

THE UNIVERSITY OF ARIZONA®  
 FACULTY SENATE ROSTER  
 2008-09

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Aleamoni, Lawrence	Senator-at-Large (2009)	Department Head, SERSP
Antin, Parker B.	College Rep COM (2010)	Professor, Cell Biology & Anatomy
Barton, Jennifer	Senator-at-Large (2009)	Associate Professor, ARL
Bergsma, Lynda	Senator-at-Large (2009)	Assist Professor, Public Health
Bieda, Stephen	GPSC Rep (2009)	GPSC President
Bruce, Tommy	ASUA Rep (2009)	ASUA President
Burd, Gail D.	Senator-at-Large (2009)	Vice Provost, Academic Affairs
Christenson, James A.	Senator-at-Large (2009)	Director, Coop Ext
Connally, Emily	GPSC Rep (2009)	Graduate Student
Conway, William E.	Senator-at-Large (2009)	Assoc Professor, Mathematics
Cuello, Joel	College Rep CALS (2010)	Assoc Professor, Agric/Biosys Engr
Cusanovich, Michael	Senator-at-Large (2009)	Professor, Biochem/Molec BioPhysics
Dehlgran, Roger A.	College Rep CALS (2010)	Assoc Professor, Agric/Resource Economics
Davis, Amy H.T.	College Rep NUR (2010)	Assoc Professor, Nursing
Davis, Donald R.	College Rep ENGR (2010)	Professor, Hydrology/Water Resources
Davis, Owen K.	College Rep COS (2010)	Professor, Geosciences
Effken, Judith A.	Senator-at-Large (2009)	Assoc Professor, Nursing
Estrada, Antonio L.	Senator-at-Large (2009)	Director, Mex-American Studies
Foley, Peter W.	Senator-at-Large (2009)	Assoc Professor, Classics
Fregosi, Ralph F.	College Rep COM (2010)	Professor, Physiology
Garcia, Juan	Ex-officio: Vice Presidents' Rep	Vice Pres for Instruction
Gehrels, George	College Rep COS (2010)	Professor, Geosciences
Green, Sylvan	Senator-at-Large (2009)	Professor, Public Health
Gruener, Raphael	Senator-at-Large (2009)	Professor, Physiology
Guertin, D. Phillip	College Rep CALS (2010)	Professor, CALS School of Nat. Res.
Hay, Meredith	Ex-officio: Provost	Provost
Hildebrand, John G.	Senator-at-Large (2009)	Professor, Neurobiology
Howell, Wanda H.	Ex-officio: Chair of the Faculty (2009)	Professor, Nutritional Sciences
Hyne, Ashley	ASUA Rep (2009)	Chief-of-Staff, ASUA
Jones, Douglas E.	Senator-at-Large (2009)	Librarian, Science-Engr Library
Joseph, Miranda	Ex-officio: Chair of SPBAC	Associate Professor, Women's Studies
Jull, Timothy	College Rep COS (2010)	Professor, Science/Geosciences, Physics

<u>NAME</u>	<u>FACULTY SENATE STATUS</u>	<u>TITLE AND DEPARTMENT</u>
Kovach, Thomas	College Rep COH (2010)	Professor, German Studies
McKean, Bobbi	College Rep CFA (2010)	Assoc Professor, Theatre Arts
Mitchell, Robert P.	Ex-officio: Vice Chair of the Faculty (2010)	Interim Associate Dean, University Library
Mitchneck, Beth	College Rep SBS (2010)	Assoc Dean, Social/Behavioral Sci
Mutchler, J.C.	Ex-officio: Secretary of the Faculty (2010)	Assoc Professor, History-UAS
Nolan, Paul E.	College Rep PHARM (2010)	Professor, Pharmacy Practice
Nystedt, Kendal	ASUA Rep (2009)	Student
Ogden, Kimberly	College Rep Engineering (2010)	Professor, Chem & Enviro Engineering
Ozkan, Betul	College Rep NON (2010)	Assistant Professor, Educ Tech-UAS
Plante, Elena	Senator-at-Large (2009)	Professor, Speech, Language & Hearing
Pintozzi, Chestalene	College Rep NON (2010)	Assoc Librarian, Science-Engr Library
Renger, Ralph	College Rep COPH (2010)	Assoc Professor, Comm, Envr, and Policy
Ruiz, Joaquin	Ex-Officio: Deans' Rep	Dean, College of Science
San Martin, Ignacio	College Rep CALA (2010)	Professor, Architecture
Sarid, Dror	College Rep OPT SCI (2010)	Professor, Optical Sciences
Schlager, Edella	College Rep ELLER (2010)	Assoc Professor, Public Admin/Policy
Shelton, Robert N.	Ex-Officio: President	President
Silverman, Andrew	College Rep LAW (2010)	Clinical Professor, Law
Slugocki, Michael	ASUA Rep (2009)	Student
Smith, Mark	Senator-at-Large (2009)	Department Head, Chemistry
Smith, S. Mae	College Rep COE (2010)	Assoc Professor, Sp Ed, Rehab, School Psy
Songer, J. Glenn	Senator-at-Large (2009)	Professor, Vet Sci/Microbiology
Spece, Roy G., Jr.	Senator-at-Large (2009)	Professor, Law
St. John, Paul	College Rep COM (2010)	Assoc Professor, Cell Biology/Anatomy
Sterling, Charles R.	College Rep CALS (2010)	Professor, Vet Sci/Microbiology
Strittmatter, Peter	Senator-at-Large (2009)	Professor, Astronomy
Tabor, Michael	College Rep COS (2010)	Professor, Science/Mathematics
Talenfeld, David	GPSC Rep (2009)	Graduate Student
Ulreich, John	College Rep COH (2010)	Professor, English
Willerton, John P.	College Rep SBS (2010)	Assoc Professor, Political Science
Witte, Marlys H.	Senator-at-Large (2009)	Professor, Surgery
Zedeno, Maria Nieves	College Rep SBS (2010)	Assoc Professor, Anthropology

**Total: 64/64**

**PARLIAMENTARIAN**

Sankey, Dr. Robert

Assoc Professor Emeritus

**RECOGNIZED OBSERVERS**

**APPOINTED PROFESSIONALS ADVISORY COUNCIL (APAC)**

Patricia Sparks

Lecturer, Nutritional Sciences

Michael Ossipov

Research Professor, Pharmacology

**STAFF ADVISORY COUNCIL (SAC)**

Shana McClelland

Administrative Associate, Chemistry

**UNIVERSITY OF ARIZONA RETIREES ASSOCIATION (UARA)**

Cornelius Steelink

Professor Emeritus, Chemistry

**UNIVERSITY OF ARIZONA SOUTH (UAS)**

Etta Kralovec

UAS

**ALUMNI ASSOCIATION**

To be named

Alumni Assoc

listserv address:

