Information Outlook, November 2005

Special Libraries Association

information outlook

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November 2005
www.sla.org

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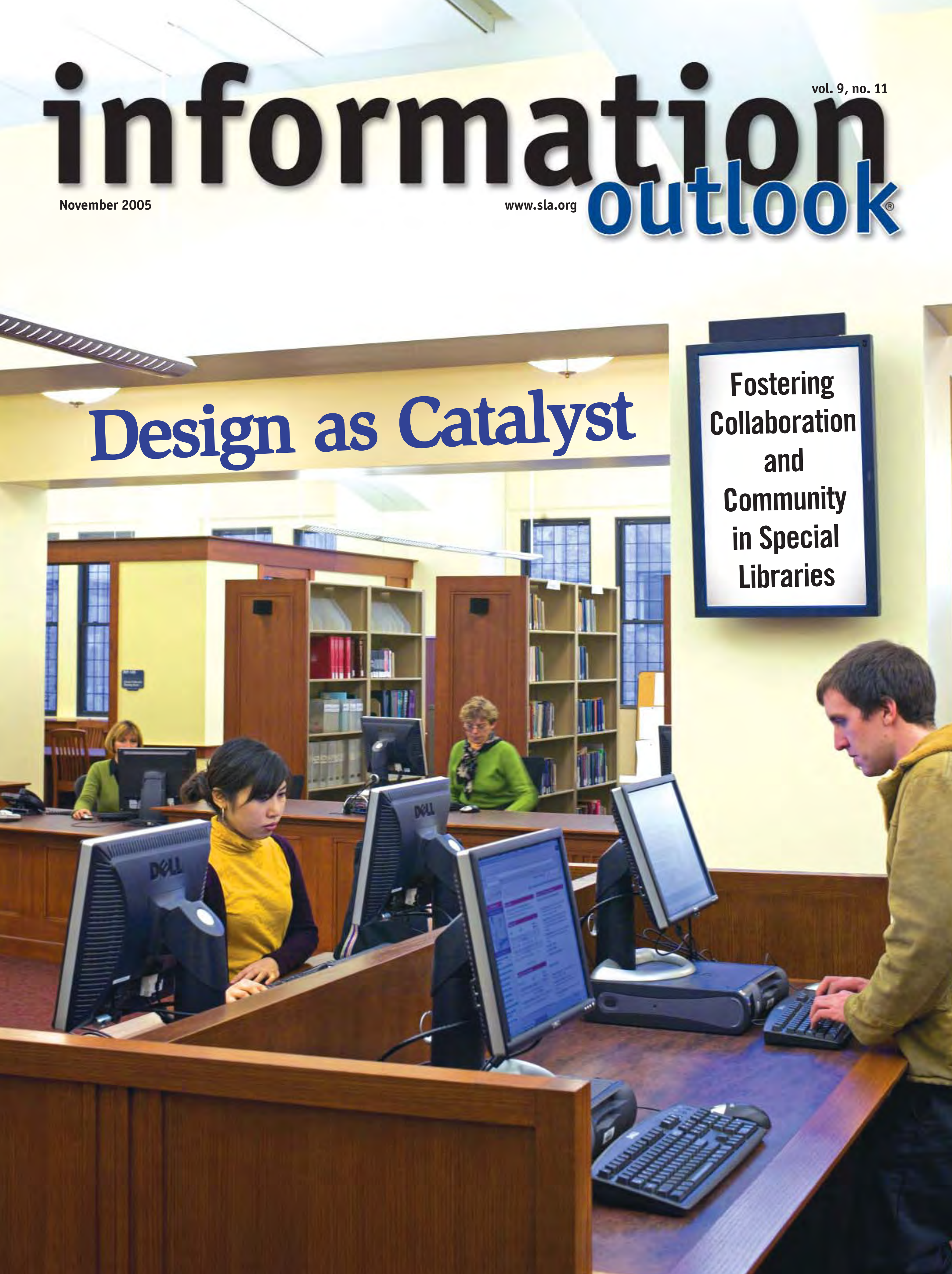
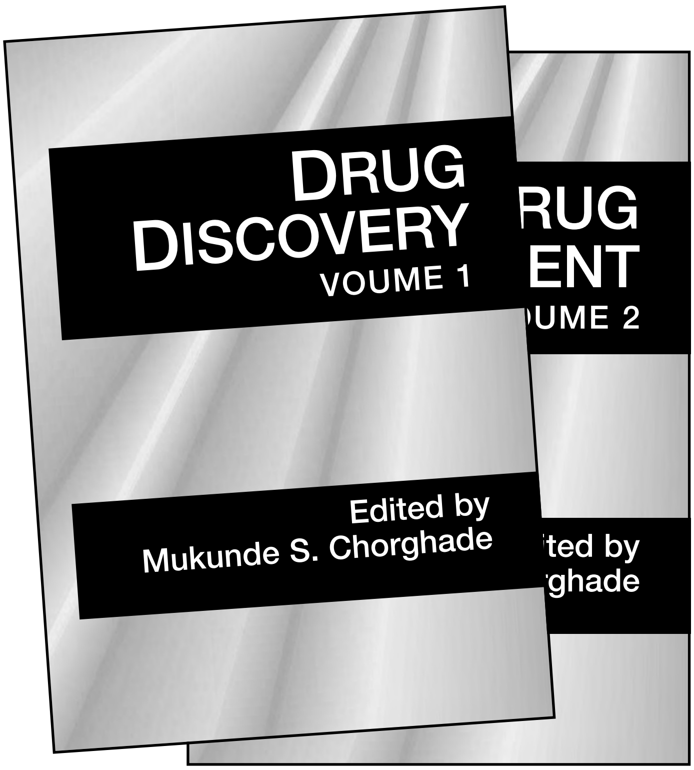
Fostering Collaboration and Community in Special Libraries



biomedical and pharmaceutical sciences



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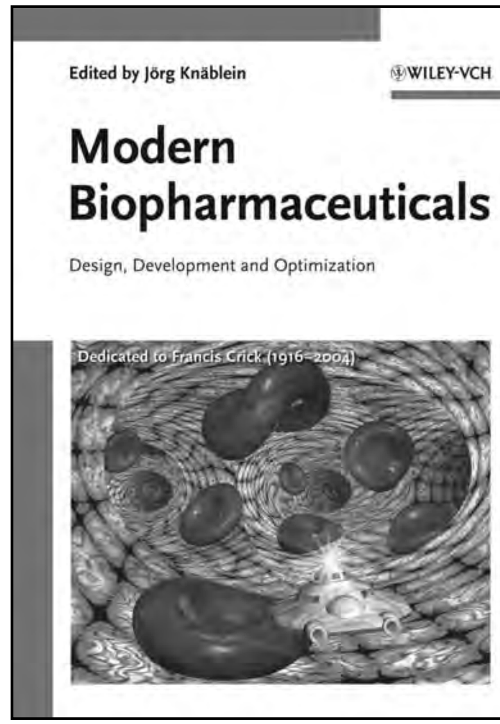

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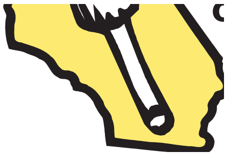

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We've Done Plenty, and There's More to Do

November is the beginning of the halfway mark of my year and I know that I haven't done half enough.

I would like to thank all of my colleagues who took the time to investigate the issues during our bylaw change initiative. Participation in the voting process looked like this:

- 2,794 members voted.
- 2,159 members voted "yes" (77 percent).
- 635 members voted "no" (23 percent).
- 91 percent of the voters voted online.
- 9 percent of the voters used paper ballots.

Members voted in favor at the rate of three-to-one and one in four members eligible to vote did so. I hope that we see more members use electronic voting as we vote for new officers beginning in 2006.

As pledged, the board will enact the dues rescheduling as explained to the membership. Beginning January 1, 2006, the following dues schedule will be executed:

- Members earning $35,000 USD or more in salary per year will pay $160 in annual dues.
- Members earning less than $35,000 USD in salary per year will pay $99 in annual dues.
- Student and retired members will continue to pay $35 in annual dues.
- Virtual members will continue to pay $65 a year in dues.
- Organizational memberships will cost $650 USD in annual dues.

While e- voting was a fun experience for all of us, one of the most important experiments for the association was the new communication tools piloted to listen to you, the members, during the decision-making process. The association hosted three telephone forums where members could dial in directly and ask the executive director and members of the board questions regarding the structure and intent of the bylaws change; two of the forums were also Web enabled, providing immediate e-mail access for questions and a bulletin board for slides.

Member comments and questions were collected in e-mail and voice mail boxes, and were then answered by SLA executives or members of the board. The association created a Web site for issues surrounding the initiative, including a long list of frequently asked questions, and updated it "on-the-fly," based on member contributions. We hope that you found these tools relevant and we hope to continue to improve on communication channels.

But the bylaws change has not been the only significant activity occupying our attention. I am grateful to all the members who volunteered to lead or participate in our task force program. Approximately 85 people volunteered to work on task force initiatives, most of whom are enjoying their first experience working at the association level. I particularly want to thank the chairs stewarding these initiatives. "Chair" does not even begin to describe the duties they are performing. Based on the charges and the timetable, I should have given them the title of "magicians." Task force members by now have introduced themselves, tackled the charges, broken into subgroups, and are working passionately on their first assignments. We should all salute them.

Our colleagues in the South Atlantic region enjoyed a successful regional conference during the weekend of Sept. 30 through Oct. 2 in Williamsburg, Virginia, chaired by President-elect Rebecca Vargha. Regional conferences suit our love of networking, since they are usually small enough to allow us to really speak with one another and give those of us who may not make it to the annual conference an opportunity to do business with vendors and investigate new techniques and practices.

Please be on the lookout for our Leadership Summit, which will take place in Houston January 18-20. While our current chapter and division leaders are called to conference, I remind all members that this conference is devoted to leadership development wherever you sit in the profession or in SLA. This is the conference where we at the association provide an exciting platform for exploring what it means to be a leader, an opportunity to evaluate your objectives and progress and gain the tools to take your next steps. This will be a terrific conference and I hope that I have the opportunity to see you there.

Enough said about what we have done. I am looking forward to what we still have to complete. Where did I leave my list……..

Nixon Doesn't Deserve Library

To the Editor:

Mr. Michael E. Smith makes a statement which leaves me incredulous in his Nixon Collections article in the August issue of *Information Outlook*.

On page 11 of said edition, Mr. Smith states, "Although contemporary culture tends to associate Richard Nixon with the Watergate scandal and mishandling of the war in Vietnam, public sentiment at the time (except perhaps on college campuses) seemed more likely to grant Nixon status as one of the better statesmen and presidents in U.S. history."

Say what?

Richard Nixon made his name in American politics as a red-baiting representative from California. His enemies list began with Helen Douglas, and grew over the course of the subsequent decades.

As Ike's VP and poodle, Nixon saved his political skin with the renowned "Checkers speech."

Defeated by JFK in the 1960 election, then defeated in a race for governor of California in 1962, Nixon made his pathetically famous "You won't have Nixon to kick around any more" speech to the press and public.

When Nixon ran for president in 1968, he was already well known, and disliked and mistrusted, in many quarters.

He courted the extreme right wing and pursued his cynical policy of "Vietnamization" of the American involvement in the Vietnam War, keeping the bombing of Cambodia secret from Congress and the American public, sending American ground troops into a secret and illegal incursion into Cambodia and Laos.

In 1971 and 1972 Nixon authorized the break-ins into the office of Daniel Ellsberg's psychiatrist, as well as the Democratic Party national headquarters in the Watergate complex.

All of these, and other transgressions, known as high crimes and misdemeanors, were charges that the House of Representatives used to impeach Richard Nixon.

Nixon was NOT recognized as a statesman, but for his partisans. Only a fringe on the right wing of American politics considered him one of the "better president in U.S. history."

Opposition to Nixon was not centered on college campuses. We students in those days were in the vanguard of opposing Nixon, but we were joined by the U.S. Congress, and the vast majority of the American people.

Mr. Smith is either ignorant of American history or cynically manipulating history, rewriting and revising it for his own ends and purposes.

Richard Nixon was a convicted criminal who dared try to steal the Constitution from the American people, who defied the will of the United States Congress, and who saw enemies under every bed, in every nook and in all crannies.

Richard Nixon was a disgraceful president, a felon, who only by the grace of Gerald Ford's magnanimity escaped criminal prosecution.

Any attempt to whitewash Nixon's legacy, as the Nixon Library and Mr. Smith seem intent on doing, is an outright lie, a cynical manipulation of facts, and plain false.

For a library magazine to allow such outright falsehoods to go unchallenged seems surprising. I won't allow such nonsense to be perpetrated without challenging its veracity and accuracy.

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Class of May 2006

web sites worth a click

By Carolyn J. Sosnowski, MLIS

Martindale's Calculators On-Line Center

www.martindalecenter.com/Calculators.html

After seeing and hearing several references to retirement and life insurance calculators lately, I figured someone was trying to tell me something. So I went in search of some tools, and I found more than I could believe—all on one site. The calculators range from the practical (Social Security) to the technical (Visual Aircraft Weight and Balance), and there are many others in between (dinosaur speed and numerology, to name two). Not all of the calculators listed on the site are what you might think of as calculators—like fabric stain removal instructions and a clickable mummy—but they are very informative nonetheless. Each calculator is cited and briefly described. The site is part of Martindale's "The Reference Desk," an extensive trove of helpful resources.

EPIC: Electronic Privacy Information Center

www.epic.org

EPIC is a "public interest research center" that was established to study and publicize privacy, First Amendment, and civil liberties issues. You can read news items, track legislation and litigation, and even learn how to search the Web unidentified, e-mail anonymously, and protect your computer from being surveilled. The guide to other sources includes news groups and links to non-U.S. resources. In addition to what you see on the site, EPIC offers an Alert service and a bookstore for more in-depth reading. The biographies of the staff, Board of Directors, and Advisory Board offer impressive credentials.

Epicurious

www.epicurious.com

This site declares that it possesses "the world's greatest recipe collection," so let's start there. An advanced search, browsable categories, and collections by topic make it easy to find just the recipe you need (or stumble on something inspiring)…courtesy of *Bon Appétit* and *Gourmet* magazines, with some help from the site's online community. Free membership also entitles you to an electronic recipe box and the ability to rate recipes and enter contests. Beyond the nearly 20,000 recipes, the Epicurious store contains books, gadgets, and even a way to purchase prepared meals. If cooking is not your thing, the restaurant

news briefs

SLA Bylaws Change Clears Way for New Dues Structure

SLA members have overwhelmingly approved an amendment to the SLA bylaws that removes a 12 percent cap on membership dues increases, allowing a new dues structure to be implemented beginning January 1, 2006.

The action came about in the association's first electronic vote, which concluded Oct. 7. These are the results:

- 2,794 members voted.
- 2,159 members voted "yes" (77 percent).
- 635 members voted "no" (23 percent).
- 91 percent of votes were cast online (2,549).
- 9 percent of voters used paper ballots (245).

The margin exceeded the required two-thirds majority needed for approval of a change to the bylaws.

The members' vote cleared the way for a new dues structure—which had been previously approved by the SLA board. The new structure, originating with a request from the SLA Kentucky Chapter in 2003, creates dues tiers based on income level.

- Members earning $35,000 USD or more in salary per year will pay $160 in annual dues, $35 more per year than the current $125.
- Members earning less than $35,000 in salary per year will pay $99 in annual dues, $26 less per year.
- Students and retired members will continue to pay $35 in annual dues.
- Virtual members will continue to pay $65 a year in dues.
- Organizational memberships will cost $650 a year, $150 more than the current rate.

In a message sent by e-mail after the vote, SLA President Pam Rollo congratulated and thanked members for their involvement in the voting process and said the vote was "a referendum on the SLA membership's trust in its volunteer leadership and its ability to do the right thing for the profession."

Rollo emphasized that "getting 77 percent of the vote in support of the amendment means far more than the elimination of a dues cap. It also means that most in our community believe the board—all of whom are SLA members—takes its responsibility very seriously, and that it will always take member views to heart."

2006 SLA Budget

In its October meeting, the board approved the 2006 operating budget for SLA. These are some of the highlights of the budget:

- The budget was purposely developed with conservative income figures.
- The total income for the budget is almost $5.9 million, a 6 percent increase over projected income for 2005. The increase is, in part, a result of increased membership dues and conference attendance as well as more realistic income projection throughout each of the program areas.
- In order to maintain a balanced budget, expenses are projected conservatively and new vendors and more efficient use of systems are being introduced to keep expenses to a minimum. Expenses fall in line with the slight increase in income and are 6 percent higher than 2005 expenses.

