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Question 1

Interviewer: Question No. 1, and this is just an opportunity for you, if you will, to kind of freewheel about your background, your philosophy, your experience, your management philosophy, and just to sort of generally tell me about your background and experience.

Interviewee: All right. Okay. Well, I will start off by saying that I'm a first career librarian. I did not come into this as an afterthought, and is at EA in my first ARL appointment. I've worked at large academic libraries like EB and EC in Ohio before this, my third appointment within the United States.

I was educated in Country1, and had my first Library Science degrees from the ED in City1. So, I've been in the field since 1975 when I graduated and have progressed from a small polytechnic-type library in Country1 to large academic libraries here and now, finally, at an ARL here at EA.

I would describe my management philosophy as very participative and consultative **[management philosophy]**. I am probably more the servant-type leader than the autocratic leader. I do enjoy embracing ideas from my colleagues, both those who report to me and even lower down. Like to vet decisions within the organization to make sure that people are on board and own any decisions that are made. And believe strongly that everybody at every rung in the ladder has something to contribute to the successful organization.

And so, I am not the lonely leader, typically, and will often call on folks with more knowledge **[get ideas from all]** than I have to help articulate some of the vision and/or decisions that we need to make. So, that's just, in a nutshell, a little bit about my background. I have been in the country 22 years now.

Interviewer: On your previous experience, do you see a significant different between EA and let's say EC and EB?

Interviewee: Certainly the scale. Yes, it is much larger in terms of both the student body – the size of the library, obviously, is much larger here at EA. It is an ARL library. The others were not. Both of them were extensive research libraries, but not ARL members. And it is interesting, as I continue my work here in a leadership role, I find the ARL settings to be much more political

[environment – coercive force] in nature than either EB or EC were.

Interviewer: Really? Okay.

Interviewee: Yes. And the issues are very similar at the Dean level, I think. You're gonna get grumpy faculty. You're gonna get students with expectations for new things that the library needs to do. In that realm, I think it's very similar, but I think faculty at ARL libraries – or rather at ARL research institutions, especially a place like EA where we have several research centers, creates a very different environment to work in, and your decisions are much more closely scrutinized, I think. Especially –

Interviewer: Okay. That's really very interesting. Just as a side note, in my turning this into a dissertation, I actually planned to look closely at ARL as an institution, if you will.

Okay. Just one other quick follow up here that may seem obvious, but I've been asking everybody this question. As you understand innovation, do you consider it critical for the success of an academic library? In other words, critical for people to understand how to innovate within the library?

Interviewee: Yes, I do. I think it's important that university librarians, Deans, and Directors create climates that encourage strategic innovation. I think it's critical for the success of libraries into the future **[importance of innovation]**. So I guess we're gonna talk a little bit more about –

Interviewer: Yeah. We'll get into that. I just –

Interviewee: – get into that because I think it is important because we are living in interesting times, as the Chinese say. Things are changing around us at such a rapid pace that to not think strategically about innovation is to render yourself irrelevant.

Question 2

Interviewer: Yeah. I think that's probably true. Okay, let's move on to No. 2. And here, I just want you to look broadly across the library and describe the management culture in your library. I guess more

from the perspectives of librarians and staff. How do you think they see it, and how do they carry out their management duties?

Interviewee: We have librarians who have faculty rank in our library. We have about 58 of them, and we have many more support staff, University support staff. And there's 177 people in this organization. And so there are many managers, middle managers.

And it's interesting that you should be asking this question because I have a Management Council **[process innovation]**, and I meet with them on a monthly basis. And I've been at EA for two years now, and have conducted those Management Council meetings pretty much as a talking head, bringing them up to date and inviting agenda items for them to bring to my attention or issues that they believe were important in their management role without too much success. And so, this year we changed that. In fact, just last month.

And so, this next management council is gonna be the first attempt to talk about the role of managers and how they and what they perceive as important roles and responsibility as managers to help lead this library into the future **[future roles]**. It's interesting that – it's my observation that many of them wait to get instructions, or to wait until somebody higher up tell them what to do instead of taking initiative to lead some of this **[hierarchical structure – lack of initiative]**.

And I say it often, "I welcome new ideas. Let's talk about" – but I don't get the response that I hope to get. And, much like you said at the beginning, you thought just by saying it or doing it, you think people will do it. They don't. And so, I think what I'm gonna do is really have them own, by sharing with others and with me, what they value within the profession **[self-reflection]** and how the operation allies those values in the work environment, as well as what they view as their role at the management council meetings and beyond, into the work unit where they ultimately have people who report to them.

I followed a very traumatic period for the library. When I arrived here, they had just gone through five years of upheaval **[prior events]** and unhappiness, I guess is the best way to describe it. And so, I think I'm suffering, as a Dean, still some of the baggage of that era. And so it's been challenging to get them to understand

that I really mean it when I say, "I value your contributions." It had not been the case in prior years.

And so I think there's still some suspicion as to, "Does the Dean really mean that?" **[suspicion of management]** So I'm trying to work with that culture and trying to change or modify that culture into really ensuring that people feel that there's a risk capital for them to come forward and to even implement some of their ideas.

