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inside this issue:

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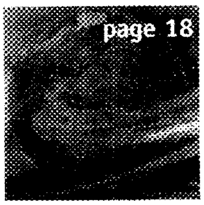
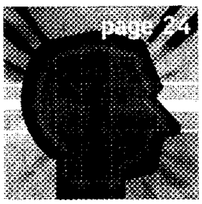
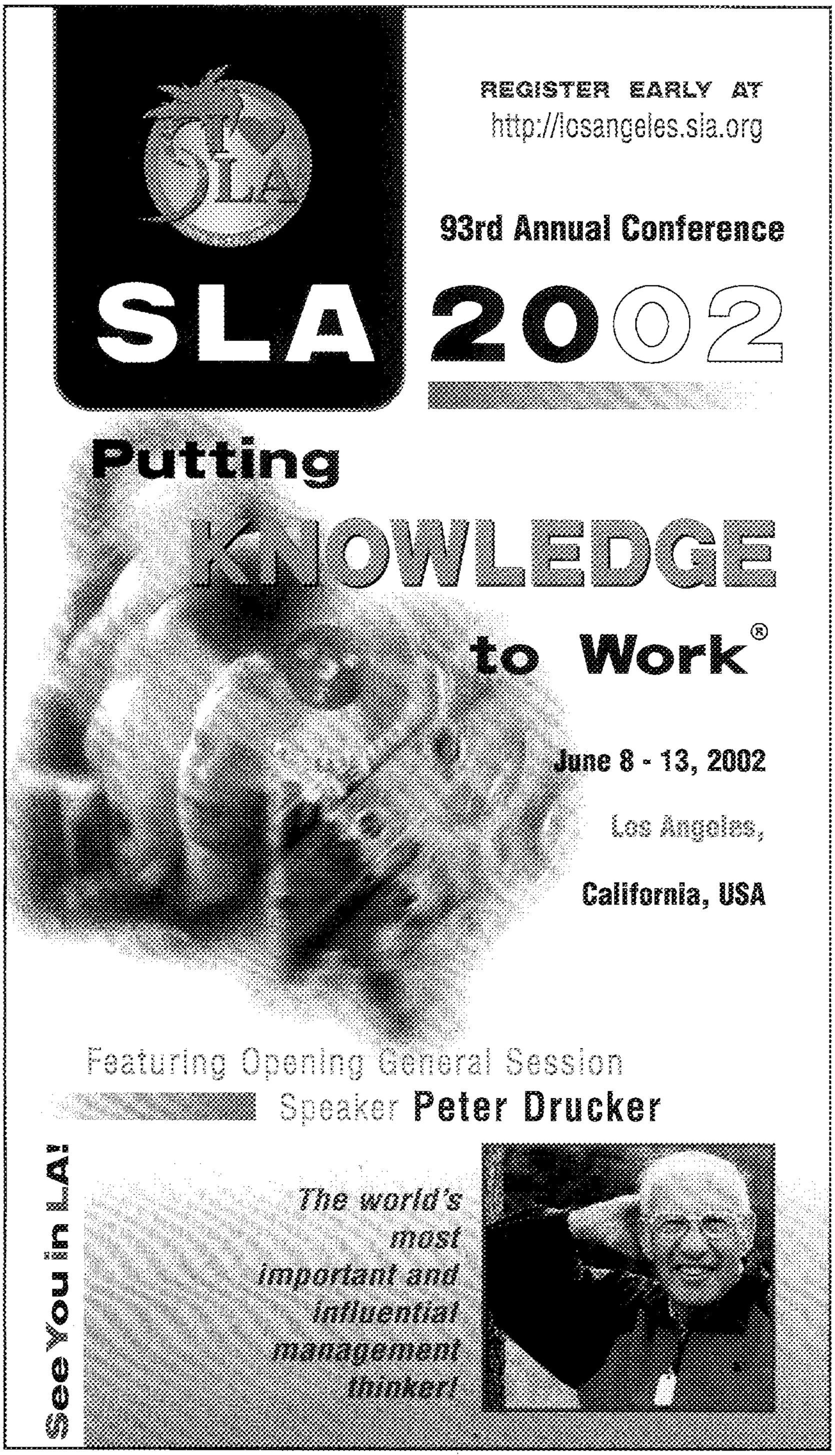
Features





Columns

Departments



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Message to the SLA Membership:

As president of the Special Libraries Association, I want to reassure you that the association's foundation is as firm as ever. Despite recent changes, we will move forward with our current plan of action. After 93 years of providing excellent service to a unique set of librarians and information professionals, the vision of our founder John Cotton Dana remains intact. The Special Libraries Association will continue its course as the leading professional association for global information professionals.

I recently returned from SLA headquarters in Washington, D.C. During my visit, I met with the full staff and held conversations with individual staff members. They are enthusiastic about the direction in which the association is headed. They are also committed to providing the best programs, products and services to the membership. Acting Executive Director Lynn Smith has been with the association for more than 12 years, serving as deputy executive director for eight of those years. She has worked closely with the board of directors on a variety of important issues and has the total confidence of the board to carry out its agenda.

One of the great aspects of being SLA President is the opportunity to serve as a board member. I believe that the board of directors is in step with the pulse of the membership and we are dedicated to channeling our energies to achieving our goals. A few weeks ago, the board agreed to implement a new communications tool to keep members abreast of all board activities. BOARD.COMmunicate is an electronic newsletter that will be disseminated to the membership. The newsletter will feature updated information on board activities and issues facing the association. There will also be a mechanism for members to provide comments, address concerns and respond to specific questions.

From a member's point of view, I believe that BOARD.COMmunicate has great potential for information exchange. From the board's view, the newsletter provides a forum for the board to reach out to everyone. We would like to hear your ideas and solutions as well as your comments and concerns on how we can make SLA a better place for us all.

In my July 2001 *Information Outlook* column, I stated that I see two types of change: "Change leading to success and change leading to challenges and opportunity for improvement." As an integral aspect of that equation, let me add that nothing is possible without members' involvement. You are the driving force behind the association. Without your commitment and participation, the association is a shell of itself. I speak for the staff, the leadership, and myself: SLA is fully committed to serve you!

Thank You!

Hope N. Tillman

Hope N. Tillman, SLA President

Three Questions: Information Professionals Tackle Timely Problems

... Information Professionals Speak Out

WITH THIS MONTH'S FOCUS BEING ON PROBLEM SOLVING, *INFORMATION OUTLOOK* **decided to ask four librarians how they would handle three challenges that are all too common to today's information professional. Here is a look at their responses:**

1) There are company-wide rumors about cost cutting and layoffs. You think the library (or parts of it) may be one of the departments on the cutting block. What do you do to get management's attention and promote your products and services?

Mary Lee Kennedy: While every situation is different and cultural attributes play a huge role in how this is approached, there are some key actions you can take.

Talk to the boss or the most significant influencer/champion in your organization. Are they aware of anything about cutting out parts or all of the products and services offered by the library? There are only two responses—yes or no.

If the answer is no, let them know what you have heard and that while there doesn't seem to be any immediate pressure, you are planning to engage with key stakeholders to review the current and potential services and products. What you need from this individual (assuming they know what is happening with the business strategy) is a "yes, that is the right thing to do," or "no, it is best to stay out of sight until this round is over." Depending on how much you trust that person you need to decide whether another group of stakeholders/influencers/champions should be engaged in your decision. My experience is that not engaging is never a good decision.

Either update or immediately prepare a strategic review of the products and services you offer. This is the basic SWOT (strength, weakness, opportunity, threat) analysis. What do you offer to the organization that brings a unique strength to the success of the business? You must align your products and services to the business strategy and direction of the organization. Anything outside the scope of this is highly circumspect. Given the limited resources available, is there a better way to use the resources you have to add the greatest value to the organization?

For any threat identified in the SWOT analysis, conduct a competitive review. As the information expert in your organization, is there a better way to deliver the services and products? Is there something you should suggest rather than have someone else suggest and color their perspective on your ability to be objective? Are there tough decisions you have made already that proved to be highly effective ones for the company? If so, present that data. This is a real opportunity for you to gain credibility.

Review and present your research on customer loyalty and satisfaction. If you don't have recent data, you need to measure your customer's level of satisfaction with your products and services. This is best complemented by customer loyalty data and longitudinal evidence of business impact.

Make sure you engage your staff in your work. Rumors are rumors and if you know about them everybody else will too. Tell the staff what you know and focus on the proactive behavior you are taking. Ask everyone to be objective (that can be very tough) and get your team engaged in scenario reviews. You need to know the best-case scenario, the worst-case scenario, and at least two other options. If the worst-case scenario is that the library closes, engage with your HR organization to understand the people-side.

There is no guaranteed success but at least you will know you have done everything you could.

Monica Ertel: This is an all too familiar scenario these days. First of all, I would have my backup budget plan ready to go should the call for cost cutting affect the company. Generally, these cost-cutting initiatives affect everyone across the company (not just the library) and you have to be prepared to do your part along with everyone else. I would have my priorities lined up and a contingency plan ready to go. At the time of layoffs, it is too late to get management's attention and promote your products and services. This should be happening all along. However, by making sure that your products and services are meeting specific business needs, you will have a better chance of surviving the axe. The library's strategy must be aligned with the business objectives of the organization and this strategy has to be constantly reassessed and evolved as the company changes its strategy.

The library must be seen as a strategic resource, concretely tied to a specific business objective or program in order to survive in times of budget cuts and layoffs. By being tied as explicitly as possible to a very real business program or project, tangible benefits of your staff and services will be clear and obvious. Good, solid, trustful relationships with senior management are critical so that when tough times come, the library manager has an open door with his/her management. Constant and consistent communication between the library manager and senior management is another critical component of surviving the dreaded layoff threat.

Toby Pearlstein: It's important for management to see the library as a contributor to the bottom line. This is perhaps the most difficult thing to demonstrate given the varying ways in which the library contributes to a firm's activities. Anecdotal testimony is always helpful, especially if it comes from managers and department heads and specifies contributions that saved time, won business or changed the direction of activity to prevent time lost by pursuing a wrong course of action. It's also helpful if the library is not a cost center in the company. It need not necessarily be a profit center, although that really helps to show contribution to the bottom line. Showing that the library pays for itself through cost recovery programs can be very valuable. One way to get management's attention is to have a champion on the management team who can do the promoting for you or at least get you to the table to promote yourself. It's important to always have an updated review of products and services offered by the library available; a compilation of metrics that show the library's utilization; and at least have some thoughts about how the library can cut back if necessary to do it's part in helping the general belt tightening. The bottom line is not to wait until things go bad to assemble all of this ammunition and support, it should be part of the manager's everyday activities. You don't want to find yourself scrambling to overturn a cost-cutting mindset. If you've waited until that point to begin getting management's attention, I'm afraid the only attention you will get is that of being an easy cost-cutting target.

The library must be seen as a strategic resource, concretely tied to a specific business objective or program in order to survive in times of budget cuts and layoffs.

Susan Phillis: Despite the information profession's attention to marketing, organizations may view information stereotypically, as a frill that can be dispensed with in times of economic pressure. ("After all data from the Internet *is* pretty good, maybe it's good enough," top executives might say. "And we already have a huge headcount for information technology staff.") The consultants who are helping management rationalize its business lines may also be delighted to provide some third-party research, especially to support their strategic recommendations. Never mind that they don't thoroughly understand *your* company's products or clients.