Other Board Action

The board also voted to:

- Add a half hour to the annual conference exhibit hall hours that does not conflict with educational programming. The change will add a half hour of non-conflict time to the Monday and Tuesday exhibit schedule, beginning with the 2007 conference.
- Extend one year of membership benefits to members in areas affected by the following natural disasters: the South Asia tsunami, Hurricanes Katrina and Rita, and

the Kashmir earthquake.

• Adopted the following definition of "diversity":

"Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. SLA strives to foster a 'culture of inclusion,' embracing all people and recognizing the value of diversity of experiences, career paths, perspectives, creativity, and opinions in addition to ethnicity and gender. The differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment that SLA wishes to provide its members. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual. Through its inclusive and supportive diversity policies, SLA aims to create a success-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the synergy of its members."

guide offers suggestions for some major cities/areas, including Florence, Boston, and London. Check out the "top ten" lists for destinations such as bakeries, drive-ins, and soda fountains. Also worth noting: electronic newsletters, cookbook reviews, an extensive "spirits" section, and the ability to send a recipe to your phone.

DIY Network

www.diynetwork.com

The Web site companion to the cable channel is filled with practical instructions and advice for all sorts of undertakings, from simple home maintenance to complex building projects. The topics in various categories (Gardening, Living, and Woodworking, for example) are pulled from television episodes and written up in easy-to-follow language often accompanied by photographs. The extent of the detail varies by project, but each topic lists manufacturer and expert contacts—most helpful when the project is a large one. Message boards are great for posting questions and exchanging tips, and video tutorials offer step-by-step instructions for everyday home projects—a great way to determine if you can "do it yourself" or need to hire a professional.

Usability.gov

http://usability.gov

A product of the U.S. Department of Health and Human Services, Usability.gov is a priceless resource for Web designers and content creators. From the basics of defining usability and its importance, the site goes on to teach visitors about site planning, design elements, usability testing, and marketing. Also instructive is the "Lessons Learned" section, which shares real-life before and after scenarios from the National Cancer Institute's electronic services. The site has a "What's New" section to help visitors keep up with recent additions, and links to hundreds of resources (newsletters, event listings, accessibility guidelines) from other organizations. Everyone can learn something here.

Carolyn Sosnowski, MLIS, is an information specialist at SLA.

Call for Papers

SLA Baltimore 2006: *Where Tradition and Transformation Converge*

SLA is accepting papers for presentation at its Annual Conference June 11-14, 2006, in Baltimore, and for publication on its Web site.

The papers will not be formally peer reviewed. Instead, a panel of SLA members will evaluate abstracts of the papers. Authors whose abstracts are accepted will be asked to write the paper.

Papers should be about library science, information management, research, or other issues related to the work of special libraries. Abstracts also will be judged on substance, potential member interest, and relevance to the conference theme (Where Tradition and Transformation Converge) or to the SLA tag line (Connecting People and Information).

Authors need not be in academia, but the author (or at least one co-author) ***must*** be a member of SLA.

Submission Guidelines and Specifications

Full guidelines, including formatting instructions, are online at www.sla.org/baltimore2006/papers.

Deadlines

December 8, 2005 – Abstract due. Submit an abstract of your paper via e-mail to Terri Brooks, at brooks@ici.org. Abstracts should be approximately 250-300 words in length, roughly one page in 12-point text with normal margins. Applicants will be notified of acceptance by January 6, 2006.

May 1, 2006 – Paper due. Submission deadline for the complete paper and copyright assignment to SLA. The copyright assignment form is available online at www.sla.org/documents/conf/copyrightform.html. Please print, complete and mail the copyright assignment to Contributed Papers, SLA, 331 South Patrick Street, Alexandria, VA 22314.

June 11-14, 2006 – Conference presentation. Presentation of papers will occur during the SLA conference in Baltimore.

Minimum Requirements for Acceptance

In addition to the quality and relevance of the proposed paper, it must meet these requirements:

- The abstract has been received by the deadline.
- The author (or a co-author) is a member of SLA. Not a member? You can join online at www.sla.org/join.
- The author (or a co-author) commits to presenting the paper at the Annual Conference.
- The paper has not been published in or submitted to any other publication or conference planning group.
- The author (and any co-authors) also must be willing to sign a copyright assignment that will permit SLA to use the paper in various formats. Accepted papers will be posted on the SLA Web site shortly before the 2006 conference begins.

For examples of papers from SLA's 2005 Annual Conference in Toronto, see www.sla.org/baltimore2006/papers.

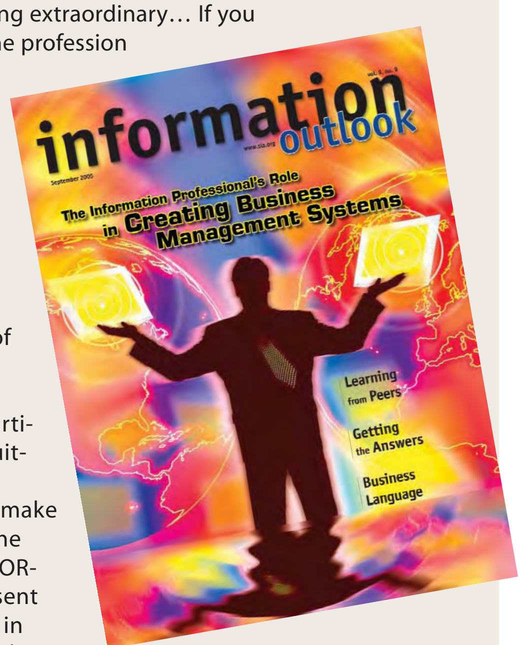
SLA
Connecting People and Information

How to Write for Information Outlook

SLA's monthly magazine is written primarily by and for information professionals. INFORMATION OUTLOOK interprets the news and covers trends and issues that affect information professionals in a global environment.

If you know of an interesting improvement in a special library or information center… If you've solved a difficult problem—or prevented one… If you or a colleague have done something extraordinary… If you want to give something back to the profession by sharing your experiences with others… We want to hear from you.

We welcome proposals for articles of interest to information professionals.



Topics

The editorial calendar is a guide for the editorial direction of the magazine. Each issue covers many more topics than those included in the calendar. "Cover article" topics for one issue will be suitable as features in another.

When you propose an article, make sure you can relate the topic to the specific needs of our readers. INFORMATION OUTLOOK readers represent companies of all sizes. They work in large libraries with large staffs and as solo librarians in small companies. Their experience ranges from senior professionals to beginners just out of school.

INFORMATION OUTLOOK readers want to read articles about new techniques, new ideas, new trends. They're interested in articles about search engines, knowledge management, international issues, copyright law, technology, innovation, the Internet. They're interested in articles on administration, organization, marketing, and operations.

INFORMATION OUTLOOK readers like case studies. They're interested in growing their organizations and in planning their careers. They want to know what works, and what doesn't work. They want success stories. They want to know how to confront problems and how to avoid them.

Articles should include something new, something different, something important. When the reader is finished, he or she should feel smarter than before.

A note to vendors and service providers

In many cases you may have the best and most current information on a topic. We invite you to share that expertise with our readers, to advance the body of knowledge of the profession. But—we'll insist that your articles do not promote your business or claim that your product or service is the only solution to a given problem.

Expanded writers guidelines are at www.sla.org/content/Shop/Information/writingforio/index.cfm.

To submit a proposal…

If you have an idea for an article, please send a proposal to jadams@sla.org outlining the article and your qualifications for writing it. A paragraph or two and a few bullet points will suffice.

We usually respond in a couple of weeks or less.

Please e-mail article queries and proposals to jadams@sla.org. If you are writing for a particular issue, your query should be early enough to allow for writing the article.

Editorial Calendar

Each issue of INFORMATION OUTLOOK includes articles on many more topics than the ones listed here. The calendar is only a general guide for editorial direction. "Cover article" topics for one issue will be suitable as features in another.

Please e-mail article queries and proposals to **jadams@sla.org**. If you are writing for a particular issue, your query should be early enough to allow for writing the article.

Issue	Cover Article	Deadline
February 2006	**Managing** Possible topics: Planning, budgeting, supervising a staff, purchasing.	Dec. 2, 2005
March 2006	**Internal Marketing** Possible topics: Using intranets and e-mail, training internal clients, special events, tips for increasing usage, showing return on investment.	Jan. 6, 2006
April 2006	**Competitive intelligence** Possible topics: Ethical approaches, sources of information, analyzing information, adding value.	Feb. 3, 2006
May 2006	**Career development** Possible topics: Professional development, gaining expertise in content areas, résumé writing, interview tactics.	Mar. 3, 2006
June 2006	**Digital information sources** Possible topics: Selection process, RFP writing, maximizing usage.	Apr. 7, 2006
July 2006	**Managing** Possible topics: Planning, budgeting, supervising a staff, purchasing.	May 5, 2006
August 2006	**Knowledge management** Possible topics: KM systems, indexing information, low-budget KM.	June 9, 2006
September 2006	**Internal Marketing** Possible topics: Using intranets and e-mail, training internal clients, special events, tips for increasing usage, showing return on investment.	July 7, 2006
October 2006	**Web searching** Possible topics: Meta directories, using online search engines, the best sites for various content areas.	Aug. 11, 2006
November 2006	**Copyright** Possible topics: Global considerations, permissions, new laws and regulations	Sept. 8, 2006
December 2006	**Managing** Possible topics: Planning, budgeting, supervising a staff, purchasing.	Oct. 6, 2006

Building Your Team with Hiring Practices

By Debbie Schachter

One of the most important aspects of management is the successful recruitment of qualified individuals for your library or information center. You may have the opportunity (or the hassle) of having to fill an existing position due to a staff departure. Or you may have the opportunity to create and fill a new position due to the expansion of your services. Either way, you have the mission and responsibility to find the most qualified candidate for the position.

But who is the most qualified candidate?

If you are replacing an existing position, before you assume you will automatically search for someone with the same skill set to do the same work, take the time to determine whether your library's needs have changed since the incumbent started that position, and whether you are planning significant changes to your library. Now is the time to see whether you want to find someone with a set of new skills who will help bring about a new direction in information services or processes. Perhaps the job has changed significantly, so consider what the new position really should be, or what type of person your library needs now. Also consider the intangibles, such as what type of personality mix would most benefit your existing team.

The same is true when creating a new position. Look at not only your needs of today, but how you plan to position your library services in two to five years. Create the position description with that in mind, identify the ideal skill set, and post that position.

Once you have determined your needs for the new position, create a posting for the position that provides as much detail and specifications related to qualifications as possible. Chances are you will receive a large number of responses to any posting. Try to minimize the number of unqualified applicants by being clear about "must-have" qualifications and skills, versus those that are only "nice to have."

You should always begin with an internal posting, for various good reasons. First, it indicates to staff that the organization is committed to providing opportunities for internal advancement and career development. Second, you may have a very highly qualified and interested candidate readily available to you, without a lot of the expense and time spent posting externally. The internal candidate will probably have an advantage over external candidates in having an understanding of the organizational culture, and may come up to speed in the new position faster than someone from the outside.

In most special library situations, though, chances are that the pool of qualified internal candidates is quite small, due to the specialized qualifications. Meanwhile, as a manager, you should be proactive in doing ongoing marketplace homework. You should take the time to review typical job postings in other special libraries to see the types of skill sets that are being sought by other employers. You should also be up to date on salary surveys in the industry and in special libraries in particular, and you should be aware of what salaries are like in your local area.

Focused Postings

Obviously, a very focused place to post a special library position is with appropriate library discussion lists, and with SLA chapter/division Web sites or employment lists. Many employers also publish newspaper ads and advertise on more general job sites. If you are seeking a new or relatively new graduate from library school or from a library tech program, the schools often offer bulletin boards or discussion lists to advertise positions to current students and alumni. Don't be surprised if a position you post locally ends up on international sites or discussion lists. Make sure you do provide specifications on citizenship and relocation information if these are also potential limiting factors to applicants. Weed carefully through resumes, but be sure to stay focused on the skills, background, and qualifications you identified in your needs assessment earlier.

Interviewing is the next big step and the real challenge to finding the right person. After carefully choosing a few candidates—the number may vary depending on the number of qualified candidates and the importance of the position—you realistically will want to interview no more than about four. Only interview those candidates who you think will make a significant contribution to your team. Candidates need to put a lot of effort into the job search, so don't bring then into the process if you're just trying to round out numbers. On the other hand, do give those candidates who have some interesting experience or additional skills that would be added value to your team a chance, even if they don't meet all the other criteria precisely.

Involving the right people in the process and developing interview questions also are key to the process. Choose staff members who will work on the team to help you do the interviewing. It is always better to have the involvement of staff who will be working with the potential candidate, rather than trying to determine the best fit on your own. Use a scorecard to rate each candidate so you can be as unbiased as possible

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in the interviewing process. Even after interviewing as few as four candidates it is sometimes hard to remember who said what or who had which set of particular skills.

Interview Questions

The questions also need to be carefully thought out. The trend is for experiential types of questions, to allow the candidates to showcase their experiences and to determine how they react in particular situations. Ask open-ended questions that allow the candidates to show you what they can do. Ask them to describe particular situations with conflicts, how they have handled difficult patrons, how they have excelled in areas that are pertinent to the position. Sometimes you may have scenarios on which you would like to test each candidate. These can be very effective to see how the candidate will prioritize work, deal with conflict, or manage a project in a situation based on your workplace.

Take references and make sure to contact them promptly. This is an important part of the due diligence process in selecting candidates and can be an important source of information on how the individual will work out in your team. Be specific about what qualifications and skills you are looking for, and make sure that the person providing the reference understands that. References can often provide red flags in particular situations, particularly if they contradict the employment history that the candidates presented in their résumés.

As a librarian and manager, I have had much experience creating in posting and interviewing candidates for a variety of library and non-library positions. I have also had a fair bit of experience being interviewed myself, and I always try to keep those personal experiences in mind when I'm involved in the interviewing process. The entire selection process actually involves very little actual face-to-face time to assess whether you think the candidate will make a good addition to your team.

One important aspect of the selection, I believe, is to look for candidates who complement, but don't duplicate, skills and personalities already in your team. It is often easier to hire individuals who are similar to us or who are similar to other staff members, just to avoid any type of conflict or friction within the team. By doing this, though, we may stifle the creativity of the library by not generating the type of creative friction that leads to innovation. Seek individuals who have critical analysis skills and will not be "yes" women and men. In the ever-changing world of information professionals, you need to know that you have the value of forward-thinking and innovative team members bringing success to your library.

Design as Catalyst

Fostering Collaboration and Community in Special Libraries

**By Janette S. Blackburn, AIA, LEED AP
and Carole C. Wedge, AIA, LEED AP**

Until a few months ago, when sophomore Johanna White headed for the library at the Africana Studies and Research Center at Cornell University, she would descend to a tiny, cramped library housed in a former campus fraternity house. Today, Johanna and her fellow students delight in the newly renovated and expanded facility. Filled with light and enlivened with color and the work of African-American Artists, the library has become an integral part of the Africana Center's learning community.

The move and renovation have transformed the library from a remote "out of sight, out of mind" facility into a living room for the center—one that is rich in technology and that provides specialized support for its collections and information resources. While occupying just 3,066 square feet and housing 21,000 volumes, its open and inclusive design contributes to the Africana Center's robust environment fostering scholarship, community, and stewardship.

"This facility puts to rest the question of where we should be located geographically," says Robert Harris, vice provost for diversity and faculty development and professor of Africana studies. "We've always been at the heart of the intellectual enterprise of this campus."

Tailoring Spaces

Through careful attention to the design of the physical place, special libraries can strengthen an institution's learning community by supporting research activities and access to information in a technologically sophisticated environment. To do so, successful library spaces need to be tailored to the types of teaching, training, and research they support—from fostering collaboration through group work to providing suitable space for focused, individual projects.

The Gottesman Library at Teachers College, Columbia University, specializing in the field of Education, includes traditional spaces for independent study, such as a main reading room, study carrels, and computer carrels. A recent renovation added seminar and group workrooms, classrooms, a display area—even a café—to support collaborative learning and group work. In designing for collaboration, it was essential to provide acoustical privacy without sacrificing visual connections between spaces. This was achieved by incorporating noise absorbent interior materials, glass-fronted study rooms, and new interior windows between important public spaces.

