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Information Outlook September/October 2015

Special Libraries Association

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information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

CONDUCTING DONOR RESEARCH

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information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

ELECTION · DUES RESTRUCTURING · STUDENT GROUPS

Dee Magnoni to Lead SLA in 2017

Dee Magnoni, research library director at the Los Alamos National Laboratory in Los Alamos, New Mexico, was chosen by SLA members to serve as president of the association in 2017.

Dee will serve as president-elect in 2016, then serve a year as president and a year as past president. Joining her as new members of the board in 2016 will be Nick Collison (treasurer), Tom Nielsen (division cabinet chair-elect), and Mary Talley (chapter cabinet chair-elect).

The election for new board members opened on September 2 and closed on September 23. Balloting was conducted online; approximately 22 percent of SLA members cast votes.

Dee brings more than 20 years' experience in corporate, academic and government settings to her new role in SLA, where she has served in a variety of capacities. She was president of the Rhode Island Chapter in 1995-1996 and the Boston (now New England) Chapter in 2005-2006, and has chaired the IT Division (2001-2002), the Engineering Division (2009), and the Leadership & Management Division (2011). She served on the SLA Board of Directors in 2002-2003, chaired the 2014 Annual Conference Advisory Council, and is currently chair of the Volunteer Experience Task Force.

Before taking the job at Los Alamos, where she oversees 35 staff members and a wide range of services and resources, Dee worked at the Olin College of Engineering in Massachusetts. She was hired as the college's first library director in 2002 and established many of the library's services and resources from scratch.

Dee was named an SLA Fellow in 2010 and was presented with the Rose Vormelker Award in 2013. In 2014, the New England Chapter awarded Dee its Special Recognition Award for her years of chapter service as well as contributions to the association.

Board Agrees to Restructure Dues

On September 9, the SLA Board of Directors approved a recommendation from the Finance Committee to adjust membership dues. As of 1 January 2016, SLA's dues structure will be as shown below.

The unit affiliation rates—$20 for each additional chapter or division affiliation and $12 for each caucus affiliation—will remain unchanged in 2016. The unit allotment calculation will also remain unchanged.

The dues restructuring will make $200 the predominant dues rate, which is in line with most other library associations and organizations.

2015–2016 DUES RATES PER MEMBER

Membership Category	2015 Dues	2016 Dues	% Increase
Full Member (U.S. salary $75,000+)	$200.00	$200.00	0%
Full Member (U.S. salary $35,000–$74,999)	$185.00	$200.00	8%
Full Member (U.S. salary $18,001–$34,999)	$114.00	$200.00	75%
*Full Member (U.S. salary $0–$18,000)	$40.00	$200.00	400%
**Full Member (U.S. salary $0–$18,000)	$40.00	$50.00	25%
Honorary/Life Member	$0.00	$0.00	0%
Organizational Member	$750.00	$750.00	0%
***Retired Member	$40.00	$100.00	150%
Student Member	$40.00	$50.00	25%
****Unemployed Member	$40.00	$100.00	150%

* Applies only to SLA members in North America.
** Applies only to SLA members outside North America.
*** For retired members with 45+ years of continuous SLA membership, dues rate is $0.00.
**** Rate is available for one year only.

SLA Recognizes Student Groups for Leadership and Innovation

Each year, SLA honors a select few of its 20 student groups for their achievements in various areas, such as leadership and programming. For the 2014-2015 academic year, SLA is honoring the following student groups with a certificate of merit:

- San Jose State University: Innovative Programming
- University of Western Ontario: Outstanding Leadership

The Student Group Certificate of Merit is awarded by SLA's Student and Academic Affairs Advisory Council, which advises SLA on student programs and activities for SLA's chapters and divisions.

The San Jose State University Student Group's goal is to create professional engagement and networking opportunities for its student members. During the 2014-2015 academic year, the group greatly expanded its programming to meet that goal. Specifically, the group organized the following:

- Three events co-sponsored with other SJSU iSchool student groups;
- Three Twitter chats on topics in special librarianship;
- Three Webinars on special librarianship and topics of interest to future library professionals; and
- Online social hours and business meetings.

In developing their programs, the students were determined to collaborate with professional organizations

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DATA MANAGEMENT · INTERNET PASSWORDS

Librarians, Faculty Differ on Need for Collaboration

Fewer than half of university faculty members (45%) desire better communication with librarians, but nearly all librarians would like better communication with faculty, according to a recent survey.

The poll of approximately 500 faculty and 500 librarians, conducted by *Library Journal* and Gale (a global provider of research resources), revealed significant differences in perceptions about the need for better collaboration and communication. For example, about one quarter of faculty think there is no need whatsoever for campus librarians and faculty to consult one another. Additionally, more than half of faculty (57%) say they coordinate with librarians on course reserves, but only 31% of librarians say they coordinate with faculty.

Faculty and librarians do agree on one point—that supporting student information literacy is the most essential service provided by the library. They differ, however, on the need for services such as supporting faculty research, developing discipline-wide collections, and developing collections in direct support of course curricula. Individual responses revealed the gulf between the two groups: one survey respondent reported that "faculty does not view the library as an up-to-date resource," and another said quick and easy access to Google Scholar was more essential than library resources.

The complete survey results are available at http://lj.libraryjournal.com/downloads/2015-bridging-the-librarian-faculty-gap-in-the-academic-library/.

Court OKs Google Books Scanning Effort

Google may soon have competition in its efforts to scan books and provide excerpts of them in its search results, thanks to a ruling in October by a U.S. appeals court.

In its ruling, a three-judge panel rejected claims by the Authors' Guild that Google infringes on publishers' copyrights when it shows snippets of books it has scanned in search results. The panel ruled that the snippets reveal "information about Plaintiffs' books" but are not a "substantial substitute" for them.

