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BIANNUAL UPDATE ON NEW SERVICES AND RESOURCES FROM THE UC SAN DIEGO LIBRARY

contents
This fall has been an especially exciting time for the UC San Diego Library, as you will see in the articles included in this issue of Faculty File. As many of you may know, The Teaching + Learning Commons, also known as “The Commons,” moved to the Geisel Library building earlier this quarter, which is already proving to be a benefit for students and faculty who want to take advantage of their many services to enhance teaching and promote more effective learning for our students. I encourage you to read this issue’s Q&A with Gabriele Wienhausen, the faculty director of The Commons, to learn more about the services and resources Gabriele and her team can provide to support faculty and their teaching. We at the Library are pleased to have The Commons in our midst, and are looking forward to collaborating with them over the next few years.

Also new to Geisel this quarter is the life-size CAVEkiosk, our first virtual-reality 3D display system, which enables researchers from several UC campuses to analyze, visualize, and share 3D data from at-risk archaeological sites in Egypt, Turkey, Jordan, Israel, Greece, Morocco and Cyprus. This cyber-archaeology project was conceived by UC San Diego archaeologist Tom Levy, founding director of the Qualcomm Institute’s Center for Cyber-Archaeology and Sustainability (CCAS). You can read more about the CAVEkiosk in this newsletter, and can see it firsthand by visiting the East Commons on the main floor of Geisel Library.

Finally, I want to call your attention to the fact that the UC San Diego Library has expanded its global reach by signing new agreements to share library technological expertise, collections, and educational opportunities with two university libraries internationally—Fudan University Library in Shanghai, China, and the University of Göttingen in Göttingen, Germany.

I hope you find this issue of Faculty File to be interesting reading, and offer my best wishes as we near the holiday season.

Best,

Brian E. C. Schottlaender
The Audrey Geisel University Librarian
While Geisel Library remains an architectural landmark, and the most iconic symbol of the campus, the building’s interior spaces have become dated and inadequately-equipped to effectively support the various approaches to study, research, and learning used by today’s students and scholars. And, as the Library’s collections have continued to shift from print to digital, spaces once used to house print books and journals have increasingly become available for other uses and activities.

With the launch last summer of the Geisel Library Revitalization Initiative (GLRI), which will transform and revitalize significant areas of Geisel’s most used floors—the 1st and 2nd (main), as well as the 8th floor—plans are underway to make good use of these spaces to ensure that Geisel continues to serve as a high-caliber, cutting-edge campus resource. Thanks to the GLRI, we will transform these areas into modern, technology-rich spaces that support and advance the research, teaching, and learning activities of our talented faculty and students.

The GLRI efforts are expected to take slightly more than three years to complete, with the 8th floor renovation expected to be completed by fall 2017, and work on the 1st and 2nd floors to be completed in spring 2019. In addition to the GLRI renovations, the campus is in the process of renovating the restrooms on all of Geisel’s upper floors, including adding ADA-compliant and gender inclusive restrooms. We expect this work to be completed in fall 2017.

Faculty indicated they would like the Library to offer: more spaces for meetings and group activities; better space to work with Library collections; more space to highlight and showcase student and faculty work; and they would like the Library to support new ways of scholarship and learning, with offerings like immersive visualization, 3D printing, and digital media and technology assistance.

While we are excited about the opportunities the revitalization of Geisel will offer to Library users, staff, and visitors, a significant amount of planning is required before any construction can begin. This planning began last summer, when the Library embarked on an extensive visioning process to determine how the interior spaces of Geisel could be designed to better align with campus needs and expectations. As part of this process, we solicited feedback from Library users, including faculty, gathered data on and researched new and innovative learning spaces, and reviewed Library-related user studies and surveys. In addition to confirming that the Library needs to be modernized to meet current user needs, this process revealed that users had difficulty navigating Geisel’s spaces and service offerings. In particular, they were confused by similar and often competing activities happening in adjacent or different spaces within Geisel, and they felt the lobby created challenges in terms of way-finding and lacked clarity and inspiration.

During this outreach process, we also received valuable feedback from faculty about how they envision the Library as an intellectual hub that is inclusive and diverse.

With the useful information gleaned from the visioning work this summer, the Library developed a Geisel Space & Service plan, which defines future spaces and services and arranges them into five activity zones on Geisel’s 1st and 2nd floors. This fall, the Library will be soliciting feedback from faculty and students on components of this plan, including these zones. For example, we will be asking faculty if they would like to see an enclosed reading and study lounge that is accessible to only faculty and graduate students in the zone designated for collections & quiet study on Geisel’s 1st floor. We will also be asking faculty about their interest in having a new books display near the entrance of Geisel, which is planned to be part of the main service zone.

