Information Outlook, March/April 2017

Special Libraries Association

Follow this and additional works at: https://scholarworks.sjsu.edu/sla_io_2017

Part of the Cataloging and Metadata Commons, Collection Development and Management Commons, Information Literacy Commons, and the Scholarly Communication Commons

Recommended Citation
https://scholarworks.sjsu.edu/sla_io_2017/2

This Magazine is brought to you for free and open access by the Information Outlook, 2010s at SJSU ScholarWorks. It has been accepted for inclusion in Information Outlook, 2017 by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.
LEADING AND MANAGING LIBRARIES
Leading and Managing Libraries

Good leadership and management require an ongoing commitment to learning new skills, whether through using training providers or copying others’ behaviors.

BY STUART HALES

Managing a library frequently means managing people—mostly other librarians, but also administrative staff, volunteers, students, and so on. The challenges of managing people are as varied as the people themselves, yet few librarians receive any formal training in managing people. The consequences of this void can be dramatic: a 2015 survey of roughly 1,400 employees by U.K.-based B2B Marketplace found that more than 40 percent had left a job because of a bad boss.

No doubt some librarians may prefer not to manage people, but running a library by oneself poses its own peculiar challenges, not least the need to learn a wide variety of skills. That’s the consensus of three SLA members who share their thoughts about so-called solo librarianship in this issue of Information Outlook. Although the three work in vastly different environments—one in a large manufacturing facility, one in an academic setting, and one in a botanical garden—they have much in common, notably a history of turning to SLA to acquire new skills to help them manage their libraries.

“As a novice librarian in my early years here at Rolls-Royce, I utilized the resources of SLA heavily,” writes Gabi Hysong. “I received my SLA certificates in copyright management and competitive intelligence, studied all of the SLA knowledge management courses, and participated in every library-related webinar from SLA headquarters and the various divisions and other groups.”

“SLA (specifically the SLA Philadelphia Chapter) quickly emerged as one of the top resources for developing my networking skills,” writes Liz Fite. “Being able to reach out to a fellow solo or SLAer who has experience with, say, the same kind of massive project I’m planning to take on is invaluable! For example, I wasn’t comfortable with networking at first, but other SLA members helped me navigate the sometimes tricky world of professional social interaction. Networking with other SLA members is a great starting point for anyone who wants to improve this skill, but doesn’t know where to start.”

The three solos also say that flexibility is another critical skill for librarians, and Helen Poot would certainly agree. Helen, a research manager at PwC, helped create and manage an offshore research team, an experience she documented in a paper she presented at the SLA 2013 Annual Conference. In 2015, however, she realized that the research needs of her employer had changed and that the existing offshore team would require a significant investment of time and money to meet these new challenges. She decided to find a new vendor instead.

“In 2015, we determined that our clients’ needs and expectations were changing and that we would have to adjust by changing and enhancing our research process and deliverables,” she writes. “We viewed this shift not as a switch to an alternative solution, but rather as a progressive growth and broadening of our services.”

Growing and broadening services is also the focus of Deb Hunt’s article on knowledge services. Organizational knowledge walks out the door every time an employee leaves his or her job, so employers have a vested interest in creating a culture that encourages greater sharing and use of knowledge. This presents special librarians with an opportunity to take the lead in developing and implementing a knowledge strategy in their organization.

“Success comes most readily to organizations that have the best access to organized, strategic knowledge and know how to wield it most effectively,” Deb writes. “We, as knowledge strategists, can (and should) be the knowledge thought leaders in our organizations.”

What does it take to become a leader, either in your organization or in the eyes of your colleagues or peers? Siobhan McGuinness, who received the 2016 Career Advancement Award from SLA’s Leadership & Management Division, shares her thoughts on leadership during a wide-ranging interview with Jamie Marie Aschenbach.

“When I see people on Twitter who work so hard to make librarianship such an import aspect of our lives, I always look to see what they do,” she says. “Some of them don’t even know they’re leaders, but they are to me. So I look to how they lead, and they drive me to be a good leader.”

Check out the full interview with Siobhan, the articles on managing libraries and implementing knowledge services, and much more in this issue of Information Outlook.
Helfer Tops Slate of 2017 Award Recipients

Doris Small Helfer, chair of collection access and management services at the Oviatt Library at California State University Northridge, will receive SLA’s top honor, the John Cotton Dana Award, at the association’s 2017 Annual Conference in June.

The award, named for SLA’s founder and first president, recognizes a lifetime of achievement and exceptional service to SLA and the library and information profession. It will be presented at the conference’s closing general session on Tuesday, June 20, at the Phoenix Convention Center.

Doris received the Rose L. Vormelker Award in 2004 and was named an SLA Fellow in 1998. She was inducted into the SLA Hall of Fame in 2011.

The presentation of the Dana Award will conclude the honors program at SLA 2017, which will begin on Sunday, June 18, with the announcement of the SLA Rising Star and Rose L. Vormelker Award recipients. Rising Star Awards are presented to individuals with one to five years of experience in the information profession who have exhibited leadership and innovation within SLA and the information management industry. At SLA 2017, three SLA members will receive Rising Star Awards:

- Chrystelle Browman, a legal research analyst at Fenwick & West in California;
- Marie Cannon, knowledge and information officer at Clifford Chance in the U.K.; and
- John Kromer, physical sciences librarian at Brown University in Rhode Island.

The Vormelker Award, which honors a commitment to teaching and professional development, will be presented to Kim Dority. The author of more than 200 articles and columns as well as two books, Kim is an adjunct faculty member in the Library and Information Science Program at the University of Denver. She also founded and runs Dority & Associates, which helps colleges and universities create strategies for using career-focused content to achieve their recruiting and job placement goals.

Kim chaired SLA’s Students and New Professionals Advisory Council from 2014 through 2016, served on the Competencies Task Force, and has presented webinars on finding jobs and changing careers.

At the general session on Monday, June 19, SLA will recognize five new Fellows. Fellowship in SLA is conferred upon mid-career information professionals for their past, present, and future service to the association and the information profession. The new Fellows are as follows:

- Khalilah Gambrell, marketing technology analyst at EBSCO Information Services in Massachusetts;
- Richard Huffine, librarian at the Consumer Financial Protection Bureau in Washington, D.C.;
- Debal Kar, university librarian at Ambedkar University Delhi in India;
- Tara Murray, director of information services and librarian at the American Philatelic Society in Pennsylvania; and
- Sara Tompson, library, archives, and records manager at the Jet Propulsion Laboratory in California.

Also at the Monday general session, SLA will induct two members into its Hall of Fame. Established in 1959, the SLA Hall of Fame recognizes distinguished service and contributions to the association or a chapter or division and is reserved for members at or near the end of their professional career. In Phoenix, two members will be inducted into the Hall of Fame:

- Lawrence Guthrie, global interlibrary loan librarian at Covington & Burling in Washington, D.C.; and
- Leigh Hallingby, founder and former manager of libraries at several nonprofit organizations in New York.

At the association level, Doris has served on the SLA Board of Directors and the Emergency Preparedness and Recovery Advisory Council and chaired the Scholarship Committee and the Information Outlook Advisory Council. At the unit level, she has long been active in the Southern California Chapter, serving as its president and its professional development chair and receiving the chapter’s Billie Connor Award in 1995-1996 for her dedicated service. She has also chaired SLA’s Knowledge Management Division, IT Division, and Telecommunications Division.
Managing an Offshore Team: Is the Elephant Still Here?

