

MEDICAL LIBRARY ASSOCIATION

ORAL HISTORY COMMITTEE

INTERVIEW

WITH

JOAN S. ZENAN, AHIP, FMLA

Interview conducted by Diane McKenzie, FMLA

November 5, 2005

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CONSENT FORM FOR ORAL HISTORY INTERVIEW

This confirms my understanding and agreement with the Medical Library Association (MLA) concerning my participation in an oral history interview as a part of MLA's Oral History Program.

1. I agree to be interviewed by DIANE MCKENZIE on NOVEMBER 5, 2005. I understand that my interview will be recorded, and that a transcript and edited version of my interview will later be created. I understand that I will be given an opportunity to review and edit the edited transcript before its release.
2. I hereby grant and assign all right, title and interest to any and all recordings and transcripts of my interview including copyright [and all rights subsumed thereunder] to the MLA. I will be given a copy of the edited transcript for my personal use. I understand that the transfer of these rights to MLA confers no obligations on MLA to promote, market, or otherwise make publicly available copies of the interview.
3. One or more edited and/or condensed versions of the interview, approved by me, may be disseminated by MLA as it deems appropriate.
4. I understand that the original, unedited recording of my interview and the original unedited transcript will be maintained in the MLA Archives at the National Library of Medicine, or at such other place as MLA may reasonably designate, and may be made available to researchers who have demonstrated that they have appropriate qualifications. I further understand that the original unedited recording and/or the original unedited transcript will be made available with the following restrictions (Check one):

☒ No restrictions

☐ The following specified portions of the interview will not be made available to anyone until _____.

JOAN S. ZENAN

Name of Interviewee

Joan S. Zenan
Signature

Date 11/5/05

Accepted by :

[Signature]
MLA Executive Director

DIANE MCKENZIE

Name of MLA Interviewer(s)

Diane McKenzie
Signature

Date 11/05/05

Date

7/7/10



Biographical Statement

Joan S. Zenan, AHIP, FMLA, was the founding director of the Savitt Medical Library at the University of Nevada, opening the library as the medical school became a four-year program. During her twenty-eight years at Reno, she played a leading role as a faculty member in the university and in providing health information to the state of Nevada.

Zenan's commitment to librarianship was formed at the University of California, Los Angeles, where she earned her BA and MLS. Her introduction to Louise Darling and her selection for the Biomedical Library internship program were formative influences on the direction of her career. While she was on track to work in medical libraries, her early positions included librarian at the Arctic Environmental Information and Data Center in Alaska, which gave her experience in organizing and cataloging a library in a related field.

Zenan arrived at the University of Nevada, Reno, as the life and health sciences librarian in 1976 before moving to direct the Savitt Medical Library from 1977-2004. Her tenure was noted for building the library and its reputation, for outreach to hospitals in a rural state with two major population centers and support of medical students wherever they were studying, for successful funding for health information and technology in Nevada, and for enhancing relations between the medical school and the university. She was recognized as a faculty leader in the university, elected to multiple terms on the Faculty Senate and as chair of the assembly, as well as serving on numerous committees. She was part of the planning committee for the medical education building and oversaw design and construction for the new library space.

Zenan spent a year at Columbia University in 1980/81 in the Health Sciences Library Management Intern Program sponsored by the Council on Library Resources and the National Library of Medicine, where she worked with Rachael Anderson and expanded her perspective and experience with large institutions and cooperative library ventures.

Her roles in library associations reflected her belief that librarians should be active participants. She served on the Medical Library Association Board of Directors during 1990-93 and as treasurer. She was on five National Program Committees and was associate or co-chair for the 1987 and 1998 annual meetings. She was proceedings editor for the *Bulletin of the Medical Library Association*. She was president of the Association of Academic Health Sciences Libraries in 1988/89 in its developmental years and a member of two important collaborative MLA and AAHSL efforts, the Joint MLA/AAHSL Legislative Task Force and the task force that wrote *Challenge to Action*, the guidelines for academic health sciences libraries that highlighted their role in their institutions. She saw the need for connections among the small number of health libraries in Nevada and founded the Nevada Medical Library Group. She frequently presented and published papers to communicate about library initiatives with colleagues.

Zenan received the Regents' Award from the University of Nevada in 2000 and was named a Fellow of MLA in 2001.

Medical Library Association Interview with Joan S. Zenan

[Tape one, side A; MP3 Zenan_tape1_01 through Zenan_tape1_06]

Diane McKenzie: It is November 5, 2005. This is an interview for the Medical Library Association Oral History Project. We are sitting in Reno, Nevada, in Joan's beautiful home looking out at blue sky and lots of quail and the weather's perfect. I like to always start with finding out why you went into librarianship.

Joan Zenan: I think it's interesting, most people end up going into librarianship by accident, not by design. When I went to UCLA, the second semester I was there, one of my sorority sisters announced at dinner one night that if anybody wanted a job in the reserve book room at the College Library, they were hiring. I thought, how fun. So I went and interviewed and was hired, and I worked in the reserve book room all the time I was an undergraduate. That exposed me to a bunch of librarians who encouraged me to think about librarianship. I still wasn't [thinking of] being a librarian. But, working in a library gave me an opportunity to see that there is more to it than just a place you went to get books. When I finished my undergraduate degree, I got a job as a full-time staff member in the UCLA College Library.

M: Your degree was in...?

Z: Geography. I worked for a whole year at the undergraduate library. I was able to really get to know more of the librarians and they all kept encouraging me to go into librarianship. But then I left and moved back to the San Francisco Bay area and worked in the Palo Alto public library. The librarian there, the head librarian, Ken Wilson, also kept saying, "You should go to library school." He knew folks at UCLA and he encouraged me to apply, so I did. I went for an interview and was accepted. And so, there I was going, "Okay, I guess I'm going to library school." And I did and that's what got me in. I had good mentors along the way. Norah Jones was the librarian in the reserve book room who...what I loved about her was she told us, "If you ever think you can read all the books you want to read, you will soon find out you can't. Start making a list and you will see the list will get longer than your lifetime." The other, of course, was Norman Dudley, who was a librarian in the College Library, he was in reference. And he, too, was very, very encouraging that I should go into librarianship. So, I did.

M: Well, let's move on to your library education. And you graduated I think, was it 1969?

Z: Sixty-seven.

M: Sixty-seven. Let's talk about library education and your knowledge, in particular, of what librarianship was like at that time.

Z: Well, it was very interesting for me because here I was at the UCLA library school, in the same building where I had worked all of my undergraduate time and then worked a year as a full-time staff member. I had, probably, compared to most of my classmates, a much

different view about librarianship and working in libraries and what I had to do to get my degree. I found library school incredibly easy. I already knew how libraries worked and had experienced both academic and public. I had pretty good ideas and in both cases I had worked in public service. I had some knowledge of the technical services, so I already came with a fairly broad view of things. This was a time when they were just starting to do things with computers. We actually had to do the punch cards and flow charts, but, for my particular course of study, it was pretty well set out in terms of basic courses. I didn't have much choice there. It was whether or if I wanted to specialize. I went on the science track and when I discovered the medical library track, that's when I really knew I was home. Then I found that when I was taking those classes, I was really excited, as opposed to just trudging through and finishing a required class.

M: You mentioned to me yesterday that you had been interested in a medical-type career before geography actually.

Z: I came to UCLA with ideas that I was going to be a pharmacist and when I tried both math and chemistry I realized that neither of those were my forte. Unfortunately when you are at UCLA or any other big institution, you are up against pre-med. Unless you are really into it, which I wasn't, and somehow chemistry and math were not my strong subjects. So, I switched from that to nursing and found I still had to do the chemistry. Then I went to elementary education and decided that I really didn't want to graduate from a major institution with a degree in elementary education, so I switched to geography, which was going to be my minor. In geography I just really had a great time and loved it and got straight A's, which helped me get into grad school. So, that's really the medical part I had liked because I grew up around doctors. My father and a group of doctors started a clinic back in 1949, and so doctors and medical things surrounded my whole life growing up, so I was comfortable in the milieu.

M: We were talking about taking the medical track and that you were comfortable with it.

Z: It just felt like I was in the right place. As far as the coursework, I may have been one of the more unusual students since I already worked in the library. I already knew a lot of the stuff. I didn't have to learn it. So, when I would write papers for various classes, I would just sit down at the typewriter and start writing a paper. I didn't have to do research, per se. I don't know, library school to me seemed quite simple and the only class that was a real challenge, of course, was cataloging with Seymour Lubetzky, which was wonderful. My highlight of the two semesters of cataloging was that he allowed me to knit in class. He said as long as I could pass the class, he didn't really care if I knit. So, I did. But, he was a delightful teacher; he had a wonderful sense of humor. My other memorable teacher was Betty Rosenberg. She taught mostly public library subjects, and the one class that I really, really enjoyed was "Readers and Reading," which, of course, was a public library thing. I discovered there that we had to read in different genres and in genres that we didn't normally read in, and that really broadened my reading areas, and she was just a dynamic person. But it was a good education and the teachers were all really open to you, you could ask them questions and go and chat with them. And some

of them actually even, at one time, worked in the library, so I knew them more as staff people than just faculty members.

M: Was this a two-year course?

Z: No, it was one year when I went. I went one year and summer school in order to get everything. But I also had to do that because when I took the medical library track, there were other things that I couldn't take in the regular session, but I think everybody had to. It was a quarter system, you had to go four quarters to get it all. But I found it very easy. I always felt like it was too easy.

M: Did you have to write a thesis?

Z: No, we had to write a lot of papers, but we had a final writing project, like a whole day thing, where you got two questions and you had to write on those and it was like summarizing all of your education. Whatever it was, I don't even remember anymore, but I just sat down and wrote in my blue books and that was it, I was very comfortable.

M: And did you immediately go on with an internship?

Z: What happened was in the third quarter of the medical library track... The medical library stuff I think was two quarters and one was science, so I started with science. In the third quarter, Louise Darling talked about the internship and encouraged us to apply. I don't remember how many were in our course, but it sounded interesting to me, so I did apply. I had no clue, because I really didn't know Louise that well at that point. I remember I was busy writing one of my last papers. I was at home in my apartment typing away on the typewriter and there was a knock on the door and I went and answered it and there was somebody with a telegram. It was a telegram telling me that I had been accepted into the program. I went, "Woo!" So, from that particular point on, I knew I was going to be a medical librarian, that's what I wanted to be. I wanted to be able to do an internship, it was just like gold.

M: Can you now go on and talk a little more about your internship with Louise, the famous internship with the famous Louise.

Z: Louise was just an incredible person. I was so delighted to be selected for the internship. One, because being able to stay at UCLA was important to me. I liked my alma mater a lot, and the Biomedical Library had a really good program, wonderful people working there. It was widely known both for Louise's work and for the collections. The internship was a rotating internship, which was wonderful because I got to go through basically every department in the library. Also, the program included taking courses. So, I sat in on courses for medical students and public health folks, either about medical terminology or parts of medicine that you want to know about if you are going to do reference. I also took some courses in the business school that had to do with computers. That was the time when you used punch cards and flow charting and trying to figure out how you would do things. I think Louise's idea was she wanted to expose us to a lot of

different things that would influence how we could in the end direct a library and that we needed to see all these different parts.

M: Was that the purpose of the internship, to lead people into directing libraries?

Z: I don't think that was the purpose. I think it was much more to have an incredibly well rounded idea of what a medical library could do, and then, depending on your interests, definitely go forward. Louise definitely gave us far more training and introduction to administration than anything in library school. In library school, there was one course on administration that was not all that helpful. It was very generic and not specific, but I am not sure they could do anything more in library school. But, in the internship we were with Louise. We saw how she did what she did and why she did it, and she always made sure that we understood her thinking process. I never thought I'd be a cataloger when I finished my internship, but that was the job they offered me. Well, I found it kind of fun, and later on we can talk more about it, but it gave me a good grounding for the job I did in Alaska, which involved cataloging. So, it was good to have all those different experiences, and I can see that in doing that, then if you become a director, you know how things work or how they should work. So rather than just coming in as a boss, you come in as somebody who has had experience in all these different departments and at least has a clue what they are supposed to do and how they are supposed to do it.

M: So, what was your exhibit?

Z: My exhibit?

M: Many people have talked about the horror of having to do an exhibit. Maybe that didn't bother you so much.

Z: I don't think I had to do one.

M: Oh, my goodness!

Z: I am trying to think if I did. If I did, it was not a horror because I do not remember specifically...I honestly don't remember it, no. That's interesting. I do remember hearing about things like that but I don't remember having to do one. That's not to say that I didn't.

M: But not traumatic?

Z: I have no traumatic recollection. I don't even have a recollection of having to do an exhibit so I would say that that either did not happen or maybe it was very easy, I don't know. You will have to look in the Biomedical history to find out what happened that year because I was there...let's see, '67/'68. So maybe by that time she put us on to other things. You know, it is very possible that other things did happen, because that was the time we were going into the whole computer thing. I remember taking classes up in the business school, which were not easy because it was like a whole foreign thing, and

we had math, which wasn't my favorite subject. I just remember really enjoying working through all of the different departments. Reference was my favorite, because I like working with people, but each department, it was just always fascinating to see how it worked. And I could see Louise's influence in every single department. She was highly respected, in some cases feared. But when I look back on it, the fear was more that you didn't meet her expectations than she was going to be mad at you. It was just that she had such high expectations and you were expected to meet them.

M: You said that you took a job cataloging?

Z: Yes. I finished in the summer of '68 and I was newly married and we were going to stay in LA, so she offered me the job as a cataloger doing brief cataloging of Russian medical titles. Mostly it was just transliteration of the titles and describing the book and giving some subject headings. Fortunately there was one gal in cataloging who did know some Russian, so between my ability to transliterate and her ability to figure out some of the content, we could get subject headings. I did that for four months, I think it was. And my husband got transferred, he had had to go in the military, and he got sent to Baltimore. That's when Louise called up Al Brandon, who was at Johns Hopkins Medical Library and said, "I have one of my staff coming to Baltimore, give her a job." And he did. And my job there was cataloging department libraries, which was more than interesting. Unfortunately I was only there at Johns Hopkins for six months and then my husband got sent to Germany. And so, I was off to Germany instead.

M: The first note that I saw in your résumé was your job in Alaska. And even though it's a little tangential to a medical career, I thought it was interesting. So, do you want to describe what you did in Alaska?

Z: Yes, it's interesting, because in a way it was tangential and in a way not. After my husband got out of the military, he eventually got a job with BLM [Bureau of Land Management], and this was the time of the pipeline. And so, after some training, we were sent to Alaska. Well, there are maybe two medical library jobs in all of Alaska and neither of them was going to be available anytime soon. So, initially, I did substitute librarianship in the school district, which was less than rewarding, but having had the public library experience, it was okay. And I had some teaching experience. But, it was in the middle of summer, I was doing a summer reading program for the school and I just happened to notice this ad in the newspaper, and they were looking for a librarian for the Arctic Environmental Information and Data Center. And I thought, "That sounds interesting." So I called and went for an interview, and I had to chuckle. The two ladies that were doing the interviewing, they had been given the job of putting the library together. They knew nothing about it. And when I went for the interview, what did they have? They had two LC [Library of Congress], two books of the LC cataloging, what do you call them?

M: Classification?

Z: Yes, the classification schedule. I just cracked up. I thought, “You guys, that’s not something you read and it doesn’t tell you how to do anything.” They had the Q schedule and what was the other one, it would be science? Maybe it was broken down.

M: Hydrology has some “H’s.”

Z: Yes, they had two of them and I just cracked up. But I knew what they were, and they were going, “She knows what they are! When can you start?” And that was a really fascinating job, because this center had been authorized by the governor in order to collect all of the information possible in just about any way you can think of about the environment of Alaska. And it included basic science, but it also had sociology and even some aspects of medical. So, I found it something I could really get my teeth into. What the job mostly consisted of was finding documents and cataloging them, and if they were not published documents, microfilming and indexing them. And this was great. So, this was a job that I could really get into, because they would send my assistant and me to wherever people were doing research on the Alaskan environment, whether it was human or biological. We would go meet with these researchers and they would pull papers out of their file cabinets that they had written on some topic that they hadn’t published. We would bring them back to Anchorage, we would microfilm them, send them back the original, and then we would basically assign subject categories to them. So we had a huge, unique library on the environment of Alaska, and because of my background and things I had done earlier with geography, it was really easy to do. So, my assistant and I had to do the cataloging in terms of all of these things. We used to joke that we were the most flexible catalogers in the whole world. We created our very own geographic subdivisions, which fit what we were doing because the data center put out huge atlases that were big. Tons of maps.

M: They were oversized?

Z: Yes. I mean literally, they were about three feet by three feet, or maybe two-and-a-half. But they were huge. And our part in it was to make sure that the bibliography was correct. Now, have you ever tried to do a bibliography and you had people from hard sciences and social sciences and you send it back to them when you have corrected everything and they send it back and they don’t like it that way? If you please the hard sciences, then the social sciences are unhappy. So finally, we went to the director and said, “You know, we can’t keep correcting these bibliographies to the way somebody else wants it done.” He said, “You pick a format and that’s the way it will be.” Which was very wise. He was a smart person. So, that really made our job a lot easier, because we had to do these bibliographies two and three times, and we are talking hundreds of entries. When that decision was made, it was much easier. But, when I think back to all the places that we went—we went to the Naval Arctic Research [Laboratory] at Point Barrow, we went to Kodiak Island, we went down to the fisheries place in Juneau, up to Fairbanks to the university. All these different places gathering all this data, and what we put together in the library still exists today. I think they have moved it to the university library in Anchorage. But the collection still exists. So, I felt pretty good to start

something from scratch and have it help influence what they were doing in Alaska. It was a wonderful diversion.

M: Well, I think you moved to Nevada because you came to Nevada after your work in Alaska. And you came here first, I believe at the regular, not the medical, library [at the University of Nevada, Reno (UNR)]. So shall we move to that?

Z: Yes. It was interesting. A number of years before I went to Alaska I had looked here, and there really was only one job that had anything to do with medical. It was the Life and Health Sciences Library. And the gal that was in that library [Maurica Osborne] didn't look like she was leaving anytime soon. So, I thought, "Well, maybe someday." So, in 1975, I guess late '75...I can't remember if it was Phyllis Mirsky...or maybe even Louise, knew that this gal was going to retire. They told me about it and I thought, "Okay, well, that would be interesting." I applied, and then they said they were interviewing but they couldn't afford to bring me down. I know now it wasn't true, they just didn't want to spend that kind of money. But, I was going to go to MLA [annual meeting] in Minneapolis in 1976, and I thought, "Well, I can just do a circle trip." Plus I could come see my family that lives here. So, I did. I went to MLA, which was the first time I had been to MLA since my internship. And after Minneapolis, I came here and had the interview and then went back to Alaska, and that was late May or early June. And probably about eight weeks later, they called me and offered me the job and they wanted to know how soon I could be here. I told them a minimum of four weeks. So, I did, I came in September of 1976.