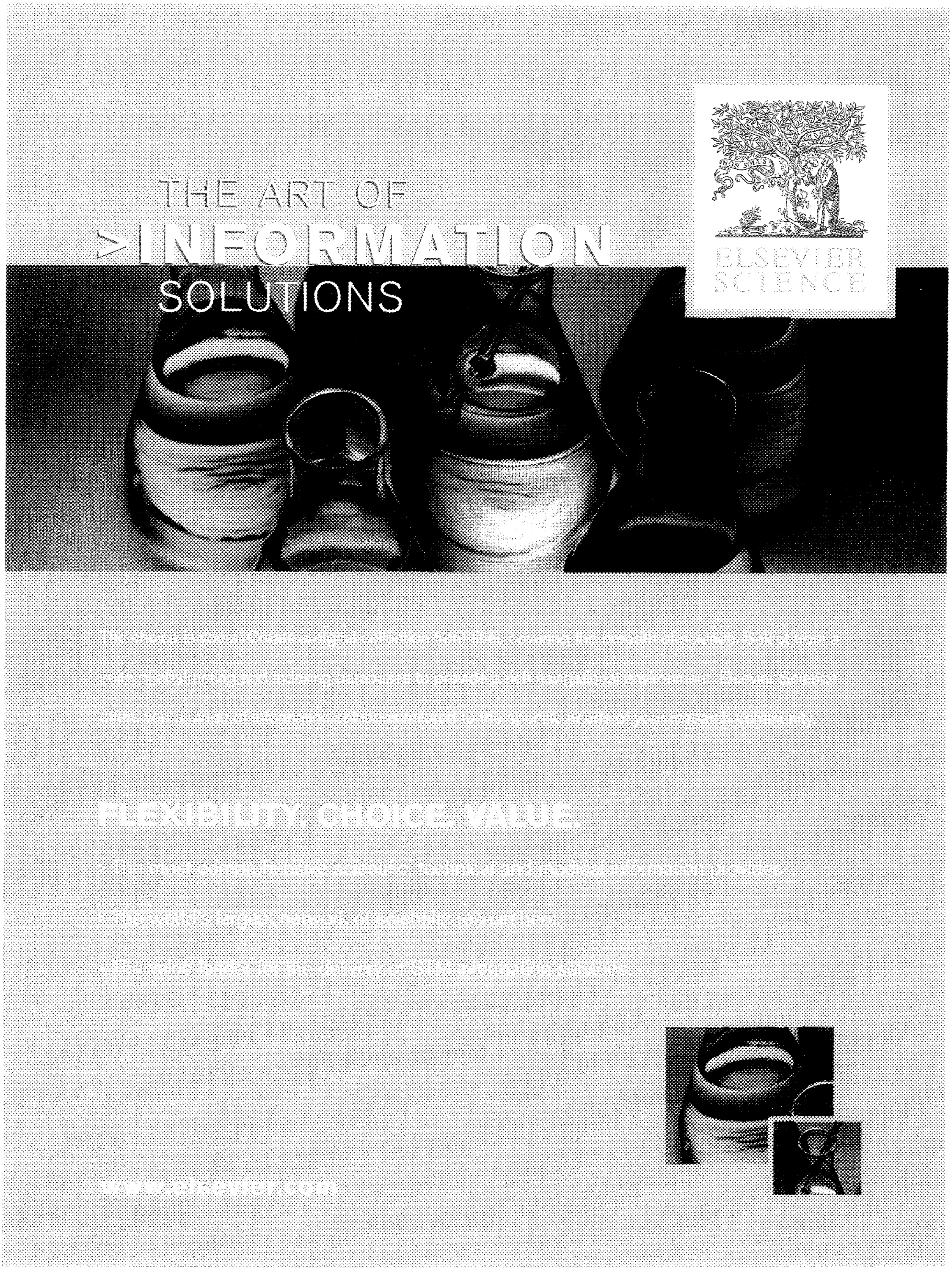
Librarians in this situation (and if they have not seen it yet, they will probably see it in the future) are headed straight for downsizing—especially if the idea of marketing their information products has not occurred to them until this juncture.

Whatever quantitative measure a librarian can use (how many profitable new products did the library contribute to?) should help shore up the library's value. But librarians should be prepared to face the fact that some archival functions, even though they are good things, are not supportable in today's marketplace, even in the non-profit world.

2) Your customers use your products, but you are not sure how satisfied they are with what they receive. How do you open lines of communication with them to ensure that you are providing the correct services and meeting their needs?

Kennedy: First of all, good thinking! At the end of the day we are here to ensure our customers have the products and services that make a difference to the business.

There are many different types of customers so the first thing to do is understand how they can be engaged most effectively. It is critical to understand the different biases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inherent in the various satisfaction-gathering techniques such as interviews, self-reporting surveys, and focus groups. Decide which one(s) will work best for your organization. If you do not have expertise in customer satisfaction studies and can afford an outside firm to develop the instruments and/or conduct the analysis, do it.

Despite the information profession's attention to marketing, organizations may view information stereotypically, as a frill that can be dispensed with in times of economic pressure.

If you can't afford an outside firm, use your research skills to learn all you can about satisfaction techniques and instrument design. Engage other groups with analytical/survey skills in critiquing the plan. Some potential groups to engage are market research, business analysts, human resources, or customer relations.

Consider the frequency with which you need to engage your target audience on satisfaction. Asking for feedback too often can be a negative experience and can lead to lower satisfaction ratings. Again, different audiences have different frequency tolerances. You may want to consider a frequency plan based on the level of specificity you seek. My experience is that anything requiring more than quarterly feedback is overdoing it and for overall satisfaction once a year may be enough.

Take your plan to a few champions in critical customer groups. Tell them why you want to do this, what you want to do, and how you will use it to improve your service and product offerings to them. Make sure you have an engagement plan that matches the level involvement they are comfortable with.

Whatever method you choose, make sure you communicate back to your customers. Clearly articulate your follow-up reports in their language. Specifically cover what you are going to do differently for them, why you have made the choices you have, how you will measure the success of the proposed changes, and how often you will engage their feedback. There are many ways to do this and you will want to consider a combination of them including group presentations, online communications, scorecard reporting on a group Web site, one-on-one meetings, etc. Deliver on your promises and stay engaged so you always have open lines to your customers.

Ertel: You have to constantly be in touch with your clients to make sure that your services are relevant and meeting their needs. If you have to "open lines of communication," you are already in trouble. What you need to do is maintain an open line of communication with your clients. This can be done in many different ways. A very simple way is to get out of the library or your office and walk around, poke your head in people's offices, chat in the hallways, sit with people in the cafeteria, attend meetings, call people for a quick chat, and check in with your clients on a continual basis to make sure the library is providing value-added services. This must be done constantly. More formal methods can include quarterly or annual surveys to assess specific services. Written surveys need to be supplemented with verbal or face-to-face follow-up since their return rate is not sufficient.

Pearlstein: We use several methods to learn how satisfied our customers are with our services: surveys, one-on-one interviews, and focus groups. No one way is the best, and we have to employ each at different times depending on how dispersed the target user population is. The first line of communication, though, is at the individual request level. This is where the researcher can help to focus the request to be sure what is needed is understood; and this is where a timely follow-up indicates whether the results had value or not. Getting in the habit of doing a good reference interview and a timely follow-up is the best way to keep an ongoing communication with your customers and understand how satisfied they are. Regular surveys and focus groups also have their value. When customers come to expect that you will be seeking their input on a regular basis, they tend to be receptive to giving it. We find random one-on-one interviews very helpful if your customers are at the same location. Simply walking around and talking to people on a regular basis can be an eye opener. We find that it's not only important to have the "elevator speech" ready at all times, it's also important to be able to solicit input on the fly whenever an opportunity presents itself to interact with your customers beyond the walls of the information center. Finally, it's important to close the loop with customers from whom you have solicited feedback. One way we do this is through presentations to groups of users to assure them you have heard their input, are planning to act on it and what it is you are planning to do. In this way they don't feel like the time they spent giving their input was wasted but that it was actually put to use.

Philis: First, have a heart to heart talk with yourself, your staff, and your manager about why lines of communication are not already open.

If this isn't a strategic customer, conduct a brief review of your current resource assignments. Can you commit more to the group? Should you? Does it make good business sense? Is it better for the customer to find alternative sources of services? Phone the customer and ask for a meeting. Decide whether the meeting is about gaining back a customer, or letting one go.

Getting in the habit of doing a good reference interview and a timely follow-up is the best way to keep an ongoing communication with your customers and understanding how satisfied they are.

Second, meet with customers' managers to discuss the least intrusive way to get the information, whether it is a telephone or written survey, focus groups, or meetings with a few individual decision-makers.

Third, use the feedback to improve your products, and take the results back to the users.

Fourth, don't let it happen again.

3) You discover that a client is on the verge of using other services. What do you do to pull them back in the fold and ensure their satisfaction in the future?

Kennedy: The first question to ask yourself is if this is a client you want to have (i.e., is it a strategic client or one that you have chosen not to focus on because you decided your resources were best applied elsewhere?).

If this is a strategic client, get on the phone immediately and call them up. Ask for a meeting to review your groups work with the goal of getting their feedback. Hopefully they will want to meet with you. If not, the more direct conversation will be required.

If they completely close you out, try to engage them as to why and request an opportunity to discuss. You may have a problem you were not even aware of. As a leader you need to understand it so you can deal with it. If so, step away from the customer relationship and focus on the leadership responsibility you both share on behalf of the organization. If the customer is not able to answer the phone, leave a message. For more senior individuals contact their administrator and ask for a meeting. Follow up with an agenda via e-mail.

Before you go into the meeting with the client (strategic or not) know exactly what you want to get out of it, what you can commit to, and what you absolutely cannot do. Do not change your mind halfway through unless you receive information that is totally outside the scenarios you ran through before you met. Depending how seriously the new information affects your resources, make a decision then or ask to come back with a revised suggestion. Make sure you have talked with the individuals who are directly responsible for the client relationship. Also, if you know what other services are being considered, do a comparison chart—relative strengths and weaknesses, including service levels, costs, expertise, and even legal considerations (i.e., intellectual property). Play out the scenarios as the client and as the provider. Make sure you can see the decision from the client's point of view.

At the meeting express your interest in problem resolution. If the strategic customer is not satisfied, be sure to indicate that you plan to review it at the next business planning/budgeting exercise and you want that client to work on it with you. If the non-strategic client cannot be satisfied with the current level of service, and you cannot offer more, explain your decision and why you believe you are making the best decision for the organization.

Assuming the meeting goes well with the strategic client, recommend a check-up plan to review key service deliverables and to address the original concerns. Hold those who are responsible for the client's satisfaction accountable and reward them for improvements in the relationship as expressed by the client.

In the case of the non-strategic client, a successful outcome may be the agreement that it makes better sense for the other service provider to be engaged. If this is the case, keep informal communication open.

Ertel: Find out what the other service offers that would provide your client with the service they need. Do this by speaking with the client as well as looking closely at the alternative service to understand what it provides and what sort of model it follows. It may be that your library can't provide specifically what the alternative service offers. However, there may be ways to incorporate some of the service into your future offerings. Make sure that your client understands what you can do for them and be open to their suggestions for improvements.

Understand also, that the library can't be everything to everyone and sometimes it is okay to have a client use other services as well as your own. However, if there is a way to create a partnership between your services and the other services so that your clients are well served in a seamless manner, everyone wins.

Pearlstein: In this situation a detailed analysis of why the client wants to go to another service is imperative. Perhaps they are dissatisfied with the quality of your work; perhaps it is not timely enough; perhaps it is too expensive; or perhaps you don't have the resources available to meet their needs. The client may be unaware that you can provide all or part of the solution for them. Or the client may be seeking an erroneous solution that could be quite costly because they have analyzed their need in an incomplete way. By helping them to think through what they want and need, you can again reinforce your value, even if it results in them doing business elsewhere.

It's important to try and approach this without being defensive. At least acknowledge that something is wrong, which created the situation to begin with, and work toward finding out what and whether or not you can fix it. Once you understand the client's motivation it will be much easier to present a case for why they should continue to utilize your services (assuming their reasons are within your power to fix).

Whatever the client's motivation, it's important to reinforce your value by approaching the situation in the context of finding the right solution and being a part of facilitating that solution.

Phillis: Talk to the client and find out what the real story is. Is he or she suffering from a vendor's snazzy marketing or the old boy's network? (Is there an old girl's network yet?) You may not be able to overcome the effects of either approach, but give it your best shot. Use cost-effectiveness, internal knowledge, and shared company values (i.e., loyalty). If you lose, try again in a few months. But never say, "I told you so" to your client.

About our respondents: Here is a brief look at the four information professionals queried by Information Outlook.

Mary Lee Kennedy

Mary Lee Kennedy is director of the Knowledge Network Group at Microsoft Corporation. She is responsible for MSWeb, the enterprise information portal, and corporate-wide intranet search and taxonomy services. She is in charge of the library, including content management, collections (third-party and the corporate archives), LibraryWeb, and the research team. She also leads a cross-organizational intranet portal strategy for the company. Before joining Microsoft, Kennedy worked in Massachusetts, Canada, and Mexico.

Kennedy earned her B.A. in social psychology from the University of Alberta, Canada and a M.L.S. from Louisiana State University.

Kennedy has been a member of SLA since 1988, holding various positions in the Library Management and Sci-Tech divisions, and also serving on the International Relations Committee. She is on the advisory board of the Encyclopedia of Library and Information Science, has contributed to a new book on Knowledge Management (due out this spring), and is widely published in various journals.