CHANGING CLIENT EXPECTATIONS PROMPTED A PROFESSIONAL SERVICES FIRM TO RETHINK ITS RESEARCH PROCESS AND TRANSITION TO A NEW OFFSHORE TEAM THAT BETTER SERVES ITS NEEDS.

BY HELEN POOT, MA, MLIS

A t the SLA 2013 Annual Conference in San Diego, I presented a paper titled “There’s an Elephant in the Room, but Your Staff Isn’t: Connecting and Collaborating with Your Offshore Team.” The paper discussed the PwC Research Department’s experience in creating a remote (offshore) support team.

I thought it might be interesting to revisit the topic and take a look at where we are now. What have we learned? How has our work changed?

The short answer to both questions is, a great deal.

The expression “there’s an elephant in the room” means there is a conspicuous problem that no one wants to address. Among librarians and information professionals, the use of offshore teams to conduct research services has often played the role of the pachyderm. Today, at least with respect to PwC’s Analytical Insights group, this is no longer the situation. While almost all of my unit’s “transactional” desk research, as well as a great deal of higher aggregation and synthesis of research findings, is being handled by our remote team, onshore staff are focusing on complex, high-profile questions involving both core, traditional research skills as well as data analytics and visualization. This staffing structure makes it difficult to extend the “elephant in the room” analogy, so perhaps we should say the elephant has morphed into a typical and well-used furnishing in that room.

Broadening Our Services

In 2013, after two years of training, transition, and collaboration, offshore researchers were handling more than 80 percent of research requests, representing more than 90 percent of research hours. Adding this offshore capacity enabled us to handle twice the volume of research requests as when we first began the transition process in 2011. Managing the request queue became a shared responsibility between the onshore and offshore teams based on timing, sources required, and the level of research complexity. The U.S. team focused on creating new research opportunities for the department at large and addressing higher-level requests with more added value.

This ongoing collaboration with the offshore team was facilitated by implementing the following systems and processes:

• using instant messaging or chat

HELEN POOT is a research manager at PwC. She previously worked at Diamond Technology & Management Partners, where she established and then led the research and knowledge management function for almost 15 years. She earned a master of arts degree in comparative literature from the University of North Carolina and a master’s in library science from the Catholic University of America.
to discuss immediate issues and requests;
- scheduling virtual meetings on a daily or weekly basis;
- working from a shared request management system;
- conducting surveys of the offshore team members and managers to gather their feedback;
- visiting the offshore team annually; and
- gathering client feedback on a periodic, ad hoc basis.

In 2015, we determined that our clients’ needs and expectations were changing and that we would have to adjust by changing and enhancing our research process and deliverables. We viewed this shift not as a switch to an alternative solution, but rather as a progressive growth and broadening of our services.

To a considerable extent, these changes reflected PwC’s increased emphasis on including data and analytics in research projects. Our onshore research team needed to be part of interdisciplinary teams combining data, analytics, traditional research, and visualization skills. On one hand, our onshore team needed to develop new analytical skills; on the other hand, any onshore team needed to develop new visualization skills. On one hand, our interdisciplinary teams combining data, research team needed to be part of onshore teams working in parallel with our existing offshore workforce has enabled the offshore workforce to focus on more complicated research and analysis and engage in new areas of research, including data analytics and visualization.

The Transition Process
Throughout the transition to the new vendor, parallel teams—one from the new vendor, one from our onshore group—collaborated to ensure a smooth process.

Research managers and subject matter specialists ensured that the new team received the requisite training on research tools, PwC’s organizational structure and goals, company jargon, market positioning, and so forth. All templates, standard screening scripts, and “boilerplate” responses were provided.

For training purposes, researchers on the new team were given requests that had previously been resolved. By comparing their responses to earlier, actual responses, we ensured that the same level of service quality was being provided at the outset (and, ultimately, improved).

The existing and replacement offshore teams worked in parallel for four months, using the existing request submission tool. Requests were gradually shifted to the new team, based on the level of complexity. Content licenses were also gradually transferred to ensure that either team could respond to requests as necessary during the transition period.

At the same time, the new vendor’s technology specialists, with ongoing input from our onshore research and IT teams, tailored their standard request management system to our specific requirements. Onshore researchers and volunteers from our internal client base tested the new system to ensure that it was client-ready and user friendly and could capture the required metrics.

Because the new request management system is vendor-hosted, the transition to the new offshore team had to be completed before the system could be implemented. After four months of working in parallel with our existing offshore team, the new offshore team launched in April 2016.

For the next several months, two U.S.-based research managers continued to review incoming requests, assisting in their triage and routing where necessary to onshore research specialists. These managers also continued to provide ongoing guidance to the new team. This guidance was particularly important with respect to requests involving internal PwC materials and to “referral” requests, which require connecting requestors to individuals and groups who may be able to assist them.

And Now?
A year into the new arrangement, research request volumes remain steady. All requests are now being triaged and managed by the offshore team, with the onshore team providing input on an as-needed basis. Our
formatted company profile reports have been expanded and enhanced, and several newsletters have been launched.

Although the new research team works much more independently than did the previous offshore team, the ties with the onshore team have not been completely severed. Many requests require both a deep understanding of firm knowledge and intellectual capital. They may also contain “firm speak” and jargon, a full understanding of which takes time to develop. Mapping referral questions to subject matter specialists, particularly in a matrix organization, can be difficult for external groups. The onshore team continues to provide guidance on these types of requests.

We also continue to monitor the request queue to ensure that requests that should be handled by the onshore team are routed properly. In addition, we work to minimize duplication of effort, such as in cases where members of project teams might reach out to both the onshore and offshore teams with identical requests.

Providing quality research is a journey. The definition of research and the deliverables expected by the client are changing. By leveraging our offshore team for basic research requests, the onshore team has been able to address rapidly changing and more complex requirements from our constituents. The onshore research group has also been integrated into multidisciplinary teams (along with data and analytics specialists) that can provide more analysis and insight to key stakeholders.

To use a perhaps overused term, we have become more agile.
One Person, Multiple Skills: Managing a Solo Library

ON GOING PROFESSIONAL DEVELOPMENT THROUGH SLA AND OTHER RESOURCES IS ESSENTIAL FOR INFO PROS WHO ARE SOLELY RESPONSIBLE FOR THEIR LIBRARIES.

BY ELIZABETH FITE, MLIS, GABRIELE HYSONG, MLS, AND ANNA YANG, MLIS

What skills and abilities do librarians need to learn to excel at their jobs? The answers will vary somewhat depending on the position, but a short list would probably include the following:

• managing copyright;
• managing databases;
• negotiating license agreements;
• curating information;
• analyzing data; and
• managing and preserving digital assets.

Solo librarians—those who work alone in libraries or information centers—would probably include a few others, such as creativity, flexibility, project management, and networking. While all librarians might benefit from acquiring these skills, solo librarians cannot succeed without them. (The freedom to make mistakes is another must-have.)

