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information outlook®

the monthly magazine of the
special libraries association
vol. 7, no. 1
january 2003

Innovation

inside this issue:

Job Power: Career Management Resources for Librarians
Information Centers That Innovate: Six Librarians Provide Secrets to Success
Meet the Candidates
Influencing Our Professional Practice by Putting Our Knowledge to Work

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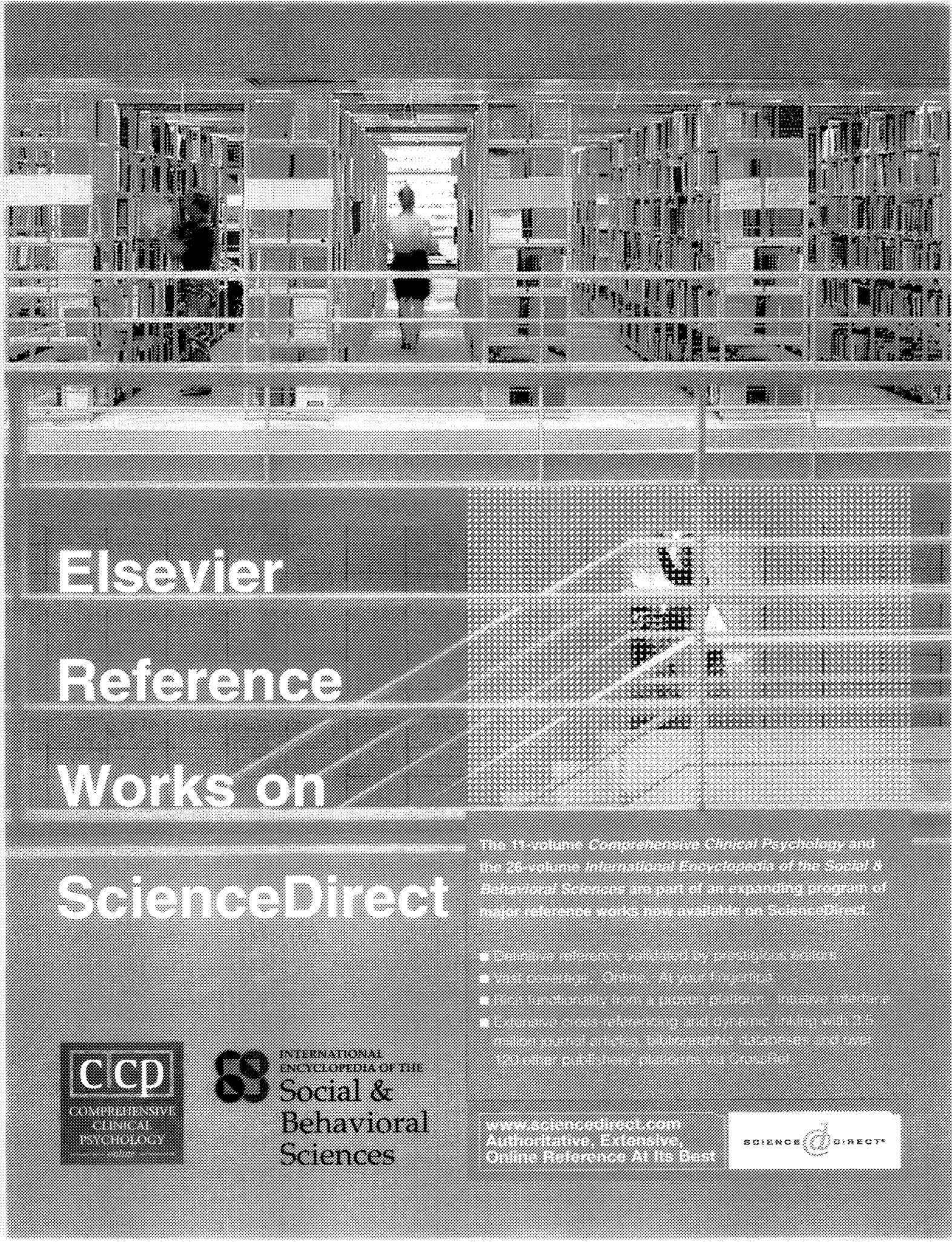
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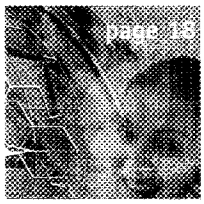

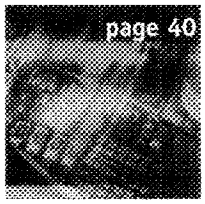

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Greetings Everyone –

HAPPY NEW YEAR! I hope everyone is off to a good start for 2003. One of the things I like most about the New Year is the promise the next 12 months bring and the anticipation of the ups and downs, the pluses and minuses ahead.

In an earlier message I said that this would be a "traditional" year for the Association, picking up on the theme introduced during Donna Scheeder's presidency that "Change is our tradition." I thought it might be useful to take stock and see where we are with some of the challenges/changes facing the Association this year. First, we have changed our bylaws. The revisions sent out to the membership received a very positive response, and the revised bylaws went into effect on November 1, 2002. Both the Association and the individual units are adapting to the change, reworking procedures and guidelines to achieve maximum benefit for our members.

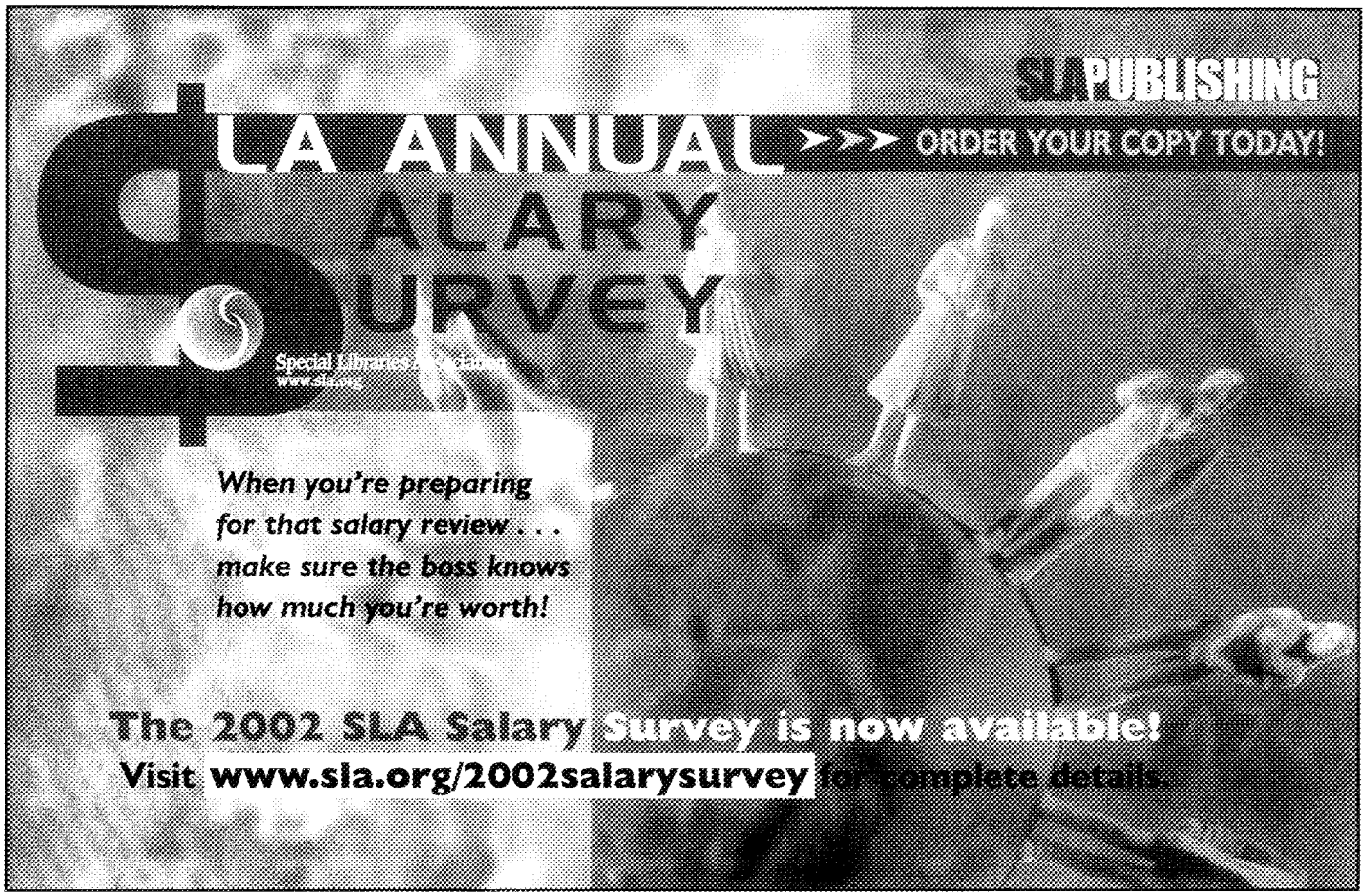
Second, our search for an executive director continues, as representatives from the Breckenridge Group work with our search committee to identify the most qualified finalists for us to consider. More focused messages have gone out via email to keep you informed on the progress of the search. That process continues, and further information will be forthcoming as things develop.

Third, there is a distinct possibility that we may change the name of the Association, based on a vote of the members. An important step in this process will come during the Annual Business Meeting (ABM) held during the upcoming conference in New York City. If you are already planning to attend the conference, I encourage you to be at the ABM, which will be held on Wednesday, June 11, 2003. If you have not yet made a decision about attending the conference, I encourage you to come to New York City in June. If you are unable to attend the conference, then I encourage you to contact people you know who will be there and discuss the issue and how they will vote, so you can feel some level of involvement. Additional information about this issue is being distributed both electronically and by regular mail.

Any way you look at it, 2003 is shaping up to be an eventful year for the Association. Best wishes for healthy and successful New Year for us all.

Cheers,

Bill Fisher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copyright corner

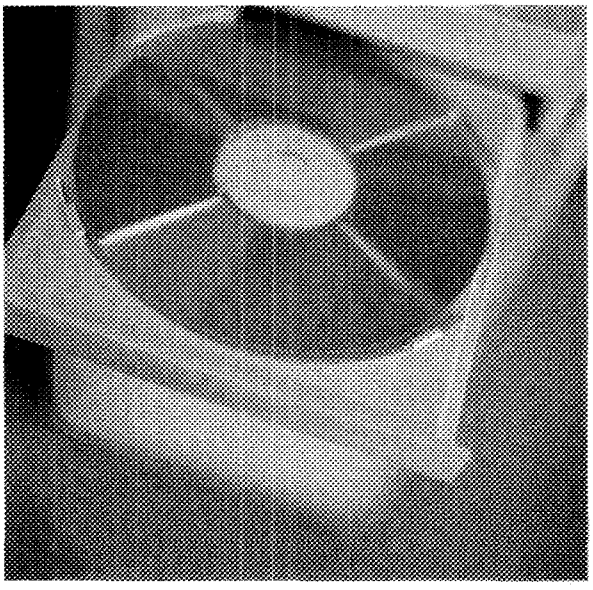
Course Management Software and Copyright

Laura Gasaway

Many colleges and universities have begun to use course management software not only for online courses but also as a supplement to face-to-face classes. Such software provides a basic structure or template so faculty members can place some portions of a course or even the entire course online. Examples of these products are Blackboard, WebCT, and WebTycho. The software creates a website for a course that can be accessed by students; some programs restrict access to students enrolled in that particular course, while others have features that permit the course pages to be open to everyone on campus. Most of these software programs provide standardized templates for the course syllabus, class roster, announcements, a threaded discussion list, and shared space for student projects. The instructor can also insert various materials, such as lecture notes, outlines, exercises, and online examinations. Because the course page is Web based, it links easily to other materials on the Web, providing additional resources for students. Additionally, reading material for the course can be included on the Web page.

It is this latter activity that creates the primary copyright concern. Many faculty members appear to be unaware that duplicating copyrighted materials and uploading them into the course management software raises all of the same concerns as multiple copying for the classroom or creating coursepacks for students.

Incorporating copyrighted literary works into course management software can occur in three ways. (1) The most common way at present is that the faculty member scans a printed article or book chapter, creates an HTML file, and then uploads it into the course manager. (2) The material may already exist in digital format, which makes it even easier to upload into the course software package. (3) Most course managers also have the ability to incorporate links to digital content on the Web, including licensed products. For the licensed titles, only authorized, authenticated users are eligible to access that content. In fact, when students click on the link, often they are required to input their student number or a password in order to gain access to the linked content. Each of the three types of incorporating copyrighted materials into the course management software raises copyright concerns.



Many teachers seem to be unaware that digitizing articles, book chapters, and other copyrighted work and placing them in the course management software in order to provide access for students to use may constitute copyright infringement. Because scanner technology differs from the photocopier, faculty members may not equate both activities as potential copyright infringement. Over the past few decades, most faculty members have come to understand that photocopying materials for students has limits such as those detailed in the Guidelines on "Multiple Copying for Classroom Use[1]" and the limitations on the reproduction of coursepacks the coursepack cases have imposed.[2] Reproducing materials, whether through photocopying or digitizing, is also reproduction. If the activity exceeds fair use in either the analog or the digital world, it is infringement. This is not to say that it is never fair use to digitize a work and put it on a course website for students to read. For example, the faculty member could seek and receive permission to digitize the work and put it in the course manager for the students. Or the faculty member could follow the portion, time, and other limitations contained in the Multiple Copying Guidelines but instead of photocopying the works and distributing copies to the students, might digitize the works and upload them onto the course Web page. One could argue that this is fair use as the equivalent of photocopying for students within Guidelines.

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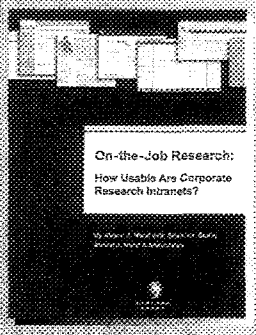

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by Alison J. Head with Shannon Staley

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For material that already exists in digital format, uploading them onto the course website is no different than digitizing analog content for the course manager. Unless the work is within the public domain, the faculty member should seek permission or follow the Classroom Guidelines. Some faculty members prefer to reproduce articles and other materials for which the institution has a license and to upload the full text into the course website. This may be permissible under the institution's license agreement, but not all licenses permit such uploading.

Linking to Web content causes the fewest copyright problems. For linking to works on the open Web, there are no restrictions. For licensed content, however, restrictions may exist. Some license agreements for online materials do not permit linking into the content from course websites. The faculty member should consult the college or university librarian to ensure that the institution's license permits this linking. Another concern with course management software is that the default setting seems to be for in-line links rather than outlinks. An in-line link brings another Web page into a frame or window created on the Web page as opposed to going out onto the Web. Most experts opine that there is less difficulty with outlinks, because there is little likelihood of confusion as to which entity created the content.

Of even greater concern is reproducing nontext works such as sound recordings, motion pictures, or portions thereof. While digitizing small portions of such works is likely to be fair use, using entire works probably is not, nor is it permitted under the newly enacted TEACH Act[3] without permission from the copyright holder.

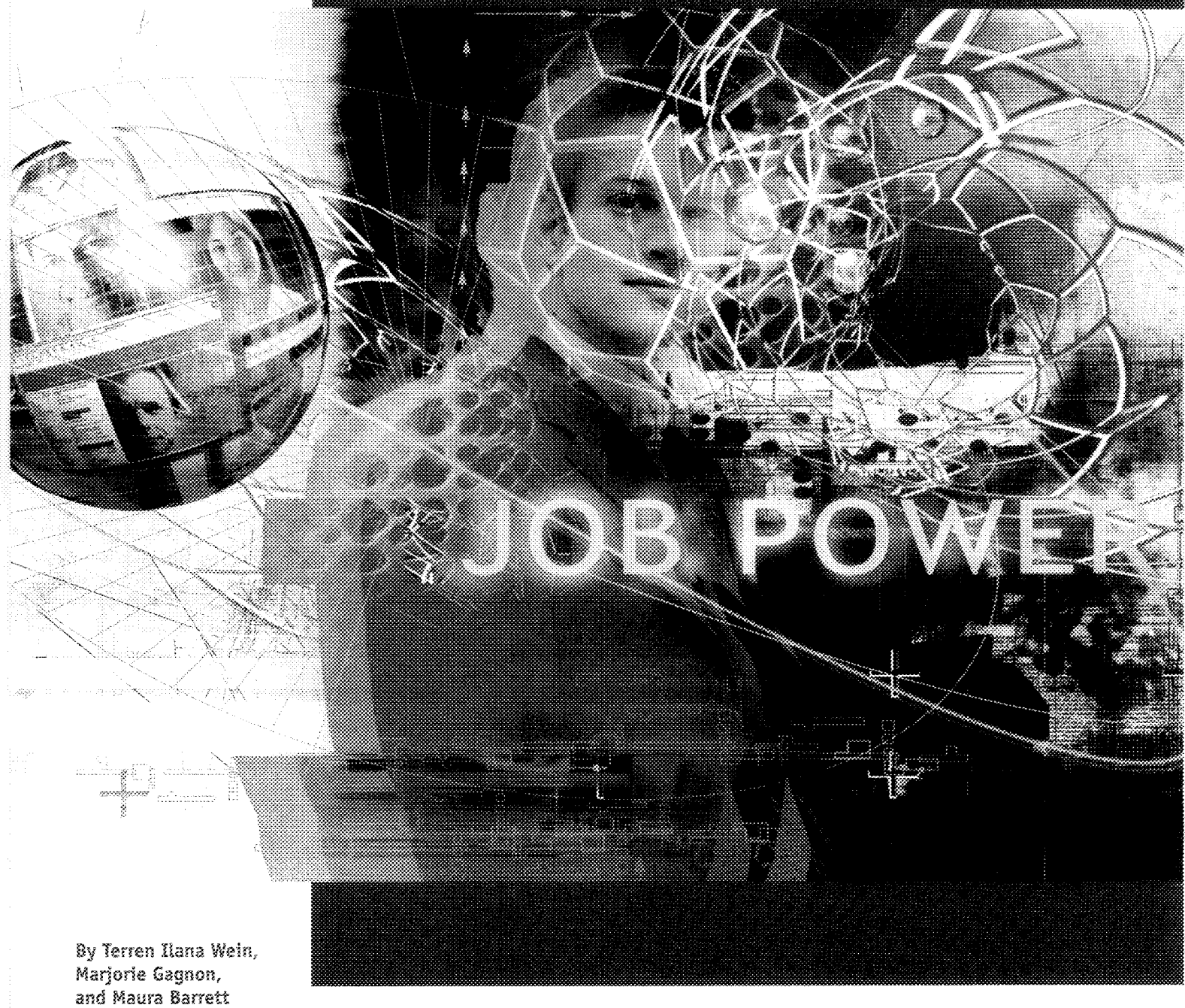
Although course management software makes it very easy for faculty members to create online courses or portions of courses, that very ease could mislead teachers into believing that what is technologically possible does not infringe on copyright. Thus, colleges and universities that make course managers available to faculty may want to provide information about copyright law to assist faculty in making appropriate decisions about the materials they include on course Web pages.

