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Information Outlook, June 2010

Special Libraries Association

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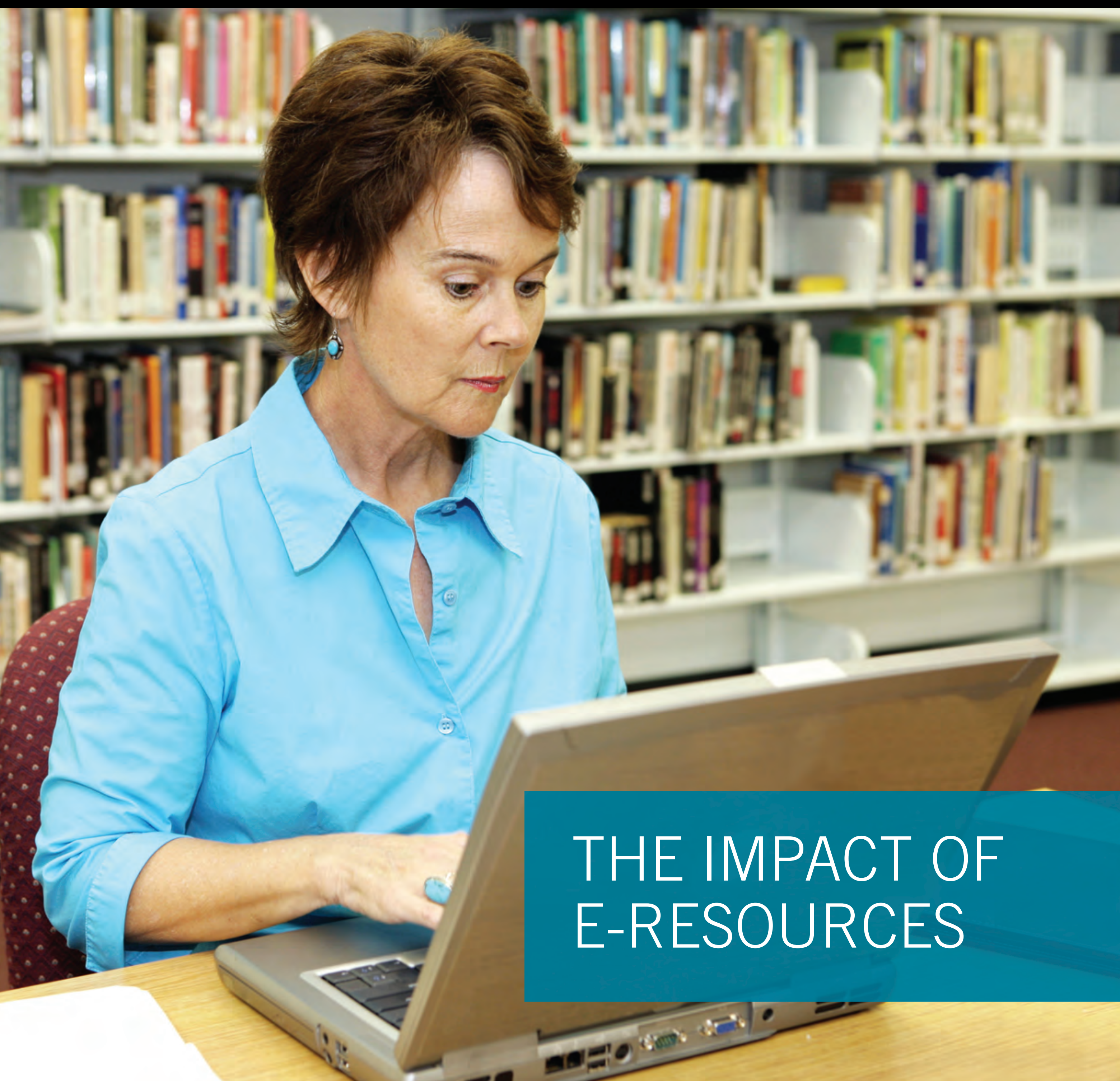

THE IMPACT OF E-RESOURCES

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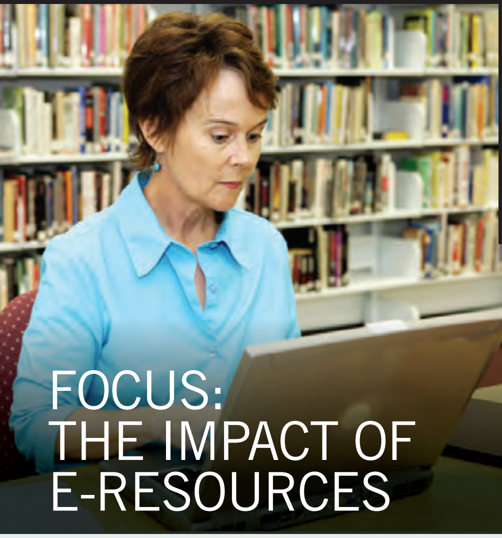

FOCUS:
THE IMPACT OF E-RESOURCES

information outlook

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Vol. 14, No. 04
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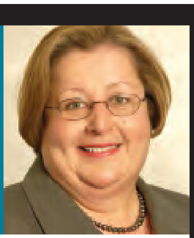
Let the Sun Shine on Your E-Resources

Making sure your customers know about the electronic resources in your collection will help demonstrate your value to your organization.



BY JANICE LACHANCE, SLA CEO

Elation and frustration—I experienced both when I discovered that a colleague had a set of expensive directories that I frequently consulted sitting on his shelf. I was delighted because it meant that I would no longer be going to the library two or three times a week to use the directories, but I was irritated that I had not known they had been sitting right down the hall, collecting dust.

No matter how much it costs to acquire, information has no value if it is not used. And information is not used unless the people who can put it to work know it is there.

Much has changed in the age of e-resources. Your collection is no longer limited by the space on your shelves. Your customers can probably tap into most of your e-resources any time they wish, from wherever they are. But whether your collection is housed in bricks or bytes, you add value to it and to your position every time someone accesses it.

Getting the word out about the electronic resources you can make available can pay off in so many ways.

Are you confident that the people who would benefit from your e-collection know it is there? And are you sure they know how to use it?

These are important questions. The ability to "create a culture of continuous learning and knowledge sharing" was the second most highly rated attribute of information professionals in an international survey conducted as part of SLA's Alignment Project. (The survey included both executives and information professionals in the corporate, government, academic and healthcare sectors.) Central to creating that culture is taking a proactive role in linking people to information.

What are you doing to inform your clients about the information assets, especially those in electronic form, that are available to them? Are you working to improve your clients' information literacy and skills so they can take full advantage of your e-collection? Are you partnering with other units of your organization to develop and deliver training in technical and professional skills?

Getting the word out about the electronic resources you can make available can pay off in so many ways. It can provide you with a metric by which you can demonstrate the effectiveness of your efforts and justify the funds your organization invests in your information portfolio. It can create opportunities for you to collaborate with the other units in your organization to meet their information needs and train their staff to use available e-resources.

Above all, whenever you take on a leadership role in guiding clients on the path to knowledge, you make yourself much more valuable to your organization.

I have always liked the term Sunshine Laws, which describes legislation requiring governments to be open and transparent in their decision making. The intention is to "shine light" on the process, and compliance means not just responding to requests for information but taking proactive steps to make information available to anyone who may want or need it.

So, shine some light on your organization's information assets. As the poet William Blake wrote, "He whose face gives no light, shall never become a star." You can become a star by seizing every opportunity to inform your organization about the information assets available to them. **SLA**

Info File

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DIVERSITY AWARD · SLA CONFERENCE

Hearing-Impaired Info Pro Receives Diversity Award

Nancy Snell, a hearing-impaired information professional who works in Atlanta, is the recipient of the 2010 SLA Diversity Leadership Development Program (DLDP) Award, which includes a US$ 1,000 travel stipend and complimentary registration to attend the 2010 SLA Annual Conference & INFO-EXPO.

The award, sponsored by EBSCO, was developed by SLA to promote the advancement and visibility of members who represent the diversity of the association. Recipients must have an interest in and potential for leadership in SLA, have been a member of SLA for at least one year, and have between three and ten years of professional library and information experience.

Snell, a research analyst for Kurt Salmon Associates, a global consulting firm, joined SLA in 2006. She is treasurer of the Georgia SLA Chapter and has served on its board of directors since 2007. She previously served on the Host Committee for the SLA 2009 Leadership Summit.

"I offer a lifelong perspective on physical disability through my hearing loss, one that is always changing to adjust and adapt to changes in the profession and technology, just as SLA has over the years," Snell wrote in her award application. "I am interested in providing a perspective to SLA through a leadership role that can add a layer to the organization's depth."

Snell works in research and knowledge management (KM) at Kurt Salmon Associates, where she provides competitive intelligence, KM and research services. She worked in journalism and real estate market research before transitioning to a career that was more information-oriented.

Snell will be honored at the DLDP Breakfast on June 15 during SLA 2010. The breakfast is sponsored by Dialog & ProQuest, EBSCO and Morgan & Claypool Publishers.

SLA Conference Attendees Rank High in Net Buying Influence

Nearly 90 percent of attendees at SLA's 2009 Annual Conference reported they have the authority to make or recommend purchasing decisions, ranking the show among the leaders in that category, according to Exhibit Surveys Inc., a New Jersey-based event research firm.

Each year, Exhibit Surveys polls attendees from more than 40 U.S. trade shows to determine the effectiveness of exhibit marketing efforts. The firm's 2009 poll revealed the following:

- 80 percent of all trade show attendees said they have the authority to make or recommend purchasing decisions;
- 47 percent of attendees said they plan to make a purchase within 12 months of attending a show; and
- Attendees spent an average of 8.4 hours visiting exhibits.

The poll also found that trade show exhibits averaged 2.2 visitors per square foot of exhibition space in 2009 and that exhibitors spent an average of $180 per attendee who visited their space. The 2009 SLA Annual Conference & INFO-EXPO averaged 2.3 visitors per square foot.

Among all shows polled, approximately one-third of attendees are first-timers, meaning new customers are a sizable portion of the audience. At SLA 2009, 19 percent of attendees reported they were attending their first SLA annual conference. SLA

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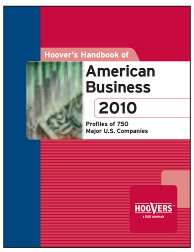

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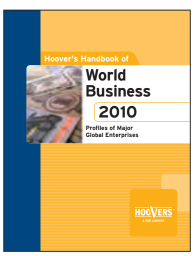

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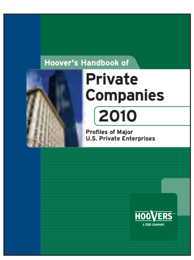

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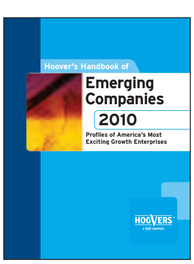

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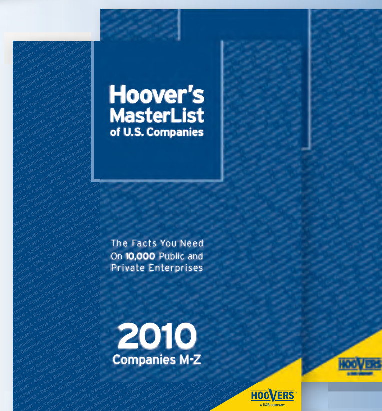

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COPYRIGHT LAW · RESOURCES FOR THE BLIND

Unfamiliarity with Copyright Law Hinders Research

Many scholars avoid researching certain topics or issues—or abandon studies that are already under way— because they lack an understanding of copyright law or are frustrated by its requirements, according to a survey of communications scholars.

To better understand the role that copyright plays in shaping communication research, the International Communication Association (ICA) developed an anonymous online survey and invited its members to participate. The survey asked 56 questions (mostly multiple choice, though some follow-up questions were open ended) that sought to identify—

- The kinds of uses ICA members tend to make of copyrighted works;
- How much ICA members know about copyright, as well as whether and where they seek guidance; and
- The extent to which copyright had deterred, slowed, or changed members' research.

Some 387 members participated, for a response rate of 9 percent. ICA members in the United States comprised 69 percent of respondents; the next-best-represented country was Canada, with 4 percent.

The survey found that seven in 10 respondents have not followed through on a research idea or project because of potential problems with copyrighted material, although many of them have avoided activities that probably are fair uses—analyses of television news, analyses of films, and research on political cartoons, to name a few. When asked if they would be likely to undertake research they currently are not pursuing if they knew they faced no limits on using copyrighted material, 6 percent said they "definitely" would do so and 19 percent said it was "very likely."

Underlying these findings is a widespread lack of knowledge about copyright law. Nearly one in eight survey respondents admitted they have a "poor" understanding of copyright law, while three in ten said they have only a "fair" understanding of it. When researchers have questions about copyright law, they are most likely to turn to librarians (39 percent) and written legal materials (37 percent) for help.

The survey also revealed that journal and book publishers often refuse to publish research because of copyright concerns, though much of what they resist publishing constitutes fair use. More than 80 percent of respondents said they have encountered resistance from publishers to using certain material without permission or payment, and 61 percent said they have removed material from their manuscript so they could proceed to publication. Nearly 10 percent said they have withdrawn manuscripts rather than seek permission or pay for copyright clearances.

Figure 1: Analysis or Criticism of Copyrighted Works

How often does your research consist primarily of analyzing or criticizing copyrighted materials (e.g., through content analysis or discourse analysis)?

