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inside this issue:
Managing External Content to Maximize Value and Minimize Costs
The Business World Discovers the Assets of Librarianship
Is There Life After Knowledge Management?
Organizing Corporate Knowledge: The Ever-Changing Role of Cataloging
Why New Bylaws?
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If you are being asked to justify money spent on external resources, Janice Keeler recommends a simple solution: maximize value and minimize costs. When it comes to preparing a smart budget, Keeler offers advice and steps to make the most of your organization's information sources and needs.

The Business World Discovers the Assets of Librarianship
For information professionals, it seems apparent librarianship skills are a central component of knowledge management. Michael Koenig proposes the business world has been "woefully uninformed about that relationship." Is the business world avoiding the "L" word? Dissecting the stages of knowledge management, Koenig suggests this gap can and should be bridged—soon.

Is There Life After Knowledge Management?
Although a company's value was often measured in the past by quantity of production, today knowledge assets are key. Nigel Oxbrow and Angela Abel suggest that amidst budget cuts and a slow economy, knowledge management and "Chief Knowledge Officers" play a crucial role in keeping the ball rolling.

Organizing Corporate Knowledge: The Ever-Changing Role of Cataloging
Over the years, the cataloging of information has been accompanied with several challenges. Suzanne Pilsk, Sandy McIntyre Colby, Paige G. Andrew and Alane Wilson document the history of cataloging, reveal predicaments involving information overload, and ask, "Where would our companies and organizations be...if it were not for the rules of organization...?"
LIBRARIAN, BUSINESS AND AGRIBUSINESS SUBJECT SPECIALIST (#4007) The Kennedy Library at Cal Poly, San Luis Obispo (member of 23-campus CSU system), is seeking a full time 12-month tenure track business and agribusiness librarian, senior asst level, $48,156-$60,000/yr., dependent on qualifications and experience. The candidate should possess a strong service and energetic outreach perspective, and a background in business and/or agribusiness. This individual will provide a variety of reference and subject specialist related services including reference desk, information literacy instruction, faculty collaboration and outreach, collection development. Working with the Digital Teaching Library staff, the candidate will collaborate with teaching faculty to develop digital collections and courseware. Qualifications: ALA-accredited MLS required; subject relevant undergraduate degree or experience as a subject specialist librarian in business and/or agribusiness within an academic setting including reference work, instruction, faculty contact, collection development, compilations of instructional and resource Web pages. Preference given to undergraduate or graduate business degree or experience in the private sector, knowledge of applying GIS to business and agribusiness marketing, experience with designing and developing digital collections and courseware. Applications can be requested by calling 805-756-5785. Submit applications to Dean of Library Services, Cal Poly, San Luis Obispo, CA 93407; refer to recruitment code #4007. Visit the library’s home page at www.lib.calpoly.edu for a full job description. Deadline: May 1, 2002. EEO
Why New Bylaws?

We are at a time both opportune and critical for our association to improve.

SLA's existing bylaws prevent us from being flexible and responsive to the changing needs of our current membership and obstruct our ability to seize opportunities to bring new collaborators into our network.

Networking is the greatest value that SLA offers. Our association is only valuable if the network is broad and deep. Declining membership and declining participation in various SLA activities dilutes our value because the fabric of our network is weakened. As an association we need to focus on the big picture to retain current members and recruit new ones.

This is the message that I have heard loud and clear from my chapter visits, and I believe it is my responsibility to use my time as president to focus on this initiative to streamline so that we can focus on what is important and not on how we do things. Today we are not the responsive association John Cotton Dana helped found; we have become the bureaucracy it was founded to counter.

Since changing bylaws is a time-consuming and expensive process, we need to use the opportunity to make changes that will free us in the future to act flexibly rather than just change those things that we are sure need changing today. There are also certain additions to the bylaws document, not only to bring us into compliance with the laws of the state of New York where we are incorporated, but also to position us to take advantage of future legal changes when they happen.

When the bylaw changes were introduced at the SLA Winter Meeting, the leadership from divisions, chapters and committees in attendance brought up concerns important to them. The board is reflecting on these and will be presenting a revised document based on member feedback. If you have any improvements or concerns to raise, make sure we hear them. Please watch the SLA Web site for documents concerning the changes in governance that are being proposed. Come to the Annual Business Meeting to vote on whether the bylaw changes will be sent to the general membership for ratification by mail ballot. Help us move toward the future in putting knowledge to work.

Hope N. Tillman
Hope N. Tillman, SLA President
Managing External Content to Maximize Value and Minimize Costs

by Janice Keeler

Janice Keeler is the Global External Content manager for Accenture. Her comments are based on her own experience in several firms plus discussions with other content managers, and do not reflect official policy of her employer. She will be facilitating a roundtable discussion for people who manage global enterprise content contracts at the SLA conference in June. She can be reached at janice.s.keeler@accenture.com.
Maximize Value and Minimize Costs

**ARE YOU BEING ASKED TO JUSTIFY WHY YOU SPEND SO MUCH MONEY** on database contracts and usage? Are your users searching the Internet and thinking that’s all the content they need? Have you been renewing the same sources for years just because you think they’re useful to somebody?

Actively managing external content selection and contracts in order to maximize value and minimize costs is essential, especially in these economic times. Don’t wait until somebody targets your budget for cuts or tries to define the parameters of value for you ("You only have five researchers using that source; surely, you don’t need to spend that much money just for them!").

"External content" refers to the set of information sources or products produced outside your own organization for which the providers must be paid. I am not addressing the ever-dwindling amount of quality information available for free on the Internet, although you should keep evaluating such sources in conjunction with those you pay for. Also out of scope are technical options for maximizing value and minimizing costs. I am focusing on the content itself and the financial issues surrounding external content acquisition, management and use.

I believe certain key issues are relevant to managing external content in all formats, whether your organization hosts the content internally on an intranet or portal, connects users to information providers’ sites on the Internet or uses CDs or other methods of delivering the information. I hope these ideas help you build a solid business case to support your budget requests, provide the best combination of sources for your organization and make the most cost-effective use of your budget.

**Maximizing Value**

**Understand Your Organization’s Information Needs**

- Always be aware of your organization’s business strategy and priorities. Align your content purchases to the types of sources and topics your organization requires to achieve its objectives. As business needs change, you need to respond by adding and dropping sources to make sure your resources are relevant. Read about your organization’s strategy wherever it is documented, including your public Web site. Network with people in various groups to find out what they expect to be working on in the future.

- Consider an information audit or formal interviews about information needs. Adopt your users’ terminology to inquire about the information they need and how they use it—not what specific sources they want. Many articles, books and consultants are available to help you define and conduct an information audit or needs assessment. You may be able to get assistance from your own organization’s primary research team if you have one. If you don’t have time or a budget for a formal needs assessment, network informally with your researchers and users to see what topics are hot. If you have access to a database of research requests or to discussion forums, monitor these to see if you can spot new issues or topics that may indicate a need for new sources.

- Once you have identified your organization’s strategic direction and specific information needs, identify the key types or categories of information needed. For example, you may need news, company information, industry information, chemical information, standards, legal and regulatory information, econometric and demographic data or other various types of information. Define these broad categories to the level of detail that makes sense for your collection and the products you are evaluating.

**Evaluate Information Products Thoroughly and Comparatively**

- Seek evaluations and comparisons of external content products. Collect detailed data from information providers. Read publications that cover information industry news and products. Subscribe to publications or market research services that publish evaluations or comparisons of information products.

- Do your own product comparisons for key information categories, using criteria important to your organization. Develop a detailed list of different topics within each category by which you can compare the sources you plan to evaluate. Your evaluation should include subject coverage, quality of coverage (with
notes on methodology), depth/volume of coverage, geographic scope of coverage, language options, update frequency, functionality (search versus browse and advanced search features) and cost/measures of existing demand or usage for two sources you already have. In addition to evaluating the content and functionality of each source itself, you may also want to include customer service issues such as training available, ability and format, customer service hours and support quality.

Subdivide your categories or increase the detail in your list of criteria to clarify the distinctions between similar sources in your key categories. If you are dealing with global companies, document whether or not financials are "as reported" or standardized. If they are standardized, what methodology is used to standardize them? Compare the number of public and private companies by country in global company directories. For news sources, you might want to compare the scope of geographic coverage at the level of continents, countries or cities depending on your organization's needs. For example, does the source include regional newspapers where your factories are located?

- Create a table to evaluate specific sources by the categories and criteria you have identified. Putting your evaluations into a table for each category and directly comparing all sources you are considering makes the evaluations more rigorous and shows comparisons in a concise graphical format.

Indicate the extent to which you think each source covers each topic or other requirement. You may use words, numbers or graphical figures to indicate the value you think a given source offers. Some of these indicators will be facts obtained from information providers and some criteria require value judgments based on your knowledge of the product and your organization's needs. Once you have filled in your analysis for each source on each line of your matrix, you will have an easy way to spot gaps and overlaps.

Conduct product trials for the most important sources, preferably comparing similar sources to each other. Remember that product testing time costs money and that similar sources may be available. Think carefully before doing a major trial when someone offers a free trial password for a new product.

Make Sure You Get Value From Products Once You Have Purchased Them

- Make sure your contracts specify some type of training for your users and that users are aware training is available. Make use of any relevant form of training offered by the information provider. Develop your own training, job aids or FAQs to complement training offered by the information provider so that you can tailor the information to your organization. Training adds value by helping your users recognize the full benefits of a product and how to use it effectively. Depending on the complexity of the source, the technical infrastructure, the number of users and their positions or research expertise, you may require some form of training before a person receives access to a source.

- Communicate about the content, features and benefits of the available sources. Once you have purchased an external content product, let people know about it so they will use it and get value from the investment. Communicate about the available types and potential uses of information. The amount of detail in your communications must depend on your audience. If you are marketing specific sources, give an idea of the benefits or applications, not just a laundry list of content and features.

Vary your methods of communication. Consider descriptive postings and news items in your intranet or portal, electronic newsletters, presentations to group meetings or new employee orientations.

- Negotiate increased usage and redistribution rights to improve value. You can increase the value of your content expenditure by negotiating usage parameters and seeking broader access or redistribution rights. Resist terms that allow no reproduction or distribution of even the smallest excerpt of information, or restrict use to a single physical location. Seek sources that allow use of excerpts with proper attribution. Seek products that allow researchers to redistribute ad-hoc copies of reports or articles to others in your organization within mutually agreed limits.

