



Big Man on Campus

Basketball legend
Bill Walton visits
Knight Library



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STRENGTH IN NUMBERS



AS MANY OF you know, the University of Oregon recently announced its new comprehensive campaign. To ensure the long-term ability of the UO Libraries to carry out its mission, we have set our fundraising goal in the campaign at an ambitious level of \$36 million. We hope you will help us meet this goal and enhance our ability to provide exceptional teaching, services, and resources for all library users. Working together, we can accomplish many outstanding feats that we could never achieve working apart!

STUDENT SUCCESS » One of our campaign goals is to enhance student success. For the library, this investment includes the ability to offer many employment opportunities for students, enhancing their leadership skills as well as providing income that many of them need to stay in school.

ACADEMIC SUCCESS » An important goal will be to continue funding the Allan Price Science Commons and Research Library. A Makerspace Lab and a cutting-edge Visualization Lab are needed for hands-on, experiential learning, as students and faculty seize opportunities for innovation and knowledge creation using real-world materials, data, and the latest technologies.

COLLECTIONS AND TECHNOLOGY » The library's collections and technology infrastructure must continue to support the university's programs and research initiatives, but the costs for these assets are rising faster than inflation. We also make unique—and usually expensive—content accessible through our special collections and archives. Primary sources, rare items, and artifacts of local significance are all valuable components of the university's teaching, research, and public-service mission. The demand for these resources in UO courses and seminars expands every year.

Many donors remember the importance of libraries in their own lives and educational experiences, and they wholeheartedly believe in the library's mission. We are fortunate to have your support and we know that with your campaign contributions, we can ensure the UO Libraries' continuing legacy of positive effects on people's lives.

Adriene Lim
Dean of Libraries and Philip H. Knight Chair

Edible Books Festival 2015

EACH YEAR since 2010, the University of Oregon Libraries has hosted an annual Edible Books Festival celebrating “culinary creativity.” Members of the community are encouraged to create a sculpture out of completely edible materials, taking inspiration from one of their favorite books.

This annual event was modeled on the International Edible Books Festival, first hosted on Thanksgiving of 1999 by Judith A. Hoffberg and Béatrice Coron, two book artists. Their inspiration came from French gastronome Jean-Anthelme Brillat-Savarin (1755-1826), famous for his book *Physiologie du gout*, a witty meditation on food.

This year, the UO festival was held on April 1 (Brillat-Savarin’s birthday) in the Knight Library Browsing Room, and included a variety of delicious and creative projects inspired by everything from *Alice in Wonderland* to *Counting by 7s*.



Pictured here: Social Sciences Librarian Miriam Rigby took first prize for her incredible, sugary interpretation of *The Frank Book* by cartoonist Jim Woodring.

“Hard” Reading

LAST DECEMBER, major renovations began at the Science Library. During the first week, staff and student employees collectively worked about 200 hours to clear out several areas of the library, which included boxing up and moving roughly 1,000 journals and books to Fenton Hall.

Imagine their surprise when they discovered a bound volume of 1966 Soviet physics journals that was carved out to stash a 200ml bottle of Jack Daniel’s whiskey!

Employees suspect this must have been done in the past 23 years—sometime after the library transitioned to the barcode system we’re now using. “It would have been impossible not to notice this problem when applying the barcode,” notes Lara Nesselroad, manager of the Science Library. Whoever “modified” the book put a lot of effort into it—the cutout margins were neatly measured, and the edges of all the pages had to be glued together in order to hold the bottle snugly inside.



Goodbye Broadway, Hello France: Live Music in the Browsing Room

COMMEMORATING the 100th anniversary of the outbreak of World War I, students from the UO School of Music and Dance presented a free concert in the Knight Library Browsing Room this past January.



Organized by Music Librarian Ann Shaffer and Audio and Video Room Coordinator Terry McQuilkin (also an instructor of composition with the SOMD), the “Goodbye Broadway, Hello France” show featured period songs selected from the UO Libraries’ Historic Sheet Music Collection. Alex Dracobly of the Department of History also provided commentary throughout the evening’s program.



Ready, Set, GoPro!

PERHAPS ONE of the most underrated features of the UO Libraries’ Center for Media and Educational Technologies (CMET) is our lending of GoPro Hero3+ Camcorders. These incredibly powerful and versatile cameras are popular among students interested in filmmaking, as they are perfect for capturing first-person perspectives and shooting on the move.

The GoPro camera comes with a variety of accessories, including a tripod and a sturdy mount that can be used on everything from a helmet, snowboard, bike, boat, or even a dog. It’s waterproof and durable, making it ideal for shooting outdoors, especially sports.

These cameras, as well as a variety of others, are available for students and faculty to check out for 24-hour periods for any school-related projects.



UO Libraries Announces Campaign Goal:

\$36 Million

“This is a new day for the University of Oregon. There is a strong sense of purpose across the campus. And there is a shared commitment to tell our unique story, to decide our own future. With the generous support of Ducks worldwide, we will seize this opportunity.”

—CHUCK LILLIS
CHAIR OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF OREGON

Unprecedented access. Enhanced excellence. Enriched experience. As a new era dawns, these are the priority goals of the University of Oregon. They are the same goals that inspire us at the UO Libraries.

On October 17, 2014, the UO announced the public phase of our comprehensive fundraising campaign. With a goal of \$2 billion, this campaign is the largest the university has ever undertaken. Not only that: it is the largest ever undertaken by any organization in our state.

Sounds ambitious? We wouldn't have it any other way. Future generations of Ducks deserve nothing less. Our mission is to foster a new era of creativity, innovation, and discovery—for Oregon, the nation, and the world. The place is here. The time is now. Donors like you will help make it happen.

\$36 million. That's a big number. And it's the fundraising target for the UO Libraries—our slice of the \$2 billion overall objective. \$36 million to support our goals of facilitating excellence in research, enriching the learning experience, and promoting access to scholarly resources across all media. \$36 million that is of vital importance to advancing the library's mission and long-term vision.

How will the \$36 million be used? The revenue raised by the library will be apportioned among four key objectives: supporting students, faculty, facilities, and programs (see sidebar).

There's a good reason why this campaign is so ambitious. Because it has to be. Now and forever, our goal is nothing less than to be a premier academic library serving a premier public research university. To provide a center of inspiration for every member of our community. To play an essential role in preparing UO students for 21st century citizenship. Already internationally recognized for our accomplishments, we are never content to rest on our laurels. We continually strive forward—to improve, to excel, to innovate and find a better way. The Oregon Way.

We have the vision, but we can't achieve it alone. We're counting on you. The generosity, engagement, and innovative spirit of our many donors are an inspiration to us. We hope you will join the UO Libraries in our exciting journey to the next level of excellence.

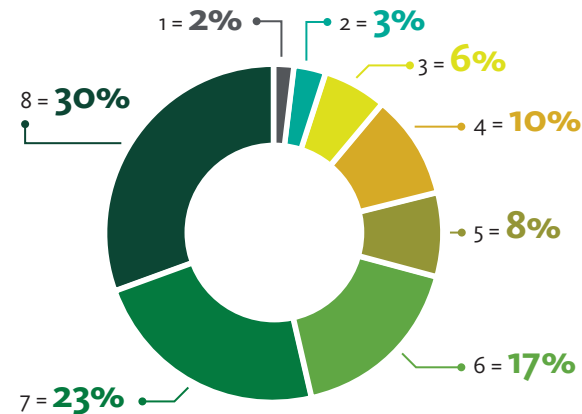
Learn more at: library.uoregon.edu/giving

Ready to help? Contact Keri Aronson
Director of Development, UO Libraries
keria@uoregon.edu . 541-346-1890 ■



CATEGORY	TOTAL FUNDRAISING
1 = Faculty Funds	\$611,540
2 = Collection Acquisitions	\$757,650
3 = Student Employment & Recognition....	\$1,757,914
4 = Special Collections.....	\$3,012,873
5 = Technology.....	\$2,485,203
6 = NSRC	\$5,142,582
7 = Unrestricted	\$6,881,026
8 = Science & Building	\$8,787,633
TOTAL	\$29,436,422

(As of March 31, 2015)



“In this time of profound and rapid transformation for research libraries, our overarching goal is to ensure that the UO Libraries will continue to serve as a key learning resource and center of intellectual inspiration for every member of our community.”

—ADRIENE LIM
DEAN OF LIBRARIES AND PHILIP H. KNIGHT CHAIR

Students » GOAL: \$5 million (endowed)

The student employment endowment fund will help the library meet its expanding staffing needs while also providing students with income and meaningful work experience in an academically supportive environment.

Faculty » GOAL: \$1 million (endowed)

Establishment of an endowment fund for the head of Special Collections and University Archives will ensure that the UO Libraries will attract and retain the strongest possible candidate to fill this vital leadership role.

Facilities » GOAL: \$11 million (current)

Total renovation and significant expansion of the Science Library is underway. Scheduled to open in summer 2016, the Allan Price Science Commons and Research Library will feature cutting-edge technology resources and serve as a collaborative hub for science faculty and students.

Programs » GOAL: \$19 million

COLLECTIONS/SPECIAL COLLECTIONS

» **COLLECTIONS GOAL: \$4.5 million** (\$1.5 million current; \$3 million endowed)

» **SPECIAL COLLECTIONS GOAL: \$2.5 million (current)**
The collections enrichment fund and special collections fund will support teaching, learning, and research through the acquisition of print materials, licensing of electronic content, and assembly of unique special collections.

