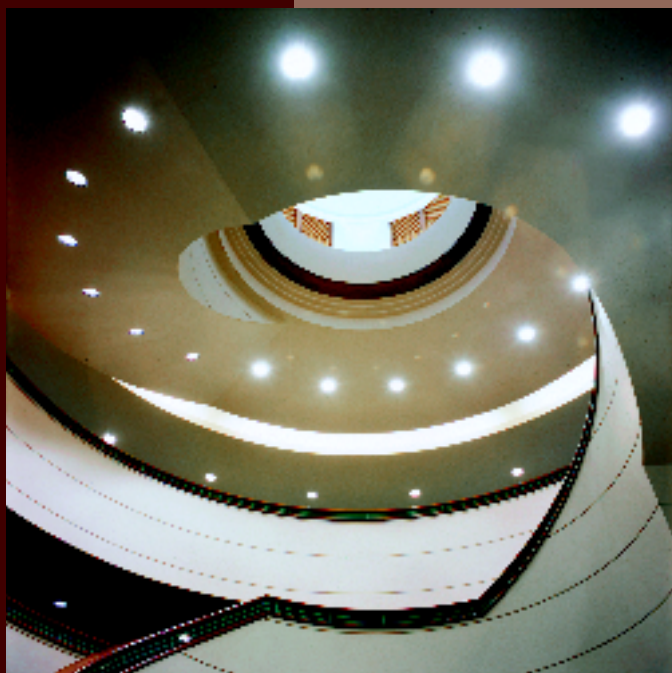


University of Oregon Libraries
Annual Review

2003



*Building
Knowledge*



LIBRARIES
University of Oregon



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
PRESIDENT, UNIVERSITY OF OREGON

Table of Contents

Sailing into the Future	1
Teaching the European Union	2
Discovering e-Asia	4
Pulling an All-Knighter	7
Summit—Achieving New Heights	8
James Ivory’s Gift of Cinema Magic	10
The Gift of Giving	12
Uncovering Tribal History	14
Facts and Figures	16
With Appreciation	inside back cover

welcome

Sailing into the Future

At last summer's graduation ceremony, University of Oregon President Dave Frohnmayer said that libraries are to a university what a foundation is to a building, what soil is to a farm, what wind is to a sailing ship. "The analogies could go on," he said, "each incomplete and imperfect, yet, I hope, each also hinting at the incredible support, nourishment, and dynamic energy that a library imparts to a university."

The UO Libraries has served as the heart and soul of the UO campus since 1872. The inaugural collection of 500 volumes, housed in a room in Deady Hall, has expanded to today's 2.6 million volumes housed in seven libraries on and off campus. The library our students and faculty use today takes full advantage of the newer digital collections, blends them with our intellectual past, and fosters a path of discovery that helps us navigate through an explosion of information. The library continues to be an important physical place within the campus and larger community, but its connection to the global network allows users—no matter where they are—to take advantage of our resources as well as our services.



This publication is our first annual review. We wanted to produce it for several reasons: to celebrate our accomplishments, document our challenges, and recognize the incredible support we receive every year from our donors. This past year our supporters have helped us improve our facilities, acquire important resources, expand our information technology, and train student interns.



As the university embarks on its most ambitious capital campaign ever, I hope this publication provides you with a sense of the library's continuing and expanding role in the educational and research mission of the campus. Yes, we still collect, protect, and circulate books. But we also teach students how to be good consumers of information. We create new digital collections, provide technical support for campus classrooms, work with various communities to preserve our state's cultural history, help faculty integrate the latest educational technology into their courses, and design and develop new media projects for interactive courseware.

The wind is very much in our sails.

A handwritten signature in dark ink, appearing to read "D.A. Carver". The signature is fluid and cursive, written in a professional style.

Deborah A. Carver
PHILIP H. KNIGHT UNIVERSITY LIBRARIAN

instructional collaboration

Teaching the European Union

Take a dedicated, experienced University of Oregon faculty member who wants to redefine the way students learn about modern Europe. Add the expertise of government document specialists at the UO Libraries. Throw in the UO Libraries' talented website development team and fifteen or twenty eager students, and you've got the right ingredients for the kind of collaboration that breeds success in teaching and learning at the University of Oregon.