Document the Value of Sources to Your Specific Organization

- Conduct surveys. Think about conducting an annual survey of your researchers and ask them to rate the importance of each of your sources. Useful questions
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include their frequency of use, rating of the importance of each source and need for training. Be sure to seek comments and examples of how each source helps in their work. Such feedback helps build a business case for renewals and also helps you prioritize when budgets are tight.

If you have sources that are open to end-users in your organization and not just researchers, you may also survey these users or include them in product trials. Getting input from people who are registered users of a particular source can be very important in evaluating whether or not to renew it. You may even be able to partner with the information provider to conduct a survey for you, if you agree on the usage and parameters of the survey data in advance.

But be wary of random written surveys asking people who don’t use external content sources directly or frequently to provide input about a long list of specific named sources. If you survey or interview these people, ask them about the types of information they need, not product names.

One of the most important things you can get from surveying or interviewing the people in your organization is evidence of how a particular source provided actual value, especially if you can get quantifiable measures such as estimated time saved or value of contracts won. Collect testimonials and concrete examples of providing value in any way your users define value.

- Monitor usage data. Collect statistical data on usage, including the number of users or volume of use, using whatever statistics can be measured given your technical infrastructure and the data collection capability of the information provider. Document user statistics by demographic criteria such as group, location or personnel level. Document usage statistics by service to help guide or justify renewal decisions. For example, if you buy five services from a market research provider, are all of them being used?

Statistical measures are useful indicators, but they should not be the only measures on which a source is evaluated. A source may be used by relatively few people but still be worth the investment if the source is unique and the user group is strategically important in the organization. If you are asked to report usage statistics to management, be sure to provide context, note trends in the data and include other evidence of the value of the source as well.

**Minimize Costs**

- There are two aspects to minimizing content costs. One is the amount of money actually paid by your entire organization to an information provider; the other is the way costs are allocated within your organization and whether they end up in your group’s budget or somewhere else. You may have some control over the former and little control over the latter, but they are both worth some consideration to see if you have any flexibility.

- Review and change your content portfolio to reduce unnecessary expenditures. Drop products if your organization is no longer involved in the activity the source covers (after a divestiture), if usage data shows a deep decline or if your surveys and interviews reveal that a source is no longer valued. Spend your money on sources that are relevant to your organization’s current needs and strategic priorities. Don’t renew sources year after year just because you have always had them.

Even if sources are used and valued, do you really need several that offer very similar types of information? If budget is tight, you may need to drop something that overlaps with other sources to be able to put scarce funds toward filling a gap in coverage.

- Consolidate content purchases to obtain volume discounts. Some information providers will tell you that other departments in your organization are also buying content from them and some will not. However, if you haven’t already consolidated content contracts into single agreements, try to identify opportunities for doing so. This takes a lot of time, but can also save a lot of money. You may be able to leverage your purchases to get volume discounts instead of buying at the single-copy price or for a low number of users.

- Negotiate pricing; work with your organization’s purchasing group if possible. Your organization’s purchasing department may be willing to share their expertise or provide a person to help you negotiate your content purchases. They are adept at negotiating prices, although you may have to educate your purchasing agent.
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about the differences between buying commodity products (such as office products) and proprietary copyrighted products.

- Consider varying levels and forms of access or purchase smaller contracts. You may be able to control costs by negotiating and purchasing different levels of access for power users (such as researchers) and occasional users. Consider purchasing fewer seats if some of your licensed users don’t really use the source. Sometimes you can negotiate for concurrent-use seats instead of naming individuals for products sold on a per-user basis.

Changing the method of accessing the product may also increase value or save costs. Consider options for saving money by purchasing a different format or payment plan (such as a monthly CD or pay-per-use access instead of a big annual subscription contract for a Web product that is not heavily used).

Content pricing models are hugely complex and beyond the scope of this article, but talking to your information providers and users about alternatives can lead to savings if you find a cheaper solution that still meets your needs.

Consider Alternative Options For Funding Content Purchases

Content budgets are funded in a wide variety of ways and through many combinations of the following models:

- Content costs are in a single central information budget and users are not charged either directly or by specific allocation to their groups.

- Content costs are in a central budget but the total content budget is redistributed by allocation to various departments, based on percentage of use, number of personnel or some other measure.

- Content is purchased centrally, but costs for specific sources are divided among various groups. Here, each group contributes funds to pay for a specific number of users, specific services or other content-related costs, such as analyst hours on market research services.

- Charge numbers or project codes are applied to every search or every password so that costs are attributed to the individuals who access or receive the information.

There are pros and cons to each of these budget models, and your organizational culture may dictate which model you are expected to follow. The bottom line is to manage your budget in the most businesslike manner.

You may need to shift from one funding model to another for specific sources, types of sources or levels of access. For example, if you are searching expensive specialty databases that only pertain to a few groups or projects, you may want to get the funding for those databases from the relevant group or charge back those searches to the individuals requesting the search. On the other hand, if you have important and generally relevant sources being charged to individuals per password or per search, investigate options of utilizing your usage data and user feedback to get sponsorship for making the investment at a higher level to reduce administrative costs and widen access. Even if you do not currently charge back for usage, consider using the cost accounting functions in many information providers’ software or in your intranet or portal to capture usage data by project, group or requester. This will enable you to document which groups and projects are being supported by your content investment, whatever your funding model.

- Identify stakeholders and get sponsorship. Even if you are not seeking funding from different groups in your organization, identify influential individuals in the groups you support and communicate with them. Make sure you understand their needs but also make sure they understand how your content expenditures support the organization’s objectives. Don’t wait until budget cuts are threatened. If you have testimonials and support from these individuals about the value of the sources you provide, you have a better chance of continuing to have the budget to provide them.

- Recognize that actively managing content takes a lot of time. Actively managing a large number of content products can be a full time job for one or more people, especially if you are consolidating contracts, negotiating global contracts, conducting major surveys and product trials or writing targeted communications to different groups. Leverage your time by partnering with your information providers as appropriate for marketing materials, training or help with single product surveys. Consider hiring consultants to help you negotiate contracts, conduct information audits or manage multi-product surveys.

Conclusion

Carefully determine what types of information your organization needs based on organizational priorities. Purchase the best available set of sources to supply that information in a cost-effective way. Train users and communicate about the types of information available to ensure that people access and use the information to maximize value. Be able to document the value and usage of the products you provide. Know who your stakeholders are and solicit their sponsorship or funding as needed, preferably before budget cuts strike.
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The Business World Discovers the Assets of Librarianship

by Michael E.D. Koenig and T. Kanti Srikantaiah

Mike Koenig is dean of the College of Information and Computer Science at Long Island University, and simultaneously, dean of the Palmer School of Library and Information Science, a constituent of the College. His past experience includes senior managerial experience at Tradenet, the Institute for Scientific Information, Swets & Zeitlinger, and Pfizer.

Kanti Srikantaiah is associate professor and director of the Center for Knowledge Management in the Graduate School of Library and Information Science at Drexel University. His past experience includes information management experience at The World Bank.
IT IS NO SECRET THAT KNOWLEDGE MANAGEMENT (KM) IS NOW THE LARGEST
and most long lasting business trend of recent decades. To librarians the connection between librarianship and KM
has long seemed obvious. Indeed, in some fundamental sense it can be argued that KM is librarianship, or at least a
direct descendant.

It not difficult to see this family tree—documentation was
librarianship with a few more components; information
resources management was documentation with a few
more components; and knowledge management is inform-
ation resources management with a few more compo-
nents. While it seems obvious to us that the skills of
librarianship are a central component of KM,
the business world has
been woefully unin-
formed and obtuse
about that relationship
(at least as it seems to those of us in the library world).

Though the KM world has begun to discover the skills
associated with librarianship and information science, it
does not attribute those needed skills and assets to
librarianship. It almost seems as if the business world is
trying to carefully avoid the “L” word. There is in fact no
animus; it is just that the business world simply doesn’t
get it. What it calls librarianship is the “T” word—tax-
onomy. It sounds sexier and more scientific.

However, a current development—KM’s maturation into
its third stage—may give librarians an opportunity to
bridge this gap.

KM has already gone through two stages, with a very
clear third stage now emerging. Inherent in that third
stage is a recognition (though perhaps disguised) of the
importance of librarianship, or at least the skills and as-
sets of librarianship and information science.

Stage One
The initial stage of KM was driven primarily by infor-
mation technology. Organizations, particularly large in-
ternational consulting companies, realized that their
stock in trade was information and knowledge. Often
their proverbial left hand had no idea what the right
hand knew and if they could share that knowledge they
could avoid reinventing the wheel, underbid their com-
petitors and make more profit. The first stage of KM
was about learning how to deploy new technology to
accomplish these goals.

During the next phase (what we might call stage 1B), the
large international consulting organizations realized that
many of their customers shared exactly the same
problems, and their expertise in building for
themselves could also be a product they could
sell to those customers. A new product needs a name
and a theme or rationale. The name was “Knowledge
Management” and the theme was intellectual capital,
which coincidentally had emerged as a hot topic in the
business literature only a couple of years earlier; it pro-
vided a wonderful rationale for the importance of KM.
The first stage might be described as the “if only Texas
Instruments knew what Texas Instruments knew” stage,
to revisit a much quoted aphorism.

Stage Two
The second stage of KM, described simply, is added rec-
ognition of the human and cultural dimensions. This stage
might be described as the “if you build it they will come
is a fallacy” stage. This was the recognition that “if you
build it, they will come” is a recipe that can easily lead to
quick and embarrassing failure if human factors are not
sufficiently taken into account. As this recognition un-
folded, two major themes from the business literature
were brought into the KM fold. The first was Peter Senge’s
1990 work on the learning organization, titled The Fifth
Discipline: The Art and Practice of the Learning Organi-
zation. The second was Ikujiro Nonaka’s 1995 work on
tacit knowledge and how to discover and cultivate it, titled
The Knowledge Creating Company: How Japanese Com-
panies Create the Dynamics of Innovation. Both were not
only about the human factors of KM implementation and
use, they were also about knowledge creation and knowl-
edge sharing and communication.
A good marker of the shift to stage two can be seen in the composition of the attendance at the conferences on KM, starting in 1995, organized by the Conference Board, a non-profit organization that is dedicated to creating and disseminating knowledge about management and the marketplace (www.conferenceboard.org). The early meetings were overwhelmingly populated by IT people. The first noticeable contingent of attendees from human resource (HR) departments showed up in 1998. By 1999 HR was the largest single group.