Interviewer: Okay, this is fascinating. Actually this is why I would look at the way you describe your Management Council as an administrative innovation, frankly. It's the way it sounds.

But just one follow up here. When you said that you weren't getting the success you were expecting, the issue there was, as you had described, that people weren't taking initiative. Was that what you saw –?

Interviewee: Yes. That they were not – my understanding is that they were used to being told from the top down **[management hierarchy]** what will happen, what the decision is, and so on. I'm much more from a bottom up perspective and so it – I had one or two people send me an agenda item and said, "Well, maybe we should talk about this today because it's important." And that happens once in the two years.

Interviewer: Really?

Interviewee: Yes.

Interviewer: Okay. Just one other quick kind of indicator under this question. Do the professional librarians there support the notion, or do you support the notion, of hiring non-MLS

Interviewee: I actually have somewhere in my notes here at the bottom your last question and some of the threats. I think that's exactly one of the threats, is if we insist on hiring on MLSs. There is a strong culture here of they have to have the MLS and something that I'm facing at the moment because as we move forward, it's very clear to me that we should be looking broader than just the MLS **[hiring non-MLS librarians]**. We do have a third category of people called

unclassified professionals. And several of them, and some of our support staff, have MLSs. They're just not in librarian positions.

Interviewer: Okay, this MLS is kind of a significant indicator for me and indicative of the traditional culture.

Interviewee: Um-hmm. Right. I think it's a barrier, personally.

Question 3

Interviewer: Yes. Okay, let's move on to No. 3. All of the libraries in ARL are typically members of a peer group. For example, for you I guess it might be the libraries in the Conference1 in the conference or maybe there are other peer groups, but as you look at the library at EA and your peer group, can you characterize what you think some of the unique characteristics are in the EA library?

Interviewee: Well, let me step back just for a minute here. Organizationally, EA is unique – excuse me for a minute. EA is rather unique among ARL libraries. With the exception, perhaps, of EE, where the libraries and information technology both report up to the VP for Information Services.

So instead of reporting to a Provost, I report to the VP for Information Services, who in turn reports to the Provost.

That is rather unique in a large library, and so we're one division here. We do not have IT in the library, per se. That has been merged at the IT level. And so we are totally dependant **[organizational barrier]** on our IT operation and support and maintenance from Central IT, which is also supporting the rest of the University. So, that is a major difference.

Interviewer: Difference, yes.

Interviewee: Certainly.

Interviewer: Can I ask you how you feel that's working?

Interviewee: Some days it works better than other days. It's a challenge, even after 12 years.

Interviewer:	Okay.
Interviewee:	In this kind of organization, I think, if you look across the country, there's been marriages and there's been divorces. EF is perhaps a good example of that – not EF. One of the universities in – where was Person1? Not Person1 – anyway, one of the universities in California, I think, recently decoupled after about 10 years in a situation like that.
Interviewer:	Yes.
Interviewee:	I'm not sure that it is the best. There's no arguing that libraries and IT need to work together. We are so dependant on IT that we need to report up through the same structure. I'm not so sure we're so bad, but that's what I inherited here. I think it could work better. There's such differences in the two cultures **[external force – coercive]** between IT and libraries that that seems to be a barrier, and there's something wrong up and down the ladder.
Interviewer:	Yes, we left that organization here, I think, some 10 or 15 years ago, and I wasn't here to experience that. And just back to the uniqueness, there's an organizational aspect that's unique. Is there anything else that pops into your mind that might –
Interviewee:	That's unique?
Interviewer:	Yeah.
Interviewee:	I'm not sure if it's so unique anymore, but we have established – I have established within my first year a new unit that would support researchers. Faculty who are teaching, but also who are doing research. I'm not talking about the major research centers of researchers who don't teach. To really support them in new and innovative ways in the digital scholarship arena **[innovation – unit to support research]**. And I'm not so sure that we are very unique. EG certainly has had something like that for a long time. There may be others, too.
	We are also among the leaders of the pack in institutional repositories **[early adopter of an IR]** . Now again, there may be more than just us. We may not be that unique anymore, but we were certainly among the leaders three, four, five years ago in

terms of the open access movement and encouraging faculty to deposit their scholarship into the University's institutional repository.

Interviewer: Can you just comment on how you see faculty deposit working with your institutional repository? Is it accepted? Is it embraced? Is it slow getting started?

Interviewee: Well, it was slow getting started, certainly. I came in and they were in their third year, or maybe fourth year by then. What is very notable here is, I'm not sure if you know Person2, who used to be the Provost here, and is now the Academic President with **[inaudible]** in Washington, D.C.

Interviewee: No.

Interviewee: Person2 was the Provost here for close to 30 years, and was an interesting Provost who took the price of journals – the escalating prices of journals very seriously, and decided that perhaps EA could be a leader in launching this institutional repository **[faculty deposit innovation]** called Project1, very similar to EH's one, I think. In fact, EH talked a lot with our folks to establish theirs.

