Unlocking information access for teaching, learning and research: a digital resource strategy for UniSA 2011 and beyond

Discussion Paper
EXECUTIVE SUMMARY

A digital preferred strategy for Library collections offers an opportunity to improve the study and research experience for students and staff, by providing ready and timely access to the broadest possible range of information resources without having to visit Library buildings. It also offers significant advantages in managing space within buildings. While physical books and journals enhance a sense of scholarship and can have value in themselves as cultural artefacts, moving to a predominantly digital collection increases the opportunity to re-imagine and re-purpose space, while increasing availability and reducing the need for duplication of physical volumes.

The key enabling strategy proposed, is to replace print books currently in the Library collection with digital copies where there is an exact title match and, for lesser used titles, replace print books with an e-Book subject equivalent. This latter action could be contentious.

Adoption of the digital strategy and recommendations outlined will provide direction and impetus to aligning information content format with trends in teaching and learning.

Strategy 1. Provide access to additional digital information resources

Strategy 2. Encourage the move away from textbooks and recommended readings in print

Strategy 3. Reduce size of City West print collection to 100,000 volumes

Strategy 4. Move active component of Magill physical collection to City West

Strategy 5. Stabilise size of print collection post Magill move at 100,000 volumes

Strategy 6. Continue and extend collaboration and partnerships

Strategy 7. Monitor and measure outcomes

Successful execution of the Digital Strategy requires capital (project) funding for the Library.

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*All estimates assume parity between $US and $A

More details can be found in Appendix 3.
DIGITAL STRATEGY

Vision

In 2020 trends already apparent in information content manipulation, delivery and access will have matured. Mobile devices are as diverse as they are ubiquitous and are the preferred means of accessing information. Students work collaboratively with the same information, projecting books and journals in group areas and sharing content across devices. The amount of data and information produced has continued its exponential growth and filtering and evaluating information has long eclipsed finding information as the challenge for students and researchers. Books continue the transition from simple “words on a page” content products to diverse and rich digital manifestations of information, entertainment and learning experience. Search technology has become more complicated as text based searching is challenged by searches for images, audio, video and other formats. The demand for global information continues to grow exponentially and online translation services are widely used to exploit the worlds’ intellectual capital.

The University Library of 2020 reflects these changes. The book, journal and archival collections held in print and physically housed within Library buildings are still valuable and used but largely serve niche research areas, specialised courses and those small enclaves where the linear printed text remains vital. Special collections showcase the work and lives of individuals important in the development of the University as well as representing examples of the book as artefact. Shelves of printed books reinforce the sense of building as cultural, learning and scholarly place. Borrowing books will still occur in 2020. The 25% decline in loans at City West between 2005 and 2010 is expected to continue but loans in art, architecture, design and some other disciplines remain robust. Books and journals that are not available digitally or that remain important as physical artefacts but are unable to be housed in one of the Library buildings, are stored in the South Australian Universities joint use repository. Browsing is possible in person as well as virtually via discovery software that allows users to scan the shelves by location number as well as investigate covers and Table of Contents.

The physical resources of the Library are dwarfed by what is available online and for digital download. Analogue video content has been replaced by digitally streamed versions. Access to information through the Library has improved greatly both in terms of volume and discoverability. Staff and students have the ability to search the full content of huge collections of digital books and journals subscribed to by the Library. Access to digital content once restricted to researchers in a limited number of disciplines at well-funded institutions has been extended to all disciplines at the University. Accessible collections vary in size and scope from the Google digitisation project and 10 million volumes of the HathiTrust collaborative repository of digital content contributed by large research libraries to the 1,000 books scanned by the British Library from its 19th century collection and formatted for iPad. The Library continues to offer e-book content that users can download onto their computer as well as eBook readers (currently Kindles) that are loaned with pre-loaded collections for those who prefer the digital format.