M: And what was that job for?

Z: When I came, it was for the life and health sciences librarian job. But I came knowing that the medical school was building a building that was going to be a library, and they were going to have to hire a medical librarian. And so, I thought at least that would be close enough to throw my hat in the ring.

M: And they hadn't paid for you to come to the interview?

Z: No. When I came I was part of the library faculty, and the medical school was still a two-year medical school at that point. So, I was mainly working for and with the main library. But at the same time we were starting to build a collection for the new medical library, because it was under construction at that point, due to open in 1978. So, my first year-and-a-half was basically spent trying to learn the library system and the politics, plus trying to get the collection bought and prepared for the medical library.

M: And how big was the library you were in? You were the health and sciences...

Z: Life and Health Sciences covered the nursing school, the ag[riculture] school, biology, what else? Those were the big three. And of course, we were in the building that was the ag school, but nutrition and what else? I can't remember what they called it at the time [School of Home Economics], but it used to be the college of homemaking. That is a

very out-of-date college, or title, I should say. But anyway, mostly what we supported there was their nutrition staff. So it mainly was the life sciences and the health sciences with the nursing. And ag got supported because we were in the building. And, of course, my geography background made it easy to do the ag stuff. I didn't have any problem with that.

M: I think it might be useful to describe the environment, I call it the medical library environment, in Nevada in the 1970s before we move to talking about your career at the new Savitt Library because Nevada was really a very different place compared with much of the rest of the country.

Z: Definitely. One thing that always amazed me, and it wasn't until the medical school really got up and running that things changed. The mindset was that we don't want any grants from the government. God forbid they should tell us how to do our life.

M: Or give you any money.

Z: Well, they didn't want their money. For a long time the state of Nevada didn't take the...

[Tape one, side B; MP3 Zenan_tape1_07 through Zenan_tape1_23]

M: This is tape one, side B, of an interview with Joan Zenan on November 5, 2005, in Reno, Nevada. And you ended with thoughts that they were not taking grants in Nevada and the environment to start the medical school.

Z: The whole idea of what a medical school is all about, what we know of it today and what it probably was like in most places back then, grants were a very, very big part of it. But, anyway...what I saw when I first came to Nevada was that the medical school was just a two-year medical school. It was the basic science courses in Reno, and when they finished those two years, they had to go elsewhere. And they did have spots for them at that time. Most of them went, I think, somewhere in the South, but not all. Because when I look at people, when I look back and see folks who did go to UNR and then went elsewhere, many of them came back to Reno after their residency. You would see on their plaques in their office that they had two places for medical school. Probably not that many people know the medical school started in 1968 with the two-year program and then converted in 1978. [Editor's note: The school was established by the legislature in 1969, with the first class entering in 1971; the first class completing all four years in Nevada graduated in 1980.] So, there were ten years of classes, but they were pretty small. I think they only had forty-eight students each year, so about 500 people maybe max on the two-year program. But now they are up to fifty-two students, so it's still small. The medical library environment in the mid-'70s in Nevada was very small. There was no academic library except Life and Health [Sciences], which wasn't strictly medical. And a few hospitals had small libraries, but very few had any professional help. So, I would say that, when I came, I knew of two other librarians in the state that were medical librarians of sorts and they were both in hospital libraries. And my predecessor in Life and Health was not a medical librarian per training, but she did it for many, many

years, so she knew the stuff. The medical school was pretty small at that time. All of the medicine that was done in town was by groups who really didn't want anything to do with the medical school. There was a big town and gown fight for years over whether there should even be a medical school, because it would take away business. That was, of course, before Nevada really took off. The medical school had tenuous beginnings, because the legislators weren't sure they wanted to put that kind of money into a medical school. Why couldn't everybody go somewhere else? Which still today is why we don't have a vet school, we don't have a pharmacy school, although they are working on it. We don't have a physical therapy school. We didn't have a dental school, but they have started one. We didn't have a law school. So we didn't have a lot of things that most states normally have at least one of, or maybe two or three. So, I wouldn't say it was backward. To me, Nevada is always forty years behind California. Not negatively, that's not pejoratively, it's just more that the state was growing. And until people really started to move in from outside the state and bring in with them, "We expect these services, we expect these educational opportunities. Where are they? Why don't you do them?" So, I've seen the evolution since then. But, it was very small, very insular, and I think the medical school had a lot to do with expanding the horizons, because nobody in the medical school would expect to exist without grants. You just don't, and that's part of what you do besides teaching. But the first five or six years, it was solely on getting the classes going and nothing about any basic science research.

M: This was a time that there were a lot of two-year schools becoming four-year schools across the country. But I thought that was a lot of grant-based encouragement.

Z: The library itself was a Public Health Service grant when they built it, and the conversion money came from the Howard Hughes estate. And that was interesting.

M: That's at least not government.

Z: No. And they like to do things in-state, and Howard Hughes was a Nevada person in terms of where the money was coming from. He gave the medical school, at that time, what seemed like a lot of money for twenty years. And that really made a difference as it worked its way into being a four-year school. But it still had a hard row to hoe, because most legislators felt that it was way too much money to spend on a school. You have to realize a lot of these people came from rural areas and they were into farming and ranching and mining and they weren't interested in intellectual pursuits of medical education. They wanted money for their rural things. But, starting in the '80s, late '80s, and the '90s, it just surpassed anything that the state had ever been before, and the power of the political strength started moving south. And down there, they were all for any kind of [program] that would enhance the state. So, probably after the early '90s, they quit beating up the medical school and just funded it. Not well, because I don't know compared to other medical schools, but I would say almost 50% of our money comes from other than state support. And maybe now, I don't know whether it is still that, but there were a lot of grants, our faculty grants, and just incredible grants. We have one guy who gets a million dollars every year for five years. These are good people and we are not a big Ivy League school. But we have good individual people who are strong

researchers. Then, of course, all that money brings in overhead for the university. So now it is more of a love/hate relationship with the university and the medical school, because it brings in money and therefore says that we should have a say. The university likes the money, but it really doesn't want the medical school to have a say.

M: And what about the town and gown?

Z: That is always going to be there to a certain extent, but because Reno's had such incredible growth, they really don't have enough doctors right now for what's coming in. In southern Nevada even less so. And because we are a statewide medical school which covers both ends of the state, we have programs in Las Vegas that are mostly third and fourth-year students and then the residencies. They do direct patient care. The programs in the north are more basic science and there's a couple of residencies, but we are talking relatively most of it is in Las Vegas where the bigger population is.

M: Well, let's move from the general discussion to look at more specifically, you were called the founding director of the Savitt Medical [Library], at one place I found you called "the mother." That does not sound like something you would probably like. So, let's be more specific about coming to Savitt and creating that library.

Z: I think I mentioned earlier that the school got a Public Health Service grant to build the library. That was because they worked directly through the RML [Regional Medical Library Program] with Louise Darling and Nelson Gilman. The two of them came as consultants and then helped them write the grant that got them the money. So, that was good timing everywhere. When I got to UNR, the grant had been funded, and they actually were already starting to work on the building. I had to chuckle then, but they were building a 3,700 square foot library for a two-year medical school, and I just knew it wasn't going to be enough, but that's all there was. I was just amazed. But, I realized it was a start and that's all I could do. Because, I talked to Louise once about why that small, and she said, "Well, because it was like more like a hospital library since it was only a two-year medical school, or like a small science library in a university, rather than covering the whole gamut." And the fact that they were going to join two buildings, and so they only had so much space. And, it was a two-story building. The top floor was mostly library, but there were offices around the periphery and they did not become the library's offices. Funny thing, people got in and said, "Oh, we have to have this and this and this." And pretty soon other departments had grown out of the offices. I was named the medical librarian in 1977.

M: Was that a sort of given? You knew you were going to move into that?

Z: It was interesting. I think they weren't forced to do a national search because they told the HR people that they really had a qualified person on campus. So, I guess they said, "Okay, you can just move her there," so to speak. So, they made that official announcement, and then they did a search for someone to replace me at Life and Health. They did, supposedly, a national search, but they brought somebody in from inside the university library system who was not really qualified. So I spent that year after I was

named medical librarian working on the collection, working to make sure that the things that were in Life and Health that were going to be moved were all tagged, and doing all the planning for the move. And that really consumed me the second year I was there.

M: Did the nursing stay in Life and Health or did it move with you?

Z: No, it didn't. Unfortunately, the nursing school was down there, had their own building and everything. And there had been a lot of talk back and forth about where the medical school should go. But the only open space was at the north end of campus. I mean, if they were really going to build a complex, which you see how it has evolved, there was not enough room on campus. And interestingly, through the years there was talk about moving the nursing school, but it could never compete with all of the other bigger names of other buildings, so it is still where it is. [Editor's note: The nursing school moved in 2011 to the medical complex.] Fortunately, with electronic stuff now, it is not as big a deal. I spent that second year making sure that things were purchased, and we had quite a reasonable amount of money to do collection development, that too was a grant. I can't remember who it was from, but we did have quite a bit of money. Anyway, I was buying like I was crazy. I used the Brandon/Hill list a lot just to get those basic things in. Then I was getting everything organized for the move itself, because the building was supposed to be done in May, and then we were going to move in June and try and be open for the first day of school in August.

M: In '78.

Z: I loved '78. I loved a lot of '77, and some of early '78 was spent getting permission from the legislature to convert to a four-year school. So, the day we moved into the library, it was announced that we were converting to a four-year school. This is going to be a challenge to start a four-year school. But of course, they had to get things up and running. It didn't happen overnight.

M: There wouldn't be a third and fourth-year class right away?

Z: No, that was the thing that saved us. We had two years to sort of adjust, because what they did was the class that just finished was going to go on to its third and fourth years, so we didn't graduate our first MDs until '80. So we had a little time. But of course we didn't have any space. I spent the next few years after the move not releasing the space that had been the old media center, which was adjacent to the old library. Then I finally convinced the then dean that that space should become the library, now that we were a four-year school, and that we needed to put a hole in the wall between the two buildings and connect those spaces. So we did that two years later, and that saved us because then we expanded to a little over 7,000 square feet, which is why we were the smallest medical library in the US and Canada, because for years, until we moved into the new library, that was it, we had 7,000 square feet.

M: And you did have some storage, you said, in the basement?

Z: No, the storage was off-site, seven miles out of town with the other library storage. We didn't need it at first, because, of course, we couldn't expand what we had. And we were able, this was interesting...all of the stacks that we ended up putting in that back room came from things that the main library was letting go of. So we just cobbled it together. And we did look at many different plans. We were going to try and do a two-story in that back room, and we ended up one inch short of being able to put in a second floor. Because then we could have really increased the space a lot. So, when that didn't work, then it was, "Well, then we just have to get more creative."

M: So one inch.

Z: One inch. It was amazing. We did a lot of work on that, thinking we could do it. And in order to do what they had to do for ceilings and fire prevention and all that stuff, we needed one more inch. Oh well. So it ended up being a big barn in the back room, but it was a place we could put all the collection. There were two offices back there, so that was great, because otherwise we would have had just two offices up front, one of which had four people and the other had two people. Then there was the director's office with the reference librarian. We shared. It was an interesting time, and to actually, in the end, culminate with a brand new library was very rewarding.

M: We have already talked about what we call the issues that we face. Do you have any other things, I mean, that you want to talk about that were the big issues that were facing the library in those first years?

Z: I would say one of the other very big issues was what part did the medical library director have in the administration of the medical school, because at first I was seen as a library faculty member.

M: Now, were you a branch library?

Z: Well, not exactly. And this created so many problems over the years that didn't...well it created problems on the one hand, but it more created a sense in the main library of, "Oh, that medical library." Because what happened was, when the medical school said it wanted to have a library, the Faculty Senate said, "Okay, but you pay for it." Well, if you pay for it, then how can the main library be in charge of it? After all, it's whoever has the money.

M: So, all of the money came from the grants of the medical school for the staff, collection, and the building?

Z: Right, so the first couple of years, I was still very much involved with the library faculty. And then finally one dean said, "You know, you really are one of us, not one of them." And so I then became a medical school faculty instead of a library faculty. That was the point at which I got much more involved in being part of the administration. And, of course, I built a reputation by that time, so people knew me and I had a lot of support from the medical school faculty. So, it was a much better place to be. With the dean that

stayed the longest, I had a relatively good working relationship until we started planning the new building and we didn't agree on how much space the library should have. But, when I worked with him over time, I was involved in the outreach efforts and everything. I sat on the dean's council or whatever it was called back then, it changed names regularly. But anyway, some sort of executive committee. So, I was involved in what was going on in the medical school. I was also on the curriculum committee. That helped, knowing what they were going to teach and hopefully being able to support it. And so those kinds of things were just part of the daily routine.

M: I had always had the myth that there was just you and one other person but it does sound like there was a little more staff than that.

Z: There were just two faculty members. I and the reference librarian were faculty. But then I had a document delivery person and a serials person. We started just with four, but then I was very fortunate to have somebody in the fiscal office of the medical school who kept thinking we were way underfunded, which we were. And so at the end of the fiscal year, she would find parts of positions and she put them aside for me. I don't know how she was able to do it, but she was. So, by the end of about the fifth or sixth year, I had a fifth person, and then in a couple of years, a sixth person. So, I think there were eight of us after a while. And then, of course, I had the equivalent of a full-time person in student help. I did have a very good budget for student help, which was unlike the rest of campus where nobody had enough money for student help. But it was the only thing that kept us going in the evenings and on the weekends. We basically had a student on duty and that was it. So, it was an interesting phenomenon.

M: And did you do your own cataloging?

Z: Yes, actually originally I started out as the cataloger. I was the director and the cataloger. And then we got a reference position that started as an outreach librarian and then became a reference position. Nobody in the main library wanted to touch NLM [National Library of Medicine] anything, which was fine with us, because we could get our stuff on the shelf in minutes if necessary, whereas, if we had to go through them, it would have been days, weeks, and months. But, we ordered everything through the main library, because they had the system all set up. I think to this day we still do that, but we still catalog our own stuff.

M: The outreach component is probably the most important piece of this library, so I am very interested in how that started and how that has evolved.

Z: It started with AHEC and the fact that people who came to work for the medical school said, "You know, the way we have the state set up, we really need to do an AHEC." And I can remember taking a trip...

M: I am assuming most people know today what AHEC is, but just for the future...

Z: Yes, Area Health Education Centers, which was really an outreach-type program from medical schools to communities, whether it was rural or urban. Ours, of course, was “frontier.”

M: Was that a step beyond rural?

Z: Yes, what is it? One person for every 3,000 square miles or something, I don’t know. There weren’t a lot of people out there. But anyway, the dean had decided that we really needed to do outreach.

M: And AHEC existed within Nevada already?

Z: No.

M: Oh, it did not.

Z: We were going to be writing a grant, a big grant. And I was asked for input on the first grant, and I kept saying, “You know, if you really want this to fly you need to include the library in the peer portion.” And they didn’t want to listen to me. So, they did it and then sent it in and it was rejected. So, then they decided they had better include me. Then I went on a trip with one of the gals, the gal who was running our office on rural health, and we went to North Carolina and to North Dakota to look at their setups and how...not only the library part but all the other things that go. And so then we came back...

M: And this was in..?

Z: Gosh, I don’t think I remember. It must have been the early ‘80s. Because I know we got going pretty soon after we had the library going. But right now I can’t remember. Anyway, we came to North Carolina and we went to several spots. We got to fly on the plane, the [AHEC] plane. And then, I am trying to think...I don’t think Diana [McDuffee] was there. It was before Diana.

M: Diana didn’t come until 1990.

Z: Yes, so this must have been mid to late ‘80s. But Gene Mayer [North Carolina AHEC Program director] was there, so Gene really was delightful.

M: And Jane Lambremont, was she there?

Z: Oh, Jane, yes, yes.

M: Okay, so it was earlier ‘80s.

Z: Yes, but when we came to visit, we were mostly talking to people like Gene rather than library folks, although we saw libraries. And in North Dakota we were doing a lot more of the medical education connections. But anyway, so when we got back, they hired

somebody to write the grant who had a lot of public background, and I worked directly with her and we put in a library component. Once it got funded, it was like, "Okay, I guess we have to do something now." And they hired a fellow to be a health educator out in Elko who turned out to be just a jewel, because he was techie inclined and we had started doing some database stuff. He was able to build in what we had already done and make it for the AHEC folks. And they put up servers out in Elko and put up a couple of databases and stuff. We went out and did training in all these little hospital sites. And then we were the backup at the library for the materials they needed or questions they needed answering. And that thing got expanded and expanded, and the dean we had at the time felt that it was always important to get to know your constituents. So, twice a year, we would take rural trips, and we would pile in a van, ten faculty members including me, and we would go out to all the little communities, visit their hospitals, and talk about our services. And then we had an outreach librarian at that point, so we took her too.

M: Do you remember who that was?

Z: Debbie Ketchell. And it was most interesting to my dean, I can say that it was not only interesting but, probably to him, it ticked him off, that they knew her name far more than they knew his, because she had been reaching out to them. They knew this name, this person who, if they called her, they got what they needed. She did a great job. She was here for three years maybe. In that time she really put a wonderful spin on outreach library services that kept going for years after that.

M: And you said at Elko you had..?

Z: That's one where there was an AHEC office, and it happened to be right next to the library at the community college.

M: Okay. Do you want to stop for a minute?... We just took a short break and let's go back to talking about the outreach component that was, I guess, the library and the medical school tried to divide those...

Z: Yes, and that's true, because our dean, the dean we had for almost twenty-five years...a big component of his running the school was outreach.

M: What was...do you remember his name?

Z: Yes, Robert Daugherty. And he really felt that you had to do a high touch along with high tech, and so, I think as I mentioned, we would all pile in a van. We had a northern loop and a southern loop, and we would start out and leave here at seven o'clock in the morning and go to Fernley and Fallon and out to Winnemucca and on to Battle Mountain and stay overnight in Elko. Then the next morning we would go down to Ely and then come back via Eureka and Tonopah. And we would stop and visit with community groups, and in Elko, of course, we would stay overnight and have a big dinner and invite anybody in the community affiliated with health care to come and talk about the issues

and what the medical school could do to help them. And, of course, the library component was always, “You need health information, we’re here.” In the early days, of course, it was the outreach librarian who was the contact person. When we got the AHEC, then we had AHEC offices in different places, so it was more the Elko office that really dealt with all of the northern Nevada rural communities. The office here in town dealt with the hospitals and their needs, and then there was an office in Las Vegas that pretty much dealt with continuing education, very little outreach for libraries, so really the outreach for libraries was concentrated up here [in Reno] and in Elko.

