



# Scholarly information in a digital age – choices for the University of Melbourne

Report to CAUL Meeting 2008/1

## Information Futures Commission

**Question:** How should we support scholarly endeavours in the three strands of the Triple Helix?

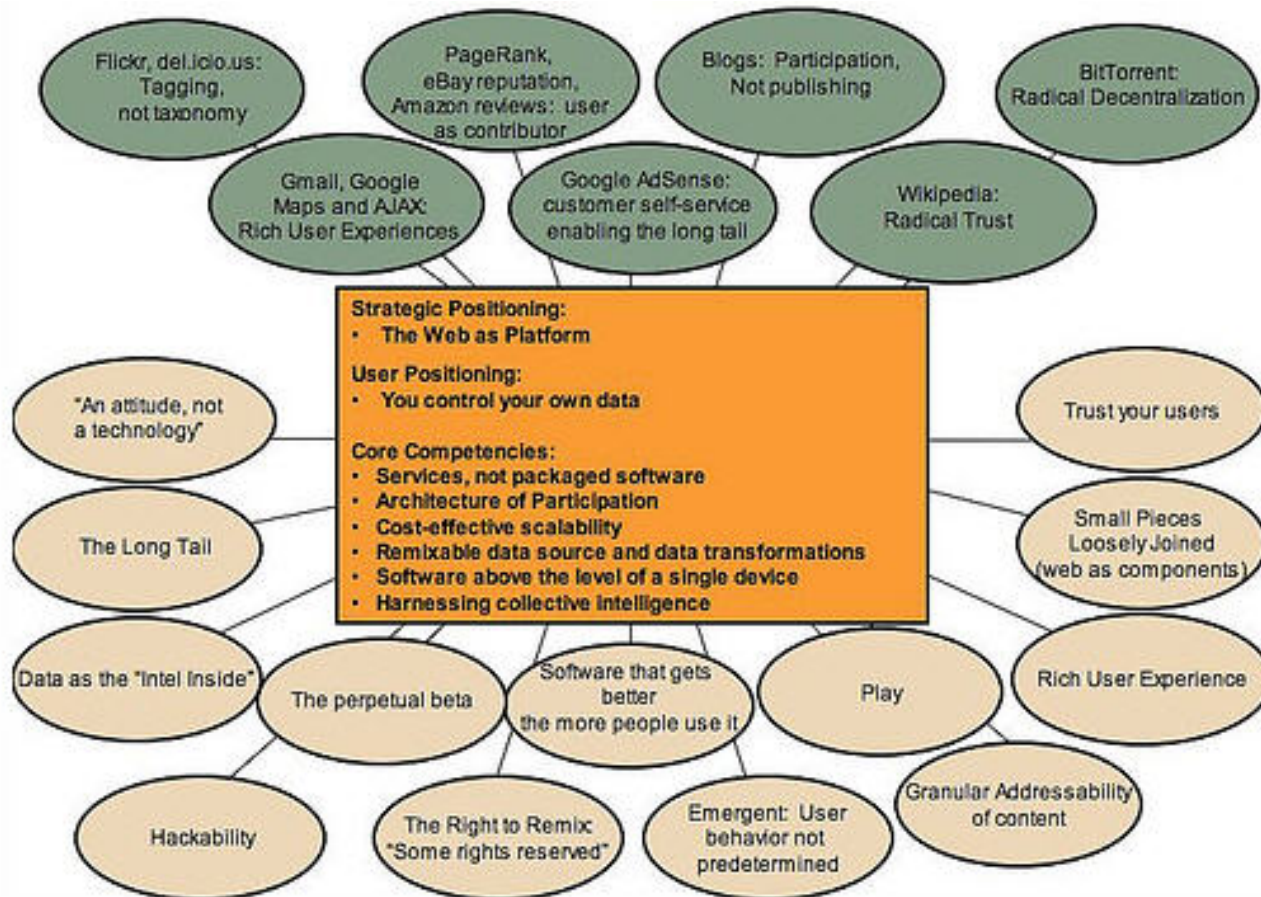
- Considerations:**
- Scholarly information
  - Information technologies for scholarly activities
  - Services and capabilities

**Output:** A 10-year strategy for the University's scholarly information and technologies

## The changing environment

- Collaboration enabled by IT:
  - Team-based study, research, problem-solving
  - Social networks and a ‘commons’ approach to creating, sharing and using information
  - Large-scale, global research projects need IT for communication, storing and manipulating data