TECHNOLOGY » GOAL: \$5 million (endowed)

The technology fund will enable the library to continually upgrade and expand its inventory of computing and multimedia equipment, sustaining state-of-the-art learning environments both within the library and in all general-use classrooms throughout campus.

NETWORK STARTUP RESOURCE CENTER (NSRC)

» **GOAL: \$5 million (current)**

This fund will support the NSRC in its mission to improve global Internet infrastructure, cultivate an international community of technical professionals, and implement practical and affordable network systems solutions for research and education worldwide.

LIBRARY FUND

» **GOAL: \$2 million** (\$1 million current; \$1 million endowed)

The library fund will provide maximum flexibility to address immediate, high-priority needs and to leverage other resources for the greatest benefit.

Breaking Down Walls . . .



L-R: Interim President Scott Coltrane; Library Development Director Keri Aronson; Dean of Libraries and Philip H. Knight Chair Adriene Lim; Associate Dean for Research Services Mark Watson; Head Science Librarian Margaret Bean



. . . For a Groundbreaking Project

IT'S OFFICIAL! A ceremonial groundbreaking was held on December 15, 2014. Work is now underway to build the Allan Price Science Commons and Research Library—a collaborative core for research and science that is rising from the existing Science Library's underground location.

"The groundbreaking was one of the happiest days of my life," says Margaret Bean, head of the Science Library. She then poses this question: "If you could imagine the perfect science library, what would it look like?"

In this case, "perfection" would probably look a whole lot like our plans for the Allan Price Science Commons and Research Library:

The new library will be more inspirational—beautified with light-filled windows, native landscaping, and thematic interior design.

The new library will be more functional—clearly demarcated into both quiet and collaborative zones.

The new library will be more innovative and productive—equipped with departmental resource rooms, an expanded computing center, and a Makerspace digital technology lab.

"This was a dream, and now it's a dream that's coming true," Bean continues. "We imagined it. And we're getting it."

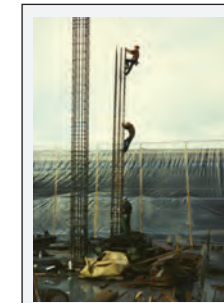
To learn more about the project, watch *Imagining the Future*, a three-minute video: giving.uoregon.edu/price

Classroom Named in Honor of Deborah Carver

THANKS TO ALL of you who stepped forward with generous donations, one of the classrooms in the Allan Price Science Commons and Research Library has been funded and named in honor of Deborah Carver, dean emerita of libraries at the University of Oregon. This classroom will feature videoconferencing and video projection technologies, a central teaching station, and easily-movable furnishings ideal for interactive, student-centered learning activities.

"Attaching Deb Carver's name to this space is very fitting," observes Head Science Librarian Margaret Bean. "Without her support, her drive, and her ability to connect [with people], this project would not have happened. It's really a fitting tribute to her legacy here."

The Deborah Carver Classroom is just one of the specialized spaces planned for the Price Science Commons—many more are still available for naming opportunities. Contact Keri Aronson, UO Libraries director of development, at 541-346-1890 or keria@uoregon.edu.



132,000 square-foot South Lawn addition to the library is completed. Private gifts plus corporate and federal grants have funded \$9.706 million of the project's total budget of \$27.4 million.

Historic Timeline of Libraries at the University of Oregon

By Jennifer O'Neal and Zach Bigalke

1877 The Board of Regents dedicates a room in Deady Hall for the use of the Laorean and Eutaxian literary societies, who then purchase a collection of books totaling several hundred volumes from the Eugene Library Association.

1877

Benefactor Henry Villard offers \$1,000 to the Board of Regents to establish an endowment for acquiring books.

1881

The university library, numbering about 7,000 volumes, is moved to the first floor of Collier House.

1896



"The Libe" (later Fenton Hall) opens its doors to campus.

1907

1929 A statewide survey of higher education reports that the "Old Libe" has been outgrown and recommends the development of a new building.

1929

The new library opens. The project has been funded through a PWA allotment in the form of a \$131,000 grant and \$317,000 loan, plus labor and materials for several art projects. Gifts toward construction totaled \$15,000.

1937



\$2.2 million library expansion is completed, adding 100,000 square feet to the existing building.

1950

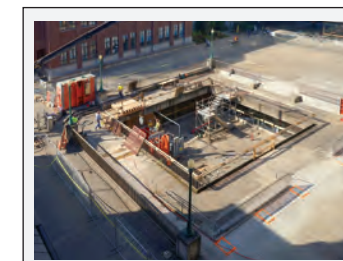
An addition to the library adds 57,000 square feet to the 1937 building.

1966 1967

The science collection is screened and 130,000 volumes are moved to a new underground library in the Science Complex.

As the library celebrates its 50th anniversary, it also inaugurates the university's first Capital Campaign to raise funds for a new expansion and renovation.

1987



Funded by private donations including Lorry Lokey's \$8 million lead gift plus \$8.375 million in state bonds, work begins on the Allan Price Science Commons and Research Library expansion and renovation project.

1993

1994

The library building is named in honor of the family of Philip Knight, President and CEO of Nike, Inc.

2014



L-R: Annie Zeidman-Karpinski, Kenneth M. Singer, Kenda H. Singer '74

A Resource with Bigtime Resourcefulness

KENNETH M. AND KENDA H. SINGER SCIENCE LIBRARIAN

ANNIE ZEIDMAN-KARPINSKI

By Jason Stone

To know Annie Zeidman-Karpinski is to know she knows a lot.

She can explain how to make Boolean Logic work for you, for example. Or the hierarchy of medical subject headings. Or the disadvantages of the Dewey Decimal System. She can discourse passionately on the crisis in scientific publishing, but she'd be just as happy to give you directions to the nearest farm that sells heirloom beans. Want to hear all that in a language other than English? She'll explain it to you in Spanish. Or in American Sign Language.

As a math and science librarian, knowing lots of things comes with the territory.

"Curiosity is what motivates me," Zeidman-Karpinski explains. "I love to see the connections between things, or to figure out a process. Mostly I just love to know the answers to lots of questions."

It could be said that Annie Zeidman-Karpinski grew up alongside the personal computer.

Her father was a computer scientist and mathematician, providing her with an early exposure to the information technology revolution, which was still in its infancy.

"I was having trouble learning my multiplication tables," she recalls. "My mom challenged my dad to write a program that would help me memorize them. It worked, and that inspired him to write other math education games—some of the first on the market.

"My dad made me learn early programming languages like Pascal. I learned that computers weren't just for entertainment; they were tools, something that I could manipulate in order to make sense of large chunks of information."

Both her parents also were community college professors, so she gained an early perspective on the value of higher education. When the time came, her own path as a college student was marked by exploration in a number of academic disciplines. After earning a B.A. in history from Oberlin College, Zeidman-Karpinski enrolled in graduate school at Rutgers, the State University of New Jersey. She

started out in the public planning program, but soon moved to the geography department to pursue her burgeoning interest in theory and, later, maps and geographic information system (GIS) technology.

While attending an American Association of Geographers meeting in San Francisco, she was inspired by the weather—"It had been a particularly horrible, icy winter in New Jersey"—to move to the Bay Area. With a newly minted master's degree in hand, she arrived just in time for the kickoff of the '90s dot-com boom.

Reminiscing about her experiences working in the tech industry, Annie jokingly laments the time she turned down a job offer from pre-IPO Yahoo. Instead, she found herself gravitating toward nonprofit internet development work where she could use her skills to build public resources and support the types of social causes she had always valued.

Reflecting on her cross-disciplinary education and various work experiences, Zeidman-Karpinski detects a common thread: "I was training to be a librarian for a really long time; I just didn't realize it. Then I went to library school at UCLA. That was where I discovered that everything I had done before would be useful to me as a librarian."

As a math and science librarian, being in lots of places comes with the territory.

Depending on the day of the week and the time of day, you might run into Annie Zeidman-Karpinski in the Science Library. Or the Math Library. Or Knight Library. She could be working at the reference desk, or back in the stacks, or running to her next meeting. Perhaps you can catch up with her at her office in Onyx Bridge—but you'd be just as likely to find her in Esslinger Hall, at the offices of the Department of Human Physiology.

"A lot of times, she actually sits at the front desk out there," explains Department Head Li-Shan Chou, indicating human physiology's main administrative area. "She welcomes our students and asks, 'Do you have any questions regarding the use of the library? How can we help with your research? What are your suggestions to the library?' She comes to us and collects all this information here, on-site . . . She presents herself to our department as a resource."

Annie reflects: "One of the things I love about my job is that it's different every day. I can be doing things from answering students' questions about an assignment, to

tracking down an unusual resource that's been requested, to ordering journals and books for our collections, to supervising student workers. I work closely with three different academic departments: human physiology, mathematics, and computer science. In human physiology, I also do a lot of instruction."

Yes: instruction. The classroom is another place you can find Annie Zeidman-Karpinski.

"Thanks for coming inside on this gorgeous day."

Annie's welcome to the students in Human Physiology 212 is more than just a formality; she sounds genuinely grateful for the opportunity to teach them. The sun indeed is shining outside in all its glory, the typical splendor of Oregon's springtime having arrived untypically early this year. It is still April, only week four of the term, but an atmosphere of "spring fever" is asserting itself on campus. Here, inside Proctor Classroom 41 in Knight Library's shaded ground floor, a sense of vague reluctance is palpable as students shuffle in.

