

## **Kathryn Jones Hoffman, MSLS**

### **Interview Session One: March 19, 2018**

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## **Chapter 00A**

### ***Interview Identifier***

#### ***Tacey A. Rosolowski, PhD***

[00:00:02]

All right, and our counter is moving. Always a good sign. (laughs) And today is March 19<sup>th</sup>, 2018, and I am in my office, which also, happily, happens to be the Historical Resources Center Reading Room, in the Research Medical Library, in Pickens Tower, on the main campus of MD Anderson Cancer Center. And sitting with me today is Ms. Kathryn Hoffman, who likes to go by the name of Kathy, and I thank you for that. And she is here to talk about her role in the Research Medical Library. This interview is being conducted for the Making Cancer History Voices Oral History Project, run by the Research Medical Library. And—let's see—the time is about 12 minutes after 1:00. And this is the first of a couple of planned interview sessions. So I want to thank you so much for agreeing to come in and talk—

[00:01:02]

#### ***Kathryn Jones Hoffman, MSLS***

[00:01:02]

Oh, thank you.

[00:01:03]

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***Tacey A. Rosolowski, PhD***

[00:01:03]

—about this home. (laughs)

[00:01:04]

***Kathryn Jones Hoffman, MSLS***

[00:01:04]

It's my pleasure to be here.

[00:01:06]

***Tacey A. Rosolowski, PhD***

[00:01:06]

Well, I'm very excited. I'm a relative newcomer to the Library—2011 is when I started—so I thought, wow, here's an opportunity to get some—

[00:01:15]

***Kathryn Jones Hoffman, MSLS***

[00:01:15]

That was the year I retired. (laughs)

[00:01:16]

***Tacey A. Rosolowski, PhD***

[00:01:16]

—get some of the deeper history. Absolutely. I mean, I think I just briefly met you when I came to meet Javier Garza—

[00:01:24]

***Kathryn Jones Hoffman, MSLS***

[00:01:24]

Right.

[00:01:24]

***Tacey A. Rosolowski, PhD***

[00:01:24]

—and Stephanie Fulton. So this will be a very interesting backward glance at the Research Medical Library.

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## **Chapter 01**

### ***A Family Tradition of Librarianship***

#### **A: Personal Background;**

Codes

A: Personal Background;

A: Influences from People and Life Experiences;

A: Experiences Related to Gender, Race, Ethnicity;

A: Character, Values, Beliefs, Talents;

#### ***Tacey A. Rosolowski, PhD***

[00:01:24]+

But I would like to start in kind of the traditional place, and ask you to tell me a little bit about, well, first, where you were born, and when, and tell me a little bit about your family.

[00:01:45]

#### ***Kathryn Jones Hoffman, MSLS***

[00:01:46]

Well, I was born in Cleveland, Ohio, in 1948, November 1<sup>st</sup>. I am the eldest of four. I have three younger brothers. And my family moved to St. Louis when I was about two years old, and that's really where I spent my formative years. They moved back to Ohio at the start of my senior year in high school, but I was in a private school, Catholic, all-girls Catholic school, and my father especially thought it was important that I finish there. And so they allowed me to stay behind, and I lived with a family that had six children—I made seven—and was able to finish high school with my class. It was a small class. We had about 145 girls in the class. And so that was very special, very special for me, to be able to finish at Nerinx. Nerinx Hall is the name of the high school.

[00:02:53]

#### ***Tacey A. Rosolowski, PhD***

[00:02:53]

Merricks Hall?

[00:02:54]

#### ***Kathryn Jones Hoffman, MSLS***

[00:02:54]

Nerinx.

[00:02:54]

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***Tacey A. Rosolowski, PhD***

[00:02:54]

Nerinx.

[00:02:54]

***Kathryn Jones Hoffman, MSLS***

[00:02:55]

N-E-R-I-N-X.

[00:02:57]

***Tacey A. Rosolowski, PhD***

[00:02:57]

Now, was it important that it was an all-girls school? Do you feel that that was influential in any way in the education you received?

[00:03:06]

***Kathryn Jones Hoffman, MSLS***

[00:03:07]

I do, and I felt so strongly about that that I encouraged my two daughters to also attend a similar institution. They both went to St. Agnes Academy here in Houston. And I feel like it really helped empower women to be among all women. You didn't have to be in competition with boys' attention and anything like that. You could really excel in any way you wanted. And so I think that experience in an all-girls schools gave me that. And I feel like I did come out empowered, and kind of—I guess that's kind of the way my career went. And I think I'm seeing the same thing in my daughters. In St. Louis, it was very—we had a lot of Catholic all-girl and all-boy schools, and so it was not uncommon to have that kind of education, if you were in—if you went into a private school.

[00:04:13]

***Tacey A. Rosolowski, PhD***

[00:04:16]

Now, I know that education was really important in your family, and also you have kind of a family tradition of librarianship, so maybe you could talk a little bit about that, and when you became aware of that as an important thing in your own life.

[00:04:33]

***Kathryn Jones Hoffman, MSLS***

[00:04:33]

Well, yeah, my father was a librarian. When we were in St. Louis, he was the director of St. Louis University Library, and then when we moved to Cleveland he became director at Case Western Reserve University. I really didn't think about librarianship, but I started working in

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libraries when I was a junior in high school. I needed a job, a part-time job, just for some spending money, so I went to work at the public library when I was in high school, and then when I went to college I worked in the university library. So it came time. I was getting close to graduation, had no idea what I wanted to do with my life, and I'd been working in the library. And my supervisor had a conversation with me, and she said, "You're kind of good at what you do here, and I think you enjoy it. Why—have you thought about maybe librarianship for your career?" And I thought, goodness. I'd never thought of it. So that night I went home—I was living at home, going to school—and I had a conversation with my father at the dinner table. That was always the family gathering place. And I told him I was thinking about maybe (watch dings) going into librarianship. And... Hold on, I'm going to—  
[00:05:57]

***Tacey A. Rosolowski, PhD***

[00:05:58]

Sure.

[00:05:58]

***Kathryn Jones Hoffman, MSLS***

[00:05:58]

—going to silence this watch. And he was kind of dumbfounded. He had no idea. He was surprised. He says, "Are you really serious?" And I said, "Yes. Tell me more about this as a career for you, and if I decide to go to library school where should I go?" So he suggested three schools, and he ranked them for me, and the first choice was where I went. He said, "Knowing you as I do, and knowing the program at the University of Illinois, that's where I suggest you go." So I did. And he told me a few years later, he never thought I was really serious about it until I actually sent in my application. So I went off to library school in Champaign-Urbana, Illinois, and two things happened. I had always thought that I wanted to go into academic librarianship, but I had an advisor, Wilf Lancaster, who steered me toward medical libraries. And I also ran into a colleague of my father's, who was a dear friend, who at that time was the director at the TMC Library, here in the Medical Center. We met in an ALA—that's American Library Association—meeting, and we were having dinner, and he was telling me, "No, you don't want to go into academic libraries. Medical is where it's at." So I had these two individuals in my life that were really pushing me that direction.

[00:07:46]

***Tacey A. Rosolowski, PhD***

[00:07:47]

Very interesting. Let me interrupt you, because I'd like to capture a few details that are kind of a little bit further back in the past. So, first, what about your father's name, and your mother's name?

[00:07:59]

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***Kathryn Jones Hoffman, MSLS***

[00:08:00]

My father was named James Victor Jones. My mother was Elizabeth Jean Jones. Sadly, my dad died at age 57 from esophageal cancer.

[00:08:15]

***Tacey A. Rosolowski, PhD***

[00:08:16]

Oh, my.

[00:08:16]

***Kathryn Jones Hoffman, MSLS***

[00:08:16]

Yeah. So we didn't have a lot of time together to enjoy our shared profession, but we did attend the ALA meetings together. I had a couple of those with him, which was very special. And... I'm trying to think where I was going with this. (laughs) The tradition continues: my daughter, my youngest daughter, is also a librarian, and she's doing really well. She just makes me so proud. I just... I see a lot of her—I mean, myself in her, the way she's pursued her career, and what it means to her. So—

[00:09:07]

***Tacey A. Rosolowski, PhD***

[00:09:06]

And her name?

[00:09:07]

***Kathryn Jones Hoffman, MSLS***

[00:09:07] Her name is Christina Gola, G-O-L-A. And so we get to share in that library experience. She's in—she's at the University of Houston. So she chose to go into academic libraries. But we attend the Texas Library Association meeting together every year, and it's very special to have that to share with her. Very, very special.

[00:09:37]

***Tacey A. Rosolowski, PhD***

[00:09:37]

Very interesting.

[00:09:38]

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***Kathryn Jones Hoffman, MSLS***

[00:09:39]

So a couple—okay.

[00:09:40]

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## **Chapter 02**

### ***Education and Activities Reflect a Broad Perspective***

#### **A: Educational Path;**

Codes

A: Personal Background;

A: Influences from People and Life Experiences;

A: Character, Values, Beliefs, Talents;

***Tacey A. Rosolowski, PhD***

[00:09:40]

Yeah, I just wanted to ask you a little bit about kind of earlier education. Because one of the things I like to do in these interviews is get a sense of how a person's sense of interest, and even some of their talents, their abilities that maybe they took for granted when they were younger but then suddenly become important later on, how does those start to emerge. So when you were going through school, what were some of the subjects that really intrigued you, and what did you find that you were exceling at?

[00:10:12]

***Kathryn Jones Hoffman, MSLS***

[00:10:13]

Hmm. In high school, I was a whiz at math. Today, I can hardly do fractions. I mean, I don't know what happened. But I enjoyed math so much, I used to have to save my homework for the end, because I would sit and do extra work, extra work, and never get to anything else. But math, it turned out, was not my forte. I didn't—I excelled at it in high school and really enjoyed it, but then it kind of stopped there for some reason.

[00:10:49]

***Tacey A. Rosolowski, PhD***

[00:10:49]

What kind of math? Was it algebra? Geometry?

[00:10:51]



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***Kathryn Jones Hoffman, MSLS***

[00:10:52]

All of those.

[00:10:52]

***Tacey A. Rosolowski, PhD***

[00:10:52]

All of them. Wow, that's neat. Did you take calculus?

[00:10:54]

***Kathryn Jones Hoffman, MSLS***

[00:10:55]

I did.

[00:10:55]

***Tacey A. Rosolowski, PhD***

[00:10:55]

Yeah, so it was a whole thing.

[00:10:56]

***Kathryn Jones Hoffman, MSLS***

[00:10:57]

Yeah, and it came to me very naturally, for whatever reason.

[00:11:01]

***Tacey A. Rosolowski, PhD***

[00:11:00]

Yeah, are you a visual thinker? Did you kind of visualize that?

[00:11:04]

***Kathryn Jones Hoffman, MSLS***

[00:11:03]

Yes. Yes, I am visual.

[00:11:05]

***Tacey A. Rosolowski, PhD***

[00:11:06]

Yeah. Because I'm wondering—that could go in with data, manipulating large amounts of data and sort of visualizing systems.

[00:11:13]

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***Kathryn Jones Hoffman, MSLS***

[00:11:13]

Okay. And I started off as a cataloguer in librarianship, so that kind of makes sense.

[00:11:19]

***Tacey A. Rosolowski, PhD***

[00:11:19]

Yeah, there you go. What were some of the other things that you really enjoyed?

[00:11:22]

***Kathryn Jones Hoffman, MSLS***

[00:11:22]

One of the things I really, really enjoyed, and I think made a difference in my life, was something in high school they called the Directed Reading Program. In addition to English classes, we had a different novel every month that the whole class read together, and then we had two days devoted to discussion on that novel. And I think that really turned me into a lifelong reader, and I loved reading. I still read a lot, although I've found that when I was kind of at the peak of my career, reading went by the wayside, leisure reading. So after retiring, I've had the opportunity to really just devour one book after another.

[00:12:25]

***Tacey A. Rosolowski, PhD***

[00:12:25]

That's pretty great.

[00:12:26]

***Kathryn Jones Hoffman, MSLS***

[00:12:26]

So... And I think that experience at Nerinx really made a big difference. And, interesting enough, I just attended my fiftieth reunion this past fall, and we have started writing our histories, each of us. We've contributed to our stories. And one of the discussions we've been having lately was about this directed reading program, and what were the titles we read, and they were incredible books that most high schoolers do not read. So it was very special, and I think that made a real difference for me.

[00:13:05]

***Tacey A. Rosolowski, PhD***

[00:13:05]

Did you participate in sports, or clubs, or anything? I'm thinking about kind of the leadership impulse. Where might that have taken root in your earlier education?

[00:13:16]

***Kathryn Jones Hoffman, MSLS***

[00:13:16]

I didn't participate in sports. I did as a youngster—I played softball—but that really wasn't my strength. I was a musician. I played the piano, and started when I was ten years old. And we didn't have a piano. I remember coming home from school. The music teacher had come to our class—I was in fourth grade—and she said, "Now, you don't have to have a piano. You can take lessons and practice at school." So I went home very excited, told my parents, "Now, I really, really want to take piano lessons. We don't have to get a piano. I can practice at school." So they agreed. I did that all the way through eighth grade. I stayed after school for at least 30 minutes every day and just played the piano. And when I went to high school, I continued lessons. We had a fabulous music teacher at Nerinx that I studied with. And I was active in the glee club, and sang, but also did a lot of the accompanying when we performed. So music was a very big part of my life. It was also part of my parents' life. My dad played the clarinet and the saxophone, so it wasn't unusual to have music be something in common. My parents loved to dance. They loved big swing music, and we always had music in the house, so... But I pursued classical music, which they weren't quite sure where that came from, because that wasn't what happened in our house. But maybe it was Mrs. Burgett from high school that was that influence for me. So music was a very big part of me.

[00:15:19]

The other thing I did, I was very interested in sewing. My mother didn't do any of these things. (laughs) She was a lovely, lovely woman, but she didn't really cook, and she didn't sew. She didn't do any of those domestic things. She just liked to party and have fun. So it turned out the woman that lived next door to us in St. Louis was a beautiful seamstress, and everything I learned about sewing I learned from her. So I used to make my own clothes. I'd made my daughter's clothes. And then, like reading, it sort of fell by the wayside as I got busier and busier in my profession, until I retired. And now I've taken up quilting, and I'm just having a ball being back at a sewing machine again.

[00:16:13]

***Tacey A. Rosolowski, PhD***

[00:16:13]

Well, I'm really struck, because some of the things that you've mentioned, they all take a lot of precision and focus. Singing is like that. Math is like that. Sewing is like that. (laughs) Piano is certainly like that. And working with cataloguing and details in a library are certainly like that. So it's kind of—it's a very interesting group of things that are coming together for you. Yeah.

[00:16:42]

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***Kathryn Jones Hoffman, MSLS***

[00:16:42]

I'd never thought about it that way.

[00:16:43]

***Tacey A. Rosolowski, PhD***

[00:16:43]

That's very neat. Well, you were starting to tell the story about going to I think it was the University of Illinois?

[00:16:52]

***Kathryn Jones Hoffman, MSLS***

[00:16:53]

Right, that's where I went for library school.

[00:16:55]

***Tacey A. Rosolowski, PhD***

[00:16:55]

Yeah. And, now, is that where you went undergraduate?

[00:16:58]

***Kathryn Jones Hoffman, MSLS***

[00:16:58]

No, I went to Case Western Reserve University.

[00:17:00]

***Tacey A. Rosolowski, PhD***

[00:17:00]

Okay, okay. So tell me about the decision to go to Case Western.

[00:17:03]

***Kathryn Jones Hoffman, MSLS***

[00:17:03]

When I moved back home, after graduating from high school, my father strongly encouraged me—he didn't require it, but he strongly encouraged me—to live at home for at least one year and go to Case Western Reserve, because he wanted me to have a sense of home and family, and having not made that move with the family, he was—really felt that that was important. As it turned out, I went all four years to Case, and lived at home the whole time, and it was okay. I mean, it was—I don't know—

[00:17:45]

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***Tacey A. Rosolowski, PhD***

[00:17:45]

It sounds like you're close with your family.

[00:17:46]

***Kathryn Jones Hoffman, MSLS***

[00:17:46]

Yes, very close.

[00:17:47]

***Tacey A. Rosolowski, PhD***

[00:17:47]

Yeah, yeah. Interesting. So what was your major? (laughter) How did you kind of develop?  
And what year was this?

[00:17:56]

***Kathryn Jones Hoffman, MSLS***

[00:17:56]

Let me think. I graduated from high school in 1967, and graduated from college in 19—

[00:18:07]

***Tacey A. Rosolowski, PhD***

[00:18:07]

Seventy-one.

[00:18:07]

***Kathryn Jones Hoffman, MSLS***

[00:18:07]

Seventy-one, yeah, thank you.

[00:18:09]

***Tacey A. Rosolowski, PhD***

[00:18:09]

And Bachelor of Arts.

[00:18:10]

***Kathryn Jones Hoffman, MSLS***

[00:18:10]

I'm fuzzy on dates. And then '73 for my graduate degree. So my major was in history and philosophy. Kind of a strange background to go into medical libraries, I guess, but when I had that meeting with [Sam Hitt?], that I told you was influential in my decision to go into medical

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libraries, one of the things he told me, he says, “Don’t worry. I can teach you.” That was his approach. “I can teach you.” And so after that meeting, that dinner meeting with him, he told me to go back to Illinois and think about it, and if I was interested, give him a call. So I did. I thought, well, what have I got to lose? The next thing I knew, I was stepping off a plane in Houston in February with wool clothes on, and it was hot. (laughs) I had left an ice storm in Illinois to come to a very nice climate in Houston. So next thing I knew I was working at the Texas Medical Center Library.

[00:19:23]

***Tacey A. Rosolowski, PhD***

[00:19:23]

Right. Well, tell me about the master’s program at the University of Illinois. I mean, what—how did you feel...? I don’t know anything about a program in librarianship, and there may be people who listen to this who don’t either. (laughter) So how did you ramp up into this new field from history and philosophy?

[00:19:47]

***Kathryn Jones Hoffman, MSLS***

[00:19:48]

I don’t know that I’d call it a ramping up. A lot of what is taught in library school—there’s a lot of history, history of the profession, but then there are classes that teach you about, well, cataloguing, the ins and outs of how to catalog, classes that teach you about reference books, the different sources, resources that you would be using at a library. There were management classes, budgeting classes. What else? The one unique thing about the University of Illinois is it had a biomedical program. Back then, the National Library of Medicine had a handful of these programs in different schools throughout the country, and U of I was one of them. And Wilf Lancaster, the professor I told you was very influential in my decision to go this direction, headed that program. So they—we had, I think, when I was there, we had, like, five students who were part of that program. They had a special scholarship that was funded by the National Library of Medicine to go through this program. So the emphasis for them in going through the library school program was to take classes in information management, the different things that were focused more toward medical libraries. I can’t even remember what they all are now. And I pursued that same course of study, even though I wasn’t one of the individuals going through on the scholarship. So...

[00:21:43]

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## **Chapter 03**

### ***The Texas Medical Center Library: Aspirations to Leadership and How Context Affects Library Administration***

#### **A: Professional Path;**

Codes

A: Overview;

A: Professional Path;

A: Definitions, Explanations, Translations;

D: Technology and R&D;

C: Leadership; D: On Leadership;

#### ***Tacey A. Rosolowski, PhD***

[00:21:43]

Now, one of the things that I was thinking about as I was preparing for this is just the whole issue of having a philosophy of librarianship, or medical librarianship. And I'm wondering if that—how you began to develop that. What does it mean to be a librarian in a medical institution? If this was a conversation you had with your father, and with your mentors.

