
Interviewer: Okay, so the flow of the questions, we start with some certain general kinds of things. We go into more specifics on innovation and then we'll return to some more general issues. So that's how the flow of the questions goes. I've done this several times. We come out about an hour.

Interviewee: Okay. Very good.

Question 1

Interviewer: So the first question and I'm going to read out the numbers so I have it on my recording, No. 1, this is just an opportunity for you to go through your background, your experience, your management leadership philosophy, so just freewheel on your experience, your background, etc.

Interviewee: Okay. Well, I'm a CA graduate in 1969 and then chose to pursue a PhD in Academic1, actually here at CB.

Interviewer: Oh, really?

Interviewee: So I studied in the Academic2 Department and the then-called Org1 Institute. After years of investment and facing a dissertation that would take me out to Region1 at that point for several years of research and then coming back to have to write the dissertation, and with one child on the hip and one on the way, decided that this doesn't make sense. So I grabbed a Master's degree in history and discovered something called the School of Library Service. And they took me in, extended my fellowship –

Interviewer: Here at CB.

Interviewee: At CB, and within a year, I was out working, making money. I subsequently was in a Doctorate program here in the Library School, but I followed an administrative path and ended up going to a number of major research universities with expanding administrative responsibilities [**administrative focus**], CC, CD, CE where I was hired as the Dean of University Libraries, CF where I was the Dean of University Libraries, and now at CB where my assignment really combines what one could say is academic computing because I'm the Vice President for Information Services.

Interviewer: Okay.

Interviewee: When I came to CB, that meant a lot of other computing aspects of the university, the networks, security, some administrative systems, which I ultimately decided were not what I wanted to work on, and so a separate administrative computing group was set up, and the university librarian. So Vice President for Information Services and University Librarian.

My life, my professional life, has always included a very significant participation **[engaged]** in the major national and international library associations. I just attended my 66th consecutive ALA conference, so I haven't missed one.

And I've always valued getting in and finding appropriate leadership roles in organizations **[leadership]** and so I find myself as chairs of boards or presidents of associations, including ALA periodically. I also think it's very critical to have a professional voice and therefore, speaking, giving presentations, consulting, writing for the literature I think are important responsibilities **[communication]** for anyone who works in an academic research library environment.

Management philosophies are interesting things. It's always hard to sort of describe what you feel, what you do. I think it's very important that an organization sort of defy or break out of the lines and boxes **[maverick]** that are on the organization chart. I sort of call that the "current lie" because you can't describe in that way how an organization really works. And so I guess part of my management philosophy is sort of a chaos **[organizational uncertainty]**. I sort of accept and embrace the notion of constant dynamics **[continuous change]** within the organization, of people finding the way to work together both internally and externally to get the job done.

I also think strategic planning on its own is a waste of time **[management philosophy]**. I think that strategic thinking and action are really important. We play the game. We write things down. We say what's important, but I also think that if you want to see what's really a priority in an organization, look at its budget. Where is it putting its money?

And so we try to be very innovative in how we deploy our resources. We try to be very innovative in creating maverick type organizational structures, either top-down created **[hierarchy]** or bottoms-up **[empowerment]** innovated. And we try to create as much distribution of authority and responsibility **[empowerment]** across the organization.

This is a very large, complex library organization with a lot of academic computing and information technology components.

Interviewer: I'm going to follow up on some of these.

Interviewee: Sure.

Interviewer: I will come back later to the phrase you use, the term "maverick," because now you hit on that.

Interviewee: Sometimes I use the word “hybrid,” but I like “maverick” better.

Interviewer: Okay and I’ll come back to that. But one of the things I’m really interested in, a number of the major university libraries combine now what they call vice president/president information services with university libraries.

Interviewee: No, actually, it’s very rare.

Interviewer: Is it? Okay.

Interviewee: It’s unusual.

Interviewer: Yeah. Well, it turns out at CG –

Interviewee: Yes, I know it has researched it very recently.

Interviewer: They’ve researched it just recent and so I actually haven’t done a count, but it’s –

Interviewee: It’s unusual.

Interviewer: It’s unusual. When you came into this position –

Interviewee: I had that assignment. I was hired into that assignment and my computing responsibilities were actually larger than what I have now.

Interviewer: Okay. So the –

Interviewee: But I didn’t want them.

Interviewer: Okay. Do you still have them?

Interviewee: I have academic computing.

Interviewer: Okay. And you still have that?

Interviewee: I still have it, so instructional technology, research computing, electronic publishing, those are aspects of my portfolio **[varied portfolio]**.

Interviewer: Okay. Could you just comment a little bit on how that piece of your role affects your role as university librarian?

Interviewee: Well, we integrated them. We don’t see them as distinctive, so we have an organization, which embraces instructional technology, information access, organization end use. We are creating – I’m going to use the word innovation where I think it’s appropriate – we’re creating innovative spaces within the libraries, in which we’re bringing those

elements together to work together. They work together now in various projects and task forces and we've jointly established some of these units, so the instructional technology prepares librarians. The library groups have lots of non-librarians [**varied experience**].

Interviewer: Okay.

Interviewee: I don't know if you've heard the term "the FERAL professional, FERAL?"

