Information Outlook, October/November 2010

Special Libraries Association

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Uncovering information about taxpayer eligibility about flexible tax payment options related to the Gulf Coast oil spill isn’t easy. Dow Jones today published a phone number for the Internal Revenue Service hotline, 1-800-829-4933, for information on-line, or call the hotline and we’ll tell you if you are eligible for a suspension of tax collection or examination actions. Taxpayers who request a suspension, however, will still be required to pay interest on outstanding balances. The IRS is also offering victims additional flexibility for missed payments offers to taxpayers with a clean payment history. The IRS acknowledged that even if it’s been hard to get help, they would now point you to information. The IRS will offer taxpayers direct access to federal employees who can work to resolve tax issues related to the oil spill.

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If you’re a leader, you simply must attend the 2011 Leadership Summit. You will learn practical skills to grow in your leadership role in SLA or other volunteer organizations which will then assist in elevating your leadership skills in your job. That translates to what today’s employers are seeking in today’s information professional.

Register Today
www.sla.org/2011LeadershipSummit
Living in the ‘New Normal’

People of every generation think they live in a time of dramatic change—change far more revolutionary than any that came before. I try very hard not to be one of those who lament the loss of better times and say the past was better than the present. What I do say, however, is that we are living in a “new normal” state of affairs. Old assumptions and practices are passing away, and what we are left with has become a kind of replacement for what had been normal.

Lee Rainie of the Pew Internet Project, in his presentation “Surviving in the New Information Ecology,” compares the Industrial Age—where information was scarce, expensive, institutionally-oriented, and packaged for consumption—with today’s Information Age, in which information is abundant, cheap, personally oriented, and designed for participation. The Information Age features a lush information ecosystem, in which mobile phones, computers, digital and video cameras, DVRs, MP3 players, and PDAs facilitate the flow of information. According to Rainie, 75 percent of U.S. adults now use the Internet, 80 percent have mobile phones, and 53 percent connect to the Internet wirelessly. The Internet is a change agent of tremendous volatility, causing “new normal” behaviors to emerge and replace the “old normal.”

So, what does this have to do with us? Are we being made irrelevant by new normal tools and behaviors? Are we uninformed or unprepared to assume strategically important roles in this new normal world? In my view, the answer to the second and third questions is an emphatic “no!” But if we are to survive and prosper, we must adopt four important and fundamental beliefs.

First, a roadmap is required. Lewis Carroll, author of *Alice in Wonderland* and many other books of whimsy, said, “If you don’t know where you are going, any road will get you there.” We don’t want to travel by just any road, but by the best-informed, best-prepared route. I would suggest we look to the Alignment Project and the emerging Alignment Toolkit, which will offer elements to create our roadmap. The toolkit will provide résumé templates and sample cover letters, brand-building suggestions and examples, communication tools, descriptions of best practices, and information about skills we can use to transition to other jobs.

Second, fundamental values matter. Our core competencies of selecting and acquiring the best and most appropriate content, organizing and describing content in ways that make it useful and findable, assisting in choosing the best sources, and teaching others to use our tools have never been more needed and more valued. We need to describe these skills in ways our clients can understand and continually adapt them to meet the needs at hand.

Third, follow the money. By this, I mean we must believe in the value we provide, measure and articulate that value in meaningful ways, and create sustainable programs, organizations and services that fit the new normal. We are not, as a profession, skilled at measuring and articulating our return on investment, but the Alignment Toolkit will provide us with suggestions and examples for measuring and demonstrating value within our organizations.

Finally, action trumps inaction. Will Rogers, the American humorist, once said, “Even if you’re on the right track, you’ll get run over if you just sit there.” Holding back and waiting for someone else to take the initiative is not a good strategy at a time when the new normal is being invented. Take action to ensure you, your function, your skills, and your fundamental competencies become part of the new normal.

We must move away from old models that do not work while adopting new models that take advantage of our skills. Changes in information delivery, storage, organization, and acquisition beg for a new normal. We must become the centerpiece in making the new normal a success. SLA
Mai Elected SLA President for 2012; Vote Sets Record
The 2010 election for the SLA Board of Directors drew a record turnout, as more than 27 percent of members helped elect five new leaders to the organization’s governing body.

Brent Mai, university librarian at Concordia University in Oregon, was elected president-elect for 2011. Ulla de Stricker and Richard Huffine were elected chair-elects of the Chapter Cabinet and Division Cabinet, respectively, while Jill Hurst-Wahl and Sara Tompson were elected directors.

All five will serve three-year terms on the board. Mai will serve as president-elect in 2011, president in 2012, and immediate past president in 2013, while de Stricker and Huffine will serve as chair-elect, chair, and past chair of their respective cabinets.

The electees will begin their terms on the SLA Board of Directors on 1 January 2011 and will participate in their first board meeting during the association’s annual Leadership Summit in Washington, D.C.

Of 9,400 SLA members eligible to vote, 27.27 percent (2,563) did so. That percentage represents a new high for a Board of Directors election, topping the previous mark of 26.79 percent set in the 2009 election.

Three Inducted into SLA Hall of Fame
A pioneer of solo librarianship, a valuable mentor to and advocate of librarians around the world, and a tireless supporter of the SLA New York Chapter have been inducted into the Special Libraries Association’s Hall of Fame.

Guy St. Clair, Judith Field and John Ganly were welcomed into the Hall of Fame during the Opening General Session of the 2010 Annual Conference. SLA reserves Hall of Fame recognition for service and contributions to the association by members who are at or near the end of their active professional careers.

St. Clair’s involvement with SLA began in 1970 and has included stints as chair of the Museums, Arts, and Humanities Division, president of the New York Chapter, and president of SLA (1990-1991). He received SLA’s Professional Award in 1989 for his work as a pioneer within the library field. More recently, he authored the association’s centennial history, SLA at 100.

While working as the library director at the University Club of New York, he began to recognize a need for a new direction in the librarian community—a direction that would allow individual librarians to provide the best possible service and knowledge to parent organizations and surrounding communities. To fulfill this need, he began working with a colleague, Andrew Berner, to offer consulting, training and publishing services to librarians nationwide. He also began publishing The One Person Library: A Newsletter for Librarians and Management, which highlighted the role of the one-person library in the library community.

He later went on to establish a new field in the librarian profession—a field he calls knowledge services, which combines information management, knowledge management and strategic learning. He remains active in knowledge services through his company, SMR International, and by teaching knowledge management certificate courses for SLA’s Click University.

Field has influenced the lives of hundreds of librarians and information professionals through her work as a teacher and her passion for mentoring. As a faculty member at Wayne State University’s School of Library and Information Science, she has been instrumental in making sure students understand the importance and value of the profession. As an advocate of librarians and information professionals and the contributions they can make to their surrounding communities, she has served as a role model for many of her fellow librarians.

She served as SLA president in 1997-1998 and currently serves on the board of directors of the International Federation of Library Associations and Institutions (IFLA), of which SLA is a member. She has received several honors and awards from SLA throughout her career, notably the Rose Vormelker Award (2001), the President’s Award (2002), and the John Cotton Dana Award (2006). In 1994, she was named an SLA Fellow.

Ganly has been an SLA member since 1984 and is recognized as a pioneer in developing, practicing and
teaching business librarianship. For example, as assistant director of the Science, Industry and Business Library of the New York Public Library, he made available the largest number of online resources (100 and counting) in a business public library free to all library card holders.

Within SLA, he is widely regarded as an integral member of the New York Chapter for his contributions in the areas of fundraising, vendor relations and local networking. As chair of the chapter’s Centennial Committee, he spearheaded a year-long celebration of outstanding programs, a centennial dinner, and a full-day Information Forum, which brought together more than 90 members to investigate the future of the profession. He is credited with instituting monthly chapter events and raising hundreds of thousands of dollars to support the chapter.

Greenwell Receives 2010 Dow Jones Leadership Award

A founder and first chair of the SLA Academic Division who later helped plan and manage a popular university library is the 2010 recipient of the Dow Jones Leadership Award.

Stacey Greenwell, associate dean for academic affairs and research at the University of Kentucky (UK) libraries, has been active in SLA since 2001. She chaired the IT Division in 2007, led the petition drive to launch the Academic Division in 2008 (and served as the division’s first chair), was a member of the SLA Centennial Commission, and served on the 2010 Annual Conference Planning Committee. She has served the Kentucky Chapter in a number of roles and received the chapter’s Professional Award in 2006 and Outstanding Member Award in 2008. She was named a Fellow of SLA in 2009.

As associate dean at the UK libraries, she is responsible for the administration of all public services in the William T. Young Library and in nine branch locations. She previously served as head of the UK Information Commons (the Hub), a vibrant, collaborative student space that combines a technology help desk and computer lab with traditional library reference services. She served on the planning group for the Hub and managed its operation from its opening in March 2007 to August 2010.

Greenwell earned a master of library science degree from UK in 1998. In 2009, she entered the doctoral program in instructional systems design in UK’s College of Education.

The Dow Jones Leadership Award is presented annually to an SLA member in good standing who exemplifies leadership as a special librarian through examples of personal and professional competencies.

Nominations Sought for Leadership Positions

Looking for a way to take your leadership skills to the next level? Know someone who has the skills, desire and drive to help SLA members become “future ready”? If so, the SLA Nominating Committee invites you to nominate yourself or recommend a colleague to serve in one of the following leadership positions:

• President-elect;
• Chapter cabinet chair-elect;
• Division cabinet chair-elect; or
• Director (two positions).

The committee is seeking 10 candidates—two for each of the five positions—to stand for election in September 2011 and commence serving in January 2012. Nominations must be received by 7 January 2011. Details about the responsibilities for each position can be found on SLA’s Web site at http://www.sla.org/content/SLA/governance/bodsection/descriptions.cfm.

All SLA members, especially leaders of divisions, chapters, committees, and councils, are encouraged to identify people they think are ready and willing to serve as members of the association’s board. Service on the board provides an opportunity to expand your management and leadership abilities, and the skills learned can easily be applied to your job and career.