[00:22:13]

#### ***Kathryn Jones Hoffman, MSLS***

[00:22:14]

I really didn't.

[00:22:14]

#### ***Tacey A. Rosolowski, PhD***

[00:22:14]

You didn't. Wow, okay, yeah.

[00:22:16]

#### ***Kathryn Jones Hoffman, MSLS***

[00:22:15]

No. I don't know, I just—I didn't really think very hard about it at all. I ended up going into cataloguing, because that was the position that was available and open here. I enjoyed cataloguing in school. And I remember—it was—to me it was kind of funny—when I was here on interview, I interviewed with the head of cataloguing, and he showed me MeSH, Medical Subject Headings. Picked up the book. He says, "Are you familiar with MeSH," and I said, "No, 'fraid not." (laughter) And he says, "How about the National Library of Medicine classification system?" And I said, "No..." (laughter) And I thought, well, man, I blew that; there's no way I'm getting this job. But I did, and he taught me. And it was really applying the

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very same principles that I had learned in library school, using the Library of Congress classification. It was very similar, and very—actually, much easier. So I kind of learned on the job.

[00:23:29]

***Tacey A. Rosolowski, PhD***

[00:23:29]

Yeah. Now, just for the record, I wanted to say that this—your position—and when you started in this cataloguing job in 1973—

[00:23:42]

***Kathryn Jones Hoffman, MSLS***

[00:23:42]

Right.

[00:23:42]

***Tacey A. Rosolowski, PhD***

[00:23:42]

Okay, and you were assistant to the director for catalog development? Is what it said on your CV, I think.

[00:23:49]

***Kathryn Jones Hoffman, MSLS***

[00:23:49]

Collection development.

[00:23:50]

***Tacey A. Rosolowski, PhD***

[00:23:50]

Collection development, I'm sorry. Houston Academy of Medicine at the Texas Medical Center Library. Okay.

[00:23:56]

***Kathryn Jones Hoffman, MSLS***

[00:23:55]

Right. That was its complete name, the Houston Academy of Medicine, Texas Medical Center Library.

[00:24:00]



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***Tacey A. Rosolowski, PhD***

[00:24:00]

Okay, okay. So tell me about—I mean, it's kind of interesting, in terms of your background, because you worked at three divisions within the UT system, so it's an interesting insider's view of different divisions within University of Texas, and Texas Medical Center Library was the first. So tell me about your track through that institution, because you were there until 1990, so...

[00:24:26]

***Kathryn Jones Hoffman, MSLS***

[00:24:26]

I was—I really great and developed while I was there. After, I think, only being there about a year and a half, I was promoted to head of cataloguing. And what I discovered about myself is I like to be in charge of things. I like to direct things. And I knew very early on I wanted to be a director. One of the first positions after head of cataloguing I aspired to was to be head of technical services.

[00:25:00]

***Tacey A. Rosolowski, PhD***

[00:25:01]

Why? I mean, why did you want to be in charge of things?

[00:25:03]

***Kathryn Jones Hoffman, MSLS***

[00:25:04]

I just did. It was just innate in me. So when going back, you say, "What is it about librarianship?" I really kind of wasn't a librarian; I was more a library manager. And I think that's the direction my career really took. To me, a librarian, the nuts-and-bolts librarians are the people who are performing the online searches, doing reference work, really one-on-one with people who come to the library for information. That wasn't my strength. I could've done that, but that's not what excited me or turned me on. It was being—directing the program, being the one to make the decisions, to organize, manage. That's really what drove me. So when I progressed my way up at the TMC library, I moved from head—from a cataloguer to head of cataloguing, to head of technical services, which is made up of cataloguing, serials, collection development, those departments within the library. These are the departments that make decisions and buy the books or the journals, manage the subscriptions, organize them. It's the technical end, as opposed to public services, which are the people who provide reference service, online searching, and teaching classes, that kind of—

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***Tacey A. Rosolowski, PhD***

[00:26:48]

Now, between 1973, when you began there, and 1990, when you left, I mean, there were enormous changes that were taking place in the medical field during that time. Now—and your career is gathering steam, ramping up. What are the kinds of issues that you became aware of that you had to factor into your thinking as you're saying, okay, I need—I want to manage this; what am I having to think about in order to grow a really strong set of services in collections?

[00:27:19]

***Kathryn Jones Hoffman, MSLS***

[00:27:20]

Probably the biggest thing was automation. So early on in my career it was cataloguing that was being automated, and circulation systems were coming into libraries. So computers allowed us to circulate materials, keep track of them, and then catalog materials, and develop online catalogs. So during my career, the early part of my career, we were making the shift from card catalogs to online catalogs. Things were going digital. A lot of my professional work in professional organizations during that period of time were with groups like OCLC, the Ohio College Library Center. That's where online cataloguing really had its birth. And the big what we call WorldCat was developed at OCLC. That's kind of a little buzzword, but it's been around a long time, and it was really being born at the time I was in library school.

[00:28:41]

***Tacey A. Rosolowski, PhD***

[00:28:42]

Were there people who were really thrown through a loop—for a loop with that? I mean, I just remember the moment when they got rid of the card catalogs.

[00:28:51]

***Kathryn Jones Hoffman, MSLS***

[00:28:50]

That—now, you talk about thrown for a loop. There were so many people who couldn't let go, librarians, and as a holdout they would keep the shelf list, which is a shelf order card catalog file. That was the last thing that they would let go of. They could let go of the public catalogue, but they couldn't let go of the shelf list. And when I came to MD Anderson's Research Medical Library, we still had a card shelf list.

[00:29:26]

***Tacey A. Rosolowski, PhD***

[00:29:26]

Wow.

[00:29:26]

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***Kathryn Jones Hoffman, MSLS***

[00:29:26]

And we had a paper serials check-in file. They did dual entry. They checked in journals online, but they didn't trust the online system. They continued to check in on the paper.

[00:29:41]

***Tacey A. Rosolowski, PhD***

[00:29:41]

Very interesting.

[00:29:42]

***Kathryn Jones Hoffman, MSLS***

[00:29:42]

And I remember I had to physically cart the Kardex—that was the paper file that we checked in journals with—I had to cart it out of the library. And, I mean, like, the staff were just horrified. And then finally we did the same thing with the shelf list, and it was just—it was—it's very difficult for people to let go of that piece.

[00:30:11]

***Tacey A. Rosolowski, PhD***

[00:30:11]

Now, what was your attitude about this when you saw it coming? I mean, were you a quick embracer of...?

[00:30:16]

***Kathryn Jones Hoffman, MSLS***

[00:30:16]

I was. I was. I liked change, and really thrive on change, I think, and so I welcomed it, and fully embraced it, and...

[00:30:28]

***Tacey A. Rosolowski, PhD***

[00:30:28]

That's very neat. So tell me about some of the big moments for you in terms of managing between 1975 and 1990, when you were starting to find your feet as a manager of these systems.

[00:30:43]

***Kathryn Jones Hoffman, MSLS***

[00:30:49]

Not—I'm not sure where to go with that.

[00:30:52]

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***Tacey A. Rosolowski, PhD***

[00:30:52]

Okay. Maybe not a good question.

[00:30:54]

***Kathryn Jones Hoffman, MSLS***

[00:30:55]

Well, ask—say it again.

[00:30:57]

***Tacey A. Rosolowski, PhD***

[00:30:57]

Well, I'm just curious. I mean, as you're kind of finding your feet as a person who's making big decisions, were there certain events of decision-making for you that were either important for their success, or what they taught you, or...?

[00:31:13]

***Kathryn Jones Hoffman, MSLS***

[00:31:13]

Well, yeah, I guess one big decision was what online—in the beginning, it was only circulation—what online circulation system should we purchase, what would work best for us. Most of the early automated systems didn't handle journals well, so they weren't very well-suited for medical libraries, because the bulk of our collections in medical are journals. And the early online catalogs really handled books best, not journals. So finding the right system—and there really was no perfect system; they all had drawbacks—but the perfect system, or the next, or the closest to perfect, was one that could handle journals. So that was a big part of it, and this—these are really early days of automation in libraries. What came later, with the birth of the internet, was the true online collections, and that was kind of the next hurdle. But that came really around, what, about the time I came to MD Anderson.

[00:32:32]

***Tacey A. Rosolowski, PhD***

[00:32:33]

Well, let me ask you another question about the TMC experience, which is: how did you find the kind of managerial environment there, the administrative environment, the bureaucracy? Were there challenges? Did you have good teams? What was it like kind of getting stuff done there?

[00:32:56]

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***Kathryn Jones Hoffman, MSLS***

[00:33:00]

It was really pretty easy. It was a good group. We could get things done. Where things really got difficult was in about 1986, when oil dropped, and resources dried up, the financial resources. Money was tight, and so we no longer had the freedom, I guess, to do all the wonderful things we wanted to do, because we didn't have the money anymore. So decision-making in a lot of areas got to be more difficult, because we had to make tough decisions, because we didn't have as many dollars to go around that we did before. So up until about the mid-'80s, the TMC Library was in a real heyday. We had the resources we needed to really build that library into a really great institution, but then we had to tighten our belts, and that made things—I guess as a manager that taught me a lot, because this was something more difficult I needed to face and deal with.

[00:34:20]

***Tacey A. Rosolowski, PhD***

[00:34:21]

It's easy to be a manager when you have every resource at your fingertips. (laughter)

[00:34:25]

***Kathryn Jones Hoffman, MSLS***

[00:34:23]

Exactly! (laughter) And not so easy when you didn't.

[00:34:29]

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## **Chapter 04**

### ***The Texas Health Science Library Consortium: Building Collaborations and Connections around the TMC Library***

#### **A: Overview;**

Codes

C: Leadership; D: On Leadership;

C: Professional Practice; C: The Professional at Work;

C: Collaborations;

***Tacey A. Rosolowski, PhD***

[00:34:29]

What are some things, when you look back on that time—what are some things that you were able to accomplish, that you say, yeah, I'm really, really happy I was able to do that? And what are some things—projects, initiatives—that were left undone that you're kind of sad you weren't able to push forward?

[00:34:46]

***Kathryn Jones Hoffman, MSLS***

[00:34:47]

We're talking about the TMC years? One of the really good accomplishments, I think, is the consortium that we had. We had a consortium here, in the Medical Center—if I remember right I think we called it the Texas Health Science Libraries Consortium—and it was all the libraries here in the Medical Center and Galveston. So it was the TMC library, Galveston Medical Library, and MD Anderson, the dental branch library, the School of Public Health, and the psychiatry library. So we formed a consortium, and we were able to leverage our dollars to share an online catalog. So we shared the online system that we have, and I was, I think, a leader in that part of what we were doing.

[00:35:55]

***Tacey A. Rosolowski, PhD***

[00:35:56]

What year did that go active? Was that in response to the crisis in the '80s?

[00:36:02]

***Kathryn Jones Hoffman, MSLS***

[00:36:04]

I'm not sure it was the response to the crisis. There'd always been a little bit of cooperation with these libraries, but it really developed into something stronger than that when we began to share an online catalog.

[00:36:21]

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***Tacey A. Rosolowski, PhD***

[00:36:22]

Now, you said you were a leader in making that happen. How did you exert some leadership role there?

[00:36:29]

***Kathryn Jones Hoffman, MSLS***

[00:36:31]

I think I was very instrumental in the decisions on which systems we would use, and managing the installation of the system. The TMC library housed the computer, and I was very involved in that part of the computer work with the online catalog. So we were able to leverage resources to make this happen, but the other really nice thing is that we shared our catalogs, so they were all one. And so it was very easy for users throughout the Medical Center to see what resources were available at all of the different institutions.

[00:37:16]

***Tacey A. Rosolowski, PhD***

[00:37:16]

Were there any challenges that came up as you got into the nitty-gritty of putting together that collaboration? Were there certain kind of little rough edges in getting the systems to work together, and people together?

[00:37:30]

***Kathryn Jones Hoffman, MSLS***

[00:37:32]

I guess the usual people problems. I'm trying to remember. We had to actually teach—I remember I had to teach the cataloguer here at MD Anderson to use OCLC to do her cataloguing there, and then transfer the records to our online catalog. They did not have those skills, so while it was second nature to me, it was new to the librarians who worked at this library, and the other libraries, for that matter.

[00:38:11]

***Tacey A. Rosolowski, PhD***

[00:38:11]

So it was sort of finding the common library language that people could use. Interesting, yeah.

[00:38:16]

***Kathryn Jones Hoffman, MSLS***

[00:38:13]

Yeah. Yeah. The other thing is we evolved this consortium in the Medical Center. We did—we

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shared online resources, and in the beginning it was a subscription to databases. It wasn't full text at that time. It was databases, like Medline, and there were a number of others. And because we purchased them as a consortium, we were able to make these resources available to everybody in the TMC through those li—all these libraries. The smaller libraries never would have been able to do that on their own.

[00:39:00]

***Tacey A. Rosolowski, PhD***

[00:39:00]

Yeah. Yeah, that's pretty amazing. Yeah. And, I mean, I don't know if you can recall numbers at this point, but is there a ballpark, like, what was this costing at that time?

[00:39:12]

***Kathryn Jones Hoffman, MSLS***

[00:39:11]

Oh, goodness.

[00:39:12]

***Tacey A. Rosolowski, PhD***

[00:39:12]

I mean, it's fine if you—

[00:39:13]

***Kathryn Jones Hoffman, MSLS***

[00:39:13]

I really don't remember.

[00:39:14]

***Tacey A. Rosolowski, PhD***

[00:39:14]

Yeah. I mean, it's something that you can look at your transcript --if you can find it, you can pop it in or whatever. I was just curious how much we were talking about at that time. What about anything else of that kind that was something really—an accomplishment you were glad to be able to push forward? And then, on the other side, something that maybe didn't work so well, or that you weren't able to finish?

[00:39:39]

***Kathryn Jones Hoffman, MSLS***

[00:39:42]

Nothing's coming to mind at the moment.

[00:39:43]



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***Tacey A. Rosolowski, PhD***

[00:39:43]

Okay. Okay. Now, you had kind of mentioned in passing that you were starting to work a lot with associate—professional associations. And I was curious about that, because I know that's—as Stephanie Fulton actually alerted me to the fact that was kind of a theme for you; you worked a lot with associations throughout your career. So tell me a bit about why and how you started getting involved with associations, and why you feel they're very, very significant.

[00:40:12]

***Kathryn Jones Hoffman, MSLS***

[00:40:12]

I think professional associations are important for librarians for a number of reasons. For one, it gives you—it gets—gives you a link to other librarians in your group, your profession. And it provides opportunities for continuing education, which is very, very important. But it also provides a way for individuals to develop. I'm thinking about a talk I gave one time to new librarians, and I feel like it was like a bell curve: you start off at this side of the bell, and you don't really know a whole lot yet. You're brand new to the profession. And then you start up the curve, and you start learning. You take. So you, through professional association work, you can learn. You can learn from others. You can learn by serving on committees, learning how to be a good team player, taking on more responsibility as a chair of a committee, or a unit within the organization. It helps you develop new skills and talents that you wouldn't otherwise have an opportunity to experience. And then as you get to kind of the top of the bell curve, you're at a point where you're starting to give back, so you're doing more. You participate in different ways of giving back—you start publishing, you teach, you chair, whatever—and then you come down the other side, and you're sort of heading to retirement, but you don't stop. You're still giving back, but in different ways. And then you level out, but you never really stop. I like to say I retired from my job, not from my profession. And so you continue to be a professional. And I think the professional associations help foster that in an individual. I learned so much about management, and how to be a team player, and get things done, through my professional association work.

[00:42:50]

***Tacey A. Rosolowski, PhD***

[00:42:50]

What are some of the big lessons that you learned, kind of the leadership wisdom that you picked up along the way?

[00:42:57]

***Kathryn Jones Hoffman, MSLS***

[00:42:59]

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(laughs) One of the toughest things was you can't rush things when you're working with a team. You have to build consensus, build collaboration, and that takes time, and it takes work. I was chair of the credentialing committee at the Medical Library Association, and we were introducing a whole new credentialing program for the association. I like to get things done quickly, and I learned the hard way that you can't do that, especially in the association. It takes time. Most people don't embrace change as quickly as I do. And we tried to roll out this new credentialing program in a year's time, and hadn't taken the time to really educate the people about what was coming. And it was a disaster. Now, eventually it happened, but not within the timeframe I'd hoped for. But that was one thing I learned the hard way. That was—I was devastated that the program didn't go through with as much meat to it as I wanted, and it didn't go through as quickly. But they do have it, and it's a good program, I think.

[00:44:36]

***Tacey A. Rosolowski, PhD***

[00:44:37]

I don't know why, but the phrase "Hell is other people" is coming to me. (laughter)

[00:44:41]

***Kathryn Jones Hoffman, MSLS***

[00:44:43]

Yeah, right.

[00:44:45]

***Tacey A. Rosolowski, PhD***

[00:44:45]

I can't remember what wise person said that. Frustrating. A funny side question, because it's sort of a truism that librarianship attracts introverts, and yet—maybe you don't agree—

[00:45:05]

***Kathryn Jones Hoffman, MSLS***

[00:45:06]

It does, but you—yeah.

[00:45:08]

***Tacey A. Rosolowski, PhD***

[00:45:08]

I mean, I'm just thinking about that kind of—

[00:45:10]

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***Kathryn Jones Hoffman, MSLS***

[00:45:10]

But I don't see myself there, exactly. (laughs)

[00:45:12]

***Tacey A. Rosolowski, PhD***

[00:45:12]

Yeah. I mean, I was thinking—I was wondering about that, because I'm thinking about that paradox of getting introverts to do teamwork and collaborate, and basically emerge from their offices, and if that posed a particular kind of challenge.

[00:45:27]

***Kathryn Jones Hoffman, MSLS***

[00:45:27]

I don't know if it was being an introvert that was the issue. I think it really—it's getting people onboard, and buying in to what you're trying to accomplish.

[00:45:44]

***Tacey A. Rosolowski, PhD***

[00:45:44]

Well, certainly with issues of change.

[00:45:46]

***Kathryn Jones Hoffman, MSLS***

[00:45:46]

Yeah, yeah. And I really am one to have always embraced change, and I guess that's why I wanted to be the one in charge. I mean, I wanted to direct things, and make those changes happen.

[00:45:59]

***Tacey A. Rosolowski, PhD***

[00:45:59]

Why do you think you're so easy with change?

[00:46:02]

***Kathryn Jones Hoffman, MSLS***

[00:46:04]

I don't know. But I've always been that way.

[00:46:07]

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## **Chapter 05**

### ***Stepping into Leadership at UT Southwestern Medical School***

#### **A: Overview;**

Codes

C: Leadership; D: On Leadership;

A: Character, Values, Beliefs, Talents;

A: Professional Path;

A: Career and Accomplishments;

***Tacey A. Rosolowski, PhD***

[00:46:08]

Interesting. Yeah. Could be a model, in a certain way. (laughs) How do you do that? Well, tell me about the next change. So in 1990, you're about to make a big change. Why did you leave that job?

[00:46:27]

***Kathryn Jones Hoffman, MSLS***

[00:46:26]

Wow. I was ready for a directorship. (clears throat) And the Dallas job came available, and—

[00:46:41]

***Tacey A. Rosolowski, PhD***

[00:46:41]

And just for the record, tell me about what that job was.