**facultysenate@listserv.arizona.edu**

## GUIDELINES FOR REORGANIZATION PROPOSALS AT THE UNIVERSITY OF ARIZONA

Approved by Faculty Senate September 9, 2002

Revised and Approved by the Faculty Senate April 7, 2008

*Proposed additions shown in bold, highlighted  
Proposed deletions shown as ~~strikethrough, highlighted~~*

The University of Arizona strives to achieve the highest quality programs in a highly dynamic environment. Therefore, the institution must be able to move expeditiously to take advantage of new opportunities and maximize efficiency. In this context, it may be useful for academic units within the University to re-examine their organizational structure and consider whether changes may be appropriate.

The following procedure pertains ~~both~~ to reorganization proposals that would include the transfer of members of the general faculty, as defined in the Faculty Constitution, from one academic unit to another; ~~and also to proposals for mergers of two or more academic units, whether or not faculty are literally transferred in the process.~~ They do *not* pertain to reorganization proposals that would involve the release of general faculty prior to the end of an appointment period. The procedure for reorganizations that involve the release of general faculty prior to the end of an appointment period is governed by ABOR policy 6-201K, "Release of Faculty for Reorganization Caused by Budgetary Reasons or Programmatic Changes," and ABOR Policy 6-301J, "Release of Professional Employees and Continuing Eligible Professionals."

The following assumptions and clarifications are an integral part of this procedure for construction of reorganization proposals:

- This procedure does not pertain to reorganizations within a department.
- ~~When faculty members are to be transferred from one unit to another, the designation "affected faculty" will include those in the receiving unit(s) and those in the sending unit(s), as well as those to be transferred. The proposal will provide for an optimal degree of mutual agreement among the sending and receiving groups in order to facilitate transfers in an amicable manner. Unilateral decisions to move faculty members from one group to another will be avoided.~~
- ~~When faculty members are to be transferred from one unit to another, or when faculty in two or more units are to be merged into a single unit, "affected faculty" will include all members of the general faculty in all units involved in the transfer or merger. The proposal will provide for an optimal degree of mutual agreement among all the affected.~~
- ~~This procedure is intended to prevent unilateral decisions regarding faculty transfers or the merger of units.~~
- This procedure shall not affect negative decisions made by mandated unit reviews.
- This procedure does not preclude access to any applicable grievance mechanism in ABOR policy, UHAP, or the Faculty Constitution and Bylaws.

A proposal for academic reorganization can originate from diverse levels; however the faculty academic support personnel, and academic administrators (such as Deans, Heads and Directors) in the units to be affected must be involved in the development of a proposal. The

proposer(s) will submit a proposal to the President with copies to the Provost and Chair of the Faculty. The proposal will include:

1. A background statement establishing the basis for the proposal, including a description of the preliminary discussions and significant consultations held thus far, and an assessment of possible alternatives;
2. The requested action, including:
  - a. a timetable for the action, including an implementation date;
  - b. an assessment of the impact of the proposed change on affected research, instructional and outreach programs;
  - c. a list of the potentially affected faculty members and an assessment of the impact on affected faculty members, staff, and appointed professionals;
  - d. a review of the types of course and curriculum changes that might be necessary; and
  - e. a preliminary analysis of the costs and of the benefits of the proposed reorganization.

If 75% of the **combined** affected faculty members **and a majority (50%+1) from each affected unit** approve the proposed reorganization, and if the President believes it is of value, then implementation can proceed in accordance with University processes and ABOR policies, as appropriate. If a majority (50%+1) but less than 75% of the **combined** affected faculty approves the proposed reorganization, and if the President wishes to pursue the matter further, then the following steps are required:

The President (or his designee) and the Chair of the Faculty will immediately:

- I. Constitute an advisory committee charged to evaluate the proposal with a special emphasis on enhancing the mission-related activities of the affected units. The Chair of the Faculty (or designee) will chair the committee and ensure that the members of the committee collectively have the necessary knowledge bases to adequately assess the curricular, operational, research and outreach costs and benefits. The committee will be comprised as follows:
  - a. ~~No fewer than three faculty members, to include one member elected by the faculty in the sending unit(s), one member elected by the faculty in the receiving unit(s), and one member elected by those whose transfer is proposed. At least one member from every academic unit involved in the proposed transfer or merger, elected by the faculties in the respective units.~~ The Chair of the Faculty will conduct nomination meetings with each of the three groupings **affected academic unit** and will arrange for mail ballots to select the members.
  - b. Three members of the Faculty Senate appointed by agreement of the Provost and Faculty Senate Executive Committee.
  - c. One faculty member of the Strategic Planning and Budget Advisory Committee (SPBAC), selected by members of SPBAC.
  - d. The President of ASUA or a designee selected by ASUA.
  - e. The President of GPSC or a designee selected by GPSC.
  - f. The President of the Staff Advisory Council or a designee selected by SAC.
  - g. The President of APAC or a designee selected by APAC.

- ii. Forty-five (45) days will be allocated to completing this review. The report of this advisory committee will be widely distributed to the University community and presented to the Faculty Senate for approval within thirty (30) days of receipt of the report. The report may support, oppose, or suggest modification of the proposal.
- iii. Following appropriate consultation the President (or his designee) will reach a decision on the proposal and if appropriate forward to ABOR's appropriate committee for recommendation and ABOR action.

These modifications in the reorganizational procedures should allow decisions to be reached in seventy-five (75) days within the Academic Year, thus allowing the University to respond to opportunities and challenges in a reasonable period.

Reorg/2008/ Guidelines for reorg proposals-FINAL with RPM's and Sen Exec's revisions 10-22-08

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History/2008/Revisions to Guidelines for reorg proposals: clean copy 11-3-08  
 In 1983 the Senate adopted a set of procedures for considering and implementing such reorganizations; the procedures were revised by the Senate in April 1992, March 1993, May 1993, and September 2002. The procedures were revised by the Senate again in the Spring of 2008 and renamed "GUIDELINES for Reorganization Proposals at the University of Arizona."

