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 changing environment

The rise of collaborative commons

Source: Tim O'Reilly: Web2.0 Meme Map
http://www.flickr.com/photos/timoreilly/44349798
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
The changing environment

More refereed journals are digital

Source: Richard K Johnson and Judy Luther “The E-Only Tipping Point for Journals

OCLC’s WorldCat service

Source: www.oclc.org/worldcat/statistics/default.htm
## OCLC’s WorldCat service

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Number of libraries</td>
<td>60,000</td>
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<tr>
<td>Bibliographic records</td>
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<td>A record is added</td>
<td>Every 10 seconds</td>
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<td>Number of holdings</td>
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<tr>
<td>Representing</td>
<td>112 countries and territories</td>
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<td></td>
<td>470+ languages and dialects</td>
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<tr>
<td>WorldCat is searched</td>
<td>Every second</td>
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<tr>
<td>Requests are fulfilled</td>
<td>Every 4 seconds</td>
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</table>

Source: [www.oclc.org/worldcat/statistics/default.htm](http://www.oclc.org/worldcat/statistics/default.htm)
Growth of the web 1995-2007

The changing University

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
Consultation process

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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