[00:46:44]

***Kathryn Jones Hoffman, MSLS***

[00:46:44]

It was the executive director of the library at University of Texas—UT—what's the title of their school? UT Southwestern Medical School in Dallas. And I knew in my career I was ready for that position. The difficult thing was it was—we were a two-career family, and my husband's job was one he couldn't leave. He was a State Farm insurance agent. His clientele were here.

[00:47:27]

***Tacey A. Rosolowski, PhD***

[00:47:27]

His name?

[00:47:28]

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***Kathryn Jones Hoffman, MSLS***

[00:47:28]

Rick Hoffman. And we made the tough decision—I was offered the position, and the tough decision that he would stay here and I would commute, which I did, every weekend. We had two young girls. I think at the time they were, like, eight and fifth grade. They're three years apart.

[00:47:55]

***Tacey A. Rosolowski, PhD***

[00:47:54]

Wow, that's—yeah, to be...

[00:47:55]

***Kathryn Jones Hoffman, MSLS***

[00:47:55]

Yeah, they were young.

[00:47:56]

***Tacey A. Rosolowski, PhD***

[00:47:56]

So Christina is the youngest, and the older daughter is...?

[00:47:59]

***Kathryn Jones Hoffman, MSLS***

[00:47:58]

Yes. Is—she's now 40. They're ages 40 and 37. My oldest daughter, Michelle, is in physical therapy. And they both live here in Houston. So anyway, that was—oh.

[00:48:15]

***Tacey A. Rosolowski, PhD***

[00:48:15]

So let me just quickly ask you about leaving the position at Texas Medical Center. I mean, was there handwriting on the wall, "I'll never get to be a director here," or...? Okay, yes, I will pause the recorder briefly.

(The recorder is paused.)

[00:48:28]

Okay, and we are back on again after about an eight-minute break. And you were starting to tell me about taking on this new position at UT Southwestern, and—as an executive director. And so a question I always like to ask is—I mean, everybody comes into a position like that with a

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mandate, a reason why you were hired, and you may have had your own mandate that was a little bit different, so... (laughter) So what was your vision? You wanted to be an executive director, so what was your vision?

[00:49:09]

***Kathryn Jones Hoffman, MSLS***

[00:49:07]

Yeah. I wanted to be a director. And I think they had, in selecting me, they had a mandate. The former director had been there for many, many years. She was very good.

[00:49:26]

***Tacey A. Rosolowski, PhD***

[00:49:27]

What was her name? That's okay, if—we can add it later. (laughter)

[00:49:28]

***Kathryn Jones Hoffman, MSLS***

[00:49:32]

I cannot remember. Okay, I'm not going to try to—

[00:49:37]

***Tacey A. Rosolowski, PhD***

[00:49:37]

Don't worry about it. I'll make take a note and we can put it in later.

[00:49:40]

***Kathryn Jones Hoffman, MSLS***

[00:49:38]

—take that out of memory. Anyway, she was very good, and had been there for years, but she wasn't moving the library into the twenty-first century. And (laughs) it was kind of the same way here. I remember when Marie Harvin was director—I'm sorry, I'm digressing.

[00:50:02]

***Tacey A. Rosolowski, PhD***

[00:50:02]

No, that's fine.

[00:50:02]

***Kathryn Jones Hoffman, MSLS***

[00:50:03]

Marie Harvin—well, before me it was Sara Jean Jackson, and before Sara Jean it was Marie

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Harvin. And she'd been here for years, and she was quite an institution. I remember being scared to death of her. I was just terrified of her. And—I was much younger then. Anyway, she told me—she got ready to retire, and she said she was very proud of the fact that she was walking out the door before one computer came in the door. (laughter)

[00:50:40]

***Tacey A. Rosolowski, PhD***

[00:50:40]

Oh, wow. That says a lot. That says a lot.

[00:50:44]

***Kathryn Jones Hoffman, MSLS***

[00:50:44]

So... But anyway, that was my little digression. It was kind of not that bad, but close, in Dallas. They were ready for somebody to take the library into the twenty-first century. It... It was a big learning curve for me, even though I'd been in libraries, up until that time, about seventeen years. I had been in leadership positions, but now all of a sudden I went from a private institution to a public institution, and things happened differently.

[00:51:26]

***Tacey A. Rosolowski, PhD***

[00:51:27]

How so?

[00:51:27]

***Kathryn Jones Hoffman, MSLS***

[00:51:28]

You didn't write your own press releases. We had to do that at the TMC library. We were not part of any other parent organization. And so that learning curve for me, with, like, whoa—that was a rude awakening. I sent out a press release, and boy, did I get called on the carpet. (laughs) It was like, oh, I didn't know I was supposed to do that. Just the way certain things like that happened, the way the budget, the whole budgeting process happened, the way raises were given, they expected me to know this when I got there. Well, it's unique to every institution. And so that was a little bit of a learning curve when I first went in, but I quickly caught on. It was not a problem. But I remember—I was only there for about five years, and I remember the dean at my going away party saying they were really shocked at how much I had advanced the library in that short period of time, which made me very happy, that I was able to accomplish something there.

[00:52:44]

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***Tacey A. Rosolowski, PhD***

[00:52:45]

First question: who was the dean?

[00:52:47]

***Kathryn Jones Hoffman, MSLS***

[00:52:48]

Perrie Adams.

[00:52:49]

***Tacey A. Rosolowski, PhD***

[00:52:50]

And what were those changes that you were able to institute?

[00:52:55]

***Kathryn Jones Hoffman, MSLS***

[00:52:55]

Most of them dealt with technology. Really, that was the big chunk of it: technology; bringing in online resources; weeding out paper, replacing it with the electronic. One of the things that made a difference was being in close communication with the IT people on campus, and we were able to make change, and to bring in computers. They—just getting computers in the library was just... They—it was difficult, and we were able to get that accomplished.

[00:53:53]

***Tacey A. Rosolowski, PhD***

[00:53:53]

Were there some challenges of educating library staff? Kind of were there generational issues with library staff? I'm just wondering—this is this whole period of transition, and I know from talking to people here at MD Anderson when there have been changes instituted around technology, I mean, there are just sometimes people who've got to leave because they can't handle it. And then where do you get the funds or—and the blessing of the higher-up people in the chain to say yes, you can hire folks that can handle this new situation? Did you confront some things like that at UT Southwestern?

[00:54:33]

***Kathryn Jones Hoffman, MSLS***

[00:54:33]

I think I did, but I really can't think of specific examples.

[00:54:38]



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***Tacey A. Rosolowski, PhD***

[00:54:38]

But nothing that held you back in any major way?

[00:54:40]

***Kathryn Jones Hoffman, MSLS***

[00:54:39]

But—no, no. And the individuals that couldn't deal with the change eventually realized that and moved on. It wasn't—the library was not going to remain static and stay the same. Most—the vast majority of the people that worked there were ready for that change, because it had lagged behind for so long.

[00:55:08]

***Tacey A. Rosolowski, PhD***

[00:55:09]

Why—and it had because of the top leadership?

[00:55:13]

***Kathryn Jones Hoffman, MSLS***

[00:55:11]

I think it was because the top administrator should've retired sooner. And so often that happens. You need to know when it's time to go.

[00:55:27]

***Tacey A. Rosolowski, PhD***

[00:55:27]

Yeah. Yeah. (laughter) Lots to be said about that, but another time. Yes. No, that's something I've heard from so many people, many of whom are themselves considering, When should I leave and step into another role, whatever. It's tough.

[00:55:46]

***Kathryn Jones Hoffman, MSLS***

[00:55:45]

I may be jumping ahead, but I feel like I left at the right time.

[00:55:48]

***Tacey A. Rosolowski, PhD***

[00:55:48]

Oh, well, that's a nice thing.

[00:55:50]

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***Kathryn Jones Hoffman, MSLS***

[00:55:50]

I left on a real high note.

[00:55:51]

***Tacey A. Rosolowski, PhD***

[00:55:51]

Yeah. What is it? Better to burn out than to fade away? (laughs)

[00:55:54]

***Kathryn Jones Hoffman, MSLS***

[00:55:55]

Yeah.

[00:55:55]

***Tacey A. Rosolowski, PhD***

[00:55:56]

Yes, yes. What are some—were there other things around—specific things around technology, or other things that you were able to accomplish at Southwestern?

[00:56:08]

***Kathryn Jones Hoffman, MSLS***

[00:56:13]

I started—one of the things that I think was a strength for me all along was strategic planning. And we did a fabulous strategic plan, and I guess through that plan, and the planning process, we mapped out a future. And I was told later, after I left, by the CIO, that the director who followed me, they felt like she just carried out my plan, that she wasn't... She did not have the vision I had. One of the greatest compliments that one of my staff there gave me was that I was a visionary. I had vision. And this plan laid out that vision, and the person who followed me just kind of implemented that plan, and then she left, and—after it was finished, and...

[00:57:16]

***Tacey A. Rosolowski, PhD***

[00:57:17]

What was the vision?

[00:57:18]

***Kathryn Jones Hoffman, MSLS***

[00:57:20]

I don't know if I could put it in words, exactly. We were doing a major library renovation of the physical space, so it was really to bring this at—what at that point was a pretty old physical

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facility into a new modern age, where we could teach online classes, have good collaborative space for users, good staff working space. The staff areas were pathetic. It was horrible. So it was just a whole total revamping. And doing the wiring to get the technology into the space.  
[00:58:05]

***Tacey A. Rosolowski, PhD***

[00:58:05]

Wow.

[00:58:05]

***Kathryn Jones Hoffman, MSLS***

[00:58:06]

So there was a lot. It's a... It was a plan that required a lot of infrastructure and change to really visualize a library of the twenty-first century.

[00:58:18]

***Tacey A. Rosolowski, PhD***

[00:58:18]

Were people excited about it?

[00:58:19]

***Kathryn Jones Hoffman, MSLS***

[00:58:19]

Oh, very excited. Yeah. And I remember when we did—when we started the plan, we involved the entire library staff. And we had to say goodbye to the old plan, which was just... It was mindboggling how tedious and—what's the word? It was just so detailed, and all this... You get so bogged down in all these objectives and this and that and the other, it's like, no wonder they didn't get anything accomplished. They were too—they weren't outward-looking; they were too inward-looking, I think—

[00:58:59]

***Tacey A. Rosolowski, PhD***

[00:58:59]

Too detail-focused.

[00:59:00]

***Kathryn Jones Hoffman, MSLS***

[00:59:00]

—on the in, not out. So we had a big planning party, and we had what we called the Wall of Wonder. We had this great big wall, and we went through this process of taking different categories of things, and writing things on different colored cards, and putting them up on the

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board. And it was a way to say goodbye to the past and embrace the future that was coming.  
[00:59:31]

***Tacey A. Rosolowski, PhD***

[00:59:32]

Can you give me an example? Because I'm not quite visualizing how the Wall of Wonder works.

[00:59:36]

***Kathryn Jones Hoffman, MSLS***

[00:59:36]

Oh, it... It was like, what... Oh, it's hard—I'm trying to remember how it worked. Writing down, like, three—adjective, adjective, noun is what I recall—that describes something you were letting go of, and then something—adjective, adjective, noun—that describes something that you were going to look to the future for. So it was a way of making this change, and start everybody off at the right—same place together.

[01:00:11]

***Tacey A. Rosolowski, PhD***

[01:00:11]

So I'm thinking an example might be like letting go of the poorly-designed staff areas.

[01:00:16]

***Kathryn Jones Hoffman, MSLS***

[01:00:16]

Yeah.

[01:00:16]

***Tacey A. Rosolowski, PhD***

[01:00:17]

And then you would say—

[01:00:18]

***Kathryn Jones Hoffman, MSLS***

[01:00:18]

Or letting go of the card catalog. (laughter) They still had a shelf list, too, after all these many, many years. Yeah.

[01:00:28]

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***Tacey A. Rosolowski, PhD***

[01:00:27]

Yeah. And so would the idea be you would use the...? And the reason I'm asking some of these detailed questions is, frankly, I take clips of this for leadership training, and so this is, like, a great idea that people would be interested in. (laughs) So would be letting go of the inefficient something card catalog—

[01:00:46]

***Kathryn Jones Hoffman, MSLS***

[01:00:46]

Right.

[01:00:46]

***Tacey A. Rosolowski, PhD***

[01:00:46]

—and embracing an easy-to-use, easily accessible—

[01:00:51]

***Kathryn Jones Hoffman, MSLS***

[01:00:50]

Right.

[01:00:50]

***Tacey A. Rosolowski, PhD***

[01:00:51]

—online system, something like that. Yeah. Interesting.

[01:00:56]

***Kathryn Jones Hoffman, MSLS***

[01:00:56]

Anyway... The Wall of Wonder was the last piece of this whole big process, and then we were able to develop a more forward-working plan.

[01:01:06]

***Tacey A. Rosolowski, PhD***

[01:01:06]

Yeah, interesting. How you get people involved, how you get them to buy in is so important. Very exciting.

[01:01:14]

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***Kathryn Jones Hoffman, MSLS***

[01:01:12]

Yeah. But I actually had a staff member who—she had experience with this group that I'm blanking now on what it was. But I had attended one of their workshops many years before, and I found out she was trained in this field. And I had her do the—lead this group, and the Wall of Wonder. The Wall of Wonder was her idea of a way to do it. And it just was fabulous, the way it all worked out.

[01:01:54]

***Tacey A. Rosolowski, PhD***

[01:01:54]

Yeah, very interesting. Yeah. Whatever works.

[01:01:59]

***Kathryn Jones Hoffman, MSLS***

[01:01:59]

Yeah. Obviously it got me excited. (laughs)

[01:02:01]

***Tacey A. Rosolowski, PhD***

[01:02:01]

Yeah, it did. Yeah, you were very enthusiastic. So in 1995 you're making another change, so how did that come about?

[01:02:11]

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## **Chapter 06**

### ***A New Opportunity at the Research Medical Library***

#### **A: Joining MD Anderson/Coming to Texas;**

Codes

C: Leadership; D: On Leadership;  
A: Character, Values, Beliefs, Talents;  
A: Professional Path;  
C: Evolution of Career;  
B: Building/Transforming the Institution;

***Kathryn Jones Hoffman, MSLS***

[01:02:10]

I got a phone call from Robin Sandefur, and—telling me Sara Jean was retiring. Would I consider, as he put it, throwing my hat in the ring?

[01:02:28]

***Tacey A. Rosolowski, PhD***

[01:02:30]

And Robin Sandefur's role?

[01:02:32]

***Kathryn Jones Hoffman, MSLS***

[01:02:32]

He was... Oh, what's his exact title? He was my boss when I came here. He was the—was he...? I can't remember if he was a—I don't think he was a vice president, but Dr. Tomasovic was—followed him. So he was, like, Head of Academic Affairs, something—

[01:02:53]

***Tacey A. Rosolowski, PhD***

[01:02:52]

Yeah, Head of Academic Affairs, Vice President of Academic Affairs.

[01:02:54]

***Kathryn Jones Hoffman, MSLS***

[01:02:54]

Yeah, some—I can't remember his exact title, but it was somewhere along that line. We should look that up. I should know that.

[01:03:03]

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***Tacey A. Rosolowski, PhD***

[01:03:03]

Yep. That's fine. That's stuff that can be added later on.

[01:03:06]

***Kathryn Jones Hoffman, MSLS***

[01:03:06]

Yeah. But he phoned me up, and so I said, well, sure, what have I got to lose? Same thing I said before. So I came. I came on interview, and was a full two-day interview, and they offered me the position. It was a wonderful opportunity to come back, rejoin my family. And I wasn't really ready to leave the job in Dallas. There was so much more I wanted to do, and we were just embarking on this great plan. But the opportunity here was one I could not just let go. But the—I'll tell you, the—I did have to think about it, though. The weak part at that point was the staff. It did not—this library did not have a real strong staff. It had a few individuals, but in my estimation it didn't have the strength of staff. And people are everything.

[01:04:20]

***Tacey A. Rosolowski, PhD***

[01:04:20]

Now, as you're—what were—and I'm asking here for really a critical evaluation of the landscape—what were the weaknesses that you were identifying?

[01:04:31]

***Kathryn Jones Hoffman, MSLS***

[01:04:33]

Again, it was a staff that didn't embrace change, and they didn't have a vision. They were just kind of going along, same old same old, and they could've been so much greater. That's not to say Sara Jean was a bad administrator, but—and she told me—I mean, she was at that point where she knew there were things coming on the horizon that weren't her strength, and it was time for her to retire.

[01:05:10]

***Tacey A. Rosolowski, PhD***

[01:05:10]

Smart.

[01:05:10]

***Kathryn Jones Hoffman, MSLS***

[01:05:11]

And so that—rebuilding the staff to—and get the existing staff... We did add positions, but getting the existing staff to accept change... It was like—I was telling you earlier—they still had



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the paper serials check-in, the Kardex. They still had the shelf list. (laughs) And it was a time—when I came here, it was a time when technology was making that next big leap, because journals were coming online. It wasn't just databases, which we had and had had for a while, but it was journals that were coming online. And that was a major change. And it was hard for people to embrace that. Plus, I was a leader—I like to get things done and do things quickly, I move fast, and for a lot of people that was hard. They didn't—they weren't comfortable with a leader that was moving too fast.

[01:06:28]

***Tacey A. Rosolowski, PhD***

[01:06:28]

Interesting, yeah, yeah.

[01:06:30]

***Kathryn Jones Hoffman, MSLS***

[01:06:30]

That's how I would assess what it was like when I came here.

[01:06:34]

***Tacey A. Rosolowski, PhD***

[01:06:35]

Now, when Robin Sandefur and other leaders talked to you about what they wanted the new executive director to address and to do, how were they representing the role?

[01:06:48]

***Kathryn Jones Hoffman, MSLS***

[01:06:48]

They didn't tell me what they were expecting.

[01:06:50]

***Tacey A. Rosolowski, PhD***

[01:06:50]

Really?

[01:06:50]

***Kathryn Jones Hoffman, MSLS***

[01:06:51]

No.

[01:06:51]

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***Tacey A. Rosolowski, PhD***

[01:06:52]

Huh. That kind of goes to a question (laughs) I was going to ask about an hour ago but didn't, which is: do you feel that most institutions have any kind of granular understanding of what a library does? (laughter)

[01:07:10]

***Kathryn Jones Hoffman, MSLS***

[01:07:11]

I knew that's where you were going. I guess they don't. They really don't, which is why you hear, "Oh, well, everything's on the internet. We don't need libraries anymore." Obviously people do not really understand what libraries are all about, or what they can provide, what they offer a community. Yeah, I think they really didn't know. They just—"Oh, come in, just come in and manage this library for us," so...

[01:07:43]

***Tacey A. Rosolowski, PhD***

[01:07:43]

Now, when you came for your two days of interviews—I mean, anybody who comes to an interview is also educating people, so how did you—what were you saying to educate these folks about what you were bringing, what you might be able to do, what you could do?

[01:08:00]

***Kathryn Jones Hoffman, MSLS***

[01:08:00]

I interviewed with a lot of individuals, not just library staff, and I remember the one interview that... Sara Jean was still here, and she and Robin Sandefur were both very nervous about the interview I was to have with Mitch Morris. Mitch Morrison, Dr. Morrison. And he played a heavy hand in the library. And he had more of a grasp on what the library needed to be, and he was really a visionary. And even though he was a physician, he was very into technology, and actually left Anderson a couple years after I was here to pursue a dotcom career.