Stage Three
A good marker of the shift to stage three can be seen by perusing the content of the 2000 and 2001 KMWorld conferences (commercial KM trade shows) organized by Information Today (www.kmworld.com). At KMWorld 2000, a track on content management appeared for the first time. At KMWorld 2001 in October/November, content management was the dominant track, constituting the largest cluster of topics in the conference. Since a good alternate description for the second stage of KM is “it’s no good if they don’t use it,” then perhaps the best description for the new third stage is “it’s no good if they can’t find it” or “it’s no good if they use it but can’t find it.” Another bellwether is that TFPL’s report of their October 2001 CKO (Chief Knowledge Officer) Summit showed that for the first time taxonomies emerged as a full-blown, major topic.

What is still distressing in this welcome development is the lack of recognition in the KM community of the obvious overlap of content management and taxonomy with librarianship and information science. An interesting indicator of that gap was presented at the KMWorld 2001 by members of the staff of the American Productivity and Quality Center (www.apqc.org), an important “opinion leader” organization in the world of KM. The presentation was entitled “Managing Content and Knowledge.” Its theme was the critical success factors for successful implementation of KM. The study was based on a rather extensive examination of a number of KM implementations. Two very interesting points emerged directly, and they were the points most heavily stressed. One point was a high correlation between KM success and having done an earlier “content audit” (e.g., what we would call an “information audit” as pioneered by Woody Horton). The second point, “Taxonomy before Technology,” was offered for successful KM implementation.

What was even more interesting was what emerged indirectly. A number of examples/case studies were briefly described. One of those was the Washington State Library’s implementation of a system to deliver state agency and related information to small business in particular and to the public at large. Some dollar figures were given, and the Washington State Library project was striking indeed for its impact per dollar, a fact commented upon by the audience. To those few from the library and information science community in the audience, the phenomenon was not surprising. After all, the project had a running head start; it was spearheaded by librarians with a professional education in content management. While there was no opportunity to ask in public (because the content-filled session ran overtime), the question that obviously occurred was: Had the team examined whether the central involvement of such staff was also a generic critical success factor? The answer, delivered privately after the talk, was “yes.” The next question we have to ask ourselves is: Why wasn’t this information revealed in the presentation?

Ramifications for the field
This article does not intend to reploy the field of pointing out opportunities provided by KM or encouraging the librarian to take advantage of the KM opportunity. Judith Field eloquently made these points in her article “Information + Technology + YOU Equals Knowledge Management” (see Information Outlook, September 1998). As she put it, “KM is the new competitive asset” that “if fully implemented has the potential to make our future as a profession both exciting and very rewarding.” But there are some urgent ramifications emanating from the emergence of the third stage of KM that need to be made clearly and forcefully.

First, get over it and get involved. “Get over it” means don’t waste time (like a recent extensive discussion on
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use. Nor should we waste time bemoaning the lack of
recognition revealed in the far too typical incident de-
scribed above. "Get involved" of course means seize the
opportunity offered by the third stage of KM.

If one looks at the program of any of the KM con-
ferences, the "L" word is conspicuously absent. The busi-
ness world doesn't get the connection. The business world
connects organizing information with taxonomies, and
in turn connects taxonomies with the natural sciences.
If business professionals could visualize what they have
in mind when they talk about taxonomies, what would
constitute that picture is something very similar to MESH,
the carefully structured compendium of MEDical Subj-
ect Headings compiled by the National Library of Medicine.

But there is precious little awareness that taxonomies and
classificatory structures like MESH are the natural do-
main of librarians. Taxonomies are perceived as emanat-
ing from natural scientists, not from librarians. A token
of this lack of comprehension is that a conference speaker,
who admitted that the involvement of librarians was a
critical success factor, said only a few sentences later "but
content management and librarianship aren't the same
thing." The response was, "Can you give me a better
two word description of what librarianship is about than
'content management'? If you can, I'll host you to a very
delicious dinner." To be sure, content management and
librarianship are not a one-to-one relationship, but the
area of core overlap is substantial and critical. The chal-
enger and the challengee have been in contact since,
primarily on related issues, and while the challenge has
been repeated, it has yet to be met.

The most obvious lesson, therefore, is that while the third
stage may be about content management and taxonomies,
and of course that domain is fundamentally Library and
Information Science 101, "they" don't know that. We
have to let them know and promote our expertise and
KM domain knowledge. There is a window of op-
portunity here now, and if we don't take advantage of it, it will
close soon and close permanently. That is the principal
and overwhelmingly important lesson.

An important corollary is that one area where informa-
tion professionals can and should play a central role is
in software selection. Our expertise is central in eval-
uating most KM software. Most hot, new KM software
packages are of two types. By way of illustration, 25
software packages were submitted for the KM Promise
Award at the KMWorld 2001 Conference. They provide
a snapshot of where the vendors think the field is go-
ing, and where they think there is a need they can ad-
dress. Those 25 software packages fell chiefly into two
clear and dominant clusters: programs that attempted
in some algorithmic fashion to structure and index a
body of documents and "communities of practice"/"yel-
low pages" programs that attempted some version of
identifying who in the organization or the extended or-
ganization possessed what subject knowledge or ex-
pertise, and then facilitating an appropriate linkage. The
first cluster is very clearly stage 3. While the second
cluster is obviously stage 2, it also has, in that the pro-
grams attempt to recognize and classify expertise, stage
3 characteristics. No program from either cluster should
be selected by an organization without the central in-
volvement of information professionals who are familiar
with taxonomies, thesauri, indexes and the world of
textual information retrieval in general.

The third stage of KM presents a window of opportu-
nity of huge proportions for our profession—perhaps
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Is There Life After Knowledge Management?

by Nigel Oxbrow
and Angela Abell

Nigel Oxbrow is founder and CEO of TFPL and Angela Abell is director of TFPL. During the past six years TFPL has been actively involved in the theory and practice of knowledge management.
WHAT IS KNOWLEDGE MANAGEMENT (FONDLY KNOWN AS KM TO ITS FOLLOWERS)

anyway? Think of it as a bar of soap because it is essential and slippery. If you use it sparingly you get predictable and acceptable results. If you use it to nurture and feed your skin you may get a glowing result. But if you squeeze it too hard it leaps away from you. The harder you squeeze the higher it leaps and the more it eludes you.

Some people love KM, some hate it, some claim that they have always done it, but few people have been able to ignore it. As a senior manager once said, KM is common sense but has not been commonly applied. The KM “movement” has been all about applying that common sense to enable society and organizations to operate effectively in a fast moving, changing and knowledge-based world.

How Old We Get Here?
KM is not a fad. It is a reflection of the world we live in, the organizations we work in and the people we are. Imagine the situation where people signed in for work before the whistle blew, stopped for lunch and returned to work when the whistle blew and stopped work for the day when the whistle blew. They used the tools and techniques they were given, worked with the material they were supplied and produced a product or service to a pattern or formula. This was the industrial age—a controlled and controlling environment that is often used as an illustration of the world before “the knowledge age.” The knowledge age also has its tools (hardware, software and communications) and techniques (business processes and know-how). But these must continue to evolve if an organization is to change and adapt quickly enough to be effective in its market. And the raw material of the knowledge age (information and knowledge) does not decrease with use and is not itself shaped into a product or service. Even in the large information-provider industry, there is a difference between the information sold and that which enables them to sell successfully. The “product” and its quality is a feature of the provider’s knowledge and information about suppliers, clients, processes and management.

They key element in all this is, of course, the people. The film Metropolis, made in the 1920s, imagined the world in the 21st century. In the character’s imaginations, they had become automatons—perfect cogs in a mechanized world. Of course, that didn’t happen. People have gained more personal and intellectual freedom—not less. They have become more, not less, individualistic. They no longer work to the whistle with defined hours or place of work. Contracts of employment and patterns of work have changed and are diverse.

However, it is also true that in many organizations a “long hours” culture has as its measure of success the ability to work dawn to dusk and the need to be a 24/7 employee. This is a reflection of the value now placed on “knowing” and being seen “to know.” Organizations once measured the productivity of their workforce by tangible items—how many units made, packed and distributed. The public sector would count numbers of people processed, taught and contacted. People felt their value was in their ability to use the tools and techniques. Automation began to change the balance—production needed less people and productivity became a function of man and machines. But the value of individuals was still associated with the use of those machines. As organizations move away from counting beans to assessing less tangible attributes (such as the quality of decisions or the ability to innovate), then an individual’s value becomes associated with how much they know, how well they contribute and use that knowledge and their sphere of influence.

Hence the individual’s need to feel indispensable—the need to be at the heart of everything and the need to control and monitor everyone’s contribution and output. The quality of a tangible product can be tested and monitored—its faults and their owners identified. Knowledge work is more difficult to monitor. Just as it is difficult to exactly quantify the contribution or value of a “piece of information” or the advice and knowledge of an expert, it is also difficult to spot mistakes in the knowledge chain. So individuals hold on to the decisions, work harder and trust less. And yet, for a knowledge economy, trust is a core enabler.

Despite the long hours and the hard work; despite the connectivity provided by information and communications technology; and despite the quantities of informa-
tion generated, stored and exchanged in and between organizations, we still see spectacular corporate failures and events in both the private and public sector. It is hard to judge if these result from a mismatch between information available and the ability to make sense of it. But it does appear that the problem of “drowning in information” continues to increase. Although there are many examples of the creative use of information, the wave of information and knowledge-led innovation, which the dot.com era seemed at one time to spearhead, seems a long time coming.

The Future Context
So where does that lead us? Well, many of the arguments for KM haven’t changed and aren’t likely to do so in the foreseeable future. Still, there are some trends that are quite clear. Perhaps the most significant is the beginning of “knowledge conscious management.” Admittedly, it is not widespread but there is enough sustained discussion about knowledge management to indicate that the processes and approaches will become embedded in the way organizations work. There is a long way to go but the following are just some of the reasons why we think it will happen.

Dynamic Markets
We live in a volatile world. It is a world of dynamic market conditions, where speed and change have become truisms and organizations are adapting in order to function. Although all organizations will approach it differently, their focus will be on building an organizational capability to enable them to learn and adapt. “Chief Learning Officers” are as common as “Chief Knowledge Officers (CKOs).”

