

## **IS staff Response to Information Futures Commission Consultation Paper**

How should we develop our scholarly information and technologies, services and infrastructure to achieve our research, learning, teaching and knowledge transfer aspirations over the next decade?

Framework:

Intro to the topic what it is: the future academic library in the future university – 10 years out

What do the academics, students require – use service model? Operational plan?  
What do we provide how do we support? le a clear understanding of our professional role

Bibliography/benchmark studies

**Back up with data**

Groups of 3-4 staff: cross program, vertical slice

Reports each 3-4 pages

Use statistics available as required, eg numbers entering our libraries, number of loans, uses of our digital resources

Broad headings for papers:

**Understand how we create, use and communicate information** :Consider how we wish to make our scholarly output available to and usable by others

Publishing practice by discipline:

Open access (including memberships such as plos)

Institutional repositories

Epublishing/epress

Metadata, folksonomies

Open courseware

Copyright issues, inc oaklaw, Sherpa,

NISO License Expression Working Group

[http://www.niso.org/committees/License\\_Expression/LicenseEx\\_comm.html](http://www.niso.org/committees/License_Expression/LicenseEx_comm.html)

digitisation

**Imagine our preferred future state and identify the approach we wish to take to collection or connecting to information**

What scholarly information services and collections (physical and digital, both Melbourne owned and remotely accessed) will our scholars need?

What is the balance between collecting and connecting? \what do we need to do ourselves, what do we need to do through partnering?

How will the aesthetic of paper-based scholarship change in a digital context? That is, using the power of digital information in its connectedness, not just its presence

How might scholarly information and technologies be used to help link the strands?

Licensing of our digital resources

Collection management

Digitisation

Resource discovery and evaluation

ILL/doc del – cost/benefit of to subs or purchase of new books  
Collections – special collections, theses, uncatalogued collections, relegation to CARM  
Storage – national and international  
Relegation (weeding)  
preservation of digital and analogue (JSTOR LOCKKS, Portico)  
Readings online  
Web archiving  
Exhibitions – including art in the library  
Bibliometrics and other stats (JUR, ScholStats etc) – our partnerships here, mesur, project transfer, publish or perish, sushi ulrichs serials analysis tool  
Research data management – this will differ by discipline  
Records management  
Resource sharing – joint purchases, CAUL datasets, to take advantage of economies of scale in purchasing and licensing

**Imagine our preferred future state and determine what technologies, systems and infrastructure we must access or provide**

What types of information professionals and information infrastructure will scholars need to support innovation and creativity (in all 3 strands of the helix)?  
How can we meet scholarly information needs across a broad discipline base?  
How should our scholarly infrastructure support collaboration across disciplines, institutions, globally, between teachers and students, and with our communities?

DAM  
Support for users with disabilities  
Lms  
ILMS  
ERM  
Supersearch  
Connections with themis  
ARC grants  
Research support and training  
Remedy  
Online chat  
networks  
Server space  
Data management  
Webpage management (consider using wiki software?)  
Open source software:ILMS, CMS, IR, OJS, Office suite, open courseqware

**Imagine our preferred future state and define the preferred characteristics of our physical spaces (teaching spaces, learning spaces, libraries)**

What is the role of the scholarly commons (the physical and virtual places where people engage with scholarly information, often collaboratively) in a digital age?  
How do we encourage a sense of the University as a learning community?  
What kinds of physical and virtual spaces do we need to support scholarship?  
What is the role of and balance between places for collaboration, individual study space, and access to collections (physical or digital)  
How can learning and teaching spaces support scholarly information in a digital age?

Learning spaces  
Reference desk/roving ref – eg vut, monash, us libs

Shared information desk: loans, ready ref, IT support (first tier)

**Imagine our preferred future state and develop a strategy to build the capabilities of our staff and students to find, evaluate, create, share, present, use and management scholarly information effectively in a digital environment**

What knowledge and skills will our scholars need to find, evaluate, create, manipulate, share, present, use and manage scholarly information effectively? What does scholarly literacy mean in a digital environment? In a mixed environment? Is it different for the various types of students, staff, and other scholars?. What is the University's role in developing scholarly literacy in these environments? How do we build a capacity for our scholars to be adaptable to future changes? What is our role in supporting our people to manage their information in a responsible, legal and ethical manner?

support tools such as connotea, zotero

other web 2.0 tools as appropriate

Benchmarking with other uni libs

Standards and frameworks

Working with other units like LSU

Info lit – for all generations who use the lib and all disciplines, ugrad, pgrad, researchers

24/7 reference – share with other libraries in other time zones?