Google has been scanning books since 2004, when it began collaborating with libraries at Stanford University, Columbia University, and the University of California (among others) as well as the New York Public Library. Thus far, Google has scanned more than 20 million books, many of which are out of print.

The scanning project enables searches for particular terms that might appear in a book, although Google does not receive a payment if a searcher uses Google's link to buy a copy. The Authors' Guild had argued that Google's book search is not "transformative" and that the snippets constitute an illegal free substitute for their work.

The court rejected these claims, noting that Google's "ngrams" tool—which allows searches by the frequency of usage of selected words—is indeed transformative because it could not be replicated by manual searching, even with direct access to the books themselves. The snippets that Google shows are also transformative, the court said, because they "[identify] books of interest to the searcher" without replacing them.

Although Google scanned the books in their entirety, the court noted that previous courts have rejected the argument that a whole copy cannot be a fair use.

"While Google makes an unauthorized digital copy of the entire book, it does not reveal that digital copy to the public," the court stated. "The copy is made to enable the search functions to reveal limited, important information about the books."

With respect to the snippets—which are normally about an eighth of a page—the judges acknowledged that they could cause some loss of sales, assuming the small amount of text shown met a searcher's needs. "But the possibility, or even the probability or certainty, of some loss of sales does not suffice to make the copy an effectively competing substitute that would tilt...in favor of the rights holder in the original," they stated.

In the wake of the ruling, the Authors' Guild released a statement indicating it will appeal to the U.S. Supreme Court. If so, it would conclude a legal saga that began in 2005 as a class action suit and resulted in a settlement, which a judge rejected in 2011. The fair use issue then became the focus of litigation, and Google won a district court decision in 2013. That win has now been upheld by the appeals court. SLA

Competitive Intelligence in the Nonprofit World

LIBRARIANS AND INFORMATION PROFESSIONALS CAN USE THEIR COMPETITIVE INTELLIGENCE SKILLS TO HELP NONPROFIT ORGANIZATIONS IDENTIFY PROSPECTIVE CONTRIBUTORS AND CONVERT THEM INTO DONORS.

BY KRISTIN F. RICHARDSON, MLIS

You've probably seen the commercials featuring brave children battling chronic diseases, smiling at the cameras and the medical staff who are treating them, while their mothers and fathers tearfully explain how their child's life is being saved. It tugs on my heart every time I see these commercials, and I know I'm not alone.

One of the primary charitable organizations airing these advertisements is St. Jude Children's Research Hospital, which wants to raise awareness and, more importantly, funds to help these children. But would it surprise you to know that these commercials are only a small part of how St. Jude raises the money needed to fund its daily operating costs of $2 million?

Like many charitable and nonprofit organizations, St. Jude also relies on competitive intelligence to help raise funds for its cause. What's that, you say? Isn't CI used only in the for-profit sector?

A Rose by Any Other Name

If you change your lens and view a nonprofit as a business entity, you will see that its goals and outcomes can be very similar to those of a for-profit organization. Nonprofits have competition, maybe even more than the average business in the United States—in 2013, there were almost 1.5 million 501(c) organizations (entities with tax-exempt nonprofit status) on record with the Internal Revenue Service. According to the GivingUSA Foundation, the total donor dollars in play among these organizations was $335.17 billion in the same year.

With so many nonprofit organizations angling for a piece of the charitable pie, it is imperative for them to understand their funding sources (customers) and their competitors. That's where prospect development comes in. In the nonprofit world, the application of competitive intelligence principles takes place within the realm of prospect research and management, also known as prospect development. But before we begin comparing CI to prospect development, it is important to understand some of the terminology used in the nonprofit fundraising world.

A *constituent* is someone an organization has on file in its institutional database. A constituent could be a previous donor, an alumnus, a com-

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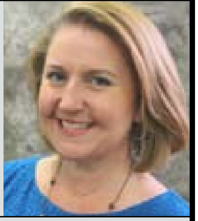

munity member, or even a foundation or corporation. The goal of nonprofits is to turn their constituents into *prospects*, which are people or organizations that meet certain criteria indicating that they just may give us money—in which case, they become *donors*. A person or entity in any of these stages would be considered a *customer* in the for-profit market.

Prospect development staff (which frequently include librarians) conduct CI for the fundraisers and development/administrative leaders who meet with customers and ask them to support their institution. Thus, the "business problem" for which nonprofits use CI is, in its simplest terms, identifying funding sources for the organization. A deeper objective for prospect development is to find the right prospect at the right time for the right program and ask for the right amount of money.

Does that last sentence sound familiar? In business, the goal is providing the right product for the right price in the right place to the right person. Competitive intelligence helps business decision makers achieve this goal. The same is true in the nonprofit world. To demonstrate how this happens, I will break down some of the basic doctrines of CI and apply them to prospect development in nonprofits.

Identify information that a decision maker needs about the competition or the competitive environment. The information that prospect development staff identify is collected and used for the purpose of finding a potential customer—a constituent—and strategically making him or her more aware of the organization's funding needs, to the point that he or she becomes a donor. In the business world, this may translate into CI identifying a potential niche for a product and tracking competitors to see whether they are engaged in that market and, if so, how they are attracting customers. It may even go so far as exploring how the business can succeed within that niche.

For prospect development purposes, the role of CI is more granular. We actually identify an individual constituent or information about a previously identified constituent who will make a strong prospect. Then we provide information to the decision makers—the fundraisers—that will help them engage with the prospect and solicit his or her support.

To be effective in this role, we have to stay abreast of what is happening within our organization. This includes knowing about funding priorities, new and ongoing programs, and the long-term goals of the organization. Additionally, we have to know about the community and culture around us and any changes that are occurring that could affect whether we receive support from our prospects. Finally, as in the business world, we need to be able to report on what our competitors (other nonprofits) are doing and who is giving to them. If possible, we would like to advise how our competitors are directly communicating with our potential donor.