M: You didn’t have librarians in Elko or not?

Z: No, well, what we had was the affiliation with the community college that did have librarians, and through them we were able to set up all the interlibrary loans. Their interlibrary loan would work with our interlibrary loan, and so we would get documents delivered to people that needed them. So, that part of it, it was interesting, in southern Nevada, let’s see, in the early days, there were really only two hospitals that had any library staff, and one of them was a professional librarian who, to this day, is still doing that kind of work, although she is in the public library now, but in a medical library and a public library. That’s unique, very unique.

[Tape two, side A; MP3 Zenan_tape2_01 through Zenan_tape2_03]

M: This is tape two, side A, of a Medical Library Association interview with Joan Zenan, November 5, 2005. We were talking about the outreach and with the tape off you mentioned something about the public and the college libraries in Las Vegas.

Z: Yes, this was a relatively new enhancement to the overall ability to reach out. About, oh gosh, maybe it’s ten years ago now, but it seems like just yesterday, the community college had started a health sciences campus in West Las Vegas. And they got a huge piece of BLM land. The nearby public library needed to build a new library because their old one was really out of date. So they, in connection with the community college, decided that if the community college would give them a piece of land on their huge parcel, they would then service, from their library, the health sciences program, which is pretty unique. So, the community college gave the public library money to start the collections, and I think over time that money has disappeared. Because it was interesting, when they built the community college, they actually had a library in there, but it wasn’t, I don’t know, it was really weird. It was sort of a big space where they had some computers and things but not much collection. And the librarian that was working there really was supposed to be working in another part of the community college, so I don’t know. When they built the public library and put a medical library component in it, then the librarian there, Florence Jakus, who was in Las Vegas forever and is a certified medical librarian as well as a PhD in educational technology, she came to the public library to build and run that library. So it’s been a source for health professionals for information. It’s particularly geared to serve the nursing and physical therapy and dental assisting programs of the community college. But, it also has a big consumer health component, which is the public library angle, and she has a couple of people on staff. It’s

a nice, small library within the library. It's kind of like a hospital library in size, but with all the resources of the public library and all the resources you can get online. She has got a lot of different access to databases that we would have in a normal academic library.

M: And she's...how is she funded?

Z: Well, I think what happened is the...and I don't know if the community college still spends a lot of money on the collection, I think the last time I talked to her she said not much. But I think what has happened is the public library found that it was a very, very good thing to have, [it is] well used, and so they have come up with the money over the years to keep it going, with the emphasis more on consumer health than health programs, but with enough things that will satisfy both to do it. And because when you see where they are located, I mean they have this big parcel of land, and all the buildings for the community college are just over in the corner maybe 300 yards away. So, it makes sense not to have two different libraries. Plus, because it is consumer health as well, it serves a larger population. So, it's a pretty unique library. It's kind of interesting that Florence is now working with Jim and the Savitt Medical Library on the Go Local project. She has always been a good partner in any project that we wanted to do statewide.

M: I am going to interject that Jim is James Curtis who is the new director, and Go Local is an initiative from NLM I think to...is yours all electronic? Is yours online only?

Z: You know, I don't know. I am assuming it is. I am assuming he took the project just from North Carolina and turned it into an all-state. And I am pretty sure he probably got the money through the RML.

M: Okay, because the Go Local comes from MedlinePlus that has a national emphasis and you can click and go to the state and look at what their resources are.

Z: And I am sure it is building.

M: Anyway, so we talked about Las Vegas and that outreach component.

Z: Yes, the smaller communities, many of them have hospitals with ten, fifteen, thirty beds, we are talking very small. So, rather than try and put in [libraries], what we have done is to put in a computer station that allowed them access to certain things, depending on who they were, just like you were talking about. In each hospital we had a designated person who is their contact person and is allowed to get into everything, because they are sort of like the librarian although they are not a librarian. So if they needed to check a database or something, they have the passwords to get in. And then other people can get on those same computers and go to MedlinePlus or something that is accessible but not have any fees or licenses. And that evolved from what we had that was just the computers and the modem pool out in Elko, where the AHEC had actually bought access to certain databases and stuff. And then once more of our students were spending more time out there, we said, "Well, we want them to be accessing stuff that we have already paid for,

not for something that AHEC has put up.” And I think the evolution was that more and more people could get information at the public library and databases and things, so the AHEC went more to continuing education, and we took the library part back to Reno to be based in Reno. Something that I think happened is that our students are required to spend time in rural areas in their third or fourth year. And so, as they became more computer savvy, then everybody else did too, and it was much easier to just make sure that there was a computer with access to the Internet wherever they were going to be, and then they could get directly to our things with their password.

M: So, you said that two years they spend here on campus and the next two years not at all?

Z: The next two years they are doing their rotations, and they may be doing them in Reno or in Las Vegas. Or, in their fourth year, they also do rotations outside the state and they go anywhere. They have a six-week time limit, and they go anywhere in the world. Some of them do, but many of them just do rotations near where they think they might like to go for their residency. We don't own any hospitals, we are a community-based medical school, and so they do rotations in hospitals in conjunction with the residency programs as well. But they have something they can choose from at the end of their second year saying where they will go for which part, and everything is in six and twelve-week increments. If, for instance, you are from Las Vegas, you could arrange a schedule that made you stay in Las Vegas for two years. Or, if you were a Reno resident, you could do some things that were only available in Las Vegas first and then spend the rest of your time in Reno. So, it's a way that they can still get their training, but they don't have a particular hospital that they have to be in.

M: So, how do you think the library director in supporting this type of education is different? Or, how do you think your role was different from maybe another more traditional type of medical school library?

Z: What really happened was, and for me it worked, because I was also the resource library director designated by NLM for this state, my responsibility there, plus my responsibility of being a medical school library director, said that I kept in contact with all of the folks that were doing any medical library work at all, coordinated programs with them, sometimes helped them get grants, and always tried to clear the way so that the medical students and residents could get services wherever they were. And it never involved them paying me or our paying them at all. This was a quid pro quo. We supply you with interlibrary loans at a reduced rate and you help our students. And, of course, it evolved, because now that you can do desktop delivery of documents, now the students don't need those libraries at all. They just come and pick up their documents wherever they are. So, that's evolved. But I spent a good deal of my time visiting all of the hospital librarians wherever they were, mostly in Las Vegas, because our program was either Reno or Las Vegas, and interacting with the librarians here in Reno. We actually have a group that we started here, that I started, the Nevada Medical Library Group, just so that we would get together every couple of months and we would meet at different libraries so that everybody could see what everybody was doing. We never could get a project or anything off because nobody had time to write anything. And whenever I wrote a grant,

if it could help the hospitals, I included it. But the hospital librarians never had time to do that kind of stuff, so they just hung in there. But really, my goal was always, what do we get for our medical students and our faculty that will serve them and their needs and make it easy for them to get information. I don't care how we do it or where we do it, as long as we do it. And that really was my goal the whole time, and that's why I worked personally with the librarians in those hospitals to make sure that our students could get assistance. Sometimes, the hospitals would have trouble financially and they wouldn't want to give the students anything. So they had to either work through it or find another way to get the students that information. Those things came and went depending on the economic times, the hospital administrator, and all that stuff.

M: Do you want to move on and talk about building a new library?

Z: Boy, oh boy.

M: Are we jumping, are we skipping anything?

Z: No, no, let's see. What else did we do? Well, the new library had a ten-year gestation, somewhat painful, and I came real close to retiring before it ever happened, because they kept promising and then it would never happen. And finally I think the thing that really made it come to fruition was that our dean was an interim dean, then became our interim president, and he did that for just a year. And I think, in that time, he made sure that our building, our new building, was something that was really, really going to happen.

[Tape three, side A; MP3 Zenan_tape3_A]

M: This is tape three, side A, of an interview with Joan Zenan for the Medical Library Association Oral History Project on November 5, 2005. We were using a tape that had developed a loud squeal, so we jumped from tape two directly to tape three to see if this tape works better. And we had just, we were about to give birth to a new...

Z: To a new library, every librarian's goal, yes, yes. Anyway the process was fraught with all kinds of challenges along the way. It was quite obvious that we needed a new library. It had been mentioned in the last two LCME [Liaison Committee on Medical Education] evaluations very strongly. It was interesting because one of the folks on the LCME visiting committee asked me if there was anything that they particularly needed to mention, and I said, "Yes, the library has really outgrown its space, and we really need a new one." And so he made it a big part of their report. That was in the first report, and so then, of course, they followed up on it every single time after that, including interim visits. So, the medical school was pretty obliged to try and work on it seriously. At first they were just going to build a library building, but, of course, it never works that way. There is the sound of a new building and everyone else wants a piece of the action. And we went round and round and round, once we started planning for a new building, about what was really going to be in there. And finally it came down to it was going to be medical education/library. I thought it should be library/medical education but...

M: Alphabetically.

Z: Right, we had some go-rounds on that but it ended up that three of us were the building committee. The associate dean of students, the associate dean of medical education, and myself. But, of course, they decided they were in charge. And I just happened to have to work with them. And it was not what you would call a place made in heaven in terms of working together. But, in my usual political self, you just ignore the crap and try and move through it. And the interim dean who became the interim president and then became dean again was extremely supportive of me, and so that really helped, because by the time we actually started building, the dean who had been there, Dr. Daugherty, who had been there forever, had left, and basically we were now dealing with Dr. McFarlane, who was the interim dean/president/dean. And Dr. McFarlane and I went way back. We had known each other since I came in '76, and he felt that all along I had not been getting the kind of support that the library needed to make it a first-rate library for the school. So, we went through many iterations, and, as I showed you yesterday, the history of medicine space came about because I insisted we have storage space for all of our collection in the basement, and Dr. Daugherty said, "Okay, well, you get your space, but I am taking this and we are making it history of medicine." Which I didn't really object to, because I think history of medicine is important, and we are the only place in the state collecting the history of medicine in Nevada. But anyway, that changed the physical plans a little bit, but not a lot. The staff was very involved in planning the library, and I think that's a good thing. I know a lot of places where anything below the director and you are not involved. The staff had a lot to say about how we designed what space we were given, and of course we went through many iterations, including a two-story library with two entrances, to which I said absolutely not. We didn't have that kind of staff and there just aren't enough people to do that. Until, finally, we came up with a design that we felt would work for us for quite a while. I was very adamant that very little would be built in, very little, other than walls, and not even those. The only walls we really put in were the ones that had to be the weight-bearing walls. Everything else was modular furniture, and even our circulation desk, which you saw yesterday, that's all modular. It came from one of the library furniture vendors, and it just comes in pieces and you kind of build it up.

M: It does not look modular at all.

Z: We were very pleased.

M: It is like a cherry finish.

Z: Yes, it is cherry, very attractive, yes. So anyway, the good part of doing all of the working with the architect and the plans and all of that was that I could read plans. My brother is an architect, and I knew how to figure things out. And if I didn't know, the architect that I worked with, he was actually the assistant in the company, the one that was assigned to us, he and I talked frequently, and I would say, "You know, what does this mean? What's this symbol and what is over here and over here and what kind of plugs are these?" Little diddy things that make a lot of difference once you are up and

running. And so, there were a lot of things that I just said we absolutely had to have or we couldn't build it.

M: Like a break room.

Z: Yes, like a break room, which is really wonderful. So, what I found amusing, and maddening, was along the way, as we were actually building, I think I had maybe three change orders the whole time, whereas the other guys who didn't read plans, who didn't take time to look it over, who just said, "Oh, just hold the line on the budget, but we need this fixed," overran their departments just big time. So that when we were done, I was very pleased with our space and I had little teeny problems that just come with building a building. Whereas they had major problems. I have to say in the end, they both did themselves in. They both got sent back to their departments.

M: These are the people in medical education?

Z: Mm-hmm. And the dean of students. Because they were not cooperative and they were being very selfish little boys. It was very interesting. But the dean, who was very supportive of me, just said, "You know, you don't need to take this stuff. We are building this building. It's a beautiful building. It is going to be a very nice building, but it is not their building, it's the medical school's building." So shortly after we opened, the dean moved into the building, took over a couple of the offices, a conference room, etc., and these guys were just very unhappy about that. And the more unhappy they became, the more adamant the dean became that they just didn't need to be there. So, it was very rewarding to open that building, to have the library, and to have my two nemeses go back to their departments. And that the library is still working well today. I noticed a few changes as we were there yesterday, and it works because everything is open and available to be remodeled.

M: With the big change in collections in the future...you were pointing out your current journals, which now only take...

Z: Yeah, one little section, I know.

M: And you have a nice circle, the reserve room you used to work in now is a few shelves.

Z: A very few shelves. Things have definitely changed to the positive. I think the other really important thing was the last year-and-a-half I was there, well maybe almost the last two years, I was asked to take over IT for the medical school, and that really put the library in prominence. Trying to get everybody to do the same thing is pretty hard on an academic campus, but our goal was to try and get people to understand the need for some uniformity and to understand why we wanted to do it and how it would help them get the information they needed just to use technology in their labs. The two years I was there, we really spent trying to understand what every single department had, do an inventory on all the computers and give them all names so you could identify when you saw a problem machine, where it was and whose it was. And IP [Internet protocol] addresses

that were recognizable, and just all that simple behind-the-scenes work. Plus, getting the people that were in the IT department known by the rest of the school. And I have to say my help desk person, who had been head of circulation, knew nothing about libraries when he came to work for me. He actually came to work originally as my administrative assistant, and he had just gotten out of the military and wanted to get into something. Well, he was a “can-do” person, and so when he moved from my administrative assistant to circulation, he then learned the public service end of things, big time. So when he went to IT, he knew public service, which is real unique. A couple of years ago, the graduating class actually gave him an award. They were so thrilled with his ability to help them with their computers.

M: Is this Ned or Mark?

Z: No, this is Robert Boyd, who unfortunately [inaudible].

M: He is gone, isn't he?

Z: Yes, he was just a natural to it. He was very good at teaching, and he was very politically astute as to where you push and where you don't. And just get it done. So, he really set a positive tone for what IT could do for people. And every fall when the students came in, he was out there giving them a briefing on how their computers would work and what they had to do with them and when they needed help, where to come. And it was very helpful. So that taking over the IT stuff, at first it was trying to figure out where we were on the campus. Then we got involved in the clinical end of things. That was a real can of worms. I can't tell you how awful it was. Our clinical folks up here in Reno had no IT support. And so we were giving them support. They had billing, they had medical records...

M: You are talking about total support.

Z: But remember, no hospital, so what we found was there was an imbalance, because in Las Vegas, they had two IT people to support the clinical enterprise, but they didn't report to me. They just did their own thing. Well, since Jim came, all of that has been brought in. They are still having politics on what it should or shouldn't be, but the new dean says it will be, so at least for now it is.

M: Well, is McFarlane the new dean?

Z: No, he was the dean while I was still there, but he retired the same time I did. So, it was an auspicious time to retire. The new dean, however, is very technologically up, and he and Jim Curtis have worked together a lot. And he has gotten Jim more money for IT staff, and the new dean sees why you need to do all this stuff. Now, he is fairly demanding, I understand, and somewhat challenging when he wants something done now!

M: Well that's the other side of being a get done person.

Z: Fortunately, the IT staff is very good and they can do that.

M: I want to back up and just get some dates for this building. Sorry. We know that two years ago...

Z: Well, let's see, I retired in '04, so we must have moved in in December of '02? Yeah, I think we moved in in December of '02.

M: So, you didn't have a long time to appreciate this building.

Z: Well, I wasn't going to have any time. I was going to retire before that, so it was a gift that I got the IT stuff and then stayed an extra year, because I would have retired in '03. So, I would have only had six months. Instead I had a year-and-a-half.

M: And how long was the building and planning process? Was it a couple of years?

Z: About ten years. It was forever, yeah. We started in 1992, because that was the first time the LCME said you need to do a new library. But, when the LCME brings it up the first time, it's like, "Oh, well we might have to do this. Let's see how long we can put it off." And the medical school has always had to raise its own money. It has never gotten any money from the state to build buildings. And our building ended up the first building, of all the buildings there, that actually had some state money in it. So anyway, in 1992, consciousness was raised. In '93 they said, "We will have to get serious." In '94 they started looking for support, financial support. And at the time, one of our PR people was also a state senator. And so she was very helpful, I think, in the '97 session, because we are in every other year session. In '97, I believe, she was able to get a bill through that actually gave us part of the money. I know, by no means enough, but about half of what it took to build the building, and then we were to raise the rest. And so from '97 to maybe 2000, 2001, was heavy-duty fundraising, building planning, construction drawings, and all of that. And finally, we did a groundbreaking about six months before anything really happened. You know, you keep wanting the process to move. But the person who really ended up getting all of the final money we needed to do everything was Dr. McFarlane. He is the kind of person who is, now, he is really speech pathology and audiology is his area. He is not an MD, he is a PhD. But, he knows everybody in the state who has money, and he was able to get all kinds of donations at the last minute to fill in what we needed to furnish rooms, to put names on in hallways, all those little things that at the end you think, "Oh, we can't buy furniture." The state did finally also give us some furniture money too.

M: Now, this was the Savitt Library in its first incarnation and it's still the Savitt Library.

Z: And it's still the Savitt. Yes, the dean felt very strongly that we should keep it, because Sol and Ella Savitt endowed the first library and they were just wonderful people. They had run the newspaper in town for years, and then the Gannett family bought the newspaper. But, while they were running the newspaper, they were the first people in

town to be vendors for general subscriptions, which was where they sort of got started with the university. They were very, very into education as being the most important thing you could do. They gave multiple scholarships. They gave all kinds of money to various departments for libraries or at least collections of research materials, etc. And so, when we were building the library, they said they wanted to do something, and so they gave us a \$100,000 endowment. That would have been in '78, which then was a lot more money to this town. And so that endowment is still going, and she had added to it a couple of times. Ella lived to be 100. A petite little lady, a pistol, just a pistol, from Chicago. And she, to the end, everything about her was education, education, education. And so she gave us gifts every year, she always came up and saw what we were doing, and we have a big portrait of her hanging in the library. So yes, when we moved, we took the sign with us, and it's still the Savitt Medical Library and it always will be.

M: I'd like to move on to talk about your medical school university campus advocacy goals and your broader goals, unless you have something we forgot, that you'd like to add.

Z: Well, as far as medical school administration, the longer I was there, the more I became involved, and the more I had access to the dean. And, of course, any smart person will always make friends with the dean's secretary. You want to be able to get in and see him. But the one thing that happened to me after we moved into the new building, besides being on the executive board, was that two people became very influential in my ability to get things done and to get resources. One was the chief financial officer and the other was in planning and budget for the school. And they both, I would say, disliked the two fellows I had to work with as much as I did. So they did anything they could to get me money for things. And when I took over IT, the CFO really worked hard to make sure that we had the money to do what we needed to do. So being in the upper echelon of the administration helped, and then having people who really wanted to support you also helped. So, that was the little cream on the cake. Okay, med school and campus. This is interesting, because having started on what I call "lower campus" just because we are on an uphill-type campus, I first participated in committees and things that were campus-wide. And that's how I met a lot of wonderful people.

