Sharing the Kool-Aid: A Blend of Library and Grad School Philosophies

Oh Yeah!

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Takeaways from this presentation:

- Learning curve for marrying two philosophies

- United view of how to advance student success

- Integrated program allows for better planning for the future for our ETDs

It's all about flexibility!

Then and now…

- Former "typical" centralized structure
  - 4 main units
  - Focus on creating and policing policy

- De-centralized Office of Graduate Studies (OGS) as of April 2013

- Bulk of OGS staff and duties moved to the newly formed Academic Analytics and Operations (includes Registrar and Admissions offices)

- Office of Graduate Studies still exists as a policy making body, but with small core staff

- Academic units have the power to determine their graduates' needs

Graduation Counselor's role (pre re-org)

- Conferred degrees

- Performed mechanical checks

- Advised students on policy and procedures

- Managed "milestones"

- Transferred credits, approved/processed leaves of absence, and processed all grad school petitions

- Had three successive new employees in the grad counselor position within a year

Migration of all ETD processes to library

- Library accepted position and responsibilities of ETDs

- Specifically housed in what was then Metadata Services.

- Library, was and remains, the place where students were directed for copyright questions

- Library inherited Graduation Counselor even though only 1/3 of the tasks of the job remained

Post re-orgs and the ETD Coordinator

- Former grad school position and the Institutional Repository moved to the Digital Creation unit

- Graduation Counselor evolved into the ETD Coordinator

- Expanded role
  - Greater role in the education piece through direct contact with graduate students
  - Provides informational and instructional content on the ETD website
  - Serves as the link between Digital Creation and our newly formed Scholarly Communication unit
  - Guides students on matters of university policy

- In the future, we see this position as educator for grad students about Open Access and Scholarly Communication philosophies.

What the library provides now

- Mechanical checks

- Format assistance

- Advise students on ETD processes and university policy

- Liaison to advisors in the academic units

- Troubleshoot submission software

- Catalog the original works

- Copyright guidance

- Template instruction

- Deposit in the IR

- "Administer" embargos

- Advise on CC licenses

- Provide guidance post graduation (They still call us!)

- Make decisions about submission software

Surprising discoveries

- Process combined and streamlined

- We knew very little about "the other" department's processes

- With 3 different people in the position (in under 12 months) things had fallen through the cracks

- No ETD training for new Graduation Counselors so processes and procedures were not adequately communicated

- Template streamlined by library staff and ETD Coordinator now teaches it

Pending challenges

- The library must be a proactive voice.

- When implementing something new, for example Vireo, it will take widespread collaboration on campus

- Decisions made in a vacuum, including our own. There is definitely a greater need for communication.

