

Opportunities and Challenges

UNDERGRADUATE WORKS IN THE IR@UF

Christy Shorey
chrshor@uflib.ufl.edu

Manager of the UF Institutional Repository
<http://ufdc.ufl.edu/ir>

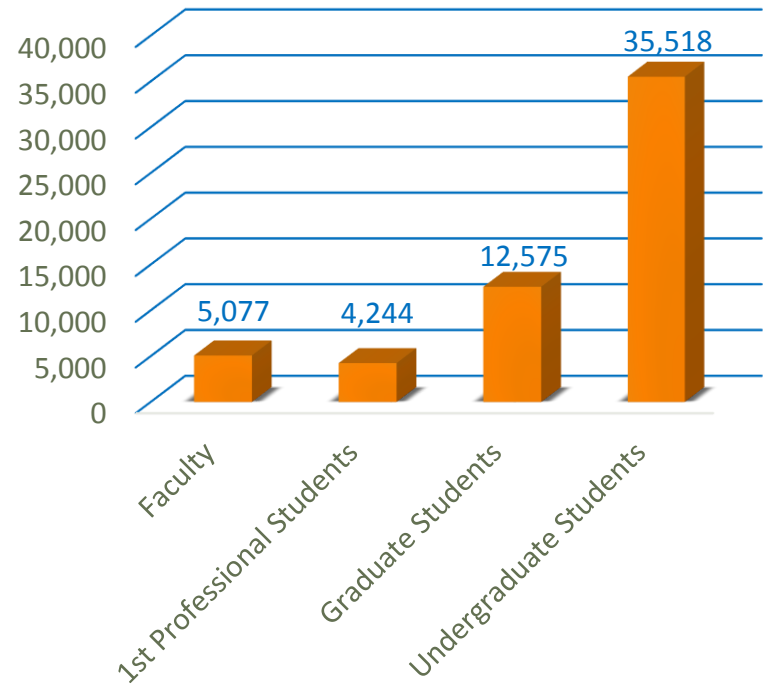
Who's at UF?

Faculty – 5,077

1st Professional Students – 4,244

Graduate Students – 12,575

Undergraduate Students - 35,518



Data from 2016 headcount, released Feb 9, 2017

When founded, we began populating the IR@UF with newsletters, University Archive materials, and meeting minutes.

IR@UF
2006-2016

General overview of content

ELI Weekly

The Weekly Newsletter of the English Language Institute Volume 100, Issue 1
May 12, 2006

Helpful People

Warm greetings to all of you during this busy first week of the Summer C, 2006 semester! We want you to feel as comfortable as possible while you are studying here at the ELI. When questions or concerns come up, please feel free to speak with your teachers, language assistants, the ELI office staff, or administrators. We're here to help you!

For more specialized assistance you can visit our Admissions Officer, **Barbara Hess Esrp**. She can answer questions about your I-20 or other immigration matters, or aid with any personal problems you might experience. Additionally she can address your special concerns about university or community college admissions. You can make appointments to see Barbara in the ELI Main Office, 315 Norman Hall.

Food, Friends, and Fun

You're invited to the **Welcome Picnic on Saturday, May 13, at 11:00am** at Broward Beach (across the street from Norman Hall, by the tennis courts). There will be food and games, and you'll have the chance to meet your classmates, teachers, and language assistants. Friends and families are invited to join us. *If it's raining on Saturday, call 352-3334, ext. 230, to see if the picnic has been moved.*

In addition, the Cultural Immersion Program will be holding regular activities each evening of the week. Check the activity board or ELI website for more information.

Special Thanks

We'd like to give a special thank-you to **Todd Allen**, who returned from editing the *ELI Weekly* after a long, very successful run. His talent and hard work are truly admirable. Thanks, Todd!

Welcome!

From Our Interim Dir.

Welcome, new and returning students.

I am pleased to greet you one and all through meeting each of you during the semester.

I thank you personally and congratulate you to leave family and friends and go far away foreign language and spend time with people far from our own. We, whose work depend appreciate your presence here. We look for the very best it can be. We have built progress specifically for your benefit. They are intense furnish so that your success and our success.

By joining the English Language Institute (I vibrant team dedicated to the highest achievement goals. Our overriding aim is to provide you class and outside of class—to increase your

Faculty Senate Meeting Minutes
February 21, 2008
3:00 - 5:00 P.M.
Reitz Union Auditorium

The meeting was called to order at 3:03 PM.