M: You met just in the first two years?

Z: Well, and remember after I moved up to the medical school, I was still seen as a library faculty member for a number of years. But I always made sure that I volunteered to be on a committee, a campus-wide committee. Because I felt that I was on a campus, I wasn't just in a medical school and that I wanted to be a part of the campus. And those committees made a real difference in who I got to know and, later on, when all of those people ended up being in administrative positions, who I could go to when I needed help or access to something or information on who else I needed to talk to. And so that really helped. I also would plead the case of the medical school when people would say, "Oh, that medical school, uh!" Because most of the people on the rest of the campus, they saw it as a resource drainer in that it was taking away from what they were doing. So, I spent a lot of time with colleagues in history, English, foreign languages, a bunch of places, just letting them know that medical education is expensive, yes, but one of the things we

do is grants, and we bring in a lot of money for the whole university, not just the school. So, I saw myself as a person who was able sometimes, not always, to ameliorate the negative feelings people had about the medical school in general, because usually they didn't know anybody in the medical school except me. They didn't have anything to really judge it on. They just went on, "Oh, that medical school." Of course, I got the same thing from the main library people, "Oh, that medical library." And it was always, "I'm sorry guys, you just don't understand. We're in a different world than you are. Our clientele lives on a different plane. That doesn't make them better, it just makes them different. And that our services, their expectations for our services are different than what yours are. It's not bad, it's just different." So, I spent a lot of time on that. But, in my later years there, I also became very much into advocacy of information for faculty on retirement planning. That was a big thing with me, because I never felt adequately informed except when I asked. It just seemed to me there needed to be more proactive stuff coming from the HR people rather than you having to go sort it out. Even though, as you and I have both talked about, some people don't ever want to have to handle their money. They just want somebody else to do it for them. But, be that as it may, I still think you need to be informed and educated on what the possibilities are, because in this day and age, if you haven't planned for your retirement, you are going to be working a long time, longer than you wanted to. So, that was something that I did a lot of. And I ended up being on a lot of search committees, for people working in HR, for benefit planners, for various faculty support people in HR, and of course I was on a lot of search committees for a lot of different positions from the vice presidents on down.

M: Some of the roles that I pulled out of your résumé had to do with being a senator and I have down the technology self-study. Maybe that is IT. The salary and benefits, which I assume is one of the retirement interests, and tenure reviews.

Z: All those things, yeah. Let me just go through them.

M: Do you want to talk about some of those?

Z: Yes, I was first elected to be a senator from the library. And that was, let's see, I have to look back here to see when I was... I was chairman of the Faculty Senate in '84/'85. So I was elected in 1982 to be the senator from the library. They only have one position on the senate. And...

M: And your librarians here are full faculty?

Z: Yes, full faculty with tenure. I could speak to that a lot because it makes a difference. Everybody says, "Well, what's the big deal?" All I can say is when you are dealing with a faculty member who knows you're a tenured faculty member too, it's different. It's hardly easy to put it into words, but it's different. I know many people who go, "Oh, I didn't know you were a tenured faculty member." "Well, yes I am. Just like you." It puts you on the same level as they are. Okay, so let's see, let's make sure I get this right. Some of the things I did were unbelievable. So, what happened was I was elected to the senate and for most of the time that I was involved in it, which was quite a bit from '82

on, until our president retired in '98 or '99, 2000. Anyway, our president was president for twenty-five years, which is hardly ever known. [Joseph N. Crowley was president of the University of Nevada, Reno, 1978-2001.] I mean he, at one point, was the longest standing president of a university in the United States. He was very supportive of the Faculty Senate and had a lot of power and a lot of influence. We didn't always get what we wanted, but at least we were listened to. And so sometime toward the end of the first year I was on the senate...I can't remember why it happened, but we were having this meeting in the student union and the president was there to give his report, etc., and somehow, because I have been anti-smoking forever, and he was smoking, I asked him if he could please stop smoking in the meeting. And I think everybody around me was going, "Oh my God." He had no problem with that. That must have raised interest in me as a senator by the people who made the decision to ask people to run for Faculty Senate chair. Because then that spring they asked me if I would stand for election as chair, which I thought was very interesting, because I was fascinated, but I didn't have any real goals to become Faculty Senate chair. It was just sort of, "Would you like to try?" "Okay." So I ran for it and I was elected, which, it was like, "Oh, now what do I do?" As chair you are allowed half-time off from your job, but when you are a teaching faculty, that's not so bad. You just teach one less class. Somebody else picks it up. When you are a librarian, somebody still has to do your job. So, even though I was only half-time physically in the library, I still had to do everything, so that made it interesting. The other thing that happened was that we started getting computers on campus, and so Faculty Senate reported to the business vice president and he bought us a computer. Boy, that was a lifesaver, because the year I was senate chair, let's see, I started in May and I inherited a secretary who was horrible and so I sent her back to her department, which was the medical school. I didn't think about how cheeky I was at the time. So then I hired another gal who was just wonderful. I went off to Washington to the AAMC [Association of American Medical Colleges] AAHSL [Association of Academic Health Sciences Libraries] meeting, and when I called back to see how things were going, she informed me she might not be there when I got back because she got another job. It was like, "Oh God." Well, having the computer made all the difference in the world because I ended up doing the minutes for two meetings until I finally got somebody in the job. But, being senator meant you got to meet with the president, you got to know all the people in the higher administration. I had a wonderful executive board. We all became good friends and they were from all parts of the university. The senate days really got me to know the movers and shakers in the university. And, therefore, in later years came the access anytime I needed it. And so the senate really ended up being a wonderful experience. And then, of course, I became a med school employee rather than a library employee, and then the medical school had, because it was so huge, they had three senator spots. And hardly anybody in that school was really interested in the Faculty Senate, because they didn't really see themselves as part of campus, which was sad. So, I ended up being on the senate for quite a number of times just because otherwise they didn't have their full range of representatives. I actually became like the senior, senior, senior senator after a while. And everybody would say, "What does Joan think about this? What does she know about that?" Just because I had been so involved in so many things. And by staying involved in these other committees, the technology committee was a later committee. That was an attempt to start doing some things around campus

where people would be in compliance. Nasty word, but it was a start. We were given money to actually help people get software, and they had to apply. But, I did that for three years, and it really helped get departments stuff they needed that they couldn't afford, because most of the departments were very badly funded for little operational stuff. And that was when I worked a lot with the vice president for IT, who also happened to be the dean of libraries, who also happened to be a close, longtime personal friend [Steven Zink]. So again, it was something that I didn't have to explain things to him per se, and he would value my input and not say, "Oh, I want it done this way and that's the way it has to be." And so we did a lot of back and forth on that and that was a good one. It's still going today but they have sort of changed their focus, and now it's more about getting not just software but more complex-type programs for the university as a whole rather than just any one department. Most of the departments now have been brought up to speed with reasonably decent computers, and they have a computer replacement program now so that over time every department can get their computers replaced. It may not be every five years, but at least they are not totally in the dark ages. The university self-study steering committee was another wonderful experience, where this was for the accreditation things that go on every ten years, and I served on two committees, two of the steering committees. Again, working with people who I came to get to know very well who are outstanding people. They'd either been Faculty Senate chairs or they were department chairs and the movers and shakers in the university, the doers. So, again, people I could really get to know, and it helped me understand more about how the university worked or didn't work and the kinds of things that were important to do. And, of course, we did a lot of, how are we doing to do all the planning that they try and go on. It's a challenge to get diverse departments to come in and want to all have similar goals. It's a people thing more than anything. Salary and benefits was a most interesting committee because what we were supposed to do was study the salary structures and see if we were competitive with other institutions of our size. And through a couple of the committee years, we were able to get them to decide they really needed to do a salary equity study. And then they started doing them every five years, and now they have got it set up so they can do it every two years.

M: Was this between universities or was it in your university?

Z: The salary equity was done within the university, but what they do is they have several universities they want to compare with, and so they get their data. And people have gotten nice increases because of that. Because what happens is if you come in at a certain time and then stay forever, all you get is merit and, if you're lucky, cost-of-living [increases]. Somebody new comes in and the new rate is like, whoa, so it creates inequities. So, now they have built into the system that they do it regularly, which is good. It's much better. The ad hoc tenure review was a very fascinating, early on, committee that was when I had to fight for tenure for librarians to keep it. And everybody on the committee said they were in favor of it, they didn't have any problem with it. But I found out later that the dean of agriculture, who was glad-handing me, was behind my back saying, "They shouldn't have it."

M: I wonder why he of all people...?

Z: God only knows. I was living in his building at the time.

M: I know that that agriculture was...

Z: Yeah, so I don't know. And that was an early committee that I was on, probably my third committee so it was in my first two years. And that taught me, don't believe what some people say to your face. You have to keep your antennae out for what people are saying not to your face, so you will have a real idea who are your supporters and who aren't. Because that was a short-lived committee, but in any case, we did...because everybody else on the committee was for it, we were able to keep our tenure, so that was good. Search committees for high-level administrative positions, of course, always gave you more contacts with people that it was nice to know. Because all the high-level administrative positions, there were usually a couple of deans on the committees, it was really nice for the faculty. Sometimes it's just nice to be able to call up a dean and ask them something and be able to get through to them too. So, I found that very helpful.

M: I don't know if you want to talk about this award now or later...

Z: The Regents' Award? That was something that came at the end of my career and it was very nice. Every year the Faculty Senate recommends to the regents a certain number of people for the awards, and it was toward the end of my career, like two years before I retired, and they recommended that I be given that award, which I thought was very nice. It was nice to be recognized. They had a special ceremony where the regents were meeting, the president was there, and he and the regents gave me my little plaque. It was nice. So, it was nice to be recognized systemwide along with some of the other folks.

M: Well, is there anything else to add about your life work and trials and positives at the university and the medical school? I think we could cover that now and take a break and move on to talk about organizations.

Z: I would say that I was incredibly blessed with a wonderful career. Getting to know as many people on campus as I did, being able to make things happen, looking out for the welfare of the medical school and the medical library and trying to make people understand that they weren't as awful as they were viewed. Particularly working with specific faculty who weren't part of the medical school. Particularly, I remember I worked with one from history whose area of interest was medical history and a gal from anthropology who's a medical anthropologist. And just having a great time working with them, showing them our resources, having them send their grad students up to work with the reference librarian. You know, those kinds of contacts just bring you a lot of satisfaction. And generally just having a really good feeling about the campus. I just felt like it was my place.

M: That sounds like a good place to take a break... After our break we are now going to start speaking with Joan Zenan about her activities in MLA and other organizations. We

will talk about MLA first. You were sort of a first-time member twice, but talk about your first experiences maybe both times.

Z: Well, my first experience was when I was an intern with Louise and [it was] required, absolutely. And I would have gone along with it even if it weren't required, because I always feel that when you are in a career, you need an organization. And a professional organization gives you a lot of benefits. But, anyway, the first time I went was in 1968 and we went to Denver. And what I remember mostly about that meeting was not the meeting itself, but the fact that Louise had this party where she invited all the officers and everything to come and meet her interns. I look back now and think, "Well, it was a recruiting reception." But I didn't think about that at the time because our year would have been up in August.

M: But that was a wonderful thing.

Z: Well, her idea was you need to know people and you get to know them by coming to meetings and seeing what's going on. So, I joined for that year, but then, as I mentioned, I moved to Baltimore and then to Germany, and so, of course, Germany was a little far away to be involved and I wasn't working at the time. And then, after that, I still didn't join because I really wasn't working in any career. I did do a special project at UCLA for three months, but that was it and then I went to Alaska. And I wasn't in medical libraries at that point. So it wasn't until 1976 that I rejoined. By that time, of course, having coming out of Biomed, I already had a collegial family, so it wasn't very much new time, first-time new member, the second time around. It was like I am rejoining all of my colleagues that I already know, because when you worked for Louise, you knew all the other people that worked for Louise, no matter when they had worked for her, because there was a Biomed party every year at MLA. And so, of course, you got to know everybody no matter where they went. But that first meeting was...the first second time, the second first time, in Minneapolis, was a wonderful connection for me, because a colleague in Alaska who worked in the museum library said, "You have to look up this friend of mine who is a dental librarian and say hello and blah, blah." And so I did and while I was on an escalator, going up or down, there was Carol Jenkins going down or up. And that was our first meeting in 1976 at MLA. We became really good friends and then roommates and colleagues together after that over the years, so that was a real pivotal meeting for me. The next year, however, was also a pivotal meeting. I am trying to remember how this happened, but I guess when I had been an intern with Louise I met Nancy Lorenzi. And the next year the meeting was in Seattle in '77, and here I was going to become a director with no pre-director experience. And I remember spending an afternoon with Nancy getting all kinds of advice. She was one of my long-term mentors too. She gave me really great advice that I used that the rest of my career. So, those were my first two memories of MLA meetings after I finished not being a medical librarian and started on my longtime career.

M: So, what was your impression of MLA as a member in the early years that you were a member?

Z: You know, it was a place to go to find information and to meet your colleagues. And other than that, until I got more and more involved in the committee stuff, I didn't have the sense of it being something other than a meeting you went to and you got to see your friends and listen to interesting papers and that was it. But when I got my first committee appointment, which was the Exchange Committee, well, I didn't have enough experience in anything before that to really want to be on anything else and it was the one that interested me. That's when I really got involved and started, thereafter, volunteering for committees and getting on committees. Again, because my philosophy is if you are part of an organization you need to be a working member. So...

M: Do you want to talk a little bit about the Exchange Committee now? I mean I know that you have it later but since you brought it up it is an early time. Some of those I don't think exist anymore.

Z: Maybe not, because we did try to kill it even back then. I don't think until we had computers that there was a way to deal with it. But we all felt that it was a way time consuming cost center that had outlived its time. And...

M: Even in '78?

Z: Yeah. On the other hand I have to say that we used it incredibly heavily the first ten years that the Savitt Library was in existence to build our collection because our monies were so ridiculous.

M: For the people from the future, can you just sum up what the Exchange Committee did. It probably does not exist and I think many people have just not got the concept.

Z: Well, you know, I can't even remember what we did do. I think we were looking for ways to streamline the concept of being able to exchange issues of serials that you didn't need in your library and some other library needed, because they couldn't afford it or it had a missing issue or something. And the concept was a good idea. Of course, now in the electronic environment, who needs it? But, for the early beginnings of my library, certainly, it was, I mean we would get box after box, week after week, and that's how we built our [serial runs]. So we really did use it. It had a place. But, I think the committee itself, while I was on it, was either looking at getting rid of the Exchange or trying to figure out ways to streamline it. But it was so much a part of MLA and how MLA had started that getting rid of it, it was just too traditional. So, I can't remember if I was on the committee for two or three years, but I realized it wasn't going to go anywhere, so I was moving on to other things.

M: So, that was really the way you got involved at the beginning.

Z: At the beginning but, yes, to go back to that other question about when I became a director, my expectations and experiences with MLA were still...there was so much I needed to know that I could have been a first-time librarian, I just also happened to be a director. So, I found that my expectations, at first, were quite fulfilled by the kinds of

papers and I found it a wonderful place to connect with colleagues. And that was very helpful. The third year was...

[Tape three, side B; MP3 Zenan_tape3_B]

M: This is tape three, side B, of an interview with Joan Zenan for the Medical Library Association Oral History Project and it is still November 5, 2005. We had just started talking about Joan's first involvement with MLA and we had talked about the Exchange Committee and we were moving on to 1979 to the meeting in Hawaii.

Z: Right, and that's where I had the experience of attending a Medical School Libraries Section program, and whoever was supposed to moderate the session, for some reason, wasn't there. I can't remember whether the plane didn't make it or what. But, anyway, I was asked if I would moderate the session, and I said, "Okay, I can do that I think." So, I did. After that, I really decided that I needed to get more involved in things. That year I started on the Exchange Committee, and I also was asked to be proceedings editor of the *Bulletin [of the Medical Library Association]*, which I did for the next few years, and that was a lot of fun. I wasn't sure that I could do it because I wasn't sure what it involved, but after the first year I realized that there are a lot of other things that go into the proceedings, and at that time I think we put a lot more in than we do now. I had other people to help me, and, of course, if you keep the program, you have a lot of things there and then the annual report, all of that information is there. So, by the time I finished doing it three years later, it was easy and it was my forte. It was not hard to do at all. I attended all formal business sessions and took notes and then took stuff from the program. And then I would go home and turn it into a document and send it in. So, that was fun.

M: Well, the early ones, I can't remember if '79 is included in that, the early proceedings, which had pictures actually, have always been an important source for history.

Z: Oh, when I did an article for the Joint MLA/AAHSL [Legislative] Task Force when we did that twenty-five year anniversary of AAHSL for the MLA Bulletin, I had to write up the legislative activities. I tell you I looked at all those annual reports, and the earlier ones were better.

M: I think earlier on, we were much more inclusive.

Z: Yes, and it's unfortunate. So, you just have to dig now, harder. You have to look at the annual reports and proceedings and you have to look at committee reports and so on. But, that's how life evolves.

M: Well, I jumped next to your MLA Board [of Directors] years, which started in '89. Mostly because I see the board as being pretty significant and we can go back and pick up other committee work if we need to. So you were first elected in 1989 and served [1990] to '93... So, describe who was on the board and who was president and what the board was like. Sorry.

Z: Who was president, we'd have to look that one up. I can't remember for sure. Let's see, okay, oh, I know who was president. You were saying we needed to do her oral history, who was in New Hampshire.

M: Oh, Jackie Bastille.

Z: Jackie was president one of the years I was on [1992/93]. Anyway, on the board with me were Jacque Doyle, Carolyn Reid, and Mary Ryan, all four of us were elected the same year.

M: Jacque Doyle, Mary Ryan, and who was the other?

Z: Carolyn Reid. So we all came in together. At various times on the board during those years, Jo Anne Boorkman, Karen Brewer, Kathy Hoffman, Carol Jenkins, we always seemed to connect one place or another. Wayne Peay, Ada Seltzer, Julia Sollenberger, Frieda Weise, Sandy Wood. However, there were two also, Henry Lemkau, who was elected and never showed up. He came once and then didn't come the second meeting and finally resigned. And then Fran Bishoff McNeely was either elected or appointed to finish out his term, but she didn't finish either, because she and her husband moved to Arizona. I think, I can't remember, if Wayne got appointed to fill that position. But, anyway, those were the people I worked with. And, when I came on the board, Frieda was treasurer, and they selected me to be the next treasurer.