- Post re-org new units are still figuring out details and determining what's missing
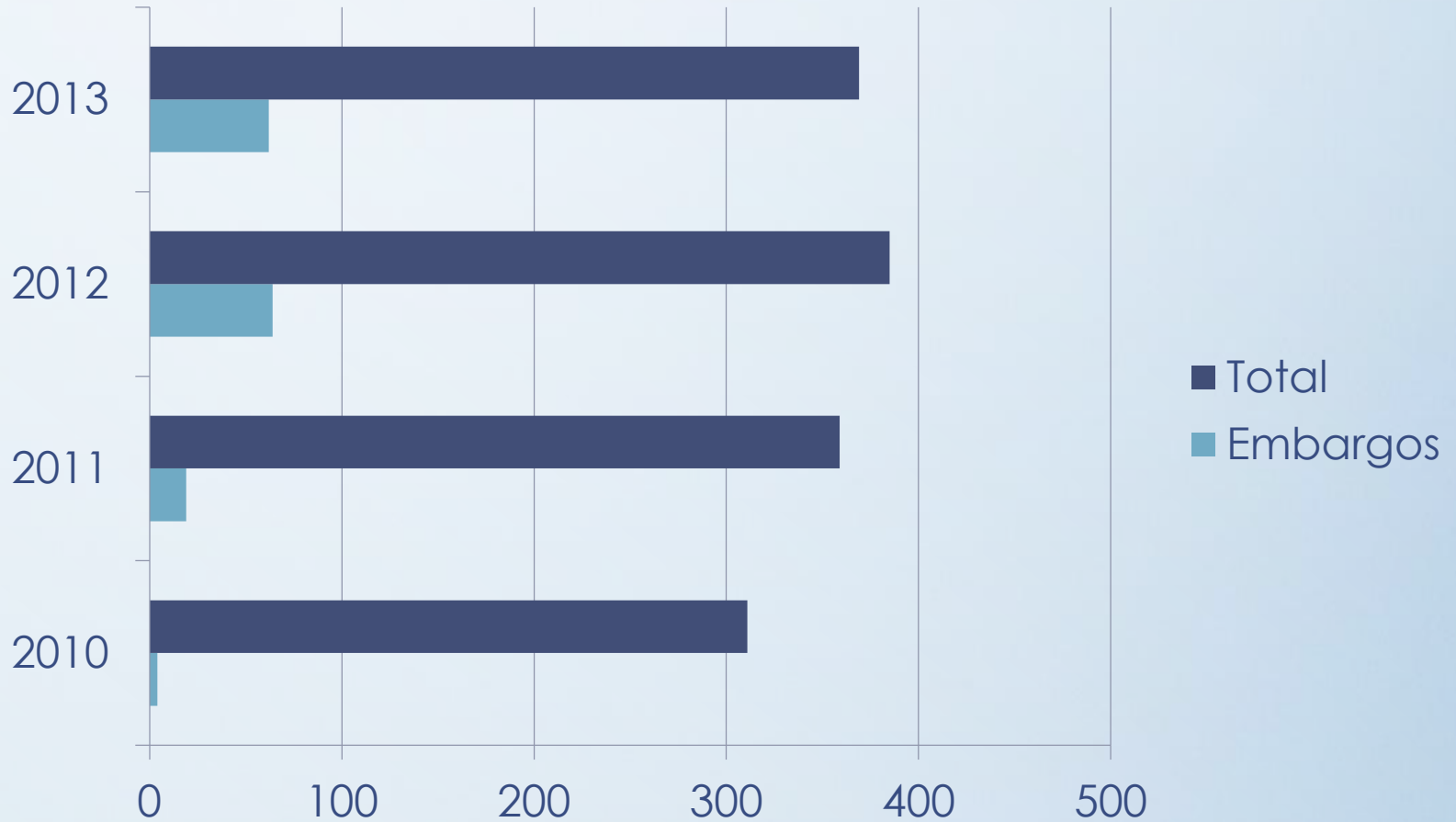
Unifying values

- Quality standards

- Open access

- Embargos

- Education

- Capturing non-traditional ETDs

Current ETD process

- Masters and PhD students required to format documents based on library created template

- Formal submission through ProQuest software (since 2007)
  - ETD Coordinator provides tech support and is the admin contact for the student using this system

- ETD Timeline:
  - 2 week time frame each semester when students submit for first check, must make all subsequent revisions by final deadline (which is the end of the 2 week mark)
  - Student submits intellectual property statement, still in written form, to ETD Coordinator

ETD stats

Embargo challenges in changing times

- Currently our policy allows a maximum of 2 years, with some case-by-case considerations

- Student typically initiates the embargo

- Reviewing current process and the validity of 6 year mark for embargos

Educating the masses on OA

- Creation of Scholarly Communication unit

- Kristine is the primary voice for OA with grad students

- Expanding OA discussions with grad students, staff, and faculty

Non-traditional ETDs

- Currently, we publish the electronic version of a paper document and allow some supplemental media additions.

- As a result of decentralization, we hope to shift ETD discussions to the academic units so that they decide the best platform for cumulative graduate work.

  – Ex. anthology of published articles for an Engineering student

  – Ex. architecture builds models but we do not capture these in any form. Should we capture images of these, blueprints, designs, and deposit these in our IR?

  – Ex. musical scores

Graduate school stats

- Fall 2013 Enrollment: **7,639**

- Degrees awarded during 2012-2013 academic year: **3,121**

- Offer 71 Master's degrees and 30 PhD's

- Of those offered:
  - All 30 PhD's require a dissertation
  - Approximately 60 of our Master's programs offer a thesis option (others are non-thesis, thesis sub, or capstone projects)

After graduation follow-ups

- How do we grow alumni support?
  - Digital projects
  - Feedback

- Post graduation publishing issues
  - Post-grad embargos
  - Questions about 3rd party access
  - Interest in stats
  - Access requests
  - Illegal reproduction

Future challenges for the library

- Without a centralized graduate school, the library should step-up and become an active voice for graduate students.

- Digital publishing
  - As we develop a digital press, how will the variation of standards impact that endeavor?

- Developing a full-blown education program for students and faculty concerning Open Access and Scholarly Communication

- Metrics or Altmetrics

Recap

- We have successfully blended our philosophies by streamlining our processes and embracing other points of view. Now we'll take these philosophies out to the campus.

- UTA is committed to student success. Our impact will include a progressive education program for our graduate students.

- We continue to develop our ETD program with integrated points of view by communicating with other areas of the campus. We are optimistic that ETDs at UTA will evolve into exciting new frontiers.

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