



SCHOLARLY INFORMATION FUTURES **2020-2025**

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PREFACE

The University of Melbourne has a bold strategy to ensure its place as one of the leading universities in the world, a strategy founded upon excellence in research and learning and teaching. A critical underpinning to both is the process of scholarly communication: the creation, evaluation, synthesis and dissemination of scholarly information. This process continues to be challenged by disruptive technologies that change the ways in which information is created and used, sparking opportunities for new forms of collaboration and dissemination and making possible new ways of learning.

Adopted in 2008, *Melbourne's Scholarly Information Future Strategy* was the result of seizing a rare opportunity to re-assess and re-imagine our scholarly information environment at a time when disruptive technologies were beginning to cause transformational change in society. The aspirations outlined in the original strategy arose from deep consultation with the University community led by the Vice Chancellor as Chair of the Information Futures Commission. It was an ambitious vision – too large for a single program or department to achieve in isolation. The Strategy was to be realised collectively by the University community across academic, professional and organisational boundaries, finding innovative ways to remove barriers and stimulate new ideas.

After a decade of concentrated effort and significant financial investment, many of our original goals have been met. Others have become ingrained as routine good practices underpinning our day-to-day operations. A few goals turned out to be unachievable within a ten-year timeframe.

Meanwhile global disruption and transformation do not abate. It is time to imagine anew. Fresh ideas, emerging technologies and evolving expectations by students, academics, alumni and the wider society all require us to respond in new ways in the context of a complex and ambiguous future.

This is why it is timely to refresh the 2008 strategy and build on its foundations. That is what this document seeks to do informed from broad consultation across the University community and closely aligned with the University strategic imperatives already articulated to facilitate operational excellence. Many of the initiatives described in this document are already in train and are closely linked with enduring, long-term values.

Operating on a five-year horizon, this strategy will continue to be owned and lived by the collective University community; led by the academic community and enabled by the professional community who, together, create, curate and connect knowledge to lead transformative futures. It will position the University as a leader in the application of scholarly information and technologies to underpin next generation scholarship and lead change in the knowledge-driven era.

The new University strategy is in development and will commence in 2020. We anticipate the *Scholarly Information Future 2025* vision will be adapted as that strategy is defined and shaped over the course of the year and it will provide a platform upon which to align the 5 year *Scholarly Information Strategy and Action Plan* in the light of emerging thinking and institutional strategy.

Allan Tait

Vice President (Administration and Finance)
and Chief Operating Officer

July 2019

ENDURING VALUES: OUR LONG-TERM ASPIRATIONS

The aspirations outlined in the 2008 *Scholarly Information Future* strategy were an articulation of long-term values identified in consultation with students, staff, alumni and other stakeholders. Those values remain largely unchanged.

To advance Melbourne's position as a leading **research** institution we will seek to:

1. Provide an outstanding information environment that facilitates creativity and the development of critical thought and knowledge.
2. Disseminate the University's scholarship widely, promoting and advancing local, national and global collaboration and communication.

To enhance **learning and teaching** at Melbourne we will seek to:

3. Equip our students with the critical, ethical and practical capabilities, including digital skills, to effectively use scholarly information.
4. Equip our staff with the resources, capacity and skills required to create outstanding learning experiences that challenge, inspire and lead students' intellectual growth and academic success, in readiness for their careers.
5. Provide expertly curated resources and environments which support academic excellence

To distinguish Melbourne through its **community engagement and cultural partnership** activities we will seek to:

6. Create opportunities for members of the University community to become actively engaged in creating and managing the University's scholarly information environment.
7. Realise the potential of our unique scholarly collections to stimulate engagement between the University, its communities and wider society.

Overall, we will seek to:

8. Create physical environments that support the development of scholarly communities and facilitate a sense of belonging.
9. Provide an information environment that is distinguished by ease of use, equity of access, quality of content and richness of possibility.
10. Engage in advanced scholarship in information practice, using this to inform the development of our information partnerships, services, systems and infrastructure.