That was an innovation that was probably resisted very heavily by faculty because at the time, and still today, promotion and tenure so heavily rely on publishing in the right peer review journals, the **[inaudible]** journal. And so, there was a real fear **[relevant group – closure]**, I think, as there is still today, among faculty to deposit somewhere where it wouldn't be counted towards or recognized.

So it was slow in starting **[rate of adoption]**, and it took a lot of work on the part of our librarians to educate faculty about the purpose of this. That they could continue to publish elsewhere, but they could submit their final copy before publication to the IR for open access to other scholars on campus and so on. We continue now to work with them, the Project1 Unit, I had mentioned to you early on. There's a dimension of that. We have two faculty librarians **[new roles]** there that work specifically on scholarly communication issues.

And in fact, after EI's Humanities and Arts faculty embraced the open access initiative there – was it last year? Or two years ago? We have taken steps on our own campus and we are now – our

Interviewer:

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Interviewee:

library's in the leadership position to work with other faculty. We embrace the notion of open access. And making a presentation to the faculty centers next week to adopt this as practice.

Interviewer: Okay. This is fascinating. I wanted to follow up. You mentioned that there's two faculty librarians that are leading this digital scholarship.

Interviewee: Right. Well, there's a total of, I think, six or seven librarians in Project1, but at least two of them are working very closely with the scholarly communication as an initiative here.

Interviewer: Okay. I'm interested in the titles. Are the titles changing for these people? Are they traditional subject specialists?

Interviewee: At the moment, they have titles that reflect traditional subject titles, subject bibliographer-type titles.

Interviewer: Yes.

Interviewee: But, as you've probably noticed, in many libraries the Assistant or Associate Dean's typically have those titles. In fact, when I arrived here, the outgoing A.D.'s at the time, title was Assistant Dean of Collections and Scholarly Communication. We have not changed.

The only new position that I have named was the Coordinator for Project1, but Project1 is the umbrella unit. We will likely change that title once Faculty Senate adopts this so that we can more clearly identify the librarians who will be working in that area.

Question 4

Interviewer: Okay. Let's move on to No. 4. Here, I'm not expecting you to be an expert, but we're moving into some of the specifics. If you could characterize or describe how you think of innovation.

Interviewee: Well, I think, for me it describes things that change the way we can do what we want to do. Things that, hopefully, will add value also. In the public sector and in libraries in particular, nonprofits, I think it is important that innovation is very closely tied to users. So, innovation for me in the profession needs to add value to the experience of the user. It has to be user-centered.

But at the very basic level, I think I would stand with things that change the way we can do what we wanna do. It's not creativity. I think creativity **[not innovation]** can be described as the ideas. Maybe innovation is the implementation and generating a product or services. **[innovation defined]**

Interviewer: That's typically the distinction that people make. It's not really an innovation until it's in some sense implemented.

Interviewee: Right.

Question 5

Interviewer: Okay, so now thinking of that, just moving on to No. 5, what I'm interested here is if you look at your library or libraries you've worked in, EC or EB, can you cite projects, either current ones or historic ones, that you think were particularly innovative?

Interviewee: I just mentioned the IR at EA for instance. I think that would – in my mind, is an innovative – it's an innovation. In State1, I think State1's probably the model in terms of visionary thinking. It's the hotbed, used to be the hotbed, for our profession. There, I was very impressed with the innovation of building. Not in your libraries, but building depositories, the annexes, the storage facilities to preserve materials into the future without having to build libraries. And using the libraries on campus as very different places **[building innovation]**.

In State1, there are on each corner of State1 four corners plus the storage facility at the EJ. Places where low-used or no-used materials were typically taken **[innovation – storage]**. And they were still in circulation, but that relieved libraries from having to accommodate these books and shelves and shelves – rows and rows of shelves in libraries that could otherwise be used as very prime real estate for innovative things.

Here at EA, we have – I arrived here in Date1, and in July, a month before I arrived, they opened the annex here at EA three miles west of campus. And I thought it was very innovative because it allows us now to clear those spaces where those books were sitting and use the **[inaudible,** space?**]** differently.

Interviewer: Okay. Can I – this is another really interesting area for me because I think buildings and building space is a challenge. The question I have here, either in State1 or at EA, do you know or do you recall how the work to change the building configuration was initiated? Who initiated it? Who considered it their responsibility?

Interviewee: At EA, it was the Dean here who – well, several Deans back into the history of EA who first talked about building this box. Literally a big box, floor to ceiling, **[inaudible]** box. You probably know what they look like. It was the Dean of the Libraries **[hierarchical decision making – top down]** who initiated the idea of a storage box on campus. And then again, the Dean who decided – I'm not sure to what extent users were invited to provide feedback in terms of space planning after the spaces were evacuated. But if I were doing it – and, in fact, I am doing it. We are very, very much engaging our users, both faculty, students, researchers, in terms of how we refurbish space.