Monica Ertel

Monica Ertel serves as Korn/Ferry International's senior director of Research and Knowledge Management, North America. Before joining Korn/Ferry International in Los Angeles in 1998, Ertel spent 16 years at Apple Computer. Ertel served as the acting vice president of Apple's Technology Group and was director of Apple's Knowledge System's Laboratory. Additionally, Ertel managed Apple's critical policy matters in Washington, D.C., and was responsible for the Apple Library, providing Apple-worldwide corporate information and research services.

Ertel earned a Bachelor's degree in social science and a Masters degree in library and information science from San Jose State University. She also holds a Master's in business from the University of Santa Clara.

Ertel is the founding chair of the Silicon Valley Information Center Advisory Board and is on the SLA board. She is actively involved in several organizations, including the Association for Computing Machinery Electronic Publishing Council and the International Federation of Library Associations and Institutions (IFLA). She is also a member of FID's Information for Industry Forum. Ertel is the editor of several books and has published over 20 articles in a variety of international publications and journals.

Toby Pearlstein

As director of Global Information services at Bain & Co., Inc., Toby Pearlstein is responsible for coordinating co-operative efforts across Bain Information Centers world-wide. Dr. Pearlstein is in charge of contracting for global external content that Bain uses at the desktop and through information centers. She is actively involved in the development and implementation of Knowledge Management activities at Bain, including the Global Experience Center Intranet platform.

Dr. Pearlstein earned her B.A. from the University of Massachusetts, and an M.A. in American history from the University of New Hampshire. She also holds a Master's degree in library science and Doctorate degrees from the Simmons Graduate School of Library and Information Science in Boston.

In addition to being a member of SLA, Dr. Pearlstein is also a member of the New England Online Users Group.

Susan Phillis

After a long career in corporate special libraries, Susan Phillis became chief of the Business Library of Brooklyn Public Library in 1998.

Since its founding in 1943, the Business Library has been one of America's premier public libraries dedicated exclusively to business. Its mission is to further the economic development of the borough of Brooklyn, by supporting business information needs of its 2.3 million residents. Brooklynites came to the borough from over 100 countries and speak as many languages. Over half the users of the Business Library were born and educated outside America, and speak English as a second or third language.

Phillis currently serves on the Brooklyn Public Library system's Senior/Executive Management Team and the Core Competency Analysis Team. In 2000-2001, she was a member of the Library's Strategic Plan Task Force for its five-year plan.

Previously, Phillis was assistant director of research & development at American International Group. She also served as a vice president at Marsh & McLennan, Incorporated.

She holds a B.A. in social sciences from Bennington College, and an M.L.S. from Columbia University. Phillis is a member of ALA and has been an active member of SLA since 1976.

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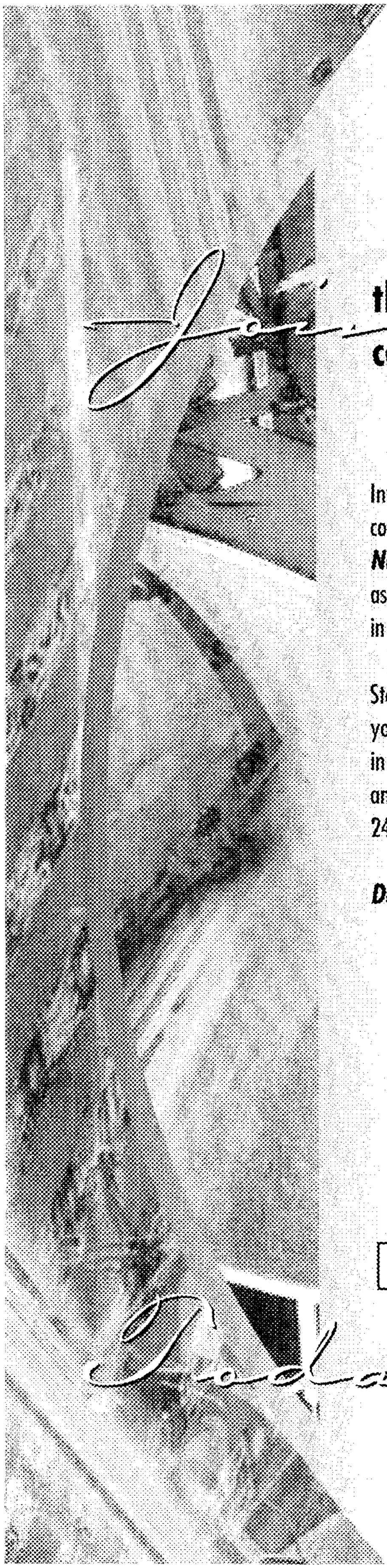

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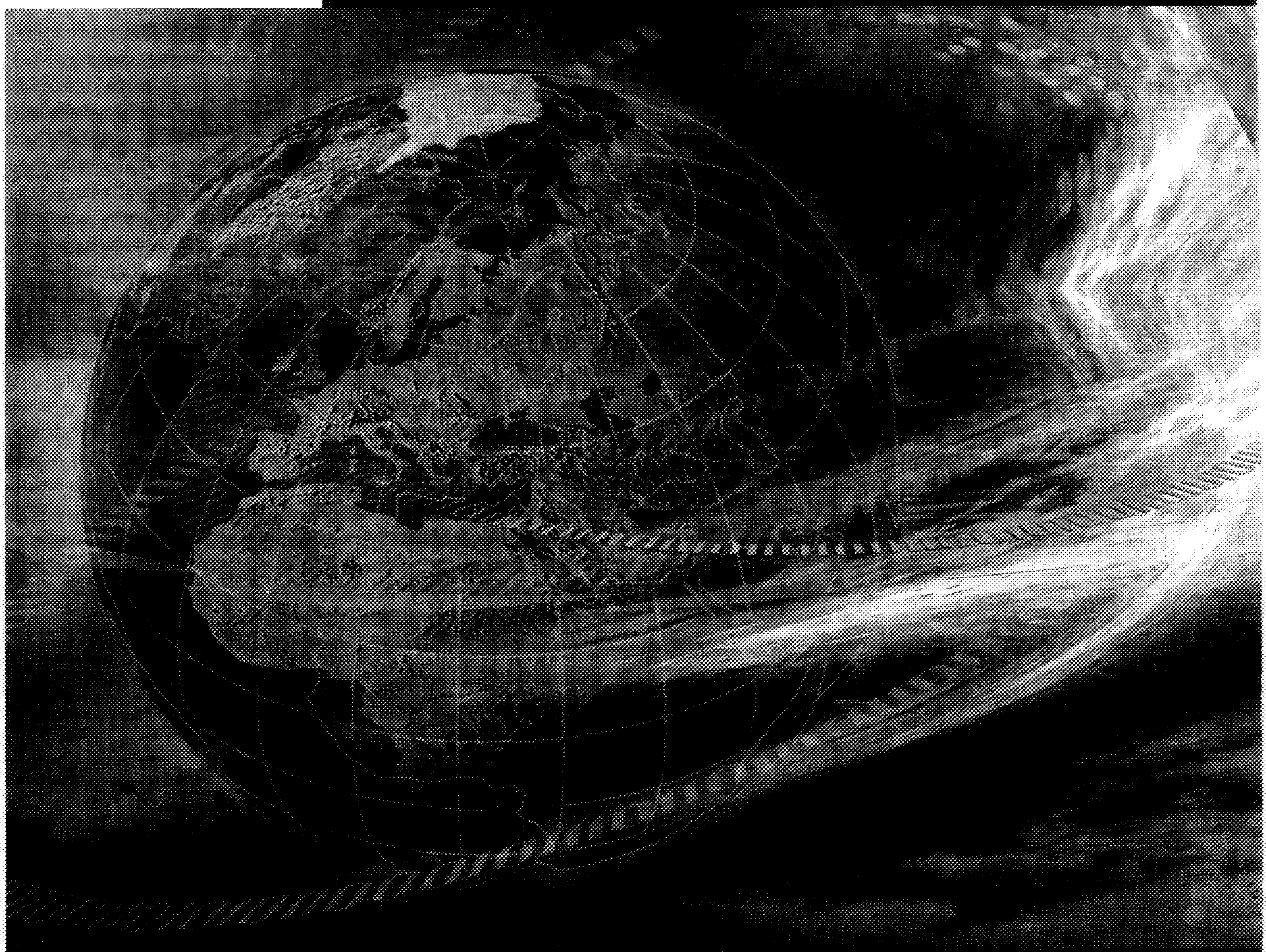
So Many Problems, So Little Time: Maps and Mathematics



by Jan Figa

Jan Figa is the physics/mathematics librarian at the University of Michigan.

Mapping Solutions

IN THE MOVIE "A BEAUTIFUL MIND," JOHN NASH, GAME THEORIST extraordinaire, invites his date, Alicia, to imagine any object, which he then maps using the stars of the night sky. Alicia jokingly suggests an umbrella and then an octopus. Nash, who completed his doctoral dissertation by age 21, quickly traces a few stars to yield the desired objects, thereby winning the heart of Alicia, his future wife.

Nash's Princeton classmates find his preoccupation with describing competitive foraging techniques of pigeons, even if summarized by beautiful mathematical symbols, hilarious and a waste of time. Another scene places Nash in a military installation where he displays unwavering determination and prowess by mentally sifting through thousands of arrangements of numbers to finally, after several hours, break an enemy code.

Nash's pursuits illustrate problem solving specific to mathematics. Namely, pattern recognition, abstraction into symbolic description, and finally a formalized statement of the result (known as a theorem). In a sense, the theorem embodies both the path (known as a proof) and the methods to be followed in order to arrive at a stated destination (known as a conclusion). Hence a (mathematical) proof may be considered a map demonstrating why a (mathematical) statement is true.

Mathematicians will speak of a proof, but often they will only provide a sketch of the proof with the details to be filled in by the dogged pursuer of mathematical truth. Thus, the complete proof is condensed even further to a string of references leading to the major points that contain the thrust of the proof. A proof will look like maps within a map and in this sense resembles hyperlinks within a document.

Problem solving is dynamic map making. It may be helpful to compare problem solving in mathematics to a mental discovery process that charts the possible path(s) from problem to solution. In a sense, a mathematician seeks to correctly and efficiently navigate the topography of mathematics. This exploration is highly complicated and rarely surrenders to a flowchart approach. Ability, diligence, and years of devoted study are necessary in becoming an independent wayfarer. Over time, as in the real world, new or refined tools make it possible to solve new problems or see old problems in a more revealing light. Thus, not only is the granularity of making the maps enhanced, but so is the ability to overcome mathematical obstacles. In brief, the texture of the map representing the state of mathematical knowledge is dynamic.

> *"Mathematicians are machines which turn coffee into theorems."*
>
> *Paul Erdös (1913-1996)*

Dr. Ernst Straus, who worked with both Albert Einstein and Erdös, wrote a tribute to Erdös which reads in part: "In our century, in which mathematics is so strongly dominated by 'theory doctors,' he has remained the prince of problem solvers and the absolute monarch of problem posers."

The very nature of mathematics, with its emphasis on problem solving, actively encourages the apprentice mathematician to learn as many kinds of theorems and types of proof as possible. The richness and connectedness of the web of mathematics become more apparent to an experienced practitioner as his or her "bag of mathematical tricks" grows in size and maturity, and specifically as a problem solver encounters a greater number of problems requiring careful examination. To foster skill and inspire ingenuity in mathematical problem solving, there are exceptional tests such as the U.S.A.'s Putnam Exam (university-level) and the International Mathematical Olympiad (high school-level). These examinations, comparable to the Olympics, celebrate mathematics and

provide a competitive environment to develop a palette of problem solving skills to appreciate, attack, and to circumnavigate mathematical obstacles, if needed. These tests also serve as a reservoir of mathematically meaningful problems that may, after suitable modification, be used as a teaching tool in a case-based learning environment. This instructional approach is similar to that found in many business and law schools.

"Ah ha," you will say, recognizing the way Nash probably constructed the outline of an octopus using stars. He chose stars that formed segments (resembling legs) and then pieced the segments together to form an octopus. The difficult part was to connect the segments at one star in such a way as to truly give the appearance of an octopus.

But how do you know if it is possible to make an octopus from the relative position of the stars? In mathematics, this is known as the question of existence, which if answered in the affirmative begs the "question of uniqueness" or what are the number of solutions? Some mathematicians solve problems as Field Marshall Montgomery would—by assembling all the necessary resources before an assault. Other mathematicians solve problems as General Patton would—by pushing until the problem surrenders. Of course, the types of mathematicians are mirrored by a generous variety of problem solving approaches.