In the context of this strategy, scholarly information has four dimensions:

- **Published information and collections** used by our scholars to inform their learning, teaching and research. Includes library, archival, gallery and museum collections.
- **Materials created** for learning and teaching purposes.
- **Information created** in the course of research activities, for example data, models, visualisations and project documentation.
- **Research outputs** such as chapters, monographs, articles, processed research data, and multimedia objects. Information produced for the purposes of community engagement can be considered a subset of this category.

THE STRATEGY OVERVIEW

The *Scholarly Information Futures 2025* strategy is a response to environmental and other changes since the 2011 review point. Recognising that the pace of change will not abate, it is critical to refresh the strategy from time to time to ensure that a clear long-term vision enables the University to align choices with strategic priorities.

	OPERATING PRINCIPLES <ul style="list-style-type: none"> • User-centred • Collaborative • Lean and Agile • Digitally enhanced • Supported by data
USES OF SCHOLARLY INFORMATION <ul style="list-style-type: none"> • Memory • Learning • Discovery • Sharing 	ASPIRATIONS
 RESEARCH AND ENTERPRISE <ul style="list-style-type: none"> • Build an outstanding information environment • Disseminate scholarly works 	BY 2025 <ul style="list-style-type: none"> • Integrated and highly capable digital research infrastructure (informatics, data and compute, and curation) • Data Governance Framework • Optimised Research Repository Infrastructure • Scholarly Commons
 LEARNING AND TEACHING <ul style="list-style-type: none"> • Enable students to effectively use scholarly information • Support staff to create outstanding learning opportunities for students • Provide expertly curated resources and environments which support academic excellence 	<ul style="list-style-type: none"> • Enhanced Student Experience Strategy • Flexible pedagogies and curriculum innovation • Scholarly and Digital Capability Framework
 COMMUNITY ENGAGEMENT AND CULTURAL PARTNERSHIPS <ul style="list-style-type: none"> • Involve University community in creating and managing scholarly information • Employ scholarly collections to stimulate interaction with external communities 	<ul style="list-style-type: none"> • Cultural Commons Framework • Embedded Indigenous knowledge and heritage
 SUSTAINABILITY <ul style="list-style-type: none"> • Create world-class physical and virtual environments for research and learning • Ensure financial sustainability • Adopting sustainability principles in the design and management of our physical estate • Continuously improve and innovate • Use data to inform our decisions 	<ul style="list-style-type: none"> • Refreshed online learning suite • Optimal balance between physical collections and available space to enhance the student experience • Open Scholarship position and statement • Sustainable funding model for scholarly collections
 PEOPLE, DIVERSITY AND INCLUSION <ul style="list-style-type: none"> • Contribute to global scholarship in information practices • Embody openness, equity, diversity and inclusion • Engage in partnerships for mutual benefit 	<ul style="list-style-type: none"> • Contemporary collections strategy • New roles for new times to meet expectations of the University community • Recruitment, retention and development of new Informational Professionals

RESEARCH AND ENTERPRISE



- **Build an outstanding information environment**
- **Disseminate scholarly works**

We live in a world in which research is increasingly interdisciplinary, international and collaborative. Nevertheless, there remain distinct differences in how scholarly information is created and disseminated within academic disciplines.

An outstanding information environment is an essential foundation for world-leading research and scholarship. The **Petascale Campus Initiative (PCI)** will bring together multiple research platforms and facilities, aligning them in a whole-of-University approach to managing our digitally-enabled research infrastructure. To support the PCI we will need diverse types of information professional roles: experts in partnering for collaboration at all levels, from a University-wide perspective down to the level of the individual researcher, and working across disciplinary boundaries.

Alongside the PCI, a robust **Data Governance Framework** will create new capacity in curation, stewardship, data reproducibility, digitisation and digital preservation across multiple data domains. Enduring global access to knowledge requires sustainable models for ensuring the past and present knowledge is available into the future ensuring the authenticity and integrity while at the same time allowing, use, reuse and sharing. The Data Governance Framework addresses both the scholarly and the business realms of University activity. In a significant shift of emphasis, we will adopt an 'open by default' ethic, allowing broader access to research data than ever before in the University's history. The aim is to grow data fluency among staff and students, encouraging intellectual enquiry and innovation to flourish. The UOM 20x Digital and Data strategy is a critical enabler for operational excellence and underpins these ambitions.