To nominate an SLA member for the board, forward the following information to any member of the Nominating Committee:

• The nominee’s name, address and phone number;
• The board position for which you are recommending the nominee;
• The length of time the nominee has been an SLA member;
• Offices the nominee has held in SLA chapters, divisions, committees, or councils;
• The association-level committees on which the nominee has served;
• Other SLA and professional activities (e.g., teaching CE courses or writing articles for publication) in which the nominee has participated; and
• Any additional information that distinguishes the candidate from others and illustrates why he or she is an ideal candidate for the board.

Nominations can be sent to any member of the Nominating Committee. Names of committee members are available at http://www.sla.org/content/community/committee/nom.cfm. SLA
Corporate Boards Playing Bigger Role in Risk Management

Interviews with several members of U.S. public company boards representing a variety of business sectors (including manufacturing, real estate, telecommunications, health care, and banking) found that corporate directors are playing a growing role in risk management, a trend that may have implications for librarians and information professionals at these organizations.

“The financial crisis underscored the importance of risk management in the pursuit of a business strategy,” says Matteo Tonello, director of corporate governance research at the Conference Board, which conducted the study in collaboration with McKinsey & Company and the Global Association of Risk Professionals. “Today, as companies recover from that turmoil, many corporate directors wonder if they and their boards are doing all they should to fulfill their fiduciary duty with respect to risk oversight.”

The study report, “Director Insights on Emerging Risk Oversight Practices,” is based on a series of interviews with corporate directors. It summarizes the most important insights obtained from the interviews and highlights a set of concrete, emerging best practices for boards in this area. These best practices are as follows:

1. Assign the responsibility of risk oversight to the full board and the burden of risk oversight to the right committee(s).
2. Consider the full breadth of material risks that can affect the company.
3. Push for a deep understanding of the key risks.
4. Secure the right expertise on the board.
5. Nurture a healthy tension borne by diversity.
6. Engage the broad management team.
7. Embed risk discussions in all board processes.
8. Avoid the “bureaucratic trap”—insist on more substance, less process.
9. Make risk management actionable, not just an exercise.
10. Take ownership of improving risk management in the organization.

The report also discusses three additional practices that until now have been used almost exclusively in the financial sector but are expected to become increasingly common among non-financial companies as well. These practices are the use of stress testing techniques, the adoption of a “risk appetite statement,” and the analysis of the risk effects of executive compensation.

For more information about the study, visit www.conference-board.org.

Mobile Applications, Video among Leading Strategic Technologies for 2011

Mobile applications and video are not new, but both are expected to be among the top technologies and trends that will be strategic for most organizations in 2011, according to a study by Gartner.

Gartner defines a strategic technology as one with the potential for significant impact on an organization during the next three years. A strategic technology may be an existing technology that has matured and/or become suitable for a wider range of uses; it may also be an emerging technology that offers an opportunity for strategic business advantage for early adopters.

The top strategic technologies for 2011 include the following:

Mobile applications and media tablets. Gartner estimates that by the end of 2010, 1.2 billion people will carry handsets capable of mobile commerce, providing an ideal environment for the convergence of mobility and the Web. Mobile devices are becoming comput-
Context-aware computing. Context-aware computing is based on the concept of using information about an end user’s environment, activities connections and preferences to improve the quality of interaction with that end user. The end user may be a customer, business partner or employee. A contextually aware system anticipates the user’s needs and proactively serves up the most appropriate and customized content, product or service. Gartner predicts that by 2013, more than half of Fortune 500 companies will have context-aware computing initiatives; by 2016, one-third of worldwide mobile consumer marketing will be context awareness-based.

For more information about the leading strategic technologies for 2011, visit www.gartner.com.

Social Networking on Increase, but Content Creation Stalled
Social networking continued its rapid growth during the past year, with participation in social networks rising by 11 percent in Europe, 18 percent in China, 11 percent in Australia, and 8 percent in North America, but neither these nor any other markets exhibited growth in the number of people who create social content.

“A lack of growth in social creation translates into a lack of fresh ideas, content and perspectives,” says Jacqueline Anderson, consumer insights analyst at Forrester Research, which conducted a study of more than 275,000 consumers of social content in the Asia Pacific, European, and North American markets. “For example, one-third of online consumers in the United States regularly watch user-generated videos on sites like YouTube, [but] only 10 percent of U.S. online consumers upload videos they’ve created to public sites. The traits required to create social content are unique, and at this moment, the consumer market interested in these behaviors has plateaued.”

The data generated by the study can be useful in determining which markets would be most receptive to certain social media products, services and initiatives. The survey data show, for example, that nearly 40 percent of Chinese consumers of social media are “collectors,” meaning they organize content for themselves or others. In Europe, however, only 10 percent of consumers are collectors. China, then, would be much more receptive to tools that would help consumers tag content.

For study purposes, Forrester categorizes people according to how they use social technologies, a process it calls Social Technographics. This process classifies consumers as follows:

- **Creators** develop social content by blogging, uploading music or videos, and so on.
- **Conversationalists** voice their opinions to other consumers using vehicles such as SNS and Twitter.
- **Critics** respond to content from others—they post reviews, comment on blogs, and edit wikis.
- **Collectors** organize content for themselves or others using RSS feeds, tags, and voting sites such as Digg.
- **Joiners** connect in social networks such as Facebook and MySpace.
- **Spectators** consume social content.
- **Inactives** neither create nor consume content.

For more information about the study, “A Global Update of Social Technographics,” visit www.Forrester.com. SLA
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Libraries and Social Media

SOCIAL MEDIA CAN PROVE HIGHLY USEFUL TO LIBRARIES BUT CAN ALSO POSE A VARIETY OF LEGAL RISKS. LIBRARIANS NEED TO DEVELOP AND IMPLEMENT USAGE POLICIES BEFORE PROBLEMS ARISE.

BY BRYAN M. CARSON

When I first wrote about libel and defamation in 2001, Facebook had yet to be invented. When my book, *The Law of Libraries and Archives*, came out in 2007, tweeting was only for the birds. Certainly, Facebook, Twitter and other new social media tools have had a significant impact, both on society and on the practice of librarianship. The legal implications of these tools are arising not from new laws, however, but from existing laws being applied to new situations.

For example, the right of privacy was first articulated by future Supreme Court Justice Louis D. Brandeis and his law partner, Samuel Warren, in a famous 1890 *Harvard Law Review* article. Today, the principles discussed in that article are being applied to everything from photographs of library events to Twitter posts.

Privacy law, while important, is not the only legal issue related to social media. Copyright concerns are always present in this area, and it is possible to run afoul of defamation law. Organizations should also be careful not to let out trade secrets through social media. In some situations, blog postings by employees may expose an organization to liability.

I do not mean to imply that social media should be avoided; in fact, I am very much in favor of using Twitter and Facebook to promote library activities and share knowledge. Throughout my career, however, I have found myself repeating the same warning over and over: *A little knowledge can be a dangerous thing.* Translation: Go ahead and use social media in your libraries—but use them thoughtfully, implementing proper policies ahead of time to avoid problems in the future.

BRYAN CARSON is professor, coordinator of reference and instructional services, and special assistant to the dean for grants and projects at Western Kentucky University Libraries. He is a member of the Kentucky and Ohio bars and has written extensively about intellectual property, access to information and legal issues relating to libraries, and he has spoken at numerous state and regional conferences. He is the author of *The Law of Libraries and Archives*, published in 2007 by Scarecrow Press; next year, Scarecrow will publish his book, *Finding the Law: Legal Research for Librarians and Paralegals*. He writes a popular column, “Legally Speaking,” for the journal *Against the Grain*. He can be reached at bryan.carson@wku.edu.
Defamation law has been around for many years, but the popularity of social media has led to a growing need to understand the topic.

Of course, most companies are well aware that copyright issues lurk behind [user-generated] content and warn contestants not to use, for example, third-party music or video clips without express authorization. However, many people forget that under copyright law, if someone else held the camera, wrote part of the script or even appeared in the work, these other contributors also might have strong intellectual property rights of their own. Therefore, contestant forms should include an assignment of rights from everyone who helped create the content, or at a minimum, an express representation by the named entrant that he or she has obtained an assignment of rights to use all of the contributions. One way to help contestants be mindful of who contributed is to have forms that ask for explicit identification of people who helped the contestant, including the videographer and any writers.

In commercial situations, user-generated content may be affected by union contracts. For example, a YouTube video used on television or radio may need clearance from the Screen Actors Guild, the American Federation of Television and Radio Artists, and/or the American Federation of Musicians. This caveat applies only to advertisements from new media that can be re-used without modification on radio or television. It does not apply to personal endorsements or word-of-mouth advertising, which have their own legal issues.

The Federal Trade Commission (FTC) has jurisdiction over false or misleading advertisements, including those broadcast on social media. The issue here is similar to the difference between independent reviews and publisher-sponsored advertisements. When I write a review, I am free to say what I think. If it is my opinion, I can say that “Star Trek: Next Generation” is better than the original series, or that Captain Kirk rocks while Captain Picard’s acting is a shallow parody of a Shakespearean actor. But disparaging a product with false or misleading statements may spur an investigation by the FTC.

The FTC will begin its analysis by determining whether such statements reflect the opinion of the speaker or author or whether they are attributable to the organization that sponsored them. The commission only has jurisdiction over advertisements, and it cannot find them false or misleading unless the statements can be attributed to the organization. Under federal guidelines (Federal Trade Commission 2009), this is determined by asking whether the speaker or author is “(1) acting solely independently, in which case there is no endorsement, or (2) acting on behalf of the advertiser or its agent, such that the speaker’s statement is an ‘endorsement’ that is part of an overall marketing campaign.” FTC rules mandate disclosure if a statement is sponsored or solicited by the organization, and the commission has been very aggressive in punishing failure to disclose under such circumstances.