[1] *See* http://www.utsystem.edu/ogc/intellectualproperty/clasguid.htm.

[2] *See* Basic Books v. Kinko's, 758 F. Supp. 1522 (S.D.N.Y. 1991) and Princeton University Press v. Michigan Documents Service, 99 F.3d 1381 (6th Cir. 1996).

[3] *See* "Copyright Corner" in *Information Outlook*, April 2002.

Job Power: Career Management Resources for Librarians



By Terren Ilana Wein, Marjorie Gagnon, and Maura Barrett

Terren Ilana Wein is the career and placement services librarian at the University of Chicago, serving the university's undergraduate students, nonprofessional graduate students, alumni, faculty, and staff. She received her MLIS from the University of Illinois at Urbana-Champaign.

Marjorie Gagnon is the assistant director and librarian of the Career Resource Center of the Graduate School of Business (GSB) at the University of Chicago. The Career Resource Center serves full-time MBA students of the Chicago GSB. She received her MLIS from McGill University in Montreal.

Maura Barrett is director of the Fisher Library at the University of Chicago Graduate School of Business. Fisher Library serves the career needs of evening, weekend, and executive MBA students and GSB alumni. She received her MLIS from Dominican University.

Tools to Jump-Start Your Job Search

THESE ARE BLEAK TIMES IN THE JOB MARKET FOR INFORMATION PROFESSIONALS.

Layoffs across all industries, aging librarians who were heading for retirement but can't because of the economic downturn, more and more computerized information storage and retrieval systems "replacing" us, the increase in new graduates working in temporary jobs, drops as high as 73 percent in the number of placement listings at library schools—these are all factors. The *2002 Occupational Outlook Handbook* says that employment for librarians is expected to grow more slowly than the average of all occupations between 2000 and 2010.

But are these really such bleak times? Is there any light at the end of the tunnel?

According to Gretel Stock-Kuperman, senior research manager and executive recruiter at the Whitney Group in Chicago, "There are two ways you can be successful in this marketplace. You can be the exact fit for a company, meaning you have the textbook experience they're looking for, or you can be flexible with what you're looking for. Right now we all have to be flexible. [Librarians and information professionals] need to take a multifaceted approach, looking at traditional library jobs but also nontraditional roles...because our skills are applicable to several different areas."

Our experience in career services tells us that a successful job search entails two phases: (1) know yourself and where you fit and (2) develop a plan and put yourself on the market. The truth is that there will always be a job out there for someone who knows how and where to look.

Phase I: Mind the Gap

Start by performing a gap analysis of your own skills and knowledge. Right now employers are seeking candidates who are proficient in the "soft skills" or "emotional intelligence." These include strong interpersonal and communication abilities, management and leadership potential, the ability to persuade and influence, and the ability to work well in teams. In addition, you should assess your strengths and weaknesses in traditional library skills—finely tuned research skills, ability to think on your feet, planning and organizing skills, Web savvy from online retrieval to site design, attention to detail, a desire to help people, and the ability to manage resources and staff. We suggest revisiting the SLA Core Competencies and studying recent job postings. Are you on par with the demanding standards of today's job market?

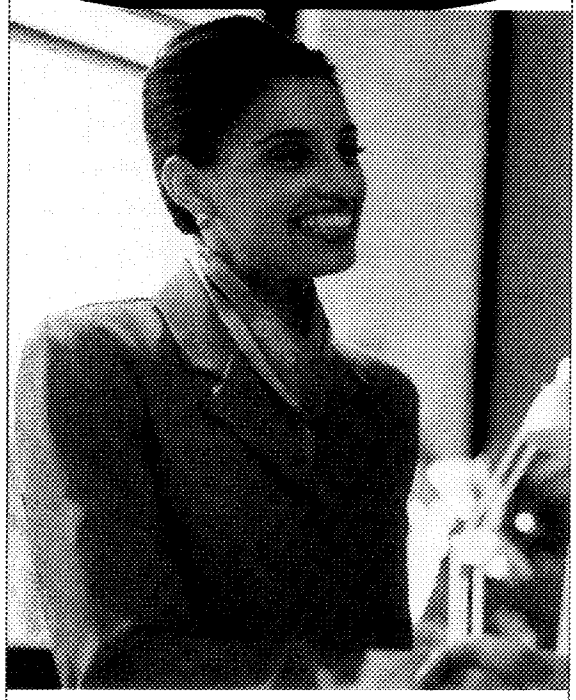
Evaluate your knowledge gaps as well. Begin by defining your short- and long-term professional goals: Where do you see yourself next year? What about in the next five years? The next ten? Where do you fit in terms of function, industry, company, and geographical location? If your future goals aren't in line with your current skills, that is where your knowledge gaps are. Over time, you can strengthen your areas of weakness and close the gaps between what you have and what you want.

Once your search is in line with your future goals and you have identified your selling points, you are ready to put yourself on the market and launch your advertising campaign through a well-thought-out job search plan. One often-asked question is "How should I be spending my time and efforts?" We recommend the following allocation:

- 35 percent networking: research, contact, follow up with your warm and cold contacts, arrange informational interviews
- 25 percent research: develop a company target list, research industries and companies
- 10 percent job postings: check job sites, respond to openings
- 10 percent correspondence: update your resume, draft cover letters, conduct a mailing campaign
- 10 percent interview prep: anticipate questions, compose answers, practice
- 10 percent organization: manage your information on each company and each contact

Whether you are a jobseeker, career changer, recent graduate, ambitious professional, or just curious, we hope you find this advice from the trenches useful. Everyone's job search and career development are unique, but here are our recommended top tools to help you jump-start your job search and learn how to efficiently and intelligently manage your career. Best of luck!

Job Seekers



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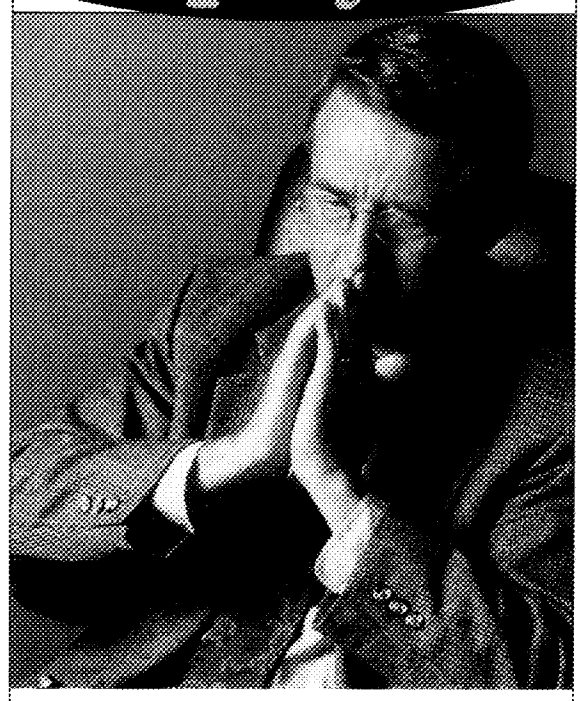

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Phase II: Close the Gap: Recommended Resources

Networking and Interview Prep

"The most important thing jobseekers can do is expand their personal network," says Stock-Kuperman. "The way you're going to find a job in this market is to talk to people and be 'top of mind.'" For most people, networking is uncomfortable and challenging. Here are three books that are bound to help you face the challenge, followed by our hands-down top choice for an interviewing guide:

When the Little Things Count...and They Always Count. **Barbara Pachter. NY: Marlowe & Company 2001. $12.95.**
How comfortable are you when it comes to business dinners, e-mail etiquette, thank-you notes, business card guidelines, diction dilemmas, and so on? Pachter covers it all. This collection of 600-plus tips is invaluable. In one paragraph or less, learn—once and for all—the answers to the simplest and most mind-boggling questions about business behavior and etiquette.

The Fine Art of Small Talk. **Debra Fine. Englewood, CO: Small Talk Publishers, 2002. $12.95.**
Recently revised, this guide is aimed at the shy, novice networker. It provides numerous suggestions for questions and answers, and tips on listening. It also offers specific advice on making a lasting impression that will help you get started and tame the awkwardness. Fine's enthusiastic style makes an energizing and confidence-boosting read.

Vault Guide to Schmoozing. **Marcy Lerner, Ed Shen, Mark Oldman, Hussam Hamadeh, and Samer Hamadeh. NY: Vault.com, 2002. $19.95.**
The team behind this book claims to "know schmoozing and know schmoozers, and have schmoozed with some of the best to find out just how they do it." Vault does a good job of presenting the mindset of expert schmoozers and their inspirational stories. A variety of sidebars address special situations, such as telephone schmoozing and office gossip. The self-test ranks your schmoozing quotient. This is for the beginner looking for networking tips for almost any situation.

Sweaty Palms: The Neglected Art of Being Interviewed. **H. Anthony Medley. Berkeley, CA: 10 Speed Press, 1978, 1993. $11.95.**
If you read one book about preparing for the interview process, make it this one. Appendices include commonly asked questions and suggestions for questions to ask an interviewer. The most helpful aspect of this well-loved book is the psychological preparation the author offers for the careful reader.

Job Postings: Looking for Job Openings?

Guide to Employment Sources in the Library and Information Professions, **http://www.ala.org/hrdr/employment_guide.html, Darlena Davis, Office for Human Resource Development and Recruitment, American Library Association.**
This invaluable guide goes from the general to the very specific and covers telephone joblines; contact information for associations and groups (including permanent and temporary placement agencies specializing in information workers); state, regional, and federal resources; information on international exchanges; and a brief but

Top 5 Resources: Resumes for Librarians

Writing Resumes That Work: A How-to-Do-It Manual for Librarians. **Robert R. Newlen. NY: Neal-Schuman, 1998. $39.95.**
We refer to this book as "the bible." It includes step-by-step instructions, case studies, checklists, and sample resumes in various formats. It offers unique and sound advice about identifying accomplishments and abilities that support each skill or quality.

Ulla's Resume Tips, **http://www.sla.org/chapter/ctor/toolbox/career/ulla.htm, Ulla de Stricker, Career Committee Chair, SLA Toronto Chapter.**
This site includes detailed recommendations on content and layout of the resume.

Top of the Heap or Bottom of the (Trash) Barrel? Tips for Job Applicants, **http://www.ala.org/nmrt/footnotes/applicants.html, Beatrice L. McKay and Clare Dunkle.**
The resume do's and don'ts are particulary valuable.

A Librarian's Resume, **http://web.archive.org/web/20000819025351/librarians.about.com/careers/librarians/library/weekly/aa021300.htm, Tim Wojcik, About.com Guide.**
This site includes practical suggestions about how to write the various components of a librarian's resume.

Job-Hunting Advice: Resumes and Cover Letters, **http://www.careerjournal.com/jobhunting/resumes/index.html, various columnists of CareerJournal.com (*Wall Street Journal*).**
This site includes dozens of articles offering advice on every aspect of the resume task, from how to write effective bullets to the never-ending debate on resume length: one or two pages.

helpful guide to thinking about information skills in nonlibrary settings.

***Library Job Postings on the Internet*, http://www.libraryjobpostings.org/, Sarah Nesbeitt, Eastern Illinois University.**
Search by location (including internationally) or by sector (academic, etc.). This site doesn't just give a rundown of URLs but gives information on the scope of jobs included at each site (for instance, "archival postings in North Carolina"), frequency of update, and sponsorship.

Got a Passport? Go Abroad!

We are fortunate to have chosen an international profession. There are many sites out there providing links to international resources, and there is a lot of overlap. These are our picks for best international job sites. Grouped together, these three offer the most comprehensive collection of links. We suggest you take some time to thoroughly explore each site's unique links.

***Library Job Postings on the Internet: Canadian Provinces, Europe, Australia and New Zealand, Other Locations*, http://www.libraryjobpostings.org/**

***Job Banks for Information Professionals Outside the United States*, http://www.lisjobs.com/nonus.htm**

***United Nations Jobs*, http://www.sla.org/caucus/kiie/unjobs.htm**

For insight into working abroad, check out *Tips on Going International*, http://www.sla.org/caucus/kiie/Marcelle_KIIE%20breakfast%202002.htm.

Somewhere in the sites above, the following newsletters are mentioned. But we like them so much, we want you to subscribe now! Here are our three favorite international jobs newsletters:
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http://www.ifla.org/II/lists/libjobs.htm
http://www.freepint.com/jobs

In addition, we recommend that you subscribe to the listserv maintained by the national association of your target country. For example, BIBLIO-FR, the mailing list of the "French ALA," sends weekly job openings. Library Job Postings on the Internet provides a solid list of these associations.

***Lisjobs.com—Jobs for Librarians and Information Professionals*, http://www.lisjobs.com/, Rachel Singer Gordon.**
This site takes a comprehensive approach to the job search for information professionals. (Nesbeitt's site is a bit easier to browse for job postings.) A nice feature here for the jobseeker is "other ideas"; for instance, if you are looking for a job under the "state" category of Arizona, "other ideas" include looking at the Big 12 Plus Library Consortium. Gordon has done a great deal of background work about where informational professionals can cast their nets. This site is also the home of Info Career Trends, a professional development e-mail newsletter. Gordon offers advice on interviewing and getting started, library salary statistics (including salary survey links), and articles about the profession and its specialties.

General Career Tools: Looking for One-Stop Shopping?

***Career Journal from The Wall Street Journal*, http://www.careerjournal.com.**
This online journal—"the premier career site for executives, managers, and professionals"—is packed with information yet easy to navigate and rewarding to read. Content is drawn primarily from *The Wall Street Journal* (Dow Jones & Company) and includes daily news, features, and columns, as well as tools such as a salary calculator, job postings, and e-mailed newsletters. Clearly the most important thing about this site is the vast amount of editorial content, with regular columns on topics in job hunting, career management, and diversity issues, among others. This site is for all working professionals—and that includes librarians. It provides excellent general advice and the opportunity to stay abreast of current issues affecting jobseekers and the world of professional work.

***The Riley Guide: Employment Opportunities and Job Resources on the Internet*, http://www.rileyguide.com, Margaret Dikel.**
Librarian Margaret Dikel (formerly Riley) specializes in online information retrieval, management, architecture, and design. Her website, the first of its kind, provides career-related information on a number of fronts, including links to hundreds of job resources, services, and information guides. The reason the Riley Guide is so useful and successful lies in the author's clear grounding in information science—the A to Z index; the annotations; the attention to readability and navigability; the clear, friendly, and authoritative explanations of how and why to use resources for best results. She takes you from preparing for your job search to targeting employers to negotiating employment offers. The site includes special sections for library science and information management and museum professionals. See also her *Guide to Internet Job Searching*, 2002–2003. (VGM Career Books) for a simple treatment of job-search techniques.

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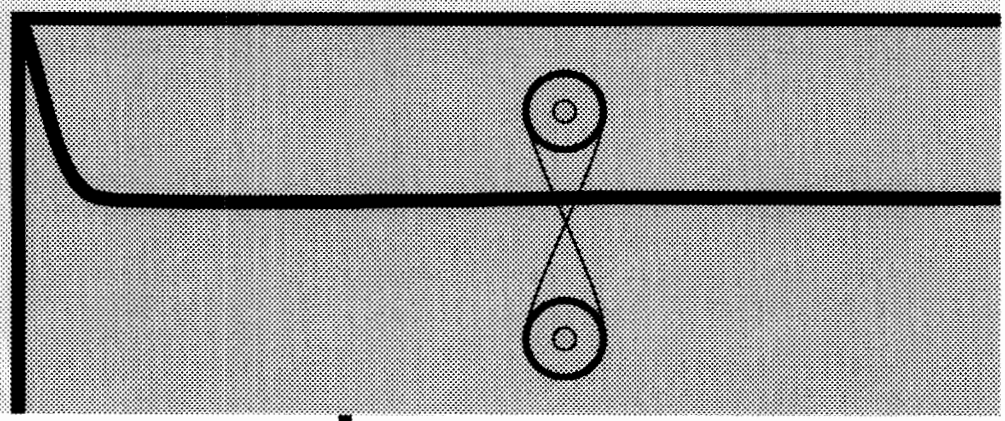

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The Information Professional's Guide to Career Development Online. **Sarah L. Nesbeitt and Rachel Singer Gordon. Medford, NJ: Information Today, 2002. $29.50.**
Up-and-coming librarians will learn how to use the Internet to research educational and networking opportunities, and experienced information professionals will learn new ways to keep current through online conferences and discussion lists. The book includes tips on e-resumes, online job search strategies, career planning, and self-assessment.

Jump Start Your Career in Library and Information Science. **Priscilla Shontz. Lanham, MD: Scarecrow Press, 2002. $22.50.**
Designed to help new librarians begin to manage a successful and satisfying career in the library and education science profession. Although the book is aimed at students and new information professionals, much of the advice applies to a librarian at any stage of his or her career. This book contains advice and anecdotes gathered from research and interviews with more than 70 information professionals in a variety of library-related careers. Topics covered include career planning, job search, gaining experience and education, developing interpersonal and leadership skills, networking, mentoring, and writing for publication.

Career Development: Looking to Climb the Ladder?

In the *2001 Randstad Employee Review*, two-thirds of employees assigned importance to 15 out of 20 possible elements of what they want in a job. "Good salary" ranked high (89 percent), but topping the list was "gaining personal satisfaction from your work" (91 percent). It is all too easy to get so settled in our own library setting—or so wrapped up in the daily minutiae of our jobs—that work becomes routine and boring before you realize it. Instead of jumping ship, why not strive for new heights within your organization, including applying for positions outside the traditional library setting? Or refresh your skills through classes and workshops, network by getting involved with professional organizations, and expand your knowledge by keeping up with professional literature and workplace trends.

Steven Bell's Keeping Up Web page, **http://staff.philau.edu/bells/keepup.**
Designed to help library and information science professionals develop and maintain a program of self-guided professional development. This service is targeted to individuals working in higher education, but some of the resources are applicable to the needs of library professionals in other sectors. The Web page provides access to dozens of e-newsletters, e-zines, and websites that provide current awareness about librarianship and beyond.

Promoting Yourself. **Hal Lancaster. NY: Simon & Schuster, 2002. $24.00.**
From *The Wall Street Journal*'s longtime career columnist, here is the book that tells you what you really want to know about how to get and protect the job you want...when someone else wants it just as much. The issues Lancaster tackles include leadership, promotion, advanced education, management (for first-timers as well as the more experienced), job-hopping, time off, buyouts, mergers, start-ups, office politics, and a few "alternative paths to glory," such as turning a hobby into a career and becoming a free agent. A highly practical and sensible book for dedicated workers looking to earn a higher position in their chosen field.