Faculty input will continue to be invaluable to us as we proceed with the next steps in our efforts to renovate the most heavily used Geisel Library spaces to meet the needs of our campus community. If you have any questions about the Geisel renovation planning, please feel free to contact me: Catherine Friedman, Associate University Librarian for Academic Services, crf@ucsd.edu.

Geisel Space & Service Plan: 2nd and 1st Floor Zones
The 2nd (main) floor would include a Research & Scholarship zone in the West Wing, an Active Learning & Exploration zone in the East Wing, and a Service zone comprising the Geisel entrance and lobby. The 1st floor would include an Active Learning & Teaching zone in the West Wing and a Collections & Quiet Study zone in the East Wing.

Research & Scholarship Zone
Comprises spaces and services to support traditional methods and inspire new ways of research and scholarship.

Active Learning & Teaching Zone
Comprises spaces and services designed to support traditional methods and inspire new ways of learning and teaching.

Active Learning & Exploration Zone
Comprises spaces and services to support individual and group learning through exploration and discovery.

Collections & Quiet Study Zone
Comprises spaces for quiet, individual study, primarily to support working with collections.
Gabriele Wienhausen received her Ph.D. from Westfälische Wilhelms Universität in Munster, Germany.

Gabriele Wienhausen, a stalwart advocate for applying innovative strategies to enhance student learning, was appointed in spring 2015 as the inaugural faculty director of The Teaching + Learning Commons, which is now based in Geisel Library. Wienhausen, who has served in multiple leadership roles at UC San Diego over the last few decades, was previously the Associate Dean for Education in the Division of Biological Sciences, where she provided leadership for the strategic and operational aspects of the Division's educational mission. Her many contributions as Associate Dean included increasing the effectiveness of faculty teaching, boosting levels of diversity among faculty and students, and employing strategies to enhance the quality of the educational experience for the Division's undergraduate and graduate students. Prior to that, she served as founding Provost of the university's Sixth College for its first seven years. Wienhausen, who first joined UC San Diego's then Department of Biology in 1986, also helped found and co-directed the UC San Diego/SDSU Joint Doctoral Program in Math and Science Education, and was the Principal Investigator for both the NSF-funded PRIME international summer research program and the Howard Hughes Science Enrichment Program. She also founded and co-directed the COSMOS summer math and science initiative and the Global TIES multidisciplinary internship program, and helped to implement educational activities with other campus schools and departments, as well as with community and K-12 schools. Wienhausen received her Ph.D. from Westfälische Wilhelms Universität in Munster, Germany.

**Q.** You have served in many leadership roles at UC San Diego since arriving nearly 30 years ago. Tell us about the important work you are doing with The Teaching + Learning Commons, and why you decided to take that on.

**A.** My position as Faculty Director of UC San Diego's Teaching + Learning Commons is a continuation of my role as one of the co-leaders of UC San Diego's Education Initiative, which developed the broad vision for a new systems-level backbone organization that would advance teaching and learning.

As The Commons’ inaugural leader, I am creating a distinctive teaching and learning infrastructure that will include programs and services for undergraduates, graduate students, postdoctoral scholars, and faculty, primarily housed in two subsidiary units: the Centers for Engaged Teaching and for Engaged Learning. This integrative framework catalyzes and supports synergistic interactions among programs and services. The programs within The Commons are expected to interact, inform, and mutually reinforce one another’s work, recognizing the inextricably intertwined relationship between teaching and learning.

Activities of The Commons also include gathering data to create a baseline understanding of the current state of teaching and learning on campus, supporting faculty, departments, and programs in determining the effectiveness of their teaching, and contributing to the research on pedagogical issues that impact teachers and students in higher education. Lastly, The Commons will conduct research and will assess the efficacy of its interventions.

**Q.** The Commons has just recently moved to Geisel Library. How do you expect the campus community to benefit from your new location?

**A.** Yes, I am super excited about our new home in Geisel Library. Students have already told us that they love and appreciate the fact that we are here at Geisel, the most important, central campus environment for learning, studying and conducting research. The co-location supports, facilitates, and enhances our students’ ability to succeed, by connecting and integrating our strengths as a community of learners. The Commons’ and Library staff will also be meeting to brainstorm the options for collaboration which will benefit our students and faculty and maximize time, energy and resources.

**Q.** Technology is now omnipresent, and has significantly impacted how students learn, providing both opportunities and challenges. What are your thoughts on this and what kinds of technology tools are you using to enhance learning?