That’s one of the key messages shared by three solo librarians who work in disparate environments: one in a nonprofit botanical garden dedicated to the conservation and preservation of native flora; one in an industrial manufacturing facility; and one in a university devoted to health care research. The three—Liz Fite of Mt. Cuba Center, Gabi Hysong of Rolls-Royce, and Anna Yang of the California Health Sciences University—also agree that ongoing professional development is critical to providing good customer service and meeting organizational needs. Following are their personal observations.

Providing Space to Experiment

My job at Mt. Cuba Center is the first solo librarian position I’ve held, and I am the first full-time librarian ever hired here. When I accepted the job, I was tasked with building our library and archival collections from the ground up. I had limited experience with creating and managing collections, and I am the only library and archives employee at Mt. Cuba Center.

I had limited experience with creating and managing collections, and I am the only library and archives employee at Mt. Cuba Center.

Fortunately, my organization encourages and supports professional development. I’ve been given a lot of flexibility to explore various trainings and professional groups to determine which would best fit my needs and the needs of our collections.

Being a solo librarian can be frustrating at times, but it has also allowed me space to experiment with what I learn from my colleagues or what I’ve seen in the latest webinar or workshop. As a solo librarian, I eventually learned (after much trial and error) that in order to grow our services and collections, I needed to hone my project management and networking skills. The two resource pools that I’ve found most helpful in improving these skills are the formal and informal professional organizations, groups, and listservs I’ve joined over the years and the numerous webinars, massive open online courses (MOOCs), SLA workshops, and conferences I’ve attended.

SLA (specifically the SLA Philadelphia Chapter) quickly emerged as one of the top resources for developing my networking skills. Being able to reach out to a fellow solo or SLAer who has experience with, say, the same kind of massive project I’m planning to take on is invaluable! For example, I wasn’t comfortable with networking at first, but other SLA members helped me navigate the sometimes tricky world of professional social interaction. Networking with other SLA members is a great starting point for anyone who wants...
to improve this skill, but doesn’t know where to start.

In addition to networking, training in project management should be required for everyone in our field, especially solo librarians. I’ve come to realize how it facilitates effective communication with other departments in my organization—a huge time saver.

One of the best aspects of the project management, networking, and other skills I’ve developed as a solo is that they’re portable. I can utilize them anywhere!

**LIZ FITE** is the librarian and archivist at Mt. Cuba Center, a public garden in northern Delaware that showcases native plants of the Eastern Temperate Forest. She can be reached at efite@mtcubacenter.org.

---

Create a Silk Purse

I was hired as a full-time solo librarian by Rolls-Royce in December 2006, after graduating with my MLS. To add perspective to my career as a librarian, I had never worked in a library, yet I was given the job of senior librarian upon joining Rolls-Royce full-time.

Becoming a librarian was a career transformation for me. At the age of 50, I quit my job, sold my house, and entered graduate school to pursue my MLS degree. My previous career had been in the environmental field. My undergraduate degree was in public health, with a concentration in environmental science. I worked for 10 years for an environmental company that included a hazmat transport division.

At the time I decided to become a librarian, I was the safety and compliance manager for that division. I knew all the regulations and nuances of hazardous materials and hazardous waste transportation in the United States.

Prior to my full-time employment with Rolls-Royce, while I was still working toward my MLS, I was a part-time contractor in the Rolls-Royce library. My contract began as a three-month cataloging project, but it kept expanding to other projects, and I ended up contracting with Rolls-Royce for two years while in graduate school.

When the librarian under whom I was working decided to pursue a different position with the company, I was offered the job of librarian. I jumped at the chance, since I had just graduated and none of my other local job prospects were panning out. Although I was given the position of senior librarian, the company was planning to close the library in a year. I was undaunted, figuring I would at least get some library work experience under my belt.

Today, I affectionately call my library a silk purse, since I transformed it from a pig’s ear. It is now a 21st century library that is widely utilized, not only for the space but for the collections and my ability to assist patrons with their information needs.

As was the case with my previous position as a safety and compliance manager, I had NO idea how to be a corporate librarian. I just knew I had to hit the ground running in order to maintain the library. As a novice librarian in my early years here at Rolls-Royce, I utilized the resources of SLA heavily. I received my SLA certificates in copyright management and competitive intelligence, studied all of the SLA knowledge management courses, and participated in every library-related webinar from SLA headquarters and the various divisions and other groups.

When I began my library career, I already possessed many important skills from working for many years in the corporate world. I had the ability to solve problems, was self-directed and motivated, had an intense desire to learn, enjoyed teaching, was creative, and, most important, was customer service oriented (the result of working in retail establishments and the restaurant business). I gained the following skills from SLA and other library organizations, through conferences, webinars, books, and conversations and online discussions with other librarians:

- license agreement negotiation;
- copyright management (I am now the resident copyright expert with respect to the use of non-Rolls Royce intellectual property);
- knowledge management;
- competitive intelligence; and
- database management.

Another skill—cataloging—gave me entrée to my current position, and to this day I still thank my cataloging lecturer from library school! In addition, I have always relied on my fellow SLA members for their depth and breadth of knowledge, not to mention their words of encouragement.

---

Personalizing Each Transaction

Since my transition from library assistant to solo librarian almost a year ago, I’ve realized that having good people skills and being creative can take you a long way. I work in a small, private, for-profit institution where everyone knows everyone else by their first and, sometimes, last name. The ability to collaborate and work efficiently with the people at my institution has helped me build meaningful professional relationships.

I try to personalize each reference and consultation transaction to meet the needs of the patron. An indispensable skill for someone in my position is the ability to connect with people, and I’m proud to say it’s a skill I do have. It doesn’t develop overnight, nor can it be obtained from one webinar, but if you actively strive to shape your services

---

Continued on page 21
Since leaving the hospitality industry to become a librarian, Siobhan McGuinness has found her professional voice, built a network and a brand, gained new confidence, showcased her work, gotten involved in SLA, developed leadership skills, and collaborated with other librarians, both in the United Kingdom and across the globe.

And she’s done most of it 140 characters at a time.

Siobhan enrolled in library school just as Twitter was taking flight, and she has used the social networking service to not just introduce herself to the library community but also to carve out a professional space in that community. It was through Twitter, for example, that she got introduced to SLA and formed a mentor-mentee relationship with Tracy Maleeff, who steered her toward the Leadership and Management Division. Soon after, Siobhan received the division’s Career Advancement Award, which helped fund her travel to the SLA 2016 Annual Conference in Philadelphia.

“I’m so thrilled I got the opportunity [to attend],” Siobhan says. “It’s a really, really awesome thing to happen for a new information professional.”

Information Outlook connected with Siobhan through another technology (Skype) in March, when her native Ireland was commemorating its patron saint, Patrick.

You first popped up on my radar last year with your tweets from the SLA 2016 Annual Conference. How has Twitter helped you grow your professional network and brand?

Twitter began when I was taking the master’s program, so back in 2013 I began using it. It had been around for a while, and I hadn’t really understood it and didn’t have any need to get on Twitter, and then the master’s came up and the teachers told us get on Twitter. Just set up an account, they said, as basic as it can be. Be an egg for a while, you know, figure out what it is. Even the teachers were on Twitter. Just find them, we were told; see what they are talking about. Follow each other. Write a blog post. It was very, very easy to do. I never thought for a
second it would be this helpful to me, in no stretch of my imagination. And it has helped me grow professionally in many, many ways.