In 2011 the digital world is already more than a broader range of titles and subjects. Interactive textbooks with embedded activities, scenarios and the facility for direct data manipulation are already available in many of the scientific disciplines and the range and level of these is expanding quickly. Interactive story-books with playable characters and links to embedded audio and video are already in use within primary schools. Students already get much information from the Internet, Twitter feeds and the like and educators recognise that those students who multitask within their social network don’t necessarily engage with textbooks that are finite and linear. Students and academics alike are looking online to find those documents, blogs and wikis that get them beyond the standardised textbook format. As a result, the trend to replace the traditional linear fixed content textbook with more dynamic and engaging digital versions is gaining momentum and is complemented by lessons assembled from the wealth of free courseware, educational games, videos and projects on the Web.
There are a number of components to a strategy that seeks to move the emphasis from print and analogue to digital. One of these is improving access not just to information, but to the underlying data. The University Library in partnership with the Architecture Museum is already contributing data to the Australian Research Data Commons through a project funded by the Australian National Data Service (ANDS). Titled 'Taking Australian Architectural and Built Environment Records into the Commons', the project aims to make the Architecture Museum’s collection metadata more widely available to researchers locally and internationally through Research Data Australia. The first group of records created through the project is available at: http://services.ands.org.au/home/orca/rda/index.php Other institutions are similarly opening up research data for sharing and re-use. As more datasets are made available opportunities to expose students to the teaching – research nexus increase.

The Library and the digital information resources it facilitates access to will continue to play a critical role in the education of students. Through its collections, information discovery and in-person and virtual assistance, the Library supports students in their pursuit of education.

As is the case now, in 2020 the Library will provide the key resources for assignments that encourage students to go beyond the course syllabus through access to licensed electronic journals, electronic course readings and eBooks. The adoption of the digital strategy will provide access to the marketplace of ideas that is a hallmark of higher education in a way that is aligned with the needs of students and research.

The Global environment

A digital strategy for UniSA focused on meeting the immediate need for the University to support its own agenda in teaching, learning and research should only be undertaken in the context of what is happening in the world of commerce, scholarly publishing and technological innovation. What can be achieved at UniSA will be dependent on what other libraries do as well as on the digital publishing strategies of the major companies.

Major scholarly publishers such as Elsevier and Springer have moved to make most of their books and journals available digitally and have been joined by many of the leading publishers in Science, Technology and the Health Sciences. Most offer both current and retrospective collections. Business also has a strong digital presence. More recently the Proquest, NetLibrary, Ebsco and EBL companies amongst others have expanded their digital offerings and each makes over 50,000 eBooks available for purchase. They also offer demand-driven acquisition models whereby orders are generated on behalf of a library for any title viewed more than a specified number of times by its own students. The UniSA Library digital collection is added to in this way by around 50 titles per month with a roughly equal representation across health, business and social sciences. In 2011 twenty per cent of the Library’s book collection is digital and ebooks represented 37% of book titles purchased by the Library in 2010.

While scholarly publishers and aggregators remain the most important source for copyrighted material, the largest volume of digital content is that out of copyright and in the public domain and here Google is supreme. Working with some of the largest research libraries in the world Google has already digitised 15 million texts. Not all of this is freely available. Google has recently announced plans to extend its coverage by scanning 250,000 out of copyright books held by the British Library which will be able to be viewed by anyone on the internet. The British Library estimates that digitisation activity to date represents less than 1% of its collection and is seeking to dramatically increase this to preserve unique, rare and fragile heritage items while improving access to content. Its short-term plans include digitising; 20 million pages of 19th-century literature [approximately 80,000 books]; 1 million pages of historic newspapers in addition to the 3 million already digitised and 4,000 hours of Archival Sound Recordings in addition to the 4,000 hours already digitised. The top priority of the Library’s corporate strategy 2008 – 2011 is the digitisation of newspapers and material unique to the British Library collection. Elsewhere, a new report written for the European Commission recommends much greater focus on the EU’s online library Europeana, and the fostering of competitors to Google. The
Report recommends that all of Europe’s public domain masterpieces should be available on Europeana by 2016. Clearly there are opportunities here to support teaching programs and research in areas that it has not been possible to resource in the print environment.

