From Dream to Deployment:
Using CONTENTdm as an Institutional Repository

Upper Midwest CONTENTdm Users Group
November 14, 2011

Lisa Sjoberg, Concordia
Jeff Jenson, Gustavus Adolphus
Nat Wilson, Carleton
Carol Eyler, Carleton
Concordia’s Scholars: Undergraduate research collection

Lisa Sjoberg
College Archivist & Digital Collections Librarian
Concordia College Library
sjoberg@cord.edu
## Concordia's Scholars

**Snapshot of digital collection**

### Digital Horizons: A Plains Media Resource

<table>
<thead>
<tr>
<th>Image</th>
<th>Title</th>
<th>Keywords</th>
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</thead>
<tbody>
<tr>
<td><img src="concordia.png" alt="Image" /></td>
<td>A Concordia Carbon Inventory</td>
<td>Carbon footprint; Emissions; Sustainability</td>
</tr>
<tr>
<td><img src="concordia.png" alt="Image" /></td>
<td>A Phenomenology of Teachers</td>
<td>Merleau-Ponty; Tocque; Phenomenology; Relations</td>
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<tr>
<td><img src="concordia.png" alt="Image" /></td>
<td>Broken Up, But Not Broken: Satisfaction, Adjustment, and Communication in Post-Dissolutional Relationships</td>
<td>Interpersonal communication; Breakups; Post-dissolutional relationships; Satisfaction; Adjustment; Communication; Friendship</td>
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<tr>
<td><img src="concordia.png" alt="Image" /></td>
<td>Contextualizing the Gendered Silence of a New Frontier: Internet Technology, Globalization, and Female Revolutions in Iran</td>
<td>Technology; Globalization; Revolution; Women’s Movements in Iran</td>
</tr>
</tbody>
</table>
Planning process

Research IRs
- Nabe: *Starting, Strengthening, & Managing Institutional Repositories*
- Existing IRs (University of Utah, Macalester College)

Develop policy statements
- Collection guidelines
- Submission forms

Create marketing strategy
- Audiences
- Dissemination methods
WEBSITE OVERVIEW

Information disseminated to potential submitters

**Institutional Repository**

The goal of Concordia College’s Institutional Repository for Undergraduate Research is to gather, disseminate, and preserve examples of exemplary research of Concordia College students. In so doing, the repository accomplishes three important objectives: (1) provides an elite outlet for students to strive for academic excellence and publication; (2) serves as a historical snapshot of student academic life and output; and (3) demonstrates the quality of Concordia academics thereby serving as a recruitment tool for student, faculty, and staff prospects. Learn more about the [collection guidelines](#).

Because Concordia College’s institutional repository is in its initial stages, contributions from students will be the only content actively solicited. All content must be academic papers that have been vetted by faculty either in a departmental program or through participation in a campus-wide scholarship activity (such as Centennial Scholars, Student Lecture Series, Departmental honors papers). If you have completed a paper as part of the project indicated above, we hope that you will consider submitting it to Concordia College’s Institutional Repository for Undergraduate Research.

Further information about the repository and the submission process is accessible from the documents below. Please contact [Susan Lacroix](#) or [Lisa Silberz](#) with questions.

- [Submission Guidelines](#)
- [Submission Form](#)
SUBMISSION GUIDELINES

Based on Jonathan Nabe’s Starting, Strengthening, and Managing Institutional Repositories

Concordia College

Submission Information
Thank you for your interest in submitting your work to Concordia College’s institutional repository. The following guidelines delineate the rights and responsibilities of both contributors and Concordia College.

Submission Process
Submission form:
Submissions will only be accepted when accompanied by a completed submission form. Both a print and electronic copy of this form must be submitted before your work will be uploaded into the repository. Please send an electronic copy of the form with your file to Lisa Sjoberg (sjoberg@cord.edu); this information will be used to catalog and index your paper. Please send a signed paper copy to Lisa Sjoberg, Carl D. Vinther Library for record-keeping purposes.

Document files:
Files must be in .doc/.docx format. If a submission is not in a .doc/.docx file or if placing the information in this file type would hinder accessibility or readability, please contact Lisa Sjoberg (sjoberg@cord.edu) or 218.299.3180) to discuss alternative formats prior to submission. Please submit all files electronically to sjoberg@cord.edu.