Complex Organizations
Organizations are already complex and will become more so in the future. For many years organizational structures have been challenged and the slow change in the 1990s to flatter structures and empowerment has given way to a rapid change to project-based organizations, matrix management, fluidity of staff structures and changing employment contracts. When you combine the change in supply chain management and increased partnerships, knowledge exchange and the growth of intellectual assets become very real issues.

The Quality of Decisions
Decisions run organizations, whether they are the decisions to invest or divest; to grow in old markets or enter new ones; to introduce social support or “make your own luck” policies; to select one supplier or another; to form partnerships, or pursue a competitive stance. Strategic decisions are about the organization’s future; operational decisions are about its current success. In modern organizations a number of things are becoming evident about the decision making process:

1) The speed of decision making is accelerating. Timeframes are shorter than in the recent past.

2) A number of people are involved in the process but in the end the final decision is made by one person. The quality of the decision reflects the innate ability of the decision maker and how well contributions from a variety of experts can be harnessed.

3) Political considerations in all organizations will play a central part in decisions.

4) Strategic planning requires intelligent ways of predicting the future, while operational planning requires facts and focus.

5) Decision making is being decentralized. Corporate decisions are increasingly being pushed out to the operating unit closer to the market. The role of the center is becoming that of providing strategic leadership, direction and a common framework to enable communication, information management and common business processes.

Information Architecture and Content Management
Despite all the worry that knowledge management would become an IT solution looking for a problem, a human relations function or a way for corporate communications to make its mark, information management has become an acknowledged part of the picture. It is certainly not the whole picture, but many organizations recognize that excellent information management is the key to success for many of the things they need to achieve. E-business and e-commerce, planned improvement in health services and government services through the utilization of ICT and putting people in touch with each other depend on excellent information management. And excellent information management depends on information architecture and content management. Both topics, which are rapidly becoming features in the press, depend on standards and tools.

One example of this impact is the development of taxonomies. Indexing and classification was once the domain of the professional LIS community. But taxonomies are now being developed by organizations, from every sector and people from practically any discipline.

Knowledge-Conscious Management
A recession increases the importance and value of knowledge initiatives but also increases pressure to focus only on the bottom line. The trick will be to ensure that someone takes knowledge initiatives forward and demonstrates the impact they have on the bottom line. This won’t be an easy task but the faster it is done, the sooner “knowledge-conscious management” will happen.
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This means knowledge champions or knowledge leaders are needed more than ever, but they must be people who understand, and are part of, the business. It also means focus. Knowledge initiatives aligned with key business issues and corporate objectives are the only ones that will sustain management support and provide the needed impact. So a thorough understanding of business processes and the knowledge flow that supports them re-

A legacy of KM may well be recognition of the variety of ways in which knowledge, skills and expertise are transferred.

main key. Knowledge champions/leaders will also need to understand and harness the “human glue” that provides much of the contextual knowledge in organizations and foster people-to-people communications.

But knowledge leaders will require two other essential elements in their organizations:

Competencies
The development of skills and competencies throughout the organization will become one of the key concerns of knowledge-based organizations. Many organizations have already developed their own competency dictionaries, which aim to define the competencies required for all roles. These competencies are defined as observable behavior and indicate the level of ability required. Thus they provide a means of assessing a candidate’s suitability and the development needs of people or teams in post. This approach is likely to be the one that drives knowledge sharing and utilization forward as knowledge and information sharing and use begin to become embedded as core competencies.

This approach is also driving the learning organization method with its emphasis on the transfer of knowledge from “experts” to novice via a variety of coaching, tutoring and best practice mechanisms. In the UK, the minister for education is currently advocating re-introducing apprentice type vocational training—an indication of how far the thinking on transfer of skills and knowledge has begun to swing away from the “learning by reading approach.” A legacy of KM may well be recognition of the variety of ways in which knowledge, skills and expertise are transferred.

Information
Information management as a knowledge enabler needs to have a broader remit. The majority of the effort in most knowledge initiatives is focused on the processes and pipes for creating, sharing and using. How information is structured for communication also needs to be evaluated. The diversity of language and its uses has been a key KM message and the focus on taxonomies is one indication that the message has been understood. But information quality and evaluation, and the means of sensing, synthesizing and recognizing significance are equally important. Informatics and competitive intelligence are two techniques that require wider attention. Equally important is understanding formats and document design for good communication.

Life After KM?
The question assumes that KM will go away, but that is unlikely. Unless the world economy returns us to a time when we have little choice for work and limited opportunities, it is difficult to imagine people returning to the industrial age style of employment. Some people may be still battling to get away from those conditions but we would argue that a critical mass of knowledge workers exists. These people expect to use their brains and do not make sharp definitions between work and non-work, home and office, employing organizations and partners or knowledge and information. They also expect to have stake in the outcomes of their work (whether that is financial return or recognition) and to contribute to decision making. They are also increasingly self-reliant.

Information and communications technology, and the impact of the connectivity it enables, has already changed the way organizations work. There is no going back to a pre-KM state. There will undoubtedly continue to be discussions about approaches to management. Academics, gurus and consultants will continue to examine organizations to diagnose real or imagined problems and propose theoretical and (sometimes) practical solutions. Most of these will have a short half-life, but occasionally one will emerge that has a lasting impact on the way senior management thinks and how organizations work.

KM is one of those pivotal themes. In fact, the remarkable thing about KM is the impact it made on people throughout organizations almost before it made an impression on senior management. But will KM itself endure? This model won’t endure if its champions are successful in embedding the processes and thinking into the fabric of organizations and how they work. But some of the roles created to enable KM will. It is highly possible that the “CKO” will remain and become part of the senior management team. Perhaps not with that role title, but with the remit to ensure those knowledge and information strategies exist and are aligned to the business. How long the change takes depends on how successful cur-
rent CKOs and their teams are at creating a knowledge-conscious organization. But we are already seeing a small number of CKOs demonstrate the reality of knowledge-conscious management by taking on the responsibility for corporate strategy.

There could be interesting differences between geographical regions in the next "knowledge" wave. Research included in the European Round Table of industrialists' report, "Actions for Competitiveness Through the Knowledge Economy in Europe," indicated that the development of a knowledge economy in Europe and implementation of KM had been hindered by: a lack of investment in IT compared to the U.S.; diverse cultures and languages, which increases the challenges of communication; a less entrepreneurial friendly environment than the U.S.; and less geographical and organizational mobility in the workforce than in the U.S.

Conversely, knowledge management in the U.S. has largely been an IT driven approach. It has reflected a commercial environment, which is dynamic in terms of risk, staff turnover and mobility. It relies on IT to capture the knowledge that new staff, new situations and new challenges need.

The next few years could see U.S. organizations reacting against large IT solutions, which have failed to live up to the promises made, resulting in the knowledge management trend going into reverse. As cultural interventions have been given less attention, the success or failure of technology approaches. So when they fail, it could be a case of throwing out the KM baby with the IT bath water. But in Europe there is evidence that the less IT-oriented approach is likely to endure and change attitudes. The cultural diversity is being harnessed to create innovative approaches to the management of organizations. The strengths of personal networking, a centuries-old European tradition, are beginning to underpin the way knowledge management is developed. KM is all about people. And Europe "does" people better than it "does" technology.

There will be similar diversity in other parts of the world as regions adapt to the knowledge era and develop ways of working that reflect their cultures. So the KM and IT community will be exchanging their experiences and issues from different perspectives, and global organizations will be looking for local solutions within a global framework for the management of their most crucial resource.

"Knowledge leaders have the real opportunity to increase the strategic impact of knowledge management in their organization in times of a recession – provided that they focus their strategies and initiatives on the key issues facing the organization, its clients and its partners."

*Quote from CKO Summit 2001*

The Opportunity Is Now

The economic downturn suggests that KM will be shelved while management focus is on surviving the recession. But this isn't necessarily so. There are compelling reasons for organizations to accelerate their KM efforts rather that abandon them. The question is whether the downturn will be seen for what it is—a critical point in the transition between the knowledge-based economy and the resource-based economy.

These opportunities are exciting and transformational. Consider the following:
- Executives will be concerned with working smarter. So there is the opportunity to move KM up the corporate agenda.
- A downturn can provide a period for reflection and stimulate creativity.
- Recession is an opportunity to re-configure your business (competencies, organization and processes) to prepare to be the big winner in the upturn.
- Long term productivity and competitiveness depends on investment and a systematic approach to growing knowledge assets. A downturn gives time to grow the knowledge base.

While there are examples of organizations pulling back from their KM programs, for many it is a question of alignment and refocus. The KM pioneers have shown the possibilities, the economists start to focus on return, and the impact of recession on KM programs will be related to their maturity and their costs. Established programs will
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The Information Professional in the Post-KM Era

A notable feature of organizations that are regrouping to function effectively in the 21st century is the crucial role played by business units, geographical locations and market facing departments. More support functions are being embedded in these areas, decisions are being devolved to them and they provide most of the knowledge and information on which the organization depends. Project- and team-based working is becoming the norm, with multidisciplinary teams bringing new insights and approaches to tasks, problems and decision making. We see this trend being supported, as observed earlier, by a centralized framework, which provides information and knowledge infrastructure, policies and processes to enable sharing, core and common business processes and strategic direction and leadership.

In this scenario, knowledge and information strategies are crucial and will be developed. It is the ideal opportunity for information professionals to move closer to the core of the business and its future.

This scenario also opens up the structure of the teams within which information professionals may work. Being versed in various areas of expertise increases the likelihood that information professionals will find themselves working alongside IT, OD and HR professionals and those people who deliver the core business product or service. These teams will be seen as part of the business, not a service element.

These teams are also likely to reflect the centralized/decentralized model that organizations are adopting. We envisage a centralized team whose remit is to provide the information infrastructure. These will be the people who develop the information architecture, negotiate global contracts and develop common products and services. A second team, dispersed throughout the organization and integrated into business units, will be responsible for facilitating the creation and application of knowledge and information.

Perhaps the key development will be the link that these teams will form between the organizations, their partners and clients. As the knowledge and information exchange increases between organizations, information and knowledge teams will play an essential facilitating role—designing the systems, monitoring quality and policing compliance. Similarly, as information is more freely available to clients and customers via the Web or other means, the question of content and its quality is likely to become the domain of knowledge and information professionals.