Interviewer: No. I know the term "feral" –

Interviewee: Okay, well, I published a paper –

Interviewer: -- referred to as a "feral cat."

Interviewee: Well, I wrote a paper a number of years ago, which has gotten a huge amount of play, called "Article1," and I was basically arguing that we're hiring a lot more people into traditional library jobs who don't have their Master's degree in Library Science because we need a set of skills and maybe innovative approaches. And we're hiring lots of other professionals, facilities, human resources, technologists, publishing, instructional technologists, web design [**varied experience – heterogeneous engineer**].

Interviewer: Okay, so I guess it's –

Interviewee: It all blends.

Interviewer: And it's very complementary.

Interviewee: Complementary and integrated.

Interviewer: Yeah, okay. All right.

Interviewee: We're trying very hard not to silo these organizations [**management approach**] because I think innovation comes out of these hybrid combinations.

Question 2

Interviewer: Okay, all right. So I'm going to pick up on something here you just said in the next question, so let me move to No. 2 and this is looking at specifically the university library and how you would characterize the management culture of the library.

Interviewee: Well, it's a large complex organization, so there's an inevitable hierarchy and bureaucracy that is part of the structure. We can't make that go

away. There are certain compliance responsibilities that are employed, certain processes, administrative processes, budget processes, that need to be enabled and supported, and that's just the way it is **[traditional responsibilities]**. So accountability within the organization dictates a certain structure.

To the extent to which the system allows us to break out of that structure, that's an important part of the culture here **[culture - maverick]**. Authority comes through your ability to take it, as opposed to asking for permission to do it **[management philosophy – initiative]**. So the extent to which we support self-starting types of things, spontaneous collaboration, both internal and external, and I guess that involves putting a lot more resources into the organization, as opposed to allocating them all from the top **[management philosophy – empowerment]**.

Interviewer: Okay. I have kind of what I call a benchmark where it gets related to culture and if you, again, look at your professional librarians, how would you characterize how they view the importance of tenure?

Interviewee: We don't have tenure.

Interviewer: You don't have tenure.

Interviewee: We don't have tenure. We don't have faculty appointments.

Interviewer: Okay, having MLS –

Interviewee: Well, I think for certain jobs at the university in the libraries, a MLS is a very highly desirable credential, but all of our jobs are advertised "MLS preferred," **[librarianship – perspective]** but any appropriate combination of experience and academic degrees can be considered.

Interviewer: Okay.

Interviewee: And so we hire a significant number of individuals into librarian jobs, who don't have library degrees.

Interviewer: Okay, let me just –

Interviewee: PhDs and others.

Interviewer: Do you sense any resistance?

Interviewee: No.

Interviewer: Okay.

Interviewee: I mean yes, I'm sure there are individuals who say what the heck is going on here, but we don't do it routinely. We do it in very specialized cases. So a couple of years ago, we were lucky to get funding to create a Tibetan Studies library and the new person had to know in [salvation ???} languages and Chinese, and there were no librarians who could come in with that background, so we hired [inaudible].

Interviewer: Okay, all right, good.

Interviewee: Who has instinctively stepped forward and done a great job.

Interviewer: Okay. This is just one of the sort of things –

Interviewee: I worry about library education, too, in terms of how it's preparing individuals to take on these assignments in archives of libraries.

Interviewer: I'm right next door to the Library School, Admin Library School, in the library.

Interviewee: This was part of the library school, right here.

Question 3

Interviewer: Okay, move on to No. 3. This is sort of looking at the institution, the university library. They usually consider themselves a member of a peer group and in this case, I'm looking for how you would characterize CB as being different or what are the unique characteristics of CB University Library versus others in your – I guess I'll call it peer group.

Interviewee: I would say size is a – if we could define peer group as the 123 members of the Association of Research Libraries, or we could define it as the top 25 institutions.

Interviewer: Let's take the top 25.

Interviewee: So I think size. I think we're third largest.

Interviewer: Okay.

Interviewee: So that is a factor. We're large both in the sense of – not both. We're large in the sense of our collections, traditional collections. [library demographics] We're large in the sense of our electronic collections, probably one of the largest in the world, both licensed and converted digital content that we create. We're large in the sense of the size and diversity of the staff, diversity in the sense of different types of backgrounds and expertise. And that's driven a lot by that information technology information services role.

We're large in the sense of the number of physical facilities that we contain. There are 25 individual libraries. We're unique in a sense of the commitment to special collections. We have extraordinary special collections at CB and they're very large and rich and all over the place. We're also unique, I think, in the sense of international collections. We have very large, very deep, comprehensive international collections. We buy from every world area and we have librarians who are assigned to work in those world areas [**librarian specialization**].

Interviewer: Okay.

Interviewee: So those are some distinctive elements.

Interviewer: Just specifically on this area, you're obviously in the middle of a large urban area. Does that have any – I mean –?

Interviewee: It's a private institution, so we are not open to the community. So that buffers some of the pressure that we might feel as a public institution [**environmental uncertainty – coercive force**]. I've worked in public institutions, Penn State and Indiana Bloomington. It makes costs, it makes it competitive in terms of being able to recruit and retain individuals, just the cost of living in New York City. So that's always a factor.

