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# Information Outlook, October 1999

Special Libraries Association

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O U T L O O K

OCTOBER 1999

THE MONTHLY MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION VOL.3, NO.10

ARE YOU READY FOR THE NEW MILLENNIUM?

## INSIDE THIS ISSUE:

Are You Ready for the New Millennium?

Y2K Compensation Strategies

Lucy Lettis: Information Professional of the New Millennium

Lessons Learned from Y2K



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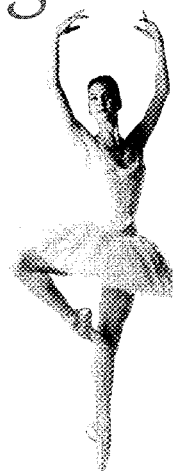
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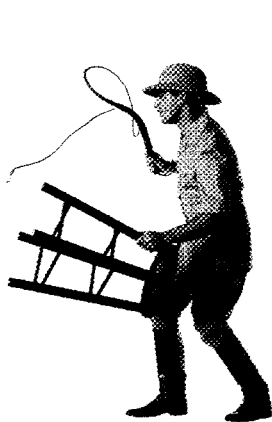
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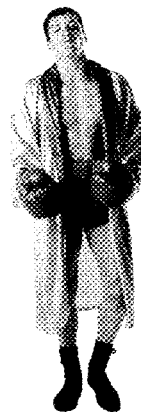
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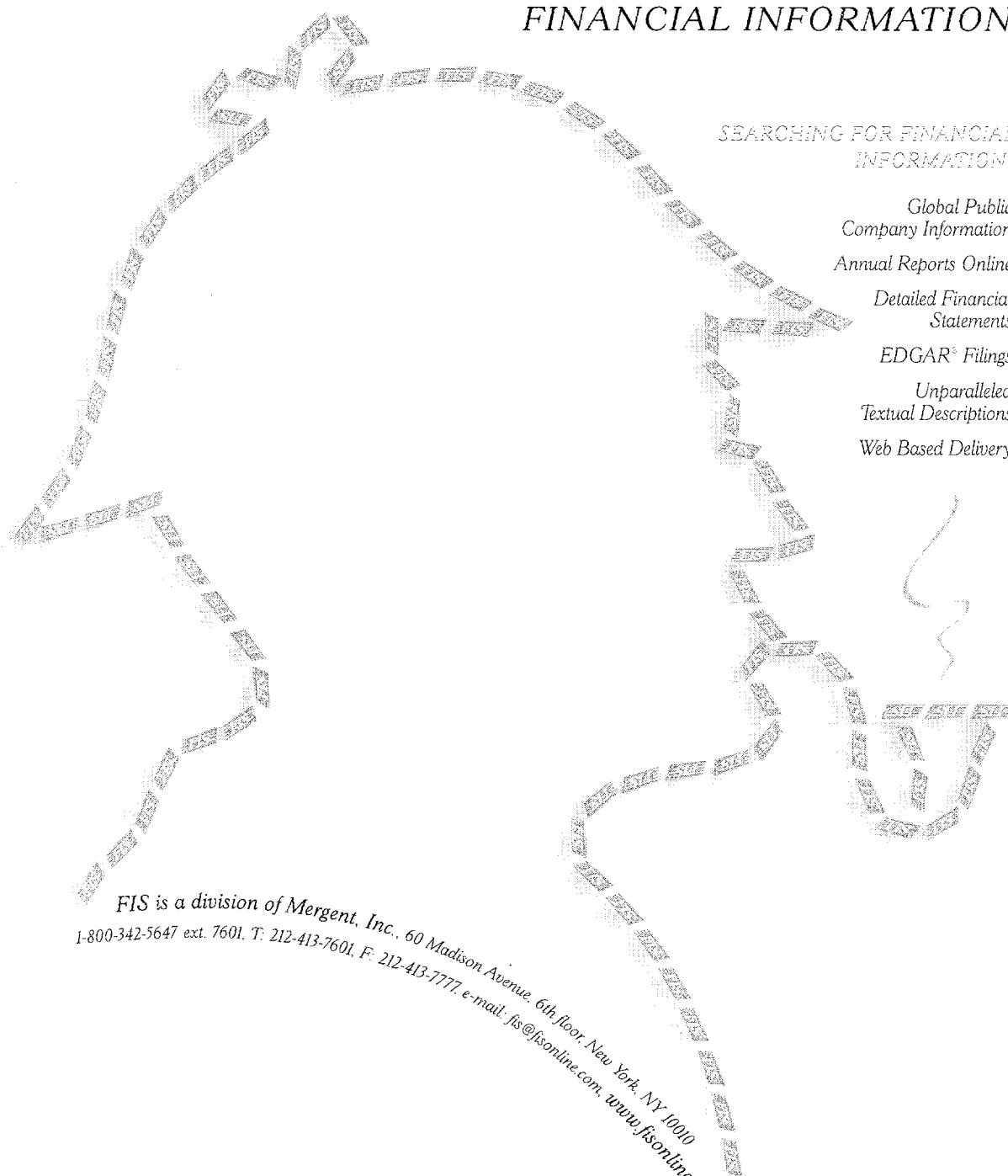




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O U T L O O K

## FEATURES



### 18 **Pushing the Pay Envelope: Y2K Compensation Strategies**

Are you happy with the perception of the value of special librarians in today's marketplace? Stephen Abram addresses this question and provides advice to special librarians on writing effective position descriptions, creating job titles, and using job evaluation systems and salary surveys. He also reviews some of the results of the 1990 SLA Image Task Force and SLA's progress in the past decade.

### 28 **Lucy Lettis: Information Professional for the New Millennium**

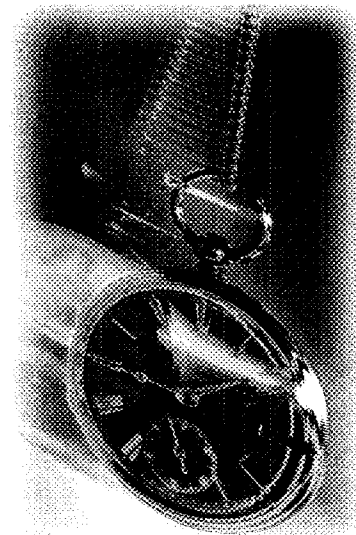
Lucy Lettis has become the first information professional in Arthur Andersen's eighty-six year history to be promoted to Principal. How did she do it? By stretching beyond the parameters traditionally associated with an information professional's role and seizing opportunities. Lettis shares some of her opinions on success in this special interview.

### 35 **Lessons Learned from Y2K**

The Year 2000 is fast approaching and many of us have spent countless hours preparing. Hope Tillman explains some of the lessons she learned as a result of her involvement with a Y2K remediation program. She also talks about how the SLA competencies were valuable in her endeavor.

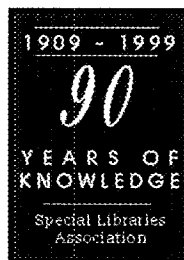
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# Research Grant Proposals Sought

Application materials for the 2000 Steven I. Goldspiel Memorial are **NOW AVAILABLE**. Available to both practitioners and academics internationally, the purpose of the grant is to support projects which promote research of interest to special librarians and information professionals. Recent awards have been close to \$20,000, though projects with smaller budgets are also encouraged.

Applications are evaluated based on the purpose and objectives of the proposed project, the significance of the topic to the profession, the project's methodology, the qualifications of the researcher, and the appropriateness of the project's budget and timetable. The deadline for the SLA Research Director to receive applications is February 28, 2000.

Application materials may be received from SLA's fax on demand service in North America (toll-free: 1-888-411-2856) or internationally (toll-charge: 1-415-278-3910), items #1401-1406. Alternatively, you may visit SLA's web site at [www.sla.org/research/index.html](http://www.sla.org/research/index.html) or contact Ruth Arnold, Research Director at: 1-202-939-3665; fax: 1-202-265-9317; e-mail: [ruth@sla.org](mailto:ruth@sla.org).

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## Are You Ready for the New Millennium?

Well, here we are, making the turn and heading to the wire that will signal our entrance into the next century. Only three months to go—are you ready? Many of us have spent a significant part of 1999 thinking about, and preparing for, what is to come. The issues that face us—technology, culture, leadership, globalism—are not matters that will somehow magically disappear after the arrival of the new millennium. Unfortunately, these are concerns and opportunities that will be with us for a long time to come.

Is there a wave of change awaiting us in the coming years? Absolutely! The 1990s have taught us that change is now a factor we must address on a daily basis. If you aren't getting accustomed to it, you are likely to fall behind in the marketplace. We can assume we will not be in control of many changes in our working lives, but when we have opportunities to effect—or affect—change, we must be prepared and willing to do so. In situations where change occurs without our active participation, we must then seek ways to make it our friend. This will make us more flexible, opportunistic, and ready for other changes that await us.

Is the Internet a threat to your career? How can Intranets make or break your reputation in the workplace? Can your library evolve into a different animal? How can you save or make money for your organization? These are just a few of the questions that come to mind as we are hurtling into the next century. Couple that with the fact that our brethren in the IT departments are competing with us for the bounty of information management responsibilities, and I'd say we've got plenty to address in the coming years.

Keeping with the spirit of these thoughts, this issue brings together some prominent SLA members to share their wisdom on preparedness for the new millennium. Stephen Abram gives sage advice on writing effective position descriptions, creating job titles, using job evaluation systems, and analyzing salary surveys with his article, "Pushing the Pay Envelope: Y2K Compensation Strategies."

Hope Tillman ponders all the time and effort put into Y2K preparations, how SLA's competencies relate, and how to reward staff for the energy they've expended making sure computer systems are compliant in her tome, "Lessons Learned from Y2K."

*Information Outlook* interviews Arthur Andersen's "Lucy Lettis: Information Professional of the New Millennium." You may have read in the September issue of the magazine that Lettis is now a Principal at AA. She's a wonderful feather in our profession's cap, and this interview reveals her thoughts on climbing the ladder of success as an information professional.

Soak up the experiences of these seasoned veterans of the profession, and you'll be prepared for all that comes your way in the coming years. But remember to keep searching for new opportunities to integrate your skills and your expertise into your organization's culture. The web that you weave today will ensure your survival tomorrow.

*David R Bender*

David R. Bender, Ph.D.  
Executive Director

Keep searching for  
new opportunities  
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expertise into your  
organization's culture.

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## MEMBER NEWS

### Taft Named as Reference Librarian

**Christine Ernst Taft** was recently appointed as reference librarian of the Linda Hall Library in Kansas City, MO. Taft is an integral part of the Linda Hall Library Search Service Team. She is also a member of the library's Web Committee. Prior to coming to Linda Hall Library, she worked at the Dykes Library at the University of Kansas Medical Center. As a member of the reference team at Dykes, Taft worked with the School of Nursing to improve the teaching of database searching to nursing students. She was also instrumental in

changing the static list of consumer health web sites into an interactive database. Taft is a member of the Heart of America Chapter and the Biomedical and Life Sciences Division.

### Gregory Appointed Director

**Dr. Vicki L. Gregory** was recently named as the new director of the University of South Florida (USF) School of Library and Information Science. Gregory is an associate professor and has served on the USF faculty since 1988. Prior to her coming to USF, she served as director of Library Systems and Operations and secretary of the Faculty Council at the University of Auburn's Library in Montgomery,

AL. Gregory is the author of numerous articles, research reports and reviews published in various journals in the library and information science field and is also the editor of several books. She is an active member of the Florida Chapter and the Education Division.

### Westermann-Cicio Honored

**Mary L. Westermann-Cicio**, assistant dean of the Palmer School of Library and Information Science at the C.W. Post Campus of Long Island University in Brokeville, NY, was recently honored by the Beta Mu Chapter, Beta Phi Mu, the International Library Science Honor Society at St. John's University. The award was given to Westermann-Cicio in recognition of her distinguished, significant and consistent contribution to the profession of library and information studies. She is also the recipient of the Medical Library Association's Murray Gottlieb Prize, the Catholic Library Association's Librarians of the Year Award, and the Palmer School Alumni Association's Distinguished Alumni Award. Westermann-Cicio is a member of the Long Island Chapter, New York Chapter, as well as the Science-Technology and Biomedical and Life Sciences Divisions.

### Scott Retires

**Dr. Marianne Scott**, Office of the National Librarian of Canada, Ottawa, ON, recently retired on September 30, 1999, after serving in her position since for fifteen years. Since 1984, Scott played a key role in helping the

National Library to strengthen its Canadian collections, establishing the Preservation Collection and the Permanent Paper Program; developing partnerships and forming networks to deliver programs and services; advancing the library's progress in technological development; enhancing the library's ability to deal with the changes that are occurring in the new networked environment; and widening the library's outreach, including the establishment of the Friends of the National Library of Canada. Under her direction, the National Library has also gained international respect for its work in developing standards.

### SLA Members Receive Press in Business Journals


Three members of the San Diego Chapter were featured in the May 24, 1999, edition of the *San Diego Business Journal* in the article "Special Librarians: Bookish They're Not." **Linda Coates**, **Kim Antrim**, and **Kim Laru** were interviewed for the piece which focused on the ways special librarians save their companies time and money by managing a company's accumulated research.

**Jill Hurst** of Hurst Associates, Rochester, New York was featured in the April 16, 1999, issue of the *Rochester Business Journal*. The feature highlights Hurst's company which conducts business research on companies, products, markets, and industries for its clients. She is the past president of the New York Chapter and a member of the Business & Finance Division.

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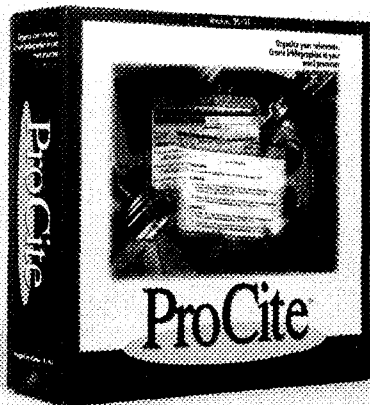


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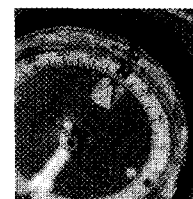
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## The Special Libraries Association's 1999 State-of-the-Art Institute

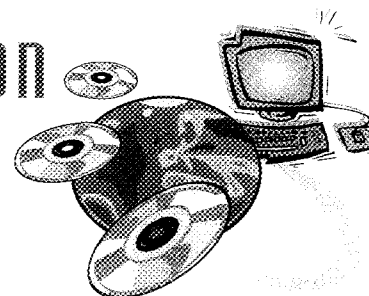
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### SLA NEWS

#### CONSULT Online Expands

CONSULT Online, the online directory of SLA member consultants, recently increased its area of expertise categories from twenty-three to 111. This increase will significantly improve the effectiveness of the database. CONSULT Online offers a free online directory to members and nonmembers who are interested in locating a consultant for their organizational information needs. For more information see the CONSULT Online web site at: [www.sla.org/consult/index.html](http://www.sla.org/consult/index.html).

#### SLA Headquarters Prepares for Y2K

By now you've probably been hearing a lot about Y2K bugs, computer meltdowns, and

compliance. As the new millennium approaches, computer software and hardware will have to be compliant in order to operate efficiently and effectively in the new millennium. SLA has taken the initiative to become Y2K compliant. Some of the more recent upgrades of computer hardware and software have occurred over the past few months with the installation of the Windows-based VTASS System to replace the DOS-based SACO membership system. SLA's Computer Services department recently upgraded the main file from Novell 3.12 to the state of the art, Y2K compliant Novell 5.0. The association also installed a new Windows NT terminal server that controls telephone access to individual desktops, which will allow telecommuting in a more efficient

manner. The software enhancements have included upgrading GroupWise 5.2 to GroupWise 5.5 which is fully Y2K compliant and WordPerfect 6.1 to WordPerfect 9. All of the association's

application servers, which include accounting, membership, and e-mail have all been ROM (Read Only Memory) upgrades in order to meet year two thousand compliance.

### CHAPTER & DIVISION NEWS

#### Texas Chapter Announces Fall Meeting

The Texas Chapter recently announced its fall meeting scheduled for November 12, 1999, at the Sheraton Dallas Brookhollow, in Dallas, TX. Sponsored by the Association of Independent Information Professionals (AIIP) and the Texas Chapter, the meeting will feature industry luminaries Reva Basch, Aubergine Information Services; Sue Feldman, Datasearch; Lisa Castro, Nortel Networks; Carole Lane, TechnoSearch; Ben Toon, Fujitsu Network Communications and Marydee Ojala of *Database* magazine presenting sessions on timely industry related topics. Registration, exhibits, and pricing information will be made available via the chapter web site. For more information, please contact Ann C. Griffith, second vice president at [ann.griffith2@ey.com](mailto:ann.griffith2@ey.com) or visit the chapter's web site at [www.sla.org/chapter/ctx/indexa.htm](http://www.sla.org/chapter/ctx/indexa.htm).