Undaunted, Annie flashes enthusiasm and urgency to get them focused on the task at hand. "You will need a laptop now," she coaxes the stragglers to extract the tools of learning from their backpacks. Today's lesson involves PubMed, the most comprehensive database of biomedical literature in the world. Annie's goal is to teach the students to find and identify good, sound scientific research in a world overwhelmed by information of dubious reliability. "This part is fun," she says. "It's a treasure hunt."



Her style of teaching is dynamic and student-centered. The lesson is delivered with a minimum of lecturing and maximal emphasis on collaborative problem solving and peer-to-peer learning. Zeidman-Karpinski circulates from table to table, engaging with each group of students. Encountering frustration, she offers clues and encouragement. In the face of skepticism, she begs for indulgence. When mastery of a task is demonstrated, she presents a new set of challenges.

Mostly she asks questions: “How much time do you guys need?” “Does that make sense to everybody?” “Did you find anything else interesting that you’d like to tell me about?”

In return for their answers, she expresses gratitude: “Thank you so much” or “I appreciate that” or, most enthusiastically, “Yay!”



Before half an hour has passed, the students have identified topics they can use and are on their way to finding excellent resources for their lab reports. The outside world of sunshine and social life is momentarily forgotten—minds engaged, they are here to learn.

Librarians occupy a distinct place in the public imagination.

People think of librarians as helpers, as organizers, as founts of information, even as enforcers of the library’s “quiet” rule. But people don’t always think of librarians as teachers. Annie acknowledges this. She would like to play a role in changing the perception, but she’s quick to point out that the work of the librarian in the classroom is different from that of the main instructor.

“Librarians have a different set of skills than the people who are teaching the course content. I have a fresh perspective—not on their discipline—but on how to look for information within their discipline. My passion for instruction grows out of my job as a reference librarian.”

Zeidman-Karpinski’s supervisor, Head Science Librarian Margaret Bean, is less circumspect in her assessment. “She’s one of the best teachers I’ve ever seen . . . She has a special ability to connect with whomever she’s speaking. She walks into a room, and it’s like everybody’s IQ just went up ten points.”

As teachers, Annie notes that librarians are uniquely well positioned to play the role of advocates for students. “A respected library colleague recently pointed out to me the value that librarians embedded in the classroom can offer our students: We know the professors and instructors. We’re familiar with the assignments. And, crucially, we’re not the ones who will be grading you. We can be your best ally.”

In our lives as learners, sooner or later all of us discover the need for an ally.

The first challenge is admitting when it’s time to ask for help. The second challenge is knowing who to ask. In this respect, Ken Singer considers himself fortunate. When he and his wife, Kenda Singer ’74, needed help with an assignment, he was able to say: “I know just the person.”

Trying to find sources of information for their research papers, they felt overwhelmed. That’s a typical problem for most beginning students, but the Singers weren’t typical beginners. Well-educated medical professionals—Ken is a doctor; Kenda a physician assistant—they had decided to pursue together one of their shared passions: lifelong learning. Now each was enrolled in a course at Oxford University’s summer school program. Kenda was studying piano; Ken physics. They’d been enjoying their reengagement with higher education, but anxiety set in as the due date for the first assignments drew near. Tasked with researching and writing 1,500-word papers, the Singers soon realized that much has changed since their college days in the ways that scholarship gets published and accessed. Information sources have proliferated; quality is harder to ascertain; technology plays a prominent and ever-more-nuanced role. They were doing lots of research online, but weren’t feeling really adept at it. They needed help.

Back home in Eugene, Ken Singer had a longstanding affiliation with the UO Department of Human Physiology. There he’d advised graduate students and taught seminars in the past, and he now reflected on how consistently well-prepared his students had been with their papers and presentations. He thought of the person who would often appear at the department offices and classrooms, asking students all about their library needs. He thought of Annie Zeidman-Karpinski.

“[Meeting Annie] was like Disneyland for scientists,” Kenda recalls. “It was obvious from the get-go that she was going to really expand my mind in terms of what the resources are now. She was absolutely essential for us in preparing those papers. Even after our meeting [for over an hour], she got my email address and she kept sending me information that she thought would be relevant to my paper. She didn’t need to do that—she went beyond what I’d asked for. And I think she does that for everybody.”

Adds Ken: “One of her real skills is, she not only teaches you, but she teaches you how to learn.”

A few years later, when they were weighing their options for how best to support science education at the University of



Oregon, the couple recalled their appreciation for Annie’s help. Her energy, talent, and spirit of service had left a lasting impression. Now, the Singers decided, they would express their gratitude in a way that would have long-term meaning. In addition to funding the first endowed professorship in Human Physiology, their gift to the UO would also establish the Endowed Science Librarian fund, dedicated to promoting and enhancing science scholarship through library teaching and service. Appropriately enough,

Annie’s Innovations

Moving a hands-on (but under-utilized) learning resource to the library.

“One of the incredible things Annie has done for our faculty and students was to facilitate the creation of the Science Library Anatomy & Physiology Room. [In its previous home] it was not able to be well utilized by students due to the location and the lack of access, particularly off-hours when many students need to study . . . Annie was instrumental in getting this facility moved to the Science Library, which was transformational . . . I believe these combined resources have created an exceptional learning environment that is unique for an undergraduate campus.”

—CHRISTOPHER MINSON *the Kenneth M. and Kenda H. Singer Professor in Human Physiology*

Creating a circulating collection of videogames.

“I’d been doing research on videogames and a colleague mentioned that the Science Library not only had a collection of videogames that could be lent to members of the UO community, it was also lending the hardware . . . This remains an incredibly forward-thinking practice [given] the absolute predominance of videogames in terms of screen cultures in the contemporary moment. That Annie understood this need quite literally years before anyone else is evidence of both vision and professional service.”

—CAROL STABILE *Professor of Journalism and Communication*

Recruiting skilled students to offer peer tutoring in the Math Library.

“Under Annie’s leadership something truly remarkable has happened. By 2008, the reading room [in the Fenton Hall Mathematics Library] had become practically moribund . . . [Today] I invite any of you to visit the room some weekday afternoon and see the intensity of activity there. A room which previously often had no more than three or four users in the course of an entire day is now thrumming with the activity of 40 or more students and several tutors . . . I can’t overstate Annie’s leadership role in this transformation.”

—HAL SADOFSKY *Associate Dean of Natural Sciences and Associate Professor of Mathematics*



Annie Zeidman-Karpinski was subsequently named the first Kenneth M. and Kenda H. Singer Science Librarian.

How does it feel to occupy an endowed position—one of the top honors in academia?

“It’s more than just an honor,” Annie points out. “The position makes more resources available to work on different projects that I’ve always wanted to see accomplished, and for me to support colleagues who are

exploring similar goals. I have help with my instruction materials now. I’m able to travel to some specific conferences as well; ones that are a little more out-of-the-way or obscure. Also, I feel more comfortable to speak my mind if I feel it’s warranted.”

Reflecting on his motivations for supporting teaching and service in the Libraries, Ken Singer observes: “I think the library is still a focal point for a significant part of any collegiate education . . . But the paradigm of education is changing so rapidly. The Science Library can’t just ‘stay up’ with the latest developments; it needs to be at the forefront of bringing to the university new techniques as they evolve.”

In that case, Margaret Bean believes, the Singers should feel confident that their resources have been well allocated. “Annie Zeidman-Karpinski’s contributions to the UO Libraries are cutting edge,” Bean says. “She is an innovator who reaches an unprecedented number of students in diverse disciplines and, clearly, is not afraid to blaze new trails.”

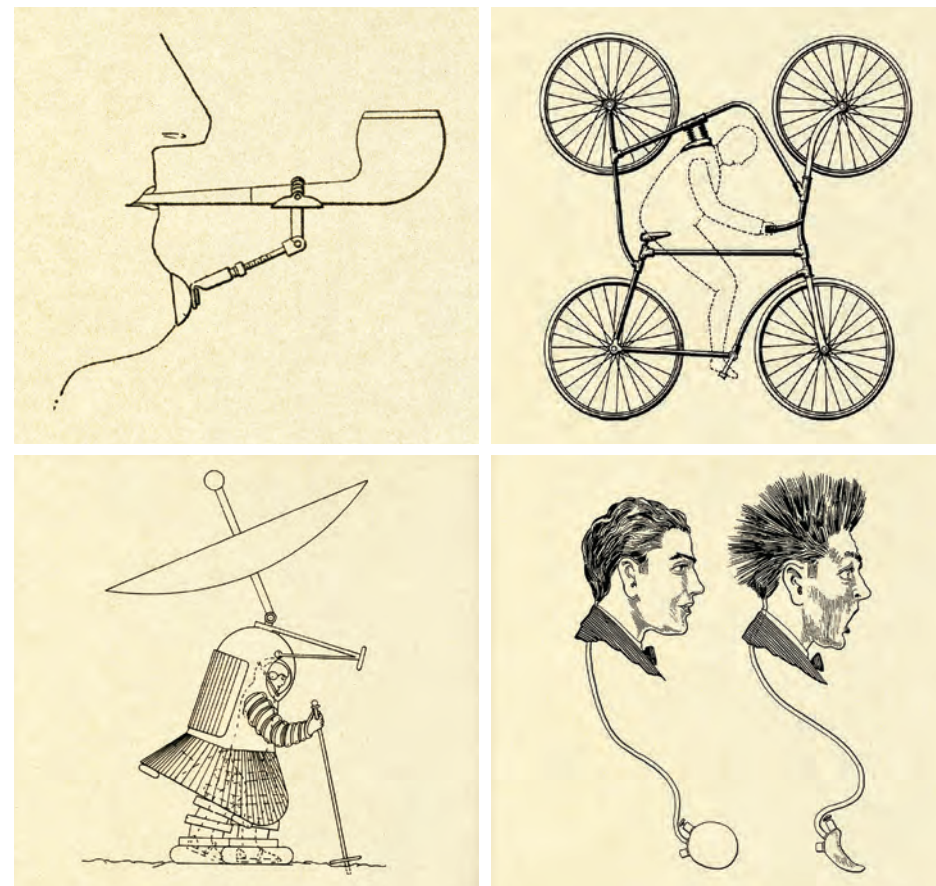
As a math and science librarian, a degree of self-reflection comes with the territory. Like so many other topics, in regard to her accomplishments, Annie offers a perspective that is all her own.