"Throughout the building we have provided individual and group study/learning/teaching spaces with quiet and less-quiet zones," explains Teachers College Library Director Gary Natriello. "The design has been key in allowing us to accomplish all of this in the same building."

At Marquand Library for Art and Archaeology at Princeton University, where the focus is on individual research rather than collaborative study, a renovation and expansion increased the number of assigned carrels for art and archaeology seniors and graduate students. The carrels are designed to allow students and faculty to have adequate space to use large books, store six shelves of books of varying sizes, and connect to the campus computer system from their carrels. Carrels are available on four floors of the library with different views of the campus. Most important, the semi-open carrels provide an environment that promotes interaction within Marquand's scholarly community.

Because the students and scholars at Marquand depend heavily on print resources, shelving and furniture were designed to allow the use of large-format materials—still within a technology-rich environment where power, data, and wireless connections are provided at study tables. To provide a clear work surface on tabletops, power and data outlets are located under the tabletop surface and there are no table lamps to impede the use of large-format materials. "Art historians often need to compare several books at one time. The furniture was designed to accommodate this practice," says Janice Powell, Marquand's librarian.

With a small staff and facility, the library at the Africana Center had to be creative in developing operational strategies that meet patron needs. This is most evident in their intent to design the library more for independent research than for group study. In the future, Library Director Eric Acree hopes to add technology-rich classrooms for collaborative study within the library.

Another choice the library made was to focus on quality rather than quantity of seating. Ironically, the new library has less seating than the old library, but because the new seating is comfortable, adequately sized and configured in an inviting setting, the library is frequently full. The seating in the old library was rarely filled to its capacity.

Technology-Rich Environments

Whether the spaces are created for independent study or collaborative learning, today's special libraries need a state-of-the-art, technology-rich environment to support advanced scholarly research and learning. In addition to accommodating desktop computers at carrels and service points and in labs, study and reference areas are designed to provide seamless connectivity for student laptop use through wireless and wired network connections. Group workspaces need to incorporate data networks and accommodate laptops and projectors for practicing presentations and for videoconferencing. Teachers College group workrooms incorporate large, multiple, flat-panel display screens and projectors, with portable equipment added as necessary.

"The key part of the design is that it allowed us to integrate technology throughout the building so that it is always handy," says Natriello. "The additional technology in the library has broadened the uses of the building. E-mail and online applications are now as prominent among users as traditional library functions. Using technology as a magnet to draw people into the building at all hours, the library has substantially increased the time it is open—from 8:00 a.m. to 11:00 p.m."

The new library at the Africana Center has also gained a technology boost. With double the number of computers equipped as production stations and printing stations and new laptops for patrons, use has dramatically increased. To keep up with IT developments and better respond to patron technology questions, Acree, the Africana librarian, sharpens his tech skills by working in the reference department at Cornell's main library (Olin Library) for a few hours each week.

Evolving Service Models

To support student and faculty study and teaching needs, the locations and designs of service points must reflect user-responsive staff models uniquely suited to special libraries. The small or specialized library often employs a single service point to address a variety of needs, including in-depth research consultation, database instruction, and materials transactions. At Marquand Library users can take advantage of one-stop shopping, where a single service desk at the main entrance supports all floors of the library, referring students to specialized librarians as needed.

At the Africana Library only one supervisor and one student typically service the library. The service desk is next to the staff area in the single, open-plan space, enabling the supervisor to work on projects in the office area when there are few patrons

Teacher group study in a room in the redesigned library.

The Africana Library after the redesign.

Look-up terminals for teachers.

The Africana Library circulation desk.

while still supervising the desk and reading room. The full-height shelving, necessary to efficiently house the library's collection, is oriented perpendicular to the desk, allowing an uninterrupted view to the far end of the reading room. Now that usage has increased, Acree foresees the need for a second service point with a lower work surface height where staff members and patrons can sit to discuss detailed reference questions.

Natriello echoes Acree's concerns about correctly defining the service desk. At Teachers College, as would be the goal of most special libraries, the service model is user driven, and the library director, always on the lookout for changing patron needs, is willing to try new ways to accommodate them, monitoring the relative success of those new procedures. Teachers College reports that the one-stop shopping model is working well, even though the library occupies more than 75,000 square feet. However, the jury is not in, according to Natriello, as to whether or not the current service desks will fit the evolving service model.

"We included two service desks on our renovated floors, and neither has turned out as we anticipated," he says. "The second floor service desk (originally thought necessary to serve current periodicals and the curriculum collection) was not used at all so we are reconfiguring it as a media design and print center. The main service desk on the first floor may be much larger than we need, particularly with the move to all-digital reserves. However, every time we tour the service desk with librarians from other academic libraries, they wonder if we have enough room, so our original thinking was not outside the mainstream expectation. We will experiment with new service models and new desk arrangements over the coming year."

Whatever the size of the library, service desks need to facilitate patron-staff interaction in an approachable, comfortable environment.

Flexible Design

Because the special library serves multiple populations with differing needs, multifunction spaces, especially in small facilities, allow the library to meet a wide range of research, instructional, and social needs within the same area. At the Africana Center, the community room offers space with moveable furniture that is adaptable for a variety of social, educational, and cultural events yet is also distinctive, light-filled, and inviting. At peak times of year, the library utilizes the main-floor classroom as an additional study area. The building configuration, with a direct view from the library service desk through the lobby to the classroom, allows the library staff to supervise the classroom without leaving the main library area. As demands for additional study and group work space grow, the library is looking at the feasibility of utilizing technology—through the use of a webcam—to provide supervision and support for study areas that are not within sight of the main reading room.

At Teachers College, the library has held small conferences, program receptions and student parties, but these have been limited by the logistics of relocating the traditional, heavy wood reading tables and chairs. For more informal and impromptu gatherings, students are flocking instead to the open, soon-to-be-renovated fifth floor to create their own social venues—a clear signal to the library that the remaining floors of the building to be renovated should maximize flexibility.

The design of open study carrels can also offer flexibility. As an alternative to assigned carrels, mobile, lockable carts might be assigned to individual researchers, providing them with greater choice and freedom in their place of study. Or locking files or cabinets assigned to researchers can be located adjacent to study areas, providing secure storage space for research materials without interfering with multiple uses of the open study carrels.

The Library as Place

Design elements must create a sense of place that reflects the institutional mission and the needs of the unique population being served. For libraries that serve a specialty, design elements should convey tangible evidence of that focus.

Introducing art into the library was very important to Marquand's constituency. By creating a below-ground exhibit and reading area featuring mosaic fragments from an archaeological dig in Antioch, the colorful display and rich Venetian red walls transform an otherwise dreary space into a vibrant and inviting environment.

Large expanses of glass in the upper floor "treehouse" reading areas provide expansive views that have become a trademark for the library. "Patrons and staff at Marquand Library are thrilled with the feeling of being outside when you are inside—and inside when you are outside," said Powell. "There's a wonderful transparency between the outdoor natural surroundings and the interior of the building. It's easier to work when you can bring your eyes up to the green outdoors."

Despite the intimate size of the special library at the Africana Center, Acree says that students, faculty, and visitors feel a very keen sense of place in the newly renovated and expanded building. With the new library on the main floor, the Center is attracting more visitors from the neighborhood. The books are visible from the street through large windows. "This sends a clear message to the community that the Center is an academic enterprise," says Acree. The students have taken ownership of the space, making it "home" and adapting it to their needs. Some faculty members who never used the old library are now regular visitors, finding it a pleasant place to browse through periodicals and newspapers. The Center also expresses the unique elements of African culture through the use of bright colors, motifs, and geometric patterns in the brickwork that are reminiscent of traditional African textiles.

Janette Blackburn, AIA, LEED AP, is a senior associate at Shepley Bulfinch Richardson and Abbott as a member of the firm's Education Practice Group, her expertise in library programming and design has been focused on special libraries at Columbia University, Cornell University, and Emory University. She received her degree from the College of Architecture and Planning at Ball State University and lectures regularly before library and higher education planning groups.

Carole C. Wedge, AIA, LEED AP, is president of Shepley Bulfinch Richardson and Abbott and a senior member of the Education Practice Group. Her expertise as a planner and programmer has focused on academic institutions, where she has explored the convergence of learning, teaching, and research environments, particularly in library and information technology centers. Her projects include libraries at Tufts University, Cornell University, Dartmouth College, and Wellesley College. She received her Bachelor of Environmental Design from the University of Colorado and her Bachelor in Architecture from the Boston Architectural Center. Carole is an active member of the American Library Association and the Association of College and Research Libraries and frequently lectures at professional conferences.

At Teachers College Library, the renovation has created a distinct sense of place that is attracting more students.

"Of all the buildings on campus, only our library offers a total, unified environment that is open, filled with natural light and conducive to communication and collaboration," says Natriello. "It inspires scholarship and learning. The sense of place created by the design also reflects our service approach; there are no dark, closed spaces on the public floors of the library."

Natriello cites a number of deliberate design elements that support the institutional identity and mission of Teachers College. Classrooms and group study rooms are oriented so that any student or teacher can participate equally, which is consistent with the college's mission to prepare future teachers and stimulate student engagement. The third floor reading room includes an exhibition hall that features student dissertations, books written by the faculty, Teachers College Press books, research center reports, and other intellectual works of the college. Most important, the library is designed as a "teaching space." Patrons encounter learning opportunities throughout the building: from the artwork, video screens, books, and magazines in the cafe video announcement boards and the organization of key resources in easy-to-find, easy-to-navigate locations throughout the building.

Special libraries are also promoting the informal, cross-disciplinary exchange of ideas in relaxed environments such as cafés and lounge areas.

Making a Difference

With contemporary work and research environments offering unlimited access to information, contemporary design strategies must create spaces that enable special libraries to be significant collaborators with their patrons. Successful special libraries must stimulate users in new ways of searching and synthesizing materials and foster collaborative research, events, and activities that enrich their learning communities. While certain architectural elements will remain constant, the interior spaces of special libraries must be designed with sufficient flexibility to adapt to future uses and technologies so that the library as place continues to play a dynamic role in enhancing the excitement of research and collaboration.

MINING TEXT Can Boost Research

By Seth Grimes

Text mining denotes software and computing processes that apply linguistic, statistical, and machine learning techniques to discover and exploit meaning hidden in text.

But "hidden" as used here is misleading. While documents may be senseless collections of bits to a computer, we mere humans have no trouble reading and classifying them and using their information content. Most texts of interest are highly structured, fitting well-defined forms (books, letters, articles, scientific papers, conversations), and following logical, even if irregular grammatical rules, with semantic meaning that can be inferred from context, syntax, and word morphology.

Simply put, text mining enables machines to do what scientists, researchers, lawyers, librarians—what readers have been doing without conscious reflection for as long as text has existed. But text mining not only replicates human abilities, it magnifies them. It allows us to work with documents in languages that are foreign to us, to process large volume of information very quickly, and to tease out complex patterns that are indiscernible without application of statistical techniques. Text mining is a research tool, one that both weans machines from their

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traditional diet of rigidly structured and formatted data and greatly extends our reach.

Text mining replicates many librarianship functions. It can be used to infer taxonomies—classification schemes—suitable for diverse subject-matter domains, and it can automate classification of individual documents according to those categorizations. It can summarize texts and facilitate sophisticated searches. It can identify and extract entities—for instance, names of people, places, chemical compounds, and diseases; dates; e-mail addresses; and so on. It can handle concepts such as reputation and sentiment. And it can discern facts such as events and linkages that characterize and interrelate the discovered entities and concepts.

Uses of Text Mining

Text mining has been successfully introduced in a number of business domains. These areas are characterized by high information volume, well-defined goals, and constrained vocabularies, and set business rules. Examples of text mining include:

• Drug discovery: researchers seeks to discover the effect of chemical compounds and therapies on medical symptoms;

• Genomics: gene sequences are correlated with physical expressions;

• Warranty-claims analysis: which seeks to understand defects and their causes and to identify patterns in claims that may indicate special conditions or fraud;

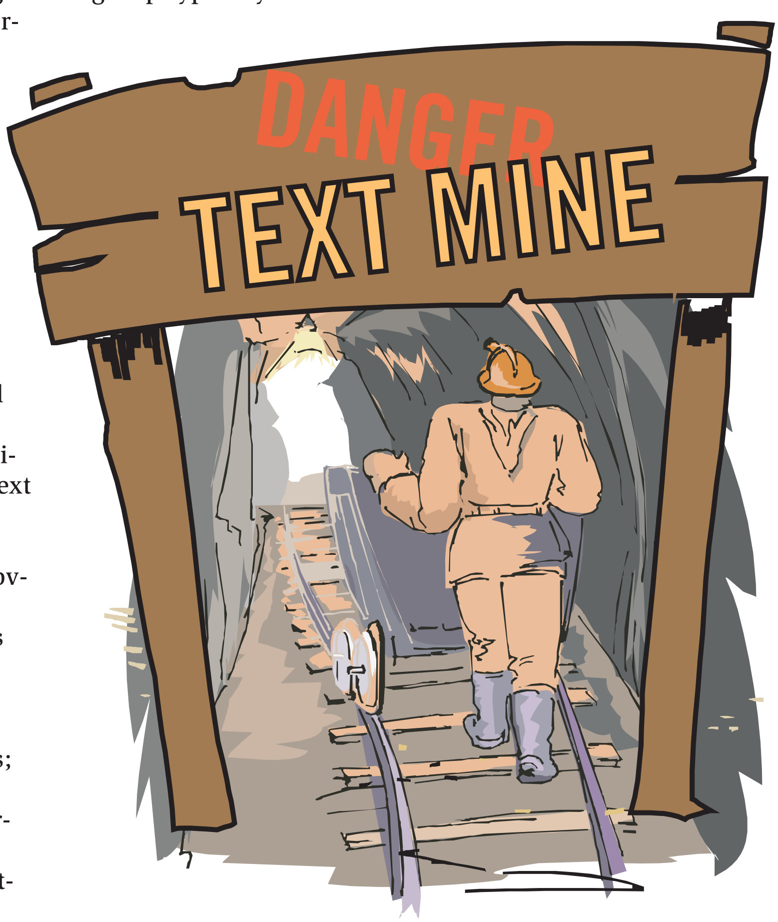
• Customer-relationship management for functions such as analysis of call-center notes and automated e-mail routing and processing;

• Media monitoring for corporations that seek to manage their reputations, follow trends, and respond quickly to public perceptions;

• Law enforcement, intelligence, and counter-terrorism.

The process starts with lexical analysis and tagging: breaking a text into constituent word, phrase, entity, and concept elements; marking those elements with XML (Extensible Markup Language) tags; and generating basic statistics and indexes. This starting step typically involves use of language- and subject-domain-specific lexicons and grammars. From that start, one can build taxonomies from a document set in a bottom-up approach or apply existing taxonomies, working top-down, to classify an individual document and provide rules by which interrelationships may be identified. In many areas, one would further apply statistical data-mining techniques on extracted entities to create predictive and explanatory business models.

The proportion of text available in digital form is growing rapidly. With this growth and as the technology becomes better understood, text mining will expand into many new areas of application. Text mining is unlikely to replace human researchers or supplant traditional research methods; rather it will augment existing capabilities. Many organizations have found a hybrid approach compelling: exploit the speed and capacity provided by text mining and automated processing to handle initial intake, filtering, and processing steps but leave final, high-value analyses to functional and domain experts.



The first step in creating a text-mining program is, of course, education about capabilities, benefits, and successful (and failed) implementations. An organization should follow education with an audit and assessment of its own information holdings, business requirements, products, and processes. Ease and effectiveness of introduction depend significantly on how well these elements are understood.

Information architecture is important: understanding the role an innovative technology will play and the extent to which existing business and computing processes will need to be modified to accommodate it. One would undertake a vendor search, evaluation, and pilot armed with this high-level understanding.

The potential rewards offered by text mining, measured by expanded capabilities and return on investment, are high, and the technology is mature. The time is ripe for organizations with unmet text processing and analysis needs—most organizations—to undertake the first steps in exploring text mining.

How Search Engine Marketing Tools Can Work for You

Or, Searching Is Really All About Finding

Third of three articles

Summary

This is the third of three articles. Part 1 appeared in the August issue of Information Outlook, and Part 2 was published in October.