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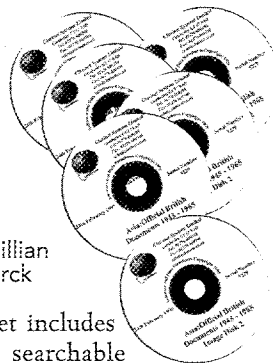
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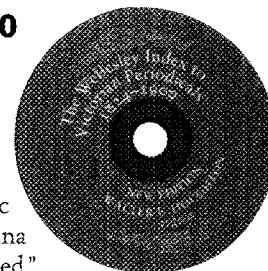
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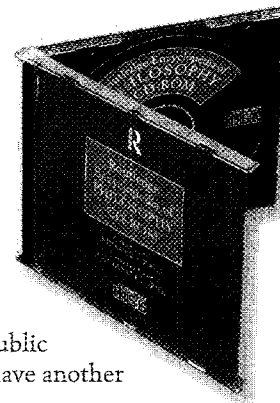
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## INDUSTRY NEWS

### Dot Com Trademarks on the Rise

Dot Com trademarks filed with the U.S. Patent and Trademark Office (USPTO) are up 572 percent in the first six months of 1999. The USPTO reported that there were 2,436 dot com trademarks filed during the first six months of 1999 compared with 362 the same time last year. The increase

can be attributed to businesses wanting to protect themselves by securing their domain names as trademarks. Even though recent numbers suggest that there is a positive increase, Network Solutions, the global registrar of domain names cites that there are more than five million web sites and web addresses currently registered, many without trademark protection. Current laws do not protect a domain name from infringement, only trademark owners. Most

businesses on the Internet without protection are at risk using unprotected domain names. The proper procedure would be to complete a trademark search before selecting a domain name to ensure availability and secondly registering the name as a trademark.



### CALL FOR PAPERS

Global 2000

The Information Age:

Challenges & Opportunities

16-19 October 2000, Brighton, England

You are invited to submit a paper addressing the Global 2000 theme of The Information Age: Challenges and Opportunities, specifically as they relate to corporate libraries, documentalists in specialized settings, subject-specific academic libraries, and other worldwide special libraries.

Some suggested broad topic areas include Information Commerce, Copyright, Networking, and Technology. A limited number of contributed papers will be accepted for presentation at Global 2000. Papers submissions are particularly encouraged from those living and working outside North America. The SLA International Relations Committee will judge the paper submissions.

### Dates to Remember:

10 December 1999: Submit working title of proposed contributed paper to either Marydee Ojala (email: [marydee@xmission.com](mailto:marydee@xmission.com)) or Bruce Hubbard (email: [bhubbard@image.dk](mailto:bhubbard@image.dk)). If you wish you fax to +1-435-658-1169.

10 January 2000: Deadline for receipt of an abstract of the proposed contributed paper.

1 August 2000: Deadline for submission of the complete text of the accepted contributed paper.

Accepted papers will be presented in Brighton, UK during the Contributed Papers Session.

For complete submission details, go to [www.slaglobal2000.org](http://www.slaglobal2000.org) ([www.slaglobal2000.org/call%20for%20papers.html](http://www.slaglobal2000.org/call%20for%20papers.html)).

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# Professional Development **OUTLOOK**

## KM2000: The Conference for Developing Your Knowledge Management Competencies

SLA's Professional Development department is proud to announce its newest continuous education offering—The Professional Learning Conference. This exciting annual event will provide you, regardless of the information environment in which you work, an opportunity to enhance specific professional and personal competencies. Each conference will focus on a single-subject theme and will host practical, relevant educational programming related to the theme as well as a Technology Fair and a number of networking opportunities. Don't miss the kick off conference, "KM2000: Knowledge Management for the Information Professional."

KM2000 approaches knowledge management from a practical perspective, providing presentations and seminars that will enable you to develop professional competency 1.5 ("assesses information needs and designs and markets value-added information products to meet identified needs") and personal competencies 2.8 ("provides leadership") and 2.9 ("plans, prioritizes and focuses on what is critical!"), from the *Competencies for Special Librarians of the 21st Century* document. Don't miss this unique opportunity to:

- Learn to be a key player. Attend KM2000 and learn how to get recognized for your proactive KM efforts at your organization.
- Learn leadership. Learn valuable leadership skills to enable you to be a knowledge management champion.
- Learn the basics. Acquire the tools to develop and implement a knowledge management plan.
- Learn from the best. Speakers and seminar leaders for KM2000 are KM experts in their organizations.

The general sessions and seminars planned for the conference in **St. Louis, Missouri** are as follows:

**Saturday, January 22, 2000**

"Effective Leadership: Focus Your Goals"

*Speaker: James Matarazzo, Ph.D., Dean, Simmons College, School of Library and Information Science*

**Sunday, January 23, 2000**

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"Welcome: Knowledge Management and SLA"

*Speaker: Susan S. Di Mattia, President, Special Libraries Association; Editor, Cahners Business Information*

"The Information Professional as Knowledge Management Champion"

*Speaker: Ron Pardue, Chief Operating Officer, Lexis-Nexis*  
"KM From Our Perspective: It's Politics and Leadership."

*Speaker: Donna Scheeder, President-Elect, Special Libraries Association; Deputy Assistant Director, Congressional Research Service, Library of Congress*

PROFESSIONAL LEARNING CONFERENCE GENERAL SESSION

"KM: Collaboration Makes It Work"

*Speaker: Miriam A. Drake, Dean and Director of Libraries, Georgia Institute of Technology*

**Monday, January 24, 2000**

"KM Basics: Identifying and Using the Knowledge Management Building Blocks"

*Seminar Leader: Mary Lee Kennedy, Director, Information Services, Microsoft*

"Pulling the KM Process Together: Follow-through and Training"

*Seminar Leaders: Lany W. McDonald, Director, and Pam Brooks, Training Officer, The Research Center, Time, Inc.*

"KM: Advanced Content Management and Enterprise Information on Portal Technology Strategies"

*Seminar Leaders: Howard McQueen, Chief Executive Officer, and Jean DeMatteo, Director of Educational Programs, McQueen Consulting*

"KM: The HR Focus—Who Do You Hire?"

*Seminar Leader: Barbara Spiegelman, Manager of Technical Information & Communication, Westinghouse Energy Systems*

**Tuesday, January 25, 2000**

"Knowledge Management: Gaining and Keeping Control in the Small Special Library"

*Seminar Leader: Olga B. Wise, Librarians, Compaq Computers, Telecommunications Platform Division*

"Content Management or Knowledge Management?"

What's the Special Librarian's Role?"

*Seminar Leader: Lois Remeikis, Director, Knowledge and Information Management, Booz Allen & Hamilton*

"KM: Getting the Word Out: How the Organization Hears About the KM Product."

*Seminar Leader: Hollace Ann Rutkowski, Vice President, Information Services, QVC, Inc.*

Registration materials are available on the SLA web site at <http://www.sla.org/professional/KM2000.html> or by contacting the Professional Development department at [profdev@sla.org](mailto:profdev@sla.org). ☞

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## Special Libraries and the Program for Cooperative Cataloging

A frequent complaint of special librarians is that the Library of Congress Subject Headings (LCSH) are not specific enough for their collection. Catalogers are forced to assign headings that are too broad, or in some cases they expend great efforts to develop local subject headings. If a library uses the Library of Congress (LC) classification system, it may not be adequately developed to classify materials in the disciplines for which a special library collects.

Can anything be done to improve this situation, so LCSH and LC classification could better serve the needs of special libraries? The answer is an emphatic yes, and the means to the solution of this problem was explored at two sessions at the Minneapolis Conference sponsored by the Association's Committee on Cataloging and the Technical Services Section of the Information Technology Division.

Attendees at these identical sessions heard Ana Cris-tán, Cooperative Cataloging Team, Library of Congress speak about the Program for Cooperative Cataloging (PCC) (<http://lcweb.loc.gov/catdir/pcc/>) and how its programs could serve the needs of special libraries. The PCC is an international cooperative effort aimed at expanding access to library collections by providing useful, timely, and cost-effective cataloging that meets mutually accepted standards of libraries around the world. Cris-tán provided information about the four component programs within the PCC—NACO, SACO, BIBCO, and CONSER, with particular emphasis on NACO and SACO.

Through NACO, the Name Authority Cooperative Program, libraries contribute authority records for personal, corporate, and geographic names, uniform titles, and series to the National Authority File. Existing records are also modified as necessary. Name authority records tell catalogers and library catalog users what form of a name or title is used in a catalog, and provide cross-references from variant forms to the used form.

Through SACO, the Subject Authority Cooperative Program, libraries can propose new Library of Congress Subject Headings (LCSH) and LC Classification. Changes to existing LCSH terms and modifications of the LC classification schedules are another aspect of SACO work. Catalogers are also able to assign more specific

and appropriate subject headings to the materials they catalog. This results in better service to users of the library catalog. "See" and "see also" references from subject authority records also provide assistance to catalog users.

BIBCO is the bibliographic component of the PCC. BIBCO members are responsible for contributing full or core level bibliographic records. These records are identified as PCC records and notable for their complete authority work (both descriptive and subject), a national level call number (such as LC classification or NLM classification), and at least one subject access point drawn from nationally recognized thesauri such as LCSH, MeSH (Medical Subject Headings), etc., as appropriate.

CONSER began in the early 1970s as a project to convert manual serial cataloging into machine-readable records and has evolved into an ongoing program to create and maintain high quality bibliographic records for serials. In keeping with its evolution, the name was changed in 1986 from the CONSER (CONversion of SERIALS) Project to the CONSER (Cooperative ONLINE SERIALS) Program.

The greatest interest at the SLA sessions appeared to be from catalogers interested in improving subject access to their collections through SACO. The process of proposing new subject headings is fairly simple and any library may submit just one proposal or many. Information about SACO can be found on the PCC home page, and libraries interested in participating can write the program at [saco@loc.gov](mailto:saco@loc.gov). LC has been providing SACO training at ALA conferences for several years now, and it is possible that similar training could be provided at workshops at SLA conferences. The Committee on Cataloging (<http://www.sla.org/assoc/comm/catalog.html>) is looking into the possibility of providing SACO training and other educational opportunities in cataloging for special librarians. It will continue to communicate its efforts in this column. ☞

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*Adam L. Schiff is principal cataloger, University of Washington Libraries and member of SLA's Committee on Cataloging. [aschiff@u.washington.edu](mailto:aschiff@u.washington.edu). For more information, contact John Latham ([john@sla.org](mailto:john@sla.org)).*

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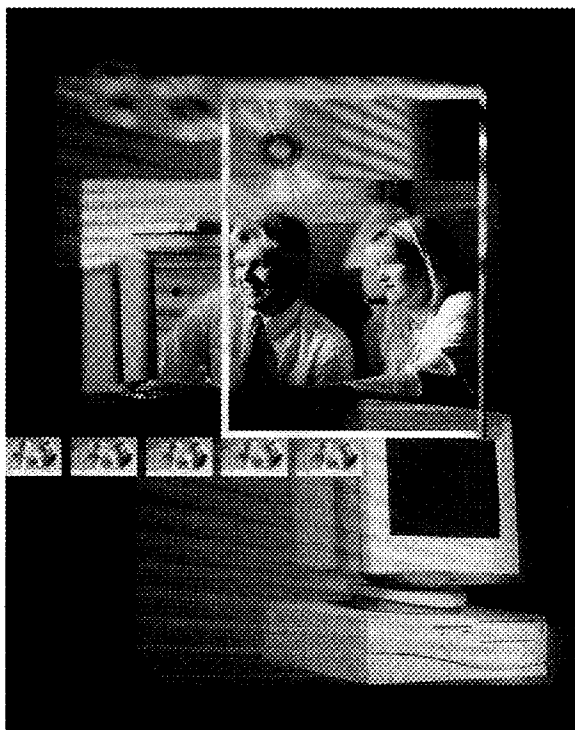
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## Outsell Survey Reflects Future for Information Professionals

"This Briefing is mandatory reading for information professionals caught in the pickle of organizational and industry changes. . ." That sentence began a report published by Outsell, Incorporated, that is the best explanation of the future of the information profession captured in thirty pages or less. The report acknowledges the fact that, while some special libraries may be closing, organizations aren't merely dumping them to cut costs. Rather, businesses and institutions are exploring options that



will best serve their users of information. In some cases, though, information professionals will continue to serve as valuable components in the overall equation without operating out of a physical library. So it is clear, just as we see the profession's roles and responsibilities evolving, the perception of the profession is evolving, too.

Outsell is quite clear that physical library facilities will likely become "less viable over time," but not because the services they provide are less valuable. "It's important to de-couple the information professional . . . from the library unit." This should serve as a red flag to the profession: If you aren't thinking about ways to separate yourself from your facility, you might want to start! Clearly, electronic information collections are beginning to replace permanent hard copy collections in some cases. This means expectations of information

professionals will drastically change over time. We're already seeing the start of it, aren't we?

So what will information professionals be doing in the future? According to Outsell, the most significant change from current trends will be in building and managing content solutions that meet the needs of the user. Of those information professionals surveyed, fifty-seven percent viewed this as a future role, compared with seventy percent who viewed it as a current role.

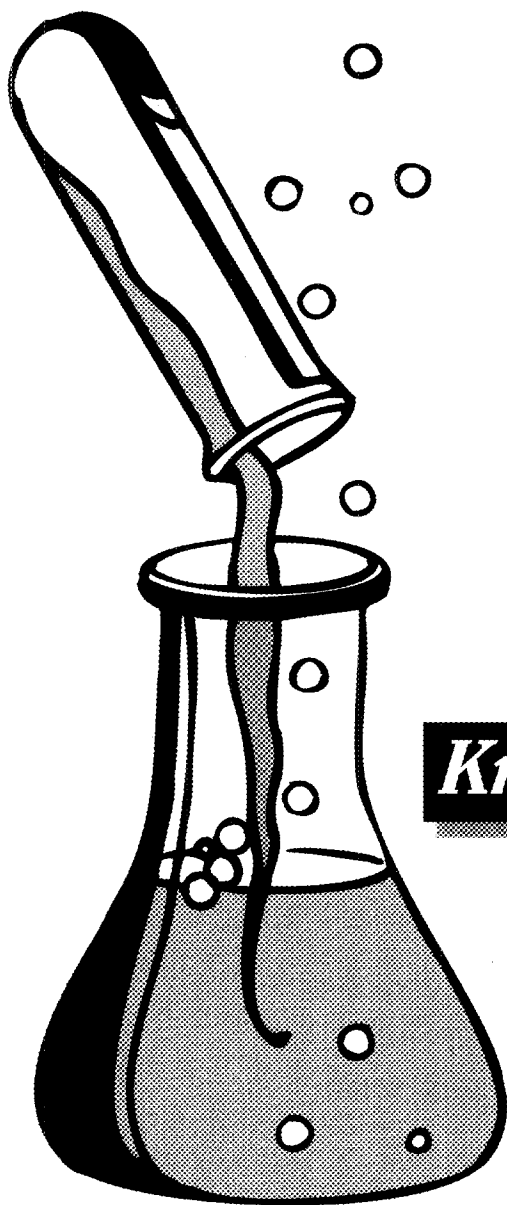
While most surveyed view the need to better influence management as one of the most crucial barriers to success, eighty-three percent still believe they are seen as valuable assets by management. Such a trend is indicative of the lack of proactivity and strategic planning, factors that lead to improved relationships with management and loyalty within the organization. Outsell's message is clear: Information professionals need to operate like the vendors from which they purchase information products in order to breed allegiances in their organizations. It is a refreshingly interesting approach. If an information professional takes on a proactive role in serving the individual needs of the user—with regular interaction and feedback—his or her value will increase and the user will come to recognize the importance of the information professional.

In the future, according to Outsell, we are likely to experience a devolution of libraries from central repositories into a collection of staff dispersed among the business units of an organization. Again, this is a trend with roots developed several years ago. The concept may not work for every organization but, if you're directing a library, you've got to consider it as an option. Your management may ultimately ask you how you would change things, but why wait and hope they'll come to you? It may make the difference in your career. It certainly will foster a spirit of trust between you and them.

The changes that face your profession in the coming years do not have to be career-threatening. Rather, they should be embraced so you may benefit from them. To fear organizational change today is tantamount to burying one's head in the sand, and surely means that you will not grow as a professional. Take charge of your future and that of your facility, employees, budget, and the information needs of your organization! If you need examples of fellow members who have "broken the mold," take a look at the article on page 28, or contact me at SLA headquarters. For more information, or to order a copy of the survey, contact Outsell at 1-650-342-6060. ☞

For more information,  
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# PUSHING THE PAY ENVELOPE:

# Y2K COMPENSATION STRATEGIES

*Are you happy with the perception of the value of special librarians in today's marketplace?*

Why do so many librarians feel underpaid and undervalued? Where is the cash payoff in this, the knowledge-based economy? Of course, what we *feel* about this is not enough in today's business environment.

What are the specific perceptions decision-makers have about special librarians that affect us directly in the paycheck? What do you need to know about pay and compensation systems to be fully armed? What specifically can you do to increase your compensation package—as individuals and as a profession?

In 1988, the late SLA President Joe Ann Clifton, set up a SLA Inter-Association Presidential Task Force on the Image of the Information Professional. Its purpose was to study whether librarians should be fighting a “buns and sensible shoes” image or attacking very specific erroneous perceptions about librarians in the minds of decision-makers. Published in 1990, the data collected and analyzed by the Image Task Force showed us that our traditional approach to dealing with our perceived image problems had failed. I feel strongly that this is a key issue for our profession. Have we made any progress in the last decade? The answer is yes, we've made progress.

