficiencies of each submission system will be explored in the presentation.

This session should be particularly relevant and helpful for institutions considering implementation but are wary of the required requirements and demands on the traditional graduate school. It will examine the technical requirements of adapting and implementing the Virginia Tech model, developing a student support web site, and providing needed technical support. It will explore the changes required in graduate procedures and materials. It will share the activities undertaken to develop early campus consensus and achieve a mandatory policy from the University's Graduate and Academic Councils. It will illustrate the essential partnership established with the library administration, library systems, cataloging, and archives needed to achieve a limited resource ETD implementation.

Other topics to be included in the presentation will be the role and implications of communicating the ETD process during program accreditations and substantial curriculum changes in regional accreditation; UMI considerations and related policies; Acrobat experience and procedures; review process implications in a high review institution; exploring the efficiencies achieved in the process; thesis training programs for document preparation and submission; the role of the Graduate School throughout this process; and new requirements for technical assistance and editing.
The presentation will invite audience interaction and sharing throughout to provide responsive information for participant's questions and needs. It will conclude with our continuing challenges and plans to meet the promise of the electronic thesis and dissertation initiative.

ETD's: A Collaborative Project of the Washington State University Graduate School and the University Library

Dr. Karen DePauw and John Webb
Washington State University Libraries

The Digital Dissertations and Theses Project at Washington State University was developed collaboratively by the Graduate School and the University Library. Like practically all universities, the Library has long played a role in providing access to WSU dissertations and theses by cataloging them and by maintaining the signed originals in the University Archives and circulating copies in the stacks. The Library also acted as the agent for the Graduate School in distributing printed copies of dissertations to UMI.

In 1997-98, the Graduate School invited the Library to discuss an offer from UMI to join its Digital Dissertations program. These and subsequent discussions led to the development of a much more ambitious project culminating in the approval of the Digital Dissertations Program by the Faculty Senate in Spring, 1999.

With the approval of the relevant graduate faculty, graduate students may prepare digital dissertations or theses. After a digital dissertation or thesis is released by a department or college, a student submits the digital copy to the Dissertations Server in the Library Systems Office using a Web form. Access to the form is via a password provided to the student by the Graduate School. The submitted thesis or dissertation is placed in a secure portion of the server that may only be accessed by appropriate officials in the Graduate School. If changes are necessary, the student must submit an amended full copy.

After final approval, a digital thesis or dissertation is placed in publicly accessible server space. The Library Technical Services division is notified that it may begin processing and cataloging it, and UMI is notified to "pick up" the PDF copy of a dissertation from the server. The WSU Digital Dissertations server allows theses and dissertations to be submitted with multimedia or interactive formats as well as PDF. The WSU Library Web-based online catalog provides public access to the digital copies on the server via links from the 856 field in the cataloging record. One copy of the title page and the original signature page are sent to the Manuscripts, Archives, and Special Collections division of the Library.

The digital copies are backed up regularly. Archival copies are made in both tape and CD-ROM formats and stored separately. New archival copies are made each semester. During the first three semesters of the program, 10 dissertations and 12 theses have been submitted and published on the server.
Breakout 2c
Spalding Auditorium, Friday, 11:00am - 12:30pm
Chair: John H. Hagen
West Virginia University

ETDs: Library Issues and Responsibilities
Gail McMillan
Virginia Polytechnic Institute and State University

With anecdotes and data, Gail will share her six years of experiences with ETDs at Virginia Tech and in helping with ETD initiatives at other universities. From pragmatic aspects such as hardware, software, workflow, and costs, she will show how libraries can save money and improve library services and resources with ETDs. She will share concerns raised by faculty as well as graduate students and how she addressed them. Gail will discuss what she hopes other universities might do differently for as an early implementer, she hopes that lessons learned at Virginia Tech will benefit other universities planning ETD initiatives.

