

**Information Technology Planning Board (ITPB)
Scholarly Interaction Subgroup**

Final Report
April 2007

In November 2005, the ITPB identified Scholarly Interaction as one of the most urgent institutional strategic areas to address in the 2005-06 academic year and beyond. Specific Scholarly Interaction areas of interest mentioned were: 1) data archiving/institutional repositories; 2) electronic access to scholarly material; 3) use IT to create a sense of community among faculty in disparate disciplines and facilitate collaborations that will underscore the comprehensive nature of our campus; and 4) UCLA needs a major effort to inform and educate the faculty on IT in its teaching and research missions.

At its February 13, 2006 meeting, the ITPB recommended formation of a workgroup to explore how to assess educational effectiveness and educational gain and prepare background material for a Spring meeting focused on Scholarly Interaction. The workgroup: Chair, Gary Strong, Kathy Atchison, Christine Borgman, Russ Caflisch, Jim Davis, Kathy Komar (absent), and Vivek Shetty met on March 23, 2006 to define and scope the ITPB discussion. They reviewed the inventory of campus discussions and activities related to Scholarly Interaction; discussed some priority areas; and identified some drivers. Gary Strong will be developing recommendations to take back to the ITPB at its April 6 meeting.

Chronology of Scholarly Interaction Discussions

- UCLA IT Vision Plan (2001)
http://www.oit.ucla.edu/CommonDocuments/ITPB_Brochure.pdf
Goal to use information technology to develop worldwide scholarly collaboration that will enrich and broaden bodies of knowledge by building “go-to” authoritative websites and IT centers to enhance effectiveness and visibility of academic missions, using them as vehicles to attract students.
- Faculty Committee on Educational Technology (FCET) Recommendations (2004)
http://www.itpb.ucla.edu/documents/2004/September242004/Educational%20Technology/IT_in_Instruction_2004-2005.pdf
Participate in Sakai pilot, a standards-based open-source system to support teaching and research; share in development of innovative instructional and collaboration tools; offer collaboration and learning environment (CLE) services to any academic unit, faculty member or research group on campus.
- FCET Recommendations for Collaboration Projects with the Library (2004)

- http://www.itpb.ucla.edu/documents/2004/September242004/Educational%20Technology/IT_in_Instruction_2004-2005.pdf
- eScholarship student publication service
 - Sakai-Library initiative
 - Learning Materials Repository
 - “the afterlife” of course websites
- Western Association of Schools and Colleges (WASC) Initiative - Educational Technology Themes

http://www.itpb.ucla.edu/documents/2006/UCLA_Proposal_to_WASC.pdf

 - Theme 1: Shaping Undergraduate Education via the Capstone Experience
 - Theme 2: Facilitating Interdisciplinary Education and Research
 - Theme 3: Using Educational Technology to Enhance the Student Academic Experience
 - Massachusetts Institute of Technology (MIT) OpenCourseWare initiative

<http://ocw.mit.edu/index.html>
Surfaces intellectual property issues.
 - Institute for Digital Research and Education (IDRE)

<http://www.idre.ucla.edu/default.htm>
Recently formed at UCLA to provide the infrastructure to enable local, national and international collaborations.
 - System-wide Issues
 - Information Technology and Telecommunications Policy (ITTP) – a UC Academic Senate committee chaired in 2004/05 by Alfonso Cardenas; represents the Senate on in all matters of instruction and research policy involving the use of information technology and telecommunications.

<http://www.universityofcalifornia.edu/senate/committees/ittp/>
 - UC IT Guidance Committee – recently formed and charged to promote deployment of IT services to support innovation and enhancement of academic quality and institutional competitiveness using a (system-wide) shared approach to planning and delivery of selected services. Workgroups include: Instructional Technology/Learning Management, Stewardship of Digital Assets, and Student Experience.

<http://www.ucop.edu/irc/itlc/documents/ITGCOverviewforITLCFeb1.pdf>

Drivers

- Interdisciplinary efforts and implications for collaboration (both on educational and research side)

- Restructuring of Scholarly Interaction (structure should reflect the strength and culture of UCLA)
- Any time, any place access that is simple to end user
- License management
- Scalability

References

- ITPB Strategic Planning – Suggested Topics
<http://www.itpb.ucla.edu/documents/2005/November292005/ITPB%20Strategic%20Focus%20Areas/ITPB%20Strategic%20Planning%20Suggestions.pdf>
- Council on Government Relations (COGR) Access to and Retention of Research Data: A guide to Rights and Responsibilities:
<http://206.151.87.67/docs/DataRetentionIntroduction.htm>

Areas of Concentration

The group took the inventory of discussions and activities and categorized them by priority areas (Areas of Concentration) and reported the results of that inventory in its May 8, 2006 report to the ITPB.

1. Content

Need to assemble the content and address issues of delegation of authority, trust, preservation, and curation.

- E-scholarship
- Learning materials repository
- After life course websites
- Intellectual property issues
- UC Library Digital Preservation
- UCLA Digital Library
- Archives and collections (personal and institutional)
- Research data
- Open courseware (with commercial benefit)
- Post print repository

2. Tools and Services to Use the Content

There are issues of territory, governance and interoperability. Which collections and services should be organized by the department, the discipline, the university, the library, the academic senate, etc.?

- Common Collaboration Education Environment
- Digital repositories

- Large dataset storage and curation
- e-Science tools
- Development of new search tools (i.e. Google Scholar, et al.)
- Insuring security
- Different modes of getting at data and using data
- Audit of content (web crawling, ‘TurnItIn.com’, etc.)
- Intellectual Property audit
- Best practices templates that encourage involvement of faculty
- Access - modes at getting at data (i.e. download, view); federated searching across data

3. Integrating Research and Teaching

The content will overlap, but different tools and services are needed. The content originates from different institutional sources (libraries, publishers, course management systems, individual faculty, etc.), each with its own structures and services.

- WASC themes
- Research portal development
- Intellectual Property ownership
- Electronic reserves
- Digital repositories (i.e. Artstor)
- My.UCLA
- Ownership of underlying data and research
- Licensing of software
- Material Transfer Agreements
- Clinical teaching (using patient as focus of teaching)

4. Incentive and Disincentives

Universities have more carrots than sticks in getting faculty to contribute content, and to do so in ways that the content is useful and usable. Competition between faculty is often a stronger motivation than is collaboration.

- Senate portal
- Payment of author’s costs for placement in public access sources
- NIH and other initiatives for open access
- Create mechanisms for scholarly collaboration to lower the barriers to faculty engagement
- Develop good “help” functions
- Shared courseware with commercial benefit (distance learning)

5. Promotion/Privilege and Tenure

The reward system is embedded in a print world of scholarship where journal articles and books are the gold standards. Unless the reward system begins to recognize contributions of data and construction of portals and other forms of

content, the university risks undermining all of its other efforts in new infrastructure.

- Senate portal
- Joint licensing principles among UC campuses for scholarly content that recognizes contributions
- Provide CAP (Council on Academic Personnel) increasing evidence of the changing landscape
- Citation rating

Next Step

The subcommittee has completed its work and submits the above report to the ITPB and requests that it be dissolved.