The Task Force discovered that, clearly, librarians should not be worrying about “buns and sensible shoes” cartoons or “Conan the Librarian”. An avalanche of shocked and appalled letters to editors complaining about every perceived slight to special librarians serves only to position us as whiners. I believe that by acknowledging this sort of negative image we reinforce the image in the way saying “Don't think about green hippopotamuses” immediately makes you think about green hippos. We must begin to accept that this type of superficial image problem is not our top priority issue. We need to deal directly with those issues and attitudes that have an impact on our pay packets.

## **Let's Get Our Own House in Order!**

Results of the Task Force surveys of librarians (all segments of the profession were surveyed) showed that we had significant attitude issues in our own profession. Anecdotal information collected over the years since the survey suggests to me that we still have lots of work to do.

---

*Stephen Abram, M.L.S., is vice president of Micromedia Limited, an IHS Group Company. He also served on SLA's Board of Directors. In a previous positions he was director, administration, Information and Marketing Resources at the Hay Group in Canada and chaired their internal job evaluation committee. You can contact him at [sabram@micromedia.on.ca](mailto:sabram@micromedia.on.ca).*

by  
Stephen Abram

## **io.Links**

[www.informationoutlook.com](http://www.informationoutlook.com)

- Action Verbs for Position Descriptions
- The Hay Guide Chart
- Method of Job Evaluation
- The SLA Image Task Force



- Over fifty percent of librarians perceived that we (our profession and our colleagues) lack confidence.
- Only just over thirty percent of us “sought” promotion, especially at the lower pay levels. It’s a truism that you don’t get what you don’t ask for.
- Over eighty percent thought the profession is task-oriented, in direct

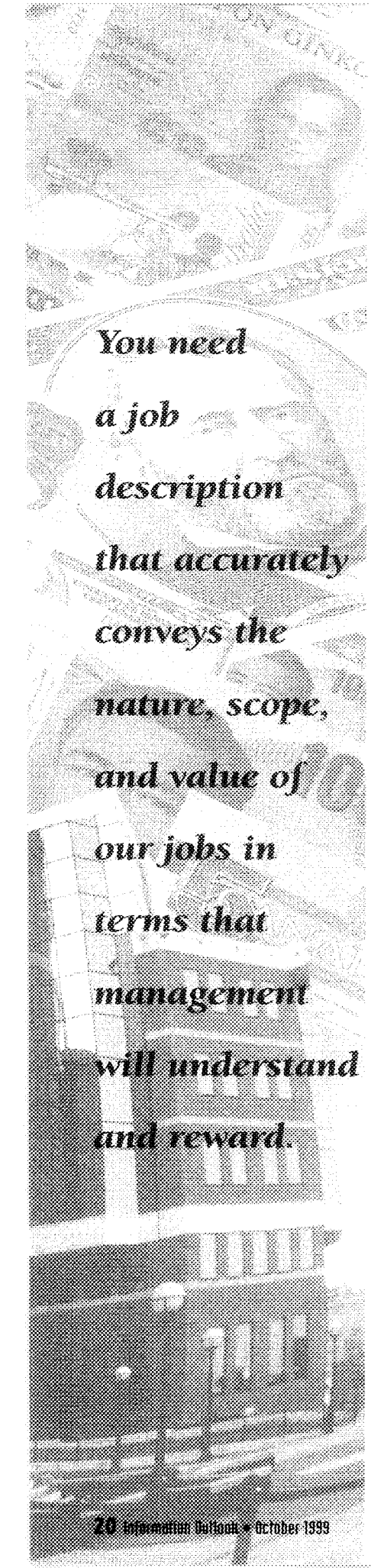
contradiction to our decision-makers’ perception of us as people/service-oriented. In reality we’re process-oriented which, in our society, accrues higher pay levels and defines the usual image of a “professional”.

- Sixty-eight percent thought our salaries were appropriate, which is sadly in line with the result that many of us think

we’re not highly enough regarded by our employers. Pay is the most tangible measure of the regard in which your employer holds you.

In addition, between fifty and seventy percent of librarians earning between \$30,000 and \$80,000 per year were satisfied with their perquisites and benefits. Since perquisites and benefits represent up to





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a job  
description  
that accurately  
conveys the  
nature, scope,  
and value of  
our jobs in  
terms that  
management  
will understand  
and reward.**

twenty-five percent additional remuneration on top of base pay and with so many benefits calculated as a result of base pay and organization rank, may be a detrimental position to take as an individual or for our profession.

It bears repeating that we must value ourselves before others will value us.

### **Career Progressions**

A draft of this article was reviewed by a senior compensation professional, a retired partner from a major global HR consulting firm. His comments were very interesting and I quote, in part:

"In virtually all large private organizations professional career developments follow a progression up a technical ladder. This typically applies to engineers, scientists, lawyers, computer specialists, and even sales persons. What this obviously does is open up salary opportunities over time as professional skills and accountabilities increase. The problem librarians have is that they are often perceived to be in a job with limited scope for growth. The library walls become your prison and the HR specialist your jailer. Maybe your association should explore gaining acceptance for technical ladders plus career-pathing opportunities within information-based services. There is a vast difference between a recent graduate librarian and someone with experience who can understand the needs of the organization, participate in complex projects, build bridges internally and externally, and design services. You suggest that maybe the title "librarian" is a problem. I agree. As an example of what I'm talking about, I worked on a job-matching project that included a job description for a nurse and a technical ladder for health specialists. The trap word was "nurse". Nurse = job, Health Specialist = a choice between four levels depending on the complexity and breadth of service offered. I think the solution might be found in bring the information professional "librarian" into the mainstream of what the company is trying to accomplish (in both the minds of management and the librarian). It has something to do with entering into a dialog with an organization about, "What is the highest value-added that information professionals can offer to the organization?" It is a two-way dialog."

### **What Specifically Can We Do To Address These Problems?**

There are three areas that must be dealt with in our profession and through our professional associations that would seem to be a good strategy. First, on the individual level, we must each learn and understand the factors within our organizations that feed and support the salary administration system. These areas include job descriptions, job evaluation systems, job titling, and salary surveys. Second, on the political level, my personal belief is that we must demand laws that protect the rights of women, and ensure compliance with pay and employment equity legislation. We must support moves toward strengthening these laws and narrowing the gender gap in salaries and removing the "glass ceilings" which keep far too many professionals from achieving all of that which they are capable.

Lastly, the drastic changes that have taken place in organizations in recent years and the constant changes occurring in jobs have discouraged many organizations from maintaining well-written descriptions and expert evaluation panels. Within these organizations brief accountability statements combined with a lot of verbal input into whatever the process is, represents the path you have to follow. In this context the process of crafting a personal position description is still useful to focus your "conversations" with management.

Outlined below are some basic things you can do to communicate your position more effectively.

### **Job Descriptions**

I have had the opportunity to review a number of colleagues' library job descriptions over a great variety of industries and positions. Without a doubt, we need a lot of work in this area. You need a job description that accurately conveys the nature, scope, and value of our jobs in terms that management will understand and reward. And, since we often write our own position descriptions, it can be a self-inflicted wound. Just a few of the problems evident are:

We not only don't use enough **action verbs**, we often seem to go out of our way to avoid them. Go to [www.informationoutlook.com](http://www.informationoutlook.com) to see a list of action words. Professional



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jobs are action and process-oriented. Avoid focusing in tasks and minutiae. It is amazing how many information professionals feel the need to inventory the clerical aspects of their jobs. Many erroneously think this proves their 'busy-ness' and worth. If a job looks too busy to think, it will appear more clerical. Even CEO's have clerical tasks they must do to be effective—the CEO doesn't highlight it to his board! Why do we highlight ours to our senior managers?

We don't just occasionally slip into library jargon, we positively wallow in it. If we accept the proposition that the position description document can be a useful tool to communicate to management the nature and value of the work we do, then we cannot expect them to learn and understand our peculiar lingo. We also must acknowledge that it is unlikely they will admit they don't understand the lingo or ask for clarification. For example, don't say "reference interview", when non-librarians will better understand that you "negotiate research project limits and criteria". You don't "catalog books" when they'll better understand that you "organize materials to professional standards for maximum access". The same rule applies to other jargon like "online searching", "ILL's", "Intranet bookmark URL verification and maintenance", etc. You get the idea—have a non-librarian read your position description and point out all jargon with a highlighter. We're so immersed in library culture that we often don't recognize it anymore.

Use **management words and terminology**. While this sounds similar to the recommendation above, every organization has its own culture and style of management. You should, for example, make sure that your document doesn't sound too academic in a company whose culture is not academic. If you're in a business, "profit" is usually not a dirty word but in a non-profit environment maybe "surplus" is more acceptable. Find and use the terminology your organization uses to discuss results and success.

Focus your job description on **end-results**. Then focus these end-results on your value to the organization's mission. Don't focus on tasks. Focusing on tasks will emphasize the irrelevant clerical aspects of any job. Always ask yourself "*why*" does this

*job exist and what key end-results must I accomplish to achieve that end.* Focusing on end-results will force you to make the connection to the organization's ultimate needs and the role you play in achieving these. When you make this connection—make it explicit. Being explicit doesn't mean adding a long descriptive paragraph, but it means that your role and impact can be expressed as a sound bite. Don't expect the reader to make the leap to your position's real purpose and role.

**Emphasize your contribution** to the enterprise's primary mission. Have a clear plan for yourself and a polished mission for your information center and know the mission and business of your organization. Mold every activity of your function to support the mission, goals, and objectives of your organization.

**Prioritize** those activities that deliver the most value, not necessarily those that take the most time. Don't feel the need to have twenty-five to thirty items on your list of job responsibilities. Many position description formats now limit how many primary responsibilities you can have—choose carefully. Resist the temptation to describe your activities too broadly in order to encompass everything—you'll just look unfocused. Extremely detailed position descriptions can also create an impression of a job that needs tight control and has little room for flexibility and freedom to act. Your professional training gives you the competencies to be trusted to make decisions in the context of your role—don't belabor the point by being too detailed.

Emphasize your **human relations skills** and how important they are to accomplishing the end-results required of you. It is important to realize that most library jobs require influencing skills in the management of staff, dealing sensitively with users, reference interviewing, and negotiating contracts with suppliers. The old stereotype of the librarian who needed simple courtesy and reactive skills in dealing with others is not true and this stereotype must be explicitly attacked in your job descriptions.

Always include your **professional activities** such as reading the professional literature, attending conferences and meetings, publishing and serving on SLA chapter or division committees or executives.

This will serve to underline the professional nature of the incumbent.

Use **confident language** (e.g., "the incumbent will" not "the incumbent should"). Most library position descriptions I've read have this subtle land mine in them. Action-oriented descriptions convey higher value. It also subtly attacks that pathetically dated but still powerful librarian stereotype.

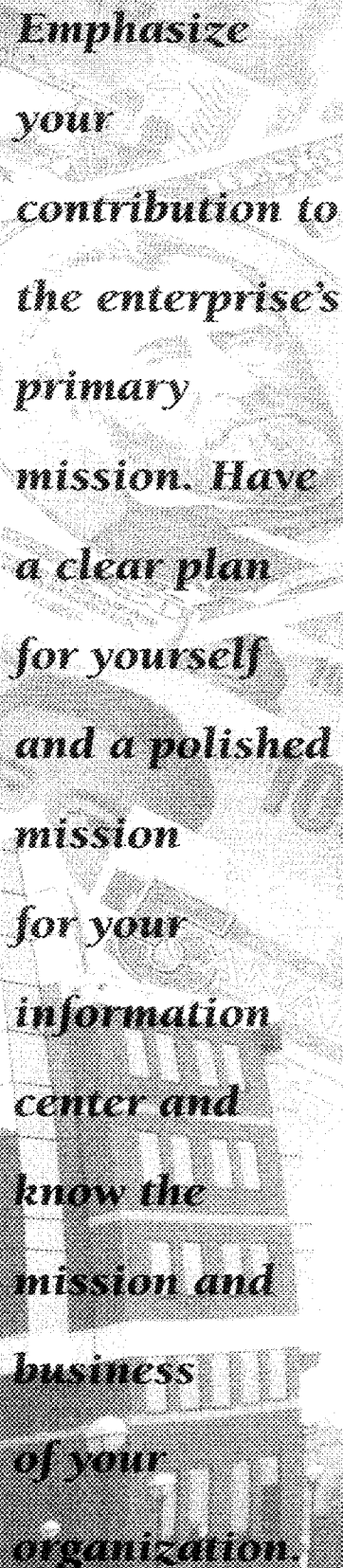
Use the **present tense**. Important jobs do things (not will do or did). You lose a sense of urgency in accomplishing the position's goals through simple poor use of tense. It's subtle but, in the end, gives power to your writing.

Don't allow the printed position description document to represent you. A job description is a surrogate for you. Create opportunities to build **understanding** of your job and role by having **conversations** with key people who can have an impact on your success. Identify leaders, decision-makers, unit heads, strategists, members of the job evaluation committee and build relationships with them through personal contact. Talk to the leader—whether your organization calls them president, dean, deputy minister, whatever. It's easier to get influence to flow down than to push it up the organization.

## Job Evaluation Systems

There are a number of varieties of job evaluation systems. Most large organizations have adopted at least one system to appraise the value and relationship of a position (not person) to their organization in relation to other jobs in the same organization. In fact, in a number of jurisdictions, companies are required to do this by law to meet pay equity and employment equity legislation.

There are two primary types of job evaluation systems: qualitative and quantitative. Examples of qualitative systems are "classification" or "ranking" systems. Examples of quantitative systems are those that use either the factor comparison method or the point-factor method. They may have names like the Hay Plan or Hay System, the Paterson method, the Decision Band Method, the SUNY plan, the Phoenix plan, the Aiken plan, or many, many more. These systems range from being very simple to understand and administer to being



**Emphasize  
your  
contribution to  
the enterprise's  
primary  
mission. Have  
a clear plan  
for yourself  
and a polished  
mission  
for your  
information  
center and  
know the  
mission and  
business  
of your  
organization.**

very complicated with any number of sophisticated options and benefits. The company HR department generally administers these, often, but not always, in consultation with a consulting firm. The consulting firm provides advice, training, independent salary surveys, compensation audits and correlation of the jobs to industry norms, and other compensation or salary administration-related services, often among other consulting or actuarial services.

In general, it is important to understand the method by which your company assigns a point value to your job. It's important to remember a somewhat difficult distinction—the points assigned to your position, while abstractly defining the position's worth to the organization, are NOT supposed to be based on the current incumbent's value or performance. Although very difficult, I recommend you make a real effort to divorce yourself from taking any personal sense of worth from this process or measurement. The evaluation is supposed to focus on the value of the position to the organization. It may be that what is valued is merely a well-organized collection of materials devoid of reference services and this can be a clear organizational choice. Then again, it can happen through sheer neglect, incremental changes over time, or lack of assertive or proactive communication that the library positions have clearly outgrown their rankings/ratings.

Each job evaluation system attempts to remove as much emotion and subjective evaluation as possible and to encourage as many objective measures as practical. Most enlightened organizations spend a great deal of time and money communicating to their employees the fairness and reasonableness of their system. This may not be the case in your organization.

### **Job Titles**

It is undeniable that your job title can set the tone of many, even most, of your internal, organizational relationships, and often the perception of the community at large as to your value to society. While the it is intriguing to try to choose the best library job titles, it is important to realize that many salary administration systems are designed to avoid the influence of job titles. It is perhaps a generally accepted

cynicism that anyone can get a fancy title but getting the pay to go with it is quite another story.

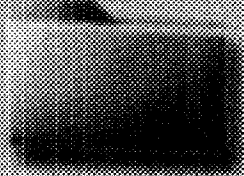
Many of the library titles in the corporate world seem to have been pulled from the academic or public library setting (head librarian; reference librarian; head, technical services; etc.). This is not the optimum strategy. Your job title should match your corporate or organizational culture in order to serve the strongest internal communication function. It may be more appropriate to use a title like "manager, library" in a corporate setting or "information research officer" in a banking environment. However, the debate over a single, best title or the word librarian is distracting and truly counter-productive. The ultimate, important task of a job title is to communicate your role within your organization in the context of its unique culture and style. Think carefully about your title and review whether it reflects your status within your enterprise or just to your professional colleagues. It matters not that your co-workers and peers call you "librarian". Most lawyers are called lawyers, and most doctors are called doctors and nurses are called nurses. They certainly don't let that stop them from being called partner, chief of surgery, or professor of obstetrical nursing.

Librarians often have difficulty separating our profession from our jobs. Librarianship has a long and honorable history and a bright future. The job title "librarian" is insufficient to describe the breadth of opportunity opening up in today's world. Even though the word "librarian" does describe several jobs that are wonderful, valid, and available to us with our education and training, librarianship can be practiced in a wide variety of roles and environments. CPA's practice their profession in a colorful multitude of positions from bookkeeper to financial analyst through consultant and CEO without insisting (or having their colleagues insist) that they should call all their positions "accountant".