Search engine optimization and marketing covers a wide range of activities, many of which are similar to what a reference librarian, systems librarian or market researcher does. Although the focus is the World Wide Web, many of the tools that are used have broader applications for special librarians.

Internal corporate processes. Web analytics tools measure and analyze corporate sales, customer preferences and problems, viable products and channels, and other issues special librarians might be asked about.

Competitive intelligence/market research. Keyword research, Web site saturation and popularity tools can provide information on a company's competitors: how they are marketing on the Internet, what they are spending on online marketing campaigns, how they are pricing their products.

Legal issues. Who Is tools can provide valuable information relating to copyright and trademark issues. Link popularity tools can show who is deep-linking to your site. Log files, in conjunction with Who Is tools, can tell you who may be committing click fraud on your paid placement campaigns or spamming your email servers.

Back end knowledge of how Web sites work. These tools can show you what may be keeping search engines from indexing your site and can highlight customer service issues.

By Terry Brainerd Chadwick

If search engine spiders have trouble indexing your site, you can have the best products with the lowest prices presented on superbly keyword optimized pages and it won't do you any good. If you're not in the search engines' databases, people won't be able to find you. You can get a lot of information for search engine marketing (SEM) by looking beneath the surface of your Web site and those of your competitors. Looking at how Web pages and sites are constructed can provide information about how easy it is for search engines to index a site and what keywords are considered most important. Information from log files tells a lot about who is com-

Terry Brainerd Chadwick is a former corporate librarian and independent information professional turned search marketing specialist. She became involved with search engine optimization and Web design 10 years ago, after becoming frustrated with searching for information on hundreds of Web sites a day for her competitive intelligence and market research projects. She is a past president of the Oregon Chapter of SLA.

Using Back-End Tools Can Be Used for Non-SEM Work

1. Read a competitor's source code to look for hidden clues about past or future strategies.

2. Use Web analytics tools to find out more about your company's customers: where they come from, how technologically sophisticated they are, and how those factors affect sales.

3. Use the source code and Who Is tools to research legal issues: copyright and trademark violations, spamming, and privacy issues.

4. Get a personal feel for your company's customers and how they use your Web site by using a tool like RealiTea, which lets you follow in their footsteps and experience their frustrations.

Figure 1

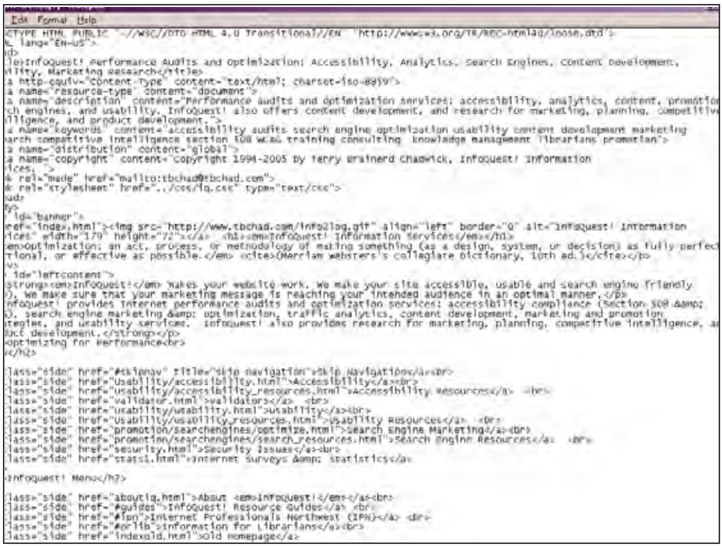
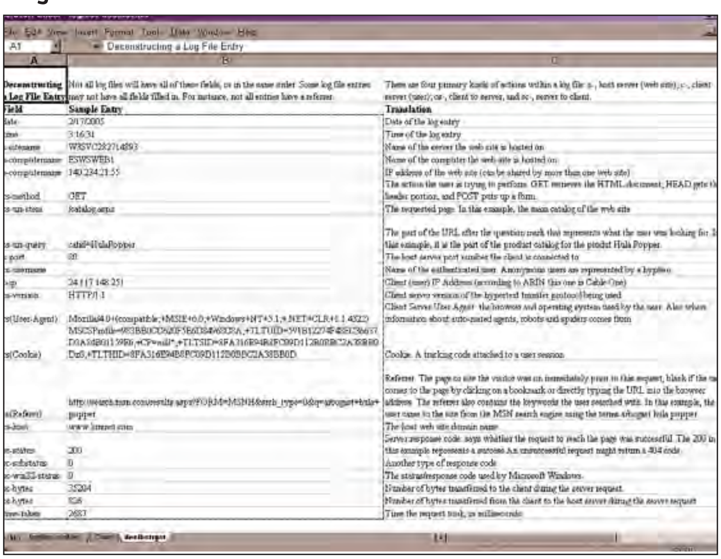


Figure 2



ing to your site, where they come from, whether people and search engine spiders have difficulty moving through your site, how they navigate your site, and much more. Web analytic tools can help you make sense of all this back end information.

Viewing the source code of a Web page (View/Source on most browser toolbars) can tell you a lot about a site, such as the following:

- Keywords that a company considers important and how the company wants to be described. Look in the Head area for the keyword and description metatags; look in Image Tags for alt text.
- Whether the site is using spam to rank higher in search engine results. Do you see a lot of words that aren't showing on the surface Web page?
- Whether scripts, style sheets, and other programming elements are bloating the page with code that may impede a search engine from getting to the real information. (See Figure 1.)

A page's source code can also show you some things that you might not think would have an impact on market research and competitive intelligence: Commented-out areas can show you links that are abandoned or not ready for prime time, with keywords and text showing past or future company strategies.

Log Files

Log files contain the information captured by servers when you visit Web sites. All servers have the ability to capture basic information, and most give you the option to capture various levels of information. Raw log files contain a wealth of information, including one thing you can't see any other way: the individual step-by-step activities of your Web site. The raw log files are one of the few ways to see Web transactions at the individual level—you can match up the time someone came to your site, through which IP address, what server they came into, at what spot in your site, with what user agent (browser, platform), where they were referred from, how long it took them to access the page, how long they stayed, and where they went from your site.

A raw log file entry is difficult to read, it is nothing more than a large number of

Figure 3

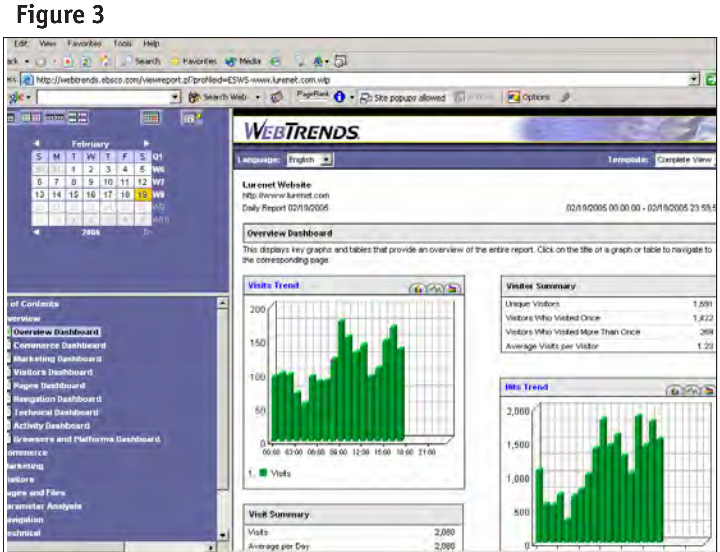
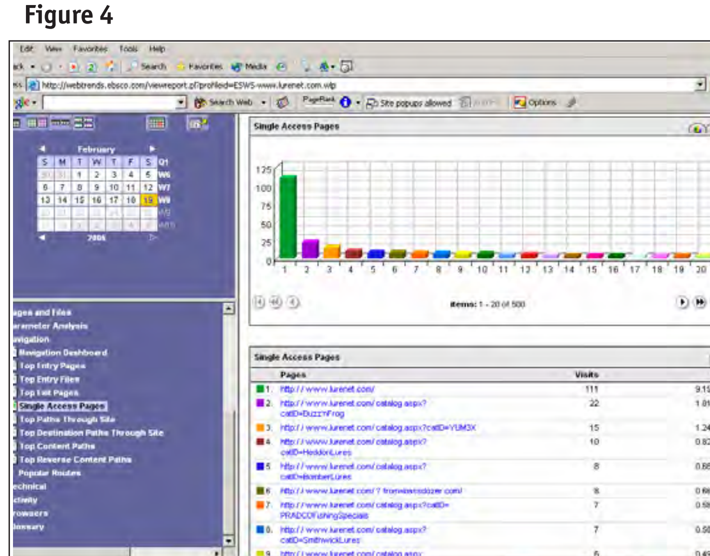


Figure 4



fields separated by spaces. Some of those fields can be extremely long, especially those that carry tracking information. The following is an example of one log file entry generated from a search, containing a tracking cookie: (See Figure 2.) 2005-02-17 03:16:31 W3SVC282714893 ESWSWEB1 140.234.21.55 GET /catalog.aspx catid=HulaPopper 80 - 24.117.148.251 HTTP/1.1 Mozilla/4.0+(compatible;+MSIE+6.0;+Windows+NT+5.1;+.NET+CLR+1.1.4322) MSCSProfile=983BB0CC620F5E6D84968C8A6B17E8ECFEB35EB7BCFB77447752938F432635FCC366A2B0C93492638C0456C0FAAE295B7AB8411B09E2CAB391536474648C399C9F17EDB4656C15B41D4E9C96576AD74157B31EC96D7EC56218E45E80C38F3A66ECA9AB631B41592917DE4DC002F7F47701B6E5C9DC9AB4572C8D003F332349B;+TLTUID=591B12274F48EC36637D3A84B01159E6;+CP=null*;+TLTSID=8FA316E94B8FC09D112B0BBC2A38BB0Dz0;+TLTHID=8FA316E94B8FC09D112B0BBC2A38BB0D http://search.msn.com/results.aspx?FORM=MSNH&srch_type=0&q=arbogast+hula+popper www.lurenet.com 200 0 0 35204 826 2687.

I use raw log files to see if and where search engine spiders are having difficulties indexing a site and where these spiders may be causing problems for the servers. Raw log files also help me identify search engine spider user agent strings, so we can exclude the spiders from cookies or session ID tracking (search engines don't like ID tracking and may not index sites that use it). Further uses include checking to see if our paid placement programs are experiencing click fraud and tracking individual sales conversions.

Though I don't use raw log files often, they are occasionally the only way to pinpoint specific problems and identify possible solutions that can affect my ability to effectively market the site to search engines.

Web Analytics Tools

A key part of any search engine marketing campaign is understanding what is happening on your Web site. You can't know if your optimization efforts and advertising campaigns are working if you