Every nonprofit has, or should have, a defined purpose. But for the average constituent, differentiating one organization from others that have a similar purpose can be difficult. By collecting information, we can assist fundraisers with selecting the appropriate strategy for soliciting individual constituents.

Collect raw data, using legal and ethical means, from public sources. Prospect development—more specifically, the prospect research piece—encompasses a variety of resources that enable us to gather pertinent information once we have identified either the prospect or the exact initiative we are tasked with exploring. Like our business brethren, we apply a stringent set of principles that guide how we gather information, what we share, and how we store it. The field of prospect development has a vibrant professional development organization, the Association of Professional Researchers for Advancement, which has created a strong code of ethics (http://www.aprahome.org). While APRA primarily serves the prospect development profession, organizations that support other parts of the fundraising machine (e.g., CASE, AASP, and AFP) also have codified ethics for their members.

Most of the information sources we use in prospect development should be recognizable to special librarians. When assisting fundraisers for higher education institutions, we take full advantage of access to databases available through academic libraries. From there, we are able to comb through the "usual suspects" a CI analyst would use: Hoovers, Corporate Affiliations, Dun and Bradstreet, and PrivCo, to name a few. We also utilize Factiva and even Who's Who.

Nonprofits without access to an academic library or the budget to gain access to some of the sources named above must connect with regional or state libraries, either virtually or in-person. Other sources we use are subscription based, such as LexisNexis for Development Professionals, RelSci, iWave, and ResearchPoint. Keep in mind, however, that information vendors are only using publicly available data or data they purchase legally through suppliers.

Beyond these databases, we access federal and state Websites, county Websites (for property and tax information), and even family court data (for divorce decrees) when necessary. We subscribe to regional business magazines, online magazines, and journals and read the news every day. Above all, we use a word that is dreaded in librarianship: Google. But the "big G" is just one of many—we use a variety of search engines and search terms and operators to achieve the highest level of credible, verifiable results.

Analyze the data, using any one of a wide variety of tools, converting it into actionable intelligence. This is where the fun starts. We cannot simply turn over the many bits and pieces of information we have found to fundraisers and leaders. First, the information won't mean a whole lot when given with no context or story. Second, it won't be actionable. And third, the fundraiser may look at a single data point and think, erroneously, that this is the item or fact to discuss with the prospect.

Once the raw data are in our hands,

we do the usual: cleansing, organizing, removing duplicates, and so on. Then we get to the analyzing stage. For many prospect development teams, data analysis will fall under one of two headings—descriptive or predictive.

We use descriptive analysis for the same reasons many for-profit organizations do: we determine how our customers—in our case, donors—behaved. When did they make their largest gift? At what age did they make this gift? How many times have they engaged with the organization (this can be anything from online click-thru rates to attendance at key events)? The list of questions to be answered goes on and on.

While working for my previous employer, I was tasked with implementing data analytics strategies in a shop that had little clean data and few information resources. But even with these limitations, we were able to answer some very intriguing questions that our leadership had posed. For example, we wanted to identify donors with cumulative giving histories of $1M or more to the institution and determine whether there were any patterns in their giving. Did they give solely to athletics? Did they split their gifts among many units? Did they have an endowed fund that they continued to support?

As we dove into the data, we also decided to investigate whether there was a significant correlation between household giving and a donor's age once total gifts hit the $1M mark. We presented a scatter plot to leadership showing there was a definite cluster between the ages of 65 and 75. Once we completed the initial phase of the project, we did a bit of predictive analysis with this donor group. We analyzed the data marker of giving patterns to see if we could predict if and when some of these major donors would be most likely to make a significant gift. With at least four of these donors, there was a definite pattern of large gift/small gifts/large gift.

Taking this information to fundraisers helps them understand when these particular donors may be most likely to make a large gift again, and to plan accordingly. The use of such predictive analytics is still growing in the prospect development field, and while more sophisticated organizations are able to do this in-house, many use vendors to produce predictive models to identify prospects.

Many of us in prospect development like knowing that the strategic intelligence we bring to the table will help foment change.

Communicate the intelligence to the decision maker. Like CI staff in for-profit organizations, we who work in the nonprofit sector must take our final data findings to leadership. Because prospect development is definitely the "science" of fundraising (our fundraisers and leadership tend to comprise the "art"), we strive to avoid using technical terminology and present our analysis in easily understood, actionable deliverables.

Most prospect development shops produce prospect profiles. These are text documents that detail the prospect's education, employment, assets, philanthropy and other data points. For the analytics pieces, we produce data visualization materials. Bar and pie charts tend to get the most use since they are arguably the easiest to understand, but we have also been known to utilize scatter plots, graphs, and infographics. Access to professional-grade tools to assist with this function varies by organization, with many larger institutions using Tableau. My personal experience has been with free online tools, such as DataHero and Excel.

Since the decision makers are often the same people who meet with the prospects, it is imperative that any data presentation be clean and easily interpreted. As part of our deliverables, we point them to the pertinent pieces (such as talking points, tag statements, and key data markers) regarding the constituency we are discussing. We always attempt to present large data analytics projects in person. We want to empower our decision makers to use the data to a competitive advantage, and if this means answering questions (no matter how simple), then we must do so.

Appreciating Granular Data

Now that the similarities between competitive intelligence in the for-profit and nonprofit sectors are clear, you may wonder what makes for a good prospect development team member. Clearly, the qualities are the same as those needed by someone seeking employment in the CI field:

- The ability to understand the business (or, in our case, the nonprofit environment);
- Knowledge of the needs of the decisions makers;
- The capacity to identify the stakeholders, customers, and competitors;
- The ability to translate what may seem like ethereal requests into hard, actionable information; and
- A strong sense of quantifiable data, data structure, and, of course, statistical analysis.

One possible wrinkle in this formula is that many of us in prospect development are invested in the work of our nonprofit organization. We may be alumni of the institution, or be passionate about the organization's mission on a personal level. Many of us in prospect development like knowing that the strategic intelligence we bring to the table will help foment change.