For several years graduate research students have consistently told us that their experience at Melbourne could be more supportive and enriching in relation to Scholarly Information. Our response will be twofold. Common elements of research training will be shaped into a more cohesive, easily accessed suite of services, delivered University-wide and complementing the discipline-specific support available through academic departments.

We will also create **Scholarly (Research) Commons**, integrated into existing scholarly spaces, where graduate researchers can work, socialise with peers across disciplines, and access a range of specialised curated programs and services. These 'third place' contexts provide a supportive context for graduate research, away from the pressures of the lab or home life and enhancing interdisciplinary connections and actively supporting the transition to academia or employment.

Disseminating our scholarly works globally – our teaching, our research, our collections – brings the University firmly into the global community. We will contribute to the development of tools for measuring research quality and impact; and we will provide services and analysis to assist individual researchers in their career development.

Where possible, we will optimise ways to make our research data, teaching materials, creative works and publications available in open and interactive ways as part of a broader Open Scholarship and FAIR (findable, accessible interoperable and reuseable) approach, enhancing the environment for the transformation of research. The benefits are obvious: to improve society through facilitating knowledge creation so that anyone might consume and create new ideas; knowledge, and understanding that will lead us to solutions to the world's greatest challenges. We seek to contribute to a future where there is abundant, equitable and meaningful access to knowledge and to the products of research.

Achieving these aspirations will contribute to the University attracting the best researchers to Melbourne and positioning them to contribute to the global research grand challenges outlined in the University's research strategy.



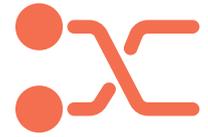
By 2025 we will know we're on track if...

- Strong, mutually beneficial international partnerships enhance the quality of Melbourne's information environment.
- Research collaboration is easy within and across disciplines, institutional and national boundaries.
- Our scholars find it easy to disseminate their scholarly works and teaching materials in open ways, increasing their research impact and contributing to global knowledge.
- Digital versions of our research output are openly available in interactive ways wherever appropriate, bringing these works to life through engagement for mutual benefit.
- Management and dissemination of research data and digital collections is seamless
- Cataloguing and search tools make it easy to discover, cite and manage information.
- Melbourne is known for the quality of its research information environment.
- Melbourne is known for the depth of its disciplinary research and its innovative interdisciplinary research, profiled through open access to our scholarly output and recognised through improved international research rankings.

To advance and inspire the scholarship experience, we will:

1. Provide an outstanding information environment that facilitates creativity and the development of critical thought and knowledge
2. Disseminate the University's scholarship widely, at the local, national and global level
3. Provide leadership in stewarding and ensuring the sustainability of the university-wide scholarly collection
4. Optimise research infrastructure, collections technologies and attract skilled people to support our researchers maximise their opportunities in global leadership around the research grand challenges

LEARNING AND TEACHING



- **Enable students to effectively use scholarly information**
- **Support staff to create outstanding learning opportunities for students**
- **Expertly curated resources and environments supporting academic excellence**

The distinctive student experience offer of the University's Melbourne Model through its undergraduate and graduate coursework curriculum is to provide an educational environment which stimulates academic excellence, challenges intellectual curiosity, and motivates our next generation scholars to become expert leaders in disciplinary practice and research, able to make significant and innovative contributions to society.

Students are exposed to, and learn about, different domains of knowledge, different methods of inquiry and different 'ways of knowing'. The development of knowledge in this scholarly environment at Melbourne is enriched by, as described in the Research at Melbourne Strategy to 2025, on the importance of embedding the "research culture in all our teaching and learning activities". The integration of research in informing our evolving 'Knowledge Commons' is essential in providing an expertly curated platform upon which to support academic excellence and scholarly achievement. In addition to this is the ability to access rich learning materials through Open Education Resources (OER).

But scholarly resources are not the only tool needed to support the scholar. Innovative teaching practices, and high-quality interaction between student, peers and academics is essential in scaffolding and developing excellent learning experiences. This critical activity is enabled and supported through a collective commitment from across the University's teaching and learning centres in Academic Divisions, the Melbourne Centre for the Study of Higher Education, and Learning Environments, Scholarly Services, in contributing to coordinated and complementary support programs for teaching and learning.