So the first point would be reaching out, creating a dialogue with other librarians. What we did when we were in college was to follow the people that had graduated the year before. And they knew we were doing this. So they created a dialogue with us about what we were interested in and the different library associations. Like, there’s not just the Library Association of Ireland, there are other library associations.

And you just expand that pool of people, and you get to learn about libraries in the U.K. and follow a few people on the American side within SLA. CILIP [the Chartered Institute of Library and Information Professionals] is another big U.K. library association, and they do a lot of collaborating with the Library Association of Ireland. So that was a big pool of people. I have since followed a few Australian librarians as well.

So it’s a huge eye-opener, especially when you’re starting out and trying to figure out where you sit within librarianship. And I thought Twitter gave me a lot of confidence when I was in college. My background is, I’m 36, I went back to college at 28, having had a previous career in hospitality. I didn’t really know what I wanted to do, so I went back to college until I found the master’s in librarianship, and even in that I didn’t know what I wanted to do. It was a bit daunting going into the profession—

I didn’t realize it was so big, I really didn’t. And it was so significant. I always knew libraries were around, I was a big user of the public library, I read a lot, but it never clicked with me just how significant librarians and libraries are to society.

So it was through Twitter that I really found my voice, and I found how comfortable I was with these people that I didn’t know before. And I found the sheer love and passion for the profession that I knew existed, but not in the capacity that I had ever thought of.

It also allowed me to showcase my works. Never before had I put out anything—you know, an essay that you might write or a post on something you had done on cataloging, or, you know, very small pieces. To put that out there and have other librarians comment on it is such a big boost for a new professional, and it gives that platform to show off and say, “Here I am. I’m the newbie. Reach out to me.” And you slowly get to contribute to the profession and you slowly get to see who to talk to and who to learn from and who to touch base with, and, you know, how to ask the right questions. So, yeah, that’s kinda how it helped me grow.

I had never thought of it as a professional brand. The professional brand idea is quite American. It’s not so much pushed to be that way here—I suppose it’s more of a network. But I have slowly built myself into a brand as well. It’s been an ongoing process, really.

You’ve cultivated your personal brand, or your personal network, online. How did you go about that?

I didn’t really have a plan; it just all seemed to happen. Because when I got on Twitter, I became obsessed with Twitter, and then I became obsessed with being a librarian on Twitter and finding all of the librarians that were on Twitter in the world. I kind of said to myself, “I like this. This is working for me.”

You kind of pick up ways of how other people are doing it, and you pick up how it works for you. There are people who will tweet every sentence of a conference and not look at the presenter. And there are some who will, you know, take the time to reflect on it afterwards and send out a few tweets.

I think the personal brand on Twitter itself as a librarian says a lot about how your profile changes over time. In the last two years, mine has definitely changed. Like, with the American electoral process, I became obsessed with politics, and my Twitter feed was full of American politics. Now I’m like, I don’t want to hear a thing. I also follow a lot of musicians on Twitter, and I think that has taken over my feed as well.

So now I’m trying to find all my library information again. I need to kind of pull back a little bit, so my feed is only for my profession. I want to know what librarians are up to, I want to know what information is out there on libraries, different topics and things like that.

And my bio’s actually changed a million times. When we set up this interview, I looked at my bio again and it looked dated, so I need to change it again. You have to know to do that—it’s not something that’s going to stay the same from the day you set it up to four years later. And by doing that, it’s a really good exercise because you see how you’ve grown and changed as a professional. You can see, hey, this is my personal brand, I want it to be this, I want my bio to look like this, I want my
If you had told me three years ago that I was going to have this conversation with you today, I would’ve laughed. There’s no way I would’ve Skyped with you—I do not know this person, I’m not doing this, go away from me.

picture to look like this. One big decision I made was to go down to a professional photographer to have a picture taken, and I said that it was gonna’ be for Twitter, and it looked like that.

So, you know, things like that you have to think about. Come back to me in six months’ time, and it might be totally different again.

You’ve worked in a variety of library positions, including IT, technical services, records, and research. Which was the most challenging, and why?

I think all of them are, in their own way, very challenging. Each position was very different, and I needed to adapt and change to the new job or project. You know, that can be challenging in any environment—knowing you’ve never been here before.

In hospitality, even though you might change jobs every couple of years, you still kind of go in knowing what’s ahead of you, whether the place is bigger or smaller, whether the staff is bigger or smaller. With the skills you get in librarianship, you can go down so many different roads, which is what I kind of have on my CV. And even within that, even if you are a research assistant, every research post you do is extremely different.

So it’s very, very challenging, and at the same time, the contracts that I’ve done were a three-month contract and a nine-month contract, and another one was for a year. It’s very, very difficult at times to settle into a place like that. That can be the challenge itself—getting into a routine. You get to know a place, and you get to know the staff and you like them, and then you’re gone, never to return. So that can be a challenge in itself.

And I’m 36, I’m venturing on a new career, and you get to that age—I do, anyway—where I second-guess myself the whole time. So I think, you have to stop yourself. All these tiny little challenges that were never there before in my employment life are there now. They are the ones that are challenging me, more so than the job roles. But being that other new professionals are in the 18- to 25-year-old range, I’m a bit of an outlier in this position.

Being a newer library professional, what do you see as the most difficult aspect of librarianship today?

From my perspective, it’s getting the right experience. You can only do so much in internships. And what I recently found out, unfortunately, is that your courage to create will only take you so far.

If I had my time over again, I would really look at what employers wanted. Now, in Ireland, they want two years’ library experience for everything. I’m gutted that I don’t even have that, because I don’t have actual library work experience. Everything I’ve done is a research post or I’ve been working in a closed library, and they don’t see that as library experience. They want it very specific, as in academic library experience or public library experience.

I don’t know if you can perfect it, in that kind of way—to know that you have enough under your belt so if you do go for various positions, you have most of the boxes ticked, not just the degree. Today, for new graduates, there’s a lot of reason in saying get all the experience, get all the skills, because we can do so many different jobs, yet we still get pigeon-holed of being that librarian who reads books and tells people to be quiet in a lovely old library.

So it’s a double-edged sword. For me, anyway, that was the most difficult aspect—anything I did, I didn’t do enough. I am still falling short of what they need or what they want.

You’ve been active in SLA and SLA’s Leadership and Management Division. Why SLA?

I joined all the library associations when I was in college, and then as the years progressed, I got involved on Twitter with #uklibchat. As I was already obsessed with Twitter, I got obsessed with Twitter chats, and SLA was developing their Twitter chats. So I was looking out for them, you know, and I got involved with that and I got to know a lot of people across the States and the U.K.

There was one particular Twitter chat that I think was about mentoring, and Tracy Maleeff approached me regarding a mentor-mentee relationship. That got me really looking at what SLA was, and the European Chapter—I didn’t know what it was. And then I got involved in the European Chapter’s Digital Communications Division, and I have no idea how I got involved in that! And now, the last six weeks, I’m chair. So it’s like, okay, these things happen.

And then Tracy decided to sponsor me as an LMD member, and she encouraged me to apply for the Career Advancement Award, which I went on to win, and then I attended the SLA conference last year. And I’m really grateful to everyone I met there. I’m so thrilled I got the opportunity. It’s a really, really awesome thing to happen for a new information professional.