Housing and schooling for employee children, for families and for children, can be very difficult, and so we are able to maintain access to CB housing for our professional staff [**environmental uncertainty**]. And we have services that support our librarians in terms of schooling for their children. So that's really top in terms of recruitment and retention. So it has impact on the salary side and on the quality of life side.

Question 4

Interviewer: All right, let's move on to No. 4. We're moving now into a little more specifics on innovation. I picked up in one of your portal articles that we, the library community, the quote is we need a heightened attention to innovation.

Interviewee: Yes.

Interviewer: So I'm just wondering if you could define innovation, how you define innovation.

Interviewee: Well, I think it's experimentation [**innovation defined**]. It's creating new knowledge and sharing that knowledge. It's being entrepreneurial, leveraging assets, and trying to penetrate new markets, as well as to make sure that your capacities are deep in the communities that you

serve, the current markets. I think it's the ability to raise new questions and to organize the resources around trying to answer those questions. I think it's a spirit of – there's a spirit of collaboration because I think innovation today has its, what I would call, individual characteristics. Ideas flow out of people's heads, but the ability to translate those into action, to me, increasingly involves unique partnerships.

I think innovation also is bred by competition [**competition – coercive force**]. I think that the competitive environment, which libraries operate today, which there's this kumbaya in librarianship, which is probably not valid.

Interviewer: I'm very interested in the competitive aspect and I mean, like I said, I spent much of my life in the corporate world.

Interviewee: Well, we compete for people.

Interviewer: Okay, so competition for people.

Interviewee: We compete for resources. We compete for collections. We compete for visibility. So it's – I say money. So I think there's a tradition within librarianship that does not embrace the competitive environment [**professionalism – normative force**].

Interviewer: The vocabulary competition is not something you'll find typically in a university library, at least in my experience.

Interviewee: No, but I think competition is real. I think risk-taking and business planning [**management philosophy – business approach**] are fundamentally part of that, and so we try to breed that here [**management philosophy – risk taking**].

Interviewer: Well, again, in my experience, to try to get librarians to talk about something and maybe even in different terminology that is really that competition's kind of hard. You don't use the term.

Interviewee: Well, a square foot in this university is a piece of gold and so competition for space is something, as fundamental as that, is very competitive at this institution. But I think it's success and innovation. Innovation and success are very much linked to an acceptance of the competitive environment and I think on a grander scale, we're competing with new players in the marketplace [**competition – competitors**]. We can use the word Google, but there's a lot of them that have those same characteristics and objectives.

Question 5

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- Interviewer: Okay. Moving on, we're going to talk a little bit about innovation projects and here, what I'm looking for, this is question No. 5, if you can cite some projects, either within your library or the ARL libraries, that you consider innovative.
- Interviewee: Well, let me – I'll restrict my comments to what I've been involved in. I'm very focused on entrepreneurial innovations, leveraging assets to build new markets [**library services**], and to drive new resources. So when I was at CF, for example, I was involved in the early development and implementation of Project1. This was a very early joint electronic journals publishing project between the libraries and the press at CF in the Humanities, which has turned into this multi-million dollar business [**revenue producing**].
- That was very innovative and it was innovative not just in the sense of making content electronically available, but we set standards for the license agreements and negotiating with consortium suppliers, so we had to be very innovative in how we approached the pricing and marketing of that.
- Interviewer: Can you say where the germ or the idea came from or how it --
- Interviewee: It came out of the library [**library innovation**].
- Interviewer: Okay.
- Interviewee: It came out of the library. In that instance, it was a library initiative that says let's find a way to stop pushing paper around [**profession – process focus**]. Let's get some seed funding, some risk capital. It was a foundation grant. And see if we can do a demonstration project, but then change – and in the process, build the business plan and a sustainability model for this effort. And now, it's this huge, massive operation.
- Interviewer: Okay. Let me pick up on – I'm picking up on your vocabulary, by the way, in a number of areas and, as I mentioned, I read several of your portal articles, and you use a vocabulary that I've found actually only in the business world.
- Interviewee: And I have no business experience.
- Interviewer: Okay. In particular, business plan. Have you in these projects seen the –
- Interviewee: Oh, yeah. You have to build sustainability.
- Interviewer: -- a real business plan?
- Interviewee: Oh, you have to, yes. Absolutely. Otherwise, it's just going to fail. You can be as innovative as you want to be, but if you can't sustain what you
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put in place. Now, there may be some instances where it's appropriate to view it as a learning project and gain from that, and then kill it and move on. And that's appropriate. We've done lots of those. Let me give you a couple other examples.

Interviewer: Okay.

Interviewee: That was leveraging content and leveraging, perhaps, technology expertise. Another interesting project and this one was at CF, was leveraging space [**innovation – space management**]. One of the most beautiful libraries in North America is the Library1 at CF. Grand, beautiful space. A special collections library by day, we leased out that space every night and every weekend. So the last few I was there, we did 72 wedding receptions and it was netting – you should not include this – but we netted Amount1(\$ the last year I was there, all which came into the library's coffers.

So that was a very innovative – now that was in place when I got there, but we expanded it significantly and we set up a catering service, and all kinds. We had this music, music rooms and so forth.

