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information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

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SLA
Connecting People
and Information

It Is Our Mandate to Release The Energy of Our Members

The focus for 2008 is innovation. We need your help. We want your ideas. Let's get started.

BY STEPHEN ABRAM, SLA PRESIDENT

Here it is—my first column as president of SLA. You'll be receiving this as we meet for our annual SLA Leadership Summit in Louisville, Kentucky. Such a rush! By now, I'll have completed the appointment process as president and started to implement some of my ideas to help SLA become an even greater association.

The focus that I am encouraging for us in 2008 is **innovation**. Innovation is a multifaceted goal. It can't happen purely from any leader. It can't begin and end with your elected board and leaders. It's not the sole responsibility of staff. Then again, for any individual member to innovate in SLA on any scale, it is beneficial to have the support of all of these people. It is also my firmly held belief that our members have the best ideas for innovation. It is our association's mandate to release the energy and ideas of our members. I want to focus us on that in 2008.

One way to release energy in an association is to have an easy way to volunteer. You will have noted in my communications with you late last year that I have appointed a small participation committee to advise me on the appointment process, as well as having staff create a great, simple volunteer form on the SLA Web site. I believe that this is the first formal **e-volunteering system** at SLA, and I hope to have helped to remove some of the unintended secrecy over the appointment process. You may continue to register your willingness to volunteer through the Web site for international, division, or chapter activities. Every member is welcome to volunteer at SLA. With

this innovation, I hope to have a pool of willing volunteers for many exciting projects throughout 2008.

In my *other* column in this issue of *Information Outlook*, you'll find an announcement we're making at the Leadership Summit. Go to the "Info Tech" column on page 32 and check out the ideas for the **SLA Innovation Laboratory**. More ideas like this will emerge over the year. Innovation at SLA depends on our members. If you've got an idea, send it to me or volunteer for one of the projects on the SLA site.

I stand on the shoulders of those who have gone before me in this

I am most excited that in 2008 we will receive the results of SLA's major investment in **member market research** to more tightly align our association's strategies to drive the success of the SLA membership. This is one of the most important projects to be undertaken in SLA's history. Some of the early results of the research will be shared at the Leadership Summit in Louisville. The Board of Directors also will meet for a short retreat in early 2008 to make sure that our members get the most value out of this research.

Now on to Seattle 2008! Our theme for the Annual Conference is "Breaking Rules, Building Bridges." This is the first year that we are instituting the recommendations of the Conference Modeling Workgroup that were approved by the Board of Directors in 2006. We are initiating a series entitled, "Spotlight Sessions," as well as a mini-conference within the conference addressing cyber-infrastructure. There will also be more variety in the length and format of programs. And—watch your e-mail for more on this—we will start our **green** conference initiative in Seattle.

> I stand on the shoulders of those who have gone before me in this role as president. We owe them our gratitude. In 2008, SLA is the best prepared we have ever been for innovation, change, and success.

role as president. We owe them our gratitude. In 2008, SLA is the best prepared we have ever been for innovation, change, and success. For example, internally we have a great staff and a spanking new, modern association management software system that gives us greater flexibility than ever before. We have member research and task force reports over many years that have informed our strategic thinking at the association level and continue to bear fruit. This work is not forgotten.

I am especially thrilled with our **transformational, innovator keynoters**, Seth Godin, the bestselling author and former chief of marketing at Yahoo!, and Vint Cerf, one of the fathers of the Internet. And don't miss the conference-wide wrap party on Wednesday afternoon following the keynote address to set the mood for our upcoming SLA Centennial Year.

Innovate in 2008. Join me for the ride! Watch this space. **SLA**

Click University CI Program Now Open for Class of 2008

Following a successful launch in 2007, the certificate program is welcoming new students for its second season.

Competitive intelligence continues to be a growing discipline in the information profession.

Last year, SLA's Click University graduated its first class in the CI Certificate Program, and a new series of courses begins this month.

For an update on the program—and a look at what's coming up in 2008, Information Outlook posed a few questions to its creator and lead instructor, Cynthia Cheng Correia.

Correia is an adjunct instructor at Simmons College and on the faculty of the distance learning global master's degree in program knowledge management at Cal State University, Northridge. She is editor of *Intelligence Insights*, the bulletin of SLA's Competitive Intelligence Division; author of the column "In the Know" for *Competitive Intelligence Magazine*; and incoming chair of SLA's Competitive Intelligence Division.

For more information, see www. clickuniversity.com.

IO: What steps should an information professional take to transition into a competitive intelligence position?

Correia: There are a number of paths info pros can take in expanding or transitioning into CI. It's important that an info pro first understand what CI is and what is involved (e.g. that it is not simply competitive research); the functions that contribute to CI; and the professional and personal qualities, skills, and knowledge that these roles require, since CI isn't necessarily fulfilled by a specific role and typically requires multiple functions. I've addressed these topics in past articles for *Information Outlook* and there are other terrific articles by Bonnie Hohhof and Lera Chitwood, Helene Kassler, and others. Other publications like SLA CI Division's *Intelligence Insights* (http://units.sla.org/division/dci/Newsletter.htm) have also featured these topics.

It's helpful to read about CI, talk to CI practitioners in various roles, and take an introductory course or workshop in CI. Having this background and understanding will help the info pro identify functions of interest and for which she or he may be best suited. From there, the info pro may pursue development in a particular function (like published source research, human source research, or analysis) and build skills and experience toward that. The info pro may also opt for a more generalist approach, particularly if he or she will be operating on a small CI team or as a solo practitioner, having to wear many hats or managing CI efforts.

Whichever approach, I advise being flexible, being open to opportunities as they emerge, and creating opportunities. This can be achieved by 1) making your management more aware of CI, its benefits to the organization and its managers, and how you can contribute meaningfully towards your organization's CI capabilities; 2) professional development through workshops, courses, and programs like SLA's Competitive Intelligence Certificates program, which is designed to support info pros' expansions or transitions; and 3) developing a good network of CI colleagues. They can begin doing this through joining SLA's CI Division and the Society of Competitive Intelligence Professionals and becoming active. It's also vital to expand outside the info pro environment and well into the business or organizational environment.

Whatever CI functions he or she aims to fulfill, the info pro also needs to be willing and prepared to shift his or her mindset. The intelligence mindset requires a broader and deeper business/organizational/management perspective and involvement—plus foresight, a heightened ability to connect and derive meaning and implications, acceptance for uncertainty and greater professional exposure, leadership and a greater proactive approach;

I started the course because I thought that obtaining a CI certificate might help me transition from being an info pro into an intel pro. Following a corporate reorganization, I was recently named manager of the Competitive Intelligence Research Center.

The course is great for building on the skills of info pros and explaining the concepts and activities relevant to competitive intelligence. I highly recommend it to everyone interested in making the change.

Ellen Cooper
Manager, Competitive Intelligence
Research Center
Solvay Pharmaceuticals
Marietta, Georgia

CYNTHIA CHENG CORREIA helps professionals and organizations achieve effective competitive and strategic intelligence outcomes through better understanding and implementation of research, analysis, and intelligence tools and processes. Her services include helping corporate information centers expand into intelligence functions, maximizing an organization's information and knowledge base for intelligence, and coaching and training in conducting expert-level intelligence. With more than 10 years of experience, she has worked with clients across industries, including technology, financial and business services, pharmaceutical and healthcare, information and content, law, and consumer goods. She is a frequent speaker and has been featured in a number of publications, including Super Searchers on Competitive Intelligence. She is Boston Chapter Steering Committee Member of the Society of Competitive Intelligence; and a member of the American Society of Training Development. She holds a master's degree in library and information science, and a certificate in competitive intelligence.

and more. This is a process and it takes practice; however, when the initial shift begins to take place (and it can happen rather quickly), it can be immediately transformational and very exciting—like an awakening. Engaging in a CI professional network or having a mentor (particularly one who has made the full transition from info to intel, or one who has deep experience in CI) can be especially helpful in facilitating this.

The CI profession does not have a formal criteria or certification; and practitioners come from a range of disciplines and backgrounds. Ultimately, on-the-job experience is essential. Participating in a practical course or program can help demonstrate interest and capabilities, close gaps in skills and tools, shift mindset, as well as build experience and establishing credentials toward gaining more on-the-job opportunities.

IO: You recently completed the first year of teaching the Competitive Intelligence Certificate program. What kind of response did you get from the students?

Correia: The responses we received have been phenomenal. Prior to instruction, we spent considerable attention and effort toward designing the curriculum and each course specifically for information professionals. We recognize that their LIS and knowledge management experience tend to be deeper than those of other types of CI trainees, that some info pros wish to broaden their CI involvement and others are

interested in becoming full CI practitioners, that many will need to transition or expand from their current roles (while working full time!), and many more professional and practical considerations that are specific to SLA members.

It's also important to me that we enhance participants' experience through a more personal approach and developing an accessible professional relationship, direct access to me and other instructors, live and online discussions, communities of practice for both course participants and certificate holders (our "alums"), etc. The CI Certificates Program model has been so well received that it has become the model for Click University's other certificate programs.

Responses from participants have been overwhelmingly positive. We've certainly enjoyed working with many committed, focused, energetic, and talented colleagues as participants. They have told us that they very much appreciate a program that identifies and covers essential and targeted CI practices and tools, helps them progressively build practical experience (and confidence!) in a supportive and no-risk setting, offers courses customized to their needs and backgrounds, helps them assume a CI approach and mindset, and more. Many have told us they are delighted with the value and flexibility of the program, and with the opportunities it's afforded them.

Participants have been able to apply tools and techniques on the job before a course has concluded; to generate more effective performance and with greater user/client satisfaction; and,

even in the midst of the program, have found new CI employment, expanded their CI roles at their organizations, and earned promotions in CI. Of course, we're always looking for feedback to continuously enhance the program, but we're pleased that we're on the right track, with participants returning to complete the program this year, with referrals and word-of-mouth participants, as well as new participants who have found us on their own.

IO: This was the first certificate program offered through Click University. How was the discipline of CI selected, and how did you get involved in the program?

Correia: This all started when I was approached a couple of years ago by Dee Magnoni at SLA's annual conference. Prior to that, I had been working with Shelva Suggs, SLA's learning coordinator, who had first invited me to conduct CI conference and virtual seminar programs, for a couple of years. These sessions had been very well received, and SLA had been recognizing CI as a growing area of interest and opportunity for information professionals.

There was a need for CI professionals with LIS backgrounds to help other info pros build the requisite skills and experience. It was great fit, since I had made the transition myself, and my work involves helping companies establish and improve CI practices. I train and coach professionals in CI, I've developed business training programs and academic courses, and I've been active and committed to SLA. At

From left, John Lowery, Shelva Suggs, Cynthia Cheng Correia and Barbara Vick. Correia is the lead CI program instructor, Lowery, Suggs, and Vick staff SLA's professional development department.

the time, too, there were few resources and some significant barriers for info pros who wished to extend into CI.

But back to Dee…through her leadership in SLA's Professional Development Committee, she introduced me to John Lowery, SLA's professional development director, with the idea of my conducting more (and enhanced) programs in CI. Dee had pursued professional development in CI outside of SLA, as I did, and recognized the gap—and opportunity—in SLA's CI offerings. After a little thought, I felt I could most effectively contribute—and that SLA members can benefit most—through a more structured program that includes targeted goals and objectives, a well-developed curriculum, and consideration for the specific requirements of SLA members and info pros. This was the basis of the CI Certificates programs, starting with my proposal to SLA, and the concept has now expanded into other certificates.

IO: Have you made any adjustments in the curriculum for 2008?

Correia: Our approach to CI professional development involves keeping in tune with our participants' feedback

and members' needs, as well as with the evolution and requirements of CI practice. Both Barbara Vick, SLA's e-learning manager, and I work to stay on top of this. We remain open to enhancing and adjusting instructional content and approach with this in mind.

At this point, we're thrilled with the feedback we received from past participants, so there are no significant adjustments to the program or specific courses. We will be adding an extra live discussion session for one of the analysis courses—a pivotal point in the "CI transformation"—so that participants can have greater opportunity to explore some key issues and discuss the outcomes of exercises that involve new analytical tools. This is at no increase in price. **SLA**

See This Site if You Don't Know A WYSIWYG from a WHAP

Look up acronym definitions, add your own, do some research. Not bad, IMHO.

BY CAROLYN J. SOSNOWSKI, MLIS

All Acronyms
www.all-acronyms.com

The number of acronyms seems to grow by the day. Use this tool, which lists over 600,000 of them, to browse and search for acronyms across many subject areas: business, government, technology, military, and several others. Once you get the definition, All Acronyms provides links to other sources that may provide further information, including Wikipedia, Amazon, Google, and Yahoo! Site visitors can add acronyms to the database after fact-checking is done by an editor. To ease your research, there are separate sections for abbreviations and acronyms for countries, the U.S., and Canadian postal organizations and time zones.

Catalog Choice
www.catalogchoice.org

Now that the holidays are behind us, do we really want to look at all those catalogs we get in our mailboxes? Where do they come from, and why do they multiply? If you're interested in reducing your need to recycle these items, try Catalog Choice. A project of the National Ecology Center, and sponsored by National Wildlife Federation and the Natural Resources Defense Council, the site allows people in the U.S. to unsubscribe to more than 1,000 print catalogs through the creation of a profile (with multiple names and addresses possible). Catalog Choice will forward the requests to publishers individually. Publishers can also establish a relationship with the site by registering for the ability to download the lists, then alter their mailing rosters…and ultimately save on postage. Over 300,000 people have signed up for the service since its October launch…it's certainly worth a try.

USASpending.gov
www.usaspending.gov/index.php

New from the White House Office of Management and Budget: a database that provides the ability to track U.S. government spending. The powerful search tool allows basic and advanced searches for contractors, congressional districts, grants, target states, and agencies. The glossary helps you find your way through the data, which are available in several formats including html, text, and XML, and to varying degrees (summary, basic, and complete). USASpending.gov was mandated by law, to ease access to information that is often spread among several sources and difficult to find, if it could be found at all.