What Every Successful Woman Knows: 12 Breakthrough Strategies to Get the Power and Ignite Your Career. **Janice Reals Ellig. NY: McGraw-Hill, 2001. $21.95.**
A guidebook offering 12 proven strategies for women who have set their sights on management and the executive suite. Derived, in part, from in-depth interviews with more than 200 successful senior corporate women, these strategies embody an array of critical do's and don'ts and a range of key tactical behaviors, such as bonding with your boss, exuding authority, and seizing the significant and dumping the insignificant. Together, these strategies constitute a coherent action plan for getting the power in an organization and wielding it effectively.

Career Change and Renewal: Looking to Make a Change?

The Age Advantage: Making the Most of Your Midlife Career Transition. **Jean Erickson Walker, Ed.D. NY: Berkley Books, 2000. $12.95.**
In a book geared specifically toward midlife job changers, Erickson explores some of the significant psychological barriers to successful career change or transition in the "moving target" of midlife, from using your network without embarrassment to strategies for midlifers in the job interview (don't intimidate the interviewer) to getting comfortable and fitting into a new work environment.

The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success. **Nicholas Lore. NY: Simon & Schuster, 1998. $15.00.**
Do you jump out of bed every morning and rush to a job you love? Or is the work you once enjoyed now just a way to pay the bills? Perhaps you're doubting your career choice altogether. Whether you're a seasoned professional in search of a career change or a beginner just entering the working world, you want to make the right choices. This book offers invaluable advice and more than 100 self-assessment and diagnostic tools that will help you choose an entirely new career or view your current job from a new, more positive perspective.

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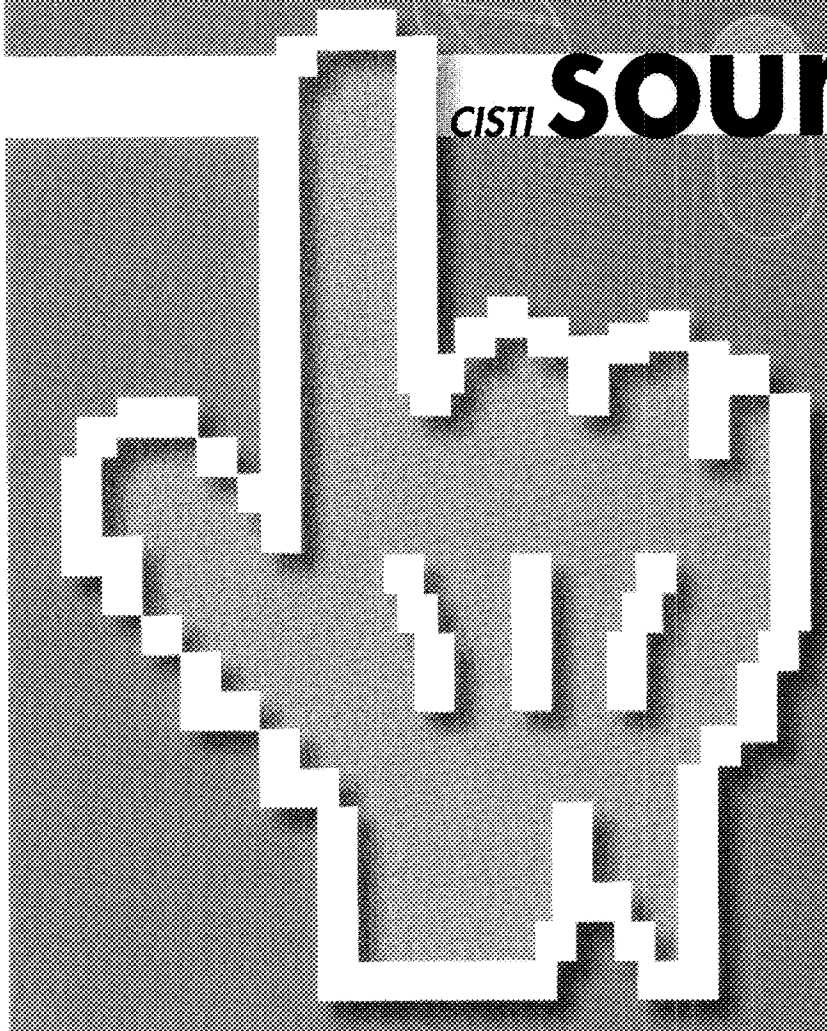

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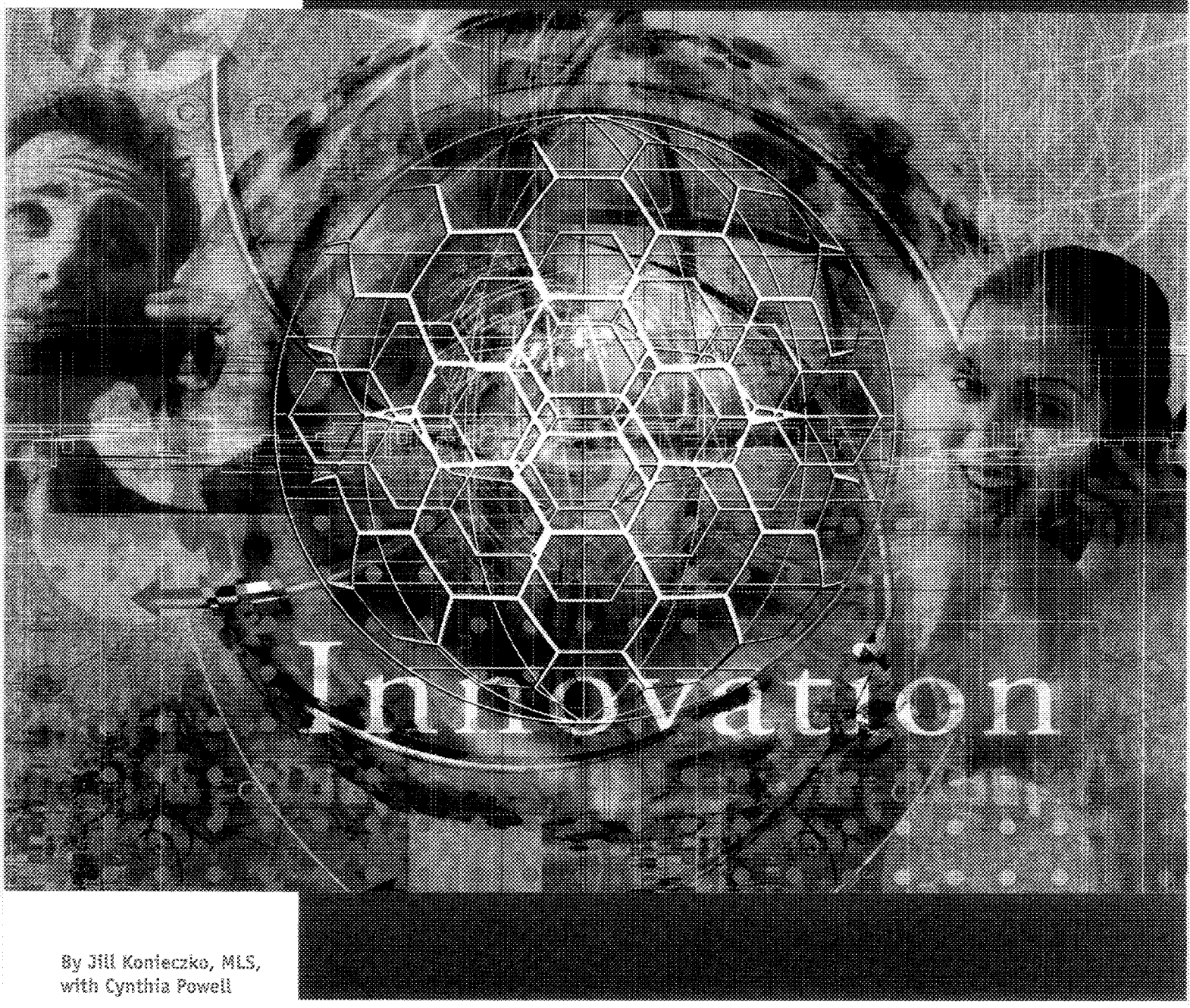
Information Centers That Innovate: Six Librarians Provide Secrets to Success



By Jill Konieczko, MLS,
with Cynthia Powell

Jill Konieczko (jill.konieczko@lexisnexis.com) is the Manager of Marketing Programs and Cynthia Powell (cp@cindypowell.com) is an independent public relations consultant.

Innovation is the Pathway to Success

THIS IS THE FIRST IN A TWO-PART SERIES ON SIX INFORMATION CENTERS **that have used innovation as the pathway to success.**

What are the elements of a successful information center, one that not only survives but thrives during an adverse economy?

We posed this question to six information center managers who represent a cross-section of industry sectors (financial services, media and publishing, housing and construction, health insurance, and technology) as well as organization types (from a national nonprofit membership organization to a subsidiary of a global corporation).

In the course of interviews with information center managers and onsite observation sessions, some common threads emerged in terms of strategy, tactics, and programs. While not all tactics are transferable from one environment to another, the strategies and program elements we outline in this article may spark some innovative ideas among information professionals.

For each tactic, we cite two or more examples based on our interviews. Because of space constraints, we do not mention all interviewees who use a particular tactic or strategy in each section. The cited examples are unusually innovative instances or easily replicable ideas that other librarians might use in their own information centers.

Three major forces affect the information center's role in organizations across industry lines:
- the current economic downturn;
- the overall economic trend toward globalization; and
- the dizzying technological advances in knowledge management.

In such an ever-shifting environment, the successful librarian remains vigilant and proactive in driving an information center's evolution.

Even as organizations slash or eliminate library budgets, many strive to continue promoting and maintaining corporate visibility, culture, and efficiency across borders and even across oceans. Staying abreast of new technologies that support communication and information exchange is an ongoing, critical task; the adoption of a new product or service typically requires a thorough cost-benefit justification.

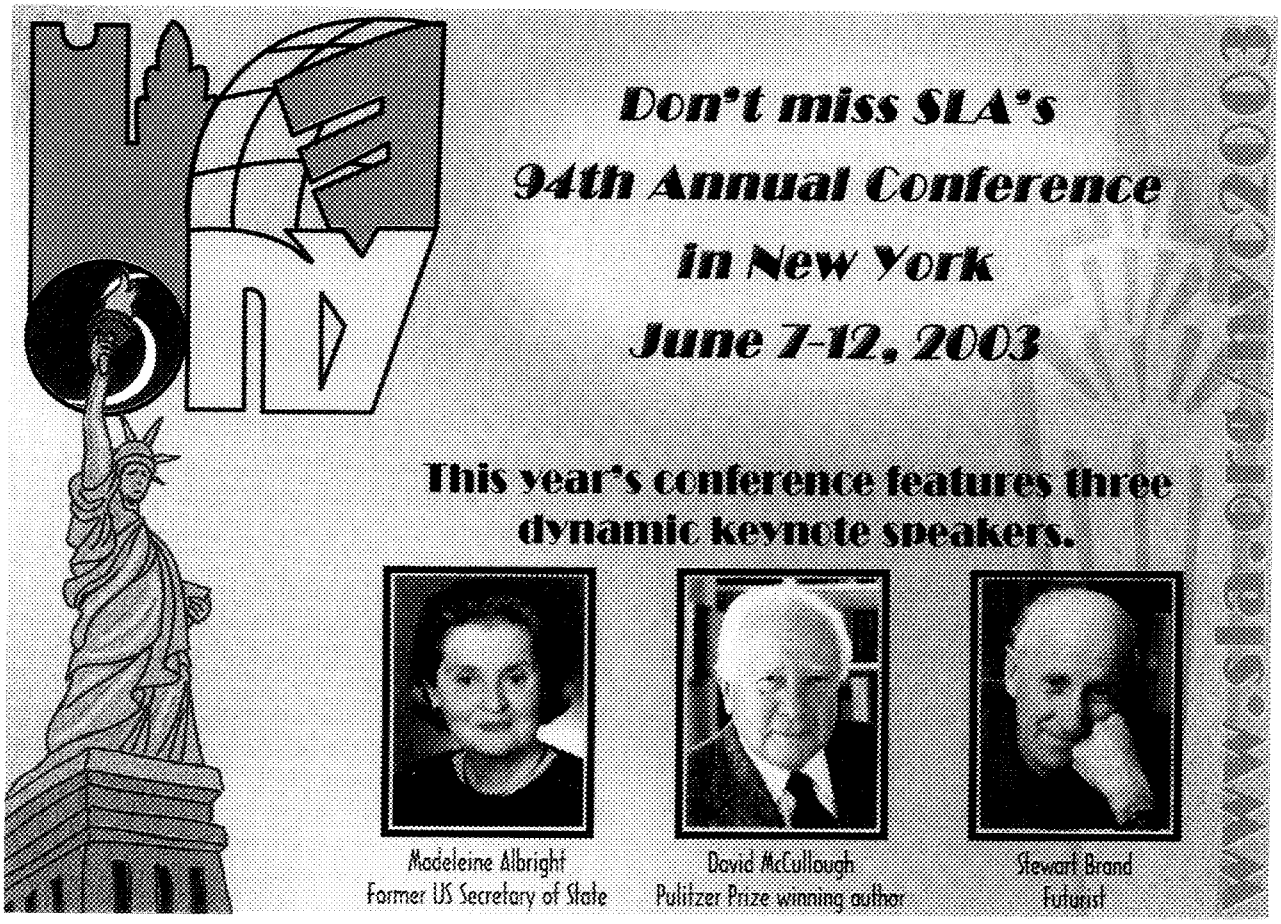
The list of challenges facing many of today's librarians, according to our interviewees, includes the following:
- Maintaining or even expanding products and services with fewer resources.
- Ensuring continued perceived value of the information center despite increased end-user access to research and knowledge management tools.
- Staying up-to-date and informed about the latest knowledge management tools and technological advances that might benefit the organization.
- Developing and maintaining a corporate intranet site in addition to traditional duties and responsibilities.
- Transforming corporate archives from hard copy to electronic, from physical to virtual.
- Expanding service delivery from a single onsite location to multiple offices nationally or internationally.

Many librarians report that the onus typically falls on information professionals not only to catalyze a library's development and change but also to continually demonstrate its return on investment (ROI). Successful librarians view this task not as a burden, but as an opportunity to position the library favorably to their organization's leaders.

The key in such challenging times is to anticipate—to offer services that fill needs an organization's leaders may not even have identified yet. A model for such positioning might highlight a library's indispensable and valuable role as an organization copes with the aforementioned three forces: the economy, globalization, and technology.

Drives sound, informed business decisionmaking. A fully staffed and equipped information center can enhance an organization's strategic planning and decisionmaking, ultimately benefiting the bottom line.

Allows for virtual information exchange. A skilled information professional's involvement in worldwide



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November 19, 2003
Speaker: Judy Seiss
Topic: "The Invisible Librarian"

December 3, 2003
Speakers: Jane Dysart & Rebecca Jones
Topic: "Business Planning"

The interviews were conducted by TFPL (http://www.tfpl.com) on behalf of LexisNexis, and were conducted in the spring of 2002. The interviewees were:

The Baltimore Sun—an award-winning major metropolitan daily newspaper with 1,600 full- and part-time employees, of whom 200 are newsroom staff (Baltimore, MD); we interviewed Sandy Levy, director, Library and Information Services Department.

BlueCross BlueShield of Florida—an independent licensee of the well-known national health association, serving residents and businesses in Florida (Jacksonville, FL); we interviewed Margie Pace, manager of the Business Research Information Center.

Franklin® Templeton® Investments—the operating name for Franklin Resources, Inc., a global investment management company with roughly $246 billion in assets (as of March 31, 2002) under management and more than 6,400 employees around the globe (San Mateo, CA); we interviewed Larisa Brigevich, manager of the library.

Freddie Mac—a stockholder-owned corporation chartered by Congress in 1970 to create a continuous flow of funds to mortgage lenders in support of homeownership and rental housing (McLean, VA); we interviewed Lois Ireland, manager of the Corporate Information Resource Center.

MITRE Corporation—a not-for-profit national resource that provides systems engineering, research and development, and information technology support to government agencies such as the Department of Defense, the Federal Aviation Administration, and the Internal Revenue Service (principal locations in Bedford, MA, and McLean, VA); we interviewed Dave Shumaker, manager of InfoCenter Services.

National Association of Home Builders—a federation of state and local construction-related industries, including more than 850 state and local builders associations throughout the United States, representing 205,000 members (Washington, DC); we interviewed Nancy Hunn, director of information resources and services for the National Housing Resource Center.

knowledge management can be critical to positioning the organization externally, identifying and researching new business development leads, and facilitating effective employee information sharing among multiple offices.

Enhances productivity. An organization that embraces technology's power in facilitating information gathering and dissemination not only enjoys cost savings through increased efficiency, it also frees trained research staff to focus on more complex, high-level projects that help advance an organization's mission and goals.

While no generic road map exists for information center success, the librarian with a clear destination in mind can benefit from hearing about colleagues' experiences in their journeys.

Clearly Defined Mission or Strategy Helps Maintain Focus on ROI and End Results

Information center managers with a well-defined mandate and accompanying goals are most likely to produce results—a high ROI. Defining success or determining the endpoint makes the process of getting there achievable.

The degree of management involvement in this process varies. Some librarians receive a specific mandate when they join an organization. Others face the challenge of developing their own vision and goals and then selling the program to senior management.

While exact semantics are less important than content, planning terms used by the librarians interviewed include some or all of the following:

- Mandate or mission: What is the library's overarching purpose? Why was it formed? What is the latest big-picture challenge facing its manager?
- Goal: In the context of the mission or mandate, what are the librarian and staff trying to achieve? Some find it helpful to define success and write the goal based on that scenario.
- Objectives: What are some short-term, highly specific, measurable objectives? These milestones help chart progress toward achieving the overall goal.
- Strategy: How will you accomplish the above goal(s) and objectives? What is the general approach?
- Audience(s): Rather than try to be all things to all people, the successful librarian is clear about defining and then understanding the key target audience or audiences.

You may want to prioritize this list.

- Tactics/tools: Finally, what are the specific program elements? What activities will the information center conduct? What products and services will you make available? (This article focuses on best practices for tactics and tools.)

For example, Larisa Brigevich, upon joining Franklin Templeton's Fort Lauderdale office in 1996 as library manager, was given a very clear mandate; she based her planning process on that foundation:

- Mandate: To transform the primarily paper-based library that served local employees into a world-class, high-tech global research center closely integrated with the company's investment research process.
- Goal: To provide high-quality, timely, and cost-efficient information services and products.
- Strategy: To understand the information needs and challenges facing research analysts as the foundation for customer-focused information services and products.
- Audience: Franklin Templeton's research analysts, its key revenue-generating group.
- Tactics/tools: Some of the Franklin Templeton library's specific tools and tactics are highlighted in upcoming sections.