The third one, and this is the last one I'll cite from CF and I'll cite a couple here, is we noted about year 1999, I think it was, we noted these private universities and colleges throwing to pump up CH being at the top of the heap and none of them were putting in place information services, library services for their faculty and students. So we proposed to a couple of them that we service their library in a virtual electronic sense because the students were all over the world. And we set up a business.

I firewalled [**management separation – method**] it from the library, physically and administratively and budgetarily, but it was a huge success and they're making millions now, the libraries at CF, through this service.

Interviewer: Okay. So they had access to all the journal indexes?

Interviewee: No, no, it was all firewalled. So we set up separate license agreements for them. We hired librarians who would work with them.

Interviewer: Ah, I see.

Interviewee: It was totally firewalled from the library proper. The only thing that flowed across was money.

Interviewer: Okay.

Interviewee: The net revenue.

- Interviewer: That is a very interesting –
- Interviewee: At CB, I'll cite three and I could say hundreds, but I'll say three. One is the Project2. This is a group based in the libraries that works with faculty to integrate technology into teaching and learning at the university [**new service – technology assistance to faculty**]. It's a university service. And that staff has now grown to 50 full time people [**innovation adoption**], with offices all over the university.
- Interviewer: If I'm teaching faculty, I come here and say okay, I want to use video in my classroom or whatever.
- Interviewee: They will work with you.
- Interviewer: And they'll help me do that.
- Interviewee: That's right. They're a grants engine [**new service – faculty assistance**]. They get grants from foundations and federal funding agencies. They develop new tools. They have patents on their work.
- Interviewer: Really? Okay. All right. And so for this center, are there librarians involved?
- Interviewee: There are some librarians in that group because we have several projects. We have the Project3. The Project3 is one of them, which where we're trying to draw relationship among teaching and learning, research and service.
- So one of the projects is a HIV/AIDS project where we're creating teaching and learning tools for health practitioners [**new service**] around the world, how they can work with HIV patients and couples, in particular. And then on the basis of working with them, we see changes in behavior of those couples and those individuals once they've been trained by these health practitioners using these tools, and this becomes a service to the communities around the world where HIV is a problem.
- So every one of their projects involves aggressive faculty partnerships [**faculty liaison**] and they're being written into grants all over the university now. So that's one, the Project2. They have a great website, so you can get a sense of how really innovative they are. They're very innovative.
- The second is a relatively new group called the Project4, in the libraries, and this is 20. We started out with funding for 20 individuals. They're a place we're hiring post-docs to work in that group now. They're working on the science and research cyber infrastructure, in other words, how do we work to collect and archive research data [**new service**].
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Interviewer: Science data in a [large sector ???].

Interviewee: Right. They're doing [instant ???] repository. They're working on faculty and researcher portfolios. They're doing development of tools and platforms for collaboration and support of scholarship.

Interviewer: I must be, in my other job, intersecting with some of these people.

Interviewee: Maybe. Person1?

Interviewer: Yeah.

Interviewee: We hired her from the Org2 to run this group.

Interviewer: Okay.

Interviewee: And the other group is headed by a PhD from Teacher's College.

Interviewer: Okay.

Interviewee: The third group and I'm going to restrict myself to those because I will waste all of our time on this question, is we've created a copyright advisory office in the libraries **[new service]**, servicing the – now, these are three agencies servicing the entire university.

Interviewer: Okay, all right.

Interviewee: And we hired Person2. I don't know if that's familiar to you.

Interviewer: Yeah, that name is familiar.

Interviewee: He's now here and this is an educational advocacy of advisory office for everyone at the university. It's not the University Council. It's not a clearance office. It's where you get permissions managed **[new service – copyright]**.

Interviewer: [continue.]

Interviewee: So those are organizational innovations and I have some of these at CB. I mean there are entrepreneurial business statements. We have a partnership with the University Press where we've done some joint publishing, Org3. Case in point, Earthscape, **[inaudible]** Burgee, National Science Digital Library, so there's some really cool stuff going on there.

Interviewer: [continue.]

Interviewee: So those are some examples. And what makes them innovative? They're innovative in that no one else did them before. They're organizationally stressful [**environmental uncertainty – stress**] and it brings lots of different types of expertise into the organization [**diverse job specialties**]. There are more maverick type units. They tend – although we've integrated them into the structure, they have much more of a campus-wide national, in some cases, international, role in responsibility [**maverick organization – broader impact**].

Interviewer: Okay. Can you, with these – when you read the literature, there's a lot of commentary about the pace of innovation and some people saying, well, this is a 30-year project. Can you comment on the pace here?

Interviewee: Well, the pace is increasing significantly, but you know and I'm going to bastardize some quotes that I use sometimes. We're trying to do tomorrow's job with yesterday's tools and so we need new tools. And so the pace of change in technology means we have to think and act much more quickly [**rapid change – coercive force**], and that's why strategic planning, in my view, has real limitations. And so the degree to which we can be strategic in our thinking and action, that's okay.

The other thing that I observe is the people who we are working with in our user community very often are way ahead of us. They're much smarter than we are. Not in terms of how to use information, but in the tools that access the information. And so that's a challenge to our professional – sense of professional worth and so therefore, we need to move much more quickly and be much more agile in how we respond to the changes [**environmental uncertainty – change in professional skills**].