The European Union as History (EURO 410), an experimental course first offered in fall 2002 and again in winter 2004, is the brainchild of George Sheridan, a faculty member in the UO Department of History. Sheridan's belief in the value of having students do research using original sources—documents, maps, and other materials—led him directly to Tom Stave, head of the UO Libraries' Document Center. The two collaborated continuously for several months to design a course that would not only help students learn historical facts about modern Europe but would also require them to become familiar with the type and range of resources that historians and others use to carry out original research—in other words, to use the same tools historians use to write history.



George Sheridan, left, and Tom Stave built content for the European Union as History course using maps and other documents housed in the UO Libraries.

After Sheridan and Stave had identified a wide range of materials and resources, including several maps held in the UO Libraries' map collection, they discussed the course's instructional goals and content delivery needs with Kellie Ann Garsed-Donnelly, manager of the UO Libraries' Interactive Media Group (IMG). Garsed-Donnelly, IMG project manager Kirstin Hierholzer, and other IMG staff members then used their collective expertise in designing and developing creative technologies to build a customized website to support the course (<http://darkwing.uoregon.edu/~euro410/index.html>).

“The IMG team provided skills in information design and constructed connective relationships among the resources that we couldn't have matched,” says Sheridan. “The students were astounded at the range of material delivered through the website.”



Project manager Kirstin Hierholzer, center, and multimedia development specialists David McCallum and Azle Malinao-Alvarez, from the library's Interactive Media Group, helped develop the EURO 410 website.

The original site combined the class syllabus, course management tools, PowerPoint presentations to accompany lectures, PDF files, a customized search engine, numerous resource links, and bibliographies into a single integrated course package. The IMG team overhauled the EURO 410 website for the winter 2004 course, adding an interactive component featuring up-to-date information about EU countries and related organizations.



EURO 410 The European Union as History

Home | Overview | Syllabus | Research | Contact

Welcome to the Website for EURO 410: The European Union as History



What's in store for future students in the European Union course as the website and course content develop? For starters, the IMG is working on an interactive timeline featuring landmark dates and events in the history of the European Union and other nations, as well as profiles of key individuals who have played a defining role in establishing and building the union.

For his part, Sheridan plans to integrate more maps into his instructional strategies. "Many students seem to be strong visual learners, so they respond well to maps and similar resources when learning about modern Europe," says Sheridan. "I want to make it easier for them to access these documents and build their own knowledge base. That may be the most rewarding part of teaching this course."



George Sheridan, right, and EURO 410 students use the course website to collect information on the European Union.

digital initiatives

Discovering e-Asia

Bob Felsing works out of a small office tucked away on the second floor of Knight Library, but there are infinite riches in his little room. However, the riches aren't physical in the traditional sense. They're e-books—digitized books and other digital files—numbering more than a thousand, and counting.

Felsing, the UO Libraries' East Asian bibliographer, oversees one of the strengths of the library's holdings, the East Asian Collection. With funding assistance from Nissho Iwai American Corporation, Felsing and a small group of student employees have, for the past three years, digitized many important items in the East Asian collection and made them available through a database accessible on the web. Known as e-Asia, the site, hosted by the library at <http://e-asia.uoregon.edu>, offers a rich variety of otherwise hard-to-find East Asian material—books, journal articles, photographs, maps, and even audio files—all easily accessible in full text, regardless of where the computer user happens to be.

Although a number of other e-book sites have appeared on the web in the last few years, e-Asia is one of the very few dedicated to East Asian material. "It's unusual to find a site that focuses exclusively on East Asian subject matter," says Felsing. "Students, scholars, and general readers from far and wide visit the site frequently to access the e-books offered there."

e-Asia is also distinct because it offers a digitized version of the cover and title page for individual titles, something most e-book providers don't include. But Felsing feels strongly that each e-book should maintain a strong individual identity, which the covers help provide.

