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ATG Interviews Jon Cawthorne, Dean of the University Library System, Wayne State University

Katina Strauch
Against the Grain, kstrauch@comcast.net

Tom Gilson
College of Charleston, gilsont@cofc.edu

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He noted that the project team and working group included a mix of publishers, consortia and libraries, with 26 members participating *http://charlotteinitiative.uncc.edu/ci/project_team*. Among **Chuck's** take-aways, often referenced during the afternoon, was the need to "name names" as well as the need to stop "talking past each other" among the various constituencies.

Following **Chuck**, **October Ivins**, Project Consultant for the grant, noted that two additional topics — ILL and Course Use — had been added to the original "core principles" being studied. She described the iterative process used during the investigation, which combined surveys with interviews. Talking about the publisher survey (conducted from August 2016-April 2017), she was pleased to report that 66 of 162 lengthy surveys were in fact completed. Results showed good support for "no DRM," unlimited simultaneous users, and perpetual access. On the added topic of ILL, however, only 17% showed support. Publishers also noted that Course Selected books represent 80% of revenue and therefore may not be open for more lenient policies.

John Sherer, Director of the **UNC Press**, was next up and reminded members in attendance that an Ithaka study on the cost of publishing scholarly monographs has stated that each book represents an expected loss of $20,000. He also reminded us that 85-90% of publisher sales are still print based. Sherer finds the concept of "prefunding" now under investigation by the **AAU/ARL/AAUP** cooperative to be worth following. He also proposed a "radical" idea, in which all university press books would be available for access for a reasonable fee (X) and where that fee, with a "kicker" (X++) would allow ownership of high use items. With enough participation from libraries, the dollar value of X could be affordable.

Though he was not a member of the grant's working groups, **Michael Zeoli**, who handles Content Development & Partner Relations for **GOBI**, presented a fascinating series of slides illustrating book sales and trends based on data from 27 eBook platforms served by **GOBI**. Among his observations were that eBook collections are on the rise as expected but that the coverage among the collections is quite uneven, primarily due to copyright differences between various providers and their publisher agreements. He also reported that DDA as a percent of total sales has increased dramatically, from 10% in 2012 to 28% in 2017.

Following a break, a series of "Shotgun Highlights and Findings" were offered by members of the research teams and covered the following topics:

- Licensing Principles, **Theresa Liedtka** (**University of Tennessee-Chatanooga**) and **Rebecca Seger** (**Oxford University Press**)

- Course Use, **Liz Siler** (Collection Development Librarian, **UNC Charlotte**) and **Kelly Denzer** (Electronic Resources Librarian, **Davidson College**)

- Platforms & Preservation, **Kate Davis** (Assistant Director, **Scholars Portal**)

- User Experience, **Alison Bradley** (Collection Development Librarian, **Davidson College**)

My favorite personal take-away from these reports was the observation that one benefit of the entire investigation was a greater understanding of issues from each other's points of view and that all involved wanted to continue the conversations and discussions. Completely in the spirit of the **Charleston Conference**! 🦅

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Dean of the University Library System, Wayne State University

by **Tom Gilson** (Associate Editor, *Against the Grain*) <gilsont@cofc.edu>

and **Katina Strauch** (Editor, *Against the Grain*) <kstrauch@comcast.net>

ATG: Jon, you were just appointed Dean of the University Library System at Wayne State University. What prompted you to take on this challenge? Why Wayne State? Why now?

JC: First, I love **West Virginia University (WVU)**. The people in the **WVU** libraries are exceptionally talented — and held in highest regard on the campus and throughout the state. I'm grateful for my time at **WVU**, and almost every day I acknowledge outstanding work that we accomplished together. The institution is very, very special to me.

The opportunity at **Wayne State University** was too good to pass up for several reasons. At **Wayne State**, I'm dean of both the Library System and the School of Information Sciences (SIS). The combination of these roles offers a rare opportunity to influence and support not just a major research library, but also the future of library education. The School just celebrated 50 years of **ALA** accreditation, but its roots trace back 100 years. Earlier in my career — in 2002 — I began in library administration at the **Detroit Public Library (DPL)**. Detroit was very different back in 2002, and I must

say that I'm thrilled to be back — especially at this time, when the city's transformation is at full throttle. I'm excited about how our Libraries and **Wayne State** can work together for the public good of Detroit, and also for all of Michigan. That's a big part of our mission.