Interviewer: I'll come back to this.

Interviewee: And resources, I mean we're not going to get new resources of any system. We're lucky here. Quote1.

And that's the only way, I think, we're going to be able to make major steps forward beyond inflation, is being innovative in terms of how we deploy our resources. And I want to talk one thing about an innovation – how we deploy our resources and how we attract new resources. So resource allocation to me is one factor and that's where most libraries are at, in terms of their thinking about innovation, is reallocation, although it's hard for libraries to reallocate [**management – budget re-allocation – traditional normative force**].

But resource attraction is where we need to spend our time because that's where innovation will occur [**management philosophy – resource allocation**]. And what I want to say is we reallocated aggressively here.

Interviewer: Can you, on that point in particular, for example, if you look at ARL staffs on visits to public reference desks, the graph is sort of like that, which suggests that there might be an opportunity for reallocation.

Interviewee: No, to me, reference is changing. I would say about 50 percent of our reference desks have gone, but our reference service is very aggressive and very active, and it's taken the form of chat reference and electronic mail reference and instant messaging reference and consultative reference [**innovation – modification of an existing service**].

Interviewer: So when you say reallocation, can you give me an example?

Interviewee: Well, one example is in our acquisitions budget. It's one area where we've had real, real growth. Not inflationary growth, but real growth. And about six years ago, we decided to reallocate Amount2(\$ a year, base, so continuing dollars, to a Amount3(\$ total, which we achieved last year, to fund digitalization projects because all of our digital projects were being dictated by grants and we said we've got to have some control over the things that we think are really important to digitize. So now, we have a Amount3(\$ digitization fund that enables us to do that and we pulled it out of the collections budget.

This year, we started another path for five years. We're going to take Amount2(\$ a year out of our acquisitions budget and set up a digital preservation fund because we've got to step up to this. We can't create it and then not archive it [**management – budget re-allocation**].

Interviewer: [continue.]

Interviewee: Okay, so now, that's innovation in terms of how we're deploying resources.

Interviewer: So those resources are dollars being reallocated in different places. It would sort of imply that roles, responsibilities sort of need to follow the dollars?

Interviewee: That's correct and we created a libraries digital program office [**specialization – new unit**] and we reallocated eight positions to that. It's now grown significantly beyond that. So we said we're going to put money into it, therefore, we've got people – we need people to define a plan, set a direction, and outline an annual plan for our digitization work. And the money, the Amount3(\$ plus grant money that we bring in is what will be the resource.

Interviewer: Does any of this amount to changing existing roles? Let's say –

Interviewee: Yes.

Interviewer: -- I'm a librarian responsible in collection development that retrains.

Interviewee: In some cases, yes.

Interviewer: And doing something about it.

Interviewee: It does mean a significant commitment to staff development and to retraining of staff. And sometimes, this involves cancelling out and sometimes it means incentives for retirement, and I think that's how we can be innovative on the personnel/human resource side is also relevant here.

Question 6

Interviewer: It's part of it. Okay, let me move on to No. 6. One of the things that I've found, at least in going through innovation literature, whether it's business or libraries, is not a whole lot of discussion of failures. I was reading something about in the early '50s, there was a lot of work that was done in World War II to apply operations research, quantitative metrics, queuing theory, probability and there was a lot of optimism for 10 – 20 years. In the early '80s, it just totally disappeared. You can't find any more references to it.

So I was thinking okay, in a sense, this was an innovation failure. Here was a new mathematical approach that just didn't work. So I'm wondering if you – and you mentioned earlier, well, it's appropriate sometimes to just cut them off.

Interviewee: And I've done that.

Interviewer: So can you –

Interviewee: Well, I think there's some barriers to success in innovation projects. One barrier is not extending some upfront thinking [**vision, introspection**] to vision. What are you really trying to accomplish. And so I think visioning is an important front end to any successful project. I think making sure that you've got a well thought out business plan [**business plan**] and a well thought out tactical plan [**plan**] because I think having a sense of not only where you want to end up, but how are you going to get there. And I think those are two elements.

I think having the appropriate resources. I've seen many projects fail because they've been under-funded, so adequate resources. I think the right expertise. It's really important to have the right people plugged into these projects [**connections, network**], either through recruitment or training or reassignment within the libraries [**specialists, skills**].

I think assessment. I think projects fail because there's not in place strategies for evaluation and assessment. We have an assessment office within the libraries [**organizational structure**]. They have an annual plan for assessment [**plan**]. They do things ranging from which chair to pick to put into a certain library and they have an assessment strategy for that. Evaluating the usability of websites. Live call, they do the live call work for us.

Interviewer: Okay. So in the assessment, I mean I'm again sort of relating my business experience . . .

Interviewee: Just watching.

Interviewer: We took business planning very seriously and we marched projects through and if they weren't making the business plan, in particular revenue and profit in this case, they were cancelled.

Interviewee: So we don't evaluate everything in terms of financial. I mean that could be one of the elements, but I think we're also looking for service enhancements, collection improvements, innovative applications of technology, and we use that word, innovative applications of technology.

Interviewer: Are sufficient criteria planted in the business plan for you to actually do the assessments?