Momentum for continued development of these scholarly connections, environments, tools and support is initiated through important University-wide strategic initiatives in teaching and learning. The University is responsive to feedback from our students and academic community and is committed to providing increasingly sophisticated and flexible virtual and physical learning environments through holistic and coordinated approaches to delivering change and improvement in teaching and learning, with major projects currently underway and leading into the future.

First, the **Scholarly and Digital Capability Framework** points to the importance of digital fluency as a foundational skill for 21st century employment, citizenship and lifelong learning. Evolving technologies and globally available digital information require learners to be more critically aware and capable than ever before. The Scholarly and Digital Capability Framework will support and guide students, academic staff, and supporting professionals to navigate confidently across the digital landscape and platforms in our Knowledge Commons, and through OER, and to manage the complexities of copyright and other essential components of scholarly information use.

Campus-based students regularly use digital tools, access online information, and interact with academic staff and each other via social media and Internet-based collaboration tools. In this blended learning environment, **pathways and access to scholarly information resources needs to be a well organised, seamless and painless experience**. Resources must be easily discoverable, immediately useful, and hosted on platforms and technologies that enable flexible and dynamic provision.

Support services for academic staff should equally be easily navigable, timely, and fit for purpose. Approaches to teaching and learning in different disciplines will remain diverse and will continue to evolve. Teaching staff will have access to a variety of academic development opportunities, provided through a collective and coordinated support effort, enhancing their ability to create learning experiences of the highest quality using up-to-date scholarly information and technologies. This will include encouraging the development of communities of practice, co-creation of content and peer review.

The learning management system and related suites of tools and practices are continually evaluated to ensure virtual learning environments are contemporary, easy to use, flexible, reliable, personalised and resource-rich to support the promise of the Melbourne Model.

Second, the curriculum transformation and innovation initiatives of the **Flexible Academic Program (FlexAP)** are introducing new flexibilities in pedagogical approaches, innovative digital learning technologies and study options to enhance the quality of students' learning and assessment experiences. Students will be encouraged to become more engaged in their learning and scholarly inquiry and to develop a level of autonomy and self-direction in this new educational context. The University has an active program of innovation aimed at improving assessment validity, reliability, authenticity and feedback to enhance usefulness to our students in their learning. Central to this objective is the analysis and testing of a range of digital assessment tools and methodologies, many of which include improved provision of feedback on student's progress.

The third whole-of-University initiative is the **Student Experience Strategy** which addresses the enrichment of students' engagement in the University community, through initiatives designed to offer students 'choice, challenge and connection'. Providing expert guidance on the use of scholarly information resources, technological and pedagogical expertise we will identify and develop a supported series of integrated and complementary curriculum and 'within-subject' programs that enhance students' connection and involvement with staff and their peers.

Improving students' experience of academic life is a key strategic concern for the University of Melbourne. Achieving these aspirations will bring our learning and teaching into the 21st century, helping the University to attract and retain the best students.



By 2025 we will know we're on track if...

- Scholarly and digital capability programs are embedded and accessible across a multi-disciplinary framework
- Academic staff have awareness of and access to high quality scholarly support programs which assist in the development of stimulating and intellectually engaging learning experiences
- Students are able to demonstrate superior and contemporary scholarly and digital skills, relevant to future employment opportunities
- Our virtual learning environments are easy to use, innovative and resource-rich
- Our teaching and learning spaces are enriched with the University's scholarly and special collections, and support different learning styles and flexibilities in new and innovative pedagogical methods.
- Our Knowledge Commons leverages the capacity of our scholarly information environment to provide access to resources regardless of location, enabling our staff to create flexible, personalised learning experiences for students.
- Our graduates are discerning information seekers, equipped for lives and careers in which knowledge boundaries are permeable and issues of professional practice often require interdisciplinary understanding and knowledge that is rapidly renewed.