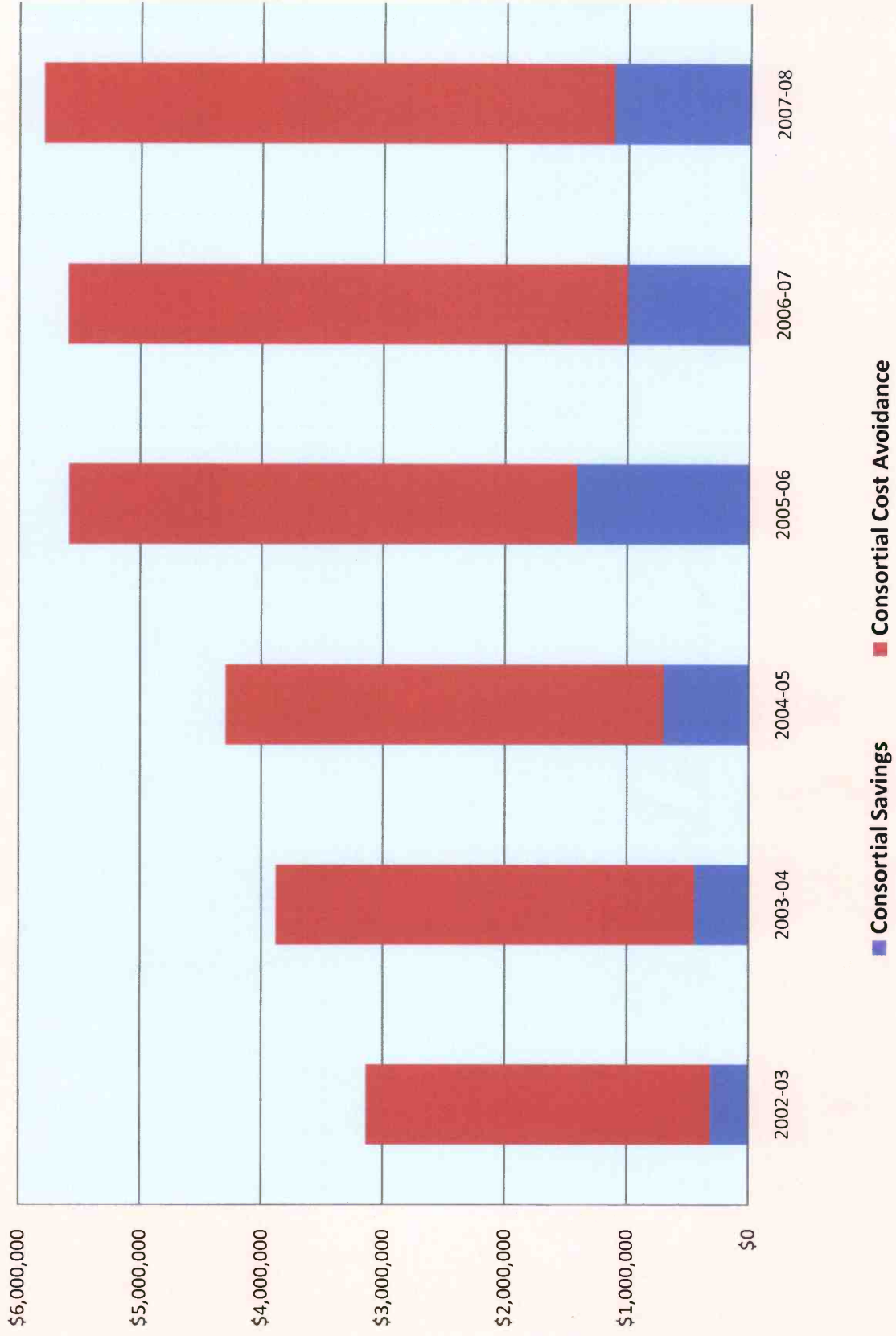


## Expenditure Reductions Needed to Take Effect Oct 2009

2008/2009	\$230,000	Drop In \$ Value
2009/2010	\$385,000	7% Serials / 8% Electronics
2010/2011	\$450,000	7% Serials / 8% Electronics
	\$200,000	Buffer/Reallocation
	<b>\$1,265,000</b>	

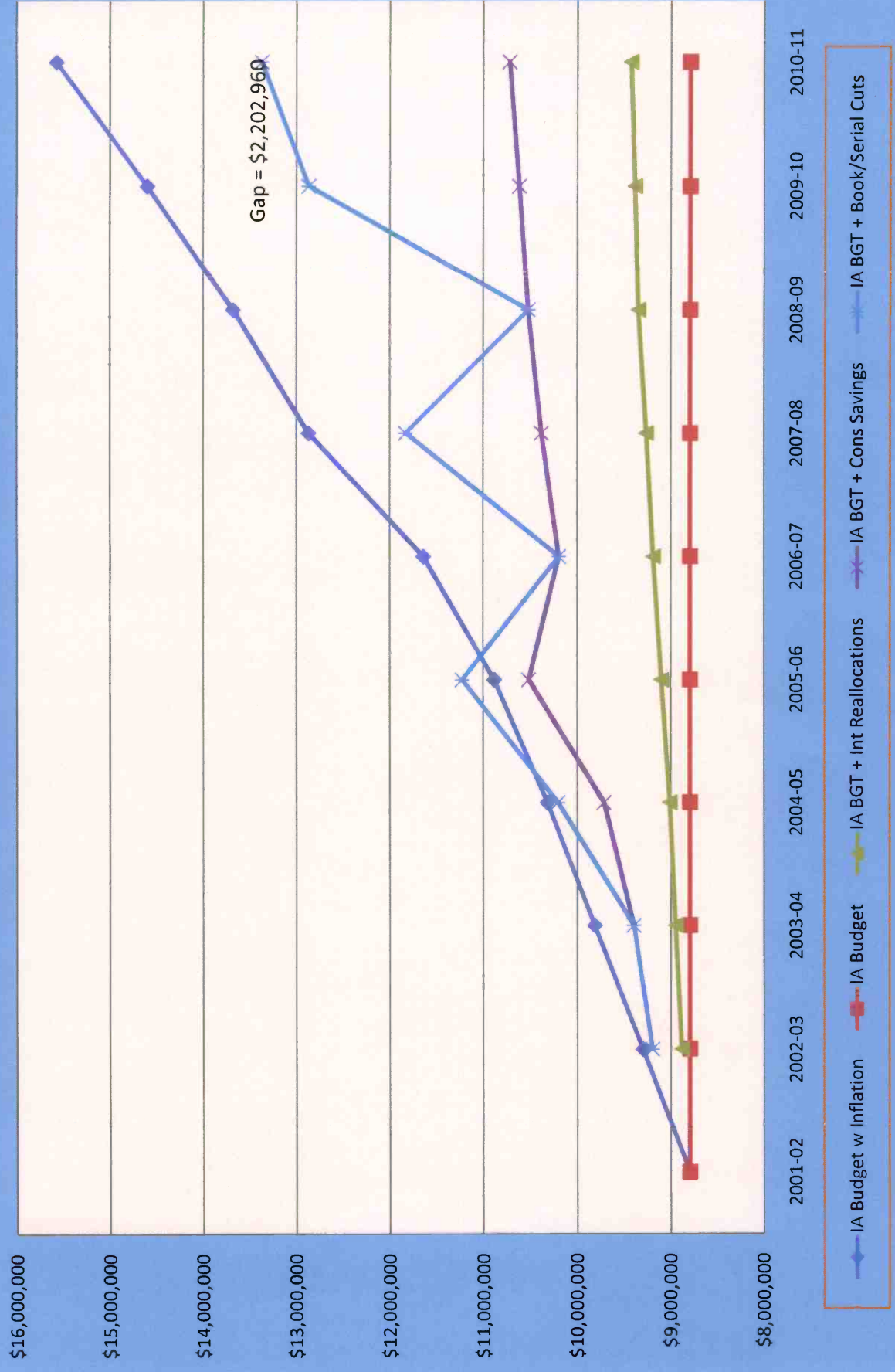
\* This assumes the budget is held harmless in State budget cuts.