In Australia the National Library aims to build critical mass of digital content relating to Australia’s documentary and cultural heritage to support research. Its Directions for 2009-2011 identifies digitisation as one of the key ongoing activities enabling the Library to meet the needs of users for rapid and easy access to collections and other information resources. The various state libraries are pursuing digitisation of their collections, usually with a focus on material of local and regional interest. The State Library of South Australia for example makes available extracts of its film collection on their YouTube channel and invites comments or reminiscences. It has over 100,000 photographs available via the Library catalogue and uses Flickr photo stream for a selection of South Australian images. With the exception of major cultural institutions in Australia however, there has been very little systematic digitisation of important collections, which means that the infrastructure is not in place to run large-scale ongoing programs. To date the federal government has not invested in the equipment, resolution of technical issues or initiated conversation about possible models or a framework that should be adopted to meet its aim for a digitisation capability and richer national digital collections.

Activity at the national and state level reduces the need for the Library to undertake large scale digitisation of Australian material and will allow a focus on items and topics of local interest and more immediate application in support of teaching and research. Towards this end the Library has undertaken a retrospective digitisation of over 2,000 theses completed at UniSA and antecedent institutions and these can be found through the national Trove service and Google as well as through the Library catalogue and Summon discovery service.

A seamless search experience across items accessible through the Library and other search interfaces regardless of whether in physical format, born digital or digitised is a key component of the digital strategy. The Library is working with library system vendors to ensure that the requirements of the University are addressed.

Digital information in Teaching and Learning

Professor Jim Taylor from the University of Southern Queensland has coined the phrase, “Tyranny of proximity” to describe the failure to question the pedagogy, value and cost-effectiveness of the standard classroom-based model. His arguments in support of open educational resources can be easily extended to encompass the desirability to move beyond the current wide-spread reliance amongst academics upon a small number of (usually) print textbooks.

For many years now libraries have facilitated access to digital versions of journal articles and book chapters recommended as readings to support student learning. UniSA has over 24,000 digitised readings available through the catalogue and links within LearnOnline. In Australia this digitisation has been made possible largely through the provisions of Part VB of the Copyright Act. More recently, as the number of journals available online has grown it has become possible to put direct links to articles from within online courses. At the same time, “Canned searches” and RSS feeds have also made it possible to provide seamless access not just to individual items, but to collections, images and other information as it is published.

With such a vast increase in information available it is not surprising that surveys exploring university student use of the Web confirm that students’ primary sources of information for coursework are resources found on the Web, and that most students use a search engine such as Google as their first point of entry to information. To support this preference the Library ensures that much of the information from peer-reviewed journals, books, theses, and other academic resources in its collections can be accessed through the Google Scholar search service as well as via its own web discovery service Summon, which in 2011 indexes over 800 million items.
The potential of access to huge digital collections for teaching and learning is immense. No longer limited in the range of resources that students can be directed to, academics are able to utilise vast digital collections of published works, images and presentations while students are free to pursue their interests well beyond the confines of the largest research library. Digital editions facilitate integration of learning resources within LearnOnline with direct links to the full content of recommended readings replacing the static reading list. The explosion in digital information content presents new opportunities for interdisciplinary research and the introduction of new programs that stretch beyond the confines of books and journals in print format.

While access to digital book chapters can be provided relatively easily, the same is not true for complete books. In the medium term it appears unlikely that publishers will change their practice of making textbooks available digitally only for purchase by individual students. One of the actions proposed in Appendix 2 is to determine which printed volumes from the Library’s existing collections are moved to the new City West building. A complementary action is to identify printed books that can be replaced with digital equivalents. While the preference will be to provide access to exact title matches, the opportunities here are limited and there is a greater likelihood of digital copies of works of similar content being available. Adoption of this replacement strategy will require a rethinking of current teaching practice. Instead of setting a textbook available in print only, academics will need to ascertain what is available electronically and supplement this with chapters of books or articles made available as digital readings to support their teaching.