So, what do librarians need to know when dealing with endorsements? They must understand the following principles, as articulated by Wood, Marcus and Rosenbaum (2009):

1. Bloggers and other social media users are viewed as primary disseminators of advertisements.
2. Endorsers in social media, along with the sponsoring advertisers, are subject to liability for failing to make material disclosures relating to the endorsement relationship (e.g., gifts, employment and/or other connections and circum-
3. The FTC appears to take the position that there is a higher threshold of disclosure in social media than traditional media, and that the endorsement relationship itself is likely to trigger the obligation to disclose.

4. Advertisers need to take reasonable steps to ensure that material disclosures are in fact made.

5. Advertisers cannot rely on the “remoteness” of the social media endorsers or on the advertiser’s lack of control over them to escape liability.

6. Advertisers are technically liable for a remote endorser’s failure to disclose.

7. An advertiser’s ability to avoid discretionary regulatory enforcement due to the endorser’s failure to disclose will be a function of the quality of the advertiser’s policies, practices and policing efforts.

The most important point to remember is that you should anticipate these potential problems before you need to deal with them. As Wood and his co-authors (2009) remind us, “A written policy addressing these issues is the best protection.”

Social Media and Defamation Law

Defamation law has been around for many years, but the popularity of social media has led to a growing need to understand the topic. Suppose, for example, that I post the following statement on the library’s blog: “Jane Doe’s bookstore is a rip-off. They mark up their books 500 percent, and Jane kicks her dog. Use the public library instead.” In reality, Jane is kind to animals and only marks up her books 10 percent. She has been accused incorrectly of being dishonest and of cruelty to animals. This has the potential to cause a lawsuit.

At this point, the library is in the clear because it didn’t post the statement on the blog. As long as the library does not actively participate in or edit the post, it can avoid liability by using the service provider “safe harbor” provisions in section 230 of the Communications Decency Act of 1996 (47 U.S.C. 230). However, libraries need to be aware of how the safe harbor provisions function. The liability waiver only applies if the service provider takes down challenged materials upon request. Libraries can be held liable for promising to take down defamatory material but not actually removing it, or for repeating or further disseminating false statements.

New media are forbidden from using likenesses for marketing purposes. This becomes important in the special library context because many companies and firms publish client newsletters. The purpose of these newsletters, however, is not to inform, but to market.

(For more information about defamation, I recommend you read my Against the Grain article on libel.)

The courts have defined defamation as, among other things, repeating the false statements of others (American Jurisprudence). This definition is important to social media. I believe a library may be liable if a false statement is disseminated as a status update on Facebook. Re-tweeting is another way to get in trouble with false statements. The key to avoiding liability is (as with so many other things) to have a policy in place before problems arise and to follow this policy religiously.

Social Media and Privacy

In 2008, I wrote an article for MLS: Marketing Library Services about privacy, publicity and the legal use of photographs taken at library events (Carson 2008). That article has generated more comments, criticism, citations, and disagreement than anything else I have ever written. I recommend that you read the article, since it is available free online.

Keep in mind that privacy and publicity laws are different in every state. You should always check with a licensed attorney in your own jurisdiction to make certain you understand your local laws. My advice in this article is based on the laws in some of the most restrictive states, such as California.

In general, the right of publicity provides “... to each and every person the right to use his or her persona for his or her benefit and provides a cause of action to stop the unauthorized use of that persona for commercial purposes” (Webner and Lindquist 2004). The “persona” includes the person’s name, image, voice, or any recognizable attribute (Wolff 2007).

In many states (such as California), the right of publicity prohibits using photographs from library programs to market or advertise the library or call attention to future programming. However, there is a way to get around this—shoot pictures from the back of the room, so the people in the crowd are unidentifiable. Alternatively, you can ask attendees to sign consent forms (adults can sign their own; minors should have a parent or guardian sign).

Even in California, the state with the strictest laws, there is an exception to the right of publicity for news stories. Thus, the media—not just traditional
media but also blogs and some library newsletters—can use names, likenesses and images. These uses must be for the purposes of news, and only for a limited period. The University of Arizona Web Developers Group (2005) recommends not leaving photos online for more than two weeks.

Remember, though, that there is a difference between using photos for news purposes and using them for marketing. Even new media are forbidden from using likenesses for marketing purposes. This becomes important in the special library context because many companies and firms publish client newsletters that discuss and analyze current events and new trends in the discipline. The purpose of these newsletters, however, is not to inform, but to market.

For example, I quoted a few law firm newsletters in this article. While these newsletters can provide excellent analyses of the law, their real purpose is to show clients and prospective clients that the firms’ attorneys are knowledgeable about the law and current developments. Depending on the state, using likenesses in this type of newsletter without permission may be a violation of the right of publicity.

**Conclusion**

The world of social media provides both promise and peril. We now have more ways than ever to connect people with information; however, there are many potential landmines in the world of social media. The key is to understand these concerns, plan for them, and put adequate policies in place before you need them. This approach will allow you to take advantage of all the connected world has to offer without having to fear the unknown.

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The Future of Copyright

A longtime practice that lies at the heart of the library’s mission is at stake in an upcoming legal case. Meanwhile, more libraries are creating and making available materials that are largely free of copyright restrictions.

By Robert M. Glushko, JD

Legal issues are of growing concern to librarians, and for good reason. Over the past decade, new technologies, changing business models, and an increasing public awareness of copyright law have made it necessary for information professionals to possess at least a basic understanding of copyright law. Looking ahead, what developments in copyright law should librarians expect to see? What types of issues are we likely to encounter?

I believe that copyright law is in motion in two main areas. First, the courts have been particularly interested in digitization and its relation to sharing and piracy. You can see this not only in the line of file-sharing litigation in the early part of the decade, but also in a series of cases where the courts have tried to define the boundaries of fair use. Second, a case that will soon be argued before the U.S. Supreme Court has the potential to radically redefine the way that libraries interact with their collections.

Sharing and Transformation

The first issue is easier to discuss. After deciding a series of cases that established clear limits on what acceptable sharing looked like—e.g., A&M Records, Inc. v. Napster, Inc. (239 F. 3d 1004 [2001]) and MGM Studios, Inc. v. Grokster, Ltd. (545 U.S. 913 [2005]), in which the Ninth Circuit Court of Appeals and the U.S. Supreme Court, respectively, ruled that the file-sharing service Napster and its conceptual antecedent, Grokster, were unlawful—the courts have begun to expand the space allotted to fair use.

In particular, the courts have appeared especially receptive to a type of fair use known as transformation. Transformative uses are those in which a copyrighted work is significantly altered, either in character or use, to the point where the new use is sufficiently non-threatening to the underlying work and/or sufficiently valuable to society that it is allowable under the law. One example of a transformative use can be found in the case of Kelly v. Arriba Soft, Co. (280 F. 3d 93 [2002] withdrawn; re-filed at 336 F. 3d 811), where the Ninth Circuit recognized that linking, which was arguably infringement, was so necessary to the functioning of the Internet and to Internet searching that it qualified as a fair use. Other examples of this emphasis on transformation are found in Bill Graham Archives v. Dorling Kindersley Limited (448 F. 3d...
Congress and the courts will have the final word on the law, but libraries can be instrumental in helping to shape the narrative.

605 [2006]), where the Second Circuit ruled that shrinking, or “thumbnailing,” Grateful Dead concert posters and appending them to a timeline was a fair use, and A.V. Vanderhye v. iParadigms, LLC (562 F. 3d 630 [2009]), where an anti-plagiarism Web site was found not to be infringing the copyrights of authors when it made copies of their papers for the purpose of checking other works for possible plagiarism.

Given this history, it is likely that the courts will continue to see “sharing,” or making copyrighted content available without regard to licenses, as unlawful, but that they will also continue to respect the societal benefit gained from allowing users and institutions to make new and transformative uses of existing works. This will affect libraries in several concrete ways.

First, the Napster/Grokster cases should sound a clear warning to any library wishing to engage in large-scale digital distribution. That’s not to say that digital lending and electronic reserves are, in and of themselves, problematic, but rather that making digital resources available should be done in a controlled and reasonable fashion. Second, the Arriba/Bill Graham/iParadigms cases suggest that many actions that libraries undertake frequently, such as making displays, creating collections of related works, or making works available to special classes of individuals, may in fact be sufficiently transformative as to be fair uses. It is important to note that libraries and their mission are given special deference by the U.S. Copyright Act, both in Section 108 (which grants libraries special privileges) and also in Section 107, the fair use section, which allows for the non-commercial, educational and transformative uses of copyrighted works often undertaken by libraries.

How is a Book Loan like a Luxury Watch?

Of greater potential concern to librarians is the recent decision by the U.S. Supreme Court to hear the case of Omega S.A. v. Costco Wholesale Corporation. Omega v. Costco has injected some uncertainty into the library universe because it calls into question the viability of an essential part of the library’s legal universe—the first sale doctrine.

At issue in Omega is whether a product that was both manufactured and originally purchased outside the United States can be lawfully resold within the country. For goods manufactured or sold within the United States, resale—or, in the case of libraries, lending—is acceptable, because the copyright owner’s rights expire at the first sale of the good (hence the “first sale” doctrine). While there are other legal rationales (such as fair use) upon which library lending could be based, the first sale doctrine is the current cornerstone of library lending.

Obviously, any case with the potential to change the status quo of such an important concept is, and should be, of concern to libraries. Omega is all the more interesting because the first sale doctrine has not been considered controversial for some time. In fact, when called to brief the Supreme Court on the issue, then-U.S. Solicitor General Elena Kagan stated that the court should not take the case because the first sale doctrine was settled law. The court took the case nonetheless, leaving observers confused and concerned.

While it seems unlikely that the Supreme Court will destabilize the law as we know it, the court’s decision to hear this case is certainly notable. The decision will almost certainly have some sort of impact on libraries, but given the closed nature of the Supreme Court’s decision-making process, librarians will have to wait until the case is argued to obtain a clearer picture of what is at stake.