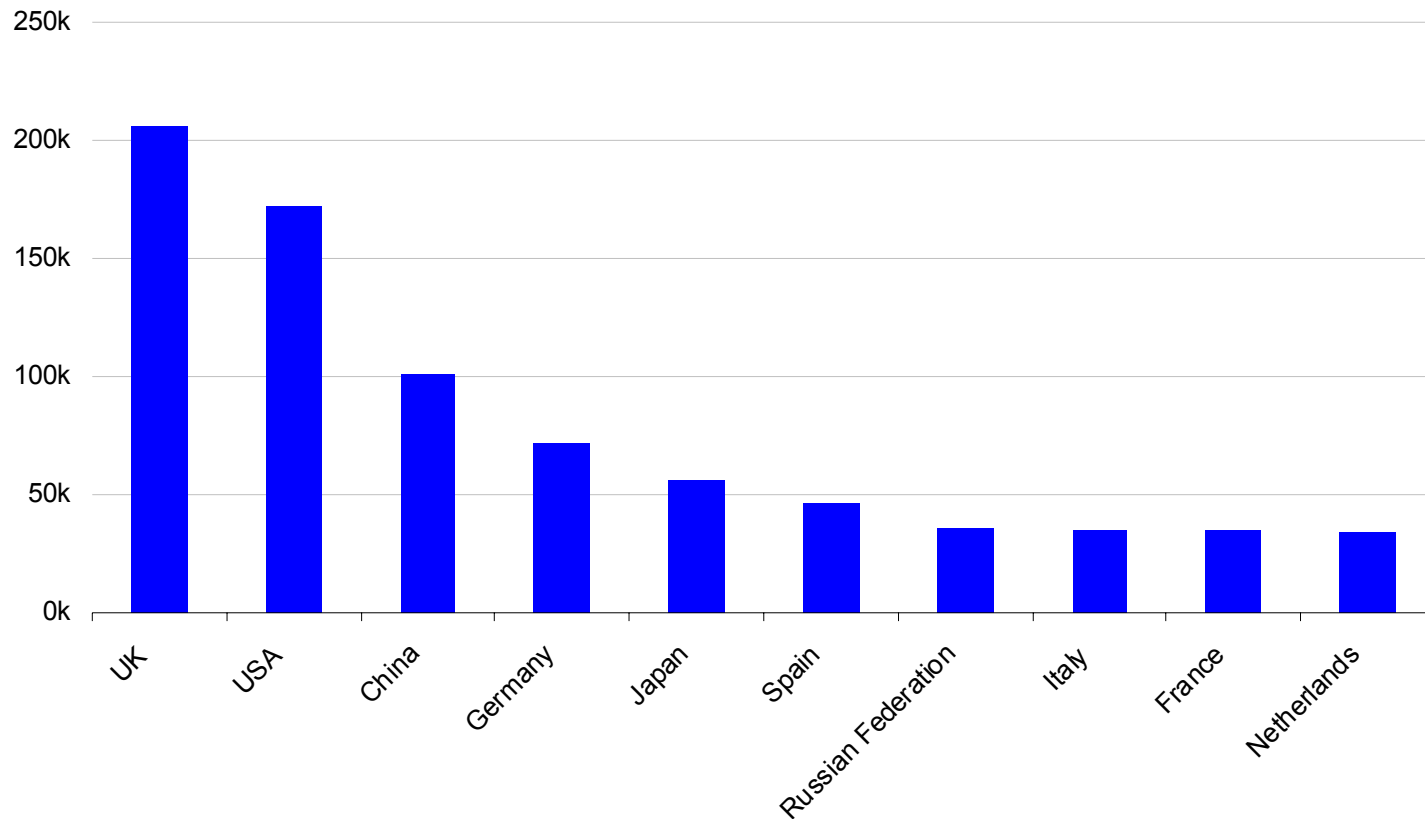
## The rise of collaborative commons



## **A fundamental shift in society and human knowledge**

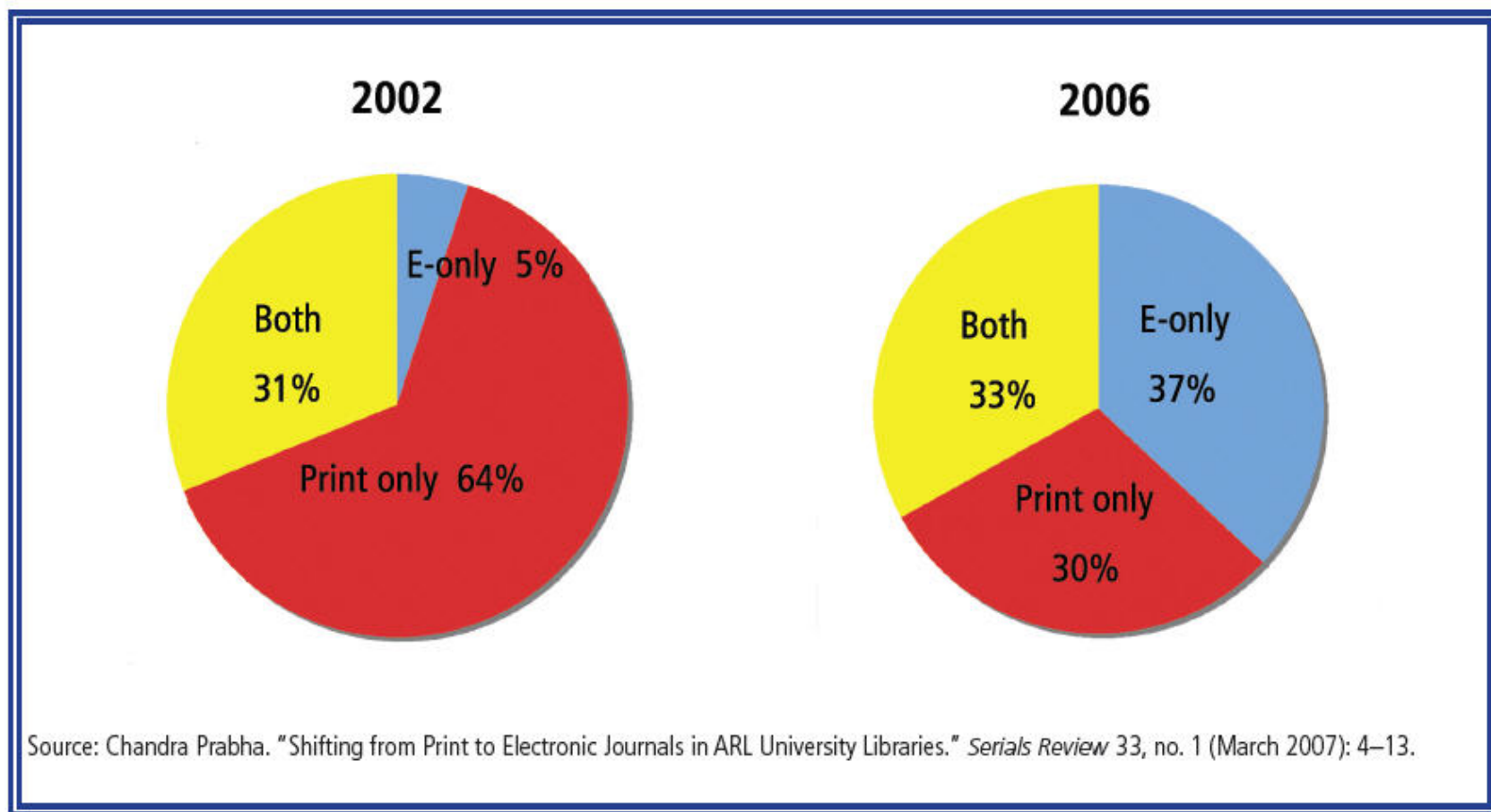
- Blurring of boundaries between:
  - Scholarly and ‘other’ information
  - Academic and professional disciplines
  - Creators and users of scholarly information
  - University and external community