All submissions must be the final draft of the paper and adhere to proper citation format. Submissions will NOT be copy edited for grammar, spelling, format, or content.

Deadlines:
All forms and document files must be received by June 1.

Copyright:
Contributors must ensure that they do not violate the copyright of any individual in the posting of this content to Concordia College’s institutional repository and that they hold the copyright for the paper being submitted. Contributors are responsible for copyright research, including understanding the implications of placing an item in an institutional repository that may be submitted for future publication.

Format & Duration:
Concordia College’s institutional repository reserves the non-exclusive right to distribute submissions in electronic format in perpetuity. Content will not be withdrawn from the repository unless legal...
SUBMISSION FORM

Based on Jonathan Nabe’s *Starting, Strengthening, and Managing Institutional Repositories*
Marketing message

- Goal:
  - Gather, disseminate, and preserve examples of exemplary research of Concordia College students

- Objectives:
  - Recruitment tool
  - Means of disseminating scholarship
  - Historical snapshot of academics
Anderson, Noren, & Perreault, "Young's Integral Inequality with Upper and Lower Bounds"

\begin{align*}
\nu(t) &= t - \rho(t), \\
\text{and the delta and nabla derivatives of } f \text{ at } t \in \mathbb{T}, \text{ denoted } f^\Delta(t) \text{ and } f^\nabla(t), \text{ respectively, (provided they exist) are given by } \\
f^\Delta(t) &= \lim_{s \to t} \frac{f^\sigma(t) - f(s)}{\sigma(t) - s}, \\
f^\nabla(t) &= \lim_{s \to t} \frac{f^\rho(t) - f(s)}{\rho(t) - s},
\end{align*}

we have the following result.

\textbf{Theorem 1.1} (Wong, Yeh, Yu, and Hong). Let } f \text{ be right-dense continuous on } [0, c]_{\mathbb{T}} := [0, c] \cap \mathbb{T} \text{ for } c > 0, \text{ strictly increasing, with } f(0) = 0. \text{ Then for } a \in [0, c]_{\mathbb{T}} \text{ and } b \in [0, f(c)]_{\mathbb{T}} \text{ the inequality }
\[ab \leq \int_{0}^{a} f^\sigma(t) \Delta t + \int_{0}^{b} (f^{-1})^\sigma(y) \Delta y\]
holds.

If } \mathbb{T} = \mathbb{Z} \text{ and } f(t) = t, \text{ then Theorem 1.1 says that }
Lessons learned

Research IRs and contemplate implications for your community

Develop policies, submission procedures, and metadata schemas

Create an uncomplicated marketing strategy and use it!

Get support from administration and key members of the community

Assess and tweak policies and procedures

Celebrate!
Starting is the Hardest Part: IR Development, The Early Days

Jeff Jenson
College and Lutheran Church Archivist & Academic Librarian
Gustavus Adolphus College Library
jjenson@gustavus.edu
Reasons for Doing

• **Purpose:** **Support Access to Research**

• **Library Open Access Pledge**
  - Gustavus library faculty believes that open access to scholarship is critical for scholarly communication and for the future of libraries. For that reason we pledge to make our own research freely available whenever possible. . . . We pledge to link to and/or self-archive our publications to make them freely accessible.

  Librarians may submit their work to a publication that does not follow open access principles and will not allow self-archiving only if it is clearly the best or only option for publication. . . .

• **Our Pledge:** [https://gustavus.edu/library/Pubs/OApledge.html](https://gustavus.edu/library/Pubs/OApledge.html)
Digital Collections

Gustavus Adolphus College Manuscript Collections
Materials found in this collection are digital representations of documents found in specific collections contained within the archives. Please contact the archivist for additional information.

Gustavus Adolphus College Publications
This collection contains select Course Catalogs, Alumni Directories, and Gables.

Gustavus Institutional Repository
The Gustavus Institutional Repository holds intellectual creations such as published journal articles (pre- and post-print), conference reports and presentations, research, and other scholarly endeavors undertaken by the faculty and professional staff of Gustavus.

International Photography Contest
For more than 20 years the Center for International and Cultural Education (CICE) has sponsored the International Photo Contest. This contest is open to any presently enrolled Gustavus student who has studied or traveled abroad in the past two years. The entire Gustavus community is invited to vote on submissions to identify first, second, and third prize winners.