Several online catalogs of e-books and e-books sites have recently sprung up on the web. One of the largest is mslit.com, a catalog of e-books formatted for Microsoft Reader, one of the industry standards for delivering e-book content on the Internet. With a selection of its titles appearing in the mslit.com catalog, e-Asia now reaches a worldwide audience of enthusiastic e-book readers.

Felsing, who does double duty teaching Japanese and Chinese bibliography for the UO Department of East Asian Languages and Literatures, won the Richard and Mary Corrigan Solari Faculty Fellowship Award in 2002 and used part of the award money to advance the development of the e-Asia site.

Although the initial work on e-Asia was completed in March 2004, Felsing already has plans for its future development. "We would like to continue adding titles to the site and refining the features offered there," he says. "I'd like to see the material on e-Asia accessible through PDAs and cell phone displays. That would help make e-Asia the truly mobile library we envision."



Bob Felsing, East Asian bibliographer at the UO Libraries, has built a unique collection of e-book titles.

What's on the Menu at e-Asia?

e-Asia has no library hours because it's available twenty-four hours a day on the web. There is no waiting in line at the circulation desk and no check-out period. The e-books you download become, in effect, your personal books for your own educational use.

Because the books in the e-Asia database can be accessed on demand by any student enrolled in a course, printed copies of the digitized titles no longer need to be placed on library reserve, and there is no longer a need for the library to acquire multiple copies of a digitized title.

For student and nonstudent alike, there's always a feast on the menu at e-Asia. Arranged by country of origin, the selection of more than 1,000 digitized books in the database is amazingly varied. Here, country by country, is a very small sampling of what you'll find.

Japan

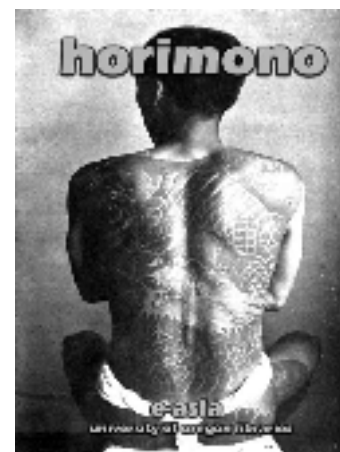
At the time of its publication in 1923, *Three Modern Japanese Plays*, translated by Yozan Iwasaki and Glen Hughes, was aimed at bringing modern drama to Western audiences, which beforehand had been exposed almost exclusively to classical Japanese drama. The three plays included in the collection are by Nakamura Kichizo, Iwazaki Yozan, and Kikuchi Kan.

Japanese Wood Engravings, published in 1908, is an illustrated book by William Anderson, a writer on the Japanese arts. The book provides a wealth of information on the characteristics and techniques of Japanese wood engraving, as well as its history.

Horimono, or tattooing, has a long history in Japan. An article in the October 1914 edition of *Japan Magazine* provides a succinct account of the fine art of skin art.

China

In 1891, fifteen-year-old Edith Margaret Wherry began keeping a journal of her experiences while traveling in China. The *Journal of Edith Margaret Wherry*, never before available outside the UO Libraries' Special Collections, documents her experiences during an important period in Chinese history, including her encounters with notables in China's foreign community, particularly Sir Robert Hart.



continued on next page

Nüerjing (The Classic for Girls), as translated in 1914 by Isaac Taylor Headland, is an interesting example of an “aid to living” for teenage and adolescent girls. While much of the advice seems reasonable enough, the guide has obvious ideological underpinnings.

Shi Naian’s classic *Water Margin* is undoubtedly one of the world’s most read books. The translator of this edition is J.H. Jackson, who provides a very engaging text. This two-volume set was published in 1937.

South Korea

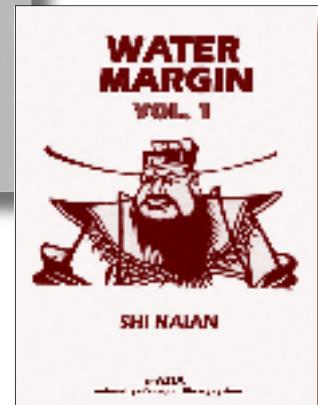
A collection of war photographs compiled by the Center for Military History documents the stark conditions of life on the battlefield during the Korean War.