The minutes of the January 17, 2008 meeting were approved.

Chair's Report **Rick Yost, Chair**

Rick Yost announced that the call for council nominations has been extended. Yost reported on the Ad-hoc committee to consider the chair of the University Curriculum Committee and the General Education Committee. Issues expected to come before the Senate by the end of this academic year include: Faculty authored course materials and conflict of interest recommendations, a report from the Ad hoc Committee on a Civil, Safe and Open Environment, a Child care evolution, and Substantial and Professional Development Leave recommendations. Each college should be reviewing the college budget and administrators should be consulting with faculty about budget cuts. The Steering Committee will provide input at University level cuts.

President's Report **Bernie Machen, President**

Bernie Machen reported on campus safety and provided the Senate with a budget update. Machen explained the budget cuts and what the University has done to date. The Deans have been asked to prepare a plan to accommodate an additional 6% budget reduction to be implemented on July 1. Machen displayed a chart illustrating state appropriations and tuition revenue per FTE. AAU public average vs. UF.

Information Items

Committee on Committees Preservation of Historic Buildings and Sites Committee membership revision proposal **John Leavey, Committee on Committees Chair**

The proposed change in committee membership will be presented as an action item at the March meeting.

Graduate Council Proposal **Henry Frierson, Dean of the Graduate School**

Sunset Master of Health Science in Physical Therapy (MHS) Process Graduate Degree Program

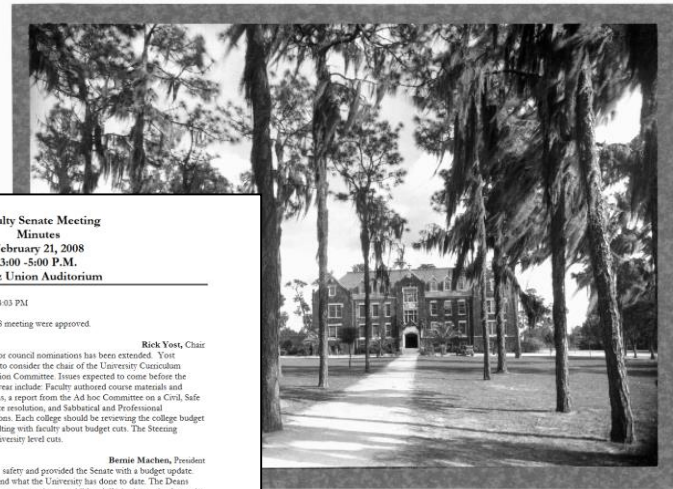
The proposed sunset will be presented as an action item at the March meeting.

Constitution Committee Proposed Regulations **Cathy Martyniak, Constitution Committee Chair elect**

The Constitution Committee presented its report on proposed regulations.

Gordon Rule Proposal **Andy McCollough, General Education Committee Chair**

The Gordon Rule proposal will be presented as an action item at the March meeting.




UNIVERSITY OF FLORIDA
Reitz Union Auditorium

As we grew, we added **Institute of Food and Agricultural Sciences (IFAS)** publications.

We also got the odd journal article or small collection here and there.

IR@UF
2006-2016

General overview of content




UNIVERSITY of FLORIDA
IFAS Extension

FCS8717-Span


Busque su desayuno¹


Jennifer Hillan y Claudia Peñuela²

¡El desayuno nos proporciona la energía y los nutrientes necesarios para comenzar el día! Esta primera comida del día se conoce como la más importante. Busque las palabras relacionadas con el desayuno en la sopa de letras. Recuerde, los ejemplos de alimentos del grupo de productos lácteos, el grupo de carnes y grasas y del grupo de granos, granos integrales




CEREAL	HUEVOS	FRUTAS
LECHE	AVENA	GRANIZO
TOSTADA	YOGUR	






Y	L	V	A	Z	O	S	B
O	L	A	G	V	A	U	R
G	J	M	E	T	E	A	B
U	X	Q	U	R	N	N	Y
R	A	R	A	I	E	O	A
F	F	Y	Z	L	E	C	H
M	W	A	B	G	N	I	G
A	D	A	T	S	O	T	L
O	J	M	G	G	L	M	X
M	L	S	J	H	I	H	E



1. Este documento, FCS8717-Span, es uno de una serie del Departamento de Ciencias de la Familia, la Juventud y la Comunidad, Instituto de Alimentos y Ciencias Agrícolas, Universidad de la Florida. Fecha primera publicación: noviembre 2001. Revisado marzo 2011. Visite el sitio web EDIS en <http://edis.ifas.ufl.edu>.