To enhance the next generation learning and teaching at Melbourne, we will:

5. Equip our students with the critical, ethical, scholarly and digital capabilities to effectively use scholarly information
6. Equip our staff with the resources, scholarly information capacity and skills required to create learning experiences of the highest quality
7. Equip students and staff with seamless and flexible access to technologies, scholarly information resources, expertise, collections and expert professional support
8. Build digital capability for academic success and workplace readiness

COMMUNITY ENGAGEMENT AND CULTURAL PARTNERSHIPS



- **Involve the University community in creating and managing scholarly information**
- **Employ scholarly collections to stimulate interaction with external communities**

The University of Melbourne aspires to be known locally and globally for its deep involvement with surrounding communities, building mutually beneficial relationships. We seek to connect our teaching, students and research work with a variety of organisations and communities to achieve academic aspirations and create economic, social and cultural value.

The University acknowledges the Traditional Owners of the lands on which its campuses are situated. We pay our respects to their Elders past and present and emerging, and extend that respect to all Aboriginal and Torres Strait Islander Australians who have made a contribution to the life of the University community.

Understanding that **Indigenous culture and knowledge** is learned and shared in ways that are different from common academic practices, the University is forming deep cooperative relationships with communities and organisations and is developing a range of services and programs aimed at increasing the cultural competency of all our students and staff.

We have adopted best-practice policies and guidelines for the care and management of Indigenous cultural heritage artefacts and records. With the regular review and updating of an ambitious Reconciliation Action Plan, the richness of Aboriginal and Torres Strait Islander culture will become increasingly visible on Melbourne University's campuses and in our teaching, research and administrative practices. In parallel developing a culturally competent workforce increasing engagement and participation in the best practice cultural management of indigenous collections

The University's **cultural estate** is nationally significant and globally distinctive. No other Australian university can match the number and quality of historical collections owned by the University of Melbourne. The Donald Thomson Collection is particularly significant: comprising more than 7500 Indigenous artefacts, it stands among the world's most important anthropological collections. In 2007 it was inscribed in the Australian Memory of the World Register.

The University's increasing investment in **cultural infrastructure** supports industry links, graduate studies, and cultural research concentrations. Establishing the University of Melbourne Art Museums, including the Ian Potter Museum of Art and the Michael Buxton Centre of Contemporary Art, will attract scholars and audiences to interact with Australia's finest university art collection. The reinvigorated Southbank Arts Precinct will position Melbourne as a leading arts education institution. The Science Gallery, a cornerstone of the Melbourne Connect innovation precinct, embodies the productive collision of academic disciplines to create new meaning and modes of inquiry. The new Student Precinct aspires to pave the way for greater recognition of indigenous cultures and heritage and offers an enhanced student experience through access to a range of scholarly, cultural, social and community activities.

The **Cultural Commons Framework** will provide direction for custodians of the University's collections and venues. The framework posits these assets as vital contributors, animators, mediators and incubators of new knowledge, insight and products, both material and intellectual, and as places for revealing, contesting and sharing discovery. We will continue to actively pursue cultural and community partnerships that foreground the scholarly collections and create public value empowering and connecting through stories.

In the 21st century great universities of the world will be differentiated by their distinctive and unique collections – the library, archival, museum, gallery and performing arts collections that distinguish institutions as places of deep scholarship. Melbourne's collections, already unique and valuable, will in the future become an even greater asset, attracting international scholars facilitated by a networked approach to the cultural commons to enable collaborative research and new ways of showcasing and connecting with them through immersive augmented experiences.



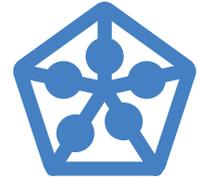
By 2025 we will know we're on track if...

- Our distinctive, unique, internationally significant research, special and cultural collections are highly visible and leveraged as an important component of the University's Cultural Commons.
- We have working examples of innovative projects that link the scholarly community and the public in the development of collections through contribution of information, oral history and discussion.
- Students, researchers, alumni and other stakeholders are actively engaged in development and management of scholarly information resources and services.
- We are recognised as a leading university, attracting great scholars and building research communities around our special and cultural collections

To distinguish Melbourne through its community partnerships and cultural commons vision we will seek to:

9. Create opportunities for members of the University community to become actively involved in the University cultural commons and information environment
10. Contribute actively to University commitment to create public value
11. Create opportunities for University community to become actively involved in cultural partnerships that foreground scholarly collections
12. Provide strategic stewardship for the University-wide scholarly collections

SUSTAINABILITY



- **Create world-class physical environments that support the development of scholarly communities and facilitate a sense of belonging**
- **Ensure financial sustainability**
- **Adopt sustainability principles in the design and management of our physical estate**
- **Continuously improve and innovate**
- **Use data to inform our decisions**

The University's Sustainability Charter provides guiding principles and targets for core impact areas such as teaching and learning, research focus and impact, and the campus and community.