There are two fundamental camps in mathematics—pure and applied. Pure mathematics tries to artificially distinguish itself from applied mathematics by claiming not to be useful and (snobbishly) superior. In very simplistic terms, pure mathematics is inertia-laden as it seeks to build a solid foundation pushing the construction of ever more general mathematical structures. Applied mathematics seeks to create and solve suitable models that reveal the physical mechanisms for a given phenomenon (traffic flow, weather, combustion, population dynamics, etc). Interestingly, Nash's models in game theory inspired further results in diverse applied mathematical fields, such as the mathematical theory of the stock market and genetics.

Nash succeeded in solving a problem that von Neumann, a mathematical giant, could not solve, demonstrating a classical manner in which a mathematician seeks fame—solving a tough problem that has stumped great minds. One such grand problem was due to Pierre de Fermat (1601–1665), a lawyer and amateur mathematician; it is referred to as Fermat's Last Theorem (FLT). This famous mathematical problem withstood the assault of the greatest mathematical minds for more than 350 years, until Cambridge Professor Andrew Wiles, working in secret for more than eight years, burst upon the mathematical scene in 1993 with a 150-page solution. But the "solution" contained a small flaw, which was fixed with the help of another Cambridge mathematics professor. Wiles built his solution by combining the results of others, creating new mathematical tools as needed, and receiving help from his peers with the pesky details. Wiles' approach highlights problem solving in mathematics, which is to combine, refine, and develop tools that help solve or extend results. As this process happens colleagues provide quality control.

Wiles compares solving FLT to that of an odyssey. In fact he describes his "experience of doing mathematics in terms of a journey through a dark, unexplored mansion. You enter the first room of the mansion and it's com-

To learn more about Fermat's Last Theorem, visit the following Web sites:

- NOVA Online:
  http://www.pbs.org/wgbh/nova/proof/
  (A photo of Wiles is available here)

- BBC Horizon:
  http://www.bbc.co.uk/science/horizon/fermat.shtml

To learn more about John Forbes Nash, visit the following Web sites:

- Biography:
  http://www-groups.dcs.st-andrews.ac.uk/~history/Mathematicians/Nash.html

- Nobel Prize site:
  http://www.nobel.se/economics/laureates/1994/

- Autobiography:
  http://www.nobel.se/economics/laureates/1994/nash-autobio.html

- Resources:
  http://cepa.newschool.edu/het/profiles/nash.htm

- "John Nash and a Beautiful Mind," *Notices of the American Mathematical Society*, p 1329-1332, November 1998.

pletely dark. You stumble around bumping into the furniture, but gradually you learn where each piece of furniture is. Finally, after six months or so, you find the light switch, you turn it on, and suddenly it's all illuminated. You can see exactly where you were. Then you move into the next room and spend another six months in the dark. So each of these breakthroughs, while sometimes they're momentary, sometimes over a period of a day or two, the culmination of—and couldn't exist without—the many months of stumbling around in the dark that proceed them."

The conquest of FLT exemplifies the intellectual struggle of the human mind, and even made international news headlines, allowing the general populous to share in the victory. Amazingly, a musical drama, *Fermat's Last Tango*, based on the proof of FLT was produced by the York Theatre Company and ran Off Broadway in late 2000 and early 2001. The play brings together mathematics and theatre in an attempt to understand the human component and cultural meaning of a great intellectual achievement.

Wiles' journey describes mathematical problem solving as equivalent to exploration or possibly cartography. Explorers traverse territory, extending paths of others and sometimes retracing the steps of others. But they always create maps to enable navigation.

In the beginning, these maps were not very detailed but over time they showed a textured landscape with sophisticated "pointers" that enabled even the novice searcher to retrace, flesh out, survey, and possibly extend the landscape of mathematics. The dynamic character of these maps emerges as one sees the effects of improvements in solution techniques and the accompanying results.

The problems considered by Nash and Wiles required exceptional mathematical problem solving skills. One may compare their efforts to the construction of an exotic racecar. The knowledge gained from building and testing a racer forms a map that others can study, learn and iteratively improve upon.

But not all mathematical problem solving skills and tools have to originate from exceptional problems. Calculus provides a classical example of a well-mapped branch of mathematics in which problem solving has generated the mathematical tools and results behind applications that we find indispensable—the automobile, the refrigerator, the telephone, and the computer.

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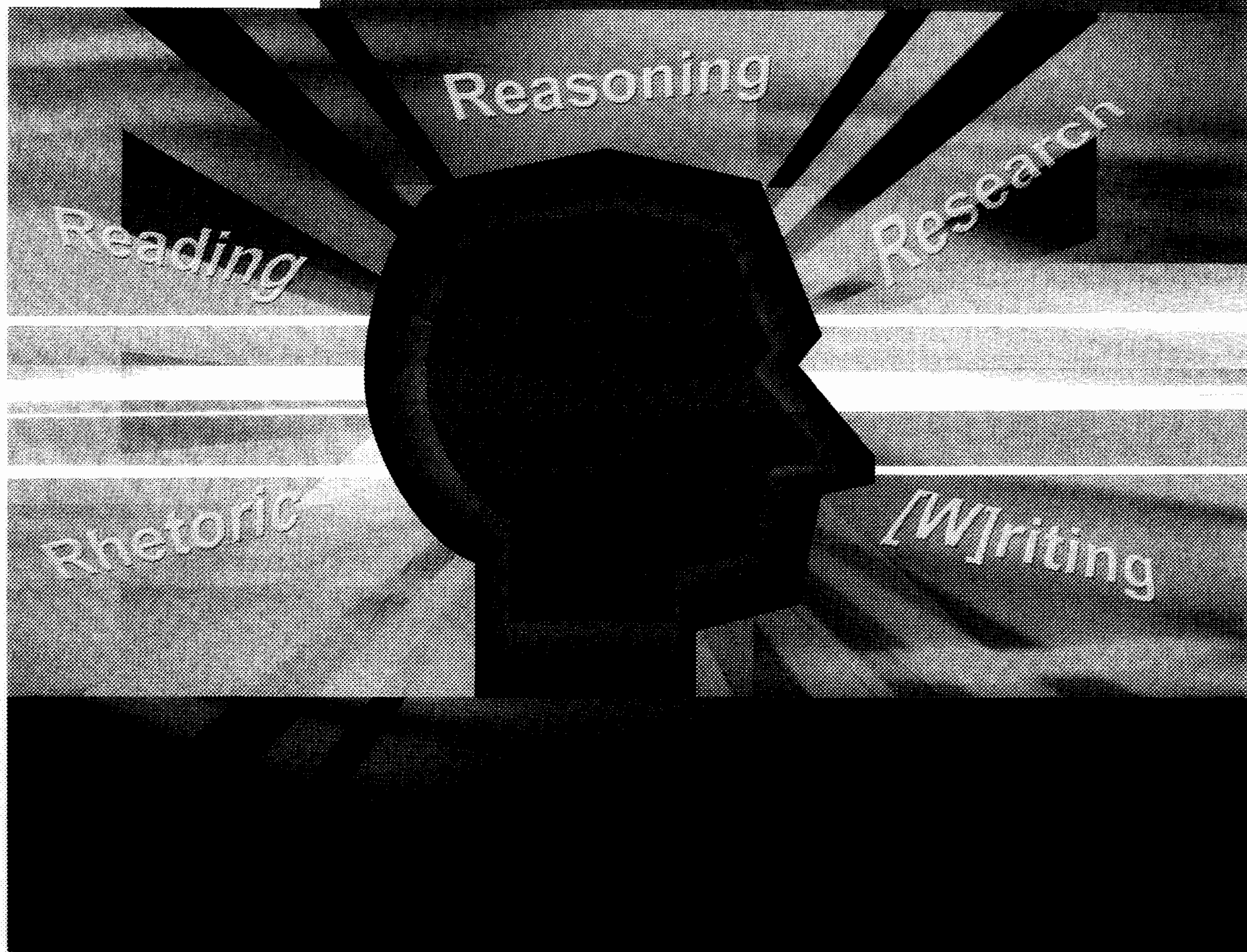
Thinking Like A Lawyer: An Essay on Finding Some Common Ground



Roberta I. Shaffer,
M.Ln., J.D.

Roberta Shaffer is an information professional specializing in law for over 25 years.

... Learn the "Five R's"

TO MANY PEOPLE, THE IDEA OF THINKING LIKE A LAWYER CONJURES UP **sinister thoughts of finding loopholes and work arounds, assisting in miscarriages of justice, and stretching the truth. Many of our more shocking current events have some lawyer's action that seems outrageous at their core.**

We may be somewhat cynical about lawyers on a global scale, and in the United States in particular, because so much of our cultural capital seems to be expended on litigation and on the high costs associated with legal advice. Yet, it is difficult to refute the critical role that the law, and by extension, lawyers play in the smooth running of commerce, the facilitation of invention, and our ability to exchange ideas about all shades of controversy. And these are just a few areas where the law makes a positive contribution to our lives.

As information professionals, we may find that we have a great deal to learn from the way lawyers think. Lawyers are a credible group to analyze information behaviors and attitudes because they are so reliant upon information to practice their profession.

If we start our review with the ways in which lawyers are taught, we see that the seeds of "thinking like a lawyer" are embedded in the structure of legal education. Distilled down to its most basic parts, law students spend three years studying a variety of subjects. Almost all of these subjects are designed to develop five abilities—research, reasoning, [w]riting, reading, and rhetoric (in the oratory sense of this word). These are often referred to as the "Five R's."

Through the vehicle of the subject specific classes, the "Five R's" are designed to teach students to be thorough in their research, air tight on their reasoning, crystal clear in their writing, careful in their reading of everything (including the key meaning of punctuation), and facile in their oral communication.

To many, the focus of legal education is being taught to think critically. Yet, like much of the concern that is waged against graduate education in library and information science, there is a strong demand from the marketplace for skills training. Like their graduate school counterparts in professional education, law schools have resisted a strong emphasis on skills development unless those skills remain true to the "Five R's." The law schools see their mission as teaching students to think. In their eyes, this is an investment in their students' future success that cannot be compromised or diluted.

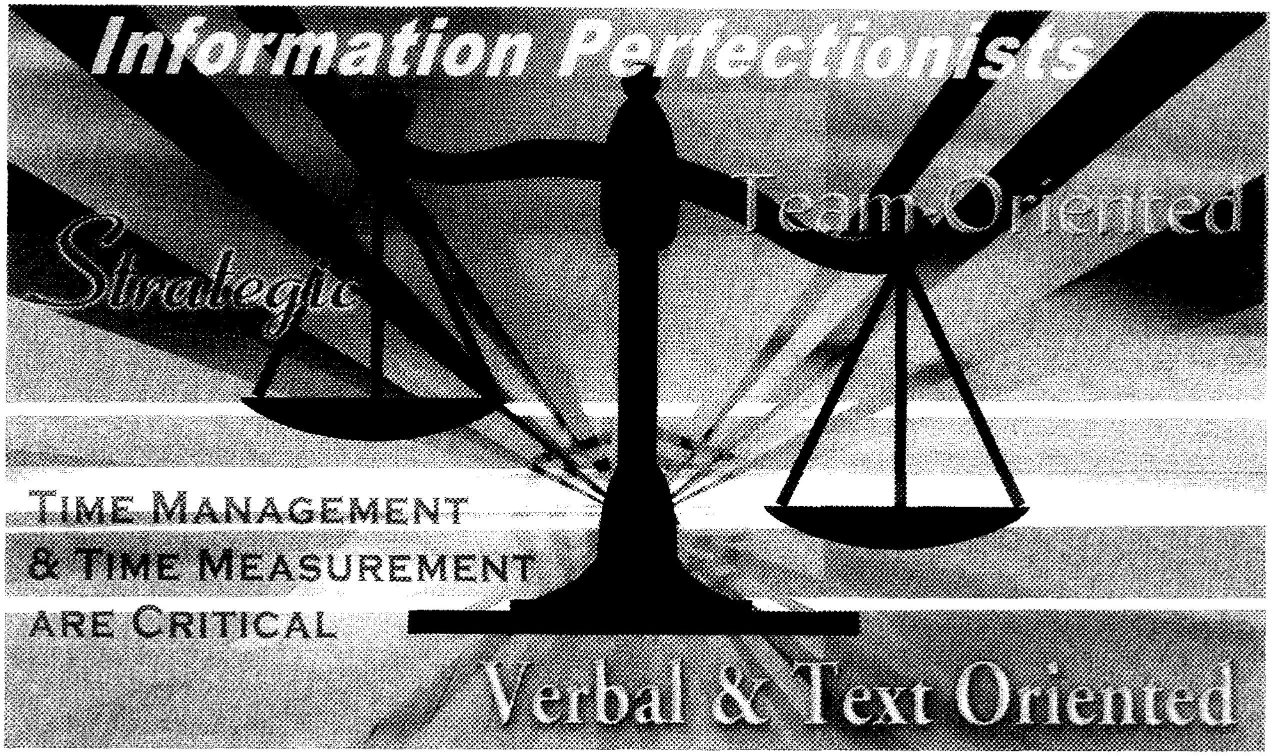
Educators in both law and library and information science take great pains to help students "think like lawyers [critically]." This is not easy because it makes the instructor seem argumentative, adversarial, and mired in minutiae. These are teaching techniques that sharpen the "Five R's." To a legal mind, being a lawyer or not, there should be no such thing as "fine print" regardless of font size!