M: The woman who is so good at math.

Z: Yeah, right. But most of the work was done by [MLA] headquarters. It was an official designation, there were things you did and things you had to look after, but a lot of the work was done by headquarters, so it wasn't too bad. And then Sandy Wood followed me. But the important issues while I was on the board had to do with the dues. So, of course it made my position...not only the dues structure, but the dues amount and the dues increase, and I remember I had to get up in front of the membership and announce that we needed a dues increase and I was wanting to hide...

M: Do you remember what it was?

Z: No.

M: When I started it was less than \$100.

Z: It always seemed like a lot to some people and to some of us, probably us directors only, it didn't seem like much at all. It makes a difference where you are coming from. But, of course, I had a real appreciation once I was involved in all of the financial stuff to see that the dues just didn't cover what we were doing, and, of course, everybody wanted more things done than there were financial resources to cover. The other thing that went on a lot while I was on the board was changing the budgeting to cost centers. And

whether it was a supporting cost center or a nonsupporting, whether it was something that had to come from dues or from outside monies, we really changed around at that time, and Frieda probably was the one who started to instigate it. But we had to look at how we were taking in our resources and how we were expending them, much better than we had been doing. So that definitely...well, you know, Dick Lyders must have been one of the presidents that would have been the San Francisco meeting [1991]. I can't remember who the third one was, but we can look it up. [Richard Lyders was president, 1991/92, and Lucretia McClure, 1990/91.] But anyway, dues and then the budgeting were the two biggest things that I remember. I also remember, sort of tangentially, there was discussion about the International Cooperation Committee and whether it should be a committee or a section or what. And I think the only thing that happened while I was on the board, they appointed a task force to study it, and I think Carol had to chair it. And didn't eventually it become a section?

M: It's a big thing now. There is a section but there is more involvement than...

Z: Well, it is kind of like the Exchange. It has a life of its own beyond maybe what it should be or could be or might be, I don't know.

M: Well, it has implications beyond a section. It needs to run a different way.

Z: Mm-hmm. So, the most memorable aspect of being on the board was having an opportunity to work with these folks who were board members who had so much to bring to the table. And to try and work together to make things happen when we sometimes had to go up against the executive director. And it was interesting just to have little discussions, because, of course, we'd have our big board meetings, but then we would split off in groups afterwards for lunch or dinner and talk about things about how we can get something done or why we can't get something done. But, I think mostly it was just a wonderful collegial feeling to work with these people, who, if you weren't on the board, you probably wouldn't get to know them in the same way. And that's true. When I look at who I did know there that I had worked with, you know, Carol has been a friend forever, Frieda and I are really good friends, Karen Brewer a good friend, Ada Seltzer and I worked together on the Joint Legislative Task Force as I did with Carol and Wayne, and Wayne has been a good friend. He actually, when I did my sabbatical, he was my host for part of the time.

M: Oh, and he's just right next door.

Z: Yeah, yeah, he was doing a lot of computer stuff. So, those are my...well, the other really memorable aspect was when they fired Ray Palmer. That was a challenge. It was hard to do, but it was necessary and that part was...you have to look at it for the good of the institution, the institution being MLA. But, when you need to move forward and your executive director isn't, then you just have to cut your losses and go on.

M: Was that a difficult decision and was it your decision or the board's decision or was this something else? I don't know who hires the executive director.

Z: The board...well, the president really has the final authority and the president had to do the firing, but I believe the board agreed that it would have to be done.

M: And you said that it was a matter of you having things that you wanted to do that he was blocking?

Z: Yes, at least that was the feeling, at least as I remember it. But I do remember the meeting in San Francisco, it was tense, not pleasant. So, I think what they did was they were not going to renew his contract. You don't fire them, you just don't renew their contract. As far as major contributions, well, getting a dues increase. But, you know, again, with...what's the financial person's name? I'm blanking out.

M: Ray.

Z: Ray, the other Ray, Ray Naegle. He was delightful to work with. He knew his stuff, he could get it out to you, if you had questions, he could always answer them. I really felt that Ray was just the backbone in terms of making sure things got done and how they got done. I really felt like there was the kind of person you would like to have more of in headquarters, to see that things got done, because I know that working with figures is easier than working with people. But he worked with people very well too. Just working with him and getting all of the dues stuff and the budgeting things were...

M: That's a good sound bite, working with...

Z: Well, let's see, the major strengths and weaknesses of MLA. Well, it's an organization, it's a volunteer organization, and I think that was something that came up. While I was on the board, there was a decreasing amount of volunteers in certain areas, that people weren't necessarily volunteering for the committees. And if they were, they weren't the right people, meaning it wasn't people that were going to get things done. But, on the other hand, it was an important organization in everybody's collegial life.

M: Do you think that has continued to be a problem?

Z: You know, I really don't know. I have not kept in touch with that end of it. It's interesting, because later on we will talk about AAHSL, and a lot of my energies after the board switched to AAHSL because that met my needs. MLA was still the place to go to see your colleagues and learn new stuff and go to the vendors and things like that, but for my higher level work, AAHSL was where I needed to be.

M: Well, we are still talking about MLA, we won't segue into AAHSL, but I would like to hear about your work with NPC, the National Program Committee.

Z: Right, NPC, oh my. I feel like I could have been the meeting planner. Actually, when I finished the last meeting we did with Renee [Carey], I can't remember her last name, but

she was the meeting planner for many years, she said, “You ought to go into this kind of work, you have a flair for it.” I said, “Well, I am going to do my other job for now.”

M: But you must have found it somewhat satisfying to have done it this often. That is a long time that you were on that committee. You chaired it twice.

Z: Yeah, Carol and I were co-chairs and of course, that was the first one [I chaired]. That was the Portland meeting [1987]. She was really chair and I was co-chair. When you are chair, you want to pick somebody you can depend on, and of course she knew me, so that really helped. And we had more fun doing that.

M: And she knew Portland.

Z: Yes, she knew Portland, and I knew the NPC work, so we worked very well together. I found that making the decisions that had to be made, pulling in all the things that make a meeting that we had any control over, was just a lot of fun. It was fun to see if you could make it happen. And so I just always, for some reason, found it very gratifying and I enjoyed doing it. And we always worked with good people. And of course when Frieda and I did the anniversary one, the centennial [Philadelphia, 1998], that was a result of my having been on the board and knowing Frieda that we ended up doing that together. So, just knowing your colleagues, the only way to get to know them was on committees or boards, in order to really see how they work and whether they do what they say they can do.

M: So, which NPCs were you on? You talked about Portland and then the one in Philadelphia, correct?

Z: Philadelphia.

M: Which was the anniversary.

Z: Right. Oh, New York [1985]. That was because of Rachael [Anderson]. Rachael put me on that committee. I was on the program part. That was the first time I got to chair a general session. Somebody said, “How are you going to do that?” I said, “Well, I am going to look out at those 2,000 people and just pretend they all have no clothes on and I will just be smiling.” It was fun. The next one was ’87, let’s see, was that Portland?

M: Yes.

Z: Okay, and then ’91 [San Francisco]. Gosh, I can’t remember. I will have to find out. I can’t remember where that was. I was probably one of getting the programs together, one of the sessions. I should have put in my résumé where it was. It just, it was satisfying, and it also was another way to work with more people who were colleagues, and I liked that a lot. As far as the anniversary program, oh, we had so much fun planning what we would do that would be unique and unusual. I don’t know if you remember Frieda and I had wigs and fancy dresses.

M: And sparkly...

Z: We just said, "Hey, this is going to be a real celebration, and we are going to have fun doing it." And we had a good committee, and there was only one person who, for some reason, wasn't able to participate because they weren't in the US. I am not sure why they got even on the committee, but...

M: That would be difficult.

Z: It was, it was. So, we just sort of forgave them. I can't even remember who it was now, but anyway, everybody else did their work. And let's see...this was for me, the first time to work with the now meeting planners, because Renee had quit doing it by that time.

M: I don't remember the name of the group, but Brenda...

Z: Brenda Dreier and her group. But they were delightful to work with and since I...let's see, that was '98 right? Yeah, and '91 was still Renee but anyway. It was just a lot of fun. Working on all of these program committees was just making the association relevant for its members, because to me the annual meeting is one of the biggest benefits of membership. And so you want to make it a good meeting.

M: We already talked some about your proceedings, being a proceedings editor. I don't know if you have other things to talk about on that or not. Because you said it was easy for you...

Z: Yes, I have always liked editing. I really enjoy writing, but it's a lot harder to do. Editing, to me, is easy for some reason.

M: Now, you were also a consulting editor?

Z: Yes, for the Bulletin. Well, what they do is they have peer review of all the articles that are in there, and so the editor of the Bulletin sends you papers to review. And that, I thought, would be a lot harder, and sometimes it was, because sometimes the papers were on something you knew nothing about. So then you can only look at them and ask is it really explaining everything well, is it talking about whatever subject, do you have a clue what they are talking about, and so on. It was fun but it also, because you never knew when you were going to get the paper to review, there were time crunches, and that was hard. So when they asked me if I wanted to do it for another three years, I said "No, thank you." I don't mind doing it. I mean I felt like I should do it as a contribution, but I wasn't editing at that point, I was just peer reviewing. And those that I knew something about, that was fine. But on the stuff I didn't, that was a little hard. And, you know, the editor has only so many consulting editors, and you don't want to send one person everything, so sometimes you just got stuff that was way out of your realm. But, I just really did enjoy editing, and I know that when people who are writing papers here in

Nevada would like some comments, they'd send me their papers to look over, and I would check it out, give them comments. But...

M: You were also on the Publications Panel?

Z: Yes, that was interesting.

M: You have established a theme here.

Z: There is, isn't there. I suppose part of that is because once I did the proceedings and the consulting, it was like the next stage. And I remember being on that, but Sam Hitt was on that too. And so when we would meet, one time we met, I think it was actually in North Carolina. We went to this beautiful place where we had a two-day meeting, like an old inn or something. I can't remember where it is now, but...

M: There are several, Fearington...

Z: It might have been Fearington. But anyway, the thing I remember on the Publications Panel was that we were trying to find more people to do publications. And it's always hard. Anybody who volunteers to write something, if they haven't done it before, has no idea how much energy and effort it takes and how long it takes. And then the whole process of getting it actually in print. And they were trying to revamp the process at the time.

M: And these were books, right?

Z: Books, yes. Is it called Books Panel now?

M: I think of it as Publications. But they also have other products like the [Doc]Kits.

Z: I think those came after the time I was on. We were doing books only. And they were big projects, but I think that probably goes along with the fact that more people were giving less of their volunteer time and so you needed to look for other things that would help people without being a major book. But at the time we were doing it, it was books.

M: Was this when the new MLA handbook in its new format was...?

Z: I think, well, let's see. When was I on the Publications Panel? Let's see if we have a date here. I am thinking it was before that.

M: Well, that started in the '90s, although that would not have been Sam Hitt then.

Z: Yes, I was only on '83-'87, so it was before that. So...

M: We already talked about the Exchange Committee. And I just would like to hear about any other memories. We talked a little bit about you being at the 100th anniversary, but there must be other...

Z: The Seattle meeting when Lois Ann got left on the island?

M: Was it Lois Ann and Nina?

Z: Yes, that's one of my memories. We gave them a hard time after that.

M: And that's Lois Ann Colaianne...

Z: ...and Nina Matheson, yeah. Funny how you remember little things like that.

M: That's been brought up by so many...

Z: That was memorable. I think, the year after that, we all came up with "do you remember when?" type things. Who was it that did X at X meeting? I think we went on for just many, many little things like that, but we never published it. We should have, it was funny. I am trying to think what else. I do remember the San Antonio meeting was pretty memorable just because of San Antonio.

M: This would have been not last year [2005] but before...?

Z: No, way before that [1994]. Maybe it is because, for me, San Antonio was like a foreign country. I don't know, Texas was never a place that, other than flying through Dallas airport, it wasn't a place I knew. So it was like a foreign country. But I enjoyed it a lot. It was a pretty city and it was fun having that River Walk and everything. I do remember that, and what else...of course, Portland. Portland was a lot of fun. How many people had to ride the little train over? We were concerned that would be a problem, but it didn't end up being one. San Francisco, when I was on the board. You know, the board always has these nice little amenities, and San Francisco was by far the best concierge service we ever had. They had a beautiful room that looked over San Francisco Bay. You felt like you were sort of like a princess or something. And all these little things, and they had the board lunch way up in the top of the hotel that was the 360 [degree] restaurant that was just fantastic. And, of course, San Francisco being a hometown of mine, it felt really fun being there. But, other than that, there are a lot of cities that I don't remember. Boston was fun. Where did we go? Was it the JFK library? For our reception, I think we went there.

M: That might have been '91 [1989].

Z: Oh, okay, it could have been. No, because I was still on the board.

M: You were on the board until '93 I think.

Z: Yeah, it could have been, okay. Anyway, so I do remember Boston, and of course all our Washington meetings were always fun, because, well, for one thing, being involved in all the legislative stuff, I was always doing legislative task force things as well. And I have friends who live in Washington.

M: One thing we didn't actually speak of specifically was the legislative task force. Maybe...

Z: Was it under AAHSL, because I was an AAHSL rep.

M: Well, the last thing I can bring up is your being elected a [MLA] Fellow and I don't know that there's a lot to say, but we certainly need to talk about the fact that you were elected as a Fellow in 2001 and it was a high honor.

Z: Yes, I was delighted to be [selected]. I had no idea that I was being nominated.

M: Did you find out at the meeting or did they tell you ahead of time?

Z: No, they told me ahead of time, but I had no idea that I had been nominated. I am sure it was Rachael [who nominated me] but I am not sure to this day.

M: Oh, they don't tell you?

Z: No, no. At least they didn't tell me, but I am pretty sure it was Rachael and Alison [Bunting] and I think somebody else, but I don't know. Anyway, it was really nice to be honored for my work in the association, and it sort of made me feel like, well, I had made it as high as I could go. Now I can retire. That occurred to me. It's interesting, you look at the people who are Fellows, and they are all my friends and colleagues. We have all worked for the association over the years together, and, so to be recognized, it's a nice feeling.

M: The other organization that you were probably most involved with is AAHSLD and you did allude to the fact that AAHSLD became very, very critical to you. So we will tell people that AAHSLD stands for, I believe, Association of Academic Health Sciences Library Directors, but I think, haven't they dropped the 'D'?

Z: Yeah, it's had a name change to Health Sciences Libraries. But AAHSLD is what it was when I first joined it. That had to do with our affiliation with AAMC and, being recognized as a particular organization, we needed to be Health Sciences Libraries, not Directors. But, originally it was started by Gerry Oppenheimer and the gang of four, I can't remember all the other names, but they are all mentioned in my article. Dick Lyders, Sam Hitt, Robin [LeSueur] from Harvard, Robin, I don't think he was one of the initiators. [Editor's note: The members of the AAHSL Organizing Committee in 1977 were Gerald Oppenheimer, Glenn Brudvig, Samuel Hitt, and Peter Stangl.]

M: It doesn't...

Z: It doesn't ring a bell? Okay, it was Robin something, he was the director at Harvard. Anyway...

M: Interesting, were the "gang of four" all men?

Z: Mm-hmm.

M: It speaks to the time it was started.

Z: It was a time, right, and actually Nina had some involvement too. [Editor's note: Nina Matheson was added as the fifth member of the Organizing Committee.] Because the early papers that Gerry sent me when I was doing my article, Nina definitely was involved. Because they were visionaries, they saw the need for doing something that gave the libraries in the academic situation more credibility, more being noticed, so to speak. And they felt the affiliation with AAMC could do that. So, that in itself has been an interesting history.

M: And AAMC you will also define?

Z: Yes, the Association of American Medical Colleges. It's a very powerful organization, so to be a part of it, you know, when we first started we were sort of an affiliate, but now we are really a society section. So we have come a long way on that. The role of this organization [AAHSL] is similar and different from MLA in that it's for library directors, but it's because we want the political contact with the people we work with and the administrations of our institutions. And knowing that the AAMC is effective and important, and defective, sometimes...

M: I was not sure if you meant effective or ineffective.

Z: No, effective, sometimes very effective. But in any case, it is where a lot of the decisions were made that still affect libraries, and they don't have a clue that it does. So, it was very good to get it started, and it started in...oh gosh, I've forgotten the dates. [Editor's note: AAHSL was incorporated in 1978.]

M: That we can look up.

Z: Yeah, I can't remember what date it started, but Gerry and the fellows went to talk to the AAMC, and the AAMC wasn't sure we should be a part of them, but we were invited to attend anyway. So, then we started going and, I don't know, I immediately got involved because it was just, again, a place where I could be with my colleagues and, in this case, colleagues who were facing the same issues that I had, and learn from them. And so it's really been, well, for me it was always my best meeting of the year. It was at a level of all the things we talked about were things I wanted to know about or wanted to be involved in. And again, like all organizations, if I am going to be a part of it, I am going to be involved. So, I first started out as secretary/treasurer and I did that for a while.

M: And there are what, approximately 110?

Z: Potentially 121 schools in the US and Canada [141 accredited medical schools in the US and 17 in Canada in 2014]. So you are not dealing with a lot of people.

M: And, do just the directors go or do the assistant deputy directors?

Z: Sometimes, if we are having a program that might be helpful for the larger libraries that have more than just the director, they are invited, but they have to pay. Directors go to the programs, but normally, if they come to AAMC meeting, they are coming for our continuing education session that is before the AAMC. So they are really not...

M: I believe they are on the listserv, so...

Z: Very possibly. That's easy because we control the listserv, which is as it should be, because there is a lot to be shared there, yeah. Well, and of course now, AAHSL is doing so much about getting people ready to be directors that all that stuff being shared is a good thing to do.

M: It's like a different role that it has taken on.

Z: It's an evolving organization, which is as it should be, yes. So, let's see...

M: So you were secretary for...

Z: Yes, secretary from '83 to '86. And that was relatively easy to do, and we were still in the founding phase. See, it started in '79. [Editor's note: The AAHSL membership first met in 1978 in conjunction with both the MLA and AAMC annual meetings.] I just found that figure. And that would have been fall of '79, and of course spring of '79 was when we [MLA] were in Hawaii, and that's when I did my first session coordinating. So, these things are sort of all built on each other. So, then I had a year off, so to speak, from '86 to '87, and then in '87 the nominating committee nominated me as president-elect. And in the meantime, I was on that Joint Task Force [of the AAHSLD and the MLA] to write the [planning and evaluation] guidelines for academic health sciences libraries [*Challenge to Action*, 1987], that was [chaired and edited by] Erika Love and all the other folks. So, I pretty much got really involved at that point, and, also, after I had finished secretary/treasurer, I was appointed as one of the AAHSL members on the Joint [MLA/AAHSL] Legislative Task Force, which I then spent seven years on and then another three years. Well, I thought that seven years was enough. On the other hand, continuity on that particular task force is very important, because the presidents of the associations come in and do it for one year. And if they haven't been on before, you just start to get your sea legs and then you are not doing anything more. So, I did think continuity was helpful. On the other hand, you don't want to make it your thing, so it can't always be something you do all the time.