The Online Books Page
http://onlinebooks.library.upenn.edu

There have been many news stories lately about book scanning projects, and it's easy to forget there are many books already out there on the Internet for our reading pleasure (and our research needs). A researcher at the University of Pennsylvania has created an index to freely available English-language books and journals (some of which may still be under copyright) and a guide to existing large repositories and digitization projects. Material can be searched or browsed, and is listed with a record that reports title, author(s), source, link, subject(s), and even call number if available. Reading books online may not be quite the same as holding them in your hands, but sometimes online is the only option.

Update: Pandora (www.pandora.com), the increasingly popular Internet radio site that was first noted in this column back in March, has several new features. Besides the addition of classical music, here's what else is new. Using QuickMix, you can shuffle your existing stations to get a variety of sounds at once without having to switch stations. Music by genre provides plenty of choices from disco to jazz to electronica, without having to input your preferences. And, Pandora is now available for cell phones (select AT&T and Sprint model phones), and can be streamed through your home stereo. **SLA**

CAROLYN J. SOSNOWSKI, MLIS, is SLA's information specialist. She has 10 years of experience in libraries, including more than four years in SLA's Information Center. She can be reached at csosnowski@sla.org.

Make the Most of Google's Toolkit

THERE'S A LOT MORE TO GOOGLE THAN A PLAIN OLD SEARCH ENGINE—AND INFO PROS CAN USE IT TO IMPROVE CLIENT SERVICE.

BY EDWARD METZ

We've all heard this before in some fashion: "I can find everything I need with Google."

I heard it most recently from someone in our college's IT division, and I cringed at what was perhaps being left unsaid: "Why do we need a library?" Okay, maybe that wasn't necessarily what he was thinking, but it's still unsettling to realize that many believe they can find everything on Google. This may be why many of us give Google only a grudging embrace ourselves and feel mildly self-conscious about it when we do.

Google has tried to allay our concerns more recently by demonstrating how its various tools can benefit the library community and by emphasizing how together we share a common mission "to organize the world's information and make it universally accessible and useful."

Google's outreach to the librarian community has even included launching the helpful Google Librarian Central blog, which offers tips and updates on how to get the most out of Google tools. As libraries become—as Jenny Levine wrote recently—"as much about bytes as they are about books," it's important for us and our patrons to stay abreast of these Web tools and their steady stream of enhancements.

Custom Search Engine

Google touts its new Custom Search Engine (CSE) as having the "potential to completely change the way we search for information." A custom search engine can be a great tool for knowledge brokers and special librarians of all kinds since it allows you to focus your users on those pieces of the information universe most relevant to them.

Providing a vertical search can help your clients avoid the false positives tha-

Google Analytics usage results are accessible through several dozen graphical displays.

come from searches of the wider Web where meaning is sometimes lost by the lack of context. Choosing exactly which Web sites or pages your CSE searches across helps ensure that results remain relevant and trustworthy. If however you fear excluding potentially useful sites you can have your CSE look across the entire Web while still giving extra weight to the sites you've selected.

Building your CSE is easy. You don't have to painstakingly add a URL for every individual Web page you want to include. You can automatically include all pages whose addresses contain the base URL you're submitting. For example, to search across all of the pages on our library Web site you'd simply enter **http://www-cgsc.army.mil/carl/*** to capture all the sub-domain pages.

One recent Google enhancement is the ability to automatically extract any sites or pages linking from a Web site. This means that all the linking sites are included in your search results. If you find a site then with a great list of links or a blogroll, for example, you no longer have to add each of those sites separately into the CSE yourself.

Other valuable features of the Google CSE tool include usage statistics that capture the number of searches made daily, weekly or monthly and the ability to invite other trusted members of your team to add sites to the CSE as well.

So how do people find your custom search engine and use it? The CSE tool walks you through a simple process of creating your own Google-hosted search page. The design template lets you customize the look and feel of your CSE search page and give it your own branding. Alternatively, on the CSE Control Panel you can go to the Code tab where you're able to copy the script for a search box. You can then embed
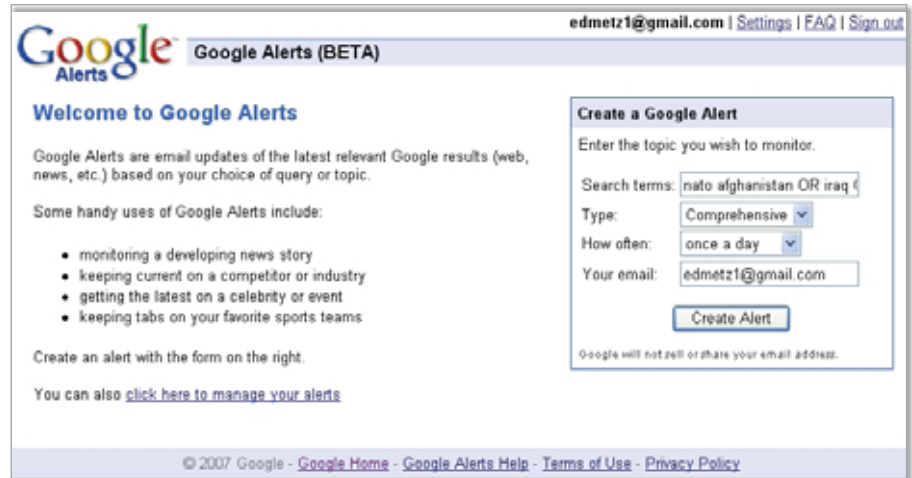

Figure 1: Setting up Alerts with Google

Figure 2: Virtual Collections—User Made

Figure 3: A Google Gadget for RSS Feeds

this search box code on your own Web site or blog.

There are several caveats to creating your own CSE. You (and any contributors) must have a free Google account and, in order to avoid having ads displayed on your CSE, you'll have to certify that you belong to an educational institution, nonprofit, or government agency. Finally, Google also acknowledges that in some cases the results you get searching a CSE may not be complete if your CSE searches more than three site domains. This significant problem needs resolution before Google CSE can be seriously competitive with the likes of Rollyo and Yahoo Search Builder.

Google Scholar

Google Scholar provides the ability to search a broad spectrum of authoritative, scholarly literature such as theses, monographs, peer-reviewed papers, and other articles from university and professional organizations. Search results fill our screens with the lightning speed we've come to expect from Google, and you can't help but be drawn by Google's simple, inviting search interface.

For those just wanting a quick sample of the literature on a topic, Google Scholar can be a useful tool. Truncation operators are supported and the advanced search screen will let you define limits by author, publication, and date range, plus broad subject areas such as business, medical, biological, and social sciences. You can now also sort your results in Scholar somewhat by selecting a link that brings the most recent articles to the top. A handy "Cited by" link appears with most results and takes you to sources that reference the citation in question.

Simplicity is a good thing, but Google Scholar's not without its shortcomings too. The absence of authority control for author names and publications, the lack of transparency in how it ranks its search results, the comparatively spotty coverage of publications in the humanities and social sciences (as opposed to the natural and physical sciences, which appear well represented) all tend to make serious, systematic research of

a topic in Scholar problematic.

Despite these drawbacks, Google Scholar still merits our attention as a research tool and not just because of its speed and simplicity. Google's Library Linking program allows you to set-up your OpenURL link resolver (e.g., Serial Solutions 360 Link) so your users searching in Google Scholar can access the full-text of their results whenever the content is licensed by your library. Google Scholar search results otherwise provide you only an abstract to copyright-protected material.

Through our participation at the Combined Arms Research Library (CARL) to the Library Links program, our users searching Google Scholar from campus see next to many of their results a link called "Full text @ CARL." This signals that they have full access to the licensed content. They just select that link and they're taken to our "360 Link" page and from there they can go directly to the full-text article.

Like many other institutions, we've implemented the proxying of Google Scholar so that our patrons can still get access from off-campus to our full-text content. When working offsite users just need to access Scholar from our databases page so they can authenticate into our proxy system.

They then need to go to the Scholar Preferences—Library Links section to add our library to display its full-text links in their Scholar results. Individual libraries that don't have an OpenURL link resolver can contact Google, which will help put some free solution in place. More than 1,200 libraries now belong to the Library Links program and, according to Google's Librarian Central blog; it's experiencing a 10 percent to 20 percent click-through rate.

Finally, it's worth noting that Google Scholar affords you the ability to export citations directly to your favorite bibliographic management software, including Refworks, Endnote, and BibTex.

Google Alerts

If you need to keep yourself, your clients, or institution current on a competitor, an industry, or a developing

If you need to keep yourself, your clients, or institution current on a competitor, an industry, or a developing news story, one other valuable tool to keep handy is the Google Alert.

news story, one other valuable tool to keep handy is the Google Alert. These e-mail updates provide the latest relevant Google search results from news sites, blogs, or Web sites. You create these alerts much like you would with any other database provider, such as Proquest or Gale. It can be as simple as entering some keywords. But a good practice is to build your query from the Google advanced search page. Once you're satisfied with the results there, just copy and paste your advanced search query into the search box on the Google Alerts page. You can then chose whether you want a comprehensive search of the Web or just results from news sites, blogs, or Web sites. You can elect to receive these alerts daily, weekly, or monthly. (See Figure 1)

The Google Book Search

Google Books searches across the metadata and, when available, the full text of titles in their book indexes. Your searches will first return all books matching your query. This results list will include books that only allow you to see selected snippets or offer no preview at all. You can limit your results to just those with full-view access or those with limited preview. Full-view books are either out of copyright or otherwise in the public domain and you can freely read online or download them in their entirety in PDF format. Titles with

One recent Google enhancement is the ability to automatically extract any sites or pages linking from a Web site. This means that all the linking sites are included in your search results.

limited preview come from one of the Google Books Program partners. How much you can view varies by publisher but can be sometimes as much as 20 percent of the book.

Each title appearing in your results list will have an "About this book" link. At minimum, you'll see some basic bibliographic information. In many cases, you'll be able to see which passages in a book are particularly popular, what other Web sites and books cite the title, and what other books are somehow related. More recent titles often include book reviews.

Sometimes, you'll see a Google Map mashup that shows what places in the world are mentioned in the book. If you select the "Find this book in a

library" link, you'll launch a search in one of Google's union catalog partners. In the United States, this means Open WorldCat will show which libraries closest to you have holdings.

Taking a page out of the LibraryThing playbook, Google has added a way set up your own virtual library. Once you've logged into your free Google account, you can add titles to your own online bookshelf by selecting the "Add to my Library" link appearing with each book title in your search results. You can later quickly find a title you've added to your collection by doing a search of just your virtual library. Google can display your titles either as a list or as rows of book covers. You can even give ratings and short reviews for the books in your collections.

Organizing your virtual bookshelves by subject categories is made easy with the My Library label feature that lets you tag your books with keywords of your choice. I wanted to make it easy for our library's patrons to identify what books were available to them in full-text on the topics of counterinsurgency as well military history and leadership, among others. So I added to My Library books related to these topics and labeled them accordingly. From our online public access catalog (OPAC) and blog we offer hyperlinks to these virtual "collections" that anyone can then visit and browse. (See Figure 2)

Google Analytics

Google Analytics lets you generate code to embed in your Web site to track the number of visitors, where they are from, how long they stay, what pages they visit, and where their visits ended. To use Google Analytics you must first sign up for a free Google account. Once that's done, go to the Analytics page and follow three simple steps to generate the

Figure 4: A Google Gadget for Searching

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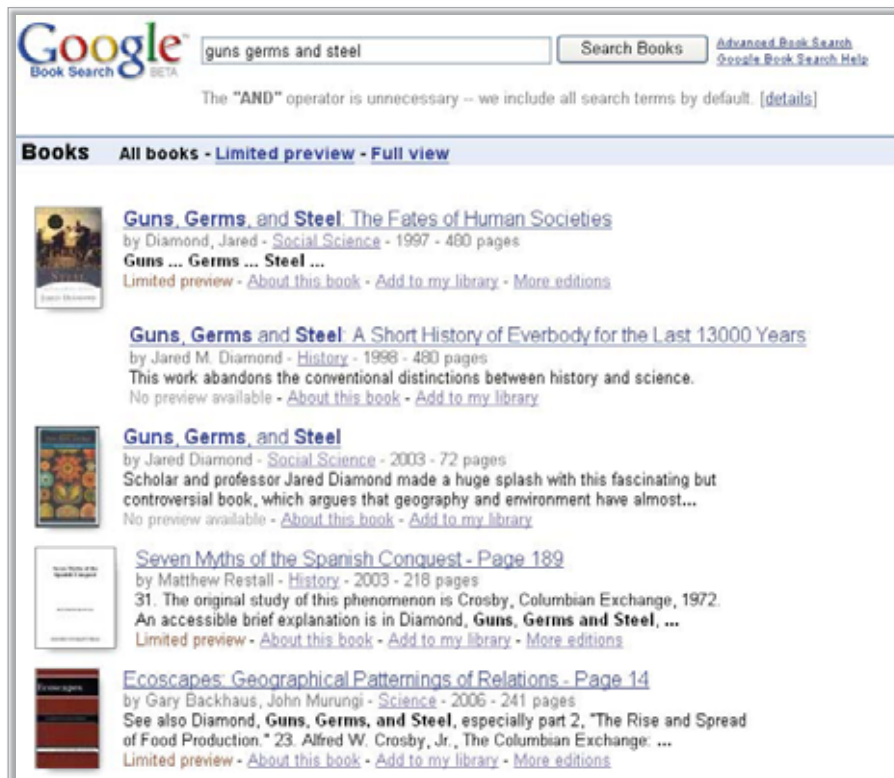
code for your site. Then simply insert the code anywhere above the </body> tag of each page you're analyzing. If your site uses a common include file or template, then enter your code there. It usually takes 24 hours or so after embedding your code before Google Analytics starts gathering usage data.

Google Analytics usage results are accessible through several dozen graphical displays. By default, you're presented initially with the Dashboard view containing small graphical summaries on site usage, visitor overview, traffic source overview, and time on site. You can drill down deeper into the various reports like top content, top landing pages, visitor trending, click patterns and so on for greater detail. Analytics can be a great tool for determining what parts of your Web site are successful and what parts might need changing. Some institutions like the Rutgers-Newark Law Library have already used Google Analytics to assess their Web site and successfully redesign it with the Web usage data they collected.

iGoogle

iGoogle (formerly Google Homepage) is a personal information portal that you customize by selecting from a wide assortment of Google Gadgets. There are more than 25,000 Google gadgets (i.e. mini Web applications) listed in the iGoogle content directory. They cover a wide range of features, from news services to personal productivity tools, from travel and leisure to communication services like instant messaging and more. You can add RSS and blog feeds as well, which will update constantly

just like in a regular news aggregator.