2. Jennifer Hillan, MSH, RD, LDN, anterior coordinadora del programa de ENAFS, y Claudia Peñuela, asistente en nutrición-EPNKP, Departamento de Ciencias de la Familia, la Juventud y la Comunidad, Servicio de Extensión Cooperativa, Instituto de Alimentos y Ciencias Agrícolas, Universidad de la Florida, Gainesville, Florida 32611.

El Instituto de Alimentos y Ciencias Agrícolas es un instituto que provee oportunidades igualitarias, autorizado a proveer investigación, información educativa y otros servicios, únicamente a los individuos e instituciones que operan sin discriminación alguna con relación al credo, color, religión, edad, incapacidad, sexo, orientación sexual, estado civil, nacionalidad, opinión política o afiliaciones. El Departamento de Agricultura de los Estados Unidos, Servicio de Extensión Cooperativa, Universidad de la Florida, IFAS, Florida A&M Programa de Extensión Cooperativa y Juntas de Comisionados del Condado en la cooperación. Millie Ferrer-Chancy, Decana Interina



George A Smathers Libraries

University of Florida Digital Collections

Preserving History

[HOME](#) | [ADVANCED SEARCH](#) | [TEXT SEARCH](#) | [VIEW ITEMS](#)

Search Collection:

Include non-public items

The **Preserving History Digital Collection** is comprised of student work resulting from the Preserving History (HIS 4944) course at UF includes focused work in historical archives.

Historians rely heavily on documents, maps, photographs, and audio-visual recordings to conduct research. The role of an archivist is to select and preserve these materials so that they are accessible. Archivists, usually people trained in history or literature, but increasingly now in politics or science, act as record-keepers of the present and past. The course is an internship in the world of archives. It introduces students to the purpose and uses of archives and gives practical background in archives as a profession. Students are responsible for a group project and one or more individual projects during the semester, arranging and describing the contents of a collection.

This collection documents and provides access to the student work as contributions to archives and scholarly communication.

Selected Materials Included:

- Course syllabus
 - Application for new interns
 - Example Wikipedia assignment
- Types of Student Projects
 - Finding Aids
 - Transcriptions
 - Teaching Guides
 - Metadata: Abstracts, annotations, and other types of rich description that make digitized materials usable and findable for scholars (many items are already digitized and need this)
 - Wikipedia entries, and other promotional and contextual writing

Next came grant proposals, training materials, presentations and posters from faculty, grad students and staff.

IR@UF
2006-2016

General overview of content

03-Coverheet_2013-2014-Postdoc.docx, 03/11/2014

2014 Smathers Libraries Mini Grant APPLICATION COVER SHEET
Application due: **Monday, May 15, 2014, 5:00PM**

Principal Investigator (PI) Name: Dr. Blake Landor
 ___ Check here if this is your first grant application where you will serve as a principal investigator (PI).
 Department: Library West Email: landor@uf.edu Phone: 273-2644

Additional project applicants, please give name, email, and brief role for each:
 Dr. Laurie Taylor (lauriet@uf.edu), Co-PI; Dr. Richard Freeman (richardfreeman@uf.edu), project team member; Missy Clapp (mclapp@uf.edu), project team member; Peggy McBride (pymcbride@uf.edu), project team member.

Title of grant project: "Developing Librarian" Digital Humanities Pilot Training Project
 Project abstract (no more than 100 words):
 "Developing Librarian" refers to re-skilling programs to meet increased user demand for digital humanities services. This intensive pilot training program will benefit those interested in improving their skills by working collaboratively on a digital humanities project that will strengthen the usefulness of the Grimm Brothers online sub-collection in the Bakken Library. Training experts will be drawn from the Smathers Libraries and from other academic institutions. Funding will support visiting experts to present training sessions for the Librarians and other campus participants, and for an OPS student to assist participants and support the scholars lab.

Funds requested (Limit of \$5,000): \$4,993
 Describe how the 10% mandatory cost share will be met (be specific):
 The PI and Co-PI will contribute their time on vetting, selecting, and contacting the trainers, organizing the training sessions, and on planning and executing the project. They will also participate in the project, Laurie Taylor as trainer and Blake Landor as trainee. The Co-PI will contribute 5% of her time towards cost share. All the project members will contribute 5% of their time towards cost share by participating in the training and project. Missy Clapp will contribute as a trainer, OPS supervisor, and as a trainee. Peggy McBride will contribute as a trainer for matters related to SASC and as a trainee. Richard Freeman will contribute as a trainee and in supporting the OPS worker for lab activities.