[01:09:04]

***Tacey A. Rosolowski, PhD***

[01:09:04]

Oh, wow, so very into it.

[01:09:06]

***Kathryn Jones Hoffman, MSLS***

[01:09:05]

So he was really into technology. And he had really exerted himself in library management, and

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was insisting that we have—the library have a certain database that was only accessible from a Mac, an Apple-based machine. Was that the one? Maybe not. I may be wrong on that, but it was a certain database that was not... Oh, I wish I could remember its name. But anyway, it was very expensive, and Sara Jean really didn't want it. There was just a lot of controversy about the whole thing. But he was really exerting a lot of pressure to want to run the library, I think, almost himself. And so they were very worried about his interview with me. Well, went into this interview and, I don't know, something clicked. (snaps fingers) And he realized I knew about technology, and we just—we sat down like we're sitting here. We had a conversation. And Sara Jean was waiting to take me to, like, the next interview, and was getting very nervous, because we'd gone way over time, and she had his secretary ring in and say... And he said, "In a minute, in a minute." And we were—we had just really hit it off.

[01:10:35]

***Tacey A. Rosolowski, PhD***

[01:10:35]

Oh, that's cool.

[01:10:36]

***Kathryn Jones Hoffman, MSLS***

[01:10:36]

And I think at that point he had confidence that I could direct the library and take it where it needed to go, he didn't have to meddle in the affairs anymore. And he didn't. He didn't meddle in the affairs.

[01:10:51]

***Tacey A. Rosolowski, PhD***

[01:10:50]

Wow. Yeah. That's a wonderful story.

[01:10:53]

***Kathryn Jones Hoffman, MSLS***

[01:10:52]

So I remember that one—that's the one thing that stands out about that whole two-day interview was that session with him.

[01:11:00]

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***Tacey A. Rosolowski, PhD***

[01:11:00]

Well, he—yeah, it's interesting, because sometimes that happens when there's one person in the institution that feels like they're the lone voice that really can see what needs to be done, and they're the only ones that are... And then, oh my gosh, I've got an ally. There's somebody I can give this to.

[01:11:16]

***Kathryn Jones Hoffman, MSLS***

[01:11:16]

Right.

[01:11:16]

***Tacey A. Rosolowski, PhD***

[01:11:17]

And he felt that way about you. So that's really great.

[01:11:20]

***Kathryn Jones Hoffman, MSLS***

[01:11:20]

Yeah.

[01:11:20]

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## **Chapter 07**

### ***First Steps to Develop the Research Medical Library***

#### **B: Building the Institution;**

#### Codes

A: Overview;  
C: Leadership; D: On Leadership;  
A: Career and Accomplishments;  
C: Professional Practice; C: The Professional at Work;  
B: Building/Transforming the Institution;

***Tacey A. Rosolowski, PhD***

[01:11:21]

Yeah. So, you arrive.

[01:11:24]

***Kathryn Jones Hoffman, MSLS***

[01:11:24]

I arrive.

[01:11:25]

***Tacey A. Rosolowski, PhD***

[01:11:25]

Yeah. So...? (laughter) And then you see the real story.

[01:11:28]

***Kathryn Jones Hoffman, MSLS***

[01:11:29]

Yeah, the real struggle really was a staffing issue, and one of the employees—I don't know if we need to turn this off or not, but we don't have to—he was an alcoholic. And I think Sara Jean had been a support person for him, and when she was gone he pretty much hit rock bottom. And he ended up having to resign, because he returned to alcohol in a very bad, serious way. So that was the first thing.

[01:12:18]

***Tacey A. Rosolowski, PhD***

[01:12:18]

And let me just ask you, because—and I'm not asking about this particular individual, but really, I mean, that is a leadership issue. It's a challenge. And an individual who has this kind of struggle has an effect on coworkers and environment, and you as a leader have to deal with that.

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So, I mean, what was your strategy in managing that challenge?

[01:12:46]

***Kathryn Jones Hoffman, MSLS***

[01:12:48]

For me, it was acknowledging to the staff this person is an alcoholic. He has a disease. We can't enable him. We need him to seek help. And we did get help here on campus, but it was more than that he could bear at the time, and he—all his support system was falling apart. But it was getting the staff to acknowledge that this is the issue here. He's an alcoholic.

[01:13:30]

***Tacey A. Rosolowski, PhD***

[01:13:30]

So the staff was kind of not identifying it quite as strongly.

[01:13:35]

***Kathryn Jones Hoffman, MSLS***

[01:13:34]

They wouldn't come right out and say those words.

[01:13:38]

***Tacey A. Rosolowski, PhD***

[01:13:38]

No, and that can happen. Yeah, yeah. Welcome to MD Anderson.

[01:13:44]

***Kathryn Jones Hoffman, MSLS***

[01:13:44]

Right.

[01:13:44]

***Tacey A. Rosolowski, PhD***

[01:13:44]

Well, I mean, (laughs) welcome to your new job. Yikes. So after you've kind of put that issue to bed, and I imagine you had lots of brain cells also thinking about your vision and what you wanted to do here, I mean, what was the priority list? How did you set yourself a plan for making the changes here that you wanted to make?

[01:14:09]

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***Kathryn Jones Hoffman, MSLS***

[01:14:10]

One of the things was improving the physical space. Just like at Southwestern, the physical space had been neglected, and it needed updating. The staff work areas, just like in Dallas, were not good. So I actually did a number of small renovation projects. I was able to get funding, usually through permanent university funds, to make these changes. And I can't remember how many things we did, but we created a classroom where we could teach online classes. We took—I'm sorry, go ahead.

[01:15:01]

***Tacey A. Rosolowski, PhD***

[01:15:01]

Oh, no, I was just—it just occurred to me that we should actually identify where the library was at the time, (laughter) because it was not located where it is now.

[01:15:10]

***Kathryn Jones Hoffman, MSLS***

[01:15:07]

Oh, right. It wasn't in—not in this private spot. Oh, I can't wait to talk about that.

[01:15:14]

***Tacey A. Rosolowski, PhD***

[01:15:14]

That's good, yes. (laughs) So where—

[01:15:17]

***Kathryn Jones Hoffman, MSLS***

[01:15:17]

I guess it was, I want to say, the Bates Freeman Building, if that rings a bell. It was what's now—what used to be the blue zone, I think. It was at the end of a long hallway. It's where, after the library vacated that space and moved here, the School of Health Sciences moved into that space. Underneath us was the place where they kept all the animals, and it smelled bad most of the time.

[01:15:47]

***Tacey A. Rosolowski, PhD***

[01:15:47]

Oh, did it? Oh, how nasty.

[01:15:49]

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***Kathryn Jones Hoffman, MSLS***

[01:15:49]

And above us were labs, and we were—the library—way before my time, even—suffered from serious leaks coming from the pipes in the lab. And it was always over the journal stacks. (laughter) It's like... (sighs) Same thing has happened here. It's like, this is the worst nightmare for libraries: water. And they actually built a trough up in the ceiling underneath these pipes that ran right over the journal stacks, to try to catch water when they had leaks. And this happened often. It wasn't... Yeah, just... It was sad.

[01:16:35]

***Tacey A. Rosolowski, PhD***

[01:16:34]

Oh, gosh. Now, do you know why the library was located in that research building at the time? I mean, I don't know anything really about the history of—

[01:16:45]

***Kathryn Jones Hoffman, MSLS***

[01:16:45]

I'm not sure why it got located there, but it was there for a long time. I mean, I remember Marie Harvin was director when it was there. So it moved to that location many years ago. Originally, it was on the same floor as the president's office, I think. It was just down the hall.

[01:17:07]

***Tacey A. Rosolowski, PhD***

[01:17:07]

Which was in the Main Building?

[01:17:08]

***Kathryn Jones Hoffman, MSLS***

[01:17:09]

Yeah. And then it got moved there, I think because of the research labs in that part of the building, because it was—

[01:17:18]

***Tacey A. Rosolowski, PhD***

[01:17:17]

So they wanted it close to the researchers.

[01:17:18]



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***Kathryn Jones Hoffman, MSLS***

[01:17:18]

It was the... And that name is deliberate: it's the Research Medical Library. Originally, it was the library for physicians and researchers only, not for nurses, or other—anybody else. And I remember when—was it Marie, or...? It was either Marie—I think it was Marie—opened the doors to everyone.

[01:17:49]

***Tacey A. Rosolowski, PhD***

[01:17:49]

Wow. Now, was it always called the Research Medical Library?

[01:17:53]

***Kathryn Jones Hoffman, MSLS***

[01:17:55]

I'm not sure. I think it was. I'd have to go back and look in the—that—one of those histories. I think it was.

[01:18:01]

***Tacey A. Rosolowski, PhD***

[01:18:01]

And when did that change to nurses and other practitioners within the institution? When did that happen? I'm wondering how it was timed with the interest in research nurses and all of that.

[01:18:17]

***Kathryn Jones Hoffman, MSLS***

[01:18:17]

That I really don't know.

[01:18:18]

***Tacey A. Rosolowski, PhD***

[01:18:18]

Okay, I'm just curious.

[01:18:19]

***Kathryn Jones Hoffman, MSLS***

[01:18:19]

That really predates me. Yeah.

[01:18:20]

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***Tacey A. Rosolowski, PhD***

[01:18:20]

Yeah, I'm just curious about that. Okay.

[01:18:22]

***Kathryn Jones Hoffman, MSLS***

[01:18:22]

I just remember somebody saying that. (laughs)

[01:18:24]

***Tacey A. Rosolowski, PhD***

[01:18:24]

Okay. All right, so here you are, deeply invested in renovating the physical space that's leaky and old. (laughs) Goodness. So that was a priority.

[01:18:39]

***Kathryn Jones Hoffman, MSLS***

[01:18:39]

Yeah. And we were only able to do it in chunks, little chunks. One of the things that we did is—which hadn't been done—we re-carpeted the entire space, and that was fun. We had a company that moves libraries and stuff. They came in with these—this equipment that hooked on to the end of the bookshelves and actually lifted them up and moved them on wheels.

[01:19:09]

***Tacey A. Rosolowski, PhD***

[01:19:10]

Oh my gosh.

[01:19:10]

***Kathryn Jones Hoffman, MSLS***

[01:19:10]

And books weigh a lot. (laughs) They moved whole ranges of shelving so we could re-carpet. It had never been re-carpeted. The carpet was so filthy.

[01:19:24]

***Tacey A. Rosolowski, PhD***

[01:19:24]

Oh, god.

[01:19:25]

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***Kathryn Jones Hoffman, MSLS***

[01:19:25]

So that was a big, big deal. We got it re-carpeted. We got new bookshelves. We got new study tables. We got a real conference room for staff meetings. We didn't have one before.

Everybody just sat around in the director's office. That's how they had staff meetings.

[01:19:42]

***Tacey A. Rosolowski, PhD***

[01:19:43]

Now, were there changes in how the library here was actually used? I mean, so was it... You mentioned putting in a classroom where you could take online courses. I mean, so the traditional use, somebody comes, they look through the journals, they check out some books, maybe they get on a computer and do a little research. But clearly there were different requests now. Users wanted a wider palette of things they could do in the library, and services they wanted offered.

[01:20:15]

***Kathryn Jones Hoffman, MSLS***

[01:20:15]

Yeah. The big thing was bringing in computers that they could do anything. They could create a Word document, create an Excel document. They didn't have to just do—be searching in a library database. They had access to the whole internet now. That change came while I was here, so we were—

[01:20:38]

***Tacey A. Rosolowski, PhD***

[01:20:38]

Now, why did patrons want that?

[01:20:39]

***Kathryn Jones Hoffman, MSLS***

[01:20:41]

Many of them didn't have office space. We had really state-of-the-art computers, and we had a lot of the resources that they sometimes didn't have in their office.

[01:20:57]

***Tacey A. Rosolowski, PhD***

[01:20:57]

Wow. So people would come to do what kind of work? I mean, write an article? Do—

[01:21:03]

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***Kathryn Jones Hoffman, MSLS***

[01:21:03]

Yeah.

[01:21:03]

***Tacey A. Rosolowski, PhD***

[01:21:04]

Wow. I had no idea.

[01:21:06]

***Kathryn Jones Hoffman, MSLS***

[01:21:06]

In addition to searching for—doing a database search for the research topic or whatever. We had some users who came in every day, had their favorite little study carrel, and that was their office. And I'm sure that still goes on. A lot of times—the labs are not the most conducive places for research and study. And so this was a place they could go and do that kind of work, whether it be reading or doing something at a computer. They didn't have that in the lab, or the clinic for that matter.

[01:21:56]

***Tacey A. Rosolowski, PhD***

[01:21:55]

Well—yeah, or the clinic. I mean, uninterrupted time and space that's calm, no distractions.

[01:22:01]

***Kathryn Jones Hoffman, MSLS***

[01:21:58]

Right, yes. Right. Or, in the case—even back then, but certainly now—collaborative space, where a group could come together and work things—work as a group—

[01:22:14]

***Tacey A. Rosolowski, PhD***

[01:22:14]

And as teamwork has become increasingly important in the library. I mean, a question or a theme that I didn't explicitly introduce but is certainly really important is the enormous changes in services that library patrons want, and that's certainly an explosion that you saw over the course of your career. I mean, really. And that idea of what experiences and possibilities should the space of the library present is a huge one that you had to address, as well.

[01:22:45]

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***Kathryn Jones Hoffman, MSLS***

[01:22:46]

And so we've just—they've just undergone another renovation here.

[01:22:51]

***Tacey A. Rosolowski, PhD***

[01:22:51]

Oh, I know. It's so beautiful.

[01:22:52]

***Kathryn Jones Hoffman, MSLS***

[01:22:52]

It's gorgeous. It was gorgeous before, but it's even more gorgeous. But that needs to happen about every ten years, because services, things change, and the space has to change with it. And that's what hadn't happened before, in Dallas or here.

[01:23:14]

***Tacey A. Rosolowski, PhD***

[01:23:14]

Well, and I think—I mean, now that we're speaking about it in this way, I've had this conversation with people in the Zayed Building and people in the [Scrub?] Buildings, and they say, "Well, these buildings were designed with such-and-such a space so that people could come together, because work here is increasingly collaborative. We rely on teams. There's no central place at MD Anderson where people run into each other, and the hope is that now people will run into each other, and it doesn't happen." I mean, they're complaining about this at Zayed. The spaces that they wanted to create to do this in SCRB [South Campus Research Buildings] are not really working. And I'm thinking the library here, it is a community space. I mean, you were mentioning the people who have their carrell they sit in. It's the creatures of habit who come, and they begin to establish a kind of community. And I think the library does have an opportunity—it is an opportunity to create a very hospitable environment where people can come together and start to know one another in a different way. It was quite lovely to see—we had a soft opening before the holidays here, the new renovation. I mean, the energy, and the people were so excited, and they wanted their picture taken in the library, and—I mean, it was really neat to see these people feel like it's their library. I mean, that was very nifty. And I hope that really continues and translates into a good community vibe.

[01:24:46]

***Kathryn Jones Hoffman, MSLS***

[01:24:47]

Yeah.

[01:24:47]

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***Tacey A. Rosolowski, PhD***

[01:24:47]

Yeah, but anyway. That's sort of me adding my little piece and observations. But you were certainly beginning to think about setting that into place in '95, when you first came.

[01:25:00]

***Kathryn Jones Hoffman, MSLS***

[01:25:00]

I think so, yeah.

[01:25:01]

***Tacey A. Rosolowski, PhD***

[01:25:01]

Yeah. Yeah. Okay, so no more dirty carpet—

[01:25:04]

***Kathryn Jones Hoffman, MSLS***

[01:25:03]

And in '95 I had no idea we would be moving.

[01:25:07]

***Tacey A. Rosolowski, PhD***

[01:25:07]

Yeah. And when did the move happen? That was 2000, or—

[01:25:11]

***Kathryn Jones Hoffman, MSLS***

[01:25:11]

Around then, I guess.

[01:25:12]

***Tacey A. Rosolowski, PhD***

[01:25:12]

—2001, when they built the Academic Tower?

[01:25:14]

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***Kathryn Jones Hoffman, MSLS***

[01:25:15]

No, no, because I retired in 2011, and I worked here for about two years, maybe, after we moved into this space, so... Well, and then there were a few years of planning and building. So maybe mid—

[01:25:34]

***Tacey A. Rosolowski, PhD***

[01:25:30]

Okay, right, so it was much later. Well, I don't want to jump the gun either, yeah.

[01:25:35]

***Kathryn Jones Hoffman, MSLS***

[01:25:35]

Huh?

[01:25:35]

***Tacey A. Rosolowski, PhD***

[01:25:35]

So 2009, 2008 was maybe—

[01:25:37]

***Kathryn Jones Hoffman, MSLS***

[01:25:37]

Somewhere in there. I can't remember exactly.

[01:25:39]

***Tacey A. Rosolowski, PhD***

[01:25:38]

Yeah, okay, before when I came.

[01:25:40]

***Kathryn Jones Hoffman, MSLS***

[01:25:40]

Yeah.

[01:25:40]

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## **Chapter 08**

### ***Developing Areas of Staff Expertise in the Library***

#### **B: Building the Institution;**

Codes

A: Overview;  
C: Leadership; D: On Leadership;  
A: Overview;  
A: Career and Accomplishments;  
C: Professional Practice; C: The Professional at Work;  
B: Building/Transforming the Institution;  
C: The Value of the Oral History Project;

***Tacey A. Rosolowski, PhD***

[01:25:41]

But I don't want to jump the gun, because there's a lot of history in developing the library before that happens. So you were starting to talk about the physical space; what are some of the other things that began to set in place, kind of the moments of developing the library?

[01:25:57]

***Kathryn Jones Hoffman, MSLS***

[01:25:58]

It was the expertise of the new staff we were hiring, what they—what their skills were. We really needed staff that could do high-level online searching for researchers. Stephanie Fulton was one of those individuals that I recruited. Greg Pratt. Is Greg still here?

[01:26:31]

***Tacey A. Rosolowski, PhD***

[01:26:31]

He is.

[01:26:31]

***Kathryn Jones Hoffman, MSLS***

[01:26:32]

Yeah. He and I worked together at the TMC Library. Yeah. A lot of us kind of hang around together for a long time. Anyway, so it was hiring people to do—that had skills in certain areas, and being able to do the kind of high-level searches for people was really critical.

[01:26:57]



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***Tacey A. Rosolowski, PhD***

[01:26:57]

To support the research initiatives, yeah, yeah.

[01:27:00]

***Kathryn Jones Hoffman, MSLS***

[01:26:58]

Right, right. So I've lost track of the question now.

[01:27:06]

***Tacey A. Rosolowski, PhD***

[01:27:06]

Oh, you were talking about really the areas of expertise of the staff you were hiring was key. So the high-level searching. And what were some other recruits that you made?

[01:27:17]

***Kathryn Jones Hoffman, MSLS***

[01:27:16]

Well, a big one was we established the Historical Resources Center, and we hired an archivist. And we got a grant, a very large grant, to process the records of the Office of the President. Huge collection. Most of it was on microfilm, and so we were able to hire another archivist, a second archivist on the grant, and, I think, another individual that worked on the grant, to get—to process all those records.<sup>1</sup>

[01:27:54]

***Tacey A. Rosolowski, PhD***

[01:27:56]

Now, why was the decision made to establish the Historical Resources Center?