An iGoogle page is quick to set up and ultimately saves you time by bringing into one place all your favorite Web tools and services you'd otherwise have to repeatedly surf to. Plus, you can access your iGoogle page from any Internet connection after logging in to Google. (If you accept cookies on your PC, you'll seldom need to log in).

According to Google, millions of people already use its start page, and if any of your clients or patrons are among them they'll appreciate having your library's Web tools available from their personalized info portal as well. Your

own library-branded iGoogle gadgets can serve as great marketing tools for your institution and its online resources. Creating these gadgets for iGoogle is made easy thanks to the Google Gadget API. Anyone familiar with HTML and willing to learn some simple XML code can put together gadgetry of their own in no time.

We've created about half a dozen gadgets at our library that highlight resources like our RSS feeds, blog, custom search engines, OPAC, and digital library. (See Figures 3 and 4.)

While Google isn't the magic bullet that many of our patrons may think it is for meeting all of their information needs, clearly there are many Google tools librarians can draw upon to make at least parts of the information universe more readily accessible and useful for both our patrons and ourselves. **SLA**

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A Significant Annual Event

ADD THIS TO YOUR DATE BOOK: IT'S THE 50TH ANNIVERSARY OF CHASE'S CALENDAR.

BY FORREST GLENN SPENCER

Summer 1957.

Dwight D. Eisenhower is president. Hurricane Audrey has killed 400 people in Louisiana. John Lennon and Paul McCartney meet for the first time. A young Marine pilot named of John Glenn flies a supersonic jet from California to New York in well under four hours, setting a transcontinental record.

And in Flint, Michigan, two brothers—William and Harrison Chase—are strolling through an apple orchard, talking about the potential of a new publishing venture. The younger brother—William, a newspaper librarian—is pitching his idea to publish an annual almanac, a calendar book, that lists the major events and observances through the year: a simple reference book of dates. The older brother, a social science professor from Florida visiting his brother and family, listens intently and likes the idea.

"I don't think he was as enthusiastic as I was," says retired info pro and SLA member William D. Chase, 85. "The sky was the limit! I thought this was going to be a best-seller night, but it wasn't."

Several months later that year, 4 December to be exact, Bill Chase's book was published. It was 32 pages with 364 calendar entries and was titled *Chase's Calendar of Annual Events*, was 32 pages long and included 364 entries. It sold for $1. It didn't become the

best-seller he had hoped for, but it did become a must-have yearly reference book. This year is the 50th anniversary of *Chase's Calendar*, now edited and published by McGraw-Hill. It has grown to 752 pages, with more than 12,000 entries, and comes with a CD-ROM.

"I was working as a newspaper librarian at *The Flint Journal*, and I always had an interest in calendar lore," said Chase. "I started keeping a file in my desk drawer and my hip pocket of upcoming events that were in the paper. Over a period of time, I acquired a pile of these things. The newspaper reporters and editors were always looking for something to pin a story on for

next week or next month. This proved to be very useful."

At the time, there was a publication issued by the U.S. Chamber of Commerce titled "Special Days, Weeks and Months," a mimeographed document with a half-dozen sheets that listed trade-organization events and trade promotions, and included national holiday dates. A few months after the first edition of *Chase's* was published, the telephone rang in the Chase household.

"We received a phone call from the Chamber of Commerce," Chase said. "They told us they had seen our book and wondered if we were interested in taking over the compiling and publishing of

William D. Chase

Joined SLA: 1951

Job: Director, editorial library, retired

Employer: *The Flint Journal*

Experience: 30 years at *The Flint Journal*, but still a librarian at heart.

Education: Bachelor's, 1943; master's, 1953, University of Michigan,

First job: Tour guide at Henry Ford's Greenfield Village, Dearborn, Michigan, 1939.

Biggest Challenge: Establishing (during wartime) a news library for Vietnam Press, Saigon, Vietnam, 1966.

their 'Special Days, Weeks and Months.' So, my wife and I drove to Washington with our kids in our station wagon and met with the Chamber. We negotiated a chance to publish the pamphlet."

The idea was for the Chases to compile the Chamber's pamphlet and incorporate it into the new almanac. "They gave us the files they, had and they were elated," Chase said. "We got a tremendous boost by this. No money changed hands. I think they were happy to get rid of it, and we were happy to get it."

Including the Chamber publication helped Chase promote his own book, which had a press run of 2,000 copies in 1958. "It's a time consuming chore to compile it," Chase said. "Thanks to the Chamber they referred their customers to us and we sold 15,000 copies in the second year. We had a sudden market." And so, for many years, the title of the annual almanac was *Chase's Calendar of Events* with the subtitle of Special Days, Weeks and Months.

While Chase supervised the production of his calendar book, he continued to work at The *Flint Journal* as a newspaper librarian, a post he held for 30 years.

A Family Project

The production of *Chase's* was a family affair. "I worked on the calendar at night and weekends," he said. "My wife and three kids all participated in it. In the first years, my brother was active in it. He was nine years older than I am. He was a professor at Florida State University in Tallahassee and it became too much for him, and the distance between us was pretty limiting. He stayed with it until 1970.

"He did a great deal of the compiling. We did all of the mail of questions, promotions, marketing and shipping from our basement and the trunk of our car. It really was a home family business, and our three kids helped as they got older. We used to joke—they were pretty young when we started it

and they all had chores to do. When they complained, we told them there were attending Apple Tree University." Apple Tree Press was the original name of their publishing firm.

"So, in our basement, our kids studied at ATU after school. We were all there: my wife Helen and our three kids—A, B, and C—Ann, Bob, and Catherine. Bob worked more on the calendar and he later started the section on birthdays of famous living persons."

Producing *Chase's Calendar* was ongoing process. The moment one edition was completed and sent to the printers, the next one would begin production.

"During the early years of *Chase's* the book did not go to press until late in the year, October-November," Chase said. "We learned that an earlier deadline was necessary, though it meant that some dates for special events of the following year had not yet been determined. We encouraged sponsoring organizations to establish a formula for the date of their

When the annual book was young, in December 1963, it was a family project. Pictured from left are William Chase, Anne Chase Vierow, Robert Chase, Helen Chase, and Cathy Chase Ryan.

events. For example: the first Monday of April, or the first Sunday after summer solstice, or on the day of the full moon in October, etc. Whenever possible, we printed the formula so the dates of the event in subsequent years could be determined, too."

The process worked well for them over the next 30 years.

It's an impressive accomplishment for a man who once taught English, worked for an early U.S. spy agency during World War II and then the newly formed U.S. Air Force before joining The Flint Journal.

Chase graduated with a bachelor's in geography from the University of Michigan. During the war, he was employed by the Office of Strategic Services in Washington, D.C., the precursor to the CIA, as a professional geographer. After the war, Chase went back to the University of Michigan and taught freshman English to young men pursuing an education on the G.I. Bill. He then worked at the William L.

Clemens Library at the university where he was the assistant curator of printed books before returning to Washington, being as a map librarian for the Air Force. In 1949, he and his wife, both Michiganders, had an opportunity to return to their home state with a job at The Flint Journal.

"When I was working with the Air Force, I was sitting at my desk and the Washington bureau chief of the Flint newspapers told me the editor of The Flint Journal wanted to speak with me," Chase recounted. "He told me a number to call and I called. The editor asked if I would consider becoming the head librarian for The Journal. We welcomed the opportunity to come back to Michigan."

Life in the Morgue

In those days, newspaper libraries were commonly known as "the morgue." The Journal's morgue had an extensive clipping and photography file, and a book and pamphlet collection. "We had about

4,000 books. When I left in 1979, there were about a million clippings. It was a sampling. And about 500,000 photographs.

"It was my responsibility to analyze and clip each day's paper, to save the stories under the individuals involved and the subject involved, so a reporter could come in check whether a person had been in the news before. This was well before the days of computers."

A few short years into his new job, Chase earned his master's in geography from the University of Michigan.

In 1979, Chase retired from newspaper and devoted himself full time to his Calendar of Events, which at that time had a circulation of 20,000.

"It was not a tremendous seller," Chase said about his almanac. "It has a selective audience, like distinguished individuals and librarians, radio and TV stations, hospitals, and nursing homes. Many members of Congress bought a copy, and a copy went to the Supreme

A generation later, in September 1985, William Chase, left, Anne Chase Vierow, Robert Chase, Helen Chase, and Cathy Chase Ryan are still working.

THE POWER OF NEWS LIBRARIANS

The following is an excerpt from William Chase's acceptance speech when he received the SLA News Division's Joseph F. Kwapil Memorial Award in 1983.

While I have this wonderful audience in forum, there's something I've long wanted to say. It is this: No newspaper editor, no newspaper publisher, no newspaper owner has power, the influence, the opportunity, the impact that the newspaper librarian has. We have the exciting and awesome opportunity and responsibility to provide the information which will inform tomorrow's world. We are the records keepers and we are the prime influences of those who write, edit, and communicate with the community and with the world.

A newspaper could be produced without us, but what a difference we make. We provide the history, the substance, and the fact, which will help tomorrow's readers decide the destiny of the world.

I want to thank you for the opportunity in being part of the Newspaper Division of SLA. Every moment of shared time has made me richer in the knowledge of how to serve my newspaper better. I feel that I gain much more from the friendship and from the professional association...of SLA.

Court and the White House, the IRS, and any number of government agencies. At one point, *Chase's Calendar* was selected by the White House library. I don't remember the year but the ALA and SLA compiled a list of books that were essential—a small list—of books that were a core reference collection and Chase's Calendar was included. I was pleased with that."

William and Helen Chase continued working on the book until 1984 when he received a telephone call from Contemporary Books in Chicago, which was later acquired by McGraw-Hill. The company offered to sell the books but the Chases continued to edit them, which they did until 1988.

"In 1988, we sold the publishing rights to them," Chase said. "Age was taking its toll. At that point, it was more demanding and we couldn't keep up with it. Our only involvement today is in a complimentary way. Sometimes they refer people to us for interviews and sometimes they ask a question about something or another. This year, I wrote a forward for the 50th anniversary.

"The book itself started out as a whimsical selection of sorts of historical anniversaries. We started out with national and religious holidays in the world and we gradually expanded it. We picked events in history that were not well known but deserving of attention, and we wrote a little entry about them. It was printed by newspaper people, and used by radio and TV people, too. They can pick an idea on their own; the whimsical aspect maybe our unique contribution to it."

He added that he's been very pleased with the book under McGraw-Hill's care. "They have done a great job. The present editor – Holly McGuire – is a fine person. We talk with her often, a very hard worker."

Chase was a member of SLA for nearly 35 years. He joined in 1951 and attended his first conference that year in St. Paul, Minnesota. In the 1956-1957 term, he was the chair of the Newspaper Division, where he remained active throughout his professional career.

"When I first started at *The Flint Journal*," Chase said, "I had no experience in a newspaper library, so I requested the editor to let me visit some other morgues and see how they ran their libraries. One of them that was the *New York Times* where Chester Lewis was the head librarian. He was later president of SLA, and he was very active in the Newspaper Division. One of the things he stressed was how important it was for me to join and benefit from the SLA affiliation. I took his advice. I attended my first convention in 1951 and almost every one of them from that time on."

The one exception was when he missed a convention while visiting Vietnam in 1966. "I was given an American Specialist grant to go to Saigon and to work in establishing a news library there. The State Department sent an inquiry to SLA and I was called and asked if I would be interested, and I agreed. Before I knew it, I was flying over the Pacific and spent three months in the rainy season in cities like Saigon and Hue."

As a civilian in the middle of war, he lived and worked among the Vietnamese people. Chase saw his share of the war unfolding around him. "I witnessed some tear gassing and felt the ground shake when mortars exploded. We could see the aerial bombardment across the Saigon River at night. I had never been in the Far East. I was well treated and I learned a lot."

Through his membership in SLA, Chase also was a member of the Michigan Chapter. He often spoke to various chapters and divisions about his reference work at the newspaper and producing *Chase's Calendar*. It was his tome, and one that he is proud of.

"Someone once said that every book has a first edition and not many books have a second edition," he said. "Well, not many reference books have 50 consecutive editions. I feel honored and fortunate to have a reference book that has really gone around the world."

Libraries around the world—personal, public, and academic—are very likely to carry *Chase's Calendar* as one of their standard sources of reference, like the dictionary.

On the Shelves

"We have some distinguished company," Chase said. "It's exciting to go into a library I've never been before and almost

Producing *Chase's Calendar* was ongoing process. The moment one edition was completed and sent to the printers, the next one would begin production.

always there's always a copy of Chase's on the reference shelf. I remember going into a public library in Toronto some 15 years ago and I didn't see Chase's, so I asked the reference librarian if they carry it and they said, 'We keep it back here because it gets stolen.'"

In 1983, Chase won the Joseph F. Kwapil Memorial Award. With it, he was cited for "major achievement in the field of news librarianship and outstanding service to the News Division. The recipient has usually actively participated in the Division's programs and projects for a continuous period of 10 years." The award is named after Joseph F. Kwapil, an SLA member who created the modern newspaper library at *The Philadelphia Public Ledger* in 1914. Seven years later, he founded the SLA News Division.

Chase said he has marveled how the technological changes affected the industry as a whole, especially newspaper librarianship.

"The changes in the way information is communicated—it was inevitable," Chase said. But does he wish the technology exists back then as it does now?

"I do look at what's available and wish I had it back then, yes, but there's a certain nostalgia about the hands-on viewing, of being able to shuffle through the actual photographs and the actual clippings, and sort them out. It's not easily done by a computer.

"On the other hand, with a computer, they are least likely to be lost or stolen. It seems to me that it has been a wonderful change. Actually, I participated in newspaper library seminars at Columbia and the University of Texas on this matter. At the American Press Institute at Columbia, I was an organizer and charter member of the Automated Systems Committee of Newspapers Libraries. That was in 1967. That may not seem long ago but it was in commuter years."