In a second example, the organization's overall historic focus formed the foundation of the modern library's goals. At *The Baltimore Sun*—which was founded 165 years ago "to be a people's paper devoted to the news that most directly affects the lives of its readers"—Sandy Levy, director of the paper's Library and Information Services Department, developed complementary, clearly articulated goals:

- To provide accurate and current information from internal and external sources with sensitivity to deadlines and economics.
- To acquire and maintain state-of-the-art knowledge about information resources and technology in order to secure the best possible information for the library's clients.
- To be actively involved in the pursuit of information in concert with the newspaper's reporters, editors, photographers, artists, and management.

Levy's strategy, informally stated here, meshes with that of Brigevich and most other librarians interviewed: "It's all about bonding with the users and building a relationship that lasts longer than one request."

In Washington, D.C., at the National Association of Home Builders headquarters, Nancy Hunn, director of information resources and services for the National Housing Resource Center, said the center's goal is to create a one-stop shop of continually updated housing-related information for association staff and members—a virtual shop that is "open" 24 hours a day, seven days a week. This goal can be broken down into three parts:

1. Capture the association's intellectual capital, both present and past.
2. Integrate references and links to relevant external housing-related news and information.
3. Make those assets and resources accessible at the end-user's desktop in a timely manner.

Hunn's strategy—her formula for success—is three-pronged:

1. Leverage the information and knowledge management skill sets of the professional team for the success of the association.
2. Maintain a customer-centered focus.
3. Align the resource center with the association's mission, goals, and strategic plan. In this case, the association's senior management and senior officers have been particularly supportive of the center's mission, goals, vision, and strategic plan.

A key objective—which grows out of the customer-centered element of the strategy—is to transition the resource center from a physical to a virtual information environment (i.e., from paper to electronic). Hunn and her staff provide information and knowledge management consulting services to their colleagues whenever they are needed.

Customer Needs Assessment, Input, and Feedback Allow for Targeted Programs and Products

Many successful librarians—including some interviewed for this study—base a strategy and corresponding tactics on a needs assessment or audit. Once a library program is established, continual check-ins with users can help ensure the library's continued relevance and responsiveness to user's needs.

As a first step in her global library planning process at Franklin Templeton, Brigevich conducted an environmental scan or situation analysis about this global investment management firm and an audit of the existing library's assets, services, and products.

Here are some of the highlights:

- No professionals on the library staff.
- A paper-based library with fewer than 100 books and scant online resources.
- Limited products available to end users at their desktop.
- Library users almost exclusively locally based (the Fort Lauderdale office); few remote employees accessed library services.
- Busy target audience—research analysts and portfolio managers in offices worldwide who are constantly on the move, visiting companies around the globe and

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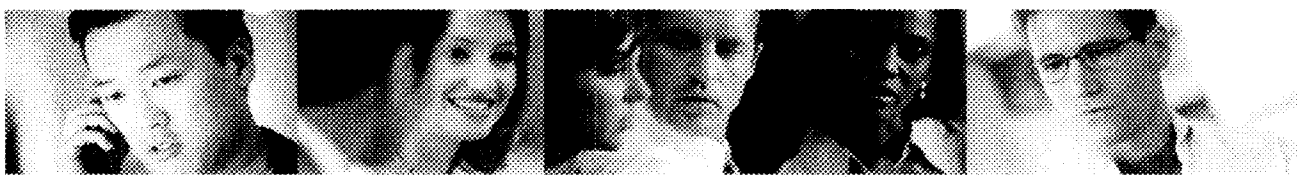

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managing multiple client portfolios. Frequent travel and an increasingly demanding work environment leave little or no time for mastering Franklin Templeton's available research systems.

- Redundancy and overlap in key information services contracts across offices, resulting in excessive costs for vendor services and internal contract administration.
- Senior management and clients alike perceived the library as an administrative, back-office function primarily supporting paper filing and periodicals subscriptions rather than as a critical business-support unit capable of adding value to the investment research process.

Once a library program is launched, a wise information center manager continues soliciting user feedback on a regular basis. "Being a librarian is like riding a bicycle. If you stop pedaling and moving forward, you fall off."

Dave Shumaker, MITRE Corporation

With acquired business insight and gap analysis, Brigevich set out to develop professional library and information services that would align with Franklin Templeton's strategic goals and ensure the library's future in the organization. Brigevich structured the first innovative program that provided a solid foundation for future initiatives: After analyzing similar vendor contracts throughout Franklin Templeton, she successfully consolidated most accounts, resulting in an average of three million dollars in annual savings. Demonstrating the return on investment to senior managers is far easier with a concrete example such as this one.

Once a library program is launched, a wise information center manager continues soliciting user feedback on a regular basis. In his never-ending quest for innovative ideas that will keep his library relevant and useful, Dave Shumaker, InfoCenter Services manager for MITRE Corporation, conducts customer surveys and gathers other relevant statistics at MITRE's two primary locations outside Boston and Washington. Results yield data on user satisfaction with existing products and services, suggestions for enhancements or changes, and updated, fresh perspectives that InfoCenter staff can use in their brainstorming.

"Being a librarian is like riding a bicycle," Shumaker says. "If you stop pedaling and moving forward, you fall off." Direct involvement of his customers is key to refining research products and services and developing new ones.

Decentralization of Traditional Functions Frees Time for More Innovative, Complex Tasks

As a strategy to stay forward focused with a 20,000-foot perspective, several librarians farm out or delegate to other areas of the company information center functions that some consider "traditional."

For example, the purchase of employee subscriptions and publications can be administered by business units or staff members, relieving the information center of having to play an intermediary role. At MITRE Corporation, the InfoCenter empowered users to order their own subscriptions, publications, and other information materials. At Franklin Templeton, Brigevich handed off group subscriptions responsibility to Purchasing, using the transition as an opportunity to forge a positive working relationship with that department.

Vendor liaison is another area that can be administered elsewhere. By transitioning global contracts management and administration to an outside group that is responsible for issues such as infrastructure and delivery, Brigevich made more time to focus on enhancing Franklin Templeton's business processes by delivering custom-tailored information products.

Training and Empowering the End User in Basic Research Enhances Library Cost-Effectiveness

The librarians we interviewed tended to share the philosophy of offering users desktop access to key research tools and providing appropriate training as necessary to foster self-sufficiency for basic searching. Far from making a library's role obsolete, such empowerment tends to enhance its positioning as a critical element of an organization, while it frees library staff for more complex, time-consuming, and strategic knowledge management projects.

During the past five years, since *The Baltimore Sun* newsroom staff was given desktop access to outside vendors' services, the increasing amount of research that reporters do on their own is staggering. Levy and her staff offer regular training and orientation for the newspaper's staff—524 staff members attended research workshops in 2001.

Last year alone, newsroom staff conducted a total of 119,145 searches using this service—an average of 326 each day. As reporter confidence in and familiarity with the service have grown, the number of research requests to the library has grown as well—a phenomenon Levy

said demonstrates increased appreciation among reporters for how skilled researchers can enhance their effectiveness in more complex information-gathering projects.

At BlueCross BlueShield of Florida (BCBSF), Margie Pace and her team provide trainings including the following:

- The creatively titled, popular series of Lunch and Learn sessions on research topics such as effective use of the intranet and Internet.
- BCBSF executive secretary workshop on navigating the Business Research Information Center portal.
- Monthly classes on using LexisNexis services.

A library's degree of success depends on its staff members' true understanding and appreciation of the overall organization's day-to-day business operations, challenges, and long-term vision.

The information center at a trade organization could take advantage of an annual conference to reach geographically dispersed members. For example, the National Housing Resource Center at the National Association of Home Builders uses the annual International Builders Show as a venue for reaching its builder-members. At last year's show, which drew 71,000 builders from around the country, the resource center staff sponsored and taught 21 well-attended computer labs for the members. Topics included an introduction to the Internet, effective Web navigation, and an overview of important housing-industry-related websites (e.g., economics, statistics, construction, and business management sites).

Back in Washington, the National Housing Resource Center also conducts internal information-related training for association staff on topics such as using the Internet, copyright issues, Sirsi library database fundamentals, and introduction to the intranet.

Organizing and Digitizing Archives Improves Access to Key Documents

Tracing a corporation's history and cataloging key related internal documents can be a feel-good exercise—a fascinating journey back in time, a way to engender company pride, and a potential employee morale booster. In addition, keeping archives well organized and updated can enhance a business's current efficiency and productivity, as important documents are accessible when they are needed. And finally, a corporate archive project can be an opportunity to raise a library's level of visibility, as knowledge management expertise typically is welcomed and invaluable for this task.

When Pace learned that the BCBSF chief executive officer wanted to capture the company's history, she volunteered to participate in a cross-departmental workgroup to help realize his vision. Her perspective as a knowledge management professional added a crucial element to this workgroup, particularly in helping determine roles and responsibilities.

The following were among the ideas Pace outlined in her proposal, which was adopted and approved by the workgroup:

- Set up a formal "corporate archives" within the Business Research Information Center.
- Have BCBSF corporate communications staff capture oral histories of retirees and others with a long history in or with BCBSF.
- Retain a professional archivist—an experienced, qualified expert—to manage this ambitious project, including the systematic collection and digitization of photos, documents, and other memorabilia.
- Produce a BCBSF "history calendar" as a holiday gift for retirees. (As a result of its popularity among the staff, the calendar was distributed to all 9,000 employees.)

For a newspaper person, historical records—whether last week, last year, or last century—aid in the thorough reporting of a current event. At *The Baltimore Sun*'s library, Levy has successfully completed the following to upgrade and expand the *Sun*'s archives:

- Conducted a major overhaul of hard-copy clipping files dating back to the early 20th century, a task that included sorting through 2,786 boxes of newspaper articles and handling more than a million folders.
- Implemented a system to handle the preservation of rare books, *Baltimore Sun* ledgers, H. L. Mencken articles, and tickertape from the historic Scopes Monkey Trial; the newspaper's collection of such monographs exceeds 5,000.
- Incorporated more than 12,000 electronic photos, graphics, maps, and charts into the image archive.
- Began to index the never-ending stream of new stories and place them in the electronic archive each time the daily paper is published. Each day, five library staff members reconcile the paper's final edition with the electronic version, check all fields and tags against *The Baltimore Sun*'s proprietary taxonomy, and revise or enhance them as appropriate. The archived electronic text is made available on newsroom staff desktops, as well as through commercial information vendors.

The electronic archive is a reporter's lifeline, Levy said,

Information Centers That Innovate

and the importance of keeping it current cannot be overstated. Last year, *The Baltimore Sun* staff searched the text archives more than 240,000 times—or 660 times each day.

Members and staff at the National Association of Home Builders also depend on easy access to recent and past internal documents and association publications. The National Housing Resource Center team has organized the systematic capture and digitization of these association documents. Hunn's staff solicits and collects key publications and reports from the association's core competency areas, which then are supplied to a vendor for cataloging and scanning into HouseCat, the resource center's online database from the Sirsi Corporation. HouseCat is a powerful tool that allows the end user to browse a user-friendly, subject-arranged taxonomy to locate documents. Staff members now have desktop access to a Web-enabled, user-friendly database of the association's knowledge assets, past and present.

Immersion in Day-to-Day Business Operations Provides Insight, Improves Service

A library's degree of success depends on its staff members' true understanding and appreciation of the overall organization's day-to-day business operations, challenges, and long-term vision. Librarians who are willing to immerse themselves in the activities and planning processes occurring outside the information center can gain invaluable insight into their organization's workings. Through listening, observing, and absorbing, they can develop more directly applicable, tailored products and services that will help drive the organization's productivity and ultimate success.

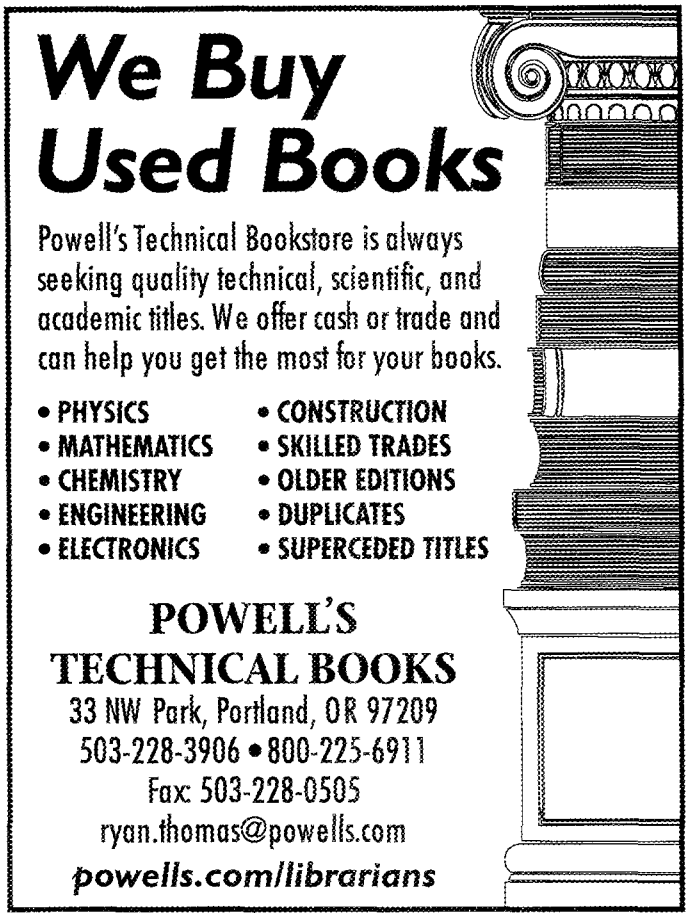
About four years ago, Levy established a liaison system between researchers and newsroom staff at *The Baltimore Sun*. Each research staff member is liaison to one or more desks or newsbeats, such as metro (i.e., local Baltimore general news), business, features, foreign, or the editorial board. Liaisons attend desk meetings where short- and long-term editorial plans are discussed, so they can anticipate the research reporters may require or even proactively offer support as opportunities arise. In addition to spot research for that day's news, liaisons also are available to help on in-depth investigative or "enterprise" stories, such as a lead paint series; coverage of the funeral of Johnny Unitas, the well-known former Baltimore Colts quarterback; Maryland ecologists' summer 2002 battle to eradicate the non native, predatory snakehead fish; and "Where Maryland Stands," a recurring feature of small charts on the op-ed page that compare Maryland with other states.

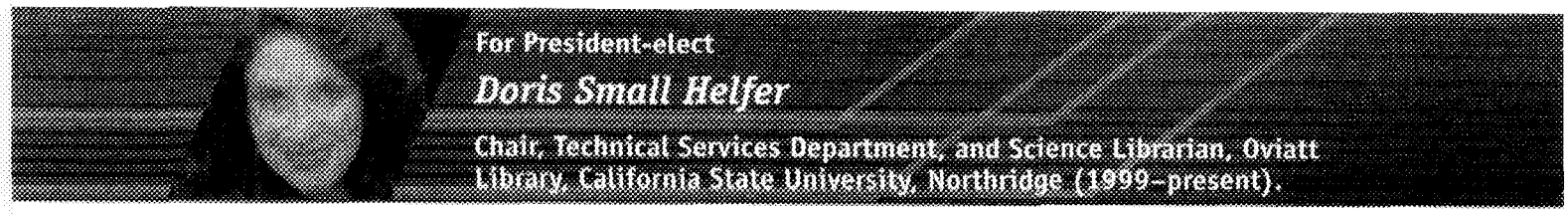
These "beat researchers" not only begin to specialize in a particular topic, they become familiar with the editorial process in their news section or group, the criteria for determining what is considered newsworthy, and the strategic direction of that particular news desk. Consequently, these library staff members can be proactive, even to the point of suggesting story ideas.

At MITRE Corporation, while the industry is entirely different (systems engineering and information technology versus daily news), Shumaker shares Levy's conviction that a library's staff must stay closely connected to an organization's hands-on operations. As at *The Baltimore Sun*, each MITRE librarian is assigned to one or more strategic business units. The liaison is deeply involved in key projects, allowing for a more comprehensive involvement of research staff in MITRE's daily operations.

This liaison platform helps establish relationships outside the information center; demonstrates librarians' genuine commitment to understanding and serving the staff in a substantive, customer-focused manner; and, most important, contributes significantly to the organization's overall success.

Look for the second half of "Information Centers That Innovate: Six Librarians Provide Secrets to Success" in a future issue.





For President-elect

Doris Small Helfer

Chair, Technical Services Department, and Science Librarian, Oviatt Library, California State University, Northridge (1999–present).

SLA member since 1974.

Past Employment: Science librarian, Oviatt Library, California State University, Northridge (1996–99); library director, AT&T Global Information Solutions (1992–96); head, technical services and special projects, RAND Corporation (1980–92); head, Cataloging Department, RAND Corporation (1978–80); head, Cataloging Department, University of Southern California Law Center Library (1975–78).

Education: MS, librarianship, Western Michigan University (1975); BA, political science (1974); California State University, Northridge.

SLA Chapter Activities: Southern California Chapter: Local Arrangements Committee, co-chair for SLA Annual Conference (2002); president-elect, president, and past president (1989–92); Program Planning Committee (1988–89); and numerous Committees from 1978 to present.

SLA Division Activities: Communications Division, chair-elect and chair (1995–97); Information Technology Division, chair-elect and chair (1987–89).

Association-level Activities: Division cabinet chair-elect and chair (1999–01); Chair, Research Committee (1998–99); chair, Public Relations Committee (1997); Nominations Committee (1996–97); Networking Committee, chair (1993–95); Cataloging and Access Committee (1984–90).

Awards and Honors: Listed in *Who's Who in America*, 2003 edition; Fellow of the Special Libraries Association (1998); SLA Southern California Chapter, Billie Connor Award (1996), Distinguished Service Award (1995).

Publications: "Academic Entrepreneurship: The HBS Library Takes a Lesson from the School it Serves," *Searcher: The Magazine for Database Professionals*, April 2002; "The Conference Experience: Past, Present and Future," *Searcher: The Magazine for Database Professionals*, September 2001; "Virtual Reference in Libraries: Remote Patrons Heading Your Way?" *Searcher: The Magazine for Database Professionals*, February 2001; "E-Books in Libraries: Some Early Experiences and Reactions," *Searcher: The Magazine for Database Professionals*, October 2000; "Outsourcing, Teaming and Special Libraries: Threats and Opportunities," *Information Outlook*, December 1998; "The End of the Road for the Corporate Library—Or Is It?" *Searcher: The Magazine for Database Professionals*, January 1998; "Insourced or Outsourced: A Tale of Two Libraries," *Searcher: The Magazine for Database Professionals*, September 1997; "Not Your Traditional Librarian Anymore," *Searcher: The Magazine for Database Professionals*, May 1997; "The Marriage of Libraries and Commerce," *Searcher: The Magazine for Database Professionals*, March 1997.