M: So, does the president have a specific role or is it more just keeping these, it's a small group, so keeping this group...

Z: It varies from year to year. I would say that in a year when it's time to raise the dues, that's always a challenge, because you and the board have to figure out how to do that and not lose too many members. But...

M: So not all libraries are members?

Z: No, some refuse to pay the dues. Not very many, believe me, not very many. Most of the directors realize this is money very well spent.

M: Is it very expensive? Are you allowed to tell?

Z: Well, I think they are thinking about raising the dues to \$5,000 [currently, as of this publication, \$2,400].

M: So, it is significant.

Z: It's significant, yeah. But, also, we directors wanted all these interesting projects to be done, and it cost money. And we have written grants and gotten money from NLM to do some things, and we have gotten support for the leadership stuff, and that's good, but there's still more that can be done. But, for my year as president, the one thing that I had to do was get a new set of bylaws through. And you think bylaws are boring and all that, but it is critical to an organization to have a current set of bylaws. And that particular year, I had to bring to the membership the bylaws. And there were a couple of sections that some people just had problems with. I had three guys from the South sitting in the back of the room being hecklers, Pat Craig being one. And who used to be at Bowman Gray [School of Medicine]?

M: Mike Sprinkle.

Z: Yes, Mike Sprinkle. And one other who I can't remember now, but anyway, the three of them were just totally obnoxious, and they were just playing, which is absolutely ridiculous for a professional association. But, in any case, that was my biggest contribution, getting the bylaws through and done. A thankless job, but a necessary thing. So, again sort of an editorial thing. It's where my skills lie.

M: And I know that the Joint Task Force on the guidelines was an important...

Z: Very important. I think...

M: It was important to you and it was important to generate that.

Z: Yes, because, and it wasn't just AAHSL, it was MLA, because academic health sciences libraries exist not just for institutions, but they have a broader role in the world of

information. We felt that this was something we wanted to do, both to raise the consciousness of AAMC, and also to give us a document to work with as we tried to bring our libraries, raise them up, so to speak, in being known in the institution and being able to do more things. I think to me it was like the first part of realizing that IT was going to be a part of this. We didn't quite say it that way, but I think we were beginning to recognize that there were other people that had to be involved in what we were doing, not necessarily all librarians. And, of course, Nina's paper was taking us off into incredible ways. [Editor's note: "Academic Information in the Academic Health Sciences Center: Roles for the Library in Information Management" by Matheson and John A. D. Cooper was published in October 1982.] You know, there are all these things that just bring you to new levels. They give you new ideas. You think about things different ways. You go beyond "Z."

M: That's nice since you are Zenan.

Z: Yes, yes, yeah. So the task force was an interesting group. Erika, Karen Brewer, Rachael, Alison, I think was on it. I want to say Virginia [Holtz] was on it. I think she was. And we met in various places, but we did meet here once in Reno, and I was able to get us real cheap rates at a hotel over in Sparks, so we had a nice meeting. But we were a very collegial group, and you know we all were just working our little tails off, and we did a lot of work on it. Karen and I tried to work on a bibliography for...I can't remember what it was now. We finally realized it was a project that would be somebody's life's work. It was some aspect of the guidelines, and we finally, unfortunately, had to give up. But it was another wonderful collegial activity that just, again, broadened my vision of what libraries could be and could do and got me to know more of my colleagues in a more intimate way. And then you call on those people later for help and information when you are trying a new project or something. So I found that extremely helpful.

M: And then also you were on the [Joint] Legislative Task Force, which was ten years.

Z: Yes, it's interesting, you get to Washington, and the world changes. Things become far more important than they are to most everybody. You start walking the halls of the Senate and the House of Reps, and it's like, oh, these are really important issues. Then you go home and nobody cares. But you have to do these things, and I do feel that I know that NLM finally came around to say, "You know, these visits are really helping. We are getting our monies." So, much of what we did had to do with helping NLM get monies that would then come back to us to do projects, and it did work. And we also were fortunate in introducing a lot of the technology stuff. I remember walking the halls with a computer on a cart and doing demonstrations of MEDLINE. Nina had that all set up. You rarely get to meet with the senators or the reps, you usually meet with their people, but even so, they go back and tell whoever they are working for whether it's something to pay attention to or not. I do know that when Al Gore was vice president, he made a big to-do about libraries and computers, so I felt that the time on that task force was wonderful. I felt like I was really helping to accomplish something. The amount of information we had to assimilate and be prepared to talk about sometimes was

monumental. Thank goodness we had our rep [lobbyist] in Washington, who helped distill things down. And, of course, he had all the contacts. And it was just really good. I would say it was one of my favorite committees.

M: You want us to take a break now. We are close to one.

Z: Yes...

M: ...after a nice lunch break with some delicious tomatoes.

Z: Real tomatoes.

M: Real tomatoes, and we are going to continue talking with Joan Zenan. We just finished talking about AAMC and I think next we will talk a little bit about your local and regional library involvement. I think you did some things with the chapter and some things with the local group.

Z: Yes, I didn't do as much with the chapter, which is the Northern California and Nevada Medical Library Group, because the Sierras are quite a barrier. The closest they ever came with their meetings was Sacramento, which is a two-and-a-half hour drive. And if it's the wintertime, you can't count on getting over the hills. So, I did a few things for them for a while, and then realized there was no way to participate at a level I would like to in a chapter. If I had lived closer, I would have done more. But because of that, I formed the Nevada Medical Library Group, which is not an official chapter of anything. But it was a way of pulling together the folks, particularly in the Reno area, Reno/Carson City, to just get together four times a year, talk about what everybody's doing, and of course, from my perspective, how they all could help support the medical school's programs with our students and the hospitals. Although, in town we have three hospitals, four now, but then three. The VA, which was affiliated with the medical school, Washoe Medical Center, which was, is...

[Tape four, side A; MP3 Zenan_tape4_A]

M: This is tape four, side A, of an interview with Joan Zenan for the Medical Library Association Oral History Project, and it is still November 5, 2005, but it's now in the afternoon and it's a little windier and a little cloudier.

Z: Yep, storm coming in.

M: Yes, and you had just mentioned the...we were talking about the Nevada [Medical] Library Group and the Washington Hospital.

Z: Right. Washoe.

M: Washoe.

Z: That's the Washoe Indians... Washoe, which is the community hospital, and then Saint Mary's, which is a private hospital. Our medical students and residents do work in Washoe, but not at Saint Mary's.

M: Okay.

Z: So, anyway, we got the librarians together, whether they were library managers or librarians, we had both, and just met at each library throughout the year, so everybody had a chance to see what other people were working with and where they were working, and to air problems, to come up with solutions to things, to give support particularly to the hospital librarians on things like...the Saint Mary's librarian really wanted to have databases and stuff, but she was having trouble with her IT department. So we were able to give her some ideas about how you actually get it started and where you can get other information from other hospital libraries that will tell you how they did it, so at least you have some idea of where to start. We tried to do a joint project with Washoe, but the funding thing just became so sticky between the medical school and the hospital that it just didn't ever work, but we tried. We took minutes, and we shared them with the two librarians in Las Vegas, because those are really the only other two people who are involved at all, because they were the only two people running hospital libraries in the state. And just before I retired, the last two years, when we had our videoconferencing room set up in the library, we started to have statewide videoconferences, which was just fun. It really helped, because I went to Las Vegas regularly so I knew these people, and I would go visit them and I would visit their libraries and so on, but for everybody else, they heard the names, but they didn't know the people.

M: How far is Las Vegas?

Z: It's either an eight-hour drive or a one-hour flight.

M: It's eight hours.

Z: Yeah.

M: Wow.

Z: People think it's so close, but it isn't...because you have to go east and then south to get down there. So, yeah, you might make it in seven hours if you really hustle, but in any case, it's not a short drive. So the only way to really communicate is to get down there or to use the videoconferencing, which really turned out to be a blessing, and I think now they are regularly meeting as a videoconference, which is good.

M: We're looking at using videoconferencing for the MAC board and also because it's a long way for some people to drive.

Z: No, it's an invaluable thing. So if you have the videoconferencing capabilities where your members are, whoever they are, or they can get to some place, that's just perfect. In

Las Vegas, we would use the community college right next to the public library, and that worked very well. So, we made that quantum leap from the old way to the new way just before I retired. But while I was working, I would go to Las Vegas once every six weeks, just to make the rounds of the faculty, and especially when we were starting to get more of the technology into their world. And I would sometimes take either my IT person or Norman [Huckle], my document delivery person, to go around to the offices and explain to some of these people what you can get if you know how to do it. And then we tried to get their computers set up down there so they would work. But as far as the Nevada Medical Library Group, there were three hospitals—two hospitals and then the medical library in the public library—that actually had professionals in [the libraries]. The other ones, let's see, University Medical Center in Las Vegas, which has no affiliation with any university, they just renamed themselves. It used to be called Southern Nevada [Memorial] Hospital.

M: My goodness.

Z: Isn't that interesting. It happens to be the place where the medical school has its office building and where many of the residents work. But it has no affiliation with the university. I always found that quite fascinating. It had the best collection of clinical information in southern Nevada for a long time. Then there was Sunrise Hospital, which has had a number of names depending on which corporation owned it.

M: I was going to say that's a corporation.

Z: Yes.

M: We have Sunrise Corporation in [inaudible].

Z: I think as of this year it's still Sunrise. But they had a library, which is where Florence Jakus actually started out, but then she moved to the public library and then the health sciences library that's in the public library. Those are the three libraries that actually support Las Vegas health professionals, and when you're talking about...

M: They're all different.

Z: Very different. When you're talking about a city now that large and what they didn't have, it was just amazing. You wonder what those docs were doing before anything was there.

M: Yeah.

Z: It's scary. It really is. Now the dental school has gone in at UNLV, and so they're starting, slowly, being dragged kicking and screaming, into having a health sciences part of their library collection. UNLV has never had an outreach mentality or effort, and so the fact that the dental school is partially off campus is giving them a new impetus to learn how to do it.

M: And was there no impetus to have a dental school here?

Z: The regents decided wisely there should be only one of everything in this state. We're not big enough to have two.

M: No, I meant the only.

Z: No, you have to realize the political power's in Las Vegas.

M: Okay. All right.

Z: So all of the law school's down there, even though we have the National Judicial College here and its very fine library, but when you're trying to balance out who gets what, place is not important, except that's where it's going to be. So they're still trying to get a pharmacy school going that actually might have north/south components in it, where like the medical school, the basic science components are up here with the medical students, and the clinical sciences are down there with the other clinical stuff. But not my problem. They don't have it yet. It may take years. It's one of those things where they're going to have to find money to do it and the money isn't there.

M: Throughout the time we've been talking, you've brought up grants from what they weren't allowed to have as grants to the importance of the grant starting Savitt library from the Savitts. So I'd kind to bring some of that grant information talk together.

Z: Sure. Yeah.

M: Talk about your success, which I think has been fairly great, in grantsmanship and some of the things about grants during your tenure at the university and how they worked and didn't work.

Z: Well, probably the very first time I got involved in a grant was the AHEC one, which was before I started doing a ton of fundraising, and that was interesting because I was named co-researcher or whatever they call it.

M: Principal investigator?

Z: Yes, co-principal investigator. That was it. On the AHEC grant, the second time around, because they said, if you don't put the librarian having involvement, they're not going to fund it. It wasn't just my effort. It was a group effort putting it together. It wasn't until...let's see...do I have CAMIL1 in here? No, I don't even have CAMIL1. Here it is. Okay, we'll go back and start at the beginning. The first major grant I got was in 1987, and that was from a local foundation called the Cord Foundation. If you know anything about cars there was a Cord car. Well, this guy left a ton of money, and they have to keep giving it away. And it turned out that the chairman of the board for the Cord Foundation is a trial lawyer. And guess what kind of cases he takes? Well, my

head of serials, who also was a fantastic reference librarian, her name's Rosalyn Casey, she did a lot of work for this guy. And he said to her one day, you ought to tell your director to write a grant to the foundation. We can certainly help you build up your collection. So I did, and he even told her how much to ask for. So I wrote up this three page...it wasn't like doing an NLM grant or anything, but I wrote up what we needed and why we needed it and what we would do with it. And then before I knew it we had \$40,000, which was...

M: And back in '87 it...

Z: ...it was a nice chunk of change, especially when our budget was so awful for materials. So then he told me to ask again in '88. So I did. And then I backed off because their rules were they never funded somebody continuously. But then I went to the Savitt Foundation, which was the foundation that was for the people that started us off, and the next two years they gave me a nice bit of money. And then in '91, that's when we put in the big grant for information access through Area Health Education Centers, and that was a big deal. That was \$163,000 and that was how we got all of the databases, all of the computers, and everything that we've put out in Elko. And we had travel money for me and my reference librarian to go out and do training, visit all the different rural sites, and to get computers in these rural sites so they could actually get connected. We worked on that one for quite a few years. I think we spent the money over three years, even though it's supposed to be a one-year grant. They let you keep going when you're not quite finished but you're almost there. Then over the next six years we got more money from the Cord Foundation and from the Savitt Foundation mostly to do things in the library rather than the outreach. Cord particularly was very helpful in bringing in new technology. They thought it was very good. They helped us build our first computer lab. ...it was a rinky-dink thing, but it was a start, and you had to start somewhere. It was probably in a room as big as this kitchen and that was it. It had, I think, eight computers, no windows.

M: They never used to have windows.

Z: I know. I know. It was funny. But then in 1998 we got two grants. One was what we called CAMIL2, CAMIL being Computer Assisted Medical Information Link. Don't you love it? And that was to go out and do more connectivity for hospitals and clinics that we hadn't gotten to in the first round with the AHEC grant. But then we also got our wonderful PHIL grant, Public Health Information Link, which was a project that Terry [Henner] and I did, that we really, really enjoyed and made lasting connections with the public health community. And that was a statewide effort. We spent a lot of time down in Las Vegas with the public health department down there and the one up here in Washoe [County], and those two really cover 90% of the state as far as dealing with public health professionals. We also made inroads into the Nevada Public Health Association. They have us come to their meetings every year and make presentations. So we were able to do a lot of training in how to use resources for public health people, which is a world of information.

M: Everything.

Z: Everything.

M: All health [inaudible].

Z: That's right. We built a website for them and we got a lot of stuff there. Terry took it a bit further. He got a grant to do PDAs [personal digital assistants] with public health folks, because one of the biggest concerns of the folks who went out into the community was all this paperwork they had to do, and they couldn't do it until they went back to the office, whereas if they had a PDA everything could be input right there and uploaded when they got back. That was very successful. Pretty soon the departments were buying their folks PDAs. It took it one step further. I don't know what, if anything, they are doing with it now, but I feel like we were very successful to raise the consciousness to the point where some seed money helped us get them started. I know we bought one laptop for, I think, it was the air quality people here, and they were able to just do gangbusters on stuff that hadn't done before. So we gave them opportunities to show their administrations that we could do this if we had this stuff. Now they don't always have the money, but at least they had ways of showing it. So that was really good. The grants I got in the next couple of years had to do with starting to build the monies for the new library, and so in 1999 and 2000 and in 2002 a lot of that was for the new library. But also in 2000 we had a CAMIL3 because there were still a few more places in the state that we hadn't quite reached.

M: And were the others keeping up to date?

Z: Some yes, others no. You know, it's like anything, you go out and train, and then somebody leaves and somebody new comes in. But what we had was the affiliation with the AHEC, and so Gerald Ackerman, anytime that he was going out and about, he would definitely check in with what's happening, if their machine was working, if there were problems. Also going on simultaneously, there were other folks, the Nevada Rural Hospital Project, who were working on getting more technology in the hospitals. So while we were looking mainly for health information, they were looking for modernization of all the hospitals, and sometimes they came together very nicely. So we were trying to keep the educational component going and the connectivity, and AHEC would help us with that, and then that Rural Hospital Project was trying to get the hospitals upgraded. So I would say we probably have almost everyone covered now in that. So I feel like it was a successful statewide project.

M: Did you have to work hard to come up with CAMIL as an acronym?

Z: We wanted it to be computer education something or other. Anyway we wanted CEMIL, and our PR people said no, let's make it CAMIL. It sounds neater. After all, you're going out into the desert.

M: It sounds like camel.

Z: Well, it's not exactly desert out there. It's basin and range, but, well, you know. It was a cute acronym. We never did use the camel on the logo though. We weren't really into that. But it was a successful project, that and the public health project. Those two were our really biggie ones, and they were both statewide, which made it very alluring to the people giving the money. And most of our grants came through the RML, which was very helpful. The first one though went to NLM for the \$163,000, and we held our breath on that one, because you never know when you're competing at the national level. I'm very pleased with the success. You know, it was interesting, because when I first started in librarianship, fundraising was not part of the job. There wasn't even a mention of it.

M: Sure is now.

Z: Yes, like being a cost center. It's just an evolutionary thing, and there are never enough resources for what you want to do.

M: It's such different skills.

Z: Oh, yes. Yet you can't be afraid to ask. That's number one. And when you're turned down, you can't be afraid to ask again. It's about the bottom line.

M: Okay. Next what I had thought about bringing up was publishing, presentations, workshops, probably need to include the teaching you did...at the medical school.

Z: That was a very nice thing. Why don't I start with that, because that was...I considered it a plum. I didn't know if I would really be good enough to do it, but when I did it, I realized I could do it.

M: And you mentioned too...we're going to talk about what but also why.

Z: Yes. So the teaching part. As a faculty member, certainly teaching was important, and I did do a lot of either individual teaching or small group [teaching] to medical students about library information. But I was asked, probably around the middle '90s, if I wouldn't consider being a co-team leader in the clinical problem solving that they had for the freshman students. And I said, "Well, I'm not a doctor." And they said, "Well, that's not what we're trying to teach. We're trying to teach critical thinking skills and process." And I said, "Well, those I can do just fine." So I was paired with either a clinician or a basic scientist, and that worked beautifully. And what we did was, we had a case study every week for, I think it was eight weeks. The first two weeks were introduction and the last two weeks were testing. They would get a case, and we would discuss it in class a little bit, and then they would go off and do their research and report back. But the most interesting thing was that you could spot the student who thought they wanted to be a surgeon, because all they wanted to do was get the answer to whatever it was. They wanted to find out what the diagnosis was and move on, instead of what process do you go through, what tests do you order, in what order do you order them, what exam do you do, and why do you do it? If you come up with the answer, what do you do to verify it?