Chase uses a computer today. "I couldn't live without it. When we were compiling the calendar, we started out with a typewriter and fountain pen and ended up using a computer to compile the information."

Chase has been retired for 20 years, living in Ann Arbor, Michigan. There's still an enthusiasm in his voice when he talks about *Chase's Calendar*, his salad days at *The Flint Journal,* his association with SLA, and, of course, about his family. His wife, Helen, his long-time partner in producing *Chase's Calendar*, developed Parkinson's 14 years ago and is currently in assisted living.

"That has preoccupied my attention," he said of his wife's illness, and described how he spends his days, "I read many newspapers and spend time in libraries. I don't have any projects right now. No memoirs, not really. I'm a diarist and journalist. I feel very fortunate to have lived in this period of historic time. So much has happened—not just technology, but our cultural environment and advances in medicine and art, every aspect of our lives."

His brother Harrison, his long-distance contributor on the calendar for 13 years, died in 2000. "He lived to see 40 years' growth of the calendar and he was very proud of it. He contributed a great deal. He was a good researcher; and despite that, we were 1,000 miles apart, he cooperated very well. We each had our own duties. Helen and I had more of the responsibility because we were doing the publishing as well as the editorial."

"I used to make a joke that Helen did all the work and I got all the credit," Chase said. "We lived in a sexist society. She worked very hard on the book. She ran the office, answered the phone, and handled all the inquiries. Nothing was printed again the next year automatically. We reviewed every bit of information. That was her duty. She stayed in touch with sponsored events, and I did more with the historical, national, and international official events. The family did a tremendous amount of work.

"And for me, with SLA, I got lots of ideas and support from them and had many dear friends with whom I could count on for help. If you had a problem at your newspaper, there was someone you can call at another paper. It was camaraderie amongst news librarians, eating and drinking buddies, inspired people who had a lot to offer." **SLA**

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New Roles for Info Pros

AS ORGANIZATIONS AND TECHNOLOGIES CHANGE,
NEW JOBS—AND NEW JOB RESPONSIBILITIES—EMERGE.
ARE YOU READY?

BY MARY LEE KENNEDY AND ANGELA ABELL

Information professionals with intranet-based responsibilities are interested in knowing what work is emerging in the marketplace, what they need to know to do their best work, and what opportunities are available to them for ongoing professional development. With the incredible speed of change in information technology, the increasing levels of sophistication of the user base, and the ubiquitous nature of information, keeping pace with, let alone leading the intranet experience, is a challenge.

THE MARKETPLACE

One way to look at the marketplace is to consider the types of positions posted in job advertisements. While there are drawbacks to this methodology, namely that all jobs are not necessarily posted, it does provide a publicly available dataset for considering emerging job positions. For example, in September 2006, a quick search for "content management or content manager or information manager or information management or knowledge manager or knowledge management or information architect or information architecture or intranet or user experience or user research" through Monster. com's listing of all geographic areas led to about 500 results. Typical job titles included intranet content manager/webmaster, knowledge manager, business analyst, information architect/interaction designer, portals and enterprise content manager. An analysis of the results led to the following four broad conclusions:

1. Information visualization is gaining importance and not just in the area of Information Architecture, but especially in the display of large sets of qualitative data. Traditional information skills (finding, analyzing, and synthesizing information) are becoming less of a competitive advantage unless they are presented in ways that cut through the noise and depict insights for decision-making, sense-making, or knowledge creation.

2. Information skills are being further shaped by the alignment with organizational objectives and core processes, especially in competitive intelligence, strategy, competitive advantage, and value measurement. Information skills do not reside in a vacuum and individuals must be able to articulate how they contribute to organizational desired outcomes.

3. Information professionals have become more akin to knowledge managers, seeing and acting on entire organizational knowledge maps and flows; their roles are closer to an information advisor, connector, trainer, publisher, boundary spanner, etc. Knowledge of organizational practices and process alignment are critical.

4. Given the convergence of information-related services, information professionals need to have additional skills more typical of user anthropologists, smart marketers, workflow analysts, and publishers.

TFPL, an established information and knowledge management company based in the U.K., recently conducted an in-depth research study of the corporate, government, and academic market. The methodology included a review of advertised positions, the analysis of positions managed through TFPL's recruiting and job placement services, an extensive Web-based survey of practitioners, internal brainstorming with TFPL consultants and recruiters, plus individual interviews and focus groups with practitioners. The analysis of the e-survey concluded that the highest proportion of newly created jobs were related to the management of staff who collaborate in online environments, information governance, the promotion and exploitation of electronic content, and information analysis. The firm also found that a significant proportion of the new jobs focused on project management, information architecture, and supporting end-users. Roles carrying the primary function of information analysis, project management, and information architecture appeared to represent the greatest growth areas in
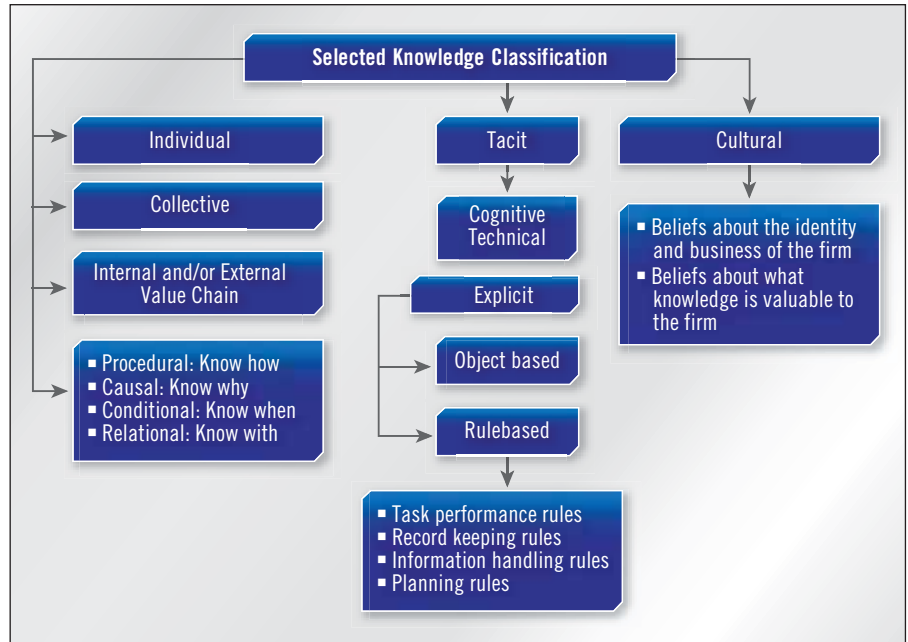
Figure 1: Categories of Organizational Knowledge (Source: Popadiuk, Silvio and Chum Wei Choo. "Innovation and Knowledge Creation: How Are These Concepts Related." International Journal of Information Management 26 (2006): 302–312)

the e-information job market. In the context of the study, an "e-information role" was "one that is directly related to the development and application of those processes which facilitate the creation, acquisition, capture, organization, security, flow, and sharing of electronic information, and has a significant element (more than 50 percent) of information or knowledge management in its responsibility." The interviews and focus groups indicated a complex picture of roles relating to the management of electronic information with some labeled as information or knowledge roles but with a significant number with very different job titles.

The idea that information roles change is not new. Changes in the marketplace can be understood in the context of new developments in professional associations and in the growth of new disciplines and collaboration between peer practitioners. In 2003, the Special Libraries Association (SLA) issued a revised edition of the *Competencies for Information Professionals of the 21st Century.* The previous edition was published in 1997 with the same title. The 2003 edition cites the "astounding growth of the Internet and the rise of electronic communica-

tions and storage media" as transforming the work of information professionals. The document identifies two major types of competencies: professional and personal. The four major professional competencies include managing information organizations, managing information resources, managing information services, and applying information tools and technologies. The description of the latter highlights the ability to assess, select, and apply current and emerging information tools and to create information access and delivery solutions—all essential to the effective use of an intranet.

In the early 1990s, knowledge management (KM) emerged as a concept that was expected to have a significant impact on organizational working practices and raise the profile of information roles. KM and information management (IM) are different disciplines. KM concerns the development and exchange of tacit knowledge through the interaction between people. IM concerns the creation, sharing, use, and organization of explicit knowledge in multiple information formats and artifacts. In some organizations, the two disciplines have become integrated, and information professionals have become knowledge

managers, part of KM teams, or managers of the KM function. In other cases, the IM and KM functions are kept very separate although there are obviously blurred lines between the two, and their respective effectiveness is totally interdependent. However, as earlier TFPL research found, whatever the corporate response, the KM concept has done a great deal to broaden the view of the competencies required by information professionals in these environments (see TFPL Ltd., 1999, 2001; Abels, 2003; Abell, 2005).

Recently, the Massachusetts Institute of Technology and the University of Southampton announced a new research program titled "Web Science." Web Science has social and engineering dimensions. According to the researchers, it extends well beyond traditional computer science to include the emerging research in social networks and the social sciences, in essence, studying how people behave on the Web. It shifts the focus from the computer to the decentralized Web systems. While the initial step is to fund a research program, the goal is to offer graduate and undergraduate programs in Web Science. Tim Berners-Lee, the inventor of the basic Internet software, will lead the program. Web Science is related to another emerging new interdisciplinary field called "Services Science." Services Science is the study of using computing, collaborative networks, and knowledge in disciplines ranging from economics to anthropology to lift productivity and develop new products in the services sector.

Volunteer-based professional organizations such as the Information Architecture Institute (see http://iainstitute.org/pg/about_us.php) have emerged in the past few years. The Information Architecture Institute (IAI), which was founded in 2003, already has more than 1,000 members representing 60 countries. The institute defines information architecture as:

1. The structural design of shared information environments.
2. The art and science of organizing and labeling Web sites, intranets, online communities, and software to support usability and findability.
3. An emerging community of practice focused on bringing principles of design and architecture to the digital landscape.

Another newly established volunteer-based organization is CMPros (www.cmprofessionals.org). Founded in 2004, CMPros represents more than 850 members from around the globe. Recently, CMPros posted a draft set of content management skills that focus on four categories: analysis/recommendation, project management, information architecture/design, and technology awareness.

As these five examples demonstrate, whether the reader comes from a traditional field (such as library or computer science) or from an emerging one (such as information architecture or content management), clearly the marketplace is requiring new skills and competencies, with others certainly to follow.

DRIVERS OF NEW ROLES

Occasionally, individuals look around at the jobs available in the marketplace and are excited, amazed, or panicked by the disparity between what they know how to do and what the market is looking for in a recruit. They may even find that it is harder and harder to find a job that reflects their current position or hard skills. On the other hand, those individuals who seek to explore new ways of organizing information, managing resources, and creating the ultimate user experience will likely find many opportunities. One way to avoid surprises and to capitalize on opportunities is to understand what is driving the emergence of new roles for information professionals. TFPL did just this. It is probably not a shock to anyone to find out that the study suggests that the key driver of shifting roles is the organization's adoption of new information and communications technologies. This adoption changes the way organizations work, sometimes radically, affecting key business processes and working practices, how organizations engage with the marketplace, and how they define business drivers. These information and communication technology (ICT) driven changes have led to a greater understanding of the impact information has on the organization and to a reassessment of information roles and responsibilities. There are clearly differences in focus in the public and private sectors, but they also have drivers in common that are clearly information-led.

Business Drivers

Expectations of employees and clients—The Google generation is now very much evident in the workforce. Employees expect to have reliable information at their fingertips, continual connection to people wherever they are, and equipment that fits into a top pocket. Clients want to compare services and products, expect speed and quality, and demand that their views and requirements are considered. People expect the digital world to work for them.

Organizational models and productivity—Organizations are increasingly networked with their business relationships and operations reflecting the connectivity made possible by ICT. These networks provide flexibility and enable diverse collaborations, partnerships, and outsourcing arrangements. However, they rely on good interpersonal relationships and effective information flows. The drive to realize a return on investment in information, people, and technology is compelling all organizations to focus on IM and KM tools and processes, and on managing and organizing their information resources.

Explosion of information—Although the concept of information overload is not new, the continued growth of ICT has increased its perceived impact on individuals and organizations. Structured and unstructured information is created and pushed and pulled in numerous ways for diverse audiences and for different purposes. Ensuring that information can be collected and deployed for effective use is a key challenge. For example, information about clients and citizens needs to be consolidated from

a range of sources, but both private and public sector organizations find that this is not a simple task.

Public Sector Drivers

Connection and collaboration—The public sector's agenda in the developed world is clearly about the use of ICT for connection and collaboration: connection between the service providers themselves (the institutions and agencies that provide public services), collaboration between public and private sector partners, and communication between the service providers and the citizen. The U.K. government has set out its vision for using ICT to facilitate the delivery of more effective and efficient services through improved infrastructure and practices in two papers, "Connecting the U.K.: The Digital Strategy" and "Transformational Government: Enabled by Technology."

Similar initiatives to maximize information benefits through electronic environments are evident in many countries. For examples, see "An Information Management and Technology Blueprint for the NSW: A Well-Connected Future" for Australia's New South Wales; "Implementing the Federal Enterprise Architecture at EPA" for the environmental agency of the U.S.; and "Information Assets in the Government of Alberta: A Management Framework" for Alberta, Canada.

Private Sector Drivers

Globalization and risk—In the private sector, an increasingly global marketplace presents a complex mix of challenges. Financial performance is still the key indicator of success, but organizations face many other issues that affect their ability to meet targets and sustain their competitive advantage. The market is increasingly fickle. It changes allegiances and suppliers as new competition, often exploiting technology in novel ways, emerges. Market agility and innovation, fueled by information, are vital.

According to the AON Biennial Survey of 1995, the top risks for companies were perceived to be in health and safety, fire,

flood, and terrorism. By 2005, these risks were still high on the corporate agenda, but they had been joined by new risks such as loss of reputation, failure to meet the impact of regulation, and corporate governance. As risk and reputation management becomes a serious issue, corporations have to be increasingly vigilant to minimize the risk of litigation and bad press. In global companies, e-risk, including information leakage and misuse, is extremely high and requires excellent information governance.