From there I became involved in LMD’s professional development team, as we deliver a webinar every month. And that’s really cool, getting to know the contacts for all the different people who do businesses, not just getting a librarian to do it. It’s reaching out to different people, and they’ve been really successful so far.
Siobhan visits the iconic LOVE statue in Philadelphia while attending the SLA 2016 Annual Conference.

What leadership skills have you learned through SLA that are benefitting your career?

I would definitely say teamwork and communication. These skills are good to have when you work virtually with people, and that’s where my leadership skills have grown—working virtually with people through SLA and the LMD and with the Europe Chapter also. They meet in person at the British Library every month, and I call in via conference call. The LMD, the gal that runs the LMD professional development team, she’s based in England as well, and we basically e-mail and Skype. So it’s all been run virtually.

If you had told me three years ago that I was going to have this conversation with you today, I would’ve laughed. There’s no way I would’ve Skyped with you—I do not know this person, I’m not doing this, go away from me. So that’s where your leadership skills come in, that it’s OK to do things like that, it’s OK to be interviewed by somebody and then have it published.

I think as well, I’ve learned my tone and my approach to people and to listen to the tone and the approach of the other person—to read between the lines in e-mail to figure out what that other person is thinking. For me, to figure that out first and then go from there is really, really important.

Leadership skills, for me, have more to do with your personality than anything else. I like to think I’m a good people person, that I can meet people pretty well. I never push my help on somebody unless I can see or hear that they need it.

A good leader should be able to see that, six weeks into a project, somebody can turn around and say, “I can’t do this, I really can’t do this.” A good leader should be able to stand there and go, “We’ll get it sorted out, it will be fine.” You might not essentially be the team leader, but a leader is able to pick everyone back up again and go, “It’s okay. We’ll get this done. It’ll be fine.” And writing an e-mail just to say it’s okay is just as good as calling people and having an hour-long conversation.

You won the LMD Career Advancement Award last year for a proposal for a webinar. Can you tell me about the program and why it is important?

I put together a three-minute presentation, and it got to be the basis of a webinar for new information professionals using social media. So, again, this is how Twitter helped me—basically it was my story as a new information professional. Now it’s kind of gotten to the stage where I’ve expanded it a lot. LMD got a new chair, and I sent out an e-mail that said, I have a few ideas, I want to do this, and they came back with so much support. So I was like, right, let’s do this.

Now I’m hoping to do a few interviews, a few blog posts, and a webinar or two, and it’s really easy for me to do these now because I have access to the LMD webinar tool and the webmaster, Grace Kim, to get things posted. And with the contacts I’ve been given already, I’ll be able to reach out to them to get them involved. I did have plans on getting things started at the beginning of this year, but next week is April and I don’t really know how that happened! So I’m hoping to tackle it this month and have it completed by September. I’m hoping to reach out to new information professionals within SLA.

You wrote on the SLA Leadership and
Management blog, “You need to know what makes you curious and drives you to do more.” What sparks your curiosity and drive these days?

I suppose what I’ve learned in the last three to four years is that librarians like to learn. I think we’re naturally curious people. We’re not nosy, we’re just curious.

When I see a volume of people on Twitter who work so hard to make librarianship such an important aspect of our lives, I always look to see what they do. Some of them don’t even know they’re leaders, but they are to me. So I look to how they lead, and they drive me to be a good leader.

I don’t necessarily think I am one, because, you know, I’m still a new information professional. I don’t feel myself leading anyone. So the leaders I do see, like Tracy Maleeff and Penny Leach, really drive me to do better. Especially with this program I’m doing after winning the award, it’s not going to be, you know, half done. Always have your top game, and always go to see what others are doing that you can do just as well.

On your blog, you write about collaborating internationally. Why do you think this is important?

You can get very comfortable in a job, seeing the same people everyday, working and living in the same area. You might see a variety of people every day, but you don’t fully understand what they do or where they come from.

Collaborating internationally or even nationally, like I did on a project two years ago with a group through the west of Ireland—I’m in the south of Ireland, so I never get to the west part—is really, really good. I got to know them and what was going on in the west of Ireland. I got to realize what their public library was like, the range of jobs they had. There’s nothing like that down at this end. I was like, okay, we need to do something about that.

With the U.K., you just know what’s going on. Libraries in the U.K. are going through a horrible time. So you get on Twitter and you tweet out that this is going on, or you sign a petition to say I’m with you. Simple things like that—you just know what’s going on. In Australia, there are two SLA members I’m quite fond of—one’s in New Zealand, actually—and you get to know what’s going on there. You always look to the webinars to see what else is going on, new things that they’re doing.

You can get too settled in your own bubble, and I never want that to happen. As much as I don’t like what’s going on, I want to know what’s going on, or new ideas, and to keep that curiosity.

You’ve often tweeted about reading 52 books in 2017. How do you decide what to read next? Is there any category of books you won’t read?

I have a really good Facebook book club. It’s called the Rick O’Shea Book Club (https://www.facebook.com/groups/therickosheabookclub/). He’s an Irish radio presenter, and he set it up about four years ago, and now he’s got 6,000 members. So that’s my go-to for books, and they’re all pretty good books that I would read anyway—books that have won the Booker Prize, the Bailey Women’s Prize for Fiction, New York Times best-sellers.

On Instagram, Reese Witherspoon puts up what she reads. I think Sarah Jessica Parker also tweets what she reads. Basically I read fiction, but I have begun to crawl out of my comfort zone. At the moment I’m reading Roxanne Gay. She’s really, really good on Twitter, and she was a keynote for the American Library Association. I read Lena Dunham’s autobiography, and Naomi Klein on climate change—that’s been a terrifying read. So those are the kind of things I read to kind of get out of my comfort zone.

If there’s a category of books I won’t read, I suppose I could say no to romance or chick lit. Don’t get me wrong, I love a good love story, but I’m not going to be picking up 50 Shades of Grey or anything like that. If you sent it to me, I might try to read it, but if I don’t like it I won’t get through it. Science fiction, I’m not going to say no to, but it’s not something that I’m always drawn to. There’s a huge section in my public library that I’m always meaning to kind of sit down in and go, hmm, I really should read one of these, but I’ve got too much in my TBR pile.

I’m at 21 books already—I’m throwing it out of the park this year. My public library has e-books, and I started reading young adult fiction that way. They’re so good! There’s some really good young adult fiction out there.
KM/KS: Opening Doors to a World of Opportunities

IMPLEMENTING A KNOWLEDGE CULTURE WITHIN YOUR ORGANIZATION WILL DRIVE KNOWLEDGE SHARING, LEAD TO BETTER DECISIONS, AND DEMONSTRATE THE VALUE YOU BRING.

BY DEBORAH HUNT, MLS

Having worked outside of libraries much of my career, I’ve learned firsthand how our librarian/information professional skill set can be strengthened and expanded to ensure we are relevant and essential and contribute to the return on investment (ROI) of our organizations or clients. As we shed or expand our more traditional roles and assume new ones, we are beginning to be seen as part of the solution rather than part of the overhead.

Knowledge services is a logical extension of our existing skill set and positions us to move into the parallel world of knowledge management and knowledge services (KM/KS). Sadly, most organizations do not look to librarians when they consider knowledge services initiatives. IT folks are being asked to do this work, even though we already know how to do it or can ramp up our current skill set or competencies to tackle it.