ETD Implementation and Beyond: The WVU Experience
John H. Hagen
West Virginia University Libraries

"There are 3,700 institutions and 15 million students in the United States today facing the challenge of integrating the past with the present, questioning how to mold the traditional model of higher education into a form that will not become obsolete in a world awash in an information explosion driven by electronic technology... The Internet is restructuring society, shifting our educational market away from one in which producers define the nature of the educational product and the nature of its delivery, toward one in which the consumer is in charge and is no longer simply being fed information but is instead responding to and interacting with that information. Educators cannot be afraid of this new Internet era and instead must embrace it with creativity and understand that education is not an entity separate from the rest of life, but one that depends upon the successful combination of digital innovation and intellectual resources." [Excerpt from Changing Landscape ("Educause"; 25 Feb 2000)]

West Virginia University was among the first academic institutions in the world to have required the electronic submission of theses and dissertations. Much of our success has been due to the belief in the NDLTD vision of creating academic digital libraries; to empower a true revolution in scholarly research.
At this pioneering school, ETD implementation was nurtured through the support and encouragement of university administrators, the education of graduate faculty, staff and students, and a collaborative spirit between various diverse groups on campus. The merits of adopting a mandatory ETD program will be emphasized in terms of positive exposure for the student and institution, facilitation of research via Web distribution, and cost efficiency. Even more important, the successes of the WVU ETD program have in part created a heightened sense of awareness on campus of the profound effects of information technology, which in turn, has brought a whole host of IT developments such as rapid technology transfer. Thus, we are witnessing a process which is transforming West Virginia's economy by shifting away from dependence on natural resource exploitation, and instead moving toward an economy based on technology and diversification in providing research access to the world.

This session will be of great interest to graduate school administrators and faculty, information technology specialists, and librarians. A wealth of program information, handout regarding technical and logistical support, and advice on ETD implementation will be available and will provide encouragement and support to other university officials who are considering the development of ETD programs of their own.

**University of Waterloo Electronic Thesis Project Flow Chart**
Christine Jewell
University of Waterloo, Canada

The University of Waterloo has been accepting electronically submitted theses since November 1999. We currently have about 50 theses publicly available on the UW E-thesis Database. Theses are submitted in PostScript, displayed in PDF, and stored in PDF and PostScript format. They are archived on fiche with the National Library of Canada. This poster presentation will depict the movement of a thesis through this process, from preparation for submission to archival preservation. The description of each stage will include explanations of format decisions and technical procedures. The poster will provide a picture of the system as a whole and will also provide details and factual information for those wanting a closer view.

**Breakout 2d**
Lees-Kubota Auditorium, Friday, 11:00am - 12:30pm

**XML and PDF: Case Studies**
Chuck Myers, Tom Prehn, Melissa Itamura
Adobe Systems Incorporated

XML is quickly becoming the standard form for structured data representation. PDF is the standard form for reliable delivery of formatted information
(unstructured and structured) for electronic distribution, consumption and printing. Both of these formats are developing in a world of delivery to print, the web, ebooks, and handheld devices.

In this session learn how XML and PDF can be successfully combined to provide the best of both worlds rather than an either/or proposition.

**Breakout 3a**
Ramo Auditorium, Friday, 2:00pm - 3:30pm

Chair: Susanne Dobratz
Humboldt-Universität zu Berlin, Germany

**Using XML for Archiving ETDs**
Susanne Dobratz chairs a discussion introduced by two presentations:

**Worldwide Overview of Projects Using an XML-based Approach**
Susanne Dobratz
Humboldt-Universität zu Berlin, Germany

Patty Strabala
The University of Iowa

**The CyberThèses Project**
Guylaine Beaudry
University of Montréal, Canada

Viviane Bouletreau
Université de Lyon 2, France

Gabriela Ortuzar
Universidad de Chile, Chile

**Breakout 3b**
Baxter Auditorium, Friday, 2:00pm - 3:30pm

Chair: Kimberly Douglas
Caltech

**Copyright and Digital Dissertations -- Electronic Registration and Deposit**
Mary Levering
U.S. Copyright Office, Library of Congress
Dissertation authors own an exclusive bundle of rights in their copyrighted dissertations. Understanding copyright principles and the rights they own, is essential for authors. Registering the intellectual property in their dissertations in also an important step for authors to take in protecting those rights.