M: Does it make any difference if the answer is yes or no?

Z: Yes. If you get the test results back and they tell you this, is that the answer or is it just an indication? And so the first year I felt very unskilled, because I didn't know the medicine part, but the medicine truly wasn't as important. They could go find the medical answers, and they needed to go do that, but they didn't need to do it in the discussion of the case and how you would proceed with it. And when we talked about it at first, you didn't actually come up with a diagnosis. You came up with some thoughts of a diagnosis, and then they'd go off and check and work in teams. And then the following week, the first half of the afternoon was presentations by the groups about what they found out. Then they'd go back and discuss the new case. So it was a fascinating experience, and it got to be so that by day one of each new year that I did it, you could tell which students were going to be good doctors and which should be surgeons. And it was just fascinating.

M: Where did you get the cases? Were they real cases?

Z: Yes, they were real cases with fake names, and each one was trying to teach a particular thing.

M: Sure.

Z: It didn't necessarily coincide with what they were studying right then, but it usually coincided with something they'd been taught, whether it was an endocrine problem or a drug problem or a...you know, there were a lot of different things, and normal things you find in a practice. So I found it's really fascinating. What evolved by the time the last year I did it, they were all getting PDAs. So instead of coming into class with tons of books that they could look in, they came in with their PDAs, which was fine. They could be able to use it at the bedside later. But you always had a gamut of people, and as a freshman, they weren't supposed to know medicine anyway, which is why we weren't really discussing medicine. We were discussing problem solving and what you would do, plus trying to learn the medical milieu of problem solving and to watch the students work it through. When you had some students who had actually worked as EMTs and some who've never been near a body or a patient, and see how the whole gamut of how they would work together as a team or not, because medicine is a team effort. So it was a very enjoyable thing for me, and I got to work with some really neat faculty folks. So it was a good experience. Then to research. Well, as a tenured faculty member, and even before being tenured, publications were required of some nature. I would say they were a little less stringent on librarians than they were on other faculty, but I was getting grants along with my publications. So I was always doing what was needed to be done. But for me, publication was merely sharing with my colleagues things that I was doing, things that I had accomplished. And I often remembered what Louise Darling said, that how she wished that earlier in her career she had published things about what she was doing, but she didn't. And so it was unfortunate, and history is lost to some of the things she did early on. So I always felt that if I got a grant, I had to write an article on it. If we did a project that was interesting, we were going to write an article on it. And I wrote in all

different kinds of places, the BMLA [*Bulletin of the Medical Library Association*], JAMA [*Journal of the American Medical Association*]. JAMA was fun, because that was reviews of journals, and I always paired with faculty members, and they just loved the idea that they would get their name in JAMA, which I thought it was a lot of fun. And always working with these faculty, again it gave them a different perspective of what a librarian was and what they did. Let's see, well, I did some publication in the *National AHEC Bulletin*, and I wrote articles for the *PSRMLS* [Pacific Southwest Regional Medical Library Service] *Newsletter*. When our dean of libraries [Steven Zink] was the editor for the *Government Publications Review*, he had me write a couple of articles on medical things that were government pubs. So that was helpful. And then of course I was involved in *Challenge to Action: Planning and Evaluation Guidelines for Academic Health Sciences Libraries*; that was the group I talked about earlier. I loved writing. It was hard getting started, but once I got going, it was easy and it always just flowed. So I think I was very fortunate.

M: And you would advise people in the beginning and middle of their career to do the same thing.

Z: Oh, absolutely. I would say anytime you have an opportunity to give a paper at MLA, do it. It's good to be able to be forced to put your thoughts into writing and then to give it to an audience and get feedback. It creates questions about your project, not necessarily how you write or speak. But usually if you give a presentation, then you can turn it into a publication. And again you're telling people what you're doing. You're sharing with your colleagues. It's a giving type of activity that gives back to you in ways that you don't always realize until later. I can remember people coming up to me at MLA and saying, "I really enjoyed that article you wrote about such and such," and I go, "Oh, really," and that felt really good. Or they email me and say, "You know, in that article you wrote about, tell me more about how you did that." So it would be information sharing. But I think it's critical for any librarian, whether they are tenure or not, to share the things they're doing, the things they've learned. It just builds the knowledge base.

M: Well, maybe we should have talked about presentations before publications...

Z: Well, it doesn't have to go like that. It turned out that a lot of times it did for me, only because a lot of times we were ready to report on a project, but it wasn't finished to the point that you would want to do a full article on it. So a lot of it depends...and some things don't lend themselves necessarily to a written project, but it's important to share with your colleagues that you did something, even...and I think people don't always think about it, even if it turns out it wasn't valid or it didn't work or it's not a good idea. People like to know things don't work as well as do work, because then they don't have to repeat the process. So in my most of presentations, it was just...like the one I did way back in 1985 had to do with a project I did while I was doing my management internship with Rachael Anderson. Goldstein?

M: She still uses Anderson in her professional reference...

Z: Does she?... Anyway that was my first national meeting presentation, and it was really neat to be able to take something I had worked on as just a study in a library I was working in and turn it into a presentation at a national meeting. And after doing that, and also introducing a speaker at one of the national open meetings, I was on my way. It was easy, not a big deal at all. But you have to do it to find out. And, after that I gave presentations all over the place, and of course, it got easier and easier as I did more. "Partners in Information Access for Public Health Professionals" was a really good one. That was so easy to talk about because it was such a positive project for everybody and everybody was so enthusiastic.

M: Was that your public...the public health people?

Z: Yes, that's our PHIL people. I even...when I gave the session in Seattle, who knows, Vancouver? Vancouver, yeah, that's right. It was Vancouver when I gave that presentation. I even had one of the public health people come and present with me.

M: Oh, my.

Z: Yes, one from Las Vegas. Because they were so enthusiastic. They thought it was wonderful. I thought, well, my colleagues need to hear that I'm not just reporting on it from my perspective, but I've got somebody who is the recipient who is delighted with what we were doing. So, I would recommend anytime you can be on a panel or give a presentation yourself, it is just part of being a professional.

M: Now anything we have forgotten or anything else you'd like to talk about?

Z: Well, we need to talk about my management internship...

M: As you said, that's the most important thing in your career.

Z: Yes. Yes, it really was. I was delighted to have done the initial internship with Louise Darling, because, of course, that gave me a really strong base for being a medical librarian, and from understanding how a library ran and having worked in every department, you then at least have a clue. Things may change, but at least you have an idea of what a department probably should do. Maybe it needs to change, but in any case. The management internship, on the other hand, exposed me to a whole different world, and at Columbia it was a really big world, because, of course, they are an ARL institution. They belong to RLG.

M: Well, we need to...okay, ARL is the...

Z: Association of Research Libraries. RLG was the Research Libraries Group based at Stanford. And I was doubly fortunate that the year that I was with Rachael at the Columbia Health Sciences Library, Pat Battin, was the Columbia University [vice president for information services]...

[Tape four, side B; MP3 Zenan_tape4_B]

M: This is tape four, side B, of an interview with Joan Zenan for the Medical Library Association Oral History Project, and we were just starting to talk about your management internship.

Z: The management internship was a combination of the Council on Library Resources/National Library of Medicine [Library Management Intern] Program. And it was funded for three years, and so there were nine of us who actually were selected over time, including Carol Jenkins one year. So anyway, I did apply and I was selected, and then I was told that there were three possible places and that I could tell them what I'd like to do, but they would make the final selection. The choices were Columbia, Harvard, and University of Michigan.

M: And this was in 19...

Z: 1980/81. You started in September and you were done in August. It was a full year. And so I was most fortunately paired with Rachael Goldstein Anderson.

M: At Columbia.

Z: At Columbia, and it was just such a rich experience. As I mentioned a little bit earlier, the fact that the main campus also had an intern, Pat Battin and Maxine Reneker, who was the intern, and Rachael and I became a regular foursome. I was invited to go to their university librarians department heads meetings, or it was higher than that. I don't know what they all were, but anyway, their big, high-level administration meetings, and Maxine would be there. And so we were just really into the inner sanctum of the higher, higher, higher education stuff that, if you just worked as a librarian, you wouldn't have a clue. Not because they didn't want you to know, but because it just didn't have anything to do with your daily operations. So we were just accepted as part of the group, and a lot of time, we were asked for our opinions and what did we think, what did we see, and did we see it differently than they were looking at. So it was a wonderful back and forth, learning both ways. Because they were an RLG member, Pat felt it was important that we understand what RLG was doing. So she sent Maxine and me to two RLG meetings, one in Chicago at Northwestern and one out at Stanford, just to see the RLG librarians and how they were working. It was fascinating. We were like, okay, if that's what they're like, we could do that too. We could see that we could do these director jobs. No big deal.

M: I mean you were doing a director's job.

Z: Yes, well, but not at that level. I mean a Stanford, a University of Michigan, and a Northwestern, you're dealing with large institutions, but it ended up, the problems were all the same. It was only a matter of scale. And what we saw was that in large institutions, they had more resources but less flexibility or ability to get things done fast. Small institutions had fewer resources but were able to get things done sooner, because

they didn't need as much to do them, like when you do a computer lab that has eight computers versus one that has forty-eight. So that was a fascinating thing, and then Rachael had me visit all the hospital libraries and all the university libraries in the city of New York. That was a really good experience to go see how other people were doing things, and I participated in the librarians meetings there. They had their, what is it, is it New York-New Jersey [Chapter of MLA]. So I met a lot of fun people there, and I think one of the reasons I got elected to the [MLA] board was that I had a much broader base knowing people, because I got to know all those people in New York-New Jersey. And that was good, because there are a lot of wonderful people there. The other thing that it did was give me a lifelong mentor, because Rachael and I kept in touch after the internship was over. For many years when I had a problem or something, I'd email her or call her up, and we'd discuss it.

M: You mentioned a project that you did.

Z: Oh...that turned into publication or a presentation. She said she needed somebody [from the] outside to look at their photocopy costs. It had to do with making the photocopy center a business instead of just a service. And so I did all this data collection and analyzed how much the machines cost and all the supplies and the people that were running it, versus what they were charging. And as a result of that, I think they changed how they ran their photocopy center, when it was still an important part of the business. But it was interesting, because again, even though I was supposed to go through all the departments, I seemed to have mostly settled in the access services, which was circulation and reference and that kind of stuff. And this was part of their overall responsibility.

M: So maybe that's where a lot of the change was going on at that point.

Z: Yes. But then I attended all the meetings that Rachael went to, so I could see what she was doing. I went to meetings that she was in with the medical school and projects she was trying to do, getting grants and doing things like that. This was early '80s, so we were still just starting to get into the computerized stuff, but Rachael just was into everything. So it was a really good experience to have somebody who was totally involved, totally committed, which she was, plus she was doing...I don't know if that was exactly the time she was doing the studies about women librarians in academics. But it was a very important issue for her. And just through her, I met so many people that I then got to know, and we'd keep in touch with again for help in doing things. So it was a wonderful experience, and I think what they're doing now, even though they've changed how the mentor/mentee relationship works, these leadership things that AAHSL is doing, is a similar type of thing, where you form a relationship with a director who's very successful, and then you have like a lifelong business pal, so to speak, that you can bounce ideas off of, and it works both ways. That's the other thing that I really liked was you're colleagues, rather than somebody up here and somebody else down here. And so it becomes a synergy of the energy between the two people. And I think it's an excellent idea, and I'm glad that they have reconstituted it in a way that works now, because, of course, back then there wasn't much in the way of email. Certainly there wasn't anything

like videoconferencing or anything, but now the ways to communicate are so much better that you can do a lot without having to be right there with the person.

M: What happened here while you were gone?

Z: They actually had the money to hire somebody, and they brought somebody in for one year. And that was fine with him, because he was going to go off to the United Arab Emirates or something and do some stuff afterwards. I can't remember his name. It was hard. He was only here for one year. He just sort of held the place together.

M: Yeah, and you weren't really here then?

Z: No, no. But I rented my house out. It wasn't this house. It was a different house and just moved to New York. Of course, they gave me an apartment that was furnished, and that's when I learned how to live New York style. I never ate in.

M: Did you drive?

Z: My kitchen was a closet. Every time you opened the doors, all the little bugs scattered.

M: Oh, yes.

Z: It was an old building. It was a neat building. It was some place where they put visiting faculty and graduate students, and they had a wonderful gourmet restaurant on the roof, which I didn't eat in all that often, but many times Rachael and Maxine and Pat and I would go out for dinner after work and hash over stuff. A lot of times, it was a working dinner, but not a hard working dinner, a learning experience. So, it was really good. One of the high points of my career.

M: I can tell just by looking at you. You just get a different look.

Z: It was good. New York was wonderful.

M: Well, to devote one's self to learning exactly what you want to learn for a year must be quite a gem.

Z: Oh, it was heaven. Definitely, and going to view other libraries in New York and meeting other librarians there, too, that was very nice.

M: We are getting close to the end.

Z: Oh, my goodness.

M: And just to make...I will again say let's make sure we've covered everything, and then if you don't have any other big issues to cover, I think we did okay.

Z: Yeah. The people who most influenced my life and career, of course, are Louise Darling and Rachael Anderson. Others...Carol Jenkins, Nancy Lorenzi, Lois Ann Colaianne to a certain extent, Gloria Werner...

M: Who is Gloria?

Z: She followed Louise Darling as the UCLA biomedical librarian, and then she became the university librarian... Phyllis Mirsky, Nelson Gilman, Bob Braude. These are all folks that I've known for years, and most of them were at UCLA when I was first there doing my internship and who, over the years, have been helpful in one way or another. And as far as anybody that I've influenced, you know, I'm not really sure. If I have, maybe I just haven't realized that I have. I've always tried to be a mentor to younger librarians. I did have an intern once, who came from the San Jose State [University] library school and worked for us for a while, and she went on to work at the VA for a while. Right now, I would say I'm sort of an adjunct mentor to Carol's mentee Judy Consales. I talk with her on a regular and irregular basis.

M: You're a lot closer.

Z: And I've known Judy for a long time. I'm just so delighted to see her reformulating what the UCLA biomedical librarian and beyond should be, because when Alison was biomedical librarian, she was also in charge of all the science libraries. When Judy first got the job, they didn't have her do that, but they were in transition between university librarians, and I believe her job description now includes the same thing that it did for Alison. So I'm just delighted to see her pitch in and do it differently, but just as well as the people who came before her.

M: What we're doing now are some general questions that we try to ask everyone, and they come under reflection and I guess advice. Overall, how would you like to be remembered in the library community? And somewhat adjunct to that is what do you think your most important contributions have been?

Z: Well, I would like to be remembered as a total outreach person, because that's really what we did a lot of. Also a person who really gave her all for the profession while she was in it and really enjoyed being a part of it. A person who enjoyed being a faculty member and doing the things that faculty do, teaching, publishing, grant getting. And mainly building a successful library from the bottom up.

M: So in the future where do you think medical librarianship and librarians are headed?

Z: Well, I'll tell you, if I were starting today, I would not leave until I had a PhD. I would get as strong a technology background as I could, not that I would want to actually do it, but if I had the opportunity to be in charge of it, I would want to know. I think it's very important to keep up with technology in general, and it's a full-time job in some respects, but you either do that, or you keep people around you who can bring you up to speed when you need to. But I think you definitely need the PhD.

M: In what field?

Z: Not librarianship, unless you want to teach in a library school. I think to be an effective library director, you've got to have it in either public administration or some sort of business end of things, something that is seen as a reasonable union card by the faculty.

M: Oh, not too soft.

Z: Right. Right. You could do it in psychology or, depending on the university, they might have other things, personnel management, or I don't know. There are a lot of areas you could. Public administration seems to be one that a lot of people do, and it goes along with it, because what I saw at my institution was that many of Faculty Senate chairs ended up being college deans, vice presidents, even presidents. And so it just meant that if you're a Faculty Senate chair, it's a stepping-stone to other things. And if you're going to do higher education administration beyond just the library, then you're going to need a PhD, in something that's seen as a viable PhD.

M: And we're of course talking about academic library.

Z: Yes. Probably you don't need quite so much in a hospital library, but I will say Florence Jakus is an exception. She has an EdD, and she's done an awful lot of teaching. In her case, while she didn't want to be a director of anything big, it helped her in dealing with the medical education parts of the hospital programs, continuing ed and stuff. So, yes, but I just think that advanced degree is going to be true of just about every profession now. The MLS was nice, and it's a good start, but I don't think it's enough anymore.

M: Do you...well, I'm talking about lessons that librarians have learned and I've said are there failures and success that we can learn from because you mentioned that you can learn from failures very well.

Z: Oh, absolutely. For me, some of the failures I had were not working the politics the right way, and that's something you learn by experience. You don't come fully trained in how you deal with political situations, and to really be a good director, you've got to be a good politician. You have to build your support base, and you have to be really careful about whom you deal with in certain ways, and you have to get to know other people so that... Some people say it's manipulative, and I don't want it to sound like that. It's building a base from which you can operate to do good, because anytime I wanted to do something, it was for the betterment of either the library and/or the medical school or even the university. But some people wouldn't always see it that way, and of course, my definition of good might not be somebody else's. But anything I tried to do, I felt was because I was trying to make it better for the people that had to be in it. And sometimes I couldn't succeed, because there were too many stone walls along the way or I hadn't built enough of a power base to make it happen, and that comes with the territory. Too many other people want to be in charge too. But I would say my biggest failures had to do with personnel management, and I think that's a challenge for anybody. I only had to fire one

person in my whole career, and they knew that they shouldn't be in their job, which was good, and I was lucky that way. But I had other people that I wished I hadn't hired. They were okay, but they weren't wonderful, or they were too long in the job. So that's a really difficult area, to know whether somebody who sounds so good when you hire them is really going to stay that way. And it's just one of those things where you might be lucky and you might not. And at least in the state system, you're always in a challenging situation if you've given them a lot of good evaluations and all of sudden you want to say they're terrible. You can't do that. So where did I go wrong along the way? You know, did I just not bring them along right, or did they change somewhere along the way and I just didn't notice, until it was to the point where you'd rather they weren't there.

M: Maybe you've already done this, but do you have advice for new librarians and do you have advice for midcareer librarians? Because it seems that's...midcareer is a time when we need to take stock and see if we're going where we want to go and how to get there.

