



2012 Best Practices for Government Libraries

Pushing Boundaries

Mobility...Community...Accessibility



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E-Books and E-Readers Program Best Practices at the NIST Research Library

By Stacy Bruss, Reference Librarian, National Institute of Standards and Technology

The National Institute of Standards and Technology (NIST) Research Library is one of three programs within the Information Services Office (ISO) — along with the Electronic Information and Publications Program and the Museum and History Program— that support the research efforts of the 3,000 scientists and engineers at the NIST campus located in Gaithersburg, Maryland.

The Research Library implemented successful full-scale e-book and e-reader lending programs starting in FY10. Both programs provide its customers mobility to conduct and access their research where and when they need to. While planning and implementing these programs, the Library learned many lessons and developed best practices that other libraries can learn from and use.

E-Books Lending Program

The Library established its e-book program due to a number of factors:

- The extreme popularity of e-journals, which integrated well with the customers' research workflow.
- Customers specifically requested e-books so they could conduct their research remotely and seamlessly alongside e-journals, preferably on the same platform.
- As the number of available e-book titles expanded, the Library made a collection development decision to replace missing or popular print titles on waiting lists with e-books.

Today, the Library's e-book program consists of over 2,200 titles with more than 8,900 full-text downloads last year.

E-Book Best Practice #1: Consider customers' preferences. Pilot or trial a small number of e-books to get feedback on the preferences of your customers at the outset of your e-book program. It's best to start with e-book providers that have similar interfaces, licensing, and business models to your e-journals.

There are a number of e-book vendors in the market today that provide institutional access to e-books. These vendors differ in the subject areas of e-book content provided, online interfaces, file formats, digital rights management (DRM), licensing, and business models. This variety among e-book vendors is why it is important to pilot or trial different types of e-book providers with your customers, incorporating these differences to determine which providers work best for both your library and your customers.

The Library piloted e-books in 2006 with NetLibrary (now EBSCOhost e-books)¹, which provided perpetual, single-title e-book licensing. Customers used the e-books frequently during the first year (560 uses of 61 titles). However, feedback indicated customers did

¹ Note: The identification of any commercial product or trade name does not imply endorsement or recommendation by the National Institute of Standards and Technology.

not like the usability of the e-books, particularly the e-books' interface and the DRM. In the next three years, the Library trialed and purchased small pilot collections from other e-book providers to identify the features that resulted in more usable e-books for customers.

In 2010, the Library instituted a full-scale e-book program. Based on its experience with the e-book trials and pilot collections from the previous four years, the Library set collection development criteria for future e-book purchases that included: downloadable e-book files without access-restricting DRM; standard PDF or HTML file format; and perpetual license, simultaneous IP-authenticated access purchase models. These criteria match the interface and licensing and access models of all e-journals subscribed to by the Library.

While the criteria set by the Library excluded many e-book providers and aggregators at the time the full-scale program started, it reflected customers' preferences best, and showed that the Library was listening to its customers. This, in turn, created a positive e-book experience for the customers and they embraced using e-books; therefore, the e-book program started out and continues to be successful. The Library continues to monitor e-book providers to identify when changes in platforms, licensing, and business models bring them into alignment with the Library's e-book acquisition criteria and customer preferences.

E-Book Best Practice #2: Collect e-books wisely. A mixture of collections and individual title purchases will often provide the best foundation for starting your full-scale e-book program. Choose e-book collections in frequently used and cross-disciplinary subjects to reach as many customers as possible.

E-book pilot programs and trials help identify e-book providers that best suit libraries and customers. The next challenge is to build a full-scale e-book program that reaches as many customers as possible, while minimizing the time and effort required for selecting and purchasing e-books. When the Library established its full-scale e-book program in 2010, one goal of the program was to reach as many customers as possible by purchasing large numbers of e-books. That way, customers had a greater chance of discovering an e-book useful to their research.

E-book collections are an excellent way to acquire large numbers of e-books at one time. However, when purchasing e-book collections, it is best to focus the collections in subject areas frequently used by customers and cross-disciplinary subjects. Previous analyses of the Library's print collection usage showed that physics titles frequently circulated, prompting the purchase of the Springer Physics & Astronomy e-book collection. Evaluation of e-journal usage showed that the Library's customers heavily used the IEEEXplore database, so the integrated IEEE-Wiley e-book collection was purchased. Finally, as mathematics was a cross-disciplinary subject that all scientists at NIST incorporate into their research, the Library purchased the Springer Mathematics e-book collection. These three e-book collections quickly added over 950 e-books to the Library's collection.

However, the purchased collections only covered three major subject areas. To ensure that the Library's e-book collection had breadth and reached even more customers, these collections were supplemented by the purchase of individual titles in more specialized fields of NIST research.

The broad foundation of the Library's e-book collection that was provided by the e-book purchases in 2010 allowed the Library to more selectively purchase e-books in subsequent years, yet still meet the research needs of all of its customers. In 2011 and 2012, the Library has purchased only the current-year Springer Physics & Astronomy e-book collection, with an increasing number of individual e-book titles in many subject areas, from broad to niche focus.

E-Book Best Practice #3: Increase usage and usability of e-books by encouraging customers to use mobile devices to access e-books.

E-books provide Library customers mobility by allowing them to conduct research from their desktops or remotely connected computers. Taking it to the next level, customers can enjoy additional mobility if they can use e-books with hand-held devices. How customers can use e-books on mobile devices will depend on the e-book provider.

One of the first lessons learned by the Library regarding e-book access was that the license terms of e-books cover all means of access by its customers. That means that all of the purchased e-books may be read on NIST computers, personal computers of the Library's customers, e-reader devices borrowed from the Library, or customer-owned e-readers.

With e-book providers that do not restrict access to their e-books with DRM, it is very easy for customers to use e-books beyond reading them on computer screens. As all e-books purchased by the Library under the full-scale e-book program are non-DRM PDF e-books, they have the flexibility of being used on any e-reader device or tablet on the market today.

Note that e-book providers that use access-restricting DRM are developing applications that allow their e-books to be read on e-reader devices and tablets. Most use Adobe Digital Editions (ADE) to apply access DRM to temporary loans of these e-books, compatible with almost every major e-reader device and tablet on the market except the Amazon Kindle or Kindle DX.

Anecdotal feedback from customers indicate that the e-book formats selected by the Library and the licensing terms of the e-books have all increased the usage of our e-books by encouraging reading on mobile devices.

E-Book Best Practice #4: Make e-books an integral part of the research process. Increase discoverability of the e-books.

In the early years of implementing any e-resource, it is sometimes difficult to gain widespread customer acceptance of a new technology. However, there are several steps that a library can follow to help integrate e-books into customers' research workflows. They include: having a large collection of e-books (see e-book best practice #2); making e-book discovery easy through the catalog and other discovery tools; and incorporating e-books in reference research results.

All of the e-books' MARC records have been included in the Library's online catalog with a URL link to directly access the e-books so customers can discover the e-books as they search for books applicable to their research. The pilot e-books were often only accessible through the catalog, as they were not co-located on any platform with other electronic resources of the Library. However, from 2010 forward, many of the e-books purchased by

the Library are provided by the same publishers as its e-journals. Therefore, customers who are conducting research on the publishers' platform, such as SpringerLink or IEEEExplore, will not only discover e-journal articles that are relevant to their research, but applicable e-books. In addition, all of the recent NIST e-book collection is discoverable through Google Scholar. These additional means of discovery beyond the catalog integrate e-books into customers' research processes.

Where applicable, the Library's reference librarians use relevant e-book chapters in their reference research and provide copies of or links to the chapters. This increases customer awareness of e-books and demonstrates to customers how the e-books are directly relevant to their research.

E-Book Best Practice #5: Keep abreast of developments in the e-book marketplace.

The e-book market is still in a state of development. E-book providers are constantly adding additional features, file formats, business models, and means of e-book access. Libraries can consider such changes in their ongoing e-book acquisitions, such as considering vendors who did not previously meet acquisition criteria. Other changes, such as those in e-book platform features, can also increase the usability of past e-book purchases.

There are many avenues to keep abreast of developments in the e-book market. E-books are a frequent subject of articles in library professional publications and presentations at conferences. Technology magazines, news outlets, and library blogs (such as Sue Polanka's *No Shelf Required*) are ways to rapidly learn of recent developments in the e-book market. Libraries can also utilize relationships with e-book vendors to learn of upcoming and recent changes available to them.

Libraries should then make sure to communicate relevant changes in features, formats, and means of access to their customers. The NIST Research Library lets customers know how these changes will make their research life better through its marketing efforts, including its blog and digital display.

E-Reader Lending Program

The e-reader lending program at the Library was started in 2010 to:

- increase accessibility to the Library's existing e-book and e-journal collections,
- increase usage,
- allow the Library's customers to be more mobile, and
- allow the Library and its customers to explore new technology.

Additionally, the Library had positive experiences in mobile device lending, beginning in 2007 with our iPod lending program.

The Library's current e-reader lending program consists of 19 devices, including: one Amazon Kindle 2, three Amazon Kindle DXs, three Sony Reader Daily Editions, PRS-900, and 12 Apple iPads. The e-reader program has been extremely successful, with the devices almost all constantly in circulation. The following four best practices resulted from the lessons learned as the Library developed this e-reader lending program.

E-Reader Best Practice #1: Consider customers' preferences. Pilot several models and brands of e-readers with customer focus groups and library staff before making bulk purchases.

Similar to e-books best practice #1, consider the customers' preference in your selection of e-readers. Market recognition can affect customer preference of e-readers; however, other factors may determine the best e-reader device(s) for a library and its customers. These factors may include file formats readable by the device, portability, display type, and device features. Focus groups are a great way to determine customer's preferences by directly interacting with the customers.

In the summer of 2009, before the lending program was started, the Library conducted focus groups to determine the e-reader features and devices that would be most successful with its customers. The Library provided focus group participants a Kindle 2, Kindle DX, and Apple iPod Touch to explore various types and formats of electronic content. The preferences voiced by the focus group participants included the ability to read PDF files (only available on the Kindle DX at the time of the focus group) and the ability to change text size of e-reader content. They also stated they preferred devices with larger screens over device portability. Based on these preferences, most of the Library's additional e-reader device purchases for the program consisted of large-screen devices that had the capability to read PDF files. The focus group was very instrumental in the Library's development of its e-reader program. Had the Library used general preferences in the consumer marketplace to make e-reader device selections, it would have focused the program on smaller, more portable devices that would not have met its customers' preferences.

Focus group feedback and the Library's device circulation statistics indicate the Kindles and iPads, with higher market recognition, are more sought after than the Sony devices. Therefore, if all other factors are equal, purchase e-reader brands with greater consumer market presence for library lending programs, as they often will also reflect customers' brand appeal. This will automatically boost e-reader program marketing efforts.

In addition to focus group feedback, the Library used the pilot devices internally to assess the level of staff effort and develop the administrative and physical controls that would be required to maintain the devices in a circulation program. Considerations evaluated ranged from simple issues, such as a suitable location to keep the devices when they weren't checked out, to complex strategies that included consultation with other divisions, such as how to maintain compliance with IT security regulations on mobile devices. When iPads were added to the circulation program, the Library again purchased a small number of the devices internally to assess the additional level of staff effort and develop controls before making iPads part of the program. This process of assessing and developing controls with pilot devices helped to make the e-reader program a success while minimizing the staff effort required to maintain the program.

As with any technology product, newer e-readers released in the market will have different features and possibly different sizes available. Instead of making a bulk purchase of all the e-readers in its collection, the Library made gradual purchases over the two years in which the program has been running. One benefit of this purchase process was that the Library was able to add newly released devices, including new models of the Kindle DX and iPad, to its program. Additionally, the Library was able to base additional purchases of e-readers on the circulation frequency of existing devices in the program.

E-Reader Best Practice #2: Don't be surprised by the license agreement. Check with your agency's Legal department before purchasing any e-readers to identify whether license restrictions exist regarding lending e-reader devices or e-reader content. Don't be afraid to negotiate with e-content providers for approved, modified license terms that allow library lending.

Although there are many e-reader lending programs at public and academic libraries that include e-reader devices and content, their license agreements may differ from those of government libraries. Government libraries must comply with license agreements approved by their Legal departments.

Typically, the license agreements for the operating systems of e-reader devices have no restrictions on lending of the devices. However, the licensing of e-reader content is murky on the subject of library lending at best and excludes library lending at worst. E-reader content in this case is defined as commercial e-books and other digital content specifically formatted or sold for specific e-reader devices and intended for individual consumers. Examples include Amazon Kindle eBooks, Barnes & Noble NOOK Books, and Apple iBooks.

During the Library's e-reader device focus groups, the devices were preloaded with PDF files and Kindle eBooks e-reader content. The focus group readers liked the ability to change the font size of the Kindle eBooks (a feature not available with PDF files).

The Library next worked with the NIST Legal department to review the use of e-reader devices and e-reader content in a lending program. Unfortunately, the Legal department determined that the licensing agreements for e-reader content for all of the major e-reader devices on the market at that time did not allow for library lending of e-reader content; they did explicitly approve the Library lending the e-reader devices themselves.

Nevertheless, based on the customer preference voiced during the focus groups, the Library felt that it was important to include e-reader content on at least a portion of its e-readers. Based on Sony's collaboration with Penn State in lending Sony Reader devices and content, the Library directly approached Sony about circulating Sony e-reader content. After many discussions with and submitting program plans to Sony, the Library was able to obtain a modified license agreement that would allow it to not only circulate Sony Reader devices, but also e-reader content from the affiliated Sony Reader store preloaded on the devices. Based on this approved, modified license agreement to circulate Sony Reader devices and content, the Library added three Sony Reader devices to its collection and preloaded 21 e-books from the Sony Reader store on each of the devices; these devices are the only ones in the lending collection that have e-reader content preloaded on them.

E-Reader Best Practice #3: Increase usability of e-readers. Provide customers the ability to load their own material on borrowed e-readers.

One of the key benefits in lending e-readers is allowing customers to be more mobile in their research. During the loan period of an e-reader, the customer may need to read e-books or e-journal articles that are not preloaded on the device. Customers prize the ability to load and read their own material.

Unfortunately, each e-reader is unique in the means to load content on the device. In addition, there may be different agency IT security requirements for each device, specifying if and how e-readers can be connected to computers on the agency's network.

To minimize technical issues for customers while loading their own content and to ensure compliance with NIST IT security requirements, the Library issues with each device a single-page quick-start guide specifically created for that type of device. These guides cover almost all questions that customers may have, from basic operation of the device to how to load personal content. Because of the guides, the Library has had very few customer questions or complaints about technical/security issues with borrowed e-readers.

E-Reader Best Practice #4: Maintain return interest in your e-readers. Keep an eye out for innovative apps for and uses of the devices.

E-reader devices are a capital, one-time investment. There will be initial high interest in any new technology that a library provides to its customers. However, libraries need to have a plan to maintain long-term use of e-readers before making an investment.

The Library seeks to maintain return interest in the e-reader devices. One way this is accomplished is to change out the 20 PDF e-books preloaded on each device on a regular basis. This encourages customers to re-borrow e-readers. An added benefit is that the e-readers create free marketing for the Library's e-book collection, as the preloaded PDF e-books are all from the collection.

The Library is also examining new uses for the e-reader devices in the future. It is evaluating apps to add to the iPads in the lending program that will increase the mobility and productivity of its customers. It is also evaluating additional uses of all e-readers in the program, such as incorporating exclusively preloaded devices in training classes conducted at NIST.

Marketing

One best practice that is common to both e-books and e-readers is NIST's creative marketing.

Marketing Best Practice: Market, market, market. Use multiple marketing venues to make customers aware of e-book and e-reader programs.

Marketing is an important tool for increasing awareness and usage of e-books and e-readers. It is important to conduct marketing not only at the introduction of a program, but throughout the life of the program. In addition, since customers interact with the library in different ways, it is important to use multiple marketing venues to reach as many customers as possible.

The Library used a broad range of marketing tools to introduce customers to the NetLibrary books in 2006. This included articles in the Library's newsletter, articles on the Library's web page, and posters in the Library. Many customers learned of the NetLibrary books through these outreach points.

In 2010 and beyond, the Library built on the success of the NetLibrary e-book marketing strategies to increase awareness and usage of both its e-books and its e-readers. Marketing includes blog posts and digital display slides about the programs, articles on the Library’s web page, posters throughout the library, and creating book dummies with e-book titles to display at the Library’s New Book Shelf. By using multiple outreach points with repeating messages, the Library helps customers to be aware of and comfortable with integrating e-books into their research processes. Some examples of the marketing conducted by the Library follow.

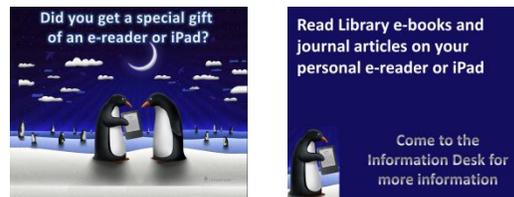
E-book Poster

This is one example of posters that are located throughout the Library stacks and at the open-access computers. The posters encourage customers to read e-books on either a computer or using a mobile device. Each poster features a different subject area or lists all major subject areas covered by the e-book collection.



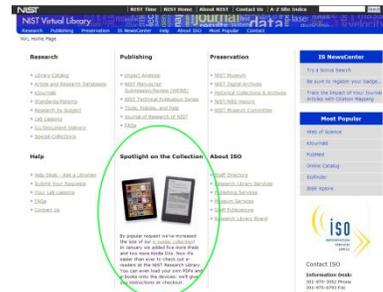
E-book Digital Display Slides

The Library’s Digital Display, outside its main entrance, markets to customers as they pass by the Library. These slides are displayed after every holiday season to promote new owners of personal e-reader devices or tablets to read Library materials on them.



E-readers on Library Web Page

The e-readers in the collection are periodically highlighted on the Library’s home page. A link to an e-reader FAQ page provides additional details.



E-reader Digital Display Slide

This digital display slide promotes circulation of Sony Readers by featuring e-reader content available exclusively on the devices.



Conclusion

The best practices in this article reflect those that have served the NIST Research Library well. As discussed in e-book best practice #1 and e-reader best practice #1, customer preferences are the first and most important consideration in the success of any e-book or e-reader program and may vary from library to library. By being aware of current and future developments with e-books and e-readers (e-book best practice #5 and e-reader best practice #4), libraries can continue to provide the best resources and technologies that will increase customers' research mobility.



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Pushing Boundaries: From Collections to Service

By James King, Information Architect, NIH Library

Thinking back just 20 years ago, I can rattle off a lot of things I've seen for the first time that are now commonplace like personal computers, cable TV, e-mail, the Web, cell phones, laptops, and smart phones.

What is my daughter going to have easy access to in 20 years? Will she use a computer, a smart phone, or an embedded device as her primary access to the Web? Will she have easy access to an 'augmented reality' like you can currently see with Google Goggles? Will she "lug" a backpack to school or carry a Nook or Kindle-like device? Will that school include virtual sessions with the best educators on the planet, combined with immersive experiences to not only learn about science and history, but to live it? If technology is changing the potential life of my 3-year-old daughter, why isn't it changing our mindset in the libraries and organizations in which we work?

Jack Welch said that when the change on the outside is greater than the change on the inside, the end is near. If we are not rapidly adapting to the needs of our customers, in this tight economic market, we will be viewed as expendable.

It is useful to look at the Chinese word for crisis, which is created by combining two symbols:



The first symbol represents danger and everyone will recognize that libraries are facing a lot of them including budget cuts, downsizing, closures, old school librarians focused on preservation of the status quo, managers that are focused on bottom line, and IT departments reaching beyond the pipes and into things like taxonomies and Knowledge Management.



However, the second symbol represents opportunity. I firmly believe that our future opportunities are wrapped up in how well we can collaborate with our customers, especially in two potential growth areas:

- Location Independence
- Custom Services

Figure 1 - Symbols
for Crisis and
Opportunity

Location Independence

Mobile phones and portable access to the internet have grown dramatically over the past several years. According to Android Blog and Flurry Analytics [<http://getintoandroid.com/blog/2012/01/mobile-computing-adoption-rate-faster-than-pcs/>], more than 500M smartphones and tablets have been activated since 2007. They estimated that 1 billion devices will be activated by end of 2012. In comparison, 800M PC's shipped between 1981-2000, which makes mobile adoption four times faster than PC adoption.