Interviewee: Well, that's what we hope. That's why we have an assessment office. And everyone's encouraged to start with that office in terms of putting an innovation – a plan of action together. I'm sure there are people who don't and they pay a price for that.

Interviewer: Just one more question on this. Have you seen a specific, what you would call innovative project that failed that you thought should have been successful?

Interviewee: Yes and I shouldn't talk about it because it's – Some publishing projects [**innovation failure**] that we get involved in I think did not incorporate these elements properly and did not end up achieving their goals, and turned out to be learning experiences as opposed to sustained projects.

Interviewer: The way you thought it should have been.

Interviewee: Yes, exactly. And these are some of the failures points in my view.

Interviewer: Okay, all right. I'm wondering one of the things, again in my previous career, was trying to encourage people to publish, to talk about their failures. Have you seen –?

Interviewee: No, we tend not to do that. I don't know if you saw I guess it was an editorial in Portal I did a number of years ago. Was it the R and D Imperative?

Interviewer: Yes, I read it.

Interviewee: I talk a little bit there about publishing for the literature. We tend to – and I don't know where I picked it up, but I used the term, “glad tidings and testimonials” because too often we only tell the good stories and the successes.

Interviewer: We need to learn how to –

Interviewee: Well, we don't even do that. We don't even share good information in our field [**communication, sharing of information**]. I think I described this as an information-poor information profession. We are. The seat of the pants [**process, method of operating**] is how we operate a lot.

Question 7

Interviewer: Okay, let's move on to No. 7. What I'm looking for here are policies and practices that you feel are operating within your university library.

Interviewee: Well, I think it aligns with some of these. I think having project management tools in place are very important. I think having a source of risk capital [**R&D investment**], both in terms of the internal funds that we've reallocated, but also I mean we have a grants office in the library, too, so that's another great tool that supports innovation. So having access to resources, both internally and externally. I think having an assessment office and an annual assessment plan. Those I think are important practices and policies within the library.

Interviewer: Is there anything – well, maybe some of these. I'm looking for something that might actually stimulate innovation. In other words –

Interviewee: Okay. Okay, I see what you're looking for. Well, we do have Brown Bags and we have invited speakers and those are largely geared to stimulating thinking about new directions and new approaches, and we tend to bring in people who have done that successfully from other institutions. We do provide support to get our librarians out to conferences and to workshops, and I think those can be sources of stimulation. Not always just in terms of what's presented, but the interaction with librarians from other institutions.

So you never have enough money for staff development and travel, but we constantly are trying to build that. We do have a promotional structure. Even though we're not faculty appointments with tenure, we do have our promotional system, which is geared to professional

accomplishment and so there's a sense that one has to be involved and have a professional voice [professionalism].

Policies and practices that inspire innovation. Well, we reward it, so I would say that the compensation system, the merit compensation system is very – that's a fact, absolutely.

Question 8

Interviewer: I'm going to sort of blend into this. Question No. 8 really turns to behaviors and I mentioned I was going to – you used the term maverick earlier – so what I'm looking for here is if you look at an individual or a group, what you consider to be behaviors that are important to innovation.

Interviewee: I think the least amount of hierarchy [organizational complexity], so reduction of hierarchy. Reduction of bureaucracy [organizational complexity] and its unnecessary process and procedure. Flatness and maybe that's linked to hierarchy, but I think a sense of collaboration, a sense of – I don't know if equality is the right word, but sort of maybe a peerness, a sense of working with a group of peers. An ability to be outlandish [individual behavior] and not to be criticized for crazy ideas.

Interviewer: I've run across a fair number of references where they use a phrase like "creative deviant."

Interviewee: Yeah, I think you have to create a tolerance for creative deviance.

Interviewer: And that sometimes these people are not accepted.

Interviewee: Yes, so I think one has to create a culture of diversity [diverse styles], diversity in the sense of styles.

Interviewer: And that somebody like this would be tolerant.

Interviewee: Well, I don't like the word "tolerant." I like the word "celebrating."

Interviewer: Celebrating, okay.

Interviewee: No, seriously, I find tolerance to be a negative word. It's ironic. This person is crazy, but we'll let him be here anyway. And I think it's been misapplied in the racial and cultural diversity area. So I think creating an organization that respects individual approaches. Some people need to and are most successful as part of groups. Others are more successful as loners and individuals. And creating that culture that supports and enables that.

Interviewer: Just following up on some of your vocabulary that I picked out, I think of the R&D article. You won't find the phrase "technology transfer" used in the library much. Well, I know Person3 used it all the time.

Interviewee: Oh, I agree. I apply it in three ways. To me, it's a fundamental part of R&D in that at sort of a soft level, you transfer that technological technical experience and learning to other institutions. So that's sort of the soft side of it.

The second side of it is that you – the other end of that spectrum would be what I'd call patent, where you've created something that you're going to leverage and make money [entrepreneur] on. But in the middle, it's something which I would call more of a – I guess I would put it more into the open source type of environment where we're going to build on each other's work and so, to me, if one looks at a continuum, that's how we'd define it.

Interviewer: Did you see this in particular happening between libraries?