[01:28:02]

***Kathryn Jones Hoffman, MSLS***

[01:28:03]

That was something we did when we were still in the old space. One of the first things when I came as director, we had a very small but respectable—I don't know if you'd call it a rare book room, but a history of medicine collection, some of the items rare. But they weren't being housed properly. They weren't in a climate-controlled environment. They weren't packaged in

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<sup>1</sup> Kathryn Hoffman, email communication: "During this segment, I think you mentioned The TexTreasures grant. I was referring to the NHPRC (National Historical Publications and Records Commission) grant. It was hugely bigger than the TexTreasures grant. We got \$368,213 (which included a 50% match from the institution.) This is grant we used to hire a second archivist and processing assistant to process the records of the Office of the President."

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acid-free folders and things like that. They were just—they used to be part of Marie Harvin's office. She at least had the foresight to build this collection, but there was more we knew we wanted to add to it. We wanted to add—we were given the records of the President's Office, but hadn't—didn't have the resources, personnel to process them, to—

[01:29:10]

***Tacey A. Rosolowski, PhD***

[01:29:10]

Now, was this just after Charles LeMaistre [oral history interview] left? Because he would've left—John Mendelsohn [oral history interview] came on in '96.

[01:29:17]

***Kathryn Jones Hoffman, MSLS***

[01:29:18]

Yeah, it was about that time. About that time. So we formally established it as—and gave it a name. And then we renovated another little chunk of space to put in special climate control and compact shelving, so we could put a lot into a small space. With the grant, we got materials, acid-free materials, to package and house documents, and even the rare books. So a lot was done early on.

[01:29:59]

***Tacey A. Rosolowski, PhD***

[01:30:00]

Can I ask you just... Did you feel—was there a similar kind of archivist or resource center, history-focused element of the collections at the TMC or at UT Southwestern?

[01:30:17]

***Kathryn Jones Hoffman, MSLS***

[01:30:17]

There was at the TMC. The TMC—and that really was the work of one individual, Beth White. When I first went to that library in 1973, she was the other cataloguer. We were both cataloguers. And then she developed an interest in rare books, an interest in the history, and we had a rare book collection at that library, but it was not taken care of. We didn't have anyone managing it. It just sort of was books in a room that nobody went into. And she took it on, and really became just a master rare book librarian. And she did a lot of work in meeting with individuals in the Medical Center to contribute their records to the archive. They established an archive. And she really singlehandedly built that. So it was a very rich, and is to this day, archive. And I guess I learned a lot from my association with her, and watching what she did. She just took something that was nothing and built it into something great. And having that history—my undergraduate degree was in history; (laughs) I guess it comes naturally—was so important. And so I saw that here, as well. We had the nugget, and we certainly had a history

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that needed to be recorded and saved.

[01:32:10]

***Tacey A. Rosolowski, PhD***

[01:32:10]

Did you feel when you came that... Or I shouldn't ask the question that way. How would you compare the culture of MD Anderson, and MD Anderson's sense of its own culture, with respect to the culture at TMC, or the culture at UT Southwestern? Probably UT Southwestern, since that's more an institution of the sort that's comparable to MD Anderson. I mean, the whole culture piece and awareness of history, how do you compare those?

[01:32:44]

***Kathryn Jones Hoffman, MSLS***

[01:32:46]

I don't know. I never stopped to think about that. There were always a few individuals that understand the history, and the need to preserve the history, but by and large most people don't think about it, I think. Now, Dr. Tomasovic [oral history interview] certainly realized the importance. And I don't remember who was the one responsible to set it all in motion, but we wanted to write another history of MD Anderson, and so there was a task force formed. Dr. Tomasovic chaired it. Steve Stuyck [oral history interview] from Public Affairs was on it. I was on it. And we went about finding someone to write the history, which was an interesting process in itself. And at the same time we did that, that was kind of the same time we established the Historical Resources Center. And we knew—we laid out that we knew we wanted to document our history. We wanted to write the history; that was one. We wanted to document and preserve that historical record by creating an archive. And we wanted to create the oral history program. All of those were all part of that whole kind of master plan we laid out.

[01:34:22]

***Tacey A. Rosolowski, PhD***

[01:34:22]

Hmm, interesting.

[01:34:25]

***Kathryn Jones Hoffman, MSLS***

[01:34:25]

And actually, we wrote together, Dr. Tomasovic and Steve Stuyck and myself, we wrote a little piece that we gave to Dr. Mendelsohn to sell this idea.

[01:34:36]

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***Tacey A. Rosolowski, PhD***

[01:34:36]

Oh, interesting.

[01:34:37]

***Kathryn Jones Hoffman, MSLS***

[01:34:37]

Yeah.

[01:34:37]

***Tacey A. Rosolowski, PhD***

[01:34:37]

Do you still have that?

[01:34:38]

***Kathryn Jones Hoffman, MSLS***

[01:34:38]

I'm going to look, before I come back to... Yeah, I'm going to look for that.<sup>2</sup>

[01:34:43]

***Tacey A. Rosolowski, PhD***

[01:34:43]

Or whenever, because—

[01:34:44]

***Kathryn Jones Hoffman, MSLS***

[01:34:44]

We did.

[01:34:44]

***Tacey A. Rosolowski, PhD***

[01:34:44]

—that'd be something we could attach to your interview and all of that.

[01:34:47]

***Kathryn Jones Hoffman, MSLS***

[01:34:47]

It's probably here in the Archive somewhere. (laughter)

[01:34:49]

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<sup>2</sup> Document available. Contact the Research Medical Library.

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***Tacey A. Rosolowski, PhD***

[01:34:49]

It probably... That's funny.

[01:34:51]

***Kathryn Jones Hoffman, MSLS***

[01:34:51]

Because it was part of the Office of the President.

[01:34:53]

***Tacey A. Rosolowski, PhD***

[01:34:54]

Well, we're at five of 3:00. Do you want to stop for today, and then...? This is a good moment to kind of—good stopping place, and we can pick up next time.

[01:35:03]

***Kathryn Jones Hoffman, MSLS***

[01:35:03]

All right.

[01:35:03]

***Tacey A. Rosolowski, PhD***

[01:35:04]

That sounds great. Well, it's—

[01:35:05]

***Kathryn Jones Hoffman, MSLS***

[01:35:05]

It's been fun.

[01:35:05]

***Tacey A. Rosolowski, PhD***

[01:35:05]

It has been fun. It's been a real pleasure, and... Yeah, well, I look forward to talking to you again next week.

[01:35:12]

***Kathryn Jones Hoffman, MSLS***

[01:35:12]

Thank you.

[01:35:12]

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***Tacey A. Rosolowski, PhD***

[01:35:12]

And I know your—Stephanie's going to take you [on a tour of the renovation].

[01:35:14]

***Kathryn Jones Hoffman, MSLS***

[01:35:14]

Oh, I can't wait to see.

[01:35:15]

***Tacey A. Rosolowski, PhD***

[01:35:15]

Yeah, it's really exciting. So I'm just saying for the record: I am turning off the record at five minutes of 3:00.

[01:35:23]

## **Kathryn Jones Hoffman, MSLS**

**Interview Session Two: March 26, 2018**

### **Chapter 00B**

#### ***Interview Identifier***

***Tacey A. Rosolowski, PhD***

[00:00:02]

Okay, our counter is moving, and today is March 26<sup>th</sup>, and we are seated in—I am seated in my office, the Historical Resources Center Reading Room, with Kathy Hoffman—I remembered your preference—for our second session today. And let's see, I'm going to keep looking at the clock because I neglected to bring my watch today for my notetaking, so that's what I'm doing. The time is 20 minutes after 10:00, and this is our second session, as I probably already said.

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## **Chapter 09**

### ***Working on Leadership Structure and Developing Services to Align with Institution Mission***

#### **B: Building the Institution;**

Codes

C: Leadership; D: On Leadership;

B: Education; D: On Education;

B: Research;

B: Institutional Processes;

B: The Business of MD Anderson; C: The Institution and Finances;

***Tacey A. Rosolowski, PhD***

[00:00:02]+

So we started strategizing about what to talk about, and talking about—last time we ended up, or we started to address the issue of how when you came there were staffing issues you needed to address. And so we also talked about the formation of the Historical Resources Center. But I thought it would be interesting to continue our conversation about how you were addressing sort of the basic terrain of the library, to be a service-providing organization within the organization. So do you need more clarity on that?

[00:01:11]

***Kathryn Jones Hoffman, MSLS***

[00:01:11]

No, no, I think I'm ready to go. (laughter) When I first came, as I mentioned previously, there were staffing issues. The staff that was here, they were very good people; it's just that the needs of the library and the services that we needed to provide required a different individual, with different knowledge and skills. And so that was one of the things I had to address early on. And, I think, typical of any organization, when new leadership comes in, there are going to be individuals who decide, no, this isn't for me, I'm out of here. So there was a little bit of that. We lost a few people, because they realized, no, this isn't—I'm not comfortable here anymore. So people was one thing we needed to address. The other thing was physical space in the library.

[00:02:19]

***Tacey A. Rosolowski, PhD***

[00:02:19]

You did talk about that.

[00:02:21]



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***Kathryn Jones Hoffman, MSLS***

[00:02:21]

And the library's physical space hadn't been updated in years. I don't even remember how long. So that was an initial project early on, to get the library re-carpeted, to get updated staff areas, just their workspace.

[00:02:43]

***Tacey A. Rosolowski, PhD***

[00:02:43]

Right, and you were talking about some of the plumbing issues, or leakage issues. There was a lot with the physical space.

[00:02:49]

***Kathryn Jones Hoffman, MSLS***

[00:02:49]

And so it was a time when we were making the transition in libraries from print resources to online resources. So the other thing that I needed to address at that time was getting more computers, or computers period, into the library, and developing the online resources. So those types of things really required different personnel, different expertise in the staff. So that was a lot of what I did early on.

[00:03:22]

***Tacey A. Rosolowski, PhD***

[00:03:22]

What was the leadership structure like, or administrative structure like, within the library? Were you happy with the way kind of the internal workings of the library were set up, or did you tweak that?

[00:03:37]

***Kathryn Jones Hoffman, MSLS***

[00:03:37]

I was not happy with it, and the—

[00:03:39]

***Tacey A. Rosolowski, PhD***

[00:03:38]

Okay. Why? What was...?

[00:03:40]

***Kathryn Jones Hoffman, MSLS***

[00:03:40]

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The primary reason is everyone reported to the director. I can't do this. I can't have all these people reporting to me. And we needed to appoint managers in different areas to manage different functions in the library. It just made more sense to me to have that type of structure. So that was one of the early things I did.

[00:04:10]

***Tacey A. Rosolowski, PhD***

[00:04:11]

How was that received?

[00:04:12]

***Kathryn Jones Hoffman, MSLS***

[00:04:12]

I think it was well-received, because it provided an opportunity for the librarians to become managers, to develop new skills, to be able to be in charge of an area where they could then have staff reporting to them, help develop staff. So just it was kind of a win/win all the way around. So we developed a new organization chart that placed a manager over all of the functional areas. So we had a functional area that we called General Operations, and in that area of the library we had what we call Access Services.

[00:05:02]

***Tacey A. Rosolowski, PhD***

[00:05:02]

So, just for the record, I'm seeing that you're reading from a document here, which, if you can provide that, I can do a scan of it, if it's not...

[00:05:09]

***Kathryn Jones Hoffman, MSLS***

[00:05:09]

I would be happy to. This is actually the organizational chart that was published in an article I wrote for the *Journal of Hospital Librarianship* in 2004.<sup>3</sup>

[00:05:24]

***Tacey A. Rosolowski, PhD***

[00:05:24]

Okay, great. I have a list of your publications.

[00:05:26]

***Kathryn Jones Hoffman, MSLS***

[00:05:26]

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<sup>3</sup> Document available. Contact the Research Medical Library.

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So I was invited to write this article, and the title of it is “A Profile of a Comprehensive Cancer Center Library.” So it really highlighted what is a comprehensive cancer center, and what role does the library play, what does it need to be. And—

[00:05:49]

***Tacey A. Rosolowski, PhD***

[00:05:49]

And what were some of your takeaways from that? What is the role it serves, and what does it need to be?

[00:05:55]

***Kathryn Jones Hoffman, MSLS***

[00:05:56]

Well, for MD Anderson, it—the library, I felt, needed to complement the mission of the institution, which deals with four areas: research, patient care, education, and prevention. And so the library needed to speak to all four of those areas. So we developed a strategic plan that had our mission and vision, that mirrored or complemented the mission and vision of the institution.

[00:06:32]

***Tacey A. Rosolowski, PhD***

[00:06:33]

Had that been done before?

[00:06:34]

***Kathryn Jones Hoffman, MSLS***

[00:06:34]

No, not to my knowledge. I don't believe it had. And so, with that, staff were able to more directly identify with the mission of the institution, and everybody was always very clear on what our mission, the institution's mission, is, and still is today, and that's to make cancer history. That was the catchword that came as I was toward the end of my career here, I guess. But nonetheless, that was—has always been Anderson's mission is to eliminate cancer, in Texas, the nation, and the world. Those were the words they used way back when. Now it's just “Make cancer history,” but it's still in Texas, in the nation, and in the world. So going back—I tend to go off on tangents a little bit too much—I was talking about the different areas of the library that then were set up to be able to respond to those areas in Anderson's mission. So in the General Operations area we had our access services. This included things like circulation. You come to the library. You go to the circulation area to be able to check something out. It also just had to do with basic things, like shelving of books, photocopy. When I first came, photocopy was huge business here. We had, I think, at least six enormous industry-sized photocopy machines, and so people would come in, they'd get their journals off the shelf, and they'd photocopy like crazy

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their articles to be able to take them away with them. I don't even know if they still have a photocopy machine here. Maybe one.

[00:08:35]

***Tacey A. Rosolowski, PhD***

[00:08:35]

Yeah, they—I think they do. It's more scanning. Actually, I don't know—

[00:08:39]

***Kathryn Jones Hoffman, MSLS***

[00:08:39]

Oh, it probably scans, rather—and then—exactly—

[00:08:41]

***Tacey A. Rosolowski, PhD***

[00:08:41]

And you can email them.

[00:08:42]

***Kathryn Jones Hoffman, MSLS***

[00:08:42]

—rather than copying to paper. So that's just how things have changed in the last twenty-some years in libraries. Photocopy machines are a thing of the past, as you say. We can scan, send it directly to your personal device, and away you go. But we had to deal with these machines, and with accounts to pay for the copies that people made, volumes and volumes of paper. That was just part of the business in the library at the time, not to mention we needed physical space to house these machines that were noisy. It was always a cluttered area. So we tended to try to put them in a space that was away from where quiet study took place.

[00:09:36]

***Tacey A. Rosolowski, PhD***

[00:09:36]

I can recall, too, being in some of those spaces myself, photocopying, and it could get testy sometimes if there was a rush on machines—

[00:09:45]

***Kathryn Jones Hoffman, MSLS***

[00:09:45]

Oh, yeah.

[00:09:46]

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***Tacey A. Rosolowski, PhD***

[00:09:46]

—and there were people waiting, and kind of annoyed, and... Yeah.

[00:09:50]

***Kathryn Jones Hoffman, MSLS***

[00:09:50]

Yeah. So that was part of what we had to manage. Another area in General Operations was what we called document delivery, and this was the borrowing and lending, library to library, interlibrary loan. Because we were, I think—I would classify us as a premier cancer center library—we had significant resources, and resources that were unique, because we did have a fairly good collection budget, so we were able to acquire the resources that we felt were needed to support the mission of the institution. And, consequently, we were called upon by other libraries to borrow our materials, and we did this through what we called document delivery, which at that time was a very automated system. We did things electronically. I guess the other thing we had in that general operations were our satellite programs. We, at Anderson, had, and still have, a patient family library, and there's the Learning Center. And the patient family library was more of a—or is more of a—public library. It's leisure reading. It operates, I think, almost exclusively on donations, and it's incredible, the books they have in this tiny little library. I don't know if it's still located in the main lobby when you come into the Clark Clinic. That's where it was, front and center, where patients and family could see it immediately. And for so many people, it was this wonderful escape. They could pick up a book or two, and take it with them when they were going from their appointments, traveling around the hospital. They had a little comfort of home with a book that they can hold in their hands. That was the patient, or is the patient family library.

[00:12:14]

Then there's the Learning Center. I don't remember the year it was put into place, but I served on a committee with Louise Villejo [oral history interview], who was—I can't remember her exact title at the time, but she was charged to establish a patient library. This is different from the patient family library. This was a library that would supply medical information at the patient level. And so I served on a committee with her to make that a reality. She was very adamant she wanted it to be called the Learning Center. I wanted it to be called a library, the patient library. In the end, she got her way, which was—that's fine, but I have a thing about the word "library." To me, "library," it's been around forever, but it's one of those warm, fuzzy words that everybody can relate to. They know "library." It's a place I can go to get information, a place I can go to pursue my own research interests, or just to pick up a good book to read. But the Learning Center came about—The Learning Center, TLC—and we had a role with that, with the Learning Center, to help them with their collections. We organized and catalogued their collections. They did all of the purchasing and the selecting of materials, but the Research Medical Library put it into our online catalogue and made that aspect of it available to

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them. So we had a really close working relationship.

[00:14:18]

***Tacey A. Rosolowski, PhD***

[00:14:18]

I interviewed Louise, and, yeah, I mean, she's so passionate about—

[00:14:24]

***Kathryn Jones Hoffman, MSLS***

[00:14:24]

Oh, yeah. She—

[00:14:25]

***Tacey A. Rosolowski, PhD***

[00:14:25]

—topics of patient experience and patient education. It's so—

[00:14:27]

***Kathryn Jones Hoffman, MSLS***

[00:14:27]

Yes. I learned a lot from her. I really did.

[00:14:30]

***Tacey A. Rosolowski, PhD***

[00:14:30]

Yeah. I did, too, talking to her. I mean, pretty amazing, so...

[00:14:32]

***Kathryn Jones Hoffman, MSLS***

[00:14:32]

Yeah. So anyway, that was one area of—one kind of segment of the services that we provided. Another one was reference services. And in our reference services, we did consulting. We did online searching. I don't think we had education in that group; maybe we did.

[00:15:06]

***Tacey A. Rosolowski, PhD***

[00:15:06]

Now, when... Were there tweaks to the way these services were presented? Because, I mean, some of what you're saying is—yeah, I mean, I kind of see that as sort of what a library does. But were there certain new things that you were instituting, or efficiencies that you were discovering, or...? I'm trying to figure out how did the services coalesce differently, how did

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they start to operate differently in this new environment with this new director.

[00:15:37]

***Kathryn Jones Hoffman, MSLS***

[00:15:38]

One of the areas was in education. Because we were acquiring a lot of online resources, and we provided access to a large number of databases, we needed to teach people how to use them. So one of the renovations I did was to take some existing space—it was actually located outside the library proper. It was not too far down the hall, but it was space that had belonged to another department. And it was given to us, and we built it out to be a totally electronic classroom that I think, if I remember correctly, would seat 25 individuals. So we offered a lot of classes, and not just for individuals at MD Anderson, but we did a lot interlibrary. I mentioned the last time I was with you we had a consortium in the Medical Center, and we frequently would host online classes for librarians that were being offered, as well. So we played a role that way. So this classroom at that time was a really state-of-the-art classroom. It's interesting: the one that is here today is even more state-of-the-art, so it's—you change, you evolve with the times. But back in the early 2000s, or I guess, really, more like 19—what year did I come—1995, between 1995 and 2000 that type of classroom environment was just getting started, and that was one of the things we did.