Figure 6

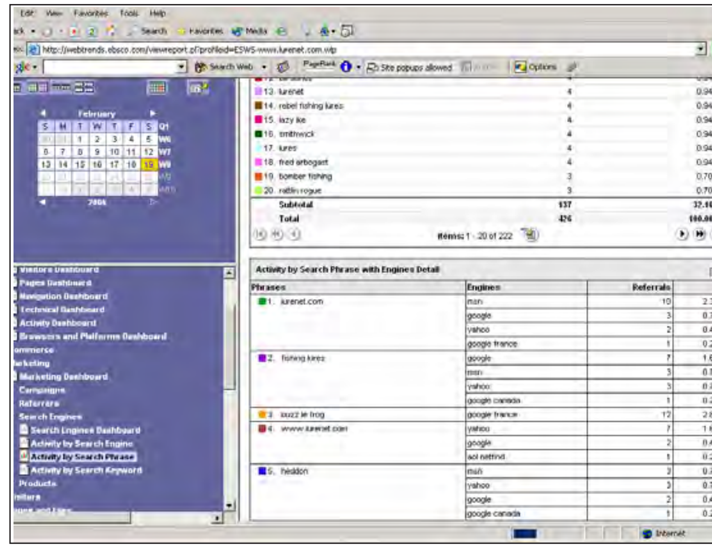


Figure 7

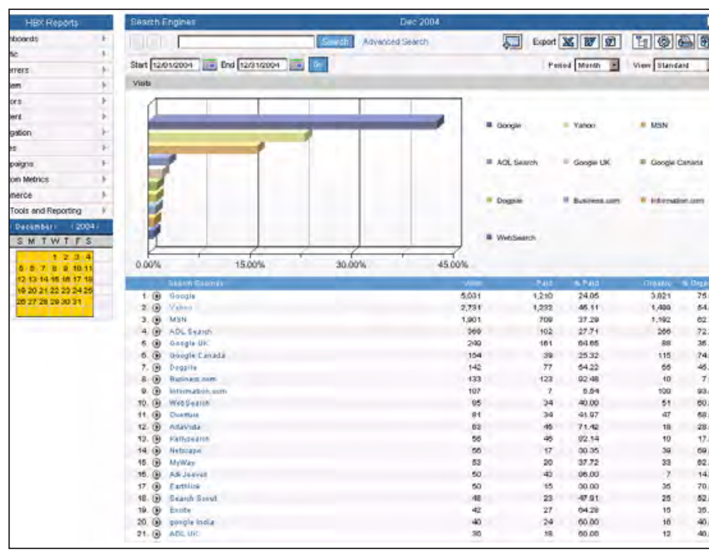


Figure 5

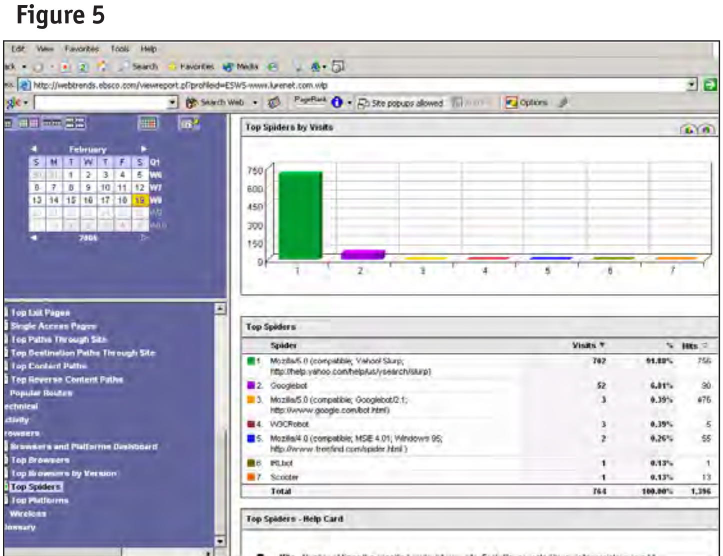


Figure 8

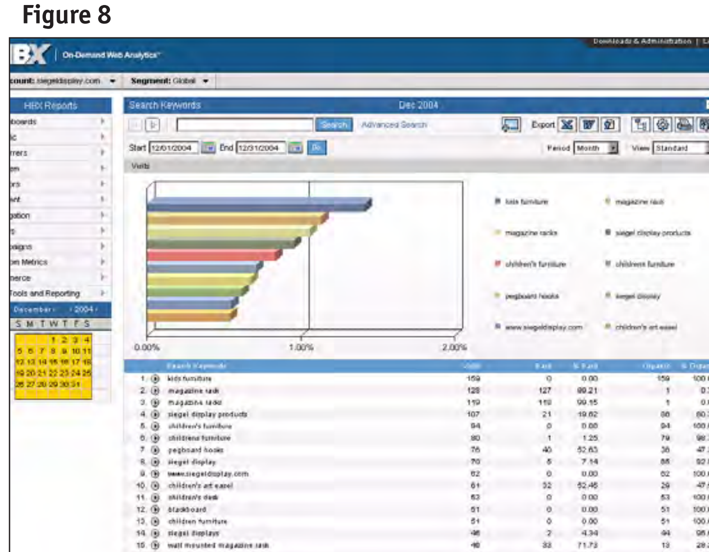


Figure 9

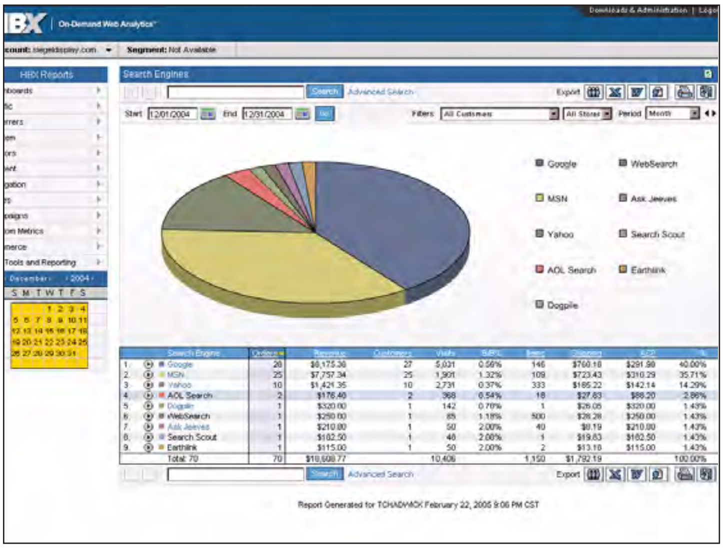


Figure 10

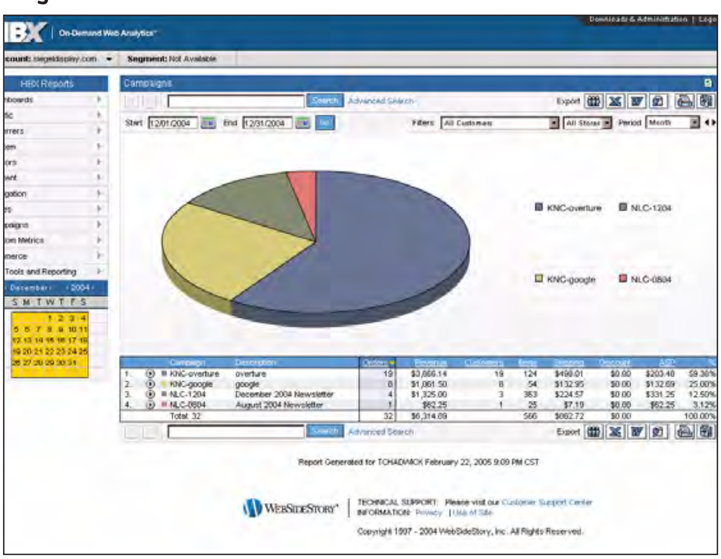
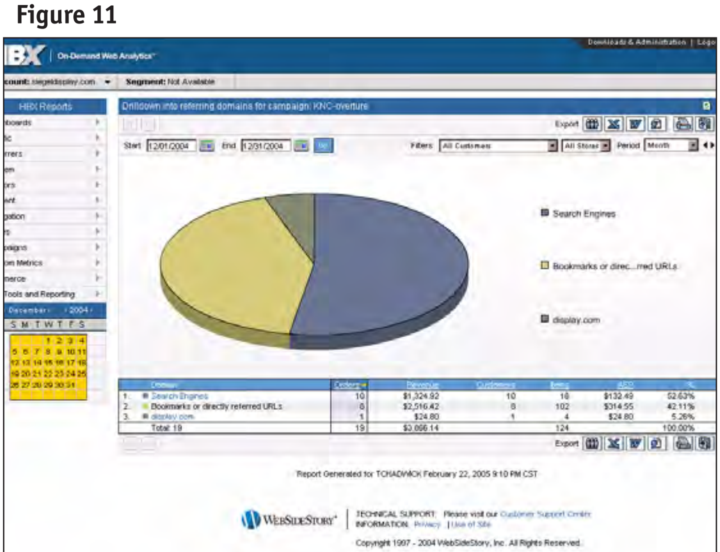


Figure 11



can't measure the results. Many Web analytics tools are available to help you measure your Web site's success. They range from simple traffic counters to tools that work with log files and provide more information about your visitors, to more sophisticated tools that are based on page tagging (putting JavaScript or an image on a page to track actions). These tools can deliver conversion-related information.

The three tools described below are the ones that EBSCO uses to track and measure Web site success.

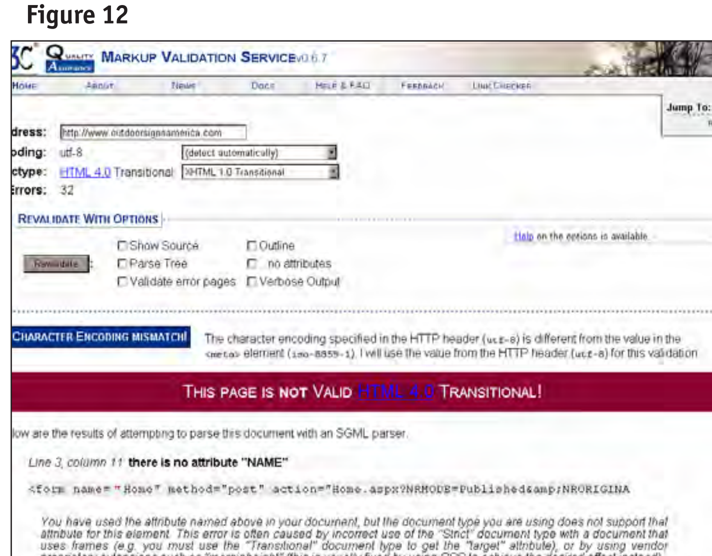
WebTrends by NetiQ (www.netiq.com/Webtrends/default.asp) works by analyzing log files. You get basic traffic information, including hits, visits/visitors, page views, search engine referrals, keywords, domain and IP address of the visitor, time spent on each page, bandwidth use, pages entered and exited, and much more. (See Figure 3.)

A downside of tools based on log files is that you get lots of duplicate page information—as every object on a page is counted on a separate log line. WebTrends is a great tool for traffic information, less great for conversions, unless you have the most recent release of the top end product or use the live version, which is a page-tag-based service. (See Figure 4.)

I use WebTrends for EBSCO's sites that aren't e-commerce or that aren't yet using HBX. The reports I use most are primarily related to referrals and pages. I also check to see what the top entry, exit, and single access pages are. The single access page report is particularly important, because it tells me whether people are coming to the site and immediately leaving, pointing to places on the site that need improvement. I also use WebTrends to see what spiders are indexing the sites and how often, and what browsers and operating systems people are using. (See Figures 5 and 6.)

WebSideStory's Hitbox (www.hitbox.com) is one of several tag-based analytic programs. Tag-based analytic programs work by analyzing data derived from JavaScript placed on specific site pages. The downside to this type of program is that several groups aren't accurately counted: sites that don't allow third party scripts

Figure 12



through their firewalls, people who don't allow cookies, and those who regularly delete their cookies. You also don't get information from pages that don't contain tags. However, you can get much more information than through traditional log-file-based analytics without all the duplication. (See Table 7.)

EBSCO is using WebSideStory's HBX (a newer version of Hitbox) for its e-commerce sites. It provides a relatively simple way to track orders and sales conversions, catalog requests, newsletter sign-ups and conversions that come from the newsletters, campaign responses and conversions, and typical traffic-related information. From a search engine marketing perspective, HBX lets us measure how many search engine referrals are from paid (campaign) or organic referrals; what products people bought by direct referral, search engines, and campaigns; whether people are ordering the first time they come to the site or after an absence; which pages and paths produce the highest conversions; which keywords are converting best; where people are leaving the site; and conversions by browser type, screen resolution, city, state, and many other variables. (See Figure 8.)

Conversely, we can find out what isn't working so we know where to make improvements. This is the best tool we have to see how our Web sites are meeting their goals; to find out what content works and what doesn't, which products sell and which don't, who is producing the most conversions, and so on. (See Figure 9.)

I use this tool extensively to monitor how our search engine optimization, paid placement, newsletters, and affiliate campaigns are doing. With the information provided by HBX, we make decisions on changing content on pages or deleting keywords from paid placement campaigns. (See Figure 10.)

TeaLeaf RealiTea (www.tealeaf.com) is a transaction-based service that lets you see exactly what your users see and do as they navigate your site. You can see what customers are doing online or you can check the archives to see

Figure 13

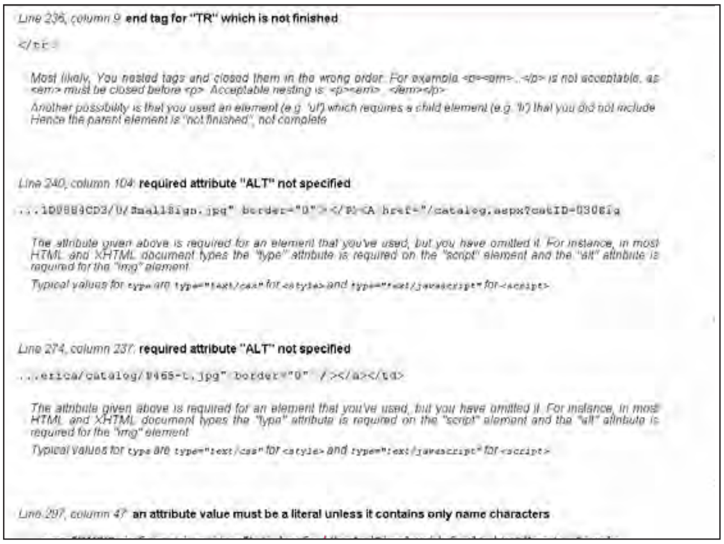


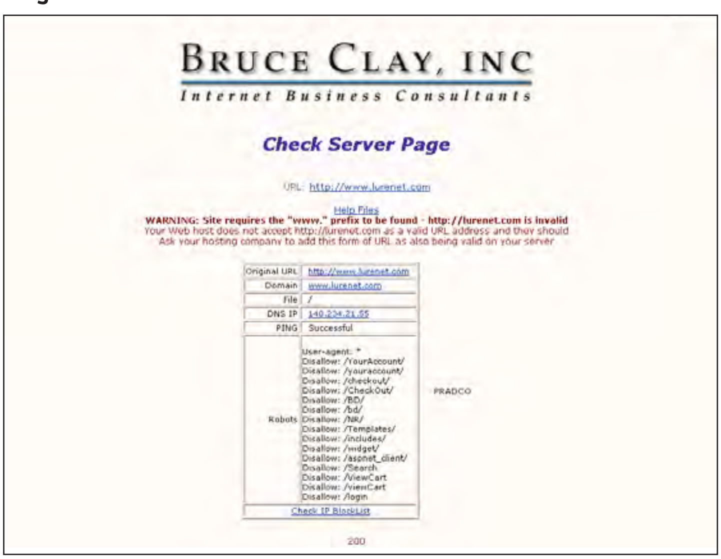
Figure 14

Figure 15

Figure 16

Figure 17

Figure 18



what they did 30 days ago. With RealiTea, you no longer have to guess what the customer means as he or she tries to explain a problem—you can see it. You can use the tool to track problem areas on your Web site, to see who signs up for newsletters, who buys, and much more. (See Figures 11 and 12.)

Although RealiTea is designed primarily as a customer service and network support tool, I use it extensively as a way to track conversions and leads on EBSCO sites not on HBX. I also use it to check for paid placement click fraud when incoming response rates seem unusual and to check anomalies in the other reporting systems. Because it provides a visual, page-by-page record of a customer's movements through a Web site, it is a great tool for learning how customers navigate a site and where they are having problems. It personalizes and illustrates the aggregate data that HBX provides. (See Figures 13 and 14.)

Validators (SEO and HTML)

Validators check the invisible parts of Web sites. All the best written content, titles, and metatags in the world won't help you if search engines can't index your site, or if they find things about your site that make them think you may be spamming them. Search engines place great importance on valid code, because poorly coded Web sites can cause difficulties for searchers, and search engines want to give searchers a good experience. Search engine optimization (SEO) validators give you an idea of how your site is seen by search engines. They highlight potential problems. HTML validators focus on how well a Web site meets W3C code standards, as well as highlighting many usability issues. Why use more than one HTML validator or spider simulator? Because each tests, highlights, and reports on slightly different aspects

Figure 19

Figure 20

of your Web site. (See Figures 15 and 16.)

SEO Validators

Search engine optimization expert Bruce Clay offers a number of fee-based SEM tools on his Web site (www.bruceclay.com/checkredirect.htm). This one is free. Search engines don't like sites with redirects. They want to be sure that they are seeing the same site that searchers see. This tool performs a series of tests that compare the headers and source data to see if the site is the same and is error free for each method. It checks to see if the search engines see what people see and highlights possible problems resulting from domain and server redirects. This is the first tool I check when I'm starting an optimization project, to see if there are potential problems that may keep the site from being indexed by search engines. (See Figures 17, 18, 19, and 20.)

The Poodle Predictor service by GRI Technology (www.gritechnologies.com/tools/spider.go) shows how your site looks in search engine results and indicates the level of search engine friendliness. It looks at your site four different ways. First, it spiders the first 10 links on a page. If it has a problem following one of the links, such as a redirect, it returns an error. Second, its diagnostics view shows how a search engine sees and reads your pages—what it reads first, second, and so on—and provides warnings about lack of title; alt attributes; title attributes; and H1, H2, or H3 headings. (These are all things that search engines value.) Third, the Source Code view shows the underlying code on the page, although it doesn't provide any information about the validity of the source code. Finally, the Meta/Header view shows what lies in the Head element of the page: the document title, metatags, and other information about the site. (See Figures 21, 22, and 23.)

While Bruce Clay's tool operates on the site level, the Poodle Predictor highlights problems on the page level. It shows whether a search engine spider can follow a link and where the keyword-rich

Figure 21

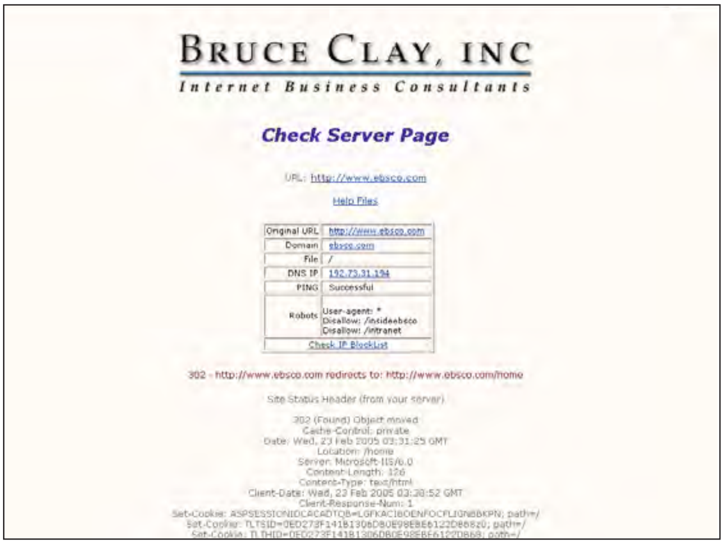


Figure 22

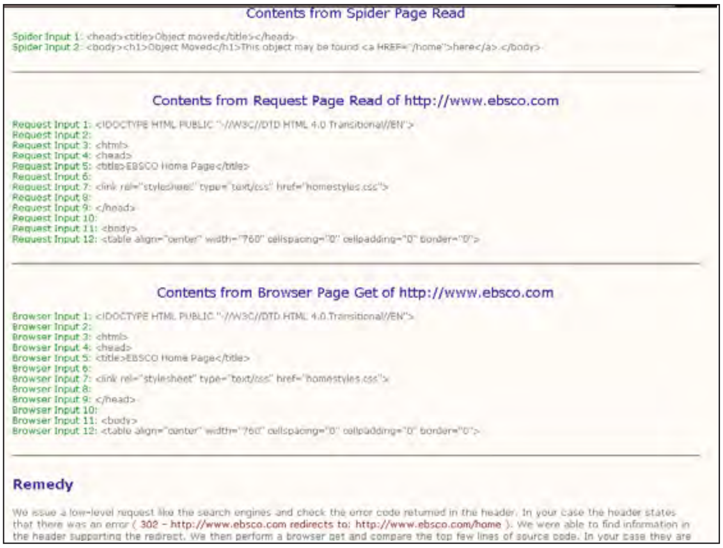


Figure 23

Figure 24

Figure 25

Figure 26

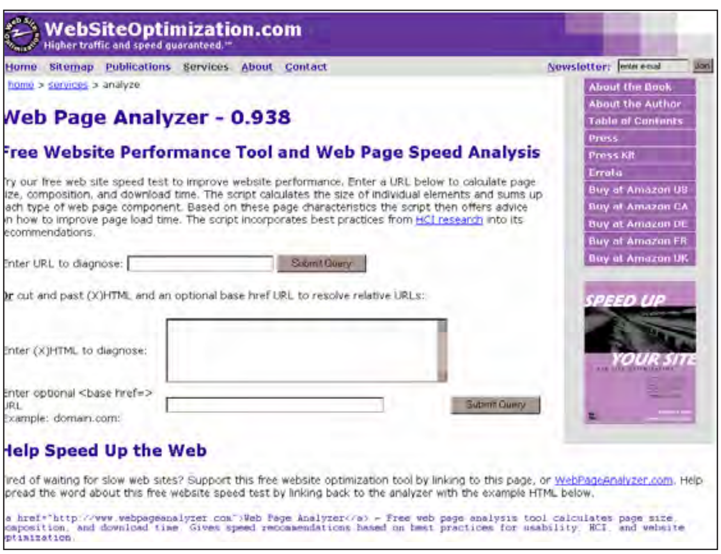
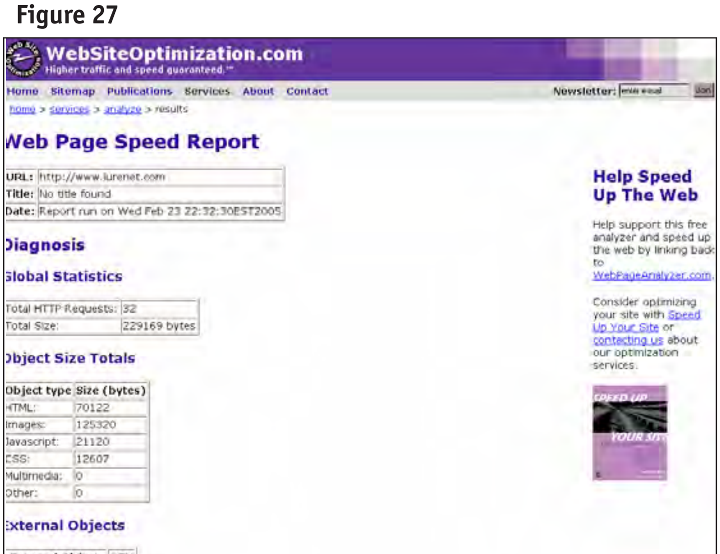


Figure 27



text exists according to how a spider reads it. (See Figures 24 and 25.)