North Korea

Very little factual information is available on North Korea, but you can read *On the Juche Idea*, by North Korean leader Kim Jong Il, for a good introduction to the philosophy that officially guides the country.

Taiwan

Western missionary accounts are often a good source of information about early twentieth-century East Asian culture. *The Blackbearded Barbarian: The Life of George Leslie MacKay of Formosa* (1912), by Mary Esther Miller MacGregor, is, like most missionary accounts, set in a religious framework. For historians, however, it provides valuable insight into Formosan cultural and social life.



student services

Pulling an All-Knighter



Eugene Register-Guard newspaper reporter and photographer Brian Davies discovered students Austin Cresswell and Dana Henninger spreading out and getting comfortable at 3:45 a.m. as they prepared for an 8:00 a.m. final.

“Twenty-four–seven library hours are very helpful for students, especially with our busy schedules.”

“Thank you for working overtime to keep the library open.”

“I really appreciate you doing this! Now I can get my Greek and Ottoman history research done for my essays, as well as my Latin.”

Students at the University of Oregon live complicated lives, juggling their academic studies with other responsibilities and interests—jobs, families, community service, and social life. When term papers come due and final exams roll around, they typically go into “cram” mode, spending large chunks of time at the end of the term finishing off their research and final projects, and then buckling down to study for their all-important final exams.

Until recently, there was just one problem: lack of a secure, quiet environment on campus where students could go for late night and early morning study sessions. To address that problem, the UO Libraries planned a bold experiment at the end of spring term 2003. For the first time, Knight Library would remain open around the clock during dead week and finals week.

The experiment was such an unexpected success that it was repeated at the end of fall term 2003. During the two weeks of round-the-clock service in spring and fall, more than 6,300 students took advantage of Knight Library facilities to study when the library would normally have been closed.

Students were almost universally enthusiastic about the program. Some thought it was “awesome.” Others told us they were “stoked.”

University administrators, too, had good things to say about the 24-7 Program. Anne Leavitt, vice president for student affairs and dean of students, said the library’s efforts to serve students’ needs spoke volumes about the university’s commitment to high-quality education: “The 24-7 Program during dead week and finals week sent a terrific message to students about the importance of their education and the recognition of their need for a safe, secure, round-the-clock environment in which to complete their course work and study for final exams. It indicated to our students that students matter, that academics matter, and that the UO Libraries’ facilities and programs are standing by to help students be successful.”



Davies also found senior UO biology major Nick Block practicing tai chi among the stacks in the early morning hours during the round-the-clock opening. Block, who was studying for a physics exam, explained that tai chi was “a way to bring back my focus, a way of getting out of thinking.”

resource sharing

Summit—Achieving New Heights

Imagine this: More than 22 million library items—books, films, sound recordings, maps, and more—in one enormous online catalog accessible anytime, anywhere. Virtually all the catalogued material made available to more than 180,000 students at public and private universities and colleges throughout Oregon and Washington. A model program demonstrating the opportunities that libraries create for students and faculty when they agree to share their collections as a group.

There is no longer a need to wish for this kind of valuable resource for academic libraries in the Pacific Northwest—it's here now in the form of Summit, a union catalog launched in fall 2003 by the Oregon Cascade Alliance, a consortium of thirty academic libraries in Oregon and Washington.

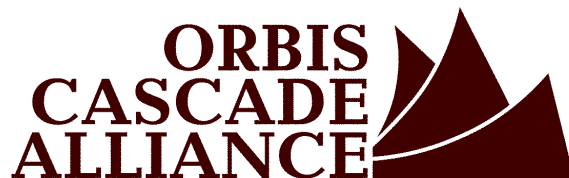
Much of the credit for establishing the Orbis Cascade Alliance and engineering the construction of Summit goes to the University of Oregon Libraries, and especially to John Helmer and Nancy Nathanson in the Orbis Cascade office, located in Knight Library. Helmer, who was formerly director of systems for the UO Libraries, has been at the helm of the Orbis Cascade Alliance as executive director since its founding in November 2002. Prior to that, he was a leader in establishing Orbis, the first consortium of academic libraries in Oregon.