“I like to think I’m just a great novice,” she says. ■

Apparatus

Drawings from the United States Patent Office, compiled and prepared by Craig Hickman

JANUARY, 2015 - APRIL, 2015 » KNIGHT LIBRARY, FIRST FLOOR



“The applicant for a patent will be required by law to furnish a drawing of the invention whenever the nature of the case requires a drawing to understand the invention.”

—THE OFFICIAL GAZETTE OF THE UNITED STATES PATENT OFFICE

TAKING INSPIRATION from the UO Libraries’ extensive collection of Patent Office *Gazettes*, Craig Hickman, professor of digital arts with the UO School of Architecture and Allied Arts, assembled this exhibit of weird, wonderful, esoteric, and oddly inspired object illustrations.

“As part of my creative process, I often search the library for books with underappreciated or unintended visual treasures,” explains Hickman. “When I found the UO Libraries’ trove of Patent Office *Gazettes*, I knew I’d hit pay dirt.

“These weekly *Gazettes*, published from the 1880’s to the early 2000’s, contain millions of illustrations. I was drawn mostly to the 1% of them that include images of people. I liked them because they were funny, or poignant, or because of some quality of the drawings—and always because the invention made me stop and wonder.”

For more on *Apparatus*, visit Craig Hickman’s website, dryreading.com ■



Bound volume of Patent Office *Gazettes* from the UO Libraries Document Center.



Tyler Rogers INSTRUCTIONAL DESIGNER

By Andréa Harvey

Senior advertising major Tyler Rogers worked for UO

Libraries for three months, designing instructional materials such as infographics, handouts, and PowerPoint presentations with one goal in mind: making human physiology course material easier for students to learn. His work was funded through the Endowed Science Librarian fund—just one example of the many ways the Singers’ gift will provide long-term dividends that reach throughout the campus community.

After graduation, Rogers plans to be a web designer for a start-up company in New York. His major, however, doesn’t exactly cater to those goals. So his job at the library was a valuable learning experience, and has even sparked his consideration of science and education as a professional subfield he may later want to explore.

“It was cool to work in education,” he says. “I had never done that before, and it was challenging to take information that was so dense and make it more interesting through design.”

Collaborating with Annie Zeidman-Karpinski was a major part of his job.

The two relied on one another quite a bit—Zeidman-Karpinski brought expertise of the material and how it can be taught, while Rogers offered fluency in web design, as well as the perspective of a current, visually-predisposed student.

Although the two sometimes had disagreements about how the material should be presented, Rogers says he felt comfortable giving Zeidman-Karpinski his honest opinion and she seemed to have appreciated that. “It was great working with her,” Rogers says. “When someone’s so passionate about what they do, it inspires you to really care about it as well.” ■



Ken Kesey Classroom

Bill Walton with Clark Honors College students in the UO Libraries' Ken Kesey Classroom.



L-R: Bill Walton, Carolyn "Mountain Girl" Garcia, Sunshine Kesey, Ken Babbs.

Basketball Legend Bill Walton and Kesey's Merry Pranksters Visit UO Libraries SCUA

By Jason Stone

"We have all come to the Knight Library to be blessed, to be blessed by the spirit, by the essence, and by the dreams and thought of one of our great and dear friends, Ken Kesey."

—BILL WALTON

ON THE MORNING of February 4, 2015, the UO Libraries welcomed some very special guests, including one who gives a whole new meaning to "big man on campus."

Basketball Hall-of-Famer Bill Walton says that Eugene is one of his favorite places to visit. "I spent some of the best years of my life in Oregon," explained Walton, who earned NBA Playoffs MVP honors while playing for the Portland Trail Blazers in 1977. "Eugene is one of the legendary places in Oregon . . . It's one of the power spots, one of the special places on earth. It's a place where you can be yourself."

The two-time NCAA and NBA champion was in town to serve as a commentator on the Pac-12 Network's broadcast of the Oregon-Washington men's basketball game. Before his work day began at Matthew Knight Arena, however, Walton took a trip "furthur" afield on campus and met up with some old

friends. The meeting place was Knight Library. The old friends were Ken Babbs and Carolyn "Mountain Girl" Garcia, original members of Ken Kesey's collective of Merry Pranksters, and Sunshine Kesey, daughter of Ken Kesey and Carolyn Garcia. The occasion was a special viewing of the Ken Kesey Collection, a centerpiece of the UO Libraries' Special Collections and University Archives.

"This is my family," Walton said, making an expansive gesture that seemed to encompass the whole room.



Carolyn Garcia autographing a tie dye with her *nom de* prankster.

He then recounted how his love for the music of 1960s psychedelic rock band The Grateful Dead led him to an appreciation of Ken Kesey's creative work and cultural legacy.

Renowned for his freewheeling flights of verbosity in the broadcast booth, Walton did not disappoint when asked to reflect about the author of *Sometimes a Great Notion* and *One Flew Over the Cuckoo's Nest*, his longtime friend.

"Ken is my teacher, my mentor, my moral compass, beacon of hope and shining star on the horizon as I look for guidance to try to get to the Promised Land," he enthused. "Ken Kesey: visionary, dreamer, someone who saw things no one else saw and his ability to write all that stuff down."

As Walton and the Pranksters poured over Kesey's manuscripts, artwork, correspondence, and photographs, Dean of Libraries and Philip H. Knight



Corrigan Solari University Historian and Archivist Jennifer O'Neal talks about Ken Kesey's student days at the UO.



With a little help from library staff, the Hall-of-Famer demonstrates the best method for signing a T-shirt.

Chair Adriene Lim explained all that's invested to help ensure the materials' long term conservancy. "It's so important for us to preserve this as a legacy for future generations, in addition to the current use that we're getting from a lot of students and faculty who are accessing the collection for their courses and their research projects," she told reporters. "Processing and preserving a collection like this takes a lot of staff time and commitment. We rely on the Ken Kesey Fund to support these efforts."

Walton—a 1994 inductee of the Academic All-America Hall of Fame and longtime proponent for student athletes to excel in the classroom as well as on the court—also expressed a lifelong admiration for libraries. "My mom's a librarian," he said. "I wanted to come to Knight Library because libraries are critically important."

Mountain Girl added, "Librarians are the best people."

Ken Babbs shared a humorous anecdote about the founding of the public library in Dexter, Oregon—an event that led to a \$100 bet between Kesey and William L. Sullivan, author of the popular *100 Hikes in Oregon* book series. It was just one of many reminiscences about Kesey, whose larger-than-life persona continues to inspire storytelling.

"Ken Kesey was an important writer and a legendary figure in Oregon," Lim reflected. "This special event at the UO Libraries Special Collections and University Archives exemplifies the way that his work and his legacy continue to bring together people from all walks of life. That also is part of the vital role that libraries play—they preserve our cultural heritage and serve as a meeting place for people and ideas."

ARE YOU ON THE BUS? Learn more about the Ken Kesey Collection, including opportunities to support the organization, preservation, and digitization of the archive: library.uoregon.edu/giving/kesey ■

News You Can Use

The Chambers Communications KEZI News Archive

By Jason Stone

"News is only the first rough draft of history."

So said *Washington Post* newspaperman Alan Barth in 1943. In November, 2013 the University of Oregon received a "rough draft" that is truly monumental—both in its size and its importance to the people of Oregon. It is a draft composed not in printer's ink, but in moving pixels.

The gift was given by Chambers Communications Corporation and the Chambers family. It consists of KEZI-TV news and UO sports broadcasts dating from 1965-1997. Appraised at over \$1 million, the collection is enormous: 7,442 hours of footage on ten distinct media formats stored in 378 boxes. All of these

materials found a new, permanent home in the Special Collections and University Archives at UO Libraries.

"As I've been working with this material, there's so much depth," says Elizabeth Peterson, humanities librarian and curator of moving images. "You really get a sense of how local events and local issues have a significance beyond just Eugene. And the sweep of different topics over time is really astonishing."

Some of what's on the tapes was already known at the time they were donated. The news archives include historical coverage



Kesey Treats

It's no surprise that the Ken Kesey Collection has inspired some of UO Libraries' most creative fundraising partnerships. Thanks to these leading Oregon brands, foodies with a taste for great literature can tantalize their taste buds with Kesey-inspired culinary creations. Enjoy guilt-free: a portion of all proceeds goes to support the UO Libraries' Ken Kesey Fund.