Z: Yes. It's kind of interesting, but I never had a desire to be a library director. It wasn't a goal of mine, at least not anything that I recognized, and yet I just kept falling into all these opportunities. I'm not sure that happens very much anymore. It might have been the time. And so I think that at least midcareer librarians really need to understand themselves and see if they are interested in moving up, in which case they need to make it known to their director and work in that direction, if the director is supportive, or if they don't want to work in that direction, but they want to do better at what they're doing, then they need to work on things to make them better. But it just cannot hurt to take CE at MLA, to take courses at your institution if you're in an academic institution, or at the community college if you're not. I would say, never stop learning, period. You just can't. There's always something you could learn better or you could learn more of. Technology side, it's forever. Library, there's a lot of skills you can learn that you didn't come with when you got out of library school. So, yes, I just say, keep learning and try and understand yourself. For new librarians, if you can, find a mentor right off. That will be one of the best things you can do. I was blessed by having a mentor from day one, and it made all the difference in my career. And I'd do it all over again. It was way too fun.

M: And we've already talked a little bit about people that you felt should be interviewed and you mentioned Frieda [Weise] and that you might be willing to do that interview.

Z: Oh, I'd love to do Frieda.

M: And that we should probably interview Phyllis.

Z: And Phyllis, yes, as soon as she's totally off work.

M: Well, even if she's sort of partly off.

Z: Well, I think she'll be off by January...I think she said.

M: We won't get together before that.

Z: So I'd be willing to do either of those. No problem.

M: And do you have any final words that you're interesting in saying? It's been really fun.

Z: Oh, I've enjoyed it a lot. It's interesting to go through your career in five or six hours. Oh, my goodness, there's twenty-eight years behind you, actually more than that, because I started at UCLA in '67.

M: Is that thirty years?

Z: Yes, thirty years...more than thirty, thirty-five years. That's a lot. But all I can say is, I was blessed with the most wonderful career, and things just were great.

M: Thank you.

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January 14, 2005

RESUME

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EDUCATION:

U.C.L.A.	B.A. in Geography, 1965
U.C.L.A. Graduate School of Library and Information Science	M.L.S. in Library Science, 1967, with emphasis on Medical and Special Libraries
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Medical Library Association Certification	1976
Recertification	1983, 1988, 1991, 1995, 2000 (at the distinguished level)

PROFESSIONAL EXPERIENCE:

2002-2004	Director, Savitt Medical Library/Information Technology Department University of Nevada School of Medicine Reno, Nevada
1977 - 2004	Director, Savitt Medical Library University of Nevada School of Medicine Reno, Nevada
1980-1981	National Library of Medicine/Council on Library Resources Health Sciences Library Management Internship Columbia Univ. Health Sciences Library, NY, NY
1976 - 1977	Life and Health Sciences Librarian, Life and Health Sciences Library, University of Nevada, Reno, Nevada
1974 - 1976	Librarian, Arctic Environmental Information and Data Center University of Alaska, Anchorage, Alaska
Feb - July 1974	School Librarian, Greater Anchorage Area Borough School District, Anchorage, Alaska

RESEARCH ACHIEVEMENTS

PUBLICATIONS:

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Current Research Profile for Alaska. Compiled by Joan S. Zenan and P. H. Brommelsiek. 3rd ed. Arctic Environmental Information and Data Center, University of Alaska, Anchorage, 1976, 192pp.

Marine Mineral Bibliography for Alaska. J.S. Zenan and P. H. Brommelsiek. Report for the Alaska Sea Grant Program, 19776, 22 pp. Publication No. 76-15.

Alaska Regional Profile. Lidia F. Selkregg, et al. 6 vols. Office of the Governor, division of Policy Development and Planning research, in cooperation with the Joint Federal-State Land Use Planning commission, 1975 - 1976. I contributed to the last four volumes by compiling and editing most of the exhaustive and extensive bibliographies in the back of each volume.

Chukchi Sea: Bering Strait to Icy Cape; Physical and Biological Character of the Alaska Coastal Zone and Marine Environment. J.C. LaBelle, coordinator. Arctic Environmental Information and Data Center, University of Alaska, Anchorage, 1975, 54 pp. 31 maps (scale 1:1,000,000). I assisted in compiling the 51-page bibliography.

GRANTS FUNDED/FUND RAISING SUCCESSES

2002 – Cord Foundation - \$35,000

2000 – National Library of Medicine – CAMIL3: Internet Connections grant - \$22,607

Cord Foundation - \$150,000 (furniture for new library)

Mrs. Arthur Lurie & family - \$8,000

1999 – Savitt Foundation - \$5,000

Dorothy Nyswander Estate - \$200,000 (over 5 years)

Mrs. Barbara Gianoli - \$50,000

Mrs. Arthur Lurie – \$20,000

1998 – Cord Foundation – \$45,300

National Library of Medicine – CAMIL2: Internet Connections grant - \$19,863

National Library of Medicine – Public Health Information Link for Nevada grant –

\$49,241 over 2.5 years

1997 - Cord Foundation - \$35,930; Mr. Bill Harrah - \$15,000

1996 - Savitt Foundation - \$20,000; Cord Foundation - \$46,100

1995 - Savitt Foundation - \$15,000; Cord Foundation - \$30,000

1994 - Savitt Foundation - \$25,000; Cord Foundation - \$30,000

1993 - Savitt Foundation - \$15,000; Cord Foundation - \$30,000

1992 - Savitt Foundation - \$24,000

1991 - National Library of Medicine - \$163,000 for Information Access through Area Health Education Centers

1990 - Savitt Foundation - \$25,000

1989 - Savitt Foundation - \$30,000

1988 - Cord Foundation - \$25,000

1987 - Cord Foundation - \$40,000

PAPERS/POSTERS/PRESENTATIONS:

“Research Issues for Providing Relevant Information Services and Resources for Public Health Professionals.” Public Health Outreach Forum, National Library of Medicine, Washington, D.C., April 4, 2001. (co-presenter, Jocelyn Rankin, CDC)

“Building a New Health Sciences Library; Planning and Implementation.” Poster. Joint Meeting of the Medical Library Groups of Arizona, California and Nevada. February 8, 2001. (co-author, Terry Henner)

“Partners in Information Access for Public Health Professionals: the Nevada Experience.” Medical Library Association Annual Meeting, Vancouver, B.C., May 10, 2000. (co-author, Wil Townsend)

“Partners in Information Access: Outreach to Public Health Professionals in Nevada.” Joint Meeting of the Medical Library Groups of Arizona, California and Nevada. February 11, 2000.

“Providing Access in a Digital World: The Public Health Information Link (P.H.I.L.) for Nevada.” Partnerships for Health in the New Millennium: Launching Healthy People 2010 meeting. Washington, D.C. January 25, 2000.

“Public Health Information Link for Nevada: an Update. Nevada Public Health Association Annual Meeting. Invited Plenary Session. October 14, 1999.

PRESENTATIONS continued:

- “Providing Access in a Digital World: the Public Health Information Link (P.H.I.L.) in Nevada.” Medical Library Association Annual Meeting, Chicago, IL, May 17, 1999.
- “Providing Access in a Digital World: the Public Health Information Link (P.H.I.L.) in Nevada.” – Joint Meeting Medical Library Groups of Arizona, California and Nevada, San Jose, February 5, 1999.
- “What Are You Missing If You’re Not On the Web?” Nevada Public Health Association/Nevada Environmental Health Association Annual Meeting, Reno, NV, October 21, 1998.
- “Collaboration and Innovation - The Librarian Facilitator in a Problem-Based Learning Curriculum.” – Joint Meeting Medical Library Groups of Arizona, California and Nevada, Oakland, CA, January 27, 1997
- “Networking Nevada: Diversified Clients/Diversified Needs.” - Medical Library Association Annual Meeting, Washington, D.C., May 10, 1995
- “Building a Statewide Electronic Information Network for Clinical Training Sites” – The National AHEC Conference, Las Vegas, July 15, 1993
- “The Nevada Camel - Computer Assisted Medical Education Link” - Joint Meeting Medical Library Groups of Arizona, California and Nevada, Reno - October 19, 1992
- “Evaluation of CD-ROM MEDLINE: Bibliomed” - Evaluation Forum: MEDLINE on CD-ROM, National Library of Medicine, Bethesda, MD, September 21, 1988.
- “Careers in Transition” - Medical Library Association Annual Meeting, Portland - May, 20, 1987.
- “New Venture, Newer Role: The Health Sciences Library Photocopy Center Business Management.” – Medical Library Association Annual Meeting, NY, NY, May 1985.
- “Resource Sharing by Alliance” – Joint Meeting of the Medical Library Groups of Arizona, California and Nevada, February 1984. (co-author, Debra Ketchell).
- “Accessing Consumer Health Information” - NW District Meeting Nevada Library Association, May 1982.

WORKSHOPS AND PANELS:

- Facilitated a breakout session on Computer Information Networks at the National AHEC Conference, Las Vegas, July 1993.
- Planned and moderated a ½ hour Plenary Session entitled “New Ventures—Technical Tools for Scholarship” - Medical Library Association Annual Meeting, New York, May 1985.
- Moderated a panel on Consumer Health Information at the Medical Library Association Annual Meeting, June 1982.
- Team-taught half-day workshops in Reno and Las Vegas entitled “Medical Reference for Public Librarians” - March 27-28, 1979.
- Moderated a Contributed Papers session at the Medical Library Association Annual Meeting, Honolulu, June 1979.

FILM:

- Participated in the production of a film for the National Medical Audiovisual Center on “How to Develop a Learning Resources Center.” I was one of the three speakers in the film which was made at the Veteran’s Administration Hospital, Reno, Nevada, Spring 1977.

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS:

- American Library Association, American College and Research Libraries
Section - member, 1979-1995
- Association of Academic Health Sciences Library Directors
Member - 1979 – 2004
Newsletter Advisory Committee - 1980 - 1983
Secretary/Treasurer - 11/83 - 11/86
Joint Task Force to Write Guidelines for Academic Health Sciences Libraries - 1983-1986
President-elect - 11/87 - 11/88
President - 11/88 - 11/89
Past-president - 11/89 - 11/90
AAHSLD/MLA Joint Legislative Task Force - 1986 – 1993; 2000-2003
Nominating Committee - 1993
JAMA Journal Review Column Advisory Board Liaison - 1995 -

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS continued:

Association of American Medical Colleges

UNSOM Representative to the Group on Information Resources – 2000-2004

Medical Library Association

Member, 1967-1970, 1976 – 2004; Emeritus Member – 2004-

1979 National Conference Program Committee - 1977-1979

Exchange Committee - member, 1979-1982; Chairman, 1980-1982

Proceedings Editor, **Bulletin of the Medical Library Association** - 1979 - 1982

Consulting Editor, **Bulletin of the Medical Library Association** - 1982-1985

Medical School Libraries Section - Secretary - 1982-1984

1985 National Conference Program Committee - 1983-1985

1987 National Conference Program Committee - Associate Chairman - 1985-1987

Publication Panel - 1983 - 1987, Chairman 1986-1987

Academic Medical Librarian of the Year Jury - member 1987-1988; chair, 1988-1989

1991 National Conference Program Committee - 1989-1991

Board of Directors and Treasurer - 1989-1993

National Nominating Committee - 1994/95

Professional Recognition Review Panel - Special Review Committee - 1994/5

1998 National Conference Program Committee - Co-chair - 1995-1998

Janet Doe Lectureship Jury – member – 2000-2003; chair – 2001-2002

Nevada Medical Library Group

Founder and member, 1978-2004

Chairman, 1978-1980 and 1981-1983

Northern California/Nevada Medical Library Group

Member, 1976-2004

Newsletter Committee, Nevada reporter, 1986-1988

Legislation Committee, Chairman - 1988

TEACHING ACTIVITIES:

School of Medicine

Clinical Problem Solving I - Facilitator, Small Group Learning – Fall 1996 through Spring 2001

HONORS AND AWARDS:

Elected a Fellow of the Medical Library Association – May 2001

Regents Award – Outstanding Faculty Member – April 6, 2000

UNIVERSITY LEADERSHIP ACTIVITIES:

University of Nevada System

Health Care Education Task Force - 1986-1989

UCCSN Joint Compensation Committee - UNR's representative - 1996-2002

University of Nevada, Reno

University-wide Committees

University Faculty Merit Review Committee - 1977-1980

Arboretum Board - 1977-1980

University Salary and Benefits Committee - 1981-1983

@*Libraries Senator UNR Faculty Senate - 1982-1985

*Ad Hoc Tenure Review Committee - 1982

*Comprehensive Program Review Committee – 1982

University of Nevada, Reno – Faculty Senate

@ Vice Chairman UNR Faculty Senate – 1983-1984

UNIVERSITY LEADERSHIP ACTIVITIES continued:

- @*Chairman UNR Faculty Senate - 1984-1985
- @ Past Chairman UNR Faculty Senate - 1985-1986
 - Search Committee for Assistant to VP for Academic Affairs - July 1985
- *University Bylaws & Code Committee - Chairman - 1985/86; 1986/87
 - Search Committee for VP for Academic Affairs - 11/86-3/87
- *Steering Committee for Institutional Reaccreditation - 10/86-10/88
- Salary Equity Appeals/Review Committee - 1987-1990
- Campus Affairs committee - 1987-1988
- Facilities Planning and Management Board - 1987-2001
- Faculty Development Committee - 1988-1989
- Distinguished Faculty Award Committee - 1991- Chairman - 1993/1994
- @*Faculty Senate Executive Board - 1994/1995, 1995/1996
- @ Parliamentarian, Faculty Senate - 1995/1996
 - *Campuswide Information Resources Committee - 1994-1996
 - Technology Committee - 1996-2001 ; chair, 1997/1998
 - *Self Study Steering Committee - 1995-1997
 - *Co-Chair, Physical Plant, Materials and Equipment Subcommittee - 1996-1997
 - *Search Committee for the Counselor for Benefits/Financial – 2000
 - Focused Interim Accreditation Report Team – 2001
 - Search Committee for the Faculty Senate Project Manager – December 2004

Library System Committees

- @*Library Faculty Personnel Committee - member 1977-1978; chairman, 1978-1979
- @ Library System Budget and Planning Committee - member, 1979-1980
 - Library Policy Committee on Copyright - member, 1978-1979
 - Library Serials Review Committee-member/representing science branch librarians, 1977 - 1980
- @*Library Senator, Faculty Senate - 1982-1985
 - Chair, Search Committee for Business Reference Librarian - 1985
 - Chair, Search Committee for Head of Reference Services Librarian - 1985
 - *Co-Chair, Staffing and Organizational Structure Task force - 1993-1994
 - *Information Resources Technology Planning committee - 1994-1997
 - Chair Search Committee for Business & Government Information Center Librarians - 1995

*School of Medicine Committees

- *Curriculum Committee - member, 1979-1983
- Dean's Executive Committee -, 1981-1994
- Executive Faculty Council – 2000 to present
- AHEC Advisory Committee, 1986 - Chair, Search Committee for AHEC Deputy Director
- School of Medicine's Parents' Council fund raising - 3/87;10/87
- @ Rules and Jurisdiction Committee - 1988-1990; 1993-1996
- @ Medical School Senator, Faculty Senate - 1989-1990; 1993-1996; 2000-2002
 - School of Medicine Council - 1994-1996
 - Strategic Planning Subcommittee/Administration - 1996/1996
 - Medical Education Building Planning Committee - 1996-2002
 - UNSOM Strategic Planning Steering Committee – Fall 2001

State and Regional Activities

- Library Consultant for Nevada's health sciences libraries - 1976-2004
- Pacific Southwest Regional Medical Library Service
 - Advisory board - member 1979-1980, 1984-1987, 1992-1994, 1996-1998
- Health Information Resource Librarian for Nevada - 1976-2004
- Building and program consultant for medical library in Clark County's West Charleston Branch - 1991-1992

@ elected office or committee membership;

*involved major responsibilities and time commitments

COMMUNITY LEADERSHIP ACTIVITIES

Chamber of Commerce - Leadership Reno - completed program October 1988
Governor's Conference for Women 1989 - Hospitality Committee
Regional Emergency Medical Services Authority (REMSA) - Advisory Board - 1988-1991
Washoe At Risk Task Force - 1993-1995
State Council on Libraries and Literacy - Governor's appointee - 1999-2005, Chair, 2002-2005
Nevada Commission on Cultural Affairs - Commissioner - 2002-2005

NATIONAL LEADERSHIP ACTIVITIES

National Library of Medicine, National NN/LM Network Office - reviewer for re-competition process for the 2001-2006 National Network of Libraries of Medicine 5 year Regional Medical Library contracts - Summer 2000-Winter 2001

CONTINUING EDUCATION:

Medical Library Association Continuing Education courses taken:

CE5 Human Factors in Medical Library Administration - 1977
CE12 Indexing/Abstracting Services in the Biomedical Sciences - 1976
CE20 MEDLINE and the Health Sciences Librarian - 1976
CE30 Basic Media Management - Hardware and Physical Facilities - 1977
CE31 Basic Media Management - Software - 1978
CE41 Introductory Data Collection and Analysis - 1977
CE46 Library Management/Budgeting - 1978
CE58 Library Management/Planning - 1980
CE868AB Statistics and Quantitative Measures for Librarians - 1986
CE876 Artificial Intelligence and Knowledge Based Systems - 1987
SYMPOSIUM Building a National Health Information Infrastructure - 1994
SYMPOSIUM Telemedicine: Supporting Decisions by Patients, Caregivers, and Administrators - 1996

Workshop: IGM & PubMed: For the Librarian - 1997

SYMPOSIUM: the Digital Library: An Oxymoron - 5/12/1998

SYMPOSIUM: E-resources: Electronic, Exasperating, Essential! February 6, 1999, San Jose, CA. 7 hours credit

Workshop: Licensing Electronic Resources. March 4, 1999, Reno, NV. 3 hours credit - teleconference.

CE602 The Care and Feeding of an Internet Training Program. May 14, 1999. Chicago, IL. 8 hours credit

Workshop: Copyright in the New Millennium: the Impact of Recent Changes to the US Copyright Law. May 21, 1999, Reno, NV. 3 hours credit

Other courses taken:

Workshop on Presentation Skills-given by Jo Farrell, sponsored by the VP for Academic Affairs at UNR-January 13, 1994

Symposium on Delivering Information to Support Health Practice and Training in Rural Regions - sponsored by University of Arizona Health Sciences Library - February 18, 1993

Organization and Interpersonal Behavior (Managerial Sciences 323) - taken at the University of Nevada Reno, fall 1981 - 3 credit course, audited

Management Skills Institute, Basic - given by the Office of Management Studies, Association of Research Libraries, November 18-21, 1980

Employee Appraisal - given by Resource Development and Training Section, Nevada State Personnel Division, September 11, 1979

Recent Developments in Oncology and the Literature of Cancer - jointly sponsored by the American Cancer Society of Northern California and the Medical Library Group of Northern California, November 1978

Nursing and Psychiatric Reference Tools - given by the Pacific Southwest Regional Medical Library Service, Consulting and Training Section, January 1977

Advanced MEDLINE training, UCLA Biomedical Library, December 1976