The original Orbis consortium was founded in 1993 under a grant to the University of Oregon from the Meyer Memorial Trust. Under Helmer's leadership, the consortium grew from five members to twenty; his contributions also included oversight of the development of the Orbis catalog, Summit's early precursor. Launched in 1994, Orbis was used by consortium members until the much larger Summit catalog went online in fall 2003.

Helmer is proud of Summit and the way it reflects the cooperative spirit among libraries at universities and colleges throughout Oregon and Washington. "Summit is an outstanding example of the impact made possible when private and public institutions collaborate on a regional basis," he says. "Libraries are natural collaborators as well as early adopters of the best that informational technology has to offer. Working together, we are building on collaborative success to bring a broader base of print and electronic resources to faculty and students in the Northwest."



John Helmer is executive director of the Orbis Cascade Alliance. The alliance's online catalog, Summit, contains more than 22 million items.



Summit Facts

- Summit serves more than 95 percent of the four-year students in Oregon and Washington
- Summit serves students and faculty on campuses up to 550 miles apart
- During peak periods, loans of library materials among alliance members average more than 1,000 a day
- Loans among member institutions have increased more than 29 percent since Summit's launch

Other Orbis Cascade Services

- A courier service provides delivery to more than 223 libraries through sixty drop sites in Oregon, Washington, and Idaho
- Orbis Cascade Alliance has purchased more than sixty electronic databases shared among 200 participating libraries
- The alliance sponsors development of online resources by member libraries
- Orbis Cascade Alliance stages conferences, seminars, and workshops for library staff

“UO Libraries has a strong tradition of taking the lead in establishing partnerships and alliances with other libraries throughout the region.”

**John Helmer, Executive Director,
Orbis Cascade Alliance**

collection development

James Ivory's Gift of Cinema Magic

It was Lights! Camera! Action! at the UO Libraries in spring 2003, thanks to a wonderful gift of papers from famed filmmaker and UO graduate James Ivory.

Ivory, whose two most well-known films, *Howards End* (1992) and *Room with a View* (1985), each won three Academy Awards, grew up in Klamath Falls, Oregon, where his father owned a lumber company. He began his studies at the UO as an architecture student, with the intention of preparing for a career as a set designer; later he became a fine arts major, graduating in 1951.

Ivory went on to become a major figure in contemporary cinema, establishing a partnership with well-known producer Ismail Merchant and novelist-screenwriter Ruth Praver Jhabvala, which led to the formation of the production company Merchant Ivory. The company has released nearly forty films that have earned thirty Academy Award nominations. Ivory's latest film, *Le Divorce*, was released in summer 2003.

As a filmmaker, Ivory collected thousands of historically important documents during filming and production of his movies, including production files, screenplays, photographs, and other material. When the UO Libraries suggested that its Special Collections and University Archives could serve as an ideal home for his papers, Ivory happily agreed. He organized and identified enough material to fill twenty-six boxes and shipped them to their new residence. Ivory personally labeled many of the documents to provide some history and background, providing an ultimate insider's view of the filmmakers' trade.

"These papers are a treasure trove for film historians and students of film," says Linda Long, manuscripts librarian at the UO Libraries. "They offer an incredible through-the-lens look at the complexities of filmmaking, the career of a prominent contemporary filmmaker, and the artistic development and process of a creative mind. We are privileged to have James Ivory's papers in our collection."

In April 2003, a reception celebrating Ivory's gift attracted hundreds of appreciative admirers and well-wishers who listened to Ivory's remarks about his film career and his days as a UO student. The reception also offered attendees the opportunity to view an exhibit of selections from his donated papers. Entitled Director's Cut, the exhibit in Knight Library featured photos, sketchbooks, scripts, business records, and correspondence with family, friends, and major film stars with whom Ivory has worked, including Tom Cruise, Judi Dench, Emma Thompson, John Lithgow, Christopher Reeve, and Vanessa Redgrave.