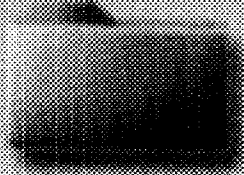
### **Salary Surveys and Other Tools**

Since the Image Task Force, much progress has been made by SLA to provide us with the tools to discuss our pay. It's important to remind ourselves of this and





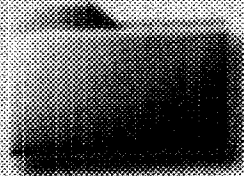
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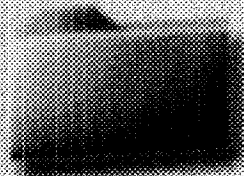
the bowels of the Internet a



computer gloats over its ability to



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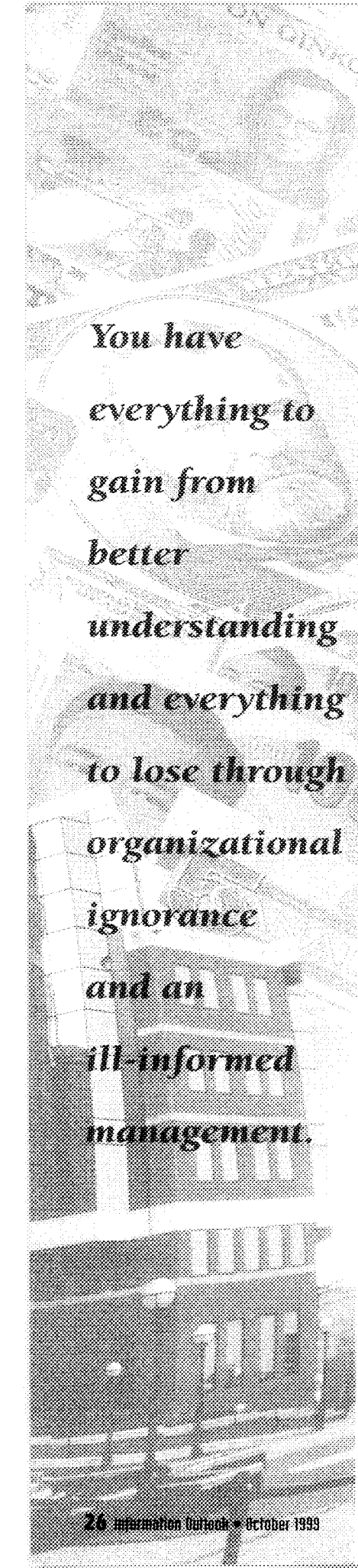
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**You have  
everything to  
gain from  
better  
understanding  
and everything  
to lose through  
organizational  
ignorance  
and an  
ill-informed  
management.**

acknowledge that the association is making progress on our behalf. However, it's up to us to use the tools.

SLA's formerly triennial salary survey is now annual (since 1997). In the 1999 edition, salary and earnings are considered with the following breakdowns: bonus amounts, library size, benefit coverage, union status, new responsibilities, and more to gauge total monetary compensation. The 1999 surveys were sent out in spring 1999. It is important we learn to read and analyze our own salary surveys and make comparisons outside of our profession. We must stop being inward-looking on this issue and focus on the whole picture encompassing total pay concepts and include benefits, bonuses, profit-sharing, perks, etc. in our reviews.

The much lauded SLA competencies document, *Competencies for Information Professionals in the 21<sup>st</sup> Century* (<http://www.sla.org/professional/competency.html>) has developed "legs" beyond our wildest dreams. It is having an impact on, to name just a few, communicating our role in society, improving graduate education for special librarians, targeting SLA continuing education and conference programming, and even discussing our profession amongst ourselves.

Barbara Spiegelman's 1998 publication based on the "Competencies" document describes the attitudes and skills necessary for successful management and delivery of excellent information services. Additionally, this publication provides the context behind the development of the report, as well as valuable chapters on using the report as a compensation tool.

*Position Descriptions for Special Libraries* (3<sup>rd</sup> ed. 1996) covers all sorts of new jobs. This book is complemented by Ellis Mount's, *Expanding Technologies—Expanding Careers: Librarianship in Transition*, which contains personal essays from twenty-one contributors whose success reflects the expanding opportunities available for alternative careers in librarianship. You can expand this with SLA's 1997 volume, *The Future for Librarians: Positioning Yourself for Success*.

The Ernst & Young report for SLA, *Unlocking the Door to Higher Compensation: Your Key to the Salary Maze*, discusses trends in compensation and benefits. It contains cost-of-living data in the U.S. and

Canada with regional breakdowns, offers strategies for comparing data from SLA salary survey with other sources, and includes sample worksheets for calculating the value of a compensation package.

All of the above publications are either available for free on the SLA web site or through the SLA Virtual Bookstore ([www.slapublishing.org](http://www.slapublishing.org)). We can safely say that SLA has made the effort to develop and provide the tools to its members to arm them for success. It's up to us to seek these out and use them. Maybe your chapter or division or local library school has a collection of these tools to borrow.

### **Marketing Communications**

On our association level, we must now be prepared to build on our nascent public relations program in this area and design a program to target the group of people who influence our pay and stress the true nature of our work, emphasizing the perception weaknesses from the surveys:

- Librarians are PROACTIVE
- Librarians are adaptable and innovative
- Librarians are strong, assertive individuals
- Librarians are essential to twenty-first century teams
- Librarianship is a desirable career
- Librarians are technological experts in our field
- Librarians are content experts
- Librarians manage large budgets and assets well

Marketing special librarians and information professionals as key players in the knowledge economy and catalysts for success in our enterprises is a critical long term play that we must start now.

And lastly, on the personal communications side—despite all the tools, documents, and reports discussed above—nothing replaces a conversation and a personal relationship with your decision-makers. Use the tools, like your position description, the *SLA Salary Survey*, or the title on your business cards, to initiate a conversation with your senior managers about your position, your role in the enterprise, and the future of your services. You have everything to gain from better understanding and everything to lose through organizational ignorance and an ill-informed management. ☞

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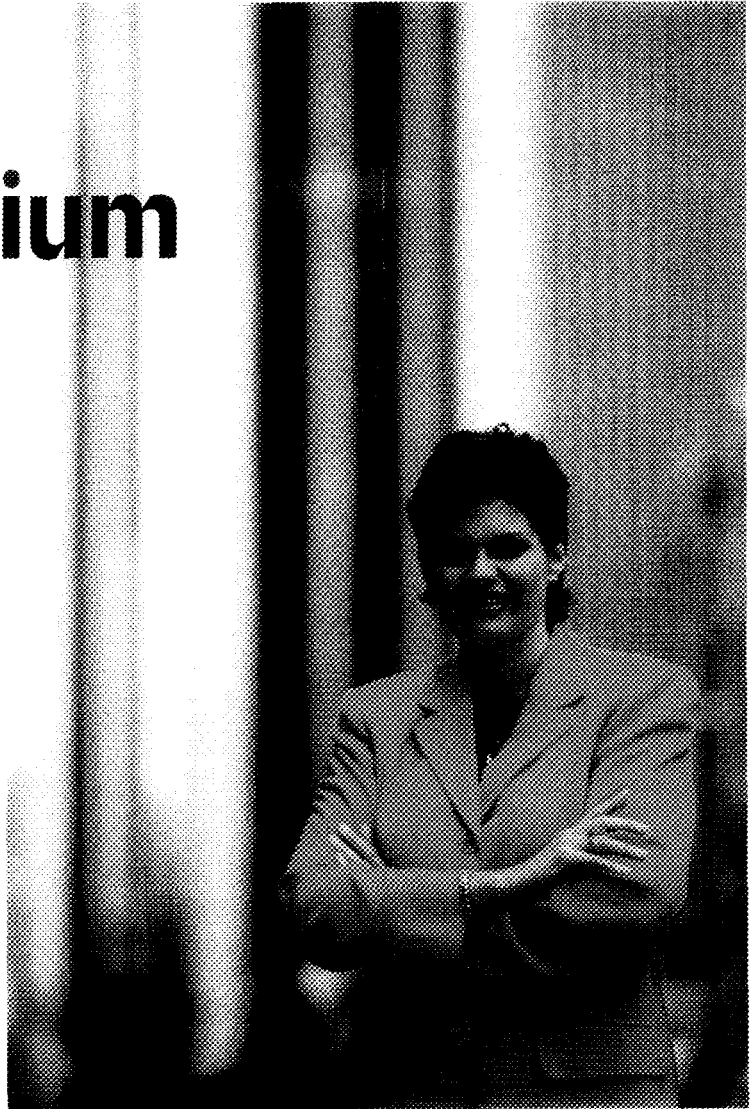
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# LUCY LETTIS:

## Information Professional of the New Millennium

*In September, Lucy Lettis, an SLA member since 1985, was promoted to Principal at Arthur Andersen in New York, NY. Lettis is the first information professional to rise to this level in Arthur Andersen's eighty-six year history. Obviously, this is a huge accomplishment for Lettis, but speaks volumes about SLA's membership as well. How did she do it? By stretching beyond the parameters traditionally associated with an information professional's role and seizing new opportunities. Lettis shares some of her opinions on perseverance and success in this special interview.*



*Lucy Lettis, Principal at Arthur Andersen, NY, NY.*

*Photographs courtesy of Dany Haweth.*

**Please discuss your history at Arthur Andersen. When did you start, etc.?**

I joined Arthur Andersen four years ago, in September 1995, as a senior manager. I was brought in to turn around—reinvent, restructure, restaff, revitalize—what had been a sleepy, back-office, behind the scenes, traditional library. Through a series of focus groups, the partners had determined that they needed to completely redefine information services delivery for the organization; all they needed was the right person to take on that challenge. I was looking for precisely that sort of opportunity, and was very fortunate to be the person they chose.

Within a few weeks of joining the firm, I had hired a core group of three enormously talented and dedicated individuals who had the high energy level and commitment necessary to embark on this adventure with me! Those three individuals formed the backbone of the group, and continue to do so today. They have all received promotions along the way, one of them with promotions in two consecutive years.

We went from fielding a handful of straightforward, routine, often tedious inquiries per day (a company profile or simple industry overview was about as challenging as it got) to handling upwards of 150 projects per week. I'm happy to say the bulk of these are complex, in-depth, stimulating projects. Our customers quickly learned what our capabilities were, and they use us wisely, fully leveraging our information industry expertise. Today we are a group of nine full time people (six with an M.L.S. and one with the degree in progress), plus three part-timers and an intern.

**Please describe some of the events that led up to your promotion in September. What will your new responsibilities be?**

The promotion process itself was exciting but nerve-wracking! I was nominated for the promotion back in January, at which time my regional management submitted my name and supporting documentation to the firm's screening committee. The entire review and decision process takes many months, and it was mid-July when I received the good news.

I'm going to be evasive in describing my future challenges and responsibilities, partly for strategic reasons and also because my role is changing shape as we speak. Certainly, the promotion will facilitate my ability to set information policy and to expand on my vision of information services delivery for the organization going forward.

*AS INFORMATION  
PROFESSIONALS,  
CURRENTLY WE  
ALL ARE "IN  
THE RIGHT PLACE,  
AT THE RIGHT  
TIME."*

**I understand that you are the first information professional to be promoted to Principal level in Arthur Andersen's eighty-six year history. Please explain why this is so significant?**

I see the promotion as an important development in my immediate industry—multidisciplinary professional services firms—and also in the information community as a whole. The promotion serves as recognition of the key role information professionals play in today's competitive marketplace. Arthur Andersen is acknowledging the crucial contribution we make in transforming information into knowledge and the integral role we play in bringing innovative solutions



to the firm's clients. Leading edge organizations more and more are realizing that it is content (not the conduit) that will determine which companies excel in the years ahead.

### How did you get yourself into the organizational "loop"?

Relentless searching and seizing of opportunities. Stretching beyond the parameters traditionally associated with an information professional's role. Adding value in unexpected ways.

### What is the mission of the Business Information Center (BIC) at Arthur Andersen?

To get at the essence of our customers' research needs and bring them the highest quality, actionable, and value-added strategic information in a format customized to their particular requirements.

### Who are your customers? Can you give an example of a typical request? What is the most interesting request you ever received? Are requests time sensitive?

Research at Arthur Andersen is amazingly varied, reflecting the diversity of the external clients whom we serve. There really is no such thing as a "typical" request! In relative terms, we get a high frequency of projects in which market size, market share, industry trends, and forecasts come into play. I myself have not been a hands-on researcher for over ten years, but I enjoy brainstorming with my team about obscure resources and techniques to use for some of our more esoteric requests. I personally enjoy competitive intelligence projects very much. I also have a special fondness for projects that involve searching scientific, engineering,

I ALSO THINK IT'S  
IMPORTANT TO  
CONTRIBUTE  
BEYOND THE  
SCOPE OF ONE'S  
STATED  
RESPONSIBILITIES.

*Lettis meets with Edward DiYanni, Director of Finance & Administration for the northeastern U.S., of Arthur Andersen*



technical, or patent databases because they remind me of my entry into the corporate information world when I worked in a scientific R&D environment. As for time sensitivity, at Arthur Andersen requests that are not time sensitive are quite rare!

### What skills do you possess that make you a valuable asset to Arthur Andersen?

I try to embody the professional and personal competencies outlined in SLA's "Competencies for Special Librarians of the 21st Century" report. Within Arthur Andersen specifically, I believe my commitment to service excellence, ability to see things at a big picture level, my hunger for new challenges, and the fact that I thrive on change have been key elements.

### Describe your personality. How do you think your personality has helped in your career aspirations?

Well, you'll notice that in my response to the previous question I focused on personal, rather than technical, competencies. The technical strength and expertise are a given. At a certain point, though, it is personal characteristics that determine one's career path. I am a very driven and tenacious person; I get into what someone once called "steamroller mode," and I push very hard for initiatives I believe in. Mostly, I push myself very hard. I'm also passionate about the things that matter to me—passionate about music, literature, my work, my marriage, food, wine. Not necessarily in that order! I guess my attitude has always been that there isn't much point in doing something at all if I'm not going to throw myself into it and do the very best I can. Frankly, I also tend to get bored rather quickly. Therefore, in every job I've had, I've always actively searched for new opportunities, new things to learn, new areas in which I could contribute.

### Why is your role so important at Arthur Andersen?

As information professionals, currently we all are "in the right place, at the right time" as the saying goes. There has never been a more exciting time to be in the information industry. In a professional services environment like Arthur Andersen,

our “product” is knowledge—that’s what the firm provides to its clients. So I am in a situation where particular emphasis is placed on effective information services delivery and knowledge creation.

### **How do you use networking to your advantage? How has networking with other information professionals benefited your career?**

One of the most wonderful characteristics of our profession is that we are very generous with one another in terms of sharing ideas, experiences, wisdom. From a purely practical point of view, I can point to a number of research requests that have been fulfilled over the years solely on the strength of relationships formed at SLA annual conferences. (By the way, it’s meaningful to management when you can demonstrate that your conference attendance is actually contributing to the organization’s bottom line.) In terms of overall encouragement and support, professional networking is invaluable. We all have times of duress, new or difficult issues to deal with, and gaps in our skill set; I’ve learned a tremendous amount from colleagues over the years that I’ve been able to apply in the workplace.

### **How has your role evolved over the years? Where do you see your role going? What are your future ambitions?**

When we are new practitioners, our focus is tactical. While growing into various management positions over the years, I have attempted to become more strategic, rather than tactical, in my thinking and actions. I’ve also tried to focus on the qualities that distinguish leaders from managers. As for the future, I hope to play an expanding role in keeping Arthur Andersen on the cutting edge of information services delivery. I am also looking forward to finding additional ways of contributing to the information profession at large—continuing to write occasional articles, which I very much enjoy doing, maybe doing some teaching if time permits, and definitely continuing to be active in SLA.

### **You’ve just raised a good point: By your definition, what’s the difference between a manager and a leader?**

A leader has a vision. Someone could be a very good manager but not necessarily be a person of vision. Moreover, a leader is able to articulate and communicate the vision to others in such a way that they absorb it, embracing it as thoroughly as if it were their very own.

### **Has the work environment/styles/pattern at Arthur Andersen helped motivate you?**

Without a doubt. Arthur Andersen has given me a framework within which I am able to excel. I’ve had quite a bit of autonomy, which is absolutely essential to me, but at the same time my management provides me with very strong support and expert guidance whenever I need it. It’s a climate within which one can satisfy one’s entrepreneurial instincts—we run the Business Information Center like a small business within the macrocosm of the larger business—while enjoying the benefits of being part of a world class company. Also, Arthur Andersen is grounded in the concepts of continuous improvement, of customer focus, and of career development and training. For me, it has been an ideal fit.

### **In your opinion, what ways should librarians be marketing themselves?**

In the corporate milieu, I prefer to talk about “information professionals” rather than “librarians.” I see too many people in our profession who tend to sit back comfortably in a reactive mode. I have a very low tolerance for that. We really can’t expect folks to inherently understand the value we are able to bring to an organization. So it’s up to us to educate our users and to communicate continually with them—and with our management—about what we do. As I’ve mentioned earlier, I also think it’s important to contribute beyond the scope of one’s stated responsibilities. That’s certainly an important way of marketing oneself within an organization.