The implications for changing pedagogic practice extend beyond a simple expansion in the amount of information available and the possibility of substituting print textbooks with digital equivalents or alternatives. Developments in digital searching already permit searching across, as well as within texts and the examples included in the introductory section and Appendix One scenarios are based upon what is available now rather than unlikely imaginings.

While a digital future provides opportunities for change, publishing and digitisation initiatives are very unevenly spread across the disciplines. The majority of digital titles held support teaching and research in science, engineering, business and the health sciences – a reflection of the scholarly publishing industry and this needs to be recognised in the digital strategy. Publication of works in the Arts in digital form in particular lags behind that of most other areas and the fixed size screens of mobile devices can militate against appreciation of art works. Ready availability of projection media and 3-D functionality helps here. The migration of Australian textbooks from print to digital is also lagging and it is likely that students will continue to rely heavily on printed books well beyond 2016. It is also worth reiterating that there is little evidence to suggest any imminent change by publishers to their practice of limiting the availability of digital versions of textbooks to purchase by individual students. The final point here is that copyright and license arrangements differentiate between the use individual students and researchers can make of information resources and what is permitted by institutions for teaching. Thus while a student can include an image in a submitted work, a lecturer cannot make that same work available online to their class without attribution (Moral Rights) and permission or reliance upon Part VB of the Copyright Act.

Adoption of the digital strategy described will provide direction and impetus to aligning information content format with directions in teaching and learning. It is not a question of whether the University moves from print and analogue to digital, but how quickly and well.
STRATEGIC FRAMEWORK

The road to 2020

Part of the raison d’être for the new Participate@UniSA building at City West is to broaden participation and the student experience and this can be facilitated through adoption of a digital information strategy. With the right licence arrangements, digital resources are readily available 24 hours a day to all authorised users regardless of time and place. The University is keen to make information as accessible as possible, including through a seamless integration into online course offerings. As a reflection of this desire, the changing nature of scholarly publishing and the increasing preference amongst students for information in a form that can be easily accessed, shared and re-purposed, the Vice Chancellor has asked that the move of the Library to the new building at City West be paralleled by a move that replaces as much of the print collection with digital information sources as possible without a detrimental impact on the student experience as a consequence.

Digitisation and digital access are integral parts of the Library’s activities. By digitising its collections and increasing the percentage of information resources available digitally, the Library seeks three major outcomes:

- Improve the learning and research experience by providing access to the broadest possible range of information resources without having to visit Library buildings.
- Provide a means to facilitate learning by making the Library’s collections available in the online environment in a way that engages those who employ social networking and other new technologies.
- Preserve and extend the availability of items that are rare, fragile or at risk of format obsolescence by providing digital surrogates of the items for use.

Achieving these outcomes is complemented by the development and adoption of discovery systems that improve access to information resource content through sophisticated yet intuitive natural language ‘search and explore’ interfaces. Discovery and access is also facilitated through the use of open standards which allow the harvesting and indexing of the Library’s metadata by search engines such as Google™ and other services. The Library’s digitised collections are discoverable through a number of national resource discovery services.

Strategies

Strategy 1. – Provide access to additional digital information resources

While there is a need to reduce the size of the Library’s book and journal collections held in print to meet the objectives and space constraints of the new learning centre at City West, the broader strategic objectives of the University provide the impetus to significantly improve access to information resources for students and researchers. It follows from this that the underpinning digital strategy for the University should be to increase the range of information resources available by providing access to significant free and licensed collections of academic and research titles. A reduction in the number of print titles held at City West, will be more than offset by access to large existing digital collections available to staff and students regardless of time or place.