Clockwise from top: James Ivory addresses an appreciative audience in Knight Library; signs a poster for an admiring student; responds to remarks by John Moseley, senior vice president and provost, and Deborah Carver, university librarian; visits with UO President Dave Frohnmayer.

donor profile

The Gift of Giving

Mary Corrigan Solari and Richard Solari are familiar names at the University of Oregon, especially at the UO Libraries. Mary graduated from the university in 1946. She was an active student leader throughout much of her time at Oregon; as a senior she was president of the campus YWCA, secretary of the Mortar Board, and cofounder of the Women's Coordinating Council. Since her graduation, the couple has stayed in close touch with their friends here. In fact, the family's connection to the university will grow even stronger this spring when one of the couple's grandsons will graduate from the University of Oregon.

Mary and Richard have been dedicated supporters for many years. They funded one of the university's Presidential Scholarships for incoming freshman, and their names grace the central staircase in Knight Library in recognition of their contributions to the library's expansion and renovation project in the 1990s. During that decade, they also established several library endowment funds, including the Richard and Mary Corrigan Solari Faculty Fellowship Award, which is given annually to deserving library faculty members to support their research and professional development.



*Mary Corrigan Solari and
Richard Solari*

Recently Richard and Mary continued their tradition of giving by endowing the university historian and archivist position at the UO Libraries. This extraordinary gift will help the library fulfill its charge to preserve, protect, and provide access to the university's rich historical heritage through its archives.

Mary recently agreed to field some questions about the reasons she and Richard have supported the UO Libraries and other university initiatives throughout the years.

Q. What inspired you to make your first gift to the University of Oregon Libraries?

A. Following the death of my father, I wanted to name a Presidential Scholarship in his honor. I wanted to support students majoring in library science because I had spent so many hours in the library myself while attending the university. It was a very important part of my college life and a calm refuge during hectic times. When I was informed that there was no major in library science, I gave scholarship funding for other majors and made separate gifts to the library. Then, when the university sought to expand and renovate the library in the 1990s, we were thrilled to be involved in supporting that effort.

Q. Can you describe your philanthropic interests and how your gifts to the library reflect those interests?

A. My husband and I budget funds every year for philanthropy. Our fields of interest are varied—health issues and social programs, including food and housing for the underprivileged, assistance to women and children, education, and so forth. Our support of the UO Libraries is a central part of our educational interests.



Mary Corrigan from the 1946 Oregana yearbook

Q. What are some of the key factors you consider before making a gift?

A. The probability of the recipient's success, the ability of the recipient to meet the goals, whether the purpose of the organization truly meets our philanthropic goals, and whether the recipient balances charitable funding with public funding.

Q. After making a gift, what feedback and information do you like to receive concerning the gift's impact?

A. We like to know that the gift was used for the purposes intended and that the funded program stayed within budget. Was the funded program successful? How was success measured? Overall, we look at the larger picture and hope we made a difference for the better in people's lives.

Q. You have maintained close ties with the university since graduating in 1946. Can you describe what the University of Oregon means to you now?

A. Are you sure I graduated in 1946? I'm no math major, but that translates into fifty-eight years ago! Does that make me a historian? Looking back, I have to say it was a very important part of my life. These were war years and the future was uncertain, but my professors, especially Leona Tyler in psychology and Luther Cressman in anthropology, made me feel that I could succeed in whatever path I chose to follow. I'll always be grateful to the University of Oregon for providing a wonderful education at a very reasonable cost.

Q. In addition to being a true Duck and a major library supporter, what are some of your other passions?

A. My family, of course, is at the top of my list. We have three daughters and eight grandchildren, so we don't spend any time in rocking chairs! I'm always lured by travel to the unknown, the discovery of other cultures. I've always loved books—just to hold them and turn the pages.