There is a strong contingent in this field with library and information science backgrounds, which speaks to the level of sophistication within our realm. My personal experience has been that librarians tend to be passionate about user services and data needs.

Channeling these passions to promote change while using the skills we have learned can be a natural progression for those of us from the library and information science fields.

Over time, competitive intelligence principles will be utilized more frequently to take nonprofit fundraising to new levels. As there has not been a significant increase in philanthropic giving (as a percentage of income) in the United States in over a decade, nonprofit organizations are recognizing that they need to apply more scientific and data-centric information to their fundraising strategy. In addition to using marketing concepts for broad-reach media campaigns, nonprofits will come to appreciate the granular data that are needed to identify and cultivate donors. Competitive intelligence will continue to be a participant in the nonprofit arena—just make sure you call it *prospect development*, though. **SLA**

Finding Those Who Are Ready, Willing and Able to Give

A LIBRARIAN HELPS A FOUNDATION RAISE MONEY BY RESEARCHING THE BACKGROUNDS OF INDIVIDUAL DONORS, IDENTIFYING NEW LEADS, AND TRACKING INDUSTRY AND ORGANIZATIONAL TRENDS.

BY SABINE SCHULLER, MLIS

"So, you work for Rotary?" he asks, glass in hand. "I have an aunt who goes to lunch meetings every week—I think she's a member of a Rotary club. But what do you guys actually do?"

For a donor researcher at The Rotary Foundation, this is fairly typical cocktail party conversation. If I'm asked about Rotary, I describe it this way: Rotary is a nonprofit association of global community leaders who volunteer to work together for the common good. There are local Rotary clubs in more than 200 countries, helping both their local communities and others abroad.

Rotary has about 1.2 million members, with the largest numbers in the United States, India, Japan, and Brazil. Rotary members come from a wide range of professions, including business owners, civil servants, artists, and doctors. All have unique perspectives, but they share a unifying desire to improve lives everywhere. They implement service projects focused on polio eradication, economic development, health, literacy, water and sanitation, and peace.

Rotary is actually a union of two organizations under one banner. Rotary International is the membership association; The Rotary Foundation manages humanitarian efforts and raises funds.

The seed of the foundation was planted almost 100 years ago, when leading volunteer Arch C. Klumph suggested establishing an endowment "for the purpose of doing good in the world." The endowment's first grant, in 1929, was for $500 to a nonprofit that would become Easter Seals. Last year, the foundation used donations from Rotary club members and friends to fund grant projects totaling $71 million.

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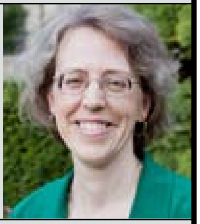

Rotary's Fundraising Structure

With that volume of grant funding, generating financial support is an ongoing effort. The Rotary Foundation plans to raise $2 billion for its endowment by 2025 to ensure it can continue to help meet the world's vital needs for generations to come. The foundation also sets annual fundraising goals—this year's is $130 million.

Raising money is a joint effort by Rotary club members and professional fundraising staff located in North America and in Rotary's international offices (in Switzerland, India, Australia, South Korea, Japan, and Brazil). Rotarians in leadership positions commit to raising money within their regions. The fundraising staff support these volunteer efforts and are also responsible for separate fundraising efforts.

The Rotary Foundation is a mature organization, with long experience in planning and implementing service projects. It has what is considered a mid-size fundraising team—about 70 people, if you count everyone from support staff to the director of fundraising. Direct fundraising efforts are segmented into five main areas, divided mainly by gift size: annual giving, major gifts, principal gifts, planned gifts, and partnerships. These efforts are supported as follows:

- Six employees focus on encouraging smaller, general donations to the foundation in the annual giving area.
- Twelve major gifts officers in the United States and Canada seek donations of $10,000 or more. A principal gifts officer works with donors who can contribute $1 million or more.
- The five planned gifts staff members concentrate on gifts that involve a lot of forethought and preparation, like donations of stock, real estate, life insurance, and estates.
- The partnerships area concentrates on corporate and foundation gifts.

According to a recent study, a large nonprofit organization can expect to have six donor researchers assisting fundraising staff, with an average of 11-15 years' experience. The largest concentrations of donor researchers in the United States are in New York and California; overall, 64 percent are in higher education, and 11 percent are in health organizations such as hospitals.

The average annual fundraising goal for nonprofits worldwide is between $10 million and $25 million. If you're in a smaller organization, your fundraising goal may be lower, but you might be wearing more "hats." Staff may be stretched so thin that one person is responsible for gift processing, special events, and publicity, leaving little time to invest in prioritizing the donor pool.

At Rotary, three people assist with donor research: a senior research specialist, a research coordinator (who reports to the senior research specialist), and a co-worker who can provide assistance if there's ever a large upswing in projects. As the senior research specialist, I've been called a golden retriever, a stealth reference librarian, and a rock star. However, when people ask me what I do, I usually say I'm a treasure hunter. I point my front-line fundraising co-workers toward those who are most ready, willing, and able to support our programs.

Overseeing Donor Identification

If you're involved in business development at your organization, think of all the ways you help your rainmakers or sales force. Donor (prospect) research is a lot like qualifying sales leads in the for-profit sector. But instead of finding business clients, I identify likely benefactors.

I view my overarching purpose as overseeing donor identification efforts; I also conduct research and manage information to support Rotary's fundraising goals and strategic plan. My job is to identify and prioritize the research needs of not only my immediate co-workers, but anyone else at my organization (whether staff member or volunteer) who is involved in fundraising. My main priorities are researching individual donor backgrounds, identifying new leads, noting industry and organizational trends, and—my favorite—answering reference questions.