Because beyond **Wayne State's Carnegie** classification[1] as "R1," which means a doctoral institution with the highest level of research activity, we've also been awarded **Carnegie's** Community Engagement classification, which we compete for every five years. I'm proud to say we're among only 1.3 percent of universities that fall into this group. So **Wayne State** is a very diverse, urban institution at a pivotal moment in its history. I'm inspired by the vision laid out by our president and provost. And I know that our Library System team has the talent and tenacity that will — along with our rich portfolio of other assets — will move us forward to being a leader among the world's best research libraries.

ATG: You came from West Virginia University where you served as dean of libraries. What did you learn at WVU that you think will be most helpful in assuring success in your new position?

JC: Well, I learned several things: 1) Libraries are appreciated and respected among administrators, faculty and students; 2) I learned that the people who work in libraries

are good people, and their professional library skills remain absolutely essential for students, faculty, administrators — and for the public, too. 3) I learned how important it is for leaders to spend time understanding culture, and creating and fostering a library culture that's flexible and open to new paradigms. 4) I learned how important it is to take risks — and to always, *always* take care of people. Finally, there is no magic formula for communication, but I learned a lot about when, where, how, and why to communicate the vision for the libraries. Every member of our senior leadership team at **WVU** participated in culture exercises; my own experience made me even more aware of how I communicate an encouraging vision, and helped me understand that the outcome of any high-level, institutional change initiative is a responsibility that I own as a leader. Finally, I now believe research libraries must work at demonstrating how our work advances student success and retention.

Our **Wayne State University** flagship library — the freestanding **David Adamany Undergraduate Library** — hosts a strategic group of programs right within its four walls. For example, the **Irvin D. Reid Honors College** is right below my office. And we also host the **Academic Success and University Advising Center** in the **Undergraduate Library**. So there's always a diverse team of faculty and academic support staff among the students — and the energy is nothing short of fabulous! We host operations of the **Detroit Area Library Network (DALNET)** and we're also **DALNET's** administrative and fiscal agent. **DALNET**, as a collaborative group comprising **Wayne State** and 18 smaller libraries touches the entire eco-system of libraries in our community.

ATG: We didn't realize that you were also the Dean of the School of Information Sciences. You mention the future of library education. What do you see as the main challenges that you and other library educators face in preparing tomorrow's librarians? How should library education change to meet their needs?

JC: As the **School of Information Sciences (SIS)** dean, naturally I represent the school and look for opportunities to position its faculty, students, and future students for success and jobs in the information industry and beyond. Even before I became dean, it was immediately clear to me that **Wayne's SIS** students receive a high-quality education — delivered entirely online. The information age has created a false perception that "everything is on Google." Helping dispel this perception may be the biggest challenge we all face. Librarians are trained to think about information, knowledge, and facts — and those skills translate to fields beyond the traditional four-walls of a library. Many **SIS** graduates whom I've met in my first months are working as business analysts for large corporations here in Detroit. Many work

here on campus — for example, several of our graduates work in our fundraising organization as prospect researchers. And I'm really proud to say **Wayne State's** chief information officer is a graduate of the **SIS** MLIS program.

I've been at **Wayne State** only for a short time, but three important areas of focus are already clear. First, I see tremendous opportunities for **SIS** to become an even bigger leader in online education. Second, because **SIS** must prepare students to thrive in a future that will demand professionals trained in new media and strategies that cross traditional disciplines, I'm working to advance exciting interdisciplinary educational partnerships across our colleges. Finally, especially because ours is one of the most diverse campuses in the nation, **SIS** must cultivate a pipeline for underrepresented minorities to become inspired and get educated for productive careers in the information industry. My vision for **SIS** includes systematic outreach, recruitment, and training toward a diverse workforce that more closely aligns with a diverse world. Without a diverse workforce, we simply can't advance democratic access to information by economically and educationally underserved populations. We must have a diverse workforce of librarians looks more like the diverse communities we serve.

ATG: What other professional experiences have been formative in shaping your career and administrative approach?

JC: I started seeking out any and all leadership development opportunities I could access. I attended sessions and read countless books. I suppose you could say my entire career has been about answering one question: "How does one get to be a dean of libraries?" When I first asked myself this question 24 years ago, I didn't know what it really meant — beyond having the title. I think I now know from experience about all the professional risks. Moving from research libraries to the administration of large, urban public libraries, serving as an interim leader, and then leading in several different organizations — I'm happy to say that it's worked out for me. But while I was on this journey, I wasn't fully aware of how I was "forming." In fact, I think studying leadership in my Ph.D. program helped me: 1) really understand the qualities needed in a leader, 2) identify culture as critical to any and all change initiatives, and 3) develop a deeper appreciation for the complexities and context of both higher education and the information industry.