Information Drivers

Software and technology tools—Software and technology tools influence the way information is collected, analyzed, and distributed. Intelligent agents, search engines, and automated tools have encouraged expectations of information "untouched by human hand." Operational tools such as customer relationship management systems and electronic document and records management systems seem to offer a means of collating and making information available from disparate sources. Intranets, extranets, and portals enable access to a range of sources; Web 2.0 appears to bring together many of the strands of information management in a Web environment; and developments in communications, such as wireless technology, mean that employees can plug into information systems from airports, cafes, and client sites. However, the implementation of these tools has exposed the highly complex processes involved in managing document and information life cycles, thereby contributing to the current focus on enterprise content management as a business process.

Social computing and collaboration—Exploiting the opportunities offered by social computing and associated collaborative software is one of the most visible current information and ICT challenges. Interpersonal communication has become an integral part of creating knowledge and information, hence the value placed on communities and networks. Working in virtual teams requires tools that enable the exchange

of documents and information, plus collaborative authoring and analysis. Wikis and blogs have taken relatively little time to become part of the suite of tools used for discussion and collaborative writing. At the same time, new media publishing is opening up ways for organizations and individuals to handle and distribute information. Information specialists are faced with facilitating this interaction while devising ways to manage the resulting information assets.

Content—New tools have stimulated new sources, which content integrators seek to incorporate in their offerings. For example, Factiva has entered a partnership with Intelliseek to incorporate quality blog content. At a practitioner level, we are seeing an explosion of information sources produced by organizations and professions. Some are freely available; others are fee-based. One example in the U.K. is Dr Foster Intelligence, a partnership between the Information Centre for Health and Social Care and Dr Foster Holdings LLP. It provides a mix of information, research, and toolkits for the healthcare sector and clearly exploits technology to provide niche information products to its target audience.

INTRANET TRENDS

Among the trends affecting the development of intranets are three that pertain to the roles information professionals play. Let's consider them.

Intranets will become more populated with actionable information. What will information professionals need to know for information workers to do something useful quickly with the information they find? Certainly, the ability to display information in meaningful ways (visualization, large data and text-based synthesis, personalization, and contextualization) will be important. There is quite a lot to do still. For example, a Forrester survey (Morris, 2005) reports that less than half of respondents found it easy to find what they needed on an intranet while conversely in a Pew Internet and American Life project (Fallows, 2005),

87 percent of Internet searchers reported successful search experiences.

The future of intranet design will strive further for the right balance between rigid usability standards and format control (e.g., through taxonomies) and flexible creativity (e.g., blogs and wikis). We suggest that usability and information architecture will help to do this by serving as a mediator between organizational hierarchy and emerging information technologies that enable more grassroots efforts. Information professionals will want to consider their abilities to represent information workers' needs in the context of their work and their interaction with interfaces, to mediate organizational dynamics and systems of influence and power, and to organize the information itself.

A major challenge is going to be the management of growing volumes of content. As more decentralized behavior emerges on intranets, infrastructure (i.e., team spaces and project collaboration spaces) and the amount of duplication and redundant content will grow exponentially. Early work in digital libraries highlighted the need to manage collections of digitized materials mainly from research libraries or large public institutions such as the Library of Congress. As electronic records became the norm for most organizations, records managers struggled with managing the lifecycle of organizational documents, particularly business critical records or those that ensured the privacy of citizens. Efforts such as the one originating with Gordon Bell in which he digitizes all his life and creates the means to access it are not commonplace yet (see the MyLifeBits Project Web site at http://research.microsoft.com/barc/mediapresence/MyLifeBits.aspx).

Technologies developed for the Internet are generally believed to impact the suite of tools considered in enabling an intranet. However, in reviewing secondary sources in terms of the potential impact the Internet has on the intranet, the authors came up with very few references. We believe this is due to their significant purposes: Intranets are focused on enabling information workers to do their best work; the Internet has broader social and commercial purposes. Both may leverage similar technologies, but the adoption of those technologies is largely driven by a perceived recognition of their immediate value. Some academ-ics, including Andrew McAfee (2006), have called for the emergence of a collaboration-based enterprise enabled by wikis, blogs, and group-messaging software that reflects "the way work really gets done." McAfee calls these intranet-focused technologies "Enterprise 2.0 Technologies." Their focus is on "those platforms that companies can buy or build in order to make visible the practices and outputs of their knowledge workers" (p. 23). The biggest challenges, though, remain the same as those that information professionals have struggled with for as long as there have been networked information processes:

1. That knowledge workers won't use them because they simply do not help them do their jobs.
2. That early adoption is by information professionals themselves who may taint adoption through their own bias.
3. That managers will not support knowledge workers in providing the time or motivation to use them.
4. That interfaces are cumbersome and disconnected.
5. That the intranet platform may not lead to the behavior management wants and that the natural reaction is to shut it down.

Thomas Davenport (2006) responded to Enterprise 2.0 with an important note on the role of the organizations' dynamics, articulating the significant impact that organizational hierarchies have in the adoption of information technologies:

"Let's face it. The world is a hierarchical place. Some people have more power than others, and they don't want their judgments questioned by lower-level individuals who own a keyboard… We can wish that power and capability were more evenly distributed, but a set of technologies isn't going to make it so. Looks like we're still in Enterprise 1.0 after all."

If the Internet is a predictor of intranet information technology adoption, then the summary of findings from Debra Fallows's study for the Pew Internet and American Life Project (2005) titled

Figure 2: The Role of Information Professionals (Source: TFPL Ltd. "Scenarios for the Knowledge Economy: Strategic Information Skills." TFPL Ltd. for the ISNTO. 2001)
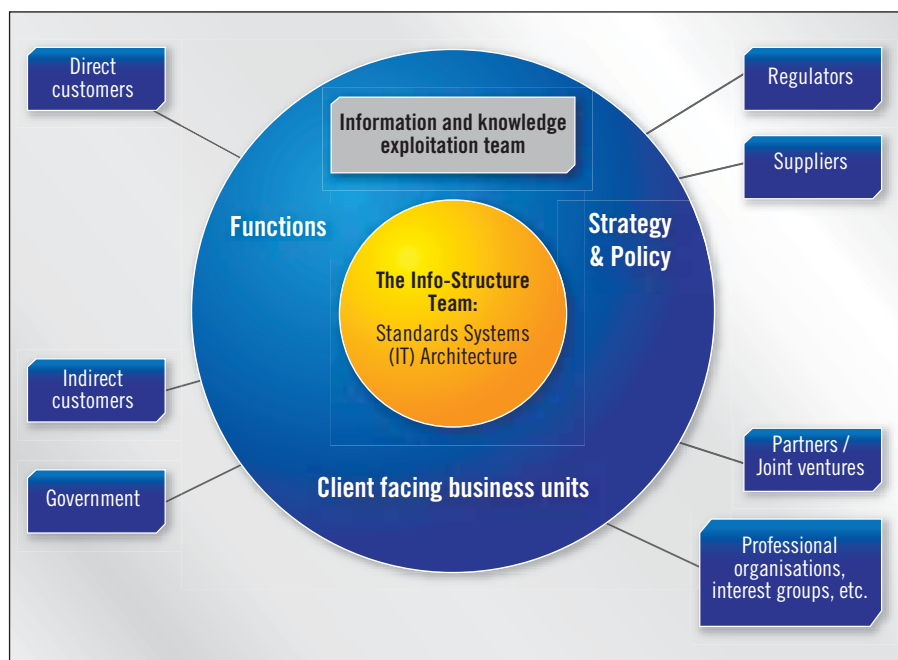
"The Future of the Internet II" will interest readers. Pew surveyed technology thinkers and stakeholders, asking them to assess the future social, political, and economic impact of the Internet. Their findings included the following points:

- A global, low-cost network will thrive in 2020 and will be available to most people around the world.
- Humans will remain in charge of technology.
- People will wittingly or unwittingly share more about themselves with some benefits but also some loss of privacy.
- Some people will remain unconnected due to economic circumstances or as a matter of choice.
- Those people who are online will spend more time connected to "sophisticated, compelling, networked, synthetic worlds."
- English will remain the world's lingua franca.
- The investment priorities for the Internet are to build network capacity and to spread knowledge about technology to help people of all nations.

A FRAMEWORK OF ROLES

Intranets exist within the dynamics of organizations, and, given their various uses, enabling roles will have a broad range of responsibilities, which include the following:

- Supporting top-down and interdepartmental communications.
- Supporting project team work.
- Searching for tacit and explicit information from within and outside the organization.
- Creating the design of broad systems to enable a variety of work styles and organizational design preferences.

In the broadest terms, an intranet is both a reflection of the governance model and of the ways in which users actually do their work, as well as a reflection of the work of information professionals. Therefore, while the core skills of information professionals will enable the systems in place to meet user and organizational requirements, those skills must also be able to interact with organizational partners such as

human resources and Finance. One might think of the information professional role as the translator between two broad organizational tensions.

Note that the information professional will need to be cognizant of the external pressures affecting the decision-making of organizational/management decision-makers as well as the behavior of users and non-users (which will include members of organizational/management decision-makers). This tension means that, in some measure, information professionals (or a part of a team of information professionals) must be able to translate user behavior, information management, and knowledge-exchange principles and practices, as well as take on the organizational perspective of senior decision-makers.

Within any given organization, the role of an information professional will be focused on enabling the creation and exchange of knowledge as evidenced in tacit and explicit information. Popadiuk and Choo present a summary of approaches to knowledge classification that articulates the topics that information professionals need to understand in order to effectively carry out their role. See Figure 1.

For instance, in order to enable individual knowledge creation or collective knowledge creation, information professionals will study individual and group information behavior. Given the influence culture has on individual and collective knowledge sharing and information use, information professionals will want to understand the dynamics within their organizations and be able to assist others in making sense of complex issues involving beliefs and values. Information may be centered solely between individuals or teams within the organization, but much of that information may seed what is eventually presented externally to customers, partners, and even competitors. Information professionals must therefore understand information lifecycles. The nature of information itself is highly fragmented with individual and group preferences for using different repositories, different applications, and even in the various
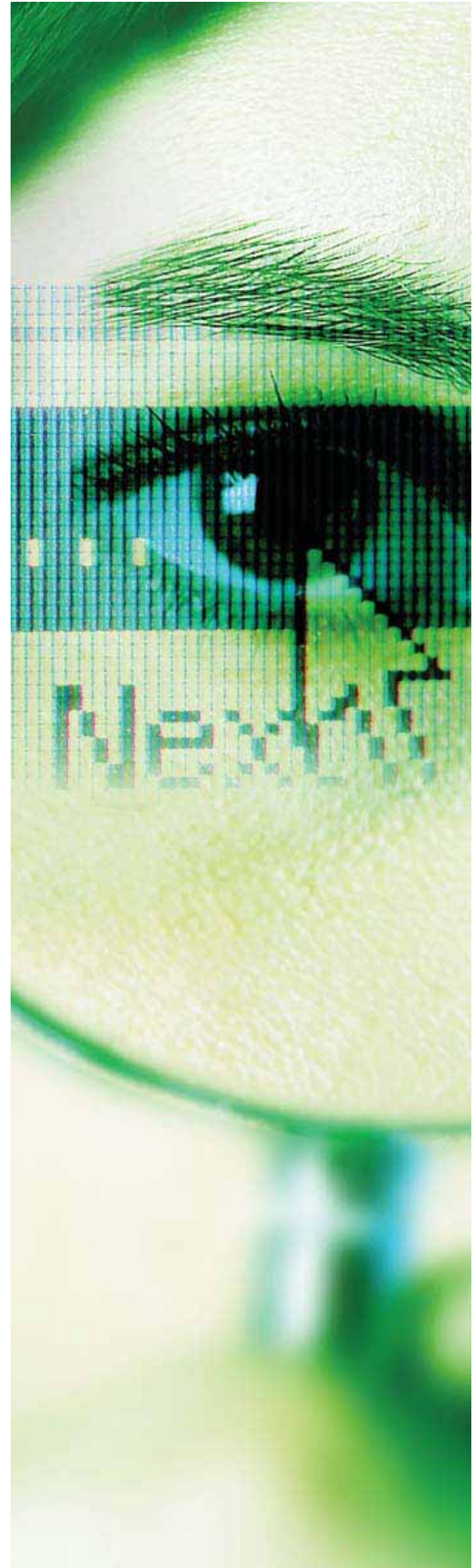
categorization schemes individuals and groups feel comfortable using to tag their knowledge. Information professionals must therefore understand the complex nature of information itself.

In studying roles associated with the management of electronic resources, TFPL identified six clusters of responsibilities. These are not organizational clusters, and while they do reflect a set of responsibilities, they are not intended to be job descriptions. Their value is in articulating the work that needs to be done and serves as an excellent starting place for identifying the breadth and depth of the work to do in managing e-resources on an intranet. Associated functions such as organizational design, marketing, and finance are not included.

Cluster 1: Information Strategy

The information strategy group is focused on those activities associated with determining strategies and policies that set the direction of information management. The cluster can be further divided into four sub-clusters:

- Strategic planning.
- Business/operational planning.
- Process design.
- People and team development.

Example roles include chief knowledge officer, business process analyst, strategy manager, and head of information.

Cluster 2: Enterprise Information Architecture

The enterprise information architecture group is concerned with the infrastructure that enables information management. The associated sub-clusters include the following:

- Information systems development and management.
- Configure/constitute and describe.
- Collection/repository management.
- Content management.
- Data management.
- Presentation.

Example roles include enterprise information architect, head of knowledge and information systems, content manager, database analyst, taxonomy specialist, DIP ontology engineer, and corporate data process and policy manager.

Cluster 3: Information Governance

The information governance group is called upon to ensure good information governance, and is composed of four sub-clusters:

- Information risk analysis.
- Information security.

- Curation and disposal.
- Compliance with legislation, regulation, and corporate standards.

Example roles include director of information governance, information lifecycle manager, records manager, and privacy officer.

Cluster 4: Content Creation and Acquisition

The content creation and acquisition group supports the creation of information or the acquisition of external or internal information resources. The six sub-clusters include the following:

- Writing and editing.
- Records creation and collection.
- Knowledge management.
- Supporting collaborative and virtual working.
- Sourcing internal information.
- Acquisition/procurement (external information).

Example roles include head of digital communications, internal communications officer, knowledge broker, and acquisitions lead.

