REGULAR FEATURES

2 From the University Librarian
4 Faculty Q&A
5 UCSD Libraries by the Numbers

this issue

2 Collections Update
3 Budget-Driven Library Closures
5 Google Settlement Outcome
As we approach the end of the academic year, UC and UC San Diego continue to grapple with what could be the most severe budget cuts from the State of California in the university’s history. This is a very challenging time for the campus, as well as for the Libraries, which depend on the state for nearly 85% of our budget. At the time this newsletter went to print, the Libraries had not yet received our final budget allocation for FY 11/12. However, given the magnitude of the anticipated reduction in funding from the state, the Libraries are planning for at least a $3 million cut, which leaves us with no option but to close the Center for Library & Instructional Computing Services (CLICS), a facility that is very popular with our students, in June. In addition, we are planning for the closure of the International Relations & Pacific Studies (IR/PS) Library in July, and also anticipate closing and consolidating the collections of the Science & Engineering Library and the Scripps Institution of Oceanography Library, later in the 2011-12 academic year.

Unfortunately, there is little doubt that these closures and consolidations will impede our ability to provide UCSD faculty and students with the quick access to resources and services that they have come to expect from the Libraries. While our collections budget has also been impacted by the cuts, we are doing all we can to ensure access to the information resources needed and used by faculty and students.

We greatly appreciate your understanding and patience over the next year as we adapt to our reduced footprint and work to consolidate our collections. Your continued feedback during this process will be critical to us as we work to ensure the continued availability of those information resources and services that are essential to meeting the needs of the campus community.

This issue of Faculty File includes additional information about library closures, consolidation efforts, and the impact on services and resources so please keep reading. If you have feedback or comments, please feel free to contact me at becs@ucsd.edu. Also, you can provide feedback to the campus leadership and obtain more information at: http://libraries.ucsd.edu/budgetcutsFAQ/intro.html.

With best regards,
Brian E. C. Schottlaender
The Audrey Geisel University Librarian

Collections Update

Impact of Budget Cuts on Collections

Since 2008-09, the UCSD Libraries’ state-funded collections budget has been reduced by almost $2 million, or more than 20%. An additional $3 million cut to the Libraries’ 2011-12 state appropriation is anticipated, requiring us to implement another $600,000 (9%) cut to our collections budget, for a cumulative reduction of almost 30%.

As a result of these cuts, we are taking a three-pronged approach to rethinking how we provide the information resources that are most essential in supporting faculty research and teaching.

- **Expenditure reductions** based on a combination of data-driven metrics and demand-driven acquisition as needed.
- **Increasing use of non-state funding sources**. As state funds decline, we must make greater use of endowments, gifts, and other additional funding sources for collections and information resources.
- **New models for scholarly communication**. We will continue to work with the UCSD faculty and our library colleagues UC-wide to identify more sustainable alternatives to the existing scholarly publishing model for communicating and sharing research.

**Expenditure reductions**

The UC San Diego Libraries’ collections budget funds the purchase and licensing of resources in all formats. Increasingly, a large percentage of our budget is devoted to continuing subscriptions or licenses to electronic resources. As of 2009/10, 65% of our collection funds were spent on electronic resources, such as databases, ebooks, and large packages of electronic journals. We expect this trend to continue, and we anticipate that prices for these resources will continue to increase, which will compound the pressure on our declining collections budget.
Budget-Driven Library Closures to Begin in June 2011

By Catherine Friedman
Associate University Librarian for User Services

While we will be cutting unnecessary duplication between paper and electronic resources, we will at the same time be focusing on maintaining our UCSD “collections of distinction.” The oceanography and marine sciences collection currently housed at the Scripps Institution of Oceanography Library is one such collection, as are the Scripps Archives. Among our other distinctive collections are those in the Mandeville Special Collections Library, the Melanesian collection, the Pacific Rim and other International Relations and Pacific Studies collections, scores, film and media, political posters, and specialized areas in the humanities, performing arts, and sciences that complement and support academic strengths on campus.