In today’s knowledge economy, it’s easier than ever to find ways of promoting information services and resources. New products can be brought in for well publicized trials, we can partner with vendors on presentations and promotional literature, we can catch the eyes of thousands of customers electronically, at no cost, through the creative use of e-mail broadcasts with interesting fonts and bright colors, we can build web sites, we can do customized research skills training classes for line personnel. The possibilities are endless. And successful marketing does not necessarily require a large budget or a team of graphic artists.

### **How does the Business Information Center fit in with Arthur Andersen’s business practices?**

Structurally we fit into the “Practice Management” segment and are known as a “shared service” unit, in the same way that media arts, marketing, human resources, and other support groups are. We provide services across the board to all areas of the practice, from business consulting to corporate finance, to the tax specialists, and to the assurance/audit business advisory groups.

### **To whom do you report at Arthur Andersen?**

My boss, Edward DiYanni, is Director of Finance & Administration for the northeastern U.S., and he is an Andersen International partner. He in turn reports to our Managing Partner, one of twenty-four elected members serving on the Board of Partners, the oversight body of Andersen Worldwide.

### **Do you outsource any projects? If so, which ones and why?**

We selectively outsource some of our complex legal research to an information consultant who is a J.D./MLS. In addition to possessing legal analysis skills, he has access to collections of hard-copy materials that would otherwise be difficult for us to obtain. We also outsource some of our securities and in-depth financial research if our overall volume of research activity is at a peak while we are short-staffed for any reason, or if the project calls for more man hours than we can devote to it. Conversely, we sometimes farm out very simple, straightforward, research to a fee-based service in order to free up the BIC team so they can focus on a particularly challenging, high visibility, time consuming, priority project. Finally, we also use fee-based services or independent information brokers when we need to protect our anonymity during telephone research.

### What are your financial priorities? Do you spend more money on electronic resources than print resources? Why?

We spend exponentially more on electronic resources than hardcopy. And each year the print collection dwindles a bit more. Part of our role is to encourage folks to use the variety of electronic tools in the BIC and at their desktops in lieu of hardcopy sources, and we continually roll out additional desktop products as appropriate. However, as we all know, there are certain essential print sources that still do not have electronic equivalents. Also, even our most technologically savvy customers often have a legitimate need to maintain specific print resources at their fingertips. Sometimes this is because the electronic version of a given resource does not permit the necessary degree of "browsability"; more often, it is because one of our consultants can more rapidly obtain from a print source the data needed to provide an instantaneous reply to an external client who might be calling in with a business emergency.

### How do you market the BIC? Do you print publications, brochures, internal newsletters? What has been a successful marketing tactic for you? Why?

Yes to all of the above! Actually, no to internal newsletters—anything that becomes scheduled or routine tends to lose whatever effectiveness it might have had initially. Within a few months of joining the firm, I produced a glossy, professional brochure and did a mass mailing to all personnel. The brochure has since been updated, of course. Periodically we produce colorful flyers to announce special events in the BIC or to introduce exciting new research products to the organization. I also do e-mail broadcasts to advertise special BIC events—presentations, vendor fairs, etc.—or to promote awareness of important research products. Laminated posters in all the elevator lobbies of the building have also proved effective.

The most successful marketing venture we've done to date was a Grand Opening celebration we orchestrated after we moved into a beautiful new information facility in September 1998. A major vendor partnered with me to throw an elegant evening cocktail party—waiters in black tie, hot passed hors d'oeuvres, candlelight, two open bars, floral arrangements, etc. I distributed a couple of sensational electronic invitations, designed by our in-house graphic artists, and I persuaded our Managing Partner to participate with me in a ceremonial ribbon cutting. By virtue of the fact that I had included the Managing Partner's name in the text of the invitation, we had a large partner, principal, and senior manager turnout for the event! I set up a podium and sound system so that I could formally welcome everyone and make a few remarks about the BIC. A senior executive from the vendor company next offered some reflections about the successful information partnership they have with our BIC. Finally, our Managing Partner was very complimentary of the BIC, and talked about the critical role information services delivery plays in helping Arthur Andersen provide innovative solutions and knowledge products to our clients. Everyone at the Grand Opening had a wonderful time and it was by far the most satisfying marketing venture I've organized thus far!

### What kind of budget do you control?

Sorry, but I'm going to be evasive again. We are supported well financially, commensurate with the quality of the work we do and our contribution to the firm. Because we bill back for our research services, the BIC is a revenue-generating department for the Practice Management business segment. I think the fact that an information department could generate fees to the extent that we do probably never entered anyone's mind, including my own, at the time I joined the firm. The BIC just got busier and busier, and before too long we became a money-making proposition rather than being merely an "overhead" department as so many libraries or information centers still are.

### What future projects are coming up in which you are directly involved?

I am serving on a Continuous Improvement Steering Committee and am very excited about the work the committee is doing. It's helping me increase my knowledge of different areas of the firm and I'm learning a lot about various issues affecting line personnel.

The scope of the BIC continues to grow both functionally and geographically, and I expect the rate of growth to accelerate during the coming year. We're also doing more and more in the way of research skills training classes, with pending invitations to do classroom instruction for several large groups of consultants. We'll also be doing in-depth, two hour, hands-on training sessions for smaller groups; we'll conduct these classes in the BIC's end-user technology area. In fact, our orientations and instruction classes have become so popular that it now takes four members of the BIC team to divide up all the training duties. In the coming year, I expect to roll out our training capabilities to additional units of the practice, and we will also offer some "research briefing sessions" closely tailored to the needs of our industry teams.

Last but not definitely not least: There's a relatively new firm-wide initiative underway which deals with knowledge integration issues, and I'm in conversations currently about ways that my department may be able to contribute to this.

### What kind of political battles have you encountered? Can you describe some successes/victories?

Every organization has its own variety of political struggles. To date, I've found the struggles to be fewer here at Arthur Andersen than in other companies with which I'm familiar. The best antidote when under political "attack" is simply to push yourself into higher

TRULY, IT WOULD  
BE IMPOSSIBLE  
FOR ME TO  
OVERESTIMATE  
THE VALUE OF THE  
PROFESSIONAL  
EXPERIENCES I'VE  
HAD IN SLA...



gear and to try even harder to do outstanding work. Ultimately talent, professionalism, and high principles prevail. It's important to take a stand on tough issues. But it's also important to choose one's battles carefully, and to keep at heart the company's best interests on the big picture level. I would attribute any political successes I've achieved to preparation—being certain I have bulletproof reasoning to support whatever position I'm taking—and also to knowing when to make concessions. I also believe that "emotional intelligence," a concept people have only recently begun to analyze, is an invaluable asset in the business world, or in any other world for that matter.

### **How has SLA brought value to your career?**

I've been able to hone my leadership skills through SLA. By holding various chapter and division offices, I've had opportunities to learn new administrative skills in a non-threatening atmosphere, to do lots of public speaking, to run large meetings, to practice negotiating techniques—the list goes on and on. This in itself is a subject for a full-length interview or article! Truly, it would be impossible for me to overestimate the value of the professional experiences I've had in SLA and the richness of the relationships I've formed. It sounds trite, but there is no way I will ever be able to give back to the organization as much as I have already gleaned from it.

### **What were your goals when you started in the profession? Have you attained these goals? What should SLA do to help members achieve their goals?**

While I was in graduate school I thought I was headed for a career in academia. My first job after completing my degree was at Adelphi University on Long Island, where I was the library's "Automation Technologist," responsible for supervising the conversion of their then 600,000 title catalog into machine-readable form. When the project came to its conclusion, I moved into the corporate world. What's that saying about a duck in water?

For the most part, I have been on track with the goals I've set for myself. There's a recent commercial on television—I forget what the product or company is—that includes the tag line, "Moving at the speed of business." That's how I, and many of my information industry colleagues, feel right now. Every day brings new challenges. And my goals are currently in a very fluid state. I suspect that any answer I supply today may look very different in as little as a year from now.

SLA needs to continue its efforts to, at the least, keep pace with the radical change we're all experiencing. Better yet, I'd like to see SLA consistently get out there ahead of the curve and help prepare the membership for the challenges we'll face tomorrow. Scoping out hot topics in other fields such as industrial/organizational psychology, management science, etc., and staying abreast of what the trend analysts and futurists are saying is something we could probably do more of. I once heard David Bender say in a speech that we should "learn to steal better," meaning there are things we can learn and adopt from other professions and associations. I totally agree with him.

### **What is your favorite color and why?**

Actually, in one of the management courses I attended since joining Arthur Andersen, I had an opportunity to work with a professional image consultant. She informed me that everyone has a "magic" color—a color that will lift both one's spirits and appearance no matter what the circumstances. My magic color, the image specialist said, is a royal, rich, purple. There's still not much purple in my closet, so all you potential gift-givers out there, please take note. ☘



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# LESSONS LEARNED FROM Y2K

BY

HOPE N. TILLMAN

T

he Year 2000 is fast approaching, and many of us have expended a lot of energy preparing. The hype has been everywhere for too long, and we are receiving conflicting messages, which range from the laid back "no problem!" to "it's the end of the world, as we know it (TEOTWAWKI)!" This article is not about what you should do to save your business or check your home. There is a lot of advice readily available to read, and the web is filled with pointers. See places to look later in this article. The problem with much of what is out there is determining the value of the information for your specific case. I want to share the lessons I learned as a result of being involved with a Y2K remediation program.

In the spring of 1998, I became Year 2000 Coordinator for Babson College. The objectives of the college's Y2K program are:

- ❖ The college's core academic and administrative software and hardware being Y2K compliant.
- ❖ The college community being fully aware of potential problems that could occur in the year 2000 and where to look for them.
- ❖ The community being provided with the knowledge and tools to become Y2K compliant.

A challenging assignment, I found that the competencies we continually speak about for librarians were very valuable in enabling me to carry out the needed responsibilities. The Y2K body of knowledge is like any other subject knowledge. Consider some of the primary

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WHILE IT IS LATE

NOW TO BEGIN

PREPARATION FOR

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competencies for special librarians described in *Competencies for Special Librarians of the 21<sup>st</sup> Century* (SLA, Washington, DC, 1997), p. 11-12:

- ❖ Has expert knowledge of the content of information resources, including the ability to evaluate critically, filter, and synthesize.
- ❖ Has specialized subject knowledge appropriate to the business of the organization or client.
- ❖ Develops and manages convenient, accessible and cost-effective information services that are aligned with the strategic directions of the organization.
- ❖ Assesses information needs and designs and markets value-added information services and products to meet identified needs.

The above competencies target the work in which I have been involved, i.e., coordinating the work of others for them to review all the possible products affected by Y2K, creating an inventory, facilitating communications, and keeping track of progress.

While it is late now to begin preparation for Y2K, it is never too late to assess progress, manage tasks remaining, and review lessons learned. That process never stops.

### Project Management Skills

Organization of the Y2K project into its logical pieces seemed very obvious. First you have to communicate to people you are going to involve them in a project, then educate them, do a systematic inventory, prioritize, test, fix, and validate, and throughout, use multiple modes of communication. It is important to continue to tell folks what you are doing, let them know how they will be impacted, and get their buy-in.

Project management software provided an easy structure to do a systematic approach to the problem: identify, triage, test, fix, and validate. Microsoft Project98 has been a valuable tool for managing the Y2K project. Having spent the energy to learn how to use it and seeing it in action, I now see its applicability in all sorts of other places. For me now, this is an important tool in my arsenal of favorites.

Creating an inventory was a basic step in the management of the project. It reminded me of creating a catalog of library

resources with its own unique fields and categories. The categories selected relevant to Babson's holdings were communications, computing hardware, computing software, facilities, nontraditional computing devices, and office equipment. For instance, facilities included specialty systems, such as air conditioning, key control, security, and point-of-sale (credit card systems). Software included both off-the-shelf and homegrown products. To start, nothing was too trivial to inventory; later we determined whether or not the level of risk was worth action, as we developed a clear picture of the critical core products. While the first three-quarters was self-evident, the last twenty-five percent came through careful analysis.

The inventory of information technology (IT) related projects led to a separate project plan for IT projects (hardware, internally produced software, major college systems, and telecommunications). An IT project manager developed the detailed IT project plan, held a weekly report of projects due, a short weekly meeting to discuss problems, and a "celebration" of each project completed.

### Human Error/Blindsiding

Flexibility is important because things are inevitably going to fall through the cracks. No matter what planning takes place, things will go wrong on January 1, but the goal of this project has been to minimize the surprises, to make sure the mission critical systems do work, and to create a process to deal with any surprises that happen.

Computer glitches are already a part of our knowledge base. The difference between the ones we experience periodically and the Y2K "bug" is that we cannot predict when most glitches will occur.

Even with a systematic, thorough approach, some items are missed, and some are inadequately identified. Some people who should bring products forward for review did not understand their role. Many concerns led to the decision to replace administration/faculty computers all at once as the path of least resistance. The inventory brought to our attention lots of obsolete programs, many of which were left on the machine as users went to new products. Since these were not part of the current

load, they are not on the new computers. A directive to the community in the instructions with the new machines urges checking the compliance database for any products needed locally that were not part of the initial load and only reloading those that are compliant. There are products that may not be used more than once a semester or once a budget cycle, and it will take time to see if these have been addressed adequately.

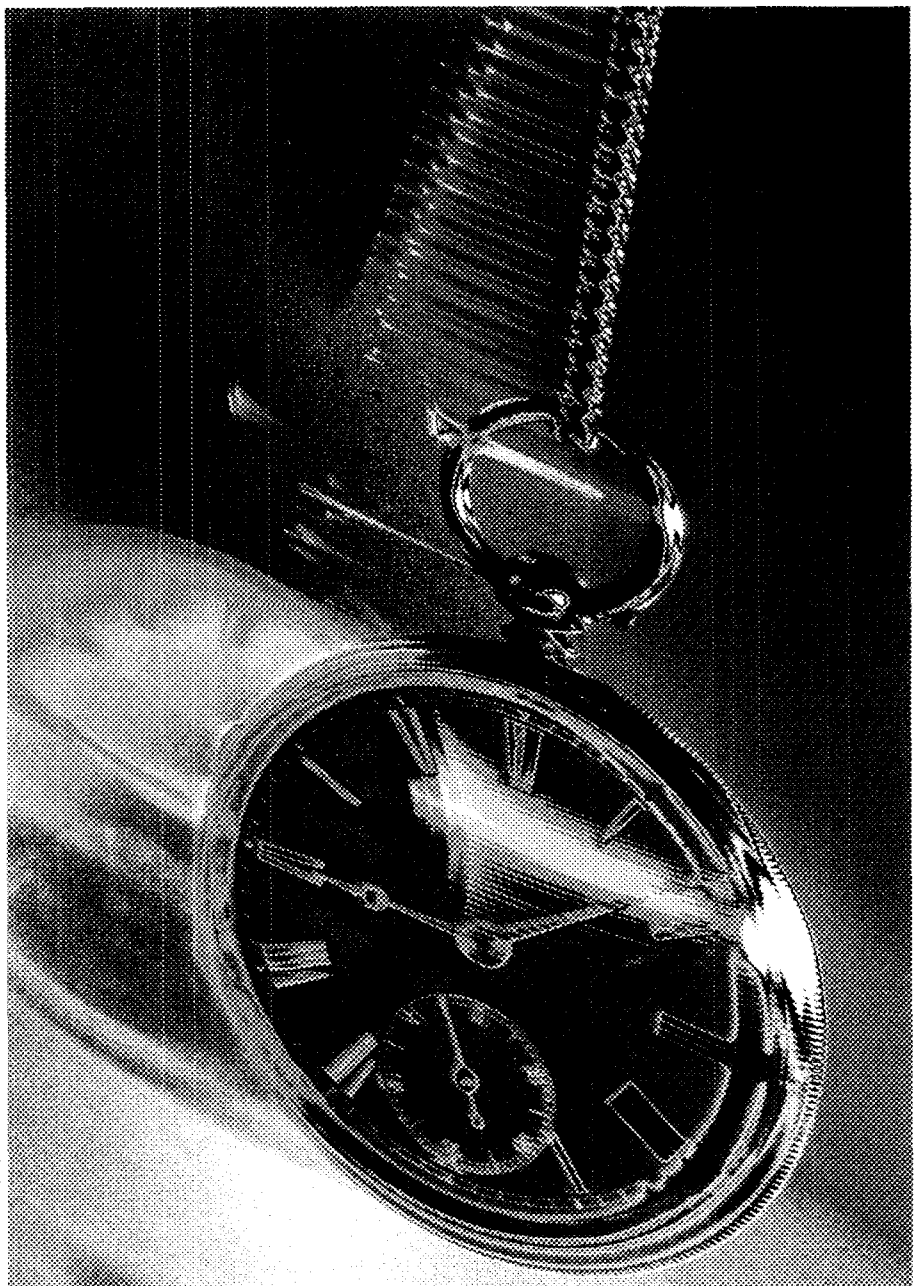
A vendor even brought forward a problem that was not on our radar. We had to ask the vendor who on our campus was using their program. It turned out that it was still needed, and replacement is happening thanks to the vendor. The person who had not reported it, did not know what questions she should have been asking and did not understand the Y2K issue, even with the community education program.