### IA Budget Savings From Consortia





# Inflation's Impact on the IA Budget



**The University of Arizona Libraries &  
Center for Creative Photography**

**STRATEGIC PLAN  
2009 – 2013**

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**Dean Carla J. Stoffle  
1510 East University Boulevard  
Tucson, Arizona 85721  
(520) 621-2101**

**[www.library.arizona.edu](http://www.library.arizona.edu)**

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## STRATEGIC CONTEXT

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### **Overview/Campus National Library Rankings**

The 2006/07 Association of Research Libraries (ARL) membership index ranks the Libraries of the UA (University Libraries, Law, and Health Sciences) as follows:

	All Universities	Public Universities
Overall Rank	27 <sup>th</sup>	19 <sup>th</sup>
Expenditures (\$30.7M)	30 <sup>th</sup>	18 <sup>th</sup>
Size (5.6 million volumes)	23 <sup>rd</sup>	15 <sup>th</sup>
Serials Current Subscriptions (75,181)	19 <sup>th</sup>	10 <sup>th</sup>
Staffing (faculty and year-to-year academic professional) (105 FTE)	34 <sup>th</sup>	21 <sup>st</sup>
Staffing other (158 FTE)	32 <sup>nd</sup>	24 <sup>th</sup>

These rankings reflect the strong emphasis all our libraries have placed on investing in information resources. In FY2007 the UA Libraries expended 41% of the total budget on information resources and this places the UA fourth among the top 40 libraries in the ARL (see Appendix X). Another interesting comparison from this data is that the staff size in The University of Arizona Libraries is small (and getting smaller) compared to other major research libraries. Clearly, we are doing more with less. The question is how long this can continue.

### **The University Libraries**

The University of Arizona University Libraries and Center for Creative Photography seek to advance the mission of the University through bringing people and information together physically and virtually. The University Libraries stimulate learning and research through our programs, services, facilities, and collections as well as support the research, learning, and service activities of the campus.

The University Libraries are composed of the Main Library (including the Information Commons), the Center for Creative Photography (CCP), the Fine Arts Library (composed of the combined Music and Architecture Libraries), the Science-Engineering Library, and Special Collections. The general collections housed in the Main, Science-Engineering, and Fine Arts Libraries and available online, support a broad array of disciplines at both an undergraduate and graduate/research level. We make available virtually all of the major science and engineering online full text journal collections and databases. We have much of what is available electronically for the social sciences, humanities, education and fine arts. We provide much of the basic science research resources which support the health sciences as well.

The CCP is a unique research center supporting the study of photography and houses more archives and individual works by 20<sup>th</sup> Century American photographers than any other institution in the nation. The collection includes 80,000 fine prints by 2,000 photographers and over 200 archives (3.8 million archival items) including the work of photographers such as Ansel Adams, Harry Callahan, W. Eugene Smith, Edward Weston, Gary Winogrand, and Louise Dahl-Wolfe.

The University Special Collections is home to one of the nation's finest collections of printed texts on the Borderlands of the American Southwest, especially Arizona, and Northwest Mexico. These collections document the region's culture and history, including accounts of Native Americans, the impact of Spanish and Mexican settlement, the influx of Americans and others into the region, and territorial and business records. In addition, there are a number of major congressional and political affairs collections including those of Henry Ashurst, Governor Raúl Castro, Dennis DiConcini, Lewis W. Douglas, Jesse A. Udall, and Morris K. Udall. Other areas of collection focus include literary collections of western and environmental writers, the art of the book, fine arts and theatre arts (including the American Museum of Vaudeville collection), facsimile editions of works important to the study of the Early Modern Period, a British and American authors collection, and a smattering of genre collections including science fiction, western

fiction, women mystery writers, and works from several hand press printers. Materials in the collections include manuscripts, papers, rare books (over 40 incunabula), maps, and photographs (over 100,000). Currently, Special Collections are home to 983 processed manuscript collections and 136 unprocessed collections. These cover 11,921 linear feet. The finding aids for the processed archival collections are part of the statewide database Arizona Archives Online.

Both the CCP and Special Collections support the research and learning programs of the campus community and are resources for state, regional, national, and international scholars. Each provides unique programming and exhibits for the Tucson region bringing thousands of community members to the campus. The CCP has an active traveling exhibition program as well. The Center has a photography gallery in the Phoenix Art Museum where three to four exhibits and a number of public programs are provided annually. In addition, the CCP has reinstated its publication program with 2 books, 4 gallery guides and a new issue of *The Archive* this last year.

### **Current Profile**

At the end of 2007/08 the University Libraries:

- held 5.27 million volumes (12% electronic books);
- subscribed to 62,468 serials (86% electronic);
- purchased 36,377 volumes (25% electronic books);
- expended \$10.3 million (43%) of our total expenditures (\$24 million) on information resources;
- held 35 digital collections/78,000 digital assets (images, PDFs, text documents, sound files, video files).