Cluster 5: Communication and Publication

The communication and publication group identifies internal and external

Table 1: Stakeholders in Information Management

"Visible" IM Stakeholders	IM Stakeholders: Facilitators	IM Stakeholders: Users and Contributors
- Communications - Information technology - IM and IT groups - Human resources - Knowledge management - Library and information services	- Change management - Customer and service departments - Customer relationship managers - Knowledge and information analysts - Publishing - Records management and archives - Professional support - Lawyers - Program and project managers - Solutions architects - Statisticians - Technical support - Web teams	- Business development - Corporate affairs - Corporate performance - Corporate secretariat - Directors and leadership - Finance - Front-line staff - Marketing and sales - Operational research - Organizational development and learning - Planners - Policy staff - Research and evaluation - Team managers - Value-for-money team

markets, including information product development, and the development and management of challenges for publishing and communication. The four sub-clusters include the following:

- Publishing channels.
- Communication channels.
- Information packaging and re-purposing.
- Business development/marketing.

Example roles include head of internet and e-communications, Web services and content manager, intranet content advisor, publisher, editor, and information product designer.

Cluster 6: Information Exploitation and Use

The information exploitation and use group focuses on the use or support of the use of information. The eight sub-clusters are the following:

- Competitive intelligence.
- Decision support.
- User support.
- Client/product support.
- Supporting e-business.
- Supporting e-learning.
- Search/research.
- Analysis and informatics.

Example roles include competitive intelligence officer, head of e-learning support, business analyst, statistician, data miner, information literacy coach, and usability support.

PUTTING A TEAM TOGETHER

Information professionals work within the context of an organization. Given this, their need to participate on cross-functional and cross-departmental teams, as well as to lead teams of multidisciplinary members, is an obvious one. Putting together a team is an important consideration.

An effective intranet team will reflect the complex range of stakeholders in the information environment. All those people who contribute to the information scene, who rely on access and use of reliable information, and who have an interest in the organization meeting its objectives and corporate responsibilities are potential stakeholders. They are the intranet clients and contributors. There are few business areas and func-
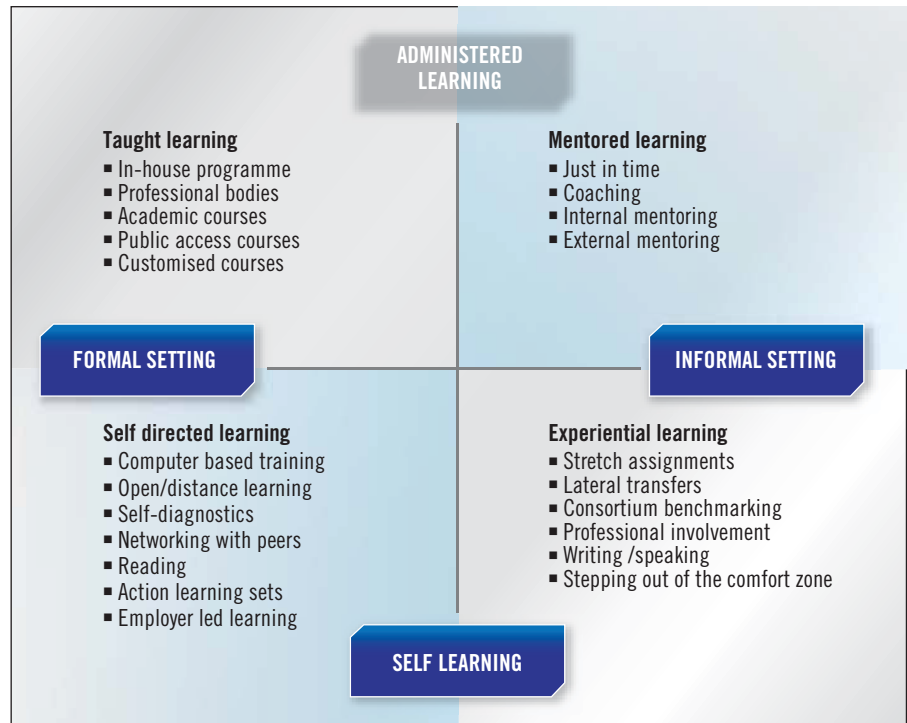
Figure 3: Routes to Development (Source: Rajan, Amin and Penny van Eupen. Leading People. 2nd ed. Centre for Research and Technology in Europe, 1996)

tions that do not rely on information to support their work, and an increasing number of functions and disciplines acknowledge their role in information creation, management, and use. A number of functions are often very visible stakeholders (Library and Information Services, Information Technology and Management Departments, Human Resources, and Communication) but both TFPL research and marketplace intelligence suggest that the picture is more complex than this. Table 1 provides an indication of the scope of information stakeholders, although this picture is almost certainly incomplete.

We are witnessing a merging of information professional disciplines (library and information services, knowledge management, information management, records management, Web, and IT) and the integration of new disciplines into the arena, plus the creation of new information roles. While everyone has an information responsibility in his or her daily work, the identification and allocation of explicit IM responsibilities is increasingly becoming essential to the development of robust information

management capability. Information and intranet teams need an identifiable core of professional information competence complimented by experience and skills from a number of disciplines, functions, and business lines.

Work undertaken by TFPL in 2001 for the U.K.'s Information Services National Training Organization suggests that future corporate knowledge and information teams will focus on infrastructure (the infostructure team) and/or on creation and exploitation (the exploitation/application team). See Figure 2.

The infostructure team will focus on principles, tools, and systems such as the following:

- Information architecture.
- The acquisition of information resources (internal and external).
- Information governance issues including systems and standards.
- Content, collection, and records management.

The creation/exploitation team will be client-focused and facilitate:

- The creation of content.
- The capture of information.

- The delivery in appropriate formats for the audience.
- The use and analysis of information.

The essence of these teams is that they are multidisciplinary. The infostructure team requires input from IT, HR, organizational development, the legal department, communications, and the various business units. The creation/exploitation team includes information professionals, "superusers" (experts in their field using specific information sources), journalists, editors, product managers, etc. Not everyone on the team is likely to be a fulltime member but their combined expertise and experience make up the team profile.

We are observing this team model emerging in many organizations, albeit with diverse approaches. These are invariably small, full-time teams, often virtual ones, working with colleagues across different functions and business units and whose time allocation to information work ranges from 100 percent to very occasional. The role of the core team is very much that of "producer," persuading (without any direct authority or power) people to work towards a common goal, in consistent ways, and to allocate time and resources.

The effective intranet team needs exactly the same understanding. It requires a core infrastructure, yet equally important are the client-facing roles: the people who ensure that relevant and usable content is developed, edited, maintained, and used. However good their information or management skills, or how thorough their understanding of the power of technology, what makes them effective is their ability to win hearts and minds. They need to demonstrate value and impact, and to be able to influence and negotiate. Core information competence is a given, but a healthy injection of political, business, and communication skills is necessary to design and implement an effective intranet.

PROFESSIONAL DEVELOPMENT

New opportunities and challenges emerge as ICT developments continue to facilitate innovative ways of working and as information becomes recognized as a critical corporate resource. As one participant in the TFPL information responsibilities project said, "Convergence of information sharing, security, assurance, risk management and corporate governance functions will lead to new roles/responsibilities for IM, KM, and ICT program/project managers."

Some emerging opportunities build on traditional information skills and functions, while others build on the skills of other disciplines and business experience. These challenges are increasing the need for both a breadth of skills and depth of expertise in the following areas:
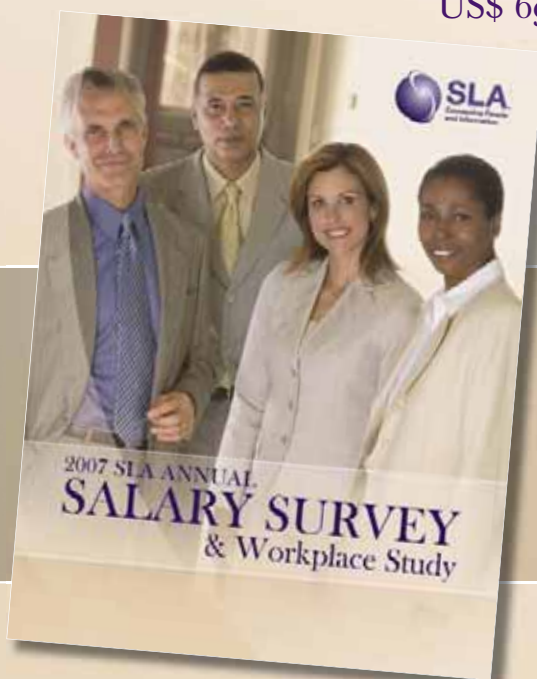
- Integrating internal and external information in multi-media formats.
- Becoming active in the content creation phase of the information life cycle.
- Delivering reliable and usable information through a variety of publication and communication channels.

Many information responsibilities call for a range of skills that are unlikely to be found in any one discipline. The key to career development is to understand an organization's business objectives and the critical information processes that underpin them, and to be able to work in productive partnerships to develop and deliver information services and processes that support the achievement of those objectives. Individuals and team managers need to build personal development plans that ensure that skills and experience are continually renewed and refreshed. Life-long learning has to be a reality.

Professional development can and should take a number of routes, as illustrated by the model based on that suggested by Amin Rajan and individuals and team managers. See Figure 3.

Taught learning is often the first route that comes to mind. The acquisition of additional qualifications enables individuals to either deepen or broaden their range of knowledge. In-house programs enable skills valued by the currently employed to be developed, while professional bodies encourage the development of core professional and transferable skills.

There are many guides to academic courses and details of library and information professional bodies such as the American Library Association (ALA) and the Special Libraries Association (SLA) in the U.S., and the Chartered Institute of Library and Information Professionals (CILIP) in the U.K. There are also other relevant professional bodies, some IT-focused (the British Computer Society in the U.K.), some focused on training and development (the Chartered Institute for Personal Development in the U.K.), and some business-related organizations.

Self-directed learning describes an approach to learning (rather than a methodology) and reflects current thinking that puts the responsibility for professional development on the individual as well as the employer. Computer-based and distance learning grants the learner flexibility to decide when and where to learn, while self-assessment helps individuals understand their own development needs and interests.

Networking, action learning sets, and employer learning networks all provide the support that people may need when managing their own development, and provides them with access to a broad range of experience.

Professional associations and industry conferences and online communities facilitate networking and access to self-directed courses, including KMWorld (Asia, Europe, the U.S.), American Society for Information Science and Technology (ASIST), the Information Architecture Summit, Campos, the Gilman Group (gilbane.com), Knowledge Board (Europe) (www.knowledgeboard.com), and KM Europe.

Mentored learning, including coaching, personal mentoring, and "just in time tools" (such as After Action Reviews, Lesson Learned databases, etc.), provides individuals with direct access to guidance from experienced people. These approaches require considerable time and input from other people and also require commitment from the learner, but they are proving to be popular and powerful development routes.

Professional organizations are active in helping people find mentors and coaches, as are many commercial organizations. It is important that individuals look carefully at the qualifications and experience of people offering such services, especially in the absence of a recommendation from their employer or a respected professional body.

Experiential learning is an approach that actively encourages individuals to learn from experience and to look for activities that will contribute to their professional and personal development.

Of the activities suggested in Figure 3, stretch assignments, lateral transfers, and consortium benchmarking require the cooperation of the employer, manager, or other organizations, and must be carefully managed if individuals are to have positive learning experiences. Participation in professional organization work, writing, and speaking are all steps that individuals can take on their own. "Stepping out of the comfort zone" can be taken to mean involving individuals on activities such as community work or outward-bound courses, "exposing them to uncommon experience which enhances their physical and emotional stamina" (Rajan). It can equally mean taking the decision to do something that is new and challenging in order to extend your experience and abilities.

There is good advice and ideas relating to experiential learning (including consideration of individual learning styles) in the literature. A good place to start is with "David Kolb on Experiential Learning" (www.infed.org/biblio/b-explrn.htm).

CONCLUSION

Two things are certain. First, ICT will continue to impact fundamentally the business drivers of organizations and the way they manage their information. Opportunities for information specialists will broaden, but realizing these opportunities will demand an ability to adapt and re-skill.

Second, many disciplines contribute to an effective electronic information environment, and the boundaries between these disciplines will continue to blur. The information teams of tomor-

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JANE DYSART, prior to founding the consultancy Dysart & Jones in 1992, worked for 17 years as manager of information resources with the Royal Bank of Canada.

row will have knowledge and information expertise, ICT understanding and skills, excellent project and change management skills, process design and business skills, and facilitation and negotiation skills.

A new breed of information professional is already evident, one that has the ability to work in multi-disciplinary teams and is willing to learn from other disciplines. This new breed will possess these capacities:

- To understand, engage with, and feel driven by the business imperatives of the organization.
- To keep abreast of technological and organizational developments.
- To understand the mix of skills and expertise that contributes to IM capability.
- A solid foundation of core information management skills.
- A real understanding of, and ability to articulate, the value that they bring to their organization and to the daily work of their colleagues.

It is clear from the marketplace that information is increasingly "everyone's responsibility," but information professional roles, both traditional and non-traditional, are essential to meeting IM challenges. Some of the key challenges will be the following:

- Information and data security in an environment where collaboration and sharing underpins business models.
- Information risk mitigation and the need for good information governance.
- The development of information and enterprise architectures that ensure return on investment in information, people, and technology.
- Information design and the development of information products that enable the effective use of information.
- Convergence of content and suppliers making managing supply chains more complicated and difficult.
- Transformation of information into organizational intelligence.

The extended need for information competence throughout the organization is driving the development of roles concerned with the transfer of information skills. Intranet and information teams need not only to develop their own skills but will increasingly need to be able to develop information skills across their organization. **SLA**

A Year for Innovation at SLA Will Mean New Opportunities

A new online technology laboratory will provide a chance to learn Web 2.0 technologies. What will you do with them?
BY STEPHEN ABRAM

My column this month is co-authored with two SLA staff members, IT Director Quan Logan and COO/CFO Nancy Sansalone. Our staff members have done a tremendous job in getting us prepared for some major innovation in 2008. Starting with the implementation of a new association management software system, or AMS, to what started as a technology-experience sandbox and has evolved into a major initiative of my presidential year. So, just in time for SLA's… Annual Leadership Summit …introducing …drum roll…

The SLA Innovation Lab 2008
The Innovation Laboratory is an SLA member value initiative. It is designed to provide a safe place where members can play and discover uses for the latest emerging technologies in their own context. It also provides tools to SLA units (chapters, divisions, committees, caucuses, task forces, etc.) to build and implement useful services and tools for their members. The initiative adds deep value to acquiring and retaining SLA membership.