Copyright and Conditions of Use
Original material located in the College and Lutheran Church Archives, Folke Bernadotte Memorial Library. The facility is part of Gustavus Adolphus College, 800 West College Avenue, St. Peter, Minnesota 56082. Use of photographic material is allowed under the following Creative Commons conditions: Attribution-Noncommercial-No Derivative Works. Materials are property of Gustavus Adolphus College. All photographs must be credited to the College and Lutheran Church Archives, Gustavus Adolphus College. When citing specific materials, please use the local identifier.
Student and Faculty IRs

International Photography Contest

About this collection

For more than 20 years the Center for International and Cultural Education (CICE) has sponsored the International Photo Contest. This contest is open to any presently enrolled Gustavus student who has studied or traveled abroad in the past two years. The entire Gustavus community is invited to vote on submissions to identify first, second, and third place winners.

This database shows images submitted as part of this ongoing contest. The online presentation of these works is a joint venture between the CICE and the College Archives.
Structural Foundation

U Scholar Works contains peer-reviewed materials as well as other scholarly works and data that might otherwise not be published, preserved, or made accessible.

BROWSE BY AUTHOR

ABCDEFGHIJKLMNOPQRSTUVWXYZ
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<td>Fisher, Barbara</td>
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**Title**

*Alone in the ivory tower: how birth evolves*

*Wolfinger, Nicholas H.*

*Mason, Mary Ann; Goudan, Marc*

*Fertility; Family; Occupation; Academic*  
We use data from the 2000 Census to account for the influence of fertility, family and occupation on academic. We also study the effects of these factors on the family and find that fertility and family have a significant influence on academic, even when controlling for other factors.

*Publisher*

University of Utah

*Date Original* 2009-06-10

*Type*  
Text

*Format, Extent*  
1,158,041 bytes

*Resource Identifier*  
http://ir-main.6492.library.utah.edu

*Rights Management*  
(c) Nicholas H. Wolfinger, Mary Ann Mason, and Gustavus Adolphus College

*Department*  
Family & Consumer Studies

*School / College*  
College of Social & Behavioral Science

*Contributing Institution*  
University of Utah

*Publication Type*  
Working paper
Intellectual Foundation

- “Innkeeper at the Roach Motel,” 2008
  Dorothea Salo
- [http://minds.wisconsin.edu/handle/1793/22088](http://minds.wisconsin.edu/handle/1793/22088)

- **Abstract**
  Library-run institutional repositories face a crossroads: adapt or die. The “build it and they will come” proposition has been decisively proven wrong.
Intellectual Foundation

- “Avoiding the Heron’s Way,” 2011
  Dorothea Salo
- http://www.slideshare.net/cavlec/avoiding-heronway
TRIAL Project(s) – Part I

• Library Project
  ◦ Trial run with library faculty and staff and 1 person from another department
  ◦ Working on layout issues with CONTENTdm

• Observations
  ◦ We decided to keep it simple.
    • Limited controlled vocabulary
    • Used existing abstracts
    • Citations by discipline
  ◦ Some people are fast submitters and some are slow.
    • Follow-ups were needed.
TRIAL Project(s) – Part II

- Working with other Departments
  - Trial project with faculty exhibiting a prolific publishing record
  - Opportunity to talk with faculty about open access
    - Build project support
    - Research exposure

DANIEL C. MOOS
Assistant Professor, Education

Future History

- **Technical and Staff Considerations**
  - Librarians promote via departmental liaison relationships
  - Install Project Client
    - In-house training
  - Troubleshooting Workflow Issues
  - Cross Training
  - Procedure → Manual

- **Staff Working with Content Input**
  - No additional staff
    - Evolving staff positions
  - Use SHERPA/ROMEO
    [www.sherpa.ac.uk/romeo/](http://www.sherpa.ac.uk/romeo/)
Carleton Faculty & Staff Scholarship: A New IR

Nat Wilson
Digital Archivist
Carleton College Library
n wilson@carleton.edu
Institutional Repository
Carleton College

Purpose

Scope

Process

Results

Areas for Improvement
Dean of the College Initiative

2010 Scholarship Celebration
Gould Library Athenaeum
Friday, November 5, 2010
4:30 - 6:00 p.m.
Purpose of Repository

- Support open access publishing
- Improve access for researchers
- Promote Carleton scholarship
Criteria