The U.S. Copyright Office is a national office of public record, where claims to copyright are registered and documents pertaining to copyright, such as assignments, transfers, exclusive licenses and so forth, are recorded. Over 600,000 claims to copyright are received and processed by the Office annually, including thousands of doctoral dissertations and theses. Deposit of works for copyright registration also satisfies the mandatory deposit requirements of the U.S. Copyright Law under Section 407.

The U.S. Copyright Office's innovative new CORDS system (Copyright Office Electronic Registration, Recordation and Deposit System), enables fully automated copyright registration and deposit by claimants. Through CORDS, creators are able to register their copyrighted works in digital form, including dissertations, faster and easier, making copyright records about registered works quickly and easily accessible online. Copyright catalog records about all copyright registrations and recordations, now containing millions of records about copyrighted works, are available in the Office's national databases, available online since 1978 and over the Internet since 1993.

The CORDS system allows the U.S. Copyright Office to accept applications for copyright registration and deposits online. It is a major step forward in the application of advanced technology for providing an efficient and innovative copyright registration and deposit mechanism and also provides an effective way for the Library of Congress to acquire new electronic publications for its national digital library collections. Copyright claims are filed electronically by cooperating partner organizations through the CORDS system by sending applications and deposits in electronic form and charging filing fees to active Deposit Accounts with the Copyright Office. The CORDS system facilitates full electronic processing, both front-end preparation by claimants and back-end processing by the Copyright Office. Technical issues addressed in the CORDS system development include:

- authentication and security issues
- metadata (structural, administrative and descriptive)
- digital object models
- unique persistent identifiers

Copyright deposits of dissertations and theses received in the Copyright Office as part of the copyright registration process are the Library's primary source for new dissertations and theses for its preeminent research collections. The Library of Congress comprehensive dissertation collections are one of its most heavily used resources by researchers and other users at the Library of Congress.
Receiving, storing, and providing user access to dissertations in electronic form gives researchers faster and easier access, more flexibility expanded searching capabilities for their varied research purposes.

Educational institutions interested in cooperating with the U.S. Copyright Office by providing a conduit for dissertation authors to submit their dissertations electronically for copyright registration and deposit are invited to consider collaborating in CORDS current small scale production processing system.

**ETDs in a Digital Library Environment: Progress and Plans at the University of Tennessee**

James B. Lloyd
University of Tennessee

This paper/presentation will explain what we have done in the two years of pilot projects, which the University has conducted. These projects, which have been joint efforts of the Committee, the Graduate School, and the Library, have resulted in seventeen electronic submissions to date. It will then outline plans for the future, as the Library attempts to integrate the preservation and access of electronic theses and dissertations into its digital library program. At the University of Tennessee, this will entail the creation of CORC records in OCLC, minimal level TEILite tagging, and the integration of those records into a searchable local database, as well as the archiving of the TEI tagging and TIFF images onto a cd. We hope and expect to provide long-term access to ETDs through our digital library program, and to provide archiving by adherence to accepted standards. We intend to begin markup of some of our ETDs this semester, but where, exactly, we will be with that at the time of this conference is not clear at this point.

**Discourse and Design: the Academic Librarian and ETD Training**

Jane C. Duffy
Ohio State University

This paper discusses two major developmental stages, the planning and the content design, of the Ohio State University Libraries ETD PDF training programs. Special emphasis will be placed upon the philosophical issues attending both these stages.