For all or nearly all of my research	18%
For some of my research	36%
For a small portion of my research	32%
For none of my research	14%

SOURCE: International Communication Association, 2010

The survey report is available online at centerforsocialmedia.org/fairuse. The report includes many quotations from respondents' answers to open-ended questions.

Blind to Gain Access to a Million More Books

More than a million books, ranging from classic 19th century fiction and current novels to technical guides and research materials, are being made available free of charge in a specially designed format to support those who are blind, dyslexic or otherwise visually impaired.

The initiative, announced by the Internet Archive, will more than double the number of books available to visually disabled people. The books will be scanned from printed copies, then digitized into DAISY—a specialized format used by blind people and others with disabilities. The files are downloaded to devices that translate the text and read the books aloud for the user to enjoy.

By leveraging automated scanning and conversion processes, Internet Archive technicians can scan more than 1,000 books per day. Books are scanned at sites located in San Francisco, New York, Los Angeles and other major cities in five countries. Scanned physical books came from the collections of more than 150 libraries; most of the older scanned books have been reformatted for the print-disabled from broad digitizing projects.

The Internet Archive will fund the digitization of the first 10,000 books donated for the project. Individuals and organizations are welcome to donate their favorite book or a collection of books. Books in all languages are welcome. To donate books, visit http://openlibrary.org/bookdrive.

Older books are available from the Internet Archive's unencrypted DAISY library, while modern books can be accessed by "qualified users" through their NLS key—an encrypted code provided by the Library of Congress' National Library Service for the Blind and Physically Handicapped (NLS). Currently, more than 800,000 people in the United States are registered with the Library of Congress as being print disabled.

The Internet Archive is a nonprofit organization that was founded to build an Internet library. Its missions are to offer universal access to all knowledge and provide specialized services for adaptive reading and information access for the blind and other persons with disabilities. **SLA**

Showing Our Strengths

ELECTRONIC BOOKS, JOURNALS AND READERS ARE ALTERING THE EXPECTATIONS OF LIBRARY USERS. INFORMATION PROFESSIONALS MUST START PREPARING NOW TO MEET THESE NEW EXPECTATIONS.

BY SUSAN DIMATTIA, MBA, MLS

Leapin' lizards! Annie is going digital!

Effective June 13, *Little Orphan Annie* will no longer be syndicated for newspaper comic pages. The reason? Revenue from the fewer than 20 papers that still carry the 85-year-old comic strip isn't sufficient to offset the cost of producing it. Instead, according to an Associated Press news item published in the *New York Times*, "the company will bring Annie into the Internet age by pursuing new audiences for her in digital media and entertainment, like mobile readers and graphic novels."

The fate of Annie is just one of the latest visible changes that electronic resources are having on our world and culture, not to mention library collections, library services, and library users. Such "disruptive technologies" alter the expectations of our users and require adjustments in the way we expand our expertise and serve our clients. It is imperative that all of us increase our understanding of electronic media to accommodate the challenges and opportunities they present.

The 2010 Horizon Report, an annual publication from a collaboration between the New Media Consortium and EDUCAUSE, highlights some of the challenges and opportunities of electronic media and other emerging technologies. The 2010 report (on the Web at http://wp.nmc.org/horizon2010) features sections about technologies to watch, including electronic books, which it says are in the two to three years' "time-to-adoption horizon."

The report outlines some of the elements contributing to the growth of e-books. "As the technology underlying electronic readers has improved and as more titles have become available, electronic books are quickly reaching the point where their advantages over the printed book are compelling to almost any observer," it states. Wireless connectivity, storage, battery power, color, font, adjustable type size, collaborative exchanges, keyword searching, improved graphics, and cost are just a few of the factors that have accelerated the usage of electronic readers and resources of all types.

Several universities are trying to take advantage of electronic media opportunities by conducting pilot programs using reading devices. We know from experience that as students are exposed to a new technology in an academic setting, they will expect that same technol-

SUSAN DIMATTIA is a consultant and writer and serves as an adjunct faculty member at the Pratt Institute School of Library and Information Science. She was president of SLA in 1999-2000 and currently serves on the *Information Outlook* Advisory Council.

ogy to be available when they reach the job environment. And in some organizations, the technology *will* be available. At Purdue Pharma, for example, several technology-based experiments are being carried out. One experiment involves four Kindle e-readers, one of which is loaded with materials selected for their impact on management development and training.

The theme articles in this issue examine some attempts by other organizations to promote and improve the use of electronic resources in libraries. The articles provide an opportunity for you to evaluate the plans you make to harness this major technology development in information delivery.

As part of the evaluation process, be sure to determine the needs and expectations of your clientele. For example, if you're considering purchasing e-readers, which ones should you consider? One recent magazine article predicted that today's e-readers will be supplanted by other types of technology, such as the iPad and the enTourage eDGe. The latter is described on its Web site as the world's first "dualbook," combining the functions of an e-reader, netbook, notebook, audio/video recorder and player in one. Google's "Google Editions," described as a "cloud bookstore" of titles available on any device, is slated to launch in July. That will create another new element in the electronic resources environment.

Debbie Schachter, writing in the June 2009 issue of *Information Outlook*, stated, "What we can't anticipate, because of their very nature, are disruptive technologies. We can predict, however, that we will experience disruptive technologies in our future. We must continue to be adept, to take advantage of the new situations these disruptive technologies create and use these opportunities to show our strengths and adaptability." This issue of *Information Outlook* will help information professionals show their strengths. **SLA**

Collections Strategies for Electronic Books

DEMAND FOR E-BOOKS IS GROWING FASTER THAN LIBRARIANS AND PUBLISHERS HAD FORESEEN, BUT LICENSE AND DIGITAL RIGHTS MANAGEMENT RESTRICTIONS ARE NOT KEEPING PACE WITH USERS' NEEDS.

BY MICHAEL L. NEWMAN, MA, MLS

After a slow start, users are becoming interested in digital books, and library e-book collections are growing rapidly. Suddenly, libraries have entire collections of e-books rather than just a few titles, and because of this they need to develop collections strategies.

At Stanford University, our libraries are somewhat decentralized, and some of them are aggressively pursuing digital collections while others are not. We have not elected to develop e-book collections in specific subject areas; instead, each bibliographer is free to purchase e-books in his or her subject area in response to demand and depending on availability. More digital books are available in science, technology and medicine (STM) than in the humanities, and in our experience, interest among users is strongest in disciplines where the greatest number of e-books is available. Thus, our e-book collection in STM is much stronger than in other subject areas, although even within the scientific and technical fields there is variation in both interest and availability.

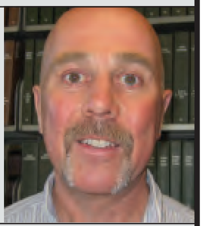
To Duplicate or Not?

We have purchased digital books that duplicate some of our most heavily used printed items, and we have purchased others as substitutes for core titles that we would have purchased in print in the past. In a few cases, we have filled gaps in our collection by purchasing e-books that we never would have purchased in print. All three strategies have been successful.

Ideally, the library would purchase its most heavily used titles in both printed and digital formats to allow for individual reader preferences and to provide continuous access. We offer duplicate copies to our users for a few titles, but we do not offer them routinely because of the expense. The cost of the digital version is usually higher than the cost of the printed version, and our collection development budget cannot support this level of duplication.

In the sciences and engineering we are moving toward a digital-only collection of monographs, and Stanford's Lane Medical Library is moving much more rapidly in this direction. We now typically purchase only the digital version of core monographs that formerly we would have purchased in print. Perhaps the budget problems of the past two years have prepared users to expect a reduced library collection of printed materials, or perhaps users are

MICHAEL NEWMAN is head librarian at the Falconer Biology Library at Stanford University. He can be reached at mnewman@stanford.edu.



Until e-book licensing becomes more streamlined, content will remain secondary to licensing considerations in driving collection development decisions in the selection of digital monographs.

more ready to move to digital formats than we think they are, but we receive few requests from users to purchase a printed copy of a book if they know it is available digitally.

We have purchased book packages from a few large publishers because the cost per book can be well below the total cost of all the individual books in the package. If we selected titles individually we would not select all of the titles contained in a given package, but in many cases packages are a good value for us. One benefit of these packages is that they often address subject areas in which Stanford has no programs and in which, therefore, the library does not acquire many materials. An example is agriculture, in which there are no programs at Stanford. However, agriculture is related to economics, development, ecology, and other subject areas that are studied at Stanford, and we are finding surprising patterns of use among titles we would not have selected had we not purchased any packages.

Collections Considerations

Our digital book collections strategy is influenced by reader demand, availability, price, and the license terms offered by e-book providers. In early 2009, a survey of users of our science and engineering libraries found that 16 percent of participants preferred using books in electronic format most or all of the time, while 22 percent reported that electronic books are very important sources of information for their work. Anecdotal evidence suggests that the number of users who prefer e-books has grown rapidly since that time. Availability is increasing to meet that demand.

In general, e-books cost more than their printed equivalents. Vendors equate multiple simultaneous uses with multiple copies of printed books, and viewed in this way, an e-book that can be read simultaneously by 2 or 10 or 20 readers and whose price is only 50 percent higher than its printed equivalent is a bargain. However, this equivalence is false because the vendor applies this formula to all books in its inventory, yet only a few of a library's books are used by more than one reader at a time. Indeed, only a small percentage of an academic library's entire collection is in use at any one time. The pricing of e-books forces libraries to pay for multiple simultaneous uses of each item, even though relatively few of those items will be used at any one time by even a single reader.

The role of aggregators in a library's e-book collections strategy is a complex one. At Stanford, we purchase some e-books directly from publishers and others from aggregators, and we see continuing roles for both in the future. Aggregators present several advantages for libraries: they offer books from a variety of sources under a single contract and with a single user interface, and they provide some degree of integration of their content, if only by searching across their entire collection of books. Publishers' sites vary in quality, but the usability of aggregators' sites can be quite good.

The main disadvantages of aggregators relate to digital rights. Aggregators often place strict limits on the amount of material that can be viewed, printed, or downloaded, and this causes confusion and frustration for readers. Aggregators also may not have the authority to negotiate perpetual access licenses with libraries. Some publishers will not agree to perpetual access terms either, but in most cases this is not because they lack the authority to negotiate such licenses.

Publishers, too, can restrict use. Kristin Eschenfelder (2008) recently reviewed digital rights management of, and use restrictions on, licensed digital resources and showed that a wide variety of technological protection measures frustrate users and block desirable uses. She identified several types of "hard" restrictions on use, including systems that strictly prevent saving, printing or downloading content. In addition, she described various "soft" restrictions that discourage certain uses without strictly preventing them. These measures include "chunking," which refers to breaking the content of a book into single-page portable document format (PDF) files, thereby making it difficult to print or download more than a few pages. Librarians need to be aware of these use restrictions when selecting e-books or any other digital content.

License terms are also an important part of any e-book collections strategy. These terms include perpetual access provisions and single-user and multi-user licenses. Single-user access may be adequate in some cases, but it negates many of the advantages of digital access.

Aside from license terms, the coverage of an e-book package may not conform to the buyer's expectations. A collection that is said to contain "all" of a publisher's output does not necessarily provide access to all of that publisher's titles. For example, in our experience, Oxford Scholarship Online covers 75 to 80 percent of the output of Oxford University Press (OUP). Titles that are excluded are books that have intellectual property rights issues, titles that can be classified as general non-fiction trade titles, books that do not fit into one of the existing subject categories, and titles that are candidates for adoption as textbooks.

The OUP is certainly not alone in excluding titles from its e-book collections. Perhaps these exclusions should be stated more explicitly in the license, but until they are, librarians need to be aware that publishers can exclude content in this way.

Challenges Posed by E-Books

With a few notable exceptions, we've had remarkable success in negotiating perpetual access rights for digital content we purchase, including digital books. However, the nature of the digital medium still presents a challenge to our goal of perpetual access. Most e-book content is delivered as PDF files. This format has proved to be durable, but it is impossible to know whether the e-books we purchase today will be accessible with technology that will be used in future decades or centuries.

Smartphones and other mobile devices are creating a new challenge for libraries. Users want to download library-owned copies of e-books to their mobile devices and read them at their convenience. To the user, this is analogous to borrowing printed books from the library. In most cases, downloading for reading at a future date is not covered by our license agreements, and our readers who use e-books are tethered by our license agreements to the Internet.

The annual Horizon Report, a project of the New Media Consortium's Horizon Project, describes emerging technologies that are likely to enter mainstream use on university campuses within five years. In the 2010 report, electronic books are highlighted as one of the technologies that are expected to be adopted in the next two to three years. The key development that will make rapid adoption possible is the availability of increasingly sophisticated e-book readers.

The report lists several projects that are exploring the value of e-book readers in educational settings. None of these projects connects e-books purchased by a library for institution-wide access to e-book readers. Clearly, this is an area that needs attention.

Licensing and Collections

The results of the HighWire Press 2009 Librarian e-Book Survey (2010) suggest that librarians are divided in their preference for bundled acquisitions of e-books or purchases of individual titles. The best strategy for publishers, then, is to offer content both in collections and for individual purchase. However, some publishers offer their content only in collections, and this is unacceptable to some libraries.