It could be convincingly argued that library and information professionals have the same professional motivation as lawyers. Information, a precious commodity, is given to the information professional's stewardship, just as law is given to lawyers. Neither profession can afford to be cursory in research, opinionated in reasoning, careless in word choice and usage, superficial in reading, and unclear in oral expression.

Next, let us look at the attributes of lawyers that are shared by information professionals or should at the very least be noted.

Lawyers are information perfectionists who must know the level of authority and the source of everything cited or used in legal argument. They also approach research as information optimists. There is an assumption that a "mirror" (or at least a complimentary case) exists or a statute or regulation is on point with a client's needs. Lawyers are very hesitant to declare something to be a "case of first impression." By the same token, information professionals have trouble facing the prospect that information does not exist.

The lawyer's need for information is both historical and real-time, all at the same moment. Anglo-American legal tradition, in particular, is based on a system of precedents and analogy building. Viewed from this perspective, ancient law, and in some cases, even discarded principles may still shed light on a cutting edge legal problem.



Lawyers think in the context of cultural values and public policy. They are strategic in setting a precedent or in the forging of new territory. While the needs of the individual client drive the lawyer's representation to the client of various results, certainly judicial decision making takes notice of the bigger social picture in both selecting the decisions upon which to actually write opinions, and then in selecting or highly-refining the issue(s) upon which to reason a decision.

While the law has infiltrated so many other disciplines, it has, in turn, been highly influenced by a wide variety of subject matter. Lawyers are not information isolationists, but rather are anxious to understand the "literature" of all disciplines and to use it effectively in advocacy. Increasingly, sociology, psychology, the basic sciences, and engineering have found themselves embedded in legal inquiry. Lawyers employ principles of qualitative and quantitative research in jury and forum selection.

Lawyers are still primarily verbal and text oriented. Words remain the critical tools of the trade. However, there is a significant movement in the direction of visual language in the creation of demonstrative evidence for trials and in mathematical modeling used in risk assessment. Some have been so bold as to declare that the law is becoming "bi-lingual" in the sense of the text/visual communication continuum.

Lawyers are also very team-oriented. Legal teams are frequently vertical teams that bring together a group of experts in order to look at all the consequences of an action; yet, they rely simultaneously on being part of another team that is horizontal and hierarchal within their organizations.

Time management and time measurement are critical aspects of a lawyer's ability to be profitable. Consequently, lawyers value convenience and service. Access to information, both in the traditional meaning of how information is organized and in the more modern meaning of how easy a tool is to navigate use, are very important selection criteria. Since lawyers display an exceptional level of initial product skepticism and then very high product loyalty, the "hows" of access make or break new entries into the legal marketplace.

Looking to the future, lawyers should be strong advocates of digitized information once they can be assured on the issues of authenticity, security, and format stability. Digitized information holds out the promise of concurrent access to various versions of laws and the ability to compare law across time and application. It also enhances the ability to move among cited and citing materials with easy, adjacent viewing options. Finally, it facilitates the recycling, regeneration, and updating of work product.

As information professionals, we can learn a great deal from how other professionals think and how their thought processes are inculcated into our own professional persona. In addition, we must know how our clientele(s) thinks in order to provide service that fits well within their professional framework, and takes into account the unique information needs they may face.

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  9:00 pm - midnight

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Fighting Terrorism with Information: Issues and Opportunities

Dr. Bruce W. Dearstyne

Dr. Bruce W. Dearstyne is a professor at the College of Information Studies at the University of Maryland.

Information Comes to the Forefront

THE TERRORIST ATTACKS OF SEPTEMBER 11, 2001 HAVE LED TO MANY PROFOUND changes in our nation, including a new level of attention for the role of information in business, national security, and fighting terrorism. In the aftermath of the attacks, it became clear that better gathering, sharing, and analysis of key information might have enabled authorities to anticipate what was coming.

The most glaring vulnerability exposed by the attacks, said Harvard's Rosabeth Moss Kanter, was "our government's ability to absorb and process information."

Others agreed.

"Information—mostly the knitting together and analysis of information—is clearly what failed us. Too many pieces that might have been useful as a fabric floated here and there, disconnected, a rubble of incomplete knowledge," said *Darwin* magazine's Editor Lew McCreary.

"[This] is a war in which information may be the most important asset that we have," said National Security Advisor Condoleezza Rice.[1]

We, as information professionals, need to react, lead, and change our strategies to address threats and opportunities. "This is a moment to seize," said British Prime Minister Tony Blair. "The kaleidoscope has been shaken. The pieces are in flux. Soon they will settle again. Before they do, let us reorder this world around us."[2]

Terrorists' Exploitation of Information

The terrorists understood the value of systematic gathering and analysis of information for their deadly acts. A captured Al Qaeda training manual stressed "gathering information about the enemy, the land, the installations, and the neighbors;" disseminating false information ("spreading rumors and writing statements that instigate people against the enemy"); carrying false identity cards, passports, and other documents; and deliberate but cautious use of modern information systems ("duration of transmission [on facsimile and wireless] should not exceed five minutes in order to prevent the enemy from pinpointing the device location").[3] They communicated over the Internet, exploited lax United States requirements to obtain key documents (such as visas and social security cards), carefully moved funds through special banks known as *hawalas* (that are not closely regulated and create few records), and coordinated so thoroughly that each of the four hijacking teams had its own ATM card with a single PIN.[4]

Information as Evidence

The federal government has focused extraordinary time and resources on investigation, intelligence gathering, analysis, selection, interpretation, and presentation of information to the public. The "White House Coalition Information Center" was established to communicate information about war, build support in Muslim nations, and disseminate information about humanitarian aid and plans for establishing a representative government in Afghanistan. *Al-Jazerra*, the Arab world's news broadcasting network based in Quatar, also assumed an important role in getting information out about the war, America's role, the Israeli-Palestinian conflict, and the Taliban. Part of the information challenge was convincing the Islamic public that Osama Bin Laden and his Al Qaeda network were responsible for the September 11 terrorist attacks. This included offering evidence that the hijackers were connected to Al Qaeda, quoting Bid Laden's videos and speeches, showing that he had the will and the resources to execute an attack of that magnitude, and tying him to the Taliban in Afghanistan.[5] As the war continued, gathering evidence to try terrorists in special military tribunals became an important consideration.

Managing Information Dissemination

The administration continues to grapple with how to manage and when to release information. In some ways this has been an improvised policy with some inconsistencies and problems. For instance, on October 25, the president's press secretary said that the mail is "overwhelmingly presumed to be safe" from anthrax. However, the postmaster general said, "I can't offer a guarantee" that the mail is safe.[6]

The attorney general or the homeland security director are issuing a number of unspecific alerts based on "credible information" about new terrorist attacks. Some people think this policy is prudent, while others think it is alarmist. The federal and some state governments, reversing long-established liberal information dissemination policies, removed information about water resources, nuclear power plants and waste storage sites, toxic waste sites, and transportation networks from Web sites. The Nuclear Regulatory Commission shut down its site, then reopened it after removing sensitive information.[7]

The Critical Role of Bioterrorism Information

The spread of anthrax through the mail raised issues about sharing information within the public health and medical communities and dissemination of health-related information to an anxious public. The anthrax threat highlighted many information-related issues—about 20 percent of local public health departments lacked Internet access, 10 percent had no e-mail, consistent and reliable information was hard to find, health "hotlines" were deluged with calls and staffed by people who did not have answers, and the message about the seriousness of the threat was inconsistent.[8] Federal agencies—particularly Health and Human Services, the Centers for Disease Control, and the Postal Service—struggled to find the proper amount of information to release and correct tone to release it in. The news media played a major (sometimes alarmist) role in information dissemination. Many health agencies, universities, libraries, and other institutions entered the information-dissemination aspect of the campaign by posting information on their Web sites. The American Medical Association's site answered "Frequently Asked Questions" about bioterrorism, anthrax, and smallpox; provided advice; and offered a *Bioterrorism Agents Quick Reference Guide* with information about systems, treatment, and the danger of various biological threats.[9]

Improving and Coordinating Information Gathering and Use

In the wake of the September 11 attacks, press accounts and debates in Congress demonstrated inadequate intelligence gathering and information-sharing among the CIA, FBI, Border Patrol, Coast Guard, Customs Service, Immigration and Naturalization Service, and local police agencies. Lack of communication, turf issues, incompatible and, in some cases, outdated computer and electronic information systems, and lack of ability to deal with information overload presented major information problems. "We would be a lot safer," Homeland Security Director Tom Ridge said, "If we could not only fuse some of this capacity but [also] exchange some of the intelligence that these agencies now get."[10]

Key federal agencies began to address the cultural, legal, and technical issues associated with data integration and to earnestly search for ways to "share information on an unprecedented scale."[11] Policy analysts also looked at the issue of "too much information" (something that information professionals deal with every day) and how to glean needed information from this overload. The FBI was completely reorganized to put more emphasis on internal security, counter-terrorism, and cyber crime areas, which required more vigorous approaches to information gathering, analysis, sharing, and use.

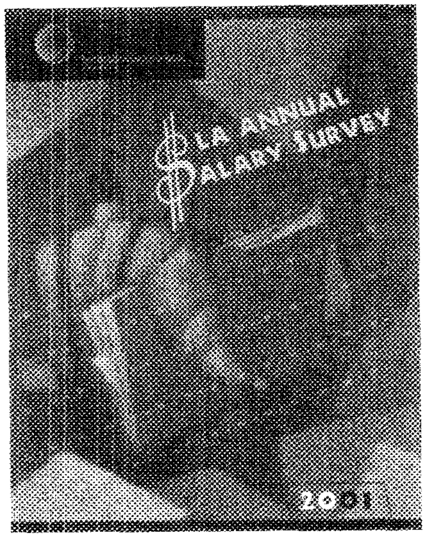
Increasing the Government's Information Gathering Ability

In the wake of the attacks, FBI agents and other law-enforcement officials stepped up their efforts to track down terrorists and prevent threats. FBI agents showed up unannounced at banks and businesses and asked for information without necessarily having subpoenas, court orders, or warrants. Legal experts advised companies to treat information requests from government agents on their own merits and to have an individual in the company prepared to evaluate those requests.[12]

In October, Congress passed the "U.S.A. Patriot Act," a law, which "lays the foundation for a domestic intelligence-gathering system of unprecedented scale and technological prowess, according to both supporters and critics of the legislation." The law expands the powers of the FBI, CIA, and Treasury Department; expands the use of wiretaps and other investigative/information gathering approaches; guarantees that information can be shared between federal security agencies; and authorizes a nationwide communications system for sharing information with local police agencies. Information sharing barriers are reduced. For instance, the law permits the FBI to give grand jury information to the CIA without a court order, provided the information concerns foreign intelligence or international terrorism.[13] The Patriot Act seems bound to foster a dramatic upsurge in information-related work.

Information's Role in "Netwar"

Strategists from both the military and other sectors are drawing on theories of management and organization to engage in what military analyst John Arquilla has called "netwar"—warfare against a networked force (such as Al Qaeda) where "robustness, speed, and flexibility" count, and "communication is multi-directional, command is shared, people are multi-skilled, trust is high." Defeating a networked adversary involves searching for "nodes" (people or locations that are communication/information switching points). This requires mining human and other intelligence and searching through phone and bank records, visa and immigration data, licenses for transporting hazardous materials, etc. Netwar experts argue that we must look at several dimensions of the enemy: technological (target their processes and technology); social (kinship, marriage, religion that binds the network together); narrative (the story the network tells itself to maintain its esprit d'corps and resolve); organizational structure and mode of operation. Fast-moving assault units with information access complete the picture. Pentagon planners call their version of this approach "network-centric warfare" with three dimensions: a "sensor grid" that collects information; a "shooter grid" consisting of ships,



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planes, and soldiers; and an "information grid" of computers and communications devices. The goal is to have "information superiority" and fast responsiveness.[14]

Information and Battlefield Advantage

Information is playing a major role in the combat aspects of the war on terrorism. The success of American bombing of the Taliban is partially attributable to "gigabytes of targeting information, gathered on the ground, in the air, and from space."