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

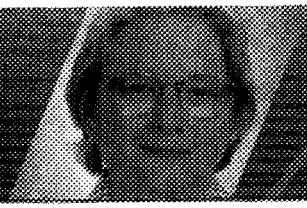
Good leaders have vision and can find ways to implement that vision. Leaders must build good teams, communicate clearly, encourage risk taking, work together to develop the best plans, and then trust the team to execute. You can't expect maximum effort if people think you don't believe in them. Leaders keep cool in crises. Leaders know their subjects. They invite and encourage constructive dissent, which doesn't happen if people are afraid to speak up. In the implementation of a new online catalog, I chose the best people familiar with the various tasks to serve on the selection team. Each team picked the system that best met their groups' needs. The leadership team, therefore, knew the strengths and weaknesses of each system and could pick the system that best met the library's overall needs. Everyone on the team participated fully.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

I believe that association members are in the midst of challenging and threatening changes. Members expect their professional association to help them now more than ever. When companies are ailing financially, corporate library budgets can become tempting targets. Librarians need to learn how to deal more effectively and politically in their organizations so that information services survive bad economic times. SLA can help through expanded education that helps members properly position themselves as full-service information managers in their organizations. The association must not only help members cope but must take the lead in dealing with rapid technological changes. SLA can promote and educate executives as to the value of librarians. SLA must work more effectively, consistently, and efficiently to better serve members. It should create student chapters in every school of library and information studies. SLA must do a better job of bringing in new members and mentoring those who do join the association.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

SLA is an international association representing the interests of information professionals in more than 70 countries. Members are librarians and information professionals who work in a wide variety of institutions, including corporate, government, educational, and nonprofit. As information resource experts, SLA's members collect, analyze, evaluate, package, and disseminate information to facilitate accurate decisionmaking. Organizations that employ our members rely on them to amass the useful and valuable information the organizations need. In many cases, SLA members already work outside libraries in nontraditional settings. Many of our members carry titles like director of Content Development, or Database Services, or Information Services. This trend will continue as more full-text content is delivered electronically to desktops in organizations. I hope that organizations will recognize SLA's members for the array of critically important roles they perform and reward them with high-level positions and commensurate pay.



For President-elect
Ethel M. Salonen
Manager for External Content with Millennium Pharmaceuticals, Inc.

SLA member since 1978.

Past Employment: Manager, external content, KPMG LLP (2000–01); director, public sector sales, Primark Financial Information Division (1998–00); director, US academic sales, Knight-Ridder Information Inc. (1995–97); director, New England sales, Knight-Ridder Information Inc. (1993–95); senior account executive, Dialog Information Services, Inc. (1989–93); manager, Research and Life Sciences Libraries, Arthur D. Little, Inc. (1987–89); manager, Research Library, Arthur D. Little, Inc. (1985–89); information specialist, Research Library, Arthur D. Little, Inc. (1980–85); reference librarian, Physical Sciences Library, University of California at Riverside (1978–80).

Education: MS, Library Science, C.W. Post College, Long Island University (1978); MA, liberal studies-applied sciences, State University of NY at Stony Brook (1977); BA, earth and space sciences, State University of NY at Stony Brook (1974).

SLA Chapter Activities: Boston Chapter: Logistics Committee (1999–02); co-chair, (1990–93); chair, Nominating Committee (1991); president (1987–90); chair, Sci-Tech Committee (1986–87); chair, Logistics Committee (1984–86), Program Committee (1983–87, 1990–93).

SLA Division Activities: Information Technology Division: chair, Government Relations Committee (1990–92). Pharmaceutical and Health Technology Division, Information Technology Division, and Business and Finance Division: member.

Association-level Activities: SLA 2002 Conference Planning Committee: chair (2001–02), deputy chair (2000–01). Chair, Partnership Taskforce (2001); deputy chair; 2000 Conference Planning Committee (1998–00); chair and chair-elect, Nominating Committee (1996–98). SLA Board of Directors (1993–96). H.W. Wilson Company Awards Committee: Member (1996–97) San Antonio Conference Planning Committee (1989–91).

Other Professional Activities: Multiple leadership positions.

Awards/Honors: SLA President's Award (2002); SLA Fellow (2001); Knight-Ridder Information, Inc. sales awards; Director's Excellence Award, Arthur D. Little, Inc.; University Librarian's Service Award, UC Riverside; Beta Phi Mu.

Publications: Presented "Business Intelligence for the Biotechnology/Pharmaceutical Industry" at the November 2002 Competia conference in Montreal, Canada. Authored training sessions for Knight-Ridder Information, Inc. Presented "Using Dialog Throughout the Product Life Cycle" at the 1991/1995 Dialog Updates and the 1997 Tokyo Update. Wrote "Guides to Reference Sources" while at UC Riverside. Wrote a "Collection Development Plan" and "Bibliographic Instruction Manual" for the Management Education Institute of ADL.

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

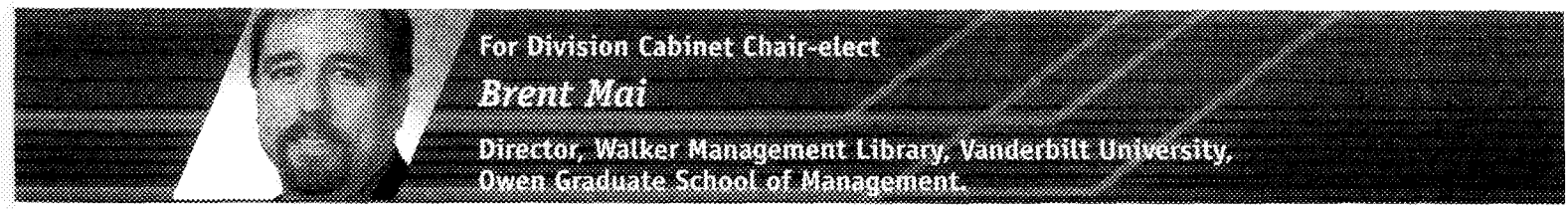
A leader identifies organizational challenges and uses his or her teamwork skills to bring about a fundamental change that is positive and embraced by each member. The leaders, along with team members, construct the vision and strategic direction of the organization. They identify key individuals who will lead various aspects of the strategy, and each of those individuals will work closely with other organization members to ensure that the strategies are carried out. A leader possesses excellent listening and communicating skills. A successful leader builds trust. Members of the organization look to their leader for strength and guidance during difficult and successful times. I have had many leadership opportunities in information center management, sales management, and in SLA. As chair of the SLA Partnership Taskforce, I identified roles for each member, relied on their input as each one pursued his or her assignment, sought consensus in developing the final report, and acknowledged the Taskforce for their efforts. The experience was rewarding, and a document was produced that will help guide the association in the years ahead.

What is your vision for the association during your time in office; what legacy would you like to leave behind?

I have thought about this lately and developed a SLA "Organizational Life Cycle." The December 2001 issue of "Association Management" contains an article that describes the 5 stages of an organizational life cycle. SLA is at Stage Five: Review and Renew. Our recently-approved bylaws revision is evidence that the membership is ready to renew and review. We are proceeding quickly with hiring a new Executive Director. We are improving SLA products and services. I envision an SLA with units that are aligned by regions and neighborhoods, and with conference programming, both regional and global, that addresses the challenges that members face every day. The SLA Executive Director and staff, Board of Directors, Unit Leadership, and members have the opportunity to implement effective change. I would be honored to have as a legacy that my teamwork skills enabled a positive fundamental change in SLA and that it was embraced by SLA members.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

2002: SLA is an international association of information professionals who provide access to and analysis of information, and design information platforms for academic, corporate, government, and public sector organizations. Our membership is composed of librarians, content managers, competitive intelligence professionals, information center directors, knowledge management professionals, and information professionals. 2012: SLA is an international association of information professionals who provide access to and analysis of information, and design information platforms for an increasingly diverse array of organizations. Our membership is composed of librarians, content managers, competitive intelligence professionals, information center directors, knowledge management professionals, information professionals, information architects, education and adoption professionals, information technologists, and informatics professionals.



SLA member since 1990.

Past Employment: Assistant professor of library science, management and economics librarian, Purdue University Libraries (1994–99); acting director, Management and Economics Library, Purdue University Libraries (1999); business analyst and supervisor of support services, Brown & Root, Inc., Corporate Information Resource Center (1991–94); business information specialist, Corporate Information Resource Center, Bell-Northern Research (NorTel) (1990–91).

Education: BA, Bethany College, Kansas (1985); MA, George Washington University (1987); MLIS, University of Texas at Austin (1990); EdD candidate, Vanderbilt University.

SLA Chapter Activities: Indiana Chapter: Local Planning Group for 1998 SLA Annual Conference in Indianapolis (1997–98); treasurer (1996–2000).

SLA Division Activities: Business and Finance Division: chair, Nominations Committee (2002–03); chair, Awards Committee (2001–02); past chair (2001–02), chair (2000–01), chair-elect (1999–2000); Executive Board (1997–2002); treasurer (1997–99); Nominations Committee (1997–98); roundtable coordinator, College and University Business Libraries (1997–98); Advisory Board (1995–97); chair, Membership Committee (1995–97). Food, Agriculture, and Nutrition Division: Strategic Planning Committee (1995–97). Engineering Division: chair, Publications Committee (1993–95).

Association-level Activities: Finance Committee (1999–2003); Board of Directors candidate (2002–03); division cabinet chair-elect candidate (2002–03).

Awards and Honors: Best in Show: "Expanding Your Multi-Media Marketing Matrix Using Harvard Graphics," SLA Library Management Division's Marketing Swap & Shop, 83rd Annual Conference, San Francisco, California, 8 June 1992.

Publications: "Web Sites in Knowledge Management," *Journal of Business & Finance Librarianship* (forthcoming); "Reality Check: Asynchronous Instruction Works!" *College & Research Libraries News* (July/August 2000); "Righting the Wrongs: Mistakes Made in the Virtual Classroom," proceedings of the American Society for Engineering Education (June 2000); "Distance Education in Virtual Classrooms: The Model and the Assessment," proceedings of the 21st National Online Meeting (May 2000); "Locating Book Reviews in Agriculture and the Life Sciences," Science & *Technology Libraries* (2000); "How Do We Cope with the Paradigm Shift: Blending Traditional and Non-Traditional Models of Library Instruction and Student Learning," proceedings of the ENABLE99 Conference (June 1999); "Internet Resources for Reference: Finance and Investment,"; "Internet Resources for Reference: General Business and Company Information" and; "Internet Resources for Reference: International Trade" *The Reference Librarian* (1997).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

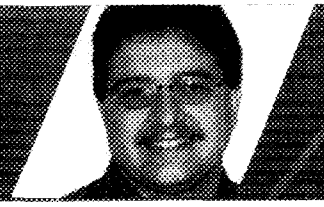
Having vision is essential to leadership—a vision of both the horizon and what is between here and there. The truly visionary leader can also see with somewhat speculative clarity that which lies beyond the horizon and is able to adjust the course as necessary when it comes into focus. Communicating that vision is the next key quality—communicating with both the organization's management and the team members who make that vision reality. Good leaders also lead by example and are unafraid of getting into "the trenches" to help the team achieve the goals and objectives necessary to realize the vision. Since I accepted the challenge of leading the library team of the Walker Management Library at Vanderbilt University, I envisioned the necessity to re-create both space use (renovation) and information access (wireless technology), and successfully led the team through implementation of both.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

SLA's stated vision is "to be known as the leading professional association in the information industry." An association cannot be everything to everyone in our profession, but I do believe that it is within our grasp to be known as the "leading professional association." In my role as division cabinet chair-elect and chair, I will do what I can to further position SLA as that leading organization. A legacy I hope to instill in those who follow is that of serving as a change agent, and my particular change would involve having divisions provide/facilitate more local and regional educational and networking opportunities specific to their subject areas while continuing the excellent annual conference programming.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

SLA's mission is "to advance the leadership role of our members," empowering them with the skills and knowledge they need to accomplish this advancement. I quoted SLA's vision earlier. I spend my time talking with colleagues who are in the profession but are not SLA members. I tell them of the tremendous benefit of the networking opportunities at the personal, chapter, division, and association levels. I tell them about how I better serve my library's users (previously corporate and now academic) with the knowledge I have gained from SLA programs, educational courses, meetings, and publications, and how the personal contacts I've made through my affiliation with SLA have advanced my career and those of my SLA colleagues farther and faster than the careers of information professionals who are not members. Regardless of the technological changes that our profession may encounter in the next 5 to 10 years, I believe that SLA's mission and vision are capable of encompassing them. The specific examples I use of how SLA continues to support me and those around me may change, but the basic description of the value of SLA membership will remain constant and forceful.



For Division Cabinet Chair-elect

Scott D. Trask

Manager of Web Content at Kennametal Inc. in Latrobe, PA.

SLA member since 1995.

Past Employment: Information specialist, Kennametal Inc. (1997–2001); information indexer, JRL, Westinghouse Nuclear Division (1993–97); cataloger, Brodart (1991–92); sergeant, US Army (1982–88).

Education: MLS, University of Pittsburgh (1993); BA, English, Penn State University (1991).

SLA Chapter Activities: 75th Anniversary Committee (1997); chair, Employment Committee (1997–99); Strategic Planning Committee (1998).

SLA Division Activities: Materials Research and Manufacturing Division: past chair, chair, chair-elect (1998–2000); program planner (1999).

Association-level Activities: Task Force on Conference Planning Structure (2000–01), speaker on strategic planning at the Leadership Development Institute (1998).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

Three of the key qualities of leadership are responsibility, alignment, and communication. A leader must exhibit responsibility by actively seeking out what needs to be done and doing it. To endure, a leader must be aligned with the institution's goals. Finally, a leader must communicate with the matrix of leadership of the institution and with his or her followers.

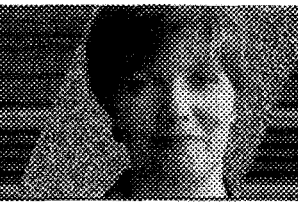
When I realized that my corporation did not highly value my research skills, I determined that my information organization skills were what was valued. As I focused on information organization, I had departments fighting over my time. This led to increased responsibility and compensation. In my current position, it is imperative that any information disseminated via the corporate website support either the investor community or sales. This is the bottom line at my corporation. Finally, I must ensure communication among many parties, both domestically and abroad, so that the site presents a branded and consistent image in a timely manner.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

My vision for SLA is that it become an association that supports its members in their goal to become a more integral part of their institution or client base. Achieving this goal means moving into new areas of responsibility and adding value to the information you provide. Whether you are an information professional working in a nontraditional setting or a librarian in a corporate or academic setting, it is imperative that you align yourself with your institution's or client's objectives and show that you have a positive effect on the bottom line. It is only in doing this that a librarian will truly be recognized as a valuable professional and will receive the compensation that a professional deserves. These realizations will create an enduring association of professionals who are supported and nurtured by the institutions that they support.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

SLA is an association of information professionals—consisting of people who call themselves librarians, analysts, specialists, and a myriad of other descriptive titles—that provides an international network of support for people of similar interests. This is an accurate description of the organization and one that should endure. I would like to see more of an inclusive acceptance and realization of the value of nontraditional librarians to the association, as well as less focus on the library (the building) and more on using library skills to support an institution's goals. The networking and sharing of expertise among information professionals is the forte of the organization and must be cultivated to ensure longevity.



For Chapter Cabinet Chair-elect

Karen Holloway

Financial and Administrative Support Team Leader
University of Arizona Library

SLA member since 1978.

Past Employment: Science-engineering team leader, University of Arizona Library (1998–2002); process owner, Information Services, American Institute of Aeronautics and Astronautics (1991–98); director, Editorial Services, Carroll Publishing Co. (1989–91); manager, Information Services, Rolls-Royce Inc. (1981–89); assistant to the director, Stanford University Libraries (1980–81); head, Technical Services, NASA Ames Research Center Library (1979); head, Government Reference Department, University of Georgia Libraries (1974–78).

Education: MA, political science, University of Georgia (1978); MA, library science, University of Michigan (1972); BA, English, Wichita State University (1970).

SLA Chapter Activities: Arizona Chapter: president (1999–2000); chair, Strategic Planning Committee (2000–01). Washington DC Chapter: chair, Nominations Committee (1997–98); chair, Public Relations Committee (1991–92). Georgia Chapter: president-elect (1987).

SLA Division Activities: Engineering Division: chair (1986); chair, Public Relations Committee (1985).

Association-level Activities: Networking Committee (2001–03); Endowment Fund Grants Committee (1998–2001); chair (1999–2001). Annual Conference Committee: chair, Montreal (1995); deputy chair, San Antonio (1991); member, Denver (1988).

Honors/Awards and Publications: Bryn Mawr Summer Institute for Women in Higher Education Administration, 2001."Developing Core and Mastery Level Competencies for Librarians," *Library Administration and Management*, accepted for publication in vol. 17, no. 2, spring 2003; Editorial Board, *Encyclopedia of Library and Information Science*, 2nd edition. Co-author of four technical papers and editor of four directories.

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

Volumes have been written on the topic of leadership; however, working with a variety of dynamic leaders has provided a working definition of leadership that I strive to emulate in my professional life. These leadership characteristics are (1) communicating a clear sense of direction and focus, (2) recognizing your own strengths and engaging others who have strengths you do not possess, (3) trusting others, (4) approaching issues and challenges in terms of the present rather than the past, and (5) helping others advance. As I have progressed in my career, I have assumed positions of leadership with one goal in mind—to make a difference. This is a core concept running through all of these qualities. I look toward the future while grounded in the present; this trait has led to changes in the SLA committees I have served on and has contributed to my being an effective leader in the strategic planning process in several organizations.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

My vision is to help make this organization the first choice of those in the information professions. To do this requires an understanding of what it would take for SLA to change into this organization. This is a direction that takes commitment of volunteer leadership at all levels. As a representative of chapters on the board, I would work to understand issues that regional units face and to be a voice for those issues. My legacy would be to help develop an organization whose members are proud of their affiliation, who point to SLA as an organization that truly serves as a touchstone for their work life and gives them access to resources that are difficult to find elsewhere, whether through professional development courses, conference programming, or the networking that pervades our lives.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

I have had many opportunities over the years to describe this organization to those outside the profession, from engineering colleagues to my mother. SLA is an association of librarians and others whose work in the evaluation and dissemination of information is linked by their knowledge of a particular discipline, such as engineering or journalism, or through a focus on some aspect of industry, government, or academia. It's a vehicle for these people to connect with each other through conferences, regional meetings, online discussion groups, and even the telephone. It's a community of professionals who have created a network of invaluable resources that lead each of us to new ideas and professional growth. I believe the fundamentals of this organization will persist and envision few changes in the basic values of the association.