Current and future change will be information and knowledge centric, which could be an opportunity for the most adaptable in the profession.

As the role of information professionals opens up, new knowledge specialist roles will emerge. Some of these will attract and be open to information professionals—some won’t. Similarly, some information roles will go to people from other disciplines. It will matter less what precise discipline you represent than your understanding of the context, your willingness to develop and apply new skills and competencies and your ability to help build and sustain a knowledge friendly infrastructure.

What Next?

Organizations have always been forced to change and adapt to people. Current and future change will be information and knowledge centric, which could be an opportunity for the most adaptable in the profession.

If KM doesn’t become embedded in an organization before its initiatives disappear, that organization is likely to struggle. Forget the name. Not only is “KM” a label that many organizations dislike, it also implies that it is a tangible thing—something that you do to an organization. It isn’t like that. An organization will either adopt ways of working that enable it to build, nurture and use the collective and individual knowledge of its people or it will drop out of the knowledge age. Business processes are now valued and understood, despite the term “business process re-engineering” being dismissed as the fad that didn’t work. Life after KM—forget it. Life is KM. Think of the bar of soap. It may be elusive and slippery, but it can be fun to find.

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Organizing Corporate Knowledge: The Ever-Changing Role of Cataloging and Classification

by Suzanne C. Pilsk, MLIS; Sandy McIntyre Colby, MLIS; Paige Andrew, MLS; and Alane Wilson, MLIS

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The 2001/2002 year has already seen radical changes in the basics of library science. Not usually touted as cutting edge, cataloging standards groups have been working ahead of the curve to anticipate various types of needs related to organizing, retrieving, archiving and disseminating all types of information.

Change is never ending. In this world of new information producers (from high school students creating authoritative Web sites on their favorite rock bands to research scientists who use the Web as the first place of publication of their work) and information delivery systems (such as hand-held PDAs), knowledge managers are tackling the next wave of information needs. The cataloging world continues to rethink how best to organize and disseminate information, regardless of its origin.

Because of enormous changes in information, this is the appropriate time for librarians to look back at where we have come from to clearly see where we are going. Through a brief examination of the history of cataloging and the foundational structure underlying information organization, we will be able to move confidently forward with new skills and know-how.

Beginning of Rules (The Fight for Right)
Between the years of 1847 and 1849 there was a controversy brewing at the British Museum’s Department of Printed Books. Antonio Panizzi was forced to defend his new cataloging rules before the Royal Commission. The dispute revolved around the museum’s normal practice of publishing a catalog as an alphabetized inventory list ordered by author, which followed ancient practices. Panizzi’s 1841 Rules for Compilation of the Catalogue (of the British Museum) brought together all manifestations of a particular work through a single main-entry point. The intellectual information was collected so that users would be able to see all relationships of a particular title. The Royal Commission sided with Panizzi and his rules. It forbid the trustees of the British Museum Library to interfere with matters of cataloging. While this pivotal event is the ideological foundation of cataloging, it still continues to be questioned, poked at and sometimes changed.

On the other side of the Atlantic, scholar-librarians influenced by Panizzi’s codification of cataloging wrote their own seminal works. In 1852, Charles C. Jewett, then the librarian of the Smithsonian Institution, wrote the first code of cataloging rules in the United States titled On the Construction of Catalogues Of Libraries and of a General Catalogue, and Their Publication by Means of Separate Stereotype Titles: With Rules and Examples. Among Jewett’s grand ideas was a large union catalog with printed cards to be shared by libraries. Controversial in his own way, Jewett was later fired by the Smithsonian.

In 1876, the same year the American Library Association was established, Charles Ammi Cutter published Rules for a Dictionary Catalog, possibly the most comprehensive set of rules produced by any individual. In that same year, Melvil Dewey published the first edition of the Dewey Decimal Classification System.

By the end of the 19th century practically all books and newspaper printing aspects had become mechanized and it was now possible to print thousands and thousands of pages per hour. Mass media had arrived and along with it the struggle that librarians continue to face.
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Sports Caucus (KPSO)
http://www.sportscaucus.com
"The volumes of trash poured forth daily, weekly, and monthly, are appalling. Many minds, which, if confined to a few volumes, would become valuable thinkers, are lost in the wilderness of brilliant and fragrant weeds," said Senator Yeaman (in Klaus Mussman’s book, Technological Innovations in Libraries) about the sheer amount of information available.

Those sages of librarianship recognized what we are now going through once again—the inability to catalog a huge amount of new material. To many librarians of that time much of the material being offered was of such ephemeral and questionable quality that right-minded catalogers would obviously choose not to catalog most of it.

The history of knowledge management and bibliographic control in the 20th century quickly shifts focus and is comprised of two major themes: the development of (and changes to) the codes for bibliographic control and technological advances adopted by or invented for libraries.

Heads up for Cataloging Electronic Resources
by Sandy McIntyre Colby

In the information game, knowing how rule changes could impact the delivery of your services is key. Regardless of library size or type, if you or your staff organize and provide timely access to information—particularly electronic resources—a summary of AACR2 (Anglo American Cataloging Rules, 1988 revision) changes may prove to be helpful.

AACR2R is "...designed for use in the construction of catalogues and other lists in general libraries of all sizes. The rules cover the description of, and the provision of access points for, all library materials commonly collected at the present time" (Rule 0.1, AACR2R, 1988 with amendments [to] 1999).

While modifications were made to various chapters and glossary terms, perhaps the most relevant changes that may impact your online special collections occurred in Chapter 9. "Electronic Resources" is not only the new chapter title but it also replaces all references to "Computer Files" throughout AACR2. Electronic Resources is also a new general material designation (GMD), in the form of (Electronic Resource), and now applies to all "material (data and/or programs) encoded for manipulation by a computerized device" (9.0A). This includes those items accessed remotely (now considered published, rule 9.4B2) either through a terminal, network or other non-removable storage devices, as well as those accessed directly from any type of disc/disk or tape inserted into a computer device.

Determining the chief source of information for electronic resources has also changed. Rather than using the title screen, use any portion of the resource itself or accompanying material as the chief source of information. This includes two new recognized types of formally presented evidence—home page(s) and encoded metadata such as HTML/XML. Obtaining information from "the physical carrier or its labels" has also been elevated as a primary alternative information source. Labels, defined as those added by the creator/publisher and as being printed on the item itself, may now be used as the chief source of information granted that its use is referenced in a note. Finally, if the title is obtained from a source other than the prescribed source of information for this area, be sure to indicate the source of the title in the note. As a result of these flexible options you or a staff member need to determine the order of precedence for title selection.

When presented with frequent content updates or multiple copyright dates, include only the most recent copyright date and exclude a formal edition statement for the resource but indicate the omission of the earlier copyright dates in a note. While many of the changes for the Notes Area (9.7) are simply new examples, you must now include the date a remote electronic resource was viewed for the cataloging process.

For more details about recent or proposed rule changes, access the ALCTS CC:DA Web site (www.ala.org/alcts/organization/ccda/ccda.html), the Reference Resources for Special Libraries section of the SLA Committee on Cataloging Web site (www.sla.org/committee/catalog1/index.html) or contact your SLA liaison to the CC:DA, Sandy McIntyre Colby, OCLC, colbys@oclc.org.
Using Panizzi's rules, the philosophy of bringing together all manifestations of a single work, would have been impossibly time-consuming and costly. This could have very well been the beginning of the now constant refrain: "More, cheaper, faster, better!" The increase in publishing in general meant that efficiencies had to be found. One such efficiency would be introduced in 1901.

Standards and Committee Work (Rules, Rules and More Rules)
The year 1901 began with a bang as the Library of Congress started its Distributed Printed Card program. Part of Jewett's plan was beginning to take shape. Shared cataloging had begun, relieving libraries of the burden and cost of producing all of their own cataloging. Not all librarians saw this innovation as desirable. Some claimed that a printed card could never replace the handwritten card, which opponents said was created with more care and attention than a mechanical one. Others saw this as administrator's plots to deprive catalogers of their work and reduce the number of library staff. "Endism" (the end of cataloging, the end of catalogers) will echo throughout the present.

In 1908, the American Library Association and the Library Association in Britain published Catalog(u)e Rules: Author and Title Entries in two editions. "Codification by committee" had now begun. The 1908 rules were primarily concerned with the construction of author/title card catalogs and lacked a set of unifying principles of knowledge or information management.

"Is this rule necessary?" This was the question Seymour Lubetzky asked in his 1953 critique of the second edition of the ALA Cataloging Rules for Author and Title Entries. It picked up where Panizzi had left off. Lubetzky stated that the proliferation of rules led to obscuring the fundamental reasons for cataloging. His objective for the catalog was for it to reveal to users what other works the library had by a given author, including other editions, manifestations and translations.

Lubetzky distinguishes between "books" (specific manifestations) and "works" (abstractions of the manifestations). Lubetzky's cataloger would have users looking up the title Harry Potter and the Sorcerer's Stone and retrieving a record that had in it information about all the versions of that title—the paperback, second edition, etc. The focus is on the content and its description, not the carrier of the information.

Lubetzky's desires for simplified cataloging rules received enough attention that he was named editor for the proposed revision of the ALA code. He resigned in 1962 when it became clear that his goal of collocation of manifestations would not be the result of the 1967 publication AACR (the Anglo-American Cataloguing Rules).

Build, Innovate, Create
One invention that had a profound effect on the cataloging community and on librarianship as a whole was actually invented in 1889. Herman Hollerith's use of punch cards to represent the U.S. census data (which was collected in 1890) and the machine used to analyze the information, began a technological revolution. In 1924, Hollerith's company changed its name to International Business Machines (IBM). Some early library visionaries saw these punch card machines and their potential for improving the organization of information.

In Historical Note: A Personalized Prehistory of OCLC, Fred Kilgour refers to an article by Ralph H. Parker, written in 1936, where Parker had developed and installed what can be described as "the first library system based on Hollerith punched cards." In 1965, the Ohio College Association's Library Project hired Parker and Kilgour as consultants. Parker and Kilgour initiated their idea of a computerized, shared cataloging system, which is now known as an online catalog.