At Stanford's Lane Medical Library, where few printed monographs are purchased, there is a strong preference for selecting individual e-book titles. This has led to some oddities in the collection. If the standard publication in a discipline is unavailable in digital format or available only under terms that are unacceptable to the library, the library may own similar, less prominent works, and users may find these to be suitable substitutes for the better-known standard publication. Of course, if two information products are similar and one is clearly predominant, it may in fact be a better product, and users may not be well served by being forced to use the competing product. Neither are they well served, however, if a library spends a significant part of its limited budget on collections of e-books that include titles that are not needed.

When e-journals were new, licensing terms were not standardized and licensing was a complex and time-consuming process. E-books are more popular now, but until e-book licensing becomes more streamlined, content will remain secondary to licensing considerations in driving collection development decisions in the selection of digital monographs. E-book selection and acquisition must become as easy as they are for printed monographs, and this requires simplifying licenses and licensing.

E-Book Collection Development

Digital book license agreements limit options for collection development. Textbooks and other popular books are often not available for library purchase. Some books are available for lease only and not for purchase, or the lease price may be reasonable while the purchase price is prohibitive.

In many cases, the purchase price for e-books is higher than the price for the equivalent printed title. Because our collection budget has not increased to account for the increased price of e-books, we must purchase fewer books.

As Wendy Allen Shelburne (2009) stated in her review of a large-scale survey of e-book use, a tipping point on e-books has been reached more quickly than librarians, publishers, or users imagined. Libraries are acquiring increasing numbers of e-books, and some are moving quickly toward digital-only collections of monographs. Currently, collections strategies need to consider licensing issues and digital rights management restrictions in addition to an array of other issues. As the digital monograph marketplace matures, license and other restrictions need to evolve to allow libraries to select and acquire e-books on a large scale and in a way that fits their needs. **SLA**

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Accessing a Library's E-Books

MARC RECORDS HAVE BEEN THE STANDARD ACCESS POINT TO LIBRARY RESOURCES FOR MANY YEARS, BUT MAINTENANCE ISSUES AND NEW SEARCH TOOLS MAY LIMIT THEIR USE.

AN INTERVIEW WITH AMY FOSTER, DORALYN ROSSMANN AND ELIZABETH BABBITT / BY STUART HALES

Where do people expect to find a library's e-books, and how can librarians make sure these expectations are met? Traditionally, people have looked for books in the library's catalog, so they tend to look for e-books in the same place. The machine-readable cataloging (MARC) records in catalogs offer entry points and descriptive information about a library's holdings, but are MARC records the preferred way to catalog and create access to e-books?

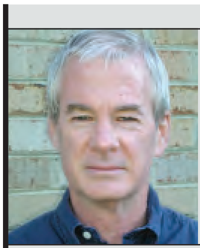
Using the library catalog as an entry point to e-books is not without its challenges for both librarians and library patrons. Amy Foster, Doralyn Rossmann and Elizabeth Babbitt, librarians at Montana State University, spoke to *Information Outlook* about some of the challenges of providing access to e-books and shared a few tips for making decisions about e-book purchases. (For additional information on this topic, see their article, "E-Book MARC Records: Do They Make the Mark?" in the November 2009 issue of *Serials*.)

Q: Are MARC records the only viable approach to accessing e-resources? Are there other approaches to searching for them?

Rossmann: Traditionally, when people have looked for books in the library, they've used the library catalog to identify which books are available. Part of the reason for loading MARC records into your catalog is that you're anticipating that people will probably be looking for books there. In some cases, you may already own the printed version of a book and have purchased the electronic copy as well, and you want people to be aware that you've got both versions.

Babbitt: The reason a library may have a book in both printed and electronic formats is that many users aren't coming into the library building. A lot of students and faculty at Montana State don't use the physical library—we deliver the materials they want to their desktops. They can go to our Web page and into our catalog, and oftentimes we'll have more than one copy of a resource. Electronic books are packaged and sold in different ways by different vendors, and sometimes they'll offer us a terrific deal and we'll get some books that are new to us and some that we already own in print.

Rossmann: Many of the information vendors have their own interfaces to get to their materials—for example,



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Oxford Reference has a Web site where you can search for books they offer by title or subject and also find other things they've published. Each vendor is likely to have its own interface, and each vendor's site is going to be limited to what that vendor offers. Using those interfaces is like taking a scatter-shot approach to finding materials to which the library has access, whereas a catalog can capture all of the e-books from the different vendors. Another approach you can use is a federated search or unified search product that would allow you to search across all databases, including those of other libraries and vendors, at one time.

Babbitt: The way a catalog would work for several libraries on a campus is that it would have drop-down menus that would let you choose the specific library you want to search. A unified discovery tool or federated or integrated search engine will look at the catalog—where you're mostly going to find titles of books and journals—plus it will look at the article databases and electronic journals the libraries subscribe to, and it will bring them together. So it will find electronic books and electronic journal articles if you're searching, say, by subject, and it will find specific titles if you're searching by title.

Q: What are the advantages and disadvantages of using MARC records as an access point for electronic books?

Foster: One of the positives is that MARC records have been around now for 40-plus years, so they're well established and well known to both librarians and library users. As a result, people know what to expect when they look in the catalog; they know what kind of records they'll see. But there's a lot of maintenance needed behind the scenes to keep those records current—URLs can change, or you may buy an e-book package that allows you to select and de-select titles at any time so you can change the mix of titles each semester to correspond to the class schedule. These types of maintenance make it harder to move things into and out of the catalog quickly.

There's a lot of maintenance needed behind the scenes to keep MARC records current.

Amy Foster

Rossmann: Another advantage of using e-book MARC records in your catalog is that they can help users identify other items you own on the same topic. For example, if someone is browsing physics call numbers or subject headings in the catalog, they'll find both the books that are in print and also the e-books, as well as other items in that subject area. You're placing your e-books, subject-wise, in the same context as the holdings that are physically in your library.

The subject headings in most e-book MARC records are Library of Congress Subject Headings (LCSHs), so you're using the same subject headings in your e-book MARC records as are commonly used with your other materials. This standardization makes it more likely that patrons will find things they wouldn't have found otherwise except through the catalog.

One drawback is that a vendor could create MARC records that don't adhere to those standards, and these records would end up being unwanted "noise" in your catalog. We received some MARC records from one vendor that used subject headings such as "Science" and "History," which are not terribly descriptive. The vendor has gone back since then and worked to ensure their records are in keeping with the quality that's found in the rest of our records.

Babbitt: OCLC [the Online Computer Library Center] has created the standard for MARC records, so you know that if it's an OCLC record, it's going to be of high quality. When we talk to vendors, we ask them if OCLC MARC records are available or if their records are being produced in-house. Some publishers will offer their own records for free and then you can pay to buy OCLC records. Now that there's more competition in the e-book market, vendors are starting to offer OCLC records for free.

Q: If a vendor offers records that don't conform to Library of Congress standards, does that influence your decision to purchase e-books from that vendor?

Rossmann: I'm in charge of our library's collection development, which means I purchase our e-books, and I always ask the vendors, "Do MARC records come with these e-books? Who makes the records? Do they use Library of Congress call numbers and subject headings?" I want to know the quality of what I'm getting ahead of time.

If the books don't come with MARC records or don't use LCSHs, we don't have the staff to catalog them. That's especially true if we initially plan to buy a package of, say, 10 e-books and then discover the vendor has a deal where you can get 100 books for the same price as 10. If we added 100 e-books when we had planned on only 10, we'd have to do a lot more cataloging than we had anticipated. So we want e-books to come with MARC records and acceptable headings, and we want the records to be ready to use without requiring extensive modification or causing patron frustration.

I've had some vendors tell me that MARC records are not ready yet, but are forthcoming. I tend not to purchase anything to add to the library catalog until the associated MARC records exist and I can look at samples of them. We want our e-books to be available to patrons as quickly as possible, much like a printed book, so we prefer to receive the MARC records at the time of purchase.

That being said, the need for MARC records will likely change for us because we just purchased access to one of the

CHECKLIST OF QUESTIONS TO ASK WHEN CONSIDERING E-BOOK PURCHASES

Considerations for E-Book Vendors

- ☐ Who creates the data?
- ☐ Is authority control used for authors or subject headings?
- ☐ Are other non-standard headings added?
- ☐ Are call numbers provided, what MARC field contains this information, and what call number scheme is used (e.g., Dewey, Library of Congress)?
- ☐ Are there table of contents notes?
- ☐ Are corrected MARC data records provided?
- ☐ Are they free with purchase?
- ☐ Are the records already available or forthcoming?
- ☐ Are the records available from the vendor only or from OCLC?
- ☐ Is there an additional cost for record sharing in a consortia environment?
- ☐ Are the URLs for the e-book links stable, or do the URLs change?
- ☐ Are the records OpenURL compliant?
- ☐ For ease of maintenance, do vendors of leased e-books provide lists of those e-books to which you currently subscribe and to which you no longer subscribe?

Considerations for Other Library Units

- ☐ Will e-books create "noise" in the catalog?
- ☐ Have you considered ways to filter out e-books or printed materials in your catalog searches?
- ☐ How will your institution deal with multiple formats on one record?
- ☐ Have you decided on a workflow for MARC records, and does it include record retrieval, modification before loading into the catalog, loading into the catalog, and replacing records?
- ☐ Are your collection development and cataloging staff communicating about purchase considerations/timing?

Considerations for ILS Vendors

- ☐ How do ILS vendors recommend handling e-book records in a shared/ consortia catalog environment?
- ☐ Can the library load in the ILS in the same manner as other records?
- ☐ Can the records be segregated somehow for ease of searching and maintenance?
- ☐ What options exist for display of the URL (e.g., the URL itself, public note, URL and a public note, text link, icon link)?
- ☐ How do ILS vendors recommend excluding e-book records from exports for regular authority control processing (if desired by the library)?

Considerations for Shared/Consortia Catalog Arrangements

- ☐ Do all libraries share the records?
- ☐ Are there any special considerations (e.g., is one record used for all formats)?
- ☐ Will all member libraries be purchasing the same e-books?
- ☐ Will all member libraries be using the same purchasing model (i.e., will some purchase outright while others lease titles)?

Considerations for Library Users

- ☐ How do users expect to access e-books?
- ☐ Will users be faced with e-book "noise"?
- ☐ Will users require hand-held readers or software downloads to view e-books?

unified discovery tools, SerialsSolutions' Summon product. This tool finds records in our library catalog as well as in other databases, including vendor databases with e-books. This product will provide an additional access point to discover e-book holdings, so I don't know if our catalog will be as important for finding e-books.

Q: Have any issues been raised by library users with respect to finding e-books or understanding the records?

Babbitt: I'm an electronic resources librarian, so my job involves negotiating database and e-journal contracts, but I've also worked for a long time at the reference desk. We noticed at the reference desk that in terms of access, it wasn't that things were more difficult to find, it was that all of a sudden there was an overflow of information.

What students were finding was that when we added new e-book records, those records would always show up at the top of their search results lists. We spoke to our systems people, and they made it possible for users to search for printed books only or e-books only, depending on what they want at any given moment.

Sometimes people want to search from home in their pajamas at 2:00 a.m., and electronic books can be really helpful for that purpose. But sometimes they'll be in the library and they don't want to sit in front of a screen—they want a book off the shelves.

For those users, the issue was how many search results they were willing to sift through to find a printed book.

Rossmann: I think e-books also create a different set of expectations in terms of use. For example, if you browse the library catalog and see that a printed book is checked out, you understand that the book is only available to one person at a time. But if you encounter a limit on an e-book—maybe the vendor only allows one person to view it at a time—that seems to create more frustration.

In an electronic environment, while it may be possible for more than one person to view a book at one time, it

I think that, ideally, our library catalog would reflect what we own that is not already in some other database.

Doralyn Rossman

may not be within the scope of your licensing agreement. Trying to educate people that these limits are based on licensing agreements is not something they want to hear.

Babbitt: Another thing that MARC records have changed in regard to e-books is the way we look at statistics when we're deciding what we want to keep in the collection. If it's a physical book, it can get checked out for up to three weeks by an undergraduate or a whole year by a faculty member. One statistic is added to the count each time the book is checked out. But with an e-book that is accessed through the catalog, especially if it can be used by more than one person at a time, the usage statistics can go way up.

Q: If you were designing an access system from scratch, what would you change? Would you keep the MARC records system?

Foster: For e-books and e-journals, I probably wouldn't use MARC records—I would not put them in the catalog because of the maintenance issues. If URLs change, you have to go into each record individually and update it unless you have a way to globally edit records. That's one of the weaknesses of the MARC system—it's not very flexible in terms of maintenance. It's great for creating a record for a book that will sit on a shelf and not change; its weakness is that it doesn't have the flexibility needed for an electronic resource.

So, if I were going to create something from scratch, I'd probably develop a database with some of the benefits of MARC—easily searchable and displayable—but with less of the rigidity. MARC is very complex, and I don't know that our users necessarily care about, say, how many pages are contained in a work. That's not information that a patron is going to use as much as a librarian would, because the librarian wants to know that she has the right work and that she's describing it properly.

Rossmann: I think that, ideally, our library catalog would reflect what we own that is not already in some other database. For example, if we add a DVD or a book to our physical collection, there's no way for people to know that except for an entry in the library catalog. But if we buy a Springer e-book, Springer has an interface to find what they have. So, if you have an integrated or federated search tool or a unified discovery tool that searches multiple databases at the same time, I think you really want to get away from entering e-books into your catalog when they're already entered in another location.