- Listed in celebration program
- Articles only
- Clear open access copyright policy
  - Pre-prints only, post-prints only and embargos
Institutional Repository
Carleton College

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
</tr>
<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Areas for Improvement</td>
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Verification of copyright status

- Sherpa/Romeo
  - [http://www.sherpa.ac.uk/romeo/](http://www.sherpa.ac.uk/romeo/)
### Data Summary:

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<td>8</td>
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<td>29</td>
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### Top OA Departments:

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<th>QA articles</th>
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<td>20 100%</td>
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<tr>
<td>Biology</td>
<td>7</td>
<td>11 63.60%</td>
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<tr>
<td>Physics</td>
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<td>16 75%</td>
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<tr>
<td>Psychology</td>
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<td>13 86.60%</td>
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<tr>
<td>Science Education</td>
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<td>9 66.70%</td>
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### Top Green Departments:

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<th>Biology</th>
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<tbody>
<tr>
<td>Biology</td>
<td>9</td>
<td>11 81.80%</td>
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<td>Physics</td>
<td>14</td>
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<td>Psychology</td>
<td>10</td>
<td>13 76.90%</td>
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<td>Science Education</td>
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<tr>
<td>(Chemistry)</td>
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Institutional Repository
Carleton College

Purpose

Scope

Process

Results

Areas for Improvement
Carleton Faculty & Staff Scholarship

Description
This web-accessible collection currently contains a selection of articles published by Carleton faculty and staff since 2009. All of these articles were submitted by the authors to the Dean of the College for recognition during the annual Faculty & Staff Scholarship Celebration.

Criteria for Inclusion
The articles in this collection are drawn from the printed program for Carleton College’s Faculty & Staff Scholarship Celebration, sponsored annually by the Dean of the College. College Archive staff review the program and add eligible articles to the collection each year. All articles in this repository are eligible for online archiving because either:
Institutional Repository
Carleton College

Purpose

Scope

Process

Results

Areas for Improvement
Purpose of Repository – revisited

- Support open access publishing
- Improve access for researchers
- Promote Carleton scholarship
Art exhibitions

Bruggeman, Dan

Nebraska native Dan Bruggeman teaches in the fine art department at Carleton College in Northfield, Minnesota. He has been awarded numerous grants, including the Minnesota State Arts Board Grants in 1993 and 1996, an Arts Midwest/NEA Visual Art Grant in 1994, and a McKnight Foundation Grant in 1997. Dan’s work straddles the conceptual gap between art and science by including elements of the aesthetic and the natural worlds. He seeks to use his paintings to reveal both the discreet and indiscernible relationships humans have developed with nature. Inspired by the urban landscape of his St. Paul neighborhood, Dan calls his newest body of work “a meditation on process, place, history and natural objects.”

"Ayd Mill 1" 2010
acrylic on panel
44.00" x 32.00"
$3800.00

"Lexington" 2010
mixed media
36.00" x 64.00"
$4000.00

"Limbs 10/30" 1998

"Oxford" 2011
Film and Performances

The story of Deaf breast cancer survivors, their families and the Deaf community.

A documentary film

signing on

www.screenporchfilms.com
Archiving Student Work in a “Dark” Archive

Carol Eyler
Head of Technical Services
Carleton College Library
ceyler@carleton.edu
Background

- No college-wide policy of keeping copies of significant student work
- Decision left to each department
- Comps were everywhere & nowhere!

- Most seniors do a "senior integrative exercise" -- locally called "comps"
- Still mostly papers – 94%
The “Dream”

- Capture “all” student work centrally
- Digital versions, rather than paper
- Relieve departments of need to keep copies
- Models for future students, institutional research, outcomes assessment
- Showcase outstanding work
- Preservation
Rustling the Faculty

- Impetus came from College Librarian, working with Faculty Library Committee in 2008
- Make it possible for students to archive digital versions of their completed comps work, via self-submission
- Faculty finally approved policy in Jan 2009, with the proviso that only Carleton faculty could have direct access to the archive
- Also Institutional Research & Assessment staff
- Policy did not speak to whether archiving was mandatory or not
Why Faculty Wanted a “Dark” Archive

1. Concerns about quality
2. Open IR might hinder later publication
3. Use of the intellectual property of others without securing permission
4. Future ramifications for students who may write on politically sensitive issues
5. Plagiarism of student work
Reality Bites