Strategy 2. - Encourage the move away from textbooks and recommended readings in print

A vast increase in the availability of scholarly titles (other than textbooks) provides an opportunity to rethink current teaching practice under the leadership of the DVC – Academic and University TALC.

Strategy 3. - Reduce size of City West print collection to 100,000 volumes

The City West Library in 2011 holds approximately 170,000 volumes and this collection will be reduced to 100,000 volumes in time for the move to the new building (Dec 2013). To accommodate City West collections within the space available in the new learning centre, it will be necessary to both adopt a digital preferred policy and relegate low use print volumes to storage. The Universities Research Repository South Australia (URRSA), a joint store between the three South Australian universities will accommodate lesser used, but still
required titles. The majority of titles relegated will be those which are also available digitally in some form, bound journal volumes, earlier editions and low use but important titles. Physical items can be delivered from URRRSA within 24 hours with same-day supply of digitised articles from journals.

It is important to note that while the number of physical volumes housed in the new building will be less in 2014 than in the Catherine Helen Spence building in 2011, there will be increased access to information for staff and students as additional digital collections become available.

Strategy 4. Prepare for the move of the active component of Magill physical collection to City West

The Library will prepare for the relocation of resources to support programs and research currently located at Magill. The Magill move needs to be accommodated within the 100,000 volume capacity of the building. Discussions with academic staff, monitoring of use and evaluation of newly available digital collections are important strategies here in determining which print titles remain at City West.

The key enabling strategy however is to replace print books currently in the Library collection with digital copies where there is an exact title match and for lesser used titles, replace print books with an e-Book subject equivalent. This latter action will be contentious.

The major actions required to accommodate Magill are to conduct overlap study of physical items held at both City West and Magill, discard duplicate copies and reduce the size of physical collections for Business and Art remaining at City West. The relative size of collections will be determined following consultation with academic staff and will be based upon teaching and research programs, availability of digital alternatives and usage patterns.

Strategy 5. Stabilise size of print collection post Magill move at 100,000 volumes

To support the move of teaching activities from Magill to City West the actions outlined for City West in the Appendix 2 table will also need to be applied to the Magill collection and other identified disciplines. The size of the Teaching Resource Collection (TRC) at Magill will be reduced.

It is anticipated that resources required to support Health will be predominantly digital.

The Library will continue its e-preferred selection policy and will also need to continue to reduce the size of the physical collection through monitoring collection use and relegation of lesser used items not available electronically to joint storage facility (URRSA). Books in print will continue to be acquired in print beyond 2014 in areas where there is no acceptable digital equivalent.

Strategy 6. Continue and extend collaboration and partnerships

The Library will continue to develop existing collaborative arrangements, including those with the State Library of South Australia, ATN libraries and the National Library of Australia to improve access to scholarly works and the reciprocal borrowing arrangements and use of the Joint Store with Flinders and Adelaide universities. There will be a continuing need to monitor the need for the retention and preservation of variant texts and differing American, British and Australian editions for disciplines where the availability of variant texts is limited to copies in print. It will work with other libraries and agencies to coordinate and extend joint digitisation and metadata extension projects as part of the Australian Research Data Commons. The digitisation of the Koori Mail, correspondence and historical documents associated with the South Australian School of Art and Cabbages and kings: selected essays in history and Australian studies provide examples of work already undertaken in this area.

The Library will undertake limited digitisation for preservation, relying primarily on the work of the State Library and National Library of Australia and the major international projects such as that of the British Library and HathiTrust.
Strategy 7. Monitor and measure outcomes

The success of the digitisation strategy will be determined in a number of ways:

- Results of user survey on materials availability are comparable or superior to those conducted for print resources era
- Proportion of ebook titles available through Library compared to total books available through Library increased by 10% over period 2011-2014
- Increase in number of items digitised by Library;
- Discoverability of digital works through standard tools (Trove, Google, Library catalogue and search engine) improved
- External links available to all UniSA digitised content