Interviewer: Okay. And who do you tap to – how are the staff and the professional librarians – let me give you a little more perspective here. The subject librarians, the professional librarians, don't consider typically reorganizing space or buildings as their responsibility.

Interviewee: No.

Interviewer: So the question is, as you're working through this, who do you draw on to actually accomplish the redesign?

Interviewee: Well, I'm effectively using my leadership team. My Assistant Dean. It depends on the space. I'll give you two examples currently here in my library. We have – I have six libraries here on campus, two of which are rather large, main-type libraries. One is typically labeled more as a undergraduate library. The other one, the one where my office is, is kind of more the scholarly type, your **[inaudible]** selections, etc.

We have a floor in one of the branches called The Library1, which is very, very popular with our undergraduate population. The entire library is. It's four floors high, and on the fourth floor, we have the entire floor – I'm talking about 20,000 square feet, of government paper publications that is not used. Low-use, no-use.

What they're planning to do there is to relocate those into a lower level where we have plenty of space and use that prime real estate on the fourth floor to create a learning commons **[space innovation].**

My Assistant Dean for User Services, who is also overseeing our Instructional Services program, reference access and so on, is leading that effort for me because it sits smack into her realm of responsibilities. So I've then charged her to identify other instructional librarians, reference librarians, and partners from campus to form an executive council **[process innovation]** of five people who would lead that effort.

So we have engaged our librarians. We explained to them what we were doing, why we were doing it, what we expect the outcomes will be, and the benefit of embedding the library in the academic side of the enterprise here. And so, we have, in fact, engaged not our subject bibliographers, but our instructional librarians in that particular project because it's a collaboration with our Student Services division. And the idea there is to merge some of the Student Services with Library Services and the writing laboratories, etc., to create this one stop shopping place, if you will, to enhance the experience.

Interviewer: Just one other question on this. There's typically a funding issue here?

Interviewee: Correct.

Interviewer: Where do the resources come – do they just come out of a library budget?

Interviewee: Well, what we have done in this particular case was to get the approval of the Provost at the highest level and have him make a campus announcement about this new collaboration.

Interviewer: Okay.

Interviewee: And there's a little money there. We'll probably have a cost-sharing model because it's our space. Student success will come in. IT will come in. So, there'll be a shared cost model here too. And right now, we're not quite sure. We just had a news bulletin from our governor yesterday to say that we **[inaudible]** the budget.

Interviewer:	Yeah, we're going through the same thing.
Interviewee:	Right. So, I'm not sure how fast we can move with this initiative, but the announcement has been made. It's approved. It's something that will happen, if not by fall next year, maybe phased in to accommodate some of the budget restrictions we may encounter.
Interviewer:	By the way, many years ago, I was at EA.
Interviewee:	Oh, really?
Interviewer:	Yeah. I got my undergraduate degree in –
Interviewee:	Oh, I saw that. Yes, I did. I have your resume. I noticed that. Good. So which library did you use?
Interviewer:	Well, I majored in mathematics, and the Mathematics Department had its own small library.
Interviewee:	Oh, I see.
Interviewer:	And, things change. It probably is not like that anymore. So, I primarily spent my time in the mathematics library, which was in Place2 at the time.
Interviewee:	Ah. Correct.
Interviewer:	It's probably not there anymore.
Interviewee:	No, no, no. No, the Library1 is about 20 years old now probably. And Library2, of course, is here on Place1, I'm sure, because it was built in **[inaudible]**.
Interviewer:	Yeah, I did – I took Humanities courses, and so I did use Library2.
Interviewee:	So, it must have been right around your time, 40 years now, the Library3 behind Place2 was probably not there either. We're actually celebrating the 40th anniversary today. Tonight.
Interviewer:	No, in fact when I was there, old Place3 was still there.

Interviewee: Oh, okay - old Place3'is right here next to Library2.

Question 6

Interviewer: Okay, Let's move on to No. 6. I've been going through a lot of literature, and I've been trying to find accounts of innovations that have failed, that have not been successful. And it's hard to find these. And I'm just wondering if you are aware of what you thought was a project that you thought looked innovative, should have succeeded but didn't, either within your library or from experience with other libraries?

Interviewee: By way of an example, again, when I arrived at EA here, the previous administration had merged the circulation desk and the reference desk **[failed innovation]**. In many libraries, those things are merged now, although in some libraries they still remain separate icons. And that was very much resisted here. She went ahead and merged the two service desks and took away the reference librarian from the desk as well, and mandated **[top-down decision making]** that they remain in the offices and that they be called if needed, that they be at on call rather than sit at the desk.

And I think the reason why that failed was not – I think what had happened, I was probably in the transition when – in that initiative, campus was not made aware of this change. And ARL is a – I mean, EA is a very – it's a school rich in tradition and people like to hang on to the way things were. The EA Way is what we call it here. And so, it really ruffled the feathers of faculty who were used to coming into their reference desk to their reference librarian and not finding them there anymore **[tradition – normative force]**.

The other part, I think, that caused problems was that students were expected to initially field these questions and determine whether they can or whether the librarian needs to be called up to come and help. And the training, I thnin, may not have been sufficient to equip the students in **[process failure]** terms of the parameters.