The Future, Revealed?

Sad to say, I do not have a crystal ball containing within it the secrets to the future of copyright, but I do have a good grasp of the law and a sense of how we, as librarians, interact with it. Given recent developments, I would say that the future of copyright in the library is—barring a seismic shift in the law—largely in libraries’ hands.

Libraries have the potential to define the way copyright affects us; in fact, they already do this. I’m old enough to remember when a library’s collection was composed mostly of books, which it owned, and magazines and journals, to which it subscribed. Now, many of the materials at my library are licensed as opposed to owned, and physical books and journals increasingly are being replaced by digital collections. There isn’t necessarily anything wrong with this; however, by moving from purchased content (which carries with it a set of statutory copyright rights) to licensed content (the use of which is governed by contracts), we are fundamentally altering the relationship of copyright to the library.

So, if you accept the proposition that the library is an active (rather than passive) actor in copyright law, we can look at what libraries are actually doing to see what the future will hold. Obviously, Congress and the courts will have the final word on the law, but libraries can be instrumental in helping to shape the narrative.

The Library as an Actor

One exciting development in the library-driven copyright universe is the growing
acceptance, use and provision of open access and Creative Commons-licensed content. Many libraries are now creating, using and making available materials that are free of most or all copyright restrictions.

Working with open access can be as simple as subscribing to open access journals and directing patrons to open access materials. However, some libraries, such as the main library at the University of Michigan, take their commitment to open access a step further by actively contributing to the open access corpus. These libraries release all materials created in-house under an attribution-only Creative Commons license, which allows any person to use the materials in any way provided he or she cites the library as the author.

Furthermore, a group of university libraries have joined together to form the Compact for Open-access Publishing Equity, or COPE, which pledges to support open access publishing by paying author’s fees for members of their faculty.

Obviously, not every library is in the position of being able to pay open access publishing fees or make available all of their in-house materials. But every library can—and, I believe, libraries increasingly will—direct patrons to the growing body of open access materials. This will happen as a matter of pure economics. As open access materials grow in number and quality, and as library budgets continue to face pressure, the incentive for libraries to be aware and make use of open access materials will increase. By participating in the open access community, libraries can and will help shape the future of the copyright universe.

Engaging in the Discourse
In the meantime, libraries are bound to follow the acts of Congress and the decisions of courts, and they should be alert to breaking developments that may affect them. While the courts have provided some clarity as to what acceptable sharing looks like, and there have been a series of decisions demonstrating the robustness of fair use, the ability of the Supreme Court to call into question an essential legal doctrine such as first sale is certainly alarming.

Libraries need not, however, sit passively by and watch the law happen to them. By engaging in the copyright discourse and taking action to help influence the direction of the law, libraries can and will shape the future as it unfolds. Libraries are vital and influential cultural and intellectual institutions, and their mission lies at the heart of copyright law’s stated purpose to “promote the progress of science and useful arts.” While the future is uncertain, it is not unalterable, and actions that libraries take today will have an impact on the world in which we live tomorrow. SLA

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Courting General Counsel

AS BUSINESSES BRING MORE LEGAL WORK INSIDE TO CUT COSTS, LIBRARIANS WILL HAVE OPPORTUNITIES TO DEVELOP AND STRENGTHEN RELATIONSHIPS WITH IN-HOUSE ATTORNEYS.

BY MICHAEL GERMANO, JD, MA, MS

According to a recent survey of general counsel, 2009 was a challenging year for in-house lawyers, and more uncertainty is expected in the years ahead (DiLucchio 2010). Corporate legal departments across the country, like most functional areas within corporations, have been asked to cut costs, increase output and demonstrate their value to the overall business despite reductions in staff and budgets. As general counsel have grappled with decreases in personnel, pay and other vital resources, the task of providing sound legal advice to the organization has remained as critical as ever, while new risk management issues have emerged as a result of the protracted recession (Business Wire 2009).

The staff and budget reductions for legal departments could, however, represent a pronounced silver lining for corporate libraries, since budgets for internal resources related to the delivery of legal services are expected to rise in the coming years while the amount spent overall on legal services goes down. This incongruity is a reflection of the traditional dependence on high-priced outside law firms, despite the presence of trained insiders who can perform similar tasks at lower and more predictable costs. Because of the way in which most corporate legal matters are managed, the current budget cuts to legal departments will need to be offset by future increases in in-house resources as general counsel reallocate costs to bring more work inside. This strategy presents an opportunity for entrepreneurial corporate librarians who wish to increase their value to, and stature within, the company.

Corporate Law Departments 101
To fully understand and appreciate in-house legal departments as internal customers and patrons of the corporate library, it is worth considering their history and role within the broader organization. General counsel and in-house lawyers have been around in some form or another for decades. Traditionally, after a few years of the grinding pace of law firm life (highlighted by working

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closely with a particular business or client), it became a natural progression—as well as beneficial to both the firm and the client—for some senior attorneys to move in-house as opposed to remaining with the firm, which has limited partnership slots. Under this arrangement, the firm’s relationship with the corporate client would continue, but with the solid assurance of one of the firm’s own on the inside.

This model proved to be an excellent career path for those choosing the in-house route, for a number of reasons. The primary benefit was an improved quality of life compared to working in a firm; another advantage was the opportunity to have an impact within an organization while developing business management skills. All of this changed dramatically in the 1990s as attorneys began jumping ship from law firms to corporate jobs earlier in their careers than did previous generations, often in the pursuit of potentially valuable stock options that made the annual salaries and bonuses of even the largest firms unattractive by comparison. Several other events coalesced to accelerate this trend, including the growing complexity of risk management, business compliance, and intellectual property protection as well as changes in financial reporting, all of which required a growing number of attorneys within corporations.

The end result was unmistakable—corporate law departments came of age and, in many instances, grew larger than their predecessors. Yet, while these departments managed a variety of legal matters, they retained their relationships with outside counsel and continued to use them to provide legal services for their corporations.

As the 1990s drew to a close and the technology bubble burst, bringing on a brief recession, corporate law departments retrenched and began making half-hearted attempts to perform more legal work in-house so as to avoid expensive, unpredictable hourly billings from law firms (Fred 2002). Eventually, companies became savvier about costs associated with outside legal work and demanded different fee arrangements than the traditional billable hour (Haynes 2008). At the same time, they gradually increased the sizes and functions of their in-house law departments—a significant cost, to be sure, but much cheaper than hiring outside counsel for most matters (excluding litigation).

By this point, the typical general counsel was being required to run his or her department like a law firm, with an eye toward demonstrating real value to its single customer in the form of revenue saved, crises averted, risk minimized, and liability reduced or eliminated. This trend continued steadily on track until late in 2007, when the United States and countries across the globe began facing an economic crisis unprecedented in recent memory. Companies were challenged to slash payrolls and eliminate positions, and corporate counsel were no exception.

While it is uncertain whether this retrenchment is complete or will become permanent, the best way to describe legal departments right now is operationally lean, with lawyers who are generalists but capable of acting as specialists when needed (Anderson 2010). Additionally, they are scrutinizing bills from outside counsel carefully and demanding alternative fee arrangements to control costs. The bottom line clearly has become a strategic driving force for legal departments as well as a strong indicator of success.

With outside counsel still representing more than 50 percent of most legal departments’ budgets, the path to reducing and predicting costs becomes clear: Determine exactly which matters need to be handled by outside counsel (and how much they’ll cost) while bringing the remaining work in-house (Maleske and Williamson 2009). An understanding of this basic strategic rubric is critical if corporate librarians wish to work with in-house lawyers and participate as active partners in this post-recession value proposition.

**The Law Needs Information—and Information Professionals**

More so than just about any other profession, legal services depends heavily on information. Lawyers need access to primary materials like cases, codes and regulations as well as critical guidance on a wide number of business practices and functions that require legal compliance. The complexity of legal practice in the United States, which features multiple jurisdictions and varying (as well as frequently conflicting) rules, makes research critical for even relatively straightforward questions. It’s no wonder that law librarians and legal content are highly valued and considered indispensable to the success of practicing lawyers of all kinds, including the in-house variety.

In the past, in-house lawyers did not expect to have information at their fingertips because they were accustomed to deferring to outside counsel to meet their research needs. Today’s corporate law departments, motivated by an imperative to cut costs, are no longer hospitable to the notion of a $2,000 answer to a $2 question. Instead, in-house lawyers are required to research questions and find answers on their own, both to reduce costs and provide more timely advice on issues from employment law to tax compliance.

The current state of corporate legal practice represents an important opportunity for corporate librarians, regardless of whether their organization has a law library. Simply put, partnering with a corporation’s law department to improve legal services and reduce dependency on outside counsel—and, in so doing, help control costs—provides an opening for information professionals to increase their own value within the organization.

The symbiosis implied by a corporate information center riding the legal department’s coattails to help reduce costs for legal services provides clear benefits to all parties involved. For the legal department, the relationship provides a trusted partner that can supply the critical, timely information needed to get its work done. The information center benefits from increasing its internal customer and support base as well as broadening its service operations.
within the organization. The corporation, meanwhile, realizes the most tangible and apparent benefit of all in the form of reduced costs for legal services. The end result? A win-win…win!

**Develop a Customized Strategy**

To more effectively support in-house counsel, it is critical to identify and target services related to their practice areas. Once you are committed to the idea of developing or enhancing existing services for your corporate legal department, it is necessary to determine the precise information needs as articulated by the attorneys and paralegals themselves. There really is no margin for error here, considering the costs associated with legal information—both online and in print—as well as the investment in time required to become an expert in the use of this information.

Operational diversity among industries and businesses could very well make some practice areas critical while rendering others less important, thus greatly influencing decisions related to developing an appropriate collection. For example, technology companies with global operations and international transactions could have complex tax and import-export research needs as well as intellectual property ones. There really is no way of predicting exactly what a given corporate law department’s practice looks like without sitting down with the organization’s legal staff and discussing active and pending matters along with typical research scenarios.