The paper first examines the lively decision-making process undertaken by the OSU Libraries when approached by the School of Graduate Studies to develop the training sessions for the ETD software. Differences of opinion had arisen among librarians in response to the request. Some expressed concern that directing a software workshop may not be within the academic librarian's traditional mandate. Was this not a purely clerical function? Others, however, saw the opportunity to facilitate the formatting and creation of new knowledge as a professional imperative. Planning suggestions, which emerged from the
discourse among such differing viewpoints, were diverse, creative and ultimately helpful, especially for the contextualization of the workshops.

The paper then examines the content development of the students' training program. How could librarians achieve the right balance of technological and intellectual content for these sessions? It had also to be decided to what extent librarians could be expected to advise vis à vis academic content. The paper demonstrates how the combination of reflection on 1) current library user-education literature and 2) the historical reference experiences of the decision-making librarians, provided original and instructive guidelines for the content design of the workshop.

Both developmental issues will be illustrated by power point selections from the final draft of the OSUL ETD workshop.

**Breakout 3c**

Spalding Auditorium, Friday, 2:00pm - 3:30pm

**Prior Publication? What the Publishers Say**

Nan Seamans  
Virginia Polytechnic Institute and State University

An ongoing topic of discussion in the ETD environment, particularly among faculty and graduate students, is whether or not publishers view ETDs as prior publications. In 1999, Joan Dalton at the University of Windsor (Windsor, Ontario, Canada) surveyed 200 publishers and determined that there is more a perception of a problem than an actual problem. Building on Dalton's work, Seamans has surveyed publishers selected by faculty and students in the interdisciplinary Science and Technology Studies (STS) graduate program at Virginia Tech and will present her findings.

**ETDs from the Publisher Perspective**

Gail McMillan  
Virginia Polytechnic Institute and State University

Following Nan Seamans' presentation, Gail McMillan moderates a panel discussion with representatives from the publishing industry. Each representative will the describe publication policies of their companies as they relate to electronic theses and dissertations. There will be plenty of time for questions, answers, and comments.

Panelists: Keith Jones (Elsevier Science), John Elliott (Academic Press), and Susan Hanscom (Sage Publications)
Breakout 3d
Lees-Kubota Auditorium, Friday, 2:00pm - 3:30pm

**SFX Reference Linking for ETDs**
Betsy Coles and John McDonald
Caltech

Jenny Walker
Ex Libris (USA), Inc.

This session will present SFX, the context-sensitive reference linking technology developed at the University of Ghent and currently licensed by Ex Libris, and its application to theses and dissertations.

Breakout 4a
Ramo Auditorium, Saturday, 9:00am - 10:30am

**The Future of ETDs: A Consortial Perspective**
Heidi Frank
Michigan State University

Bonnie MacEwan
Penn State University

Tom Peters
Committee on Institutional Cooperation

Janice Simmons-Welburn and William Welburn
University of Iowa

This breakout session will focus on the organizational, leadership, procedural, policy-making, and communal aspects of ETD programs, especially from a consortial perspective. In particular, the members of this panel discussion will address the key question: How can an academic consortium support the development and growth of ETD projects and programs at its member universities? How can a multi-state consortium occupy in an effective, efficient way the "middle ground" between local campus initiatives and national and international initiatives, such as the NDLTD?

The recent experiences and future plans of the CIC (Committee on Institutional Cooperation) related to ETDs will be highlighted. Bonnie MacEwan and Janice Simmons-Welburn will address ETD themes and questions from the perspective of research libraries. Heidi Frank will discuss how to undertake technical work on
ETDs at the consortial level. William Welburn will describe the opportunities and potential pitfalls of consortial activity from the vantage point of graduate colleges, and Tom Peters will provide a perspective from the consortium headquarters. Because ETD projects and programs necessarily involve collaboration among multiple units within a university, and because the CIC as an academic consortium has longstanding, well-established communication channels between various units at the member universities, the panelist see great potential for effective efforts in this middle ground.