**A.** Yes—technology is everywhere. Fortunately, the hype and the irrational thinking about technology is gone. What I mean by that is that we are now exploring technology—with great enthusiasm and curiosity—as a tool for supporting pedagogical and instructional goals. For example, online student support services will complete the comprehensive academic support structure being built at UC San Diego. Our focus is two pronged: we use technology to make services more ac-
A new CAVEkiosk virtual-reality system that allows researchers to visualize and analyze at-risk archaeological sites in the Middle East opened in early November in Geisel Library, and is one of four kiosks planned for University of California campuses at San Diego, Berkeley, Los Angeles, and Merced. The UC collaboration has been led by UC San Diego archaeologist Tom Levy, a professor in the Department of Anthropology and director of the Qualcomm Institute’s Center for Cyber-Archaeology and Sustainability (CCAS).

The At-Risk Cultural Heritage and Digital Humanities project, funded by a UC President’s Research Catalyst Award, leverages a 10-100 Gigabits-per-second network—the National Science Foundation-funded Pacific Research Platform (PRP)—to harness and preserve “big data” to ensure that endangered cultural heritage resources are preserved and safeguarded.

“The installation of the 3D CAVEkiosk in UC San Diego’s Geisel Library marks the completion of a major research goal of the project,” said Levy. “Our team is very excited about that. In addition to catalyzing cyber-archaeology work and providing virtual reality-equipped network bandwidth with which UC scholars can collaborate, share, store and visualize at-risk cultural heritage data, members of the campus communities and visitors to the kiosks can “travel” to cultural heritage sites and explore them as if they were there.”

In addition to Geisel Library, 3D kiosks are being installed at UC Merced’s Kolligian Library, UC Berkeley’s Phoebe Hearst Museum, and UCLA’s Fowler Museum—the latter two in 2017, said Levy. While the project’s most urgent goal is to preserve at-risk cultural heritage data and digital artifacts, the plethora of 3D archaeological data will also be used to study, forecast and model the effects of human conflict, climate change, natural disasters and technological and cultural changes on these sites and landscapes.

“In addition to catalyzing cyber-archaeology work and providing virtual reality-equipped network bandwidth with which UC scholars can collaborate, share, store and visualize at-risk cultural heritage data, members of the campus communities and visitors to the kiosks can “travel” to cultural heritage sites and explore them as if they were there.”

TOM LEVY
PROFESSOR, DEPARTMENT OF ANTHROPOLOGY
DIRECTOR, QUALCOMM INSTITUTE’S CENTER FOR CYBER-ARCHAEOLOGY AND SUSTAINABILITY

Pictured from left to right: University Librarian Brian Schottlaender, Professor Tom Levy, Senior Research Scientist Tom DeFanti, and Associate Vice Chancellor for Research Miroslav Krystic at the unveiling of the CAVEkiosk.

View faculty file online: library.ucsd.edu/about/pubs
New Partnerships with Chinese & German University Libraries  

BY BRIAN SCHOTTLAENDER

As university’s have stepped up international collaborations and exchanges with their counterparts spanning the globe, academic libraries like ours have also reached out to share collections, expertise, and other resources. This fall, the UC San Diego Library embarked on international exchanges with two academic libraries, Fudan University Library in China and the Göttingen State and University Library in Germany.

The new agreement with Fudan University Library builds on existing collaborations between UC San Diego and the Shanghai-based Fudan University, including a Fudan-University of California center hosted by UC San Diego’s School of Global Policy and Strategy. The Library’s partnership will enhance communications between librarians and provide an internship base for Fudan library school students.

Last month, a library delegation from Fudan University visited our campus to sign an agreement that set a multidimensional collaboration in motion. The agreement includes UC San Diego sending a librarian to the Fudan Library on an annual basis to conduct workshops for Fudan librarians and library school students on relevant library services and information management topics. It also ensures that visiting scholars, librarians, and library school students will have free access to each library’s information resources.

The UC San Diego Library also just recently signed a three-year agreement with the Göttingen State and University Library, which paves the way for regular library staff exchanges that will focus on sharing knowledge and expertise in areas such as research data management, digital archiving, and information technology. The exchange program will begin in winter 2017 and will enable library staff members to visit each other’s library to observe, engage in discussions, and leverage their respective areas of expertise for mutual benefit and growth.

Q What books are on your nightstand (or on your iPad) that you’d care to tell us about?

A Practice for Life by Lee Cuba reflects on the meaning of a liberal arts education. It’s a big reminder about the importance of the kind of learning that occurs outside of the college classroom. Everybody’s Fool by Richard Russo is for fun and laughs, and a reassurance that being human means accepting that we are sometimes foolish, irrational, insecure, mean, sad, or struggling, but that we can pull through rough times through love, caring, and just appreciating the moment. The last book is The Sixth Extinction by Elizabeth Kolbert, which helps to put things in perspective in a very different way.