In my day-to-day work life, I do these things in many ways:

- I provide funder background information for front-line co-workers and decision makers. For example, I once identified and researched an Asian Rotary club member with great financial capacity. He was so modest that his fellow members were surprised to find out he was a billionaire. Once they knew of his potential and asked for additional support, he became one of Rotary's largest donors after years of contributing small amounts.
- I perform lead management and data mining tasks. For example, I helped Rotary's Latin American fundraiser decide where to concentrate her energies in an 18-country territory. I gave myself the special challenge of explaining my results and recommendations in Spanish.
- I created a list of past grant sponsors working in basic education and literacy as part of an International Literacy Day outreach project.
- I conduct research on benchmarking fundraising trends and institutions and perform special projects. I compiled a 15-year history of Rotary's work in Africa that helped stretch a fundraiser's half-hour meeting with a large grant maker to two hours.
- I compare our donor recognition programs with those of peer organizations like the Lions and Kiwanis, informing our donor recognition strategy to ensure Rotary's supporters are motivated and appreciated.
- I answer frequent and not-so-frequent reference questions. Here are two of my favorites:

  a. The Rotary Foundation's 100th anniversary is in 2016-17. What other foundations are 100 years old?

  b. Who can appraise a potential gift of 16-mm film that recorded John F. Kennedy's presidential campaign?

'Department of One'

When I started working at Rotary, the foundation had only four major gifts officers for the entire United States, essentially dividing the country into quarters. My role consisted primarily of finding, evaluating, and synthesizing information on current and future donors. The front-line fundraisers would use this information to guide conversations about supporting The Rotary Foundation.

Over time, the number of fundraisers grew, and so did their information needs. We started with only U.S.-based fundraisers; now they're present in eight countries. Even as we grew, I was still a "department of one," and I found it increasingly difficult to meet everyone's information needs.

My approach to this challenge has evolved, from cross-training co-workers to training major gifts officers to find basic information themselves to recruiting interns and work-study students. After several years of my taking these steps, money was made available to hire a full-time research coordinator. In our tiered service approach, she is responsible for ensuring data quality and providing basic research on donors. This gives me time to do more analysis and complex research—while I'm still sometimes asked to find someone's phone number, most of my time is now spent identifying donors on a larger scale.

With the increase in staff has come (luckily!) more and better access to data. When I first started, our membership database couldn't export and sort data without assistance from our IT Department. Now we have a data reporting system that allows any staff member to access other areas' information.

Last year, I took on a very complex request: identifying potential supporters with a very particular background for a special outreach project. I was able to write my own queries, incorporating relevant data from different parts of the organization to answer my question. I have since paid a "performance penalty" for my success—co-workers noticed I could do this type of work and began asking, "If you have time, could you help me find . . .?"

'Union of Head and Heart'

My work as an information professional adds value to The Rotary Foundation in several ways. The most significant is my ability to discern what is most important and prioritize needs over wants. For example, there have been times when a rainmaker has rushed to my desk, saying he's about to ask a donor for a gift. He needs research—anything and everything I can find—ideally by last Thursday.

Once we talk it through, however, it usually turns out that his needs are not quite so extensive. Say, for example, I find out he's pursuing a future gift from a potential donor who just sold her very lucrative business. In this case, the most important thing to know is the sale price of the business so the fundraiser doesn't ask for too small or too large a gift. In these cases, I save everyone time and trouble by narrowing the questions down to the essentials.

Over time, my co-workers have adopted this approach and now sometimes proactively tell me what they think is most important to them. The work I do identifying our potential best donors—those most able and likely to give—follows the same principles. There's no point in asking a kindergarten teacher for $1 million if he struggles to donate $100 yearly.

An additional skill I bring to Rotary is my ability to keep my ears open and detect current and upcoming information needs. Sometimes a colleague and I find ourselves waiting by the printer, and in our casual conversation I learn that her department would like to be notified immediately when a donor passes away so they can offer condolences. Well, I can write a query in a database that tracks obituaries so that an e-mail message is generated whenever a donor dies. It's a union of head and heart—using data to carry out a compassionate act.

One more strength is my ability to look beyond my organization and industry, keeping my eyes open for trends affecting fundraising and non-governmental organizations. Since I work for an international organization, my territory stretches around the globe. The United States, compared with the rest of the world, is a treasure trove of publicly available information. That could change if public sentiment changes.

By way of comparison, my job would be very different if I worked in Canada or Europe, where more personal data is protected. Most fundraising in Canada relies on the three-year census for aggregated demographic information, as it's extremely difficult to find individuals' asset information. When the European Court ruled on the "right to be forgotten," it limited search engine results based on an individual's wishes to remain anonymous. While such a sea change wouldn't happen in the United States overnight, the trend definitely bears watching and maybe even deserves brainstorming a few "what if" scenarios.

If you found yourself nodding your head as you read this article and identified with many of these skills and situations, donor research might be an avenue worth exploring. Many who hold an MLIS have transitioned to this field, bringing their considerable information abilities to new areas.

Who knows? We might bump into each other at the next cocktail party.

Additional Resources

Association of Professional Researchers for Advancement. PRSPCT L donor research listserv. Discussion list.

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10 Questions: Michelle Bond

HER PASSION FOR TRAVEL AND HER LOVE OF LIBRARIANSHIP HAVE GIVEN MICHELLE BOND AN APPRECIATION OF THE DIVERSE JOB ROLES AND EXPERIENCES OF SLA'S MEMBERS.

BY STUART HALES

Some people take along books when they go to the beach. Michelle Bond wants to put an entire library next to a beach—in Australia, no less—and work there.

Prior to becoming an academic librarian in 2013, Michelle traveled extensively, visiting and living in North America, Europe, Australia, and New Zealand. While she enjoys her job as a science faculty librarian at Liverpool Hope University, she wants to return to Australia someday and live her "dream life" as a librarian near the beach.

In the meantime, she's staying busy creating a LibGuide for the SLA Academic Division and organizing a new conference for recent library school graduates to present their dissertation research. And she's still traveling—she attended SLA 2014 in Vancouver (thanks in part to an Early Career Conference Award co-sponsored by SLA Europe and the Academic Division) and participated in a week-long library staff exchange program in Helsinki earlier this year.