Apportioning costs between research and teaching

A staged strategy to ensure the necessary physical collections can be accommodated in the new City West building is provided as Appendix 2 and indicative costs of the strategy as Appendix 3. It is difficult to predict who will use particular information resources. Books recommended for use in undergraduate teaching may be used by a researcher as a source of background information in a subject outside their expertise. High achiever students may refer to specialist works acquired to support research. Similarly, it is seldom possible to allocate the costs of multi-disciplinary sets and compendiums to individual centres or institutes. For these reasons, the vast majority of resources available through the Library should be considered to be of potential value to both research and teaching.

In the absence of a reliable way to measure the purpose for which information resources are used, two surrogate measures are suggested. These are usage statistics by category of borrower and source fund used to date to purchase books. Borrowing statistics for 2009 and 2010 indicate a range of 20% -23% for book loans to staff and HDR students with the remainder to other students. It is not possible to capture loans to honours students. The alternative measure, source of book funds expended, shows 15% expenditure on books from the annual allocation from Research policy Committee against 85% from general University funding.

The Library estimates that the current City West collection would cost over $11 million in today’s money to replace. The strategy is reducing the space needed for the collection and making urgently required room for students to studying, the shrinkage of the physical collection is enabling all student support services to be brought into the building. The costs to pursue this strategy provide an alternative to both a print collection and costly building space. The Library estimates the additional staffing required is HEO 6 and an extra HEO 4 for 2.2 years (2011-2013). Most staff in the Library will also work on aspects of the project as all Divisions and the College will be affected by this change to information resources.

As it will take staff time to organise the acquisition, record creation and weeding associated with the project, the Library would prefer to start the project in 2011 with a deadline for completion of this stage to coincide with the building opening.
Appendix 1

Digital future scenarios

Basil, 3rd year Visual Arts student

Basil has been at uni for two and a half years now but he still isn’t the most organised student and does everything on the run; luckily he is pretty good at working the system. While he is eating breakfast Basil remembers that he needs to hand in his essay tomorrow; he still needs one more reference about the body and its representation in sculpture made from found objects. He grabs his phone and gets onto the Library chat page; one handed (toast in the other) he asks the librarian for some ideas; she kindly responds by sending him a permalink to an article from JSTOR she thinks might help.

On the bus Basil puts his headphones in and listens as the article is spoken aloud to him. That’s the essay sorted, now he needs to find an image of a body part to show and discuss in his tute. He has been mining the Images and Audio-visual TopicLauncher as a key ‘go to’ spot for finding info since first year and it doesn’t let down this time either. Primal Picture gives him a fantastic dissection image of a lower leg which he can send to the big screen in the tute room for all the class to see.

Basil needs inspiration for his final project; he wanders around the art collection in the Library; a book on Andy Goldsworthy catches his eye, perfect but it isn’t enough. But after three years in the place Basil knows that what is on the shelf is just the tip of the iceberg. He snaps a picture of the title of the book he is interested in and activates the wall screen. In front of his eyes a virtual bookshelf appears with heaps of titles on Andy Goldsworthy. Basil can scan the shelves by swiping the screen. Most of it is electronic material which he downloads straight into his tablet computer. One of the books is in storage but the wait is only 24 hours so no dramas, after reading the table of contents he hits the request button. Basil was supposed to book a room for his group to practice their presentations – bugger, he forgot. He quickly scans the map of the Library on his phone and sees a room is vacant, hits the book button and shoots the booking details through to his mates. Just enough time left to grab a copy of the required text from the High Demand Dispenser. Study sorted!

Floyd, 1st year Business student

It’s the middle of winter and Floyd doesn’t want to get up – luckily today his class are having a guest lecturer speaking from Auckland University on human resources management. Floyd logs into his course web page and chats online with classmates until the lecture starts. The eminent professor who gives the lecture recommends a video for the students to watch on employee counselling programs and provides them with a link to a snippet which he wants them to pay special attention to. Floyd searches for it in the Library catalogue hoping that it won’t be on DVD; luckily it is streamed so no need to get up yet. Because it is streamed his whole class can watch it wherever they are. His tute group are meeting later in the Library but Floyd’s tutor doesn’t mind them skyping in - Floyd at least puts on a t shirt for this.