In addition through consortial purchasing, the University Libraries saved \$1.1 million and received nearly \$5.8 million in materials for which we did not pay. This extended campus access to information by nearly \$7,000,000 beyond the state budget or reported expenditures (see Appendix VI).

Of the nearly \$24 million in expenditures in 2007/08, nearly 19% (\$4.5 million) came from non-state funds—student fees, auxiliaries, grants and gifts. Student fees were nearly 25% of this amount and account for nearly 3% of our total expenditures.

The University Libraries raised \$1,029,341 last year in donations. Gifts in kind totaled \$1,069,946. Endowments totaled \$5,360,045. Most of all the money raised is restricted in its use. Grants awarded totaled \$283,531.

The University Libraries provide many different kinds of equipment and spaces, in addition to our collections, to support learning, research, and outreach. For example, there are:

- 512 public workstations;
- 69 laptops for check out (used 19,404 times);
- 239 reserved carrels (for graduate students and faculty);
- 15 hourly carrels (for graduate students and faculty) were used 1,622 times
- 66 group study rooms;
- 3 presentation practice rooms (used 1,002 times);
- 3,487 user seats; and
- 422,000 assignable square feet (asf) for study and collection space (short 160,000 asf under current space allocation formulas).

In terms of space, the University Libraries space deficit is projected to grow to 223,000 asf and 1,880 user seats by 2010.

The consequences of the growing space crunch will be to reduce the richness of the spaces for out of class learning and research and to force additional weeding of the collections and/or adding compact shelving. To deal with this problem, especially as it impacts the students in Architecture, Fine Arts, Eller, Engineering, and Social and Behavioral Sciences programs in the Speedway Boulevard area, the University Libraries have initiated program and site planning for a new Library. The proposed North Campus Library, which will consolidate the Music, Architecture, Fine Arts, and Photography Libraries'



collections in a single high-tech facility that also serves students in Eller, Engineering and SBS. This building will facilitate an interdisciplinary approach to learning, creativity and research. The new facility would be 51,486 asf. The new facility would increase the number of user seats by 550 and provide 152 added computer workstations, more group study rooms and carrels, new smart music rooms and meeting spaces. In addition, Arizona Public Media has been added to our program plans so that we will have a facility that combines the infrastructure needs of both and allows for some creative new services and synergies. It will also save the campus utility dollars and free up space in other buildings. At this time, the North Campus Library is included in the current University Capital Improvement Plan with a moderate priority.

Since the passage of the Digital Millennium Copyright Act (DMCA) in 1998 the University Libraries have taken the responsibility as designated agent for the UA. In 2007/2008 we processed 641 possible copyright violation notices; this is up from 317 in 2006/2007 and 99 in 2005/2006. In response to the growing need for copyright education on campus the Libraries, in partnership with the Vice President for Research and the Vice President for Instruction, have recently created an Office of Copyright Management and Scholarly Communication. This office will serve the entire campus with advice and guidance on a variety of issues including scholarly communication (particularly with maintaining NIH Public Access policy compliance) and copyright education and compliance (including peer to peer file sharing among students). The office has already initiated the creation of new tools: the Libraries are now developing interactive copyright education modules for Graduate Assistants in Teaching Orientation (GATO) and Teaching Assistant Online Training (TATO) for the Graduate College. These modules will also be incorporated into D2L to support instructors in determining what can, and cannot, be legally posted within an online course management system.

#### **Service Data**

The University Libraries provide a variety of services as well as spaces and equipment. Use of these remains robust. For example in 2007/08, there were

- 2.2 million visits to the buildings, and
- 4.4 million virtual visits to our web pages.

Other uses included:

- 8.8 million hits on our commercial electronic resources;
- 17,934 articles and book chapters delivered to the desktop from our print collections;
- 8,050 books and videos paged from the print collections in eight months;
- 932 courses using electronic reserves;
- 19,000 articles received on Interlibrary Loan for faculty and students; and
- 9,000 books borrowed from other libraries for faculty and students.

The CCP and Special Collections provided 45 programs for over 3,100 people and created 11 exhibits (see Appendix IV for a detailed list of FY08 public programs).

In addition, the University Libraries:

- taught 1,318 class sessions for 31,385 students;
- had 63,132 accesses to our online learning modules;
- answered 78,029 questions at our service sites; and
- digitized 1,047 videos/DVDs to deliver to 297 classes with 9,833 students enrolled.

Since adding to our open access digital collections is a high priority for campus learning and instruction, as well as outreach, the University Libraries:

- digitized 174,164 of pages from our collections;
- scanned 14,256 images from the CCP print collections;
- digitized 45,380 images/pages for other units/departments on campus, adding these to our digital commons.

Within the University the Libraries created a web portal to current and newly created campus online resources that support K-14 education. This gateway is called *LessonLink* and it connects teachers and

students to over 100 UA websites; *LessonLink* makes teacher-tested lesson plans, many linked to Arizona Academic Standards, available for all educators. *LessonLink* also connects educators to professional development opportunities in the state as well as student activities, field trip opportunities, and other targeted UA-sponsored programs. A plan is now being developed to introduce these materials to teachers and libraries across the state as well as provide feedback from these users to the faculty that developed the materials so that these may be improved. Plans are also underway to link existing lesson plans that currently are not linked to Arizona Academic Standards. In addition, the Libraries aim to work with departments to develop lesson plans for their current K-14 resources that are linked to Arizona Academic Standards. We have submitted a Decision Package Proposal to allow us to work with more faculty to develop new content as well as provide support for faculty who wish to add to or revise their existing content.

Outside the University, we have taken strategic leadership in a national coalition which includes the Greater Western Library Alliance, the University of Michigan, Stanford University, and Google to begin digitizing U.S. federal government technical reports issued prior to 1975. We have created a test bed for the project which has scanned 916 items (118,518 images) and plans to digitize 3,132 items in the next year.

For several years, the University Libraries, under the leadership of Atifa Rawan, have provided support for rebuilding library services and collections in Afghanistan. Over the last year, Ms. Rawan and Yan Han have worked with staff in Afghanistan to digitize 300,000 pages of gray literature to make these materials accessible to the world. In addition, they have developed online training materials to train library workers as well as provide curricular materials as part of an undergraduate library and information science certificate at Kabul University. This is an ongoing project with expansive goals for the future.