By performing knowledge services, we can become invaluable to our organizations and clients and contribute positively to the bottom line. We can demonstrate our value and relevance by being results-oriented and opportunity-focused and turning tacit information (the stuff that lives in people’s heads) into strategic, reusable knowledge that creates value through sharing.

What is Knowledge Services?

One major issue that increasingly challenges organizations and business and enterprise leaders is the management of intellectual capital. Every day, employees leave organizations, taking their “brain trust” with them. As Jonathan Spira (2006) put it, “With the dramatic shift from an industrial to a knowledge economy during the last 25 years, a company’s success is predicated on being able to tap into its biggest asset—the knowledge of its employees.”

That is where KM/KS comes in. What is knowledge services? Knowledge services is the act of putting knowledge management to work—in effect, it’s the practical side of knowledge management. Knowledge services is an enterprise-wide service delivery function that enables companies and organizations to achieve excellence, both through the performance of internal staff and through interactions with...
KNOWLEDGE SERVICES

As the knowledge strategy in your organization begins to take hold, the intellectual capital that lives in employees’ heads becomes an organizational asset that can be codified and thus reproduced and shared.

external customers.

KM/KS guru Guy St. Clair defines knowledge services as “...an approach to the management of intellectual capital that converges information management, knowledge management, and strategic learning into a single enterprise-wide discipline. Its purpose is to ensure the highest levels of knowledge sharing within the organization in which knowledge services is practiced.” (2016)

Implementing Knowledge Services

As with any such initiative, implementing knowledge services requires putting a foundation in place. This foundation should include, at a minimum, the following:

- clear objectives that you communicate to management to obtain their support;
- a team in place that includes senior management (to model behavior, provide support, and reward participation);
- a sense of urgency, with a timeline, milestones, assignments, and accountability; and
- sufficient human, financial, and technological resources.

Once you have this foundation in place, you are ready to move on to the next step: the knowledge services audit. The knowledge services audit is an integral part of the KM/KS strategy. Guy St. Clair (2016) describes the KS audit as combining “the methodologies of the standard needs analysis (asking what knowledge resources and services community of practice participants require to do their work), the information audit (which determines how knowledge assets are actually used), and the knowledge audit (which looks at knowledge assets, how they are produced, and by whom).”

The information collected in the audit provides a snapshot of the knowledge culture (the quality of knowledge developed and shared in the organization) and measures the organization’s knowledge-sharing “health.” Knowledge services audit findings provide both an “opportunity focus” and a “results focus” (to use Peter Drucker’s descriptions) for the knowledge strategy team and for organizational management. It’s a foundation or starting point.

Having conducted your KS audit, you can now begin to establish a knowledge strategy. A knowledge strategy brings together the many “discrete disciplines” working with information, knowledge, and strategic learning. The goals of developing a knowledge strategy are to—

- utilize organizational knowledge/intellectual capital in support of the organizational mission;
- enable all stakeholders to focus on the organization’s purpose, business, and values;
- provide a blueprint for action (aka a “knowledge roadmap”);
- identify milestones for monitoring achievements in knowledge development, knowledge sharing, and knowledge utilization and assess knowledge initiatives; and
- build awareness—that is, “open the discussion” so more people can connect with and participate in the organization as a knowledge culture.

As the knowledge strategy in your organization begins to take hold, the intellectual capital that lives in employees’ heads becomes an organizational asset that can be codified and thus reproduced and shared. You can then begin to use social media and technology to drive knowledge sharing so it becomes an accepted and normal part of your organization’s culture.

For some employees, this phase can lead to feelings of loss of control, more 

| Knowledge Audit Strategy: Reactive > Proactive > Interactive/Integrated |

<table>
<thead>
<tr>
<th></th>
<th>Needs Assessment</th>
<th>Information Audit</th>
<th>Knowledge Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to do what I’m doing better (reactive)</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Opportunities to be proactive</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Opportunities to be integrated and affect culture</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Source: The Knowledge Audit: Evaluating Intellectual Capital, SLA Knowledge Management Certificate Course, SMR International (Guy St. Clair, Dale Stanley, and Deborah Hunt)
(and possibly unwanted) visibility and/or responsibility, or a diminution of the “expertise” that makes them feel valued and secure in the organization. As knowledge strategists, we have both an opportunity and responsibility to enable a new and “accepting” frame of reference for employees with respect to social media utilization, value network analysis, and knowledge sharing. We can also leverage the management team we created as part of our

**Becoming a Knowledge Strategist**

Special librarians/information professionals possess a unique understanding of organizational knowledge needs because we work across organizations at many levels. We can connect knowledge services to an organization’s mission, vision, and values. We are passionate about what we do and imbued with intellectual curiosity and generosity.

We know that organizational success is more readily achieved through the development, implementation, and utilization of a knowledge culture. The question we must ask ourselves is this: Are we going to sit on the sidelines, or are we going to be part of the action?

If your answer is the latter, you don’t need to do this alone. You can be part of a team or even the team leader, but by all means, be part of KM/KS in your organization. Here are just some of the roles you might take on in a KM/KS initiative: strategic knowledge professional, knowledge facilitator/consultant/in-house expert, knowledge coach, or knowledge thought leader.

Are you prepared to be the knowledge strategist—the knowledge thought leader—for the company or organization in which you are employed. If so, why? If not, why not?

Think big and lead the change, or at least be part of it. Change is inevitable. Seize the opportunity to make a difference in the knowledge services process at your organization or with your clients.

**Invest in Your Career Success**

For most of us, moving to a parallel career in our profession requires a willingness to invest in ourselves—financially, of course, but also in terms of effort and time. Many of my colleagues bemoan the fact that their employers do not subsidize their professional development or pay their expenses to attend conferences.

For most of my career, I was self-employed or worked for employers who paid little (if anything) toward my career development. I took it upon myself, as a professional, to invest in myself. That is how I became a certified Enterprise Content Management Practitioner. I saw a gap in my skill set, and I filled it.

Remember, you may lose your current job next year, next month, or even next week, so you want to be sure you are always armed with the skills employers want and need and are willing to pay generously to acquire.

The Librarian’s Skillbook: 51 Essential Skills for Information Professionals (which I co-authored with David Grossman) outlines six sure-fire strategies for acquiring and developing new skills: reading; attending classes, webinars, and workshops (including SLA’s Knowledge Management/Knowledge Services Certificate Program classes); writing and blogging; networking; mentoring; and participating in volunteer and mid-career internship opportunities.

**The SLA Competencies and KM/KS**

I was very excited last year when the revised SLA Competencies for Information Professionals were published. They are an invaluable resource for articulating our skill sets and competencies to employers and serve as a checklist for professional development. If you have not read them, I encourage you to do so and put them into action in your career.

The SLA Competencies provide an excellent roadmap to follow as we develop our skill sets to be indispensable to our organizations.

Four of the six “Core Competencies” section headings contain the word knowledge, and the introduction to the competencies makes a compelling case for special librarians as leaders of knowledge management and knowledge services:

Data, information, and knowledge are critical to the functioning of modern organizations and today’s society. . . . More and more work is knowledge work, and many professionals of all types have responsibility for elements of knowledge and information management.