ACADEMIC LIBRARIES RECRUITMENT EFFICACY AND OUTCOME STUDY

Brian W. Keith
Associate Dean, Administrative Services and Faculty Affairs
George A. Smathers Libraries
University of Florida

Bonnie J. Smith
Assistant Program Director for HR
George A. Smathers Libraries
University of Florida

ALA Annual Conference - 2012

Research: Creativity and Innovation | Library Research Round Table (LRRT) | UF George A. Smathers Libraries UNIVERSITY OF FLORIDA

Session Focus

Innovative Inquiry:

"Novelty and innovation are needed to respond

COLLABORATING WITH STRANGERS
 Bess de Farber, Missy Clapp, Ann Lindell, Margeaux Johnson, Barbara Hood, Logan Jaffe | University of Florida, George A. Smathers Libraries

COLLABORATING WITH STRANGERS TEAM
 UF Libraries Digital Heritage-CoLAB Planning Series' Invention Facilitator
 UF Libraries Director of Communications
 1 Librarian from different disciplines
 1 Student activities assigned to the project
 1 news workshop day volunteers to help things go smoothly!

SPONSORS / PARTNERS
 UF George A. Smathers Libraries
 UF Central Campus Communities
 UF Career Program (Innovation through Institutional Longevity)
 UF College of Engineering
 UF Graduate School
 UF College of the Arts
 UF News Program

MARKETING
 Media coverage:
 Created logos, graphics and logo identity to brand workshop series.
 Posted information on Smathers' blog and homepage.
 Created website customized to project.
 Promoted workshops through email blasts to departments and colleges, press lists, program groups, and to personal calendars and mailing at other library events and on-campus outdoor areas during lunchtimes.
 Participants were recruited to which registrations from friends and colleagues.
 Distributed business cards with customized formlets.
 Created workshop incentives through an \$800 micro-grant for collaborative projects resulting from participation in workshop.

The CoLAB Planning Series® 1.5 hour Process
REGISTRATION (15 mins)
 As participants arrive, each receives a 3x5 card and changes to answer profile questions. Each receives a number and is photographed for the online profile catalog.
INTRODUCTION (10 mins)
 Workshop facilitator provides an overview of CoLAB history, principles related to discovering hidden assets through 3 minutes conversations, and the five types of relationships that may arise as a CoLAB workshop result: cooperation, coordination, collaboration, mentorship or friendship.
WORKSHOP (50 mins)
 Participants pin signs to their clothing or hold their signs while meeting other "strangers." During the meeting process, participants find a partner ("stranger") and keep track of each partner they meet. They read their partner's profile, discuss or question each other about common topics of interest based on their profiles, take notes, and "shakeup" each other after 3 minutes, when the facilitator says. This process is repeated until the facilitator ends the session.
CONCLUSION (15 mins)
 Workshop facilitator announces the number of rounds successfully completed and congratulates the group for their collective cooperation. Participants complete evaluation and make release forms printed on side 2 of signs.

EVALUATION
 David Miller, Ph.D.
 Director, Collaborative Assessment and Program Evaluation
 University of Florida, College of Education
 Behavioral observation
 Individual interviews
 Surveys

FUNDING
 The Collaborating with Strangers workshop was generously funded in the amount of \$12,842 by the University of Florida Greater Campus Community (GCC). This university-wide group is dedicated to promoting interdisciplinary research and to providing research and practice. The committee offers up to \$25,000 in Greater Campus Community grant awards for projects that will contribute to create development.
 The GCC received the library proposal with enthusiasm and it would be wonderful if this study, and perhaps a wide variety of opportunities and knowledge it developed among a diverse group of participants. The potential of the project to help the UF community discover creative participation and innovation from this research and teaching practice was lauded.