Information Outlook talked to Michelle about her decision to get a "proper job," her own dissertation research, her views on social media, and what she's learned from her travel experiences.

You graduated from college in 2003 and entered library school eight years later, in 2011. What did you do during those eight years, and what made you decide to become a librarian?

I was mostly traveling, to be honest. I also worked at a lot of different jobs—mostly boring jobs—just to make money to get by. And I saw a lot of different kinds of workplaces, from insurance companies to newspapers.

I lived in Canada for a year, came back to the U.K. for a bit, went to Australia and New Zealand for around three years, came back to the U.K. again, then went to Spain and the U.S. for a little while. Then I came back home and realized I needed to get a "proper job," as my Mum would say.

It's hard to remember now what made me get into libraries. I've always enjoyed visiting and being in libraries—while I was overseas, I used the local public libraries a lot. In retrospect, the one thing I did that kind of sparked the idea of becoming a librarian was that I went to a meeting about a book group at my local public library where I lived at the time. It was run by one of the librarians, and she left her business cards at the end and said, "Contact me if you have any questions." And I thought, oh, I didn't know that was a job, but it sounds interesting!

So I contacted her and asked her for some work experience. It was in a public library, and the work was really interesting to me. Then I applied for a job as a graduate trainee librarian at the University of Leeds, and I got it. I loved the year I spent there as a trainee, and it really solidified my decision to work in libraries.

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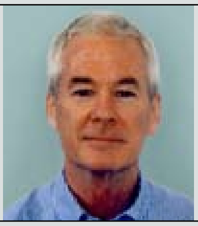

When did you first hear about SLA, and why did you join?

I first heard about SLA while I was working at the University of Leeds. I had joined Twitter and was starting to follow more and more information professionals and get more of an idea about librarianship by joining in conversations. That's how I heard about SLA—a lot of people were tweeting about the Early Career Conference Awards, and one of the previous award winners, Ned Potter, used to work at the University of Leeds.

After that I started to hear more and more about SLA through Twitter and people like Ned writing about their experiences. People were always so enthusiastic about SLA—they always said positive things. So that encouraged me to join, and it has definitely been my experience.

Speaking of the Early Career Conference Awards, you won one and used it to attend SLA 2014 in Vancouver. What were your key takeaways from that conference, and what advice would you give someone attending his or her first SLA conference in 2016?

My Early Career Conference Award was co-sponsored by SLA Europe and the Academic Division, and I'm really, really grateful to both of them. I found the conference to be incredibly friendly and welcoming—all of the positive things I'd been hearing about SLA came true in Vancouver. It was just a great opportunity.

While at SLA 2014, I attended a lot of Academic Division events, and since the conference ended I've been involved on the division's board, so that's been really good. I guess that's one of the key takeaways—to get involved with your division or chapter, because SLA is all about the members and their involvement.

I chatted a lot with people I'd never met before, so I got to know more of the SLA Europe members and also people from around the world. It was great to meet them and find out about the kinds of jobs they have, particularly in America. America is much bigger than the U.K., and there are just so many different kinds of library jobs there. So the diversity of the profession was another one of the takeaways for me.

Also, I would encourage people to discover new things. I went to the All-Sciences Poster Session, and there was a woman who had a poster about using cockroaches as therapy pets. And I thought, wow, I would never, ever think about cockroaches as therapy pets! *(laughs)* So that's another takeaway—keep an open mind. You never know what you'll discover.

So my main piece of advice is to talk to as many people as you can. One person in particular you must meet is Tracy Maleeff. She's just absolutely fantastic, so positive and so encouraging. And I'd be remiss if I didn't encourage attending the Academic Division sessions, because they always have great programming.

While we're on the subject of conferences, I see you're collaborating with a few other information professionals in England to launch a new conference this year: the Library and Information Science Dissertations Conference, or LISDIS. What prompted this venture, and what do you hope to accomplish with it?

What prompted it was that I and my co-organizers, Jess, Emily, and Rosie, were at an event in March of this year, and one of the presenters was talking about her dissertation research. She was incredibly enthusiastic about it, and we were all tweeting about how awesome it was that she was so enthusiastic and saying it's a real shame that most librarians aren't able to express their enthusiasm about their research to others. You do your dissertation, and once you finish it, you move on.

In my case, when I finished my dissertation, I got a new job the next week, and within a month I had started the job. So there was no time to think about presenting my research or writing a conference paper.

LISDIS came about from that thought—there's a lot of great research

Michelle at her desk in the library at Hope Liverpool University. The librarians sit on the library floor at subject support points.

out there, and there aren't enough forums to present it. We wanted to offer a forum for recent grads to talk about their research and also get some presenting experience. A lot of library conferences are big and international and kind of scary once they're established, and submitting something to those conferences is probably a step above what you would do if you had just completed your dissertation. Our conference is perhaps more accessible and achievable because it's specifically focused on dissertation research.

So, being able to offer this opportunity to recent library school students to present their research is one goal, but we also wanted LIS professionals to be able to hear about that research. It's not just about putting the research out there, but being able to connect it with what's happening in library practice as well. We hope we'll be starting new ideas and connections—just as we set up this conference based on one presentation, hopefully the presentations at the conference will spark some new ideas and connections as well.

We have a range of presentations scheduled around different themes, and also a keynote speaker coming to talk about how to publish research as a journal article. Our criterion for the presentations was that you had to have finished library school within the past three years. So some of our presenters graduated a couple of years ago, while a few finished their course in September. It's a really interesting mix.

In 2011, Michelle visited Bosnia and Herzegovina, where she posed for a photo in Mostar with the reconstructed Stari Most bridge in the background. The original bridge, constructed in the mid-1500s, was destroyed in 1993 during the Croat-Bosnian War.