Decisions about financial, social, environmental and organisational or operational impacts of the Scholarly Information Futures Strategy will be aligned with these strategic sustainability principles.

The University's physical estate provides **infrastructure** for the acquisition, storage and transmission of scholarly information in all its forms. Arising from the Flexible Academic Programming initiative (FlexAP), the development of sophisticated and responsive learning environments is an organisational imperative if we are to enable broad curriculum uplift, support enhanced subject and learning design, and offer new technological and pedagogical opportunities. The physical and virtual contexts for these ambitious innovations will need to be reimagined and reconfigured

Our physical estate must enable a sense of community, belonging and connectedness, all in an atmosphere of safety and respect. Welcoming, attractive, convenient, re-configurable spaces for students and optimised spaces that can offer extended study hours in selected zones and provide sufficient seating so that every student will have the opportunity to work in a library space of choice. These spaces will be designed to encourage collaborative learning and practical problem-solving. Students in wholly-online learning programs will find plenty of areas where they can meet and interact with classmates and peers, in a physical and virtual environment.

The **University Estate Plan** and the Scholarly Services Accommodation Master Plan will see library and quality informal learning spaces become the focal point of a networked world, providing spaces for independent and collaborative learning and research, with access to scholarly works in appropriate forms and to information professionals and learning environments. Each library will be distinct but will provide a point of integrated services and consistent and comparable access, enhancing the student experience and meeting the needs of scholars.

Our virtual information environment will recognise that scholars want access to convenient and efficient information services, regardless of the scholar's location. The future landscape will need to include greater access to digital data, full-text digital publications, and tools and technologies which help our scholars to effectively and efficiently discover and manage information, in their research, learning and teaching, and to present and publish their work. We will require both physical and virtual collections to support the work of our researchers, teachers and students. The University's UoM 20x Digital Agenda states that our data should be preserved and accessible over time, as technologies and platforms change, and the longer term environmental impact of our data retrieval service must be considered.

As a signatory of the United Nations Global Compact, the University plays an active role in supporting the achievement of the **Sustainable Development Goals (SDGs)**. In particular, SDG 4 on quality education which also encompasses the promotion of global citizenship, appreciation of cultural diversity and the of cultures contribution to sustainable development. By reorientation of engagement with scholarly and cultural materials from a position of international participation to one of global leadership we can make a stronger positive difference to the people and communities it serves. Scholarly collections and services also contribute to research that develops international understanding of issues in science, social sciences, humanities, technology and medicine. Society is transformed through the power of research and provision of essential knowledge and information infrastructures which enable student achievement and research excellence

Development and management of scholarly information collections and infrastructure must be based on a **sustainable financial model**. Capital funding, sustainable operational budgets, income from trusts, and occasional grants and subsidies may in the future be supplemented by targeted philanthropic campaigns.

Scholarly information is intrinsic to all aspects of our academic activity: our research, teaching, learning and engagement. Scholarly collections, technologies and physical spaces facilitate academic work, providing the potential to link them in new and exciting ways. The pace of external change influences our internal activities. To remain competitive and sustainable we will need to constantly review and understand how scholarly information practices are evolving.



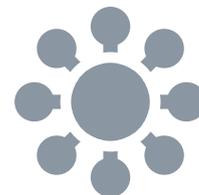
By 2025 we will know we're on track if...