The *Device shipments 1995-2010* is from a Morgan Stanley report

[http://www.morganstanley.com/views/perspectives/tablets_demand.pdf] discussing tablet demand for potential investors. They noted that 80% of all device shipments in 2010 were mobile devices, of which 16M were tablets. Fueled by the rapid adoption of iPads, Kindles, and Nooks, an estimated 62M tablets were estimated to ship by the end of 2011 and forecasts for 2013 exceed 100M tablets. Given that 150M desktop PCs shipped in 2010, some were calling this the beginning of the "post-PC era."

Web site usage through mobile devices is currently a small percentage of overall usage but these purchasing trends point to an increased desire to access the Web anytime and from anywhere. Are the services being offered by libraries able to interact smartly in this environment? Are libraries moving towards "mobile first" and "responsive design" when designing their next web site?

Custom Services

A hallmark of special libraries is their focus on meeting the specific needs of the customers in which they serve, rather than the general needs of the public. For the past decade, librarians have been "embedded" into research or work groups, especially at media companies and in medical settings. In addition to performing traditional library services in a focused manner, these "informationists" can also provide a variety of custom services, depending upon the needs of the organization. Some examples include bioinformatics consultation and training, systematic review assistance, document translations, technical editing, and creation of Web-based products.

A new service with strong potential is in helping the organization to define and defend their value and ROI. Especially focused in scientific and research environments where measuring a return on investment has been more difficult since research, especially basic research, does not have a direct or short term output or outcome. The increased competition for research funding and a decrease in available research funding have stakeholders calling for more scrutiny over research spending and encouraging more collaboration across geographic and disciplinary boundaries.

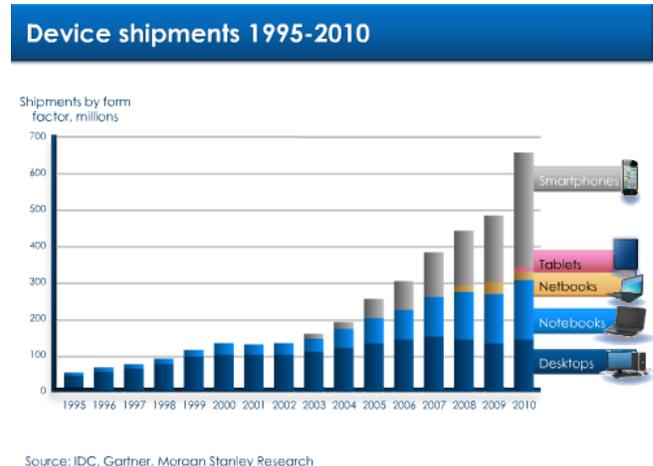


Figure 2 - Morgan Stanley Device Shipments

chart

Unit of assessment	Purpose	Output dimensions	Bibliometric indicators	Other indicators
Individual	Allocate resources	Research productivity	Publications	Peer review
Research group	Improve performance	Quality, scholarly impact	Journal citation impact	Patents, licences, spin offs
Department	Increase regional engagement	Innovation and social benefit	Actual citation impact	Invitations for conferences
Institution	Stimulate international collaboration	Sustainability & Scale	International co-authorship	External research income
Research field	Promotion, hiring	Research infrastructure	Citation 'prestige'	PhD completion rates

Figure 3 - Research Trends Chart

Research assessment is multi-dimensional and means something different depending upon where you sit. The view from the bench scientist is very different from that of the department head, the institution or the funding agency – as the chart from the Elsevier Research Trends article demonstrates [http://researchtrends.com/issue23-may-2011/the-multi-dimensional-research-assessment-matrix/]

The Washington University of St.

Louis' Becker Medical Library provides a great model

[http://becker.wustl.edu/impact/assessment/index.html] for libraries to use to assess the impact of research. Though focused on biomedical research, it can easily be applied to any research setting. Originally in a table, they've now developed this tree-based visualization. The model mentions several key areas to measure research impact:

- **By the numbers** – counting how many publications were made and tracking the various outputs
- **Referenced** - determining if the research was referenced or reused, including counting how many references were made to those publications
- **Adoption** - was this used in a patent, a medical protocol, or in some other way moved from research to practice?
- **Difference** – did the research result in some difference in economics, efficiency, effectiveness, or quality of life where it was applied?
- **Official** – did the research impact laws, policies, or regulations in their field or discipline?

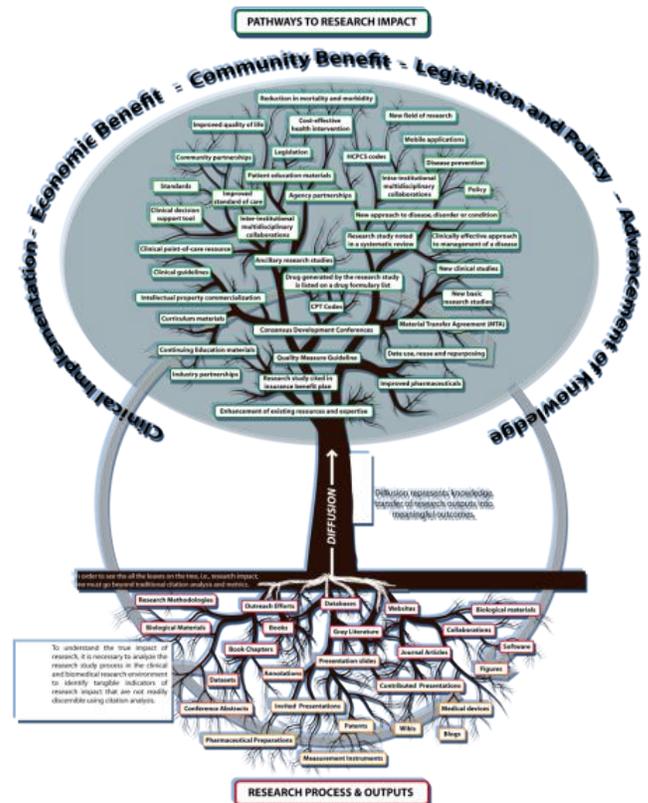
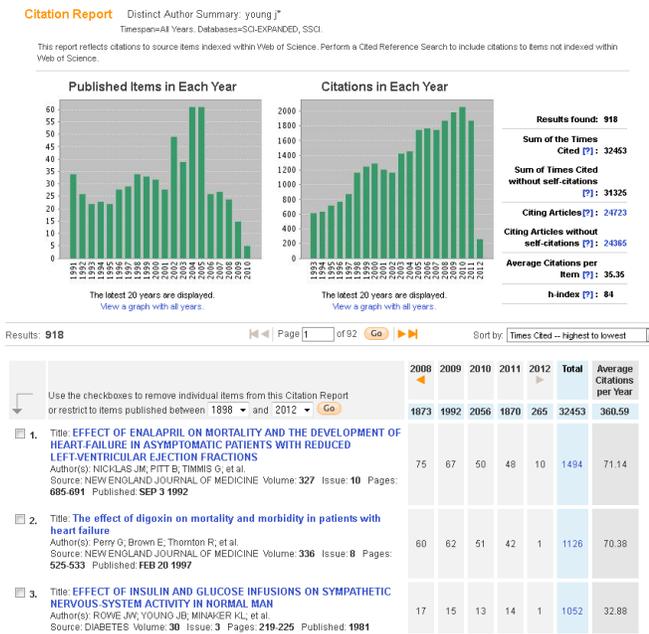


Figure 4 - Becker Model

Off-the-shelf tools that are common in most research libraries now include citation reporting as a part of the core product so some level of impact analysis of research can be done with no additional investment.



In addition to using the off-the-shelf tools, organizations can also choose to harvest those tools through APIs or data purchases to create an internal list of publications. A number of Federal agencies including NASA have created internal databases of agency-publications and I firmly believe that libraries have a clear role to play in this.

The National Library of Medicine and the Department of Energy also have robust efforts to capture all publications resulting from research and funding. I recall Dr. Zerhouni, then Director of NIH, pushed for the deposit of publications derived from research grants specifically so that he could have a tool to measure research

productivity.

Whether the list is built in PubMed, in an internal database or using commercial database tools such as Scopus or Web of Science, a focused list of publications of a research organization or department allows libraries to build a slate of measures.

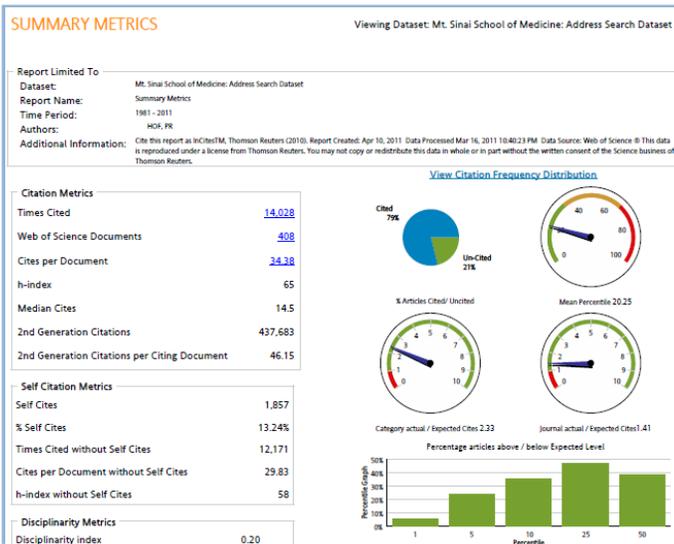


Figure 6 - Elsevier Portfolio Analysis Tool

The commercial database providers also recognize that there is a market for this so they've started to move beyond raw information and started creating products based upon the vast wealth of information they sit on. Here's a snapshot of Elsevier's portfolio analysis tool, based upon their Scopus data.

Some organizations like the National Institutes of Health has also been fortunate enough to have the resources to work with A&I providers to create robust, custom views of their organizations' data. In a contract with Collexis/Elsevier, the NIH Research Portfolio Online Reporting Tools (or REPORT) which is a tool designed to support the extramural research

community, providing per-year data on grants, and disease portfolios. It allows users to search a repository of both intramural and extramural NIH-funded research projects from the past 25 years and access publications (since 1985) and patents resulting from NIH funding.

In addition, through a contract with Discovery Logic/Thomson Reuters, the NIH Electronic Scientific Portfolio Assistant or eSPA is a tool that helps the intramural community to evaluate the outcomes (including outputs and impact) of NIH funding.

Transforming content into semantic relationships has the strongest chance for the library to encourage collaboration amongst researchers and has the best chance of success. VIVO and Harvard Profiles both are open source tools that harvest from authoritative sources to dynamically create rich CVs of all researchers at an organization. They store all of that information in semantic web "triples" (or relationships) so that relationships like the ones displayed are machine-readable. Data that can be harvested is not limited to publications but can also include anything relevant including professional memberships, awards, grants, clinical trials, facilities/equipment, patents/inventions, training/certifications, videos/presentations, teaching positions, and protocols authored.

This effort goes beyond the social web of Web 2.0 and into the Web originally envisioned by Tim Berners Lee, a semantic web of relationships. With the addition of bibliometrics, I believe that this can be the answer to our need for a platform to provide scientific measures to our clients.

In fact, commercial providers like Elsevier and Thomson Reuters agree so much that they're expanding their custom services and creating new tools that blend their rich collection of publications and indexes focused on researcher portfolio analysis. All of these tools apply algorithms to help find potential collaborators, visualizations to show patterns in citation networks and research trends, and to expose relevant concepts within the body of work.

Conclusion



I firmly believe that our future is wrapped up in how well we can collaborate with our customers. The two growth areas of location independence and custom services can be summed up in a shift from collections to services. Collections used to be the key differentiator between a top Carnegie school and a small community college or a third world country research organization but that line is quickly being blurred. When the University of Maryland, the State Department and AAAS decided to help rebuild Iraq's shattered research libraries in 2006, they did not ship thousands of boxes of books; instead they opened up a virtual research library with access to the same resources as available to a mid-to-large US institution. In fact, this approach is being re-used in seven other countries including Afghanistan and Egypt. For this reason, I believe that the library as place is becoming irrelevant to discussions about the future. Our future is in service. Great service is built upon a clear understanding of our customers' needs and delivering it, in some cases in advance of them asking for it. Increasingly, service will involve risk of moving from delivery of information to distillation of that data and information into answers. In order to remain relevant in the future, we must move from a warehouse mentality to one that enables our customers to do their research better and faster.

Librarians Wanted to Help Create Innovative and Interactive Solutions for Smart Government

By Ken Wheaton, Systems Librarian, Alaska State Court Law Library; 2012 President SLA PNW, and Art Murray, CEO of Applied Knowledge Sciences, Co-director of the Enterprise of the Future Program at the George Washington University Institute for Knowledge and Innovation

In our recent series on the Knowledge Librarian in KMWorld we talked about why smart cities need smart libraries. We envisioned the smart city having a “brain” which acts as a “central clearinghouse for connecting people, creating social cohesion and enabling sustained economic growth through knowledge.”¹ The smart city springs from the massive shift in the world’s economy from agriculture to industry to information and now, to a *knowledge-based* economy.

This presents a tremendous opportunity for libraries and librarians to make the transition from information providers to knowledge brokers. This is not unlike what the World Bank experienced a few years back when its Director at the time, James Wolfensohn, announced that the Bank’s greatest value as an institution was not so much the large sums of money it had, but rather its even greater treasure trove of knowledge. Similarly, libraries can undergo a transformation not seen since the turn of the last century when Andrew Carnegie introduced the “open stacks” design enabling people to browse and discover books on their own.

One place to begin this transformation is in government. Most of today’s government organizations are artifacts of an age in which government was basically an arbitrator of transactions, hence the heavy emphasis on documents and records which can be found in every agency and more recently in data.gov. While providing improved access to all of this data by ordinary citizens is certainly applauded, we haven’t even scratched the surface regarding how to use that data in a beneficial way. For that we need knowledge, which brings us back to the smart library and the smart librarian.

To illustrate, consider that a key aspect of what differentiates knowledge from information is the ability to “connect the dots” in ways that reduce redundant or conflicting efforts aimed at achieving the same goal. Nowhere is this problem more prevalent than in government.

For example, 2007 Census data show that the United States has a total of 39,044 units of local general purpose government, which includes 19,492 separate municipal government organizations. Most of these units are still based on 19th-century governance laws and tax systems.

The vast majority of local governments claim to be under-resourced. Yet all too often, their own self-interest prevents them from looking beyond their boundaries for resources that can be shared. We’re not talking about financial resources, but rather knowledge resources. Out of those 39,044 units, how much knowledge-sharing is actually going on? If one organization solves a problem or comes up with a better way of doing something, how many of the other 39,043 will have access to that knowledge? Or more likely, how many of them will end up going through the same process of trial-and-error or “reinventing the wheel” while attempting to achieve the same result?

Looking at the broader picture, the relationship between federal, state and local government remains disconnected, with the upper levels of government not having much understanding of what is happening at the local levels. An agency that makes decisions about education often operates in isolation from those making related decisions about the environment, transportation or technology. This ever-increasing fragmentation and its corresponding inefficiency and lack of effectiveness have been major factors contributing our current economic crisis.

It should be obvious now more than ever that government at all levels needs smart libraries and librarians who can rise to the occasion and kick-start the knowledge-sharing process. Yet a recent news release from the Canadian Library Association shows just the opposite is happening. The report indicates that planned budget cuts could lead to a 20% reduction in the library workforce, along with a large reduction in acquisitions. These are valuable knowledge resources that may never be recovered once they are lost. The lesson here is that librarians need to quickly take the lead in making the impact of their presence as a valuable knowledge resource known at the highest levels.

Finally, we want to be clear that smart libraries are not only intended for government. All economic sectors need a common clearinghouse for knowledge as a means of driving innovation and improving competitiveness in a complex, fast-changing global market.

An example of good cooperation between government and private industry is Songdo, South Korea, which is building a next-generation infrastructure for a digital city of the future. The South Korean government made this area an "economic zone" and sold the land to private investors. Here, government and the private sector worked together with the same goals and objectives. It is noteworthy that the master plan which can be seen on their website contains a library, which has the potential of being a model library of the future aligned directly with the information/knowledge needs of the city.

Much like the Songdo smart city, let's not only keep our libraries but transform them into knowledge centers which can help stitch together the currently fragmented elements of our organizations, cities, states and nations. In this new role, they can be central to the creation of consortia (i.e., "brain trusts") that work toward a common set of goals and objectives in an increasingly challenging environment. The alternative is more of what's happening to federal libraries in Canada. This will only isolate us from the cutting edge of innovation and continue to result in more bad economic news down the road.

The majority of taxpayers have no idea where their money is going or who is accountable. Government libraries at all levels have a golden opportunity to help bring their parent agencies closer to the people they serve. The question is, who will be the first to step up to the plate?

¹ <http://www.kmworld.com/Articles/Column/Future-of-the-Future/Why-smart-cities-need-smart-libraries-Stories-from-the-Alaskan-frontier-81455.aspx>

Going Mobile

By David E. McBee, M.L.S.

Recently while grocery shopping I was reviewing my list – on my smartphone – and trying to remember which variety of potatoes is best for making my delicious potato salad. A quick press of a button and I slide of my index finger and I open a search engine and plug in my question. And almost as quickly I got my answer.

I have used mobile apps to get directions, check times of events, check the news, research the answer to a question, solve a crossword puzzle clue, check and respond to emails, update my Facebook status and more. All of that and I'm not really a constant mobile device user kind of guy.

As librarians, we used to jostle to get into the sessions on 50 sites in 50 minutes to make sure we had the latest and greatest. Those sessions are still important – but now we're also pushing the capacity limits of meeting rooms to learn about the latest and greatest apps for mobile devices.

Having worked in a library that was forward thinking about promoting mobile delivery of resources (See my article in the [2011 Best Practices](#)) – it was clear that mobile versions need to be clean.

Clean & Simple

Many of us were delighted to learn to use the medium of the Internet and as resources grew we were able to deliver results to our clients in record time. We tried out different search engines and the ones that kept winning were the ones that delivered and also kept a clean and simple design.

That always made sense to me. Previously, I worked for a couple of government agencies with staff nationwide. Most of those people – the bulk of the agency staff – were using laptops and could only use dial-up access for the Internet. For security reasons, they couldn't always use a hotel or other Internet cable connection and WiFi wasn't around yet.

We worked to keep our pages in html format and graphics. Downloading a page with a lot of graphics or pulling up a PDF or other format via dial-up was painfully slow. Clean and simple have always been my watchwords.

When I designed a web interface for my library's online catalog, I kept it as clean and easy-to-use as I could for our patrons.

Mobile – Cleaner & Simpler

If clean and simple were watchwords for web pages – then ramp that up exponentially for mobile devices. Speed is generally better than dial up, but sometimes with one or two bars showing we can watch that download wheel spin for quite a while before we get the app open.

I have installed apps only to delete them because the interface was too clumsy to use on a mobile device. It isn't enough to open a website on a mobile browser window. Most are too cluttered for the small screens and our clumsy fingers. (iPads are a different case here.)

When you are working with a vendor to deliver a resource via a mobile device make sure they have a version that is designed for the mobile devices. If not – just smile and tell them to call you when they have one.

The thing to remind yourself about mobile applications is that they are supposed to support people who are busy – people who are not always sitting at a desk or likely to visit a bricks and mortar library. So don't waste their time with products that will just slow them down. If they want to kill time they likely have a game app on their device.

That doesn't mean that you give them just anything – we are still the gateway to reliable resources. They will still use a Google app on a mobile device and get a variety of responses to a search query – some will be authoritative – most won't be.

I still see web resources prepared by librarians that are so cluttered that they are almost impossible to use. Take Bob Drudge's RefDesk.com. It is a great resource but I go there as a last resort.

Some others reflect the cluttered desks and minds of their creators, I think. We don't want to give our patrons resources like that.

Next up, we will need to be giving advice on how to organize their apps so they can find their way through everything they have downloaded but can no longer see. It is just like organizing our bookmarks into folders.