An excellent free tool that measures the download speed of pages while showing the size of all elements on a page is the Web Page Analyzer by Web Site Optimization LLC, (www.Webpageanalyzer.com). It studies the number of HTTP requests; total page size; size by object type (HTML, images, JavaScript, CSS, multimedia, others); number of external objects (images, scripts, CSS imports); download time by connection rate (14.4K, 28.8K, 33.6K, 56K, 128K, 1.44MBps); page objects by quantity, size, and type (including Flash, images, HTML, scripts, CSS); and whether the site is using HTTP compression. (See Figures 26 and 27.)

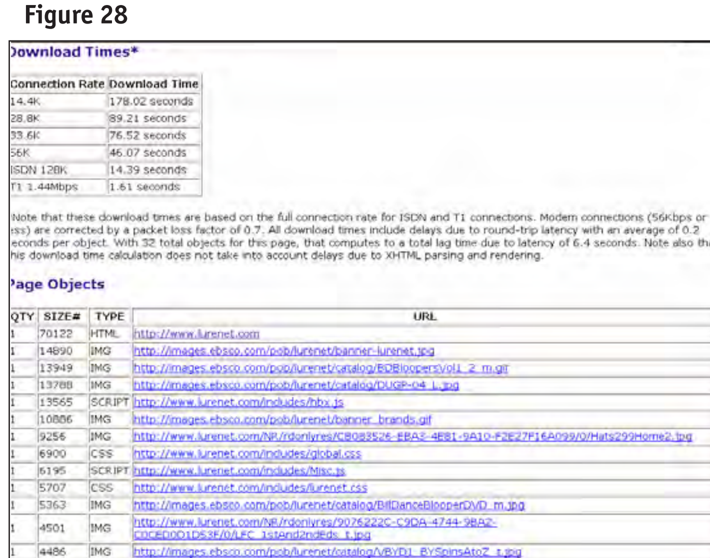
Web Page Analyzer provides a brief analysis of the data and makes some general recommendations on how to improve download speed. I use this tool in conjunction with data from HBX on the percentage of visitors who are using dial-up modems. If a site has more than 10 percent of its visitors on 56K modems and an excessive download time at that speed, we know we need to make changes to the site to improve the customer experience and make sure that both customers and search engine spiders don't leave before a page has loaded. Web Page Analyzer shows where the major problems lie. (See Figures 28 and 29.)

The Spider Simulator by Summit Tools (http://tools.summitmedia.co.uk/spider) simulates what spiders see when they come to your site. This comprehensive tool looks at whether a page has a title, meta description, and keywords and whether it uses heading tags. It also looks at HTML retrieval time, total retrieval time, HTML size, total size, alt text on images, and broken links. After studying these data, it produces an overall grade for the site. (See Figure 30.)

HTML Validators

The World Wide Web Consortium's free validator, the W3C Markup Validation Service (http://validator.w3.org), examines Web pages according to current and past HTML standards. This is the validator on which all others are based. You can validate

Figure 28



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Student and Academic Relations Committee Merit Award

Do You Know an Information Professional with Stellar Performance?

Hall of Fame - Honorary Member Award - Media Award - Member Achievement Award

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Diversity Leadership Development Program Award

President's Award - Professional Award - Rose L. Vormelker Award

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your page by entering the URL, uploading the code from the page, or even downloading the tool and running it on your own server. (See Figures 31, 32, and 33.)

This tool has recently been updated and improved, making it my default HTML validation tool. It automatically checks for your Doctype (document type, which is the type and level of HTML, XML, and other codes) and character encoding, or you can override it and run the validation against your own choice. You can get a basic report that just shows problems or see the full source code, an outline, and/or the parse tree, which shows how the tool reads the page. You can also validate the error page—the page that appears if the document can't be found. If you want more explanation, you can request an in-depth version of the report. (See Figure 34.)

The Web Design Group HTML Validator (www.htmlhelp.com/tools/validator) is another service that will test your page or site. You can validate a single page or a number of pages at a time using a batch mode, and you can even validate files on your own computer. Unlike the W3C validator, this one provides warnings for valid but dangerous HTML, such as unclosed start and end tags, empty start and end tags, and net-enabling start tags that call the server. This validator also gives warnings for undefined character references that may not work in some documents. The free version will analyze your site until the 100 error limit is reached. Usually that is enough to highlight minor and major issues with your site. (See Figures 35 and 36.)

The NetMechanic HTML Toolbox (www.netmechanic.com) does more than validate HTML; it checks load time, browser compatibility, and bad links. The free version lets you check pages one at a time. NetMechanic also has a separate, more extensive browser compatibility service. The HTML validator part of this tool looks at some different things than the W3C validator does, so use both to get a more comprehensive analysis of your pages. I use the NetMechanic load time tool as a second test on load times. The browser compatibility test indicates which browsers may be negatively

Figure 29

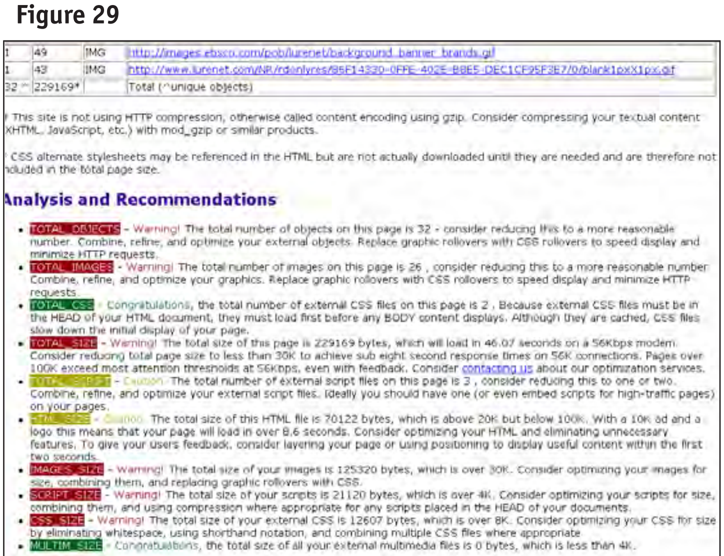


Figure 30

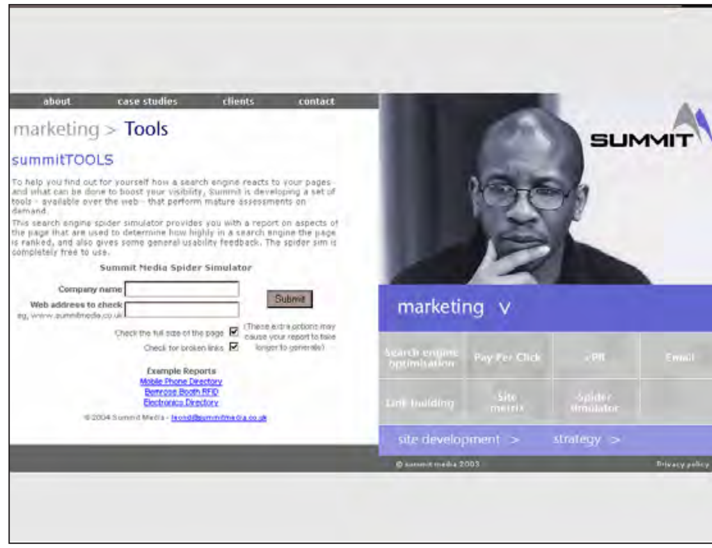


Figure 31

Figure 32

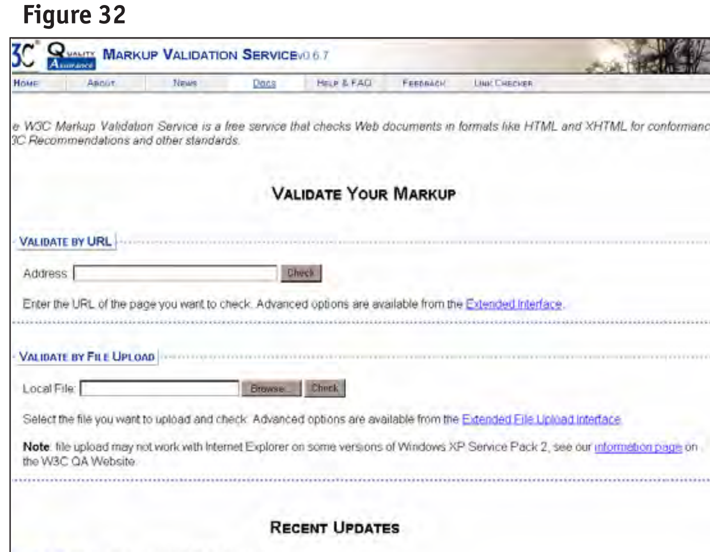
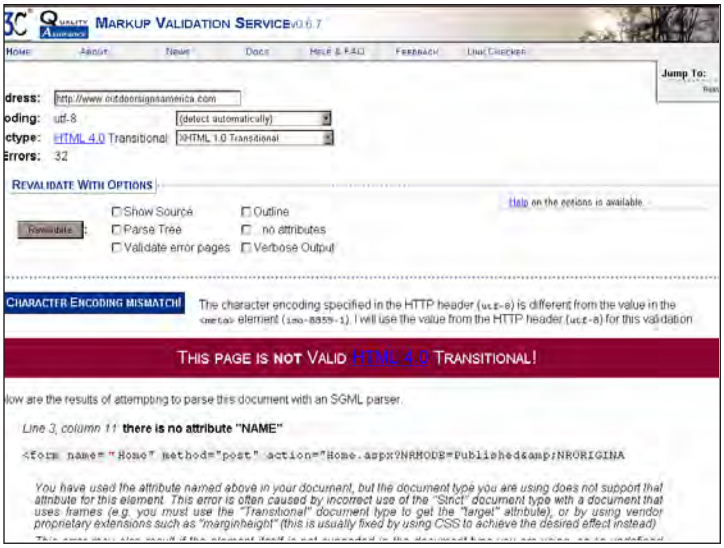


Figure 33



affected by coding. (See Figures 37 and 38.)

Who Is Tools

These tools show you who owns and operates various Web sites. Unfortunately, many free versions of these tools have been discontinued or severely limited because people have misused them to create e-mail spam. They are, however, still a good source of search engine marketing and competitive intelligence information. (See Figures 39, 40, and 41.)

Who Is Source (www.WhoIs.sc) is my favorite Who Is tool. Limited sections of the Web site are available free. More information is accessible when you register, and paid services give you complete access to the site's offerings. One feature of Who Is Source allows you to enter a partial word and find information on that exact string and variations on the string for top-level domains, including .com, .net, .org, .info, .biz, and .us. Search results point out occupied domain names (marked in pink with an X). When you click on one of these occupied domains, you will find a screen shot of the home page,

Figure 34

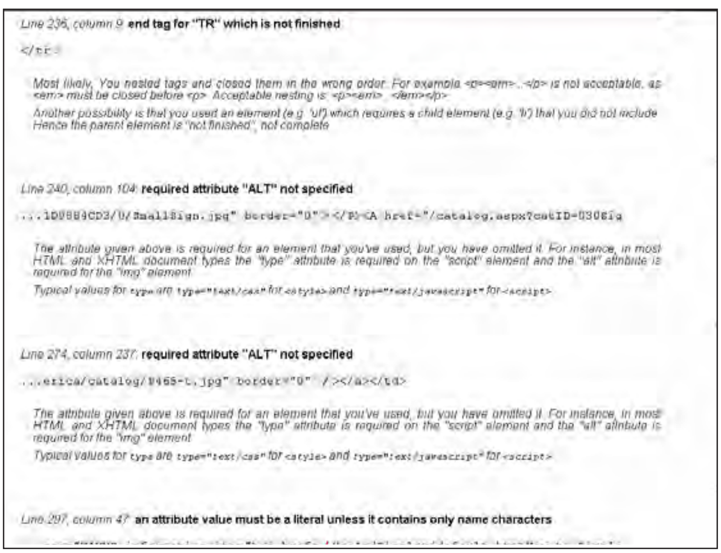


Figure 36

Figure 35

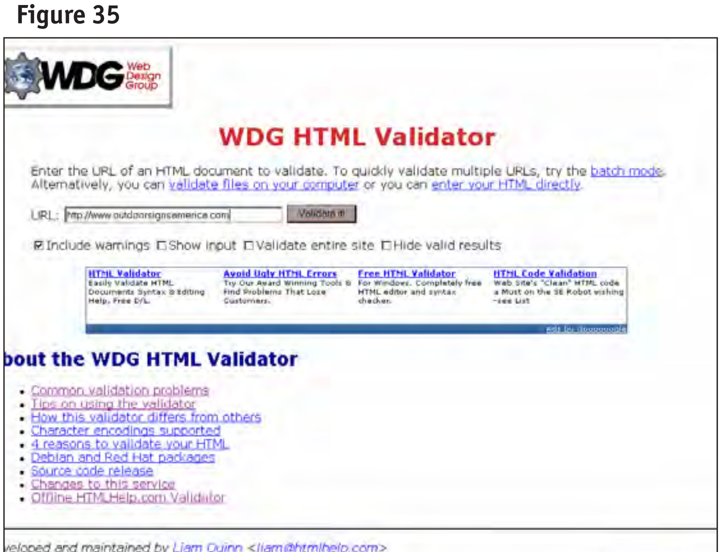


Figure 37

the browser title, keyword and description metatags, IP address and location, and other top-level domains that may be available. You will also learn the site's response code (is the home page reachable? does it redirect?); whether or not the site uses secure sockets layer protocol; the name of the server; the domain registrar; and the site's creation and expiration dates. (See Figure 42.)

You can also use the service to find a reverse IP address. By registering, you can find three domains hosted on an IP address; by subscribing to the fee-based service, you can find all domains registered to an IP address. The paid service also lets you check information on several domains at a time. (See Figure 43.)

In addition to checking the availability of domain names, I use this tool to check ownership if I think a Web site is violating our trademarks or to see if the same registrant owns several competing sites. (See Figure 44.)