- The Scholarly Services Accommodation Masterplan has commenced, ready to meet the needs of next-generation scholars and maximise the value of physical environments for accessing and using scholarly information.
- Wide adoption of the University's Sustainability Goals in consideration of impacts from the Scholarly Information Futures strategy
- Achieve effective balance between physical spaces occupied by print collections and available space to enhance the student experience
- Students are able to use formal and informal spaces on campus, indoors and out, in ways that blend physical and virtual learning environments for individual and collaborative learning.
- Social learning spaces support the development of outstanding scholarly communities and facilitate a sense of belonging.
- Adequate physical and digital collections support research, learning and teaching, and engagement activities.
- Investment in collection development and preservation is maintained, and the quality of key collections is demonstrably high.
- Philanthropy and other external funding streams are employed to support strategic initiatives.

To create world class physical and virtual environments we will:

13. Design high quality physical and virtual environments which demonstrate excellence in contemporary sustainability principles
14. Enhance and value the sense of belonging and inclusion in our environments
15. Partner with the campus community to design, enhance and evaluate services and spaces aligned with the student, academic and researcher journey

PEOPLE, DIVERSITY AND INCLUSION



- **Contribute to global scholarship in information practices**
- **Embody openness, equity, diversity and inclusion**
- **Engage in partnerships for mutual benefit**

To position Melbourne as a thought leader in scholarly information we will invest in professional development and seek collaborative partnerships that build excellence in **scholarly information practice**. We will explore emerging trends, new information frameworks, business models and tools for the creation, dissemination, access, collection and preservation of scholarly information.

We will evolve traditional **professional roles** and practices to meet the digital reality, new University community expectations and optimise new opportunities continually stretching excellence. The University's workforce of information specialists will develop increasing levels of expertise, with role diversification opening up possibilities for blended practitioner-scholar roles and innovative career paths.

These information specialists share their knowledge and expertise by working alongside early-career researchers and practitioners; by employing students to deliver information-related services; by participating in online communities and social media; by encouraging colleagues from across the University to become actively involved in advisory groups, community practice, project teams and consultation processes.

In turn the students, academic staff and other stakeholders bring their own expertise and perspectives to bear on decisions about how to support and develop Melbourne's scholarly information environment.

Accompanying the trend towards networked organisational and market structures, Australian society and institutions are becoming more conscious of a need to redress historical inequality in the opportunities available to – and treatment of – people of diverse gender, language, cultural, disability and socio-economic backgrounds.

Beyond recruitment and training of University staff, these inequalities can also surface as anomalies in the design and delivery of services, technology solutions, and even the very nature of our scholarly information collections. For example, there are many examples of works by women that do not appear in historical collections of scientific writing. As we strive to improve the diversity and inclusiveness of our campus communities, it behoves us to also identify and redress **social and cultural gaps** in our scholarly information environment.

The boundaries of modern organisations are increasingly permeable, enabling clients and other stakeholders to become more actively engaged in management and governance decisions. Professional and academic staff from a variety of backgrounds are employed as custodians of our scholarly information and systems. In an atmosphere of increasing competition for resources, the University's success in scholarly information management will increasingly depend on **mutually beneficial partnerships**, both internal and with external groups, communities and organisations.

Achieving these aspirations will ensure the University maintains a leading role in scholarly information, technologies and resources, continuing to support the work of all our researchers, teachers, and students.



By 2025 we will know we're on track if...

- Melbourne is recognised as an international thought leader in the application of scholarly information and technologies to advance research and scholarship.
- Information professionals are partners in our research, learning and teaching endeavours, increasing our overall productivity
- Our students and academic staff are able to access scholarly information, technologies and research instruments regardless of location, supporting an integrated approach to participation in learning, research and engagement activities
- We have improved the accessibility of our systems and the quality of our support for personal mobile computing

We will:

16. Provide an information environment that is distinguished by ease of use, equity of access, quality of content, and richness of possibility
17. Continuously explore emerging trends, new business models and tools in the creation, dissemination, access, collection and preservation of scholarly information
18. Develop new cohorts of specialists in information and related technologies to engage with academics as research and teaching partners
19. Engage in advanced scholarship in information practice, using this to inform the development of our information partnerships, services, systems and infrastructure

PRINCIPLES TO GUIDE OUR DECISIONS

In a rapidly changing environment, strategic and management decisions must often be made or adjusted without the luxury of extensive consultation. Initiatives are constrained by tensions between emerging client needs, competing demands, and finite resources. To help us focus on fulfilling our long-term objectives, we propose a set of principles to guide institutional choices about the scholarly information environment at the University of Melbourne.