This sounds like a job for a librarian!

****David writes the Library Buzz blog at www.librarybuzz.blogspot.com/***



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Tools for Transformation

By Cindy Romaine, SLA Past President 2011, [Romainiacs Intelligent Research](#) with Ken Wheaton, PNW Chapter President 2012

One major insight I had from my year as SLA President in 2011, was getting a better understanding of the transformation happening in our profession. I talked to literally hundreds of people, both inside and outside of our profession, to better understand the implication of our digital future. I came away with a plethora of energizing advice and, if there is one summary statement they all seemed to share, it was this: "Don't get comfortable!"

When I talked to SLA members and visited dispersed chapters, I listened as numerous members shared stories about transformed roles for their MLIS degree. Members are migrating into roles our predecessors never would have imagined. For example, information professionals are now working in data management jobs, devising meta-tags to create bigger, better databases. Librarians are now embedded within an enterprise in roles that include archiving and curation. Here are some examples of job skills and titles I've heard about recently:

- Data librarian
- Knowledge strategist
- Developing and refining taxonomies
- Digital user experience librarian
- Cybrarian
- Social media researcher
- Real-time marketing expert
- Content manager
- Trends researcher

My challenge to you is to go where the market takes you, and hang on for the ride!

TOOLS

Exciting new opportunities lie ahead in a more connected information-rich and data hungry future. What's this transformation hold for you? Here are some ideas for transforming yourself against the new knowledge landscape.



UNDERSTAND CONTENT MANAGEMENT. The librarian must understand content management in light of the needs of the entire organization. Who else is better with taxonomy? Who else has expertise in evaluating content quality against the organization's needs? Many times this job is given to a CIO with a technology background, but librarians are content specialists and a logical choice. The role should reside with someone who has the organizational skills and long-term vision appropriate for the role.

ALIGN WITH YOUR ORGANIZATION'S GOALS AND OBJECTIVES. You must know and understand the goals and objectives and strategic plan of the enterprise you work within, and align yourself and your organization against it. Learn where there are gaps in information needs and help close those gaps to get your organization in alignment. Who else could better connect the dots of information flow within an enterprise than a librarian? If you need specific insights on how to align yourself with your organization's needs, there is a wealth of information on the SLA's website, under Alignment.

BE A CHANGE AGENT. Today's librarian must be a change agent. Forget the reference desk and get involved in everything and with everyone pertaining to the consumption of information. Get out and challenge the status quo—there is always a better way to do things. Yes, there will be resistance—and resistance is tough! Just remember success comes from doing what is best for the organization.

BRUSH UP ON FACILITATION SKILLS. Facilitation skills will help you be more effective at enabling the flow of knowledge. It means forgetting what you learned in college and going back to kindergarten in effect, doing things like storytelling, solving problems, and role-playing.

ENABLE THE FLOW OF KNOWLEDGE. Librarians and information professionals have an active role in managing the flow of knowledge within an enterprise. We need to look beyond books and journals – here's your bumper-sticker motto: "Look Beyond The Book!" Marti Hearst of the University of California Berkeley School of Information, mentions in her article "The Decline of Text" that, in the near future, "[other] forms of communication ...will do the 'heavy lifting' such as audio and video, rather than text." She predicts "the importance of written words will decline dramatically in both culture and in how the world works."

USE VISUALIZATION. Collect, analyze, and display good quality data in order to make better informed decisions. You can also use visualization to better demonstrate the impact of your services. Expose problems! Don't hide them! Visualization is a huge growth area.

Now, all these might seem like "big concept" rocks that are too heavy to move without hurting yourself. So I wanted to break it down into what it looks like on a day-to-day basis—and yes, you will need to develop a new muscle. You will need to:

- ✓ Investigate new technologies until your brain hurts
- ✓ Practice collaboration until your face hurts
- ✓ Type emails, reports, and presentations until your wrists hurt
- ✓ Sit in meetings until your butt hurts



Of course, this is tongue-in-cheek, but the point is that transformation will require you to get out of your comfort zone, be creative, and apply yourself to your projects in new way. Stretch yourself where you can provide the highest value.

Transformation will open up new opportunities for your skills, but you have to seize them. Information abundance is both a blessing and curse. Your clients and customers need you more than ever. If you can move the big rocks, the little things will take care of themselves.



Transform Knowledge and Expertise into Strategic Value: How Will We Get There?

By Deb Hunt, MLS, ECMp
Principal, [Information Edge](#) and SLA President-Elect

I see my colleagues struggling with layoffs and job insecurity. Many LIS jobs are not coming back or are coming back in a whole different way. Yet there are vast opportunities for information professionals. I want to see us benefit from those opportunities.

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

“10 Questions: Dianna Wiggins” by Forrest Glenn Spencer.
Information Outlook, June 2010, p. 27.

Over the years, my career has taken many turns. In 2009, I was laid off from my job at the Exploratorium after 14 years of working there. I was able to ramp up my consultancy firm, Information Edge, but it was still a big adjustment. Over the years, my consulting work has evolved in a way that I think mirrors what I see happening in the job market for us as information professionals. When I started consulting many years ago, I mostly did value-added research and library design and automation. Soon my library automation clients asked me how they could organize their internally created content so it would be as easily accessible as the library collection. That is how I added document and digital asset management to the services I offer. (I continue to learn by attending and presenting webinars and professional conferences.) Most of my clients are **not** libraries.

As Stephen Abram noted (I'm paraphrasing here): “LIS skills are good currency, but only for those with the flexibility and insight to exploit the opportunities. ”

Information professionals have core skills and the resources to add to them and our value. We have the tools at our disposal to chart our career path rather than let others determine where and when we are needed. There are online courses and resources for members of SLA, AALL, ALA and AIIP, not to mention other associations such as AIIM and ARMA.

“Most professions now place demands on practitioners to update their skills and knowledge continually, with librarianship no exception. Competencies help to identify the details of expanded job expectations and the areas for further training. However, there is one skill set that could be considered an übercompetency—the ability to adapt to change, to be flexible and fluid. This overarching competency helps to unlock the achievement of all other skills and knowledge.”
[“Coping with Continual Motion”](#) by Beth Gutsche. *Library Journal*, 3/1/10.

We must add flexibility, insight, and recognition of opportunity to our essential core skills! We need to move outside our comfort zone and reflect on our accomplishments so we can communicate them to current, future and prospective employers or clients. Else, how will they know what we can do and what we bring to the table?

We Need to Be Comfortable That We Add Value, Possibly in Ways New to Us

We must show business value by measuring accomplishments and communicating them to management and enterprise-wide. Shout from the rooftops the fantastic value and expertise you bring to the organization and how you make life easier for everyone. **Be** the knowledge guru in your organization and thought of first, not second, or last, when those in command want solutions.

We have to engage our clients on **their** terms and add value where we can. Do we have a very visible web and other online presence? Are we the innovators in our organization to implement, model and test Web 2.0 and other strategic tools? Are we agile enough to live in the print, digital and virtual worlds?

As professionals, we need to take charge of our careers and the direction where we are headed. When I was nominated for SLA President-Elect, I thought long and hard about how to express this imperative to express our value. I came up with the phrase “career sustainability” which I adopted as my candidacy theme. Career sustainability is about growing in our jobs now and in future jobs as we continue to deepen our expertise and experience. In Summer 2011, I started a LinkedIn group called [Career Sustainability](#) and I hope you’ll join the discussion and share your questions and ideas there.

I believe that we have much potential and energy to move forward to career sustainability. We can make change happen. No one else is going to do it for us. We have to be ready to leap off the edge into the future, not blindly, but prepared as much as possible while taking some risk to get where we want

and need to be. We can build on our past, but we must look ahead to the future.

I hear too many of my colleagues complaining that their employer (if they are employed) doesn't pay for professional development or association membership anymore. I'm self-employed and I invest in myself. We all need to do this. If we don't invest in ourselves, who will?

I'm passionate about what I do and what we can do as a profession. Together we can create a more healthy and sustainable future as we grow our skillset and shout from the rooftops the value that we bring to our employers, potential employers and clients. Will you join me in this endeavor of career sustainability demonstrating our strategic value?

No Boundaries: When Location Isn't Everything in Your Job Hunt

By Naomi House, MLIS, INALJ (I Need a Library Job) Editor, Publisher, Founder and Administrator; Reference and Acquisitions Librarian at a Federal Library

INALJ

The [INALJ \(I Need a Library Job\) daily jobs digest](#) is an extension of the Facebook page created on October 16, 2010. It is an extensive list of all library, librarian and information professional jobs that my sixty plus volunteers and I have found each day. It is edited and published Monday through Friday and published online. I also host and administrate the Twitter feed, LinkedIn page and the webzine, [INALJ.com](#). Elizabeth Leonard and I founded and administrate the Facebook page. The goal was to help connect librarians, library staff, and information professionals with job opportunities. To date we have helped connect more than 450 job seekers with jobs.

Mobility

The first question many job hunters ask themselves when hunting for a job is, where is it located? This is why the daily [INALJ jobs digest](#) is organized and sorted by state and country. Many job hunters have a limited physical range of places they are able to live in for a variety of reasons. But what if you don't have this limitation? It might seem to be a blessing but it presents its own series of challenges. Suddenly the [INALJ jobs digest](#) has gone from an organized list you can scroll through quickly to 150+ pages of potential with no clear way to drill down or narrow your search. Using the find function in *Adobe* for key terms will only help if a) that key term is mentioned in the job title, or b) if it is a truly unique term. Searching for "librarian" will be close to useless because it would bring up too many results. What job hunters in this situation need is to find and try out new strategies.

Strategies

- **Listservs:** [Listservs, Listservs, Listservs!](#) Even though INALJ aims to take and compile as many jobs as possible from a variety of sources including many niche listservs, it can be important in the application process to see the jobs as soon as they become available. There is a slight lag time in getting jobs on the [INALJ list](#) so I highly recommend getting on listservs in different areas and for different groups or subgroups of associations. I found my current job on the DC/SLA listserv and it was only ever advertised on that listserv and the Catholic University library school listserv. It was never advertised anywhere else so I do feel strongly about their value for personal reasons.
- **Niche Keywords:** I created a list that I am always adding to of job titles and keywords beyond the usual suspects that job hunters can use to find jobs. It is on every single page of my website, [INALJ.com](#), on the right sidebar. It is called "Keywords for Job Searching." Another great resource is

a list of keywords and job titles written by Mia Breilkopf called "[61 non-librarian jobs for LIS Grads.](#)"

- **States/Cities Without Library Schools:** I live and work in one of the most exciting, interesting and large library job markets in the country, Washington, DC. In addition to being one of the largest library job markets we also have two fantastic library schools with many new grads each year as well as many alumni who stay. For many of the jobs in DC we see hundreds of applicants for just one position. So if someone were to ask me, should they focus their job search in DC I would say to go for it but to also look at secondary markets as well. One way to pick a good secondary market is to look for ones that aren't saturated with recent grads or alumni; so ones without library schools. This strategy does not mean to imply that states/cities that have library schools are bad places to look for jobs; just that these markets are often saturated with applicants. Especially if you are familiar with the area, have lived there, have contacts/networking associates there- by all means go for it. But if location is not important, then this strategy, focusing on locations without library schools, might be one way to narrow your search that is productive.
- **Dates:** Another strategy I have employed is to search the daily [INALJ jobs digest](#) for all jobs expiring soon. I use the find function or search box in the digest and search by date. I standardize all dates in the INALJ jobs digest so that readers will not have to search in multiple ways. All dates are month/day. All dates use as few numbers as possible, by this I mean I use 6/8 instead of 06/08. I do not write out the month (ie: June) I only use numbers. If job hunters employ this strategy a few times a week the list of potential jobs is narrowed from many hundreds, even a thousand or more, to under fifty usually.

Community

My approach to writing this guide to forming a job hunting strategy for location-flexible job hunters was not to come up with hard and fast rules or to overstate the value of each of these strategies. These are merely suggestions. Instead I wanted this to be a jumping off point. Some of these strategies will work for some job hunters; some might work better for others. This is part of a larger conversation I believe we need to have as a community. I have created a [discussion on my LinkedIn page](#) to continue the conversation, get new and better ideas, and collect them all in one virtual space. Please feel free to join the conversation and add you two-cents. I have only one hard and fast rule; civility is enforced.

Find me and the INALJ community at:

INALJ: <http://inalj.com>

INALJ Digest: <http://inalj.com/?p=1441>

Facebook: <https://www.facebook.com/ineedalibraryjob>

Twitter: <http://twitter.com/needalibraryjob/>

E-mail: ineedalibraryjob@gmail.com

LinkedIn:

http://www.linkedin.com/groupItem?view=&gid=4112382&type=member&item=73467388&qid=0891b058-1540-44bf-a2ad-777c02ef5d28&trk=group_most_popular-mc-rr-ttl&goback=.gmp_4112382

Are We Work-Ready?

By Dr. L. Sylvia Weldon, Adjunct Assistant Professor, University of Maryland University College

Introduction

As college graduates search for jobs, they quickly find that their skills do not match the skills in available positions (Imagine America Foundation, 2008). "In the next decade, nearly two-thirds of the estimated 15.6 million net new jobs created in the U.S. will be in occupations that require some postsecondary education or considerable on-the-job training" (Imagine America Foundation, 2008, p. 6). One state, in 2007, had an estimated 30,000 college students taking remedial courses to learn skills that they should have learned in high school (Postal, 2008).

Problem

When entering community college, 60% of the freshmen have found that they are not academically prepared for college work (Adams, 2011). College admission requirements place some of these students into developmental courses (Weldon, 2012). Other students who score high enough on the placement tests are placed into remedial or college level work. The students placed into developmental coursework affirm that many high school graduates are not "ready to succeed in entry-level college courses" (Conley, 2010c, p.19). The students who placed high enough for the remedial or regular college courses could be also lacking in certain areas.

In the past, remedial courses existed for students when they needed precollege-level courses to teach the basic academic skills that they had forgotten (Boylan, 2001). Currently, sometimes those who were placed below the accepted placement scores of the college or university would be placed into a sub-level of remediation called developmental education. These students needed additional "counseling; advising; tutoring; topical workshops; individualized instruction; and courses to enhance study skills and strategies, promote critical thinking, or introduce students to the rewards and expectations of college" (Boylan, 2001, p. 2).

College-ready is defined by "four distinct dimensions of college readiness: cognitive strategies, content knowledge, self-management skills, and knowledge about postsecondary education" (Conley, 2008). The profile of the student who is college ready demonstrates "development of key cognitive strategies, mastery of key content knowledge, proficiency with a set of academic behaviors, and sufficient "college knowledge" about what postsecondary education requires" (Conley, 2010a, p. 18).

Unfortunately, sixty percent are taught pre-college content not offered or not mastered in high school, for example, "study skills and learning strategies, critical thinking, and other approaches addressing the cognitive and affective needs of the learners" (Boylan & Bonham, 2007, p. 2). When developmental, remedial, and collegial level students graduate, they may still not be work-ready. The readiness factor of graduates for work hinges on a certain comfort level that today's college

students need to have with current technology, but also a willingness and drive to continue to learn and stay up with new and emerging technology (Weldon, 2012).

Through a survey on business professionals being computer savvy, it was found that the work-ready college graduate may not know how to code but they would be able to troubleshoot and problem solve technological errors. This troubleshooting and problem solving would translate into a work-ready individual who could understand what computers could do and what software to download to help them with work-related tasks (Weldon, 2012). Work-ready individuals would understand impacts of emerging technologies and attitudes, behaviors and needs of information users (Weldon, 2012).

The Study

The nature and purpose of the study was to determine if college graduates were work-ready. This was examined through the skills of a computer savvy individual. Computer savvy was defined as one emergent theme to analyze for this study. The research design is qualitative purposive sampling by selecting groups of individuals based on college degree and computer savvy comfort level (Patton, 2002). Computer savvy levels would show the work-ready level of college graduates (Weldon, 2012).

The survey was conducted from April 19, 2011 to April 20, 2011. The population were 89 business professionals who worked in libraries, associations, government agencies, law, and health sciences sectors. The lowest degree was a high school diploma while the highest degree was a doctorate. The participants came from 26 states and four countries. The survey was created through Survey Monkey and the link was sent to the following listserves: Society for American Archivists; Maryland and DC Chapters of the Special Libraries Association; Association of Independent Information Professionals; Maryland Library Association; ASAE. Participants had given their permission to participate in the survey when clicking on the link to begin the survey, after reading the letter that preceded the link. The protocol established for the survey was guided by one important question: To what extent does a college graduate understand the learner support and problem-solving levels for computer usage?

Findings

From the participants with Master's degrees and doctorate degrees, it was found that a college graduate was defined as a computer savvy person who:

1. Had an understanding of how a computer system worked;
2. Could be able to intuitively navigate open source content management systems options on the fly;
3. Could be able to troubleshoot any technical difficulties without outside assistance;
4. Could have the understanding of how these pieces fit together and impact one another.

From the 89 participants, the amount of participants who knew what the phrases meant can be seen in Table 1. From these participants, all blamed their colleges and universities for not teaching these terms to them or they had completed their education before these concepts were used.

Phrases/Terms	# of Participants
Structured analysis	23
Emerging Technology	59
Utility Programs	41
Primary Storage	52
Secondary Storage	51
Mainframe	52
Components of System	27
Unit	

Table 1: Participants Understood Computer Savvy terms

Summary, Recommendations, Conclusions

It is essential to keep learning once the student has graduated from high school and college. In the “computer savvy” survey, it was found that even with post-secondary education, many professionals in government, health sciences, educational, associations, and law sectors still had problem areas to perfect. Although time management seemed to be number one as a skill people needed to improve, second place for skills to improve was managing their workload (Weldon, 2012). Without time for professional development to review or improve skills, the workload increases.

It is recommended that the participants need to re-work their schedules to include time to review or improve their skills in their job. As time goes on through their positions, required skills for their positions will eventually change. If the participants cannot improve or review their computer savvy skill in the workplace, they may have to do it on their own time away from the office.

Through many students not being prepared for entry into the workforce, skills like computer savvy could end up partially developed. All 89 of the participants used various forms of computer technology for personal and work uses. As can be seen in Table 1, some of the participants found it difficult to correlate those encounters to help them build upon their computer savvy skill. It is that correlation between personal and job encounters that can help the participants improve their skills as the passage of time continues in their careers. This would help them prepare for the emerging technologies that are waiting around the corner.

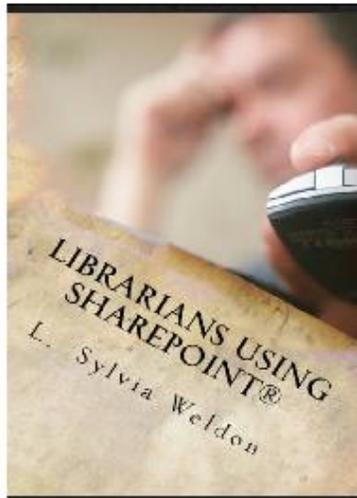
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NEW BOOK ANNOUNCEMENT

Librarians Using SharePoint®

Authored by L. Sylvia Weldon



This new book covers a study on librarians being computer savvy showing that the work-ready college graduate may not know how to code but they would be able to troubleshoot and problem solve technological errors. Animation techniques, web site editing, and experiences from computer savvy librarians help to show what SharePoint®2010 can and cannot do. This book can also be used to help library students figure out what business sector they could work in, for example, the educational; the association; the health sciences; the federal government; the law sectors.

Paperback (204 pages), \$19.99

ISBN-10: 1456515489

Available through Amazon.com on August 31, 2012.

Staying Open to Possibilities in Today's Government Library

By Caryn S. Wesner-Early, ASRC Technical Information Specialist, US Patent & Trademark Office

For the past 40 years or more, it has been accurate to state that we are living in a time of unprecedented change. In 1970, Alvin Toffler published the book *Future Shock*, describing the feeling people get when the future comes too soon. Those of use who have reached adulthood since the publication of the book may have felt that since we knew the future was coming fast, we would be immune to the shock. For me, at least, that is not the case!