Service to the public – restrict this to walk in use? No online or phone service? This is the task of SLV

Plagiarism

Knowledge transfer

Support for ERA (new RQF)

Evaluation of our services

User surveys

Infolit – database support, bibliographic software tools

How to evaluate information

Continuous professional development, including learning from each other

**Our commitment to knowledge sharing.**

**How do we wish to make our scholarly output available to others?**

Will we contribute to the world's knowledge by publishing in a way that enables open access to our publications? (includes theses)

Will we contribute to the development of new knowledge by making our nationally and internationally significant research data available to other scholars?

Will we make our learning and teaching resources openly available?

Are we committed to making all of these sustainable over time? How do we assure the preservation of the scholarly record in the digital context, or the veracity of it?

Are we prepared to see publishers and the peer review process diminish? To self promote? To let go of any benefits of sole ownership of data for the purposes of commercialisation and further research?

Are we committed to open access to our publications and research data despite all these challenges and considerations?

Is it making our existing collections visible, usable and sustainable important to us?

What about collections that don't fit our research profile?

**Readings for the Info Futures workgroups**

Read the papers on the intranet at

<http://www.informationfutures.unimelb.edu.au/consultation-paper.html>

### General docs on academic libs

[Scholr 2.0](#) a white paper by Scholars Portage

Our white paper begins with a brief a survey of the landscape and a discussion of seven areas that are challenges to our current environment:

- [User expectations are not being met](#)
- [Academic work is social](#)
- [Citations are hard work](#)
- [Academic work is not connected](#)
- [Ascendancy of Web 2.0 applications](#)
- [Our advanced features are not being used](#)
- [Metrics of scholarly authority are changing](#)

<http://www.scholarsportal.info/commentpress/>

[Studying Students: The Undergraduate Research Project at the University of Rochester](#) edited by Nancy Fried Foster and Susan Gibbons

[Association of College and Research Libraries, ALA, Chicago 2007](#) Table of Contents

Introduction to the Undergraduate Research Project

Faculty Expectations of Student Research

Asking Students about Their Research

Night Owl Librarians: Shifting the Reference Clock

Library Design and Ethnography

Dream Catcher: Capturing Student-Inspired Ideas for the Libraries' Web site

Photo Surveys: Eliciting More Than You Knew to Ask For

Mapping Diaries, or Where Do They Go All Day?

What an Experience: Library Staff Participation in Ethnographic Research

Then and Now: How Today's Students Differ

The Mommy Model of Service

Conclusion: Creating Student-Centered Academic Libraries

[http://www.ala.org/ala/acrl/acrlpubs/downloadables/Foster-Gibbons\\_cmpd.pdf](http://www.ala.org/ala/acrl/acrlpubs/downloadables/Foster-Gibbons_cmpd.pdf)

The Library is dead, Long Live the Library. From Journal of Academic Librarianship, v. 34, no. 2, pp 145-152. Available online through Supersearch

[2007 environmental scan by the Research Committee of the Association of College and Research Libraries](#)

Posted on January 3, 2008 by lilyheart | [Edit](#)

The 2007 environmental scan by the Research Committee of the Association of College and Research Libraries (available at

[http://www.acrl.org/ala/acrl/acrlpubs/whitepapers/Environmental\\_Scan\\_2.pdf](http://www.acrl.org/ala/acrl/acrlpubs/whitepapers/Environmental_Scan_2.pdf) )

explores the current atmosphere in the world of academic and research libraries. It also considers trends that will define the future of academic and research librarianship and the research environment.

- [Architectures for Collaboration: Roles and Expectations for Digital Libraries](#)

PETER BRANTLEY

Libraries are successful to the extent that they can bridge communities and can leverage the diversity of the quest, the research, and the discovery. By building bridges among various sectors, libraries will be able to define themselves in the next generation.

<http://connect.educause.edu/er>

[Researchers' Use of Academic Libraries and their Services](#) A report commissioned by the Research Information Network and the Consortium of Research Libraries

infofuturesworkinggroups

<http://www.rin.ac.uk/files/libraries-report-2007.pdf>

Learning spaces:

Technology-Rich Physical Space Design: An overview of JISC Activities  
<http://www.jisc.ac.uk/Home/publications/publications/BPeLearnSpacesv1.aspx>

academic library as publisher

University Publishing In A Digital Age  
July 26, 2007 Authors: Laura Brown, Rebecca Griffiths, Matthew Rascoff  
<http://www.ithaka.org/strategic-services/Ithaka%20University%20Publishing%20Report.pdf>

The University as Publisher Summary of a Meeting Held at UC Berkeley on  
November 1, 2007 Edited by Diane Harley  
*From notes provided by meeting participants, Sarah Earl Novell, and Kathleen  
Beasley* February 2008  
[http://cshe.berkeley.edu/publications/docs/university\\_publisher.pdf](http://cshe.berkeley.edu/publications/docs/university_publisher.pdf)