### Compliance Database

The inventory database categorized products into six areas: communications, computer hardware, computer software, facilities, non-traditional computing, and office equipment. For each, the level of priority was requested: safety/loss of life, interruption of service, loss of critical data, moderate loss, needed for curriculum, faculty research, loss of non-critical information, impact not yet assessed. For those that remained as "impact not yet assessed" when we were making decisions, we treated these as "interruption of services," a level where we looked for solutions.

I looked for information directly from vendors via the Internet or direct contact, from other organizations using the same products, or from the greater Y2K industry. The support role of the Internet should not be underestimated. While the Internet can be legitimately blamed as the source of much irrelevant information, it has also been the distribution vehicle for a tremendous amount of good material, a reason that we are at a time when we can spend more emphasis on evaluation than finding resources.

We went through a process to determine the risks that the product under consideration would not adequately support the desired user capability or mission, reviewing these risks for acceptability. If the



risks were not acceptable, we determined a remediation strategy. Defining risk as a function of how a system is used, identified possible causes of failure, and potential harm caused by failure. By determining acceptable risks, we decided how to allocate resources to remedy unacceptable risks, in other words, how to choose what to work on, what systems must be replaced, which could be modified and made acceptable, and low priority systems which could wait. Sorry to report that the complete inventory database I developed for the Babson community is available only to members of the Babson community.

For vendor products, we have gone to the

vendors for compliance information or when compliant versions would be available, and we have tracked and made certain we obtained compliant versions, if the products fell in the core list of products supported.

Where systems were not compliant, we sought to identify alternatives, costs, benefits, and priorities. For things outside the core list, we found the information about compliance from vendors to bring to the attention of those who used them, urging them to let us know what decision they were making in terms of upgrade, removal, or living with non-critical errors. The compliance database was systematically kept up to date over the course of the year and a



half, and a file of compliance statements has been built. In some cases we have searched for test results from others' experience with similar products.

## Detail Orientation

Being Year 2000 compliant means more than correct processing of dates before/after 2000, with proper transition across critical dates. It also means

- the recognition of the year 2000 as a leap year.
- unambiguous input and display of dates.
- understanding of date horizons and calculations: both the leading and trailing date horizons.
- determining the acceptability of sliding windows versus fixed windows.
- correct processing of dates used for "non-date" functions.

Systems calculate and store dates in the future. How far ahead depends on the functions: weeks or months for billing cycles, years for academic planning or license renewals, and even decades for financial instruments. The farthest future date which a system must handle at any given moment is its "leading date horizon," which determines dates which require testing, in advance of New Year's and Leap Day transitions. A simple library example is a library with a four-week checkout period. December 4, 1999, is twenty-eight days prior to January 1, 2000. Test with the date set to December 4. February 1, 2000, is also critical, because it is 28 days before Leap Day. A book was due on December 28, 1999, and it is now January 5, 2000. Will the fine be calculated correctly? The "trailing date horizon," on the other hand, determines how far back into the past a system must handle and calculate dates. Set the clock beyond January 1, 2000, and other critical dates to test functions that calculate elapsed time since a stored date. For a pension system calculating age, the trailing date horizon may be over one-hundred years.

Systems may use "fixed windows" or "sliding windows" to interpret the century, and store it unambiguously. Fixed and sliding windows are a convenience to users entering data, but acceptable only if the risks of ambiguity are low. In MS Excel, which has a fixed windows approach, a date entered as 12/31/19 is interpreted as

12/31/2019, but a date entered as 1/1/20 will be interpreted as 1/1/1920. Adding 1 to a date entered as 12/31/19 correctly produces 1/1/2020. Excel is safe for you for a particular usage, if you don't need to enter dates beyond 2019 or before 1920. A fixed window is only a temporary solution, but it may be acceptable. The window setting must be beyond the leading date horizon for the particular usage.

A sliding window is calculated based on the current date and a horizon. For example, a sliding window set thirty years ahead would interpret 4/16/29 as 1929 if the current date is June 15, 1998, but would interpret it as 2029 if entered on June 15, 1999. The horizon must be particular to the function. A sliding window can be a permanent solution, if date horizons are well-defined and the assumptions are valid. The horizons and their implications must be well documented. When in doubt, four-digit years are safest for display and for input.

Finally, there are "non-date" uses of dates, such as file names with date elements, archives of files and data based on date, and passwords based on dates. These will be fine if unique and unambiguous as long as they can be read and interpreted by subsequent processes after January 1, 2000. The number "99" has frequently been used to indicate "permanent—never delete," and "00" to say "test record."

## Customer Service Sensitivity

To succeed, we needed to explain to our community that this problem belongs to everybody. We urged them to read available literature and follow the news, and share the information they learned with their colleagues. We created a Lotus Notes discussion group for Y2K Department Coordinators, but it was a total failure. It was an extra step that coordinators did not take. There were only a couple of contributors, and the only way to be sure the Department Coordinators got the message, was to send a broadcast e-mail to the entire group. Of course, there is no way to guarantee that even then a message sent is a message read. A major lesson learned!

A valuable concept is to see how you can incorporate "what's in it for me (wifm)" to ensure buy-in for those whose

assistance you need. Librarians in any venue know that we work most successfully when we work collaboratively with others. For employees the "what's in it for me" can depend on performance appraisal leading to salary decisions. With compensation, the link is obvious. Other links include:

- It makes my life easier
- It makes my life richer
- I feel more part of a group.

The buy-in we used was to show how we could find out the Y2K compliance of the products used and answer their questions and what needed to be done to make sure things worked on January 1, 2000, and beyond, and what would happen if they did nothing.

## Long View

While attention to detail is extremely important, equally critical is a big picture view. From the beginning, we never expected to be able to fix everything but wanted to pick out the mission critical problems to focus on. The word we used was "triage." It quickly became clear that while some things came up in every conversation, the identification of mission critical also reflected departmental concerns, which could not be overlooked in the process, and, as you might expect, interrelationships showed the impact of offices on one another.

At the SLA conference in Minneapolis in June 1999, Stewart Brand challenged us to think about time differently and not to let "the shriek of the urgent drown out the low grumble of the very important, the stuff that will bite you hard later." In his latest book, *The Clock of the Long Now*, Brand states that "exercise is always the best preserver. Major religious works are impressively persistent because each age copies, analyzes and uses them. The books live and are kept contemporary by frequent use." I hope that many of you were at the Stewart Brand presentation or obtained the tape of the session and have bought the book.

## Change Management

Change is the norm. Assume change will take place. Never assume an objective is fixed. Review it regularly and listen to what is going on around you. How do you get the focus on the opportunity and not the

threat? We need to focus on the big picture. There is a certainty that change is part of the plan.

Y2K has brought to light the time sensitivity that can be written into computer programs, and these will continue beyond 2000. We will not have the luxury of waiting until 10,000 to experience the next "millennium-like bugs." The fixed windows approaches that some of the software vendors have used assure that we have new dates to watch out for. Some of these are already known, such as the Windows NT operating system upper date of 2079.

The Y2K industry, which has evolved to help with solving the year 2000 problems or providing coping mechanisms, is an example of an industry directly arising out of need, and it should dissolve as quickly as it has arisen. On the other hand, this industry is really about quality control and built in obsolescence, and as such may transform itself to have a very productive future.

### Importance of Celebrating

We asked a tremendous amount of employees to fix the problems or change the tools they were using to new ones. Praise works better than punishment, whether it is your own employees or others who are contributing to the organizational effort. It is always important to reward accomplishment. We identified individuals to coordinate departmental efforts, and knew we needed to acknowledge their work and make sure their supervisors continue to see the importance of their role.

The IT team was taken to dinner at one point to acknowledge the level of their accomplishments.

An issue has been the fact that this project has been ongoing for more than a year, and employees' initiatives have frequently been of shorter duration. We will acknowledge everyone this fall, but some employees may already have left, some may have been in many activities since this one, or they may already have forgotten about the Y2K efforts they provided. The lesson learned here is that celebration is critical, and it needs to be nurtured and vigorously supported. There are lots of opportunities for us to hone our skills with projects like Y2K. It's an exciting time to be in our profession. ☺

## LIST OF Y2K WEB SITES WORTH VISITING

**Babson College Y2K site**  
<http://www.babson.edu/y2k/>

**Hope Tillman's Year 2000: 205 Days to Go**  
(presentation at the SLA annual conference  
in Minneapolis)  
<http://www.tiac.net/users/hope/y2k/>

**MITRE/ESC Year 2000 Web Site**  
<http://www.mitre.org/research/y2k/>

**William Doering's Year 2000 Compliancy Inventory**  
<http://www.infotoday.com/cilmag/jul/doering.htm>

**Y2K Compliance Database for Consumers**  
<http://www.y2kbase.com/>

**Year 2000 Conversion**  
<http://www.y2k.gov/java/index.htm>

## GOOD ARTICLES TO READ

**Chepesiuk, Ron. "Countdown 2000:  
Y2K and Its Impact."**  
*American Libraries* v30:#5 (May 1999), pp. 80-82.

**Hirkwood, Hal P., Jr. "Spotlight on Y2K Resources."**  
*Online* v23 #2 (March 1999), pp. 29-32.

**Mickey, Bill. "Pre-Millennium Tension: Information Vendors and  
Y2K Compliance."** *Online* v23 #2 (March 1999), pp. 18-28.

**Young, Jim and Vicki Slagle Johns.**  
**"The Year 2000: Millennial Implications for Libraries?"**  
*Journal of Academic Librarianship*  
(January 1998), pp.53-56.

## The Freedom Forum/Special Libraries Association International Library Program 2000

The Freedom Forum and Special Libraries Association are seeking applications from librarians for a two week program providing opportunities for librarians to work abroad in an international Freedom Forum Library. The projects will be conducted in Europe, Asia, South America and Africa.

There are four training opportunities in 2000.

The project will be to conduct a training program and create appropriate training materials on the Internet and its use in news research. Specific sites of the training are still to be determined.

Applications for this program will be judged by a panel of representatives from the Special Libraries Association and The Freedom Forum.

### QUALIFICATIONS:

- MLS from an accredited school.
- Proficiency with Internet as a research tool.
- Interest in the news library environment.
- Current member of Special Libraries Association.

### TO APPLY:

In addition to completing the application form, you must supply the following information:

1. An essay outlining the training program you would develop, the training methods and materials you would use, the training activities you would organize and why you are uniquely qualified to execute this project.

2. Three references or letters of recommendation.

You may also include a current resume (optional and not in lieu of completed application form).

### DEADLINE:

Your application must be postmarked by November 30, 1999 to qualify for the 2000 program. All materials, including recommendation letters and essay should be submitted by the deadline.

Send the completed application to:

Phyllis Lyons  
Director/Library Services  
The Freedom Forum  
1101 Wilson Boulevard  
Arlington, VA 22209  
Phone: 703/284-2862  
Fax: 703/528-3520  
E-Mail: [plyons@freedomforum.org](mailto:plyons@freedomforum.org)

### EXPENSES:

The Freedom Forum will arrange and fund airfare, lodging, per diem for meals, shipping of materials, and a \$1000 stipend for the successful candidate.

### NOTIFICATION:

The successful candidate will be notified in writing by December 15, 1999.

Upon completion, the candidate is required to submit a report to the Director/Library Services of The Freedom Forum detailing the activities and results of the project.

### (FOR FREEDOM FORUM USE ONLY)

Name: \_\_\_\_\_

#### Checklist:

- Completed Application
- References
- Essay
- Resume (optional)

# THE FREEDOM FORUM/SPECIAL LIBRARIES ASSOCIATION

## APPLICATION FORM

Last Name: \_\_\_\_\_ First/Middle Name: \_\_\_\_\_

Permanent Address (where you can be reached by the Selection Committee):

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_

Country: \_\_\_\_\_ Zip/Postal Code: \_\_\_\_\_

Telephone (where you can be reached by the Selection Committee): \_\_\_\_\_

### EDUCATION

Undergraduate College: \_\_\_\_\_

Degree: \_\_\_\_\_ Year Degree Granted: \_\_\_\_\_

Major: \_\_\_\_\_ Minor (if you had one): \_\_\_\_\_

Graduate College: \_\_\_\_\_

Degree: \_\_\_\_\_ Year Degree Granted: \_\_\_\_\_

### EMPLOYMENT EXPERIENCE

Current Position: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Company: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

Previous Position: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Company: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

Previous Position: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

Company: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

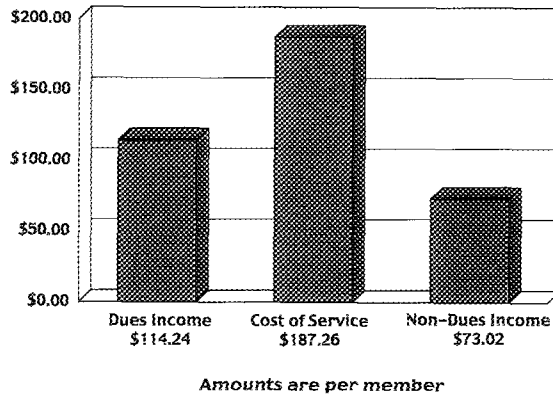
Other Appropriate Experience: \_\_\_\_\_

Career Goals: \_\_\_\_\_

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

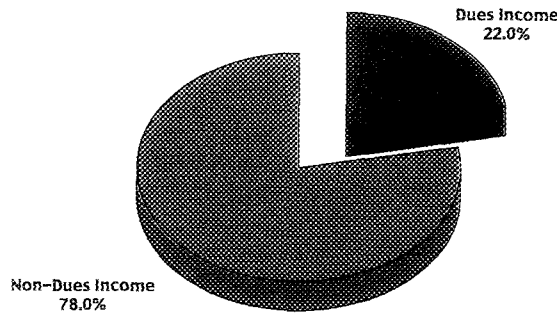
## SLA at a Glance

**GRAPH 1**  
Income and Costs per Member



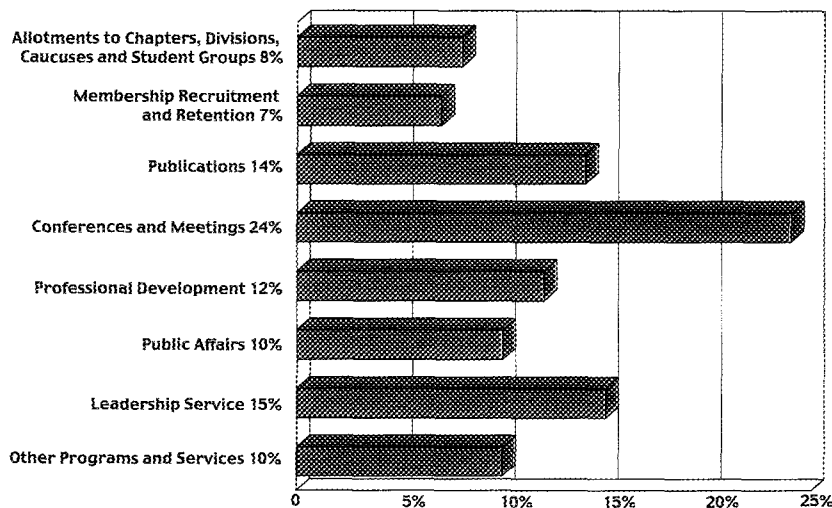
The net cost of providing SLA's programs and services to each member in 1999 is \$187.26 per member. Each member contributes, on average, \$114.24 of dues revenue. This means that \$73.02 of net non-dues income must be generated for every member just to provide a balanced budget.

**GRAPH 2**  
Dues vs. Non-Dues Income



Dues revenue represents 22% of the FY 2000 Draft Budget, while non-dues revenue generates the remaining 78%.

**GRAPH 3**  
Service to the Membership



For more information, contact  
Richard Wallace,  
SLA Treasurer  
(rewallace@cestaley.com).



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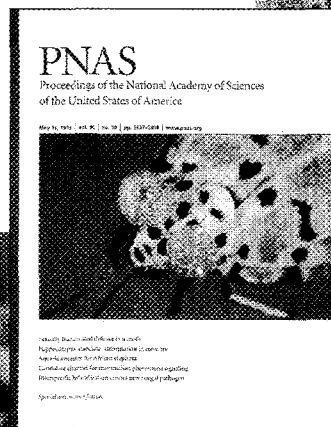
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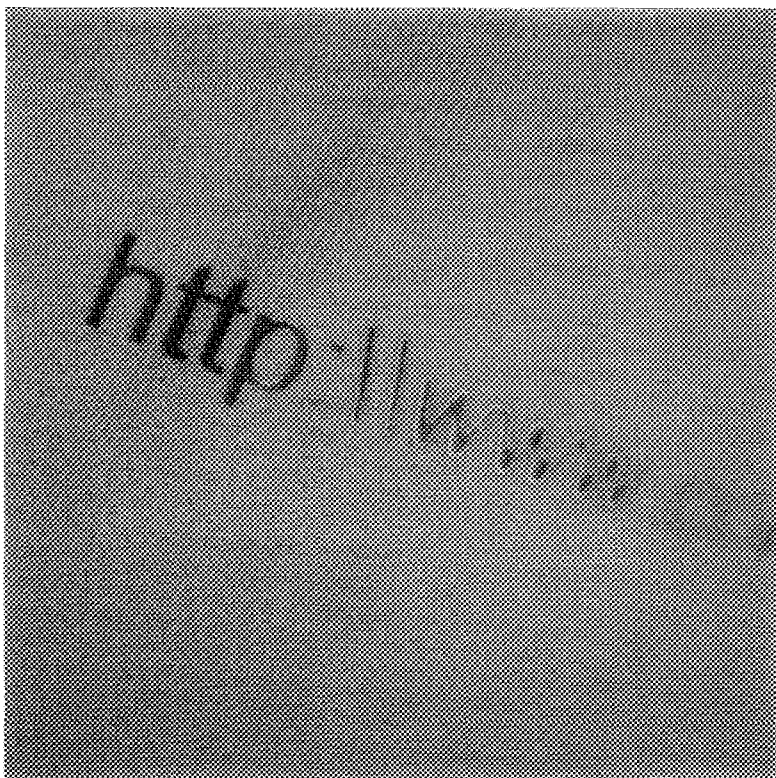
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## The U.S. Copyright Distance Education Report

The fair use of works in distance education has been one of the most extraordinarily difficult copyright issues for colleges and universities. One source of difficulty has been the changing nature of distance education, as displays and performances of copyrighted works have moved from a relatively confined television environment to the Internet, where materials may be further duplicated and transmitted with ease. Libraries are also involved increasingly with delivering materials to students at remote



locations through electronic reserves and other services.

