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Information Outlook, June 2005

Special Libraries Association

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Special Conference Issue

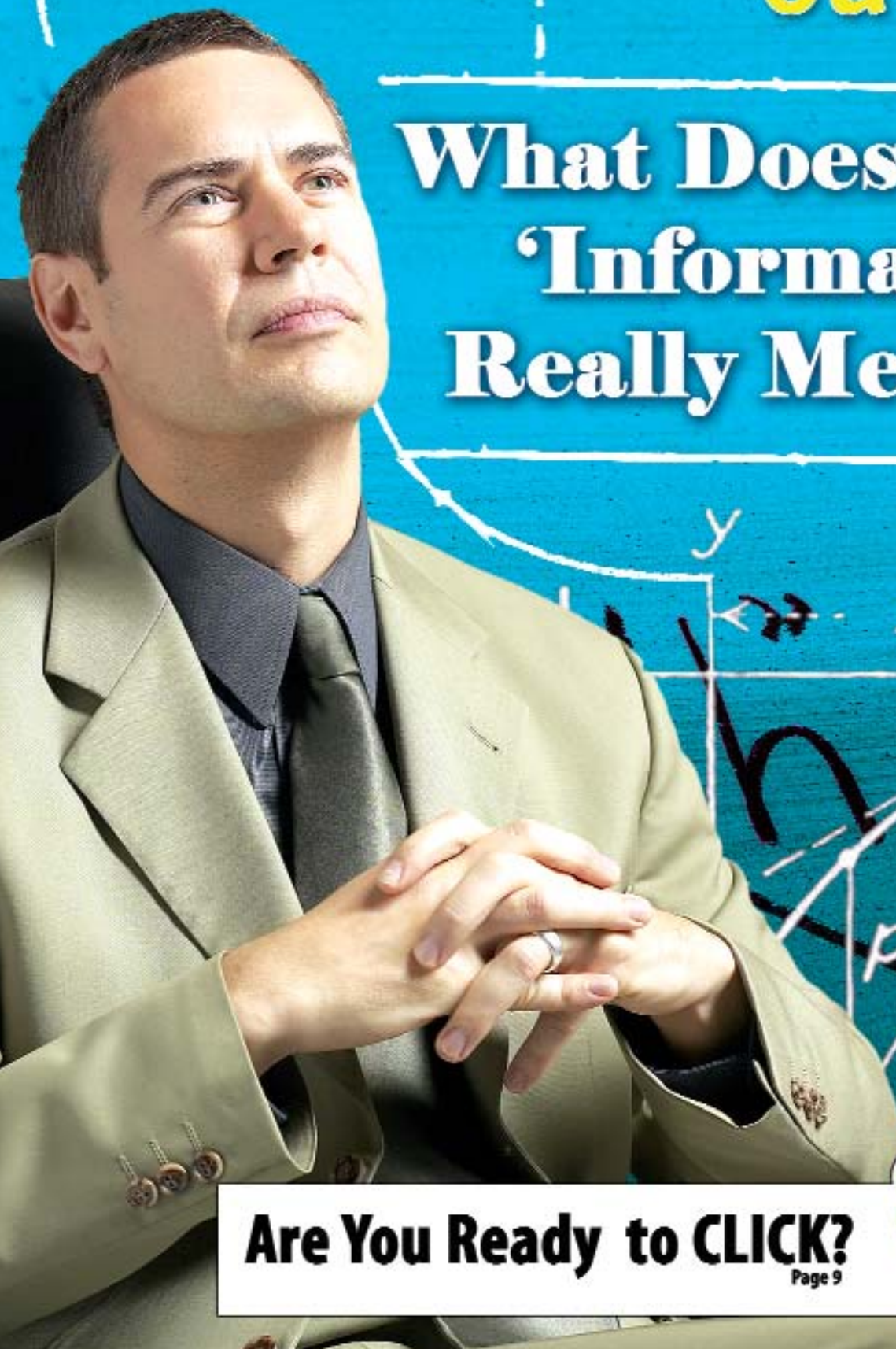
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June 2005

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What Does 'Information' Really Mean?



Are You Ready to CLICK?

Page 9



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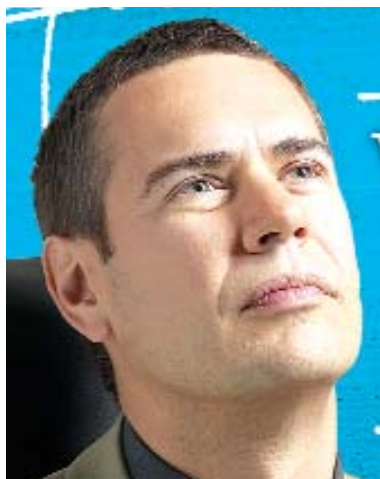


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Coming Together—Clicking Together

If it's June, then thousands of us are gathering together for the SLA Annual Conference. I've been to three since I joined the staff as executive director, and I already look forward to them as a source of excitement, optimism, and fellowship with members and industry partners.

This year, we're in Canada for the first time in 10 years, in "the world within a city," as Toronto likes to call itself. What better place for the global community of information professionals to gather than one of the most culturally diverse cities in the world? Judging by our data, thousands of you are planning to be there! We're expecting a very large turnout for SLA 2005, and I think you'll be pleasantly surprised by the continued focus on quality in our programming. What's more is that the Info-Expo looks to be the largest we've had since 1997, when we were in Seattle and Bill Gates was our featured keynote speaker. Things are really coming together for SLA 2005, including you, our membership.

We'll be coming together in many ways while in Toronto, with hundreds of learning events, networking opportunities, and scores of social activities designed to get you connected with peers, the information industry, and the wonderful city of Toronto.

Two native Canadians are serving as our first two keynote speakers: Don Tapscott will offer a lively assessment of your role in driving organizational transparency; and Bill Buxton will delight you with insights on the importance of human-centered technology design. These are critical subjects for us to consider for the future, and they can aid in enhancing the profession's value in an organization. Special thanks to LexisNexis and Dialog for their support in bringing these leading thinkers to SLA 2005.

On the last day of the conference, we're in for a real treat. Through the generous support of Factiva, we are able to present Gary Hamel, the world's reigning guru on business strategy and innovation. Mr. Hamel is widely viewed as one of the top thinkers, writers, and speakers on strategy as a competitive advantage. Friends, if there's one thing we all must embrace, it's the core belief that organizational strategy can lead us on the path to success. I'm certain you will find Gary Hamel to be inspiring and informative—the perfect combination for a conference on library and information management.

Lots of things will be happening at SLA 2005 that will excite you and inspire your imagination. Chief among them will be an announcement of something that really isn't a secret at all. For the past year, we've been telling you to look forward to a new order in professional learning and development. Now, we're ready to deliver. Are YOU ready to CLICK?

Click University launches on Monday, June 6, just as we are in the heart of SLA 2005. We'll hold a launch party

for anyone who wishes to join us. Refreshments and free gifts will be available on a limited basis, and you'll get to here more about the wonderful course libraries and services available exclusively to SLA members. Best of all, you'll get to try out Click University that day, no matter where you are in the world—as long as you're an SLA member!

Finally, I'd like to turn your attention to an article in this issue of Information Outlook that profiles Jane Cooney, an SLA member and another native Canadian. I felt so inspired by the story of her career and the success she has experienced. She's a perfect example of someone who has used SLA to her advantage, and given back to her profession as well. Talk about clicking!

If you're with us in Toronto, best wishes for a super conference. If you're not with us, we wish you were here!



Janice R. Lachance

A handwritten signature in black ink that reads "Janice R. Lachance".

SLA Executive Director



A Ridiculous Photo

To the editor:

The photo on page 27 of the April 2005 issue of *Information Outlook* accompanying the article “How to Have a Great Time in Toronto” is ridiculous! Is there no other photo available to portray the city and people of Toronto other than an image of an old man who hasn’t shaved in days?

While there are many ethnic groups in multicultural Toronto, unshaven men are not their best representatives.

I can’t help but wonder if the same photo would accompany an article on a conference in Chicago or Boston or New York. Somehow, I think not.

I expect much, much better from a professional publication.

Kate Bird

News/Graphics Research Librarian
The Vancouver Sun & The Province
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Did the March Cover Photo Depict a Professional?

The following items were posted on the SLA leadership discussion board following publication of the March 2005 issue of *Information Outlook*:

No Way

Did any of you besides myself find the cover of the [March] issue of *Information Outlook* embarrassing, offensive, or silly (just pick one), a depiction of the members of our association and profession as ineffectual mousey milquetoasty types? What message does this cover send to the person who is considering becoming a professional librarian and information provider, to the person who is considering joining the association, to the manager who is considering slashing the library budget, to the manager who is considering cutting library staff, to the manager who is considering eliminating information services, to the world? I know we don’t have any persons of this type in the Pittsburgh Chapter and I don’t remember meeting any at the annual conferences.

I see all of the chapter bulletins and many publications for other professional associations, and I have never seen any that blatantly and consciously denigrate their own profession in any way. Who makes the final decision on the cover art of *Information Outlook*? Do any of our members have direct input—if not, it’s certainly obvious that we should. Where are the covers that celebrate our members, the recently named Fellows, newly designed libraries, new and innovative projects and programs?

I would recommend and think that the membership should demand that the latest issue be republished with a cover that adequately exemplifies and celebrates the achievements and accomplishments of the association’s members.



Temporarily embarrassed to be a member—Earl Mounts, president-elect of the Greatest Chapter in the history of SLA International or of any association or society in the history of humankind.

Of a good beginning cometh a good end.

Heywood Earl Mounts
Alcoa Technical Library
Alcoa Center, PA

I Welcome Diverse Covers

Are you addressing the March 2005 issue, with the blonde female on the cover?

She does look a bit perplexed, but I attributed her look to the fact that she’s wondering how she can be a manager when she’s a solo librarian.

I am almost offended that you find her embarrassing, offensive and stupid, because I personally identify with the model’s look (minus the unsure and hesitant expression). I am not blonde, but am a young female with a similar style of dress. I am also an active member of SLA, a recent past president of my chapter and chairperson of various committees at my institution. I am sorry that you think the model’s look denigrates our profession and association. I think that I have always represented the association, my chapter, and my employer in a positive light, and I hope that I have misinterpreted your strong reaction to the model.

I think that your suggestions for future cover art are good, and I would like to see items such as these on the

cover someday myself. Until then, however, I welcome Information Outlook covers that depict the diversity of our association members.

Erin Lanham
Past President
St. Louis Metro Area Chapter

The Cover Is Good

I can't say I had any strong feelings about the cover. I did like the fact that the cover model was younger than one tends to think of librarians, thus showing that we don't have a particular "look." As to her expression, I thought it represented the cover story and the "Do you make enough money?" question.

I am recently unemployed, but in my former company, if you didn't have people reporting to you, then you aren't a manager. That has been my experience in

every place I have worked in the last 20 years. So that's quite subjective from organization to organization as to what constitutes management. If anything, the cover is good because it generates discussion amongst the association members. Those who haven't looked at the issue will now look at it, others will now take a second look.

After reading the issue, I thought it was one of the best in quite awhile.

Denise M. Watkins
President
Philadelphia SLA

Taken Aback

I have to say I am taken aback by your comments. I am ON one of the boards for SLA, run the Archival and Preservation Caucus, and work as a manager for one of the big two computer

companies. Now what do you think I look like?

About 30-40 y/o, with a polished hairstyle, wearing a sweater set, and my black rimmed glasses?

No. I am 30 years old with 12 tattoos, five piercings, and very short stylish hair. I do dress very professionally, and my brains outweigh my looks in the community. I was just hired to work at an academic library part-time to do library automation and no one thought twice of me when I came in my skirt and heels. They were impressed with my resume to be a leader and a good librarian.

Think twice before you judge the next generation.

Sandra M. Schock
Project Manager
HP Services Public Sector
Voorhees, New Jersey

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**CAREER
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By Carolyn J. Sosnowski, MLIS

This installment in our blog series offers additional suggestions for keeping current in your workplace and career. If you have other recommendations for resources that you find particularly valuable, send them to me at csosnowski@sla.org.

Beyond the Job

<http://librarycareers.blogspot.com/>

If you are looking for a job or avenues for professional development, don't forget to stop by or subscribe to this blog, the work of Sarah L. Johnson and Rachel Singer Gordon. In addition to job notices, the authors post links to relevant articles and information about networking and learning opportunities (conferences, symposia, workshops), all good resources to help you move forward on your career path.

Confessions of a Science Librarian

<http://jdupuis.blogspot.com/>

John Dupuis, an academic librarian at York University in Toronto, writes this informative weblog that covers science and technology topics, with a smattering of science fiction thrown in. The blog, begun in 2002, explores Web sites, publications, news, and other resources of interest to the research community. Recent topics: weblogs in sci-tech libraries, podcasting, and the *Hitchhiker's Guide to the Galaxy*. An interesting mix.

Free Range Librarian

<http://freerangelibrarian.com/>

News and refreshing commentary on the library world from Karen G. Schneider, who is also the director of the Librarians' Index to the Internet. Frequent postings and comments make this blog multi-dimensional and full of interesting tidbits on technology, intellectual freedom, writing, and controversy. Schneider also reviews books and posts a list of what she's reading. This blog offers one stop shopping and a good excuse to postpone that lit search you've been working on.

2006 Board Candidates Announced

A dozen SLA members comprise the slate of candidates who will stand for election to the association's board of directors in 2006. The candidates were presented by the SLA Nominating Committee and approved by the board earlier this month. The candidates are:

For president-elect: Stephen K. Abram, vice president of innovation, Sirsi Corporation, Toronto, Ontario, and W. Davenport "Dav" Robertson, library director, National Institute of Environmental Health Sciences, Research Triangle Park, North Carolina.

For treasurer: N. Bernard "Buzzy" Basch, president, Basch Subscriptions Inc., Concord, New Hampshire, and Sylvia R. James, principal, Sylvia James Consultancy, West Sussex, UK.

For Division Cabinet chair-elect: Robyn C. Frank, director, library and research services, Executive Office of the President of the United States, Washington, D.C., and Lawrence S. Guthrie II, interlibrary loan librarian, Covington and Burling, Washington, D.C.

For Chapter Cabinet chair-elect: James E. Manasco, special collections librarian, University of Louisville, and Libby Trudell, senior vice president, Dialog, Sunnyvale, California.

For director (two to be elected): Kate L. Arnold, head of knowledge management, NHS Direct Online, Hampshire, UK, Carol L. Ginsburg, president, CLG Consulting, New York, LaJean Humphries, library manager, Schwabe, Williamson and Wyatt, Portland, Oregon, and Tamika Barnes McCollough, engineering services librarian, North Carolina State University, Raleigh.

For information about SLA's governance practices and leadership, see www.sla.org/content/SLA/governance/bodsection/index.cfm.

**Blog with
SLA in
Toronto**

www.sla.org/conferenceblog

For Professional Development, Click University

New Online Education Service Will Take Learning to Members' Desktops

By John Lowery

Starting this month, SLA's new Click University is coming to an Internet connection near you. In fact, to your very own desktop.

This new service will enable members to study from their work or home offices to improve their knowledge of information management, business management, software applications and more.

Click University will debut at the SLA annual conference in Toronto. It all started with a meeting in Chapel Hill...

In 2003, Janice Lachance was sitting in a room with a group of librarians at the University of North Carolina at Chapel Hill. Having rarely spent much time with librarians during her tenure as director of the U.S. Office of Personnel Management, she wasn't quite sure what to expect. This was one of her first meetings with members of the Special Libraries Association, where Janice was now serving as executive director.

"My first thought was, 'what the heck are they going to expect of me?' I think they were in awe of me, but what they didn't know is that I was just as much in awe of them!"

As the discussion ensued, Janice did what she always had done with groups of unfamiliar people: She asked them what they needed.

"It was pretty obvious within the first few minutes that they were starving for new learning experiences. But they also intimated that participation in live learning events was often very difficult. Either the



**Coming June 6
To a Computer
Near You**

SLA will launch Click University during its annual conference. The launch party is scheduled for 3 p.m., Monday, June 6, at the SLA Marketplace in the exhibit hall.

To see the site, point your browser to
www.clickuniversity.com.

costs were prohibitive for them personally, or their employers were unwilling to invest in professional development on their behalf. My instincts told me right then and there that we needed to do something."

I first met Janice on October 23, 2003. It was my first day on the job at SLA. Five minutes into our conversation, it was apparent that we were in agreement on the need to lower the barriers for participants in our learning experiences. We agreed that an online learning community could be the primary initiative necessary for achieving that goal. There are many factors that make this true.

The rapidly changing world of library and information science requires that 21st century information professionals update their skills through continuing education. Many information professionals seek continuing education in information science and professional development topics, but are limited to either attending pre-conference workshops or seeking local workshops available within driving distance. Online education offers an alternative point of access and program

flexibility. An SLA online community would be able to bring the collaborative model of online education to our membership.

Over the past 10 years online education has moved beyond the initial "no significant difference" paradigm. Instructors in developed distance education programs are finding that online education has advantages over traditional face-to-face delivery. The benefits of well-designed online education include delivery of courses anytime and anywhere, an increased level of student-to-instructor and student-to-student interaction, participation by otherwise isolated student populations, and the cost-effec-

tiveness of distance programs for students, instructors, and institutions.

That said, embracing online education is not a simple task. Potential students may wonder whether online education offers convenience at the expense of quality. Fortunately, there is an emerging body of research informed by theory and practice to guide this transition.