Your own library school dissertation was titled "An Investigation into the Recreational Reading Habits of Undergraduate Students at the University of Sheffield." What do undergrads at Sheffield read, and did their reading habits surprise you or provide you with any new insights?

I can't even remember right now how I came up with the topic. Ironically, although I'm helping organize the LISDIS conference, I've never done anything with my research at all. Occasionally I've tweeted about my topic, but I've never done anything with it.

The main thing I learned from it was to send out your survey at exam time, because students will want to procrastinate and will complete your survey to avoid studying. I got a really great response to my survey relative to my classmates just because I sent my survey during the May exam period, when the students were supposed to be studying.

As for what they read, it wasn't really focused on that. The premise of the dissertation was whether academic libraries should have recreational reading collections, and it could have gone in several different ways. I originally wanted to do something around whether public libraries and academic libraries should work together more to promote recreational reading. I scaled the research down a lot, and it ended up as this topic.

Basically, what I found was that students would appreciate having recreational reading stocked in their university libraries; they would rather not have to go somewhere else to get that material. Lots of the students read for pleasure—94 percent, which I thought was a really great result. Obviously there was some inherent bias in the survey, because people who read for pleasure were probably more likely to respond to the survey. They also had a preference for reading fiction over nonfiction, which I thought was interesting. Their main reason for not reading was a lack of time more than anything else—reading for academic work meant they didn't have time to read for pleasure as well, which chimes with my own experiences.

The other thing I found was that students are more likely to buy books than to borrow them, which I think is particularly interesting for libraries. As we know, students don't have much money, so this poses another avenue for research. I didn't take the next step of the research, which would have been to conduct in-depth interviews, but it would have been interesting to follow up.

Speaking of new insights, you spent a week in June at the Helsinki University Library in Finland as part of a program for library professionals interested in benchmarking practices and networking. What did you like best about the experience, and what did you learn that changed or enhanced your view of librarianship?

I got involved in it because across Europe there's a program called Erasmus, through which staff and students of European universities can go on exchange to other universities. Helsinki University runs a library staff exchange week, so around 15 library staff from across Europe can go to Helsinki and get together for a week, which is really awesome.

One of the things I really enjoyed about it was the same thing I enjoyed about the SLA conference, which was meeting a lot of people and getting to chat about libraries for a week. It was a really fun week, and we had lots of time scheduled during the day for discussions about different library topics. But we also had plenty of free time in the evenings. One evening we went to a place called Villa Vuosanta, which has a sauna and a Jacuzzi, and we had a barbecue, which was fantastic and a real insight into Finnish culture. Our hosts were amazing as well—they taught us about Finnish culture and food and some of the language, and answered just about every question we asked about Finland.

It was really great to learn from other librarians across Europe and see how different cultures influence academic librarianship. There was a librarian from Croatia, and one evening she was telling us about her experiences during the Balkan war. When she was a child at school, she had to hide in bomb shelters. Croatia has been an independent country for over 20 years now, but after the war, universities had to be set up again and libraries had to be rebuilt from scratch. She had to transfer all of the information from the card catalogs onto an online catalog, and do other things that we take for granted.

The best thing about the exchange was learning about the different types of academic libraries and academic librarian jobs. I'm a faculty librarian, which is like a subject liaison librarian, but there were people in the program who were systems librarians, and we had someone who was a communications librarian whose whole job revolved around communications with users and maintaining the library's social media presence. So it was really interesting to find out about those roles and the many specialties within libraries beyond the U.K., and to see where there was overlap but also what our differences are.

I'll just mention that I'm doing a LibGuide for the Academic Division around international academic librarianship, because I'm the international relations chair for the division. So I'll be bringing some of my Helsinki experiences into that as well. I'm hoping to make it available early next year.

Something new is always coming out. But predicting what that thing will be is a fool's game.

Michelle and her fellow participants in the 2015 Erasmus academic librarian trip to Helsinki University line the stairs of Kaisa House, the main university library. (Photo by Veera Ristikartano)

You're currently working toward a post-graduate certificate in learning and teaching in higher education. What's your motivation in pursuing this certificate, and do you think teaching skills are important only for academic librarians, or do they have wider applications?

I've been a librarian for two years already, and I've done quite a lot of teaching during that time. But what I've learned has been from trial and error and experience and a bit of learning from my colleagues as well, and it's given me confidence in my ability to stand up in front of a group of people and teach.

What this certificate has given me has been more of an idea about the theories of learning and teaching, about how people actually learn and how to design your teaching around how people learn. It all starts with the learner—that's a key concept I've been learning about and trying to apply. So, if I'm trying to teach academic staff how to use reading lists, I find out what they know already and go from there. It's really given me an idea of where and how I might be able to improve my teaching.

And I absolutely do think this applies in all areas of librarianship, because many librarians teach in some ways, whether it's showing someone how to use the library catalog or engaging in coursework discussions on Twitter. You're always teaching something. So I definitely think the things I've learned can be applied in all different areas of librarianship. Yes, my certificate is in learning and teaching in higher education, but there are all kinds of teaching courses, and I would certainly encourage any librarian to take one.

Prior to entering library school, you earned another certificate, this one in project management. Surveys show that SLA members rate project management as one of their top skill objectives. Why did you take the course, and how has it helped you in your library career?

What prompted me to earn it was that time when I got home from overseas and I was wondering what I would do next. I was thinking of becoming a project manager at that time, and I would absolutely have been terrible at that, so I'm really glad that I discovered librarianship instead!

The project management certificate that I undertook was really basic—it introduced students to the concepts of project management and the terminology. The way it has helped me, I guess, is by creating an awareness of project

I think the one thing that will always hold true is that people want to connect with each other.

planning and how to do things like structure a project and think about how long it might take and who should be involved. And I do try, when I work on a project, to think back to that certificate and ask myself what I can apply to the project.