URLinfo from Fagan Finder (www.faganfinder.com/urlinfo) has dozens of links to information about Web sites, including Who Is tools, cached

Figure 40

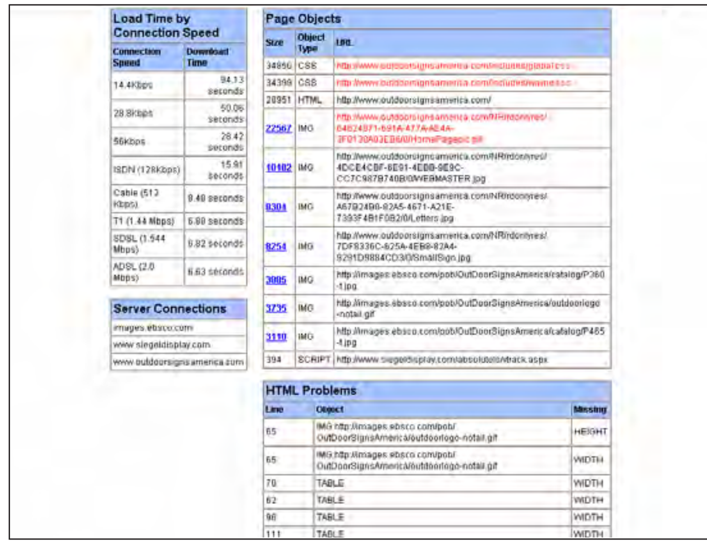


Figure 38

Figure 41

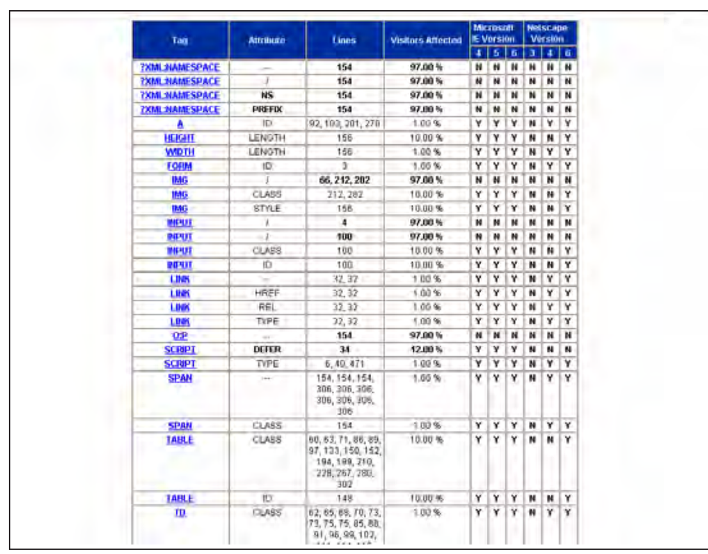


Figure 39

Figure 42

Figure 43

pages, backlinks, related sites, word popularity, and more. It's a metasearch tool. The General section provides links to sites that cover basic Who Is type information. The Develop section provides access to validators and to popularity and other SEO tools. The titles of the other sections offer a glimpse into the types of tools they contain: Link, Similar, Cache, Search, Blogs/Feeds, Translate, Track, Post, and Misc. I generally use this tool when I can't find what I want on my other favorite SEM sites. (See Figure 45.)

ARIN (www.arin.net) is the American Registry for Internet Numbers. You can enter an IP address and find out who owns that IP address or range of IP addresses. It shows only upper-level information, such as the ISP level if an IP address hosts several domains. I use this service most often when I'm troubleshooting and checking log files. Both this service and RealiTea, mentioned earlier, are valuable in identifying IP address owners. (See Tables 46 and 47.)

Figure 44

Figure 45

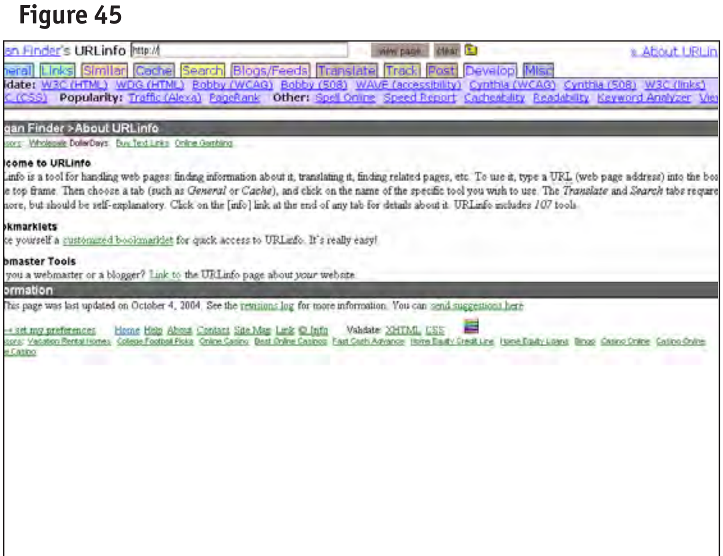


Figure 46

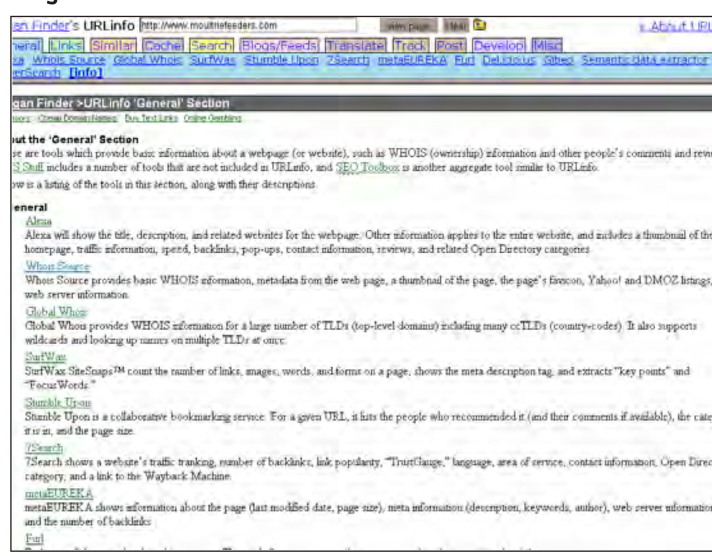
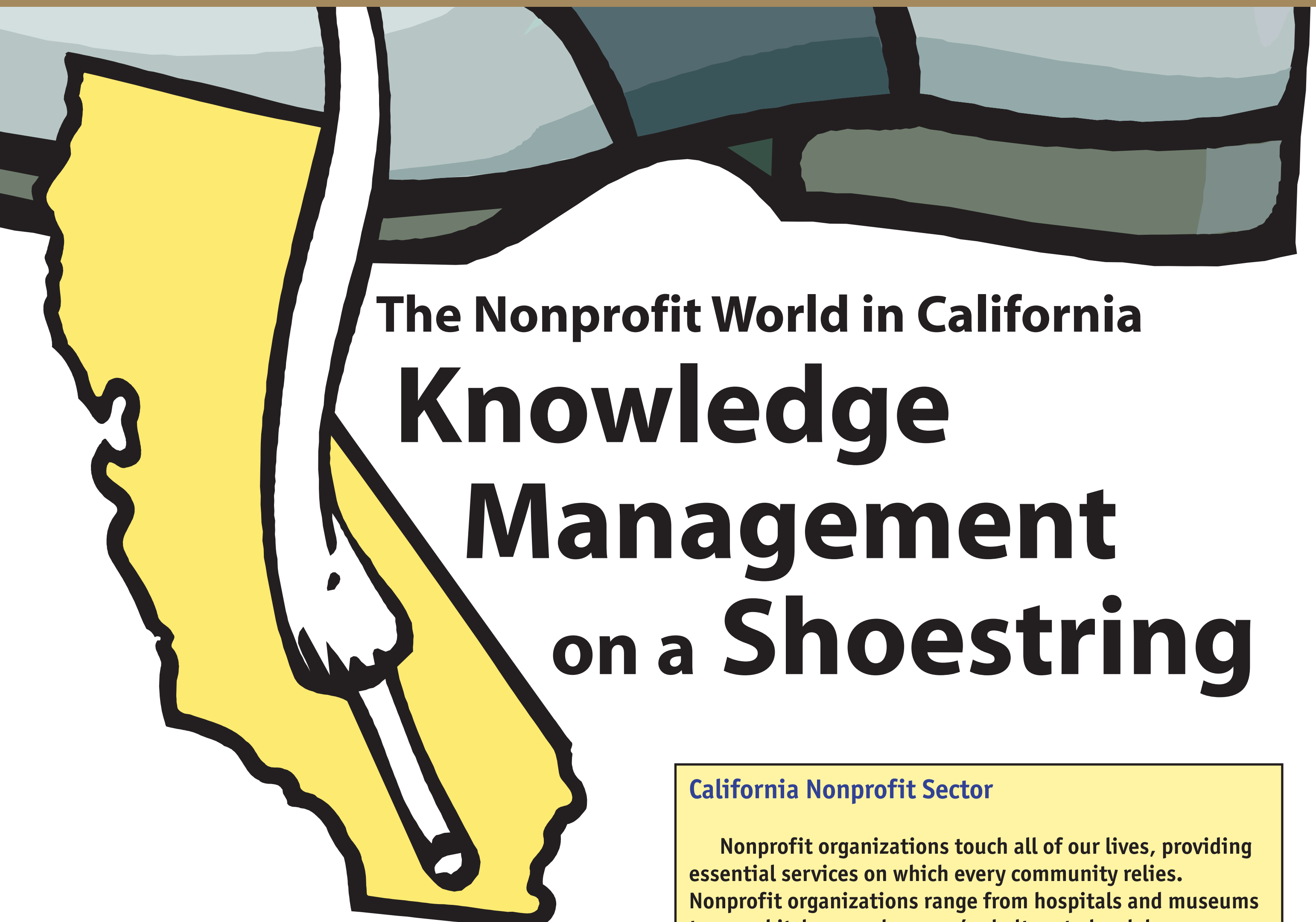


Figure 47



The Nonprofit World in California

Knowledge Management on a Shoestring

By Patti Larson, Jane Levy, and Marcia Schmitz

"I have a simple legal question," explained the executive director. However, to a nonprofit information specialist, a "simple legal question" is frequently a red flag that indicates a different and possibly complex issue underlying a caller's query.

Responding to such queries is the lifeblood of nonprofit information specialists. In this case, as the nonprofit information specialist taking the call gently probed for details, the real questions became clear. The executive director wanted to involve the well-established nonprofit organization in a contentious local election and thought such political activity required the formation of a separate lobbying organization. After the information specialist conveyed the rules and limits for nonprofit lobbying, the executive director realized the organization could accomplish most of its planned activities within its current structure. The information the nonprofit information specialist provided eliminated a costly effort of starting a separate lobbying arm and also prevented the nonprofit from proceeding with an activity that could have raised inquiries from the IRS about the organization's tax-exempt status.

California Nonprofit Sector

Nonprofit organizations touch all of our lives, providing essential services on which every community relies. Nonprofit organizations range from hospitals and museums to soup kitchens and women's shelters to local day-care centers and elder-care groups. In 2000, California was home to 82,659 registered nonprofit charitable organizations with 501(c)(3) tax-exempt status—approximately one of every six such organizations in the nation. This number does not include unincorporated community groups, associations, religious groups, or lobbying organizations.

By helping to eliminate critical errors and allowing nonprofits to stay focused on their primary missions of improving communities throughout California, nonprofit information specialists play a critical role and have a significant impact on work in the nonprofit sector. The nonprofit information specialist is frequently the first resource that board members, staff, and volunteers of nonprofit organizations, as well as the general public, contact to find answers to their questions. Knowledgeable and trained NIS (nonprofit information services) staff must understand nonprofit culture and terminology and know the experts in a field to be able to give questioners appropriate information, community resources, Web sites, or consultant referrals. NIS staff offer individual expertise in management and fundraising and organize and manage a wide range of materials, including paper files, books, Web sites, and electronic databases. By

Above: **High School Service Learning Training, San Rafael.**

Below: **C-MAP Intranet Site.**

Nonprofit Libraries

The nonprofit library is usually a small, special library that is part of a community foundation, volunteer center, or MSO (Management Support Organization). In California, 14 of these organizations formed the C-MAP. Major funding from The California Endowment has supported the C-MAP partnership as it has developed and expanded its vital services. Additional support for the network came from the California Wellness Foundation.

providing access to print and electronic resources, as well as the advice of local experts, NIS staff in C-MAP (the California Management Assistance Partnership), the first collaborative network of its kind in the nation, help ensure equal access to accurate nonprofit information statewide for both urban and rural communities.

In their local communities, NIS staff play an essential role in providing knowledge. More than 80 percent of NIS staff answer basic questions and handle more complex reference inquiries with additional research. About 75 percent of NIS personnel also provide more extensive help in the form of personal consultations. In addition to guiding users to the best information sources, many C-MAP information specialists also design and present specialized trainings. More than 60 percent teach clients how to use the library, maintain computers, and create new information for posting online. They also provide behind-the-scenes support to C-MAP center trainers and consultants.

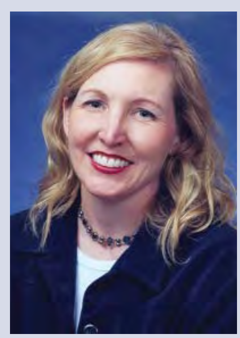
Geographically dispersed throughout the large state and typically underfunded and overworked, C-MAP NIS staff have managed to keep their group alive and active for more than eight years despite constant turnover and budget constraints. Constantly sharing throughout the years, their methods and approach to knowledge management have evolved and continue to move forward.

Skilled at framing, structuring, and sharing their knowledge, the C-MAP NIS group has created a collaborative knowledge-sharing culture. Despite the challenge of high staff turnover, the group has developed Get Ready, Get Set, a guide to starting a nonprofit, which provides patrons statewide with readily available expert advice. Other C-MAP NIS projects include NIS 101 (a basic guide to NIS work) and the public Web site Nonprofit Genie.

Systems for Managing Information (All Organization Types)

Question	**Percentage of the estimated 146 Respondents**
a. System that tracks clients' use of information services	47 %
b. System for documenting information that you provide to clients	40 %
c. System for keeping track of what is in your library collection	68 %
d. System for keeping track of what is in your files	45 %
e. System for collecting data for program evaluation purposes	49 %

Just-in-Time Information: Defining and Assessing Knowledge Information Services for Nonprofits. A Preliminary Report on Findings from a National Survey. 2004.Center for Nonprofit Management.



Patti Larson is information manager at the Nonprofit Resource Center in Sacramento, where she has worked for 15 years. She provides information services to board members, staff, volunteers, and the general public and oversees all the center's information services. A librarian by training, Larson has spent more than 25 years working in the nonprofit sector. She has a master's degree in library science from the University of Denver.

Jane Levy is librarian at the Center for Volunteer and Nonprofit Leadership in San Rafael. She writes a monthly column that reviews nonprofit resources and assists community members, nonprofit staff, and board members with their requests for nonprofit information. She has a master's degree in library science from the University of California, Berkeley.

Marcia Schmitz is director of information services at the Center for Nonprofit Management in Los Angeles. Schmitz plans and provides services to community organizations through the Nonprofit Library and Nonprofit Manager's Helpline. These services include reference, research, and the development of information management systems. Formerly, Schmitz provided research and reference services as a Virtual Librarian for the 24/7 project at both the Library of Congress's Congressional Research Service and at UCLA's Department of Information Studies. She has a master's degree in library and information science from the University of California, Los Angeles.

Larson, Levy, and Schmitz are actively involved in the NIS group of C-MAP, which is currently working on a statewide knowledge management project.

Currently, C-MAP information specialists share best practices and lessons learned through meetings, conference calls, and the recently launched C-MAP intranet. At their 2005 annual meeting, the C-MAP NIS group shared training curriculum, teaching methods, and ideas for member-created special projects and explored new tools in the nonprofit field. Also, they held discussions on techniques and tools to enhance information transfer to other nonprofit staff and organizations. After the annual meeting, they posted materials and meeting notes in the C-MAP intranet document library. These intranet postings and in-person discussions stimulated more active participation and encouraged further resource exchange both on the intranet and during monthly conference calls.

To varying degrees, C-MAP partners have their own organizational systems in place to document and build a knowledge base that facilitates internal knowledge-sharing and reuse. However, it is clear that a great deal of work could be done to improve the knowledge and information systems of organizations that serve the nonprofit sector. According to a national survey done by the Center for Nonprofit Management in November of 2004, the most common system respondents have in place is one to track their collection. Fewer than half the respondents have any kind of system to track the information they provide to clients or hold in their files, or a system they could use to collect statistics to evaluate provided services.