VOODOO DONUTS
"Easy Peasy Lemon Kesey"



Tie-dyed donuts with sugar cubes on top and yellow jelly filling. \$10,000 pledged to date!



ROGUE BREWING
"One Brew Over the Cuckoo's Nest"

German-style Maibock ale from a special recipe developed just for the UO Libraries. \$5,000 pledged to date!



TOWNSHEND'S TEA COMPANY
"Brew Dr. Kombucha – Just Ginger"

Fizzy, fermented tea with live and active cultures plus copious amounts of organic ginger root. \$10,000 pledged to date!

of prominent political figures such as Tom McCall, Wayne Morse, and Mark Hatfield, while the athletics material features Steve Prefontaine, Bill Bowerman, and the Kamikaze Kids. Along with these highlights, however, the collection also contains a wealth of long-forgotten material that likely has not been re-watched for decades.

“Until the VCR came along, nobody recorded TV,” observes former Chambers Communications CEO Scott Chambers. “It aired once and went into the archives.”

Reflecting on the collection’s origins, Chambers gives credit to the unique culture that prevailed in the early days of KEZI. “Way back in the ’60s, I guess the news directors and station managers made the decision to keep this stuff. And that’s rare.”



As pictured in the 1952 *Oregana*, junior class member Carolyn Silva (Chambers) served as the *Oregon Daily Emerald's* advertising manager. Just six years after graduating from the UO, she would launch KEZI-TV in Eugene.

Another rarity in those times was to find a woman taking a leadership role in the business side of the broadcasting industry. But Scott’s mother, Carolyn S. Chambers (BBA ’53), was one such pioneer. In 1959 she led a group of local investors that obtained the license for KEZI-TV. An ABC affiliate, it would be only the second television station in Eugene. KEZI’s on-air debut was at 6:30 p.m. on Monday, December 19, 1960. Broadcasting at 316 kW from a powerful transmitter atop the Coburg Hills northeast of town, the station reached 146,000 viewers upon its inception.

Through the ensuing decades the station was guided by a commitment to keep the news at the forefront. KEZI was also an early leader in UO

sports media production, creating hundreds of hours of Oregon Ducks programming each year for broadcast on its affiliates and other outlets across the state. Some of this historic footage first reappeared in the 1995 documentary film *Fire on the Track: The Steve Prefontaine Story*. Serving in the role of executive producer, Scott Chambers was inspired to unpack the archived source material and examine it carefully. By this time most of the original Prefontaine footage had been in storage for over two decades.

“We started, for the first time, really looking at what we had. And it was pretty amazing. It had been stored in various ways, some good, some bad . . . We realized that a lot of it was deteriorating, mostly the soundtracks.”

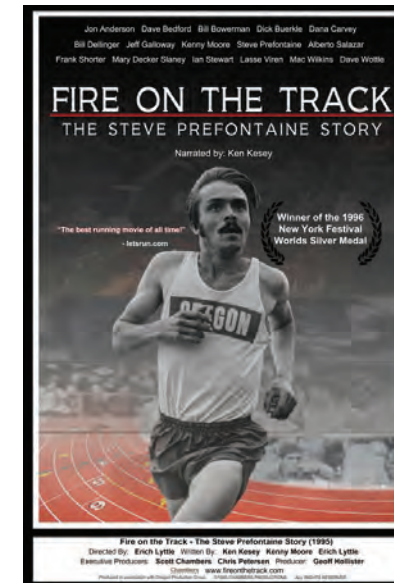
To make *Fire on the Track*, Chambers Communications ended up restoring and digitizing four years of KEZI news and sports coverage. That experience inspired renewed efforts on the station’s part to document and preserve other materials in the repository. It would not be a simple or inexpensive project. Tracing three decades of advancement in videographic technology, the footage ranged across media formats from celluloid, to one-inch tape, to ¾-inch tape, to Beta, to digital video. Scott Chambers credits a number of his KEZI colleagues—particularly Rebecca Force and Bill Goetz—for their passionate dedication to save the collection.

In time their efforts were repaid as KEZI news directors started requesting archival footage to rebroadcast. Outside clients also began to make use of the material. For example, apparel designers from Nike would reference the historic footage for insights into ’70s and ’80s fashion.

Then, in 2013, another big change came to Chambers Communications.

“The Board of Directors had made the decision to sell the company,” Scott Chambers recalls. “So I had a lot of things to accomplish, not the least of which was to find a buyer. But one of the things that troubled me was that this asset [the news

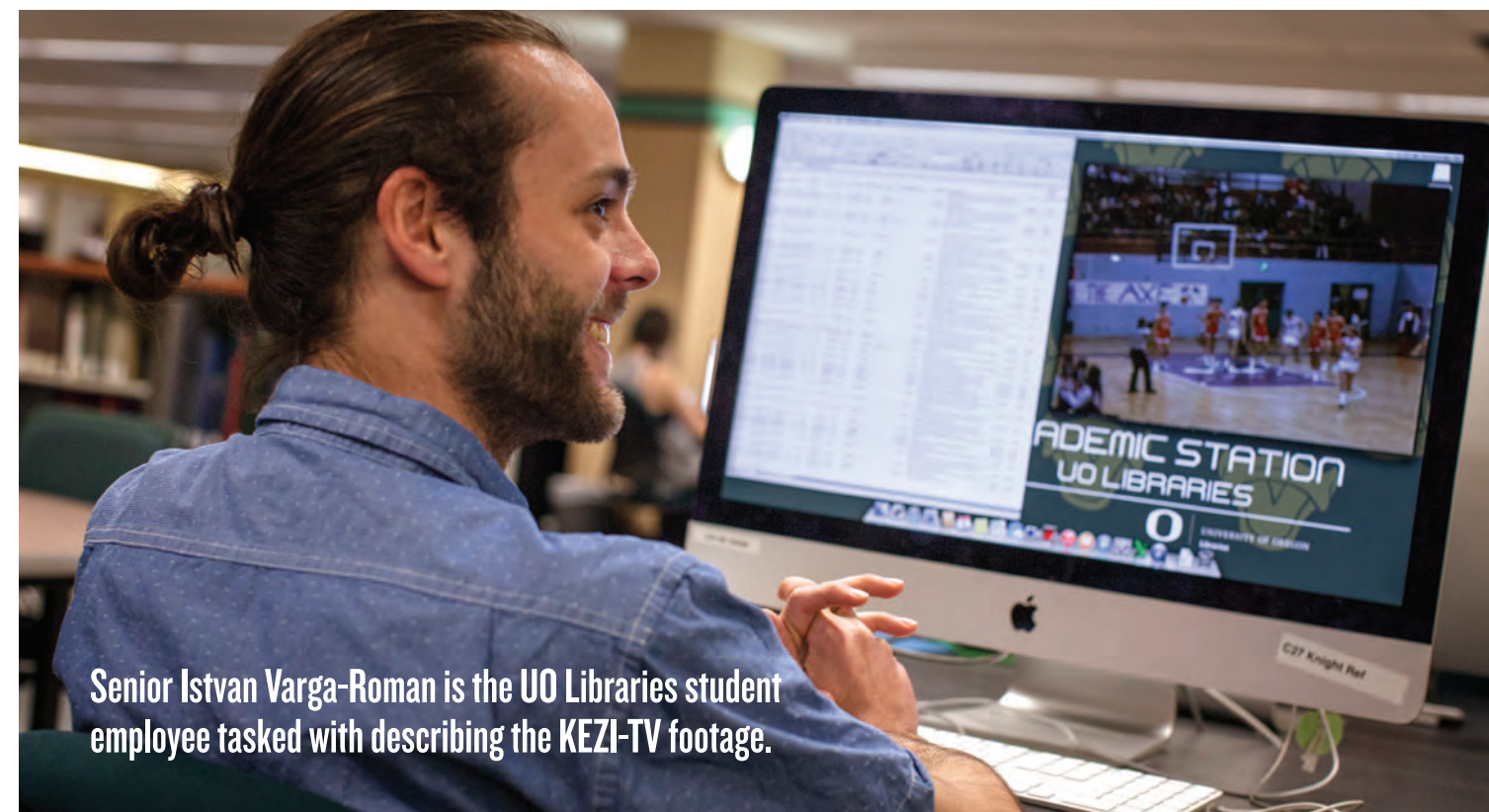
The 1995 documentary *Fire on the Track* featured extensive footage retrieved from the KEZI archives.



archive] probably didn’t have the same value to a buyer as it did to the community, and I wanted to find a way to get it protected indefinitely.”

Perhaps inevitably, this line of inquiry would lead to the University of Oregon Libraries. In previous years, Chambers Communications, a longtime UO corporate partner, had already given generously to UO athletics, the Lundquist College of Business, the Oregon Bach Festival, the School of Journalism and Communication, and other areas.

“I felt like the timing was right. The university had people studying archival storage and how to best



Senior Istvan Varga-Roman is the UO Libraries student employee tasked with describing the KEZI-TV footage.

How did you get this job?

“It was kind of by chance. My friend actually had the job before me, but he got too busy. I needed a job, so he talked to his boss to see if I could take over. And I’m a history major, so it’s kind of a cool opportunity. Everything just kind of fit in place.”

What do your daily tasks entail?

“I’m given some videos on a thumb drive, I watch them and write brief descriptions with details like if it’s in color, if there’s audio, or if there’s any damage to the video. Usually just a sentence or two about each clip.”

What is the long-term purpose of doing this?