Establishing a knowledge culture is a long process, but one that will bring great success to the organization and spotlight the rightful place of nimble, ever-learning librarians and information professionals whose expertise and influence lead to change for the better. As we express our value-add to our organizations or clients and demonstrate expertise and value, they will turn to us as the experts who connect them to what they need and see us as essential to the success of the organization.
KNOWLEDGE SERVICES

The KM/KS team must plan a communications strategy to bring everyone up to speed, answer questions, and quell fears that often surround change.

KM/KS foundation to model knowledge-sharing behavior and provide incentives for participation.

Measuring Success

The next step in the implementation process is to develop a KS measurement strategy to ensure that the value of knowledge in your organization’s operational and functional structure is quantified and recognized. The types of measures include input, process, output, and outcome.

A good place to start is to state the objective and purpose of the measurement effort: to identify and codify the central value proposition for knowledge services. Be sure to ask two questions for every metrics development activity. Identify who will be receiving the information (and making decisions based on the metrics) and what these people want or need to know.

Implementing and measuring the success of a KM/KS initiative will introduce changes in your organization’s culture and processes. In my experience, a shift in organizational culture is often the biggest obstacle to success for any initiative. Change is hard, we are creatures of habit, and we often resist change because it means we have to go outside our comfort zone, learn new things, and perhaps expose our resistance to change.

This is where sponsors and champions are invaluable. Choose those who have the power and can communicate the changes desired, model the behavior, and reward those who adopt the new initiative. You’ll also want to identify “change agents” who will be the early adopters and bring along fence-sitters and those resistant to change.

Good communication is imperative to successful change. The KM/KS team must plan a communications strategy to bring everyone up to speed, answer questions, and quell fears that often surround change.

“Change, change management, and change are all part of the KD/KS/KU process,” says Guy St. Clair (2016). “If managed properly and with an eye toward long-term improvement, change is desirable as well. This recognition continues and will continue to be vital to how the organization’s knowledge strategists—and the people for whom knowledge services is delivered—succeed.”

Putting KS in Context

When discussing knowledge services with sponsors, champions, and colleagues, I characterize it as “putting knowledge management to work,” or the practical side of knowledge management. Just as you cannot manage love or friendship, you cannot manage knowledge, but you can put knowledge to work.

Success comes most readily to organizations that have the best access to organized, strategic knowledge and know how to wield it most effectively. These advantages lead to contextual decision making, accelerated innovation, strengthened research, and excellence in knowledge asset management.

We, as knowledge strategists, can (and should) be the knowledge thought leaders in our organizations. SLA

REFERENCES


Real live expertise to help you uncover a deeper legal history.

Westlaw Court Express. Court documents and due diligence, fast.

Court Express® delivers court documents you can’t find online. Our research experts can be at most U.S. courts within four hours to track down exactly what you need. They can also conduct thorough investigations to help you perform accurate due diligence. Court Express is your go-to resource to quickly, confidently retrieve the right documents.

Learn more at legalsolutions.com/court express

The data provided to you by Westlaw® Court Express may not be used as a factor in establishing a consumer’s eligibility for credit, insurance, employment purposes or for any other purpose authorized under the FCRA.
Librarians often label themselves by the type of library in which they work—aademic, corporate, or public. The knowledge gained through a master of library science (MLS) program prepares librarians to work in each of these library environments, because the foundations of librarianship apply universally. This diversification can be a key factor in developing a robust professional portfolio and positioning oneself for future job opportunities.

While some librarians spend their entire career in one type of library, others may travel between library environments. Upon my current academic appointment, some colleagues pointed out that I was “different” because I was not an academic librarian—I have moved between libraries and have previous experience in public and corporate environments. This inspired me to find out whether I was a rare or unique case among my fellow colleagues or others may travel between library environments prior to receiving an academic appointment. Interestingly, five of the eight librarians with diversified librarian experience are in managerial or administrative positions at OSU—two of them are women and one is a man.

I conducted a pilot study in which librarians at The Ohio State University (OSU) were classified as having worked only in academic libraries or in both academic and non-academic environments. Ten librarians were excluded from the analysis due to their lack of an MLS or an equivalent degree or their non-participation in the self-reporting websites. Data collected about the remaining 52 faculty librarians included the year their MLS was granted and their total years of experience in academic librarianship, public librarianship, and special/corporate librarianship. The total years of experience for each librarian was calculated as the difference between the year in which their MLS degree was granted and 2014. Each librarian’s job positions and appointments were then reviewed and categorized as academic, special/corporate, public, or non-MLS. The results provide a glimpse into the diversification of MLS librarianship at OSU. (Ohio State infrequently employs people who do not hold MLS degrees but whose job title includes the word ‘librarian’ or suggests librarianship. The data presented in the study results included only librarians with MLS degrees.)

**Study Results**

The librarians in the study averaged 16 years of post-MLS professional experience, with the most experienced having worked in librarianship for four decades and the least experienced just three years. The most common years for earning MLS degrees were 1989 and 2001. Of the librarians in the study, 38 were women and 14 were men.

All told, the 52 librarians had worked 877 years in librarianship; of that total, 833 years were categorized as academic library experience and 44 as “other” library experience (there were also 133 years of non-MLS experience or employment gaps). Twenty of the librarians (13 women, seven men) reported continuous academic librarianship, with no breaks in employment or work in non-librarian positions.

Only eight librarians reported prior experience outside academic librarianship; of these, five had worked a total of 27 years in special/corporate libraries, while the other three had accumulated 17 years of work experience in public libraries. The maximum number of years reported by librarians working in special/corporate settings was 11 years, while librarians working in public libraries reported a maximum of eight years of experience.

I was the only study participant who reported librarianship experience in both special/corporate and public environments prior to receiving an academic appointment. Interestingly, five of the eight librarians with diversified librarian experience are in managerial or administrative positions at OSU—two of
I often think that the term linked data is a problem in our industry. Librarians think of linking as making connections between entities, but the significant power of linked data does not really lie in the linking—rather, it lies in the deeper description of items that allows for advanced semantic connections. The movement from MARC physical and subject descriptors toward Resource Description Framework (RDF) triples containing entity/property/value coding creates more robust descriptors that can provide more meaningful relationship links. Libraries now need to add the next levels of descriptive data to offer these advanced linking options.

Enhanced descriptors based on triples can provide deeper, more precise, and enhanced discovery options. For example, a traditional library record might describe a character as a male, but triples allow for enhanced entity properties and characteristics—so, for example, the male can be described as a sexually conflicted male. This can help in discovering deeper links between characters.

Likewise, associated actions can be described, so you can search for a chemical within a reaction in its role as either an enzyme or a product. Semantic meanings can be inferred from deeper descriptors—you can search for a roulette wheel image within texts or art objects when it represents the element of chance. Finally, by implementing pre-search artificial intelligence computer analysis on this enhanced metadata, search hedges can be offered. For example, you could perform initial searches using pre-created concept maps that cluster relevant records, or you could suggest terms that align with the initial search terms.

The filtering of results can also be enhanced through the use of added-value metadata as linking elements. At times when precision and recall are more important than simple retrieval, the ability to remove false drops using semantic relationship descriptors is significant. Non-traditional descriptive elements can be harvested from tools such as Digital Commons and/or VIVO author profile databases, journal index institutional data, and contract or grant databases. This creates an easy way to target relevant subject areas, such as blood plasma versus high-energy physics plasma.