Library and information science is particularly well suited for online education. Before the advent of online education, information professionals recognized the value of professional networks to increase access and improve quality in meeting a wide range of information needs. Learning online serves

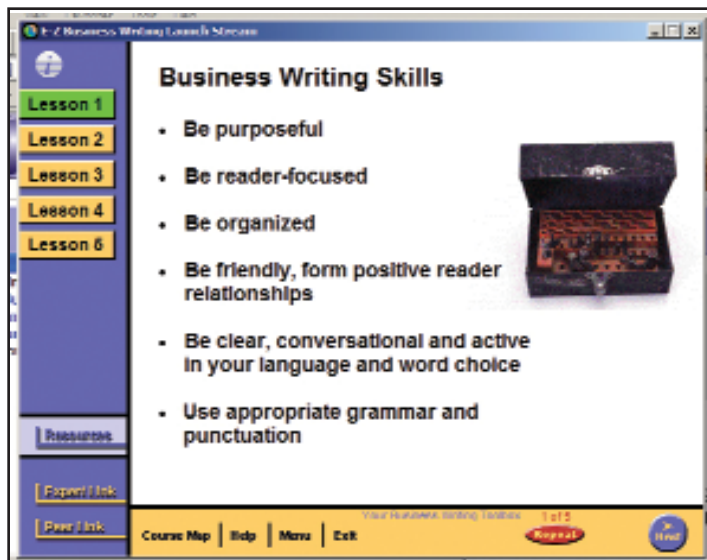
"You will be able to do everything from finding an article in the library all the way to taking an advanced degree."

as a model for LIS professionals. Online communities provide opportunities for developing skills and knowledge that may later be directly applied to providing services during their careers. It is not surprising then, that according to the 200 Association for Library and Information Science Education Statistical Report, approximately 80 percent of LIS schools now offer part of their programs at a distance.

One of SLA's objectives for 2003-2004 was to "explore, evaluate and, if feasible, establish an on-line learning center to bring just-in-time professional development opportunities to each member at their worksite or home." In January of 2004, I met with the Professional Development Committee, and we agreed to pursue the evaluation of an online learning community. Staff evaluated its feasibility and determined that it could and should be done.

Learn.com, a learning management system and Web portal provider, was selected based on cost-effectiveness, references, and reliability. At the 2004 SLA Annual Conference in Nashville, I gave a one-hour presentation to preview the online learning portal. We negotiated the best price possible and submitted the proposal to the Finance Committee and subsequently to the SLA Board of Directors. We gave a presentation to the board in October explaining the operation and value of the online university concept and outlining the projected content of the site.

"Once I visualized the concept, I was on board," quipped SLA President Ethel Salonen, who is an information manager for Mitre Corporation. "It just makes sense. Our profession is



full of success stories—people who have made it big. But the majority of our members are working hard to succeed, and we needed to find a way to get them there."

At the meeting in October, the SLA board unanimously approved the creation of an online university to serve the library and information profession. The new service, titled, "Click University," will reverse the 20th century model that required people to go somewhere for learning experiences. Click University will bring learning experiences to the learner.

Now scheduled for launch in June at the 2005 SLA conference in Toronto, Click University is expected to lower the barriers to access for many information professionals and knowledge workers who are thirsting for low-cost, easy-to-access learning opportunities. The initial course library will be based on template programs from the arsenal of Learn.com, the developer of the technology behind Click University. But SLA expects the offerings to ultimately range from core

skills such as software and technology use to management, communications, and leadership strategies and effective practices and methods for the collection, sharing, and use of information and knowledge in the modern working world.

The CLICK University Concept

As a student or community member, when you have access to a university campus, you have access to a wide range of learning experiences. You can take an advanced degree; you enroll in a specific career-enhancing program that leads to a certificate; you can take advantage of courses that help you achieve your professional and personal goals; you are able to sign up for seminars; and, when you all you need to do is find an item of information, you can go to the library and locate the right resource. Our vision is that as a member of Click U, you will be able to do everything from finding an article in the library all the way to taking an advanced degree. You will also be able to go to the lounge in the Student

Center—i.e. chat rooms—and share information and ideas with fellow students.

Click University Content

When Click University goes live this month, there will be six major content areas: the SLA virtual seminar program, continuing education sessions, course libraries, university partner programs, adjunct faculty, and research partner programming.

The virtual seminar program has been expanded for 2005, and will continue to grow. Each month, we present two seminars on a common theme. Themes so far this year have included content management, competitive intelligence, identifying client needs, and weblogs. All of our seminars from this year and most from 2004 have been recorded exactly as they originally occurred and are available online. This means that as Click University goes live this month, you will have access to more than 30 excellent information studies seminars.

Several of our continuing education sessions in Toronto will be captured as courses. The audio will be recorded and synchronized with the slide presentation so the experience will be available online. This means that if you are unable to attend the conference—or if you're attending a different session—you can still virtually attend sessions you might have missed. In the coming years, this technology will be improved and our library of courses will grow and improve.

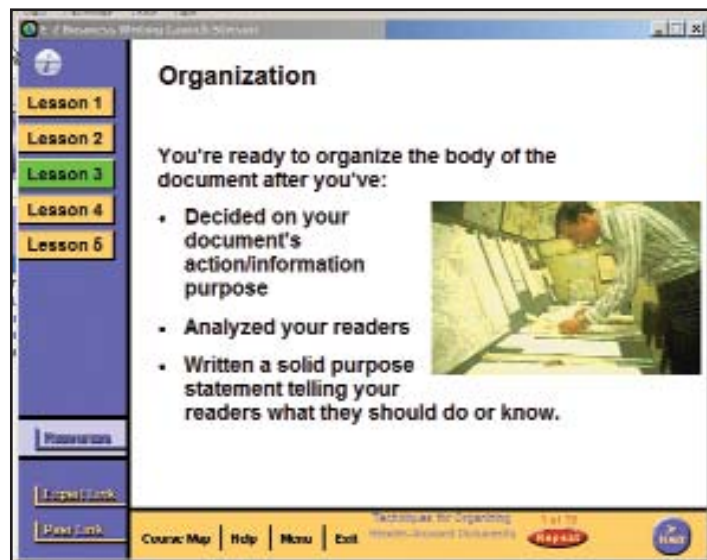
Click University has several excellent libraries of courses to enable both professional and personal development. The Office Application libraries pro-

vide access to more than 150 courses that can enable you to become proficient in Microsoft Office products. There also are courses in applications from other vendors, such as Adobe, Lotus, and Corel. The Professional Development libraries offer 70 courses that cover a wide variety of career-enhancing skills, including management, communication, assessment, and coaching and team dynamics. The Business Fundamentals libraries contain 50 courses to enhance your career knowledge in topics such as leadership, project management, change management, and financial planning.

Perhaps the most important component of Click University is its collection of university partnerships. As of this writing we have formed partnerships with Drexel University, Syracuse University, and the WISE consortium.

SLA has entered into a partnership with Drexel University eLearning, whereby any SLA member who wishes to take advantage of online degree and certificate programs offered by the College of Information Science and Technology will receive a 20 percent discount when they identify themselves as a member of SLA. The master's and graduate certificate programs are available at discounted rates to our members. When you apply, you will need to use the code "SLA" to qualify for reduced rates. Drexel has also approved a proposal to offer courses that will satisfy the objectives corresponding to our Core Competencies. This will enable you to take courses at Click University to complete a certificate in each of these competencies.

SLA has also entered into a



partnership with Syracuse University that will allow members to take courses at a significantly discounted rate. The partnership began with the Regnier Summer Institute 2005 courses. Syracuse is offering SLA members courses at a 40 percent discount on tuition, so long as students are not taking these for graduate credit. For graduate courses, SLA members a 10 percent discount. The 40 percent discount makes the cost comparable to the CE courses that SLA offers at conferences, and students will get a certificate that they have completed the class.

The WISE initiative is an exciting new development in the field of online education. WISE stands for Web-enabled Information Science Education. WISE is a consortium of 12 universities that share classes, students, and resources online. The initiative, funded by an IMLS grant and spearheaded by Syracuse University and the University of Illinois at Urbana-Champaign, is specifically charged with developing a collaborative model for online education. As a WISE participant, a

student at the University of Pittsburgh who needs a particular course offered by Victoria University of Wellington will be able to take the course and receive the credit. Also, as part of this project, teachers who develop and/or deliver online courses will be trained in a standard pedagogy for online education that will be developed as part of the funded program. We are exploring ways to allow Click U students to take advantage of this collaboration. WISE will be at the conference in Toronto. In fact, that is where the consortium will hold its official launch of the WISE initiative.

The online offerings of Click University will be greatly enhanced and expanded through what I have termed our adjunct faculty. These are online instructors/professors who already have online courses that they present on a regular basis and who have agreed to work with Click University to enable our members to take advantage of these courses.

In a sense, they will be faculty members at Click U. By the time we launch, we expect to

have three or four individuals on our "virtual staff," but as of this writing there is only one for whom arrangements have been finalized, Lesley Ellen Harris. Lesley—who writes the "Copyright Corner" column in Information Outlook—is well known for her expertise in copyright law and digital licensing, and she will be offering her online courses to our members at a discount on the Click University campus. These offerings include courses in basic copyright law and more advanced topics such as managing copyright issues, digital licensing, and profiting from digital property. Our adjunct faculty will expand rapidly.

Click University's Future

As we roll out Click University this month, we are laying the foundation for the future, and you can be assured that this is only the beginning. All of our programs will increase in value and scope. We are exploring partnerships with other institutions. We will hopefully be able to offer courses via the WISE consortium, giving Click students immediate access to 12 universities throughout North America. In partnership with Syracuse University, we have applied for an IMLS grant that will fund the development of courses specifically for Click University by the Syracuse faculty and will enable us to hire instructional designers to develop our own courses. We can also be sure that the technology underlying online education will improve exponentially. You might say, "The future's so bright we gotta wear shades."

John Lowery is director of professional development at SLA.



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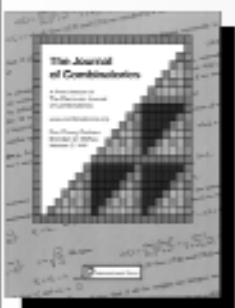
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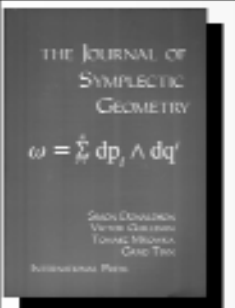
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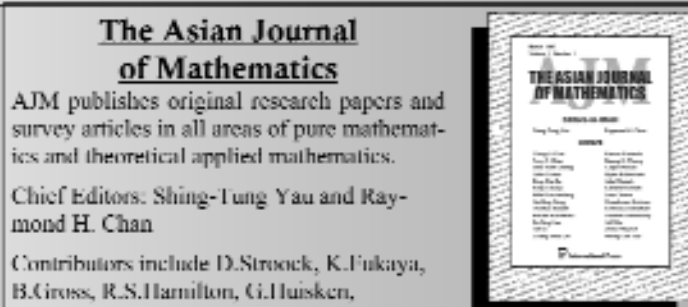
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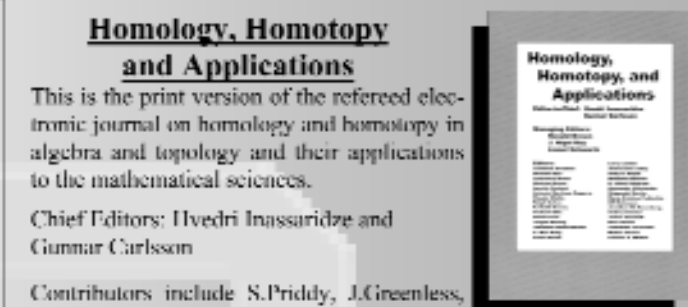
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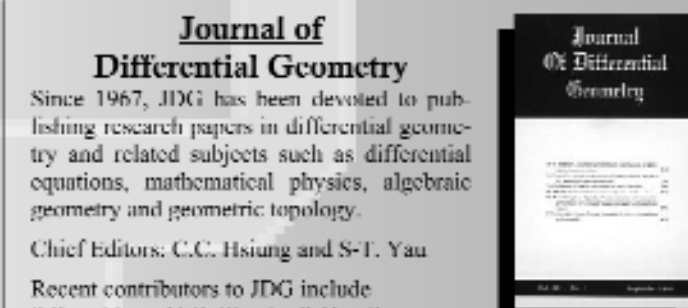
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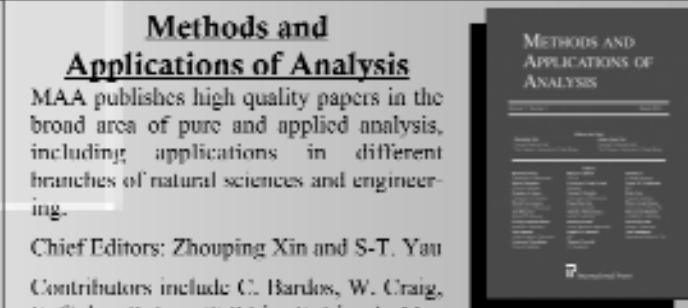
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SLA to Honor 'Info Heroes' at Awards Ceremony

SLA will celebrate its 2005 "Info Heroes" at the annual conference in Toronto with a black-tie-optional awards ceremony and reception at 7 p.m. June 5 in the Ontario Room of the Fairmont Royal York Hotel. The ticketed event will be presided over by SLA President Ethel Salonen and sponsored by LexisNexis, Factiva, and FactSet.



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Artist Directory Seeks Data on Collections

All archival repositories holding primary source material about female visual artists active in the U.S. since 1945 are invited to be included in WAAND—the Women Artists Archives National Directory—a Web directory under development by Rutgers University Libraries and on the Web at <http://waand.rutgers.edu>.

WAAND is designed as a research tool for scholars, artists, curators, students, and collecting institutions around the world, as well as researchers in cultural and intellectual history, American studies, material culture, and

women's and gender studies. It will direct users to primary source materials of and about contemporary women visual artists active in the U.S.

Participating repositories will be asked to complete an online repository survey form for each artist in their collections, describing the nature of the primary source materials they hold. The WAAND repository survey form will be ready for release by summer 2005. Please sign up now if you wish to receive the survey upon release.

WAAND users will be able to access data through artist name, archival repository, or collection title. The directory will also be structured for

fielded searching on such access points as art genre, style, and movement, and the geographic regions of the artist's activity. WAAND has been funded by the Getty Foundation.

WAAND's principal investigators are Dr. Ferris Olin, head of the Margery Somers Foster Center, Rutgers University Libraries, and longtime curator of the Mary H. Dana Women Artist Series at the Mabel Smith Douglass Library, and Judith K. Brodsky, Rutgers distinguished professor emerita in the Department of Visual Arts, Mason Gross School of the Arts, and founding director of the Rutgers Center for

Innovative Print and Paper (RCIPP).

Members of the WAAND Advisory Council include Mary Garrard, professor emerita, American University, and author of *The Power of Feminist Art*; Camille Billops, artist, filmmaker, and founder of the Hatch-Billops Archives, New York; and Janis Ekdahl, retired chief librarian, Museum of Modern Art Library, New York.

For information or to partner with WAAND, contact: Nicole Plett, WAAND Project Manager, Mabel Smith Douglass Library, Rutgers, 8 Chapel Drive, New Brunswick, NJ 08901-8527, waand@rci.rutgers.edu.

AAM Honors IMLS Chief

The board of directors of the American Association of Museums has honored Robert S. Martin, director of the Institute of Museum and Library Services. Martin's term ends in July.

"On behalf of the entire museum community, the AAM Board of Directors wanted to recognize the extraordinary contribution made by a man who has proven himself to be a forceful and effective advocate of museums," said Edward H. Able Jr., president and CEO of the association.

The Institute of Museum and Library Services is a federal grant-making agency charged by Congress to support the nation's 10,000 museums and 122,000 libraries. It is the primary source of federal funds for these institutions. Prior to his appointment to the Institute, Martin was professor and interim director of the School of Library and Information Studies at Texas Women's University. From 1995 to 1999, he was director and librarian of the Texas State Library and Archives Commission.

During Martin's four years as director, the institute has awarded 4,318 grants, totaling more than \$861 million dollars. These federal grants help museums and libraries advance their public mission with funding for educational programs, community outreach, leadership development, and care and digitization of collections.

Feds Keep More Secrets, Study Shows

The federal government set a new record for keeping secrets in 2004, during which government employees chose to classify information a record 15.6 million times, according to new government figures released this week and highlighted in an update to OpenTheGovernment.org's Secrecy Report Card.

The total number of secrecy decisions is 10 percent higher than the total in 2003. The new data, released by the government's Information Security Oversight Office, show, secrecy continued to grow in 2004. For example:

- When given a choice, government employees last year chose to keep their new secrets longer than in years past: Two-thirds (66 percent) of the time government employees chose to keep those new secrets for more than a decade.
- At the same time, the flow of old secrets to the public dropped to its lowest point in nearly a decade: 28 million pages in 2004.
- The government must declassify 260 million pages of existing old secrets by the end of 2006.

OpenTheGovernment.org is a coalition promoting open government, sponsored by the Fund for Constitutional Government.

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Here Are *Information Outlook's* Major Topics for 2005

We're always looking for new authors for *Information Outlook*. That's one way we get new ideas, learn new ways of doing things.

The editorial calendar below shows major topics we want to cover for each issue in 2005.

Please note: The editorial calendar is only a starting point. We need more articles on more topics than we've listed below.

If you want to write on a topic that isn't on the calendar, or on a topic that isn't listed for a particular issue, we want to hear from you. For example, articles on topics like marketing, searching, and technology will be welcome throughout the year. We want to hear all of your ideas for articles.

Also, our descriptions of the topics may not fit your approach. If you have a different idea for a topic, let us know.

October

Marketing library services.

November

Trends in library design. A library is more than a collection of books and periodicals. How can design make a difference for your clients? Or, with increasing digitization of information, are the days of physical libraries nearly through?

E-publishing.

December

Purchasing. How do you get the best deal for your company's information needs?

Deadlines

In general, we need to receive completed articles six weeks prior to the month of publication: for example, October 15 for the December issue.

However, we prefer that authors inquire before submitting a manuscript. If you are writing for a particular issue, your query should be early enough to allow for writing the article.

For more information on writing for *Information Outlook*, see www.sla.org/content/Shop/Information/writingforio.cfm, or write jadams@sla.org.



The Importance of Understanding Organizational Culture

By Debbie Schachter

When I was an MBA student, as part of a management course I had the opportunity to conduct a “culture assessment” at the organization where I was working. The organization was somewhat new to me—I had been hired as a senior manager only a year before—and the ability to quantify and analyze the organizational culture was a new concept to me.