“To make all this information that’s been locked up for years more accessible to people who are interested in doing research on certain subjects or companies looking to get footage. For example, Nike came in a couple months ago and was looking through footage of old sports games.”

What do you like about your job?

“It’s cool to know I’m watching something that few people have seen since its creation. I like that I’m able to make it easier for people doing research in the future. Especially as a history major considering archiving as a possible job after graduation, this is a great experience to have as a student. And it’s also fun watching old sports games and Olympic trials from the past.”

(Interview by Andréa Harvey)



store material in a digital form,” Chambers reflects. “As life goes on, you give back to the institutions and things that helped shaped you and gave you the start in your career or in life.”

The collection having found a permanent home at the UO Libraries, work is now underway to index its complete contents and develop finding aids for researchers. This will be a time-intensive process,

notes Moving Images Curator Elizabeth Peterson.

“In the first phase of processing, I hired a student to go through every box and document what was inside. We are currently digitizing the paper reference logs that came with the collection, about 19,000 pages in 68 binders. Each page is a list of stories that ran on that day’s newscast. But there are no logs for the earliest material—1965 to 1973. So we’ve hired students to view those clips and provide descriptions for them.

“Eventually we’ll have all of the footage available as digital files along with sufficient description of all the clips, so that researchers can search for relevant footage on their own, and we can provide it quickly and efficiently.”

Peterson is quick to acknowledge that the scope and value of the Chambers’ gift goes beyond just the

physical materials in the archive—the UO also received intellectual property rights to the collection. This greatly simplifies the library’s ability to grant access to the footage and make it visible to the entire public. For publishers and documentary filmmakers, it spares them the time and expense of having to secure a license to use the material from an outside rights holder.

With the legal rights assigned to the university, the possibilities for purposing the collection are nearly endless. Clips have already been featured in a French language running documentary, an NBC-TV true crime program, and the UO’s new “Power of If” ad spot. Select footage is also being made available for public viewing on the UO Libraries’ digital collections and YouTube channel. Some library patrons have accessed the collection and located fondly remembered news coverage of deceased

family members. And librarians and faculty members have begun exploring innovative ways to integrate historic KEZI news footage into the teaching curriculum.

The deeper we dig, the more our community’s past comes to light in these moving images of history and local color.

“This collection is like a set of home movies for Eugene and Lane County,” says Peterson. “It doesn’t just contain big, significant events, but also the small-scale, personal stories that make up local history. Local TV news preserves and vitalizes the past, it brings the past back to life for us.”

“And that’s the great thing,” Scott Chambers agrees. “These things are captured in time, so you can go back and look at it and decide for yourself what was going on.” ■

Footage Discoveries from the KEZI-TV News Archive

By Elizabeth Peterson



Coming Home (Oregon)

The UO Athletics Department produced this music video in collaboration with Eugene native Mat Kearney, now a successful singer-songwriter living in Nashville. They wanted archival footage that conveyed a nostalgic sense of our state’s past, including this shot from the early years of the Oregon Country Fair.

Free to Run

French company Yuzu Productions used extensive footage from the KEZI-TV collection for their upcoming documentary about the history of running. Many running legends will appear in the film, including Steve Prefontaine, Kenny Moore, Frank Shorter, Bill Bowerman, and Track Town USA itself.

40th anniversary of the fall of Saigon

Vicky Nguyen, an investigative reporter for KNTV (NBC) in the San Francisco Bay Area, produced a feature story about her family’s arrival in Eugene as refugees from Vietnam in 1980. They were sponsored by Holt International, a local international adoption agency. KEZI interviewed Ms. Nguyen’s mother in Holt’s offices, and we provided KNTV that footage for their story.

Archival footage in the classroom

The instructors of a winter term 2015 anthropology course, ANTH 310: Ethnography of the University, requested historical footage of protests on campus. We digitized and prepared over 40 separate clips from 1967-1980 that illustrate the range of issues and activism at the UO.

National Lampoon documentary

A documentary about the history of National Lampoon is currently in production by 4th Row Films. They requested footage of the 1977 *Animal House* production in Eugene and Cottage Grove. Here, John Belushi and director John Landis share a moment between takes.

Andy Warhol—the real one—at UO, 1968

Artist Andy Warhol was invited to the UO in October 1967 to give a talk and show some of his experimental films. Warhol sent an actor named Alan Midgett instead, and no one realized he was an imposter. The real Andy Warhol came to campus on February 21, 1968. He explained: “I actually thought Alan would do a better job and people would enjoy him much better.”

Timothy Leary at UO, 1967

Dr. Timothy Leary came to the UO campus in February 1967 to debate psychiatrist Sidney Cohen about the pros and cons of LSD. On stage in front of 6,000 students in McArthur Court, Leary took off his coat, tie, shoes, and socks, and sat cross legged in front of a candle to deliver his lecture. Dr. Cohen took off his shoes and socks too, mocking Leary’s “show.”

Ken Kesey on keeping it local, 1976

While looking for segments about student protest at UO, we stumbled across a great clip of Ken Kesey at his Pleasant Hill farm talking about his desire to support Oregon-based publishing, rather than “New York tricksters.” Best quote: “I’d rather be a skinny dog with no fleas than be a fat dog scratching all the time.”



Claire McFadden
Lending Services

"This job has helped me develop some really good professional skills—customer service, teamwork, collaboration, time management—and that's been great and it's going to transfer really well to whatever I choose to do."



Lauren Amaro
Oregon Newspaper Project

"This job is very important to me financially, because I am one of four children who are currently in college in my family, and all of us are out of state. So all of us have student jobs and that allows us to have spending money to go out with friends, buy food, helps pay for text books and basically support ourselves."

#MYUOLIBJOB

We are producing an ongoing series of videos to highlight some of the outstanding student workers in the UO Libraries.

Did you know the library is the University of Oregon's largest academic student employer? Our students provide services that are essential to every member of the UO community.

Watch all the videos here: youtube.com/c/uolibrarieseugene
We're adding more all the time!



Rebecca Falleur
Reference and Research Services

"Working in the library gives me the opportunity to be around not only a bunch of other students from different backgrounds, but also all the librarians, learning about their lives and their areas of specialty. Not just being with people who are my age. You can get some wisdom from people who are older and who have been through these things."



Cara Murray
Architecture & Allied Arts Library

"This job has definitely helped me out academically . . . Now that I'm really comfortable in the library, I come here all the time and use it as a study space. It's definitely improved my study skills. I also have learned a lot about all the different resources that the library has to offer to students."



Eli Cox
Map & Aerial Photography (MAP) Library

"This job is what I am most proud of. Up to present, I have never had a job that I have appreciated more or learned more from. I want to keep studying cartography and remote sensing, and before this job I had no clue."



Donor and Alumnus
Ken Bischel

Re-calibrating the path to success as a non-traditional student

By Andréa Harvey

KEN BISCHEL, age 29, graduated from the University of Oregon in 2013 with a bachelor of science in applied mathematics, but his academic experience was anything but traditional. After dropping out of high school, he worked at convenience stores and attended community college intermittently for the next few years. It wasn't until much later that he applied to a university.

"I wasn't a model student," Bischel says. But that didn't stop him from landing an ideal job shortly after graduation. So how did he do it?

Let's backtrack to his college experience, which he says started out pretty lonely. Fenton Hall was

being renovated at the time, so math majors didn't have a place to congregate like most others. Being a nontraditional student, he also lacked the dorm experience. His opportunities to meet like-minded people were consequently slim, leaving him to feel removed and discouraged. He even considered dropping out again.

"That changed when the new Math Library opened," Bischel says. "It became the place where everybody could go—particularly the students who were feeling similarly displaced. That was definitely a turning point in my performance and success."

Bischel worked as a tutor in the Mathematics Library at Fenton Hall for the next two years, and

"...[the opening of the Math Library] was definitely a turning point in my performance and success."

—KEN BISCHEL

met a group of friends there that he still keeps in touch with today. "One of the biggest takeaways from that job was the support system that allowed me to get through my classes and stay sane," he says. In addition, he was gaining the experience that eventually helped him land his current job.

Bischel works as an actuarial analyst for PacificSource Health Plans, a nonprofit insurance company in Springfield. He started out as an intern before securing a full-time salary, and has been there for almost two years now. "A big part of what I do is using statistics and probability to determine what people's future healthcare costs are going to be so that we can set our premiums correctly," he says. And his experience at the Math Library played a big part in helping him get the job.

The skills he learned from tutoring have proven incredibly valuable in his current position: "It's not good enough to just be able to do math. I also have to be able to present my findings to other people who—even if they're incredibly intelligent, and even if they do know math—weren't doing the work with me," he says. "The math is complicated enough to where I need to break it down step-by-step." Aside from gaining those skills, the library

also provided an opportunity for Bischel to network. He was able to obtain references from math professors, librarians, and others he met through the library who were also connected to the company that he now works for.

All in all, the role that the Libraries played in Bischel's life was monumental. "I don't know if I would have been as successful," he says. "I certainly don't think I would've gotten my job as an actuary, and I wouldn't have met a lot of the people I did."

It was important to Bischel to give back because he understands first-hand how much the library and the community depend on it. "When I was asked if I wanted to donate, it was a no-brainer." He encourages others to do the same, no matter their age or occupation. "The library is a public resource that helps the entire community. I think a lot of people don't even realize that as residents of Eugene, they can go there and get books," Bischel says. "So you would be contributing to much more than the University of Oregon. It's worth keeping that kind of resource around." ■



The Mathematics Library, Fenton Hall, where Ken Bischel worked as a UO undergraduate.