For Chapter Cabinet Chair-elect

Jacquelyn Bryant Knuckle

Medical Library Director, Chestnut Hill Hospital, Philadelphia, PA.

SLA member since 1994.

Past Employment: Manager, Access Services, Scott Memorial Library, Thomas Jefferson University (1998–2000); adjunct instructor, Drexel University College of Information Science and Technology (1999–2001); information services librarian I-II Scott Memorial Library, Thomas Jefferson University (1994–98); cataloging technician, Scott Memorial Library, Thomas Jefferson University (1981–94).

Education: MS, Drexel University (1994); BS, Northeastern University (1978).

SLA Chapter Activities: Philadelphia Chapter: president (1999–2000); Program Planning Committee (2002); chair, International Relations Committee (1999–2000); consultation officer (1999–2000); chair, Career Guidance Committee (2000–02).

SLA Division Activities: Library Management Division: chair, Mentoring Committee (2000–03); Biomedical and Life Sciences Division, Medical Section.

Association-level Activities: Student and Academic Relations Committee (2000–03).

Other Professional Activities: Evening/weekend supervisor, Drexel University Health Sciences Libraries (1998–present). Medical Library Association, Philadelphia Regional Chapter: Hospital Libraries Section, Consumer Health Section. Drexel University Information College of Science and Technology Alumni Association.

Awards: Special Libraries Association, Diversity Leadership Development Award (1999).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

The professional literature in the worlds of librarianship, business, and psychology contain many opinions of the qualities needed for leadership. Are leaders born or made; need they be charismatic or not; are they visionaries, innovators? I believe that the qualities of leadership can include any combination of these attributes. I believe as well that the qualities of leadership are very basic. In my mind, leadership requires one to share the vision of an organization. Good leadership is being able to work with a team to create goals that work toward the vision and to then motivate the team to accomplish the goals. Good leaders mentor others and encourage the professional growth of staff and colleagues. Finally, I believe that leadership is the choice an individual makes to bring about positive change. I feel that the choices I have made in SLA center around my goal of bringing about positive change. I answered the call to serve in my chapter, in the Library Management Division as mentoring chair, and on the Student and Academic Relations Committee. I hope to have that opportunity again as chapter cabinet chair-elect.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

My vision for the association during my time in office would be to see a realization of the goal of increasing our membership by broadening the categories of membership as proposed in the new bylaws and to see an increase in the diversity of our membership. I feel that programs like the Twinning Project and the Diversity Leadership Development Award can achieve diversity. I would certainly like my legacy as chapter cabinet chair-elect to be that I worked with the cabinet and division chairs to develop the most relevant, member-driven Leadership Development Institute programs that our chapter leaders have ever experienced. Finally, I can't think of a better legacy than to be a board member when a new executive director is selected.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

I describe SLA as an organization of information professionals who work in libraries and information centers, academia, the corporate world, government, health care, and even the media. I go on to name the companies of SLA members that I know. I talk about the specialized education that we receive to become knowledge managers. In 5 to 10 years, I would expect that our jobs will be the same in that we are still providers of information, but just as the Internet has changed our jobs in ways that we could not imagine, in the future we will use technology-based applications that have yet to be invented. I would also expect that more sophisticated use of intranets and Personal Digital Assistants will be at the forefront of how we manage information and how we provide services to our customers.

For Director

Anne K. Abate

Director of Communications, GovConnect, Cincinnati, Ohio.

2002/03 Candidates for SLA Office

SLA member since 1988.

Current Part-Time Employment: Part-Time Faculty, Univ. of Kentucky College of Communications and Information Studies; Adjunct Faculty, Xavier University Williams College of Business Administration.

Past Employment: Assistant professor, Xavier University Williams College of Business Administration (1999–2000); part-time faculty, Nova Southeastern University School of Computer and Information Sciences (1997–2001); librarian, Dinsmore & Shohl (1988–99); assistant director, Lloyd Library and Museum (1987–88); assistant head of technical services, Kenton County Public Library (1985–87).

Education: PhD, computer technology in education, Nova Southeastern University (1998); MSLS University of Kentucky (1986); HAB Xavier University (1980).

SLA Chapter Activities: Cincinnati Chapter: president and president-elect/program chair (1991–93); editor, *Queen City Gazette* (1989–91); chair, Networking Committee, and OCLIS representative (1989–91 and 1994–present); chair, Awards Committee (1993–95), chair, Bylaws Committee (1993–95), chair, Bylaws Committee (1993–95); Strategic Planning Committee, Nominating Committee, Public Relations Committee, Ad Hoc Planning and Local Arrangements for the 1993 Cincinnati Annual Conference, Archives.

SLA Division Activities: Legal Division: chair, program chair, and chair-elect (2000–02); secretary (1996–97); treasurer (1994–95); archivist (1993–present); liaison to American Association of Law Libraries (AALL) (1995–2000); speaker and moderator at division annual conference programs; member, Business & Finance Division, Information Technology Division, Library Management Division, Solo Librarians Division, Information Futurists Caucus, Non-Traditional Careers Caucus.

Association-Level Activities: Board of Directors: chapter cabinet chair and chair-elect (1997–99); chair, Consultation Services Committee (2000–01); member, Partnership Task Force (2000–01), Endowment Fund Grants Committee (1998–99), President's Task Force to Study the Annual Conference (1996), Awards and Honors Committee, H. W. Wilson Award Subcommittee (1995–97); chair, Public Relations Committee (1993–95).

Other Professional Activities: Representative, Cincinnati Chapter of SLA to Ohio Council on Libraries and Information Services (1989–91, 1994–present); chair (2000–02). West Publishing Company Advisory Board (1993–95).

Awards and Honors: SLA Cincinnati Chapter's Meritorious Achievement Award (1996); named an Information Innovator by West Publishing Corporation (1996); Beta Phi Mu (1986).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

There are several elements that make a good leader. The first is the ability to understand the needs of those you are leading. It is through knowing what your constituents want that you are able to effectively lead. The next element is the ability to generate the confidence of those you are leading. This comes from acting wisely and appropriately. Another element is creativity and the ability to see things from new and unusual directions. Leaders must be able to see alternatives and potential outcomes and be able to present those alternatives fairly.

As a longtime member of the association, and with my employment history in a number of different libraries, I can get inside the head of members and understand issues from their perspective. As a leader on both the chapter and division levels, I have instilled confidence in the members I have represented. As a teacher, I have learned to see things from different perspectives and respect the opinions of my students.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

The association has gone through some interesting times over the past few years. The by-laws vote this fall is just one example of the way we are changing. With the economic conditions we are facing and the challenges facing all organizations, we are certainly headed for more change. I think it is important to understand all the issues facing the association and to communicate these issues to the membership. In return, the leaders must listen to the members in order to keep the association moving along the appropriate path. As a legacy, I would like the members to remember me as someone who truly represented them and as someone who ensured that the voice of the members was always heard by the Board of Directors.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

The Special Libraries Association is a membership organization of dedicated and opinionated professionals. These people typically work in situations where they provide information and assistance to others or they work to organize information to make it easy to use. Because of their drive and dedication to the information mission, their exuberance spills over into their work for their association.

I hope that this description will still apply throughout the years. It is particularly important that we recognize the talents and energies of our members and allow them to put those qualities to use for the association, as well as move the association to nurture those qualities so that members can use them in the organizations where they work.

For Director

Renee Massoud

Director, Business Research Services, National Marketing for KPMG LLP.

SLA member since 1993

Past Employment: KPMG LLP: director/product manager, Research Strategies, Global Knowledge Management (2001); manager, Research Services, National Marketing (1993–98). Lockheed IMS: manager, Library and Information Services (1990–93); client relations representative/communications coordinator (1989–90). Krampf Communications: assistant account executive, advertising (1989).

Education: MLS, reference, Rutgers University (1993); BS, media, communications, and technology, East Stroudsburg University (1989).

SLA Chapter Activities: NJ Chapter: (1993-Present), past president (1997–98), president (1996–97), president-elect (1995–96); chair, Networking Committee (1994–95), Program Committee (1994–95). NY Chapter: member (2000-Present). TX Chapter: member (1997-2001).

SLA Division Activities: Library Management Division (LMD): (1993–Present), past chair (2002–03), chair (2001–02), chair-elect (2000–01); chair, Conference 2000 Committee (1999–2000); chair, Public Relations Committee (1997–98). B&F Division (1990–Present) ITE Division (1990–2001), Solo Division: member (1990–2001).

Association-level Activities: Strategic Planning Committee, SLA Board (2000–02).

Other Professional Activities: NJ Library Cooperative, Bergen & Passaic County Region (1991–96); vice president (1993–94); chair, Special Library Committee (1991–94). NJ Library Cooperative, PR Committee (1995). NJ Library Association, Conference speaker, (1998); Society of Knowledge Based Publishers, Advisory Board (2000–01); Buying and Selling e-Content Conference speaker, (2001); Computers in Libraries Conference speaker, (2000); SLA Strategic Learning Symposium, facilitator and speaker, (2001); Best Practices and Benchmarking, SLA Texas Chapter, speaker, (1997); SLA NJ Chapter, speaker, (1997); Investext Leadership Institute, speaker (2000); KM World Annual Conference, speaker (2000); KnowledgeNets, Conference Organizing/Review Committee (2002); National Online Annual Conference, speaker, (1998); Customer Advisory Board member for a number of information suppliers; speaker and advocate for Special Libraries and Careers in Information Service for a number of programs.

Awards, Honors, and Publications: *Special Libraries and Information Centers: An Introductory Text*, SLA: Washington, DC (co-authored with Ellis Mount) (1999); *Training for the Big League: SLA Leadership Training*, SpecialList. SLA: Washington, DC May (1996); Member of the Year, NJ Chapter (1996); President's Award, NJ Chapter (1995); Best of Show, SLA Conference, LMD Marketing Swap and Shop, Cleveland, OH (1993).

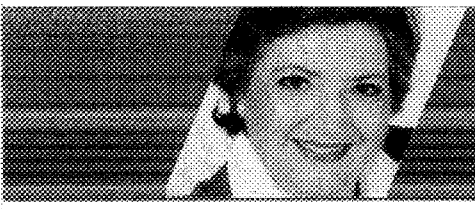
What are the key qualities of leadership? Give an example of how you exemplify these qualities.
When I think of a leader and the qualities of that individual I think of it as L – loves to support a good cause and be involved; E – experience, professionalism, and diplomacy; A – adaptable and agile; D – direction that is clear; E – eloquent in communicating with various communities of interest; R – responsive to the community in which he or she serves.

Throughout my career and personal life, I have always served in leadership capacities. Looking retrospectively, it is because I am drawn to solve problems and make a difference.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?
My vision is to have the association represent and promote the profession to our employers and our communities by carrying out the strategic plan for the organization. I would ensure that opportunities to make change consider the members and long-term effects to the association. The legacy I would like to leave behind in the association would be to contribute to programs that develop, retain, and recruit new members, to grow the association, and to give it a strong foundation for the future.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?
SLA is an association of professionals with skills in information gathering, synthesis, analysis, development, promotion, and organization. SLA members are dedicated to knowledge transfer and sharing. The association provides an infrastructure for these professionals to receive quality education and networking opportunities while serving as the advocate and sponsor of programs to support future development of information science and related fields internationally. The association supports its members and their professional/business communities by embracing and promoting quality service and practices, subject expertise, and value.

I believe that 5 to 10 years from now, the basic premise of the association will remain the same, to provide continuity and strength. However, the medium, methods, and standard membership profile will change as a result of advances in technology and higher levels of education in the communities the profession serves.



For Director

Lynne K. McCay

Assistant Director for Information Research, Congressional Research Service, Library of Congress, Washington, DC

2002/03 Candidates for SLA Office

SLA member since 1980.

Past Employment: Congressional Reference Division, Congressional Research Service, Library of Congress, Washington, DC: chief (1997–99); acting chief/acting assistant chief (1996–97); coordinator of Congressional Reader Services (1993–96); senior team leader, Congressional Reader Services (1980–93); senior reference specialist, (1977–80); team leader, production team (1976–77); team leader, humanities team (1975–76); supervisory technical information specialist (1973–75); technical information specialist (1971–72); reference assistant/reference librarian (1970–71).

Education: BSFS, Georgetown University School of Foreign Service (1970); attended Catholic University School of Library and Information Science (1976).

SLA Chapter Activities: Washington, DC, Chapter: convener of Professional Reading Book Club (2002–03); Consultation Committee (2001–02); past president, president, and president-elect (1990–93); newsletter co-editor (1985–90).

SLA Division Activities: Social Science Division: newsletter business manager, (2000–03); chair, Awards Committee, Library Management Division (2002–03); chair, Microcomputer Section and Section Program Planner, Information Technology Division (1991); News Division: member.

Association-level Activities: Professional Development Committee (2000–03), chair (2001–03); Conference Planning Committee, chair for 2000 Annual Conference in Philadelphia; Government Relations Committee (1989–92), chair (1990–92).

Other Professional Activities: Member of the program planning group for the annual Federal Library and Information Center Committee Forum on Government Information Policy (1993–2002); presenter of session on Knowledge Management in Action at the FLICC Symposium on the Information Professional—"Knowledge Management: Using What We Know to Change What We Do" (1999); guest lecturer for course on Information Sources and Reference Services at the Catholic University School of Library and Information Science (1992–95); presenter at the Annual Interagency Depository Seminar for depository librarians (1991–96); District of Columbia Library Association; Library of Congress Professional Association; State Board of Managers (Board of Directors) of the Virginia PTA (1989–97).

Awards and Honors and Publications: Fellow, SLA (2002); Washington, DC, Chapter Board of Directors Award (2001); Library of Congress Special Achievement Awards (1992, 1993, 1997, 2001) and Meritorious Service Awards (1992, 1998). "Notes from a Congressional Informer," *Special Libraries* (spring 1987); "Governmental Activities and Information Issues," *Special Libraries* (summer 1988).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

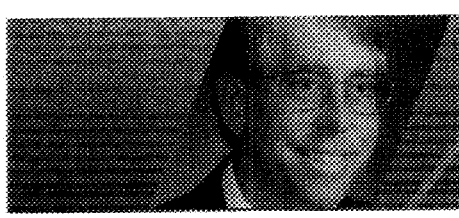
Key leadership qualities for me are vision, empathy, courage, and humility. It takes vision to keep things in perspective, to see the possibilities, and to focus in on details. It takes empathy to listen to all viewpoints, to seek understanding through knowledge, and to make meaningful connections. It takes courage to try new approaches, to speak out, and to persevere despite adversity. It takes humility to stay grounded in reality, to place mission goals before personal goals, and to be willing to acknowledge failures in order to regroup and try again. I am privileged to lead a group of dedicated people who make a difference. As the manager of more than 85 information professionals, I strive to embody these qualities as we work together to fulfill our mission to provide excellent service to our national legislators and decision makers.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

I see the association moving through a time of change in the next three years, and I think it will emerge both more diverse and more dynamic—without losing its essential ability to nurture personal connections. Since change within our profession, our industry, and our society is inevitable, I believe well-managed, concomitant change within our association is both necessary and beneficial. Change has already begun with the passage of our revised bylaws, which provide much greater flexibility. The branding initiative is likely to result in change intended to enlarge the association's market and the pool of prospective members. Since I have found so much personal and professional satisfaction in participating in association activities, I am excited at the prospect of attracting new members from more diverse, nontraditional arenas. I would like to be involved as a change agent and as a coach as we move forward and engage in this process. When I leave office, I would like to see information professionals from both traditional and nontraditional settings finding a good fit in the association. I would like to see both current and prospective members discovering such excellent networking, mentoring, and professional development opportunities in the association that they consider it a valuable, integral part of their career development—and a great place to make lifelong friends.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 to 10 years from now?

I would describe SLA as THE place to find knowledgeable, forward-looking members of the information industry who are willing to share their expertise and their experience with colleagues to help all of us improve our products and services for our respective clients. Although I hope the mix of people and the range of expertise will be broader in 5 or 10 years, I think the basic ability to connect personally and professionally, which the association fosters and which provides a nexus for professional growth, will still be a hallmark.



For Director

Thomas (Tom) E. Rink

Officer/Director/Founder, Resource Center for the Tulsa Police Department, Tulsa, OK.

SLA member since 1996.

Past Employment (assignments): Tulsa Police Department: officer/crime analyst (1991–93); patrol officer (1982–91, 1993–94).

Education: MLIS, University of Oklahoma (1992); BA, with honors, criminal justice/psychology, Michigan State University (1981).

SLA Chapter Activities: Oklahoma Chapter: member (1996–present); treasurer (1997–present).

SLA Division Activities: Solo Librarians Division: member (1996–present); treasurer, (1999–present). Legal Division: member (1996–present); sergeant-at-arms, (1999). Nontraditional Careers Caucus: member (1999–present).

Association-level Activities: Chair, Task Force on Membership (2000–01); Second Southwest Regional Conference, Continuing Education Planning Committee (2000).

Other Professional Activities: Beta Phi Mu (Lambda Chapter): member (1992–present), treasurer (1999–2001). University of Oklahoma, Graduate School of Library and Information Studies, Advisory Board (1999–present). Fraternal Order of Police: member (1982–present); Constitution and Bylaws Committee (Oklahoma State Lodge [1998–present]; Tulsa Lodge #93 [1998–present]); Membership Committee (Tulsa Lodge #93, [1996–present]).

Awards and Honors: SLA President's Award (2002); Chief's Award, Tulsa Police Department (2000, 2001); Beta Phi Mu (1993); Medal of Commendation, Tulsa Police Department (1986).

Presentations: SLA Conference Presenter: "Solo Success Stories: How to Build a Library from Scratch" (1999); Guest Lecturer, University of Oklahoma, Graduate School of Library and Information Studies: "Reference Services from the Special Librarian's Perspective" (1997); "Special Librarian Panel" (2000); "Foundations in Library Science" (2001); "New Student Orientation" (2002); "Special Librarians . . . So, What Do You Do?" (2002).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

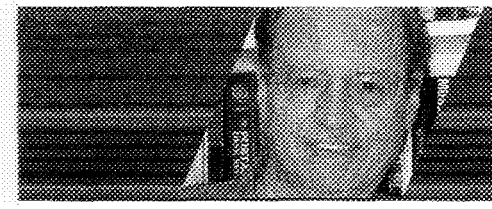
I would say the key qualities of leadership are a constructive spirit of discontent (questioning the status quo by offering constructive solutions), a willingness to take responsibility, and a completion factor (finishing what you start). Being a "solo," I exercise one or more of these qualities on a daily basis. An example of how I exemplify them would be my recent participation on the Membership Task Force. As a member of the task force I was challenged to think outside the box as our group searched for creative alternatives/solutions to assorted association membership issues. I later accepted the additional responsibility of chairing this task force. As the chair, I guided the task force through this collaborative effort to the final report (with recommendations) to the Board of Directors, thereby completing the task force's charge.