This discussion could also be an opportune time to determine whether there is a defined strategy for cutting costs. For example, general counsel may have targeted specific practice areas or types of legal work to bring in-house based upon the skills, interests and competencies of existing law department personnel.

After consulting with legal department staff to determine their precise needs and cost reduction strategies, partner closely with them to acquire the appropriate databases and information resources. As mentioned previously, significant monies can and should be redirected away from using outside counsel and toward acquiring in-house resources like databases and practice tools for use by the corporate legal team. It goes without saying that a librarian’s input is critical here to ensure that the most comprehensive and appropriate information and information management tools can be acquired to sustain a cost-effective, value-driven, in-house counsel model.

Once the legal staff’s needs have been determined, the collection developed, and expectations set, a vital step remains: communication. Communication and consultation should be ongoing and should include general counsel, attorneys and paralegals. Meet face to face to verify their comfort level with existing resources and to uncover any information needs that might require additional acquisitions.

Finally, be sure to inform the broader organization about the corporate library’s partnership with the law department to provide a more cost-effective solution to meeting the organization’s demands for legal services. Try to be specific about actual results in terms of dollars saved, risks averted, and other benefits in which the library had a direct hand. Touting success is vital to organizational stature, career growth and job security.

**In-house Law Librarian 2.0**

An in-house law librarian is a breed apart from law librarians elsewhere. As a hybrid of sorts, a corporate librarian who spends significant time consulting with in-house attorneys must be attuned to both the business and legal information needs of the organization, but not necessarily in equal or consistent measures.

In keeping with the current business preference for fewer employees performing more and varied tasks, corporate law librarians must approach the role of law librarian as a generalist while continuing to consult with other groups within the broader organization. That said, a corporate librarian seeking a deeper and more meaningful partnership with corporate legal staff should brush up on legal research generally as well as the bibliography in the following specific areas:

- Labor and employment law;
- Intellectual property;
- Taxation;
- Securities; and
- Industry-specific regulatory compliance.

These are topics about which general counsel is required to consult with corporate officers and executive management to minimize risk, decrease chances for liability and generally protect the organization from exposure. In the past, legal work in these areas was often the exclusive domain of outside counsel, with in-house attorneys reviewing and applying the recommendations. Increasingly, however, these practice areas are addressed almost entirely by in-house legal staff, as the corporation’s attorneys are expected to pursue a more economically efficient option.

By developing a new or deeper level of service with the in-house law department, you could find yourself embarking on a new career that is both exciting and rewarding. Skilled law librarians will always be in demand; the ones most in demand will be those that can multitask and cover the business side of the law as well. Corporate law librarians, as a result, possess a unique and valuable skill set that will remain in demand for the foreseeable future. SLA

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10 Questions: Jeffrey Aubuchon

HELPING DOCTORS REDUCE INFANT MORTALITY OR HIV INFECTION RATES IN DEVELOPING COUNTRIES REQUIRES JEFFREY AUBUCHON TO PRACTICE ‘CREATIVE KNOWLEDGE MANAGEMENT.’ A KEEN UNDERSTANDING OF WORLD HISTORY HELPS, TOO.

BY STUART HALES

Providing better (and better access to) information can do almost as much to improve public health as investing in medical technology. But what happens when information is brought to bear on public health problems in remote, undeveloped areas of the world? Can information professionals contribute to health outcomes in areas that lack electricity and Internet access? Jeffrey Aubuchon thinks they can. He works for Management Sciences for Health (MSH), which seeks to improve the health of the world’s poorest and most vulnerable people. Information Outlook spoke to him about how he adds value to the services MSH delivers.

Q: Tell us about your employer, Management Sciences for Health. What does MSH do?
Management Sciences for Health is approaching its 40th year. We’re classified as an international health organization, and we work on a global scale—we have offices in 33 countries and experience in 140 countries around the world. Our staff members are global as well, representing 74 nationalities.
Our goal, as a public health organization, is to improve the health of the world’s poorest and most vulnerable people. We do that by closing the gap between knowledge and action—what is known about certain public health problems and what can be done to solve those problems. We work a lot of times with ministries of health and local non-governmental organizations to support them and help make their work better and more efficient.

Q: What’s your role at MSH?
My job in all of this is to make sure that our more than 2,000 staff people around the world have easy access to the evidence-based knowledge they need to save lives. We don’t provide direct health care services—we have several doctors on staff, but they don’t give shots or anything like that. Instead, we work to strengthen health care systems. To do that, our people need to know about best practices in HIV/AIDS treatment or cutting-edge therapies to reduce maternal mortality. My job is to get that knowledge to our technical experts in the field.
That’s actually just half of my job; the other half is to take unpublished knowledge—say, our experience from a project in Bangladesh—and see what we can learn from it, then apply it to a different project somewhere else. In essence, the challenge is to exchange

STUART HALES is publications editor at SLA and editor of Information Outlook.
knowledge on a global scale. I use traditional library techniques, but I’m also doing a lot of creative knowledge management, trying to get necessary and vital pieces of information to really remote places.

Doing this requires overcoming some pretty serious obstacles. When we’re working with a rural health clinic in Ethiopia, for example, we can’t assume there will be a reliable supply of electricity or Internet access. It makes knowledge management a bit of a creative challenge.

Q: What did you do prior to coming to MSH, and how did your previous jobs prepare you for your current duties?

My first job out of college was teaching world history at a small high school in Manchester, New Hampshire. I was there for four years, and from there I went on to teach history at the college level for a few years.

While I was doing those things, I went back to school. I already had a master’s degree in history, and I went back to get an MSLS from Clarion University in Pennsylvania. I got some practical experience in librarianship as a reference librarian at a different college from the one at which I was teaching. This gave me some interesting insights into academic librarianship.

In 2007, my wife and I decided that we wanted a change, so we packed up our belongings and joined the Peace Corps. We served in Morocco, and I used a lot of my library skills there. We built four libraries in the desert for local communities, and the great thing about it was that they never knew I was a librarian by training. They knew I was a teacher, but not a librarian; they were the ones who proposed the library projects, not I.

When our Peace Corps assignment was finished, I decided that rather than go back to teaching I would stick with international development and library science and the intersection of the two. I ended up at MSH, but now I’ve gone back to teaching—I’m an adjunct professor of American history at a community college. So I have the best of both worlds.

In terms of how my previous experience prepared me for my current duties, I say every day that I’m thankful I studied world history. Everything I do here is rooted in understanding the historical and cultural contexts of countries and regions where MSH works. I never cease to amaze myself at how much I rely on my knowledge of world history to do my job.

Q: How have your membership and involvement in SLA contributed to your professional success?

I’ve benefited from SLA membership in three ways, all of which are tied to networking. First, I had the good opportunity to attend the 2009 SLA conference in Washington, D.C., where I was able to hear what like-minded organizations such as USAID and the World Bank are doing with knowledge management. This was a particularly helpful benchmark against which to measure MSH’s activities.

Second, I’ve participated in some SLA Boston discussions and events, most recently the chapter’s centennial. Like the national conference, local events are always helpful for hearing about the problems other information professionals are facing and their creative solutions. The Boston centennial also included a very helpful facilitated dialogue between vendors and customers, and I’m eager to continue to participate in similar local events structured by the chapter.

Lastly, Information Outlook helps me stay abreast of trends, like global libraries and embedded librarianship, between SLA events. I think some of the educator-focused associations I’ve participated in as a teacher could benefit from the strong organizational example of SLA, and I’m very pleased to be a member.

Q: What skills and knowledge have you acquired since arriving at MSH, and what skills and knowledge do you think you’ll need to acquire over the next 5-10 years to stay on the leading edge?

Although MSH is a nonprofit organization, I had never worked in a corporate setting before. I had been a teacher and a Peace Corps volunteer. Simply working at MSH has been a real wake-up call about the corporate skills I need to learn.

The most pressing thing I’ve learned while at MSH is the structure of big donors, particularly USAID and the World Health Organization. The kind of development work that MSH does is on a much different scale than I was familiar with in the Peace Corps. That’s been my biggest eye-opener—how the process of international development takes place.

Moving ahead, we’re going to have to learn—and we’re already starting to do this—how to more effectively get
knowledge to our staff. I really think the vehicle for that is going to be mobile technology, not just with phones but also with some other small computer-type devices. The questions we'll have to address are how to do it wirelessly in the places where we work, and how to do it smartly.

The biggest challenges around this are issues concerning copyright. A large portion of my time is already spent ensuring copyright compliance, and issues concerning copyright and intellectual property are only going to increase, not decrease, as we deal with this mountain of information that keeps piling up.

Q: The motto of Management Sciences for Health is “Stronger health systems, greater health impact.” How would you say your work contributes to the company’s impact on global health?

The library team quantifies this when we look at the volume of documents we keep in the archives, or the number of articles we send out to the field. Those are handy metrics, but I don’t think they’re the sorts of things that really make a difference.

We more readily see impact when we can identify the tangible health results from a project, like the number of lives saved or the number of interventions delivered, and we can trace it back and say, “That project was predicated on a literature review that was conducted by the library in the fall of 2010.” On the surface, the library’s contribution to the health impact may go unnoticed, but we can look backward at the end of a project and point to where the pieces started to come together.

A clearer example is what we do to support our publishing. Our health experts are always preparing articles for publications such as The Lancet and The Bulletin of the World Health Organization, and we most demonstrate our value when we prepare our authors to write these articles and help them place a health intervention that’s occurring in, say, Afghanistan, in the context of similar health interventions that are going on elsewhere.

Q: Technology has made a huge difference in how the library field delivers products and services. As someone in the field of international health, what do you think is gained by using technology, and what do you think is sacrificed?