Getting to Know *Adriene Lim*, UO's New Dean of Libraries and Philip H. Knight Chair

Home. A simple concept, but it contains infinite, ineffable nuances. Our home is where we find our happiness, where we replenish our energies, where we share the familiar company of good and like-minded people. At its essence, home is more than just a place to live. It is the place where we feel best positioned to thrive.

This story begins with a homecoming.

On July 28, 2014, Adriene Lim returned to the Pacific Northwest. In the past she'd worked at Portland State University, holding positions that included interim university librarian, associate university librarian, and head of library technologies. Now she was accepting an offer to become the next dean of libraries and Philip H. Knight chair at the University of Oregon.

She came to us from another home: her home in Michigan, where she had been dean of university libraries at Oakland University. As a native Midwesterner, it

took a substantial leap of faith for her to pull up stakes. It meant leaving behind a secure and highly fulfilling job in a place that had grown to feel happy, accustomed—perhaps permanent. It meant moving halfway across the country to tackle a new set of challenges in an unfamiliar professional environment. It meant change, and that can be an intimidating prospect at any stage of our lives. What made her decide to do it?

“Oregon,” Lim answers without hesitation. “The university and the state, that is. There’s just something very special about this community, the land, and the people. I had always thought, if there was one place that could ever entice me to leave the Midwest again, this would be it.”

Chatting with Adriene Lim, it doesn't take long to realize that she is driven and passionate, but also highly practical. Her focus zeros in on what is both ambitious and achievable, and she speaks of her career to date as an ongoing process of

getting things done in partnership with others. At PSU, for example, she worked with the Office of Information Technology and the Associated Students to spearhead development of The Learning Ground, a new library wing featuring zones for studying, productivity, and socializing, assistive technologies, and a technology support desk. At Oakland University, her initiatives alongside faculty, students, and administrators resulted in stronger library collections, diversified teaching programs, expanded and better-integrated technology resources, and the opening of a medical library for the campus's new medical school. Again and again, Lim returns to the value of collaboration as the key to her many accomplishments.

“People have said to me many times over the years, ‘You’ll never get that done.’ But then we do. It just takes focus, determination, and lots of perseverance.”

Building Knowledge recently joined Adriene in her office at Knight Library for a conversation about her formative experiences, her current work, and her long-term vision for the future.





“I feel privileged and honored to work in public higher education.”

—ADRIENE LIM

BUILDING KNOWLEDGE: Tell us about your earliest memories of libraries.

ADRIENE LIM: As a native Detroiter, I was lucky enough to have access to the fabulous Detroit Public Library. There was a branch right in my neighborhood, Brightmoor in northwest Detroit. Unfortunately, I grew up in a violent household. We were extremely poor as well, so my only escape from that existence was reading voraciously. I loved school and books, mainly the classics, science fiction, and fantasy. I would hang out at the library a lot and I admired librarians, but I didn't think it was possible to become one of them at the time.

BK: What did you dream of becoming when you grew up?

AL: I thought I wanted to be a writer when I grew up, and I still imagine myself as an author someday in the future. Like many others, I wanted to write the great American novel! But, in my early thinking, my job had to be something that didn't require a degree. In those

days, in the poor, working class neighborhood I grew up in, you were assumed to be headed toward factory work or office work, if you were lucky. There weren't many people advising us about how we could go to college or change our circumstances in the world. It's hard to believe now, and I was so ashamed of it for a long time, but at 16 years of age I left the abusive environment I was living in at home, dropped out of high school, and began working full time. Eventually I advanced to a marketing coordinator position in corporate America in my twenties.

BK: As a high school dropout, how did you advance to middle management?

AL: Throughout this time I taught myself to use computers, do some programming, learned many business and accounting applications, and became a fan of computer games and bulletin board systems. All of this early technology exploration was helpful to me later, when I became a librarian in the mid-1990s, just as the World Wide Web was gaining steam.

BK: So, life did eventually lead you back to school, obviously.

AL: Yes. By that time I was 28 years old. I had earned my GED, took the SAT at 27 to get into community college, and from there I transferred to Wayne State University. I was the first person in my family ever to go to college. My journey took me from dropout, to community college, to transfer student at a big research university, and finally to earning my Ph.D.—all while working full time. That experience made me really appreciate the transformational power of education. And libraries were always a big part of this, obviously. I remember when I walked into a university library for the first time and I strolled down the HQ aisles. All the feminist theory books were shelved there, and I literally wept with happiness because I had never seen so many of those titles, these intellectual works of brilliant minds beckoning me.

BK: What was your undergraduate major?

AL: I earned a bachelor of fine arts, specializing in studio arts. When I graduated, it landed me a job as a library technician at Schoolcraft College and then a position at the Detroit Institute of Arts. This is a large museum with a really great research library, and I was lucky enough to be an original cataloger there who handled exhibition catalogs and beautiful monographs from museums around the world. So I started out in description, classification, and knowledge organization. I did that for about two years while I went to library school at the same time. From there, I went on to work for the library at Wayne State and at the Detroit Area Library Network, a large consortium of public and academic libraries.

BK: How has the librarian's role in higher education changed since that time?

AL: Now more than ever, I think our role in librarianship is centered around acting as partners in the research and educational process—the process of learning, teaching, scholarship, and knowledge creation. Instead of relying mainly on passive methods to provide help, for example, we emphasize a more active, engaged philosophy of service. We also are emphasizing and reaffirming our role as a centralized platform for many other services and activities that occur on the campus.

BK: Does that mean the traditional work of librarianship has gone away entirely?

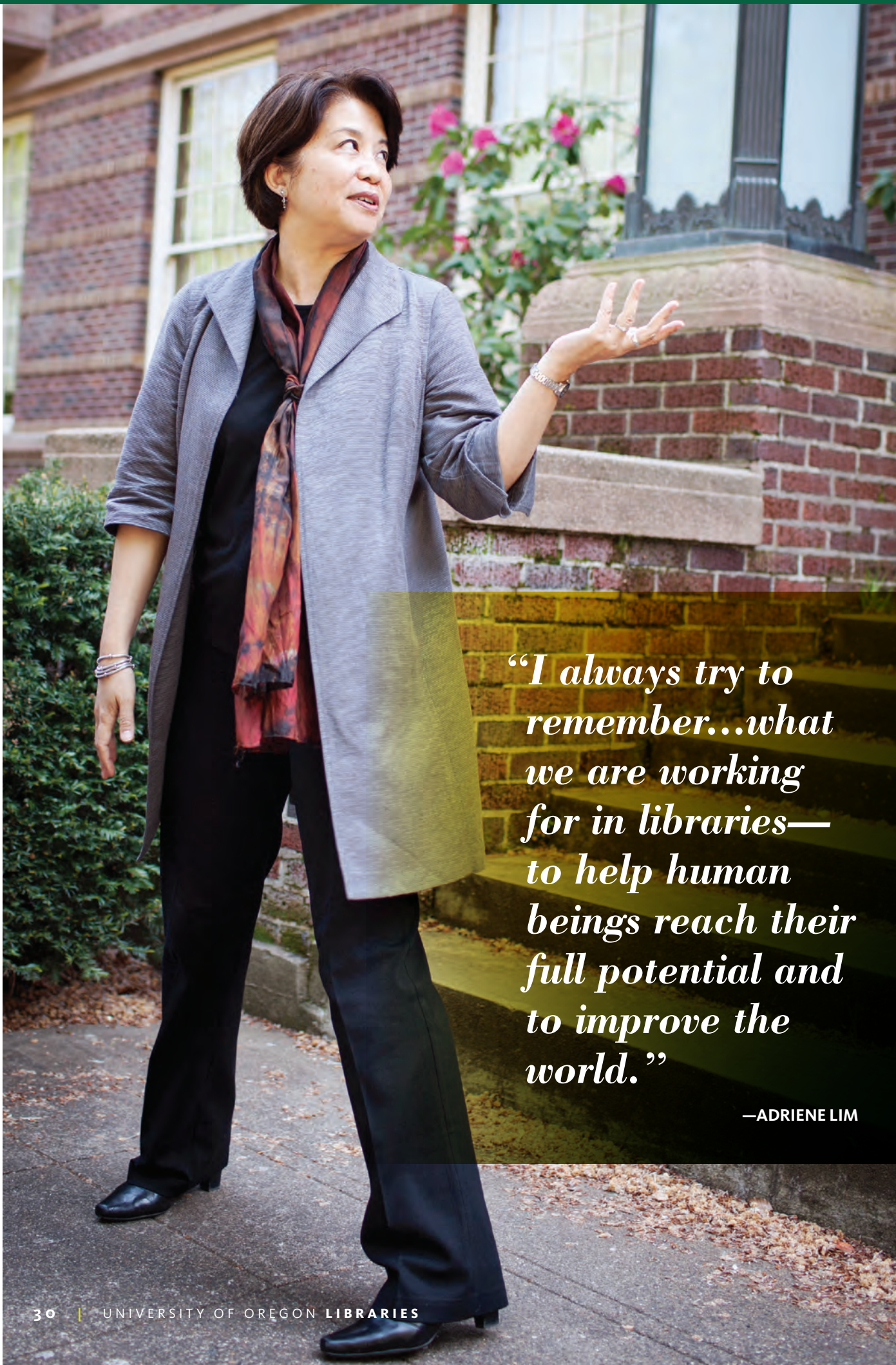
AL: Not at all! The core work we do with information—associated with acquiring, describing, organizing, preserving and providing access to all the resources that go on our shelves or on our website—is still important. But it's a whole different mindset to think of this work as integrated into the process more so than thinking about the products as ends unto themselves. Now we're not just helping our users find something and providing access to information, but we're engaging with users from the beginning of a research project all the way through the end of the cycle, which would be the dissemination and preservation of scholarship and research data.