To ease space problems and comply with fire code regulations, 62,084 items had to be removed permanently from the stacks this year and we have removed 183,805 items over the last three years. Almost all of these materials were duplicates and very few were unique resources. The unique items were weeded based on use and an analysis of the holdings of other libraries. This removal of materials required extensive collection evaluation by the librarians and considerable effort in our cataloging team to delete the records for weeded materials in the online catalog. The good news is that this will make it easier for faculty and students to find the remaining materials on the shelves since the shelves are now not overcrowded. Additionally, to make materials easier to find, the stacks were completely rearranged and organized in call number order requiring the reshelving of nearly 4,000,000 items.

While records had to be created to add newly purchased materials to the online catalog, the real work for technical services staff involved reclassifying 84,000 items into the Library of Congress classification to make them easier to browse. Reclassification placed them with the other materials on the same subject owned by the Libraries. Other projects to make materials more accessible include the CCP project to enter 66,767 records into their new online inventory system which will eventually lead to remote users being able to search this collection online. Special Collections reduced the backlogs of unprocessed archival collections by 10 collections (124.5 linear feet) last year adding the finding aids for these collections to the Arizona Archives Online database. University Libraries' staff also worked with the Health Science Library to bring AHSL into the same online catalog as the University Libraries. Now faculty and students can search just one catalog to find what the three campus libraries own. Work has also begun to bring the Poetry Center Library records into the Libraries' online catalog.

All of this and more was accomplished with 66.75 FTE faculty and academic professional positions and 112.05 FTE classified staff positions or a total of 178.8 FTE. This total is down from 226 FTE six years ago (2002) for a loss of 47.2 FTE due to campus budget cuts over this time period.

The diversity of the staff is an area of pride for the University Libraries. We have strong policies and procedures in place to ensure our faculty and staff, and the services and collections they provide, reflect the diversity of our community. Of the individuals in the filled faculty and academic professional positions, 72% are women and 25% underrepresented minorities. Among the staff 69.7% are women and 36.7% are people of color. (See Appendix III for additional detail).

In addition, the UA Libraries supported thirteen Knowledge River (KR) graduate students last year; over the history of the Knowledge River program the Libraries have supported 56 students. The Knowledge River program is important for its emphasis on providing students from Hispanic and Native American backgrounds with valuable experience in librarianship and for increasing the percentage of racial and ethnic minorities receiving accredited MLS degrees (13% in 2001 according to the Association for Library and Information Science Education). The Libraries also wrote, in conjunction with SIRLS, the first grant proposal that created the program that prepares Hispanic and Native American Librarians to serve Hispanic and Native communities. The UA Libraries also have a cadre of undergraduate students who are from underrepresented backgrounds who function as Peer Information Counselors (PIC). Since 1994, these students have worked with the University's cultural centers providing reference and research assistance and have spent time at the reference desk in the Information Commons. Peer Information Counselors build relationships with other students to reduce the fear of the University Libraries and encourage library use.

### ***Future Emphases***

The University Libraries already provide considerable instruction in information use through a variety of mechanisms as can be seen from the Profile of Library Activities (beginning on page 11) section in this report. In the next 3-5 years, we expect to greatly increase instruction through the creation of additional online instructional modules for both graduate and undergraduate courses. In addition, based on the reception and impact of our recently launched 1 credit UNVR course "The Skillful Researcher", the Libraries will create a series of advanced one credit courses leading perhaps to a 3 credit Gen Ed required course and/or an undergraduate information research minor offered through University College.

Another important activity will be to integrate the library into the University's course management system, D2L. The Libraries, in collaboration with the Learning Technologies Center (LTC) and University Information Technology Services (UITS), are moving forward to enhance D2L by providing seamless, on-demand access to information resources and services in a customized learning environment. Objectives for this project include establishing the Libraries' role in D2L by integrating library resources, information and services; migrating electronic reserves such that all e-reserves requests will be accessed through D2L; and developing D2L as part of an overall information literacy program. In addition, the Libraries have negotiated with the LTC to incorporate a library widget in all D2L course sites and are creating a 'smart' mechanism to push discipline specific library and information resources, tutorials, and guides through the widget. These enhancements to the functionality of D2L will give students access to the information resources they need where, and when, they need them.

Looking ahead, the Libraries are developing an embedded assessment tool that can be used by instructors to quickly assess the research skills or deficiencies of their students and which will, based on those results, suggest learning objects, tutorials or examples of assignments to meet the specific learning need. Used in this way, D2L will be a valuable tool in support of increasing the rate of student success as identified by persistence and retention.

Our new Research Support Services Teams will be establishing new services and will actively work with our Digital Library and Information Services Team to create new digital collections and help manage campus research and information resources. We will continue to focus our information resource budget on the purchase and/or leasing of electronic materials.

Over the next few years, the University Libraries will improve the findability and usability of our collection (digital and print). We will also continue to improve access to collections not owned by us. In addition, we will continue to build upon the unique resources in the CCP and Special Collections by adding additional materials that enhance research in areas of University focus.

We will provide greater support for the campus through our Office of Copyright Management and Scholarly Communication (opened in partnership with the Vice President for Research and the Vice President for Instruction) and improve our own operations through better project management and a greater emphasis on assessment.

### **Assessment**

As a customer focused library, it is critical that we constantly evaluate the use and effectiveness of our collections, services, programs and activities. We must also continuously evaluate the efficiency of our processes and services. To this end, several years ago we created quality standards for each of our major processes. Our teams must report their work performance against these standards on a regular basis. For example, we expect to deliver Interlibrary Loan articles to our faculty and students within 48 hours of the request, 85% of the time. We expect that books (returned and used in-house) will be reshelfed within 24 hours. We measure the circulation of our print collections and have a standard that every purchase should be used within four years 60% of the time. We have a goal of providing instruction support for every English 102 section (the term paper course). Staff and resources are shifted based on our performance each year. For collections, heavily used collections receive more resources and less used collections receive less.

We also collect a number of use data in order to assess whether our resources are being used and how much they are being used in comparison to each other. Earlier portions of this discussion are replete with data that we regularly collect on instruction, interlibrary loan, reference, circulation, purchases, items catalogued, database use, digitization efforts, building use, etc. This data is used to determine staffing needs and where we might reduce or eliminate a service including library hours.