As an employee in any type of organization can attest, organizational culture is as prevalent and as varied as individuals themselves. Organizational culture is enduring and complex, and may have both a positive and a negative effect on the staff and the workplace. In many ways culture will determine the survival of an organization over the long term, especially in volatile industries.

Cultures that can be a liability to an organization include those that create barriers to change, create barriers to diversity or barriers to mergers and acquisitions. (Stephen P. Robbins. *Organizational Behavior*, 8th ed., 602-603.)

Understanding the organizational culture can help you to understand why change does not take place, or why a project fails. It will also help you to determine where to strive to make changes to the culture.

As managers and library leaders, why do we need to get a sense of the prevailing organizational culture? It is essential to understand the

organizational culture if you want to make changes to how work is done, what type of work is being done, or at the broadest level, to affect the organization’s standing in its industry. Understanding the culture and, as required, changing it, can mean the difference between attracting and retaining good employees and driving away the best employees with an environment that doesn’t encourage, challenge, or reward them.

The organizational culture assessment that I participated in didn’t provide any surprises regarding the existing culture—most people with any level of sensitivity can get a sense of what type of culture is prevalent in an organization. What was surprising were the results from the survey to determine what type of culture staff would prefer to see the organization develop.

As background, the organization had just gone through a major change. The executive director had departed after 20 years; there had been a period of several months with an acting ED followed by a new, external ED appointment. The assessment took place only a month after the new ED was in position.

Types of Culture

The assessment we used to assess the organization’s culture used questions that sought to determine and enumerate such organizational traits as symbols (such as images, things, events), organizational-espoused values and beliefs (for example, the mission statement, constitution, espoused goals of the ED, slogans). Then the espoused beliefs and values were compared with the symbols and culture identified through the written survey and staff interviews.

The written survey asked staff to answer questions related to the current culture and then asked how they would like to see the culture change. Responses were tabulated to determine which type of culture existed among the four metrics of organizational culture: hierarchy, adhocracy, clan, and market.

The hierarchy aspect of an organization refers to how structured, inflexible, and process-driven an organization is in the way it operates. At the opposite end of the scale, adhocracy refers to how flexible, informal, innovative, and dynamic an organization is. A clan culture supports a very friendly and social environment in

which to work, while a market culture is often found in organizations that are results-oriented and sales-driven.

The assessment determined that the existing culture was very hierarchical and quite clannish. The staff also indicated, through the anonymous written survey, that they would prefer the culture to be more adhocratic and less hierarchical, while at the same time being slightly more market culture and clannish. This showed the positive and optimistic view of the staff towards change.

The process I used for assessing the culture involved conducting group employee interviews and written staff surveys, followed by analysis of the information. Staff responded to a series of prompts and questions regarding organizational symbols, organizational-espoused values, and beliefs. These responses were analyzed, creating a pattern showing comparisons between espoused belief/values (in the form of phrases or statements) with their associated symbols (both positive and negative), and related culture types (hierarchy, adhocracy, clan, and market).

Debbie Schachter has a master's degree in library science and a master's degree in business administration. She is the associate executive director of the Jewish Family Service Agency in Vancouver, British Columbia, where she is responsible for financial management, human resources, database and IT systems, and grant application management. Schachter has more than 15 years' experience in management and supervision, technology planning and support, in a variety of nonprofit and for-profit settings. She can be reached at dschachter@jfsa.ca.



For a new leader or manager, understanding the organizational culture that is in place is essential for success in providing direction, especially when the direction is different from what has come before. Are staff willing and eager to take on new challenges and to follow a new direction, or will they provide passive or active resistance to any changes? What is important to people today, based on their view of where the organization is and where it should be? Where are there disconnects between espoused values, such as the mission statement, and the over symbols and culture type?

For example, if the organization's mission is to provide expert customer service, yet the strong hierarchical structure means that employees are not empowered to assist customers by providing creative solutions or don't have the required authority to provide responses or results, there is a disconnect.

The organization that I surveyed was eager to see positive change and the time was right for providing impetus to staff to follow a new path. The assessment can reveal the opposite, however, which is just as valuable to managers or library leaders. If there is resistance to change, if the espoused values of the organization don't match with the staff perceptions and prevailing culture, you must try to change the culture or change the objectives and mission to reflect reality.

Ask the Staff

From interviews and surveys, staff will provide a variety of examples of symbols that reflect particular cultures. For example, symbols that might reflect a clan culture might include: coffee parties, potlucks, Halloween parties, postcards from staff trips, gifts from patrons. Symbols that indicate a hierarchical culture could include procedures manuals, statistics, stability, structure, and insistence on punctuality, accuracy, respect, politeness, privacy, efficiency. From these examples, you can quickly get a sense of the types of symbols you could attribute to our own organization's culture.

As a library manager, it may not be possible for you to change the organization's overarching culture. Understanding the culture, however—especially if you want to adapt your departmental culture to create a more positive culture—is possible. Departmental cultures may differ greatly in organizations, depending on the leaders and the staff within those departments. You may not be able to have an effect on the organization overall, depending on your position in the organization and how large it is, but with work you will be able to make a difference at the library level.

Some ways that you can try to change the organizational culture include reviewing the mission and vision for the library with the staff to ensure that they are accurate. If changes are needed to reflect the reality of what you want to do and what you can do, then

do so. For a start, make sure that departmental statements and staff actions reflect the type of culture you want.

For example, to increase the market culture, try increasing the measurements of service activities and have staff involved in developing metrics and outcomes for services (as part of the performance management system, for example).

Reward staff of particular service areas who respond to changes in customer demands through developing new programs or services. To reduce hierarchical culture, for example, begin by empowering staff to provide suggestions and to help implement their new ideas. You should also

empower staff to make more decisions for their own areas of expertise.

As the library leader, you should always be aware of your actions and model the behavior you expect of your staff. Ensure that the statements you make are consistent with the values and the symbols of the culture you would like to develop. You may not be able to change the overall organizational culture immediately, but the positive results and positive impact at the departmental level should have some level of spill-over effect onto other departments. Moreover, it will make it a more pleasant culture for you and for your staff to be working in. ●




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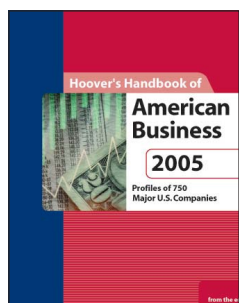
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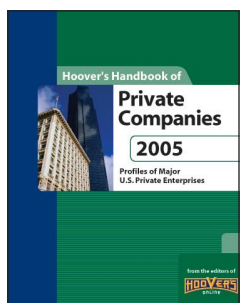
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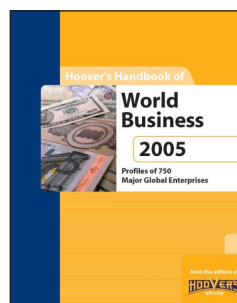
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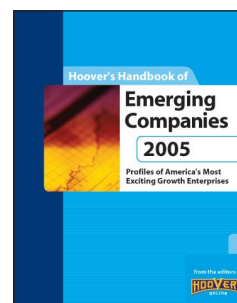
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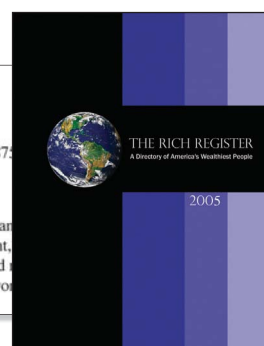
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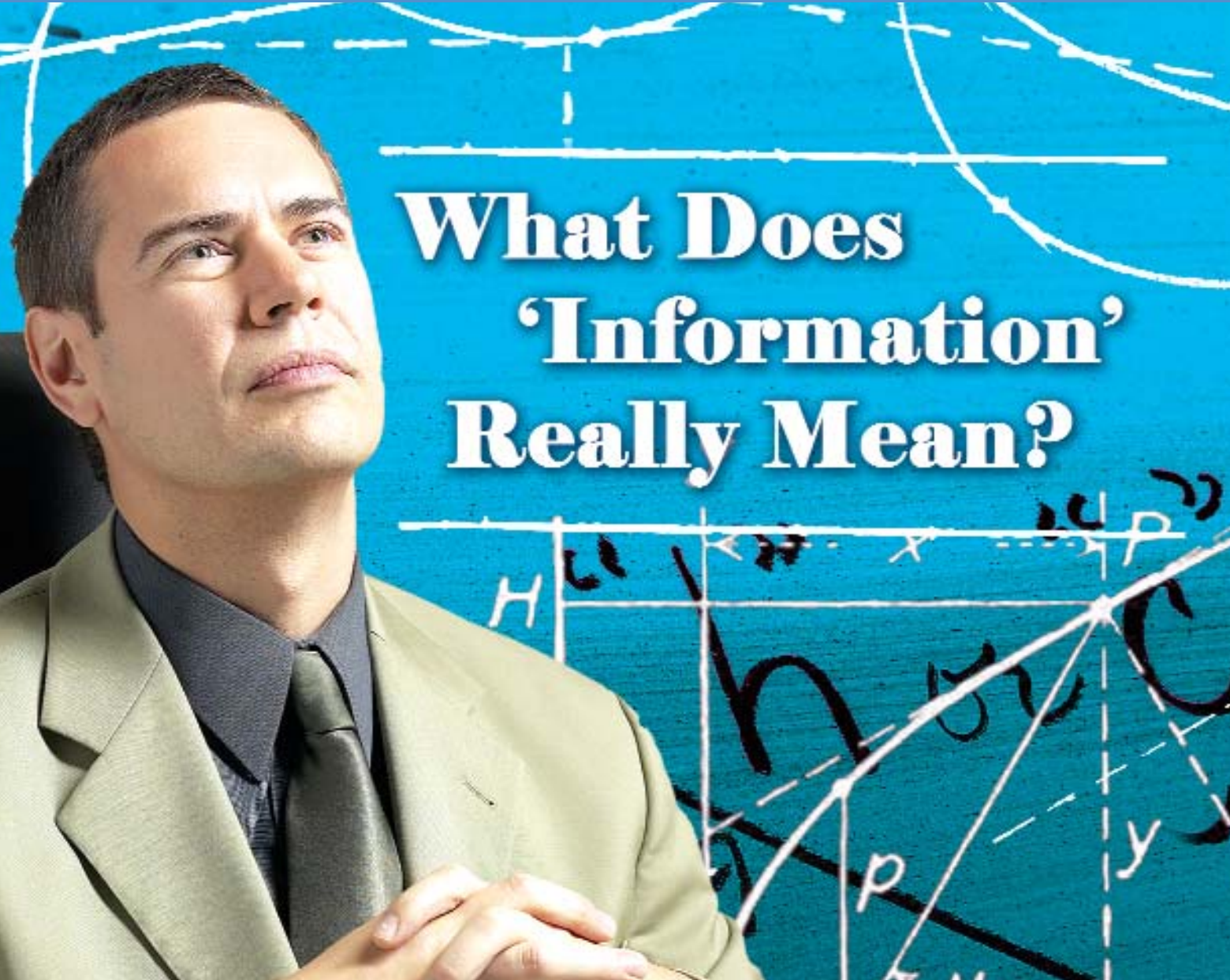
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What Does 'Information' Really Mean?

By Willem Noorlander

The name of this publication is Information Outlook. More than likely, you are an information professional and hold degrees that make you a specialist on how to use and maximize the value of information. You are also a member of the Special Library Association (SLA) and possibly other information industry associations that focus on information and learning.

Willem Noorlander has served in domestic and international positions with several global banks and consulting firms and has a wide range of experience in the financial and information industries. His experience includes finance/accounting, operational management, risk management, and general management. During the past 14 years he has focused on information management, including in-depth knowledge of usage requirements, information sourcing, and contract negotiations. He is a principal in BST America, a market data consulting and outsourcing firm in New York City. He is the partner in charge of BST's market data consultancy practice. Contact him at bill.noorlander@bstamerica.com.



The common theme in everything I have said so far is the word "information." It describes and relates to the magazine you are reading,

your profession, your membership in professional organizations, and, most important, the tasks you perform every day in your

work environment. We have a common theme, but do we have a common understanding of what the word "information" means? Your

initial reaction is probably “Yes, of course we do.” In my experience, the true answer is “not always” and “with a lot of exceptions.” Read on.

For the past four years, I have been a consultant in the market data and information sector. When I am selling the services of my firm or working on a consulting engagement, I have many conversations with clients about their information requirements, the business purpose behind their requirements, how they currently use information, and how they can get more value and optimize the return on their information investment. The discussions vary according to the industry, the size of the company, and the information tools and resources available to the company. Respondents

have many different ideas about the meaning of the word “information,” and they attach different degrees of importance to different kinds of information.

The following list describes how people in various sectors/functions relate to, define, and use information:

1. Financial trader. The average trader is interested in financial and economic data and related financial and industry news. Timing of the information is of primary importance.
2. Financial analyst. The analyst is in the same industry as the trader but is more focused on financial performance, industry trends, and earning and pricing history. He or she requires a combination of current and historical information.
3. Research departments. This function appears in many industries; the primary focus is on subject matter data, including historical, industry, sector, and indicative data.
4. Academic sector. The academic information user requires current and historical data and often performs in-depth research over a long period.
5. Compliance officers. This role applies to all industries and is becoming more important as more government regulations and industry standards are imposed on every sector. The compliance officer requires information on government regulations, industry standards, guidelines, and other related documentation.
6. News and media. The media uses a wide range of

information from both current and historical sources, including information on specific people and events, case histories, and trends.

7. Medical sector. Information in this sector may be general (including medical trends and research) or very granular (such as medical data regarding specific clients).
8. Manufacturing sector. Information in this sector includes patent data, industry workflow analysis, and competitive review.
9. School librarian. A good friend of mine is the librarian for a local elementary school. She, like most of you, holds a master’s degree in library science, and I would describe her as an avid and dedicated information professional. She uses information and knowledge to teach her stu-

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dents about awareness, values, and how to be a good human being.

This is an interesting list, but it is far from complete. Consider the range between the Wall Street trader, who is selling hot new financial derivative products, and the elementary school librarian, who may, in fact, be teaching the future trader of 2025. Both individuals require and depend on information, but they have very different levels of use, require very different kinds of information, have different timing requirements, and differ in the sources of information that apply to their profession.

Why are the definition and use of information so different across various sectors and types of users? I suggest the following reasons:

1. Specific job or information requirements. I think this is the dominant factor in how a person sees the value of information. We are all creatures of habit, and we form our opinions based on our own habits.
2. Past experience in using information. This is your "comfort zone," where you set your values.
3. Level of access to information. This defines what you can get. If you do not have access, you cannot determine value, and it never becomes part of your information equation.
4. Level of funding available for information gathering. The purse plays a key role in how you see and value information.
5. How people use internal and external information sources. Your ability to maximize the value of various information products and sources and make the

sum worth more than the value of the parts.

6. The desire to know more, the level of hunger one has for more information, and the amount of energy one is willing to expend to get the right information source. These personal characteristics vary widely among information users and professionals.

Enough talk about what information means to us. Let's go to the ultimate expert, *Webster's*, which defines information as "the communication or reception from investigation, study or instruction and intelligence and news."

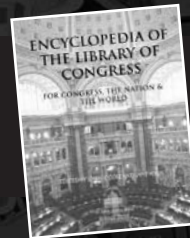
My definition focuses more on application: Where is the value in information; specifically, how do we use it to perform our professional and business tasks? From my viewpoint, information is any data element in any format that is used to make professional decisions, perform job-related tasks and functions, or enhance other information products/sources. This includes information elements that come from all data sources (such as real-time financial data, medical and legal data, government information) and in any format (as complex as a data feed, Web access, or CD-ROM, or as simple as the magazine or the sales flyer I get with my monthly 401k statement).

Do we all need to have the same definition for information? Probably not. Some of you may think you need a definition and use level that specifically reflects your information and business requirements. You may recognize that others have different definitions, but you see little value in looking at information use in those ways. It is

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not my intent to convince you otherwise, but it could be interesting to look at your information needs through the eyes of different types of users. If you choose not to take advantage of this opportunity, you could be shortchanging yourself—not getting the full picture of what information is available or not meeting your professional or business information objectives. Some of you may already have worked this approach into your information and data collection strategy.

Shifting Perspective

Assuming we accept the benefit of trying a different perspective, how do we do this? To get beyond your own information-gathering habits, try to imagine how someone else—with a differ-

ent definition and different habits—would address the same information request. It is essential to look for new information sources, to understand what is available elsewhere, beyond your own department, your company, your industry and the global information sources with which you are familiar. Put yourself at the desk of the other person, who may be in a different industry, and from that perspective, imagine how you would get the data. There will likely be overlap with what you already do, but you will identify new information sources and expand your definition of information.

What will this approach do for you? It will broaden your scope concerning where to source and how to optimize information. You

will be perceived as innovative and as adding value to your organization. You will deliver faster and better information products. You likely will do a better job of relating to internal and external information products in your organization.

A further comment on the last statement about the relationship between internal and external data: A few years ago, I had a discussion with a senior information executive at a major global bank. She expressed the view that the true information professional knows how to relate to various information products, both internal and external, to maximize the information use equation and the firm's information investment. She said, "Anyone can source the appropriate external information and anyone can manage various internal data sources. The value lies in how you combine them." I could not agree more.

On the other hand, what is the risk, if any, if you keep doing what you are doing? The impact could be that you do not have access to all information sources, you will not be getting good value for your information investment, and, therefore, the job may not be complete. Your ultimate goal should be to fully meet the industry or business objective for the information request or purpose.

What specific steps can you take to broaden your approach to information gathering? I suggest the following:

1. Take off the blinders and think beyond your own space. Don't be a creature of habit. Seek out new or alternative approaches to your

information requirements.

2. Look for new information sources in your own company, or academic or information environment.

3. Look at your industry—what are others doing?

4. Look at sources beyond your industry that might be pertinent to your company's needs.

5. Think about the current and potential relationship of various information sources, both internal and external, at your disposal.

6. Assume that money—the cost of information—is not a problem and identify what you would like to have. Figure a way to source that information at the lowest price or find a low-cost or free substitute.

7. Put yourself in the place of another information professional. Think about how using his or her information habits could be of value to you.