I’m very old fashioned in that sense. My supervisor, who is director of knowledge exchange at MSH, is based in Washington, D.C., and I’m in Massachusetts. He’s very savvy with technology, and we have weekly video conferences and we’re also able to video conference with some of our field offices, which certainly increases our reach and our productivity. But this is really a challenge for me, because I find I’m at my best when I’m working one-on-one with someone or in a small group of folks. I really think the ability to engage in Socratic dialogue is important, and it’s been sacrificed to technology.

Teaching has provided me with another perspective on this issue, because the courses I’m teaching at the college level are online. This isn’t the first time I’ve taught this way, but I find there’s a noticeable difference from teaching in a classroom. It’s not in the amount of interaction—that’s the same—but in the depth of it and in what happens with the person-to-person encounter.

In terms of facilitating information flows, I think technology has exacerbated this problem. The ability to send articles and references through e-mail makes for sloppy research, in my opinion, and I think the trade-off of gaining speed but losing context and nuance is terrible.

I have something of a rivalry going with my assisting librarian, Karen Frenchu. She’s a big proponent of Google, and she’s stellar at using it. She’s good at picking out kernels of information, whereas I find myself quite reluctant to use Google. I know I need to use Google and similar applications, but I find many times when dealing with staff members that they think they’ll be able to find something on Google and I’ll find it faster than they can by using a more traditional approach. A lot of my time is spent building “capacity” in my staff by trying to teach them alternatives to Google or simply showing them how to use better keywords to find things through Google.

While I know we have to embrace technology to move forward, and there are some promising tools out there (especially in the area of mobile technology), I’m quite a skeptic. But I also recognize my bias. I tell everyone in my office that not a day goes by that I don’t miss the students I used to have in my
classroom. I’m certainly wedded to my old career as a teacher!

Q: I understand you teach information literacy skills to your experts in the field. Language barriers aside, what are some of the challenges you face in this area?

The first is a practical one. I was conducting a presentation about a year ago in Addis Ababa, Ethiopia, and we had a lot of staff scheduled to participate. We had about a two-hour window to conduct the presentation, and we couldn’t get an Internet connection—the server was down. Fortunately, that problem is improving. Even in West Africa, you can log on with ease in many places at any time.

A big priority for my team in this fiscal year is to figure out how to get people out in the field clustered together so we can conduct some intensive training. We’re also doing some online teaching—virtually and will provide an overview of information literacy that can be delivered in the classroom where teachers can sense that the students really “get it” and can apply it to their lives, and this was the same sort of energy. They were engaged in it, they were applying it, and it was making their work easier. I had no direct stake in this—I don’t work for that part of the organization. I just happened to be in the right place at the right time. But I was very proud to work for MSH that day. It was really a highlight of my time there and my nearly two years at MSH.

Q: Earlier this year, you went to Ethiopia. What was that like?

I was in Ethiopia working for MSH on a WHO contract. I was conducting a global mapping exercise on maternal and child health. One of the groups I was meeting with—I believe their name was the Ethiopian Interfaith Forum for Development Dialogue and Action—does excellent work on maternal and child health as well as HIV and AIDS.

While I was there, I asked them what else they were doing with MSH, and their leader said, “My team is participating in the virtual leadership development program.” Now, just down the hall from my office here in Cambridge is the group that manages this virtual program, so I’m quite familiar with their work and what they’re doing. I asked the Ethiopians how it was going, and they were absolutely thrilled to be able to share their experiences.

There are magic moments in the classroom where teachers can sense that the students really “get it” and can apply it to their lives, and this was the same sort of energy. They were engaged in it, they were applying it, and it was making their work easier. I had no direct stake in this—I don’t work for that part of the organization. I just happened to be in the right place at the right time. But I was very proud to work for MSH that day. It was really a highlight of my time there and my nearly two years at MSH.

Q: You said earlier that people in the Peace Corps didn’t know you were a librarian. Do you ever use that term at MSH? It’s not part of your official title, which is knowledge manager.

I try to use “librarian” more often than “knowledge manager,” which is frustrating to my supervisor because he really wants to drive home that I’m a knowledge manager. I think a lot of people feel that librarians are really old-fashioned, and they want to give them a more cutting-edge title like knowledge manager. That’s fine—I do manage knowledge, and “knowledge manager” is a broader title that encompasses a lot more of my responsibilities than the term “librarian.” But particularly when I’m working with our staff in the field, and if it’s someone I don’t know, I always say I’m the librarian.

I find that when some of our senior staff bump into me in the hallway and introduce me to someone new as the knowledge manager, they tend to stumble when they try to explain what I do. I’m always quick to point out that they should think of our library, and of me as the librarian. I think people understand these terms a lot more readily than they understand the concept of knowledge manager. The word “librarian” really speaks to what I do, and what my team does, within the broader context of knowledge management. SLA
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Librarians in Biomedical Research: New Roles and Opportunities

A STUDY FUNDED BY AN SLA GRANT SHOWS THAT LIBRARIANS ARE BECOMING MORE INVOLVED IN ALL PHASES OF BIOMEDICAL RESEARCH AND INCREASINGLY ARE BEING INCORPORATED INTO SPONSORED RESEARCH.

BY EMILY GLENN, MSLS, AND BETSY ROLLAND, MLIS

As biomedical research becomes increasingly complex and collaborative in nature, the information needs of its researchers continue to grow. Librarians and information professionals (IPs) are positioned to contribute their training and skills to the work of research teams and help them make more efficient use of information. Several non-traditional duties for IPs have already been established in an effort to support biomedical research, thereby moving IPs beyond the role of librarian and into that of information researcher.

The technological and infrastructural challenges of collaboration have been described in several forums in the library science community (and beyond) as “e-science.” Providing information services for geographically dispersed workgroups such as “collaboratories” is at the heart of e-science (DeRoure, Jennings and Shadbolt 2001).

For librarians, the changing nature of science represents not only expanded professional opportunities but also the chance to increase their impact on biomedical research. Information professionals and librarians possess certain skill sets, including analysis, research, needs assessment, and objective data gathering, that can mitigate some of the information challenges faced by scientists. These skill sets make librarians logical choices for teams involved in multidisciplinary and geographically dispersed research.

This article presents an overview of the results of a research project conducted by the authors from January 2009 to March 2010 and funded by SLA through a research grant. For more information about the grant, visit the SLA Web site and look under “Research.”

Study Methodology

This study explored emerging roles for IPs in today’s biomedical research teams in hopes of providing support for the continued inclusion and expansion of opportunities for librarians. The following questions guided the study:

1. In what aspects of collaborative biomedical research can traditional IP

EMILY GLENN is the librarian and information specialist at the Seattle Biomedical Research Institute. BETSY ROLLAND is the project manager for the Asia Cohort Consortium Coordinating Center at the Fred Hutchinson Cancer Research Center in Seattle and a doctoral student in the Department of Human Centered Design & Engineering at the University of Washington. Questions about this article should be referred to Betsy Rolland at brolland@fhcrc.org.
While reference work and searching are traditional elements of a librarian’s job, today’s biomedical research librarians are becoming more involved in the research itself.

Most of the study participants were employed by their institution’s library and identified themselves as librarians, though these factors were not necessarily reflected in their job titles. Job titles varied but included bioinformaticist, analyst, science librarian, and information coordinator (see Figure 1). Ten participants had earned undergraduate degrees in a scientific field, and two held doctoral degrees in life sciences. Most worked in medical school libraries at large research universities. Some were assigned to a specific academic department, while others served many departments. One participant was a solo librarian; the others worked in teams ranging in size from 2 to more than 15.

Because this is an ethnographic study of a self-selected population rather than a representative sample, our results are not generalizable. However, given the breadth of our recruitment efforts, we believe we reached a large segment of the librarian population in the United States.

Study Results
We discovered a rich and diverse spectrum of services being offered by librarians in a variety of biomedical institutions. In the course of collecting and analyzing the data, seven key themes emerged:

1. Diverse and novel services being provided;
2. A deep understanding of the research environment;
3. Innovative ways of delivering services;
4. A focus on client outreach;
5. Increased direct funding of librarians through sponsored research (e.g., grants and contracts);
6. Metrics and defining success; and
7. Professional identity and career growth.

These themes, taken together, begin to create a picture of what it means to be a librarian in the rapidly evolving world of biomedical research. The following paragraphs touch briefly on some of these themes.

Diverse and novel services. Study participants’ jobs ranged from traditional library positions with non-traditional elements to bioinformatics specialists who didn’t perform any traditional library functions. The services they provided reflected this diversity. We categorized the services participants offered into the following broad groups:

- **Original research and analysis, including in-depth literature searching:** Participants spent huge chunks of time finding, compiling and analyzing information for their clients. While reference work and searching are traditional elements of a librarian’s job, today’s biomedical research librarians are becoming more involved in the research itself. No longer called upon simply to find articles for their users, study participants are also performing analyses. Many have also completed training in conducting systematic reviews.
- **Bioinformatics support:** A few participants were deeply involved in bioinformatics, with titles like “Bioinformaticist” and “Bioinformatics Librarian.” These participants spent a significant portion of their time training researchers to use new tools and techniques to find information about genetics and other biology-related issues.
- **Grant and manuscript writing support:** Participants’ time and effort...
were increasingly being incorporated into sponsored research (i.e., grants and contracts). As they became more involved in the grants themselves, they also were becoming more involved in writing the grant proposals and developing the resulting manuscripts. Several had been co-authors of papers produced by their research teams.

- **Teaching and technical support**: All participants taught classes, which ranged from information literacy courses to seminars on using biomedical research databases and NCBI software.
- **Offering traditional library services in non-traditional ways**: Study participants had made the shift to digital, online delivery of their services while still valuing face-to-face communication. They were blogging about new services and upcoming courses, providing chat reference services and mobile versions of their online catalog and other tools, and compiling lists of appropriate new resources (articles, Web sites and tools) and distributing them electronically.