We are applying consistent metrics to determine which continuing subscriptions we can afford to maintain. This includes the licensed resources obtained through the California Digital Library (CDL) and those subscribed to at the campus level. CDL has developed a weighted-value algorithm that combines external measures such as a journal’s impact (as measured by the Institute for Scientific information) with UC-based metrics such as usage, citation behavior, and average cost per use and per impact, normalized by broad disciplines across all systemwide journal packages. This kind of analysis allows us to determine the overall value of a given publisher package relative to other packages that we license, and enables us to compare the performance of individual journals against other journals in the same disciplinary area, regardless of publisher. These analyses have become an important tool in assessing value and guiding our decision making.

Our cost reduction strategy supports and indeed depends upon the transition to digital formats whenever that option is available. Digital formats not only improve access, but require less ongoing staff support and overhead. As we continue to eliminate print formats, we will coordinate our collection development strategy with that of the other UC campuses, maintaining the resources that will be actively used in our campus libraries, and further relying on the other campuses to collect in areas more tangential to the Libraries.

Given that the Libraries have been told to plan for at least a $3 million cut to our budget for 2011-12, we have begun to implement the closure and consolidation plans that are necessary to absorb this significant reduction in funding. These plans include closing the Center for Library & Instructional Computing Services (CLICS) and the International Relations & Pacific Studies (IR/PS) Library this summer.

CLICS, a key study and computing space for students, is slated to close June 10. Closure of this library will result in the loss of more than 500 study seats and a reduction in open lab computing by approximately 100 workstations. Although there are no collections to be moved, faculty who have used CLICS for student technology training or librarian-led instructional sessions will be directly impacted by this closure. While various discussions are underway regarding the possible future use of the CLICS space, the final decision for that rests with Academic Affairs.

With the closure of CLICS, student study space and open computing will be at a premium. The Libraries are committed to identifying ways to increase support for these services within our remaining facilities. As has been offered at CLICS in the past, we plan to offer 24/7 hours within the Geisel Library during each academic quarter’s 10th and Finals weeks. Also, over the summer we are planning to relocate about one third of the workstations from CLICS into Geisel. Since the closure of this heavily-trafficked facility will likely result in greater and more intense use of the Geisel and Biomedical Libraries, faculty who regularly frequent these facilities will likely see that they are busier and even more crowded. The IR/PS Library is slated for closure on July 1, with the bulk of its collections—approximately 140,000 volumes—to be moved and eventually consolidated into the social sciences and humanities collections in Geisel Library. The IR/PS librarians are being reassigned to the Social Sciences & Humanities Library in Geisel and other staff are being reassigned to other library departments. After IR/PS closes, and until its collections are relocated, faculty members will have access to the collections via online paging, which will result in delivery of the physical items to the Geisel Library main desk.

In spite of the closure of the IR/PS Library facility, the Libraries remain committed to supporting IR/PS faculty and students. We will continue to develop the IR/PS electronic and print collections to support the school’s academic mission, and research and curriculum support services will continue to be available, although they will be based at Geisel Library.

Over the next several months, we will be soliciting feedback from faculty, students, and staff about our plans to update and reshape remaining library spaces. We hope that you will provide us with your thoughts and preferences as we enter this transitional period so that we can continue to do our best to meet your research and teaching needs and minimize disruptions and inconveniences. If you would like to share your thoughts with me directly, please feel free to contact me at crf@ucsd.edu or 858.534.1278, or contact the Libraries via our Suggestions page at http://libraries.ucsd.edu/suggestions.html.

Continued on page 6
Gabriele Wienhausen, a longtime advocate for students and innovation in education, was appointed Associate Dean for Education in UC San Diego’s Division of Biological Sciences in 2007. Prior to that, she served as founding Provost of UCSD’s Sixth College from 2000 until 2007. Wienhausen joined UCSD’s then Department of Biology in 1986, and worked over the next 14 years as a senior lecturer, teaching and overseeing the department’s undergraduate program. She recently was named, along with Assistant Professor of Biology Gentry Patrick, Diversity Champion at the university’s annual Equal Opportunity/Affirmative Action and Diversity Awards Program. Over the last few years, Wienhausen’s and Patrick’s innovative diversity outreach efforts have resulted in a 300% increase in graduate level enrollments among under-represented minority students in the Division of Biological Sciences.

Q. When you were named Associate Dean for Education in the Division of Biological Sciences, you became the first person to hold such a position at UCSD. How is your position different from other deanships?