What is your vision for the association during your time in office, and what legacy would you like to leave behind?

I am but a tool/resource for the association or, more specifically, the membership. My running as a candidate for the board is not about me or my vision but rather about giving back to the association that has so freely given to me. The time that we are in office is but a fleeting moment in the history of an association; all I can promise is that I will do my best to carry out my duties to fulfill the mission of the association in a professional and competent manner. I'm not interested in leaving behind a legacy, per se. I am interested in ensuring that the Special Libraries Association continues "to advance the leadership role of its members...and to shape the destiny of our information and knowledge-based society" (SLA Mission Statement).

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

To those outside the profession, I would describe SLA as an enabling association composed of a highly diverse group of information professionals working in specialized libraries/settings throughout the world. SLA provides unequaled opportunities for networking, professional development and growth, leadership, and lifelong learning that are the hallmarks of a dynamic organization. The skills and competencies acquired through participating in the association, regardless of the level (chapter, division, or association), will benefit all (the individual, the employer, and the association). The future can be difficult to predict, and while the association may change/evolve over time, the core values of the membership and how I would describe them (and the association) to others, will not.



For Treasurer

N. Bernard "Buzzy" Basch

President and CEO, Basch Subscriptions and The Reference Shelf.

SLA member since 1979.

Past Employment: Vice president and general manager, EBSCO Subscription Service; president, Turner Subscription Agency; Vice president, Faxon Company, Westwood.

Education: MS, BS, BA, Washington University.

SLA Chapter Activities: Illinois Chapter, treasurer (1993–94). New York Chapter Group: chair, Information and Technology (1986–87); New York Chapter student education coordinator (1985–86).

SLA Division Activities: Information Technology Division, treasurer (1988); Library Management Division, chair (1984–85).

Association-Level Activities: Board of Directors (1989–91); chair, Public Relations Committee (1987–89).

Other Professional Activities: American Society for Information Science: treasurer (1986–92); Board of Directors (1981–92); chair, Marketing Committee (1982–84); chair, New England Chapter (1981–82). American Library Association: Committee on Program Evaluation and Support (1991–94), Publishing Committee (1994–98). National Council, Washington University Libraries (1987–present). Charleston Conference, Charleston, NC, serials workshop convener (1982–present). North American Serials Interest Group, Education Committee, workshop convener (1989–92).

Awards and Honors: Fellow of the Special Libraries Association (1987); Watson Davis Award, American Society for Information Science (1986).

Publications: "Negotiating with Subscription Agencies. Lesson I: How Agencies Operate," *American Libraries*, June 1991; "Negotiating with Subscription Agencies. Lesson II: Striking a Bargain," *American Libraries*, July/August 1991; *Buying Serials*, 1990; "Libraries and Subscription Agents: Evaluating Fees for Services," *Bottom Line*, summer 1990; "Political Power: Public Relations Planning for Special Libraries," *Specialist*, January 1989.

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

Leadership is situational. To lead during periods of economic uncertainty, a treasurer needs the financial experience to discern opportunities, risks, and options; the candor to communicate these to the board and membership; the tenacity to focus on and continuously promote economic realism; and the interpersonal skills to elicit the input, ideas, and commitment of individual board members, members, and staff. We work with uncertainty. We can control our expenses but have to earn our income from membership, conferences, and publishing.

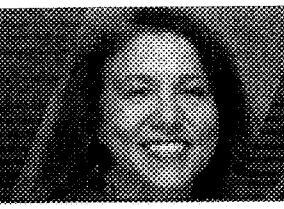
These qualities have been key to my success in business and association activities. In business, I have had the experience of turning a corporate loss of $250,000 a year into a profit of $1 million a year, and currently enjoy the satisfaction of growing a new company from scratch to providing full-time employment with benefits for more than a dozen individuals. On the association front, I experienced similar rewards from the significantly improved financial condition of the American Society for Information Science and Technology during my extended period as treasurer and my contribution to the financial health of the American Library Association through successfully championing sound financial practices, including writing off significant dead inventory.

What is your vision of the association during your time in office, and what legacy would you like to leave behind?

To me, the strength of the association has always been the opportunities it offers members for participation and growth. Robust programs that are attractive to members, nonmembers, and management are essential to fuel the operation. In the current financial situation, keeping the association in the black and contributing to initiatives to keep it that way are the legacy I most desire. Associations are a lot more fun when there is an excess of revenue over expenditures.

How would you describe SLA to someone outside the information profession, and do you believe this description will be different 5 or 10 years from now?

SLA is a professional association that is unusually successful in providing members with the opportunities to develop, share, and exercise their professional and managerial skills and to be recognized for their talents and participation. At the chapter, division, and national levels, the association attracts bright, committed, and energetic people and gives them the opportunity to have an impact. There is no "use by" date on these opportunities; with a sound financial basis, SLA can continue to foster strong personal and professional growth for future generations of information professionals.



For Treasurer

Gloria Zamora

Manager in the Government Relations Office of Sandia National Laboratories.

SLA member since 1976.

Past Employment: Sandia National Laboratories: manager, state and local government relations (1994–98); manager, Protocol Office (1988–94); executive staff information officer (1983–88); subject specialist, Technical Library (1980–83). Air Force Weapons Laboratory Technical Library, (1976–80).

Education: AMLS, University of Michigan (1976); AB, history, University of Michigan (1975), minors in political science and German.

SLA Chapter Activities: Rio Grande Chapter: president-elect and president (2001–03) and (1979–81); chair, Networking Regional Meeting (1990–91); chair, Nominating Committee (1988–89); chair, 30th Anniversary Conference Committee (1986–87); chair, Government Relations Committee (1985–90); chair, Bylaws Committee (1985); chair, Special Projects (1983–85). Originated and produced the "Jog Your Mind—Run to Your Library" fun run for three years. Bulletin editor (1978–79); state liaison to the National Technical Information Service (1981–87).

SLA Division Activities: Information Technology and Sci Tech Divisions: member.

Association-level Activities: Finance Committee (2001–present); Nominating Committee (2000–01, 1985–86); chair, Indianapolis Conference Committee (1996–98); Editorial Advisory Board (1993–96); moderator at conference program on Managing Diversity (June 1992); chair, Meckler Award for Technology Innovation Selection Committee (1990–92); Cincinnati Conference Committee (1991–93); Board of Directors, (1988–91); Positive Action Program for Minority Groups Committee (1982–85), chair (1985).

Other Professional Activities: White House Conference on Libraries and Information Services: July 1991 delegate-at-large, selected by Senator Jeff Bingaman (D-NM); National Topic Committee (April 1991); NM Planning Committee (1990–91). New Mexico Library Association: chair, Online Roundtable (1982–84); chair, Publications Committee (1982–83). Continuing Library Education Advisory Committee, appointed by the NM state librarian. Sandia National Laboratories, Women's Program Committee (1983–84). National Federation of Business and Professional Women (1980–83).

Awards, Honors and Publications: SLA Fellow (1999); Sandia National Laboratories Employee Recognition Award for chairing the 50th Anniversary International Colloquium Committee, "Nuclear Weapons: Keeping the Peace—Past and Future"(1993); YWCA Women on the Move Achievement Award (1985); White House Fellowship regional finalist (1984); Sigma Xi, The Scientific Research Society, Librarian of the Year (1984).

Publications: "Conference Literature: Its Role in the Distribution of Information" (editor), *Learned Information* (1981).

What are the key qualities of leadership? Give an example of how you exemplify these qualities.

The key qualities of leadership are listening, excellent communication skills, building trust, accountability, listening, building on strengths, providing necessary resources, celebrating success...and did I mention listening? A good leader will inspire others by modeling each of these qualities not only in a leadership position but also in everyday activities.

In a team situation, I assess the strengths of each member, seek input on what role each wants to perform, provide the needed resources, and seek and give continuous feedback. As conference chair for the Indianapolis conference (1996–98), I was blessed with an enthusiastic, dedicated committee that worked very hard. Where I miscalculated was with the planners. I violated my key requirement: I did not listen. I had some definite ideas about what I wanted to do, but so did they, and these ideas did not coincide. I listened, we talked, we compromised, and together we created a great conference while having fun.

What is your vision for the association during your time in office; what legacy would you like to leave behind?

I am combining this question with the next because my vision and description are intertwined.

How would you describe SLA to someone outside the information profession and do you believe this description will be different 5 or 10 years from now?

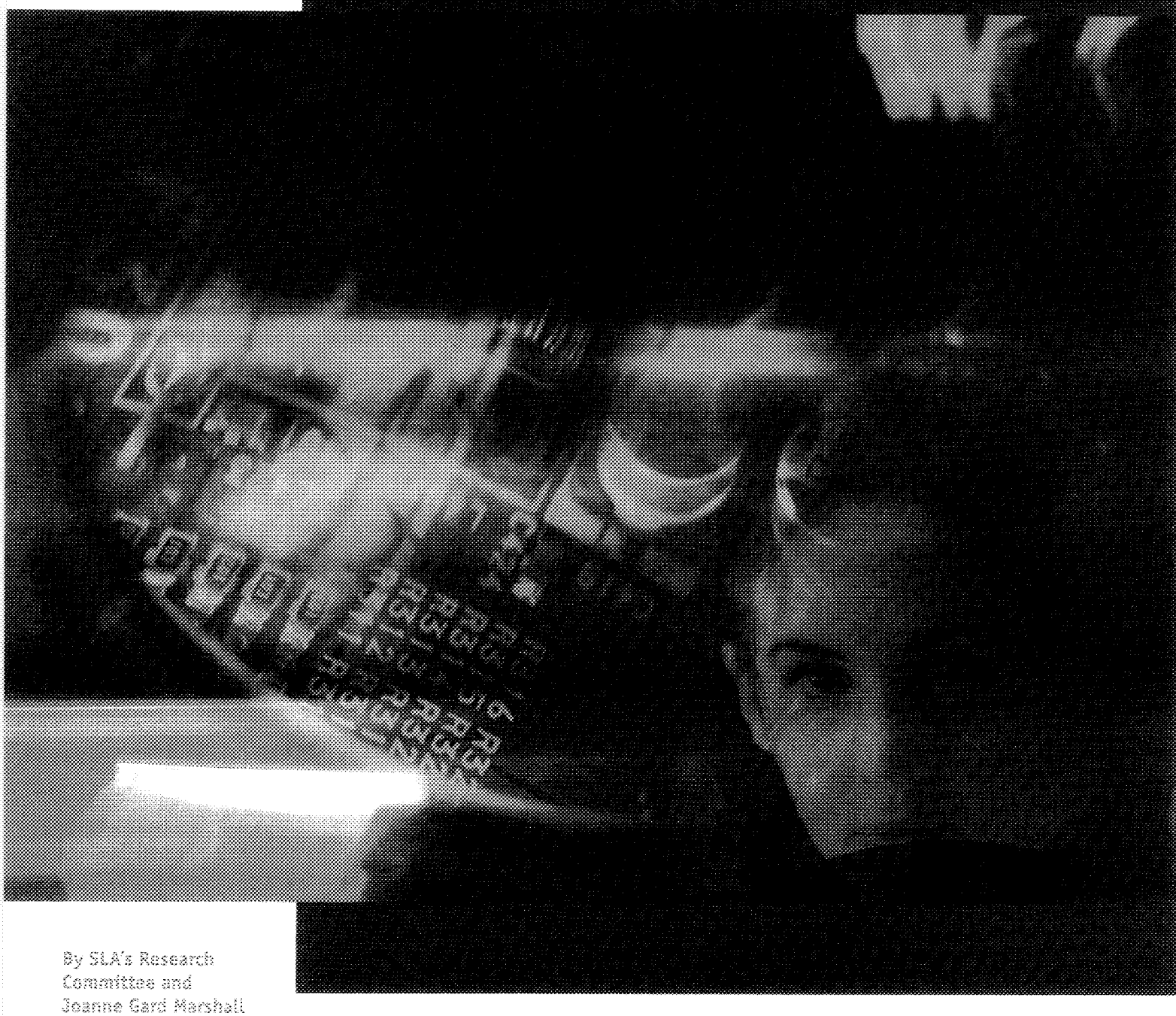
SLA is an international information association for library and information professionals. Its members are sought by the decision makers in corporate America as well as in specialized subject areas for the value they can add to their companies' products. SLA members are innovators in information retrieval and technologies and SLA allows like-minded members to come together to explore new initiatives and ideas.

In the future, SLA will evolve into the premier international information association. Its membership will double as a result of the acquisition of additional information-oriented associations. These associations will recognize the advantages of being aligned with SLA. This broadening of the membership will necessitate a name change to one that encompasses this diversity of interests.

SLA's leadership will consist of the top names in information, and the association's members will lead the revolution in developing cutting-edge information technologies, software, and applications. SLA members will participate in all aspects of their businesses' decisionmaking, because their companies know that the person who controls the information controls the world, and SLA members will harness the information world for their respective institutions.

My legacy will be to help the association strengthen its financial resources to achieve this vision. I will help to develop innovative programs that are cost-effective and provide true value to the membership. I see hard times, but by working with the SLA leaders and the staff I am sure we can realize my vision and much more.

Influencing Our Professional Practice by Putting Our Knowledge to Work



By SLA's Research Committee and Joanne Gard Marshall

A Look at SLA's Evidence-Based Practices

THE HEALTH AND FUTURE OF ANY PROFESSION DEPENDS, TO A GREAT EXTENT, **on the thoughtful self-evaluation of its members and the considered examination of their practices. Performing and facilitating evidence-based practice is one of the ways we can improve and refine our professional activities. Simply stated, evidence-based practice refers to making our professional decisions and basing our actions on the strongest evidence available as to what would work best for our clients. This evidence may be based on quantitative data and measures or on qualitative data and methods.**

SLA's research statement (see page 42) is based on the idea of evidence-based practice. Medical librarians and school librarians in many countries—including the United States, Canada, the United Kingdom, and Australia—are also developing research statements and research bases focused on evidence-based practice.

The SLA Research Committee will evaluate applications for the Steven I. Goldspiel Memorial Research Fund grants in the context of SLA's research statement. Committee members are Eileen Abels, Mary Beall, Cindy Lenox, Sara Tompson, and Roberta Brody, chair.

The following describes the underlying ideas in the SLA research statement. It was contributed by Joanne Gard Marshall, dean and professor at the School of Library and Information Science, University of North Carolina, Chapel Hill:

In 2001 I had the opportunity to chair the subcommittee of the SLA Research Committee that reviewed our association's research statement. The previous research statement was essentially a list of topics that could guide researchers in applying for the Goldspiel grants. It was also intended as a general message to researchers about the particular topics that special librarians thought needed to be studied. While the original statement had its uses, the subcommittee thought that it was time to delve deeper into the purpose of research in our field and the ways in which the knowledge base needs to expand in order for us to fulfill our potential as evidence-based practitioners. The resulting document discusses the role of research in the field, the current state of our knowledge base, and the origin and nature of evidence-based practice. Specific suggestions are made for what special librarians, researchers, and our association can do to implement this approach.

For those of us who took research methods in our graduate programs, we know that the topic often seems less than exciting. For many, the word "research" conjures up complex questions and impenetrable statistics and not the discovery of new knowledge that can be applied in a useful way to what we do on a daily basis. Yet when we examine the various professions and what has made some rise in stature (not to mention income), there is a high correlation between the state of research in a field and the status of a given profession. If we want to become the premier information professionals of the 21st century and beyond, we must support the creation, sharing, and use of our own knowledge base. If we can demonstrate that our services are based on the best evidence of what works, we can make the most convincing claim for our expertise in the increasingly competitive information service marketplace.

The idea of evidence-based practice comes from the health professions, where continued pressures to control rising costs have led to efforts to select the most effective and least costly treatments. In many ways, evidence-based health care can be seen as a way of incorporating old-fashioned research into practice. The idea makes so much sense that professionals outside the health care arena are adopting it, and librarians have an opportunity to learn from this trend. Adopting evidence-based practice may be easier for librarians than for some other groups, because we frequently work with researchers and their publications and hence understand the nature of research and how it is used.

In the health professions, the best available evidence comes from research studies that use methods such as the randomized, controlled trial. In this type of research, a specific drug or treatment regimen is being tested and as much bias as possible is eliminated by

using techniques such as randomly assigning patients to treatments. The nature of evidence in information practice is different because we are not dealing with drugs or medical treatments and because a much wider array of research methods is employed in the field. Despite these differences, the quality of our research can still be assessed, and we can choose to apply the research findings from the best studies. If studies are not available, we can develop techniques for collecting best practices from reliable sources and sharing them in a way that will allow us to improve our services. For example, benchmarking is a specific technique that allows this kind of best practices discovery. Over the years, many librarians have been employing at least some elements of evidence-based practice without naming it. What we are suggesting is that this practice should become more explicit and more fully developed.

How can we build a culture of evidence-based practice in special librarianship? First, we can support researchers in our field through grants such as the Goldspiel and continue to encourage researchers to work on topics that will be useful to practitioners. We can collaborate in research efforts as co-investigators or simply by participating in studies when we are asked. We can make a commitment to reading and using the knowledge base that exists in the library and information science literature. Where traditional research studies are not available to inform our practice, we can share information about best practices through our conferences, electronic discussion groups, and other networking activities.

For their part, researchers can tune into the evidence needs of practitioners and ensure that the practical applications of their research are clear. Given the nature of research, basic research without practical applications is often necessary before the applied stage develops; however, researchers should keep in mind the goal of building our usable knowledge base and enabling effective action.

Our association can help by reinforcing the idea of evidence-based practice for special librarians and orienting its products and services to support the idea. SLA can help to communicate the nature and value of evidence-based practice to employers and other groups. Associations can play an important role in recognizing and rewarding excellence in evidence-based practice through awards and other forms of recognition. Much research needs to be done to build the knowledge base; the association could do much to build informal communities of practice and best practices networks to share existing informal knowledge of what works best.

The philosophy of evidence-based practice and the roles of individual librarians, researchers, and SLA are more fully explored in "Putting Our Knowledge to Work: A New SLA Research Statement" (SLA 2001). The committee purposely avoided providing a new list of research topics so that we could focus on the more important task of changing the ways we as a profession think about research and its place in our practice and our association.

With this statement approved by the board, researchers are now free to submit a proposal for the Goldspiel on any topic that can be shown to build the evidence base of special librarianship. The onus is on the researcher to demonstrate the relevance of the study to practice and to include a description of ways in which the results will be communicated and can be used by the special library community. Becoming evidence-based practitioners will not happen overnight, but our pursuit of this goal will give us the best chance of becoming the effective force for growth and change in our organizations that we know we can be.