Air Force Chief of Staff John P. Jumper says that "a constellation of information-gathering systems" has provided a dramatic advantage. For instance, unmanned Predator drone reconnaissance planes use their laser designators to point out targets and forces on the ground and give satellite-guided coordinates to Navy and Air Force pilots.[15] Some troops carry Palm Pilots and others use hand-held information devices. There are even plans under way to make more sophisticated information technology available to soldiers on the battlefield.[16]

Information Security

In the wake of September 11, the business press has stressed the need for sound information technology security, backup/off-site data systems, and the protection of corporate information systems against the threat of terrorist attacks, including "cyber-attacks" over the Web. Articles about disaster management, business continuity, access control, and related topics—most having important information management applications—appeared in policy journals. A special issue of the magazine *Information Week* covered corporate recovery from the Sept. 11 attacks. The theme of the issue —"Relocated, Rewired, Resilient"— summed up the generally successful response and lessons learned in the process.[17] New York's hard-hit financial community provided many important lessons, particularly about information issues associated with physical relocation to new offices. Among the themes: redundant information systems are a sound investment to ensure business continuity in times of disruption; morale suffers even if technology and data survive; a realistic disaster preparedness/response plan with clearly assigned responsibilities is essential; and reassuring your customers that their data and your ability to do business are both intact is essential.

Ascent of E-mail, Teleconferencing, E-commerce?

The anthrax scare and fears about flying have given a boost to alternative means of conveying information.

Fear of anthrax-tainted mail is leading some companies and consumers to shun snail mail in favor of e-mail and e-commerce. That has put pressure on IT managers to increase bandwidth, add servers, and deploy applications that can handle the growing volume of e-marketing campaigns and e-payments. [18]

Though meeting via a teleconference hookup may be less personal, it is less nerve-racking than flying to meet your colleagues and business partners. E-commerce—performing business functions over the Web—is also likely to get more attention because of recent events. It is too early to predict just what the results will be, but there is no doubt that the terrorist attacks have encouraged greater use of digital information sharing.

Documenting the Attacks

There are also a number of projects aiming to capture information on the tragic events of September 11. The Library of Congress, the Internet Archive, and a few other groups have teamed up to create a Web site that "archives" Web content from the press, government, corporations, and other groups pertaining to the attacks.[19] Several repositories in New York City and elsewhere in New York state have begun documentation efforts to provide a full record of the many aspects and ramifications of the tragedy.

Information and the War on Terrorism: Information Professionals' Roles

Themes like strategic use of information, competitive intelligence, knowledge management, information security, human-computer interaction, filtering, and information policy are not new to information professionals. Here are just a few of the ways information professionals can help in a post-September 11 world:

- We have developed the tools and expertise to meet many of the information-related challenges. Part of the work is to make them better known, understood, and used, particularly in government.

- Our professional community has a role to play in preventing future attacks by helping the government make better use of information and in shaping critical policy choices in sensitive areas such as access to information (including information on library users).

- Libraries have an important role to play for the communities they serve as sources of information for the public, forums for discussions, repositories for documentation efforts, and places of refuge and rallying points in times of crisis.

- Professional library and information schools also have a role to play through offering courses on information and the war on terrorism, competitive intelligence, information policy, and other important current topics.

In the final analysis, it is clear the pieces of the information "kaleidoscope" have indeed been shaken by the tragic events of the past few months. What form they take in the future is in part up to us.

1. Rosabeth Moss Kanter, "The *End* of the End of Big Government," *Business 2.0*, December 2001, 40; Lew McCreary, "A Rubble of Information," *Darwin*, November 2001, 10; *Electric Engineering Times*, September 24, 2001.

2. Speech to Labour Party Conference, October 4, 2001, http://www.number-10.gov.uk/news.

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4. "Hijackers Built Plot on Brains, Money, Cash," *Albany Times-Union*, November 4, 2001.

5. "U.S., Britain Step Up War for Public Opinion," *Washington Post*, November 1, 2001; "Responsibility for the Terrorist Atrocities in the United States, 11 September 2001," http://www.pm.gov.uk/news.asp?newsID=3025.

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all about drucker

Drucker Wrote the Book on Innovation

by Bruce Rosenstein

In 1985, Peter Drucker published the seminal *Innovation and Entrepreneurship: Practice and Principles,* codifying ideas for a discipline that seemed to exist only as a seat-of-the-pants, go-by-your-gut endeavor. He describes and analyzes such entrepreneurial innovations as the development of the modern newspaper and radical entities such as Nylon and penicillin.

He also shows the key ingredients Ray Kroc used to turn McDonald's from a 1950s hamburger stand into a classic case of entrepreneurship.

The keynote speaker at the 2002 Special Libraries Association annual conference in Los Angeles this June continues to focus on these fields 15 years after the release of his book.

The latest book in The Drucker Foundation's Wisdom to Action Series is *Leading For Innovation and Organizing for Results,* with thoughtful essays by an all-star lineup including Howard Gardner, Margaret J. Wheatley and James Burke.

In the foreword, Frances Hesselbein, one of the co-editors and the chairman of the board of governors of the Peter F. Drucker Foundation for Nonprofit Management, writes that in 1991, while preparing for the foundation's first conference, she asked Drucker for his definition of innovation. She wanted a description that could be used as a guiding theme for their materials. After some thought, Drucker faxed back this reply: "Innovation: change that creates a new dimension of performance."

In *Management Challenges for the 21st Century,* published in 1999, he reiterates his long-held belief that management and entrepreneurship are inseparable: "An enterprise, whether a business or any other institution, that does not innovate and does not engage in entrepreneurship will not survive long."

Both must be managed and put to work. They are not weekend endeavors, or something you perform when you have nothing better to do. They are only partially a matter of analyzing reports and statistics. At some point, you must go out into the field and observe by yourself, and draw the right conclusions.

If what you are doing is not something radically transformed, you are not an entrepreneur and you are not innovating. And he reminds us that we must continually keep the needs and wants of the customer in mind.

SLA members can learn a lot from these practices and principles. Entrepreneurship is now taught in library schools and there have been countless books on these subjects in the last decade and a half. And we can help those we work with be more innovative and entrepreneurial. People working as researchers or as knowledge brokers can think of themselves as solo entrepreneurs.

Keeping in mind the SLA's motto of "putting knowledge to work," we can look to Drucker's comment in *Innovation and Entrepreneurship* that "Knowledge-based innovation is the 'super-star' of entrepreneurship." He writes that this type of innovation "differs from all other innovations in its basic characteristics: time span, casualty rate, predictability, and in the challenges it poses to the entrepreneur. And like most 'superstars,' knowledge-based innovation is temperamental, capricious, and hard to manage."

There is nothing necessarily magical about performing as an entrepreneur. In *Innovation and Entrepreneurship* he writes, "The best proof that entrepreneurship is a question of behavior, policies, and practices rather than personality is the growing number of older large-company people in the United States who make entrepreneurship their second career."

SLA members are prime candidates to transform Drucker's ideas into careers and institutions that take our talents and careers to new, unsuspected heights.

Bruce Rosenstein is a librarian at USA TODAY and an adjunct professor at The Catholic University School of Library and Information Science. He can be reached at brosenstein@usatoday.com.

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copyright corner

Will The Distance Learning Provision Be Amended?

by Laura Gasaway

Some of my columns have detailed the difficulties that Section 110(2) of the Copyright Act causes for distance education (see *Information Outlook*, November and December 1998). Compared to the broad exemption for performances and displays in face-to-face teaching activities in a nonprofit educational institution, the distance learning section is narrow in its definition of what may be done without seeking permission from the copyright holder. The Digital Millennium Copyright Act contained a requirement that the Copyright Office conduct a study of modern distance education and make recommendations about whether and how the statute should be amended to facilitate digital distance education.

The Copyright Office's Report on Distance Education was published in May 1999 (see *Information Outlook*, October 1999). This month I will focus on efforts to embody the Register's recommendations into a bill and the status of the effort to amend Section 110(2).

Following publication of the Register's Report, hearings were held before the House Subcommittee on Courts, the Internet, and Intellectual Property in June 1999. In addition to the Register of Copyrights, only five witnesses were invited to testify. Two were representatives of copyright holders, two were representing the user community, and one was representing iCopyright, an organization created by publishers primarily to provide reproductions of printed works and to handle the collection and distribution of royalties for reproductions of copyrighted works. Not surprisingly, opinion was sharply divided over the need to amend Section 110(2). There was no further Congressional action on the issue for nearly two years.

In March 2001 Senators Orrin Hatch (R-Utah) and Patrick Leahy (D-VT) sponsored a bill to implement the Register's recommendations, S. 487, the Technology, Education and Copyright Harmonization Act (TEACH). A hearing on S. 487 was held on March 13 before the Senate Judiciary Committee. Testimony was presented on behalf of copyright proprietors and the higher education community. The Register's testimony supported the bill, which would implement the recommendations made by her office. Again, support for the bill was divided. Higher education was generally supportive of the amendment but had reservations about some of the language and the call to develop guidelines. Copyright owners strenuously objected to the bill.

At the conclusion of the hearings, the Senate Subcommittee asked the Register to facilitate efforts to negotiate an improved S. 487. The Copyright Office then convened a working group, which hammered out a negotiated version of the bill. For almost a month, the group worked hard to reach agreement. Each side relinquished some things it wanted in exchange for the inclusion of other provisions. The negotiated version of TEACH was brought before the Senate Judiciary Committee on May 17 where it passed unanimously; S. 487 passed the full Senate on June 7, 2001.

The bill was then referred to the House Subcommittee. A distance-learning bill (H.R. 2100) was introduced by Congressman Rick Boucher (D-VA) on June 7. This bill, more favorable to the needs of library users and educational institutions, seemed to be embraced by many in higher education and by librarians. The negotiators had agreed to support S. 487 in both houses with no further amendment. Boucher was persuaded to withdraw H.R. 2100 because of this unprecedented support for S. 487.

Further, supporters of TEACH asked the House to adopt the bill without any changes and cautioned subcommittee members that amendments to the negotiated bill would likely cause the entire agreement to collapse. The provisions were interrelated and groups agreed to one provision because of the presence of another. S. 487 passed the House Subcommittee on July 11, but it has not yet been addressed by the full House.

It is rumored that certain Congressional representatives were unwilling to pass a distance education amendment unless a bill to extend protection of databases that do not qualify for copyright protection was also enacted. The timing may have also been an issue. By mid-July Congress was headed toward its summer recess and the fall elections. Thus, the failure of the House to act on TEACH may have been due to timing. Then the events of September 11 focused Congressional attention on disaster recovery and anti-terrorism legislation.

Representatives of copyright holders and higher education who negotiated S.487 are now concerned the passage of time will threaten the hard-fought agreement. In fact, some members of both communities might prefer the agreement dissolve and return to the earlier disagreements in an effort to influence Congress.

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policy notes

Why Should I Get Involved in Public Policy?

by Tamara Theiler

For many people the phrase "public policy" is synonymous with the word "politics" and "politics" is a four-letter word. But each of us experiences the results of public policy decisions on a daily basis. Sometimes it is through the fallout of laws such a UCITA. Other times it is through a ruling by the Librarian of Congress.

Often we allow the opportunity to influence public policy pass us by because proposed legislation and regulations are frequently so detailed and contain so much jargon that they are difficult to understand. This causes us to feel overwhelmed. So we leave legislating and rule making to "policy wonks," but it does not have to be this way.

Generally, it is not necessary to understand all the nuances of a piece of legislation or regulation. A solid overview is often enough to convey the purpose of the legislation or rule and its potential affect. Web sites such as Thomas (http://thomas.loc.gov), which is operated by the U.S. Library of Congress, are excellent sources for this kind of information.

You may still be wondering why you should get involved in public policy debates. There are several good reasons for becoming involved. One reason is that it gives you a chance to shape the scope of a final draft of a law or rule. You may even be able to help determine how a law or rule is made. Getting involved in public policy provides a chance to participate in the evolution of your profession, your community, and society as a whole. In a nutshell, being involved in public policy is an opportunity to have your voice heard.

However, making your voice heard sometimes seems like an impossible task. Often people feel alone in their efforts to address a policy issue. Even when a group of people band together they may feel that their elected and appointed officials are only interested in hearing from lobbyists representing organizations that have massive amounts of money and power. They believe that these officials are not interested in hearing the common person's point of view.