[00:17:43]

***Tacey A. Rosolowski, PhD***

[00:17:43]

How interesting, yeah. Were there other changes or—that you instituted with services that kind of...? I mean, it's interesting: technology—I've talked to so many people who talk about how technology would shape patrons' or clients' expectations, and then the new technology had to come in to whatever department was providing the services. And, of course, the technology changes how work is done. So were there other instances of those kinds of changes you were managing?

[00:18:16]

***Kathryn Jones Hoffman, MSLS***

[00:18:22]

Well, it was the whole... We had to have an IT person on staff, just to manage all of the equipment.

[00:18:30]

***Tacey A. Rosolowski, PhD***

[00:18:30]

And that was new?

[00:18:31]

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***Kathryn Jones Hoffman, MSLS***

[00:18:32]

They actually had an IT person when I came, but... Oh. He didn't stay... I'm trying to remember when he left. He did not stay that long. So the person I hired is still here, Wes Browning, just fabulous individual.

[00:19:01]

***Tacey A. Rosolowski, PhD***

[00:19:02]

And I work with him a lot, too, and yeah, he is. So, good job. (laughs)

[00:19:06]

***Kathryn Jones Hoffman, MSLS***

[00:19:04]

Yeah. So having someone like him on staff just made all the difference in the world with what we were able to offer, because he's so knowledgeable, and so dedicated to the work he does. I just can't imagine the library without him.

[00:19:26]

***Tacey A. Rosolowski, PhD***

[00:19:26]

I know. And he's also very client-centered in his approach.

[00:19:28]

***Kathryn Jones Hoffman, MSLS***

[00:19:28]

Yes, he really is.

[00:19:29]

***Tacey A. Rosolowski, PhD***

[00:19:29]

I mean, he listens to what a person needs. He doesn't try to manhandle the process to make it into what he does. So he's really great to work with, a real team player. Now, was it a new thing for a library to have an IT person? Was that difficult to budget for? Do you know? In the previous, or...? I'm interested in the—you had mentioned before we turned on the recorder that you actually didn't have some of the financial stresses that would come later on, so...

[00:19:57]



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***Kathryn Jones Hoffman, MSLS***

[00:19:56]

Right. Yeah, the financial environment for the library, when I came, was really very good. In addition to the—I don't remember what it was called, but the allotment that I got from the institution, I had a number of other sources of funds that allowed me to do things. One thing was continuing education for the staff. I felt, and still feel, very strongly that the staff needs the financial support to continue their education and be allowed to develop to their fullest potential, and I always made sure we had a line item in the budget, or a source of funds, that we could provide that to staff. Their continuing education, it just—it comes back to the organization. If you invest in them, it will come back to you. So that was one thing: I had other sources of funds, plus we had access to the system's permanent university funds. The library was always given a priority spot. These were called—oh, [LEER?], Library... They weren't just for libraries, but libraries was a piece of the organization that was identified to receive this funding from system. You had to apply, write almost like a little—maybe a one-page little mini-grant on how much money you were requesting, what was the project, what was it intended for. And in the early days, when I was—came here, we used a lot of the permanent university funds for renovations, but also for collections. So that funding really helped us expand into the digital world with our online journals and databases. That outside funding was huge, as was the funding to do the various different renovation projects. So that didn't come directly from Anderson funding.

[00:22:29]

***Tacey A. Rosolowski, PhD***

[00:22:30]

Now, does that...? I had asked you the question last week, because you've had experience in three medical institutions, and—two of which are system—and... Were all three?

[00:22:46]

***Kathryn Jones Hoffman, MSLS***

[00:22:46]

Actually, the TMC library is not [UT] System. The TMC library is a totally independent, standalone library.

[00:22:53]

***Tacey A. Rosolowski, PhD***

[00:22:53]

Right, but UT Southwestern was...

[00:22:55]

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***Kathryn Jones Hoffman, MSLS***

[00:22:55]

UT Southwestern is System. Yeah, so this one and UT—

[00:22:58]

***Tacey A. Rosolowski, PhD***

[00:22:56]

Yeah, yeah, so two of the three...

[00:22:58]

***Kathryn Jones Hoffman, MSLS***

[00:22:58]

I was confused. Right, you're right. (laughs)

[00:23:01]

***Tacey A. Rosolowski, PhD***

[00:23:00]

Yeah, so... Well, it was probably the way I constructed my sentence. (laughter)

[00:23:06]

***Kathryn Jones Hoffman, MSLS***

[00:23:06]

No, no, no. I think it's the hour of the day.

[00:23:08]

***Tacey A. Rosolowski, PhD***

[00:23:10]

So I'm curious: what does that say about [UT] Sstem? Was that a new thing in System? How did that work? Because putting in a complex organization, like MD Anderson or UT Southwestern, in this neighborhood, if you will, or community of other institutions, and then you have the governing body over that, I mean, was that enlightened on the part of system? Was it...?

[00:23:35]

***Kathryn Jones Hoffman, MSLS***

[00:23:35]

What do you mean? I don't...

[00:23:36]

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***Tacey A. Rosolowski, PhD***

[00:23:36]

The money, providing that money, and giving a priority slot to a library. I mean...

[00:23:40]

***Kathryn Jones Hoffman, MSLS***

[00:23:41]

I don't know. I mean, the permanent university funds, I'm not sure when that started. I think it was oil money. It went way back. It predated me. We even were able to get some of that funding through our association with UT when we were—when I was at the TMC library. Because the TMC library is itself a consortium library. It serves all the institutions in the medical center. So it served Baylor Medical School, UT Medical School, three nursing schools. It goes on and on and on. The hospitals, all the institutions. That was kind of the mission of that library. So it was made up of—it was a consortium, and it had a board of directors that—or it still does; I keep talking in the past tense, I guess, (laughs) because I'm not here anymore—has a board of directors that's made up of representatives from all the key institutions in the Medical Center. MD Anderson has a seat on that board. I believe Stephanie sits on the board. Anyway, because of its association with UT institutions, there were a couple of times that library was the recipient of some of the permanent university funds, but because the library was an independent entity, it could not apply for those types of funds on its own, so it always had to be a joint application with one of the UT system libraries that was here in the medical center.

[00:25:32]

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## **Chapter 10**

### ***The Creation of the Historical Resources Center***

#### **B: Building the Institution;**

Codes

C: Leadership; D: On Leadership;  
B: Institutional Processes;  
B: MD Anderson Culture;  
B: Building/Transforming the Institution;  
C: The Value of the Oral History Project;

***Tacey A. Rosolowski, PhD***

[00:25:34]

I wanted to kind of talk about some of the other landmark events in—during your time here at MD Anderson, but I just wanted to make sure that we covered everything that you felt were sort of the changes that you needed to make to get the operation of the library state of the art, and really addressing its mission in all ways.

[00:25:58]

***Kathryn Jones Hoffman, MSLS***

[00:25:59]

Well, I guess that would lead up to the establishment of the Historical Resources Center.

[00:26:07]

***Tacey A. Rosolowski, PhD***

[00:26:07]

Yeah, and we talked about the TexTreasuries grant last time, and...

[00:26:10]

***Kathryn Jones Hoffman, MSLS***

[00:26:11]

We submitted, I guess, a white paper to the president, and it was—I do have a document that we can put on record with this. Dr. Tomasovic [oral history interview], who was my boss at the time, chaired a task force, and I served on it, and Steve Stuyck [oral history interview] from Public Affairs, Walter Pagel [oral history interview], Mary Jane Schier, and—

[00:26:44]

***Tacey A. Rosolowski, PhD***

[00:26:43]

Schier, yeah. Is it Schier? Is that how you say it?

[00:26:46]

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***Kathryn Jones Hoffman, MSLS***

[00:26:47]

I thought so, but I might be wrong. (laughs)

[00:26:49]

***Tacey A. Rosolowski, PhD***

[00:26:49]

Oh, gosh. Was I saying it wrong for four years? (laughs)

[00:26:52]

***Kathryn Jones Hoffman, MSLS***

[00:26:52]

No, you're probably right.

[00:26:53]

***Tacey A. Rosolowski, PhD***

[00:26:53]

No, you never know. Sometimes people here in the South are so polite they don't correct you. (laughter)

[00:26:58]

***Kathryn Jones Hoffman, MSLS***

[00:26:59]

And Dr. Elizabeth Travis [oral history interview]. We were on this task force. And we wrote this proposal to establish the Historical Resources Center, which was to have kind of three projects. One was to establish the—a physical place where we could collect and process and manage the history of the institution. We started with the papers from the Office of the President, all the way—way, way, way back. It was all on microfilm. It was just phenomenal, what we had. And I think other collections have come to the library since, fortunately. It started with a very small, little rare book collection that Marie Harvin started when she was here, but it has grown. So that was one thing: to establish this as a place in the library. The other was to write our history. And we contracted with Dr. Olson, James Olson, an incredible individual, to write our history. I don't know if anybody's talked to you about Dr. Olson. Have you met him?

[00:28:28]

***Tacey A. Rosolowski, PhD***

[00:28:28]

I've not met him, no.

[00:28:29]

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***Kathryn Jones Hoffman, MSLS***

[00:28:29]

Okay. He was a patient. He still is a patient. He has been living with cancer his whole life. And he's a historian. He was chair of the History Department at Sam Houston State University. And I would love to have studied history with him. He's the type of historian who just tells a story, and he can make it so interesting. So much of history—and I think why a lot of people shy away from history—is that it's a story that's not told well, and so it's dry, it's boring. People don't like history. But Dr. Olson was one of those rare individuals that could tell a story like no one else. And when he wrote our *Making Cancer History* book, it's just incredible. When you read that first chapter, you're just totally there, and it's like... I don't know how to describe it. It comes alive. History comes alive in the way he can tell a story. We're just so fortunate that we were able to get him to write this book. It just... Everybody should read it. I had the honor (laughs) of being one of the early proofreaders of the book, so I got to read the manuscript early on. But it was just a fascinating process. And this task force met with him, oh, I think almost once a month he would be here, as he was writing—working on the book. He did all of his research in the library, plowing through microfilm, microfiche, reviewing all of these documents in the Office of the President's collections. Just phenomenal, what he unearthed. So it really told me just this incredible resource we had in the library that came from the Office of the President.

[00:30:51]

Anyway, so that was a piece of it. And then, of course, the other piece, the third piece, was to develop our oral history program, which I am happy to say is rolling along beautifully now, thanks to you. You've put some beautiful touches on it, and it's very impressive what you've done.

[00:31:09]

***Tacey A. Rosolowski, PhD***

[00:31:10]

Well, I brought a real focus on use to a much wider audience, because in the typical audiences that one thinks of for an oral history project—because that word “history” really gets in people's heads, unfortunately. And so when people hear “oral history project,” they think, oh yeah, biographers, historians. They don't think any further. But one of my very first conversations with Stephanie Fulton and Javier Garza was to say, “You're going to get great stories about discoveries and leadership, (laughs) and think of all the other people who would be interested: people from the Development Office for fundraising; people who need leadership training materials. All of this can be made to happen.” And the fact is there's a beautiful exhibition of the history of philanthropy at MD Anderson now in The Park. I don't know if you're aware of it.

[00:32:11]

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***Kathryn Jones Hoffman, MSLS***

[00:32:11]

No.

[00:32:11]

***Tacey A. Rosolowski, PhD***

[00:32:12]

It's beautiful. It's worth going over to see. It was spearheaded by Fernando Yarrito, and he did a beautiful job, hired a phenomenal design agency to create it. It's called "Faces of Philanthropy." And so one of the things they wanted us to do—I mean, Javier provided a lot of historical photos—they wanted quotations from the collection of oral history interviews.

[00:32:34]

***Kathryn Jones Hoffman, MSLS***

[00:32:34]

Oh, wonderful.

[00:32:35]

***Tacey A. Rosolowski, PhD***

[00:32:35]

And they're going to want more on an ongoing basis. So that's, like, a really great example of how history can serve the ongoing needs of an organization. And I was always very committed in making that happen here. Organizations like Disney have in-house heritage factories, if you will, and I kind of saw the possibility that MD Anderson could have that here, based on objects, the photos, the archives, the oral history project. So, yeah.

[00:33:05]

***Kathryn Jones Hoffman, MSLS***

[00:33:04]

Yeah. It's interesting: as I'm sitting here listening to you, you started with my early education and my interests. I majored in history in college, and I guess there was a reason. I mean, it's something that excites me. I had one professor—I'll just do this little sideline—who was much like Dr. Olson in that he could tell a story, and he would come in with a little three-by-five card. He'd look at it, put it in his pocket, and then for the next hour just tell stories. And it was the most fabulous class. It just... It's wonderful. I mean...

[00:33:47]

***Tacey A. Rosolowski, PhD***

[00:33:46]

Well, stories are such an effective way of communicating information, because it's multilayered.

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It carries a lot of different types of information at the same time. It's very efficient. Yeah.  
[00:33:57]

***Kathryn Jones Hoffman, MSLS***

[00:33:57]

So back to where we were, (laughs) because I tended to go on another tangent.

[00:34:01]

***Tacey A. Rosolowski, PhD***

[00:34:01]

No, that's fine. I mean, I did... I had a question: at the time, what did you and the task force envision as the result of instituting the place to collect, the book, and also the oral history program? How were you thinking about that at the time as a contribution to the institution?

[00:34:28]

***Kathryn Jones Hoffman, MSLS***

[00:34:28]

I'm not sure I was thinking about that. I just knew this was something that was important that needed to be established, and we needed to provide a proper space. I know I always keep going back to space, but we carved out some additional space outside the library proper that created office space, but also a controlled physical environment, special air conditioning, compact shelving, to put the collection in. And we got a grant, a very large grant, to hire a second archivist. We got the first archivist as an added position, as a result of this proposal we made to the president. But we hired a second archivist and processing assistant to work on the grant, to process the records of the Office of the President. I think it took well over two years to do that entire project. So it was a very large sum of money—it was just under \$400,000, I think—that really helped us get a jumpstart and get the collections where we could make them available on the webpage, in our catalog, and really show the institution that we had something unique and very special to offer.

[00:36:11]

***Tacey A. Rosolowski, PhD***

[00:36:11]

People don't realize that most of the work with any collection takes place after it's been acquired.

[00:36:20]

***Kathryn Jones Hoffman, MSLS***

[00:36:20]

Oh, yes. And it's a very, very time-consuming process, but fascinating.

[00:36:27]



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***Tacey A. Rosolowski, PhD***

[00:36:27]

It's very fascinating. Very fascinating.

[00:36:30]

***Kathryn Jones Hoffman, MSLS***

[00:36:30]

Yeah. So anyway, that was established in around about early 2000, so it was after I'd been here about five years. That was a big piece. It moved the library into a whole different area for what we were doing for the institution.

[00:36:51]

***Tacey A. Rosolowski, PhD***

[00:36:53]

Was there a general understanding that the library was doing this? How well-known was it?

[00:36:56]

***Kathryn Jones Hoffman, MSLS***

[00:36:56]

No, I don't think so.

[00:36:57]

***Tacey A. Rosolowski, PhD***

[00:36:57]

Yeah. I mean, often people don't realize.

[00:36:59]

***Kathryn Jones Hoffman, MSLS***

[00:36:59]

Yeah, yeah. No, I don't think so. But I think they know now.

[00:37:06]

***Tacey A. Rosolowski, PhD***

[00:37:07]

Or they're beginning to know, I think. Yeah. I had an interesting conversation with Bob Brigham when he was here. I'm ashamed to say I don't remember his exact title. But I overheard him talking in the elevator about something, and I'm like, "I can help you with that." (laughter) And then I happened to run into him. He looked at me like, wow, this is a weird person. And then I ran into him, because we both come in really early, and we were on the elevator. And I said, "Listen, I'm really sorry I interrupted your conversation the other

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morning,” I said, “but I’m serious. People don’t realize that we do have historical records here.” And he was interested. He said, “I come from Mayo Clinic. They have that there. I had no idea where to look for it here. I kept asking people in Communications.” So there wasn’t general information about what the service is. My hope is that with the new website and everything we can start. It’s always an education process, isn’t it?

[00:38:04]

***Kathryn Jones Hoffman, MSLS***

[00:38:04]

Oh, it is. It is.

[00:38:06]

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## **Chapter 11**

### ***The Library's New Location on the Penthouse Floor of Pickens Academic Tower*** **B: Building the Institution;**

Codes

C: Leadership; D: On Leadership;  
B: MD Anderson Culture;  
B: Working Environment;  
B: Institutional Mission and Values;  
B: Education; D: On Education;  
B: Research;  
B: Building/Transforming the Institution;  
B: Growth and/or Change;

***Tacey A. Rosolowski, PhD***

[00:38:06]

Yes. For sure, it is. Yeah. What's sort of the next landmark event? I mean, here's the establishment of the Historical Resources Center. There's also moving to Pickens Tower.

[00:38:19]

***Kathryn Jones Hoffman, MSLS***

[00:38:19]

That's probably the next significant event for me.

[00:38:22]

***Tacey A. Rosolowski, PhD***

[00:38:21]

Is it the next significant...? You want to tell that story?

[00:38:23]

***Kathryn Jones Hoffman, MSLS***

[00:38:25]

The Pickens Tower was going to be built, and a lot of Academic Affairs departments were going to move to this building, so there was the question about where would we be. There were several proposals that we'd be on the third floor, where the crosswalk is, but that was going to be divided space, which would've been horrible. I can't remember what all the places were. But I had some champions: Dr. Tomasovic [oral history interview], Dr. Kripke [oral history interview].

We all believed the library should be on the top floor. And there were a lot of people opposed to that, particularly individuals who worked in the Office of the President, or close by the President, like the Vice Presidents. They wanted to be on the top floor, which is so traditional in a—

[00:39:28]

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***Tacey A. Rosolowski, PhD***

[00:39:28]

Corporate organizations.

[00:39:29]

***Kathryn Jones Hoffman, MSLS***

[00:39:29]

—corporate organization, exactly. My argument was if the library was on the top floor, it was space that could be enjoyed by everyone, not just a select few. And Dr. Mendelsohn [oral history interview]—was it Dr. Mendelsohn?

[00:39:50]

***Tacey A. Rosolowski, PhD***

[00:39:50]

Mm-hmm, yeah.

[00:39:51]

***Kathryn Jones Hoffman, MSLS***

[00:39:51]

Bought it. He was happy to be located on the twentieth floor, the floor below us. And, anyway, here we were, or here we are. Working on that project with the designers, the architects, it was just a fascinating project for me. I loved it. I loved all that kind of work.

[00:40:17]

***Tacey A. Rosolowski, PhD***

[00:40:19]

What was the design firm that was hired for this?

[00:40:21]

***Kathryn Jones Hoffman, MSLS***

[00:40:21]

Ooh, I can't remember.

[00:40:22]

***Tacey A. Rosolowski, PhD***

[00:40:22]

It's fine, yeah. Maybe for later.

[00:40:24]

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***Kathryn Jones Hoffman, MSLS***

[00:40:25]

I'm sure you can find it. I don't remember now. But it was really fun to think about, okay, what are the functions of the library? What do we need to have? Where does it need to be located? How are we going to make this work? And so we had a lot of strategic planning that went into it to help design and make it functional. What's interesting is when I was here originally, when I came, I underwent several mini-renovation projects. Stephanie has just done the same thing. Libraries need to continue to change physically, to change with the times, with the services they provide. And so they've just finished this lovely renovation that builds on, in concept, what we originally—how we originally had designed the space. But now it offers more collaborative space. What we learned was that people need that collaborative space for a number of reasons, so they've really just done a fabulous job with what they've done, just in a little mini-renovation. And I believe she used permanent university funds to make that happen.