Interviewer: Okay. Just a couple quick questions. What time frame was this again?

Interviewee: This was – I've been here two years. This was within the last five years.

Interviewer: Okay.

Interviewee: Now, as many others, I'm thinking of EK, where that Dean just took all the reference librarians away from the desk and said, "There's no need to sit around here. It's a waste of time. People go to the online resources first. There are other ways to reach a reference librarian than to have them sit at a desk and wait for people to walk up to the desk."

Interviewer: Yes.

Interviewee: I go back and forth between that **[uncertainty]** because we still find a lot of people come into the library. Traffic patterns and statistics both show that traffic has diminished over the years to the reference desk, but there's still a need for students. Maybe the questions are different in terms of how to negotiate information overload or how to construct a successful search strategy or – a reference question is an instruction opportunity as far as I'm concerned, and so I think there's still value in it, but I think that was one here.

What I did when I arrived, in fact, was then I had the reference librarians come back to the desk, but for very limited hours. And at the end of this academic year, we will assess whether it has in fact reduced – the traffic has been further reduced, and we will make some very different decisions. Also, because of new roles, I think, that I'd like to implement in at least the role out here for librarians.

Interviewer: Okay. But just so I make sure I understand, you said earlier, I think, that a lot of the resistance came from the teaching faculty?

Interviewee: Well, that was certainly true, and a lot of the resistance certainly came from the reference librarians because a reference – that's a professional identity, a reference librarian. And it was – the word reference was not even used when I arrived here **[profession – normative force]**. It was called outreach librarian **[new role/title]**.

Interviewer: Really?

Interviewee: They just resisted totally. They were – so, we introduced the term reference. We had them come back out and serve no more than four to six hours at the desk per week, which is a lot less than most other reference librarians typically serve.

But we are moving out our reference collection and creating different spaces there too, so that role will diminish. And it was done very radically, I think, and what I've introduced was sort of a slower pace to introduce newer innovation **[pace of innovation]**.

Interviewer: Ah, okay. But you're sort of expecting to move back to this model in some form where you don't actually have professional librarians on the reference desk.

Interviewee: Right. We have these unclassified professionals who are well trained, and they typically – we have one professional librarian and one of these unclassified professionals in our two largest libraries because we have quite a bit of traffic still, even though it is slowing down.

And our goal is to eventually have only the unclassified professionals man the desk and have these librarians really be out and about in the departments **[innovation goal – more liaison]** and be much more visible and embedded in the classroom situation and where the faculty is.

Interviewer: Let me just – I wanna just come back to unclassified professionals. I have not run in to this as yet, but do these people typically have an MLS?

Interviewee: No, they don't. No, they don't necessary have – many of them do in our library, but they don't have to have that. It's really the type of work that determines the rank there. They're not support staff. They're not a librarian. But they often do.

As we have changed in the profession, many of them are doing what librarians were doing 10 years ago. They're doing professional work. They're just getting recognition for it. They're also not subject to promotion and tenure and scholarships in the same way that librarians are.

Interviewer:	Okay. Let me just ask one other question related to this. If you look at the ratio of professional librarians to everybody else that works in the library, is that ratio changing? Are the number of professional librarians going down and the other population going up?
Interviewee:	We've certainly lost some positions here before I came. I've tried to restore a couple. I was able to at least get one new position last year – two new positions last year. I don't think it's correct to say it's going up in the unclassified professional side. It's been pretty stable since I've come here, but we have modified one professional librarian position earlier this year to an unclassified professional position.
	And that was really more situational here. It is someone who is close to completing her degree, MLS degree, at EL. It's our Governments Publications librarian. He left, and we couldn't launch a search. And so, we have who is very, very well versed and experienced but doesn't have the MLS, so we decided to change that to an unclassified professional position.
Interviewer:	Okay. But the ratio, you think, has been pretty stable.
Interviewee:	Yes. It is.

Question 7

Interviewer:	Okay. Let's move on to No. 7. I'm looking here for policies on practices that you are using or are thinking about using in your library that you think will facilitate innovation.
Interviewee:	Well, there's always the reward systems, the recognition systems **[innovation stimulation – policy]**. That's pretty standard. But I think here, I make a point of going to my faculty meetings and other forums in the library to talk about the changing roles of libraries and librarians. So, it's very much on our radar screen all the way from the top, if you will, from my office.
	Reports such as *The Clear (CLIR?) Report – Nobody's Candle* and *The Ithaca Report* were two that I discussed on Monday, for example, as reports that I believe is critical for them to read. I sent them and explained to them what some of the very disconcerting recommendations are and findings are. These are very well

respected organizations who have gone out and talked to faculty to get their input about the role and role of librarian. And it's disconcerting to see what faculty see the role of the library, especially those in the e-Science area.

So, bringing that to the fore, and talking to them about conversations that we will have forward in terms of organization structures, in terms of changes in their position descriptions. We actually talked about now is the time to review whether those reference librarians are still being used very productively, etc.