A word of warning. Be careful not to fall into the "too much of a good thing" problem. It's easy to get lost, looking beyond what is reasonable and losing your focus. You do not want to gather nonpertinent information, become distracted, use your time in a nonproductive manner, or lose sight of your information and business objective.

I believe there is a wide range of understanding about what information means and how it is used. There is opportunity and value in taking a look at how you perceive and use information—looking beyond your current information environment, looking at information sources and products at all levels, and looking at your requirements from someone else's point of view. ●

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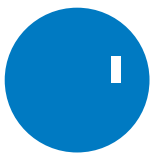
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Kaizen Meets Dewey

Applying the Principles of The Toyota Way in Your Library

By James Wisner

Jeffery Liker's *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer* has given full voice to the most envied and admired management principles in contemporary industrial manufacturing. Surprisingly, organizations from all industries—from Internet startups to hospitals to universities—are successfully implementing these principles with resounding success.¹ How can these principles be transferred and implemented in the special library? This article discusses how knowledge from the “old” economy of manufacturing can be put to work in the ever-changing arenas of library and information services.

During the early 1950's, Eiji Toyoda came to the United States to visit the manufacturing plants of Ford and General Motors in an attempt to bolster his fledgling auto company. He returned to Japan and admitted that he learned nothing from Ford or GM. Instead, after a chance visit to a local market he became fascinated with American grocery stores and how their “just-in-time” supply chain could revolutionize the automotive business.² Likewise, librarians can often learn effective and innovative principles from industries we think have little in common with our own. The principles of *kaizen* (continual improvement) and lean manufacturing contain knowledge that can be put to work in all libraries—if we remain receptive to their message.

Whether in trade journals, academic journals, or the popular press, one cannot read about Toyota Motor Corp. and not be impressed. Lauded as the “smartest” company in 2004 by *Business 2.0* magazine,³ Toyota recently passed Ford as the world's second largest automaker and is nipping at

the heels of perennial leader General Motors.⁴ The success is remarkable—particularly for a company that has not yet celebrated its' 50th anniversary of operations in the United States, the world's largest vehicle market. While its sales volume makes Toyota the No. 2 automaker, its market capitalization and



James Wisner, MLS, is information services librarian at Pepperdine University in Malibu, California. This article is scheduled to be presented as a paper at the 2005 SLA conference in Toronto. Over the coming months, Information Outlook will publish other articles from the presented paper series.

profit margins are easily the best in the industry. Further, its groundbreaking success with alternative propulsion and its commitment to the environment justify its status as the world's most admired automotive company.⁵

So what is Toyota's secret? From Tokyo to Stuttgart to Detroit, this question is consistently asked by its rivals all over the world. While at least one automaker has hoped to learn from Toyota by engaging in collaborative manufacturing projects,⁶ more often the question remains unanswered.

In 2004, Jeffrey Liker, an expert on Japanese production systems and a professor at the University of Michigan, authored *The Toyota Way*.⁷ Luckily, Liker did not intend his book to be read by just the automotive cognoscenti. Instead, he insists that all industries can benefit by implementing the principles Toyota has used so successfully.⁸ Though it may seem odd for librarians to look to the literature of industrial engineering for inspiration, I believe Toyota's management principles (as defined by Liker) can be applied in an assortment of library settings to improve efficiencies, provide better patron services, and create a smooth-running organization that will better succeed over time.

Many of the management principles Liker discusses do not have relevance to libraries, even though they may relate to other industries. For example, Liker encourages the use of pull systems in manufacturing settings. Pull systems are assembly-line mechanisms that allow any employee to stop production at any time in order to fix a defective

product. Liker also encourages the use of "visual controls" on the assembly plant floor. Both of these specific principles are effective for creating a more egalitarian workplace, but I believe their methodologies have little transference for library settings. Nevertheless, the majority of the methods utilized by Toyota can have direct application for us in special libraries.

Base your management decisions on a long-term philosophy, even at the expense of short-term financial goals.

Let's face it: it's a reasonably good time to be a librarian. Demographics are certainly working in our favor, for as thousands of librarians near retirement age, job openings are not in short supply.⁹ Indeed, if a librarian has the luxury of remaining geographically flexible, he or she can enjoy enormous career mobility.

While librarians may benefit from this job market, libraries themselves may suffer. Indeed, it is too easy—and increasingly too common—for librarians to begin a new job, make significant and meaningful changes in their organizations, and move on to another position without enduring the long-term consequences of the decisions he or she made (an ironic reversal of roles from *The Music Man*). For example, your company's new electronic resources librarian may have successfully implemented the hottest federated search product on the market—only to move on to another challenge before your database vendors demand an increase in subscription fees that correlate to their increased usage over time.

Toyota's management rec-



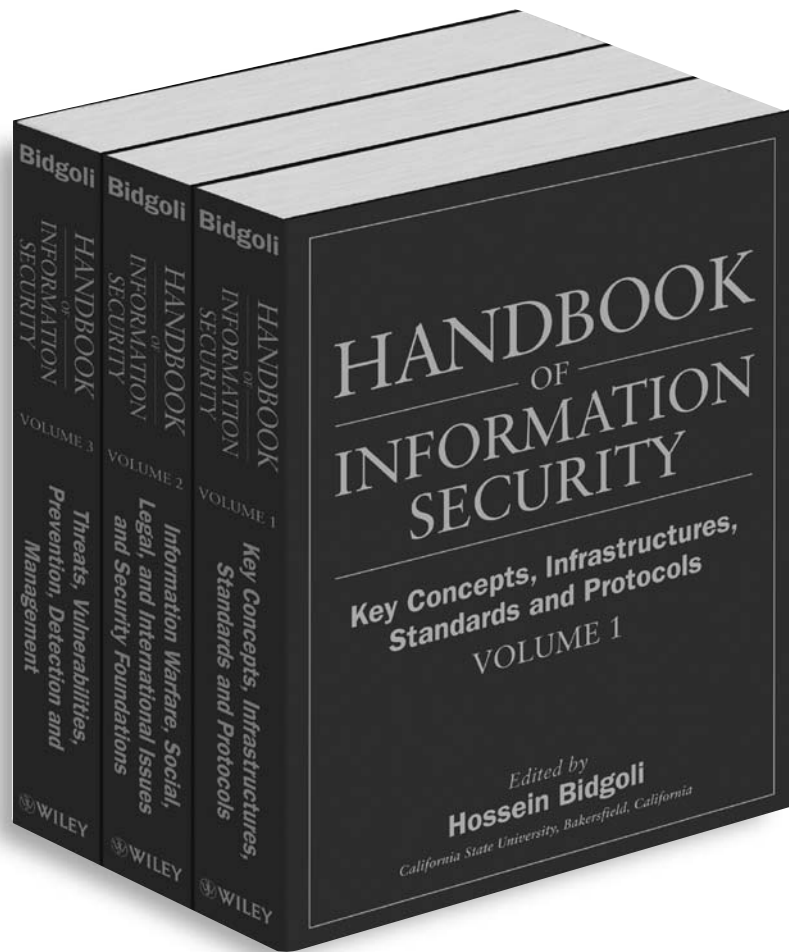
Photo by Toyota Motor Corp.

ognizes that this practice is not helpful, so it encourages managers to base their decisions on a well-articulated long-term vision—even if those decisions contradict what might be financially beneficial in the short-term. Libraries would be well-served to follow this model. It remains obvious, then, that libraries should make an effort to incorporate a well-defined, long-term mission statement that will transcend even the current library director's proposed mission (for library management may be the most common perpetrator of this scenario!).

Libraries should attempt to align their long-term vision to the long-term

vision of their larger organizations. By doing this, they can inform potential job candidates at all levels the details of the mission statement and leave the decision in the applicants' hands as to whether or not they will uphold it. Pithy statements alone do not constitute a mission; look no further than *Toyota's Charter with Planet Earth*¹⁰ to see that any successful mission statement is written to be a driver of organizational behavior. Perhaps the most tempting decision that could benefit special libraries in the short term that may not serve them well over time is the decision to outsource. Jette and Dixon discuss the bene-

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fits of library outsourcing, and they assert that the key reasons libraries would outsource many of their functions are costs, flexibility, alleviation of staff shortages, responsiveness to user needs, allowing for staff to focus on core business needs, and improved efficiency.¹¹

However, when one closely examines these reasons, each variable, though certainly a challenge for any library, is only assuaged by outsourcing in the short term. Even Jette and Dixon note that cohesion, trust, staff expertise, loyalty, consistency, and staff morale are harmed by outsourcing.¹² Further, Barthelemy notes the hidden costs of outsourcing in the information technology industry, namely the enormous costs of vendor selection, transitions, and management.¹³ I would argue that these costs manifest themselves equally in libraries. Toyota realizes that the intangible notions of cohesion, trust, loyalty, and consistency are more impor-

tant than short-term cost savings. As a result, Toyota outsources far fewer business processes than its competitors.¹⁴ Libraries would be wise to follow that example.

Grow leaders who thoroughly understand the work, live the philosophy, and teach it to others; develop exceptional people and teams who follow your company's philosophy.

Tying this highly-specialized management principle to special libraries is somewhat nuanced; however, the basic philosophy behind it suggests a more egalitarian organizational structure that works in large measure from the bottom up.

Mission statements and strategic plans can be beneficial. Most large organizations have such policies or documents; Toyota is not an exception. However, many mission statements or strategic documents are so vague they add no value to an organization's mission. For example, many organizations

(libraries are no exception) suffer from organizational whiplash whenever upper management foists a new strategic mission on the masses; these new strategic missions almost always coincide with turnover at management levels.

Toyota intentionally avoids this potential by mandating specific terms of office for upper management, and requiring all candidates for senior management positions to agree to support the overall mission of the company. By using this strategy, no employee ever wonders what Toyota's mission as a company will be, for a foundational tenet of Toyota's philosophy is the belief that no individual (or small groups of individuals) has the right to make any decision out of line with the company's well-articulated vision. In contrast, domestic automakers have been long criticized for their cult-of-personality management approach,¹⁵ an approach that allows whoever is in charge at the time to

run roughshod over the greater organization.

Admittedly, applying all of these principles to the special library may not be practical. I doubt anyone would want to be limited by a specific term of office in his or her current position. However, the articulation of a long-term philosophy that understands that no one person in the organization is "bigger" than that philosophy—from entry-level paraprofessional to director—seems like an idea whose time may be near. It clearly works for Toyota.

Standardized tasks are the foundation for continuous improvement and employee empowerment.

Librarians, like most professionals, are hesitant to adapt standardization methods to manage the more mundane tasks within their daily responsibilities. Just as employees of auto assembly plants resisted the automation of their factories for fear they would be replaced by robots, we librarians often suffer from perpetual paranoia that factors beyond our control will render us obsolete. Therefore, we have perhaps placed an unnecessarily large premium on specialization, priding ourselves on being the best cataloger/reference specialist/systems librarian around and resisting any attempts at cross-training.

I believe this is unfortunate, for if we observe the lessons learned in the automotive industry, we would realize that cross-training by itself does not render anyone obsolete. In fact, it enhances efficiencies that help organizations survive.

A tenet of industrial engineering says that the more people or processes you



Photo by Toyota Motor Corp.



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insert into any workflow pattern, the more you slow down that process and contribute to greater inefficiency. In most libraries, several individuals “touch” an item between the purchase decision and the final deployment to patrons. From acquisitions librarians, to catalogers, to paraprofessional staff—every time one additional person becomes involved in the processing of materials, the workflow is delayed and patrons are not served in the best manner. Perhaps it could benefit libraries if technical services professionals were all trained in the areas of acquisitions, cataloging, and processing. Obviously, some value-added functions should still be left for specialists (metadata specialists, etc.), but the default attitude held by library management should perhaps view cross-training more favorably.

But will this practice, at best, render librarians mere automatons, and at worst, unemployed? Not if we employ Toyota’s methods. Whenever Toyota employees find themselves without positions or tasks because of streamlining methods, Toyota reassigns these employees to other areas that match their skills or to committees or task forces that look for other potential services or markets. By “reinvesting” their knowledge workers this way and rarely terminating positions, Toyota’s efficiencies actually allow the company to grow in a cost-effective way. Can librarians be treated in the same manner? Perhaps not by themselves, but by effectively modeling their knowledge of efficient management practices, one can hope the library or information center can become an exam-



Photo by Toyota Motor Corp.

ple of best practices within its organization.

Use only reliable, thoroughly tested technology that serves your people.

Most likely, every organization wants to be on the cutting edge of technology, or at least send that message to the public. One might consider it counterintuitive to avoid embracing the latest technologies. However, Toyota understands that technology providers often need months, if not years, to work out the kinks of any new system, and the automaker is perfectly happy to let its competitors work out those problems first. Toyota’s oft-quoted “under promise and over deliver”¹⁶ mantra permeates many organizations within the company, and company executives often take a wait-and-see approach to adopting new practices or technologies that face internal or external audiences.

In our field, the applications of this principle are obvious. I would suggest that

an early adaptation of any software package or technology product is not always beneficial, for it may create unrealistic or unsustainable expectations that will only frustrate patrons if the level of service is not consistent—a bad public relations move for libraries. In my own experience, I worked in an organization that was an early adopter of a federated search product. The initial joys of our patrons were tempered when they (and we) realized its success rate was far from 100 percent. Allowing time for initial glitches in technology products can only ensure a smoother deployment for one’s own installation. Assuming there are few mission-critical technologies libraries have not yet deployed, libraries might be well advised to moderate their desire to be on the bleeding edge.

Respect your extended network of partners by challenging them and help-

ing them improve.

In my experiences with Toyota and another large automotive manufacturer, I noticed a striking difference between the two in the area of vendor relations. Toyota has carefully adopted a holistic approach to its vendors, realizing that they are an extension of the Toyota enterprise that should be encouraged, nurtured, and supported. That is not the case at all automakers: At my previous employer, vendors were often derided and viewed confrontationally. Indeed, many have surmised that Toyota’s reliance on relatively few vendors/suppliers has contributed to its consistent dominance of JD Power quality ratings,¹⁷ for only when an automaker truly knows its suppliers can it successfully cultivate future products in a smooth, financially beneficial manner.

Numerous parallels can be drawn between the automotive industry and our own. While we may prefer that the account rep-

representatives who call on us have MLS degrees and know our industry as well as we, it benefits no one to adopt a confrontational posture when these realities are not apparent.

Establishing good relationships with library vendors can pay enormous dividends. At Pepperdine, we (along with the University of Toronto and Oxford University) partnered with Elsevier in the development of Scopus, Elsevier's abstracting and indexing product. This partnership allowed us to "peek" at the product before it was released to the public. Beyond merely providing us with an excellent product, the partnership allowed us to better understand other products in its market. Had we maintained an adversarial (or even neutral) approach to Elsevier, we would not have had the opportunity to share in this product's development. Indeed, in a previous position I held where vendor relations were somewhat strained, we rarely had the opportunity to serve as development partners for new products. Instead, they were offered to us with little opportunity to adapt them to our own needs and patrons.

Make decisions slowly by consensus, thoroughly considering all options; implement decisions quickly.

Humorous remarks regarding academia aside, libraries are often quite good at encouraging consensus and not rushing towards rash decisions. Toyota's emphasis on the collective over the individual applies to its decision making. For example, Toyota actively encourages managers to ask questions and fully understand every angle of a potential decision.

In contrast, its competitors are often guilty of a "cult of personality" approach that entrusts too much authority to single executives.

Rather than engendering paralysis, however, Toyota maintains its competitiveness by hastening the implementation schedule of most decisions. On this front, unfortunately, I am not sure libraries follow suit. It behooves any organization to consider carefully the timing of any major announcement, but Toyota cultivates an organizational culture that appreciates the quick implementation of its strategies. By moving rapidly, Toyota shows internal and external parties that it has confidence in the decisions it has carefully made.

Too often libraries (especially those in academic settings) roll out decisions based on the greater organizational calendar. While this approach might make sense in some instances, librarians

would be well-served to determine if the strategy is truly beneficial or if it is mere justification for procrastination. Corporate and other special libraries may not be affected by this challenge.

Become a learning organization through relentless reflection.

The final management principle highlighted is perhaps the most important. Toyota regularly encourages its employees to objectively and humbly evaluate the organization to assess its strengths and weaknesses. When a company summarizes its yearly accomplishments, the tendency to exaggerate its successes is commonplace. Toyota is not immune from a desire to portray itself well to its shareholders, but it is certainly not afraid to adopt a pessimistic tone when needed. Even CEO Fujio Cho actively downplays Toyota's successes, preferring to encourage

all Toyota employees to actively seek improvement at all levels of the organization.¹⁸ By doing this, he evangelizes the notion of *kaizen* to all Toyota employees, not just those on the assembly plant floor.

Libraries should not be afraid to acknowledge their strengths or their weaknesses. While many may believe that an acknowledgement of weaknesses is an admission of poor management, Toyota's attempts to create a transparent organization serve as a good example for all organizations. Further, by asking each employee to continually look for methods of improving the organization's service, libraries would more fully vest each employee in serving its patrons. Again, it may seem counterintuitive to actively locate organizational weakness. But if Toyota's methods have been proven so successful, perhaps we should learn from its example.



Photo by Toyota Motor Corp.

Conclusion

At face value, many of these management principles may seem obvious. Upon closer inspection, however, we librarians must realize that the implementation of these principles in special libraries would require a paradigm shift that could cause massive discomfort or destabilization of our organization. Admittedly, introducing these principles might disrupt cohesion and organization consensus, thereby violating one of Toyota's preeminent goals. Library managers should therefore use a healthy dose of discretion in determining which, if any, of these concepts might bear fruit in their library.

However, the potential to destabilize should not justify ignoring the ways in which Toyota has become an industry leader. We may, in good faith, quibble over the specifics of implementing these strategies, but we would not serve anyone—ourselves, our patrons, or our profession—by turning a blind eye towards other industries for inspiration or benchmarking. Just as Eiji Toyoda found inspiration for his company by visiting American grocers, not Ford or General Motors, we librarians might be well served to adapt his methodological ecumenism.