ATG: You've only been at Wayne State a few months but we were wondering: have there been any interesting surprises so far? In what ways have your expectations been met?

JC: As a leader coming to a new organization, I'm mindful of the existing organizational culture. On my first day at **Wayne State** — on August 1 — I sent a message to everyone in the Library System asking for candid input. My questions were based in *Appreciative Inquiry* and were formulated to help me understand the culture, begin to

identify the influencers, and accelerate learning what I need to learn. Those responses are now a baseline for future "surveys" that will ask the same questions and measure progress from when I started.

ATG: You have your Ph.D. from Simmons College in Managerial Leadership in the Information Professions. In what ways have you translated that background into positive advantage for the libraries that you've lead? Have you developed a philosophy of library leadership that you can share?

JC: My doctoral studies introduced me to different leadership theories, case studies, and innovative approaches to managing and leading. As I studied different change theories, I was always looking for something to help myself and other leaders articulate an exciting future vision. Appreciative Inquiry just spoke to me, in part, because it hadn't yet been used systematically in an academic library setting. Basically, Appreciative Inquiry is a very positive approach toward change; it builds on what is good and positive about the organization. It also focuses on the strengths of people. We accomplished a lot at **West Virginia University**. I'm proud that we stayed committed to our people, as the intellectual capital of a knowledge-based enterprise. I learned how important it is to focus on and develop the individual strengths of each person. And last — but certainly not least — I'm particularly proud to have upgraded the salaries of 44 percent of our library team members.

ATG: On a more practical level, what leadership skills and competencies do you look for when hiring department heads and other administrators? What qualities do you value most in a future leader?

JC: I believe everyone — people at every level of the organization — can practice leadership. I recognize genuine qualities of honesty, humility, and humor. I have an affinity for people who absolutely love libraries and people, and who are insatiable learners. I believe that those who truly aspire to be leaders must also strive for a deeper understanding of themselves and their passions. Rising leaders and leaders alike must be personable, approach risks with fearlessness, and be willing to share and learn from their failures. As leaders and rising leaders, our "power tools" are personal authenticity, credibility, trust, and a deep commitment to communicate effectively. I pose the following question to people who come to me and express an interest in library leadership: What is your vision for the research library of the future?

ATG: The library community considers diversity to be a core value. Yet a recent Ithaka S+R report notes that the library profession is overwhelmingly white, especially in leadership positions. Why do you think there is such a disconnect?

JC: Of course, we all have the best intentions, and we want our organizations to reflect the diversity of the campus, the community, and — ultimately — of society. Diversity is

a complex issue, and we'd all benefit from stepping back and reviewing how people get introduced to academic librarianship, where they get their experience, and how they present and position themselves in a traditional academic search. I believe there are many qualified people, but many haven't had the benefit of mentoring, and therefore haven't had the right exposure or experience. I believe this is where the disconnect exists. I believe it's more of a pipeline issue than anything else. The **Diversity Alliance** was created at **West Virginia University** and now has moved to the **Association of College and Research Libraries** to provide underrepresented, diverse individuals experience in a three-year post MLS residency. Currently, there are close to 40 institutions that have signed up to become part of the **Alliance**. When **WVU**, **American University**, the **University of Iowa**, and **Virginia Tech** started the **Alliance**, we advertised eight residency positions and — across our institutions — we received more than 300 applications. Granted, this is a big challenge, but as every library leader pays close attention to their unique search, selection, and hiring processes, I think that being a part of the **Alliance** will eventually help all academic and research libraries diversify their organizations.

ATG: Your research has focused on helping academic libraries imagine the future through scenario planning. Can you tell us more about that? What is scenario planning and why is it an effective strategy for libraries?

JC: Simply put, scenario planning is a process that produces four different stories about how a plausible future might unfold; each story becomes increasingly more futuristic and helps organizations understand how decisions made today might affect its future.

I was inspired to study this method when I learned how it had been used by **Royal Dutch Shell** in its "futures" operation, which launched in the late 60s. **Shell's** forecasts predicted not only the 1973 oil crisis, but also the peak of oil prices, and prepared **Shell** to take action in 1981 to preserve shareholder value by selling off surplus reserves before the oil glut.