The awe and wonder I experience in a library or bookshop is a lifelong treasure. My garden always beckons me to try to do a little more, but between the deer, gophers, snails, and aphids, it's a constant struggle. I love to visit art museums wherever I go. I collect art—mostly local—to support the many talented artists in this region.



Mary Corrigan Solari on a trip to Belgium

Uncovering Tribal History

The glass-plate negatives from the late 1800s are sometimes scratched and foggy, but the fading images on their surfaces carry powerful messages for Malissa Minthorn and Dallas Dick, two Umatilla tribal members from Pendleton, Oregon. Minthorn, library and archives manager at the Tamástlikt Cultural Institute (TCI) in Pendleton, and Dick, a TCI historic photographs technician, travelled from eastern Oregon to Eugene to spend several days sorting through thousands of glass plates containing rare images of tribal members.

The photos were taken between 1888 and 1916 by Major Lee Moorhouse, a government agent and photographer, who sometimes used the images for postcards he sold to consumers curious about Pendleton and the Wild West. But for Minthorn and Dick, the photos are far more than curiosity pieces. “It’s our history,” says Dick. “It’s part of us.”

The Moorhouse Collection, housed in the UO Libraries’ Special Collections and University Archives, contains more than 9,000 photographs. Among them are approximately 2,500 images of the people of the Walla Walla, Cayuse, and Umatilla tribes and their homes and artifacts, as well as landscapes and events that took place near tribal lands at the turn of the century. As was common practice at the time, Moorhouse often posed his subjects with artifacts from other tribes and from his own collections, thus making the accuracy and significance of the images’ cultural content hard to decipher.

That’s where the expertise of present-day tribal members like Minthorn and Dick was needed. With assistance from a Northwest Academic Computing Consortium grant, Special Collections, Metadata and Digital Library Services, and the Umatilla tribe teamed up to take advantage of the opportunity to gather firsthand information about the subjects in the photos from their living descendants.

As a starting point, Minthorn and Dick used their knowledge of tribal history, culture, and customs to identify 250 of the most significant photographs from among the fragile and deteriorating plates. Working over a light table and handling the delicate negatives with white cotton gloves, they painstakingly analyzed and selected the images that captured the richest historical information about the tribal peoples in and around Pendleton during that time.

Metadata and Digital Library Services staff members, with assistance from the UO Libraries’ Image Services Center, then digitized and described the selected images to preserve them and make them available for online viewing by living tribal members. Tribal descriptions of the images, provided by Dick, form the centerpiece of the collection. The digitized photos have now been posted on a project website, <http://libweb.uoregon.edu/catdept/digcol/mh/index.html>, where tribal members in Pendleton can view them online, providing information, observations, commentary, and personal narratives that will greatly enrich the historical value of the photographs, both individually and collectively.



Malissa Minthorn and Dallas Dick discuss the importance of an image on one of the glass-plate negatives in the Moorhouse Collection.

The Moorhouse project is one of several initiatives at the UO Libraries aimed at expanding access to important resources through the digital library program. James Fox, head of Special Collections and University Archives, believes the project is a prime example of how these efforts to increase access can help bridge the gap in our knowledge of humanity. “The most important and exciting part of the Moorhouse project is the opportunity it gives tribal members to write their own history after having had it written for them for so long,” he says. “The expanded and more accurate view of Northwest tribal cultures and customs coming out of our collaborative effort is its own reward. It will benefit everyone.”



Dallas Dick examines a negative identified on the plate as Chief Longhair of the Cayuse tribe; the photograph, right, rendered digitally and posted on the project website.



A photograph of a Cayuse tribal member identified as Mrs. Wheel-Soot. Moorhouse himself wrote the identifying notes on the glass negatives.

by the numbers

UO Libraries 2003

Facts and Figures

Since 1962, the UO Libraries has been a member of the prestigious Association of Research Libraries (ARL), a 123-member nonprofit organization comprising the leading research libraries in North America. UO Libraries is the only ARL member in Oregon.

Each year, ARL member libraries submit detailed statistical information about their collections, expenditures, staffing, and patron services. ARL uses the data to generate valuable statistical profiles of its collective membership.