Multiple assessment methods are used to gather data on customer needs and satisfaction with our services and collections. The primary instrument for measuring customer satisfaction is LibQual+. This instrument is an internationally used web-based survey which measures customer satisfaction and perception of three dimensions of library service—information control, library as place, and affect of service. Information control assesses the quality of service in the area of ease of access to information needed and availability of needed information. Library as place assesses how well library space meets the needs of customers. Affect of service measures the quality of service including the knowledge of staff and how well customers are treated. The University Libraries were a beta test site for the development of this instrument and have administered it for seven years. The University Libraries use these results as key measures of our progress toward our strategic goals. The following four are measures for our progress through 2012:

- 3-5 Year Measure: Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Information Control” Dimension. Quality Standard: Reduce superiority gap\* from -1.09 (average 2005-2007) to -.87 measured in 2012.
- 3-5 Year Measure: Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Affect of Service” Dimension. Quality Standard: Reduce superiority gap\* from -0.87 (average 2005-2007) to -0.70 measured in 2012.
- 3-5 Year Measure: Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Library as Place” Dimension. Quality Standard: Reduce superiority gap\* from -0.93 (average 2005-2007) to -.75 measured in 2012.
- 3-5 Year Measure: Decrease in the mean difference between desired and perceived service for all UA respondents to the LibQual “Personalization features in the electronic library” question. Quality Standard: Reduce superiority gap\* from -0.81 measured in 2007 to -.65 measured in 2012.

Results of the surveys from 2001-2007 can be found in Appendix IX. Overall, we have found that our customers desire more electronic materials, greater control over access to the information they need, and better facilities, especially in the fine arts. We have responded to these wishes by purchasing more electronic materials and working to make our collections easier to find and use. We have invested some dollars in improving our physical facilities. We will continue these efforts and continue to respond to needs as they are identified. Our North Campus Library initiative will be critical for meeting these needs.

Other methods used by the University Libraries to assess needs include our annual Information Commons (IC) Gap Analysis. This is an instrument that allows us to discover not only what our customers feel we do best, or what needs the most improvement, but also triangulates this data with what customers say is the most important for their research and teaching. We use the results of this instrument to improve

services or to initiate new ones. For the past two years of the Action Gap survey, students have indicated the area needing greatest improvement for the IC was "Help finding a computer when it's busy" (see Appendix XIV). In response to this need for improvement, the IC and Libraries now check out laptops for student use. Our laptop loaner program is very popular with students (19,404 check-outs in FY08).

In addition, focus groups, online surveys, usability testing, and the library report card (online feedback mechanism) are also used to gather information on specific topics. In 2007/08, a consultant was hired to train a team to conduct usability testing of our web page. We are pursuing making changes to the web page based on the data collected.

Recently, the University Libraries participated in beta testing a new instrument called ClimateQual (formerly named OCDA: Organizational Climate and Diversity Assessment). This is a survey which assesses organization climate along a number of dimensions, including commitment to, and implementation of, diversity efforts. The intention is to have an instrument that can aid an organization in improving climate and, from that, improve service. The survey developers have linked climate factors to customer satisfaction. We have our MROC (Millenium Report Oversight Committee) group working on plans for using this data to improve our climate. We believe we will re-administer this survey in Spring 2009.

Over the last 2 years, we have used the OCLC WorldCat Collection Analysis System for assessing our collections in a number of areas. For example, we can now easily get data on library holdings for department accreditation reviews. We can assess the overlap in our collections with other Arizona University libraries and the libraries in the Greater Western Library Alliance to reduce duplication. We can identify where the collections are unique. All of this information is being used as a basis for coming agreements on cooperative and collaborative collection development which we hope will make better use of our information resources budget and collection spaces.

For the future, we are looking for better assessment tools to measure instructional and research impact. For instruction we will look at assessment tools including CLA from Collegiate Learning Assessment; Collegiate Assessment of Academic Proficiency (CAAP) from ACT; and Measure of Academic Proficiency and Progress (MAPP) and iSkills (Information and Communication Technology Literacy Test), both from ETS. All of these tools are nationally normed. As we increase our instruction through online modules and credit courses, we will need an instrument like these to assess our success; we will investigate these instruments, and others, over the next year.

MINES for Libraries (Measuring the Impact of Networked Electronic Services) adapts a long-established methodology to account for the use of information resources in the digital environment. The survey is based on methods developed to determine the indirect costs of conducting grant-funded R&D activities. The UA has used this instrument in its recent cost studies and we plan to continue using it every few years to assess our impact on sponsored projects researchers. We should be able to provide data on how our collections directly impact research and researchers. In addition, we should see the library assigned portion of ICR costs remain stable or possibly even grow.

Finally, we plan to work with the LTC, the ILC Management Team, and the Vice President for Instruction to enable the course management system to become a better learning outcomes, retention, and assessment tool.

### ***Planning and Budgeting***

For several years, the University Libraries have focused programs, services, collections, facility changes, and staffing efforts along four major thematic areas—Wherever you are, the Libraries; Libraries (physical and virtual) as learning environments; Maximizing the Impact/Use of Campus Resources; and Building Collaborations to expand our reach. Our goals have included providing all services and materials to the desktop and integrating the University Libraries into an active role in the learning process. We endeavor to help faculty achieve their educational goals for students while also providing students with skills in finding, evaluating, obtaining and using information in all formats from wherever in the world the information resides. The growing percent (60%) of our information budget spent on electronic materials

and the growing percent of our collections in electronic format reflect these themes. Increasing campus use of our electronic materials (see Appendix VII) demonstrates that these resources are successfully supporting the campus community for both research and learning. Our instructional efforts, described in the next section and mapped to the UA Strategic Plan Goals, are gaining acceptance and increasing in use. In that section of this report, we have mapped our activities in all our thematic areas to the UA Strategic Plan and report on our progress. Appendix II also provides this data in chart format to allow one to examine more easily our activities and measures and how they map to the UA Strategic Plan.

The University Libraries have an extensive and very collaborative strategic planning and budgeting process. We have a strategic planning team made up of faculty and staff that does environmental scans based on staff input and establishes our goals and priorities for a one to three year period of time. They review the strategic project requests and when the University Libraries does its budgeting, the members of this team become part of the Budget Advisory Group (BAG) which also includes the Dean, Associate Dean, Team Leader for Library Support Services, Library Faculty Assembly Chair and Staff Governance Association representative. The BAG recommends the budget to the Library's Cabinet which has final authority. (See Appendix I for the UA Libraries and Center for Creative Photography Strategic Plan 2009-2013).