For those of us today who rely on such fixtures as OCLC's WorldCat or the Research Library Group's Union Catalog, it is hard to imagine the enormous audacity of the system that Parker and Kilgour were building from their ideas. They did not have hardware or software that could do what was proposed. There was no agreed-upon means of communicating bibliographic data between computers. And, it was only in the early part of 1965 that the first third-generation computers were even available. The IBM System/360 and the SDS Sigma 7 were probably the first timesharing systems capable of realizing this vision.

Also in 1965, Henriette Avram, a recently hired employee of the Library of Congress (LC), was given the MARC (MACHINE READABLE CATALOGING) Pilot Project as her first assignment. LC had been investigating the possibility of automating aspects of its operations as early as the 1950s and Avram's project was to test the feasibility of distributing cataloging data in machine readable form to libraries for use in computer installations. Distribution of the first MARC records was in 1966 and the release of the MARC format, as a cataloging standard, was in 1968.

Many librarians were afraid that what started as the Ohio College Library Center and a unified online catalog vision would put catalogers out of business. The "endism" of their predecessors in 1901 was once again feared. With hindsight, it is clear that the late 1960s were pivotal times in the development of technologies related to the bibliographic world. Yet, librarianship was poised to reach another improved and advanced level with the
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Since 1999, ACS Publications will have introduced a total of 6 new publications: *Organic Letters* (1999), *Journal of Combinatorial Chemistry* (1999), *Biomacromolecules* (2000), *Crystal Growth & Design* and *Nano Letters* (both in 2001), and the forthcoming *Journal of Proteome Research* (2002). This newest journal will integrate the fields of chemistry, mathematics, applied physics, biology, and medicine in order to understand more fully the function of proteins in the biological systems. For further information on the *Journal of Proteome Research* go to its homepage at [http://pubs.acs.org/JPR](http://pubs.acs.org/JPR).

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introduction of true, online shared cataloging, a time of fully supported and shared information and advances in the creation of knowledge. The technology automated the clerical routine, allowing humans to perform higher-level work by integrating mountains of information into more useful knowledge repositories.

In 1977, Stanford University’s Bibliographic Automation of Large Library Operations using a Time-Sharing System (BALLOTS) combined with the RLG (the Research Library Group) consortium, which consisted of the holdings of Columbia, Harvard, and Yale universities and the New York Public Library, to form the Research Library Information Network (RLIN). That same year Requiem for the Card Catalog: Management Issues in Automated Cataloging, a summary of the conference papers presented by the Associated Colleges of the Midwest, was published.

Kilgour was asked at this conference to forecast where automated cataloging might go in the next 25 years. “Are we going to move increasingly in the direction of automating 19th century librarianship, or are we going to use automation to produce a new librarianship totally different from both the past and the present?” he asked.

The remainder of the 20th century found mainstream cata-

To Learn More About the History of Cataloging:


logging standards and practices automating 19th century librarianship. The weight of AACR and general cataloging conventions prevented the full realization of the more forward thinking visionaries. But with another new millennium fast approaching, the pendulum of change would be swinging back toward the importance of content over carrier—the intellectual substance of the material over the physical format of the item.

And Then Along Came the Net
In the late 1960s the Defense Agency Research Projects Administration (DARPA) was given the mission to create a communications infrastructure for the United States military. The task was given to the newly created Advanced Research Projects Agency, headed by Dr. J.C.R. Licklider. In 1972 Licklider demonstrated how 40 computers could be connected and work together in a network they called ARPANET (Advanced Research Projects Agency Network). Licklider saw computers not as merely arithmetic devices but as communications and information-access devices. Licklider was starting his “galactic network”—his vision of a global network connecting individuals and information. It was that vision that would become the Internet.

Transmission Control Protocol/Internet Protocol, known as TCP/IP, was the next major invention to lead us to the seamless Internet. Vinton Cerf and Bob Kahn developed the routing mechanism in 1973 so that computers can now find and relay information.

The development of the Internet changed how humans and computers interacted and communicated, as well as how our work is accomplished. The ability to connect computers, establish and maintain interoperability among them, and to be able to exchange and share information radically changed the way library staff did their work. But even then, all of the huge productivity gains were only improvements to the way things had always been done.

What finally broke traditional approaches for librarians, corporate knowledge managers and information brokers, erupted in 1989. Tim Berners-Lee proposed that a global hypertext space be created in which any network-accessible information could be referred to by a single Universal Document Identifier or URI (this was eventually known as Universal Resource Locator or URL). This led to the creation of the hypertext transmission protocol (http), which was released as the World Wide Web. The importance of the Web was on the agenda of the 1994 ALA MARBI (Machine-Readable Bibliographic Information) committee members who approved the addition of the 856 field to the USMARC format to accommodate the "Uniform Resource Name," also referred to as the URN or link.

In the latter part of the 1980s implementation of automated library systems was widespread. Catalogers were able to catalog faster and more efficiently and create more useful and powerful databases. Even then there were information professionals and researchers who saw, before the introduction of the Web browser Mosaic, that the rapidly growing Internet needed to be organized.

Licklider and Berners-Lee’s ideas of a common space where we communicate by sharing content have generated a great need for data about data, or metadata. The Web and all its related technologies allow for enormous amounts of accessible content via the desktop, but information about the content is necessary for searching, categorizing and selecting.

Metadata Mission 2000
The 1990s were a time of enormous change. Advances in technology—combined with changes in publishing, user skills and demands and information seeking habits—affected libraries greatly. Much of this change was external to libraries yet it impacted services delivered. Responding to the rise of the Web, librarians and information professionals were forced to examine some of their traditional ways of thinking and approaches.

Groups outside of the AACR and MARC communities had already begun developing schemes such as EAD (Encoding Archival Data) and TEL (Text Encoding Initiative) to describe materials not easily explained with traditional library-based standards. Most of the traditional standards communities were not focused on electronic resources and they did not address the issue of needing rules to further determine content. None addressed the issue of shared metadata or broadcast searching across repositories of information such as OPACS. Had it not been for the explosion of material made available on the Web, these types of metadata schemes might still be an academic concern, though information professionals in other areas were heavily involved.

In March 1995, the National Center for Supercomputing Applications (NCSA) and OCLC held a metadata workshop in Dublin, Ohio, to discuss how a core set of elements for describing Web-based resources would be useful in simplifying Web searches. The result was Dublin Core, a 15-element metadata set.

In 1999, the staff at Fred Kilgour’s old stomping grounds, OCLC’s Office of Research, launched the Cooperative Online Resource Catalog (CORC) as a research project. In July 2000, CORC was released as a cataloging tool. The project explored the use of Web technology and techniques for providing libraries access to other electronic information. The idea was to build a cataloging system that would automate some aspects of the bibliographic description and use the OCLC cooperative to create bibliographic
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The traditional bibliographic record, a description of what the work is about, is a surrogate of the work. But once the URL became part of the record, to some degree the record became the described object. The record itself could now do more than notify the users of the existence of a resource. It could now deliver it simultaneously as well. This streamlined delivery mechanism has major implications for the future of the traditional notion of the library catalog. But the most profound change has been the notion of the “work,” which strikes at the heart of the various cataloging codes of the past 150 years.

The history of Anglo-American cataloging has always been one of “third-party” cataloging; creators of information have had little involvement with the description and classification of their own works. This is rapidly changing. Web creators are embedding into their products metadata describing the works. And, the notion of creator-generated metadata rather than cataloger-generated descriptions strikes up the “endism” mantra for catalogers once again.

Web-based material was, to many librarians, initially considered of such questionable quality that right-minded catalogers would obviously choose not to catalog most of it. Once again the cataloging community balked at this flood of new information requiring our organizational skills, just as it had balked 100 years previously. But by the end of the millennium, cataloging and the catalog were the subject of conferences, presentations, discussions and, no doubt, arguments. Terms from the traditional nomenclature of “cataloged record” to “metadata” were even debated. Many wrote and spoke of librarians’ inability to catalog this huge amount of new material.

Information managers were predicting that the traditional catalog and the traditional function of cataloging would end and that the component parts of the process and the product would fly apart under the weight of the Web. But this is not “endism”—predicting the complete disappearance of cataloging and those who do the work. Catalogers will not become obsolete in the near future. The papers and the responses presented at the November 2000 Library of Congress’s Bicentennial Conference “Bibliographic Control for the New Millennium” represent some of the most thoughtful and thought-provoking ideas on the role and future of cataloging, the catalog and those who practice librarianship.

The huge increase in valuable digital material available on the Web made it clear to many that standards and bibliographic control must assist librarians and others in the description of Web-accessible materials. Information professionals are not seeing the end of their careers but instead a resurgence of them.

The Future Is Looking Bright
The Web, that common information space in which we communicate by sharing information, is not monolingual. It is a polyglot space occupied by many communities such as libraries, employees, publishers, businesses, museums, news agencies and other entities. Beyond the formal communities are millions of content producers, “publishing” their content without much thought given toward inventory control, especially by single individuals.

Because of all that had transpired during the last third of the 20th century, a review of the underlying principles of AACR began in 1997 at the International Conference on the Principles and Future Development of AACR held in Toronto, Canada. Participants agreed that “content” versus “carrier” problems are significant and must be addressed sooner rather than later. The explosion of digital versions of materials, not just “born digital” materials, has talk of allowing a single record to describe electronic and print journals and books.

The year 2002 brings to the cataloging/bibliographic control world new sets of rules, standards and guidelines—particularly related to electronic and digital materials—with more forthcoming. Substantial cataloging rule changes have recently been proposed and approved by the Joint Steering Committee (JSC) for Revision of AACR. Some of these changes have already been implemented, with others soon to be and updates to AACR2R scheduled for publication this year. The new rules apply to the description of cartographic materials, electronic resources (both born digital and digital versions) and integrating resources of all types (see sidebar on page 33).

Following the historical path of information management and the emergence of knowledge management allows us to observe that the early developers of cataloging rules and classification schemes established a means for us to better organize information—both new and old. Where would our companies and organizations be, especially when today’s technologies allow for such rapid creation, expansion and changes to information, if it were not for the rules of organization that we continue to apply toward both traditional and digital worlds in order to maintain a semblance of order? We must have dedicated, technologically-savvy, and highly skilled librarians and information professionals, with the ability to apply existing and new rules for the organization of information in order to survive what we face today and into the future. Corporate knowledge, and all other forms of knowledge, still requires a foundation of rules and guidelines to manage the information wisely and appropriately for the good of all.
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Budget Season
by Tamara Theiler

Washington has a season unlike any other—the Budget Season. It begins early in the year, when the president releases the White House's budget blueprint and continues into the fall as lawmakers debate how federal programs will be funded in the coming year. This year the president's budget blueprint contains good news for the information services community. Among the administration's requests is a proposal for $10 million to be spent on recruiting librarians.