Right now, our users don't know or have the time to look in multiple locations, so one way we can help them is to bring those multiple locations together in one search. As Amy said, there's a lot of overhead involved with MARC records, and I think it's best if our library catalog requires unique information rather than duplicating information listed in other databases to which we provide access.

Q: Are you, as librarians, and the members of the university community generally satisfied with the access system that's in place for e-resources?

Babbitt: I think access is not so much a function of MARC records but of the interface layer that you have over them. The MARC record just lies underneath; it's how you access that record through the software interface that makes a huge difference.

Foster: If you have a consortial catalog arrangement—for example, we have libraries at 10 campuses that share our catalog—and you're sharing MARC records for e-books, you might have multiple instances of URLs in those records because of things like proxy access. We could have a MARC record with 10 different URLs in it, one for each of the individual campuses, and

I wonder whether a lot of libraries will scale back and use MARC records only to catalog physical items again.

Elizabeth Babbitt

that can create a problem when a patron at our campus looks at it and thinks, "which one of these URLs is for me?" A unified discovery tool that will filter out resources that others don't have access to can help narrow it down for patrons.

Babbitt: I think it's going to be interesting to see what happens with unified discovery tools and federated searching. They seem to be the next step in terms of bringing resources together for patrons, and it will be interesting to see what effect they have on what we catalog in the future. We started using MARC records to encompass things we didn't have physically, but with unified discovery, which can go out and search the publishers' own platforms, I wonder whether a lot of libraries will scale back and use MARC records only to catalog physical items again. SLA

Promoting Electronic Resources to Different Audiences

THE INFORMATION NEEDS OF LIBRARY USERS VARY, AND THE TACTICS FOR PROMOTING ELECTRONIC RESOURCES TO THEM MUST VARY AS WELL.

BY EMILY ALFORD, MSI, AND HEIDI SCHROEDER, MLIS

Marketing a library on a college or university campus might seem to be a fairly simple proposition. The primary purpose of a university, after all, is to educate its students, and a library would appear to be central to that goal.

As it turns out, promoting a university library is a fairly complex and challenging task. For starters, you're dealing with multiple audiences—faculty members, graduate students, undergraduate students, staff members, and community users, to name just the more obvious. Their needs tend to vary quite a bit, which means that the resources they need vary quite a bit, as do the ways you promote the library to them.

For example, when we give library presentations to freshmen, we always ask the students whether they wrote papers in high school and, if so, where they found their information sources. What we find is that very few of them went to a library or a library's Web site—they just searched on Google.

We see similar behaviors among juniors and seniors, who should have been using the library during their freshman and sophomore years. While some of them are knowledgeable about using the library, many of them are unaware of the variety of resources and services that are available.

Another challenge is that college and university libraries typically do not have a trained marketing specialist on staff and usually have little or no money available for marketing purposes. Without funding and manpower, it's difficult to communicate with specific user groups and harder still to measure whether you're making an impact on the manner and extent to which those groups are using library resources.

Reaching Out to Users

Electronic books and journals add another layer of complexity to the marketing challenge, although in some

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respects they also make it easier to reach out to users. In today's digital age, the library is less of a *place* and more of a *community*, especially an online community. This means we don't have to sit back and wait for students to come into the library—we can reach out to them where they are, through both printed and electronic channels.

For example, in the College of Nursing at Michigan State University, there's a large online and distance learning population. Many of the nursing students are taking classes exclusively online, so there isn't an opportunity for an in-person library instruction session with them. Because they're online, we try to use different forms of electronic media to reach them.

Through online tutorials, we can show them how to access and use our electronic databases. With most databases, we can't control the interface or the way information is retrieved. Many library users don't find these interfaces intuitive and need some instruction on how to find and retrieve the information they need.

We've also put a lot of information about electronic resources in MSU's course management system, which is called ANGEL. The College of Nursing uses ANGEL for all of its courses—each course has an ANGEL page. Putting direct links to databases, e-books, and e-journals in a library folder in an ANGEL course page makes it easier for students to access the electronic resources they need for specific course assignments and projects.

We use social media as well. We're on Facebook and Twitter, and we have several blogs. We posted fliers on Facebook during finals week, so when someone at Michigan State logged on to Facebook, they could see one of our fliers for resources at the library. This was a successful campaign, as it led to several hundred people clicking through the fliers to access library resources they otherwise would not have known about.

We also have an arrangement with Google Scholar whereby a student or faculty member who visits Google Scholar will see a link to our library. Within the library we use a Greasemonkey script, so if a student is in our library and visits Amazon.com to search for a book, Amazon will show that the university owns the book.

These are all examples of how we're putting ourselves in as many places as we can to let our users know what we have in the library.

> At the point of need, when a student has a question about a paper or a project, that's when he or she is going to be most receptive to information about how to use the library.

Educating the Faculty

Faculty are critical to our marketing success, because they're on the front lines of communicating with students. Most faculty are very receptive to encouraging students to use library resources and services, including electronic materials. We sense, however, that some of them don't have a very firm understanding of where our electronic resources come from, how much they cost, or the limits on using them.

One challenge we ran into with e-books in the College of Nursing was that faculty members initially were favorable, saying, "Oh, this is great, now we can have assigned textbook readings that are available online." What they didn't seem to understand was that some e-books are restricted to one user at a time. In an undergraduate class with 65 students, there may be 50 students trying unsuccessfully to access the book the night before a reading is due. They also didn't seem to understand that not all book titles are available as electronic books. We quickly learned that there's a lot of education that needs to take place with faculty in terms of how the electronic resource process works in the library system.

In addition, not all faculty members completely embrace the concept of electronic resources, and some of them who do may have favorite databases they want their students to use. For example, a science professor may like JSTOR because it has historical science research that she needs. If her students are writing a paper about genetic engineering, JSTOR isn't the first place they should look. But half the students will come into the library and say to us, "My professor told me to use JSTOR." If we say, "That's not the best database for this topic," they won't believe us.

The one advantage to that kind of situation is that it's a great way to promote library resources. At the point of need, when a student has a question about a paper or a project, that's when he or she is going to be most receptive to information about how to use the library. That's also where the online tutorials come into play, because if a student is awake at two o'clock in the morning working on a paper that's due the next day, assistance is available even though a librarian isn't.

Our library liaisons play a vital role in marketing as well. We have librarians who are assigned to specific subject areas and to colleges and departments, and they conduct instruction sessions to educate students about the electronic resources we have and the many services we provide. These sessions are ideal, but not all faculty request them, so sometimes we miss groups of students who could benefit from this information. The liaisons also try to attend orientation sessions, student meetings, faculty meetings—any forum where they're welcome.

Expanding Our Presence

Ideally, we'd like to be able to measure the success of each of our marketing tactics, but some of them are much easier to measure than others. Electronic tools make it a lot easier to measure success—with the Facebook fliers, for example, we can tell how many people are clicking through and where they're coming from. And some of the best measures aren't really "measures" at all, like personal feedback from students. It's nice to talk to a graduate nursing student and hear her say, "I watched your tutorial today about how to access electronic journals for nursing, and it was so helpful because I never really knew how to get to all the journal articles I needed." Or someone will say, "I saw this research guide on my ANGEL page and it was really helpful for my nursing theory assignment."

We have give-away items, like Frisbees and keychains, that have the library's Web site address on it. They promote awareness, but we really can't assess their impact. A few years ago, we launched a huge campaign that was targeted toward undergraduate students. It was called "Ask a Librarian," and it used several methods to promote the library's Web site. As part of the campaign, we created a series of posters and put them in computer labs, dorms, and in the library—places where we thought people might be working on papers and projects. We couldn't measure the impact of the posters, but we noticed that many of the funny ones were being stolen, so we figured that helped get the word out.

The marketing plan for the library contains a variety of goals—things like increasing the use of a certain database by X percentage, or making faculty more aware of the library liaisons and the many ways they can help. Ultimately, it boils down to those different user groups and the different ideas they have about what libraries are and what they do. Reaching out to each group in the correct way will always be a challenge.

Even graduate students, who absolutely need to use the library to do their work, may not know how to use the library at Michigan State to find what they need. Our hope is that they'll actually come into the library and sit down with one of us for a half-hour or hour and learn what we have for them. They may not come to the library to do research—maybe they're just getting a cup of coffee or printing a paper—but while they're here, they may see one of the signs advertising our chat or instant messaging reference service.

More and more, that's what's happening at MSU and at many other colleges and universities. We don't have trouble getting people into the building—according to our director, more than 10,000 people per day visit the library during a regular semester. They're finding that the library offers many services today beyond those offered by a traditional library. We're a meeting center, a coffee bar, or a quiet place to study.

Thanks to electronic resources, we're expanding where we are and what we do. As part of that, we want to make the library something that people think of when they need something done—and if they do that, maybe they'll think of the library when they need to write a paper or finish a project, and they'll come in and talk to us. **SLA**

Proving Value and Return on Investment

ELECTRONIC RESOURCES CAN HELP INFORMATION PROFESSIONALS TELL A STORY ABOUT THE CONTRIBUTION THEIR LIBRARY IS MAKING TO THE ORGANIZATION'S GOALS.

BY GEORGE J. SCOTTI, MBA

Last year, the Special Libraries Association (SLA) unveiled the results of its Alignment Study, a two-year project designed to establish and communicate the core identity and value of the information profession and information professionals. The study provides librarians with clear and compelling language to communicate the vital role they play within organizations and promote greater recognition of information professionals in the marketplace and among employers.

Identifying and communicating value is a challenge for many professions, one that is becoming more complex for librarians as sweeping technological changes continue to reshape the information industry. Within Springer and many other vendors of information products, this challenge is spawning fresh attempts to help information professionals better understand how to measure the return on investment (ROI) of their library and information center and position it within the overall mission of the organization.

Telling the ROI Story

At first glance, proving the value and ROI of a library might seem to be a simple exercise—just count the number of times people use the library or how often they access books and journals. Metrics like these are popular with information professionals, but by themselves they say little about how a library contributes to the mission of the overall organization.

Springer has a Corporate and Government Library Advisory Board composed of 30 information professionals who provide objective thinking and perspectives on core business, industry and technology issues and on concerns specific to the science, technological and medical (STM) professions. The members of the board frequently discuss ROI, and a recurring theme of their conversations is that they struggle with how to measure ROI and how to tell their executives about it. They asked us to partner with them on a study, which we developed in collaboration with Outsell.

The study, "Establishing Value and ROI: Investing in STM E-Journals and E-Books," focuses on how the introduction and proliferation of electronic content is actually making it *harder*, not easier, to identify appropriate metrics for measuring value. With electronic resources, there seems to be an expectation among users that statistics are

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readily available, so there's a perception that it should be easy to prove ROI (or at least some aspect of it). What librarians are finding, however, is that multiple providers, multiple formats, and multiple business and access models are complicating rather than simplifying their attempts to assess and communicate their business value.

Increasingly, librarians and information professionals are turning to vendors of information products to help them prove ROI. And because many librarians are accustomed to using activity-based or cost-based metrics to express value, they tend to want to communicate an absolute number—specifically, the return on investment in terms of dollars—to organizational leaders.

What I tell my customers to do is paint a picture or tell a story. Return on investment involves more than just providing a number; it requires putting together a qualitative and quantitative story from users and painting an overall value picture for executives.

As a marketer, I have firsthand knowledge of the challenges of measuring and communicating ROI. When I attend a conference or agree to sponsor an event, my manager wants to know what Springer got in return, and that's not necessarily a tangible thing. Building relationships is not something that can be expressed in a number.

My approach is to try to paint a picture. I have numbers for some things, and I have anecdotal stories from customers, and I have some assumptions, and I try to put them all together into a story. The assumptions may be right or wrong, but either way, a story tells much more than any single number can.

Aligning Value with Organizational Goals

How can an information professional develop a story that communicates the library's value to the organization and its mission? Granted, value is inherently subjective—what one person values a great deal may be of little value to someone else. The Outsell study found that among end users of information, three value considerations stand out: staying current, saving time, and saving money.

Electronic books and journals can change the value equation in all three areas. Electronic content reaches the market more quickly and is easier to access than printed content. Also, with e-books and e-journals, libraries are paying pennies on the dollar compared to what they'd pay for printed copies of the same materials.

The Outsell study confirmed these advantages. For example, information users at organizations surveyed by Outsell said the biggest impact of e-content was time savings, mostly because the information was easily accessible (81 percent) and because they avoided duplication of research that had already been conducted (59 percent). Almost half of respondents agreed that each time they used e-journals, they saved themselves at least one and as many as five hours of time.

Simple measures of time and money savings do not, however, quantify the impact of the library and its resources on the organization's fortunes. Increasingly, information professionals understand that libraries need to be active participants in the ongoing corporate business rather than just passive sources of information. They recognize, for example, that they need to drive users to their content rather than let them come to it.

In this same vein, some information professionals actively seek value-based information by surveying end users to obtain their perspectives. The survey responses can help illustrate how library content contributed to, say, a proposal being accepted, a team meeting its goals, or a project finishing ahead of time and under budget. More importantly, they can provide evidence that the library is aligned with the organization's goals and is helping drive its success.

User feedback, unfortunately, is notoriously difficult to obtain—workers often say they are too busy to respond, and typically they don't attach much importance to a survey from the library. The end users who do respond to surveys generally laud the quality of searches undertaken by library staff and value the breadth of information sources available through the library, but they admit to being frustrated by information overload—not so much the amount of information they receive, but the fact that the information is poorly organized. According to the Outsell study, end users identified the following specific needs:

- A system or program to filter and prioritize the importance and relevance of information; and
- Tools to help organize information once it's found.