Founded in 1958, the Committee on Institutional Cooperation (http://www.cic.uiuc.edu) is the academic consortium of the Big Ten universities and the University of Chicago. Member institutions include: the University of Chicago, the University of Illinois, Indiana University, the University of Iowa, the University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University, and the University of Wisconsin-Madison. Cooperative ventures at all levels have arisen, giving the CIC a forty-two-year history of effective voluntary inter-institutional cooperation among these independent universities.

Collaboration to Launch a Successful ETD Project
Pauletta Leathers, Bonnie MacEwan, and Christine Vucinich
Penn State University

A team of presenters will discuss the distinctive role of each unit involved in Penn State's ETD Project. The presentation will include a history and overview of the project and the development processes employed by the University's ETD Committee during the planning stages. In addition, the presenters will outline the current status of the project, as well as the importance of collaboration in order to achieve a successful transition into an ETD program.

Penn State's ETD project consisted of four phases that included a pilot as well as an implementation process. Phase I included building and testing all of the technical and operative components needed to support ETDs. Phase II implemented a pilot program and user elements such as training, support, education, and policies. Penn State has now entered Phase III, full implementation of the project in which all doctoral students have the option of submitting the dissertation in electronic format. ETDs will be mandatory in Phase IV. As the program unfolds, the committee continues to evaluate and fine-tune this project.

The ETD Committee at Penn State is comprised of representatives from the Graduate School, Center for Academic Computing, Center for Education Technology Services, Library Computing Services, University Press, University Libraries, and the Graduate Student Association.
More information about Penn State's ETD Project and collection of ETDs can be found at [http://www.etd.psu.edu/](http://www.etd.psu.edu/).

**Breakout 4c**
Spalding Auditorium, Saturday, 9:00am - 10:30am

Chair: John McDonald
Caltech

**Long-term Retention of ETDs**
Beth Kraemer and Tom Teper
University of Kentucky

Universities have a new tool to promote their programs and display their technical muscle: ETDs. Although the goal of most ETD programs is the same, procedural variations between institutions will impact the long-term success of individual programs. Technical variations such as the electronic formats chosen for the submission and retention of these unique documents, combined with an institution's willingness to commit resources for proper long-term migration and storage, will have a significant impact on the long-term retention of ETDs. If these documents do not survive in the long term, or if significant funds and effort must be spent to recover them, these programs can hardly be called successful.

It is our view that long-term retention issues have not been adequately considered by many Universities currently embarking on ETD projects.

Responsibility for providing long-term access to unique materials must be borne by universities. But because standards for digital archiving have not been established, programs must make decisions with no specific guidelines. In our investigation it appears that, if long-term preservation is considered at all, decisions are often based on compromises in which the student’s ease of production and the university’s ease of immediate publication/desire for an immediate web presence become the primary considerations. Long-term access suffers. Even worse, many programs leave long-term preservation issues unspecified, adopting a "we'll deal with that when it comes up" approach. As demonstrated countless times, this approach could result in future information loss. Unlike the retention of paper documents, the long-term retention of electronic documents is an active, resource-intensive process. Universities MUST make long-term preservation plans. Another issue that heightens the need for intensive planning is that, unlike other documents that might be digitized to provide better access, ETDs are "born digital" and do not necessarily have eye-legible back-ups available. Consequently, if we neglect our obligation to plan for the retention of these documents, these unique documents could be lost.
In this presentation, we will examine current practices that affect long-term retention of ETDs among Universities with ETD programs. We will also describe additional options for long-term preservation and access of digital material that exist outside the ETD world. Through a reasoned examination of the strengths and weaknesses of specific formats such as PDF, general format issues such as the use of proprietary or non proprietary formats, and format strategies including the use of mandatory file formats or permitting variations, we will attempt to make recommendations for the long-term retention of ETDs.