The White House has suggested these funds be administered by the Institute of Museum and Library Services (IMLS). Since IMLS is a federal agency the administration's request now faces the congressional budget process.

During this time the legislation will be reviewed and possibly altered by several committees and subcommittees in both the House and Senate. The following committees will play a large role in approving the president's request: Senate Budget Committee, House Budget Committee, Senate Appropriations Committee, Senate Appropriations Subcommittee on Labor, Health and Human Services and Education, the House Appropriations Committee, and the House Appropriations Subcommittee on Labor, Health and Human Services and Education.

If affirmed, the monies will provide financial aid to master's and doctoral candidates in the information sciences and develop distance-learning opportunities in rural areas. This is great opportunity for SLA members to affect the future of the information profession. We are asking for your help in getting this initiative passed.

Please contact your local representative and senators, especially if he/she is a member of any of the above committees. However, with continued mail complications on the Hill, legislators and citizens are finding alternative ways of corresponding.

Currently there are three reliable options for getting your message to your elected officials. The first and most efficient way is to send an e-mail. Most representatives and senators have a published e-mail address, which they are beginning to use more frequently. Those that do not use e-mail usually have a form on their Web site that can be used for sending messages electronically.

The second way is to send a fax to the representative/senator's office in Washington, D.C. Staff usually collect faxes two to three times a day and distribute them with the mail. Most of these fax numbers are published.

The third way is to send a physical letter to a representative or senator's local office. Most members of Congress maintain several offices in their district or state in order to facilitate a close relationship with their constituents. These addresses are also generally published.

When writing to a member of Congress it is a good idea to make your letter as personal as possible. It is important that your message reflects your personal views. It is also important that you write only to the representative from your district and senators from your state. This being said, the following are some points you might want to include:

- An estimated 40 percent of U.S. library directors plan to retire within 9 years.
- There is the potential for a critical shortage of knowledge workers while at the same time the amount of information is increasing. Information professionals are uniquely qualified to apply this knowledge effectively.
- Recruiting new generation of librarians is vital for the economic, social and military protection of any free nation.
- It is important to ensure that technology is utilized by trained information professionals who understand the crucial role of credible information to our nation's security.

Because of the large number of voters and legislative measures, members of Congress generally only respond to messages from constituents from their state or district. However, feel free to ask your representative or senator to forward your comments to other appropriate members, which can be named in your letter. If you are unsure about who your local representative is, or would like to get the address for a district office, go to the official House of Representatives (www.house.gov) or Senate Web site (www.senate.gov).

If you choose to write your representative/senators, please forward your comments to SLA headquarters. Comments should be sent to Doug Newcomb at doug@sla.org. This will help us get a sense of what is important to you and to develop a common message for information professionals.

For an example correspondence letter to your congressman or senator, go to Public Policy Central on Virtual SLA (www.sla.org/).
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The TEACH Act
by Laura Gasaway

The TEACH Act retains the requirement that only nonprofit educational institutions and government agencies qualify for the exemption it provides. It broadens the exemption to the types of works that may be performed, relaxes limitations on the place of reception, but adds additional requirements and restrictions. These requirements are of three types: general requirements the transmitting institution must meet; information technology requirements the institution must satisfy; and requirements the individual teacher must meet, certainly under the institution's supervision.

Eligible Transmitting Institutions
Only accredited nonprofit educational institutions and government bodies qualify for the exemption. The bill defines accreditation for post-secondary education as that determined by regional or national accrediting agencies recognized by the U.S. Department of Education. For elementary and secondary education, however, accreditation means recognition by the applicable state licensing or certification procedures.

Works Subject to the Exemption
TEACH would expand the scope of works that may be performed or displayed in distance education to all categories of works, subject to two specific exclusions. The first exclusion is for works “produced or marketed primarily for performance or display as a part of mediated instructional activities transmitted via digital networks.” This is aimed at protecting the developing market for such materials. The second exclusion is for performances or displays that use a copy or phonorecord.

Even for the increased types of works that now may be performed or displayed, such performance or display is limited. While performances of nondramatic literary and musical works are unlimited, other types of works are restricted to “reasonable and limited portions,” which would not include the entire work. One determines what constitutes reasonable and limited portions by considering both the pedagogical purposes of the performance and nature of the market for that type of work. For displays of works other than nondramatic literary and musical works, the limit is an amount comparable to that typically displayed in the traditional classroom. So, a display of an entire work might be appropriate and consistent with that which occurs in a face-to-face classroom when the works are those such as images, short poems, graphics and the like. It would not include displaying an entire book chapter or article.

Mediated Instructional Activities
Performances and displays must be made “by, or at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of ... systematic mediated instructional activity.” This limitation does not eliminate enrolled student-initiated performances or displays as long as they are done under the instructor’s supervision. Further requirements state the performance or display must be an integral part of the class session and not an unrelated performance or display for entertainment.

Limitations on Receipt of Transmissions
The TEACH Act eliminates the current restriction that transmissions be received in a classroom or other place normally devoted to instruction except for disabled individuals who cannot attend a regular classroom or government employees who attend a distance learning course embodying a performance of a copyrighted work as a part of their official duties. In place of the existing classroom restriction, TEACH requires the transmission be made solely to students officially enrolled in the course or to government employees who receive the transmission as a part of his or her official duties.

Additional Safeguards to Counteract New Risks
The use of digital transmission to deliver distance education subjects copyright holders to greater risks than did analog transmission. To deal with the increased risk encountered by copyright holders, TEACH introduces three types of new safeguards—educational, informational and technological. The following safeguard applies whether the transmission is digital or analog. Transmitting bodies or institutions that wish to take advantage of the exemption TEACH provides must implement copyright policies; provide information to members of the university community that accurately describes and promotes compliance with the copyright law; and provide notice to recipients that materials used in the course may be subject to copyright.

If the transmission is digital, the transmitting body must apply technological measures that prevent retention of the copyrighted work by
recipients for longer than the class session and further unauthorized dissemination of the work. "Class session" is generally defined as the period during which a student is logged onto the server.

**Transient and Temporary Copies**

TEACH exempts from liability those who participate in digitally transmitted performances and displays that are authorized by reason of copies or phonorecords made through automatic technical process for transmission or any distribution therefrom.

**Ephemeral Recordings**

In order to make asynchronous education a reality, however, transmitting institutions must be able to place on their servers works that will be performed or displayed for such courses. This means even more than one ephemeral recording if necessary to carry out the digital transmission. Any ephemeral recordings so made must be used exclusively for transmissions authorized under the amended Section 110(2).

In the situation where there is no digital version available to the institution or if the available digital version is subject to technological measures that prevent its use for the distance education course, the institution may digitize the analog version subject to the limitation that such digitization is restricted to the portion of such works authorized to be performed under Section 110(2).

**Relationship to Fair Use and Contractual Obligations**

The TEACH Act agrees with the statement in the Register's Report that the fair use doctrine is still available and nothing in the bill is intended to limit or alter the scope of fair use. Further, nothing in TEACH is intended to alter the existing relationship between the exemptions under copyright law and licensing restrictions.

**PTO Report**

The Patent and Trademark Office is called upon to conduct a study and prepare a report for the information of Congress only. The report will address technological protection systems to protect copyrighted works in digital form but will have no impact on the meaning or applicability of either the Copyright Act or of TEACH.

S. 487 does not deal with other uses of copyrighted works in digital distance education. For example, it does not deal with basic library issues concerning providing materials to distance education students through electronic reserves or other digital library resources. Since these activities do not involve performances and displays under Section 110(2), they were viewed as being outside the scope of this amendment. Thus, the application of TEACH to libraries is severely limited since the provision of library services to users is viewed as covered under Section 108.
Teaching and Learning
by Bruce Rosenstein

Peter Drucker’s greatest legacy beyond his writings on management may be his work as a teacher and a writer about the twin worlds of teaching and learning.

The keynote speaker at the 2002 Special Libraries Association Annual Conference in Los Angeles this June has taught in various universities for more than 50 years. Since 1971, he has been a professor at the school now named for him, The Peter F. Drucker Graduate School of Management at the Claremont Graduate University in California.

A number of his books and articles discuss his views on education at all levels. He gives many examples from his own teaching, and his observations of other teachers. He is now the star attraction for an e-learning company, Corpedia (www.corpedia.com), with the Peter F. Drucker Executive Management Series.

In an interview last year, I asked Drucker what made this series different and unique. He replied, “...we spent endless hours in developing the format that fits the new medium. Most of the learning material now offered seems to me to be little different from an ordinary college course ... I learned more than 60 years ago that a new medium needs not only a new message (I learned that from my friend Marshall McLuhan) but even more a new and different format... In the Corpedia learning devices we built in a number of features that make the online experience distinct and different.”

Drucker constantly prods his readers to think about such questions as “What makes an educated person?” or “How do I learn? Am I a reader or listener?” He also hammers home the message that no matter how much education you possess, learning is a lifetime affair.

The implications for SLA members are clear. Many of us are involved in teaching and other forms of instruction and often we are encouraged to think of our workplaces as “learning organizations.” Some of us work in companies that sponsor their own in-house “universities.”

In his book Managing For The Future, Drucker writes of the benefits of teaching for knowledge workers: “...knowledge people and service people learn the most when they teach. The best way to improve the productivity of the star salesperson is for him or her to present ‘the secrets of my success’ at a sales convention. The best way for the surgeon to improve his or her performance is to give a talk about it at the county medical society... It is often being said that in the information age every enterprise has to become a learning institution. It also has to become a teaching institution.”

In a wonderful chapter from his 1978 memoirs, Adventures of a Bystander (reissued in 1998 with a new preface), Drucker lavishes special praise on Miss Elsa and Miss Sophy, his fourth grade teachers in Vienna. He describes in detail what he learned from them, and what he didn’t. (He didn’t learn good handwriting or the skills of shop class, but admits it was his fault, not theirs.)

He describes the dancer Martha Graham, a colleague at Bennington College in Vermont, where he taught during the 1940s, as “a teacher of extraordinary power... equally effective with both beginners and masters, and taught both exactly the same way.”