Endnotes

¹ Liker, Jeffrey K. *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. New York: McGraw-Hill, 2004, 269.

² *Ibid.*, 23.

³ Tilin, Andrew. "The Smartest Company of the Year. And the Winner Is..."

Toyota. Hot cars. Hot brands. Hot technology. Here's how Japan's largest automaker keeps firing on all cylinders." *Business 2.0*, 6, no. 1 (Jan/Feb 2005): 65-71.

⁴ Makintosh, James, and David Ibson. "Toyota leaves Ford behind in global race," *Financial Times*, July 20, 2004.

⁵ Tilin, *Business 2.0* (n. 1).

⁶ Michael Isikoff, "FTC Let GM, Toyota Create Company," *Washington Post*, March 8, 1984.

⁷ Liker, Jeffrey K. *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. New York: McGraw-Hill, 2004.

⁸ *Ibid.*, 290.

⁹ Associated Press, "To help recruit and educate librarians, administration awards nearly \$10 million in grants," *October 28, 2003*.

¹⁰ Charter with Planet Earth, *Toyota Motor Corporation*, 2003.

¹¹ Karen D. Jette, and Clay-Edward Dixon. "The Outsourced/Contingent Workforce: Abuse, Threat, or Blessing?" *Library Administration & Management*, 12, no. 4 (Fall 1998): 220-225.

¹² *Ibid.*

¹³ Jerome Barthelemy, "The Hidden Costs of IT Outsourcing." *MIT Sloan Management Review*, 42, no. 3 (Spring 2001): 60-70.

¹⁴ Chappell, Lindsay. "Japanese Auto Transplants Eye Outsourcing." *Plastics*

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¹⁵ Hakim, Danny. "The Next Spokesman to put a Human Face on Ford Comes with a Pedigree." *New York Times*, February 20, 2002.

¹⁶ Kirkpatrick, Ronald. pers. comm.

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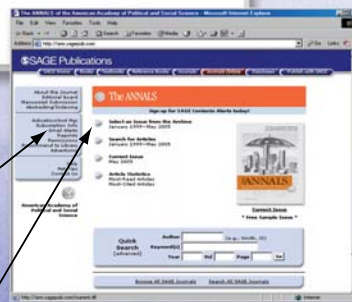
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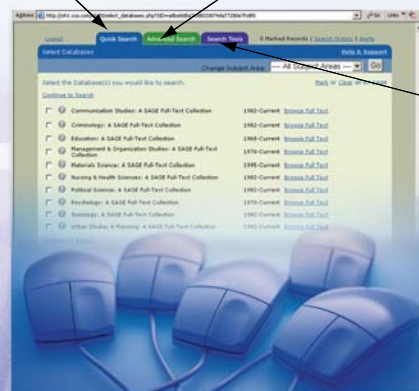
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Fringe Librarianship

Career College Librarians Introduce Themselves

By Melissa Aho, Erika Bennett,
and Susan Wakefield

Career colleges have gone by many names: for-profit schools, nonpublic trade schools, proprietary schools, “those schools with the late-night TV ads.” In turn, librarians at some of these schools don’t know quite how to categorize themselves. Academic? Corporate? Special? Peerless? It’s understandable that this sector of the library world is virtually invisible in professional groups and academic literature. Maybe the career-college librarian is fated to eternally forge her own path, justifying her worth at every turn, sneered at by corporate administration, faculty members, and even her fellow “legitimate” librarians.

We hope not. As three of the founding members of the Minnesota Career College Association Libraries (MCCAL), we see great promise in our peers and our ability to collaborate and influence this growing area of American higher education. We are the front-row witnesses to the corporate transformation of our nation’s colleges and serve on the front lines of the effort for information literacy. Compared with the rest of the library world, career-college librarians face a unique set of challenges. Pleased to meet you, library world. This is our story.

What Is a Career College?

The continuing increase in the number of for-profit schools will mean more opportunities in the coming years for librarians who want to work in this expanding and challenging area of the library profession. Currently, the four largest campuses in the United States are for-profit

schools (www.career.org).

A career college is a for-profit postsecondary institution that provides professional, career-specific educational programs leading to diplomas, certificates, associate degrees, bachelor’s degrees, master’s degrees, and doctorates. There are 4,536 career colleges; they make up approximately 46 percent of all postsecondary institutions in the United States, according to Nicholas Glakas, president of the Career College Association.

Career colleges offer a wide variety of environments. They can be large multi-state, multi-program schools or quite small, with only one campus that specializes in a particular area. They can be online, residential, or both. Most schools are accredited by one or more state or national bodies, including the Accrediting Council for Independent Colleges and Schools (ACICS) or the Higher

Learning Commission for the North Central Association of Colleges and Schools (NCA).

The life cycles of the schools also vary. Some career colleges have been around since the 19th century and have changed owners many times. For example, the Minnesota School of Business was established in 1877 and has gone through numerous owners. It offers many different programs and degrees ranging from a diploma to an MBA; it has six campuses and online classes. On the other hand, the Institute of Production and Recording, the new Minneapolis career school on the block, was established in 2002 to provide an education in the music industry.

A unique characteristic of a career college is that the curriculum usually hinges on current market trends for employment. Current hot areas include massage therapy, nursing, veterinary technology, paralegal studies, and business. When the market turns, programs are usually discontinued as quickly as they were created.

What Is a Career College Librarian?

Career-college librarians come from all over the library world. Some are right out of library and information science graduate schools. Others have worked in public libraries, corporate libraries, and academic libraries before landing in the career-college environment. Most have an MLIS or MLS, and many have other degrees as well. Many accrediting bodies, such as the ACICS, require that career-college librarians have an MLS from an institution accredited by the American Library Association (ALA).

The library is a highly visible center of the school, and librarians can be a voice for students. The students are our number one priority, and in an open environment, we can funnel student feedback—concerns and problems—directly to the administration. In some schools, the librarian reports directly to the campus director or the dean of faculty. Answers can come fast and changes can happen quickly in a career college—the library and the librarian must be equally quick and adaptable.

Career-college librarians are working in a nonresearch academic environment. We do not have tenure and, therefore, do not feel pressure to publish or serve on various committees; however, we also have less job security. The career-college librarian's job depends not only on how well he or she performs as an individual and team member in the organization (with annual and quarterly reviews by students) but also on how the organization as a whole does in the market.

Role, Identity, Services, Respect

Career-college librarians are the multi-taskers of the library world: We do it all. We are catalogers, directors, instructors, referrers, managers, collection stewards, and IT troubleshooters—and that's just in one day! The for-profit librarian often must make do with a limited staff; sometimes, with no staff.

Another characteristic that sets career colleges apart from more traditional schools is the diverse population.

Students range from recent high school grads to adult learners looking for a career change, and include ethnically diverse students, immigrants and refugees, and students from lower income families. Often students have personal challenges to overcome in education and in the library, such as language barriers, special needs, and economic hurdles.

Finally, for the librarians, there is the challenge of esteem. Like the late Rodney Dangerfield, it seems we “don't get no respect.” Because career college librarians do not fall into any of the traditional library niches (i.e., college/university, community college, or corporate), we are often disregarded by our fellow librarians. Some career college librarians have reported disdainful attitudes from “real” academic librarians, but the designation of “special librarian” carries too many corporate connotations for our mission statements. We often must wrestle with the question of where we fit into the grand scheme of things. We have the goals of postsecondary education with the accountability and variables of a corporation. We are neither traditional academic librarians nor corporate librarians. At times, our work seems to encompass all library fields and none.

Minnesota-MCCAL

In spring 2004, Susan Wakefield decided to create an organization for for-profit librarians. She called together all the career college librarians in Minnesota to organize. There were some complications, both internal and external, but after one year, MCCAL is still going strong. Some people have been surprised that the librarians have found common ground and are able to cooperate with each other, in spite of their affiliations with competing proprietary schools. But because of the nature of librarianship, the members of MCCAL share a desire to cooperate with one another to serve their patrons.

Why Work for a Career College?

Career colleges often are small enough that we get to know the individual students, and we enjoy the personal contact every day. It is rewarding to watch students become self-sufficient in research after we have assisted them in the early stages of their education, and we take great pleasure in seeing them grow and develop into confident individuals.

Want to Know More?

Contact the librarian at a local career college. Unsure of where to start? Let us help you.

Proprietary schools are as unique as their owners. If you are interested in making a difference in someone's life, there is a world of opportunity in the career college setting.

Melissa Aho, MLIS, MS, works for the Minnesota School of Business at the Brooklyn Center campus. Erika Bennett works for the Institute of Production and Recording. Susan Wakefield, MLIS, is the former campus librarian for the Minnesota School of Business, Plymouth. ●

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for my industry? Am I as informed as I should be,
or think I am? Can I improve my lead generation? Am I
meeting my targets? Are we performing
as well as we should be?
Should I merge with my
competitor or keep going
it alone? Is tomorrow's
presentation going to
tell them anything that
they don't already
know? Am I going to
be making the right
recommendation? Is
my submission 'pitch
winning' material? As
a business, are we
really where we want
to be? Is my business
as future proof as it
can be? Am I
marketing to the right
people? Can I reduce
the risk? Should we
take the risk? What is
the benchmark in my
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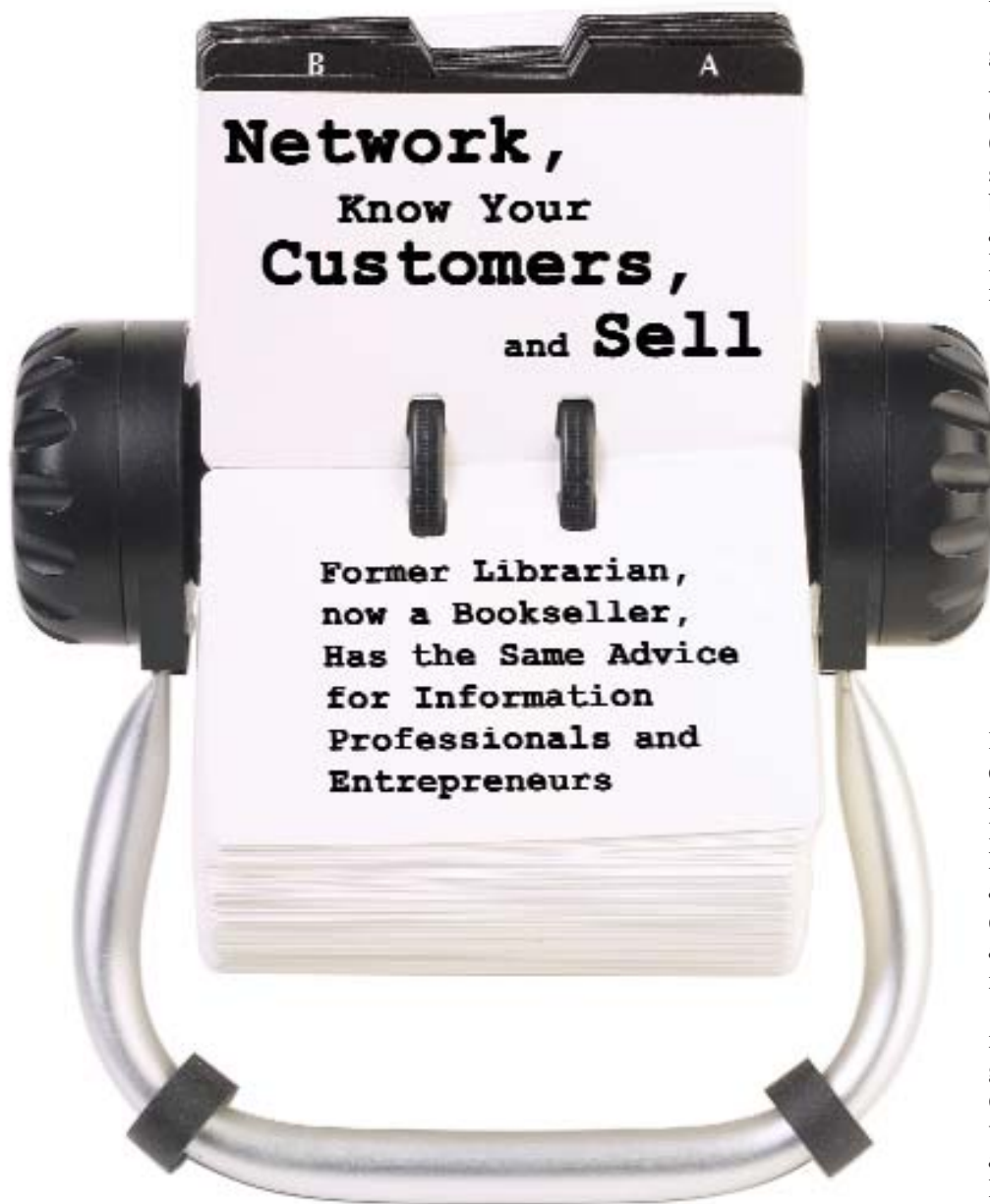
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WHERE KNOWLEDGE IS POWER



By Karen Santos Freeman

Jane Cooney's career has covered a lot of ground—geographically, professionally, and philosophically.

It started in the 1960s in a newspaper library in Montreal in the French-speaking Canadian province of Quebec. From there, her career took her to the mountains of western Canada and the Calgary Public Library. She worked happily surrounded by books and rows of bookshelves. Then she returned to Montreal before heading home to Toronto.

There, her career took a turn and she began teaching at the University of Toronto, imparting to students the basic



Jane Cooney

principles for information management, business literature, and government publishing. While still serving in the classroom, Cooney joined the Canadian Imperial Bank of Commerce. There she worked for 14 years, rising to become the bank's manager of information resources worldwide.

By this time, people were starting to hear about Cooney. She was gaining a reputation as an innovative information pro-

fessional and problem solver.

That's when, in the early 1980s, she got a call from the Bank Marketing Association in the U.S. The executive director sought to entice her south of the Canadian border. After initial reluctance, she accepted the job in Chicago and became the association's vice president and director of Information Services. But her heart was still in Canada, and she returned home in 1986 to take the helm of the Canadian Library Association as its executive director.

All the while, books in her heart, the gears in her head were spinning like Swiss watch parts.

In 1990, Cooney gathered her courage, wits, and resources and struck out on her own. Applying the lessons learned over three decades in libraries, classrooms, commerce, and associations, she launched Books for Business, a business book specialty store in her beloved Toronto.

As they say, the rest is history.

Readers who make pilgrimages to legendary book stores like the Tattered Cover in Denver or Kramerbooks in Washington, D.C., or who enjoy their neighborhood Barnes & Noble or Borders on a weekend afternoon, will understand that customers don't consider Books for Business just another book store. And Jane Cooney is not just a librarian-turned-bookseller.

Every step of Cooney's path from the newspaper library to the classy polished glass and steel storefront near the corner of Adelaide and Bay in downtown Toronto was a learning experience. Her personal and business success are directly related to her uncanny ability to apply what she has learned.

And she is, as in the beginning, joyfully surrounded by books and rows of bookshelves.

How does a corporate and public librarian rise to become Canadian Bookseller of the Year? The answer is easy to discern.

One of Cooney's "Favorite Books of All Time," as listed on her Books for Business Web site (www.booksforbusiness.com), is *Customers for Life* by Carl Sewell and Paul B. Brown. Drawing on that favorite book and a lifetime of experience, Cooney has learned the art of phenomenal customer service—she may be the quintessential practitioner of the art. What she knows first-hand might not fit into a book.

Treating each interaction on each day with the knowledge that you have the opportunity to create a customer—a relationship—for life, has made all the difference.

“We work really hard to get to know the customer,” Cooney says. “Know your customer, get under their skin, see what makes them tick. Then tailor your service toward that.”

Cooney strives each day not only to meet her customer’s needs but to exceed their expectations. Her Books for Business staff members greet many customers by name and offer friendly assistance to everyone. They pay attention to detail and customers’ unspoken needs that may have nothing to do with what they are looking for on the shelf.

“It’s hard for a customer to look for a book when they’re standing with a wet coat and umbrella,” Cooney advises.

She and her staff take the traditional retailer-customer exchanges to new heights. She has been known to telephone customers to request one-on-one meetings. Cooney goes to them, to their office or a coffee shop nearby, and asks about their experience at her store. What do they think of the products and services? Were their needs met? What would they suggest for improvement?

“You have to ask the right questions,” she says. “You can’t tell the customer what they want; you have to listen to them as they tell you what they want. Then you adapt to that.”

There’s another aspect of dealing with people that’s vitally important, Cooney emphasizes. “You have to treat people—everyone—with respect, dignity, and good humor.”

These views and practices have combined for a winning strategy. Books for Business has steadily grown as a retail store, and Cooney has expanded into mail order, acquiring a business she operates as “Britnell Book Wholesalers.”

Cooney’s success has resulted in her becoming highly-sought as a marketing and information management consultant. She also serves on the jury for Canada’s National Business Book Award.

As Cooney has learned from all of her experiences as a librarian and information management professional, library and information professionals can learn from Cooney’s success.

“The principles are the same, whether you’re talking about business, management or being a librarian,” Cooney says. “Librarians need to understand who’s in charge of their organization and then figure out what that person needs. Get to know them. Get to know what direction the organization is going.”

Twenty years or so ago, libraries used to be the central sources of information, Cooney observes. That’s not the world we live in today. She believes some librarians need to “catch up with the times,” times when information is readily available to anyone in many different ways.

Despite information professionals’ arguments about quality, the fact is that people often bypass the pros and perform their own research. Cooney observes that the library profession has been slow to absorb and adjust to that reality and learn to succeed within it, rather than struggling against it.

“Librarians need to change their behavior and adapt to the culture they are in,” she says.

How? For one thing, “Librarians need to be selling themselves all the time,” Cooney says, “I don’t think there’s enough of that.”

As SLA focuses on providing greater learning opportunities that click with members, Cooney says, “There’s a tremendous amount of professional development on technology and Web, which librarians need, I guess. But I think they would be well-served by having courses in salesmanship and customer service—and not given by other librarians.”

Cooney sees salesmanship and customer service as increasingly important as organizations continue to cut costs and libraries continue to face financial pressures. Librarians and information professionals must find new and innovative ways to demonstrate their worth to their internal and external customers.