Interviewee: No. Well, I think some of the more open source work that's going on, so we're working with **Sakai** and hopefully our project with Fedora and we're part of the new library management system project at Duke. So I mean there's lots of – there are opportunities, I think, now that didn't exist. We're planning a conference next spring up in Boston, which will be open source in the future of the research library, and so we're hoping to generate a lot more understanding and possible application of that concept.

But open source, to me, fits on that continuum of technology transfer.

Question 9

Interviewer: Yes it does, and hopefully it will facilitate technology transfer. All right, so let's move on to – we've got a few more questions here – No. 9. What I'm looking for here is what I referred to as social groups, but let me be more specific. Traditionally, in the University Library, you talk about students, faculty, staff, and maybe break down those in a little more –

Interviewee: As employees, in other words?

Interviewer: Or within the university. Within the university. And we have these classical disciplinary divisions you humanities, science, social science. Do you see any change that is having any kind of significant impact?

Interviewee: Oh, yeah. I think they serve as useful buckets, if you will, to think about the university, but in the same way I think an organization chart is a lie [bureaucracy] , I think those buckets are constantly being sort of

dumped out, if you will. I think undergraduates at CB are getting involved in research very early in their careers, so I think there is an involvement of students in research is one of the things that's – I mean real research. I mean they're publishing. They're publishing in the literature, the disciplines.

I think the commitment to graduate education and professional education is very significant and it applies at CB and **[inaudible]**. So definitely the involvement of research is important.

I think the whole post-doc environment, I mean we have oodles, thousands of post-docs here, and so I think the blurring, if you will, of what's a researcher is not just the faculty. It's this massive group of researchers **[relevant group]**, who are either –

Interviewer: Is that in –

Interviewee: I think it's exploded. Exploded. **[major increase]**

Interviewer: It's exploded, so it –

Interviewee: It's more researchers than faculties at CB. And it's not just the science and medical fields. It's all over the place. I mean I'm hiring post-docs and we have jobs, which are defined as post-docs and they're being based at Project4.

I think that there's librarian and faculty partnerships **[collaboration]** that are very new, where we're getting written into more grants and we're writing faculty into our grants. And so that team approach is very increasingly part of the library.

Interviewer: How are the librarians participating in the grants?

Interviewee: Well, in some cases, they have specific skills, like GIS, for example, that's necessary or digital preservation and archiving or they have a degree, a PhD where their peers are actually peers in the faculty. What we're trying to do, although we're still defined by physical libraries, I think, increasingly, our success is going to be defined by the librarian in the laboratory, the librarian in the classroom, the librarian at the bedside **[physical boundaries]**. That to me is where our future rests.

And we conceive of new physical spaces because we're building a new campus at Region2, we're not talking about libraries. We're talking about a School of Business with no library. School of International Public Affairs with no library, the Project5 with no library, but with information centers. So more like special library relationships, where a librarian gets involved in the conception of a project and you have an

information specialist, a knowledge management person, right at the partner, the peer in the process [**collaboration, liaison**].

Interviewer: This is a fascinating concept because what I have, again, experienced at Corp1 is we had information specialists attached to researchers, so it was –

Interviewee: Well, our relationship with the faculty has – and I think I created a taxonomy in one of my articles about the faculty/librarian relationship – it's been very much a sort of a servant relationship or stranger relationship. And I think the partnership, the collaborative model, is becoming more and more the case. I can't remember the terms I used, but that taxonomy is shifting, I think.

Question 10

Interviewer: I hope it is. Well, this leads right into No. 10 and I picked out three quotes here and, in particular, just what you said here, Jesse Shera has written an awful lot about libraries.

Interviewee: [comment.]

Interviewer: And so Jesse Shera is kind of commenting on how we view ourselves. Carla Stoffle is university librarian.

Interviewee: [comment]

Interviewer: And Martel is commenting on services. I'd like to get just quick comments on each one of those, starting with Jesse Shera's and how he characterized how we view ourselves.

Interviewee: Well, I think he's really – I can't remember the source of that quote, but he's really talking about librarianship as a profession in many ways and I think that's one of those sort of inevitable, but ultimately frustrating debates. And I think we spend too much time – we spend too much time on faculty status. We spend too much time on “are we a profession,” and we spend too much time on information literacy, in my view. And so this question of whether we're profession or not I think is not a relevant question [**introspection – relevance**].

Interviewer: Okay, so let me just follow up a little bit on this. Well, what he was trying to say in a number of places is that what professional librarians are doing is basically subordinating themselves.

Interviewee: Well, I mean I speak to the servant relationship and I think the peer relationship, the collaborative relationship, is what we need to strive for and I think we're making progress.