BK: I take it that technology plays a big role?

AL: Not only a big role, but a vital role. We're always looking for projects that leverage our expertise in information science, classroom technologies, and more. Just to give one example: currently we are implementing Canvas, a new and improved learning management system, or LMS—the software application used in classrooms throughout campus for distributing syllabi and assignments, maintaining attendance rolls and gradebooks, administering quizzes, hosting class discussions and virtual office hours, video sharing, webinars, and much more. Canvas is an incredibly powerful application providing a rich, highly interactive online learning environment. It is an essential teaching and learning tool for every faculty member and student in our community. Hundreds of spring term courses already are using Canvas, and beginning in September 2015 every course with an online component taught at the UO will be migrated to Canvas. It is a huge project that is of central importance to the university's mission, and the library's Center for Media and Educational Technologies is managing all of it.

BK: What is the hardest part of your job?

AL: We are trying to accomplish many important functions and initiatives in the library, and yet we are fiscally constrained. The need for more engagement, service, and technology means that we need more



“I always try to remember...what we are working for in libraries—to help human beings reach their full potential and to improve the world.”

—ADRIENE LIM



people, more skills, and more resources. We also know that our purchasing power for collections diminishes every year because of inflationary pressures; scholarly communications in its present form simply is not a sustainable model, not for libraries or for the entire academic enterprise. Additionally—I realize this sounds a bit bureaucratic—but the job of an administrator is also about compliance, stewardship, and accountability. Sometimes those aspects of my job are challenging, but they are important if we are to ensure that this wonderful legacy of knowledge in the libraries is sustained and enhanced for future generations.

BK: Describe your style of leadership.

AL: I really believe that a library leader isn't hired necessarily to impose her singular vision on the organization. Instead, what we are here to do is provide servant leadership and act as a catalyst who will bring people together to express a collective vision and then ensure that people have the

structures, strategies, and resources that will enable the vision to be realized. Until we all want to achieve something together, something meaningful and bigger than our individual selves, we may not be able to attain lasting transformation and provide the very best possible library services and resources. I would say it has to be asked of the entire collective body: What do we want to be? What do we think is most important to our users? What are we most passionate about and how can we achieve this together?

BK: At the end of the day, what motivates you?

AL: I remember when I was hired as a library technician, my first library job, I was actually jumping up and down with joy, because I knew I would be working in an institution that was dedicated to improving people's lives. To this day I feel enormously privileged to work in public higher education. I always try to remember that that's what we are working for in libraries—to help human beings reach their full potential and to improve the world. ■

(Interview by Jason Stone)



FROM THE DEVELOPMENT DIRECTOR

Dear library friends,

\$36 million! The University of Oregon kicked off our comprehensive campaign on October 17. Out of the

\$2 billion that the university will raise during this campaign, my fundraising goal for the UO Libraries is \$36 million. That's a very big number. I need your help!

To date, through your generosity, the UO Libraries has raised \$29,952,327. That's astounding! The UO Libraries is currently at 83% of our goal. The "By the Numbers" graphic below demonstrates how many of you have already stepped forward to help. Some of you have helped twice—once with a gift in the "silent" phase of the campaign, and then again once we went public! I am always amazed at your generosity. However, this initial success does not mean that I can get lazy. I'm still trying to meet new library lovers and help friends make their first gift.

As you can see from the "Type of Gift" pie chart below, many of our friends and supporters are working with their attorneys, financial advisors, and the UO Office of Gift Planning to make an estate gift. This is an excellent way to participate in the campaign. Do you have questions about how you can continue to support the library through

your estate? I would be more than happy to introduce you to our wonderful team of planned giving officers and help you find the answers you need.

You may have noticed that our *Building Knowledge* publication looks a bit different this time. We are in the process of revamping the magazine and our website, library.uoregon.edu/giving. In order to bring you more content in print—more inspiring stories, more great photography and graphics—we have decided to no longer publish the Honor Roll of Donors in *Building Knowledge*. Instead, we are working on creating the Honor Roll online, accessible through a link on our website. We'll publish the URL in our next issue. Acknowledging the generosity of all our supporters remains very important to us.

Thank you again for all that you do for the library and for the university. I look forward to connecting with you over the coming year!

GO DUCKS!

Keri Aronson
 Director of Development, UO Libraries
keria@uoregon.edu • 541-346-1890

In Memory of David B. Frohnmayer

15TH PRESIDENT OF THE UNIVERSITY OF OREGON

Public Servant – Distinguished Scholar – Visionary Leader – Friend of UO Libraries

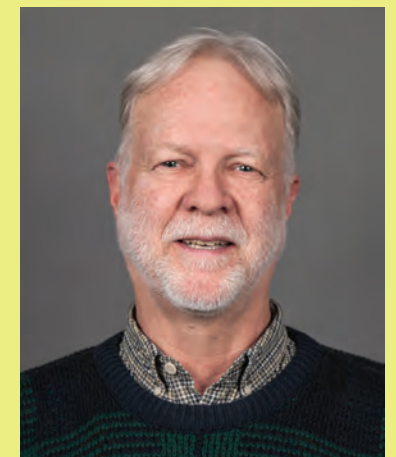


“Education, when engaged with mind and spirit, is a lifelong journey. The library is an essential partner in this process—feeding our imagination, nurturing our intellect, and helping us realize our aspirations.”

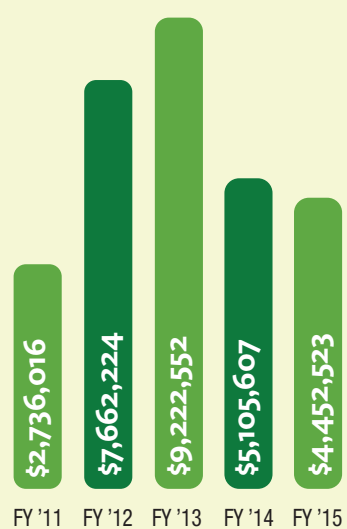
—DAVE FROHNMAYER, 1940-2015

SAYING FAREWELL

Ron Renchler, communications and writing specialist, retired from the UO Libraries on November 14, 2014, following seventeen years of service to the university. In 2003, he created the first issue of *Building Knowledge* in collaboration with Deborah Carver, dean emerita of the Libraries. Ron then guided the growth and development of this publication over the twelve years that followed, wearing many more hats than his masthead credit of “Writer and Editor” ever implied. Those of us who carry on his work celebrate Ron’s creativity, integrity, and dedication to telling the many great stories of the UO Libraries. What’s keeping him busy now that he’s retired? There’s a good chance it involves spending time with his family, reading poetry, managing his fantasy baseball team, and watching birds. Of course, his longtime readers also hope that he’s still finding some time to write!



CAMPAIGN BY FISCAL YEAR



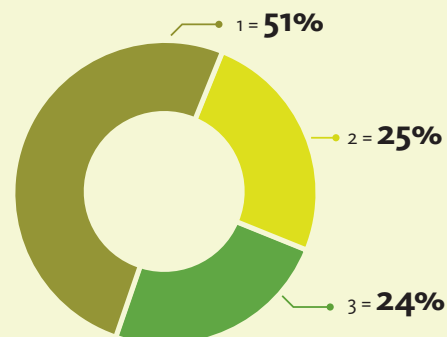
RAISED:
 \$29,436,422
 *As of March 31, 2015



GOAL:
 \$36,000,000

CAMPAIGN BY TYPE OF GIFT

CATEGORY	TOTAL FUNDRAISING
1 = Outright	\$14,962,982
2 = New Pledge Commitments	\$7,481,750
3 = Deferred Gifts	\$6,991,690
TOTAL	\$29,436,422



BUILDING KNOWLEDGE is a publication of the University of Oregon Libraries.

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PHOTOGRAPHERS & GRAPHIC ARTISTS Lesli Larson (Front Cover, Back Cover, p.15-16, p.31), Jue Wang (Inside Front Cover), Mandi Garcia (p.2-center, p.5-top, p.6-top, p.10-11, p.19-20, p.28-30, Inside Back Cover-bottom), Peter Schons (p.2-top, p.24-25), Ann Shaffer (p.2-bottom), Dean Walton (p.3-top, p.7-bottom), Joe Hughes (p.3-bottom, p.13-bottom, p.22-23, p.26), Katie Newton (p.3-bottom, p.5-right), Emily Albertson (p.5-left), Opsis Architecture (p.5-center, p.7-top), Don Ferguson (p.7-middle), Leah Braunstein (p.9), Jarod Opperman (p.12-top), Grant Lemons (p.12-bottom), Keri Aronson (p.14), Jack Liu (Inside Back Cover-top). Page 17 (KEZI) courtesy of Lane County Historical Society and Museum. Additional images courtesy of the Document Center, UO Libraries and Special Collections and University Archives, UO Libraries.

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ON THE COVER: Ken Babbs, Bill Walton, and UO Libraries Student Social Media Coordinator Leah Braunstein (BS '15)

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