“Librarians need to be able to seize an opportunity when it is presented, but we need to be proactive,” Cooney says. “We have to get ahead of the pack.”

Consider the story of the executive director of the banking association that Cooney worked for in Chicago. The executive, she says, served in that role for 20 years, which is rare in the association world. He was successful with each successive association president because he

made it a point to figure out each new president’s likes and dislikes.

“One president was from Pittsburgh and loved big-city sophistication and Chinese food,” she says for example, “and every meeting we had was in New York and we always served Chinese food. Another president was from Missouri and loved ice cream, and every meeting we had was near a place where he could fish, and we served ice cream.”

Learning your customer’s likes and dislikes, she says, can help make each interaction a success. It creates customers—and relationships—for life. Reading SLA’s Information Outlook on the bus riding into downtown Toronto on a recent spring morning, Cooney found herself pondering SLA and what the association has meant to her career.

“I wouldn’t have gotten to where I am without being an SLA member,” Cooney says frankly. “SLA as an organization and as a networking opportunity is largely responsible for what I am able to do now.”

SLA’s organizational goals stress creating and providing learning, advocacy, and networking opportunities for members. She advises that members cannot underestimate the value of the association as a network. The banking association in Chicago, she points out, would not have sought to recruit her if the executive director had not heard about her through her SLA contacts.

“Because I was in SLA, I knew a lot of people,” she says.

Cooney says members should consider the value of the association as a network when considering their membership and dues.

“All of my experiences reinforce my view that working with a network of colleagues is a very valuable reason for belonging to a professional association and to SLA,” she says.

As Cooney enjoys her hard-earned success and continues to strive for improvement, what advice would she offer her network colleagues?

“I would encourage people to be willing to take a few risks,” she says. “I don’t think the profession does enough of that.”

Karen Santos Freeman is director of communications at SLA. ●



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Knowledge Taxonomies

What's the Role for Information Professionals?

By Jo Anne Côté

Taxonomy—the classification of items within subject domains—is especially effective in helping with today's information access difficulties. These structures are particularly good at representing open systems and are useful in the visual world of the Web. They are helpful in portraying abstract concepts and reflecting the various forms knowledge can take, whether tangible or intangible.

Taxonomies do not necessarily use pre-existing classification schemes and are often based on a synthesis derived from user need and language.

Like traditional library and information science clas-

sification arrangements, they can be hierarchical systems that also use controlled vocabularies and thesauri, but they are not always based on the accepted standards used in a traditional library setting. The multifaceted subject headings of a taxonomy have the added bonus of reflecting connections and processes in a semantic structure, or ontology, allowing for potentially wider consultation and application of knowledge objects.

Taxonomies leave room for growth and constant revision, depending on external or internal factors.

In a presentation to the American Society of Indexers in May 2004, Denise Bedford, thesaurus manager and senior information officer for the World Bank Group, explained taxonomy architecture (see figures 1–4). Her overview of this architecture is helpful in understanding the taxonomical approach and how library and information professionals can integrate the approach with their existing skills and competencies. Taxonomies

encompass many different aspects of information; for example, content, metadata and metadata repositories, navigation architectures, search architectures, and portal architectures. These structures can be presented explicitly (through data structures or interface features) or implicitly (by being designed into applications or content).

Jo Anne Côté has an MLIS from McGill University, a bachelor's degree in music, and a certificate in educational technology. She is currently providing reference services at the McGill Music Library and the Reginald J. P. Dawson Library in Montreal. She is interested in music librarianship, and knowledge management and information literacy in public libraries.



Traditional LIS Skills and Competencies

Taxonomies can be constructed by building on the many practices typically considered part of the librarian's skill set, such as analysis, abstracting, research skills, cataloguing and classification systems, synthesis, subject headings, controlled vocabularies, indexing and thesauri (see table 1).

It is clear that many of the traditional skills of LIS professionals would be transferable to taxonomy creation, perhaps modified to apply to wider, more open organizational structures. For instance, the lists of household items, countries, or controlled vocabularies given as examples of a flat taxonomy structure (figure 1) could easily be the bibliographies or lists of books that librarians traditionally create using research skills, analysis, and abstracting abilities.

In the cataloguing process, librarians are already familiar with the process of creating MARC records, in which aspects of a document are analyzed and entered into the record as metadata. These skills are applicable to facet taxonomies (figure 2).

Hierarchical taxonomy architecture (figure 3) directly reflects the broad-term and narrow-term relationships and the notion of authority control apparent in traditional subject headings. Further, the process of synthesis can be applied in both instances to more accurately render concepts or contents.

Network taxonomies (figure 4) are more complex, existing as a combination of hierarchy and star architectures and expressing very rich knowledge objects and their relationships to one

another. This semantic structure is another form of controlled vocabulary or authority control. Traditional LIS skills such as analysis, thesaurus creation, and indexing would definitely be applicable to network taxonomy.

In addition to information management skills, library and information professionals are traditionally taught basic interview and listening skills, and are expected to be able to communicate effectively in both written and verbal formats. These capabilities are useful in the construction of knowledge taxonomies, especially in ascertaining a common user language and appropriate subject categories.

Another factor to consider in assessing the applicability of traditional library and information professional skills to taxonomy is the common notion that a library is a physical structure—a school, university, or public library—dealing in physical manifestations of knowledge, usually in print format. This one-dimensional vision of a library is no longer accurate. Special libraries—for example, corporate or digital libraries—often do not fall into this category and do not necessarily share the same educational or public-oriented goals. The needs of these libraries are not usually reflected in the traditional LIS curriculum. In figure 5, I list the traditional LIS skills that are relevant to knowledge taxonomies.

New LIS Skills and Competencies

While existing LIS skills provide an adequate base on which to build an understanding of today's information reality, certain additional competencies and mind-sets

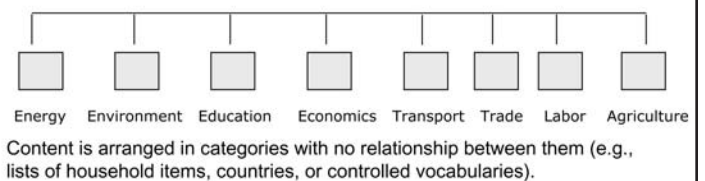
Table 1

Traditional LIS Skills Relevant to Taxonomies

Abstracting	<ul style="list-style-type: none"> Ability to create a written summary of the main features of a document or information item. Requires editing and writing skills.
Analysis	<ul style="list-style-type: none"> Determination of the individual parts that make up a whole.
Cataloguing	<ul style="list-style-type: none"> Process of creating a surrogate record for each item in a collection and assigning a cataloguing number to ensure retrieval.
Classification	<ul style="list-style-type: none"> Arrangement by subject of items on shelves, and of catalog and index entries most useful to information seekers. Uses existing schemes (e.g., Library of Congress, Dewey).
Controlled vocabularies	<ul style="list-style-type: none"> Standardized/authorized terms used to access information (also known as authority control). Use/UF. Must consider homographs, synonyms, variant word forms, abbreviations and acronyms, popular vs. technical terms, level of specificity, etc. <p><i>Subject heading lists:</i> Developed in library communities, use preferred terms (single terms or pre-coordinated phrases). Usually general in scope. Indicate broad terms (BT), narrow terms (NT), and related terms (RT) in a hierarchical fashion (e.g., LCSH, Sears, MeSH)</p> <p><i>Thesauri:</i> Developed in indexing communities. Made up of single terms (descriptors) or bound terms representing single concepts. Narrow in scope. Strictly hierarchical; each term usually has only one BT. NT and RT also used. Often multilingual.</p>
Indexing	<ul style="list-style-type: none"> Provides access to items in collections, journals, anthologies, conference proceedings, etc. Retrieval tool – indicates larger work in which the smaller work can be found but does not give physical location. Does not necessarily have authority control.
Reference skills	<ul style="list-style-type: none"> Ability to understand user's information need. Assists with information retrieval.
Research skills	<ul style="list-style-type: none"> Gathering information on a particular topic.
Synthesis	<ul style="list-style-type: none"> Representing complex subjects by combining various elements to develop class numbers, subject headings, or indexing terms that provide better specificity.

Figure 1

Flat Taxonomy Architecture



would be useful, especially with regard to taxonomy development. In particular, the ability to see the big picture, think conceptually, and deal with ambiguity are important to synthesizing a useful taxonomy. Lateral thinking and general contextual awareness are also important abilities when

visualizing multifaceted applications of subject headings that reflect as much as possible the relationships and value of knowledge objects to their user groups. Also, the traditional book-library focus must be broadened to include other kinds of libraries, information formats, and users.

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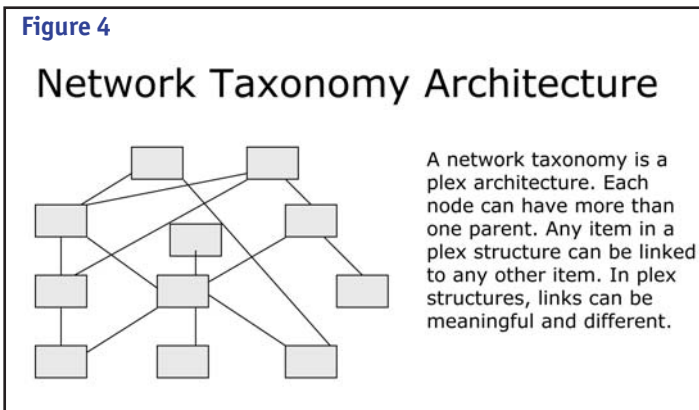
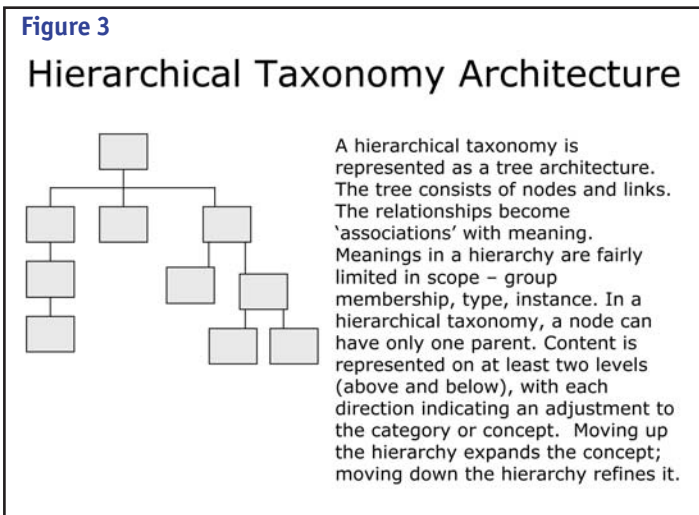
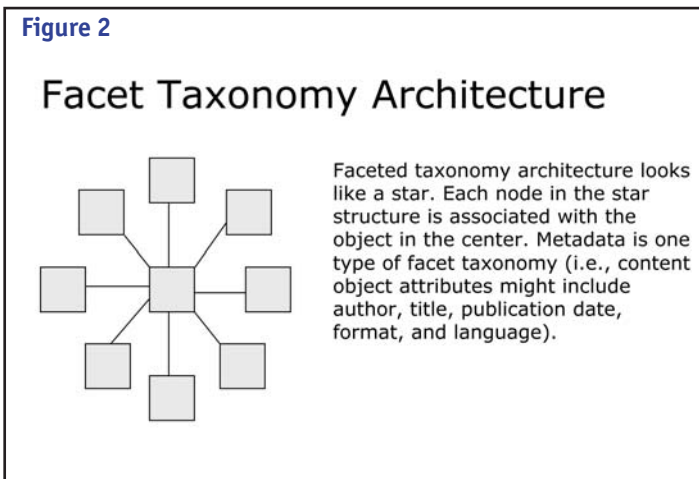
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By their nature, taxonomies can be inclusive, which can produce complexities because of the subjective, contextual, and tacit quality of some knowledge. To accurately assess the knowledge environment and the user group, including their needs and language, one must rely on effective communication and interpersonal skills. New LIS skills should include grounding in facilitating communication and consultation, building on the reference interview skills that are traditionally taught. Basic psychology and even journalistic abilities also would be useful to gain the confidence and cooperation of the group of people one must study in order to successfully build a taxonomy. Effective writing skills are important, too, especially for the Web (intranet, extranet, Internet), where much taxonomy is in evidence. Library and information professionals should have these competencies and should be familiar with effective Web design, online usability, optimum information architecture, and system design.

Taxonomy can help promote an organization's goals and vision, but the creation of a taxonomy requires good writing and design skills, as well as effective marketing of the classification tool. The dynamic nature of the knowledge environment necessitates continuous monitoring, evaluation, and appropriate adjustments to the taxonomy to keep it relevant, competitive, and valuable. This is very different from traditional classifications, which change slowly or allow synthesis only with many rules and regulations or conferences with peers.

The teaching of classification schemes should empha-



size synthesis and taxonomy development to better prepare library and information professionals for all aspects of the current information environment and that of the future. An understanding of Natural Language Processing, ontology in general, and the potential of keyword searching would help in determining how best to organize

information and make it available. Facility with the International Federation of Library Associations and Institutions' Entity Relationship (ER) model for bibliographic records would help in adapting traditional cataloguing skills to more abstract and conceptual ways of organizing information. The ER model characterizes

the universe in terms of entities and their relationships, which is similar to network taxonomy.

LIS skills must be updated continuously, and information professionals must be constantly aware of available software tools, not only with respect to taxonomy but to every facet of professional life. Library and information professionals should be able to live in "flatter," less stable environments, where information and technology constantly change; this is very different from the stable, hierarchical libraries their formal education may have prepared them for. The idea of the librarian as protector or intermediary of knowledge is another traditional role that affects taxonomy development and usage. The librarian as knowledge sharer, supplier, or educator is better positioned to develop and communicate taxonomies.

Advantages of LIS Profile

In the knowledge map in figure 5, it is evident that there are many advantages to having an LIS profile in the field of taxonomies. Many of the competencies cross over easily to taxonomy.

Librarians and information professionals are trained to think in terms of bibliographic control that renders information readily identifiable and retrievable.

Descriptive cataloguing, subject headings, classification, authority work, and MARC tagging are traditional information tools, and the underlying philosophy of coherently organizing information to provide logical access points remains applicable today.

Library and information professionals are accustomed to deciding what something is, how it is useful, and to



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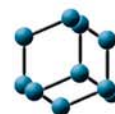
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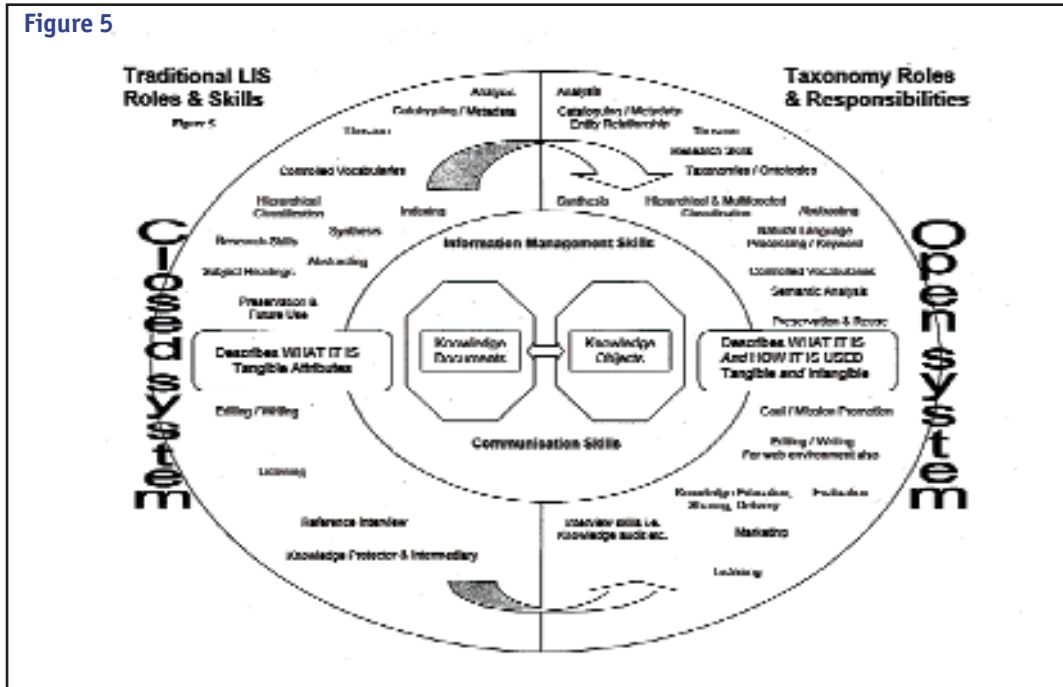
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Figure 5



whom—precisely what taxonomy development requires. LIS professionals already know about hierarchical classification according to broad or narrow terms; in fact, faceted classification (currently a buzzword for taxonomists) was invented by S. R. Ranganathan in 1927 as part of the Colon Classification scheme, although it has never been popular and is only for print documents.

Indexing, also part of the LIS profile, is an information retrieval tool that is applicable to the world of taxonomy. According to Hawkins, Larson and Caton (2003), an abstracter or indexer uses taxonomy to choose where to classify articles in a database.

The fact that indexing does not require authority control prepares the LIS professional for the ambiguity that is common in the open information systems where taxonomies live. Library and information professionals are already very familiar with the notion of controlled vocabulary and the problems created by language: conno-

tation, synonyms, homophones, and so on. They are already working with metadata and are traditionally trained to analyze, identify, and organize information. Adapting these competencies to an evolved information environment is a matter of being open to complex knowledge structures, notions of context, and the adaptation of old methods to better fill the needs of the new information user.

Disadvantages of Traditional Methods

While many traditional information organization methods map to taxonomies, it is often not without some adjustment. For instance, analysis becomes semantic analysis in taxonomy. Cataloguing no longer means just describing the concrete physicality of something and giving it a call number but also refers to more intangible concepts, such as mapping the relationships among pieces of information and making the information and the relationships accessible

online. This process connects directly to the notion of the surrogate record; in fact, it becomes more authentic in this process, but traditional classification schemes typically do not provide the extra levels of information.