While working collaboratively and nationwide with nonprofit information specialists is a long-term vision, the current challenge within the C-MAP NIS group is to develop effective methods for coordinating and sharing within the statewide network. For the last six months, we have experimented with a distance-learning program as the basis for knowledge sharing. Based on what we have learned, the NIS group has initiatives under way to improve the current system. This knowledge management system would include the following:

- A knowledge bank for documenting questions and answers, with the ability to categorize the content for efficient searching and retrieval
- The ability to collaboratively compile and process information to produce a cohesive knowledge source
- An archival e-mail-based discussion that is searchable
- A document storage and management system that would assist with version control and offer easy manipulation of files and libraries
- Mechanisms and policies to help manage the content, including scheduled review dates and an underlying taxonomy that enables advanced navigation tools through the Web site
- A password-protected "back end," with varying permission levels for NIS staff and a publicly accessible, user-friendly "front end"
- The ability to collect data about the clients being served so their needs can be better understood and the impact of nonprofit information services can be better evaluated
- A database for managing contacts, with the ability to add detailed profile information
- Opportunities for in-person meetings

With scarce resources available to provide low-cost information service to nonprofits, coupled with the challenge of having a high turnover rate in NIS positions, collaborative knowledge management strategies are imperative. With an upgraded knowledge management system, the NIS group could share its collective knowledge with other nonprofit centers throughout the state. An effective system could then be implemented to coordinate the work of nonprofit information providers across the nation.

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Nonprofit Genie, www.genie.org.

coming events

November 2005

Part I: Unlocking Knowledge from Text
November 15
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Understanding Layers of Rights

By Lesley Ellen Harris

In last month's column, I explained the procedure for obtaining permission to use copyright-protected works. This column builds on that information and discusses the layers of rights in copyright-protected works. There are many ways to describe the layers of rights in a copyright-protected work from stating that often the work, you see is only the tip of the iceberg, to stating that what you see is not always what you get. A visual way of understanding the layers in a copyright-protected work is to view a work as an onion. You may want to use the onion as you see it, however there are several layers of skin under what you see, and often you must clear rights in those underlying layers as well.

Before digital media, the typical example of a work with many layers was a film. If you want to obtain permission to use that film, simply contacting the film's producer or that person's representative may not provide you with all the rights you need. The layers of rights or underlying rights include those for a screenplay, a book or play if the screenplay is an adaptation of that book or play; musical works; and artistic works. In addition, you may have to clear the moral rights in the film. These are the rights that protect the honor and reputation of the author of the film.

Moral rights do not exist in films in the U.S., but do exist in European and other countries. So if you are clearing rights in a film and that film will be used in a country that has moral rights, you must clear those rights. In addition, there are some non-copyright issues that may require clearance from professional unions (e.g. the Screen Actors Guild, American Federation of Musicians), such as performances of actors and musicians in the film. All these clearances are necessary whether you are using a clip from the film or the entire film.

Music is also complicated and may require several permissions, both in terms of author/owner of the music and the rights necessary to be cleared. There are the rights of the author in the musical composition, the rights of the author in the lyrics, and in some countries, neighboring rights in both the sound recording and in the performer's performance. All these authors or their representatives must be contacted in order to use the musical work. In addition, there are many different kinds rights in music, from the right to mechanically reproduce a sound recording to the right to perform the work in public or broadcast it.

As you can gather, multimedia or digital works are by their very nature composed of many layers of rights and different kinds of copyright-protected works. Multimedia works like Web site content, CDs or DVDs, video games, educational software and often consist of various types of works, from literary (including computer software) to artistic to musical to audiovisual. Each of these works must be cleared when you are creating a multimedia work or reproducing a part of that work.

To bring us back to a simple example of how layers work, a translation of a book would have two copyrighted works. The original work (provided it is not in the public domain) would be protected by copyright, as would the translation. So in order to reproduce the translation, you would need permission from the copyright owner of the translation as well as of the original book. As another example of layers, there are two copyrights in a magazine. There is copyright of the individual articles and photographs in the magazine, and there is a copyright in the magazine as a whole. If you wish to reproduce the entire magazine, you need permission from the copyright owner of the magazine as well as from the copyright owner of each individual article and photograph in that magazine.

So how do you obtain permission in these complex layered works? Although copyright collectives do offer a resource for users who wish to clear rights, there is no one-stop shop where you can clear all of your rights for all of the works that you wish to use. There is no single super copyright collective where users can clear rights to a literary work, a musical work and an artistic work, all at the same time. Instead, there are a number of smaller collectives for users to seek permission for these individual types of works or for specific rights. And in many situations, you have to seek out individual copyright owners to obtain their permission.

If you are lucky, a film producer or multimedia work owner may have all the rights you need and may be able to provide you with the permission to use a clip, or an entire, work. However, in these circumstances, you should obtain a warranty from the producer/owner stating that they can in fact guarantee or warranty that they have the rights you need and may legally provide you with such rights. If they do not have such rights, you will need to clear all of the individual rights. Start by listing all the underlying works within the complex work, and in an organized fashion, contact copyright collectives and individual copyright owners to obtain the rights you need.

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Competing with Google in a Special Library

By Stephen Abram

I have been speaking a lot lately about how librarians must re-position themselves in a Google-manic world. Among end-users there seems to be a lust and unchallenged adoration for Google searching. We know better (although, sadly, a few of our colleagues are throwing in the towel and recommending Google and linking to Google with unquestioning abandon!). Quality and targeted information comes from many sources and, yes, even sometimes from print. I have a ton of ideas and techniques for competing with Google. Here's a list of ten that seem relevant to special librarians:

1. Start elsewhere. When doing reference or research in front of a client, always use another search engine besides Google. If you are information professional, what does it say to your client when you immediately click on Google and start searching? Does your client immediately think "I could have done that!"? Do any of us seriously believe that our specialized searching skills and techniques are evident and visible to our clients?
By starting with an unusual search engine like Exalead (http://www.exalead.com/search), Grokker (http://www.grokker.com/) or Clusty (http://clusty.com/) or hundreds of others we show the breadth of our resources and skills and might even start a conversation about information literacy on the enterprise and intranet level.

2. Use another Toolbar. Do your users see you favoring the Google toolbar? It's handy but shouldn't there be others in view on your browser? Do you have the various options for OCLC's Open WorldCat toolbar installed? (http://www.oclc.org/worldcat/open/searchtools/default.htm) Nearly every search engine has a toolbar now, download a few. Since search engine web crawls have so little overlap, good searching depends on using multiple search engines. Your users should see you recommending and modeling that behavior.

3. Talk richly. Google doesn't talk to your users as well as you, although they will be pulling up the side in the future. Their recent hiring of the developer of GAIM, an open source multiple instant messaging protocol client, hints at a world where people communicate more richly in the Google world. Get better at IM, voice over internet (VOIP) telephone, Skype (http://www.skype.com), co-browsing clients like Jybe (http://www.jybe.com/site/index.aspx), virtual reference services like Docutek (http://www.docutek.com). You can easily start with using multiple IM clients like Meebo (http://www.jybe.com/site/index.aspx), Trillian (http://www.ceruleanstudios.com) and GAIM (http://gaim.sourceforge.net/downloads.php) and grow from there. It is as imperative to learn the ways in which communication will happen on the Internet as it was to adopt to adopt telephone and e-mail in the last century. (A few weeks ago, I read an old Wilson Library Bulletin article from 1957 arguing that libraries should not do telephone reference. What a hoot! There are certainly naysayers in every age!)

4. Be where your customers are. By this I mean have your presence available where your customers will trip over it. Whether you are dealing with an intranet bounded client base or whether your group finds you through a public website, you must make sure your services pop to the top. If you offer services, tell them what they are. Indeed, a banner ad isn't necessarily evil. Can they find your phone number everywhere they have an information need? Can they find your IM handle, e-mail address, location, and snail mail address? You know how frustrated you get trying to find contact information hidden so slyly on the websites we use for research, why haven't we learned to solve that issue for ourselves?

5. Know your usage and impact. This seems easy but it's apparently hard. Of all the web pages and web content you contribute to, including your blogs, do you know how many times it's being used - hits, unique hits, unique users and all the rest? Is it growing? What works to keep usage up? You must know what is working for your users. Spend time knowing your usage as well as Google knows theirs. Than act on your insights.

6. Be aware of SEO. SEO means search engine optimization. There is a community of search engine practitioners (including quite a few

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librarians) who hire themselves out to ensure that their clients' websites, products, and services show up on the first three pages of hits. In general, it can be the case that the hits you get on many search engines have been 'optimized' or tampered with by persons for their own purposes. These can include corporate needs, special interest groups or political needs. Start repositioning your services to deal with this major Google weakness in the library world of non-partisan and unbiased results. Actually, we aren't unbiased; we are biased in favor of quality and balance. Do you choose content to select for your clients based on whether an advertiser has promoted it through payments to you (as is done for Google)? Do you allow your selection of content to be tweaked by special interest groups? Have you educated your users about this threat to the quality of their answers in Google and other search engines? Pew Internet and American Life surveys have shown that over 90% of users cannot distinguish between the ads and the results list on Google. I'll wager that 99% are unaware that the results can be tweaked by others. Shall we have a world where Google results are trusted over librarians?

7. Build compelling content. What makes content compelling in your enterprise? I was talking to a past president of SLA, Donna Scheeder, whose team built a timely web page to support questions about the U.S. Supreme Court nominations process and history. It quickly generated 85,000 hits. The trick was that they built it incrementally and responded to an expressed public need. This site (http://www.loc.gov/rr/law/nominations.html) now stands as an asset for the future that can be built upon. It also gets discovered in the top five hits on Google when you search <supreme court nominations>. Compelling indeed! The lesson here is that we can increase our relevance by building compelling content. Compelling to my mind is timely, quality, rich, selective, deep, helpful, complete, and more. We know how to make content compelling. Let's keep getting it out there on the web and on our intranets.

8. Be a "nexthead." We tend to be "textheads" and promote the value of text-based content over or to the exclusion of other content. Competitive intelligence, for example, is not just about finding documents and newspaper articles. Are we using the podcast search engines? Are we searching the new programs that can be viewed on the web? Are we covering the White Hose Press briefings in real time instead of old transcripts? Are you or your organization worried about what said about you there or on blogs? Blogs, podcasts, MP3s, and streaming media are part of our world – a big part – let's ensure we can deal with them as well as Google plans to. We have just enough time to do this on the personal relationship level we excel at in our organizations.

9. Target and specialize. For all of Google's wonders, it does not excel at answering the tough questions - the ones that begin with 'how' or 'why'. It also surveys the basic public web and not the content (which is a much larger corpus) in quality licensed databases. We would be wise to build targeted searches using federated search technologies on top of specially selected resources that meet the needs of the target searchers – medical, legal, biology, whatever. When we can delight the user by providing search and find experience that match the users' real needs they will choose our services for their important research needs.

10. Take a risk. I've said this before but the spoils go those who take a chance. Information professionals are in a battle for the hearts and minds of our users. The Googles of the world are amazing transformational services, but they're not the be all and end all. The time for study is passing and the time for action is here. We librarians must learn that when we study something to death, that death was not our original goal. Let's try to take action as often as we study the path ahead.

Information Pros Move Out of the Information Center

By John Latham

In response to members' requests, SLA expanded the 2005 annual salary survey to enhance the results with additional information on benefits, trends in hiring and expenditures, and changes in job descriptions and competencies. A supplemental survey was directed to human resources managers in the members' organizations.

One of the most interesting statistics for me has been the evidence that information professionals are moving out of their libraries or information centers into other departments or areas within their organizations. The results show that 55 percent of information professionals work outside the library or information center.

The average number of information professionals at all company locations was 37.1. At their own work location, the average number of information professionals reported was 8.9 and the average number of paraprofessionals was 7.9.

An encouraging finding is that although 1 in 10 organizations represented in the survey has outsourced information functions, and nearly 1 in 17 has considered doing so, nearly 75 percent of the organizations that have outsourced reported no reduction in library/information center staff. Government respondents were the exception—three-quarters reported fewer library/information center staff as a result of outsourcing. More than four out of five for for-profit organizations reported no staff reductions as a result of outsourcing.

Seven out of 10 respondents said that the job descriptions or skill sets required for information professionals have changed at their organization in the past five years. Four out of five of those reporting a change identified three new skill sets as "very important" or "important": Web content management (81.9 percent), database management (79.4 percent), and knowledge management (78.5 percent). No other skill set drew a "very important"/"important" response from more than three out of five respondents, except from for-profits, which showed 78.4 percent for competitive intelligence, which is no great surprise.

The full results of this survey have been added to the SLA Annual Salary Survey 2005, as a Workplace Study.

All salaries in Canadian tables are reported in Canadian dollars. The exchange rate on April 1, 2005, was $1.21 Canadian = $1 U.S. For those doubting Thomas I can confirm that the median figures for U.S. and Canada are both 60,000.

The 2005 SLA Salary Survey results show that the average salary increases for SLA members have outpaced inflation again, although by a lesser margin than last year. Based on salaries as of April 1, the mean percentage increase in salaries for 2005 over 2004 was 4.6 percent for U.S.-based respondents. For the same 12-month period, the Consumer Price Index rose only 3.5 percent. For Canadian members, salaries were 3.6 percent higher on April 1, 2005, than a year earlier, while the CPI had only increased by 2.4 percent.

The average salary for the U.S. members who answered the survey was $65,482, compared with $63,151 in 2004, and for Canadian members $63,083 Canadian compared with $63,548 Canadian in 2004. Although the average salary reported for all Canadian members does not show any increase over that of 2004, there is an increase in the mean percentage change of 3.6% for those respondents who were in

2005 Salary Survey Results
2005 Basic Annual Salaries: Canada and the United States

	Salary							Percent Change
	10th Percentile	First Quartile 25%	Median 50%	Third Quartile 75%	90th Percentile	Number	Mean	Mean percentage change
All Canadian Respondents*	43,000	50,472	60,000	72,000	84,600	267	63,083	3.6%
All U.S. Respondents	39,860	48,000	60,000	78,525	98,760	2,245	65,482	4.6%

the same job and at the same organization in 2005 as in 2004. The mean salaries reported in dollars are not from the same respondents and therefore do not reflect strictly comparable salaries.

It is good to note that the trend reported in 2004 of an increasing differential between men's and women's salaries U.S. respondents has reversed in 2005. The mean percent change for women was 4.7 percent compared with 4.2 percent for men. In 2004, these percentages were 4.2 and 4.5, respectively. In 2004 the median salary for U.S. men was 9.9 percent higher than women, whereas it is now 6.7 percent higher. Our Canadian colleagues continue to show women's salaries exceeding men's, but the differential has fallen slightly. The median salary for women is CAN $61,309 compared to CAN $58,100 for men.

On a more depressing note it appears that the differential between the lowest and highest salaries is increasing. In the salary distribution by U.S. Census division, the differential between the mean salaries of the Middle Atlantic (New York, New Jersey, Pennsylvania) and East South Central (Kentucky, Tennessee, Mississippi, Alabama) regions increased from +22.5 percent in 2003 to +45.1 percent in 2005. In the Canadian regions the trend is the same, but much less marked. The differential between the mean salaries of the highest paid region and the lowest paid region has increased from +6.7% to +9.2% between 2003 and 2005.

In the U.S., the top three regions for mean salaries remained the same, Middle Atlantic ($71,630), Pacific ($70,406), and New England ($69,664). The salary distributions by metropolitan area show that from reporting the highest mean salaries in 2003 and 2004, New York City has dropped to third, behind San Diego/La Jolla and San Francisco CMSA. As I pointed out in last year's review, don't forget that the higher pay scales may look inviting, but one has to consider the cost of living in those areas.

SLA Salary Calculator

The 2005 SLA Salary Calculator is an online interactive tool to analyze information professionals' salaries based on multiple characteristics and includes six different search criteria: primary responsibility; job title; library/information center budget; library experience; number of employees supervised; and location. The calculator is available online for purchasers of the 2005 salary survey at http://www.sla.org/salarycalculator05.

The SLA 2005 Annual Salary Survey and Workplace Study, which is available as a PDF or in print, can be purchased from the SLA Online Marketplace at www.sla.org/merchandise, or by phone at 703-647-4900.

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