Floyd gets seriously worried when his tutor mentions all the reading that the students are expected to do – there is a list as long as your arm of chapters and articles. It’s pretty hard to read those big text books in bed and keep under the covers plus by the time Floyd gets into the Library he reckons his classmates will have already taken them all. He notices a link on the course page to Library resources – Yes! This is more like it. Everything seems to be online; there’s a bunch of books on economics and plenty of management info; he downloads heaps onto his ereader including the ereadings prepared by his lecturer. Floyd feels pretty good about his efforts and takes a nap. He’s pretty horrified at his next tute when he realise he has to do group work. Luckily he gets his hand up in time to do the virtual business management project in Second Life – phew...back to bed and his iPad.

Taylor, Honours in History

Taylor has studied part-time throughout her time with the University and is looking forward to completing this year. Growing up in a house full of books collected by her parents she regards herself as something of a traditionalist and looks to start her research with books. A long-time customer of Amazon, her own collection is a mixture of print and digital.
While Taylor occasionally finds interesting leads in the small collection at home or in the Library when she visits her favourite subject alcoves, her usual first port of call when starting research is nearly always Google Scholar or the Library's SuperSearch Service. Both provide Taylor with access to the full-text of millions of titles held by the major research libraries of the world but she tends to end up in SuperSearch because of its ability to carry the search terms she chooses over into the Library's Wide-Search master index - which she notes is now flagging that it has over a billion pre-indexed items. Today is no exception. Following a lead on her topic that couldn’t be found using only metadata Taylor searches the terms and phrases: “ship of the dead” ghosts canoes & "emperor jehangir" AND "Jadu rao", and locates the desired combination in the full-text HathiTrust Digital Collection which is available for immediate download. The next reference takes her to a quotation from a poem which contains “in the mud of the Cambrian main did our earliest ancestor dive”. She finds this in the JSTOR Arts and Sciences Collection which provides page images of back issues of core scholarly journals from the earliest issues. Since these references are going to be included in her thesis, Taylor decides to mark her latest combination of SuperSearch terms as a Saved search with the citations formatted for an RSS feed in the University’s History reference style. Results will be able to be included in her draft as “Cite as you write” using the Endnote add-on.

Sylvia, Architecture PhD

Sylvia is in the first year of her PhD in Architecture. It is years since she last studied formally and she is worried about the costs, about finding enough information and about using the IT she knows she will need. She is very interested in the adaptation of Colonial Architecture to local environmental conditions but she is worried that her topic will involve expensive research trips to sites around the world. Logically she decides to begin her research close to home. As she hasn’t studied for a while she has attended some Library workshops and spends some time chatting with the Librarian who mentions the Australian National Data Service (ANDS). Sylvia finds some very enticing records referring to drawings by two of her key architects. The material is held in the University’s Architecture Museum. She rings the Museum curator and discusses the drawings; she decides it would be better to visit the museum in person rather than have the drawings scanned and sent as the curator is so helpful and informative.

Sylvia’s SA research progresses well but she still worries about the travel required. If only she knew of someone else researching similar themes in her other sites of interest. She spends time in the Library’s HDR room as it is a much more comfortable place to study than her small flat; a colleague mentions a tool called ResearcherID – it sounds like it might help her to find some potential collaborators so Sylvia does an online workshop and feels confident to set up her own profile. She also searches the profiles of others. Her initiative pays off and she finds an international research group looking at colonial architecture worldwide. They are very happy to have her join them. The group have a well-established Endnote Web Library to which Sylvia becomes a significant contributor, adding unique resources from the Architecture Museum collection plus research papers from the UniSA Research Archives written by her supervisor.

