

What I'm Gonna Tell You

Materials are in the workshop Google folder: <https://urlzs.com/F15yh>

Prospective axes for building future scenarios

Stakeholders, functional roles, and other lenses through which to view scenarios

Some specific and some broader future-y things mentioned in the survey responses

Mission of The Academy: Internal vs External Priorities

What academic objectives are pursued and how they are pursued is always subject to many forces. Researchers, scholars, and pedagogists discern how best to advance their disciplines. Funders, politicians, regulators, and providers of services to communities have their own agendas and needs and advance them in part through influencing activities of The Academy.

How open or closed academic activities are (external pressure)

- Boundaries of research collaboration
- Constraints and objectives of research
- Constraints and objectives of education
- Access to data vs control over who can collaborate

Whether The Academy remains a single mission shared globally across academic organisations, or if it splits across national, political, or corporate boundaries

How the various academic disciplines are valued

Resources for The Academy: More vs Less

Governments, public and private organisations, and students all contribute to the bottom line of each academic organisation to varying degrees that are subject to an extremely complex mixture of external economic and political forces.

Individual academic organisations differentiate and compete for their share of the pie. How does The Academy respond when the pie gets substantially smaller or larger?

Concentration, commodification, and centralisation of services and operations is a response to lower funding

Specialisation of services and operations is enabled by greater funding

Ability to sustain skills to innovate solutions to The Academy's problems

How open or closed academic activities are (internal pressure)

- Open source, open science
- Paywalls to fund academic collaboration

Impact of Social-Technological Change on The Academy: Slower vs Faster

In what ways does The Academy change due to changes in the way its researchers, scholars and students conduct other aspects of their lives, and how quickly does it respond to those pressures? Do academics want their academic life to be like the other aspects, or do they want it to remain apart and with its own character? What happens if the response is too slow? What happens if it is too fast?

Engagement in The Academy across different generations

Simplicity vs customisation of means by which academics collaborate

Disruptive technologies such as WebAuthn

Impact of socialID, national, or self-sovereign identity

Role of academic organisations in establishing academic identity

Role of academic organisations in providing (online) spaces for academic collaboration

Privacy in The Academy

Inequity in The Academy: More vs Less

Those with more resources urgently want to solve their problems and move on. But their solutions can be out of reach of those with fewer resources, limiting their participation in forwarding the mission of The Academy. Will they be left behind, or what will propel participation to be global?

Simplicity vs customisation of means by which academics collaborate

Ability to sustain skills to innovate solutions to The Academy's problems

Institutional vs Research/Scholarly Community control

Stakeholders

What are their interests, how do they react in different scenarios?

Individual students or academics

Research and scholarly communities/disciplines/VOs

- Larger, more resources
- Smaller, with less

Academic organisations

- Leading edge
- Long tail

Commercial interests

Funders

Governments/political

Regulators/standards bodies

Libraries

Society at large?

Functional Roles

These can also be seen through a stakeholding lens, but here we consider how different scenarios enable or hinder performance of various academic activities.

- Students
- Teaching & Learning
- Science & Research
- Scholarship & Arts
- Administration
- Service to the community

Other Lenses

How does trust work through each scenario, ie, how do academics gain sufficient trust to proceed?

Disruptive vs incremental change

Specific future-y things in survey responses

Open and collaborative Standards Defining Organisations

Build applications seamlessly across institutions since all science is global

R&E AAI/Fed stuff in Azure Gallery

SSI, especially since R&E Fed has poor interop

Research e-infrastructure as currently practised isn't sustainable, too national or regional

More flexibility in R&E Feds to support more use cases

Integrate R&E Feds with commercial clouds

On-going training for research IT

All stakeholders in AAI should be represented

Fractious regulatory environment increases costs, threatening small scale orgs

Open academic peer review

Broader future-y things in survey responses

Scaling trust and linking to economic value

Open standards vs proprietary solutions

Global platform for scientific collaborations

Impact of AI

Kim Cameron's Identity Layer

Impact of global warming

Protecting personal information from exploitation

Nature of higher education credentialing

Representation of knowledge structures

Skills available to R&E

Human subjects data in a big data world

Stable government funding for R&E

Equal access to education