The challenges of meeting these needs are prompting many librarians to push information vendors to customize their information products. For example, many of Springer's customers in the corporate and government markets need e-resources in niche research areas and find our subject categories to be rather academic-centric. Our solution is to review the content within and across our collections and provide a customized content and pricing proposal according to our customers' needs. So, if a librarian is interested in bioengineering and doesn't necessarily need the entire life sciences and engineering collections, we'll look at the bioengineering content within the two packages and price it accordingly. In other words, we give the customer access to the entire packages, but only price it based on their perceived needs.

I think our industry is going to see more and more of these flexible arrangements that address specific cases. I'm not sure the amount of money librarians pay will be different, but the way they buy will be different—for example, instead of a package option, they may have a pick-and-choose option, and they may use tokens or deposit accounts. The business model will change, but at the end of the day, librarians will still get access to everything they need. They may not save money with a different model, but the different model will help them better justify their purchases.

Creating an ROI Dashboard

At Springer, we're also trying to help librarians with their value calculations by developing an ROI "dashboard" that can measure metrics such as value, utilization, and time saved. Based on input from our Corporate and Government Library Advisory Board, we've begun to piece together what an ROI dashboard would look like. Ideally, such a tool would capture information that's most relevant for senior management, such as key performance indicators.

Dashboard or not, information professionals increasingly are going to be pressured to show a higher level of value and ROI for their information investments. The Outsell study identified five imperatives for librarians to consider as they rethink their approach to measuring and communicating value and ROI:

- Libraries should measure their impact on the enterprise and on business performance and communicate it to management and key stakeholders.
- A structured approach to aligning investment decisions with business goals and to confirming value and ROI data will provide stronger and more sustainable results than will ad hoc measures.
- Librarians should develop a model for discussion.
- Librarians should find the right partner(s) with whom to create ROI evaluations.
- Information managers must not allow the value of the library to be underestimated.

Ultimately, I don't think there's just one answer or approach to establishing value. There are some metrics that are widely accepted, but telling a story or painting a picture is something that needs to be done on a case-by-case basis, and the focus has to be on what's important to your organization and what its goals are. There will probably be an underlying theme that's common to many of these stories, but it's a matter of putting it together in a compelling way that resonates with your leadership. **SLA**

10 Questions: Dianna Wiggins

SHE'S BETWEEN JOBS RIGHT NOW, BUT THE PRESIDENT OF SLA'S ILLINOIS CHAPTER IS LEARNING AND SHARING AS MUCH AS SHE DID WHEN SHE WAS EMPLOYED.

BY FORREST GLENN SPENCER

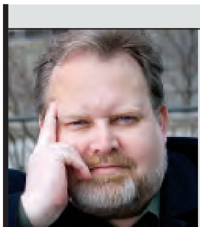
Dianna Wiggins has been taking some time off this year, but not by choice: in February, her department at the YMCA of the USA was eliminated. But the layoff hasn't slowed her down. In addition to seeking a new career opportunity as an information professional and knowledge manager, she serves as president of the SLA Illinois Chapter, one of the association's largest and busiest.

A 2003 graduate of Dominican University's MLIS program, Dianna has worked as a knowledge manager for BP Amoco and McDonald's in addition to the YMCA and has been an active member of SLA. Earlier this year, Dianna spoke with *Information Outlook* about her career to date, her experience as a knowledge manager, and her feelings about being unemployed.

Q: Talk about your job with the YMCA.
I worked for the U.S. headquarters of the YMCA, where I sat in the Knowledge Management Department. My title was social knowledge manager, and I was responsible for assessing and readying communities of practice in the organization and taking them through processes I developed for this purpose, and for developing a social media user guide and workbook.

Essentially, I identified groups with existing levels of trust that were tied to the strategic needs of the organization, then worked with community managers to train them in the effective development and launch of online communities. I wrote an online communities implementation guide for these managers; then, after identifying the first communities that were to go through the process, I worked with the managers to develop their online sites and offered them some best practice ideas for engagement.

I also had the opportunity to travel to YMCAs around the United States during September and October of 2009, delivering presentations about the cultural aspects of social media and how organizations can use these channels to meet their strategic objectives. There are a lot of great people at YMCAs doing meaningful work in their communities, but—as in most organizations—they get hung up in their daily work and don't



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My first question to people was always, "Tell me your pain."

Dianna Wiggins (left) takes a break during the 2010 SLA Leadership Summit with Joyce Fedeczko, her mentor and former supervisor at BP.

have time to keep up with information and technology resources. That's where my department came in. Unfortunately, due to the economic downturn and budget constraints, the organization had to make some tough choices and back up a bit. My department was eliminated, as were other roles.

The first couple of weeks of being unemployed, I gave myself some time off to breathe. Then I updated my resumé and started talking to people. I submitted some applications and got some hits, and right now I'm considering how best to approach the next phase and whatever opportunities it brings. In the meantime, I'm keeping pretty busy with the chapter, presentations and other things.

Q: What's the Chicago market like for jobs as an information specialist?

We have quite a few unemployed members in the Illinois Chapter. I can't say there aren't jobs out there—they may be less traditional jobs, but our skills can transfer to them. There are plenty of transferable skills that we have as information professionals that can go with just about any environment, and we need to embrace that rather than letting it stop us in our tracks. I'm not saying it's easy, mind you; it involves reframing and lots of introspection.

I think it's important for us, as librarians, to realize that we have to look at things differently, like reporters do. We just had a meeting—ironically, at the offices of the *Chicago Tribune*—and our two speakers, both from media companies, were telling us how they are repositioning themselves, how their media outlets are finding new lines of revenue, and how they as librarians have been instrumental in identifying those new lines and opportunities.

We have to realize we are effective when we are embedded. I have always been in an embedded role. At McDonald's, information specialists were embedded in global marketing. At BP, my job was a stand-alone situation but funded through another department. At the YMCA, it was in the Knowledge Management Department. I have spent very little time in a traditional library, surrounded by stacks. Most of my work has been virtual and has involved internal consulting, with teams and clients.

Q: Let's talk about embedded librarianship using an example of your work—say, at McDonald's.

At McDonald's, we did a lot of Web site and database management, research and synthesis, vendor sourcing and alerting that was delivered to client groups through multiple channels. My dual role there was as a dedicated knowledge sharing manager working with restaurant operations division teams, and as part of the Global Consumer & Business Insights Information Center.

I went out and worked with global teams to help them articulate their knowledge sharing needs and then brought parties together to identify resources we had available to meet those needs. I worked with stakeholders from up to 12 departments, and my work took on different characteristics based upon need. In a couple of cases, it meant building digital libraries so that people could share best practices in building design and menu products across the globe.

I needed to learn how the people in the field oriented themselves to this information in order to effectively structure the digital repositories, so I entered into a subject matter learning phase with clients. It was sort of stealth librarianship, without using any scary words like "taxonomy." Basically, it's asking an architect or designer to describe how the subject of lighting or seating is approached by others in their world. What are the broader categories, and what are the narrower ones? That's an example of applied knowledge management as it relates to a client's needs. It's sometimes a fuzzy term.

Q: This type of work sounds fascinating. Can you provide more examples?

Other groups were already operating as communities of practice and just needed better tools and processes, so I benchmarked with companies around the world that were really good at KM—like the Army, the Air Force, Caterpillar, and Fluor—and advised my clients accordingly. I helped people solve knowledge sharing problems. I also used techniques such as knowledge cafés with groups to get them sharing ideas and solutions out loud. It was a tremendous experience to be able to work with people from all over the world.

Q: You've worked with some large companies and organizations since leaving library school. What talents do you possess that resonate with employers?
I think the one strength I have in the world—and most people I've worked for would agree with this—is my ability to build relationships and bring people together. I draw my energy from people and am very curious about them. My husband says that I've never met a stranger.

Knowledge management can be a hard sell. One of the first things we did at McDonald's was to change my job title from knowledge manager to knowledge sharing manager. People get defensive about having their knowledge "managed," but when you say "share." they think, "Oh, she's going to help me share my knowledge. I can handle that." It's not threatening to them, and there's an implication that something will be coming back their way that's going to make their life easier somehow.

The folks at McDonald's knew it was going to take some work and some trust building to make inroads in this area. My first question to people was always, "Tell me your pain." One of our first steps was to choose 20 key stakeholders throughout the restaurant operations division and walk them through a structured audit process, spending about three hours with each person. Then we put that whole audit process together, which mapped out the direction we had to go and the recommendations we had to make to move toward a desired outcome. It's not an overnight thing. It's a process.

At the YMCA, I was charged with coming up with a strategy for social media and recommending ways in which the organization could harness social media and use it to meet their various objectives. I spent a lot of time researching social media channels and

Dianna takes Karen Huffman on a tour of Chicago during Karen's recent visit to an SLA Illinois Chapter half-day conference.

ways in which organizations of all types are using social media. I became a de facto social media expert without realizing it. I recently took the Pew Internet Research Study, which segments you by generation according to your Internet use habits, and it classified me as Generation X. I think the only reason it didn't classify me as Generation Y is because I have no tattoos. That was literally one of the questions!

Q: You are the 2010 SLA Illinois Chapter president. Tell me about the chapter and the programs you are pursuing.
We have an interesting chapter, with so many talented and engaged members. The problem we have is that there are around 500 members in our chapter, but we don't have that level of participation at in-person meetings—we might have 40-60 people attending. A lot of our meetings are in downtown Chicago, and our metro area is spread out and it's so expensive (up to $30) to park, and it's time-consuming to get to The Loop unless you're down there already. You can easily be talking about as much as a two-hour commute in each direction.

Our challenge is keeping both groups happy—the people in Chicago who want in-person meetings and the other members who feel disenfranchised because it's tough for them to participate in these events. One of our solutions has been to propose a Webinar series, which we're working on now; we're also supporting some more satellite events. We hope to offer about a half-dozen Webinars this year. I'd like to offer them every month, but it may be less frequent as we get it off the ground. We're trying to provide some programming that reaches out virtually, and we're trying to make our in-person meetings more cost effective.

Q: What other challenges are you facing in the chapter?
One thing we're trying to do with our unemployed members and people whose budgets for travel or professional development have been slashed is access money from our reserved funds (with Board approval) and help them get to the SLA Annual Conference this year. We're sending up to 20 of our members to New Orleans by paying their early bird registration fee.

We're also looking at ways for groups to get together in their suburban areas. This would allow the chapter to assist them in having a satellite meeting, as an example. The geographic spread is tough—as are the traffic and the weather—but we're looking at different models.

Q: How did your SLA involvement begin?
Becoming an information professional was a mid-life career change, and I was fortunate to have really good mentors like Jan Chindlund. Coming out of library school in 2003, I got to know Jan because she was speaking at an alumni function one night and I heard what she had to say about the organization. She was later my boss at McDonald's. With Jan, you come to love SLA through osmosis. Joyce Fedeczko at BP was also my boss, and she's very active in SLA. Joyce and Jan encouraged me and brought me in.

I was also fortunate to have the budgeting support to get involved. That's not true for everyone anymore. I remember three librarians at the YMCA who were not SLA members. They were

People have to make a choice, and we have to find the best way to make a case as to why they should join SLA.

working in research and planning, and they were allowed to join one organization. One of them belonged to a futurist organization, another was a member of a nonprofit research group, and a third belonged to something else. None of them were in SLA.

People have to make a choice, and we have to find the best way to make a case as to why they should join SLA. I personally think we get a lot of value compared to some other things I've paid for.

Q: You said this was a mid-life career change. What was your life like before you became an information specialist?

I was a naturalist for a park district and natural history museum; next, I worked in a real estate company for 10 years. Later on, after a relocation, I worked at several part-time things at once, like freelance writing and teaching computer classes to kids.

When my husband and I moved to Chicago, I decided that I wasn't going to put library school off any longer. It's something I had wanted to do for many years. I remember Jan saying that it was the one profession that brings it all together, that can take all of the information accumulated throughout someone's life and impart it to somebody else because it'll be useful to them. That's true of our profession. I call upon a lot of lessons learned throughout my life as they find their way into various aspects of every job I do.

Q: What comes next for you? What motivates you?

I want to keep growing. I want to continue learning social media and mashup skills. I want to continue training and teaching people. I want to help people promote their brand using all these channels and tools, and I especially want to continue to elicit the big "Ah-ha! How did you do that?" I want to see that big smile when you hand the client something they never thought you would find and give them something they can really use, saving them hundreds of hours because you took the time to research their need and bring the elements together for them.

I'm so curious about this stuff, and I'm still learning, For example, I recently read about a new way to use Yahoo Pipes, so now I have to play with that. At the last SLA conference, I saw Nicole Engard demonstrating Yahoo Pipes. It kind of scared me a bit, but now I've seen this way to use it for monitoring and reporting on social media sites, so I understand a little bit about the power of the application and want to learn more. I know a lot of tools that can do that, and I keep that information in a giant workbook, but it seems as though Yahoo Pipes might provide a cost-effective and efficient way to build filters and improve accuracy.

I think we as information professionals shouldn't get so hung up in thinking we might break something. Just get in and play around. It's a lot of fun, you can't break anything, and once in a while you get amazed by these tools. I wish they'd had this stuff when I was a student and in my earlier jobs.