[00:41:49]

***Tacey A. Rosolowski, PhD***

[00:41:49]

Oh, okay.

[00:41:49]

***Kathryn Jones Hoffman, MSLS***

[00:41:49]

Right.

[00:41:49]

***Tacey A. Rosolowski, PhD***

[00:41:50]

Yeah, I'd forgotten that. I also wanted to just pick up on that comment that you made about it's a space that can be enjoyed by all. I think any number of here have run into so many people who say when they have visitors come to the institution they bring them here—

[00:42:06]

***Kathryn Jones Hoffman, MSLS***

[00:42:06]

They bring them here.

[00:42:07]

***Tacey A. Rosolowski, PhD***

[00:42:07]

—to the twenty-first floor. I mean, the views really are stunning, and also now the library is a beautiful space, and it's an even more beautiful space than it was. And we've had people say,

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“Gosh, the only thing lacking is I can’t order lunch up here.” (laughter) The next renovation, right? We’ll have a chef on staff.

[00:42:30]

***Kathryn Jones Hoffman, MSLS***

[00:42:30]

Well, I think they’re moving toward 24/7 service, so the library will be open 24/7.

[00:42:37]

***Tacey A. Rosolowski, PhD***

[00:42:37]

Oh, I haven’t heard that, yeah.

[00:42:39]

***Kathryn Jones Hoffman, MSLS***

[00:42:39]

Which is a trend, particularly in medical libraries.

[00:42:42]

***Tacey A. Rosolowski, PhD***

[00:42:42]

I didn’t realize that. Interesting. Yeah.

[00:42:44]

***Kathryn Jones Hoffman, MSLS***

[00:42:45]

So the other thing we did when we designed this space was we created a really state-of-the-art conference room that is open to everyone in the institution, and so it brings people who wouldn’t ordinarily come to the library into this physical space. So the library has a real presence, thanks to its location. They say, “Location, location, location is everything.” And I think it... And I thank Dr. Mendelsohn for sharing that vision, and seeing the potential for having the library on this floor.

[00:43:32]

***Tacey A. Rosolowski, PhD***

[00:43:32]

Yeah. Bill Daigneau [oral history interview] also talked about that. Do you remember him being part of that conversation?

[00:43:36]

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***Kathryn Jones Hoffman, MSLS***

[00:43:35]

No, no.

[00:43:37]

***Tacey A. Rosolowski, PhD***

[00:43:37]

The builder. He also was very, very much a champion of the library being on the twenty-first floor, and he actually has a kind of amazing clip where he talks about that, and—

[00:43:47]

***Kathryn Jones Hoffman, MSLS***

[00:43:47]

Oh, I have to go listen to that.

[00:43:49]

***Tacey A. Rosolowski, PhD***

[00:43:49]

I'll send it to you. I'll send it to you. Got it. And it is really funny, because I've often just wanted to send it to the people on the twentieth floor and say—and title the clip “Why your office is not on the twenty-first floor.” (laughter) It's pretty funny. Yeah.

[00:44:05]

***Kathryn Jones Hoffman, MSLS***

[00:44:06]

Well, and the views are still fabulous from the twentieth floor. They don't have—

[00:44:10]

***Tacey A. Rosolowski, PhD***

[00:44:10]

But it really is that mentality.

[00:44:11]

***Kathryn Jones Hoffman, MSLS***

[00:44:11]

Well, they don't have the high ceilings. That's the really nice thing, when you walk into that space, when you first come through the doors, the beautiful high ceilings and tall, tall windows all the way around.

[00:44:25]

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***Tacey A. Rosolowski, PhD***

[00:44:25]

Atmosphere, design of buildings, design of space has such an impact on people's emotions, their sense of efficiency, how they feel in themselves when they sit down to work, by themselves or with other people. And it's often not paid enough attention to, but it is so key. So it's very nice to have a space here that's for study, for meeting, for groupwork.

[00:44:51]

***Kathryn Jones Hoffman, MSLS***

[00:44:51]

And that's for staff, as well, you know?

[00:44:54]

***Tacey A. Rosolowski, PhD***

[00:44:53]

Absolutely. Absolutely.

[00:44:55]

***Kathryn Jones Hoffman, MSLS***

[00:44:55]

The staff have really nice space.

[00:44:57]

***Tacey A. Rosolowski, PhD***

[00:44:57]

Yeah. It's a really nice space. It's, yeah, a pleasant space. Yeah, no, I mean, was there a next...?

[00:45:06]

***Kathryn Jones Hoffman, MSLS***

[00:45:06]

Well, I worked here—I think maybe—I can't remember what year we moved into this space, but I think I worked here for maybe two more years in this space, and then decided I can retire now. I left on a really, really high note. So it was good. It was good.

[00:45:27]



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## **Chapter 12**

### ***The 2008 Layoffs***

#### **A: The Administrator;**

Codes

C: Leadership; D: On Leadership;  
B: MD Anderson Culture;  
B: Working Environment;  
A: The Administrator;  
A: The Leader;  
A: The Mentor;  
A: Professional Values, Ethics, Purpose;  
C: Professional Practice; C: The Professional at Work;

***Tacey A. Rosolowski, PhD***

[00:45:27]

Yeah. That is... Yeah, that's nice. Yeah. I was wondering—there were a few things—I know that in two thousand... And you left in what?

[00:45:39]

***Kathryn Jones Hoffman, MSLS***

[00:45:40]

Two thousand eleven, February—

[00:45:41]

***Tacey A. Rosolowski, PhD***

[00:45:41]

Two thousand eleven. That's what I thought. Right, I had—

[00:45:44]

***Kathryn Jones Hoffman, MSLS***

[00:45:43]

February of 2011, right.

[00:45:45]

***Tacey A. Rosolowski, PhD***

[00:45:45]

Yeah. Because in 2009 there was something of a financial crisis, and there were layoffs—

[00:45:50]

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***Kathryn Jones Hoffman, MSLS***

[00:45:49]

Oh, my. Oh, it was horrible.

[00:45:50]

***Tacey A. Rosolowski, PhD***

[00:45:50]

—so I wanted you to kind of talk about that.

[00:45:53]

***Kathryn Jones Hoffman, MSLS***

[00:45:53]

That probably is the most difficult thing I had to deal with in all my years in librarianship. The budget situation was really, really horrible. And we were all asked to, I think, cut 10% out of our budgets. And so I had to really think hard about, well, what services might we be able to eliminate. I didn't want to just cut across the whole board, taking a little bit from every area, because that would just deplete resources. I mean, you'd have people who were trying to deliver the same level of service with fewer people to do it. And I didn't want that burden on the staff. I felt it was better to look at eliminating a service completely, rather than just kind of nickel-and-diming everything. But the other difficult thing about that process was I was told I had to do it in isolation. I couldn't involve staff at all in that decision.

[00:47:17]

***Tacey A. Rosolowski, PhD***

[00:47:17]

Who told you that, and why?

[00:47:19]

***Kathryn Jones Hoffman, MSLS***

[00:47:19]

The Human Resources Department, that this had to be done in isolation, and that's not the way I work.

[00:47:28]

***Tacey A. Rosolowski, PhD***

[00:47:28]

Do you have any insight into why they made that specification?

[00:47:32]

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***Kathryn Jones Hoffman, MSLS***

[00:47:32]

I don't remember exactly. I just remember I disagreed with it. And, to be honest, I did involve Stephanie in the process. She was my Associate Director, and I felt it important to have another manager, a strong manager, that had another perspective other than my own, to be able to go into that thought process on how are we going to cut 10%, where's it going to come from. It was tough. It was really, really tough. But the hardest thing was having to sit down with three individuals, very, very talented, good people, and tell them that their positions were being eliminated. Had nothing to do with their performance, but their positions, because the service was being eliminated. That was just awful. Now, I understand they've gone through this again, but fortunately Stephanie had some frozen positions that were eliminated. She didn't have to actually sit down face to face and tell people their jobs were gone. That was really, really hard. And it wasn't unique to the library; this was happening across the entire institution. It was—

[00:48:55]

***Tacey A. Rosolowski, PhD***

[00:48:54]

Yeah, of course. What advice would you give to another administrator who's looking at having to do that, sitting down with somebody, making the decision and then having those sit-down meetings?

[00:49:11]

***Kathryn Jones Hoffman, MSLS***

[00:49:12]

I'd say—which I did—make use of the resources of your Human Resources Department. They had—they've done this before. They provided the guidance, the scripting, exactly how to make it happen, how to conduct the interview. They were invaluable, the one person in particular that was assigned to the library for this, and—

[00:49:43]

***Tacey A. Rosolowski, PhD***

[00:49:43]

And do you have that person's name?

[00:49:44]

***Kathryn Jones Hoffman, MSLS***

[00:49:44]

I don't remember her name, but she was a really invaluable resource for me.

[00:49:51]

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***Tacey A. Rosolowski, PhD***

[00:49:51]

So she provided what words to say, or...?

[00:49:54]

***Kathryn Jones Hoffman, MSLS***

[00:49:54]

Yes.

[00:49:54]

***Tacey A. Rosolowski, PhD***

[00:49:54]

Yeah, yeah, that can happen, yeah.

[00:49:56]

***Kathryn Jones Hoffman, MSLS***

[00:49:55]

Right. It really was scripted, because you could easily go off and say things that you shouldn't. With the whole Human Resources, you have to be very careful what you say and how you say it. And so they provided the scripts to use. That still didn't make it any easier, but I'd say use the resources you have available. Don't try to go it alone. Why they told me I had to do it in isolation, I don't know. They didn't want word getting out. I know that was one thing. And if you tell one person, you risk something getting out. But Stephanie was my Associate Director. She also—her knowledge and skills completed mine, so I knew she could see things from another perspective, as well. So, together, we put our heads together and made the decisions that had to be made. So...

[00:51:05]

***Tacey A. Rosolowski, PhD***

[00:51:07]

What was the—what were the areas that were cut at that time?

[00:51:10]

***Kathryn Jones Hoffman, MSLS***

[00:51:13]

You're not going to believe this. (laughs) One of the things I proposed was cutting the HRC.

[00:51:25]

***Tacey A. Rosolowski, PhD***

[00:51:26]

It doesn't surprise me, actually.

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***Kathryn Jones Hoffman, MSLS***

[00:51:28]

It was something I felt could exist, but we just wouldn't do any development until later, when we had more financial resources available. It wasn't the frontline service that we needed to provide, so it was the one that would go. And we did eliminate the archivist position. We kept Javier, who was the oral history person, and our plan was to continue oral history but not do anything else with the HRC. We were just going to close that down, which we did. Another position was in document delivery. Because of the use of automation and scanning, there was a position in that area that we felt could be eliminated, and not—the service wouldn't suffer as a result. And then there was one other... Can't remember now which one it was. I think it was in serials processing. Again, because of where we were with technology, part of the work that was going on, we eliminated that aspect of the work. But the biggie was the HRC.

[00:52:55]

***Tacey A. Rosolowski, PhD***

[00:52:55]

Yeah. Well, as I said, it doesn't surprise me.

[00:52:57]

***Kathryn Jones Hoffman, MSLS***

[00:52:56]

And that's where all the money was.

[00:52:58]

***Tacey A. Rosolowski, PhD***

[00:52:58]

Yeah. Of course, yeah. It's enormously resource intensive—

[00:53:02]

***Kathryn Jones Hoffman, MSLS***

[00:53:01]

And then we did make some cuts in the budget for information resources. We canceled some subscriptions. We almost completely eliminated books. Kept it just to a very bare minimum book budget, so we did take it out of collections, as well.

[00:53:24]

***Tacey A. Rosolowski, PhD***

[00:53:24]

What was the impact of this period on the staff?

[00:53:29]

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***Kathryn Jones Hoffman, MSLS***

[00:53:30]

I think they were really devastated. I think they understood how I suffered with this, the grieving I did, but I think they were all—we were all grieving. We'd not had to go through anything like this. Yeah, there was a lot of grieving that went on.

[00:53:54]

***Tacey A. Rosolowski, PhD***

[00:53:54]

Was there anything that you did to address that?

[00:53:57]

***Kathryn Jones Hoffman, MSLS***

[00:54:02]

That particular time, I don't think there was anything specifically. I've always had an open door policy. I was there, talked to people. There were some who took advantage of that. I can think of other things, historically, when I was director here, where I did bring in outside help. After I first came, we had an incident where a girlfriend of one of the staff—they'd had a fight—the girlfriend came in with a knife and physically attacked my staff member, and actually inflicted wounds on him. And I did call in help to help the staff work through that, what happened in their workspace, where someone came in with a weapon and inflicted injury on someone.

[00:55:07]

***Tacey A. Rosolowski, PhD***

[00:55:07]

And this was in a public space? I mean, did other people see the assault, or...?

[00:55:11]

***Kathryn Jones Hoffman, MSLS***

[00:55:12]

It was not—it was in a public space, but it was in a space that was kind of hidden away, not in the big, big open space, but it was a public space. I don't remember if there were... There was at least one person that witnessed it, and kind of intervened at the time, called the police, and one thing led to another. But Anderson had an individual, Mickey—her name was Mickey [Devoe sp?], and I can't remember her last name. She did a lot of work with the nurses. She was a trained, I guess, psychologist. I'm not sure what her training was. But she did intervention work. And so we went through several sessions with the staff together as a group, all of us together, working with her to process that. So that was a tough time.

[00:56:15]

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***Tacey A. Rosolowski, PhD***

[00:56:16]

I bet.

[00:56:16]

***Kathryn Jones Hoffman, MSLS***

[00:56:17]

And that was—I was brand new. I hadn't even been here a year when this happened.

[00:56:21]

***Tacey A. Rosolowski, PhD***

[00:56:21]

Oh my goodness, this was very early.

[00:56:22]

***Kathryn Jones Hoffman, MSLS***

[00:56:22]

And here they were, the staff trying to adjust to new leadership, change, and then we have this incident, so...

[00:56:32]

***Tacey A. Rosolowski, PhD***

[00:56:32]

Yeah, I'm sure people were saying, "Oh my gosh, what's happening here." (laughs)

[00:56:35]

***Kathryn Jones Hoffman, MSLS***

[00:56:35]

Right. So that takes me back. So that was a time I really did bring in outside help. When we went through this reduction in staff, or reduction in force I guess it was called, RIFF, I had staff meetings where we openly discussed whatever people wanted to express, but that was really all I did.

[00:57:00]

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## **Chapter 13**

### ***An Interest in Teaching and Work with Professional Associations***

#### **A: Professional Service beyond MD Anderson;**

Codes

C: Leadership; D: On Leadership;

A: The Mentor;

A: Professional Values, Ethics, Purpose;

C: Professional Practice; C: The Professional at Work;

A: Post-Retirement Activities;

***Tacey A. Rosolowski, PhD***

[00:57:01]

Tough time. Yeah, yeah. I had a few other questions I wanted to ask you. About the publications, because you have quite a long publication record, and I was curious: I didn't realize—was it—is it unusual for people in librarian positions to take an active interest in publication, or is that...?

[00:57:30]

***Kathryn Jones Hoffman, MSLS***

[00:57:30]

I don't think so.

[00:57:31]

***Tacey A. Rosolowski, PhD***

[00:57:31]

Yeah, I kind of wondered about that, because you have a strong sense of service to your field, and outward-reaching, and so that comes from that place?

[00:57:39]

***Kathryn Jones Hoffman, MSLS***

[00:57:39]

Right.

[00:57:40]

***Tacey A. Rosolowski, PhD***

[00:57:40]

Yeah, interesting. So tell me a little bit about that desire. And also, it probably dovetails nicely with teaching, which you said you also wanted to talk about.

[00:57:49]



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***Kathryn Jones Hoffman, MSLS***

[00:57:48]

Oh, yeah. Actually, I think my teaching record is more interesting than my publications.

(laughs)

[00:57:58]

***Tacey A. Rosolowski, PhD***

[00:57:58]

Wherever you would like to go. If you'd like to talk about teaching, please do.

[00:58:02]

***Kathryn Jones Hoffman, MSLS***

[00:58:02]

I got involved in teaching very early on, which was, I found, kind of ironic for myself, because when I was getting ready to graduate from college, I had no desire whatsoever to teach. I just—that was not what I wanted to do. But early on in my career, I started teaching continuing education for the Medical Library Association, and I was filling a real need. I taught cataloguing—MeSH and NLM Classification was the name of the CE class—and I think I told you when I first interviewed at the TMC library I was going there as a cataloguer, and the head of cataloguing said, “Well, are you familiar with MeSH, Medical Subject Headings?” “No...” “Are you familiar with the National Library of Medicine Classification system?” “No...” And the reason was it was not taught in library school. I don't think it still is to this day. So I was able to provide this voice for librarians, whether they be a recent graduate or someone who'd been out in the field for a while. They didn't have any training in the use of MeSH or the NLM Classification system. And I taught an eight-hour class that took me on the road, all around the country—in fact, all around the world. I had the good fortune to be invited to the International Conference of Medical Librarians in Japan, and I taught that eight-hour class there to a very international group of students. I also went to Italy, to Bologna, and taught it at the International Congress of Librarians. But mostly, I traveled around to very small towns in the United States, where regional library meetings were held in the spring and the fall. There was nothing glamorous about it. I would travel all day to this little town, get there late in the day, have dinner, get up early the next day, teach all day, then fly home and drag in at, like, ten, eleven o'clock at night, and go to work the next day. But I thoroughly, thoroughly enjoyed that teaching experience.

[01:00:49]

***Tacey A. Rosolowski, PhD***

[01:00:49]

Why?

[01:00:49]

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***Kathryn Jones Hoffman, MSLS***

[01:00:50]

I don't know. I was good at it. I was very good at it. And I just enjoyed imparting that new knowledge to people. Then, along the way, cataloguing had a new set of rules that came out. It was called AACR2, the Anglo-American Cataloguing Rules, Second Edition. So for all the many cataloguers who'd been working for years, this was a new cataloguing code. So I developed another class that I taught for the Medical Library Association, and there was another group I taught that for, too, when it first came out. So I did a lot of teaching of cataloguing to librarians. I also did a lot of teaching at the University of North Texas Library School. I was on the adjunct faculty there, and I taught a class on library information management. And this was a class that I cotaught. I started it with my associate director, Marty Adamson, when I was working at UT Southwestern. And we cotaught it together, which was a lot of fun. As my associate director, just like Stephanie, Marty's knowledge and skills complemented mine. We were very different individuals. So teaching that class, the same kind of thing came out, where we were pulling on our particular strengths, each of us, with the topics that we taught in that class.

[01:02:47]

***Tacey A. Rosolowski, PhD***

[01:02:47]

I think that can be really fun for the attendees to a class, because they really see information—an information tag team, almost, and it's very exciting, and it's like, wow, yeah. It's a demonstration of different perspectives.

[01:03:02]

***Kathryn Jones Hoffman, MSLS***

[01:03:01]

And we provided real-life kind of situation type study. But it was fun. I really, really enjoyed teaching a lot, and I did it for a number of years. Yeah.

[01:03:16]

***Tacey A. Rosolowski, PhD***

[01:03:16]

Now, tell me about—you mentioned that you've continued to participate in various associations, and tell me a little bit about why and what that's been like.