Another source of difficulty is the peculiar law for distance education. A new report from the U.S. Copyright Office addresses these issues and proposes revisions to the law to achieve a more meaningful and workable balance between the rights of copyright owners and users, while promoting the continued growth of distance education

using digital technologies. Should Congress enact those proposals, educators would have new opportunities for reaching students at remote locations. Educators would also need to limit access to students enrolled in the course, implement systems for informing students and others about copyright, and strive to prevent misuse of copyrighted content by students through information programs and warning notices.

In order to foster quality education, copyright law long has allowed instructors to make displays and performances of copyrighted works—without permission from owners—in the live, face-to-face classroom at nonprofit educational institutions. Once the educational experience is transmitted to remote locations, however, existing law, enacted by Congress in 1976, sets rigorous ground rules and applies sharp limits on the types of works that may be used at all.

Current law generally restricts transmissions of protected works to students who are located in classrooms or other similar locations. Even then, those copyrighted works may not include audiovisual works and dramatic literary and musical works. Clearly, the law does not foster the growth of distance learning through digital technologies, where students may access materials at locations other than a “classroom,” and where the transmission necessarily involves some incidental copies in order to make the display or performance of a work possible. Moreover, the disallowance of whole categories of works forces illogical barriers on the advancement of learning. In October 1998, Congress charged the Copyright Office with the duty of examining the issues and making recommendations. The result is an ambitious study that surveys problems with existing law, identifies the underlying policies for striking a balance between protecting the rights of copyright owners, and articulates promising solutions that would allow educators to use works under limited circumstances. The report makes the following important and thoughtful recommendations for revising the statute:

**Expand coverage of rights to meet technological necessities.** Digital transmissions involve the making of

*Copyright Corner, continued page 46*

*by Kenneth D. Crews. Crews is associate professor of law and of library and information science and associate dean of the Faculties for Copyright Management, Indiana University-Purdue University, Indianapolis. For more information, contact Laura Gasaway (laura\_gasaway@unc.edu).*

# IMPORTANT ANNOUNCEMENT!

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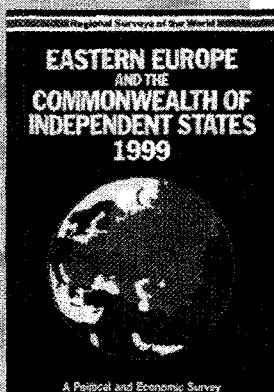
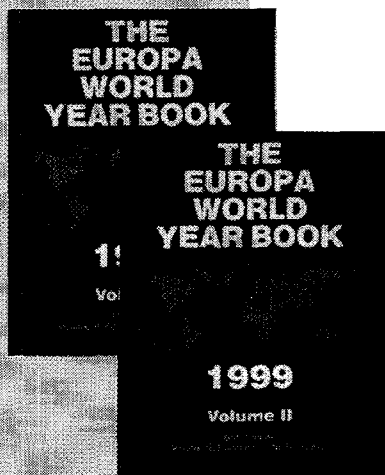
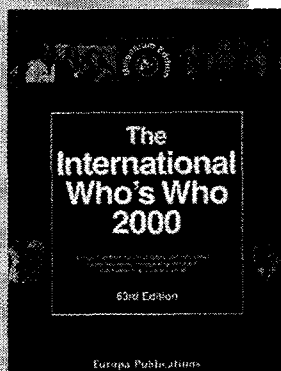
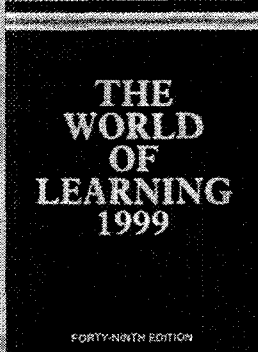
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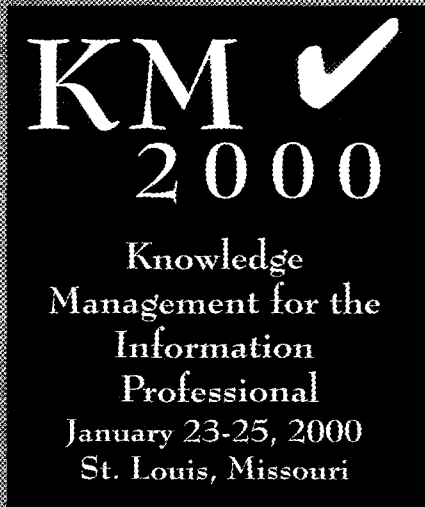
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Copyright Corner, from page 44

incidental copies to make the transmission possible. The Copyright Office proposes that transient copies be regarded simply as part of the automatic technical process of a transmission.

**Allow displays and performances in the context of mediated instruction.** The Copyright Office expressed concerns with electronic reserves or other arrangements whereby entire works are made available to students, potentially displacing sales. To facilitate uses for educational purposes, however, the report recommends that works be used in a context where the instructor is illustrating a point or where the use is an integral part of a course structure.

**Expand the scope of allowed materials.** The recommendations would eliminate the current proscription of dramatic works and audiovisual works. On the other hand, the proposal would allow only limited portions of those works in a manner consistent with the market for that type of work and the pedagogical purposes of the use.

**Eliminate the requirement of transmitting the educational experience solely to classrooms and similar places. Implement safeguards to reduce risks to the copyright owners.** Transient copies may be retained only as needed to complete the transmission. The institution must develop copyright policies and provide those policies to students, faculty, and others. The transmission must include a notice that contents may be subject to copyright

protection, and the institution should implement technological protections to prevent unauthorized access and further dissemination of the material.

Permit retention of a copy of the distance education program on a server for access limited to students in the course during the duration of the course.

**Continue to apply fair use to activities outside the exemption for distance education.** Examples of possible fair use include: converting a work from analog to digital format for transmission, and using no more than a limited portion of a work. The report also emphasizes that guidelines interpreting fair use are not the law and may at best provide a safe harbor from potential liability, but the Copyright Office remains hopeful that understandings of fair use may emerge from future discussions among diverse stakeholders.

Should these recommendations become law, educational institutions will have both new opportunities and new responsibilities. To have the benefit of the law, educational institutions and their libraries will have to establish policies and procedures and assure that faculty, librarians, and students are aware of the law and are complying with its conditions. As the report goes to Congress, all interested parties should convey their views and concerns in order that the law may ultimately serve the important objectives of education.

The Copyright Office report on distance education is available at <http://lcweb.loc.gov/copyright/>.

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## Where Will XML Take Us? Where Will We Take XML?

The Problem: The Need for Metadata, and the General Lack of It.

As the World Wide Web becomes increasingly important as a source of information, the lack of data about available documents becomes ever more apparent and frustrating. Hypertext Markup Language (HTML), the predominant medium for displaying documents on the web, has a limited set of tags for page presentation and precious few tags to indicate structure or describe the content of a document. HTML can tell us where the images, text, and tables should appear in relation to each other on a page. It cannot tell us the structured fields in a document or any descriptive information about its content. If we hope to find exact information amidst the deluge of data on the web, we first need more information about the structure and descriptive content contained within the documents we search.

For published documents to yield information about their makeup to search engines, authors must embed structural information within those documents in some way. The need for this metadata is not news to librarians; we have long understood the value of controlled vocabulary and indexing on search results. But many producers of information on the web have been reluctant to expend the overhead needed to create "data about data" in their documents and records. Until recently, the questions for publishers have been: "What are the advantages of spending time and money adding descriptive content to electronic publications?" And, "If it were in the interest of the organization to add this data, how would we go about adding it?"

### Metadata in the Past and Present

In the print medium, provision of basic metadata in the form of Library of Congress Cataloging in Progress data has become an automatic part of publishing since the early 1970s. Publishers participate in this program to ensure their work will appear in the nation's library catalogs. In the late 1980s, desktop publishing led to the democratization and decentralization of established publishing venues. The proliferation of electronic publishing in the late 1990s has created a means of worldwide distribution for the "kitchen table" publisher. Democratization is usually accompanied by some chaos, and one type

of chaos is in the area of descriptive data on the web. For those whose background in publishing consists of a modem and an AOL account, awareness of the importance of metadata is not very high. Traditional publishers tend to know of its importance, and generally make some effort to convert their traditional metadata into electronic metadata, but even they lack guidelines, standards, or a vehicle.

Currently, there are a number of metadata projects underway worldwide. The Dublin Core Metadata Initiative ([http://purl.org/metadata/dublin\\_core/](http://purl.org/metadata/dublin_core/)) has established fifteen core elements for resource discovery of web documents. Meanwhile, the World Wide Web Consortium [(W3C) <http://www.w3.org/RDF/>] has developed a Resource Description Framework (RDF) that provides the architecture used to describe content for browsers and other tools.

In Hypertext Markup Language, the <meta> tag has evolved in response to the need for metadata, but its use is so haphazard, and the syntax so arbitrary, that it affords us only slight information about the document. Many publishers omit metadata, waiting for a more reliable standard into which to invest the overhead of adding this information to data. And not all search engines support metadata. The reasons being, because either they have found it to be unreliable or the use of metadata has been abused by those who attempt to position their site at the top of the heap in search results. This problem is made worse when many suppliers of raw data (web pages) know little about the needs of information retrieval systems. Web site creators pay attention to whether a site is exciting enough to attract people and to keep them coming back. They are not as attentive to whether a site is going to be easy to find as a result of sufficient metadata. Even if they are aware of the issue, in a multimedia-infused, hourly updated world, the overhead of providing metadata can appear excessive.

### The Existing Solution: SGML

Standard Generalized Markup Language (SGML) provides a complete, standardized vehicle for providing metadata. If only that were all we needed! SGML has been around for over fifteen years, but its acceptance and use has been limited by two important factors. First, it is very complex, and its learning curve is steep enough to

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*by Neil Bartholomew and Sherry O'Brien. Both authors are web developers at the American Mathematical Society. They maybe reached at [ngb@ams.org](mailto:ngb@ams.org) and [sao@ams.org](mailto:sao@ams.org), respectively. For more information, contact Tim McMahon ([txm@ams.org](mailto:txm@ams.org)).*

deter many potential users. The other, perhaps more important, reason is the lack of cheap, user-friendly tools. In a common Catch-22 of the market, the lack of such tools keeps out potential users and the lack of potential users keeps developers from producing the tools.

Database creators have given structure to data, without much attention to the relationship between structure and presentation, and without much portability. Publishers have focused on presentation, but not much on the underlying structure of data. People in electronic commerce want safe, efficient business transactions, however they often rely on human data entry or human transaction checking. This circumvents the need for portable structured data which would arise with machine-to-machine commerce. Suddenly, these three worlds are finding a common need as databases become part of publications (and vice versa), and business transactions over the web start to look more like "documents" which rely on databases.

### Why is Everyone Buzzing about Extensible Markup Language or XML?

The brief answer: There's big money to be made (or saved) by structuring the data. Site developers are realizing that even the coolest site will fail if no one knows how to find it. Structured, searchable information about sites, included in the content of the site itself, will be the key to discovery by the target audience.

People involved in e-commerce are realizing that machine-to-machine communication will make all manner of transactions cheaper to perform, and will allow machines to initiate them. For example, if my inventory database notices that it's running low on bolts, it can initiate a transaction with your order-entry database, which tells your warehouse to ship them to me before I ever knew I needed them. It won't matter whether my database system can talk to yours. If they are both able to input/output XML, then the servers can talk with each other. For this, they need an agreement on the format for structured data. XML is likely to be the choice. This will make it possible for retailers and wholesalers to maintain much lower inventories, dramatically reducing costs.

Publishers are getting into the business of online information services, catalogs of products, and searchable indexes. These products and services used to be mostly provided by third parties, so portability of data was less important and proprietary database formats were sufficient. To get into the information services business, online publishers must be able to easily convert from internal database formats into a portable, versatile format.

Producers of documents are also discovering the need for archival quality encoding of electronically published material. SGML is still the ideal medium for this, but the availability of XML may encourage some who might have been intimidated by the complexity and expense of using SGML. XML has sometimes been referred to as "SGML Lite," and while there is more to it than that, XML is very similar to SGML with the more esoteric and complex features removed.

The learning curve with XML is much shallower than that of SGML and affordable user-friendly tools are becoming available as developers recognize their growing market. In order for all of this magic to work, there will need to be XML editing tools, XML-capable web servers and browsers, and relational databases that can respond to SQL queries with XML data output. Some of these tools

will appear sooner than others, and it is likely to be a few years before the average web consumer enters this brave new world. However, providers of documents must prepare for this transition now by thinking in terms of tagged structured data. As many publishers are discovering, it is much more difficult (at times impossible) to go back and structure existing electronic documents than to use structuring tags from the start.

### What Does This All Mean for the Library Community?

Searching will be easier and faster. The merger of XML structure and metadata on the web will make targeted searching possible. There will be less time spent on data exchange between servers. Web transactions will no longer require a request—and then a wait for a response from a remote server—followed by a response and redisplay of pages. Your computer will be able to process much more structured data locally and then ask for more information from remote machines as necessary. The web will do more than shuffle pretty pictures from one computer to the next. It will become a tool for the real sharing of information—law contracts, medical research, music, financial reports, and scientific notation from machine to machine. Of course, we must all agree to standards and format before any of these advances can be universally applied. ☼

### SELECT SET OF RESOURCES FOR XML AND METADATA:

#### Extensible Markup Language

OASIS XML Home page

<http://www.oasis-open.org/cover/xml.html>

#### World Wide Web Consortium's XML Special Interest Group

<http://www.w3.org/xml/>

#### XML and the Second-Generation Web.

Scientific American, May 1999

<http://www.sciam.com/1999/0599issue/0599bosak.html>

#### "Stretching the Concept of the Document."

Web Techniques 25, No. 3 December 1998

<http://www.webtechniques.com/archives/1998/12/bray/>

#### Metadata:

#### Sources of Metadata Information on the Web

Online, January 1999.

<http://www.onlineinc.com/onlinemag/OL1999/milstead1.html#list>

#### Dublin Core Metadata Initiative

#### The Dublin Core: A Simple Content Description Model for Electronic Resources

[http://purl.org/metadata/dublin\\_core/](http://purl.org/metadata/dublin_core/)

#### International Federation of Library Associations and Institutions

#### Digital Libraries: Metadata Resources

<http://ifla.inist.fr/ll/metadata.htm>

#### "Cataloging by Any Other Name..."

Online, January 1999.

<http://www.onlineinc.com/onlinemag/OL1999/milstead1.html>

#### UKOLN Metadata (UK Office for Library and Information Networking)

<http://ukoln.ac.uk/metadata/>

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<http://stnweb.cas.org>  
<http://stnweb.fiz-karlsruhe.de>  
<http://stnweb-japan.cas.org>



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## October

### KMWorld Conference & Expo

<http://www.kmexpo.com>  
KMWorld  
October 5-7, 1999  
Chicago, IL

### Bridging Traditions: Annual Education Conference of Midwest Chapter/MLA

<http://www.lib.msu.edu/mhsla/conf99>  
Midwest Chapter/MLA  
October 6-9, 1999  
Grand Rapids, MI

### Ethics of Electronic Information in the 21st Century

<http://www.memphis.edu/ethics21/index.html>  
The University of Memphis  
October 7-10, 1999  
Memphis, TN

### Libraries, Copyright & the Internet

<http://www.pbs.org/als/order>  
PBS  
October 14, 1999  
Via Satellite

### ARMA

<http://www.arma.org/hq/home.html>  
ARMA  
October 17-20, 1999  
Cincinnati, OH

### SLA Fall Videoconference

Effective Negotiating Techniques  
for Licensing Content  
<http://www.sla.org/professional/license.shtml>  
October 14, 1999  
Anywhere in the U.S., Canada, and  
the U.K.