I have to say that my biggest challenge is that you may be an expert today, but tomorrow you'll need to re-learn a lot of it. I follow hundreds of blogs and tweets, and I devote a lot of time to keeping up with this stuff. It's no different than what we usually do, like read journals, but now it's in different, faster channels, and you have to be willing and able to rediscover it almost every day—which is a blessing and a curse at the same time! **SLA**

Name: Dianna Knowlton Wiggins

Joined SLA: 2003

Current job status: Between opportunities

Last employer: YMCA of the USA

Years in the library profession: Nine

Education: BS, University of Michigan; MLIS, Dominican University

First job: Real estate office receptionist

First library job: Circulation clerk at a public library

Biggest challenge today: Keeping up with all of the rapid changes in the world of information and technology, and helping others to understand and apply them accordingly

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The Art of Critical Thinking

ASKING PRECISE QUESTIONS AND GIVING PRECISE ANSWERS CAN HELP US MAKE BETTER DECISIONS AND REDUCE THE CONFLICTS THAT OFTEN ARISE WHEN RESOLVING ISSUES.

BY MARY LEE KENNEDY, MLS

Each of us makes decisions that turn out to be incorrect or that we later regret, though we may not understand how or why we make them. John Hammond, Ralph Keeney and Howard Raiffa (2006) summarized the inherent difficulty in decision making very well by stating that "...in making decisions, you may be at the mercy of your mind's strange workings."

A formal critical thinking process removes the likelihood of errors we are prone to make in decision making based on our previous experience, our conscious and unconscious biases, and the mode in which we interact with people. Good critical thinking means that we take a disciplined approach to decision making and problem solving, that we are open-minded and review an issue from all angles, and that we conduct productive discussions, taking into account our own and others' behaviors in dealing with conflict.

Critical thinking is defined as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (National Council 1987). In 2007, the Foundation for Critical Thinking published its "Online Model for Learning the Elements and Standards of Critical Thinking." This model is worth reviewing to understand the basics of critical thinking and to consult examples of behaviors that are useful in any decision-making process (regardless of the scope of the decision to be made).

This article does not propose to walk you through a step-by-step critical thinking exercise; rather, it focuses on two key components of critical thinking that require engaging stakeholders from your organization—either those to whom you report directly or those that involve partner and customer groups that depend on your services—and that are likely to have significant impacts on the choices you make regarding your work. These two very important components of critical thinking, which all good critical thinkers need to master, are decision making and conflict management.

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Framing the Issue

Decision making requires you to do several things, as follows:

- Decide what the issue is and define it clearly;
- Determine whether this issue is

the most important one for you to address;
- Define the questions related to the issue;
- Gather information and assess its relevance and accuracy;
- Develop well-reasoned conclusions, making sure to check for inferences;
- Develop solutions (note the plural here) and test them against relevant concepts, criteria and standards;
- Check your assumptions;
- Think through the implications and consequences of potential solutions;
- Engage key stakeholders in the decision-making process and in selecting the solution; and
- Choose a solution.

Framing an issue—in other words, deciding what the issue really is and scoping it out—is critical to focusing on the core of the problem or challenge. It ensures that the right questions are formulated to address the issue, the right people are involved in its resolution, and the subsequent steps follow logically. Framing is the first step in good critical thinking.

To better understand how to frame an issue, think of it as answering these basic questions:
- What is the real issue that needs to be addressed?
- How is the issue best made explicit in terms of subject(s), object(s), verb(s), and noun(s)?
- Which issues are related and should be addressed at the same time?
- Who is and needs to be involved in discussing and implementing the solution?
- How important is this issue's resolution in terms of other priorities?
- Are there constraints on resources (money, time or people) that will affect the decision?
- Are there political concerns that will affect the decision?
- In terms of addressing the issue, what is in scope and out of scope?

Framing an issue requires drawing on more than one person's knowledge—it necessitates engaging those with opposing views, those with tactical and strategic knowledge, and those who are customers, partners and service providers. Establishing agreement with these people on the scope and precise description of the issue is critical. If the issue is not framed properly, the solution will not resolve the underlying problem or challenge.

Using Precision Questioning

From the beginning of the decision-making process, it is absolutely essential that the right questions be identified, defined, constructed, asked and answered. There are training programs that teach people how to be good questioners and answerers. The technique described below, known as precision questioning and answering (PQ/PA), is based on the work of Dennis Mathies and Monica Worline, who developed their ideas at Stanford University.

In PQ/PA, there are seven categories of precision questions, as follows:
1. Go/No-go questions (e.g., "Do we need to talk about this?")
2. Clarification questions (e.g., "What do you mean?")
3. Assumption questions (e.g., "What are we assuming?")
4. Basic critical questions (e.g., "How do we know this is true?")
5. Cause questions (e.g., "What's causing this?")
6. Effect questions (e.g., "What will be the effects?")
7. Action questions (e.g., "What should be done?")

Precision questioning focuses on clearly expressing gaps in thinking. Using a taxonomy of analytical questions and a structured call-and-response model, PQ seeks to uncover weaknesses in thinking and raise the intellectual level of a conversation. Precision questioning requires the questioner and answerer to be specific and to the point.

Each PQ category has a set of questions associated with it that guide the decision maker from the most general question to the most specific one. Not all decisions require every question to be answered—much depends on the intended audience. The intent of the tiered structure is to accommodate the need for more detailed information by enabling you to drill down as needed to test credibility, identify assumptions, or gain information. For example, if you are seeking to clarify meaning, there is a set of questions intended to reduce ambiguity (e.g., "Do you mean x or y?"), a set of questions to reduce vagueness (e.g., "To what extent?"), and a set of questions to clarify difficult concepts (e.g., "What is a rough definition?").

Asking good questions is only half the battle; equally important is how you answer them. Do you answer questions concisely and accurately? Do you provide too much or not enough detail for the intended audience? Do you present information in a way that your audience can comprehend it? The ability to both ask precise questions and give precise answers requires practice and an understanding of the individual(s) with whom you are communicating.

Precision questioning and answering tests the credibility of those involved. It also requires candor, courage and a commitment to intellectual integrity. It requires focusing on both the substance as well as the presentation. A good critical thinker meets the test.

As you work through the critical thinking process, identify which category of questions needs to be asked at each stage. Test the questions as well as the answers to ensure they are thorough, accurate and comprehensible.

Avoiding Common Traps

Aside from the fundamental trap of framing the issue incorrectly, there are some other common decision-making traps, each of which can be easily avoided. Traps are often invisible; when they are made visible, we often feel very vulnerable. It is important to see the ability to recognize them as a strength rather than a sign of weakness and to deal with them as part of the decision-making process. The traps and their related behaviors are noted in Table 1.

TABLE 1

Decision-Making Trap	Description and Avoidance Techniques
Status Quo	**Description:** People tend to stick to what they know. Change is psychologically risky. **Avoidance Techniques:** Focus on the desired outcomes and determine how the status quo will enable them. Develop alternatives to the status quo and engage a variety of stakeholders to gain their perspective on each alternative. Assess their impact on achieving the desired outcomes.
Anchoring	**Description:** People tend to base their decision on what they hear first and then use subsequent information to validate it (or not). **Avoidance Techniques:** Be aware; purposefully use different starting points. As you gather different people in the process, let them start from a fresh starting point.
Sunk Cost Fallacy	**Description:** People tend to base future decisions on past decisions, regardless of current or future implications. **Avoidance Techniques:** Consciously set aside past investments and remember that a rational decision is based on current assets and future consequences. Reward those who challenge sunk cost behavior.
Information-Gathering Gaps	**Description:** Information may be lacking in quality or in quantity. It may be irrelevant, inaccurate or of questionable provenance. **Avoidance Techniques:** Make sure the questions are framed appropriately so that the information matches the need. Consider all sources in terms of their credibility. Make sure the information can stand on its own vs. relying on the communicator's reputation.
Overconfidence Bias	**Description:** Decisions are made based on one's presumptions about their accuracy rather than the facts. **Avoidance Techniques:** Be clear about your and others' knowledge limits. Gather data from a variety of sources and validate the data against each source.
Availability	**Description:** Information is gathered that is easily available. **Avoidance Techniques:** Develop a list of required information and gather it from wherever it is needed. When cost is an issue, clearly articulate the risks involved in not having the information.
Confirmation Bias	**Description:** There is a strong tendency to seek evidence that confirms what we want to believe. **Avoidance Techniques:** Look for inconsistent data in your thinking and in others' thinking. Ensure a variety of perspectives are included in the decision-making process.
Generalization	**Description:** The assumption that a conclusion reached for one set of circumstances applies to others. **Avoidance Techniques:** Highlight contrary examples, gather and present inconsistent data, and frame the issue so that is it clearly distinct from the previous decision.
False Cause	**Description:** Leaping to causal relationships that may not exist. **Avoidance Techniques:** Ask yourself and others if you are oversimplifying the issue. Check the framing of the issue to verify potential relationships and test your conclusions with stakeholders.

Managing Conflict

Without a doubt, critical thinking raises challenges of conflict management. Conflict is a natural part of human interaction, and overcoming it will be critical to the decision-making process.

The Thomas-Killmann Conflict Model Instrument has been around for about 30 years and has sold more than 6 million copies since 1974. It is an excellent starting place for understanding both your response to conflict and that of others. It helps ensure that conflicts are resolved in productive ways.

Essentially, the Thomas-Killmann Model assumes that in a conflict, an individual responds across two dimensions: (1) assertiveness, the extent to which the person attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the person attempts to satisfy the other person's concerns (see Figure 1).

Within the framework of these two dimensions, the model suggests five primary ways of handling conflict. Clearly, no one can be characterized as using a single approach to deal with conflict. But certain people use some modes better than others and, therefore, tend to rely on those modes more heavily than others. The five styles as defined by Thomas-Kilmann are explained in the following paragraphs and depicted in Figure 2.

Competing: An assertive and uncooperative approach in which an individual pursues his own concerns at the other person's expense.

Accommodating: An unassertive and cooperative mode that is the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person.

Avoiding: An unassertive and uncooperative style in which the person pursues neither his own concerns nor those of the other individual. In essence, the individual does not deal with the conflict.

Collaborating: An approach that is both assertive and cooperative (and the complete opposite of avoiding). Collaborating involves an attempt to

FIGURE 1: DIMENSIONS OF CONFLICT RESPONSE

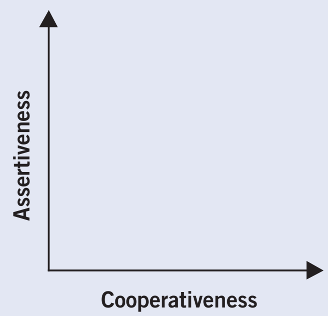
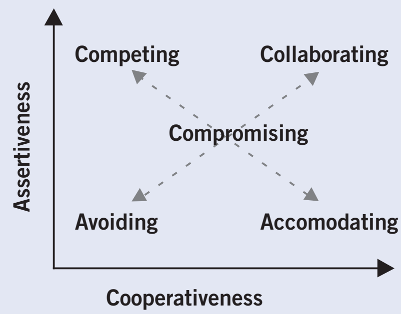


FIGURE 2: MODES OF CONFLICT RESPONSE



work with others to find a solution that fully satisfies their concerns.

Compromising: This style is moderate in both assertiveness and cooperativeness. The objective is to find an expedient, mutually acceptable solution that partially satisfies both parties.

Once you are aware of the five methods of handling conflict, you can identify behaviors and then work toward the center (compromising). For example, if you avoid conflict, you might want to consider adopting more collaborative behaviors. If you are leading a conflict discussion and you notice that an individual is competing, you might want to steer him toward accommodating others' behaviors. In all cases, the idea is to move toward a compromise.

Learning More

It is important that we be effective critical thinkers for the benefit of our customers, our organizations and ourselves. We need to be able to think critically when supporting a research or reference request, conducting contract negotiations, and establishing our credibility as experts in our fields.

This article has presented general information on two topics that are essential to successful critical thinking: decision making and conflict management. To learn more, please consult the resources listed below. **SLA**

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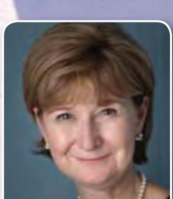
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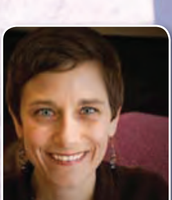
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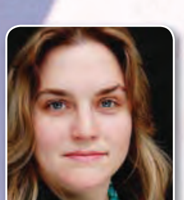
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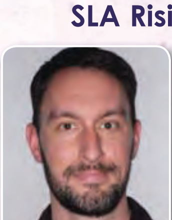
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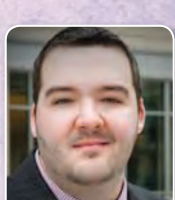
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E-Books, Part 2: Trends and Standards

Given the variety of e-reading devices and standards, librarians would do well to begin experimenting and select the product that best meets their needs.

BY STEPHEN ABRAM, MLS

In my previous column, I wrote about some of the issues facing us in the transition to a new, and much more complicated, printed book (p-book) and electronic book (e-book) ecology. I explored our too-shallow understanding of e-books and how they differ from traditional books. I noted that things were happening fast—indeed, even more has happened since writing that column.

A key point I made was that the electronic experience differs greatly depending on whether the book in question is a work of fiction or non-fiction, a reference book (e.g., an encyclopedia or dictionary), a textbook, a scholarly work, or other type. That said, we need to develop a better understanding of a few other issues related to e-books. This container for information and experiences isn't going away; rather, it is mutating and growing in importance to the research, library, entertainment and education fields.