SLA has a long tradition in successful education initiatives. Educational initiatives are offered in many ways at SLA, but this differs from continuous learning in that learning does not necessarily require a course or conference or event. It can be something members do for themselves, independently or in small groups. By offering a laboratory (or colloquially in the HR training world, a so-called "sandbox") for members to discover, play, and learn, we have the framework for 24/7 independent learning opportunities.

This is an expansion of SLA's learning strategies, like Click U, for those who choose to invest the time and have fun learning. Professionals invest in their own future success in many ways.

SLA is committed to fulfilling its members' needs, and these are increasingly represented in offering useful technological training and self-learning activities. The Innovation Lab will be populated with SLA-licensed software and open-source applications. Tools offered will be edited and added to as member needs are identified and SLA budgets allow. In addition, SLA will be offering, free technology training courses to members. These will include such topics as:
- Setup and use of a wiki.
- Setup and use of a blog.
- Using Adobe for client communication.
- Understanding social networking.
- Web development with Dreamweaver
- Creating podcasts, and so on.

The plan is to encourage members to visit SLA's Innovation Lab, experiment with and learn about the new technologies and then to share their learning in the traditional, collegial, and wonderful fashion that SLA is known for.

Another part of the Innovation Lab is that members can share their creations as appropriate. This will allow the development of a virtual library of members' innovations and creations for other members to learn from, network, and share. This will be done, innovatively, using an SLA innovation wiki for members to provide feedback on each technology section of the Innovation Lab and to point to their

own work. I expect SLA techno-stars to emerge (grin).

The SLA Innovation Lab takes SLA to the next plateau in becoming a virtual association. It adds to the value proposition of SLA membership (of course, you have to be a member to participate) and it creates an exciting opportunity for members and units to create programming that rises above and adds to the other successful face-to-face, temporal, and synchronous methods already employed by SLA.

A few small groups of members will be appointed to lead, facilitate, and energize this initiative. There is still time to volunteer by using the volunteer form on the SLA Web site at http://www.sla.org/content/community/committe/volunteer.cfm. During 2008 we will have short learning opportunities and projects based in these tools to discover the strategies, tactics, and power of information technology and Web 2.0 to address the needs of our association, our profession. and our enterprises.

The new Innovation Lab—for members only!—will launch during the first quarter of 2008. We haven't made the final decisions yet, but here is a list of what may be included. Of course, like all good Web sites, the lab will always be a work in progress. These are your staff efforts, along with the board and your member dollars working for you. It's up to you to take advantage of them. We're here to help.

THE SLA APPLICATION SUITE

Adobe Creative Suite—Master Collection (licensed)
- Adobe InDesign
- Adobe Photoshop
- Adobe Illustrator
- Adobe Acrobat 8 Professional
- Adobe Flash Professional
- Adobe Fireworks
- Adobe Contribute
- Adobe After Effects Professional
- Adobe Premier
- Adobe Soundbooth
- Adobe Encore
- Adobe OnLocation and Ultra

Analytical Software
- AWStats (Web statistics, licensed)
- Google Analytics (Web statistics)

Blogs
- WordPress
- TypePad (licensed)
- webNetwork by Web Scribble (licensed)

Wikis
- MediaWiki
- PBwiki
- Confluence (licensed)

Discussion Lists
- Lyris (licensed)

Social Networking
- SLA Community of Practice Software (licensed)
- webNetwork by Web Scribble (licensed)
- Facebook
- Myspace
- LinkedIn

Virtual Worlds
- Second Life

Multimedia and Podcasts
- YouTube
- ODEO (podcasts)
- Flickr

Communications
- Meebo
- Twitter

RSS
- Bloglines
- Google Reader
- Netvibe
- Newsgator (sponsored license)

Broadcast and custom search
- Rollyo
- Squidoo (Lensmasters)
- WorldCat
- Yahoo Pipes
- Ask
- MSN
- Google (CSE, Earth, Search, and Scholar)

Others:
- Iron Speed Designer (RAD tool)
- Cold Fusion 8 (application server)
- Microsoft SQL Server 2005 (database)
- IIS 6 or 7 (server)
- Mashups

To suggest other applications—fee or free—that SLA might consider for this SLA Innovation Laboratory please send an e-mail to qlogan@sla.org.

And note: SLA can host applications for any SLA member initiative. This includes Web sites, wikis, blogs, discussion lists, social networks, communities of practice, and more.

Volunteers Needed

Lastly, we have only planted the seeds for innovation by SLA members and units with this initiative. We must take our individual power and extend it by sharing, collaborating, and learning together. Stephen Abram is looking for volunteers to support these projects. Are you up for it? Here is a short list of some

of the ideas we'd like to see investigated in the SLA Innovation Lab: We think this is exciting and hope you do, too.

- Can we try to collaboratively make short SLA podcasts on pay and performance? How did I get that raise? Job? Can we engage members who've 'been there, done that' to share their experiences?
- Are we ready for the whole wiki sandbox? Can we create sustainable knowledge, such as ideas for programs, toolkits, advocacy ideas, etc. in a wiki?
- Is there a good use for blogs in special libraries or by independent information professionals?
- How can we use these tools to support new graduates and students in their transition to the workplace?
- Are you ready to volunteer for Click U? Can we collaboratively develop both free and fee reusable learning objects for fellow SLA members?
- Are you ready for Learning 2.0—15 minutes a day for every SLA member? Tweet! Conference—using Twitter at the SLA 2008 Conference and INFO-EXPO in Seattle.
- Let's work on some more social networking pilots in places like Facebook and Ning or in our SLA-licensed private space, webNetwork by Web Scribble.

> SLA is committed to fulfilling its members' needs, and these are increasingly represented in offering useful technological training and self-learning activities.

STEPHEN ABRAM, MLS, is vice president, innovation, for SirsiDynix and is chief strategist for the SirsiDynix Institute. He is the 2008 president of SLA. He is an SLA Fellow, the past president of the Ontario Library Association, and the immediate past president of the Canadian Library Association. In June 2003 he was awarded SLA's John Cotton Dana Award. He is the author of Out Front with Stephen Abram. This column contains his personal perspectives and does not necessarily represent the opinions or positions of SirsiDynix. You may contact him at stephen.abram@sirsidynix.com.

- We have to get some YouTube videos out there. Shall we focus on the value of special librarians' stories, training, or what?
- The Face of SLA—we're collecting testimonials from leaders, decision makers, special librarians, and info pros. Is this is a good Flickr and Web site combo?
- Hmmm—just for fun can we use Second Life for SLA orientation? Can we share a collection of special librarian and member avatars?
- Are these the tools we need to aggregate into case studies of the best practices and simple examples of using Web 2.0 tools to share across the association? It's up to everyone to commit to share their work and not hide their metaphoric innovation candles under a basket.
- We would like to invent some social networking applications in-house using webNetwork by Web Scribble which SLA has licensed. Any early adopters out here? There are some benefits to a private social network.

So, we're ready to "Innovate in 2008" at SLA. By the end of the year we want everyone to have GREAT answers to these questions:

- What are you experimenting with?
- What have you done in the Innovation Lab?
- What have you learned in the Lab?
- What do you like and why?
- And what did you tell your boss and clients?

Are we having fun yet? **SLA**

WHAT SLA IS ALREADY DOING

SLA is already working with new technologies. Here are examples of unit and member-driven development:

WIKIS
- 2008 Leadership Summit: Local Information
- Advertising and Marketing Division
- CE Wiki
- Centennial Commission
- Chapter Idea Bank
- Competencies for Information Professionals
- Competencies – Professional Development Advisory Council
- Knowledge Management Division
- Leveraging Library Leaders
- Seattle 2008 Attendees
- Seattle Planning
- San Francisco Bay Region Chapter
- Chemistry Division
- PAM Division
- Solo Division
- Webmaster Section of the IT Division
- Western Canada Chapter
- SLA also used a wiki to capture issues and questions for the keynote panel in 2007 in Denver.

DISCUSSION LISTS
Discussion lists are housed within and outside of HQ. The majority of units and their boards have a discussion list.

BLOGS
More than 30 blogs are housed on SLA platforms, including: SLA Blog (including conferences)
- Info-X (CEO)
- Centennial Commission
- Systems Thinking Perspective Project (Biomedical and Life Sciences Division)
- Pharmaceutical and Health Technology Division
- Information Technology Division
- Blogging Section of Information Technology Division
- Government Information Division
- IPANDA Net
- Inclusion Caucus
- Petroleum and Energy Resources Division
- Maryland Chapter Conference Blog
- Rocky Mountain Chapter Blog
- New York Chapter Blog
- Hudson Valley Chapter Blog
- Leadership and Management Division Blog
- Pacific Northwest Chapter Planning
- Maryland Chapter Blog
- North Carolina Chapter (on WordPress, not SLA-hosted)

SLA ON FACEBOOK
- Information Technology Division
- Physics-Astronomy-Mathematics Division
- Kentucky Chapter
- Arizona Chapter
- Toronto Chapter
- Upstate New York Chapter
- Student Chapter (University of Maryland)
- Special Libraries Association (student group)
- Brown SLA (student group)
- SLA@SLAIS (student group)
- Cincinnati Chapter

COMMUNITIES OF PRACTICE
Many committees, councils, and task forces use SLA's Community of Practice software to conduct their business. For example, the membership chairs, Centennial Commission, Leadership Summit planning group, treasurers, leadership, board, and staff use it to share information, post documents, and chat. To request a Community of Practice for your committee or unit, contact headquarters.

WEB SITES
Only a very few SLA unit Web sites are not housed on SLA servers. Nearly all units have a Web site, although the features and updating of each varies. With the Innovation Lab, you can experiment with new features that engage members and provide easier updating, such as wikis, blogs, and social networks, and then launch them for your units. You might also want to experiment with video or podcasts on your site.

Copyright Law Affects Everyone, So You Need to Know the Rules

Librarians without lawyers often must make their own judgment calls on what's legal and what isn't.

BY LESLEY ELLEN HARRIS

Copyright law is complicated, even for lawyers—and even for copyright lawyers who deal with it on a daily basis. Yet because of the application of the law in a broad variety of sectors, individuals with no legal backgrounds must learn about copyright law to protect their own works, negotiate permissions for others to use their content, interpret licenses for the use of online content, work within a regime governed by copyright law, and generally manage a variety of copyright issues.

Visual artists, writers, photographers, and filmmakers are all in professions where their income is based on copyright law. Librarians, archivists, editors, and other information professionals are involved in daily activities that must be undertaken within the confines of copyright law. With the Internet, often all of these non-lawyers must understand international copyright treaties and foreign copyright laws as well as the copyright laws in their own countries, at least on a practical level.

Interpreting Fair Use/Dealing

In fact, certain provisions in copyright statutes like U.S. fair use, or fair dealing, are intended for individuals to interpret. Therefore, if an artist wants to create an artistic work incorporating works of others, that artist must determine whether her use is fair use/dealing as if a judge in a court were deciding that same issue based on those particular circumstances. The same is true for a librarian or educator photocopying print material for use for her patrons or colleagues, or trying to explain to someone why free content obtained on the Internet is not necessarily free to forward (as opposed to forwarding a link to access that same content).

Non-Lawyers Interpreting the Law

Of course, some individuals may be able to benefit from in-house legal advice. Authors of books may sometimes rely upon the advice of their publishers' attorneys. However, many author agreements put the burden on the individual author to ensure that an author's work does not infringe upon the rights of others and that all proper copyright permissions have been obtained.

Those who work in universities or larger organizations may have access to their in-house attorneys for advice on copyright issues. But even with such access, many individuals complain that the advice or answers take too long to obtain and that they must analyze the copyright issues themselves in order to get on with their work.

There are many librarians and content owners who continually are negotiating permissions and licenses to copyright-protected works and who have much more practical experience than any attorney does. These are often our colleagues with whom we can gain much insight.

Copyright Manager

The reality in copyright-based industries is that individuals must understand copyright law, contract law, litigation issues and risk management—and be effective negotiators. Many enterprises now have positions occupied by non-lawyers that relate to copyright. Often, these positions are filled by information professionals.

> But even with access to attorneys, many individuals complain that the answers take too long to obtain and that they must analyze the copyright issues themselves in order to get on with their work.

For instance, a copyright officer may be responsible for copyright management issues. A licensing officer may be responsible for negotiating digital licenses, and explaining the legal uses of digital content within their enterprise. Non-lawyers who are put in a "copyright management" position should take some comfort from the recognition that they are not alone. **SLA**

LESLEY ELLEN HARRIS is a copyright lawyer who works on legal, business, and strategic issues in the publishing, content, entertainment, Internet, and information industries. She is the editor of the print newsletter, *The Copyright and New Media Law Newsletter*. To receive a sample copy of this newsletter, email contact@copyright-laws.com. She also is a professor at SLA's Click University, where she teaches a number of online courses on copyright, licensing and managing copyright and digital content for SLA members. For details, see http://www.clickuniversity.com.

Librarians Have a Role in Easing Info Overload among Clients

Info pros need to know about new technologies and use their multitasking skills to keep clients productive in Information Age.

BY DEBBIE SCHACHTER

I recently attended a talk given by *Information Outlook* columnist Stephen Abram entitled "Tech Forecast." He spoke about the technologies that help bring individuals together and the many social media services that he has joined. The importance of librarians being connected and connected in the right places—virtually or physically—is well taken. Especially when working with tech-savvy and multigenerational clients, librarians have to be using the technologies that our users themselves use. We need to keep ourselves relevant and in the awareness of these new types of users—users who spend much of their time in the virtual world.

For knowledge workers who travel or work outside a traditional office setting, technology has made it possible to work remotely as never before. Clients no longer need to meet in person or even speak directly with their information professional, but can communicate through many other types of media. This also means that the virtual office is more real than ever before.