Information such as subject descriptors, PowerPoint topics, conference presentations, and organizational affiliations (e.g., prior universities, corporations, National Science Foundation reviewer activity, etc.) could be used to disambiguate authors. There are already researcher databases (such as Pure and Fingerprint) that allow for author identification and linking to intellectual materials based upon searchable personal information.

Pointers to other related options can also be generated from this enhanced metadata. Imagine links to related subject databases, teaching tools, and associated information portals. For example, from an article that contains genetics information, links could point from genetic testing results to the associated GenBank repository.

This same article might contain a pointer from the NSF grant information to the NSF agency page that describes funding opportunities. There could also be a link from the specific organism’s genus-species descriptor to an outside digital specimen image database. A link to the author’s institutional repository and/or organizational website would highlight the full scope of investigations by the organization. Finally, there could be links from this article to relevant teaching materials from the professional society teaching tools site.

As you can see from these examples, enhanced metadata can be used to create many types of traditional and novel linkages between and among items. The linking is relatively easy; it is the entry and coding of semantic descriptors, and the design of the relationship networks between these metadata elements, that requires new types of efforts, standards, and best practices. Librarians are experts at description, organization, and linking concepts, so we should be deeply involved in the development of these next-generation metadata and navigation tools.

For additional information on semantic linking, see my related articles:


Moral Rights in U.S. Copyright Law

The U.S. Copyright Office is studying the moral rights of attribution and integrity and determining whether to provide additional moral rights protection.

By Lesley Ellen Harris, JD

Copyright statutes around the world provide for moral rights and economic rights. Moral rights protect the personality or reputation of a creator (though not necessarily the owner) of a copyright-protected work. On the other hand, economic rights—like the rights of reproduction and public performance—help creators control their work and earn compensation.

In January 2017, the U.S. Copyright Office (USCO) announced that it is undertaking a study on the moral rights of attribution and integrity. The study will examine how the U.S. Copyright Act and other federal and state laws protect these moral rights and whether it’s necessary to provide additional moral rights protection in the United States.

The Berne Convention
When we study U.S. copyright statutes or those of other countries, we often begin with the Berne Copyright Treaty. This treaty, administered by the World Intellectual Property Organization (WIPO), is the world’s leading copyright treaty. As of this writing, 173 countries belong to the Berne Convention.

To belong to the Berne Convention, a country’s copyright laws must adhere to the minimum requirements of the convention. One of these requirements is set forth in Article 6bis, which deals with moral rights.

Article 6bis states as follows:

(1) Independently of the author’s economic rights, and even after the transfer of the said rights, the author shall have the right to claim authorship of the work and to object to any distortion, mutilation or other modification of, or other derogatory action in relation to, the said work, which would be prejudicial to his honor or reputation.

Thus, each member country must provide for the moral rights of paternity and integrity. Countries are free to go beyond these minimums and provide further moral rights (such as the right of association) or to withdraw permission to use a work.

The right of paternity refers to the author’s right to have his or her name on a work, to use a pseudonym, and to remain anonymous. Generally, an author possesses this right whenever he or she has economic rights in a work. An example of the right of paternity is the right of an author to have her name on the cover of her book.

The right of integrity is the right of an author to object to any changes to his or her work that may harm his or her reputation as an author. This harm would be a question of fact to be determined in court, through the testimony of witnesses. For example, painting a moustache on the Mona Lisa (were the Mona Lisa still protected by copyright) would likely be a violation of Da Vinci’s moral rights. Closer to home, manipulating a scanned photograph may also be a violation of moral rights if it is deemed prejudicial to the honor or reputation of the author of the photograph.

In some countries (e.g., Canada), moral rights may be waived; in other countries (e.g., France), authors may not waive their moral rights. Also, the duration of moral rights varies from country to country—in the United States, moral rights expire upon the death of the author, whereas in Canada they last 50 years after the author's death and in France they are perpetual.

The U.S. Copyright Act
Upon joining the Berne Convention in 1989, the United States amended its Copyright Act to include moral rights. In the U.S., moral rights are also arguably protected under various federal and state laws, including explicit protection through an amendment to the U.S. Copyright Act by the Visual Artists Rights Act (VARA) of 1990. Some experts believe, however, that the U.S. does not meet all the requirements for moral rights set out in Berne.

Unlike Berne, the VARA protects only one group of authors: visual artists, or, more accurately, those who create “works of visual art.” These works include paintings, drawings, prints, sculptures, and photographs existing in a single copy or in a limited edition of 200 or fewer signed and numbered copies. Posters, maps, globes, motion pictures, electronic publications, and applied art are explicitly excluded from the VARA.
INFO RIGHTS

The VARA gives visual artists the right to claim authorship in their work and to prevent the use of their name in association with a work. In addition, it grants artists the right to prevent the intentional distortion, mutilation, or other objectionable modification of their works. Artists who qualify for federal moral rights protection can also prevent any destruction of certain works.

Under the VARA, moral rights are not transferable by license or assignment, but are waivable (in writing). The rights end with the life of the author, unlike economic rights, which endure for 70 years after the death of the author.

In April 2016, I attended a day-long symposium on moral rights in Washington, D.C., co-hosted by the U.S. Copyright Office. Various interest groups, from authors to lawyers to scholars, discussed the moral rights contained in U.S. law and whether the United States should go further in meeting the obligations of the Berne Convention. The USCO subsequently proposed to undertake a study on the moral rights of attribution and integrity to determine how the U.S. Copyright Act needs to change to address these moral rights.

For further information on the U.S. Copyright Office’s Study on the Moral Rights of Attribution and Integrity, see https://www.copyright.gov/policy/moral-rights/.

SLA

One Person, Multiple Skills: Managing a Solo Library

Continued from page 7

around the needs of each patron, you’re on the right track to creating a meaningful transaction.

Another essential skill is creativity. Creativity, for me, is an expression of ideas, whether it’s in the form of providing a service or designing a space. An example of a space that I reshaped was my new glass office. I spend more than eight hours a day at work, so I need to have a space I can call my own.

The university had some leftover pieces of furniture and wanted to give them to me. I took a desk and bookshelf, but refused two black chairs. I purchased everything else out of my own pocket, brought in used mugs to hold my pens and pencils, added two comfortable arm chairs for patrons, and hung plants from a corner stand.

I decorate my office according to the seasons and leave candy out for students. This serves two purposes—it keeps my individuality vibrant and creates a welcoming space for patrons. It has been dubbed one of the best offices at the university, and I’m proud of that accomplishment. SLA

ANNA YANG is the health sciences librarian at the California Health Sciences University in Clovis, California. She can be reached at ayang@chsu.org.

Info Research

Continued from page 18

them hold associate director appointments, and three serve as department heads.

The study findings corroborated what my colleagues had said—I am “different” in having a non-academic background. The vast majority of OSU librarians (85 percent) have worked solely in academic library environments throughout their careers. Granted, this pilot study looked at only one academic institution, and it did not delve into the reasons most of the librarians had selected and followed career paths in academic librarianship. Still, it shows that librarians can and do travel between different library environments.

The results from this pilot study led to a follow-up research project that launched in January 2016 with the national distribution of a survey to collect data beyond OSU. The results of that study are detailed in “Should I Stay or Should I Go? A Survey of Career Path Movement within Academic, Public and Special Librarianship” in the Journal of Library Administration. SLA

REFERENCES