Emerging E-Book Standards

Two issues that are guaranteed to be hot topics for many years are copyright and digital rights management (DRM). Our advice as information professionals will be sought even more regularly as our enterprises struggle to adapt to and comply with changing laws and practices. With small battles erupting over Apple's censorship of some books and the ability to limit or deny access to some applications, real concerns are being expressed about the impact on our freedom to read. It's getting warmer out there and more complex.

As librarians and information professionals, we wish there could be just one e-book standard, but it seems that every new technology evolves in several directions at once. So, right now we have a few competing standards, largely driven by the big e-reader vendors and not so much by the education, library and publishing industries. There are a few international standards committees, and much good work is being done. However, the fat lady isn't singing yet and there may still be time to influence the direction of events. To do so you need to read about these standards and understand each one's strengths, weaknesses and openness.

In my opinion, it's premature to pick one at this time. I would suggest, however, that if you're considering purchasing e-readers, you should choose one that supports the most standards (unless you're only interested in fiction from Amazon). Keep close watch on EPUB and MOBI and on changes in HTML and HTML5 as well as PDF. Keep an eye on innovations in DRM, like the announcement by Barnes & Noble that books for its Nook e-reader can be previewed and read in the store or shared between readers.

This competition won't just be about leveling the playing field but also about features and functions that support study, teaching, reading, research, collaboration, and information behaviors. The e-book format comparison charts on Wikipedia (visit http://en.wikipedia.org/wiki/Comparison_of_e-book_formats) are the most complete I've seen thus far.

What's in the pipeline?

Since my column tries to be about trends, let's think about what we can expect in the coming months with respect to e-books.

Although Amazon is the dominant e-book provider right now, the Kindle's position was weakened by Apple's entry into the market with the iPad. In April, Apple announced that iPad users had downloaded 1.5 million books during its first month on the market, during which time 1 million devices were delivered. That's just a very small start.

A week doesn't go by without an announcement about new e-readers, new e-book stores, and new e-book apps for readers, phones and devices. It's the Wild West all over again in the quiet world of publishing, schools, research, and information. And this time it's doubly interesting, since e-readers are being adopted by baby boomers more quickly than by millennials!

We've already seen the first big skirmishes in the price wars for books, with Amazon trying to set the allowable

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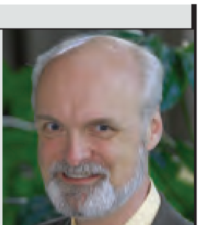

price(s) for all books. This resulted in a major publisher temporarily pulling its list from Amazon. This situation will deserve close watching.

To my mind, books are not like music—as I noted in my previous column, some books are different from others. These differences mean that more books won't necessarily be sold even if they're easily available electronically for a simple, inexpensive price. For example, will more textbooks be sold if the price is reduced 90 per cent? Why would demand for textbooks exceed the number of students in classes? I can certainly see that more fiction and popular literature could be sold under an MP3 music-type strategy, but then, I'm not an author of those types of books! I think that I can safely predict, however, that some book "collections" will arrive on subscription models in the future.

In late June or early July, Google will make its first foray into the direct-to-consumer-goods marketplace with digital books. I heard this at an Information Today conference from a Googler and also read it in a *Wall Street Journal* report. In February, the *New York Times* reported on Google Editions, which builds on Google's relationships with more than 35,000 book publishers internationally. This puts Google in direct competition with Amazon and Apple in the e-book business and also foreshadows a Google Droid-based e-reader. Add to this the impact of institutional subscription access to the Google Book Search vault for institutions, and transformational change is clear.

Our traditional relationships with the book industry, on all levels, will be affected by these changes. Schools, bookstores, publishers, libraries, enterprises, institutions, and readers that don't keep their eyes on their flanks will incur collateral damage, and quickly.

Strategies for Libraries and Users

Earlier this year, I asked my international blog readers to participate in a poll about e-book readers in libraries. It was an unscientific survey of self-selected readers, but it was still pretty interesting so I'll share the results here:

Question 1: We are experimenting with e-readers in the following ways:
(Check all that apply)

We have bought one or more e-readers for staff use and training	53%
We borrow e-readers from staff and friends for testing and learning	31%
We lend e-readers	10%
We have e-readers for patron services inside the library	6%
Total answers:	49

Question 2: We have the following e-readers:
(Check all that apply)

Amazon.com Kindle 2	29%
Sony Reader Daily Edition	22%
Amazon.com Kindle DX	19%
Apple iPhone 3GS	14%
Barnes & Noble Nook	14%
iRex Digital Reader 1000S	2%
Total answers:	58

Question 3: We plan to purchase the following e-reader(s) in the next 12 months:
(Check all that apply)

Apple iPad	32%
NetBooks	16%
Barnes & Noble Nook	14%
Mobile phone reader apps	14%
Amazon.com Kindle	8%
Amazon.com Kindle DX	8%
Sony Reader Daily Edition	3%
iRex Digital Reader 1000S	3%
QUE proReader	3%
Total answers:	37

Question 4: We do not plan to experiment with e-readers at this time for the following reason:
(Check all that apply)

Cost and budget considerations	32%
PC, laptop and NetBook e-book delivery is fine for now	29%
No or insufficient patron demand	23%
Our customers have their own devices	16%
Total answers:	31

From this small poll, I can see that some library folk are actively investigating the world of e-books. That's excellent. But there's much more we must do, and soon.

We, librarians and information professionals, must pilot and experiment. This is one time where failing, and failing quickly, pays off well in knowledge and an educated opinion. You can't really pick the winner yet, so you have to try a few options and throw out the failures as learning moments. Here's what I'd do on a small scale:

1. I'd purchase a Kindle, an iPad, a Sony Reader and an Entourage eDGe.
2. I'd get e-book buying accounts at the Sony, Apple and Amazon online stores.
3. I'd download a few leading book apps from app stores (like Apple's) or try vendor apps like Bookmyne, LibraryThing and AccessMyLibrary.
4. I'd buy some books that relate to our professional reading. I'd also circulate the devices with the books and seek feedback from my colleagues and my users.
5. I would position the whole thing as a proper research experiment to prepare my organization for the future (because that's what it is). I'd publish the results as an article and post them on a blog.
6. If I couldn't afford to keep them all, I'd raffle them off as prizes at library events or make charitable donations to local schools, kids' clubs, and libraries.

In the end, we can't compare apples, oranges and pineapples except by acknowledging that they are all fruit. When we look at books through the electronic lens, we need to see that there are a wealth of differences and opportunities to make things better.

It's great to see a culture of experimentation in many libraries. You don't need a committee or a staff assignment—sometimes you and your team can just play and learn a lot. You're a reader, so buy an e-reader for yourself or ask for one for your birthday. That's one way to be future-ready. **SLA**

Developing Your Own Best Practices

Rather than borrow successful practices from other organizations, identify areas where you can develop your own leading practices.

BY DEBBIE SCHACHTER, MLS, MBA

June brings us the SLA Annual Conference and, with it, new opportunities for sharing information, networking with colleagues, and experiencing those "aha" moments that seem to always occur at conferences. Author Nicholas Carr will be an interesting keynote speaker at the conference. His books, *The Big Switch* and *Does IT Matter?*, offer thought-provoking perspectives on information technology and how we will use it in the future. His ideas about the commoditization of IT connect with what I have been thinking about how organizations try to achieve competitive advantage through best practices (one of my "aha" moments).

Particularly in tough economic times, organizations and their information centers spend a lot of time looking at their business practices, comparing themselves to their competitors, and trying to ensure their ability to evolve and prosper. Certainly it is important to stay informed about evolving business practices and understand how competitors are running their organizations. This includes looking at specific processes and practices that affect information professionals—for example, how investments are made in information centers and how information centers provide services and attract and retain their clientele.

The conventional wisdom is that once best practices are identified and measured in leading firms, they can be applied to improve the practices at any organization. In many cases, however, this process does not lead to the anticipated productivity gains. Complex lines of business and unique organizational environments do not readily adapt to one-size-fits-all practices.

Even worse, copying and implementing best practices can blunt an organization's competitive edge. Anand Sanwal (2008) writes that "… taken too far, the pursuit of best practices can replace independent thought and actually have deleterious impacts on an organization." Sanwal believes best practices can help you benchmark and compare, but in complex environments, attempting to apply best practices from other organizations doesn't always provide the benefits you expect. He suggests that organizations focus on developing their own leading practices.

Information professionals should first look at things they can do to improve bad practices. Rather than simply copying what you have identified as "best practices" from another environment, make sure they are appropriate for your environment before applying them wholesale. This is especially true if you are attempting to implement dramatic changes to procedures and practices.

Part of the problem with identifying best practices stems from the difficulty of identifying meaningful data and analyzing it appropriately. In a critique of library advocacy and behavioral research, Ray Lyons (2009) writes that "… [o]ur measurements are like photographs taken of a setting or situation. Research findings never account for all aspects or variables relevant to a phenomenon."

Service organizations such as information centers often find it difficult to effectively apply others' analyses to our unique situations. We need to determine what we need to measure and why we need to measure it within our own context so we can better understand the areas in which we can develop leading practices.

A lot of our inability to focus on improving bad practices and develop leading practices results from our investment in what we already have. It relates to what Nicholas Carr has written about the significant investments in, and economic impact of, internal computing today versus his vision of the information services utility of tomorrow. In information centers, we may feel that we are at the whims of internal and external forces, but we must recognize that we have the critical thinking competencies that can help us understand our changing work environment. **SLA**

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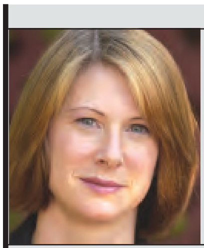

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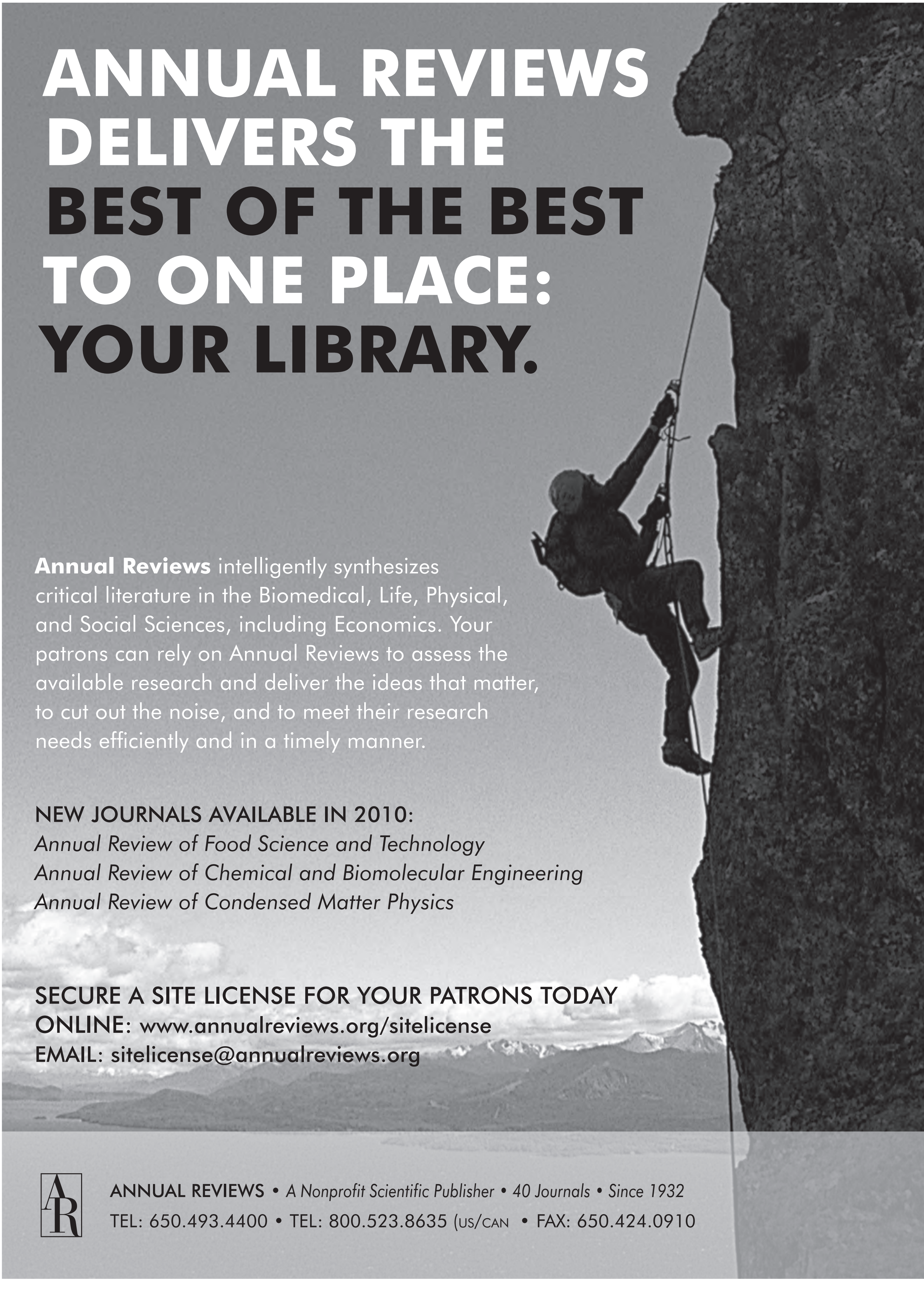
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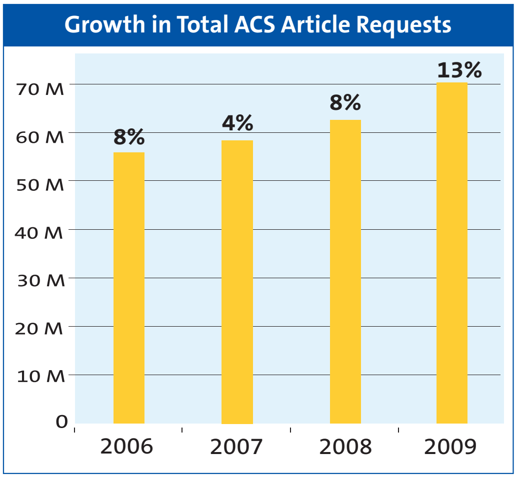

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The Certainties and Uncertainties of Ownership

Make sure you have written agreements in place before creating a work to ensure there is certainty as to who owns the work.