To deal with a rapidly changing environment we will:

1. Concentrate on our research strengths, using our information environment to build stronger cross-disciplinary links.

We will develop our information and infrastructure in ways that are useful across disciplines, creating mechanisms to make collaboration easy while supporting our research strengths.

2. Take a human-centric, design-led approach to co-creating and implementing change.

We will involve student, staff and other end-users in designing and delivering change, acknowledging that they are both consumers and producers of scholarly information. Informed by the pedagogy of peer support we will engage students in the design, delivery and evaluation of student-facing services to generate more powerful learning outcomes and to nurture student leadership.

3. Work as partners across academic and professional boundaries to achieve our aims.

Technology will continue to change the way in which our scholars engage with, use, and create information in their learning, teaching and research. We will use the expertise that exists across different parts of the organisation rather than replicate professional knowledge and skills in each organisational unit.

4. Build our physical and virtual information environments, including our libraries, to maximise flexibility.

We will create physical and virtual learning environments of premium quality. Ongoing research and reflection about scholarly information practices will be essential to inform the effective and efficient development of our scholarly information environment. Decisions about buildings, whether new constructions or refurbishment, are for the long term.



To deal with globalisation of education and its infrastructure we will:

5. Leverage the opportunities offered by being part of a global collaborative community.

We will actively seek to participate in collaborative communities and partnerships that enable us to influence and leverage abilities beyond our means as an individual organisation. We will use open standards, open source and other open initiatives to ensure that we can effectively collaborate, 'trade' and re-use the work of whole communities. We will not invest in creating bespoke solutions that we could readily achieve in other ways or where they do not add unique and deep value to our mission.

6. Focus on strategic and professional relationships as a key differentiator in a competitive world.

The high quality of our staff and students is a unique asset which should be recognised, developed and capitalised upon to realise our collective aspirations. We aim to increase and enhance strategically important partnerships and professional relations, internally and externally.

We will create an intellectual environment that is inclusive and respectful of Indigenous Australian perspectives. This will include promoting a critical and scholarly engagement with our University's institutional history (including our colonial and eugenics history) and our historical relationships with Indigenous Australians.

7. Seek to shape national and international agendas, as befits our role as a leading institution.

We will advocate for change to public policy and other relevant agendas, where possible in cooperation with other organisations. This will enable us to more readily advance scholarly information and communication and to achieve our vision.

PRINCIPLES TO GUIDE OUR DECISIONS (CONT'D)

To deal with the tension between emerging client needs, existing values and competing demands within finite resources we will:

- 8. Value the diversity of our discipline and curriculum, our innovative pedagogies and research agendas, whilst recognising the need to make choices about our common future informed by an understanding of value and cost.**

Diversity in our student and staff profile and the strengthening of inclusivity in our culture and curriculum should be seen as a mechanism for strategic differentiation and global leadership, as well as a moral imperative. We will look for ways to learn continually from the different views that disciplines and individuals have of our present situation and of future needs. We will use this to inform our choice of initiatives. We will seek optimum impact from the investment of time, energy and funding.

- 9. Use quantitative and qualitative data to inform our choices.**

We will establish a foundation of well-understood operational data with clear access processes, quality assurance and integration. Our data will be findable, accessible, interoperable, re-usable, ethical, responsible (FAIRER). Access to data will be open by default, with appropriate stewardship to deal with exceptions and other governance matters.

- 10. Implement initiatives in ways that ensure we can be innovative, agile, adaptable and flexible.**

Our strategic direction will be based on an achievable long-term vision and an iterative approach to planning and implementation. Whenever possible we will adopt international standards and implement infrastructure in ways that support cost-effective local innovation, experimentation and prototyping.

- 11. Plan and operate in ways that ensure the sustainability of the University, from organisational, financial, social and environmental perspectives.**

We will minimise the negative environmental impact of our activities and will seek to offset any negative effects that we cannot avoid. We will consider issues of data quality and longevity in choices for new technologies and services. We will not implement major capital initiatives without first identifying a funding stream to operate and maintain them as sustainable services.

SCHOLARLY INFORMATION FUTURES 2020–2025

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