The information world is changing so fast that even recent library school graduates are facing problems and challenges not expected while they were students. Did you graduate in 2006? Five years ago, did association or government libraries expect to have Facebook pages? Was there any discussion of what to do if they did? How about using Twitter for your library? Not covered? I didn't think so.

Library schools and students face the challenge of preparing for a future that picks up speed as it approaches. When I graduated from Catholic University in 1989, the School of Library and Information Science was training librarians to adapt to and use new resources, without having any idea what they would be. It offered a database searching course (mostly DIALOG) and a systems course; other than that, there wasn't a lot to be done with computers. Most larger library catalogs were online within their universities, and public and government libraries were starting to follow suit, so we knew to expect more of that, but we really didn't know what else. The Internet was known only to a few university or government researchers, and I don't remember hearing or reading anything about it in my classes.

One of the best classes I had, as far as preparing for the unknown, was Sam Clay's Public Libraries. Sam gave assignments like "Write a short essay on a non-traditional library." It was wide open, and helped us start to think "outside the box" (as it was not yet called then!). But the whole ethos of CUA SLIS was forward-thinking, and without necessarily expressing it in words, the program gave us to know that we had to be flexible. Good thing, too, because within five years or so of graduation, some of my classmates found themselves Webmasters of their organizations' fledgling forays onto the Internet. More and more of us had to figure out what this "Web" thing was, so we could educate our organizations about it. That may have been the beginning of what has become very common in our careers - learning about the latest thing so we can teach others.

People often talk about things they didn't learn in library school. Some of them are kind of funny or rueful, like "how to fix a photocopier." Some of them, though, are kind of panicky, and once you trip over one, they seem to come faster and faster, piling up on each other. If you didn't learn about social media, or being a freelance librarian, or whatever the next thing is, you may find yourself left behind, wondering how the profession managed to change so much, so fast. Like a librarian I knew of in the 80s, who kept the whole card catalog in her garage after the library changed over to an OPAC, many of us may try to hold onto the familiar. That way, though, lies a dead-end career,

cowering in a long-held job, fearing that the job may change or disappear before retirement. It's better to get up and start running - even if you don't catch up to the cutting edge of the profession, you'll be further on than you would have been otherwise. There isn't a lot of time for professional reading in most librarians' lives, but it becomes more and more important to do it. Set up an RSS feed of some forward-thinking blogs; follow some of the better-known tech-capable librarians on Twitter; go to conferences, attend units on products you've never heard of, and see what the vendors are presenting. And, always, be ready to change direction at a moment's notice to stay ahead of your users.

Follow Caryn on Twitter: [@CarynSWE](#). Find [Caryn on LinkedIn](#).

Originally posted on the *Government Info Pro* on October 14, 2011 | [Permalink](#)

The Only Librarian in the Room

By Stacie Marinelli, National Library of Education, U.S. Department of Education

In my four years at the National Library of Education at the U.S. Department of Education (ED) I've learned quite a bit about the field and my agency. I gain more insight into the work done by staff inside ED and outside in the world of educators every day. That being said, it can seem like all the exciting work of an agency is done by the staff I serve, since a government librarian's job involves obtaining information for and assisting others who conduct research and make policy. Moreover, working as a contractor, like so many other government librarians today, there can be an added sense of separation from "federal workers" when we are not always able to access the same training or information sessions.

That's why, in 2010, when considering what professional development event to attend (a benefit provided by my contract company), I decided to substitute the usual library association conference with an event that would bring me in contact with those on the frontlines of education. While embedded librarians have been able to immerse themselves more completely into an organization's work, those of us in more traditional settings must develop strategies to break the boundaries of our confines and bring us into direct contact with our agency's dynamic center.

After researching various options, I chose to attend the 22nd Annual National Dropout Prevention Conference (NDPC), "From Rhetoric to Action: Ready, Set, Graduate!" that was held that November in Philadelphia. The dropout issue is an umbrella for myriad hot button issues in education, encompassing innovative pedagogy, distance learning, special education, ELLs (English Language Learners), poverty, bullying, struggling readers, parental involvement, community partnerships, and more.

Attending the 2010 conference were teachers, counselors, and administrators from a wide range of intervention programs, including alternative "stand-alone" schools, programs within public schools, charters, GED programs, pull-out programs, parent programs, and summer and after schools. A large number of vendors of education software and teaching materials attended. There were 786 participants from 45 states and several foreign countries.

Filling out the ranks of attendees were a smattering of other interested parties: pastors, two Philadelphia mothers who demanded to be invited, some education reporters – and me. While it's possible that school librarians from alternative programs were in attendance, I'm pretty sure that at the workshops I attended, I was the only librarian in the room.

Now, frankly, I often felt like a third wheel at conference events. I could not share in the passionate discussions teachers were having at workshops and in hotel hallways about their kids and what work was being done in their programs. Even the vocabulary was new to me – what was meant by seat time, pull-outs, disengagement and re-engagement, no excuses rules, restorative justice? Breaking boundaries can be difficult and I accepted

that degree of personal discomfort in order to break out of my comfort zone and discover more about the education world.

So I did a whole lot of listening, soaking up information, meeting amazing and dedicated educators, and becoming aware of ideas common to the field. During those three days, I took part in keynotes, panels, interactive workshops, carousels (we went from table to table hearing about different programs), and visited an alternative school. Highlights included a session on Project Ki'L, a Title VII Indian Education program located in Anchorage, AK, serving over 500 Alaska Native and American Indian boys in 12 schools where Alaska natives are in the minority. During the carousel sessions, I was extremely impressed by three enthusiastic principals from the Winfree Academy, a Texas charter school group that practiced what one speaker called "excuse prevention," meaning that they worked around whatever problem could stop a kid from graduating (pregnancy, addictions, money woes, and more).

Topping it all was a site visit to a stand-alone alternative school, part of the Communities In Schools (CIS) organization. Greeted by everyone in this small school, student escorts proudly showed us around a new, clean facility. We heard about GED preparation, career readiness, pregnancy planning, and literacy consultants. We viewed instruction using a self-paced computer program, as well as a science lab, a gym class, and a social studies class. The kids were raw and honest when they spoke to us during a lunch prepared by a culinary program in another CIS school.

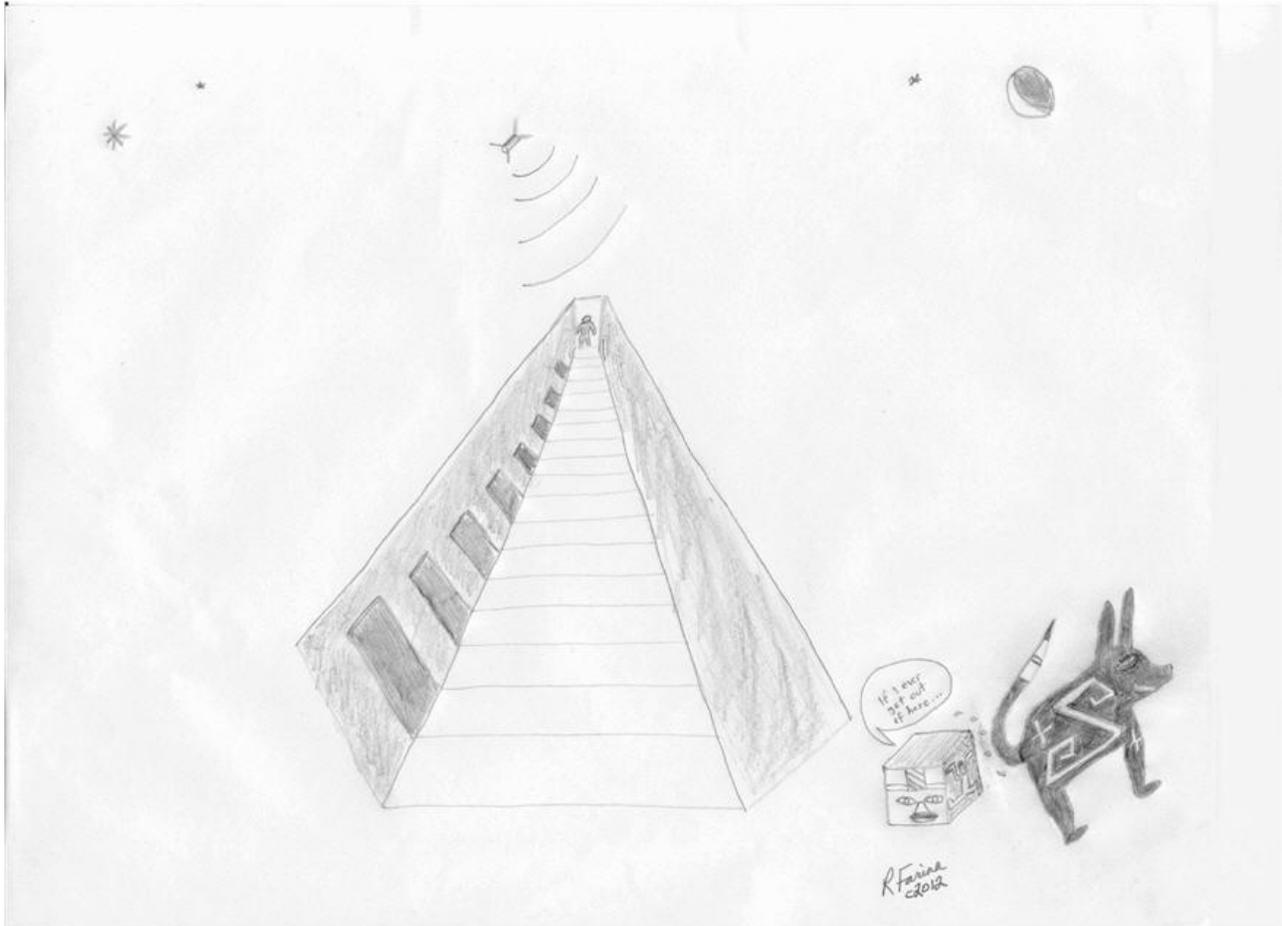
At NDPC, I discovered how closely the dropout issue relates to other educational problems and to real world issues that are often glossed over in reports about school failures. Bullying, poverty, peer pressure, learning disabilities, family disorder, and feeling trapped at school all contribute to failing grades, non-attendance and dropping out. At the final keynote, along with moving testimonies from teens who had dropped out and found their way back to school, I heard the Mayor of Philadelphia and his wife speak about Philadelphia's dedication to keeping kids in school through the city's Re-Engagement Center.

As the only librarian in the room, I was a witness to great work. As an adult at a conference to absorb information about a new field, I was the model of a lifelong learner. Now whenever people tell me that schools are failing and no one is trying to help kids, I can look them in the eye and tell them that's not really the case. There are many reasons kids aren't doing well, but there are also thousands of educators around this country who are working hard to help them succeed. I think of all these educators as I do my research at the National Library of Education. In fact, I've brought their motivation and commitment back to my work as a research librarian.

Stacie Marinelli is a Research Librarian at the National Library of Education in the U.S. Department of Education and a contractor with Progressive Technology Federal Systems, Inc. (PTFS).

Pushing Boundaries? Well, duh ...

By Bob Farina, MSLIS, Entrepreneur, Minor Potentate of Logogrammatic Research & Analysis, Data Wrangler, etc.



Pushing Boundaries

Drawing by Robert Farina

Though this may not come as a shock to many of my professional colleagues, I believe that librarians are indeed all about pushing boundaries. Some of us have revolutionary thoughts that we only ink to paper in the hopes that some young Turk just coming along will seize upon those ideas and put them into practice. In the spirit of 'carpe diem' others wind up leaving a path of doom and destruction in their wake (e.g., Mao Tse-tung). But for most, a well-reasoned evolutionary approach working hand-in-hand with colleagues and committees toward a shared goal is just the ticket for a quiet, careful work life that is rich, rewarding and personally satisfying. Thank you Melville.

In the end, who gets to the finish line first - or best? Wrong question, I think. We are librarians because we have a unique basic thirst for knowledge and understanding that we think is important to share with others. Some of us hope that our endeavors will be

rewarded - at least for the benefit of mankind, if not for ourselves. For some, it is the personality nexus of hunting AND gathering which is a primeval drive that will not allow us to rest until the 'golden ticket' is unearthed. And then there are those age-old children among us who always need to know WHY?

I have always been one of those irritating children who could back up many of my questions with at least some basic understanding of the subject matter. On the other hand, I sometimes answered questions in the classroom that would have made Art Linkletter blush. (Yes, I admit to being that old!). Precocious? No, I think it was just a lot of Jack Parr, Steve Allen, and Johnny Carson. Yes, the good old days when late night entertainment was taboo and the shows were 90 minutes long! I still laugh out loud when I open a jar of Smucker's ... you had to be there.

But, as usual, I digress. The point is that some common make-up of the typical librarian is an ever-present inner child that manifests itself in numerous ways. And like a child, we can't help ourselves from testing our boundaries at every turn. Some of us have fund-raising epiphanies in our sleep; lines of code that occur to us that will make that stupid database link fields and indexes for a presentable print report; an Egyptian hieroglyph that alludes to an Aramaic reference that might never have occurred to anyone in the light of day. OMG is Von Daniken right after all?! To which David Steinberg would respond with his classic comedic catchphrase, "booga, booga."

Boundaries? We ain't got no stinkin' boundaries ... We read; we learn; we understand and imagine. And we translate it all to the "children" who are smart enough to listen to us - and if we're lucky, that includes our inner child even as we grow older. We need to be serious about our profession, but we need to be boundless children who take nothing and no one so seriously that it keeps us from imagining, innovating and inventing for the rest of our lives. How else can we keep up with the wide spectrum from technology to Sendak? I need to see Zuckerberg in a hoodie, never a tie. And Bugs Bunny was at his most debonair while buck naked. And remember that if ever I address an audience that you are in, I see you as one or the other.

That was a joke; laugh children.

Leaders as Brand

By Jeffrey Lofton, Program Specialist, Office of the Deputy Associate Librarian for Library Services, Operations, Library of Congress

It has been said of many a workforce navigating organizational dynamics that range from modest change to fundamental upheaval that when people leave, they're not really leaving an institution; no, people tend to leave people. That has certainly held true in my experience.

We all know individuals of like temperament who work in the same organization: some content and thriving, some unhappy and stuck. What accounts for the difference? Sometimes it's as simple as the people who lead their groups. Leaders . . . true leaders . . . are a critical component of the success of any collection of people of whatever size united if only in name for a single purpose. That's why so much has been written about leadership styles, leadership imperatives, and leadership outcomes. I recently had the pleasure of leading a workshop during the 2012 Federal Law Librarians' Conference on leadership profiles and what I view as the elements of what the military likes to refer to as "command presence." I won't address that here; instead, I would like to share my thoughts on leaders as brand.

If, in fact, people don't leave organizations, but leave people, it is worth taking a few minutes to think about even a few of the characteristics of effective leadership. When they work together in harmony; when the whole is greater than the sum of the parts—one can be said to have a personal brand.

There was a time when personal brand was viewed as the amalgam and outcome of all those external, acquired affectations (if you will) that made a person instantly recognizable . . . a signature broach, an authoritative swagger, stinging irony. But that's decidedly old school thinking these days. Leaders as brand have found ways to become inspiring, indelible parts of an organization that transcends appearance, body language, and even attitude. Today's organizational leaders are more typically thought leaders. Their personal brands are built on the true currency of any successful organization: ideas.

I like to say: "If you want to be a thought leader, the first thing you have to have is a thought." What do I mean by that? Well, simply put, thought leaders stand for something. They have a point of view that doesn't change with the political winds. They passionately believe in something and without proselytizing, they inspire others around them with the strength of their beliefs and convictions. They think and act as thought leaders, not thought repeaters. I don't mean to suggest that an organization can function with a collection of leaders who behave at cross purposes, expressing their passionately held, fiercely independent ideas to the detriment of the greater good. No. But it is the case that healthy organizations foster thought leadership as a foundational element of long-term growth and innovation.

And that brings us to another fact of leadership life: there are no leaders without followers. Leadership begets followship. If leaders look over their shoulders and no one's following except a few beleaguered souls who do so out of fear or uncertainty, something is amiss. Leadership is not about a title or a place on the organizational totem pole. It is about belief, commitment, aspect, and centered self-assurance. All great leaders share

those qualities as essential parts of their personal brands.

But there's one more point that must be made. Leadership is also about results. All the great political and social leaders like Churchill and Gandhi and the great business leaders like Jobs and Winfrey achieved results. Leadership is not simply an intellectual exercise; it is a real day-to-day phenomenon, and when it exists, it can mobilize disparate sensibilities around a single cause, it can inspire change, and it can create loyalty that transcends the niceties of indoor work, no heavy lifting, and direct deposit.

I challenge all who read these musings to spend just a few moments today thinking about how they can enhance their leadership skills in the service of their organizations and ultimately themselves.

Gaining Management Skills through Professional Association Leadership

By Kim Schultz, Marketing Research Analyst, Affinion Loyalty Group; 2012 Government Information Division Chair, Special Libraries Association

When SLA members say that volunteering will help you gain leadership skills you can apply through the course of your work life, do not doubt it, they are absolutely right! I'll admit I was skeptical at first that volunteering for a professional association would offer the opportunity to hone honest to goodness leadership skills; that is until I became a division chair this year. Here are some of the skills I'm learning as an SLA division chair:

- event planning
- marketing
- budgeting
- managing competing priorities
- managing a diverse group of volunteers

As an early career professional I have not yet gained direct management experience that comes with leading and motivating groups of employees towards accomplishing workplace goals. While I have experience working with teams, I currently find myself in a solo information professional role that requires me to manage my own time and priorities based upon the work assignments at hand. I pursued a leadership role within SLA in order to gain management experience in the safe and supportive environment of a volunteer association.

Becoming a division chair within SLA has allowed me to gain solid management experience that I can take with me throughout my career. How does taking on a leadership role teach one management skills for the workplace? As a division leader, I find myself responsible for creating, managing, and executing a slate of programs for the annual conference. In order to accomplish this I have to learn and use a variety of management skills including: understanding the information industry, leveraging a professional network, managing volunteers, a stream of detailed and changing information, and a budgeting and fundraising process.

So, what does it take to create conference programming and how can you bring those management skills back to the workplace? First, I'll provide an example as it relates to conference planning as a division chair, followed by how skills learned via SLA apply to my current position as a solo competitive intelligence researcher.

As a Leader...

1. You have to be tuned into your industry...what is going on? What are the emerging trends? What are the pain points and hot button issues?

- **SLA:** I follow industry blogs and news to understand issues and concerns regarding government information and information professionals, in order to provide relevant conference speakers and programming.

- **Work:** I follow news relating to retail trends, consumer behavior, emerging technologies, and marketing competitors, in order to provide staff with alerts and customized research that impacts our business strategies and results.
2. You have to build, nurture, and leverage a network of professional colleagues
- **SLA:** I used my past association experience and relationships with colleagues to find and secure well-qualified speakers for the annual conference.
 - **Work:** As a solo researcher, I have to proactively reach out to a variety of work colleagues, in order to better understand their information needs and how I can successfully meet them. It is also important to network with other competitive intelligence practitioners to stay up to date in my industry.
3. You have to manage a diverse group of volunteers, with different ideas, methods of working, and competing priorities. You have to know when to lead, assist, or delegate.
- **SLA:** I developed inter-personal skills to approach and work with each volunteer, based on their strengths while managing the conference planning process.
 - **Work:** I work collaboratively with a variety of colleagues, adjusting my work style to best complement and meet their individual information needs.
4. You have to manage all of the information that comes through while planning...speakers, session schedules, sponsors, and special event details just to name a few!
- **SLA:** While it's impossible to always keep on top of the steady stream of information coming in during conference planning, I try and capture the highlights and rely on key volunteers for assistance throughout the process.
 - **Work:** I live and breathe information at work and use organizational systems and alerting mechanisms to keep track of all relevant information to the business.
5. You have to be mindful of a strict budget and creative in fundraising, so that you keep your unit in good financial health.
- **SLA:** I had to quickly learn how much each session would cost, how to minimize costs, and how to work with other units and sponsors in order to cover costs.
 - **Work:** I manage a research budget and a variety of vendors, that must be balanced with the financial and information needs of the organization.