[01:03:28]

***Kathryn Jones Hoffman, MSLS***

[01:03:30]

I am still a member—I'm a life member—of the Medical Library Association, and also the American Library Association. But I don't really do too much with those two organizations.

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The one I'm most involved with today is the Texas Library Association. It's closer to home. I didn't really get involved in—and I'll just refer to it as TLA, the Texas Library Association—until I was much later in my career. I always thought—I was snobbish—I always thought it was, oh, that's just school librarians. That's not for medical librarians. So I focused all of my energies in the Medical Library Association. Well, I found out that really wasn't the case. The Texas Library Association is the largest state library association in the country. It has between seven and nine thousand members. It's very large, and its annual conference every year is very large. And I got involved—I can't remember when I actually got involved with that organization, but I dove right in and was on several committees. I was a chair of committees. And after I retired, I continued to be involved in the Association. I retired from my job, not my profession, and this keeps me connected to my profession. One of the things that it offered me was friendships, associations with not just medical librarians but academic, public, school. And I was just really—I've been really excited to be able to move into new circles of librarians that I hadn't experienced before. I've just really enjoyed it immensely.

[01:05:52]

So what I'm currently doing—well, let me go back. When I first retired from MD Anderson, TLA asked me to chair their strategic planning. They redo their strategic plan every three years, and it was time. So I agreed to do that on the provision I could have a co-chair. And so I asked an individual who worked for me at UT Southwestern [Richard Wayne], whose forte was really strategic planning—mine's more facilitation, I think, but he was a great strategic planner. So we did it together. And—

[01:06:39]

***Tacey A. Rosolowski, PhD***

[01:06:39]

His name?

[01:06:40]

***Kathryn Jones Hoffman, MSLS***

[01:06:42]

I'm going to... This is terrible.

[01:06:44]

***Tacey A. Rosolowski, PhD***

[01:06:44]

That's okay. Like I said, we can put it in later. Not to worry.

[01:06:50]

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***Kathryn Jones Hoffman, MSLS***

[01:06:50]

Okay. I'm blanking here. So we did this whole strategic plan that really was, I think, a very visionary plan. It was something brand new, unlike anything they'd had before. And it got a lot of compliments because of that. They really—people liked it a lot. And I'm happy to say they've now done another revision, but they've kept the format we put in place, and built on that.

[01:07:32]

***Tacey A. Rosolowski, PhD***

[01:07:32]

Is that something you could share with me, or is that a private document for the organization?

[01:07:36]

***Kathryn Jones Hoffman, MSLS***

[01:07:35]

No, I could do that. I'll get that for you.

[01:07:37]

***Tacey A. Rosolowski, PhD***

[01:07:36]

That would be great. Yeah, yeah. I mean, what were some of the things that made it so unusual and so successful?

[01:07:45]

***Kathryn Jones Hoffman, MSLS***

[01:07:45]

I think because, first of all, we developed our big, outrageous goal, something really visionary.

[01:07:59]

***Tacey A. Rosolowski, PhD***

[01:07:59]

Which was?

[01:08:00]

***Kathryn Jones Hoffman, MSLS***

[01:08:00]

Well, I'll have to paraphrase, and I'll have to go back and double-check it. (laughter)

[01:08:03]

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***Tacey A. Rosolowski, PhD***

[01:08:03]

That's okay.

[01:08:04]

***Kathryn Jones Hoffman, MSLS***

[01:08:05]

But it was that every Texan would understand the value libraries bring to their life, to paraphrase. But I'll go back and get that. And then we focused on just four critical areas of focus—and that's not the words we used, but basically that's what it was—and then developed some specific objectives, or goals, within those four broad areas. And it just worked. We also revisited our core values, and there was a lot of discussion on what's a core value, what's not a core value, and dah-dah-dah. Anyway, I'll get the document for you. I haven't looked at it in over ten years, so it's—I'm rusty. But I did that when I first retired, and I realize it—it was like an 18-month process. By the end of the process, it was too much like work. I didn't need that. I was ready to retire. There were other things I wanted to do with my time. But nonetheless, I still stayed connected with TLA. I'm currently chair of the Larson Grant, Mystery Grant. What this is, an individual set up an endowment for public libraries to request grant money to develop their mystery collections. It's not a lot of money: \$500 every year is awarded. So the grant is not to exceed three pages in length. We had, I think, 21 applications this year. One of the things I did that I feel—that I'm proud of—is I brought to the process things I learned from grants and grant-writing from the scientific field. So as a member of that committee—I've been on this committee now for five years; I'm chairing it this year—I really helped bring that expertise I had from my scientific work environment to help them develop a scoring rubric and whole process for scoring the grants and making the award. So that's what I'm active in. I will stay on one more year, I told them just this last week, so I could help the new chair transition into this new scoring rubric and process that we set up.

[01:11:14]

The other thing I'm chair of is the Retired Librarians Round Table. Our mantra—we have a mantra—is that we have knowledge and experience to share. And so I'm working with a board—a chair, past chair, chair-elect, secretary, treasurer, we have a webmaster—to do things. Basically, a lot of what we do is help individuals transition from the workplace to retirement. This is very difficult for a lot of people. They don't know what they're going to do. So many people hang on. Do we need to stop?

[01:11:57]

***Tacey A. Rosolowski, PhD***

[01:11:58]

No, no, I'm just—I'm...

[01:11:59]

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***Kathryn Jones Hoffman, MSLS***

[01:11:59]

Okay. So many people are afraid to retire because they don't know what they're going to do for friends. Their whole world revolves around the workplace and the individuals they know in the workplace, and they don't have outside interests; they don't have friends outside that circle. Some individuals haven't prepared financially, and so we do things to—we offer programs at the annual conference that address some of these things. So we've done a lot and had a lot of fun with it. I'm going to moderate a panel at the meeting, which is just next week. We have a panel of three librarians, one from academic libraries, one from public, and one from school, and the academic is actually an academic medical librarian, a colleague of mine who retired from UT Southwestern. Anyway, we're going to have a panel that addresses some of these fears and questions that people have, that they're contemplating retirement but they're afraid, "Oh, what will I do for friends?"

[01:13:17]

***Tacey A. Rosolowski, PhD***

[01:13:18]

And sometimes "Who am I?"

[01:13:19]

***Kathryn Jones Hoffman, MSLS***

[01:13:19]

Yeah. So I'm looking forward to that.

[01:13:23]

***Tacey A. Rosolowski, PhD***

[01:13:23]

Yeah, yeah. Well, that's a real service to people.

[01:13:26]

***Kathryn Jones Hoffman, MSLS***

[01:13:26]

Yeah. So it's been fun. It keeps me connected, and it also provides an opportunity for me to do things with my daughter, who is a librarian. So we go together, and just have fun at conference. So I can attend the conference and not feel like I have to be there learning things that I'm taking back to the library, to—that I need to implement this or that. I can just go and enjoy listening to authors speak, or one of my favorite things is to attend sessions geared to children's books that I can take back to my grandchildren. So I have a whole new perspective in approaching my attendance at annual conference.

[01:14:13]

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***Tacey A. Rosolowski, PhD***

[01:14:14]

Do you have any different realizations? Because you've been retired now for a number of years, and that's a period of reflection, about your career and what you accomplished and who you were as a leader at various institutions. And I'm wondering—and also about librarianship. And I'm wondering: what are some of the thoughts that you've had as you've kind of looked back and evaluated where you've been?

[01:14:42]

***Kathryn Jones Hoffman, MSLS***

[01:14:43]

Well, I'm still involved as a librarian, I guess, with the MD Anderson Retirees Association. I don't know that this is on my CV, so you wouldn't have known this. The Retirees Association, I think, started about 25 years ago. It's not a huge organization, and it's made up of mainly administrative staff and nursing staff members. That's kind of the primary workup. It's primarily women; very few men are in the group. But Micha Gregory, who worked in the President's Office, and Linda Korb, who worked in Development, are both members, very active. And we all retired about the same time. And we joined the Retirees together. And Linda has been chair, and when she was chair she realized the importance of documenting the history of the group, and she asked me to be the archivist.

[01:16:05]

***Tacey A. Rosolowski, PhD***

[01:16:05]

Interesting.

[01:16:05]

***Kathryn Jones Hoffman, MSLS***

[01:16:06]

So I served that role, and serve on the board of the Retirees Association as their archivist. I've gathered a lot of the materials. I haven't turned it over to Javier yet, but I'm going to. I've also scanned a lot of the documents, and so I'm still gathering and organizing so I know what we have, and then I'll give it to Javier to officially take over the records for us. And that's been kind of fun, so I'm continuing to dabble in library work that way. But the other interesting thing is just recently we've got a new representative from the HR Department that is the liaison to the retirees group, and she wanted to know more of the history. How did it get started? What can you tell me about it? And we're about to celebrate our twenty-fifth year. So Linda Korb contacted me a few weeks ago and said, "Do you have anything in the archive of our materials? Was there a letter to—from Dr. LeMaistre establishing the group? Does it have a charter? Bylaws? We need to... Our PR rep—HR rep, I'm sorry—HR rep wants to know more about it."

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So I had a few documents, but then I contacted Javier to see what he might have. Well, he had it. He had, I think, a speech that Dr. LeMaistre gave that documented the establishment of this group, and so together with what I had in my little archive collection and what he had, we were able to provide this history of who we are.

[01:18:04]

***Tacey A. Rosolowski, PhD***

[01:18:04]

Thank goodness for those presidential papers, and for—

[01:18:07]

***Kathryn Jones Hoffman, MSLS***

[01:18:07]

Yes! It's like, wow. So I think I didn't really answer your question there, did I? (laughter)

[01:18:13]

***Tacey A. Rosolowski, PhD***

[01:18:14]

But you told me something that was obviously on your mind!

[01:18:17]

***Kathryn Jones Hoffman, MSLS***

[01:18:15]

I just told you another story!

[01:18:16]

***Tacey A. Rosolowski, PhD***

[01:18:18]

No, I mean, that's—

[01:18:19]

***Kathryn Jones Hoffman, MSLS***

[01:18:19]

That just snuck in there.

[01:18:20]

***Tacey A. Rosolowski, PhD***

[01:18:20]

Yeah, it did. Well, it brings together your original interest in history, your commitment to creating—

[01:18:30]



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***Kathryn Jones Hoffman, MSLS***

[01:18:29]

Yeah, it's kind of coming back around.

[01:18:30]

***Tacey A. Rosolowski, PhD***

[01:18:30]

—yeah—commitment to creating a historical archive in MD Anderson, and then how that continues to be used and imparted. I mean, it is interesting. I mean, there is so much discussion now in the literature of organizations about how understanding organizational history, understanding the history of an organization's culture is so important for making decisions that inform the future. All sorts of things can't happen without it. And so yeah, I mean, when you and Steve Tomasovic and the others sat down to talk—it was Steve Stuyck—sat down to talk about the HRC, you may not have been able to articulate why it was important, but you knew it was.

[01:19:14]

***Kathryn Jones Hoffman, MSLS***

[01:19:14]

Right.

[01:19:14]

***Tacey A. Rosolowski, PhD***

[01:19:15]

You had that intuition, and sure enough, (laughs) it's borne out. I mean, that was really an internal compass that was pointing the right direction. Yeah, very cool. If you want to answer my other question, that's fine. (laughter)

[01:19:30]

***Kathryn Jones Hoffman, MSLS***

[01:19:30]

I don't even remember what it was now!

[01:19:31]

***Tacey A. Rosolowski, PhD***

[01:19:31]

Which is if you had any kind of statements to make, things that you've—I mean, more of a philosophical nature, if you will, about librarianship. If not, that's fine.

[01:19:41]

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***Kathryn Jones Hoffman, MSLS***

[01:19:41]

Librarianship is not dead. Is that a philosophical statement?

[01:19:45]

***Tacey A. Rosolowski, PhD***

[01:19:45]

Sure, why not? (laughter)

[01:19:47]

***Kathryn Jones Hoffman, MSLS***

[01:19:47]

So many people think, oh, everything's on the internet, you don't need a library. Yeah, you do. And whether it be a school library—elementary school, high school, college—the library plays a critical role in education. Moving on beyond that, look at MD Anderson. Library plays a critical role in research, in all four of those areas of the mission of the institution: the patient care; the research; education; prevention. Libraries play a role, and I think they always will.

[01:20:39]

***Tacey A. Rosolowski, PhD***

[01:20:39]

What is the role that librarians play?

[01:20:41]

***Kathryn Jones Hoffman, MSLS***

[01:20:42]

Their role is in being the bridge between the need and obtaining the information, I think, I would say.

[01:20:53]

***Tacey A. Rosolowski, PhD***

[01:20:57]

They're really needed, too, especially when information has—the volume of it has expanded.

[01:21:01]

***Kathryn Jones Hoffman, MSLS***

[01:21:01]

Right, the volume. I remember my daughter told me she decided she would go into librarianship, and what she was very passionate about was she wanted to teach college students how to do good research. And so her first positions were in the education area of the library, and

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teaching students how to do good research.  
[01:21:35]

***Tacey A. Rosolowski, PhD***

[01:21:37]

Yeah, such a fundamental skill in life, teaches the mind to be sharp and objective, and... Yeah. How cool. Is there anything else you would like to add about all these—this experience?

[01:21:50]

***Kathryn Jones Hoffman, MSLS***

[01:21:51]

I don't—I can't think of anything. I might later. I've been going off on different tangents. (laughs)

[01:21:57]

***Tacey A. Rosolowski, PhD***

[01:21:57]

No, no, that's fine. Well, it's really been a pleasure to talk to you.

[01:22:00]

***Kathryn Jones Hoffman, MSLS***

[01:22:00]

Well, thank you. It's been really a pleasure for me, too.

[01:22:03]

***Tacey A. Rosolowski, PhD***

[01:22:03]

Oh, nice. I've learned a lot about this place where I've been since 2011, (laughs) so yeah, it's been really, really great. Well, if there's nothing else that you would like to add.

[01:22:15]

***Kathryn Jones Hoffman, MSLS***

[01:22:16]

No.

[01:22:16]

***Tacey A. Rosolowski, PhD***

[01:22:17]

We're good, okay. I will just say for the record that I am turning off the recorder at 11:42.

(Break in audio)

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***Tacey A. Rosolowski, PhD***

Okay, we have an appendix on a publication here. (laughter)  
[01:22:31]

***Kathryn Jones Hoffman, MSLS***

[01:22:32]  
Okay, you –earlier you said—you mentioned that I have a long list of publications, and you were kind of intrigued by that. Mostly, what I wrote about were things that pertain to what I was doing in libraries, but one publication that I just wanted to mention, in light of the new leadership at MD Anderson, happened back in I think it was late 1997, because the publication came out in '98. Dr. Pisters, the new president, approached me. He came to the library. He was writing a chapter in a book, and he asked if I would cowrite it with him. And it was titled “Computer-Based Literature Searches,” and it was published in a book called *Surgical Research: Basic Principles in Clinical Practice*. It was a third edition. Literature searching was not my forte, and I told him, I said, “I don’t really think I’m the best person to coauthor this with you,” but he insisted. And I said, “No, no, no, no, I have librarians who do this. Like, this is their strength; it’s not mine.” He says, “No, no, no, no, I want you to do it.” So I did. And so we coauthored this chapter in the book. And I felt way outside my element, because it was not my area of expertise by any means. I did a lot of consulting with the librarians on staff who did do online searching, so really their names should’ve been on the title of this, but they weren’t.  
[01:24:31]

***Tacey A. Rosolowski, PhD***

[01:24:30]  
Who were they?  
[01:24:30]

***Kathryn Jones Hoffman, MSLS***

[01:24:31]  
I don’t remember now exactly who I consulted. That was back in the late '90s, I guess; '97, I think it was, but anyway.  
[01:24:40]

***Tacey A. Rosolowski, PhD***

[01:24:40]  
Why do you think he was so insistent that he wanted you to help him with this article?  
[01:24:44]

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***Kathryn Jones Hoffman, MSLS***

[01:24:44]

Because I think he understood that's what libraries did, and that's where that expertise was.

[01:24:53]

***Tacey A. Rosolowski, PhD***

[01:24:53]

Very interesting, yeah.

[01:24:54]

***Kathryn Jones Hoffman, MSLS***

[01:24:54]

And he wanted the director.

[01:24:55]

***Tacey A. Rosolowski, PhD***

[01:24:55]

Yeah, of course, yeah. And that makes a difference. It does make a difference.

[01:24:59]

***Kathryn Jones Hoffman, MSLS***

[01:24:59]

And he was very proud of the fact that (laughs) we never had to meet face-to-face to write this.

We did it all electronically.

[01:25:08]

***Tacey A. Rosolowski, PhD***

[01:25:08]

Oh, how cool. Did he mention that in a footnote, at least? Did you guys mention that in your article?

[01:25:13]

***Kathryn Jones Hoffman, MSLS***

[01:25:12]

I don't remember. I don't think so.

[01:25:14]

***Tacey A. Rosolowski, PhD***

[01:25:14]

That would be a cool detail.

[01:25:15]

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***Kathryn Jones Hoffman, MSLS***

[01:25:15]

But he had a lot of online resources in the chapter, I recall. I haven't looked at it in a really long time. We should go pull the book off the shelf and see.

[01:25:27]

***Tacey A. Rosolowski, PhD***

[01:25:27]

We should.

[01:25:27]

***Kathryn Jones Hoffman, MSLS***

[01:25:27]

If it's still there. (laughs)

[01:25:28]

***Tacey A. Rosolowski, PhD***

[01:25:28]

If it's still there, really. What did you think of him? I mean, since he's going to step into the presidency role.

[01:25:33]

***Kathryn Jones Hoffman, MSLS***

[01:25:32]

I was really, really pleased to see him come back. I know he was very well-respected, and I think he's a very, very good choice, so I'm really excited that he's the new president.

[01:25:45]

***Tacey A. Rosolowski, PhD***

[01:25:45]

What do you see as his specific skill areas? Or why is he an appropriate choice at this time?

[01:25:52]

***Kathryn Jones Hoffman, MSLS***

[01:25:49]

Ooh, that I really can't say, because I really never worked with him directly. I only just worked with him on that little chapter. So I don't know that it... I'd probably be making things up.

[01:26:04]

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***Tacey A. Rosolowski, PhD***

[01:26:04]

Okay. I just wondered if you knew anything of his reputation.

[01:26:06]

***Kathryn Jones Hoffman, MSLS***

[01:26:06]

No.

[01:26:06]

***Tacey A. Rosolowski, PhD***

[01:26:07]

Yeah, yeah, that's fine.

[01:26:07]

***Kathryn Jones Hoffman, MSLS***

[01:26:07]

I knew it was a good reputation. I know that people were sad when he left, but I didn't really know specifics. But I know that people are happy that he's back.

[01:26:17]

***Tacey A. Rosolowski, PhD***

[01:26:17]

I think that's pretty neat that you had the opportunity to work with him. Interesting.

[01:26:21]

***Kathryn Jones Hoffman, MSLS***

[01:26:22]

In a small, small way.

[01:26:23]

***Tacey A. Rosolowski, PhD***

[01:26:24]

Well, that was our appendix, and I think it was worth putting on the book. (laughter) All right.

Well, so now I'm—we're finishing up at 11:47. Thanks.

[01:26:39]

***Kathryn Jones Hoffman, MSLS***

[01:26:39]

Okay.

[01:26:39]

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***Tacey A. Rosolowski, PhD***  
[01:26:39]  
That was a good story.  
[01:26:40]