### Online World \*

<http://www.onlineworld99.com>  
Online, Inc.  
October 25-27, 1999  
Chicago, IL

## November

### ASIS Annual

<http://www.asis.org/conferences/am99call.html>  
ASIS  
November 1-4, 1999  
Washington, DC

### Internet Librarian \*

<http://www.infotoday.com/il99/il99.htm>  
Information Today  
November 7-11, 1999  
San Diego, CA

### LIANZA Conference

<http://www.auckland.ac.nz/lib/conf99/home.htm>  
LIANZA  
November 9-12, 1999  
Auckland, New Zealand

### NYBIC \*

<http://www.tfpi.com>  
TFPL  
November 15-16, 1999  
New York, NY

### State of the Art Institute

The Next Technology Revolution  
<http://www.sla.org/professional/index.html>  
November 18-19, 1999  
Washington, DC

## December

### SLA Real-time Desktop

Course: **Sherlocking the Net**  
<http://www.sla.org/professional/desktop.shtml>  
December 7 and 9, 1999

### Online Information 99 \*

<http://www.online-information.co.uk/o199/index.html>  
Learned Information  
December 7-9, 1999  
London, UK

## Looking Ahead

### SLA Winter Meeting

<http://www.sla.org/professional/index.html>  
January 20-22, 2000  
St. Louis, MO

### SLA Professional

**Learning Conference: KM 2000**  
<http://www.sla.org/professional/index.html>  
January 23-25, 2000  
St. Louis, MO

### ACCESS 2000

<http://www.bobcatsss.com>  
Royal School of Library and Information Science  
January 24-26, 2000  
Krakow, Poland

### Intranets 2000

<http://www.intranets2000.com>  
Online Inc.  
February 28-March 1, 2000  
San Jose, CA

### Computers in Libraries 2000

<http://www.infotoday.com/cil2000/cil2000.htm>  
Information Today  
March 14-18, 2000  
Washington, DC

### Southwest Regional Conference 2

"Ahead of the Curve"  
April 5-7, 2000  
San Diego, CA

### SLA's 91st Annual Conference

<http://www.sla.org/professional/index.html>  
June 10-15, 2000  
Philadelphia, PA

### Global 2000

<http://www.slaglobal.org/>  
The Information Age:  
Challenges and Opportunities  
October 16-19, 2000  
Brighton, England

\* Conferences at which SLA will be exhibiting

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## Pushing the Pay Envelope: Y2K Compensation Strategies

by Stephen Abram

Why do so many librarians feel underpaid and undervalued? Where is the cash payoff in this, the knowledge-based economy? Of course, what we *feel* about this is not enough in today's business environment. This article provides advice to special librarians on effective position descriptions, job titles, job evaluation systems and salary surveys. It reviews some of the results of the 1990 SLA Image Task Force and SLA's progress in the past decade.

## Lucy Lettis: Information Professional of the New Millennium

In September, Lucy Lettis, an SLA member since 1985, was promoted to Principal at Arthur Andersen in New York, NY. Lettis is the first information professional to rise to this level in Arthur Andersen's eighty-six year history. Obviously, this is a huge accomplishment for Lettis, but speaks volumes about SLA's membership as well. How did she do it? By stretching beyond the parameters traditionally associated with an information professional's role and seizing new opportunities. Lettis shares some of her opinions on perseverance and success in this special interview.

## Lessons Learned from Y2K

by Hope N. Tillman

The Year 2000 is fast approaching, and many of us have expended a lot of energy preparing. The hype has been everywhere for too long, and we are receiving conflicting messages, which range from the laid back "no problem!" This article is not about what you should do to save your business or check your home. There is a lot of advice readily available to read, and the web is filled with pointers. The problem with much of what is out there is determining the value of the information for your specific case. Hope Tillman explains some of the lessons she learned as a result of her involvement with a Y2K remediation program. She also talks about how the SLA competencies were valuable in her endeavor.

## Pousser l'enveloppe de paie : Stratégies an 2000 concernant la rémunération

par Stephen Abrams

Pourquoi tant de bibliothécaires américains ont-ils le sentiment qu'ils sont sous-payés et sous-estimés ? Où est le gain monétaire dans cette économie basée sur les connaissances ? Bien entendu, notre *sentiment* à cet égard ne suffit pas dans le monde des affaires d'aujourd'hui. L'article conseille les bibliothécaires spécialisés dans le domaine de l'efficacité dans les descriptions de poste, intitulés de poste, systèmes d'évaluation des tâches et études des salaires. Il examine quelques-uns des résultats de l'étude conduite par le groupe de travail de la SLA sur son image de marque et les progrès de la SLA durant la dernière décennie.

## Lucy Lettis : Spécialiste de l'information dans le nouveau millénaire

Au mois de septembre, Lucy Lettis, membre de la SLA depuis 1985, a été promue directrice associée chez Arthur Andersen à New York. Mme Lettis est la première spécialiste de l'information à être élevée à ce rang depuis la fondation d'Arthur Andersen il y a quarante-six ans. C'est évidemment un accomplissement phénoménal pour Mme Lettis, mais cet honneur en dit long aussi sur les membres de la SLA. Comment y est-elle parvenue ? En poussant au-delà des paramètres traditionnellement associés avec le rôle du professionnel de l'information et en saisissant les nouvelles occasions. Mme Lettis partage quelques-unes de ses opinions sur la persévérance et le succès dans cette entrevue spéciale.

## Leçons apprises de la question de l'an 2000

par Hope N. Tillman

L'an 2000 sera bientôt là et bon nombre d'entre nous ont dépensé beaucoup d'énergie à s'y préparer. Le battage médiatique est partout depuis trop longtemps et nous recevons des messages contradictoires, à commencer par le flegmatique « pas de problème ». Cet article ne porte pas sur les mesures à prendre pour sauvegarder notre entreprise ou vérifier notre demeure. Il y a beaucoup de conseils facilement accessibles que nous pouvons lire et le Web est plein de trucs et astuces. Le problème avec la majorité de ce qui se trouve là-bas est de déterminer la valeur des informations dans le contexte de notre cas particulier. Hope Tillman explique quelques-unes des leçons qu'elle a apprises lors du programme de conversion à l'an 2000 auquel elle a participé. Elle ajoute qu'elle a trouvé les compétences de la SLA précieuses dans son effort.

## Empujando el sobre de paga [sic]: estrategias de remuneración bajo el Efecto 2000

por Stephen Abram

¿Porqué es que tantos bibliotecarios se sienten mal pagados y menospreciados? ¿Donde está el saldo, la economía basada en conocimiento? Claro que lo que *sentimos* sobre esto no es suficiente en el ambiente de negocios de hoy día. Este artículo proporciona consejos a los bibliotecarios especiales sobre descripciones efectivas de posiciones, títulos de trabajo, sistemas de asesoramiento de trabajos, y estudios salariales. También, revisa algunos de los resultados del Grupo de Estudio del Concepto de la SLA de 1990, y el progreso de la SLA en la última década.

## Lucy Lettis: el profesional de la información del nuevo milenio

En septiembre, Lucy Lettis, miembro de la SLA desde 1985, fue ascendida a Directora en Arthur Andersen en Nueva York, N.Y. Lettis fue la primera profesional de la información en ascender a este nivel en el pasado histórico de ochenta y seis años de Arthur Andersen. Evidentemente, esto es una realización enorme para Lettis, pero también dice mucho de los miembros de la SLA. ¿Cómo lo hizo? Extendiéndose más allá de los parámetros asociados tradicionalmente con el papel del profesional de la información y embargando nuevas oportunidades. Lettis comparte algunas de sus opiniones sobre la perseverancia y el éxito en esta entrevista especial.

## Lecciones aprendidas del Efecto 2000

por Hope N. Tillman

El Año 2000 se aproxima rápidamente y muchos hemos dedicado mucha energía preparándonos. Los cuentos se han regado por mucho tiempo y estamos recibiendo mensajes contradictorios que se extienden desde el relajado "¡no hay problema!" [sic]. Este artículo no se trata de lo que usted debe hacer para salvaguardar su negocio o vigilar su casa. Hay muchos consejos disponibles para leer, y el *web* está lleno de pistas. El problema con mucho de lo que se dice es el determinar el valor de la información para su caso particular. Hope Tillman explica algunas de las lecciones que ella aprendió como resultado de su participación en un programa para remediar el Efecto 2000. Ella también se dirige a lo valiosas que fueron las capacidades de la SLA en su empeño.

## POSITIONS OPEN

**ELECTRONIC SYSTEMS AND SERVICES LIBRARIAN.** (New Position) San Diego State University Library is seeking an innovative and customer service oriented librarian to fill the position of Electronic Systems and Services Librarian.

Reports to the Director of Information and Collection Services. Serves as public services' liaison to the Library's information systems group. Participates in the planning, evaluation, implementation, and integration of Library technology initiatives. Assumes oversight of the Library's Web site. Serves as a contact for library systems, software, and database vendors. Participates in the review of database vendor contracts. Serves as a consultant for trends in library automation.

Facilitates and provides training to Library personnel in the use and support of library technology. Serves on Library, university, and system-wide committees. May provide service at a reference desk. Qualifications:

### Required:

- ALA-accredited degree or equivalent foreign degree and a minimum 3 years post-degree experience working within a computer intensive environment in a library setting
- knowledge of hardware and software for library applications, Unix and NT servers, TCP/IP networking, Web site applications, integrated library systems
- skills and knowledge to assume oversight and serve as coordinator for the SDSU Library Web site
- evidence of commitment to maintain knowledge of new trends in library and informa-

tion technology; ability to apply this knowledge in the planning, evaluation and implementation of new databases, software, hardware, and data communications

- demonstrated leadership skills in library automation planning
- ability to work collaboratively with and communicate with both technical and nontechnical library staff
- experience instructing in the use of technological applications
- understanding of and commitment to public service issues in a technologically intensive library setting
- strong customer service orientation
- initiative and flexibility to work in a dynamic environment
- excellent analytic and problem-solving skills, including the ability to integrate detailed work with broad conceptual ideas
- excellent oral and written communication skills
- demonstrated potential for meeting the requirements for tenure and promotion under the Library's criteria for library service effectiveness, professional growth, and service for the University and the community

### Preferred:

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- knowledge of Innovative Interfaces systems
- familiarity with both Windows and Macintosh operating systems

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The Library uses innovative Interfaces for its integrated library system. The Library provides access to over 60 databases, some of which run on the Library's in-house Innovative Interfaces and OVID systems, others of which are available from external vendors. In addition, the CSU is currently developing the Pharos System, an integrated user interface for the CSU libraries. See <<http://Pharos.caistate.edu:5080/>>. Send letter of application, resume, and at least three names of reference to: Helen Henry, Director, Library Administrative Operations, University Library, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-8050

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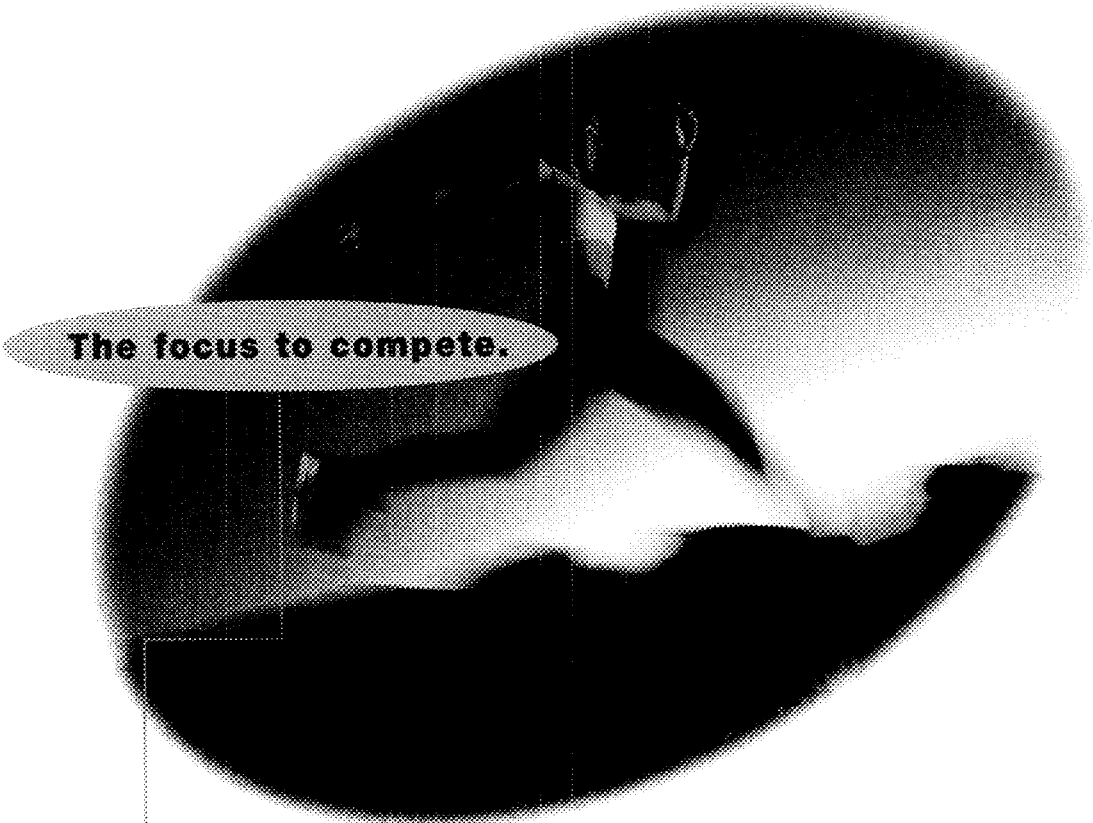
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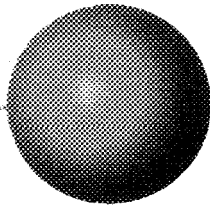
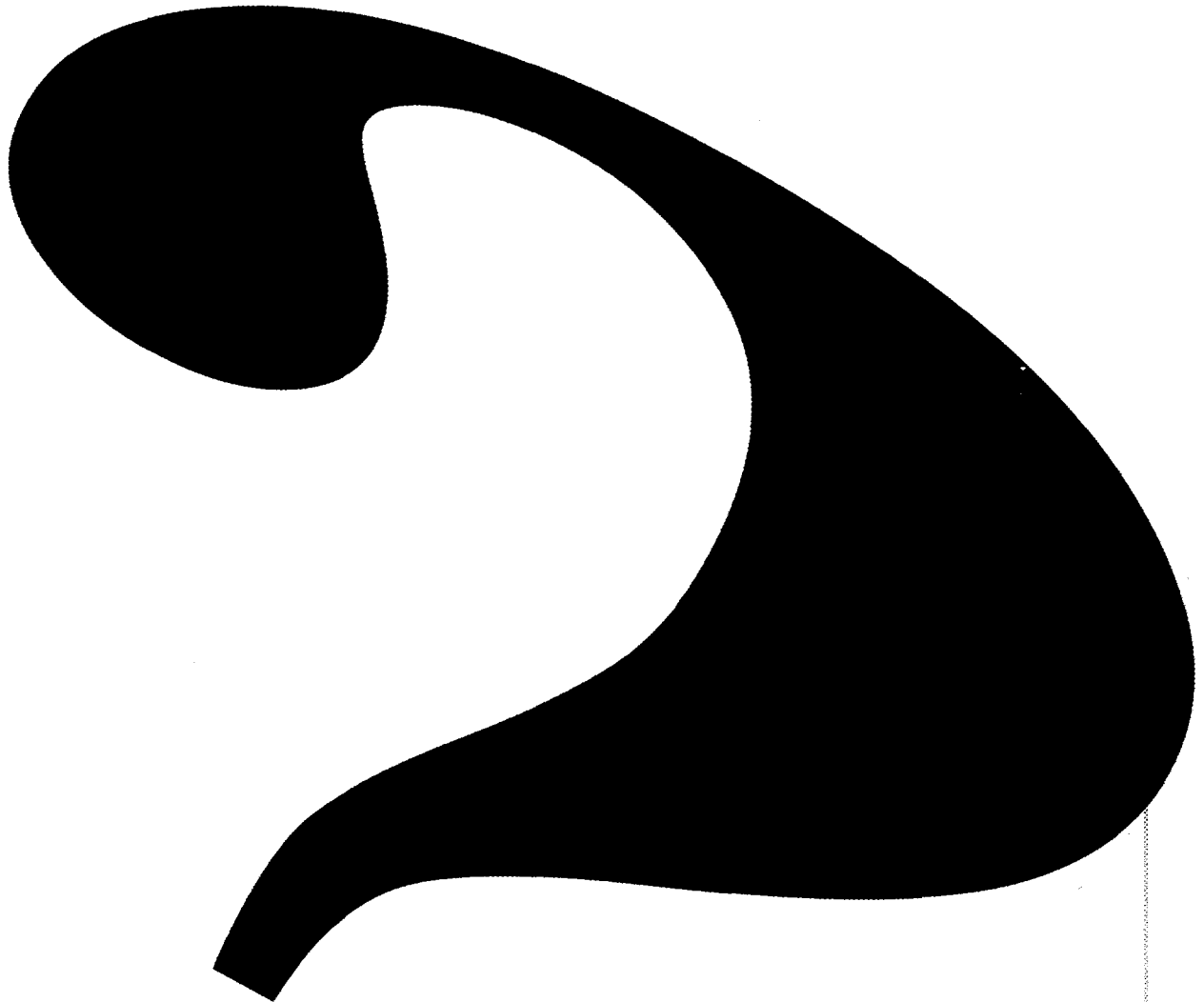
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