The organizational structure that I talked about earlier with Project1 was specifically developed to encourage the kind of innovation we'd like to see. Digital publishing, digital initiative, I talked about the scholarly communication, working with the IT folks so that librarians and IT can sit down together with faculty who need to have their data stored, preserved, accessed, manipulated, etc. The organizational structure **[organization and innovation]** there helped facilitate some of the more innovative roles that I'd like for some of the librarians. And we've had good success over the last 18 months. More to be done, obviously, but those are some of the things.

I think just being very vocal and bringing back information from ARL meetings and other meetings where some of these things are continuously talked about. Making sure that our librarians are aware of it. If they don't read it, it's my responsibility to make sure they're aware of it.

Interviewer: Just one follow up here. If you were to look at your budget and for the moment exclude any of the work that you're doing on grants, but look at the primary library budget, would it be possible – I don't need the answer. I'm just wondering if it's possible for you to identify, for example, how much percentage of the budget goes to projects that might have an uncertain outcome. In industry, they'd probably call it R&D. Can you talk about that and how you might entertain projects or fund projects that have an uncertain outcome?

Interviewee: Yes. It's, at the moment, a very small percent **[small R&D budget]**. I don't have the pie chart in front of me right now. But it's a small percent that we would typically just classify as other for now.

Interviewer:	Okay.
Interviewee:	We have – we don't have grants, active grants. We have people who are working on grants with other institutions at the moment, but I'm not aware of any major grants that we have at the moment. Not even in the Project1 Area. In fact, we have just appointed – well, we do have two smaller grants. They're not major grants, $10,000 in digitizing forms and things like that, but we've just appointed our first grant officer in September to help explore options for us, the hidden collection type things, digital initiatives, digital publishing, digital scholarship type grants, etc.
Interviewer:	Yeah. That's, I think, typical, I mean, my experience has been that the projects with uncertain outcomes are frequently handled within a grant framework.
Interviewee:	Correct.
Interviewer:	And that it's generally difficult for a library to dedicate its mainline budget to – or any significant piece of it to R&D projects.
Interviewee:	Right. Right. Right. But we are, at the moment, funding, in part – it's a shared cost model again **[cost sharing – budget innovation]**. Our digital publishing services, which is the new area for us and allows the library to take the leading role in disseminating some of EA's journals, EA original journals here. So, we don't have a grant for that. We – I don't have the figures, but I don't believe it's a large amount, and typically the departments where these journals are generated will fund some of these costs as well.
Interviewer:	Is this a – where you're publishing new journals or digitizing old journals, or –
Interviewee:	Both.
Interviewer:	Oh. Okay.
Interviewee:	Both. We've actually – there's two online now. One is the *Journal1*, which is a EA journal, which was a paper-based journal, and it's now digitized. And then we have one, *Journal2* one that was born digital. There's never – it's brand new. It's an

interdisciplinary, cross disciplinary between biology, information, and something else.

But we discovered by way of an invitation to the library of editorial boards and editors of EA journals that there are a lot of people who don't know about each other on the campus and they're doing very similar things. And we saw it as an opportunity for the library to step up.

Interviewer: Is the library, in this case, with it going digital considered the publisher of the journal?

Interviewee: It's, hmm. Interesting question. We have a faculty member who's very closely – it was his journal that he put on the open journal system that is residing in the library. I'm not sure how that – if it is his department, the Org1, or whether it is the library's.

Interviewer: One of the reasons I asked is we've been through a little bit of this ourselves here, and we have published three journals.

Interviewee: Um-hmm. Um-hmm.

Interviewer: We decided in our agreements with faculty that we would want to identify Library4 as the publisher. I'm not sure what different that makes, but I know when some of the faculty were trying to get the journals indexed in commercial indexing services, we'd get a form, and they would ask, "Well, who's the publisher?"

Interviewee: Uh-huh. Uh-huh.

Interviewer: And so, ultimately, we had to figure out who it was.

Interviewee: Okay. Well, that's an interesting question. I'm gonna make a note of it. My librarian is, at the moment, in Bulgaria. When he comes back next week, I will ask him how that works.

Question 8

Interviewer: All right, let's move on to No. 8. If you think about innovation as starting with ideas and what have you, you get into issues of sort of individual behavior. Have you or do you notice or think of certain kinds of behaviors, individual behaviors, as being important to innovation?

Interviewee: I think – individual behaviors. People who are more flexible. People who lean towards more risk taking **[behavior – flexible, risk taking]**. People who are not so wedded to their own areas but can see the bigger picture **[vision, articulate]** and can articulate what that might mean. I don't know that I want to invoke the age thing here, but what I do notice in my library there that they tend to be the younger librarians that seem to be more open to that.

Not across the board. I have some younger librarians who are very traditional librarians, and I have older people who are very innovative in their thinking too. People who are more confident about their accomplishments, and typically people who have had much more – much less of a provincial experience. They think beyond **[inaudible]** itself. They're open to growing out and listening and bringing back and engaging others **[listening, engaging]** in how they might lead some of these ideas within the library.