BY LESLEY ELLEN HARRIS

Picture yourself in one of the following situations:

1. You received a government grant for a collaborative research project. Your organization now wants to publish the research findings in a report. Who owns the rights to the report?
2. You hired a consultant to prepare course materials for an in-house seminar. Who owns the course materials?
3. Your colleague (a librarian who negotiates all of your digital licenses) took photos at the holiday party and posted them on your organization's Web site. Who owns the photos?

Most people turn to copyright law to find answers to questions arising from these situations. Sometimes you find an answer (though not always one you like); sometimes you don't and realize you need to review various agreements related to the scenario. So, where do you start?

Work Made for Hire

In the United States, copyright generally belongs to the author of a work—the person who creates an article, song or painting. In employment situations, however, the employer (or any other person for whom the work was prepared) is considered the author and owner of the copyright.

This is referred to as "work made for hire," and it holds true unless the parties have expressly agreed otherwise in writing. A work made for hire is defined in the U.S. Copyright Act, Section 101, as a work prepared by an employee within the scope of his or her employment.

To determine whether a work was made for hire in the United States, you must first determine whether the work was prepared by an employee or by an independent contractor. Certain factors will help determine whether an author is an employee, such as the amount of direction given by the employer, where the work was performed, who owns the equipment on which the work was created, the level of control the employer exercises over the author's schedule, the method of payment, and whether the employer withholds taxes from, and provides benefits to, the author.

A commissioned work or a work made by a non-employee may also be a work made for hire if the work meets the requirements listed in Section 101 and the parties have agreed in writing that the work is a work made for hire. The requirements in Section 101 (2) are as follows:

… a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire. For the purpose of the foregoing sentence, a "supplementary work" is a work prepared for a publication as a secondary adjunct to a work by another author for the purpose of introducing, concluding, illustrating, explaining, revising, commenting upon, or assisting in the use of the other work, such as forewords, afterwords, pictorial illustrations, maps, charts, tables, editorial notes, musical arrangements, answer material for tests, bibliographies, appendixes, and indexes; and an "instructional text" is a literary, pictorial, or graphic work prepared for publication and with the purpose of use in systematic instructional activities.

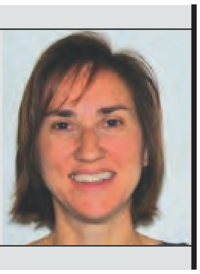
Ownership Scenarios

Now that you know the law, let's evaluate the three scenarios posed at the beginning of this article.

You received a government grant for a collaborative research project. Your organization now wants to publish the research findings in a report. Who owns the rights to the report?

Analysis: This is a situation governed by an agreement rather than by copyright law. What does the grant agree-

Do you have a copyright or licensing question? Don't miss the opportunity at the 2010 SLA Annual Conference to obtain a free confidential consultation. Author, educator and lawyer **LESLEY ELLEN HARRIS** will be available to answer copyright and licensing questions between 11:00 a.m. and 1:00 p.m. on Monday, 14 June. Ms. Harris developed and teaches the eight courses in Click University's Certificate in Copyright Management. Visit her Weblog at www.copyrightlaws.com.



ment say?

Practical tip: It's always best to review the ownership rights provisions in a grant agreement prior to signing it. Make sure the agreement specifies who owns what, especially the final report.

You hired a consultant to prepare course materials for an in-house seminar. Who owns the course materials?

Analysis: Your organization owns the materials if the work was specifically requested, there is a written agreement signed by both parties, and the materials are considered an "instructional text"—a literary, pictorial, or graphic work prepared for publication and with the purpose of use in systematic instructional activities. If there is no agreement, then the consultant owns the materials.

Practical tip: Always have agreements in place with consultants specifying that a work is a work made for hire. If the type of work does not fall with the wording of the U.S. Copyright Act, you will need to get a written assignment of the copyright to ensure you own it.

Your colleague (a librarian who negotiates all of your digital licenses) took photos at the holiday party and posted them on your organization's Web site. Who owns the photos?

Analysis: The librarian likely owns the photographs, assuming her duties are related only to negotiating licenses and do not include taking photographs. Because the photos were taken at a party, they likely fall outside the scope of her work duties.

Practical tip: You can have agreements in place specifically stating that work outside the scope of one's duties—for example, writing articles or a novel or taking photographs (even of fellow employees)—fall outside the scope of duties.

What Does Ownership Mean?

If a work is made for hire, the employer or organization is the initial owner of the copyright in that work unless there is a written agreement signed by both parties that states otherwise. The owner of a work has the right to reproduce and distribute that work without obtaining permission from the person who created the work. Copyright endures in a work made for hire for 95 years from the date of publication or 120 years from the date of creation.

The bottom line is this: You need to understand what you own and what you do not own. If you do not own a work, you need to obtain permission to use it or secure a written copyright assignment that transfers the rights to you. Where possible, negotiate a written agreement prior to the creation of a work (or at least prior to the publication or distribution of a work). **SLA**

The Future of Work Is Now

WebWorkerDaily offers plenty of tools to help workers make the most of online opportunities.

BY CAROLYN J. SOSNOWSKI, MLIS

WebWorkerDaily

http://webworkerdaily.com

Although this site is described as a resource that covers "the future of work," the future clearly is now. Information about productivity, careers and applications and a section filled with "how-tos" help the modern worker get through the day and navigate the challenges of living in an online society. Learn how to avoid wasting time while using Twitter, collaborating online, developing a social media strategy (or not), and telecommuting effectively. Special areas on social media, Windows, Apple, mobile applications, browsers, and Google offer guidance on these popular and ever-changing tools.

Policypointers

www.policypointers.org

Another important source of think tank material (see the Think Tank City entry in my March column), Policypointers aims to disseminate useful research and data across country lines. Reports are listed with a brief synopsis and a link to the full report on the source Web site. Keep up to date with weekly e-mail alerts (by topic) or the RSS feed, or perform keyword searches on a project-by-project basis. Sort your search results by date, source or title. *Thanks to SLA member Helen Katz of Canada for this recommendation.*

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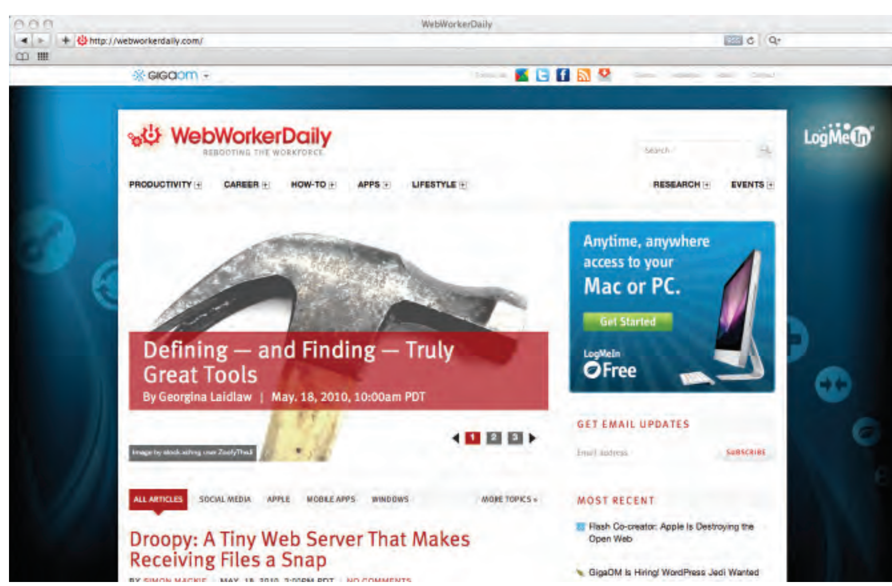
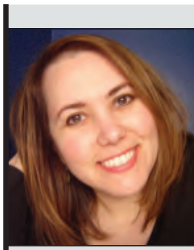
ChemSpider is a federated search engine that brings together hundreds of data sources to make life a little easier for those searching for chemical information. In addition to selecting and listing quality databases, ChemSpider accepts and reviews submissions of data from chemists for inclusion on the site. Chemical structures are featured prominently, but the records also link to raw data, articles, images (2D and 3D), and patent information, among many other information types. *Thanks to SLA member Christine Geluk for this contribution.*

Have a site you'd like to recommend to SLA's other 10,000 members? Now's your chance to see your name in print. Send me the URL and a few sentences about why the site is worth a click, and you may just help me write my next column. **SLA**





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- Discover how our new productivity tools enable users to conduct more of their research tasks within OvidSP
- Get tips on customizing your new OvidSP solution to offer greater value for your users
- Learn about our newest ebook and ejournal additions to our aggregated content offerings

Plus, visit our Migration Center and speak with an Ovid Support representative to learn more about preparing your site for migration to the new OvidSP.

See you at the show!

www.ovid.com

CLICK U webinars

Click University Webinars will resume in August. In the meantime, you can view Webinar REPLAYS. These 90-minute seminars from our Click University programs were recorded as they occurred, so you'll get the complete experience of the original session.

REPLAY WEBINARS:

Searching Public Records Online: Tips and Tricks

How Digitizing Materials Can Increase Information Flow and Access

Seven Skills of Highly Successful Information Professionals

Embedded Services for Solos and Small Info Centers

Salary Negotiation

Top 5 Things Librarians Need to Know about Fair Use (Panel)

Networking

Locating Open Positions

It's 2010: 20 Technologies to Watch, and How to Cope

Twitter for Librarians: More Than What You're Doing Today

To find more replay Webinars or obtain information on these and other Click University courses and seminars, visit **www.sla.org/clicku.**

OTHER EVENTS

JUNE

16-18
14th International Conference on Electronic Publishing (ELPUB 2010)
Helsinki, Finland
http://conferences.aepic.it/elpub2010/

21-24
7th International Conference on Conceptions of Library and Information Science (CoLIS 7)
London, England
http://colis.soi.city.ac.uk/

24-29
2010 ALA Annual Conference American Library Association
Washington, D.C., USA
www.ala.org/ala/conferencesevents/upcoming/annual/index.cfm

28
UK Library and Information Science Research Coalition Conference
London, England
http://lisresearch.org/

JULY

10-13
AALL Annual Meeting
American Association of Law Libraries
Denver, Colo., USA
www.aallnet.org

14-16
2010 National Diversity in Libraries Conference
Princeton, N.J., USA
https://qed.princeton.edu/main/NDLC2010

18-23
ACM SIGIR 2010
Geneva, Switzerland
www.sigir2010.org/doku.php

AUGUST

10-15
World Library and Information Conference
International Federation of Library Associations
Gothenburg, Sweden
www.ifla.org

SEPTEMBER

1-3
ALIA Access 2010
Australian Library and Information Association
Brisbane, Australia
http://conferences.alia.org.au/access2010/

12-14
ASIDIC Fall Meeting
Association of Information and Dissemination Centers
Baltimore, Md., USA

21-22
Pharma Competitive Intelligence
Conference and Exhibition 2010
Parsippany, N.J., USA
www.pharmaciconference.com/

OCTOBER

13-15
Internet Librarian International
Information Today
London, England, UK
www.internet-librarian.com/2010/

20-22
Conference on Enterprise Information Systems (CENTERIS 2010)
University of Trás-os-Montes e Alto Douro and the Polytechnic Institute of Cávado and Ave
Viana do Castelo, Portugal
www.eiswatch.org/centeris2010/

22-27
ASIS&T Annual Meeting
American Society for Information Science & Technology
Pittsburgh, Pa., USA
www.asis.org/conferences

25-27
Internet Librarian 2010
Information Today
Monterey, Calif., USA
www.infotoday.com/il2010/

27-30
MCN 2010 Conference
Museum Computer Network
Austin, Texas, USA
http://mcn2010.pbworks.com/

13 - 16 JUNE 2010

SLA Annual Conference
New Orleans, Louisiana
www.sla.org/neworleans2010

NOVEMBER

15-16
Taxonomy Boot Camp
Information Today
Washington, D.C., USA
www.taxonomybootcamp.com/2010/

16-18
Enterprise Search Summit
Information Today
Washington, D.C., USA
www.enterprisesearchsummit.com/fall2010/

16-18
KMWorld
Information Today
Washington, D.C., USA
www.kmworld.com/kmw2010/

28-1 December
LIANZA 2010
New Zealand Library Association
Dunedin, New Zealand
www.lianza.org.nz/events/conference2010

ADVERTISING INDEX