- Policy stipulates “dark archive”
- No institutional mandate or support
- Archiving is not required for departments or students
- Seen as a Library initiative rather than a College-wide one
- Where/how to focus info & promo?
- How to make the case to students?
Deployment

- Web-based submission form feeding into Cdm
- FAQs for students & faculty
- Conversations with department chairs
- Department Chairs Handbook
- Assistants to academic departments
- Started receiving submissions in Spring 2009
Carleton Student Work Archive: Comps, Honors Papers, Prizes Submission

Instructions / Step 1 Author Information / Step 2 About the Project / Step 3 Upload Files and Submit

Upload all the files included in your project

Select the file(s) to upload:

Browse... + Add More Files

Please name files with the following format username_YYYY_deptcode.pdf (e.g. eylerc_2010_ECON.pdf).

Submission Agreement for Carleton Student Work

By submitting this form, I/we affirm the following provisions:

- I/we am/are the Author/s of this paper or other work and it represents my/our own original work.
- As the Author/s, I/we hold the copyright to this work, regardless of whether or not I/we have registered my/our copyright in an
- Because I/we hold the copyright, I/we have the exclusive rights to reproduce, distribute, perform, display, and prepare derivatives
- I/we grant Carleton College the non-exclusive rights to preserve my/our work as part of Carleton’s academic history and to use purposes and/or institutional research & assessment.

Submit Project for Digital Archiving

Please contact Carol Eyler (ceyler@carleton.edu) with questions.
**Revising, Re-visioning: Italo Calvino and the Politics of Play**

**Silberbg 2011 ENGL**

<table>
<thead>
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<th>Collection Title</th>
<th>Student Work Archive: Comps, Honors, Prizes</th>
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<tbody>
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<td>Comps</td>
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<tr>
<td>Prize/Award</td>
<td>Individual Work</td>
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<tr>
<td>Group or Individual</td>
<td>Revisioning, Re-visioning: Italo Calvino and the Politics of Play</td>
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<td>Major</td>
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<td>Italo Calvino's earliest writing is tied closely to his involvement in the Italian anti-fascist Resistance, World War. As a result, the writer's proximity and interest in the cultural and political environment of involvement. Whether actively participating in the communist party, or later, writing and editing som Calvino's early career is inextricably tied to the postwar debates surrounding cultural and political pr pivotal to the emergence of a contemporary Italy—the Italian intelligentsia meted out critical issues production in a modern political landscape. In the simplest terms, the goal of my comps project is to a life as a political writer, and to push back against the commonplace critique of Calvino’s late lit lapse into nihilistic solipsism; or in short: as an abandonment of his earlier political commitments as</td>
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<td>Rights Management</td>
<td>Student author/s retain copyright to this work. Through online submission process, author/s granted this work as part of Carleton's academic history and to use it for teaching purposes and/or institution text</td>
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<td>Comps Completed Date</td>
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Outcomes

- 710 papers, projects archived since 2009
- Departmental participation ranges from zero to 100% of total archivable work
- Submissions increased from 42% to 60% from 2009-2011
- A few departments are requiring
- Formats expanding
- Interest in using papers that address local subjects or that stem from “academic civic engagement” work
Challenges

- **Technical**
  - Formats expanding
  - Students don’t read instructions
  - Significant staff involvement needed
  - CONTENTdm limitations

- **Institutional**
  - Poorly-written policy
  - No mandate = No authority
  - Players change each year
  - Students ask why? No good answer
Lessons Learned

- Product of comps work less important to faculty than process
- Earning “distinction” does not necessarily indicate a quality paper
- Unlikely that Carleton faculty will support open access for student work
- Without mandate, collecting will always be labor-intensive
- Self-submission is not automatic submission in CONTENTdm
In Conclusion

- Initial assumptions were flawed
- Policy was inadequate; provided no mandate, lacked clarity
- Faculty had legitimate concerns about not making student work public
- Starting & maintaining even a dark archive is very time-consuming & labor intensive
What Next?

- Higher participation rate for dark archive
  - Goal of 80% in next two years
- Work with faculty and administrators to identify some student work that could be made openly accessible based on
  - Merit – prizes, awards, creative works
  - Local topics
  - “Academic civic engagement”
Thank you!

Questions & discussion?
# How to Contact Us

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