PARTICIPANT STATS
 Total # Workshops: 6
 Total # Participants: 139
 Breakdown of Participants:
 Undergraduates: 86
 Grad Students: 137
 Faculty: 21
 Other: 4
 Countries of origin:
 United States
 India
 China
 Japan
 South Korea
 Iran
 Puerto Rico
 Canada
 Ecuador
 Peru
 El Salvador
 Colombia
 Spain
 Ghana

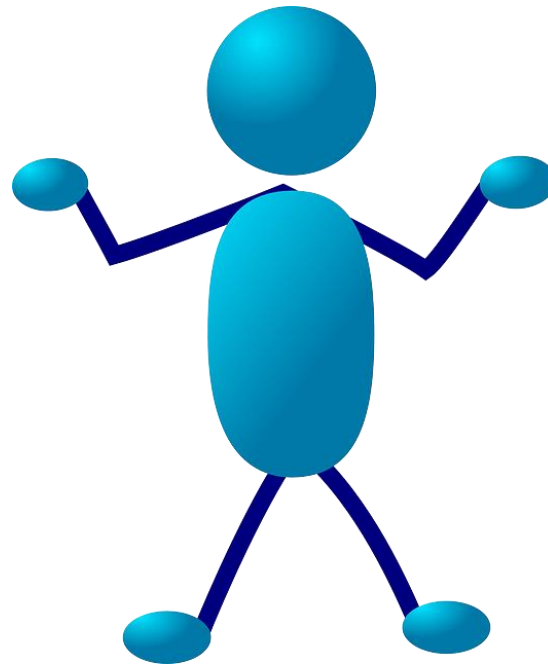
Participation from many disciplines

Engineering
 Health
 Technology
 Science
 Education
 History
 Public
 Schools
 Aerospace

IR@UF 2006-2016

General overview of content

Until around 2014, **undergraduate content** was only included on special request, or when they appeared as co-authors on larger research projects submitted by faculty or graduate students.



Programs for Undergraduates

Administered by the Office of Undergraduate Affairs

- Center for Precollegiate Education and Training (CPET)
- Center for Undergraduate Research (CUR)
- General Education Program
- HHMI Science for Life
- Honors Program
- Innovation Academy
- Ronald E. McNair Scholars Program
- University Scholars Program

Honors Program: Undergraduate Honors Theses

2009 - Honors Program began accepting electronic works

- Hosted online database for theses and abstract only records

2013 – Meeting of Director of Honors Program and Library Dean

- Made sense to move to IR@UF, with other electronic theses/dissertations
- Initiated planning for transition

2014 – Students began submitting to the library directly

2016 – Honors Program website revamped

- Database no longer supported
- Transferred legacy files and records to library for inclusion in IR@UF

Undergraduate Honors Theses Challenges

Lacked communication plan for Academic Advisors

Honors Program website was created through external vendor

- Lost access to webform and files
- No contact information for vendor
- Eventually able to extract files and data, but not webform

Unlike graduate ETDs, honors theses are submitted by individual students, not a central body

No webform means submissions are made by email

Metadata standards for IR@UF higher than required by Honors Program

Undergraduate Honors Theses New and Going Forward

New Processes

- Pull information from student record system to enhance metadata
- Apply FAST subject terms
- Email potential theses authors once pre-certified for graduation
- LibGuide with instructions

The screenshot shows the homepage of the Institutional Repository at the University of Florida (IR@UF) for Honors Theses. The page features a navigation menu with buttons for Home, Self-submittal tool, Projects in Lieu of Theses, IR Collections, University Archives, UF Author Articles from Elsevier, Metadata Guidelines, and Honors Theses. Below the navigation is a search bar and a section titled "Resources for Librarians" with a sub-section for "Undergraduate Honors Theses". The main content area includes a paragraph explaining the repository's purpose and a note about department-specific requirements. Below this are two side-by-side panels: "The Basics" and "Submitting to the Libraries".

Institutional Repository at the University of Florida IR@UF: Honors Theses Search this Guide Search

Learn about the free and open online archive of the IR@UF.

[Home](#) [Self-submittal tool](#) [Projects in Lieu of Theses](#) [IR Collections](#) [University Archives](#) [UF Author Articles from Elsevier](#) [Metadata Guidelines](#) [Honors Theses](#)

[Resources for Librarians](#)

Undergraduate Honors Theses

The Institutional Repository at UF ([IR@UF](#)) enables students to post a copy of their final honors project online, with a permanent link (or links) that they can include in online applications or résumés, social media, or emails to friend, colleagues, and family.

Honors degree **requirements vary by department**, so be sure to check with your advisor and/or undergraduate coordinator to see whether your department requires you to submit your thesis or other project to the IR@UF.

The Basics

Guidelines vary by degree program

Be sure to talk to your advisor and/or undergrad coordinator about department specific guidelines.