One project her collaborators are working on is the creation of virtual 3D models of colonial buildings. Sylvia is able to virtually visit a number of key sites using 3D fly-throughs. She finds that the multiple wall screen in the HDR media room enable her to immerse herself in the flythrough and simultaneously view building plans, site overviews, the architect’s notes and take notes of her own. Sylvia uses the National Library’s Trove service, which searches across the collections of cultural institutions throughout Australia, to locate and view contemporaneous archival material such as site plans for Port Arthur from the Tasmanian State Records Office.

Sylvia’s money worries do bother her but the Library becomes a bit of a home away from home. The HDR room is comfortable and well equipped with much better computers than her old banger at home (iPad X); and she can even bring in leftovers for lunch and heat them up! Her fears that she wouldn’t find enough material on her topic have also been allayed; there is a wealth of contemporary theoretical material available online, both books and journals and many historical works are available through specialist repositories that she has discovered through her research.

Sylvia’s collaboration is so successful that the group decide to create an exhibition of their research. The exhibition opens and runs concurrently at the home universities of all the collaborators. Sylvia’s whole family come to view the exhibition on the media wall in the new Library.
## Appendix 2.

### To reach steady state collection size (~100,000 volumes) at City West

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</tr>
<tr>
<td>Replace existing held titles with an eBook subject equivalent</td>
<td>10,000</td>
<td>151,400</td>
<td>This provides an opportunity to rethink current teaching practice. It is estimated that there are 10,000 volumes available now for purchase. The coverage of the newly released and very large HathiTrust collection has not yet been evaluated. With large digital research collections becoming available, instead of setting recommended readings from the limited range currently available, academics will be able to ascertain what is available electronically and use those as support for their teaching. The ability to provide chapters of books or articles as digital readings will continue but complemented by direct links to the full-text of digital books. An effective communication strategy to promote this to academic staff is needed.</td>
</tr>
<tr>
<td>Relegate low use volumes to store</td>
<td>13,000</td>
<td>138,400</td>
<td>This is likely to be mostly bound journals. The Universities Research Repository South Australia (URRSA) which is a joint store between the three South Australian universities will be used to accommodate lesser used but still required titles. The majority of titles relegated will be those also available digitally, bound journal volumes, earlier editions and multiple copies which are no longer being borrowed. Items can be delivered from URRSA within 24 hours and same-day supply of digitised articles from stored journals is available.</td>
</tr>
<tr>
<td>Compactus in new building for lower use titles</td>
<td>8,700</td>
<td>129,700</td>
<td>Estimate from academic publishers, Taylor &amp; Francis etc.</td>
</tr>
<tr>
<td>Replacement of existing and equivalent titles from suppliers not covered in 2. above</td>
<td>5,000</td>
<td>124,700</td>
<td>Estimate only. Publishers are continually increasing the depth of journal back files available and these are offered at discount rate through the CAUL Consortium (Council of Australian Librarians). Available sets strongest in science, health and business</td>
</tr>
<tr>
<td>e-journal back sets</td>
<td>1,800</td>
<td>122,900</td>
<td>Estimate only. Publishers are continually increasing the depth of journal back files available and these are offered at discount rate through the CAUL Consortium (Council of Australian Librarians). Available sets strongest in science, health and business</td>
</tr>
</tbody>
</table>
Appendix 4

Magill move to City West

- Capital costs 2014 – and beyond, to be determined.

- It is expected that the steps taken above will facilitate the Library’s ability to efficiently cover similar ground for the Magill collection. It is not possible to estimate the costs of similar activity for Magill given the current state of Ebook publishing.

- Just as with City West, the physical collection reduction to a size which can be accommodated in the building, will be dependent upon digital publishing output, availability of books through Google and other mass digitisation initiatives and undertaking an overlap study between Magill and City West collections, and of course the availability of funds to replace print and off web collections.