A major change to conventional methods of organization relates to the acceptance of non-standardized classification schemes and the creation of one's own authority control. If Library of Congress or Dewey no longer sufficiently describe information, what can be used in their stead? Who has authority control? Where are the rules? The biggest change of all is the shift from perceiving information as one-dimensional, tangible items located in physical structures that must be accessed in person, with little thought to the relationships that make the information meaningful. Contemporary views of and demands for information are not well served by traditional ways of structuring knowledge. Traditionally, organized knowledge creates obstacles to the best way of represent-

ing it by not being able to provide as true a surrogate as possible.

The old image of sitting quietly cataloguing—with the Anglo-American Cataloguing Rules and the Library of Congress Subject Headings at hand, and occasional suggestions from the reference librarian of better ways to represent the collection—is obsolete. Much more personal interaction is needed to determine what kind of taxonomy is required, how best to structure it, and what language to use, and to monitor it over time for changes. To create a taxonomy in an organization, all explicit knowledge must be reviewed and efforts made to uncover tacit knowledge. These processes require interaction and people skills, especially the search for tacit knowledge, which is often where semantic relationships are revealed. Everyone in the organization must be consulted and involved to build a successful taxonomy. The role of lone cataloguer does not prepare library and information professionals for the realities of taxonomy; however, I believe that traditionally trained library and information professionals can be important assets to the field of knowledge taxonomies if they can embrace the realities of today's knowledge environment and use their backgrounds creatively to help their clients identify and access fully formed knowledge objects in a structure that fits their needs.

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Radical Reference

Taking Information to the Street



By Shinjoung Yeo, Joel J. Rane,
James R. Jacobs, Lia Friedman,
and Jenna Freedman

Radical Reference (RR) is a volunteer collective of library workers (librarians, support staff, and library school students) who believe in promoting social justice and equality. We provide independent journalists, community activists, and the general public with reference services and access to information that may not otherwise be easily available, via our Web site and on the street at political events.

RR was launched July 2004 to support citizens and activists protesting the Republican National Convention in New York City. During the convention, RR volunteers went into the streets to serve visitors from out of town, journalists, and anyone else who had a reference question. This “street reference service” was conducted using

carefully crafted “ready reference kits” that included maps, transportation information, lists of emergency phone numbers, and so on (http://radicalreference.info/RNC_RRkit).

Teams of “home support” volunteers were also on call for questions that could not be readily answered on the street. Home support also acted as a virtual affinity group by monitoring local mainstream and alternative media to keep the street reference volunteers informed about various events and police activities during the convention.

In less than a year, RR has become well known in the activist communities, where people recognize the critical role that information professionals play in the movement for social justice.

In response to this increased visibility, RR has expanded its services to include fact-checking workshops and

skill-sharing sessions on infoshops and alternative library resources, as well as fact checking at American Library Association (ALA) conferences. We have plans for projects as diverse as holding copyright activism sessions at ALA, creating indexes of alternative media resources, and creating an image archive for the New York City Independent Media Center. There are more than 150 RR volunteers across the United States, from a variety of professional backgrounds and with the ability to provide services in 10 languages.

Three factors have contributed to our group’s success: recognition of community needs, well-managed collaboration among RR volunteers and with outside groups to meet those needs, and the skillful implementation of open-source computer technology to facilitate RR’s work in the virtual environment.

Recognition of Community Needs

RR emerged in a political and social environment in which civil rights are under attack, corporate media fail to inform citizens in favor of entertaining them, and information itself has become a commodity to be bought and sold to the highest bidder. RR library workers advocate for the public interest and support activist communities with professional skills and expertise.

Many activists and organizations rely on quality information in their work; however, few have access to reliable and diverse information resources, or the time and skill sets to obtain that information in our rapidly changing world. By identifying this unmet information need, RR has been able to fill an important niche. RR volunteers have attended meetings of local activist organizations and participated in local events.

As a result of this direct participation, RR has become integral to these activist communities and able to pro-

vide services that are both responsive and proactive. For example, at the request of media activists in New York City, RR began providing research and fact-checking workshops, teaching people how to locate, analyze, and verify information. RR believes that to invigorate and empower underserved communities, it is crucial to teach them to recognize and satisfy their own information needs.

Collaboration

The second of RR's strengths is its commitment to collaboration. In the beginning, RR worked closely with the organizations planning for the Republican National Convention Convergence, and we have continued to seek opportunities to collaborate with many other groups. RR and the Boston Independent Media Center, for example, jointly organized a screening at the Lucy Parsons Infoshop of the film "Eyes on the Prize," a documentary that has not been publicly screened for more than 10 years

because of copyright restrictions. This screening was part of a nationwide event—Eyes on the Screen—organized by Downhill Battle (www.downhillbattle.org/eyes/). As part of the event, RR led a discussion on copyright and its effect on public access to information.

We also enjoy close collaboration among our 150 volunteers, who bring diverse skill sets and social and political backgrounds to the group. RR's reference system is designed specifically to tap into this collective knowledge base by allowing for various avenues of input by volunteers, providing a wide range of resources to those seeking information. In addition, during outside events, street reference and home support volunteers work closely together to ensure quality service.

Open-Source Technology

As a largely virtual community, RR could not offer its collaborative services without the creative use of Internet technologies. RR consciously uses shared open-source technology, non-



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RR's Web site content is managed by Drupal, software developed and maintained by a community and distributed under the GNU General Public License (www.gnu.org/copyleft/gpl.html). This software is written in PHP with a mysql database backend and integrated with various features such as a blog, wiki-like collective book modules, and other cooperative reference tools.

RR is also poised to become only the second organization to implement the new Lightning Bug software, which will facilitate and track reference transactions among our volunteers. In addition, during political events, we use Txtmob, a Web-based cell phone text-messaging service, to enable synchronous communication between street and home support volunteers; this service also connects us with many other affinity groups. Most crucially, the Web hosting, technology support, and software development that Lightning Bug provides for RR is offered gratis by Interactivist, a non-profit organization that supports groups working on issues of social justice.

In the name of convenience, libraries often overlook the underlying economic philosophies and principles of the technologies they employ. RR insists on being a holistic example of how a society can infuse technology with a sustainable organizational philosophy.

What's in a Name?

Some have questioned the use of the word "radical" in RR's name and have not been able to see beyond the work into RR's utility. According to the Oxford English Dictionary, "radical" has the following meanings: "going to the root or origin; touching or acting upon what is essential and fundamental; thorough." In a biological sense, "radical" implies going to the base in order to nourish an entire body. The word emerged in the 18th century as a political term; not until the 20th century was it assigned a

negative or extreme connotation.

As one RR volunteer, Discordia, said in response to a comment about RR on LISNews.com: "[L]anguage is not a static thing; rather, it is a place where social struggle takes place. The term itself is interpreted within a specific social context. By using the term 'radical' to define our service, we are challenging the mainstream meaning, which largely marginalizes the term and, along with it, certain groups" (www.lisnews.com/article.pl?sid=04/08/01/0640217&mode=thread&tid=28). As the original meaning of radical implies, the goal of RR's work is to go to the roots of our communities, which thirst for information access, in order to promote the growth of the entire community.

Conclusion

In the midst of today's social and political turmoil, we believe that library workers have a professional duty to reach out to their local communities, to use their skills and knowledge to foster a more egalitarian society. Radical Reference has become a place where anyone can ask a question and expect a carefully researched answer. This adaptation of traditional reference is a new and badly needed service, providing information to support not only independent journalists and progressive organizations but also students, teachers, and anyone who wants access to information that may be hard to find.

Radical Reference also strives to work within local communities to strengthen the ideas that knowledge is power and that information should be free to all. Our organization continues to evolve and grow, and we welcome others to join us in working to make information activism a part of every community and the Internet. Those interested should contact RR at info@radicalreference.info.

For more information, visit the following Web sites:

- Drupal (<http://drupal.org>)
- Eyes on the Screen (www.downhill-battle.org/eyes)
- Independent Media Center (www.indymedia.org)
- Interactivist (www.interactivist.net)

- Lucy Parsons Center (www.lucyparsons.org)
- Radical Reference (<http://radical-reference.info>)
- Txtmob (www.txtmob.com)


The authors are members of the Radical Reference Collective.

Shinjoung Yeo is a reference librarian at the University of California San Diego and San Diego Community College. She promised her mother that she would return to Korea in a year; that was 15 years ago. She lives with her tall partner in a small apartment.

Between adventures in Europe and Canada, Joel Rane works as a public librarian in his hometown of Los Angeles. His ancestors came across the stormy ocean, killed too many Indians, and lost the Civil War trying to give him a better life; after 15 years of paying off student loans, he finally has it. He is also a writer and a leftist no-goodnik.

James R. Jacobs is a government information librarian at the University of California San Diego. He used to keep bees and grow organic vegetables; now he keeps books and lives in a small apartment with his small partner.

Lia Friedman has been involved with Radical Reference since July 2004. She received her MSLIS from Pratt Institute, is employed as a music and research librarian, lives in Brooklyn, and is also a member of theexperiment.org, a free news experiment.

Jenna Freedman is the coordinator of reference services at Barnard College/Columbia University, where she recently founded a zine collection. 



Virtual Learning Series

July Topic:
**Digital Collaboration
Projects for Information
Professionals**

Part I
**The Digital Collaboration
Landscape**
July 6, 2005
2:00 pm - 3:30 pm ET

Part II
**Launching a Digital
Collaboration Project**
July 20, 2005
2:00 pm - 3:30 pm ET

Speaker:
K. Matthew Dames
Founder, Seso Group, LLC



www.sla.org/virtualseminar

June 2005

CoLIS 5: Fifth International Conference on Conceptions of Library and Information Science
University of Strathclyde
June 4-9
Glasgow, Scotland, UK
<http://www.cis.strath.ac.uk/external/colis5/>

SLA 2005 Annual Conference
June 5-8
Toronto, Canada
<http://www.sla.org/toronto2005>

Joint Conference on Digital Libraries 2005 (JCDL)
June 7-11
Denver, CO, USA
<http://www.jcdl2005.org/>

2005 CLA Conference
Canadian Library Association
June 15-18
Calgary, Alberta, Canada
<http://www.cla.ca/conference/2005/proposals.htm>

2005 Biennial CRMA Conference
Career Resource Managers Association
June 16-17
Bethlehem, PA, USA
<http://www.crmaonline.org/conference.html>

American Library Association Annual Conference (ALA)
June 23-29, 2005
Chicago, IL, USA
<http://www.ala.org/ala/eventsandconferencesb/annual/2005a>

Umbrella 2005
CILIP
June 30-July 2, 2005
Manchester, UK
<http://www.umbrella2005.org.uk>

July 2005

7th ISKO-Spain Conference: The Human Dimension of Knowledge Organization
University of Barcelona
July 6-8
Barcelona, Spain
<http://bd.ub.es/isko2005/en>

AALL 2005 Annual Meeting
American Association of Law Libraries
July 16-20
San Antonio, TX, USA
<http://www.aallnet.org/events>

August 2005

Sixth World Conference on Continuing Professional Development—Preparing for New Roles in Libraries
IFLA
August 11-13
Oslo, Norway
<http://www.ifla.org/IV/ifla71/calls-e.htm#cpdwl>

World Library and Information Conference: 71st IFLA General Conference and Council
IFLA
August 14-18
Oslo, Norway
<http://www.ifla.org/IV/ifla71>

September 2005

Hypertext 05
Association for Computing Machinery (ACM)
September 6-9
Salzburg, Germany
<http://www.ht05.org>

ASIDIC Fall 2005 Meeting
Association of Information and Dissemination Centers
September 11-13
Napa, CA, USA
<http://www.asidic.org/meetings/fall05.htm>

ARMA '05: 50th Annual Conference & Exposition
September 18-21
Chicago, IL, USA
<http://www.arma.org/conference>

9th European Conference on Research and Advanced Technology for Digital Libraries (ECDL 2005)
September 18-23
Vienna, Austria
<http://www.ecdl2005.org>

Your Career: A Straight Shot or a Shot in the Dark?
September 21
<http://www.sla.org/virtualseminar>

InfoX Conferences
Information Today
September 27-28
New York, NY, USA
<http://www.infox-ny.com/>

SARC III: Experience a Timeless Information Journey: Revolution and Evolution Continue
September 28
Williamsburg, VA, USA
http://www.sla.org/conf/conf_sar

2005 LITA National Forum
September 30-October 2, 2005
San Jose, CA, USA
<http://www.ala.org/ala/lita>

October 2005

EUSIDIC Annual Conference
European Association of Information Services
October 9-11
Innsbruck, Austria
<http://www.eusidic.org>

Internet Librarian International 2005
Information Today
October 10-11
London, UK
<http://www.internet-librarian.com>

Part 1: The Principles of Conducting a Library Benchmarking Project
October 12
<http://www.sla.org/virtualseminar>

3rd International Evidence Based Librarianship Conference
Australian Library and Information Association (ALIA)
October 16-19
Brisbane, Australia
<http://conferences.alia.org.au/ebl2005>

Internet Librarian 2005
Information Today
October 24-26
Monterey, CA, USA
<http://www.infoday.com/il2005>

Part 2: Integrating Benchmark Findings Into the Information Product Development Lifecycle
October 26
<http://www.sla.org/virtualseminar>

November 2005

Part I: Unlocking Knowledge from Text
November 15
<http://www.sla.org/virtualseminar>

Part II: Case Studies and Implementation Roadmap
November 29
<http://www.sla.org/virtualseminar>

December 2005

Copyright for the Corporate Librarian: The Importance & Consequences of Copyright Issues in the Digital Environment
December 7
<http://www.sla.org/virtualseminar>

Communicating the Value of Your Service
December 14
<http://www.sla.org/virtualseminar>

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Digital Licensing Questions

By Lesley Ellen Harris

Licensing digital content is increasingly part of the lives of librarians, so we must all take the time to fully understand this licensing. The following questions are often asked by licensors and licensees of digital content. The answers may lead you to a better understanding of your own licensing arrangements.

General Questions

What would a perfect digital license contain?

There is no such thing as one perfect license, because each agreement must reflect the needs and requirements of the involved parties. Although some model licenses have been developed, each situation is unique, and you must ensure that your license meets the particular needs of your library and the content owner with whom you are entering the license. The perfect digital license would be one that sets out terms and conditions that satisfy both the content owner and the user of that content.

Are license and assignment the same thing?

No. A license is mere permission to use content according to specific terms and conditions. An assignment is an outright purchase of the rights to that content. Most digital content is licensed on a nonexclusive basis.

Must all licenses be in writing?

They should be. This is not always necessary, but it is a good idea as a summary of your

negotiations and a single document that sets out the terms and conditions of use. A written agreement also helps if you are managing multiple digital licenses entered into by your organization. U.S. state law and Canadian provincial law have different requirements regarding when a legal agreement must be in writing.

What if the content owner does not provide you with a written license?

Ask about terms and conditions. Ask the content owner if there is a license with terms and conditions of use on their Web site or if they could e-mail or otherwise send you a copy of that license. If a license is not available, ask the content owner to set out the terms and conditions of use in a letter to you, so you have a record of the nature of the license.

What if a license is not negotiable?

Except for click-through, Web wrap, or shrink wrap agreements, most licenses are negotiable. If you are faced with a license that does not meet your needs and does not appear to be negotiable, ask the content owner about the portions of the license that you would like amended and try to open a discussion and negotiation to

ensure that the final license meets your needs.

Can your warranty and indemnity protect you from a content holder who does not really hold the rights to the content being licensed?

It is always best to enter into any licenses or negotiations with content owners whom you trust. If you are suspicious that the content owner does not own some or all of the rights being licensed, it is best to terminate your negotiations and find and work with a more trustworthy content owner. Although a warranty and indemnity may protect you to some extent, they can be expensive to enforce; and you may find that the content owner does not have the funds to indemnify you against any losses or legal fees resulting from using content that belongs to another party.

Aids in Negotiating Licenses

How can principles endorsed by an association help our organization in negotiating licenses?

You can use licensing principles as a checklist. Similar to model licenses, these principles can be a helpful guide in developing your own policy and in negotiating licenses. Use these

principles with caution and as a checklist, rather than following them blindly, and adapt them to meet your particular needs and circumstances.

Is it necessary for our library to have a licensing policy before entering into negotiations?

No. A licensing policy is not part of the negotiations with content owners and, in fact, should be kept confidential. Such a policy functions as an internal guide, ensuring a consistent approach for negotiating all licenses. The policy should be developed through a consensus among various people and based on accumulated experience; it should guide you through the negotiation process, setting goals and bottom lines for your organization.

Homework Before Negotiations

How does a library determine what rights should be in the license?

Determine how the content will be used, then ensure that the license reflects these uses. It is best to determine these rights in advance to ensure that you are meeting your needs and not simply reacting to the licensing offer from the content owner.

Lesley Ellen Harris is a copyright lawyer/consultant who works on legal, business, and strategic issues in the publishing, content, entertainment, Internet, and information industries. She is the editor of the Copyright & New Media Law Newsletter: For Libraries, Archives & Museums, and the author of several books, including Licensing Digital Content: A Practical Guide for Librarians. She often speaks at conferences and teaches online courses on copyright and licensing. For more information, visit <http://copyrightlaws.com>.



Consult various people in your organization, from your lawyer to your acquisitions librarian to your reference librarian. Consult your patrons and researchers when that is possible.

Does the publisher/distributor/aggregator always own the content being licensed?

In some situations, you will license content directly from the owner; however, in many situations, you will be licensing from a publisher, distributor, or aggregator who has rights to license content owned by

someone else. In any situation, be sure that the licensor actually has the right to license the content to you. It is prudent to include a warranty clause in the license stating that the licensor actually has the right to license that content to you; however, do not rely on this clause. If you have any doubts, look for a different licensor.

**Understanding Terms
Where can we find definitions of words that we need to include in the definition section of our license?**

Some technology dictionary

ies might be helpful, but because you will be defining the words for the specific purposes of your license, it is best to ask various staff members—especially those who deal directly with the content involved—how to define the terms for your purposes. Sometimes the definitions will have to be negotiated with the content owner, as different meanings given to different words can affect the terms and conditions of the license.