While I listed out a variety of skills I have learned and strengthened, don't be fooled, I am no expert! I hope that this article serves to inspire other would-be leaders to take a chance, dive in, and serve in a leadership role, which can provide so many positive benefits; from contributing to the profession to contributing to our own professional development.

Creating Your Total Life List for 2012

By Bruce Rosenstein, Author, *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*

As we begin 2012, many of us will be looking for new ways to organize and improve our life. One reason that taking advantage of a new beginning can be so difficult is that most of us have more than one dimension to our life. This is especially true for knowledge workers with work, friends, family and possibly obligations such as volunteering for a nonprofit or religious organization, or for a professional association such as SLA or ALA.

How do you know what aspects you'd like to improve if you're not really sure how many activities and people actually comprise your life? My suggestion is to create and use a Total Life List. I created this device as a running theme in my book *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*. It's designed for people who lead busy lives, and who want to make sure they are getting the most out of their time, and making a positive difference in the world.

The list is simple to set up and use. It can be done on computer, or with pen and paper. The idea is to have a framework for a visual representation of where your life stands now, including identifying the people in your various activities and responsibilities; and what you envision for the future.

The sections of your Total Life List:

1. Immediate family
2. Extended family
3. Work colleagues you interact with most frequently and closely
4. Friends
5. Members of your professional networks
6. Where you work now and a brief statement of your responsibilities
7. Memberships in professional associations
8. Various learning activities; formal and informal
9. Teaching activities; formal and informal
10. Volunteering
11. Involvement with nonprofits or social entrepreneurship
12. Mentoring
13. All outside activity (e.g. sports, religion/spirituality, book groups, writing, music and other artistic endeavors, amateur interest societies, hobbies, etc.)
14. Mind-body and exercise

Give an honest accounting of where you are now in these areas, and what you'd like to aim for in the future, including the people you'd like to add to your life. If you are on Facebook and LinkedIn, or other social networks, some of this information will be ready-made. Your list can be as all-encompassing and elaborate as you'd like it to be. No matter how you approach it at first, think of it as an ongoing activity for the rest of 2012 and beyond.

As the year progresses, you'll have a snapshot of life that you can use as a basis for starting worthwhile changes at any time. You can keep it private, or show it to others, or compare it with the lists of your friends and colleagues. I believe that the self-examination and focused thought that goes into drawing up your list will be among the most valuable things you do this year.

Bruce Rosenstein is the author of [*Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life*](#) (Berrett-Koehler, 2009).

He is Managing Editor of *Leader to Leader*, the quarterly journal of the Leader to Leader Institute (formerly the Peter F. Drucker Foundation for Nonprofit Management).

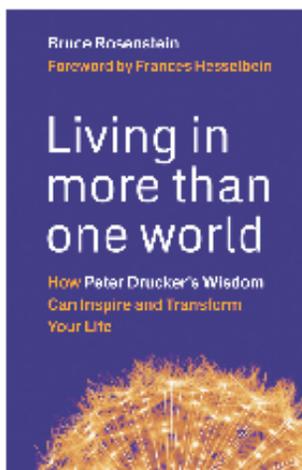
He worked for USA TODAY for 21 years, until late 2008. He was the embedded librarian in the News section -- the first embedded librarian at the newspaper -- and for the final 12 years, also wrote about business and management books for the Money section.

Besides USA TODAY, he has written for such publications as *Leader to Leader*, *Leadership Excellence*, *GAMA International Journal*, *American Executive*, *Information Outlook*, *Library Journal* and *ONLINE*.

Since 1996, he has also taught as a lecturer at The Catholic University of America's School of Library and Information Science in Washington, D.C.

Originally posted on the *Government Info Pro* on January 09, 2012 | [Permalink](#)

New book from Berrett-Koehler Publishers by Bruce Rosenstein—now available!



Bruce Rosenstein has written about business and management books for *USA Today's* Money section and worked as a librarian and researcher there for twenty-one years. He has studied Peter Drucker extensively, conducting one of the last interviews Drucker gave, five months before his death.

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Bruce Rosenstein
Foreword by Frances Hesselbein

Living in More Than One World

How Peter Drucker's Wisdom Can Inspire and Transform Your Life

- Millions revere Drucker as "the father of modern management"—this is the first book to share his reflections on *self-management*
- Based on Bruce Rosenstein's twenty-plus-year study of Drucker's life and thought
- Helps you construct a complete life plan through exercises, questions, and illustrative anecdotes and quotes

How can we have a rich and fulfilling life? For Peter Drucker, one of the most influential thinkers of modern times, the secret was "living in more than one world"—enjoying a diverse set of interests, activities, acquaintances, and pursuits. Drucker was able to do this despite extraordinary demands on his time; and now Bruce Rosenstein shows how the man who transformed organizational management can transform the way you manage your personal and professional life.

An enormously influential business author and consultant, Drucker also wrote extensively on personal development, but these writings are scattered throughout dozens of books and articles. For the first time, Rosenstein assembles these ideas into a straightforward framework that guides you in building a multifaceted life and career. It's the next best thing to being mentored by Drucker himself.

Rosenstein shares Drucker's advice for, first, honing your core competencies—developing your main talents, clarifying your values, and managing your time. With this firm foundation established, he uses Drucker as both source and example to show how to enrich your life by developing parallel and second careers, making a difference in the lives of others through voluntarism and service, and using teaching and lifelong learning as complementary ways of staying engaged and up to date.

By living in more than one world, you gain new insights, see your life from fresh perspectives, and access ever-changing sources of inspiration and stimulation. It is a way of life that can be lived by anybody willing to follow Peter Drucker's wise counsel and Bruce Rosenstein's practical guidance.

"Few people on earth know Peter Drucker and his work better than Bruce Rosenstein. This is a welcome, unique, and very personal addition to Drucker's incomparable legacy."
—**Bob Buford**, Chairman, The Drucker Institute, and author of *Halftime*

"Rosenstein has been able to highlight and focus on a unique and overlooked quality from Drucker's vast firmament of ideas: the centrality of human development and self-development. An enormously important book for all leaders—actually, for everybody!"
—**Warren Bennis**, Distinguished Professor of Business Administration, University of Southern California, and author of *On Becoming a Leader*



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Preparing for Change is Important; Coping with Change is a Necessity

By Bridget MacMillan, Senior Librarian Relations Consultant, LexisNexis

Lately I have been thinking about the difference between being prepared for change; and coping with change as it occurs. Preparing for change is a challenge all of us face in our lives, and now we face it if not on a daily basis, then on a continuum close to that. Whether due to technology or corporate decisions or economic forces, change is usually one phone call, email, or meeting away. I prepare for change by keeping informed of trends and business news; keeping an open mind when new initiatives are announced; and by thinking about the bigger picture of my place in this world today, yesterday, and tomorrow. Living through change also reinforces that the more prepared you are for it; the less likely the impact of it will be negative. But no matter how prepared you are, when real change is experienced it can still be dramatic – exhilarating, exciting, exhausting, inspiring, numbing, or any combination of these emotions! In the past few months I have experienced change that has me reflecting on my preparedness and my coping skills. What I have learned is that being prepared is important, but being able to cope, react, and move ahead is of equal importance. Because there is no way to be prepared for every eventuality; if you have your coping skills honed you can accept the change, maybe even embrace it, and avoid being overwhelmed by it. The coping skills that I now value even more, and keep finely tuned include the following: a sense of humor; deep friendships and family ties; a willingness to try new activities to keep my creative muscles flexed; and reading, reading, reading.

Identifying these coping skills is one thing, how do I keep them from getting rusty? To me a sense of humor is crucial to every day being an adventure! I look for the humor in the smallest experiences, and when a truly funny experience occurs, I capture it in writing, and work on the telling of the story to make it memorable to me, and to others who hear it!

With all the connectivity we have available to us, for me the best way to maintain a deep tie to someone is talking, whether in person or over the phone. Facial expressions and vocal intonations convey so much! I have a large, extended family across the country; and many, many friends in far-flung places. Trying to find a time to talk can be difficult, so email, Facebook, and texting keep us informed, but for me the richness of the connection is in sharing a meal, conversation, funny story, or sympathetic shoulder to lean on. I found this to be true very recently when an unexpected change occurred, it would have been easy to remain isolated with the news, but instead I talked to others immediately and found comfort in their voices, and the isolation was kept at bay.

Last year I challenged myself to try new activities, the first was a pottery class, the second was a leaded glass class and the third was a photography class. All of them challenged me to reveal my lack of artistic talent, but they also provided laughter

and stories! And they inspired me! I have continued with the pottery, and have become proficient at creating bowls, mugs, plates, vases, and more! The joy for me is sinking my hands in the clay, and making something, anything, that is a true, physical item. So much of the work I do every day is intangible, emails, webinars, presentations, that have no physical manifestation. With this class I am a creator of an item. And that makes me incredibly happy! This year I have already taken a flower arranging class, and am scheduling a mosaic tile class. My fingers will get cut, my ego will be dashed, but I will be enlivened!

Reading, reading, reading! If there is one activity that is as close to breathing as being necessary for me to live, it is reading. I have to read every day to stay balanced. A recent and exciting change for me was that Chicago Public Library now offers eBooks for borrowing! My Kindle always has a book ready for me, and my overdue fines no longer exist because the system automatically returns the book on the due date. This has expanded the reading possibilities in my world, and fostered my daily reading habit even more. My challenge is to turn off the light and go to sleep at bedtime!

This year was only two weeks old when the first dramatic change struck my world. Was I prepared? Yes, because when it comes to corporate decisions there are no surprises for me at this junction. Was I able to cope? Yes, because my skills were close at hand; humor, affection, creativity, inquiry; all provided support, stability, and lightness during a challenging time. And this most recent experience reinforces that while being prepared is important, being able to cope is a necessity.

Originally published as the [January 2012 LexisNexis LRC Monthly Column](#)

PUSHING BOUNDARIES: COMMUNITY

Pushing Boundaries from the Inside Out: A Practical Approach

By Scott Brown, Owner, [Social Information Group](#)

The concept of “boundaries” continues to be a core topic for the information profession. We are expanding the boundaries of what we do and how we define ourselves as a profession. We are being asked by our customers and our employers to broaden the boundaries of what we do in our day-to-day jobs.

The tagline of this issue specifically calls out the topics of mobility, community, and accessibility. I would actually rearrange these into a progression:

- Accessibility
- Mobility
- Community

In many ways, our boundaries are being expanded whether we choose to acknowledge it or not. The explosion of personal computing in the 1990s and the ability to connect to the Internet was the beginning of the expansion of our boundaries. In a very short amount of time, the availability of information changed for anyone who had Internet access – and now, that’s a majority of people in our society. Unfortunately, libraries were often on the trailing end of this dramatic change in access to information. Many of us were left wondering how to deal with this shift – and, in many ways, we still are.

Now, we are dealing with a new shift in accessibility to information that is being driven by mobile devices. The explosion of e-book readers like the Kindle, tablet devices like the iPad, and apps available on “smart” devices are again changing how people find, access, and use information. If you need an example, simply look at [Apps.usa.gov](#). The US Federal Government is increasingly making Federal information available directly to citizens – over their mobile devices. For those of you who use these devices regularly, you have an understanding of the life-changing nature of this access. Adoption of smart devices and mobile apps among our users is skyrocketing.

On the community side, I see two dynamics that are expanding our boundaries. One, our users are not only able to connect with the library, but they are also able to connect with each other, using social and other online tools. They are able to share and discover information *among themselves*. In other words, we aren’t the sole source of information any longer – not that we ever really were, but are no longer the sole “gatekeepers” of the “good” information.

Two, many of our users are *creating and sharing their own content* at an astounding rate – a phenomenon almost unimaginable even ten years ago. For example, how do we deal with all of the content being created and uploaded to YouTube? In some ways, the concepts of “content” and “information” themselves have fundamentally changed in a very short amount of time.

The essence of all of this change is that, over the past few decades, access to information has increasingly been taken out of our hands. As a result, many

librarians and information professionals are left feeling disoriented and discouraged. Yet I believe it's possible to re-orient ourselves in order to re-engage in the changing nature of information and access.

I think pushing our own boundaries, professionally or otherwise, involves going through three stages (not unlike Elisabeth Kubler-Ross' five stages of grief: <http://www.ekrfoundation.org/five-stages-of-grief>).

I've conveniently made them all start with the letter 'A':

Acknowledge – recognize that this change in accessibility, mobility, and community *has* happened, and is continuing to happen. You can still feel resistant, angry, scared, excited, and any variety of other feelings. The important thing is to acknowledge that we perhaps don't have a full understanding of the information environment any longer, that there are many other participants in the information world these days. We aren't the gatekeepers any longer. The information world is not the same as it was even five years ago.

Accept – to accept is subtle yet profound. Acceptance is a portal through which you can actually start to take some action. Acceptance removes the judgment of the situation – good, bad, or otherwise – and allows you to actually start to see how you can work with the changes happening. Accepting is an opportunity for us to learn, and perhaps to act differently going forward. Acceptance can actually be quite exciting and energizing.

Advance – once we've accepted the situation(s), then we can take action without dragging along resentment and other baggage. We have the opportunity to take more control of our direction and our future, and we can feel less of a victim of our circumstances. We can start to work more effectively within the new information environment.

What is this new environment, and how do we engage with it?

As we've already touched upon, the information landscape has truly shifted – and I think there are still many of us who have not fully accepted and embraced this shift. The information experience for a great many of our users is **completely** different from what our experience may have been.

Have you heard the expression, "it's better to ask for forgiveness than for permission"? To me, this encapsulates a major aspect of the new information environment. And this is where the concept of pushing boundaries comes into play for us as information professionals.

For example, let's look at the dynamics of social tools. Anyone with access the Internet has the ability to connect with anyone else on the Internet, and to create content. Think about that for a moment – *anyone* can create content. What we often forget, deny, and/or shy away from is the fact that *we, as information professionals, can be content creators as well* – very powerful content creators.

Every year, we are increasingly dealing with generations who have grown up immersed in technology, and the ability to access and create information. That ability is something that is *assumed* by younger generations. They've always been able to create video, upload it to YouTube or Facebook, and share it. Further, content created on the Internet spills over into our "traditional" media. Books are created out of blogs ([1000 Awesome Things](#)), and out of Twitter feeds ([Sh** My Dad Says](#)). Internet "memes" seem to come out every week, leading to millions of views, and millions of people viewing content created by "unknowns." Can you imagine this dynamic happening even 20 years ago? Yet this is the world that is second nature to an increasing number of our users, and we need to deeply understand that.

A parallel phenomenon is street or guerilla art, probably best illustrated by the British artist Banksy, known paradoxically for his anonymity and the wide recognition of his work. No one knows who he is (supposedly), yet he continues to create content and be widely praised for it. Similarly, Los Angeles street artist Shepard Fairey created an icon out of his street using an image of Andre the Giant. Now you can buy bumper stickers with this image on it.

My point in connection with pushing boundaries is that we simply would not have this art as part of our lexicon without *someone doing something they weren't "supposed" to do*. Ordinary people are creating content and creating a world of their own. Why aren't we as information professionals?

So what do we do going forward? Beginning to expand our boundaries

I am a proponent of librarians, information professionals, and libraries pushing boundaries. In order to keep ourselves vital to our users and our communities, and simply to keep ourselves interested in what we do, we need to push our own boundaries on a regular basis. Granted, especially in government work, there can be a lot of constraints and potential consequences to not "following the rules." Yet I think we more often restrict *ourselves* from pushing our own boundaries.

There is no blanket solution for "pushing your boundaries" for all libraries, and so I don't feel I can really provide specifics. Each library and information organization has to determine how it moves forward, because each has its own situation, audience, and guidelines. That said, I do have some thoughts about approach and perspective to pushing your own boundaries as an information organization.

- **Be willing to question everything**, with detachment and without judgment. And I mean everything. Most of us have "sacred cows" – services, resources, ideas – that we don't allow ourselves to even *think* about changing or letting go. Keep in mind – questioning and examining are not the same as actually taking action. It's simply opening up the conversation.
- **Get a good understanding of the new landscape**. Take a good look at what's happening out there, not just in the library world, but in business and industry, in the arts, in brain research, in a variety of disciplines. This kind of cross-pollination will allow you to better understand the world and to gain ideas on how to creatively push your own boundaries.

- **Explore those “crazy” ideas.** What are some of the scariest – but most exciting – ideas that you have? What would happen if you really decided to pursue those? What would that look like? And how do you feel about it?
- **Ask your customers** about how they get information, how they use information, and what pain points they have. And then fully listen. Don’t just listen for the obvious things that you have traditionally addressed. What are they really struggling with? How could you help?
- **Talk to people.** In other words, get outside of your own head and your customers’ heads. What about other departments? Other organizations? What are they doing that’s interesting? What are they dealing with? Are there ways that you might partner to bring new services to new audiences?
- **Be open to actually “doing different.”** Apple’s “think different” slogan was characteristic of the company’s approach. We as information professionals need to be willing to “think different,” and then we need to be willing to “do different.”
- If you don’t have it, **create and allow yourself the room and time to experiment and play.** We are all strapped for time. In my mind, that’s no longer a valid excuse for not doing something. You choose where you want to focus your time and effort. If you’re really interested in change and pushing your boundaries, commit to it and make the time and the space to do it. Many organizations – for example, Google - realize the importance of “play,” and the importance of doing seemingly unrelated activities in order to inspire creativity and innovation in the workplace. Have you been so focused on simply functioning that you’ve drained all of your enthusiasm and creativity?

There are larger questions facing all of us. How do we best serve our communities of users? Ultimately, what’s our responsibility in information service? As we enter into the realm of truly pushing our own boundaries, I think we can start to address these larger questions, and start to re-engage with our users and our community in a whole new way.



Social Information

the essential and overlooked ways
we gain information

Scott Brown



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New Book Information

Number One in the Chandos Publishing Social Media Series

Social Information

Gaining competitive and business advantage
using social media tools

Scott Brown

Social Information Group

Summary

How can we use social media tools in business and competition? How might social media tools complement information from established resources?

Social Information answers these questions, covering social tools and their application to business and competition. This book provides real world examples, as well as strategies and approaches for searching social media tools, both today and tomorrow. Readers will learn ways to develop search strategies to effectively use new tools and features. The author discusses the lasting impact of social tools on how information plays a part in our lives, businesses, and careers, and what the future may hold. The title book begins by describing the impact of social media, before moving on to a brief history of business and competitive information, and the rise of social tools. Following chapters cover multimedia and social search, and finally the book looks forward to the future of social information.

Key Features

illustrates how social media tools can be used for competitive and business advantage

provides both practical and strategic search approaches, transferrable across social media tools

considers the future of social information

written by a highly knowledgeable and long-time practitioner and researcher in the field

About the author

Scott Brown is the owner of Social Information Group, an independent consulting and information practice, focused on the effective use of social networking tools for finding and sharing information. He is a founding Board member of the SLA CI Division, and adjunct faculty at San Jose State University in California and the University of Denver in Colorado, USA. Scott has worked with Fortune 500 companies, government and non-profit organizations, and individuals, helping them understand and use social media tools. He was a Senior Information Specialist with Sun Microsystems, providing strategic research services and competitive intelligence information. Scott is a frequent speaker at conferences internationally. He holds a library degree from San Jose State University in California, USA.

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Capturing Visual Resources: Pinterest for Government Libraries

By Brandy King, MLIS, Owner of [Knowledge Linking](#); Chair, SLA Social Sciences Division

With the release of every new social media outlet, libraries have to evaluate whether the tools offer an exciting opportunity to showcase their services and reach new patrons, or whether the channel will rapidly become “just another outlet to maintain” in the limited time available. Many libraries have weighed the costs and benefits and determined that Facebook and Twitter are valuable ways to connect with patrons. Should Pinterest be added to that list?

What is Pinterest and who is using it?

Pinterest is a virtual bulletin board that lets users collect and share images. Each individual image is called a “pin” and collections of pins are organized into “boards.” Every time you pin an image, it gets shared with those who have chosen to follow your account. Your followers can then “like” a pin, comment on it, or “re-pin” it to one of their own boards.