Ironically, the flip side of connection and ease of communication and information access is the danger of information overload. Information overload and the proliferation of the many communication access points has also led to claims of reduced effectiveness in decision making and the downside of multitasking. Back in 2000, the *Harvard Management Update* suggested ways to help business professionals to better manage their time and information overload, including addressing the technology that seemed to be making focused work more difficult, primarily the proliferation of large amounts of e-mail. At that time, the article said, the problem was "we're misusing the technology, and imposing bad time-management habits on it besides."

More Options

Fast forward to 2007 when we have added even more technological options to enable our connectivity, and we're still hearing more of the same type of concerns as to how to shut out unnecessary information and interruptions so we can focus and do our work. The impact of competing information and communication technologies on the productivity of knowledge workers has become even more pronounced: "Information—e-mail, instant messages, text messages, web pages, discussion forums, RSS feeds, wikis, weblogs, phone calls, letters, magazines and newspapers—keeps piling up. In fact, we have become far more proficient at generating information than we are at managing it," Jonathan Spira wrote in *KM World* in March 2007.

What then are the increasing concerns about the negative effects of too much information and the "dangers of multitasking" in the business setting? More and more we're reading about businesses that are concerned that their workers are wasting time and becoming more inefficient due to bad information management.

Recently, a *New York Times* article described the reaction of some high tech companies to the recommendations made by Timothy Ferriss in his book, *The 4–Hour Workweek.* "After reading Mr. Ferriss's recent best seller…Jason Hoffman, a founder of Joyent… urged his employees to cut out the instant messaging and swear off multitasking," Alex Williams wrote in the Sunday *New York Times*, 11 November 2007. The move is to block out as much of the irrelevant and time-wasting information that infiltrates all of our communication media as possible. The focus is more on the way to deal with information overload and knowing how to filter appropriately, rather than to cut yourself off from communication.

I have to admit that I do some of what he advocates in order to accomplish what I need to and either block or seek filtered information whenever possible. "[Ferriss'] methods include practicing 'selective ignorance'— tuning out pointless communiqués, random Twitters, and even world affairs (Mr. Ferriss says he gets most of his news by asking waiters)," Williams wrote. But how much can we block out without becoming insensitive to the innovations and the nuances of information culture shifts, not to mention valuable information, if we are excluding everything but what we need

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

to accomplish our current projects?

Others in business would go further in their concern for what the impact is on the bottom line relating to information overload. The concern seems to be not only the interruption but also the lack of effectiveness of multitasking when employees are juggling too much information. "For companies with thousands of knowledge workers, information overload has become a major problem, costing them perhaps billions of dollars in lower productivity and hampered innovation. It has been shown to lower comprehension levels and skew the work/life balance," Spira wrote.

This concern actually suggests a great opportunity for librarians and information professionals. Businesses are recognizing again that there is enduring value to the traditional work that we do as information filters and information managers. We have the expertise to reduce the information overload and unnecessary noise that inhibits quality decision-making, pro-

> The flip side of connection and ease of communication and information access is the danger of information overload.

viding our clientele with the information that they need, when they need it.

Gloria Mark of the University of California at Irvine researched the information overload problem that has an impact on business bottom line. She reports that "a knowledge worker spends only 11 minutes on a given project before being interrupted and starting something else," Spira wrote. I'm sure many information professionals would agree. This is also a reality in my workplace, and I feel that my lack of time to focus on any project provides less than stellar results.

Librarians need to balance information resources, access, management, and filtering, and are some of the most proficient multitaskers. We need to

have open connections to information and information sources, with the aim of doing the necessary filtering work for our users, whether they are next door, down the hall, across town, or across the world. These, of course, are some of the traditional core competencies of information professionals, and more and more, business leaders are beginning to understand again that there is true value to these traditional skill sets. Individual and organizations are learning the hard way that just because employees can have access to vast amounts of unfiltered information and information sources, it doesn't pave the way to better decision making or productivity. **SLA**

CLICK U Live!

For more information on these SLA online seminars—and to register—go to www.sla.org/clickulive.

JANUARY 2008

9
Researching Patent and Trademark Information, Part 1: Patents

23
Researching Patent and Trademark Information, Part 2: Trademarks

FEBRUARY 2008

20
Introduction to Institutional Data Repositories

MARCH

5
Preparing to Make a Business Case

APRIL

9
Electronic Collection Development, Part 1: E-library Collection Planning

23
Title: Electronic Collection Development, Part 2: E-library Collection Strategies, Organization, and Maintenance

MAY

7
Tough Questions—Good Answers: Learning to Answer the Toughest Questions with Good Communications Messages

21
Social Networking Tools: Hands-on Learning

For information on these and other Click University courses and seminars—including new classes on copyright—see www.clickuniversity.com.

OTHER EVENTS

JANUARY 2008

11-16
ALA Midwinter Meeting
American Library Association
Philadelphia

23-26
SLA Leadership Summit
Louisville, Kentucky

FEBRUARY 2008

11-12
First International Conference on Web Search and Data Mining
ACM SIGIR, SIGKDD, SIGMOD, and SIGWEB
Stanford, California
http://wsdm2008.org

17-24
Music Library Association Annual Meeting
Newport, Rhode Island
http://www.trincoll.edu/mla2008/

18-20
Special Library Conference 2008
PETRONAS and the Librarians Association of Malaysia
Kuala Lumpur, Malaysia

MARCH 2008

12-15
14th ACRL National Conference
Association of College and Research Libraries,
Seattle
www.acrl.org/ala/acrl/acrlevents/seattle/seattle.cfm

18-21
Electronic Resources and Libraries 2008
Atlanta
www.electroniclibrarian.org/ocs/index.php/erl/2008

25-29
PLA 12th National Conference
Public Library Association
Minneapolis, MN, USA
www.placonference.org

27-28
IACRL Spring Conference 2008
Illinois Association of College and Research Libraries
Bloomington, Illinois
http://iacrl.net/2008%20Conference/2008index.html

APRIL 2008

1-3
IFLA International Newspaper Conference
Singapore
blogs.nlb.gov.sg/newspaper_conf08

14-16
APLIC-I 41st Annual Conference
Association for Population/Family Planning Libraries & Information Centers International
New Orleans, LA, USA
www.aplici.org/conferences/2008

16-18
Wisconsin Association of Academic Librarians Annual Conference
Manitowoc, Wisconsin USA
www.wla.lib.wi.us/waal/conferences/2008

21-22
International Copyright Symposium
Amsterdam World Book Capital Foundation
Amsterdam, Netherlands

21-24
IATUL Conference 2008
International Association of Technological University Libraries
Auckland, New Zealand
http://www.aut.ac.nz/iatul2008/

MAY 2008

16-21
2008 MLA Annual Meeting
Medical Library Association
Chicago
www.mlanet.org/am/am2008

JUNE 2008

2-7
Libraries in the Digital Age
Dubrovnik and Mljet, Croatia
www.ffos.hr/lida

5-8
NASIG 23rd Annual Conference
North American Serials Interest Group
Phoenix
nasig.org/conference/2008

12-16
10th International Conference on Enterprise Information Systems
INSTICC
Barcelona, Spain
www.iceis.org

17-18
Web Content 2008
Duo Consulting
Chicago
www.webcontent2008.com

24-29
Archives 2008
Society of American Archivists
San Francisco
www.archivists.org/conference/sanfrancisco2008/index.asp

26 June-2 July
2008 ALA Annual Conference
American Library Association
Anaheim
www.ala.org/ala/eventsandconferencesb/annual/2008a/home.htm

JUNE 15-18

SLA Annual Conference
Seattle, Washington
www.sla.org/content/Events/conference/ac2008/index.cfm

AUGUST 2008

10-25
74th World Library and Information Congress
International Federation of Library Associations & Institutions
Montreal
www.ifla.org/IV/ifla74/index.htm

SEPTEMBER 2008

2-5
ALIA 2008 Biennial Conference
Australian Library and Information Association
Alice Springs, Australia
www.alia2008.com

CCRM
CERTIFIED CONTENT RIGHTS MANAGER

The CCRM curriculum is designed to help an organization properly manage their content rights.

Topics covered in the CCRM course include:

‣ Understanding vital copyright law components and concepts, including the fair use defense and orphan works

‣ Evaluating and managing different types of content rights within licenses to help lower liability and costs

‣ Developing, communicating, and maintaining a content rights management plan within your organization

Who Should Attend

All professionals who purchase, manage or create content and are responsible for ensuring that it is used appropriately and that the content rights are maximized at all levels of the organization.

2008 Schedule of Cities/Dates

February 1	New York
February 25	Houston
March 11	Chicago
March 27	Washington, DC
April 30	Boston
May 13	Philadelphia
May 21	San Francisco

LICENSE LOGIC

LicenseLogic is the training company of the CCRM and consults in content rights management. In addition, LicenseLogic administers the SIIA-sponsored Certified Software Manager and Advanced Software Manager professional designations.

Software & Information Industry Association
www.siia.net
SIIA

SLA
Connecting People and Information

visit www.licenselogic.com for details

Value Your Activities Early, Often To Keep Management Informed

Savings in time and costs, increases in sales or revenue are solid performance metrics you can use to demonstrate your department's value.

BY JOHN R. LATHAM

Many years ago, before political correctness, there was a rumor that the Irish election mantra was "vote early and often." I am sure that this is a heinous defamation of an Irishman's probity, but voting early and often is a good way of making quite clear whom you think is the best candidate.

We are constantly told how vital it is to prepare reports on the value of our services in monetary terms, so let's use a similar mantra for information managers, "value early and often." It is crucial to establish value in monetary terms as soon as possible before being asked by senior management, and once you have done so, make sure that you re-evaluate them often.

In a recent Outsell Information Management Service Briefing (Information Management Under Fire: Measuring ROI for Enterprise Libraries), it was reported that assistance from information management functions resulted in an average time saving of nine hours per interaction or $2,218 in direct costs for U.S. respondents and £3,115 for U.K. respondents. The results from this survey, which concentrated on end users in corporate, academic, government, and healthcare settings, is all good stuff for you to use, but you will still have to provide your own data for your senior management.

It is becoming increasingly important to provide return on investment data, as more and more organizations are asking all departments to justify their existence within the organization in monetary terms. I am by no means an expert on this subject, but here are a few guidelines.

To establish value, you need to start with performance metrics. You will need to identify what services you can quantify, select performance metrics, and then set targets. Performance metrics are not the same as budget targets, although meeting your targets is one good measure of your performance. Performance metrics are part of a measuring and reporting process, which attempts to quantify the results in monetary terms. Start by breaking each information service function into separate projects or services to facilitate measurement. The most consistently selected measures for defining value are quantitative and qualitative.

Quantitative measures include metrics such as time saved, costs saved, or sales or revenue generated. Qualitative measures may include improved decision-making or improved quality of products and services provided. Technically, time that you have saved your user is only valuable if the user applies the time saved to concentrate on other income generating projects rather than going down to the pub. In reality, I would assume that time saved is well spent. Remember that cost savings include such things as not spending unnecessary funds on external resources or outside researchers, or eliminating outsourcing. Good competitive intelligence about competitor's products should help generate increased sales or revenue.

Qualitative measures are often more difficult to evaluate. Improved decision-making is a slightly more nebulous measure. Competitive intelligence used properly should always enhance decision-making. Thesaurus and taxonomy development can often improve access and the quality of Web-based products and increase sales.

With so many services being delivered electronically, technology comes to the rescue when you have to establish how information moves around the organization and is easily traceable. For example, if you are e-mailing online resources to your users, you can now track the number of users who accessed the resource and track what links they have used. There are simple and cheap online survey tools now available, which you can use to obtain instant evaluations from the users of your services. The ROI questionnaire needs to be simple and short to obtain valid responses. Keep the metrics questions to a minimum, say to the number of times information services were used, the number of times the use of info services saved time, the number of hours saved, and actual income generated or expenses eliminated.

Sometimes finding out about value is anecdotal, so keep good testimonials and comments received over the period. Try to establish a monetary value to these testimonials if possible. It is crucial that you are proactive in evaluating your services. Make sure everyone knows how valuable you are.

Finally check out SLA's Information Portal, "Value of the Information Center" at www.sla.org/infoportals.cfm. **SLA**

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The Information Center is sponsored by Dow Jones & Company, Inc.

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YOU'RE THE EXPERT, SHARE WHAT YOU KNOW.

2008 Information Outlook
EDITORIAL CALENDAR

We're always looking for new authors for Information Outlook.

The editorial calendar below shows major topics we want to cover for each issue in 2008. It is only a starting point. We need more articles on more topics than we've listed below.

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

If our descriptions of the topics don't fit your approach and you have a different idea, let us know.

March	**Web Searching** (Possible topics: Meta directories, using online search engines, the best sites for various content areas)	Jan. 21
April	▪ **SLA 2008 Seattle Preview** ▪ **Digital Information Sources** (Possible topics: Selection process, RFP writing, maximizing usage)	Feb. 18
May	▪ **SLA 2007 Denver Preview** ▪ **Career Development** (Possible topics: Professional development, gaining expertise in content areas, résumé writing, interview tactics)	March 17
June	**Legal Issues** (Possible topics: Copyright, licensing, file sharing, contract negotiations Bonus distribution at SLA Annual Conference and INFO-EXPO)	April 21
July	**Management** (Possible topics: Planning, budgeting, supervising a staff, purchasing)	May 19
August	**Conference Papers Showcase**	June 23
September	**Copyright** (Possible topics: Global considerations, permissions, new laws and regulations)	July 21
October	**Web 2.0** (Possible topics: Next generation Web sites, social networking, XML, RSS, podcasting)	Aug. 18
November	**Knowledge Management** (Possible topics: KM systems, indexing information, low-budget KM)	Sept. 22
December	**Web Searching** (Possible topics: Meta directories, using online search engines, the best sites for various content areas)	Oct. 20

SLA
Connecting People and Information

For information on how to submit an article to Information Outlook, see http://www.sla.org/content/Shop/Information/writingforio/index.cfm#needtoknow or contact jadams@sla.org.

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BREAKTHROUGHS.

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ONE OF OUR OWN.

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