Is there a definition of “commercial use?”

There is no single definition of the term “commercial use.” It is up to the content owner and the library to define commercial use in a manner that meets the needs of the license. This may be negotiable.

Does “personal use” in a license include an individual researcher who is paid \$30 an hour for his research?

There is no set definition of “personal use.” For each license, personal use should be defined to meet the needs of that particular license and arrangement.

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Fair Use and Interlibrary Loans

Is fair use/dealing applicable when content is subject to a license agreement?

If the agreement does not mention fair use/dealing, then fair use/dealing is applicable. However, the license may limit the scope of fair use/dealing. This is something you may wish to discuss with the content owner.

Can a license prohibit interlibrary loans (ILLs)?

Yes. A license may prohibit ILLs. However, this may be a point of negotiation.

Why does the same publisher allow ILLs from a print

copy of a journal but not from an electronic copy?

Many publishers are concerned that electronic copies of content will be distributed beyond their intended audience. For instance, if one library electronically lends a journal to another library, the publisher may have little control over who else may access the electronic copy. Unlike a print journal, an electronic journal can be e-mailed to millions and even billions of people around the world in seconds. In some situations, publishers will allow a print copy of an electronic article to be loaned to another library, while the same article in an electronic form may not be loaned. This

is something you will need to address in your license.

Frequently Negotiated Areas

How can we avoid entering into the same license year after year?

You can negotiate a license for a longer duration than one year or you can include a clause for automatic renewal in certain circumstances, so that if the license is working well, you do not need to renegotiate it each year.

What if the content owner wants a higher fee for the content than we can afford?

If you cannot negotiate a lower fee for the electronic content, try narrowing the terms and conditions of use. For instance, offer to restrict the number of users who will have access to the content or the number of years to be covered in the license.

After You Sign the License

What if the content is not available for the duration of the license?

Consider this possibility before you sign the license. Ask the content owner for some guarantee with regard to maximum downtime for maintenance and so on, and ask for either a reduction in the license fee or an extension in the license to compensate you for downtime beyond this amount. Consider including a clause that will release you from the contract obligations or at least provide for a reduction of license fees if the content is not available over the duration of the license.

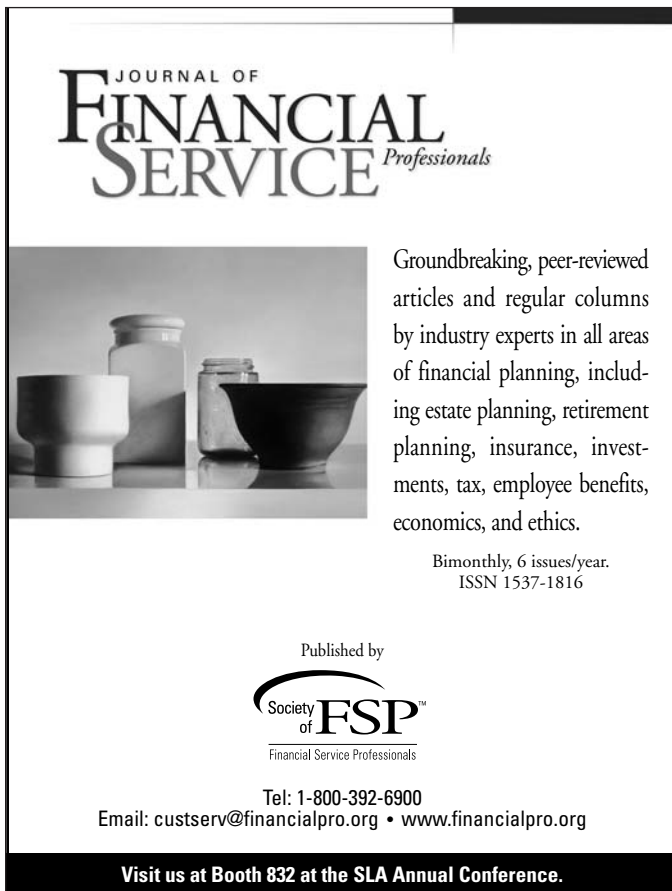
What if we need a right that is not included in the license; for instance, the right for a patron to e-mail herself a copy of an article from a licensed database?

If the right is not specifically included in the license or cannot be interpreted as an authorized use in other rights granted or uses permitted, the patron will not be able to e-mail the article to herself. You may be able to amend the license with the content owner or to include this right when the license is renewed.

May an organization archive licensed content and provide access to it after the license has expired?

That would depend on the terms of your license. If this topic is not addressed in your license, you should not be making archive copies or providing access to these copies after the expiration of the license. Access to previously licensed content is a controversial issue and one that is difficult to address in a license. Currently, it is the subject of much discussion among libraries and publishers, and these discussions are well worth following.

These questions and answers are adapted from *Licensing Digital Content: A Practical Guide for Librarians* by Lesley Ellen Harris, published by the American Library Association in 2002. 🌐



The image shows the cover of the 'Journal of Financial Service Professionals'. The title is prominently displayed in a serif font. Below the title is a photograph of several glass jars and a bowl on a reflective surface. To the right of the photo, there is a short description of the journal's content, its frequency, and ISSN. At the bottom, the publisher's name 'Society of Financial Service Professionals' is shown with a logo, along with contact information including a phone number, email, and website. A black banner at the very bottom of the cover contains the text 'Visit us at Booth 832 at the SLA Annual Conference.'

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Tiny Libraries

By Stephen Abram

You know you're an old fogy when you tell stories of the dinner plate-size disks we used in the early eighties. Ours were about 10 inches across and held just a few documents. They could only be used on an AES word processor, and we couldn't easily port them to another machine. We thought that people who could do "word processing" (rather than merely typing) had advanced technical skills, and their pay at my firm was more than that of the librarian—me!

Once we got our first Osborne luggable PC and some early Apples, the mystique vanished, along with the WP jobs and the WP supervisor. Personal computing became personal—no more WP pool. We happily stored files on cassette tapes and then 5¼-inch disks, followed by 3½-inch diskettes. 'Twas still pretty small portable storage until CD-ROM and then DVD came along. I even recall the day our AES hard drive disks crashed, with an ear-splitting noise heard throughout the office tower. Yep—I am an old fogy.

Most of us are familiar with the small keychain drives we now use instead of floppy diskettes. Variably called USB drives, flash memory, or thumb drives, these neat and inexpensive devices are gearing up to change our world. Yes, they

do a great job of letting us move software, documents, and files from one computer to another. Their capacity is also getting huge. It's easy to find affordable USB drives with 40 GB of space. It's also easy to find cheap ones that work on nearly every PC and beyond. They're so ubiquitous that most PC manufacturers have moved the USB slot to the front of the computer box with the other drives (if there are any; they're disappearing) so we can get at it easily. I get frustrated when I use hotel business centers and have to crawl under the desk to access the USB port. I always make the point on the comment card: evolve!

One manufacturer has gone beyond supporting storage of just what we choose. SanDisk's BookLocker was released in early 2005. Have you felt the weight of our kids' backpacks? We are building a steady future income for chiropractors, drugstores, and manufacturers of back pain relievers. Our little tykes should cart USB thumb drives instead of huge tomes of textbooks to and from school. SanDisk aims to change the face of textbooks by providing class collections on a secure drive called the Cruiser USB drive, which carries the BookLocker software that securely provides electronic texts for educational applications and markets (using a proprietary digital rights man-

agement solution).

The big leap is that readers will need a PC, laptop, or PDA to read off the BookLocker. Given the storage capacity, one can imagine a whole class collection easily and cost-effectively delivered to our learners. Since fewer than 1,000 books cover more than 80 percent of the U.S. K-12 curriculum, there's hope for the backpack toters of the future. Some schools of dentistry have loaded the entire first year's reading onto a CD. Why not a USB drive that allows you to make notes on the text (highlighting at a minimum) and fill in exercises and quizzes?

In my first job, I supported a national accounting and audit practice. The huge shelves of statutes, rules, regulations, and guidelines were far too big for an audit bag. FASB, ICAEW, AICPA, IASC, CICA, etc., were the alphabet soup of my life. In my day (old fogy talk),

clients called the library and we sent the relevant rule to them by photocopy in internal mail. It got faster when fax became ubiquitous. The rules are online and on CD now too.

It's easy to see how one of these USB tools can be purposed for auditors' or accountants' needs. The USB collection would have no need to be online (which the CD was meant to fix) but would be easily updateable (which CDs do poorly). No need to increase the laptop cost and weight with a CD drive. Ahhh, modern technology.

SanDisk is releasing a secure digital (SD) card with built-in USB, so it may even be time to retire your memory card reader. It's about the size of my thumbprint. Amazingly, SanDisk has managed to embed high-speed USB 2.0 connectivity into the SD card, bringing plug-and-play convenience to a new level.

Now all you have to do is plug your SD card directly

Stephen Abram, MLS, is vice president, innovation for Sirsi Corporation. He is past president of the Ontario Library Association and current president of the Canadian Library Association. In June 2003 he was awarded SLA's John Cotton Dana Award. This column reflects Stephen's personal perspective and does not necessarily represent the opinions or positions of Sirsi Corporation. Products are not endorsed or recommended for your personal situation and are mentioned here as useful ideas or places to investigate or explore. Stephen would love to hear from you at stephen.abram@sirsi.com.



into any USB port to begin transferring your data, images, audio, or video between devices. The new mechanical design does away with the need for a removable cap (which old fogies like me are continually losing!) and even features an LED that blinks when data transfer is taking place, all on the tiny form factor.

What I find most exciting is the potential to cost-effectively bring your own content and storage device *and* your own personalized software to your library. All you need to do is plug in your thumb drive and start to work; when you unplug, no one need know you were there. Imagine being able to use your own bookmark lists wherever you go, your own files of Word and Excel, your IM buddies list, your e-mail contacts, and your own personalized browser default settings! Sounds a bit like the CIA's or KGB's spy technology in the hands of teenagers. Cool.

So, how do you get small, fulsome applications to put on your thumb drive? Well, it's easy. You go to a site called TinyApps.org. (<http://www.tinyapps.org>), where downloads of mostly FREE tiny applications are available. The site supports Windows, Palm, and OS X tiny apps. There are hundreds of tiny applications on the site. They include software for the Internet (tiny Web browsers, pop-up blockers, e-mail clients, file

sharers, voice over Internet protocol (VOIP) clients, firewalls, and more), document applications (text editors, spreadsheets, database, PDF readers, and more), tiny Trillian instant messengers, graphics tools, system tools, file management tools, and other cool tools (media and music players, calendars, clocks, converters, security tools, and more).

What is a tiny app? As defined by this Web site, a tiny app (application) is software consisting of 1.44 MB or less. Tiny apps range from the minuscule Tiny IDEA (a mere 448 bytes) to the awe-inspiring QNX demo disk, which pretty much fills an old-style floppy. To qualify for TinyApps, a program must:

1. Not exceed 1.44 MB.
2. Not be adware or spyware.
3. Not require the VB/MFC/.NET runtimes. Also, preference is given to apps that are 100 percent self-contained, requiring no installation, registry changes, etc.
4. Preferably be free, and ideally offer source code. Shareware will be listed only if there is no freeware alternative.

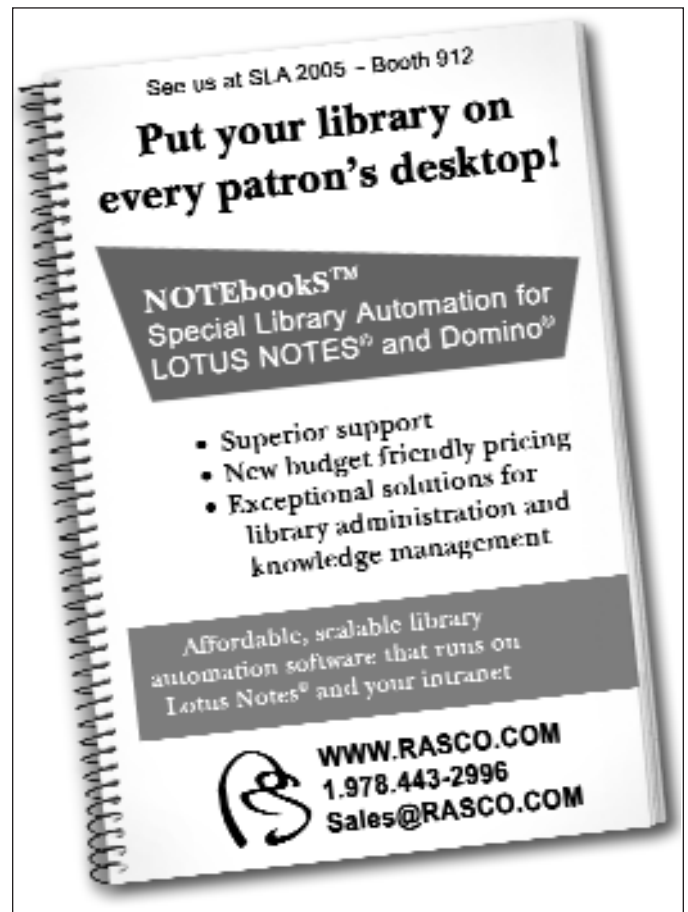
So, the day is here when we can put simple, standardized applications, personal preferences, e-books and textbooks, and other resources on a small, cost-efficient device that any user can run on nearly any computer. Not bad—and surely an opportunity for

special libraries to improve ease of use, personalization, and internal and licensed content distribution.

Now, just imagine when your iPod can do all this, and back up your PC. It can now! Oh yeah, it can also work on your smart phone. Cool. And many of our users already have an iPod, or a laptop, and a smart phone and easily move files back and forth (no difference between moving a song as an MP3 or a com-

puter game and moving apps, data, and docs). They're already trained!

There you go. Our world really is getting smaller, and so are our devices. The tiniest devices will change the way we think about our world of work and play. Keep watching this technology. It's not just about storing and moving files anymore. 🌐



One Small Step for Cinderella

By John R. Latham

I may be telling tales out of school, but my impression is that records management is the Cinderella of most organizations. It took on a slightly more important air when we were being tantalized by knowledge management software systems a few years ago. But when we found out that—because they required human buy-in—these systems were not the be-all and end-all, back she went to scrubbing floors.

Let's be honest, until Sarbanes-Oxley came along, most senior management could not have been less interested. Unless a company had lost a law suit because of the lack of supporting evidence, which had either been destroyed or could not be accessed, records management was grossly under funded. The problems are getting bigger every day.

In many cases the responsibility for records management, if given to anyone, is assigned to the library or information center, generally because management does not know the difference between records, archives, and books. Even if for the wrong reasons, this responsibility is now within the right area. Who better to oversee systems heavily dependent on access than the information professional?

SLA's HQ is no exception in having the Information Center in charge of records retention, archiving, and the dissemination of information. In a fit of honesty, I also have to admit that Cinderella is alive and well at HQ, but writing this column will spur me on to greater action.

As so often is the case with me, something said at a course sets me off on my road to Damascus. At a local ARMA chapter presentation on managing e-mail and e-records, the presenter, John Montana, explained that it is better to have a simple and sub-optimal rule complied consistently than a Rolls-Royce system applied inconsistently or not at all. (See Cunningham & Montana Inc., www.cunningham-montana.com.)

Perhaps that's stating the obvious, but by starting from that premise, you are much more likely to develop simple procedures

that work now. Vendors will sell you excellent products, but however good they are, their success will depend on whether staff is able or willing to make them work. A simple procedure that works is one small step for Cinderella, but one giant leap for the organization. Apologies to Neil Armstrong.

The onset of e-mail and e-records has had a significant effect on communicating. We appear to have gone from a period, not long ago, when we were bemoaning the death of the written word, to now panicking about the excess of written communications. The problem is that there is such a surfeit of electronic communication that it is either instantly deleted or totally inaccessible because it is not organized.

We used to think that nothing important or legal was sent or received via e-mail, so controlling it did not matter. How wrong we were. I never knew, nor did not bother to inquire to find out, that electronic signatures, in whatever format, are valid with limited exceptions. A signature is anything that you intend to be a signature...even a thumb print or initials at the end of an e-mail. It is too easy to behave like an ostrich, and hope that if we do nothing, it will go away.

This subject cannot be covered in a column, and every organization has totally different issues, or already has systems in place, but here are some ideas to consider about e-mail management. Perhaps there will be one little gem that will be the epiphany to spur you to action.

Start by working on procedures for organizing e-mails within MS Outlook, or whichever system you use. Spend some time with, or survey, staff to find out what filing systems they use, if any, and what they are trying to achieve from this system. Often staff is not aware of functions available that would meet their requirements. I know that I often see someone doing something that is exactly what I would like to do, but was not aware of that function.

Before the launch of new procedures,

ensure as far as possible that you have staff buy-in. They are unlikely to make a system work if they do not see an improvement over what they are already doing.

Develop a standard file plan and naming convention. Some staff may have excellent filing plans already, but most file in General or Miscellaneous, if they file at all. They may be using Copernic or Google to search for e-mails and electronic documents, but many staff will need help in choosing file names and simple hierarchies. Assume the worst when it comes to considering what you think staff understand and do automatically (although you might be pleasantly surprised at their initiative).

Obtain buy-in from senior management. Without that support you will probably be flogging a dead horse. Management will need to see real value in implementing the procedures, but if they are sold on the idea, their support will be invaluable. For a start, properly implemented procedures can save computer space, avoid expensive litigation, and save significant time in the retrieval of records or information.

With management support, staff can be made accountable if they do not comply. Nothing encourages staff more than something that affects their evaluations, career progress, and remuneration. Try to have compliance added as a criterion for annual evaluations.

Identify high-risk areas when working on the retention schedules. Not everything needs to be retained. The legal requirements for retention are generally less onerous than one may think.

These are just some random suggestions. If staff consistently adhere to a filing plan and retention schedule for their e-mail records, you then have the basis for implementing knowledge or records management systems that will really save time and improve communication and information sharing. Without being able to install a simple system that is universally adopted, the expensive sophisticated systems will never work.

It is all up to people, so keep it simple.



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