A. The Associate Dean’s office oversees the quality and effectiveness of the educational programs and a wide range of divisional academic educational and non-academic educational support programs. I focus on providing direction, innovation, and strategic leadership to the Division’s educational mission. This is truly a unique position and does not exist in any of the other Academic Divisions. It allows our Division to develop a cohesive educational vision, targeted educational goals, and concerted strategies to implement them.

Q. You have a true passion for science education. In addition to your current role, you have conducted research on the subject. What are the outcomes you are trying to achieve and what kinds of approaches have you found to be most effective in reaching them?

A. I’ve always been fascinated with how people learn and how we can capture that knowledge to transform how we teach science in the classroom. This curiosity and the serendipity of meeting other likeminded colleagues here and at SDSU, lead to the creation of the Doctoral Program in Mathematics and Science Education, jointly offered by UCSD and SDSU (www.sci.sdsu.edu/CRMSE/msed). I was one of the founding faculty members in this program; the goal is to build on the body of knowledge about how people learn mathematics and science.

We know that in order to develop competence in an area of inquiry students must have a deep foundation of factual knowledge, and they must be given opportunities—outside of the classroom—to apply and practice their knowledge. Learning must accommodate and build upon the experience of the learner, but, most importantly, the learner must have decided to engage in the learning. A classroom practice in which students primarily listen, watch, read, and restate information for instructors is not an effective instructional approach. The instructor needs to consider what they want their students to know, understand, and be able to do, and work back from there.

Another key element is diversity in the classroom. For most of us faculty, especially in the sciences and engineering, the concept that one’s own cultural background influences one’s teaching comes as a huge surprise. Biology is not a de-contextualized subject matter. Many of us believe that we just have to teach the facts and don’t bother to try to make it relevant to students’ lives or to society. But, research has shown us that we could not be more wrong. By insisting that science, engineering or math is simply all about the facts—we alienate our students. Thanks to the leadership of a group of postdoctoral fellows, we now teach a diversity workshop for our first-time teaching assistants. Our goal: to give the future generation of teachers the pedagogical and intellectual tools to build a climate of inclusion, respect, connection, and caring in the classroom.

Q. What role do you think the Libraries play in science education? How do you utilize library services and resources in science education programs?

A. The Libraries are key partners in our mission to educate our students. One of our explicit educational goals is to graduate biology majors who know how to search the scientific literature, and to retrieve and analyze information from reliable databases. It would be impossible to achieve this without partnering with our librarians and involving them in the education of our students.

For example, many Biology students, even seniors, struggle with the task of scientific writing. Beyond the lack of practice in scientific writing formats, there is a singular lack of familiarity with scientific resources, including the most direct tool of all — library searches. We have partnered with Biology librarian Dominique Turnbow to develop a simple hands-on workshop to walk students through the search process and to demystify the identification of recent, relevant, and readable primary sources of information. This has helped students to develop research papers of higher quality.

We also encourage our students to get involved in independent research. Students interested in wet-lab research must have the skills to find current and past literature relevant to their...
The Google Settlement Outcome & the Future for Digital Books

By the Numbers

Cumulative cuts to the Libraries’ budget since 2008-09 include:

- Total cuts: $7.2 million or 25% of our budget*
- Services & Operations: $5.4 million*
- Collections: $1.8 million*

Specifically, the Libraries have:
- Eliminated (or held vacant) positions: 52 (17% reduction)
- Reduced library operations funding: 19%
- Cut library hours: 12%
- Reduced Geisel Library service points: 20%
- Cancelled print journal subscriptions: 750

On March 22 of this year, federal Judge Denny Chin rejected the proposed settlement in the lawsuit between the Author’s Guild and the American Association of Publishers and Google, over the latter’s global book digitization project. The UCSD Libraries have had almost 400,000 books from their collections digitized by Google to date, and we are committed to the goal of creating a global digital library. (Approximately 3 million books have been contributed by UC Libraries systemwide.)

While the judge’s decision does represent a setback to this overall goal, the UC and UCSD Libraries are hopeful that an approach can still be adopted that will provide public access to out-of-print books. However, UC’s California Digital Library and the UCSD Libraries are not leaving the future of digital books to Google. Since its inception in 2008, the UCSD Libraries have played a leadership role in the development of HathiTrust, a vast digital repository that contains more than 8.4 million volumes, including nearly 2.2 million works that are in the public domain and are fully viewable on the Web. HathiTrust is an international partnership of 52 academic and research libraries that are committed to long-term digital preservation of library collections curated by generations of librarians at the world’s great research universities.