In recent years, the University Libraries have moved to two year budget planning window for our salaries, wages, and operations budgets (our process for the Information Access/Acquisitions Budget is described below). We review the UA and Libraries' existing Strategic Plans and goals and then review requests and proposed reductions against that backdrop. We carefully monitor our data on use and productivity to anticipate where we can eliminate activities and reallocate resources. We also try to anticipate new service needs. We have regularly reallocated internally to meet new needs and move in new directions.

#### ***Information Access Budget***

Our information access budget, currently \$8.7 million, is managed by Research Support Services Team (RSS) librarians and the materials procurement and licensing librarian through the Information Resources Management work group. This group develops guidelines and policies for the collections and budget allocation for the approval of the Libraries' Cabinet. They also monitor the use of the budget and determine the priorities for purchasing large sets of electronic materials. They also do some collection analysis and use monitoring.

Over the last 18 years, through many campus budget cuts, the information resources budget has been held harmless by the campus. For this, the University Libraries is profoundly grateful and the campus learning and research programs have benefitted. For the last eight years, the University Libraries have had no increase to this portion of the budget. Inflation over this period of time has been 6-8% per year or a total of 64% or roughly \$5 million. To manage this inflation, the University Libraries have eliminated duplication in print and electronic materials, streamlined operations, leveraged our buying dollars (see Appendix VI), reduced binding, invested in improving interlibrary loan processes, maintained memberships and joined new library consortia to increase the access the campus would have to collections across the country, and increased fundraising efforts in support of the collections including using a large portion of student fee dollars for electronic materials. Over the last three years, the University Libraries have added \$1.5 million per year to this budget through these efforts.

In addition, we have made several budget cuts. The most recent was for \$768,000 in 2007/08 to cover 2007/08 and 2008/09. (See Appendix XI and XII for a description of the impact of these cuts plus what it would take to restore our buying power).

Now faced with the prospect of another two years without an increase in the information budget and with the falling price of the dollar against other currencies, we must make additional spending reductions. In the Spring of 2009, we will begin working with faculty to identify \$1.26 million in materials purchases for elimination. This number covers inflation at 7% for 2009/10 and 2010/11 as well as the decline of the dollar of 2+% in 2008/09. The impact of such a reduction will be felt in all formats including electronic and by all disciplines. We have severely reduced print purchases already for this fiscal year and the humanities, especially area studies, and fine arts have borne the brunt of these actions. We have reduced

book buying from 49,812 in 2005/06 to 36,377 in 2007/08 (a reduction of nearly 27%) and expect it will continue to drop in the future. It is hard to convey how very difficult this year will be for our declining staff who have to work with faculty and for the faculty who will have to advise on which cuts to make and how all will impact their research and teaching. There is no fluff.

### ***2008/09 Budget Cut Impact***

In planning for the 2007/08 and 2008/09 budgets, we realized that we would need to restructure our organization to meet what we had anticipated as 2.3% cuts for each year. We also wanted to try to better position ourselves to be as effective as possible with our remaining faculty and staff. We created a Restructuring Team made up of faculty and staff representatives and led by our Associate Dean. The resulting organizational structure (see Appendix XV) merged three teams into one, the Research Support Services Team, and allowed us to eliminate two team leader/department head positions. It also identified high priority new positions including the Director of Copyright Management and Scholarly Communication (a partnership with the Vice Presidents for Research and Instruction), Director of Project Planning and Assessment, Director of Marketing and Public Relations, and the Libraries' Chief Technology Strategist. These will be key to serving the campus better, streamlining and making more efficient our project management, developing new revenue sources, and positioning the Libraries to stay on the leading edge in technology use. In particular, the Chief Technology Strategist will support the campus while increasing our opportunities to partner with other libraries and companies to bring technology applications and resources to campus.

The restructuring/reorganization effort also helped to identify for the 2008 Budget Advisory Group (BAG) other areas for staffing reduction. For example, with declining print purchases two processing positions were identified for elimination in our Technical Services Team; the team also restructured from three work groups to two.

So, the University Libraries have already undertaken and implemented the changes in organization and programs mandated for the College in 2008/09. We have identified the \$449,000 in budget cuts for 2008/09. Our cuts will come from a combination of position reductions, salary saving from faculty retirements at higher ranks, operations, and student wages. These reductions were not made across the board, for example Technical Services lost more than 7% of its staffing budget. Special Collections were held harmless and in fact staff time is being redirected from Technical Services to process archival and rare book backlogs to make these unique materials accessible. The CCP lost its visiting scholar position as well. It does not harm their operations but does reduce visibility for the Center on campus and nationally. Our Digital Libraries team also received no cuts.

Not impacted by this cut is our support for diversity and continued conversion to be an electronic library. We have placed more librarians in instructional development and outreach and, as noted earlier, we have repurposed positions to take on critical new work.

The bulk of the budget cut for the University Libraries will be in personnel. Overall 5.5 FTE (3.5 FTE staff and 2 FTE faculty and year to year positions) will be eliminated. Approximately \$35,000 will be cut in student wages, a reduction of 3.5 FTE.

The impact of these personnel reductions will be to force us to rethink how our faculty interact with the teaching and research (general) faculty. We will have less face to face time in some disciplines and this will be new for the general faculty. We are reducing the amount of time we spend in service to the area studies units as a group.

Our staff positions being eliminated are primarily in processing units for processing new print materials. Day staff work is also being moved to the Extended Hours staff to allow us to begin transitioning librarians off the Information Commons Reference Desk so that they may get more involved in teaching activities. This will also allow our document delivery staff to handle increasing interlibrary loan delivery demands and new work helping faculty move from electronic reserves to the course management system.

We have used student fee dollars to invest in new technologies, electronic collections, and services. We plan to ask students to support a fee increase to \$60 per year so that we can continue to invest in these areas, especially in putting more money into digital collections and digitizing local collections.

What we have lost so far is reduced experience among our librarians. We have lost the ability to support area studies, except for Borderlands, as we did in the past. We have fewer leadership positions to support teams and the development of librarians and we have converted faculty positions to a combination of staff and graduate students.

***Recruitment Plan***

The University Libraries has six vacant faculty positions. At this time, these are on hold until we can identify the source of dollars for an expected budget cut next year and where we can best deploy these positions we do fill. We need to assess the impact of the current cuts and where the needs are the greatest for advancing the goals and activities we have identified within the campus Strategic Plan.

Since we are able to recruit faculty year around, unlike other colleges, we will bring a faculty recruitment plan to the table around midyear. In the meantime, we are using salary savings to hire GTA's from SIRLS to help fill in the gaps.