For example, I'm working on a collection management policy review at the moment, so I'm thinking about planning the time, because we have to take it to a library steering group in January. How are we going to achieve all of the stages of the review before January? Applying the things I learned when earning my certificate will help me answer this.

I don't know if it has helped in terms of getting jobs, but it's definitely something I'd like to learn more about. I wouldn't say that my project management skills are excellent by any means, but I've certainly worked on a lot of projects, so it would be kind of nice to take it to the next level and learn a bit more about project management.

You've mentioned Twitter a couple of times during this interview, and you're active on #SLAtalk Twitter chats and on social media in general. Do you foresee social media losing its luster in the years ahead or continuing to evolve and grow, and what are the potential implications for librarians and information professionals?

I'm hesitant to make any predictions, because people always sound silly when they make predictions. I think it will evolve, because technology always evolves. Something new is always coming out. But predicting what that thing will be is a fool's game. You can't predict what the next evolution in technology is going to be.

I'm the social media lead for my library, so I find it interesting to keep up with it. I'm a big fan of Twitter, but whenever I talk to students about social media, they're always on Facebook rather than Twitter. Also, our library's Facebook page has a lot more "likes" than our Twitter account has followers, which is contrary to a lot of trends and what other libraries have experienced.

I think the one thing that will always hold true is that people want to connect with each other. I think there's been a sort of semi-backlash already in terms of people setting up groups to actually meet in person. They don't want to just connect online; they want to meet in person as well. But whether it's through social media or the next big thing, people will always be seeking that connection.

So, what are the implications for librarians and information professionals? I think it's just a matter of being aware of what's out there, of knowing what technologies are available and how people are using them. Having the right attitude, I think, is essential—a willingness to be open and to learn, which many information professionals already have. It's not necessarily about specific tools as much as having the attitude to learn and experiment.

While you have your crystal ball handy, look into your own future. Do you expect to make a career of academic librarianship, and if not, what alternative path or paths do you think you might follow?

It's a difficult question, really, because I never expected to enjoy having a job—ever. *(laughs)* While I was earning my first degree, I found my love of traveling, and I never, ever thought I would love a job as much as I loved traveling. And I love my job almost as much as I love traveling, so librarianship comes pretty close to traveling in terms of things that I really love.

When I started out in libraries, I actually wanted to become a public librarian, because that's where I did my work experience, and I love public libraries.

Michelle pauses for a picture at the base of the Petronas Towers in Kuala Lumpur, Malaysia, in 2009, on the final leg of a 3-year trip to Asia, New Zealand and Australia.

But the situation in this country is so terrible for public librarians—you rarely see any new job openings. When I saw my job come up, I thought it was a really good option. And I love working for my university, and I have so many great colleagues, so it was a good decision.

The things I love about librarianship are transferable across the different types of careers you can have in the profession. So I wouldn't say that I'll always stick with academic librarianship, because I don't know what's going to interest me next year or in 10 years' time. I could even decide that I want to go back to traveling the world for a time rather than be a librarian.

I do have one long-term goal. I never really plan; things just sort of happen for the better. But my long-term goal is to move back to Australia. So if I can work in a library in Australia, preferably near a beach, that would be my dream life. **SLA**

Are You Legally Using Content on Your Website?

Who owns the content on your Website? Do you have permission to post all of it? If not, remove the questionable content or get permission now.

BY LESLEY ELLEN HARRIS

Your library's Website or blog is a key entry point to the wealth of information and knowledge in your collection. Your Website (which also covers your blog for purposes of this article) may well go beyond a search center and provide news and analysis through original content, such as articles and images, as well as content created by others.

Using content on your Website raises a number of copyright issues. This article sets out five rules for keeping your Website legal.

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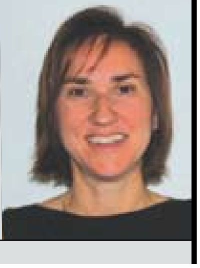
Rule #4: Clean illegal images and other content. There is no time like the present to perform an audit of content

LESLEY ELLEN HARRIS has spent her entire career in copyright law, as a lawyer-consultant, author, and educator. She developed the SLA Certificate in Copyright Management Program in 2007 and teaches the nine courses in the program. She has written four books and regularly blogs at www.copyrightlaws.com in plain English. She tweets at @Copyrightlaws.



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Inside Info

Continued from page 1

and local SLA chapters in addition to furthering their work with other SJSU student groups and SLA student groups from other schools. To reach a broader audience with their programming, the group actively advertised their events with the Silicon Valley, San Francisco Bay Area, Southern California, Oregon, and New England Chapters of SLA.

In addition to developing and promoting their own events, the group members adopted some of the goals espoused by the SAAAC. These goals included not only using Twitter to expand their programming, but also developing an online newsletter and conducting a logo contest.

The University of Western Ontario Student Group of SLA (SLA-UWO) worked hard during the 2014-2015 academic year to bring networking and professional development opportunities to MLIS students at the University of Western Ontario. The group's executive team planned multiple tours of special libraries, providing students with opportunities to network with industry professionals and see how their unique skills can be utilized in various work settings. The group also planned fundraisers to raise money for events and build a community of students interested in special librarianship. The group's Halloween-O-Grams and Valentine's Day Candy-grams were just two examples of efforts that helped fund the tours and events planned for each term.

In addition to the tours and fundraisers, SLA-UWO organized speaker sessions so that students could connect with special library professionals and learn more about special librarianship in the workforce. For example, in coordination with SLA's Toronto Chapter, the group organized a speaker session in late 2014. During the event, students were able to learn more about the profession and the benefits of joining a professional organization such as SLA.

The group's winter speaker session with Nathalie Donohue, a Canadian Broadcasting Corporation media librarian, highlighted the importance of being adaptable not only in the workplace, but beyond the workplace as well. Donohue revealed that she was going to start her own business after the CBC made cutbacks that resulted in the loss of her job. **SLA**