## More books being published, world-wide

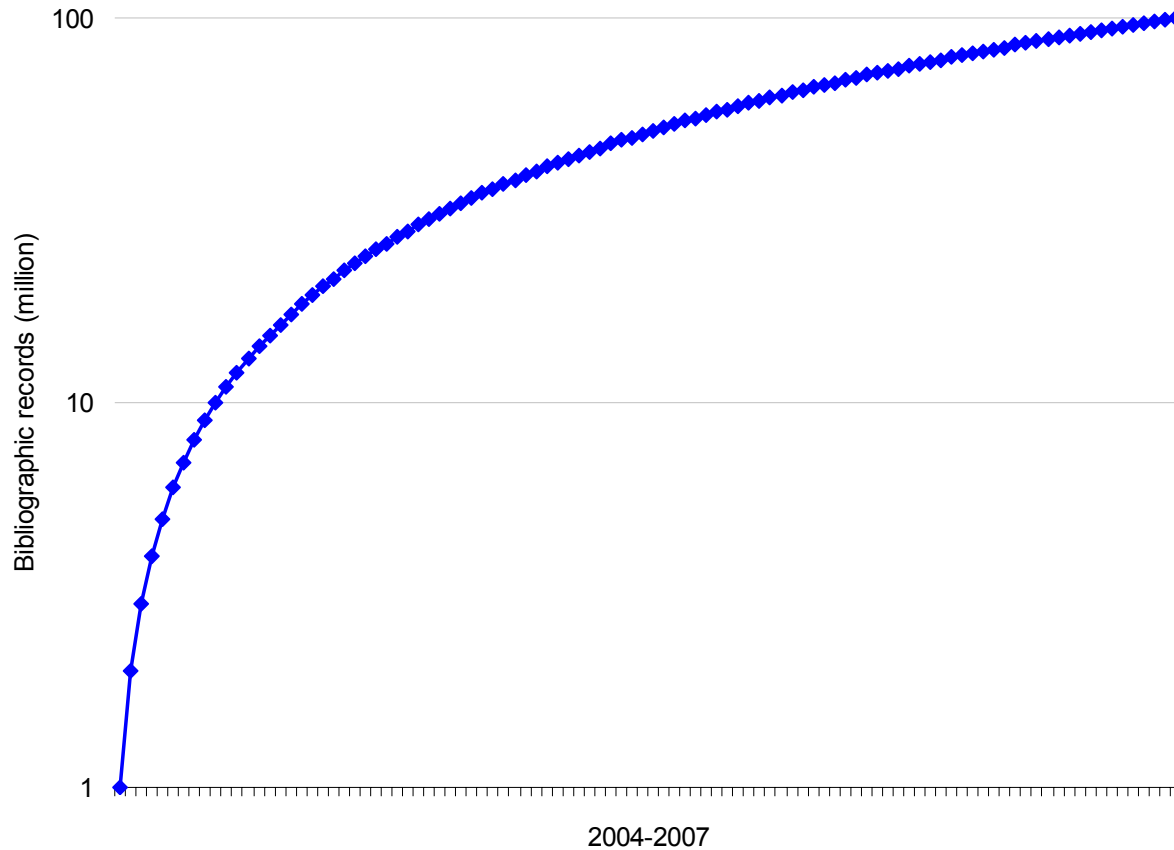


Source: Richard K Johnson and Judy Luther "The E-Only Tipping Point for Journals  
[http://www.arl.org/bm~doc/Electronic\\_Transition.pdf](http://www.arl.org/bm~doc/Electronic_Transition.pdf)