Given the Google ruling, the HathiTrust partners will continue providing comprehensive full-text search of the repository and uses of in-copyright materials consistent with copyright law: access for users who have print disabilities, and lawful uses of digital copies of materials that are damaged, deteriorating, lost or stolen, and not available at a reasonable market price. Moreover, we will continue to pursue our extensive review of works published in the U.S. from 1923 to 1963, providing access to works that did not comply with copyright formalities of the time, in addition to working with authors and publishers who wish to allow open access to their works in HathiTrust. We will continue to strive to provide as much access as legally possible to materials in the repository, for discovery, reading, and computational research.

We hope that the rejection of the settlement will lead immediately to meaningful progress towards resolving the so-called “orphan works” situation. For more information about HathiTrust: http://www.hathitrust.org.

Schottlaender is a member of the HathiTrust Executive Committee.

If the Libraries receive an additional $3 million cut in 2011-2012:
- Total cuts would equal $8 million or 27% of our budget
- Additional cuts to:
  - Services & Operations: $2.4 million
  - Collections: $600,000

*These numbers include permanent ($4.85 million) as well as one-time ($2.4 million) cuts.

Budget Cuts
tial to our academic programs. We will reduce the purchasing of new books “just in case,” focusing instead on providing “just in time” acquisition and delivery of materials as these are needed and requested, with a preference for digital access.

While we will be cutting unnecessary duplication between paper and electronic resources, we will at the same time be focusing on maintaining our UCSD “collections of distinction.” The oceanography and marine sciences collection currently housed at the Scripps Institution of Oceanography Library is one such collection, as are the Scripps Archives. Among our other distinctive collections are those in the Mandeville Special Collections Library, the Melanesian collection, the Pacific Rim and other International Relations and Pacific Studies collections, scores, film and media, political posters, and specialized areas in the humanities, performing arts, and sciences that complement and support academic strengths on campus.

Increasing use of non-state funding

We will offset some of the cuts to state funding with endowments and other non-state funds. We also plan to work with Development staff to seek enhanced endowment support for collections to sustain an optimal level of support for these resources and to further develop our distinctive collections. We will also explore other approaches to partnering and sharing costs for resources. As we target priority collections for digitization, we will seek scholarly, as well as commercial, partners. Our hope is to increase extramural funding support for the collections by one-third over the next five years.

New models for Scholarly Communication

We will work with our UC Libraries colleagues to increase the number of options available to UC authors for sharing and curating their research, including through eScholarship and other open access journal publishing venues. We will collaborate on various strategies and new models for scholarly communication—besides open access publishing—to promote and support the fullest possible use and dissemination of UCSD faculty scholarship. This strategy will involve integrating discussions at the UC level with feedback from the Libraries’ departmental liaisons who work with the faculty to support their research and instruction.

Q&A from page 4

research topic. In partnership with Dominique, we’ve developed a pilot course for students poised to do wet-lab research to provide training in sophisticated searching strategies and an introduction to referencing.

Q Prior to your appointment as Associate Dean, you served as the Provost of UCSD’s youngest college—Sixth College. Since then, has your approach to teaching students changed?

A Having had the opportunity to serve as the founding Provost of Sixth College has profoundly influenced my thinking about what it means to educate college students. Thanks to my leadership team in the college, I was able to gain a 360º perspective on the life of a college student, which helped me to appreciate that a true university education encompasses much more than what is learned in the classroom, laboratory and library. We must create conditions throughout the campus and throughout all units and divisions that motivate and inspire students to pursue educationally purposeful activities, both in and outside the classroom. Also critical are opportunities for students to apply what they learn.

Q Do you have a favorite intellectual resource at the Libraries?

A I have more than one! The lecture series sponsored by the Biomedical Library, the Mandeville Special Collections, and the rotating exhibitions organized by that unit. I very much enjoy the Arts Library’s exhibits, and I am a fan of the Short Attention Span series and the Teeny Tiny Pit Orchestra events. I love the displays in the library breezeway. The current “Go Green, Save Green” display is fun, creative and informative.

Collections Update from page 3

Please send your comments and suggestions to:
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