In the middle of my doctoral research, the **ARL** challenged a working group to produce *The ARL 2030 Scenarios*, which were published in October 2010. The **ARL** scenarios are very futuristic. Unfortunately, the scenarios did not address challenges and opportunities for the current research library. There's no question that libraries have been and remain ripe for scenario planning, but we haven't seen many examples of how this planning process works effectively in a research library setting. I believe scenario planning can offer a future narrative that helps a research library take advantage of the extraordinary opportunities to navigate rapid change.

My personal take on scenario planning is all about people as intellectual capital. And while a number of different futures have been advanced by the **ARL** and others, none have acknowledged that people are an academic library's most valuable and *fluid* asset. People are an academic library's most valuable asset, yet you can't put people on a balance sheet, and you can't make them stay.

ATG: Do you plan to use scenario planning at Wayne State? How do you envision it helping you improve services?

JC: I certainly do. But before we can vision and advance any truly meaningful futures, we first need to act on the strategic imperative of developing, motivating, and retaining people as a means to rise to change and to innovate. We're talking about planning for scenarios that frankly, can be terrifying. This is uncomfortable in most library cultures, because they're grounded in history and facts. It will take a workforce and a mindset that is both fearless and eager to look through a different lens at our future — and *futures*. And I'm working with everyone to accomplish that, right now. Our organizational development work will become the foundation for scenario planning — and for building the library of the future.

I can't say it any better than did **Arthur Schopenhauer**: "Thus, the task is, not so much to see what no one has yet seen, but to think what nobody has yet thought about that which everybody sees."

ATG: Speaking of imagining the future of academic libraries, how do you envision the future role of libraries? Where do we fit in the brave new world of scholarly communication? What challenges, opportunities, and pitfalls should library leaders be thinking about?

JC: This is a complex, terrifying and exciting set of questions! Complex because of the rapid technological advances that have affected every academic library over the last 60-70 years — in personnel, service, and collection strategies. Terrifying because, as a leader, it's often very difficult to balance "the way we've always done things" with articulating an exciting vision for the future. I often feel our organizations and our cultures are aligned with information-seeking behavior and needs of the past.

The good news — and it is really good news — is that because of an explosion of digital information, librarians and their skills are needed now more than ever. At all levels of the library, we must remain positive and really examine how our culture — particularly our beliefs and values — shape or allow different ways of thinking about how we can influence information-seeking behavior and needs. We must be willing and *eager* to identify and test new approaches. Leaders must understand the significant influence of culture on every decision, new idea, or exciting innovation. Our collective challenge is to figure out how we change our culture while also inspiring the people

who work in libraries to become excited about the future. When it comes to scholarly communication, I think there's an amount of change. And — again — the levels of complexity are astonishing. Yet as I look toward the future, I believe we must work toward deeper, meaningful collaborations. We must incubate different business models. And we each must embrace an active leadership role in creating the future. We have brilliant, dedicated professionals in our industry, and I expect we'll find new ways to innovate and expand scholarly communication — across all libraries, vendors, and institutions. Yes, we have significant challenges and pressures in our information industry. But I say, "Let's go!" I'm excited about leading the **Wayne State University Library System** as we rise to these challenges and pressures, and also in learning to love and leverage the change that will happen in this world every single day. Looking beyond the Libraries, I'm also excited about partnering with my new colleagues on strategies to extend the reach of the broad **Wayne State University Library System** throughout Michigan and beyond.

ATG: Library leadership carries with it a great deal of responsibility and we suspect that to maintain your edge, you'd need some down time. What do you do for fun when you're away from the library? How do you relax and get re-energized for that next big challenge?

JC: This takes constant attention. I admit I don't always do as well as I should, but a regular meditation practice has helped me immensely. I really enjoy riding my bike on weekends and whenever I can get out. Cyclists come from all walks of life and I just love meeting new people that share a love of cycling! So it was just "right" when I learned as a candidate for this job that **Wayne State's President Roy Wilson** started the University's Baroudeur bike ride three years ago. "Baroudeur" is French for "warrior." And at **Wayne State**, we're "Warrior Strong."

ATG: Jon, we know that you are incredibly busy right now, so thank you so much for taking the time to talk to us. We really appreciate it.

JC: Tom and **Katina**, it is my pleasure. Your questions were great and gave me an opportunity to share my thinking on leadership — a subject about which I'm truly passionate. Every day I learn something new that teaches me how to improve my own leadership practice! 🌳

Endnotes
1. The Carnegie Classification of Institutions of Higher Education (n.d.). About Carnegie Classification. Retrieved 9/28/2017 from *http://carnegieclassifications.iu.edu/*.