- Interviewer: You think we're making progress?
- Interviewee: Huge progress [**perspective – optimism**] and I think it's part of the changing nature and role of the library. I can't remember what paper I said it in, but we have this legacy role. We can't make that go away. We have ten million books; gotta manage them. I've got hundreds of thousands of square feet space. I gotta manage that.
- We are a gateway. We've got that gateway function [**role – information transfer**]. We've got a repository function in terms of long-term preservation [**role – preservation**]. I think we have a sort of an entrepreneurial function [**role – entrepreneur**] in terms of experimentation, R&D, innovation. And I think we have what I call public interest function. That is how – and this is an area for tremendous innovation – how do we represent the public interest in the information policy debates at universities, in the nation, and around the world? [**advocacy**] I mean copyright and scholarly communication and privacy is where I spend my time.
- Interviewer: Okay, all right.
- Interviewee: I mean that's an area for a huge innovation, which puts us in a very different place in relation to those we serve.
- Interviewer: I think he was commenting a lot on how librarians view their job as basically mechanical.
- Interviewee: Yeah, but he operated in what I would argue was a pre-copyright, pre-scholar communication, pre-privacy environment. And that information policy agreement is huge in terms of opportunity for collaboration and innovation.
- Interviewer: Carla Stoffle, this article was written in 1996 and she follows on by saying, "And by the way, we need to change quickly." This was in 1996.
- Interviewee: She had created a team-based organization at Arizona, which I think has its own problems. I think it's – and I've said this to FN1 – it's management by cliché [**management style**]. I think we have to be careful that we don't substitute one type of bureaucracy for another. And I've heard the librarians at CI talk about their primary job assignment and then these teams that they have to work on.
- So I think we need to be cautious, but the basic point that she makes, the notion of self-examination and reflection [**introspection**], and the questioning of assumptions is very solid, absolutely solid.
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- Interviewer: And it's sort of how we then respond to that. And coming back to a comment you made earlier, you used the word "chaos," which suggested to me –
- Interviewee: Oh, I view it as a great chaos.
- Interviewer: -- sort of organizational change.
- Interviewee: Yes. I view chaos as a positive value. I quote something, I think Henry Adams. "Order breeds habit, while chaos breeds life." And so I want libraries that are full of life [culture].
- Interviewer: Martel.
- Interviewee: Yes, Charles Martel. I know him well. This is from a College and Research Libraries article.
- Interviewer: He says we need to create services unthinkable.
- Interviewee: Yeah. But I think the legacy – I think we have to be cautious in terms of how we approach this sort of new value added services. But libraries like CB and CG have major legacy responsibilities and we can't make those go away. We can't. We've got physical spaces and physical collections that we need to manage and people still want them.
- And as much as we put out on the Web in terms of content and services, there's a certain quality to personal interaction and personal relationships that we need to respect, understand, and invest in. And so how do we create the service points? How do we create new collaborative workspaces?
- One of the innovations is that we're creating a digital social science center and we'll create a digital humanities center and a digital science center over the next two years. And these are high-end technology collaborative spaces. Not information commons (commons?). These are really – these are not sort of glorified microcomputer labs. These are really spaces for interaction among instructional technologists, research computing, librarians and information technologists, working with users **[new services]**.
- Interviewer: Well, this is interesting here. How does that – at CG, I know a lot of our academic departments, public planning, they have huge GIS capabilities.
- Interviewee: Yeah, so GIS will be part of the – we have a large GIS in the libraries. The electronic data service is organizationally, budgetarily in the library. The electronic text service, like at CG, is physically and organizationally in the library. And they will service the hub for some of these new digital centers.
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Question 11

Interviewer: Okay, I see. One last question here and we're close to on time here. Just summing up, if you stand back and look at academic libraries – I use the word “threat” – if you were to single out one or two major threats that you see in the next future, ten or 15 years, what would it be?

Interviewee: Well, absence of vision **[threat]**. Having a clear – maybe clear's not the right word – but having an energetic sense of where we're going, both individually, that is, as an institution, but also together. Two: not embracing and understanding the competitive environment **[threat]** in which we live and work as academic research libraries. Three: not being willing to break rules and try new things **[threat]** and move in new directions. Four: not being ready to raise our hands to take on new roles and responsibilities **[threat]** that universities desperately need; instructional technology, research computing, copyright advisory.

I mean so it's being in the right places at the right time. That's another risk, that we could be marginalized by not having access to the right forum, discussion forums, where decisions are being made about the future of the university.

Interviewer: All of this sort of has certainly very much a risk-taking flavor. Again, I wouldn't characterize, at least traditional librarians, as risk-taking.

Interviewee: But we take risks all the time. We do. We don't characterize it that way.

Interviewer: How do you make it happen?

Interviewee: How do you? Well, one, you create an environment, which risk and mistakes are embraced and tolerated and viewed as learning experiences **[culture]**. I mean that sounds so trite. But not dwelling on them. I mean the libraries sometimes are just so involved in wringing their hands over something they've done or failed to do and that, I think, gets in the way of moving forward.

And I think one of the other threats, if you will, is not being willing to diversify our pool of expertise **[threat]** and really recruit for the job that needs to get done, without always being focused on the traditional credentials that we've relied on. And that should not be seen as a threat to the masters of green librarians.

Interviewer: I did sort of my own comment on it. Again, in my corporate experience, we had actually moved to a point where we had seminars on failed projects and I think we were actually beginning to create a culture where people weren't embarrassed to do that and so there's some real possibilities there.

Interviewee: Sure, sure. And then how do you translate that experience and that understanding into the next project?

Interviewer: We are a little bit over.

Interviewee: That's okay. I just know they want to get into this room because there's a reception for somebody.

Interviewer: Okay. Again, I want to thank you very much. This has been extremely helpful.

Interviewee: Good. I hope we took it in some new directions.

[End of Audio]

Duration: 61 minutes