Libraries' submission deadlines

- Spring Graduates – May 4
- Summer Graduates – August 10
- Fall Graduates – December 21

Submitting to the Libraries

[Do I need to submit?](#) [How do I submit?](#) [What do I submit?](#) [Why should I submit?](#) [Deadlines](#)

- For most departments, you must submit the final version of your work to the department for approval before you can graduate with Honors.
 - Your faculty advisor and/or your department's undergrad coordinator can tell you whether you must submit a thesis or other terminal project.
- For preservation purposes, you need to submit the approved version of your Honors work to the Libraries.
- When you send your submission packet, you have the option of including your work in the Undergraduate Honors Theses collection in the Institutional Repository (IR@UF).

Undergraduate Honors Theses New and Going Forward

New Processes

- Pull information from student record system to enhance metadata
- Apply FAST subject terms
- Email potential theses authors once pre-certified for graduation
- LibGuide with instructions

Going Forward

- Library IT will create webform with Shibboleth validation
- Students log in to submit
- Student record information pre-populates many metadata fields
- Can enforce PDF only submissions

Center for Undergraduate Research (CUR)

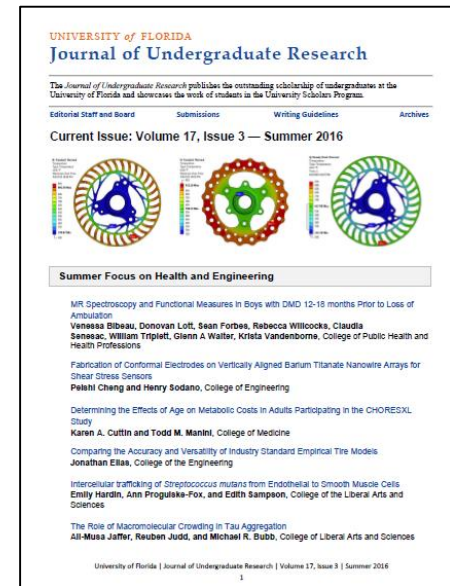
with University Writing Program:

Journal of Undergraduate Research (JUR)

- Outstanding undergraduate scholarship
- Peer-reviewed
- Initially utilized IR as archive for old issues
- Transitioned to publishing by loading issues to the IR@UF

Annual Undergraduate Research Symposium

- Students create posters about their research
- Symposium held on campus, open to public



Annual Undergraduate Research Symposium

Challenges:

- Determining best way to organize posters
- Getting students to submit their posters
- Providing log-in for undergraduates is on individual basis
- Enforcing metadata standards

New Processes

- Receive list of participants which includes author, title, abstract and email
- Email participants prior to, or day after symposium, with deadline
- Email contains submission agreement language
 - If student submits PDF of poster by return email, they agree to the terms
- Use list to bulk upload records, and attach files

General Education Program: IUF1000-What is the Good Life?

2012 - Class required of all First Time In College (FTIC) students

- Capstone project is a “This I Believe” style audio essay

Spring 2016 – Approached by course organizers about possible collaboration between course and IR@UF

- Created “Good Life” collection
- Trained faculty member how to update collection and load items
- Established metadata guidelines

General Education Program: IUF1000-What is the Good Life?

Summer 2016

- Course piloted essay contest, winners from each section of course would go into the IR@UF Good Life Collection

Fall 2016

- Broadened contest, monetary awards for top 3 audio essays

2



I Believe in Absolute Weirdness

BibID: IR00009624
Publication Date: 2016
Creator: Wang, Freya
Publisher: University of Florida (Gainesville, FL)
Format: Course Material
Subjects: TIB Scholar
Fall 2016 Competition
Source Institution: University of Florida Institutional Repository

[I Believe in Absolute Weirdness \(2 items \)](#)

[I Believe in Absolute Weirdness](#)

[pdf transcript of audio essay](#)

3



I Believe in Bad Poetry

BibID: IR00009625
Creator: Whiteside, Sydney
Publisher: University of Florida (Gainesville, FL)
Format: Course Material
Subjects: Family
Writing
Surgery
Fall 2016 Competition
Deresiewicz
Solitude and Leadership
Source Institution: University of Florida Institutional Repository

Future Opportunities

General Education Program:

- UF Quest – ePortfolios; possible repository for objects beyond graduation

University Scholars Program

Innovation Academy

Work with Liaisons to identify new opportunities



Christy Shorey

chrshor@uflib.ufl.edu

IRManager@uflib.ufl.edu



@shoreychristy

University of Florida

<http://ufdc.ufl.edu/ir>

<http://ufdc.ufl.edu/IR00009698/00001>