Another chapter describes two of the most famous teachers of the 20th century, both of whom were longtime friends of his, well before they became stars: R. Buckminster Fuller and Marshall McLuhan.

In the chapter on Miss Elsa and Miss Sophy, he observes, “Teaching is a gift. One is born with it, the way the Beethovens and Rubens and Einsteins were born with their gifts. Teaching is personality, rather than skill or practice.”

Put Drucker high on the list of born teachers.

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

Selected Bibliography:
Adventures of a Bystander (John Wiley & Sons, 1998)
The Essential Drucker (HarperCollins, 2001)
Managing For the Future (Truman Talley Books/Plume, 1993 paperback edition)
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Twenty-One Emerge as the Best of the Information Profession

Twenty-one individuals have emerged as the "Best of the Information Profession" and will be honored by the Special Libraries Association (SLA) at the 93rd Annual Conference in Los Angeles, California, June 8-13, 2002. Recipients of the 2002 awards will be honored at the first Annual SLA Awards and Honors Premier (formerly the Closing Gala) at the Biltmore Hotel on Wednesday, June 13, 2002.

Induction into the SLA Hall of Fame is granted to members at or near the end of an active professional career for an extended and sustained period of distinguished service to the association in all spheres. This year's winners are: Mary E. Dickerson, executive director (retired), Ontario Legislative Library, Toronto, Ontario, Canada; Elizabeth "Betty" Eddison, founder and vice president, Inmagic, Incorporated, Woburn, Mass., USA; and Richard L. Funkhouser, professor emeritus (retired), Library Science, Purdue University, West Lafayette, Ind., USA.

Named in honor of the founder of SLA, the John Cotton Dana Award is conferred upon a member for exceptional service to special librarianship. This year's recipient is Miriam A. Drake, professor emeritus (retired), Georgia Institute of Technology, Atlanta, Ga., USA.

The Rose L. Vormelker Award is given to a member for exceptional service to the profession of special librarianship via mentoring students and/or practicing professionals in the field. This year's recipients are: Billie Connor Dominguez, manager, Business and Economics Department and Science, Technology and Patents Department, Los Angeles Public Library, Los Angeles, Calif., USA; and Nettie Seaberry, director, Minority Business Information Center, National Minority Suppliers Development Council, New York, N.Y., USA.

Fellows of the Special Libraries Association are called upon to advise the association's board of directors, alert the membership to issues and trends warranting action and are recognized as active SLA members with future leadership potential for the association. The 2002 SLA Fellows are: Lynne K. McCay, assistant director for Information Research, Library of Congress, Washington, D.C., USA; Peter S. Moon, manager, Virtual Information Center, Hartford Steam Boiler Inspection and Insurance Company, Hartford, Conn., USA; Charlene Baldwin Reed, dean of the library, Chapman University, Orange, Calif., USA; and Sandy E. Spurlock, research librarian, Lovelace Respiratory Research Institute, Albuquerque, N. M., USA.

The Factiva Leadership Award is presented to a member who exemplifies leadership as a special librarian through excellence in personal and professional competencies. The winner of this year's award is Thomas Fearon, library director, Lehman Brothers, Incorporated, New York, N.Y., USA. The Factiva Leadership Award is based on the acclaimed "Competencies for Special Librarians of the 21st Century," which can be found on Virtual SLA (www.sla.org).

The Innovations in Technology Award recognizes information professionals for their innovative use and application of technology in a special library setting. This year's winner is Gary D. Price, Gary Price Library Research and Internet Consulting, Vienna, Virginia, USA. Price is recognized for his innovative Web Reference Compilations, which is an invaluable tool for librarians, researchers and all Web browsers, offering an organized scheme for research on the Web.

The SLA President's Award is given annually to a member who during the previous year has shown a commitment to the development of the association as the premier organization for information professionals. This year the award is conferred upon the Chairs of the Task Forces: Carol L. Ginsburg, chair of the Branding Task Force and managing director and global head of Business Information Services, Deutsche Bank AG, N.Y., USA; Judith J. Field, chair of the Conference Task Force and senior lecturer, Library and Information Science Program, Wayne State University, Detroit, Mich., USA; L. Suzi Hayes, chair of the Simplification Task Force, and previously construction coordinator, Nova Southeastern University, Ft. Lauderdale, Fla., USA; Ethel M. Salonen, chair of the Partnerships Task Force, Lexington, Mass., USA; Barbara P. Semonche, first chair of the Membership Task Force and library director, University of North...
THE SPECIAL LIBRARIES ASSOCIATION

SLA LEADERSHIP DAY

Do you desire to become a leader?
Then you cannot miss . . .

SLA LEADERSHIP DAY
8:30 AM - 3:30 PM
SUNDAY, JUNE 9, 2002
$39 PER PERSON

The Special Libraries Association will devote an entire day to expanding your understanding of the qualities and skills required for leadership. SLA Leadership Day at the 93rd Annual Conference will provide the needed spark to educate and motivate division, chapter, committee and student group leaders to greater success and recognition. The day begins with a continental breakfast for all participants at 8:30 A.M., followed by three primary segments:

LEADERSHIP DEVELOPMENT INSTITUTE
9:00 AM - 12:00 PM

The day will commence with an expanded program developed to enhance the outcome for all SLA leaders and those who may be interested in serving. This foundational meeting for Leadership Day will include newly elected chapter presidents and presidents-elect, division chairs and chairs-elect, caucus conveners and unit officers attending afternoon forums. The program will introduce leaders to their roles and responsibilities and aid in the development of leadership skills. Current leaders are invited to attend and share their experiences.

MANAGING INTERACTIVELY: LEADERSHIP AND COMMUNICATION IN AN INTERACTIVE WORLD
12:00 PM - 2:00 PM
featuring Mary Boone,
author, consultant and leading authority on strategic technology applications

Management practices have undergone major change recently. Do you “manage” people who don’t report to you? As a leader, find new ways to connect, inform, and engage people. As technology transforms work, a sophisticated approach to human communication is critical to effective leadership. Find practical solutions on how to encourage innovation and creativity, leverage intellectual capital, mobilize organizations, accelerate change, and create knowledge-sharing cultures.

Lunch will be provided

OFFICER FORUMS
2:00 PM - 3:30 PM

The afternoon of Leadership Day will provide for more personal interaction and discussion on topics that specifically address a current leader’s responsibilities— or a future leader’s interests. Association committee chairs and unit officers including archivists, advocacy/public relations chairs, bulletin editors, consultation chairs, fund-raising chairs, discussion list owners, membership chairs, professional development chairs, treasurers and webmasters, will gather for these interesting and thought-provoking forums.

With a full-day commitment to renewing your leadership energies and skills, you’ll be motivated for the rest of the conference and prepared to take on your responsibilities as an SLA leader with total focus.

For more information: contact SLA’s Leadership Development staff at 1-202-939-3638 or e-mail us at leadership@sla.org.

Leadership Day events sponsored by

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21ST CENTURY PARTNER
The SLA Professional Award is presented to an individual or group who may or may not hold membership in the association. In recognition of major achievements in, or a specific significant contribution to, the field of librarianship or information science. This year’s award is presented to Mary Ellen Bates, principal, Bates Information Services, Washington, D.C., USA. Bates is recognized for her significant contributions to the association and information profession as an innovator, contributor and teacher throughout her career.

The H.W. Wilson Company Award is presented to authors of outstanding articles published in Information Outlook, SLA’s monthly magazine. This year’s award goes to Martha K. Heyman, author of “Building Successful Relationships with IT Professionals,” published in the April, 2001 issue. The article centers on the critical role of appointed leaders in today’s corporate environment that deal effectively with cross-functional teams in order to rapidly resolve business problems.

The Member Achievement Award is presented to a member for raising visibility and public awareness of, and appreciation for, the profession and/or the association. This year’s award is presented to Michael F. Keating, business development associate, NinSigma, Fairview Park, Ohio, USA. Keating has been instrumental in raising awareness and positive publicity in the field of special librarianship through a series of articles about the association and profession.

SLA’s Diversity Leadership Development Award recognizes individuals from multi-cultural backgrounds who display excellent leadership abilities and a willingness to develop and strive for leadership opportunities within the association. The year’s winners are Jeffery Mah, chief librarian, Bechtel Corporation, San Francisco, Calif., USA; and Suzan J. Lee, senior researcher, UBS Warburg LLC, New York, N.Y., USA. Both of these outstanding individuals will receive a $1,000 stipend for use in attending the SLA Annual Conference and will be mentored by a longstanding SLA member who has been selected based on his or her experience in the profession.
SLA is rolling out the red carpet for the awards premiere 2002

Don't miss the debut of the "Dana", SLA's new award statuette.

All of SLA's 2002 award winners will receive a DANA at the Awards Premiere this year.

And just like the Academy Awards ceremony, we'll be rolling out the red carpet.

Don't miss the chance to dine and dance in the elegant Crystal Ballroom of the Millennium Biltmore Hotel, home of the first Academy Awards.

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WHAT: The Danas
SLA's Awards Premiere
Dinner and Dancing

WHERE: Crystal Ballroom
Millennium Biltmore Hotel
506 S. Grand Avenue
Black Tie Optional

WHEN: Wednesday, June 12th
6:30 pm

COST: $65.00 per person
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Buying and Selling E-Content
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www.buy-sell-econtent.com/

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

Knowledge Management Conference and Exhibition
April 16-17
Reading, UK
www.knowledge- management.co.uk

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

International Conference for Patent Information Professionals
April 20-24
Berkeley, CA, USA
www.patplug.org/an02meet.html

Power Searching with Pros
April 30-May 1
Stamford, CT, USA
www.websearchu.com/
schedulec.html

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

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

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

31st Annual Educational Conference and Exposition
May 21-24, 2000
San Antonio, TX, USA
www.elanet.org/conf/
index.html

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

Society of Indexers
July 16-18
Cheltenham, UK
www.socind.demon.co.uk

American Association of Law Libraries
July 20-24
Orlando, FL, USA
aallhq.org or aillnet.org

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

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

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

Power Searching with Pros
September 23-24
Arlington, VA, USA
www.websearchu.com/
schedulec.html

October 2002
KM World 2002
October 2002
Santa Fe, NM, USA
www.infotoday.com

American Society For Information Science & Technology (ASIST)
November 18-21
Philadelphia, PA, USA
www.asis.org

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