So why would government libraries and agencies want to take advantage of Pinterest? A recent study showed that Pinterest is the fifth leading source of referral traffic. (Aronica, January 31, 2012) So if you want to drive people back to your website, Pinterest is a great way to show people what they can gain from your organization.

Pinterest is particularly useful for libraries that have – or could create -- a lot of visual resources: digitally archived manuscripts, photographs, or collections of historical memorabilia like buttons, flags or posters. Drew Griffis, Communications Director at the Indiana State Library, told me that Pinterest gives his library an opportunity to show people the wealth of historical materials they have available. “Not a lot of people are delving six pages deep into our website to find the images we have available. But lots of people are looking at images on Pinterest. We hope to drive them back to our website so that they can find more resources of interest to them.”

So which government agencies and libraries are using Pinterest so far? Well there’s the Army, Navy and National Guard, to start with. And the Army in particular has quite a few followers (almost 2,500!) President Obama’s re-election campaign has almost 24,000 followers. The table below also shows six Government Libraries that have active Pinterest accounts:

State	# Boards	# Pins	# Followers	Link	Example Board Names
California	10	274	268	www.pinterest.com/castatelibrary	Illuminated Manuscripts California Calls You Gold Rush
Delaware	19	523	56	www.pinterest.com/destatelibrary	Look Who's Reading Images of Information Delaware Libraries
Indiana	13	271	83	www.pinterest.com/statelibrary	Hoosier authors Indiana State Fair photography Indiana Bookmobiles
Ohio	8	111	147	www.pinterest.com/stlibohio	New books at State Lib Exhibits & Displays
South Carolina	17	92	66	www.pinterest.com/scstatelibrary	SC State Documents Library Images
South Dakota	16	387	39	www.pinterest.com/librarysd	SD Authors SD Book Bag Library Infographics

Best practices for using Pinterest

Following these four best practices will get your Pinterest presence off to a good start:

- 1. Set goals and measure success:** The first step in figuring out what your Pinterest presence will look like is to think about what unique contribution your organization could make in a visual medium. Is there a collection of imagery your library or agency is most suited to curating? Is there a collection of imagery that only you own the rights to? Next, think about what goals you are trying to reach by establishing a Pinterest presence. Are you looking attract people within your geographic area? Drive traffic back to your blog? Finally, you must figure out how you will measure whether you are successful in achieving those goals. In these cases, respectively, you should continually examine where new followers are from, and analyze web traffic to see if there has been an increase in referrals from Pinterest to your blog.
- 2. Make the commitment:** The decision to use any kind of social media outlet can only be made if you are confident that someone on your staff has the time to commit to keeping it updated. While you only need a few hours to get things

started, it will take an ongoing weekly commitment to pinning images and creating new boards if you want to continue to generate interest in your content.

3. **Create compelling content:** What kind of content do you plan to create and how will you arrange it? Choose some broad categories and give each board an interesting name. For example, "Look Who's Reading" is a more interesting board name than "Images of People with Books." As you create each pin, often a more detailed description of the image, note that it can be found in your collection, and provide the web address so users can link right over.

If you need ideas for what you could post, check out the links in the table above to see what six State Libraries have already done, then adapt to your own area. Some of the best boards I saw were collections of authors from each state (*Hoosier Authors, South Dakota Authors*) and historical photography and art collections (*California Calls You, Indiana State Fair Photography*).

In a blog post on *Reach the Public*, Mike Bernard made several compelling suggestions for things government entities could post:

- Pictures of natural resources, birds and fish native to your state.
- Pictures of man-made infrastructure like bridges and highway interchanges.
- Pictures of military and government vehicles – planes, ships, tanks etc.
- Graphics from reports your organization puts out where you link back to the full reports on your website. (Bernard, February 24, 2012)

4. **Cross-reference your online presences:** Your website should already have a prominent link to any social media accounts you manage; add Pinterest to that list. If you have a blog, add a Pin It button so people can easily re-pin your content to their own boards. If you have a Twitter account, connect your Pinterest account so that any new pins are announced on your Twitter feed. Tell your Facebook fans about your Pinterest site and encourage them to follow you. In other words, make it easy for anyone who visits you on one platform to easily follow you on every other platform.

5. **Be mindful of copyright:** Much has been made about the confusing issue of Pinterest and copyright. The entire point of Pinterest is to encourage people to share images. But what images do you have the rights to pin in the first place? You *can* pin images in the Public Domain (US Federal Documents or works on which copyright has expired). You *can* pin images that you created (original photos) or that you own the rights to (historical images in your collection's archives). However, individual users largely do not follow these guidelines and some artists and photographers are taking it up with Pinterest.

If you question whether something can be posted, you can avoid all legal action and simply not post it. Or you could take the route in the middle that some libraries have chosen, which is to always make sure they are pinning directly from the website where an image was originally posted, thereby leading people back to the original source. For more on Pinterest and copyright, visit <http://pinterest.com/about/copyright/>

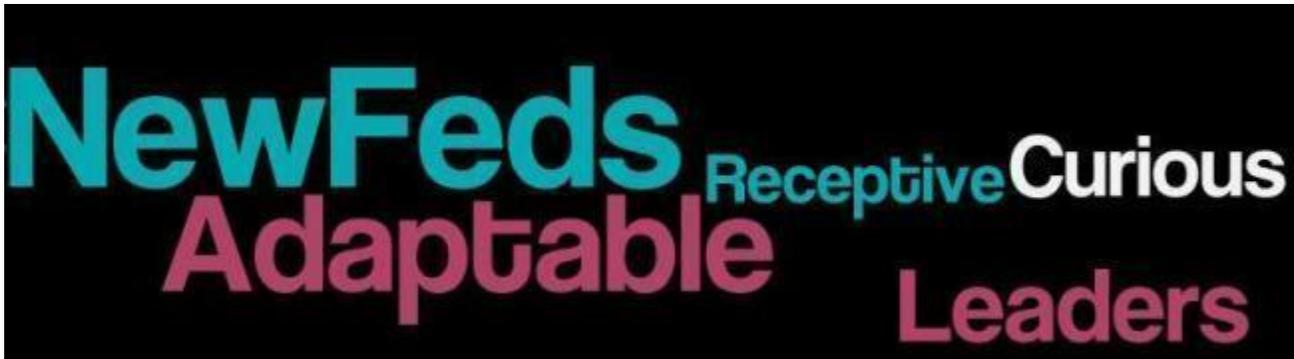
The six State Libraries shown in the table above are the early-adopters for Pinterest. They are paving the way for more government libraries and agencies to gain traction on this new social media outlet. Will their effort pay off in more website traffic or exposure to new audiences? Will consumers tire of Pinterest soon? Or are these the early days of a communication mechanism that will gain even more attention in the coming years? There are lots of questions about Pinterest, and the answers will only come with time. But Pinterest could be the next big thing in bringing your organization's visual resources to light, so establishing a presence is worthy of thoughtful consideration.

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Growing the NewFeds: A Brief History of a New Community of LIS Professionals

By the NewFeds Leadership: Aimee Babcock-Ellis, MLS; Sarena Burgess, MSIS; Kristin Anne Carr, JD, MLIS; Caralyn Champa, MLIS; Jennifer Davis, MLS, MIS; Jessica Hernandez, MLS, MS; Aileen Marshall, MA, MLIS; Abigail Morgan, MLS; Amelia Nuss, MLS; and Danielle Walker, MA-IRLS



1. Overview

NewFeds was founded in early 2011 by new federal librarians Jessica Hernandez and Aimee Babcock-Ellis, who sought to establish a forum to connect and support the development of early-career federal library and information science (LIS) professionals. As with many new communities, NewFeds benefitted from the guidance of more established professionals, including FEDLINK Executive Director Blane Dessey, Careers in Federal Libraries founder Nancy Faget, and FEDLINK Advisory Board Member Amanda Wilson.

NewFeds strives to create a collaborative network of engaged Library and Information Science (LIS) professionals. We are a FEDLINK Working Group that supports the development and advancement of information professionals who have approximately five or fewer years of experience in the federal government work environment. We aim to raise awareness of LIS competencies, best practices, and other issues relevant to working in federal information centers. Our goal is to support our members in their leadership development and skill-building efforts as well as career planning, networking, and mentoring.

In addition to the co-chair roles, the NewFeds leadership structure includes four Sub-Committees, each with two co-chairs.

2. NewFeds Sub-Committees

Communications

The Communications Sub-Committee seeks to connect NewFeds to each other, and membership to leadership, by providing community spaces for discussion. Members are invited to participate and encouraged to contribute to social media efforts, with the aim of increasing awareness of opportunities for social interaction and professional development. To date, the Communications Sub-Committee maintains a WordPress blog (<http://www.newfedsinfo.wordpress.com>), a Twitter account (@newfedsinfo), and a Facebook group. Additionally, traffic steadily moves in the e-mail listserv. Future plans are to develop a stable internal and external communications infrastructure, including exploring ways to promote and augment active discussion between members. The Sub-Committee also endeavors to leverage NewFeds information for wider visibility and engagement in the federal environment.

Community Development

The Community Development Sub-Committee is responsible for recruiting new members and organizing member involvement. It also coordinates with FEDLINK and other professional organizations to promote NewFeds participation in events and leadership opportunities. Plans for this coming year include establishing NewFeds Notables as a formal tool to recognize the achievements of NewFeds members, and to make it easier for members to volunteer for events.

Professional Development

The Professional Development Sub-Committee creates opportunities for NewFeds to enhance skill sets with training sessions, speaking opportunities, and collaborative events with FEDLINK Working Groups and other professional associations. The first Tech Training Session in June 2012 will be about the research tool, Zotero; the Sub-Committee plans to expand this into a regularly-scheduled educational series. Stay tuned to the NewFeds site (<http://newfedsinfo.wordpress.com/>) for information about future events and initiatives, including our 2nd Virtual Conference Redux, a curated list of conference sessions and professional development events, a journal club, and a speed mentoring session with more experienced colleagues.

Social

The Social Sub-Committee is responsible for planning and executing social events. These get-togethers aim to foster networking and collaboration and, of course, friendship. On average, four socials throughout the year (one per quarter) are planned. In addition, gatherings at conferences will be organized for NewFeds and other interested individuals. Socials take on various forms: brunch, happy hour, dinner. Different venues throughout the Washington Metropolitan Area are chosen, with Sub-Committee membership mindful of public transportation accessibility. As information professionals, we are always looking to learn and expand our knowledge of different foods that some of us may have not tried before. We welcome ideas and recommendations. For those unable to attend socials in the DC area, virtual events are planned.

As a new organization, NewFeds continues to define individual and group roles. Our journey has not been without bumps in the road.

3. Challenges

Momentum is an important word to remember when starting a new group like NewFeds. Thanks to the enthusiasm and leadership of our co-chairs, NewFeds quickly became less of a “good idea” and more of a “real thing.” Within a few weeks of meeting for an informal lunch, we convened our first meeting (with official minutes!) and began brainstorming how to structure the group. We maintained momentum through the 2011 summer conference season, primarily through email exchanges and via posts to the NewFeds Facebook group .

Our first event, the NewFeds Virtual Conference Redux in August 2011, was our way to crowdsource the knowledge we had gained and provide presentation opportunity to NewFeds members. Using Adobe Connect and a conference call number, we brought together 15 members of the federal library community to share insights and resources. Knowing there was a quickly-approaching FEDLINK event, we established sub-committees, recruited co-chairs for these new entities, created a handout, and set up a bare-boned website.

And then life intervened. Some of us got new jobs, some sought different jobs, and others were thrown curveball after curveball at our current positions. Moreover, as early-career professionals, many of us faced challenges making time for NewFeds activities during our workdays. We were juggling the demands of learning our jobs while also trying to stand up NewFeds. With the addition of a busy holiday season, NewFeds went into organizational hibernation.

Our loosely-defined roles were not yet documented, which left some members feeling less empowered when asking their leadership for time to work on NewFeds initiatives. This created communication challenges, since our fledgling leadership group was trying to coordinate by email after hours, during our busy personal time. Many NewFeds face additional work barriers such as technology and security issues in the workplace that prevent access to certain communication tools. Another challenge has been finding the time to attend additional training events. Some supervisors are more flexible than others, and some require professionals to use annual leave to attend activities. As new professionals, we have not built up much leave.

NewFeds leadership has reflected on what has happened so far with our organization and its sub-committees. We have also observed processes of other professional organizations. We are collectively using this knowledge to continue to improve our organization. We intend to annually assessing what we have accomplished and where we want to go in the future.

4. Lessons Learned

With signs of spring coming back to the DC area, several members of the NewFeds leadership began a vigorous dialogue via email and telephone in recognition of the need to re-energize NewFeds. We convened a foundational and instructive face-to-face meeting. Although we had been leveraging a range of communication tools to coordinate our group activities, one of the main lessons we learned was the value of traditional in-person conversations and relationships. During our strategic brunch meeting, we had a productive discussion about NewFeds and the way ahead. Seeing one another allowed us to learn about our non-librarian lives and find other ways our interests converged. We

talked about challenges in our jobs but also shared tips about good neighborhoods for house-hunting, current books we were reading, and a range of other topics.

Another big lesson we learned was the value of a near-term event to engage our members. Knowing the 2012 FEDLINK Spring Exposition would take place in May meant that the NewFeds were very active in April. In addition to a quarterly conference call during which we approved the NewFeds Strategic Plan, we also made progress on our web presence. Stay tuned for event announcements and collaboration invitations from NewFeds.

5. Future Directions

To support our current momentum and plan for the future of NewFeds, we are dedicating time and effort to develop foundational documents for our group. Writing the NewFeds Strategic Plan 2012-2015 helped our group formally coalesce around a shared purpose and aspiration. NewFeds now has a focused mission, vision, and goals to guide our activities over the next three years. In the spirit of NewFeds, the creation of this plan was a collective and iterative process. This new roadmap will continue to be fine-tuned as we operationalize our goals and objectives. One way that we are leveraging our lessons learned is by developing position descriptions for the co-chairs of NewFeds and the co-chairs of the Sub-Committees. We are also establishing a planning calendar and handbook for future leaders. Plans are also underway to gauge our progress through regular evaluation.

As we move into our second year, we are excited by the possibilities that lie ahead. Standing up a new group has been challenging; but above all else, it has been a wonderful opportunity to learn and grow as new professionals. The leadership and career development skills gained through this experience have been tremendous, and will continue to unfold as we enhance our efforts. We have also established enriching personal and professional relationships with other LIS professionals across government. These connections have fostered a collaborative, supportive, force that is the engine of our group. NewFeds is truly emerging as a community of engaged professionals and future leaders, and the LIS community can expect great things from us in "NewFeds 2.0."

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Importance of Communities: Influencing Change by Working Together

By Karen Huffman, Manager of Technology Solutions, National Geographic Society's Campus Technology Team

The skills and competencies we acquire as information professionals through our educational pursuits and experience gained at work and through our professional involvement translates across work and professional communities. Collaboration is at the heart of productive communities. It consists of four core areas -- agreements, communication, action, and outcome.

Agreements	Communication
<i>Reviewing and re-negotiating our ideas today to best meet our ever changing needs of the future. Open to change.</i>	<i>Conversing day-to-day on what's happening, should happen. Ability to communicate to various groups and through multiple styles.</i>
Action	Outcome
<i>Bringing your skills, abilities, experience, and knowledge.</i>	<i>Working together to create a different future. Everyone's contributions matter.</i>

The glass flowers designed by Dale Chihuly <http://www.chihuly.com/> hang in the reception hall of the Bellagio Hotel, Las Vegas, Nevada. It represents the ideas I will share below about how the impact of this display would not have been as impressive without all the various colors and shapes which speaks to me about the power of collaborative communities and the influence we have, not just with our peers but across any community within which we choose to engage. It takes a community to influence change and make a difference, not just one person.



Agreements: Since shifting from the Libraries to the Technology division at National Geographic four years ago, I have transitioned between four different areas and managers. One of my core roles has

been as an active participant, administrator, and trainer in a pilot in 2009 and then roll-out in 2010 of Google Apps for Business to National Geographic's entire organization. Google Apps replaced our current Lotus Notes messaging system and moved us "into the cloud" for messaging and collaborative tools. National Geographic Google administrators also participate in a Google-sponsored group called the Premium Customer Network (PCN). PCN is an additional resource and support layer for us. It is made up of organizations across the world and Google staff who mostly interact online through a discussion group and secured Google Site.



*Google Headquarters, Mountain View, CA, April 2012:
Reminds me of National Geographic's encounter with Google.*

Communication: When I first started to interact in the PCN group, I questioned the value I could bring to this group since it was made up many individuals who came from a much more technical background than me. In a presentation recently given for DC/SLA (see <http://shortlinks.cybersailors.org/2012Communities>), I shared how the communication, networking, leadership, planning, and presentation skills learned at National Geographic and through involvement in SLA helped me to have a voice in the Google enterprise community. The way we, in our profession, look at, collect, analyze and share our ideas had a very real impact.

Outcome: During the Google Conference, we toured the campus and left our “mark” on a huge whiteboard of ideas that **NEVER** is erased. Although leaving my “mark” was not my goal, it was the result of seeing an opportunity and engaging in a community to communicate and share our expertise and knowledge. We collaboratively developed, presented, and delivered a highly praised best practice resource about Google Sites that is referenced in discussions within our PCN group, shared across organizations, and now shared with all of you.



We have many opportunities to form relationships and connections. If we think of life like a puzzle, some opportunities, like puzzle pieces, will fit better than others at particular points in our life (and that’s okay if we don’t fit together with everyone!). Think about the communities you have joined and what has contributed to the success of their goals and how you’ve been able to contribute.

An Online Community Is Born: NIC's National Jail Exchange

By Connie Clem, Managing Editor, [National Jail Exchange](#); Principal, [Clem Information Strategies](#)

The National Jail Exchange (NJE) is an online journal launched in 2010 as a place for local detention and corrections agencies to share their expertise on offender programs, agency management strategies, and public safety and policy matters. It is produced by the National Institute of Corrections (NIC), a small agency within the U.S. Department of Justice and the Federal Bureau of Prisons.

The NJE is part of NIC's interactive Corrections Community website, which complements the agency's main website at <http://www.nicic.gov/>. NIC's main website provides information on NIC's training and technical assistance services and includes NIC's online library. The Community site has several public and private forums on topics of interest to sectors of the corrections field, and it features a series of blogs, most of which are written by NIC staff. The NJE is one of these blogs. The Corrections Community homepage address is <http://community.nicic.gov/>.

NIC was created by the U.S. Congress in 1974 as a federal center that would assist in the development of higher levels of professionalism and effectiveness in federal, state, and local corrections agency operations and leadership. It accomplishes this goal through training programs, research, on-site consultation in areas ranging from facility planning to justice policy assessment, and professional communities of practice to share information on what works.

The NJE supports this information-sharing mission. The online journal is presented in a blog format. Articles are added to the journal at a rate of about one article per month. The NJE homepage, <http://nicic.gov/NationalJailExchange>, displays the title of each article along with the first few lines of its description, plus a count of downloads. The display can be sorted by date, number of views, or number of comments. Clicking through on a title takes the viewer to an introductory page for the article, which includes author credits, an article summary, and a link to the full article in PDF format, designed with consistent NJE branding. Readers are invited to comment on and rate the usefulness of NJE articles.

Any agency can contribute an article. To date, however, most articles have been written at the invitation of NIC. A virtual editorial team discusses topic ideas and news on agencies that are doing innovative work, and the managing editor asks an agency contact if they'd like to write an article. Writing for the NJE is an opportunity to share expertise and gain visibility for the accomplishments of agencies and their staff, so agencies often agree to submit a piece. Articles may address topics such as an agency's experience with new security technology, a community partnership, or a program intervention that helps change lives and reduces taxpayer costs by keeping people out of jail. Some articles are "e-reprints" of pieces from other publications in the corrections field that are not formally published online. This helps to expand the audience for a variety of useful, practical information that improves agency performance.

Once an article is posted to the NJE journal site, it is displayed as new content on the Corrections Community site, where subject tags support automatic display and retrieval through browsing. Articles also can be tagged to appear in featured locations within the main NIC website. These steps make individual articles much more visible across the twin sites. The NJE site is built on the ASP.NET framework and relies on open standards for blogging like Really Simple Syndication (RSS) to extend its publishing reach beyond its main location.