**The ETD: What Color is it - Black, White or Grey?**

Julia Gelfand

University of California, Irvine

Irrespective of format, theses and dissertations have a long, complex and significant history in higher education, research and scholarly publishing. Access to completed theses and dissertations had been uneven until commercial indexing and document supply was made available. In addition to that resource that has evolved through several generations of indexing, interactive searching and product delivery, there have been many annotated works dedicated to bibliographical access to thesis literature with international efforts abroad to collect and offer access through national libraries and other movements and research tools.

"Black literature" identifies theses and dissertations written at institutions that choose not to participate in the resource sharing of their theses by not participating in the sending of all completed theses to commercial information products or not lending them via standard interlibrary loan practices. The electronic format reduces growth of the "black literature" markets and promotes more generous access.

"White literature" is that made easily available with good indexing and bibliographic control where readers can find standard references and successfully obtain the full-text of the document either in a free or fee-based exchange. Commonly found in library online catalogs, openly on the Internet, this domain supports widespread access.

"Grey literature" describes the materials that are neither black nor white, and which are not distributed through standard commercial publishing venues. Grey literature offered legitimacy and a "home" to ETDs that were sometimes initially lost among other forms of scholarship, such as the monograph or journal article and provided new publishing venues. As ETD was born, the shades of grey changed, ETD visibility increased and access poses different challenges.

The thesis or dissertation completed at institutions around the globe has several elements in common: author retains copyright and they contain significant and creative research on specific topics with extensive literature reviews. In many
cases that document brands the author and places them in a life-long commitment to study aspects of that topic. As the ETD evolves into a more common choice of submission, new challenges face the awarding institution, author and acquiring reader or library.

The focus of this paper will concentrate on shades of grey, and what the ETD means for the nature of the thesis or dissertation, scholarship, scholarly communication, library collections, citation and archival formats and rights management. New shades of grey correspond to ETD because of its increasingly universal role in higher education and scholarly and independent publishing. The ETD has reinvented that barrier step in higher education, it has opened the door of vast resources to a far wider readership and introduced content in a way that promotes the methodology of the study and subject matter in more compelling and relevant ways.

**Breakout 4d**
Lees-Kubota Auditorium, Saturday, 9:00am - 10:30am

**USF's Digital Media Institute**
Prof. Joe Moxley, Terry Beavers, Rosann Collins, Anita Callahan, and Monica Metz-Wiseman
University of South Florida

For the past several years, a group of faculty and staff at USF have run a pilot program to research how technologies alter education, including writing and research processes, the quality and nature of ETDs, the time it takes to complete an ETD and likelihood of completing the ETD, mentoring relationships, intellectual property concerns, and publishing practices. Presently, we are working with 33 students who receive free high-speed Internet access from RoadRunner. These students along with another 30 volunteers meet weekly, log their writing and research efforts each week, and use online tools, such as Word's commenting and tracking features, to support one another's research and scholarship. At this workshop, we will share our training materials (i.e., The Digital Guide to Research and Scholarship) and our plans for the future. Participants will see how our graduate students and faculty are using Office 2000 tools (particularly FrontPage, NetMeeting and Word 2000's tracking and commenting features) and bibliography tools to collaborate and create ETDs.
List of Attendees

The list of attendees is posted on the ETD 2001 web site at http://library.caltech.edu/etd.

ETD 2001 Program Committee

David Armbruster, University of Tennessee at Memphis
Heather Doncaster, University of Tennessee at Knoxville
John L. Eaton, Virginia Polytechnic Institute and State University
Edward A. Fox, Virginia Polytechnic Institute and State University
John H. Hagen, West Virginia University
Thomas W. Hodler, The University of Georgia
Joan K. Lippincott, Coalition for Networked Information
Julian Long, University of North Texas
Gail McMillan, Virginia Polytechnic Institute and State University
Joseph Moxley, University of South Florida
Leonard K. Peters, Virginia Polytechnic Institute and State University
Charles W. Ryan, Wright State University
Eric F. Van de Velde, California Institute of Technology (chair)
Cheryl Vaneman, Indiana University of Pennsylvania