The following is the current research statement, which was the result of the Research Committee's efforts in 2000–2001. The text can also be found on the SLA website at www.sla.org/researchstatement/

Putting OUR Knowledge to Work: A New SLA Research Statement

The Role of Research in Special Librarianship

Like the word *information*, the word *research* can be used in many ways. To some people, research is simply a carefully conducted investigation of a subject or a situation. To others, it is the discovery of previously unknown facts. To still others, it implies a highly specific approach to designing and conducting research studies in keeping with externally determined guidelines or methods. Whatever the approach, the intent of research is to contribute to the shared knowledge base and to provide the grounds for more informed decisionmaking.

Since resources are finite, it is important to create, share, and use research results in the most cost-effective way possible. In large part, the value of the profession depends on the extent to which practitioners are able to apply their knowledge base for the benefit of the organizations and individuals being served. The challenges of measuring the cost/benefit of intangibles such as information services are considerable and represent one of the current research challenges facing the field of library and information science.

Special librarians are steeped in the research tradition. As university graduates at both the undergraduate and graduate levels, they have been taught to think broadly and critically about a broad range of social and research issues. More often than not, the information that special

librarians collect, organize, and make accessible to their clients is of a research nature. The very complexity and specialization of the information required in all realms of science, business, industry, and public sector organizations today demand a high standard of specialized information service tailored for a particular environment and clientele.

As information professionals, it seems logical that we should recognize the need to create, share, and use our own knowledge base in information and library science; however, this has not necessarily been the case in the past. Like other professional groups, librarians tend to be action-oriented, relying on our own experience and professional judgment to make decisions. The need to make decisions quickly and the lack of a clear connection between much library and information science research and the day-to-day problems faced by librarians make seeking and applying our own knowledge base a challenge. The increasing diversity of library and information science research also makes the development of a critical mass of applied action-oriented research problematic.

The Current State of our Knowledge Base

If we compare the information and library science field to others in the sciences, social sciences, and humanities, we quickly realize that our field is less developed from a research perspective. Although librarians have always dealt with research materials in one form or another, the idea of developing our own research base is much more recent. There are fewer peer-reviewed journals and grant-supported research initiatives in information and library science than are found in older, more established academic disciplines. In recent years, library associations, including SLA, have sometimes replaced their peer-reviewed research journals with more popular magazine formats that appeal to the widest possible audience. In the case of special librarians, there is currently no peer-reviewed journal that focuses exclusively on the field. Comprehensive bibliographic access to the knowledge base of information and library science also continues to be a challenge.

Although graduate schools of library and information science were decreasing in number in the 1980s, new programs are springing up and enrollment in existing programs is increasing. The demand for information and library professionals is growing as the value of the knowledge and skills of librarians is recognized in diverse settings. Companion programs in the field of information science with an increased emphasis on technology and systems have been another factor in the growth of graduate and undergraduate programs. The faculty in graduate programs in library and information science and academic librarians who are reviewed for tenure in universities are major contributors to the peer-reviewed literature. Practicing professionals from a variety of special library environments have also contributed to the literature in the field.

Building a Culture of Evidence-Based Practice

Despite the limitations of the past, there is great potential for the growing field of library and information science to develop and sustain a vibrant research culture that will form the basis for evidence-based practice. The field has an opportunity not only to draw upon its own research base but also to link to the relevant research findings in fields such as computer science, engineering, management, sociology, and psychology. Achieving a culture of evidence-based practice will require the cooperation of practitioners, researchers, and associations—all have key roles to play in this evolution.

What is evidence-based practice? For special librarians, evidence-based practice refers to consciously and consistently making professional-level decisions that are based on the strongest evidence of what would work best for our clients. The areas in which decisions are made in library and information practice are cited in our SLA competencies document: selection and acquisition of information resources; methods of information access; selection and use of information technologies; and management of library and information services.

Why evidence-based practice? These are challenging times for professionals in all areas of practice. The consumer movement and the wide availability of information, including information that was formerly only accessible to professionals, have led to a demand for increased professional competence and accountability. It is time for special librarians to recognize the potential value of formal and informal research in our field as the basis for evidence-based practice. In the long term, such a knowledge base and its effective application will set information and library professionals apart in an increasingly competitive world of information service providers.

The roles of information and library professionals are changing and expanding as the scope of practice of the profession broadens beyond physical collections and reference service toward remote access and systems development. In this new environment, it is more important than ever to build our knowledge base and to use evaluation research methods to constantly monitor and improve the quality of the services provided.

What Special Librarians Can Do

As professionals with the responsibility for maintaining their own competencies and planning their own careers, special librarians are in a position to play the major role

in building their own evidence-based practice in some of the following ways:

- Making a personal commitment to consciously and consistently make decisions on the basis of the best available evidence.
- Discussing the concept of evidence-based practice with colleagues.
- Continuing to assess professional and personal competencies and participate in continuing education activities.
- Contributing to the evidence base of the profession by organizing or making presentations at conferences and other information-sharing forums.
- Maintaining the habit of regularly scanning the professional literature, including that in related fields such as business, psychology, and technology.
- Participating in shared data collection and research activities, such as benchmarking both inside and outside the organization.
- Participating in evaluation and quality improvement efforts that involve data collection both inside and outside the organization.
- Collecting and sharing evidence of best practices in library and information services.
- Sharing useful literature with other special librarians both inside and outside the organization.
- Organizing a journal club or evidence-based practice discussion group.
- Contributing to the peer-reviewed literature in the field.

What Researchers Can Do

Researchers are often found in academic environments, but all practicing special librarians have the potential to play a role in research at some point in their careers. Full-time researchers in particular can contribute to the notion of evidence-based practice by

- Incorporating the notion of evidence-based practice in the research methods courses that they teach their students.
- Evaluating how their own research can contribute to evidence-based practice in the profession and pointing out these applications in their communications with practitioners.
- Encouraging fellow researchers to support the concept of evidence-based practice.
- Sharing their knowledge of research methods, both formally and informally, with practitioners who are engaged in evidence-based practice.
- Taking an interest in initiatives that will build the broader evidence base of professional practice, such as research collaboratories; improved bibliographic and other kinds of databases, including best practices; and new methods of dissemination of research publications.
- Presenting papers and panels at professional association meetings.
- Supporting and legitimizing the notion of applied research both inside and outside the academic community.

What SLA Can Do

- View all of its products and services in the context of helping to build the evidence base of special librarianship.
- Engage the members of SLA as partners in creating, using, and improving the evidence base of the profession.
- Work with academic institutions and other associations to incorporate the notion of evidence-based practice into professional education.
- Participate in setting evidence-based standards of practice and education for the profession.
- Support the creation of new evidence through Goldspiel Research Fund grants and other initiatives.
- Celebrate the contributions of SLA members and others to the evidence base of special librarianship through awards and other forms of acknowledgment.
- Serve as the collective voice of the profession in communicating the importance of evidence-based information practice to employers and others in society.
- Adopt the notion of evidence-based practice as part of the management of the association.
- Consider the development of a high-quality, peer-reviewed electronic journal for special librarianship.

Putting Our Knowledge to Work—Together

Implementing evidence-based practice in special librarianship can only be accomplished together. Individual special librarians must partner with researchers, academic institutions, and their own professional associations to build the culture and content of evidence-based practice. SLA can help by ensuring that examples of the best evidence-based practice are communicated, reinforced, and rewarded. Everyone has a role to play.

The seeds of evidence-based practice already exist in the knowledge and skills of practitioners and researchers in the field; however, we have yet to reap the benefits. Much needs to be done to improve and strengthen the quality of research in the field and our ability to apply it in a meaningful way. We also need to see the knowledge and skills of practicing special librarians as resources for evidence-based practice and learn how to translate this knowledge into best-practices scenarios that can be shared for the good of all.

New technologies, while facilitating communication, have led to a speeding up of activity that seems to leave little time for evidence gathering and reflection. Creating an environment in professional associations where evidence-based practice is valued and encouraged will be a major factor in improving the quality of the contribution of special librarians to their organizations and to their profession in the long term.

conference countdown

New York, New York

By Alicia Cronin Dimaio

Has the cold weather got you down? Are you experiencing the winter doldrums? Cheer yourself up by thinking about the wonderful sunny weather we'll have in June during the 2003 Annual Conference in New York City! Here are a few outdoor activities you can look forward to while you're waiting out the winter months.

Wide Open Spaces

Were you aware that New York City is the greenest city in America? NYC has approximately 53,000 acres of park/open space. There are more than 750 native species of animals and plants throughout the five boroughs, including the endangered peregrine falcon, the sharp-shinned hawk, and white-tailed deer. The city has more than 1,700 parks and playgrounds to enjoy!

Central Park—the first public park in America—is the most famous of New York's parks. While you are attending SLA 2003, take some time to enjoy a free, guided walking tour of the Park, where you can learn about its history and design and enjoy its beauty. For more information on Central Park walking tours, go to www.centralparknyc.org.

Looking to experience other New York parks? Try wandering through the Bronx New York Botanical Garden on a guided bird walk. Or experience the Jamaica Bay Wildlife Refuge, which attracts thousands of migrating shore birds to its 10,000 acres. For more information on New York parks, go to www.nps.gov/nycparks.

Beaches

Did you know you could surf in New York City? The city is home to several beaches that will help you have fun in the sun!

Coney Island

In addition to a beach, Coney Island has a famous boardwalk with rides and games of chance. Ride the Cyclone roller coaster or visit a sideshow, museum, flea market, or the fantastic New York Aquarium.

Gateway National Recreation Area

Fantastic beaches, old military forts, and wildlife are the big draws to this unexpectedly diverse park with an assortment of activities from beachcombing to aviation history. Take a ferry from Manhattan to Sandy Hook, New Jersey, or try the swimming beach at Great Kills Park.

Orchard and Rockaway Beaches

Interested in the traditional beach experience? Check out the elegant mile-long Orchard Beach crescent—the "Bronx Riviera." Rockaway Beach is America's longest municipal beach, with almost 10 miles for sun worshippers and sand castle builders.

For more information on these beaches, go to www.nyc.gov/html/serdir/html/xdpr04.html.

Shopping

Shopping is not actually an outdoor experience, but wandering from store to store is a great way to catch some sun between bargains. Here are some of the most famous shopping areas New York City has to offer.

Fifth Avenue

Fifth Avenue between 50th to 59th streets is New York City's must-see shopping destination. Filled with a mix of upscale boutiques, well-known chains, and attractions like Rockefeller Center and St. Patrick's Cathedral, this area is home to stores such as Tiffany & Co., Fortunoff, Piaget, and Wempe Jewelers, as well as the most famous toy store in the world, the flagship FAO Schwarz.

Madison Avenue

Manhattan's Gold Coast, which extends from 59th to 96th streets and from the East River to Fifth Avenue, has designer stores to match its reputation. Try Nicole Miller and Burberry.

Historic Orchard Street

The district consists of Orchard, Grand, and Delancey streets and their environs. The first home of many of America's immigrants from Eastern Europe, this is the place where bargains were invented. Today, you'll find more than 400 unique restaurants and shops, with high-end European designer fashions at about 25 percent off retail.

Macy's Herald Square

The world's largest department store is one of New York City's most famous retail icons, renowned for its annual Thanksgiving Day Parade. A highlight is The Cellar, a gourmet paradise featuring everything from unique utensils to creative takeout cuisine.

Bloomingdale's

"Bloomie's" has been a Saturday afternoon see-and-be-seen institution for decades. The East Side mecca's main-floor handbag department has one of the best selections in the city. For more information on shopping in New York, go to www.nycvisit.com.

So, while the weather outside is frightful, just remember that the SLA Annual Conference in New York City is sure to be delightful! Hope to see you there in June 2003.

(Information for this article provided by NYC & Company.)

information trends

Dealing with the Generations: New (and Free) Must-Read Studies

By Stephen Abram

On June 17, 2002, a team of physicists at the Australian National University (www.education.guardian.co.uk/higher/research/story/0,9865,739108,00.html) successfully teleported a laser beam of light from one spot to another—they actually took a laser beam in one location and rebuilt it at a different spot about one meter away. As a Star Trek fan, I've always wanted to have my molecules "beamed up" somewhere, and I know I share this fascination about the future with many SLA members. The Futurists Caucus puts on programs at our annual conference that show how science fiction becomes fact.

Generational change happens almost imperceptibly, but it does happen; it comes up behind you and bites you in the ego. Several major studies were released at the end of 2002 that allow us to read the tea leaves of what exactly might be coming up from behind:

Are they-Gen X, Y, and Z-really different?

- Were the boomers different for having been the first generation to grow up with TV?
- Were the boomers' parents different for having grown up during a world war?
- Were the boomers' grandparents different for having grown up in a depression?

Are they-Gen X, Y, and Z-really different? Of course, they are!

- Gen X is the first generation to have had personal computing for their entire lives.
- Gen Y is the first generation to have the World Wide Web for every high school year.
- Gen Z is the first generation that will live wirelessly on the Web for most of their lives.

We will be, or already are, meeting these people in our work. They've been in the schools and colleges for years. We had better understand how their information-seeking skills, research preferences, and analytical behaviors differ from those of previous generations. The following are three studies that will give you some insights into what's on the horizon:

OCLC's "White Paper on the Information Habits of College Students" (www.oclc.org)

This excellent, free study provides data on students' preferences in dealing with library and research information. It concludes with some tough questions for libraries and library staff to ponder, strategically. What should libraries' strategies be if students

- prefer Web access from home?
- naturally gravitate toward the most popular Web tools?
- prefer single-point access using Web search engines?
- want assistance any way at all, although they prefer personal and face-to-face?
- want access to resources wherever they are or whoever owns them?
- clearly want to know more about library services?
- base their opinion and perceptions of library services on evening and weekend experiences?

"The Digital Disconnect: The Widening Gap Between Internet-Savvy Students and Their Schools" (August 14, 2002) and "The Internet Goes to College: How Students Are Living in the Future with Today's Technology" (September 15, 2002), both from Pew Internet and American Life (www.pewinternet.org)

These papers are based on recent data, and it's scary data, too. There is emerging proof of a severe generation gap between students and the teachers, professors, and librarians who serve them in their learning environment.

"Dimensions and Use of the Scholarly Information Environment" from CLIR/DLF (www.clir.org)

The Digital Library Federation and Council on Library and Information Resources commissioned Outsell, Inc., to conduct a large-scale study of undergraduates, graduate students, and faculty members at academic institutions to better understand how users' expectations of libraries are changing. A summary report, including 158 tables, is available online. This report is fascinating in its detail about how students, professors, and librarians are using electronic resources, from e-journals and the OPAC to the Web and subscription databases.

My conclusion is that if we don't remain open to changes in our users' behavior and adapt to these trends, we run the risk of becoming irrelevant. And don't think that working outside academia will enable you to avoid these changes—these young people are our future colleagues.

I'd be happy to hear about reactions to these studies, so feel free to send me an e-mail.

Stephen Abram, vice president of Micromedia ProQuest in Canada, can be reached at sabram@micromedia.ca. Products and studies mentioned are not endorsed by Micromedia ProQuest or SLA; they are used for illustrative purposes.

making news

member news

DiGilio Recognized

Pittsburgh Magazine and WQED recently named John DiGilio one of this year's "40 Under 40." Each year, the magazine publishes a special issue to recognize 40 people under 40 years of age who make the region a better place to live, work, and play. DiGilio was nominated for his many community, professional, and diversity-oriented activities. He is president of the Pittsburgh Chapter of SLA.

Mounts Receives Grant for Learning Center

On November 19, 2002, the Alcoa Foundation presented a $1,000 grant in the name of Earl Mounts to the Alle-Kiski Learning Center in Arnold, Pennsylvania. Mounts helps adults enhance their math and language skills at the center. He was chosen as one of 50 from among Alcoa's 29,000 employees worldwide to receive the award, in recognition of his "spirit and energy in helping Alcoa to be the best company in the world by being the best company in the community."

Nominations for IFLA Sections

Are you interested in serving as an SLA representative to the International Federation of Library Associations and Institutions (IFLA)? If so, please contact Stephanie A. Russell at stephanie@sla.org for details regarding the nomination process and available IFLA Sections. You can also visit IFLA's website at www.ifla.org/ for additional information.

chapter & division news

Engineering Division Announces INSPEC's $500 Travel Stipend Award

INSPEC is sponsoring a $500 travel stipend for library students to attend the SLA Annual Conference in New York City, June 7–12, 2003. The stipend will be awarded to a qualified library school student who submits an essay on "How do you plan to be an innovator in the field of special librarianship?" To qualify for the award, the student must be an SLA member attending his or her first SLA conference. The deadline for submission is March 31, 2003, and the recipient of the stipend will be notified the first week of May. For qualifications and special instructions, please contact:

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in memoriam

Winifred Sewell, 85, a retired librarian and past president of SLA, died October 23, 2002, in Cabin John, Maryland. Sewell, a native of Newport, Washington, received a BA in English from Washington State University, a master's degree in library science from Columbia University, and an honorary doctorate from the Philadelphia College of Pharmacy. She served as president of SLA in 1960–1961.

Shohig Sherry Garine Terzian, 87, a member of SLA for close to 60 years, died. Terzian was a faculty member and the first librarian of the Department of Psychiatry and Biobehavioral Sciences, Neuropsychiatric Institute, UCLA until her retirement in 1988. She received a master's degree in library and information science from Columbia University in 1942 and continued her studies for the next 20 years at UCLA, the University of Wisconsin, and the New School for Social Research in New York.

Edith Stephens Woodward, 85, a retired librarian, died October 18, 2002, in Columbus, Ohio. Woodward, a graduate of the University of Michigan and George Washington University, was employed by the Columbus Public Library, State Library of Ohio, and Ohio Legislative Service Commission. She was an active member of SLA and former president of the Central Ohio Chapter.

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coming events

January 2003

Association for Library and Information Science Education (ALISE)
National Conference
January 21–24
Philadelphia, PA, USA
www.alise.org

SLA 2003 Winter Meeting
January 22–25
New Orleans, LA, USA
www.sla.org

March 2003

Alaska Library Association 2003 Conference
March 6–9
Juneau, AK, USA
www.akla.org/Juneau2003/juneau.htm

Computers in Libraries 2003
March 12–14
Washington, DC, USA
www.infotoday.com

Internet Librarian International
March 17–19
London, UK
www.internet-librarian.com

Information Highways 2003 Conference and Showcase
March 24–26
Toronto, Ontario Canada
www.informationhighways.net/conf/cindex.html

April 2003

AIIM Conference 2003
April 7–9
New York, NY, USA
www.aiim2003.com

Buying and Selling eContent
April 13–15
Scottsdale, AZ, USA
www.buy-sell-econtent.com

June 2003

SLA 2003 Annual Conference
June 7–12
New York, NY, USA
www.sla.org

August 2003

Association for Computing Machinery
HyperText 03
August 26–30
Nottingham, UK
www.ht03.org

Keep June 7–12 open on your calendars for SLA's 94th Annual Conference in New York!

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