**Understanding the research environment.** Study participants revealed they had a deep understanding of the research environment, either because they had studied a scientific discipline at some point in their academic career or because they had worked with researchers as embedded IPs or librarians in a biomedical setting for several years. Even if participants did not necessarily grasp all the details of the science behind the research, they understood the scientific research process and how they could apply their IP skills to further that process.

**Innovative service delivery.** From our first interview, study participants struck us as being innovative and entrepreneurial. Each was assessing the landscape of her institution and looking for niches that needed filling, and each had identified new services that could help improve scientific research. We were able to identify a set of shared characteristics (both environmental and personal) that were common to our most entrepreneurial participants.

First, all had supportive leaders who gave them considerable leeway to try new things. Second, they were not afraid of failing. Third, all had mastered the art of the reference interview. Each participant identified the reference interview as her most treasured skill from library school and expressed gratitude for having learned how to dig deeply into a person’s information request and identify the true need buried within. This skill is especially crucial in a developing field, where both participants in the reference interview are treading new ground.

Many of our participants made it very clear that they consider what they do to be traditional, core librarianship. They also stressed that while their services and delivery methods may be new and innovative, what they are doing—supporting their clients—is not. They understood that as their clients became better able to find their own basic information (such as relevant articles and simple facts), it opened the door for them to offer new services.

**Funding through sponsored research.** One unanticipated theme that emerged in our interviews was that of funding. It quickly became clear that librarians increasingly were being written into funded research as project staff members in addition to being funded by institutional overhead dollars. We think this represents a major shift in how scientists, particularly principal investigators who initiate sponsored research proposals, think about librarians.

**Defining success.** Participants consistently defined success as positive recognition of their work by clients. When they knew that a client was satisfied, they felt sure they had done a good job. One participant mentioned she felt she was doing a good job if she was busy and people continued to seek her help. Co-authorship was also mentioned as a sign of successful service to research groups.

**Crafting the Future**

These results indicate that librarians are blazing new trails in the field of information science by providing innovative services to biomedical researchers. Using their traditional library-based skills, including standard reference interview techniques, study participants were working diligently to craft new solutions to the problems of contemporary science. They emphasized that the
FIGURE 2: INTEGRATING LIBRARIANS INTO BIOMEDICAL RESEARCH

Librarian involvement is possible and desirable in all phases of biomedical research. Following is a model for integrating librarians into the biomedical research process, depicting stages of sponsored biomedical research and possible tasks for information professionals.

<table>
<thead>
<tr>
<th>Pre-Proposal</th>
<th>Application Development</th>
<th>Award Acceptance and Project Set-Up</th>
<th>Project Management and Monitoring</th>
<th>Award Close-Out</th>
</tr>
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<tbody>
<tr>
<td>• Search strategy</td>
<td>• Bibliography and</td>
<td>• Implementation of information</td>
<td>• Collaboration development</td>
<td>• Final reporting</td>
</tr>
<tr>
<td>• Familiarity with databases and directories</td>
<td>literature search for application</td>
<td>management plan</td>
<td>• Portal support</td>
<td>• Support for and compliance with funding agency policies</td>
</tr>
<tr>
<td>• Data mining for funding opportunities</td>
<td>• IACUC literature search requirements</td>
<td>• Portal development</td>
<td>• Continued competitive intelligence</td>
<td>• Record retention</td>
</tr>
<tr>
<td>• Competitive intelligence</td>
<td>• Description of</td>
<td>• Knowledge management</td>
<td>• Knowledge management</td>
<td>• Disposition of working documents or spaces</td>
</tr>
<tr>
<td>• Management of streams of information in multiple formats</td>
<td>information and library resources available to the project staff</td>
<td>• Mediation</td>
<td>• Mediation</td>
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<td></td>
<td>• Information management systems planning</td>
<td>• Reporting support</td>
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“core” skills of librarianship were relevant to them but that these skills must be infused with innovative approaches specific to the biomedical research environment.

With scientists increasingly recognizing librarians as partners in their research by including them in grants and contracts and listing them as authors of publications, it is hard to overstate the tremendous potential for librarians in this area. We recommend that biomedical research teams make every effort to include librarians as key team members (see Figure 2). We would also like to see professional organizations offer greater support for librarians who are reaching out to assist biomedical researchers outside of the library and who often feel isolated and without a professional home. We believe strongly that library schools need to develop programs to prepare librarians for careers in science.

Finally, we have proposed a research agenda that recommends further study in three main areas: (1) how biomedical research librarians are providing services, (2) the impact of these services, and (3) how both professional organizations and library schools can better support this group of professionals.

In summary, librarians involved with biomedical research are utilizing their traditional library-based skill sets, including analysis, research, needs assessment, and objective data gathering, in non-traditional ways to make a major impact on their institutions’ research programs. The leadership and innovation of the participants in this study are helping to craft a future for IPs as critical members of research teams, thus creating new opportunities for all librarians. Further support from professional organizations and library and information science schools, as well as more attention to the work practices of librarians in biomedical research, can help accelerate this trend. SLA

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Collaboration, Community and Change

Trends in education are making their way into the workforce, prompting changes in familiar concepts such as authority and community.

BY DEBBIE SCHACHTER, MLS, MBA

Writing this regular column gives me an opportunity to not only share information gathered from management literature and other sources, but also to make connections between disparate ideas and trends that I encounter. Trends often aren’t obvious to most of us until they are well under way, while people who are leading or in the forefront of trends may wonder why others don’t see them. For the most part, I try to assess emerging trends as they become apparent in practice and in the literature, then determine whether and how they connect with practices for information professionals.

A recent presentation to SLA’s Western Canada Chapter by Carol Haythornthwaite, the new director of the University of British Columbia’s School of Library, Archival and Information Studies, provided an example of where we can see trends converging. Her presentation, “New Perspectives on Learning,” described changes in education and how Web 2.0 tools alter expectations and definitions of success in education.

On the surface, this topic does not speak directly to management or leaders, but many of the changes in education that she discussed also pertain to changes in expectations among employees and leaders in business. It is educators, after all, who are forming the experiences and expectations for new graduates in our field and for our future employers, supervisors and leaders.

According to Haythornthwaite, some common themes that are cropping up in educational publications and lectures include (1) the concept of distributed authority, (2) expanding expectations for community in learning environments and organizations, and (3) the state of “perpetual beta” in our lives.

Collaborative Versus Directive Leadership

Challenges to the validity of centralized authority are commonplace in today’s society and are usually attributed to the rise of the Internet and the ability to access and share information on a global level. In areas ranging from management to education, centralized authority, especially autocratic authority, is no longer perceived to be effective for achieving goals. This is true as well in the field of education, where the concept of learning from an “authority” is being challenged.

In response, education is moving toward more of a collaborative and participatory activity. As educators develop processes that foster such activity, more and more graduates entering the labor force will bring with them changed expectations of how they will learn, contribute and develop, thereby forcing organizations to begin implementing collaborative work practices.

In leadership literature, meanwhile, the changing nature of control has been well documented. As organizations (particularly those in knowledge industries) have flattened their organizational structures, methods of managing employees and the work they do have started to evolve. Not everyone has gotten this message, however, as evidenced by the many failures of traditional corporate management structures in recent years. Murray (2010) and others have noted the critical need to find new ways to manage—specifically, to give up control.

In Open Leadership: How Social Technology Can Transform the Way You Lead, Charlene Li (2010) describes how technology can enable us to find such
new ways to manage. “What’s changed today,” she writes, “is that new technologies allow us to let go of control and still be in command, because better, cheaper communication tools give us the ability to be intimately familiar with what is happening with both customers and employees.” Li cautions, however, that giving up control requires leaders to feel secure about their own skills and creating smartphone applications). The distributive nature of communication and the ease with which we can create communities through social networking sites and on the Web generally allow us to develop a network of “colleagues” that is much broader than the traditional definition. This can result, however, in an employee identifying more closely with an online community than with his or her physical colleagues or organization, leading to cognitive dissonance when the goals or directions of the two cultures diverge significantly. At the very least, it does suggest that we can expect organizations to try to structure themselves differently in the near future.

An Expanded Concept of Community
The move toward flatter organizational structures, the globalization of commerce, and the increasing use of remote workers all pose challenges to communicating with employees, colleagues and superiors. Organizations have always had informal sharing networks, but they are even more prevalent today given the ease with which we can form social and work relationships and share information. Organizations are trying to capture the value that these networks create to develop new products and services as well as innovative approaches to work.

Crowd sourcing is another aspect of this. By making data sets freely available, for example, individuals or groups can do the work of many paid employees, either for the public good or for their own eventual benefit (such as by

Perpetual Beta
Many technological advancements over the past 20 years have resulted in changes in how we conduct our work and organize ourselves. The current economic recession also has had significant impacts, many of them not necessarily welcome or comfortable. The upshot of these two trends is that, for all types of firms and organizations, the best practices of the past may no longer succeed. Alan Murray recommends that people remember the “innovator’s dilemma,” which suggests that following the “good” management practices of listening to customers, studying market behaviors, and predicting future trends actually leads to failure rather than success. The most important thing you can learn from past practice is where things can go wrong, such as in being blind to the arrival of disruptive technologies.

It is becoming more and more clear that creative destruction needs to occur almost constantly at all levels of organizations to stimulate innovation and marketplace success. This will require accepting a state of “perpetual beta,” meaning the environment will never be in a final, “fixed” state. As in the field of education that Carol Haythornthwaite described, we are living in an age of perpetual beta—not only in terms of our technologies, products and services, but in our lives generally. We can now expect that everything is constantly in development and is always changing. We must learn to understand and accept this perpetual state of transition, and to enjoy it as well.

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Tips for a Successful
E-Content License

Librarians face licensing issues on a regular basis. Knowing how to negotiate a digital content license can forestall potential problems down the road.