That is why headquarters staff has spent the past several months revamping the SLA public policy department. Our main goal is to provide information professionals throughout the world with a voice in the legislative and regulatory process. We are here to help you convey to lawmakers the professional issues that you confront. But to effectively represent information professionals we need everyone's input. We cannot accurately convey your position unless we hear from you.

You, SLA members, are our best source of information because you have firsthand knowledge of how a law or regulation will affect information professionals. For example, will a particular law make your job more difficult? Are you able to implement it? Will it work in practice or is it just a theory that looks good on paper? You can help us provide lawmakers with anecdotal evidence that demonstrates the realities of the laws and rules they make.

You also have a better understanding of what is happening in your geographic area or area of specialization or interest. Often the momentum for a new law or regulation starts at the state or local level. When action is taken at these levels, federal governments and the international community take notice. Then they decide to either take action to counter what the state or local government has done, implement the state or local action at the federal or international level, or allow the state or local government to deal with the issue themselves. By letting us know what is happening in your city, state, or specialty area, you can point us in directions that we may not have thought of. It can give us a sense of what issues are making their way to the front and how these issues should be addressed.

There will also be times when action, on the part of association members, is required. Lawmakers and rule makers like hearing from the public at large, particularly their constituents. That is why we need your assistance in our grassroots activities, when they are necessary. These activities include writing a letter to a lawmaker or rule-making agency. Other times it may be an e-mail or phone call to an elected or appointed official. These are the best ways to explain your position to decision-makers.

While input from even one person can make a difference, correspondence from a large number of people lends credibility to the group's position. That is why we hope that, when the time comes, you will participate in the grassroots efforts. We also hope you will help motivate your fellow members to do the same.

Not only is it important for members to express their opinions to decision makers, it is important for them to have a common message. This is why it is important to develop issue statements. Currently, SLA has four issue statements regarding copyright and intellectual property, access to government information, the global information infrastructure, and competitiveness for the profession. As new issues arise we hope that members will work with the public policy staff to draft new position statements that accurately reflect the concerns of rank and file members.

With all of this in mind, we have established several goals for the public policy department. As already stated, one goal is to identify issues of importance to information professionals and to seek input and participation in addressing those issues. Another goal is to provide our members regular, accurate, and timely updates about what's happening in public policy. We also hope to build coalitions with other organizations as appropriate.

SLA's Government Affairs Platform guided the establishment of these goals. This platform, along with the members of the Public Policy Committee and the Government Relations Committee chair of each chapter and division, also help direct department activities. However, we are always seeking input from our members. If there is a certain issue or course of action that you would like to see SLA pursue, please get in touch with a committee member, government relations chair, or public policy staff member.

If you would like more information regarding SLA's government relations activities please log on to Virtual SLA (www.sla.org) and click on Public Policy Central. On this page you can find the current Public Policy Update, links to position statements, announcements, a link to the Government Affairs Platform, a link to a listing of Public Policy Committee members and other department information. There is also a link to the Public Policy InfoBank, which is an archive of department updates and position statements.

SLA's members act as a focal point for the association's government relations activities. We hope that you are as excited as we are about moving further into the public policy arena. Again, please don't hesitate to let us know which public policy issues you would like SLA to address. Doug Newcomb, director of SLA public policy, can be reached by e-mailing dnewcomb@sla.org or by calling (202) 939-3676. Tamara Theiler, public policy analyst, can be reached by e-mailing ttheiler@sla.org or by calling (202) 939-3677.

communications outlook

Organizational Mentoring

by Anthony Blue

In a perfect world, the workplace would be an oasis of learning and vast knowledge sharing across the organizational staff chart. From the CEO to the mailroom, employee development would move at the speed of light, enabling management to evolve at a rapid pace. Employers could sit back and watch as new employees soak up the knowledge of the organization and pass the information on in the amount of time it takes a sponge to absorb an ounce of water. Sound like a pyramid scheme?

Although, this scenario is not realistic in today's business world, mentoring is a valuable option for employers to place their workers in a position to succeed without the high cost that is usually attributed with professional development. As an information professional and a productive member of your organization, who is better suited to develop a mentoring program? The time has come for you to share your vast knowledge and experiences in your organization.

What exactly is mentoring? In the July 2000 issue of *Information Outlook*, an article written by Theo Jones-Quartey entitled, "Mentoring—Personal Reflections of a Special Librarian," highlighted the personal advantages of mentoring from the point of view of the person being mentored. Quartey said the ancient Greek origins of the word mentor hailed from Homer's *Odyssey*. Mentor in Homer's Odyssey was a tutor whom King Odysseus entrusted his son Telemachus to when he went away to fight in the Trojan Wars.

Anyway (not to get side tracked), today the word mentor is not recognized as a tutor or teacher but someone who provides guidance or counsel. Mentoring is used as an invaluable tool for developing a personal investment and is a cost-effective way for delivering outcomes and achieving organizational growth. In many organizations, there are trainers who are often confused as being mentors. However, there is a vast difference between training and mentoring. Recognizing the difference could have a major impact on your relationship if you ever contemplate becoming a mentor.

From an individual standpoint, the mentoring process is vital to career development. Jones-Quartey mentioned in her article that she benefited from being in a mentoring program for special librarians. She received coaching for areas and skills in which she had little or no experience; she was able to learn from constructive non-threatening criticism and her skills were marketed to her organization. In addition, she was put in a position to improve her interpersonal skills and network at the same time.

A good mentoring program is a two way street. Although the organization bears the burden of implementing a program, and evaluating its effectiveness, a critical component of the process is the role of the mentee. Jones-Quartey states that the mentee has to play an integral part in making the relationship beneficial. As with any kind of personal or professional development, the positive outcome depends largely on the desire and dedication of the person being mentored. This person has to be willing to learn and accept responsibility for his/her learning. The key is to put everything on the table from the beginning. This starts with your aspirations, goals, strengths and weaknesses. Good communication between mentor and mentee is the key to a successful program.

From an organizational standpoint, mentoring can be a win-win situation. While some organizations tend to focus on the latest trends, outstanding organizations know that leadership models are very transient to say the least, so their mentoring programs benefit their employees at a personal and professional level and are also well organized and share a common plan, while still nurturing individual expression and style.

Here are some tips that will help you launch a successful mentoring program in your organization:

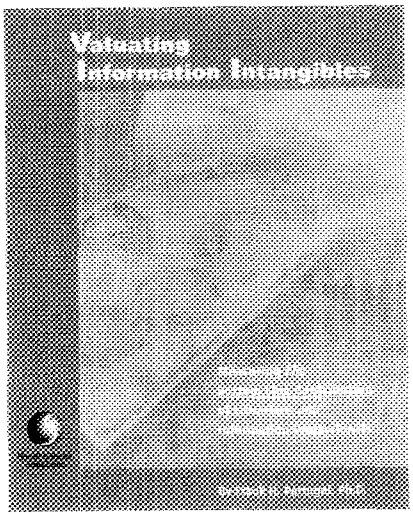
- Create a formula or plan of action for guiding the mentor and the mentee
- Identify specific objectives and guidelines for the relationship
- Determine the style of mentoring (one-on-one or group mentoring)
- Identify development needs of everyone involved
- Create a mentor support network
- Establish comprehensive training of mentors
- Develop a system that can evaluate and measure feedback

The Mentoring Group at www.mentoringgroup.com has a listing of "Mentoring Best Practices" from organizations that have developed mentoring programs. The Mentoring Institute at www.mentoring-resources.com also offers information on the science of mentoring.

Valuating Information Intangibles:

Measuring the Bottom Line Contribution of Librarians and Information Professionals

by Frank H. Portugal, Ph.D.



A determination of the bottom line value of libraries and information centers has proven difficult because of the intangible nature of the value and the use of archaic accounting systems that for the most part focus on tangible or physical assets rather than intangible ones. The problem is that the intangible value of libraries and information centers may be orders of magnitude greater than their tangible value. To overcome some of these measurement difficulties this workbork presents four different approaches to the intangible valuation of information resources.

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conference countdown

Why We Love Los Angeles And Why You Will Too!

Doris Small Helfer

The Southern California Chapter is thrilled to be welcoming the Special Libraries Association to the fabulous City of the Angels. We know you will find the many terrific meetings at the conference hard to leave, but should you have some free time or vacation before or after the conference, Los Angeles offers a wide variety of attractions. The following is a small sampling of things to do in your free time or on vacation. To view an extensive list, go to http://library.csun.edu/dhelfer/2002/welcome.html.

Movie and TV Fans

Tickets for TV series and game show tapings at many studios, including CBS Studio Center, Culver Studios, and Universal Studios, can be obtained through Audiences Unlimited by calling (818) 506-0067. Paramount Television also tapes a number of hit shows. To obtain tickets, call (323) 956-1777. "The Tonight Show Starring Jay Leno" is taped at NBC Television. Call (818) 840-3537 to obtain tickets for NBC. Warner Bros. Studios (4000 Warner Blvd., Burbank) offers a two-hour working studio tour, which involves some walking. Reservations are required. Call (818) 954-1744 at least one week in advance to reserve a spot. Mann's Chinese Theatre (6925 Hollywood Blvd.) is open to the public and features the famous cement-hand and foot prints. The Hollywood Sign, one of Southern California's most recognized icons, can clearly be seen throughout most of Hollywood, while the Hollywood Walk of Fame honors show business immortals along Hollywood Boulevard and Vine Street. At the new Hollywood and Highland Complex, you can enjoy shopping, movies, restaurants, hotels, entertainment, and the Kodak Theatre—the new and permanent home of the Academy Awards, concerts, live theatre, and special events. The Academy of Motion Picture Arts and Sciences (333 S. La Cinema Blvd., Beverly Hills) is responsible for the Academy Awards every year. The library is open to the public but space is limited. Call (310) 247-3000 to make reservations. The Museum of Television & Radio (465 N. Beverly Drive, Beverly Hills) features a collection of more than 95,000 television and radio programs. Call (310) 786-1000 for details.

Downtown and Environs

Downtown Los Angeles is a microcosm of many cultures that make the city one of the world's most diverse communities. Chinatown (north of Sunset Blvd., between Broadway and Hill St.) features dozens of restaurants and hundreds of shops specializing in Chinese food and other Asian imports; call (213) 617-0396 for more information. Shopping plazas, excellent restaurants, Buddhist temples, and the Japanese American Cultural and Community Center are found in Little Tokyo (bounded by Los Angeles, Temple, 3rd and Alameda Sts.). Call (213) 628-2725 or 689-8822 for details. Olvera Street (bounded by Main at Los Angeles St.) features a colorful Mexican marketplace and historic El Pueblo de Los Angeles (1781) and Avila Adobe (1818). Call (213) 628-1274 for more information. The Bradbury Building (304 S. Broadway), designed by architect George Herbert Wyman in 1893, has a Victorian gem of an interior—a glass-skylit court, ornate grillwork, and open-cage elevators. Union Station (800 Alameda St.), a building familiar to moviegoers all over the world, was built in a Spanish Mission style that subtly combines Streamline Moderne and Moorish design elements. For the shopping buffs, there is the fashion district, a jewelry mart, and the arts district. Call (213) 683-6873 for more information.

Theme Parks

For those of you seeking a little adventure, check out some of California's theme parks. Call (714) 781-4565 for information about Disneyland and Disney's California Adventure (1313 S. Harbor Blvd., Anaheim). Six Flags (Magic Mountain Pkwy., Valencia) rocks visitors with some of the best roller coasters in the world. Call (661) 255-4111 for information. Knott's Berry Farm (8039 Beach Blvd., Buena Park) offers some outstanding "coasters" of its own, plus many buildings transplanted from old mining towns. Phone (714) 220-5200 for details. Universal Studios Hollywood (100 Universal City Plaza, Universal City) offers rides and attractions inspired by your favorite movies and TV shows. Call (818) 508-9600 for more information.

All of these fabulous theme parks are within a one-hour drive of downtown L.A.

Outdoors

Within Griffith Park are tennis courts, golf, horse stables, pony rides, a merry-go-round, children's railroads, a collection of old railroad cars and engines, the L.A. Zoo and Greek Theatre, and the Autry Museum of Western Heritage. At Santa Monica Pier (Colorado Boulevard & Ocean Ave. in Santa Monica) you can enjoy eateries, souvenir shops, arcades, and Pacific Park. Call (310) 458-8900 for details. Venice Beach is an L.A. must-see with bicyclists and skaters, magicians, a chain-saw juggler, and street artists. You can rent skates and bicycles at the south end of the boardwalk.