The table at left shows selected statistics for the UO Libraries reported to the ARL in 2003. In general, the library saw an increase in demand for most services, especially interlibrary loan. Staffing levels increased slightly after vacant positions were filled and additional grant-related positions were funded. The decrease in net volumes added to the collection in 2003 compared to 2002 is the result of print journal cancellations and more reliance on electronic journals.

Instructional Opportunities

In 2003, the UO Libraries offered the following learning opportunities to students, faculty, and staff.

- IT Curriculum workshops: seventy-two different information technology classes
- Library courses: eleven different credit courses on research and information resources
- Workshops and teleconferences on copyright issues in higher education
- Workshops and teleconferences on academic integrity for faculty and students
- Videoconference on issues surrounding the Americans with Disabilities Act

Collections

VOLUMES		Change from 2002
Total Volumes Held (6-30-2003)	2,602,876	+2%
Net Volumes Added	54,474	-6%
SERIALS		
Total Current Serials	17,684	-1%
OTHER LIBRARY MATERIALS		
Manuscripts and Archives	62,171 linear feet	+1%
Microform Units	2,900,397	+0.5%
Computer Files	1,304	+7%
Cartographic Materials	738,268	+1%
Graphic Materials	1,154,410	+1%
Audio Materials	67,302	+3%
Film and Videos	9,711	+5%

Patron Services

INSTRUCTIONAL ACTIVITIES		
Group Presentations	667	+8%
Total Participants in Presentations	9,734	+13%
CIRCULATION AND REFERENCE ACTIVITIES		
Total Circulations (Including Renewals)	466,834	+7%
Reference Transactions	85,200	+6%
INTERLIBRARY LOAN		
Total Items Loaned	60,870	+19%
Total Items Borrowed	47,292	+18%
Net Lending Ratio	1.29:1	

Personnel

Total Staff	222 FTE*	+3%
Professional Staff	55 FTE	+4%
Support Staff	102 FTE	+5%
Student Assistants	65 FTE	0

*FTE = Full-Time Equivalent

With Appreciation

The University of Oregon Libraries gratefully acknowledges the support of more than 1,700 alumni and friends who made gifts to the library this past year. Unrestricted gifts helped strengthen the library's instructional services, create a digital library for preserving unique collections, employ student assistants, and foster collaboration with other research libraries to improve scholarly communication. Gifts of collections enhanced the library's scholarly resources.

On behalf of the students, faculty, and community members who rely on the UO Libraries each day, thank you for your generosity.

Campaign Oregon: Transforming Lives

The University of Oregon is embarking upon the most ambitious fundraising campaign in its history. *Campaign Oregon* is about changing the future—for students and faculty, for alumni and friends, for the state and nation. It is the university's mission to produce good citizens, extend the frontiers of knowledge, strengthen the economy, and make the world a better place.

The university seeks to enroll top students, offer an outstanding educational experience, attract and maintain a first-rate faculty, and build strong academic programs. It is increasingly clear that philanthropy will be the source of investment capital that will move the university to new levels of distinction.

The UO Libraries' ambitious campaign goal totals \$10 million. Library campaign priorities include building the collections, endowing faculty positions, increasing access to key resources, enhancing technology, and caring for the long-term needs of library facilities.

For information on how to make a gift or bequest to the UO Libraries, please contact *Lisa Manotti, Director, Library Development*, lmanotti@uoregon.edu, (541) 346-1823.



WRITER AND EDITOR
Ron Renchler, UO Libraries

DESIGNER
David Goodman, University Publications

PHOTO CREDITS
Lesli Larson and Daniel Bissell, Image Services, UO Libraries
Page 7: Brian Davies, Eugene (Oregon) Register-Guard
Page 11: Jack Liu

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.
(541) 346-3053



UNIVERSITY OF OREGON

LIBRARIES

1299 University of Oregon, Eugene OR 97403-1299

ADDRESS SERVICE REQUESTED

Nonprofit
Organization
U.S. Postage
PAID
Eugene OR
Permit No. 63