Website locations where articles can be featured include the banner space on the NIC homepage and the "news" page. A sidebar featuring the NJE also appears on several topic-specific content areas that correspond to several of NIC's major initiatives, such as the Jail Standards page and the Inmate Behavior Management page.

Social media are used to attract readership from beyond the NIC website. Article links often are posted in corrections-focused groups in LinkedIn, where they receive additional discussion. Occasionally pieces are also mentioned in GovLoop.com. The managing editor personally Tweets articles when they are released. Social media "hits" are tracked using Bit.ly, and overall reads are tracked on the NJE homepage.

NJE articles are attracting some of the highest traffic on the NIC website. This is a strong indicator of its success in its mission to promote the exchange of information among jail professionals.

e-Challenges When the World is Your Community

By Marcy Carrel, Technical Information Specialist, Peace Corps

How can you provide technical information resources to clients around the world who may only have occasional access to the Internet? What if that Internet access is slow, unreliable, or prohibitively expensive? Or what if electricity is intermittent? On the other hand, what if some of the clients do have access to electricity, computers, and high-speed Internet 24/7?

Such questions illustrate some of the challenges in delivering information resources to Peace Corps Volunteers around the world today. Information Collection and Exchange (ICE), a unit of the Overseas Programming and Training Support (OPATS) office of Peace Corps, coordinates the publishing and distribution of training resources and other technical information publications to staff and Volunteers in 75 countries worldwide. ICE also supports a network of Information Resources (IRCs) in all of the Peace Corps offices in these countries. And the office is continually re-evaluating publication formats, distribution methods, and how to best disseminate information resources to the field.

Background

The Peace Corps was established in 1961 to promote world peace and friendship. Since that time, over 200,000 Peace Corps Volunteers have served in 139 countries worldwide. Currently, over 9,000 Volunteers are serving in 75 countries. The “average” Volunteer is 28 years old with a four-year college degree and an enormous enthusiasm to serve others.

Peace Corps Volunteers serve for two years in countries that request assistance. They live in the communities where they work. Housing accommodations range from a mud house in a rural village to a simple urban apartment. Work assignments are in the areas of agriculture, environment, education, community economic development, health, and youth development. Volunteers are involved in activities as varied as teaching English in Ukraine to organic farming in Panama; and from fighting malaria in Senegal to youth development in Morocco.

These Volunteers’ technical information needs and access vary as widely as their living conditions. All Volunteers undergo an initial in-country training period of about three months when they receive language and technical training together as a group. During this initial pre-service training (PST) period, all Volunteer trainees have access to technology through their local Peace Corps offices. They receive technical information and resources in print, digital, and online formats. Afterwards, every situation is unique. Volunteers are sent to their individual communities to live and work. During their two years of service, the information resources Volunteers received during PST are supplemented in various ways and in varied formats.

Information Collection and Exchange (ICE)

Information Collection and Exchange (ICE) produces the key publications used by posts during PST and other training events. Publications are available in print and PDF format. Typically, post staff members order from ICE the print publications they need for training events and to build their local Information Resource Center (IRC) collections. Volunteers may also request print publications directly from ICE. In FY2011, ICE distributed, upon request, over 35,000 print copies of 75 unique publication titles to staff and Volunteers at Peace Corps posts around the world.

ICE also produces and distributes a CD-ROM with over 160 ICE publications in PDF format, including the 75 titles that are available in print. This CD-ROM is distributed to all Volunteer trainees during the initial PST period in-country. This ensures a captive audience and provides the best opportunity to reach all incoming Volunteers. ICE encourages posts to also distribute the publications in ways that work best for their country-specific situations. Some posts upload the publications to their internal websites or shared drives. Others include the publications on USB flash drives that they load with a variety of resources and distribute to their Volunteers. Currently, the CD-ROM is the most cost-effective way ICE has found to produce and disseminate the larger set of publications to all posts to distribute to Volunteers worldwide.

Access to technology and format preferences

Through an annual reporting process, ICE is able to ask posts several questions related to Volunteer access to technology and format preferences for publications. Of those posts responding, 42 percent estimate that 90 percent or more of Volunteers have access to the Internet at least once per week. However, there remains a significant number of Volunteers without weekly access to the Internet or a computer. Access to the Internet also varies significantly by region and post, with the Africa region featuring the lowest access rates. Access to a computer with a CD-ROM drive is complicated by changing technologies – as newer computers often allow for a USB drive but no longer include a CD-ROM drive.

Although declining in popularity, print continues to be the most preferred format for receiving ICE publications. Again, the responses vary considerably by region and post. Some posts indicate a preference for print because it is easier to share with others in the field, or because access to technology is expensive or unreliable, or because printing costs are prohibitively high. Other posts prefer digital formats because of space, portability, or for environmental reasons. CD-ROMs are not compatible with newer devices and USB drives are increasingly preferred over CD-ROM. Some posts have indicated their preference for both print and digital format options for using ICE publications in different situations and at different times.

Newer technologies and the future

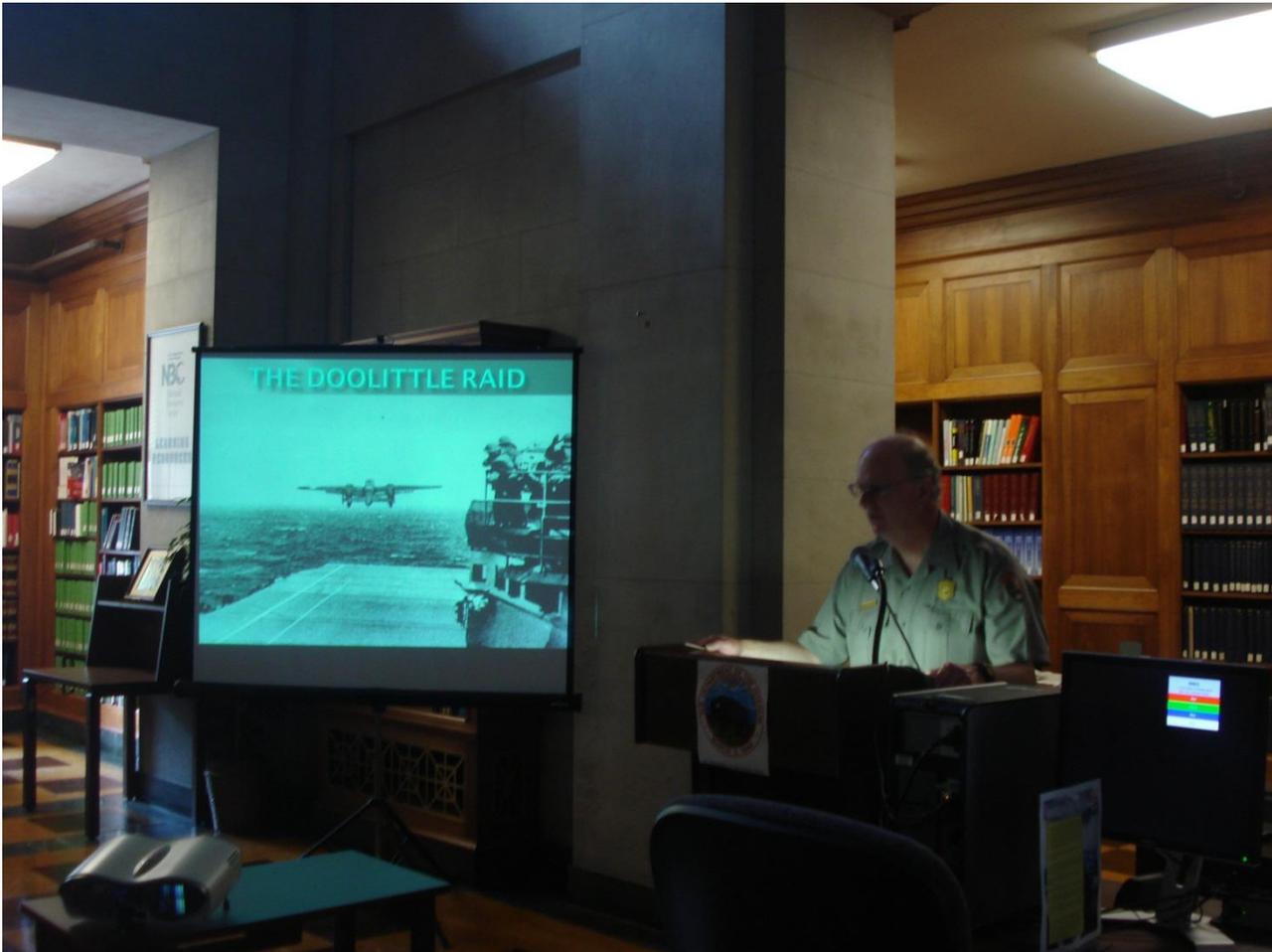
Volunteers and field staff, of course, need and also create and share other technical training information and publications from a wide variety of sources. The methods are as varied as one might imagine for a decentralized organization operating worldwide. Volunteers and some posts use blogs, wikis, websites, YouTube, Twitter, Google Docs accounts, Facebook, and other vehicles to share information. For various reasons, there is currently no single website or network space for sharing digital files across all of the Peace

Corps community. However, this will change in the near future with an agency-wide knowledge sharing platform that is under development. OPATS will play a key role in the development of this initiative. Some of the initial tasks include creation of taxonomies and business rules for contributing content and reviewing formal publications. In the near future, this platform will become a key distribution method for ICE publications, as well as a wide variety of content from Volunteers, field staff, and headquarters.

As technologies evolve, the Peace Corps is testing and adopting new methods for distributing and sharing information, both formal and informal. ICE will continue to explore technology options for distributing and sharing publications and other information resources with Volunteers. Newer technologies, such as netbooks, iPads, e-book readers, and various digital and online options, will also be reviewed. Technology access, usability, and costs remain important considerations for ICE when making decisions about publication formats and distribution methods for reaching Peace Corps staff and Volunteers worldwide.

Department of the Interior Offers Popular National Park Service Lecture Series

By Jennifer Klang, Head of Reference Services, Department of the Interior Library



NPS Park Ranger Paul O'Brien Delivers a Talk on the Doolittle Raid at the DOI Library

In an era of tightening budgets, the Department of the Interior Library (DOI Library) has continued to provide high-quality reference and training services to both the Federal depository library community and the public. The Library is open from 7:45 AM to 5:00 PM from Monday through Friday. The Library houses around one million volumes, including a large legal collection focused on Interior Department subjects. In a reserved area of the Library, a rare book collection featuring 18th and 19th titles on Native Americans, Interior administrative items, and the biological sciences is available to researchers and scholars.

The DOI Library's vast collection of print materials is built around the mission of the Department of the Interior and spans over 200 years. With diverse and fascinating bureaus such as the National Park Service, Bureau of Reclamation, Bureau of Indian

Affairs, Fish and Wildlife Service, and Bureau of Land Management, the Department is tasked with providing a number of unique services and functions across the United States. The DOI Library's primary mission is to help our agency meet its goals by providing timely access and assistance to departmental employees around the country. In addition to employees of the Department of the Interior, the library also receives visitors from other federal Government agencies, law firms, associations, NGOs, research firms and the academic community.

Over the past several years, however, the DOI Library has become known to the federal library community as the home of the Park Ranger Speaker Series. This popular lecture series has become the most well-attended regular event at the Library. These talks are typically held during the third week of every month and feature a different topic for each lecture. Each seminar is offered by a National Park Service Ranger or historian who speaks on a subject of particular interest and professional knowledge. In most cases, attention is focused on topics or events related to the Washington, DC area.

This year's programming has focused heavily on the Civil War and the War of 1812, in commemoration of the anniversaries of these significant conflicts. Although lecture topics may vary quite a bit, Rangers will often speak about sites where they have worked, including national monuments, parks and landmarks, or historical eras or events. A recent lecture on the Doolittle Raid commemorated the 70th anniversary of this famous World War II event. Occasionally, Rangers or Park Service employees will even conduct talks in the Library in period costume. During one recent talk on the history of the C&O Canal, attendees were treated to a short musical interlude provided by two Park Service employees in late 19th century costumes and performed on musical instruments from the time period. In July 2012, park ranger Nikolette Williams gave an amazing lecture and first-hand account of her experiences as one of 2 rangers on duty at the Washington Monument during the 2011 earthquake. Her lecture included a fascinating discussion of the history of the monument; including the issues and complexities surrounding its construction as well as later renovation work and photos of some of the damage that the monument sustained during the earthquake. Audience members also had an opportunity to view the film footage from the cameras inside the monument during the earthquake.

The park ranger talks are a great opportunity for local residents to learn more about the history of the Capital Area and some of the sites that residents take for granted as we travel through our busy lives. All programs are open to the public and free to both employees and visitors. Upcoming training sessions and events are available at the library's website at: <http://library.doi.gov>. Please RSVP to reserve a space in upcoming training sessions and seminars. The Library also offers tours by appointment.

Park Ranger Speaker Series: The Doolittle Raid

U.S. Dept. of the Interior Library

PARK RANGER SPEAKER SERIES

The Doolittle Raid



The April 1942 air attack on Japan, launched from the aircraft carrier Hornet and led by Lieutenant Colonel James H. Doolittle, was the most daring operation yet undertaken by the United States in the young Pacific War. It was the first air raid by American forces to strike the Japanese Home Islands (specifically Honshu) during World War II. Compared with the future devastating B-29 Superfortress attacks against Japan, the Doolittle raid did little material damage, but American spirits soared when news of the raid was released. Still stinging from the attack on Pearl Harbor and Japan's subsequent territorial gains, it was important for the American public to know that a successful military response had been undertaken. The raid also generated strategic benefits that far outweighed its limited goals.

Please join Park Ranger Paul O'Brien for a look at the story, strategy, and significance of the Doolittle Raid on its 70th anniversary. By demonstrating that Japan itself was vulnerable to American air attack, the raid provided a vital morale boost and opportunity for U.S. retaliation after the Japanese attack on Pearl Harbor.



Tuesday, April 17th, 10:00 – 10:45 am

U.S. Dept. of the Interior Library
1849 C Street, NW, Room 1151
Washington, DC 20240

For more information or to RSVP, please call (202) 208-5815 or e-mail library@nbc.gov

Park Ranger Speaker Series: The Washington Monument and the East Coast Earthquake

U.S. Dept. of the Interior Library

PARK RANGER SPEAKER SERIES

The Washington Monument and the East Coast Earthquake



On the afternoon of August 23, 2011, a magnitude 5.8 earthquake struck central Virginia, sending tremors up and down the east coast. Approximately 83 miles from the epicenter of the quake, Washington, DC was the first major city to feel its impact. At the top of the Washington Monument, visitors who had come to take in the spectacular views of the city were shaken as small fragments from the walls and ceiling starting coming down. Not knowing exactly what was happening, a brave Park Ranger named Nikolette Williams guided the tourists at the top of the Monument down the stairwell to safety. Video of the evacuation of the top of the Monument, as taken from security cameras, was widely shown on national news broadcasts.

Please join Park Ranger Nikolette Williams as she recounts her experiences on that fateful day at the Washington Monument. In addition to retelling the story of the evacuation of the top of the Monument, she will also talk a little about the Monument's history and the damage that resulted from the East Coast Earthquake of 2011.

Tuesday, July 24th, 1:00 – 1:45 pm

U.S. Dept. of the Interior Library
1849 C Street, NW, Room 1151
Washington, DC 20240

For more information or to RSVP, please call (202) 203-3313 or e-mail library@cis.gov

Park Ranger Speaker Series: The Civil War's Peninsula Campaign and its Rebel Counterstroke

U.S. Dept. of the Interior Library

PARK RANGER SPEAKER SERIES

The Civil War's Peninsula Campaign and its Rebel Counterstroke



Union Major General George B. McClellan had transformed a Washington, DC army of amateurs into a mighty host and in the spring of 1862 he desired to hurl it against the political heart of the Confederacy—the capital at Richmond, VA. To achieve this, McClellan sought to embark his 100,000-man Army of the Potomac from Washington and Alexandria wharves and land it at Fortress Monroe on the peninsula between the York and James Rivers. President Abraham Lincoln approved his general's bold move at a momentous hour already enriched by recent Federal victories in the West and along the Atlantic coast. By this point, the North clearly was winning the war and Lincoln reasoned that McClellan's Richmond strike just might conclude the matter that year. Southern morale was low and independence seemed quite unlikely despite the Confederacy's impressive wins near Washington in 1861. President Jefferson Davis and his military advisor, General Robert E. Lee, quickly realized the need for bold aggressive action of their own. The two sides stood poised to deliver the decisive blow. The fighting that raged that spring on a peninsula outside Richmond and in a valley outside Washington determined the outcome.

Please join Park Ranger Michael Kelly as he discusses the Peninsula Campaign and its Rebel Counterstroke. See how this first large-scale Union offensive in the Civil War's Eastern Theater led to the emergence of Robert E. Lee as major player in the conflict and turned the campaign into a humiliating Union defeat.

Tuesday, May 15th, 1:00 – 1:45 pm

U.S. Dept. of the Interior Library
1849 C Street, NW, Room 1151
Washington, DC 20240

For more information or to RSVP, please call (202) 208-5815 or e-mail library@nbc.gov

Real Libraries, Virtual Worlds—In Transition

By Biblio Latte, Volunteer Reference Librarian, Community Virtual Library

Second Life celebrated its 9th birthday in June 2012 with special exhibits, programs, and special give aways. Among the groups exhibiting at the birthday celebration, was the Community Virtual Library. CVL's exhibit included a welcome bot, examples of virtual reference tools, and a book walk. Virtual books lined the walk. If an avatar right clicked on any of the over 30 titles, he/she received a free electronic copy of the book (many of them from Project Gutenberg)

At six years old, the Community Virtual Library had already been through several transitions. The library had spent its first three years as the Alliance Virtual Libray, a special project managed by the Alliance Library System in Illinois. Under the overall management of Lori Bell (avatar Lorelei Junot), AVL had established a volunteer based public library in Second.Life. AVL volunteers served as reference librarians, program planners, tour guides, marketeers, mentors, and teachers to anyone who had need of their services.



Alliance Virtual Library

In 2009, the Alliance Library System decided it could no longer afford to support the Second Life Library experiment so the nonprofit Community Virtual Library was established by four of the volunteers, Rocky Vallejo, Cindy Elkins, Hypatia Dejavu, and Abbey Zenith. With the help of the CVL advisory, these four committed themselves to keep alive the dream of library service in Second Life.



Management of CVL I-r, Cindy, Rocky, Abbey and Hypatia

Less than a year after the new CVL was established, Linden Labs suddenly decided to do away with the discount for nonprofit and educational institutions in Second Life. In response to an uproar from those groups, Linden Labs offered a compromise. Any group that could pay the discounted price in full by January 2011, would be able to get 6-24 additional months at the discounted rate. Between October and December 2010, CVL was able to raise the over \$7,000 needed to pay the rent on Info Island, Imagination Island and Cybrary City II.until February, 2013.



Reference Area at the Community Virtual Library, Info Island

By 2012, the virtual library community was at a cross roads. The American Library Association had closed the ALA Island and now maintained a presence on Info Island. The Special Libraries Association withdrew from Second Life, changing its focus to exploring a variety of virtual meeting and learning environments. Some long time library volunteers had burnt out, moved on, or passed away

Even within, the Community Virtual Library, change was occurring. Abbey Zenith turned over the twice weekly dances at the Jazz Cat to the Infogroupies. The Groupies created a new venue called the InfoPub and expanded the musical repertoire from jazz and blues to include salsa and rock. Hypatia Dejavu turned over the day to day operation of the Reference Area to Rolig Loon. Rolig created many of the virtual reference tools used by the volunteer reference staff.



Info Pub

However, the biggest changes are still to come. CVL is now seeking a new manager or management team to take over. As Abbey Zenith wrote, "We are now at a crossroads, however, and there are decisions to make. Rocky and Cindy, Hypatia, and I have experienced real life issues over the past few months that have limited our participation. We can no longer commit the time and energy that we once could. Rather than see CVL suffer because we have less attention to spare, we would like to open up the possibility for new management."