Museums

Exposition Park (south of the USC campus and adjacent to the Memorial Coliseum and Sports Arena) boasts several of Southern California's top cultural attractions, including the Natural History Museum, (213) 763-3466 and the California Science Center, (323) 724-3623. The California African-American Museum presents changing exhibitions of art, culture, and history. Call (213) 744-7432 for more information.

The Getty Center (1200 Getty Center Drive) includes the Getty Museum, Research Institute, and Conservation Institute in a stunningly beautiful setting. Call (310) 440-7300 for details. Huntington Library, Art Collections, and the Botanical Gardens (1151 Oxford Rd., San Marino) contains more than 600,000 books and some 300 manuscripts, including such treasures as a Gutenberg Bible. Call (626) 405-2100 for information on any of these locations.

Deposits of oil collected in shallow pools and coagulated into sticky asphalt can be found at the La Brea Tar Pits (5801 Wilshire Blvd). More than 100 tons of fossil bones have been removed in excavations over the last seven decades and many are on display at the George C. Page Museum next door. Call (323) 934-PAGE for more details. LACMA, (the Los Angeles County Museum of Art) is located at 5905 Wilshire Boulevard. Call (323) 857-6000 for information. MOCA (the Museum of Contemporary Art) at California Plaza is located at 250 South Grand Avenue in Los Angeles. Call (213) 626-6222 for details. The Museum of Tolerance (9786 W. Pico Blvd), adjacent to the Simon Wiesenthal Center, uses state-of-the-art interactive technology and challenges visitors to confront bigotry and racism. Call (310) 553-8403 for more information. The Norton Simon Museum (411 W. Colorado Blvd., Pasadena) houses a stunning Old Master and Impressionist art collection. Call (626) 449-6840 for details.

For additional information on these and other wonderful L.A. sights, visit the Southern California Chapter Web site at http://library.csun.edu/dhelfer/2002/welcome.html.

making news

sla news

SLA Board of Directors Appoints Oxbrow

The Special Libraries Association (SLA) announced that Nigel Oxbrow has been appointed to the SLA Board of Directors. Oxbrow will fill the vacancy of director Karen Kreizman-Reczek who will now serve as division chair-elect following the resignation of Karen Bleakley.

The SLA Board of Directors appointed Oxbrow during the SLA Winter Meeting in Chicago, Illinois. He will make his first official appearance at the SLA Annual Conference in Los Angeles, California, June 8-13, 2002. His term as director will run through 2003.

Oxbrow is founder and chief executive of TFPL, the international information and knowledge management research, consultancy, and recruitment company. He has been an active member of SLA since 1983, serving in a multitude of functions at the chapter and division-levels. He served as president of the European Chapter (1992-1994); director of the Business and Finance Division (1997-1998); membership chair of the European Chapter (1992-1999) and (1999-2000); and as a member of the Professional Development Committee (1998-2001). During the 2001 SLA Annual Conference in San Antonio, Texas, Oxbrow was named an SLA Fellow.

SLA President Hope N. Tillman remarked, "On behalf of the SLA Board of Directors, I would like to welcome Nigel Oxbrow to the board. Nigel was one of those made Fellow this past June with the expectation of future service to the association. We are pleased to be able to turn to him now to make use of his global experience and expertise in knowledge management and the information profession."

For more information on Nigel Oxbrow or SLA's Board members, visit Virtual SLA at www.sla.org or call the SLA Public Relations' office at 202-939-3633; e-mail Anthony@sla.org.

Expanding Global Knowledge Frontiers on April 18th

On Thursday April 18, the global information community will acknowledge the pivotal impact of information professionals and special librarians around the world by celebrating International Special Librarians Day (ISLD).

The theme for this year's ISLD, "Leadership, Partnership, Membership: Expanding Global Knowledge Frontiers," is a joint moniker submitted to the ISLD selection committee by the Rio Grande Chapter of SLA and SLA member Marcella Barnhart. The winning theme captures the unique spirit and drive of information professionals as they unite on a global quest to expand new frontiers of knowledge.

Established in 1991 by SLA in conjunction with National Library Week, International Special Librarians Day provides an opportunity for information professionals to promote the services they provide to their users, customers, and management within their organizations and to external communities with promotional tools provided by SLA.

ISLD is sponsored by SLA and Factiva, a Dow Jones & Reuters Company. For more information, please visit the ISLD section of Virtual SLA at www.sla.org or call the SLA Public Relations' office at 202-939-3633; email Anthony@sla.org .

chapter &division news

Ei/SLA Engineering Librarian Award

SLA's Engineering Division Awards Committee is now accepting nominations for the 2001-02 Ei/SLA Engineering Library Award. This annual award, sponsored by Engineering Information Inc., highlights the accomplishments and contributions of engineering librarian professionals. The award recipient receives a $1,000 stipend, a plaque and a presentation at the business meeting luncheon during SLA's Annual Conference.

Based on criteria developed jointly with Ei, this year's winner will be selected by members of the Engineering Division's Awards Committee. Prospective candidates are encouraged to nominate themselves, or an associate may nominate them.

Magaret Ross, librarian and information officer of EMS Technologies Canada, Ltd., received the 2000-01 award for her work in developing the Librarian's Resource Centre (http://www.lrcsearch.com).

Criteria for entry can be found at http://www.sla.org/division/deng/EI_award.html.

The Awards Committee must receive completed applications by May 3, 2002.

For more information, contact: SLA Engineering Awards Chair David Hook, MD Robotics, Ltd. 9445 Airport Rd., Brampton, Ontario, Canada, L6S 4J3, dhook@mdrobotics.ca.

Library Management Division Creates New Section

The Special Libraries Association (SLA), Library Management Division (LMD) announces a new section within the division called Competitive Intelligence (CI).

The new section will provide a forum for CI practitioners and leaders to get more involved in the exchanging of ideas, sharing of information informally and formally, and learning new tools to get to the next level in the profession.

The LMD Board of Directors decision was based on the premise that the CI section will attract leaders, managers, and practitioners in the competitive intelligence arena, resulting in an open forum for knowledge transfer and information exchange among CI practitioners and LMD members.

For more information about the CI section or the Library Management Division, please contact Mala Sistla, CI Section chair at msistla@skcpg.com or Renee Massoud, Library Management Division chair at rmassoud@kpmg.com.

SLA Minnesota Chapter Presents Quality in Action Award

During the Minnesota Chapter's September 2001 meeting Kristine Spanier (Past Career Guidance, Affirmative Action chair, MN Chapter) and Elizabeth Meylor (Solo Chair, MN Chapter) were presented with the 2001 Quality in Action Award for their role in developing the chapter's mentoring program. Kristine and Elizabeth investigated other chapter programs and organization mentoring initiatives and then developed a program tailored to meet chapter needs. The program was developed with the purpose of fostering a relationship with the recently organized MN Student Chapter. The program was also developed to include solo librarians, information professionals new to the business, and information professional who had recently changed roles. Regularly monitored for effectiveness and its flexible structure, the program is made to fit the lifestyles and schedules of the participants.

Transportation Division Professional Achievement Award

The Transportation Division Executive Board is pleased to announce Jeanne Thomas, recently retired Head of the Michigan Department of Transportation Information Services Center, as the 2002 recipient of the Professional Achievement award. During the course of her 15-plus years with the division, she has distinguished herself as one of the division's strongest, most hardworking leaders.

Thomas has chaired or been an active member of virtually every division committee, project or task force since the mid-1980s. She served as one of the division's most active chairs in 1992/1993, just after spending three years as division secretary/treasurer. Thomas has made several presentations at the SLA Annual Conference and has published numerous articles for the *Transportation Division Bulletin*.

Thomas' professional activities outside of the division are also noteworthy. She has served on a variety of Transportation Research Board committees and National Cooperative Highway research projects. She is just now completing a three-year appointment as the first Chair of TRB's recently organized Library & Information Science in Transportation Committee and has agreed to remain an active member of the committee for an additional three years.

The award was presented to Thomas at the Transportation Research Board Annual Conference in January 2002 at the LIST Committee Meeting held at the Washington Hilton in Washington, D.C.

The Transportation Division Professional Achievement Award is given to a past or present member of the division on the basis of outstanding contribution and/or service to the Transportation Division. This contribution and/or service may take the form of contributions to library and transportation literature or bibliography, to the work and effectiveness of SLA and the division, or to the transportation field through organizational work or publication. The purpose of the award is to honor those who have rendered distinguished service or have made a significant contribution to transportation libraries and librarianship.

Librarians In the News

First Lady Announces Initiative for New Librarians

While visiting the Topeka and Shawnee County Public Library in Kansas in early January, Laura Bush announced a proposed $10 million initiative to recruit a new generation of librarians for 2003.

Funds would be used in various recruitment efforts such as scholarships and fellowships for Master's programs; support for doctoral students; leadership development; distance learning for rural areas; and efforts to recruit librarians to serve diverse communities with various language skills.

The initiative would be managed by the Institute of Museum and Library Sciences (IMLS).

in memoriam

Longtime SLA Member Passes Away

Kathryn D. Blackwell, born in 1910 in St. Joseph, Mo., and a member of SLA since 1945, died Dec. 27, 2001.

Educated at the University of Minnesota, Blackwell received her B.S. in library sciences in 1945; a B.A. in English literature and history in 1956; and a M.A. in American studies and library science in 1957.

From 1945 to 1960 Blackwell worked as a librarian at Macalester College in St. Paul, Minn. In 1960 she began working for the Minnesota College of Art and Design as an assistant professor and head librarian. After 1963 she became an associate professor while continuing her work with the library. By 1975 she had become director of the Minnesota College of Art and Design library.

Blackwell was an active member of the American Library Association, Special Libraries Association, and the Minnesota Library Association. She was involved with the Evening Friends of Minneapolis Institute of Arts, the Twin Cities Chapter of Arts Libraries Society of North America, and ZONTA. Blackwell also facilitated the establishment of two new libraries at St. Therese Residence in New Hope, Minn.

index of advertisers

coming events

March 2002

New Media, New Markets: Our Emerging Role
March 1-3, 2002
Liverpool, England
www.aukml.org.uk/

The Association for Information and Image Management
March 5-8, 2002
San Francisco, CA, USA
aiim.aiim2002.com

Computers in Libraries 2002
March 13-15, 2002
Washington, D.C., USA
www.infotoday.com/cil2002/default.htm

Internet Librarian International 2002
March 18-20, 2002
London, England
www.internet-librarian.com

Art Libraries Society of North America and the Visual Resources Association
1st Joint Conference
March 20-26, 2002
St. Louis, MO, USA
www.arlisna.org

April 2002

Buying and Selling E-Content
April 7-9, 2002
Scottsdale, AZ, USA
www.buy-sell-econtent.com/

Pharmaceutical & Health Technology Division Spring Meeting
April 14-16, 2002
Princeton, NJ, USA
www.sla.org/division/dpht/spring02.htm

The Association of Independent Information Professionals (AIIP) and The Southern California Online Users Group (SCOUG)
April 18-21
Long Beach, CA, USA
www.aiip.org

May 2002

School Tech Expo
May 8-11, 2002
New York, NY, USA
www.schooltechexpo.com

InfoToday 2002
May 14-16, 2002
New York, NY, USA
www.infotoday.com

American Society of Indexers (ASI)
34th Annual Conference
May 16-19, 2002
Galveston, TX, USA
www.asindexing.org/site/

June 2002

SLA 93rd Annual Conference
Putting Knowledge to Work
June 8-13, 2002
Los Angeles, CA, USA
www.sla.org/content/Events/conference/2002annual/index.cfm

American Libraries Association (ALA)
Annual Conference
June 13-19, 2002
Atlanta, GA, USA
www.ala.org/events

August 2002

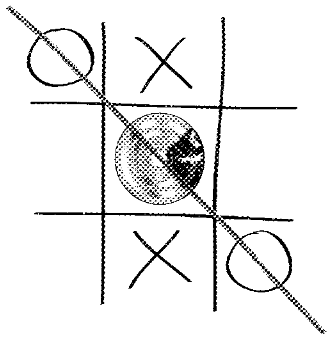
The International Federation of Library Associations and Institutions (IFLA) General Conference and Council
August 18-24, 2002
Glasgow, Scotland
www.ifla.org

The Society of American Archivists
2002 Annual Meeting
August 19-25, 2002
Birmingham, AL, USA
www.archivists.org/conference/index.html

September 2002

2nd South Atlantic Regional Conference
September 22-24, 2002
Asheville, NC, USA
http://www.sla.org/calendar

SLA-Hosted Conferences
** Conference at which SLA will be exhibiting*



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