Interviewer: There's – just keying on your first phrase in the **[inaudible]**, there's a phrase I've seen that's interesting that was coined called heterogenous engineer, meaning somebody that's really got their fingers into a lot of different things.

Interviewee: Yes.

Interviewer: Is, I think, part of the flexibility.

Interviewee: People who – I said the big picture, but people who can make the – and can build and see the relationships between distinct parts **[innovation behavior –systems view]**. But I'll use the example here of Special Collections Library at Library3 which is a jewel for us both here and nationally, in fact. And this new Project1 Unit that I talked about earlier. For me, the new Special Collections that have been generated in the Project1 Services where they work with faculty and digital scholarship. It's totally new media type of collections that don't necessarily reside in a particular area, so it needs responsible stewardship.

But it's the expertise and the talent and the skills of those curators in the traditional Special Collections area that are exactly the kind of expertise and talent that we need to help in a digital environment

with curating and preserving these new types of special collections **[transfer of skills from traditional to digital]**. And so, some of our librarians in the Project1 Unit, most of – all of them who are young see that connection. People in Special Collections in Library3 have difficulty seeing the relationship with **[traditional perspective doesn't see relationship to digital]** – that's the kind of thing I'm talking about.

Question 9

Interviewer: Yeah. I'm very familiar with it here. Okay, let's move on to No. 9. This might seem obvious, but there's these traditional groups that we talk about. There's faculty, students, staff. There's these traditional disciplinary areas, the Humanities, the Sciences, the Social Sciences. I just wanted to ask here if you see any fundamental changes going forward, and how these groups are structured or whether new groups are coming in that might be different?

Interviewee: One of the issues that I dealt with when I came here two years ago were the Humanities faculty members, and the issue there was removing their materials from the main libraries on campus into this annex that was opened. And they will typically explain their information gathering behavior as very different than scientists, or even social scientists for that matter. I have seen some changes in that particular group, quite frankly.

And then explain why quite aside from engaging them in selecting the kinds of materials that they absolutely believed needed to stay on main campus, we have really made a concerted effort to reach out to them and to educate them and bring their awareness of digital scholarship in the Humanities. It's an area that's a little slower than the other four disciplinary areas. The sciences hardly ever come into the library. The Humanities faculty still do. They still browse and they still want to touch.

Project2, I'm not sure if you heard about that, is an attempt to do Humanities scholarship with technology support. So, we have, in the libraries, taken the lead to identify some scholars in the humanities **[advising faculty as a liaison role]** who were already doing research in the digital realm to join two librarians, to workshops in Chicago and, more recently, in San Francisco to use

them as – and I don't mean this in a negative way, but to use them as poster boys for what can be done in Humanities.

And we really ramped that up last week when we launched our first task force – new task force, consisting of Social Science faculty and Humanities faculty and librarians to launch digital directions for – what did we call it? Digital Directions Task Force, but it's essentially digital scholarship in Social Science and in the Humanities and we – when I launched the Task Force, I worked with a couple of Deans to identify faculty who would be good, productive, and effective members of such a Task Force with the librarians **[process innovation – faculty/librarian task force]**. And when I launched the Task Force names, people came out of the woodwork. I had so many emails from faculty who said, "I want to be a part of that. I need to know. I want to be a part of that new initiative."

Interviewer: Really?

Interviewee: So, to me, that simply reflected or symbolized significant change from this just two years ago. The absolute need to have the book in the for you to I want to be part of the digital initiatives that you're leading on campus. That's the Humanities folks.

I think with the Science people, we see more of a disintermediation from librarians. I think they're doing their own thing. They believe they have what they need. They're in touch with their virtual communities, with their superstars that they talk with. I think the important role to librarians to them have become that of purchaser only to make sure that the right resources are available to them **[can't help science faculty much]**. Online also.

Interviewer: Okay. So the changes here – clearly in the Humanities you see a change.

Interviewee: Definitely in the Humanities.

Interviewer: And maybe a little bit in the Social Science.

Interviewee: A little bit in the Science Sciences. I think the Social Sciences people at least at EA seem to be very, very happy when we push out their stuff to them. They can come in. They can get a – they're not the ones we have trouble with. The scientists we

hardly see. The Humanities people really need to be coddled still. And of course, the other social group are the students themselves.

Interviewer: Yes.

Interviewee: They're coming with their new expectations and expectations of technology.

Interviewer: Yeah, it's quite a different world.

Interviewee: And for us to move into their space. Going into MySpace and Facebook and IMing them and text messaging them and all of that good stuff.

Question 10

Interviewer: Yeah. Okay, let's sort of begin wrapping up here. Under question 10, I wanted to just get your response to some quotations. Jesse Shera in the 1960s and '70s has written a lot about the profession, and he's sort of focusing on the roles here and suggesting that librarians don't see the deeper meaning of the profession. The second quote is from Martel who says we need to create a range of services that are unthinkable in the 20th century. And then the third one is kind of dealing with the organization, and this is from Carla Stoffle, who is the Dean at the University of Arizona. And she says – this is written in 1996. We need to examine really everything.