## More refereed journals are digital



## OCLC's WorldCat service

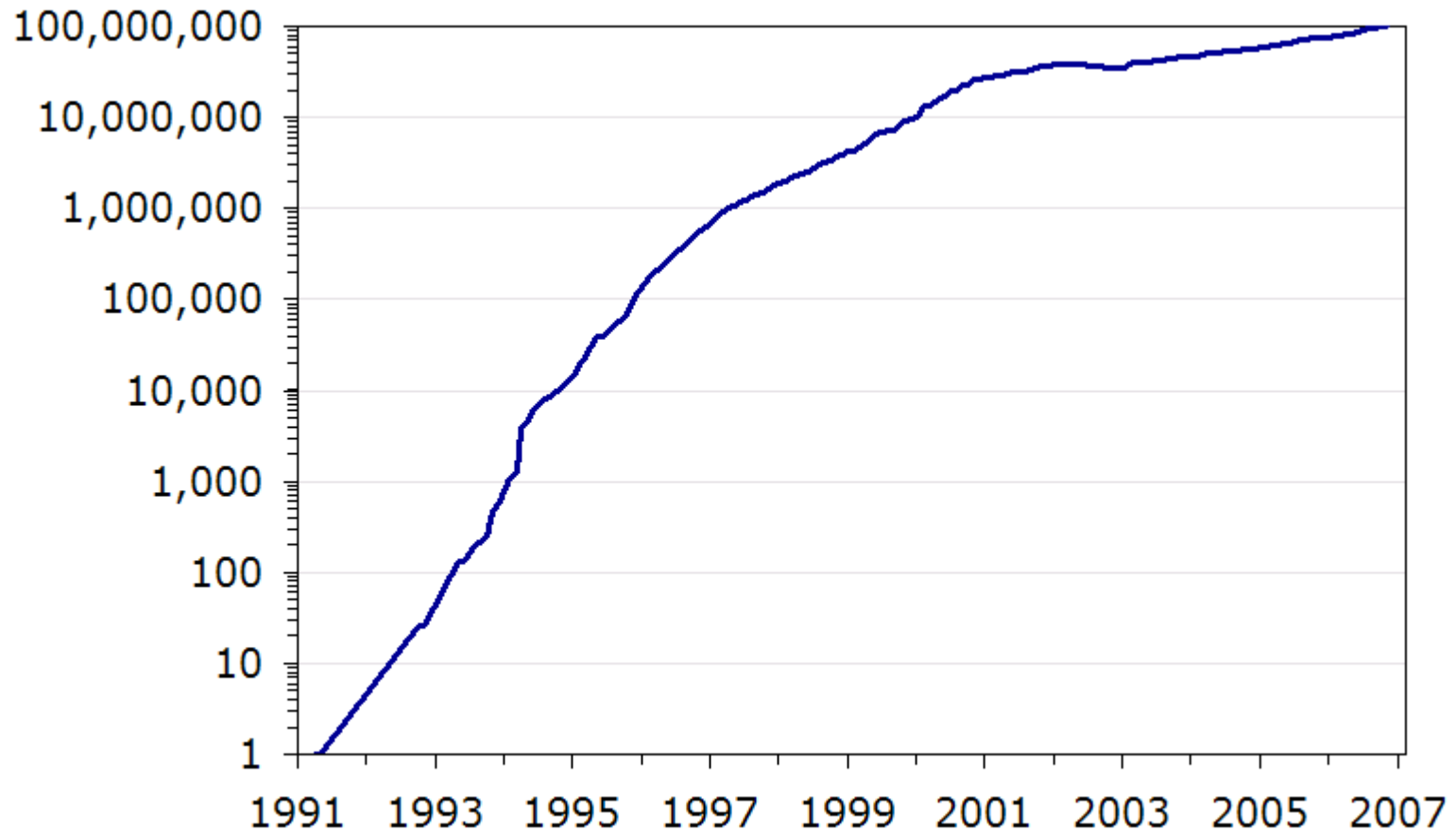


## OCLC's WorldCat service

Number of libraries:	60,000
Bibliographic records:	98,765,513
A record is added:	Every 10 seconds
Number of holdings:	1,219,355,469
Representing:	112 countries and territories 470+ languages and dialects
WorldCat is searched:	Every second
Requests are fulfilled:	Every 4 seconds

Source: Jakob Nielsen [www.useit.com/alertbox/web-growth.html](http://www.useit.com/alertbox/web-growth.html)

## Growth of the web 1995-2007



## New directions for the University of Melbourne

- Growing Esteem
- Learning and teaching
  - Curriculum Commission – Melbourne Model
  - Melbourne Experience – consistency, quality
- Research and research training
  - Priorities
  - Metrics, performance
- Knowledge transfer
  - Public spirit
  - Engagement and growth

## Information Futures Commission

- Chaired by Vice-Chancellor
- Consultative process – engagement with University community
  - Academic staff
  - Students
  - Alumni and friends
  - Professional staff
  - Other stakeholders
- Output: 10-year strategy for scholarly information
- Outcome: informed, targeted decisions

- **Consultation Paper** released Fri 29 February
  - Open call for responses to the Consultation Paper
- To be followed by discussion in faculties and the broader university community around the strands of the triple helix :
  - **Research**
  - **Learning and teaching**
  - **Knowledge transfer**and how scholarly information binds the strands.

## Events for students and staff

- **Information Futures Forum series** with guest presenters
  - Richard Katz, EDUCAUSE
  - Michael Geist, Uni of Ottawa
  - Others to be announced soon...
- **Consultation forums for staff and students**
  - Progress of Information Futures Commission
  - Q&A
- **Focus groups** to explore specific issues

## Online conversations

- Web site for announcements, news about the Commission's work
- Weblog for informal conversation about ideas; anyone can leave a comment on the blog
- 'Commentable' online versions of Consultation Paper and Discussion Papers
- Videos, slides and links from the Information Futures Forum series
- Feedback/enquiry form

## Stakeholder engagement

- Attendance at committee meetings
- Presentations to workgroups and interest groups
- Individual interviews, meetings, consultation
- Steering Committee and Expert Panel as advocates and champions

## Timetable

- February: setting the scene – initial meetings
- March: research and research training
- April: learning and teaching
- May: knowledge transfer
- June: final report & recommendations to Academic Board
- July: report and recommendations to University Council

## More information:

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