BY LESLEY ELLEN HARRIS

Librarians and information professionals come face-to-face with licensing issues on a daily basis. Many librarians must interpret licenses for digital content that their colleagues have negotiated on behalf of their organization, while others must negotiate the licenses themselves (though they often lack a legal degree).

If your job begins at the point of negotiating a license agreement, you might take some comfort in the list below. It is an expanded collection of quick tips from Licensing Digital Content: A Practical Guide for Librarians. I refer to this list as a “crash course” in negotiating licenses for electronic content.

Avoid oral licenses. Although written agreements are not always mandatory, use them. A written license is a summary of the terms and conditions of your use of the licensed content. It will be used for guidance and interpretation by you and others in your library throughout the duration of the agreement.

You, too, can offer a license. If the publisher/vendor with whom you are dealing does not have a written license, consider drafting your own and asking the vendor to sign it. Even if the vendors you work with do have their own agreements, your library should have its own “model” license that you can share with a vendor as a way of indicating the terms you prefer.

Create a “must have” list. Before reading any licensing agreement offered to you, make a list of “must haves” for such an arrangement. If offered a written license, carefully read it from beginning to end before mentally or physically making any amendments to it (based on your “must have” list).

Create a “must not have” list. Just as you need to include certain terms and conditions in your licenses, you need to avoid others that would make your life miserable and might prevent you from using licensed content in the manner in which you need to use it. What are these terms and conditions that you need to avoid? They will likely arise again and again, so keep an up-to-date list of them to serve as a quick checklist when reviewing new licensing agreements.

Understand your obligations. Before signing on the dotted line, make sure you understand and can meet the obligations the license demands of you. Do not base your decision on any oral representations. If the licensing agreement contains a clause you do not like and the other party tells you not to worry about it because it will never be enforced, insist that the clause be removed. When in doubt, ask questions—lots of questions.

A lawyer can be a friend. After negotiating several licensing agreements, you may begin to feel as though you are becoming an expert in them. Certain parts of a license, however, may be beyond your level of education and knowledge. Make sure you have a lawyer on your team, and don’t hesitate to consult with him or her if the need arises.

Cover all issues. Don’t avoid inserting any relevant issues into the agreement because you fear they might “scare off” the other party. It’s best to put everything on the table at the beginning to avoid disputes in the future. Be honest and direct, and negotiate in good faith.

Be realistic about what the license does and doesn’t do. The licensing agreement is a summary of your relationship with the content owner; it cannot cover every single situation involving the use of licensed content. Sometimes, being brief is more effective than being thorough. Strike a balance that allows for a comprehensive license within a limited word count.

Avoid using “legal language.” Simple, straightforward language is best. You want to use wording that is clear to the two parties signing the agreement and to anyone who might need to interpret or apply the agreement later. Be sure to define any ambiguous or technical words or phrases in the agreement.

Education is part of licensing. Try not to become frustrated if you find that you know more about copyright and licensing than the person or people

LESLEY ELLEN HARRIS is a copyright lawyer who consults on legal, business and strategic issues. She is editor of a print newsletter, The Copyright & New Media Law Newsletter, which is available at www.copyrightlaws.com. She also teaches the SLA certificate program on copyright management and maintains a blog on copyright questions and answers. The second edition of her book, Licensing Digital Content: A Practical Guide for Librarians, was just published.
with whom you are negotiating. Part
of the negotiation process may involve
educating the other party about how the
people in your organization use content
and the licensing terms and conditions
you generally find acceptable.

Use consistent words and terms. Do
not use the word “content” in one
clause, “material” in another, and “pub-
lication” in a third.

Each licensing agreement is unique.
An agreement that works for one
library may not fit the needs of another
library—in fact, it may not even fit the
needs of the same library in a different
licensing situation involving different
digital content.

The license is your guide. Once the
license is in effect, you and your col-
leagues must live by it. You will only be
able to use the licensed content in the
manner set forth in the agreement. The
time to think about that is during the
negotiation stage—don’t wait until you
have to interpret the license and access
the content. Asking for a short trial
period to use the content can help avoid
difficult situations down the road.

Be creative, patient and flexible. The
only rule in contract negotiations is
to find the best license for the parties
involved.

Know when to walk away. This could
mean temporarily leaving the negotia-
tions to research or contemplate certain
provisions in the license, or perma-
nently abandoning the negotiations and
finding other suitable content to license.
In either case, give warning to the other
party and continue showing your utmost
respect to the process. SLA

An agreement that works for one library may not fit
the needs of another library—in fact, it may not even
fit the needs of the same library in a different licensing
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Strategic Questions for Future Planning

Assembling a group of our peers and asking questions about the future not only stretches our brains—it also makes us question our assumptions.

BY STEPHEN ABRAM, MLS

One of the neat benefits of membership in SLA is the free execuBooks subscription, through which we can receive four- or five-page summaries of popular business titles in our e-mail once a week. I print them and throw them in my PC bag to fill those moments when I need a quick read or two.

One of the latest summaries I read was about *The Five Futures Glasses: How to See and Understand More of the Future with the Eltville Model*, by Pero Micic. I think this book offers an interesting process for us as library and information service planners. Micic posits that we can frame our future challenges by using the following future management questions:

1. How will our market, work and life environment change in the next 10 to 15 years?
2. How should we prepare ourselves for possible surprising events and developments in the future?
3. Which opportunities and threats to our markets, products, strategies, processes, and structures will arise out of these changes?
4. What do we want our company [or enterprise/institution] to look like in 5 to 10 years in terms of a strategic vision?
5. How do we need to design our strategy to realize our strategic vision?

These are simple questions, so of course we can expect that there are many not-so-simple answers.

Micic suggests using five “glasses” as a way to frame the conversation about these questions. These glasses are like eyeglass lenses that enhance our view and allow us to focus on the issues. Micic’s approach is very similar in intent to Edward de Bono’s six thinking hats or his six action shoes (if you’re aware of those excellent books, you know there are many ways to include all future thinking styles). Micic’s glasses are as follows:

- Blue, for teasing out and analyzing our assumptions;
- Red, for imagining possible surprises;
- Green, for recognizing the opportunities in anything;
- Yellow, to focus on vision and the long term; and
- Violet, to think strategically about what steps are next.

What are our assumptions about the future? How valid are they? What could happen that will change everything? Can we truly imagine as far into the future as we need to?

Sparking Conversations

Now, let’s think about this type of futures exercise for special libraries, knowledge managers, special librarians, and information services. To get started, all you need is a group of people—a chapter or division meeting, for example, or any other SLA unit meeting. It can be only librarians or can include allied information professions or even clients or bosses. All in all, just get
Once you have a group, ask the five questions. It’s as simple as that. Explain the glasses to everyone and ask them to try to think broadly about the double-edged opportunities and threats facing our enterprises and profession. Don’t be afraid to take the blinders off, too—give everyone permission to imagine a future. Your facilitation will keep the conversation on target.

Future thinking requires that we exercise our brains. It is neither totally accurate nor trivial play. Imagination can drive behavior, and imagination drives our shared vision of what we want to achieve.

<table>
<thead>
<tr>
<th>Future thinking questions</th>
<th>Challenge</th>
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<tr>
<td>What will happen if most books, news, government data, and periodicals become available digitally?</td>
<td>As devices become totally individualized, what will become of the internet, institutional sites, commerce, and so on?</td>
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<td>What will happen if the advertising marketplace collapses and fails to support the free services upon which some depend?</td>
<td>Will e-learning reach its potential and dominate all forms of education, including continuing professional education?</td>
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<td>Does the information container (e.g., a CD, DVD or printed document) exist in 2025?</td>
<td>Can the digital divide be applied to companies, schools, academic institutions, or countries? Is this really an issue beyond individual socioeconomic status?</td>
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<td>• What will happen if most books, news, government data, and periodicals become available digitally?</td>
<td>• What will 2020 look like if one or more of the following no longer exist: Google, Facebook, YouTube, AOL, Twitter, land lines, <em>Time</em> magazine, broadcast television, or print newspapers? What will have changed?</td>
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<td>• What will happen if the advertising marketplace collapses and fails to support the free services upon which some depend?</td>
<td>• Will there be a place for search engines that cannot be influenced by political algorithms, commercial optimization or advertising?</td>
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1 December
Moving into Management & Team Leadership Roles (1)
8 December
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16 December
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OTHER EVENTS

NOVEMBER
30-2 December
Online Information 2010
London, England, UK
www.online-information.co.uk/index.html

DECEMBER
13-14
Expert Conference on Open Access and Open Data
Leibniz Library for Research Information
Cologne, Germany
www.oaod2010.de/

13-15
INEX 2010
Initiative for the Evaluation of XML Retrieval
Amsterdam, Netherlands
www.inex.otago.ac.nz/

JANUARY 2011
11-13
International Conference on Digital Library Management
The Energy Resources Institute (TERI)
Kolkata, India
www.terin.org/events/cdlm

FEBRUARY 2011
14-16
International Conference on Digital Libraries and Knowledge Organization
Management Development Institute/Indian Association for Special Libraries & Information Centres
Guwahati, India
www.indi.ac.in/ICOKHome.html

APRIL 2011
27-28
International Conference on Information Management and Evaluation
Ted Rogers School of Management
Ryerson University
Toronto, Canada

MAY 2011
11-13
Mobile Technologies: Information on the Move
Emerald Group Publishing
Brisbane, Australia

JUNE 2011
12-15
SLA Annual Conference & INFO-EXPO
Philadelphia, Pa., USA

24-27
Qualitative and Quantitative Methods in Libraries
National Hellenic Research Foundation
Athens, Greece

JULY 2011
4-8
International Society of Scientometrics and Informetrics Conference
International Society for Scientometrics and Informetrics
Durban, South Africa
www.issi2011.uwu.ac.za/

OCTOBER 2011
16
Smart Content: The Content Analytics Conference
Alta Plana
New York, N.Y., USA
smartcontentconference.com/

19-22 JANUARY 2011
SLA Leadership Summit
Washington, D.C., USA

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