Interviewee: Right.

Interviewer: So, just freewheel a little bit on these, and give me your perceptions.

Interviewee: Well I said true, true, true **[yes on all three]** to all of them because I think these were visionaries in their time to see the bigger picture already. And Jesse Shera was, I think, right on because it was such a practical profession that people didn't think about the theoretical basis of that. And so, that continues today in terms of faculty even here at our library, and perhaps at other libraries too, where the age-old argument about doing research as a faculty member versus writing about how to, how we make this better, and what are proven practices and so on. A very different kind of take on how they view themselves as faculty and librarians.

	So, the librarians are not about books. It's about information **[information versus knowledge]** ultimately, and I think we continue to struggle at least in parts of the profession to have people move out of the specific thing that they do and see the bigger picture and the relationship and the interdependency to other work.
Interviewer:	Yeah, I agree.
Interviewee:	Martel I think is right on. We're beginning to experience that. The users, again – his quote speaks so directly to the necessity of being user-centered and to be plugged in to the work flow and the work space of our users so that we can anticipate their needs before they come and make sure that it adds value to what they need to do.
	And Carla Stoffle, I heard her actually do the presentation that this quote probably originally came from. But it is absolutely correct. What a better time than this economic crisis to do exactly that?
Interviewer:	Yeah.
Interviewee:	What an opportunity for them to really examine and see can we really afford – one of the things that we do very well is take on more stuff without ever giving up anything.
Interviewer:	Yeah. It's interesting that you bring that up because, again, I've been reading a lot of innovation literature and there is a correlation with innovation and bad budget times.
Interviewee:	Um-hmm.
Interviewer:	Basically, the innovation increases. I guess you might think it's intuitive, but people are sort of, if you will, forced into a corner where they have to think differently, so it creates stress, but on the other hand –
Interviewee:	Opportunity, right?
Interviewer:	Yeah, it creates opportunity.
Interviewee:	Yeah.

Interviewer: Okay. The last question here. I just wanted to have you sum up by indicating what you see as a major threat or threats. And part of my perspective here is if I look at sort of four types of libraries, the public, the special, the school library, the academic library, I could probably make a case that the academic library is facing more serious threats. And one of the reasons I say that is there's a sophisticated user base, and they know how to use technology, and they will frequently find ways to go around the library and not even bother with it. So, I just wanted to get your view of what you see as a major threat.

Interviewee: I think certainly the ones that you mentioned, I agree with you. I talked about the intermediation already among scientists **[threat – can't do much for science faculty]** who believe that while they respect libraries and librarians, they don't see a role for them in their work. Library training. Unless that is changed and – I read recently with all the ch – I saw a billboard two weeks ago on a highway somewhere. It said, "The world of business has changed. Has your MBA?" and if you take that and say that to the profession has changed or the world of information has changed, has your MLS?

That speaks directly to the way many of our librarians are still being trained despite the iSchools that have mushroomed across the country, we still hold onto very traditional and very old style teaching in the library school **[library schools not keeping pace with needs]**. Unless that is reviewed and revisited to more boutique style where students can come and get hands on in some of the newer areas that have now emerged in libraries to get training that way, or to have practitioners come in and do some of those kind of things. The library training, I think, and the library school not transforming quickly enough is a problem.

Interviewer: Yeah. I'm sitting several hundred feet away from our library school here. So, we have a fairly good relationship, but we also, I think, see this issue with the MLS people that the graduates coming out not really being prepared.

Interviewee: Right. Right. Right.

Interviewer: What they're gonna face in the real world.

Interviewee: Well, the second threat is the insistence on hiring only MLS people **[need other than MLS people in library]**. I think that's a major threat for academic libraries to move forward. We need very different skills.

One of the people I hired in February came from the Org2, which is not a traditional library school. Person had not a traditional library training. It was very obvious from the way he interviewed. And I saw the potential to use the skills the person had in a position in the Project1 Unit, and that's the position I created for him because I could tell that he would be a good fit in the digital scholarship area for Humanities. He's a English and Philosophy major. And he comes from an iSchool where he was very comfortable with research. He was working very closely side-by-side with researchers and exactly what I needed.

But the reviews of him were, "Oh, he doesn't sound – he doesn't have a clue about libraries." Well, I think as long as we have procedures, policies, that insist that somebody has to have a very traditional kind of MLS – in fact, I had to educate the Provost's office. They said, "His degree doesn't say he has an MLS." I said, "Well, it's ALA accredited. That's all that matters."

Interviewer: Yes.

Interviewee: So, I think that's another threat is that we need to be much more open in terms of who we will let into our ranks. And then I think flexibility. We're not flexible **[threat – inflexible – normative force]**. Libraries are major mature organizations and they're symbolic cultural icons, so organizational cultures can play a major role in whether or not libraries will become relevant or whether they'll just become icons on the campuses.

Interviewer: Okay.

[End of Audio]

Duration: 71 minutes