In addition to the time commitment, we don't want CVL to be placed into a position of continual fundraising to meet the financial obligation. Second Life's current pricing structure, without the educational/non-profit discount, makes it extremely difficult to continue to finance three sims, so we suggest that Info Island become the single sim for CVL. If this proves difficult, we would then suggest that CVL continue either on part of Info Island as shared space for all of our groups/users with the balance rented out or continue by renting shared space on another sim. These decisions would be up to new management."



Abbey Zenith leads a discussion on the future of CVL

A public meeting was held on June 24 to discuss the options for the future of CVL. People discussed what the costs were to continue running the sims, what type of commitment was needed, and who might be willing to help. At that point in time, although people wanted to help, nobody had volunteered to take over the management of the library.



Avatars discuss the future of CVL

English as a Second Language Tutoring Programs at the Department of Justice

By Ned Wolff, Supervisory Librarian, Patrick Henry Library, U.S. Department of Justice



Origin of the Program

In 2011, the Department of Justice (DOJ) Library Staff decided to revive an “English as a Second Language” (ESL) tutoring program that had first been conducted by the Library Staff in 2000 for the DOJ Patrick Henry Building’s cleaning staff. The original idea to establish a workplace ESL program back in 2000 came about due to the close proximity of potential students and tutors. The contract cleaning staff in the Patrick Henry Building – most of whom were immigrants from Spanish speaking countries such as El Salvador – worked during the day, and, as a result, frequently interacted with DOJ employees. This situation enabled us to develop a tutoring program in the workplace that was beneficial and time efficient for both tutors and students.

Before we could move forward with a new workplace ESL program in 2011, I proposed the idea to my Library Director and coordinated the proper procedures for the implementation of the program. For the implementation of any program, such as this, one needs the full support of upper management; it is critical to get management on board from the

beginning. Fortunately, the Department of Justice and staff are very amenable to the idea of giving back to the community so I was given the green light to proceed.

I next asked the supervisor of the cleaning staff to check with her employees to gauge their interest in learning or improving their English skills. Once it was determined that there was sufficient interest among the cleaning staff employees, I then set up a meeting with their management staff and explained the purpose of the ESL program and how it would prove beneficial to their company by improving communication between their employees and DOJ employees. I also explained how the tutoring would be conducted during their employees' lunch time and would not distract them from their duties. With their management's approval, an organizational meeting with the ESL students was held to explain to them how the program would work and the benefits they would attain through their participation. There were several fluent Spanish speakers at this meeting in order to ensure that everyone understood the purpose of the program.

From the beginning, the Library Staff promoted the ESL program to DOJ employees through flyers and splash screen notices, asking for volunteer tutors. We set up an organizational meeting for potential tutors and explained how the program would work and their role in the program. We found that many employees really wanted to volunteer but were concerned about the possible time commitment before, during, or after, their normal business day. It also seemed likely that most students would have little time before or after work to learn English as well. This brought us to the conclusion of offering both students and tutors a convenient location (library) and time (lunchtime). I felt that this would attract the most participation from both DOJ tutors and the cleaning staff students. The terrific response from both groups has shown this to be the case. Nine of the eleven current cleaning staff employees are now learning English with about fifty DOJ employee volunteer tutors from various DOJ components to assist them. I continue to recruit tutors as people naturally leave the program for various reasons. We occasionally meet with the students to get their ideas and feedback, and we hold brown bag lunches for tutors to provide them with additional teaching information and helpful literature, as well as, to get their ideas and feedback on how the ESL program is progressing and working for them. We expect to continue to meet with the students and the tutors every few months to monitor the progress of this program.

Tutor Teams

I initially thought we would have one tutor per student. There was some concern from the beginning that we might get too many volunteer tutors, requiring us to turn some down. To avoid this situation, we decided to assign more than one tutor per student. This new idea worked for a number of reasons. Most of the students wanted to be tutored as often as four or five times a week, and most of our volunteer employees travel or are too busy with work to tutor that many times per week. As a result, students would have missed tutoring sessions, sometimes for extended periods of time, with a tutor that was out of the office a lot or called away for work. We determined that with as many as six or seven tutors per team, the students are assured of consistent tutoring sessions and the time commitment is much less of a burden for the tutors. The students also benefit through their interaction with several different English speakers instead of just one. The tutor teams are responsible for coordinating the tutoring schedule and curriculum of their

student; one person will usually take charge of creating the tutoring schedule. If their schedule allows, each tutor will usually be able to tutor at least once a week.

Curriculum and Materials

The purpose of the ESL program is to teach English in a one-on-one tutor/student situation to the contract cleaning staff in our building. Some of our tutors speak Spanish, and although it can be helpful and fun to speak Spanish to the students, we urge the tutors to use English as much as possible; improving students' language skills is the priority and the core of the curriculum. An integrated approach of listening, speaking, reading, and writing English that is relevant to the students' daily work and life experiences and needs is encouraged. Tutors in the workplace create a supportive environment in which the students participate in activities and exercises that enable them to improve their English language skills quickly. Emphasis is placed on increasing vocabulary and proper pronunciation. The stress is heaviest on conversational English. The ESL curriculum covers several areas that the students wish to concentrate on and improve: workplace communication, daily activities, and studying for citizenship.

The primary materials currently being used are: "The Oxford Picture Dictionary Bilingual Edition (Spanish-English)"; "Ingles Hecho Facil", a workbook for Spanish speakers; and civics flash cards from the US Citizenship and Immigration Service. Many other materials are being used to instruct students including workbooks, motor vehicle materials, newspaper advertisements, newspaper articles, grammar exercise sheets, and basic numerical calculations.

Conclusion

The DOJ Library Staff ESL Workplace Program is a partnership between DOJ employees (tutors) and the contract cleaning employees (students). The existence of this program depends on the continued support and cooperation of these groups, along with management support. In the past year, ESL tutoring programs have been initiated in two additional DOJ buildings following the same model as the original program that began in the DOJ Patrick Henry Building in 2000. Now that these programs have been in existence for several months, there is a discernible improvement in the English language conversational skills of the cleaning staff students. I expect these programs to continue as long as there is a need and desire on the part of the cleaning staff to improve their English language skills and a desire by DOJ employees to give something back to their community and be a part of this rewarding program. A number of the tutors have expressed their belief that it is a "win-win" situation for all participants. One tutor wrote, "To watch our student improve so rapidly and be so eager for more information and so grateful for our help is one of the most rewarding experiences I have ever had." So far, at least one of our students has achieved her goal of becoming a U.S. citizen. It is our hope that, as we continue to experience success, this program will become a model for other ESL workplace programs throughout the Department of Justice and other federal government agencies.

Impacting and Enhancing Community through Volunteering

By Lois Ireland, President, DC SLA

If you want to push your boundaries and expand your community at the same time, try volunteering. I'm not just talking about volunteering for SLA at a local or national level, though that is certainly noble and full of its own rewards. I'm talking about reaching outside yourself and helping others in the community, whatever community you find yourself in.

Humans are social creatures and while electronic social media has given many new ways to create community, to connect and share, there remains much to be said for face-to-face interaction with fellow travelers in this world. Volunteering introduces you to a whole new set of people, ones you might not ever have met otherwise. One of my closest friends is someone I met volunteering at Recording for the Blind and Dyslexic (RFB&D - now [Learning Ally](#)) over 15 years ago. Think about it another way, you'll have a chance to bust a few myths and show others what cool people librarians really are.

Feed people, metaphorically or physically. Teach them to read, teach them to speak, teach them to manage a budget. Build them a house, prune their garden, cook a meal, bag some groceries. Whatever you do, whether you work with children or adults, you'll touch someone who needs something more than you do, and you'll be transformed in the process.

Most nonprofits are so eager for volunteers, you could explore all sorts of opportunities with low risk of failure. Offer to manage their website and practice your web development. Design a database to handle their client list. Use skills you don't get to flex much in your day job; it could lead you in a whole different direction professionally. Or do something completely different. I currently volunteer bagging groceries at a food pantry and I like it because it's so far removed from my day job. You could even think about serving on the board of directors as well; that will give you all kinds of experience in looking at budgets and strategic planning, not to mention the art of compromise.

There is so much need in the world and so many ways to touch others, the tricky bit is narrowing down the options. To be honest, we all have limitations on availability and how far we're willing to stretch. If you're not comfortable getting down and dirty, or up close and personal, that's OK. There are other ways to help. At RFB&D, I read textbooks out loud, creating recordings that were reproduced and distributed to clients nationwide. We met a few local clients, but mostly I worked with my recording partner for the evening. Many municipalities have clearinghouses that can help you filter through the opportunities, to find the one that fits best. And while there are tons of mainstream volunteer opportunities out there, but don't shy away from those that (legally!) push society's boundaries. Follow your passion, be true to your heart and connect to the cause that resonates with you.

How Librarians Can Successfully Navigate the 7 Cs of Social Media

By Joe Walsh, Former Social Media Manager, Library Connect, Elsevier



Originally published on March 29, 2012 in the [Library Connect Blog](#).

More and more librarians each day are utilizing social media to support and demonstrate their organizations' values and services, and to engage with their users, stakeholders and other relevant community members. I suspect, however, that there still are many among you who have questions about how best to get started in the always-changing medium, and which channels are best. While I cringe at being called a "social media guru," having managed social media marketing for global businesses (Elsevier, LexisNexis) for the past three years (and counting), I do consider myself an expert in the field. With that in mind, below are some tips and best practices librarians can use when getting started with social media. It's the same advice I recently share with my Elsevier colleagues. I call them the Seven Cs of Social Media.

1. Channel: The first place to start is to identify which channel(s) you will use. Will it be Twitter, Facebook, LinkedIn, Pinterest, Google+, and/or a blog? My advice is to select only those channels where you can devote resources (meaning your time). Be realistic. Starting off with one or two channels usually is the best approach when getting started.

2. Content: You need to have a defined content plan. Let me repeat: you need to have a defined content plan. Decide what types of content you will be tweeting/retweeting, posting/sharing on Facebook, blogging about, etc. Will you be posting multimedia (photos, videos, podcasts) or primarily text? Do you want to use polls or just make announcements? Do you want people to comment? Answering these types of questions will help you create a defined content approach, which will help you quickly populate your channels with useful and shareable content.

3. Community: While choosing your channel(s) and creating a content plan, you also will need to identify and define who you are trying to engage with. Depending on your library, this could mean students and faculty, research staff, doctors, nurses, administration and senior management, fellow library staff, other libraries, and community stakeholders. There can be multiple audiences you are trying to reach and engage with each day. If so, you'll need to create a multi-tiered content plan.

4. Conversation: Always remember the "social" in social media. You want to do more than just post content on your channels. You want to create engagement with your communities. Ask questions, post polls, solicit feedback, try to start conversations, etc. And remember, it's ok to have some fun while doing all this.

5. Candidness: A tip of my hat goes out to my Elsevier colleague, Rafael Sidi ([@rafaelsidi](#)), who pointed out the need for the fifth C. When creating conversations, remember you need to be candid in your tone and approach. Try to personalize the voice you are using on your channels—in other words, make sure what you write sounds like

YOU. Engagement works best when the community feels like they are interacting with a real person. Please note, however, being candid on your library channels does not mean getting too personal or sharing too much about yourself as the channel manager/owner. In other words, stick to your content plan and try not to stray into areas outside your library's mission (as tempting as it may be!).

6. Counted: If you're going to take the time to do Cs one through five, you also should define, and then measure, your metrics of success. Are you tracking how many Twitter followers the library has? How many Facebook likes? Blog visits and comments? Podcast downloads? While the metrics themselves will vary depending on your respective content plan, channels and targeted communities, the importance of measurement applies to all.

7. Commitment: The seventh and last "C" sometimes proves to be the hardest step. You start your social media program with the best of intentions and then other responsibilities take precedent for a while. Suddenly, you have less and less time to tend to your channels. I'm sure this sounds familiar to some readers out there. Make this your mantra: "If I start a social media program, then I will make the time to maintain it on a long-term basis—for as long as my users want it." Better to wait until the time is right to start a channel than have it turn into a dreaded "ghost town" (picture virtual tumbleweeds).

So there you have it; my seven Cs of social media. I hope my tips help you better utilize social media as you advance your institution's mission and support your users. Did I miss anything? Do you have other questions? How about "Cs" of your own to share? E-mail libraryconnect@elsevier.com if you would like to continue the conversation.

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Revitalizing Your Library's Blog

By Joe Walsh, Former Social Media Manager, Library Connect, Elsevier

Originally published on April 30, 2012 in the [Library Connect Blog](#).



While social media channels such as Facebook, Twitter and Pinterest, among others, may be new to some librarians, a library blog, meaning a forum used on behalf of a library or information resource center, is a more established communications channel. This is great news. After all, I believe a blog, when used properly, can be the most effective way to craft your library's "voice," speak to patrons and other stakeholders, and showcase the value the library brings to its organization and community.

Depending on how long your library's blog has been established, however, it might be time to revitalize it. "Revitalization" in this case does not necessarily mean layout and design changes (although those also are important to consider). No, in this case, "revitalization" means taking a more strategic approach to the blog and adding and/or using features that your patrons/readers expect to see.

Here are some tips to help you revitalize your library's blog.

Restart Your Plan

You probably had a content plan when you first launched your library's blog. Then time passed, and writing/posting started to be carried out on an ad hoc basis as other duties or priorities got thrust onto the library's agenda. Trust me, you're not alone, and you quickly can get back to a regular schedule.

There's so much going on in and around your library, so finding topics to blog about shouldn't be an issue. Whether you have a team of bloggers, a small group of contributors, or you are the blogging "team," try to create a schedule of posts ahead of time. To do so, meet with your team on a weekly, bi-weekly or monthly basis (this will vary depending on the size of your library and blog team) to create and update your content schedule. Regular discussion (or brainstorming) time will help ensure that everyone is aware of when they should be writing blog posts.

Of course, if you are your library's sole blogger, meetings won't be necessary. But creating a realistic schedule of when you post content still will be useful. If you're flying solo, "revitalize" with a realistic goal, perhaps two posts per month to get started.

Become Analytical

When you first launched your library's blog, it was new and exciting. Posting content that was deemed important to your users was a top priority. Now that the blog is long

established, however, the importance of tracking, revisiting and using your blog's analytics should remain a priority.

Your analytics platform can provide you with a variety of important insights, including:

- How many people visit your blog
- Which posts are the most popular
- What day of the week or time of day is the busiest for your blog
- How people are finding your blog (i.e., through the university or company website, Google, etc.)
- What search terms people are looking for on the blog
- How much time people are spending on your blog

The above list is just a sample of analytics you can track and use. The analytics you choose to review should help you gain insight into your readers' behaviors, which will help you and/or your team blog about the topics that seem to be most important to your readers.

Remember that analytics also are great to report to library leadership, who should view the blog analytics (assuming the news is good, of course) as a measurement of positive ROI on your efforts. My advice: get into the habit of sending a monthly report to library stakeholders, which tracks month-over-month, or even year-over-year, analytics comparisons. A simple explanation of the numbers is just as important to include as the numbers themselves, too.

Get Social

Readers not only love to read blog posts, but comment on them as well. Make sure your blog has a commenting functionality turned on. As you will see below, our Library Connect blog has a commenting "plug in" that allows our readers to post their ideas and opinions to any of our blog posts and articles. Your blog might already have this functionality available. If not, make sure you add it as soon as possible. It's a great way to gather instant feedback, engage with your readers, and for your readers to interact with you and each other.

Another important "social" component to add to your blog is the sharing functionality, which will make it possible for readers to share your blog posts via Twitter, Facebook, Google+, and their other social media networks. ***Blatant plug alert: be sure to share this post with your social networks!***

Be Mobile

According to recent stats I just reviewed ([see full report](#)), there are close to 1.2 billion mobile Web users in the world, and mobile devices account for roughly 8.5% of global Website hits. In addition, some mobile users do not, or very rarely, use a desktop, laptop or tablet to access the Web. In the U.S., for example, 25% of mobile Web users are mobile-only.

With this perspective in mind, odds are that a growing portion of your potential blog readers are accessing, or trying to access, your blog via their mobile devices. Make sure your blog is optimized for mobile devices. Hopefully you can work with your respective IT or web department on this venture. If you need help getting started, review these tips on [how to create a mobile-compatible blog platform](#).

Have additional tips about revitalizing a library blog? Did you recently revitalize your library's blog and have lessons to share with your colleagues? E-mail libraryconnect@elsevier.com if you'd like to write a guest blog post about your experience.

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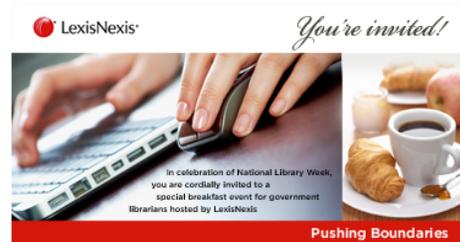
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Following Virtual Footprints: Vetting in the Age of Social Media

By Kate Lanahan, Law Librarian, Supervisory Librarian, US Department of Justice and Jennifer L. McMahan, Deputy Director, Library Staff at U.S. Department of Justice

Cyber-vetting has become a common practice for employers vetting job candidates, as well as those performing security background checks. As law librarians, we scour the internet, including social networking sites, in the course of doing due diligence research on companies and people, such as expert witnesses. Commercial services have sprung up that will perform this kind of research for a fee. You can also get reports through vendors such as Lexis and Westlaw, and there are some free aggregators such as PeekYou.com and Pipl.com that will identify social networking sites where you might find information on a person. However, given the vast number of social networking sites (see: http://en.wikipedia.org/wiki/List_of_social_networking_websites) and the variety of search mechanisms in each, there is no way to get a comprehensive report on a person's social networking activities. To be thorough, it might be necessary to search each site individually. This article will present some tips and tricks for finding information using selected social networking sites, as well as general internet search engines.

With over 900 million users, Facebook is a good place to start. If you don't have an account or don't want to search while logged in to your account, you may get discouraged visiting Facebook.com. There is no obvious search mechanism on the homepage, but there are currently a few ways to go around that. At the bottom right side of the homepage are links to "Find Friends" and "People." Selecting these links allows you to search or browse for people on Facebook by name. Similarly, selecting the link for "Pages" allows you to search or browse for companies or public figures. It may be difficult to find the person you're looking for if they have a common name and you are searching without being logged in to an account. Facebook limits the number of results you can view when not logged in and may limit other content as well. If you find the profile of the person you're looking for, take note of the name used. Does the profile use a middle name or maiden name (e.g., Hillary Rodham Clinton)? If so, you will want to keep this in mind for searching on other sites. Using Facebook's own search mechanisms can be frustrating because you have to complete security checks by unscrambling text captchas. Also, the searches lead you to profile pages and not necessarily posts that users make on other pages. Keep reading for tips on how to find those posts.

While many Facebook users have profiles that are "locked down" so only friends can see the content, Twitter users are often informal and unconcerned about who may be reading their tweets. Still, some users do have privacy settings for their feed and you may not be able read them. The first step is to find a user, which can look impossible if you visit Twitter.com and are not logged in. Currently there is no link from the homepage that allows you to search Twitter without an account. Instead, go to <http://twitter.com/#!/search-home>. The search page has a link to search operators that you can use to search the site (e.g., searching `@[twitterusername]` will bring up any references to the Twitter user). But before you can search a username, you need to figure out what it is. You can also search for a person's given name. The search results will be in two categories: people and tweets. On a person's profile page, their Twitter

username will be listed below their real name (e.g., MittRomney is Mitt Romney's username). If the person's tweets are public, you can read all of them from the profile page.

LinkedIn can be a helpful resource for finding employment history for a person. From the homepage, LinkedIn.com, you can search for a person by name, or browse the member directory. Unfortunately, if the person you are searching has a common name, you may not be able to find him. Without logging in to an account, LinkedIn allows you to view only 25 results for a given name. If you are logged in to your own account, you can view more results and sometimes more information on a person's profile, but depending on your own account settings, the person may be able to see that you viewed his or her profile. For that reason, you may not want to search while logged in.

There are two newer sites to the social networking scene that you might not think of searching. Google+ launched in 2011 and is Google's answer to Facebook, minus the addictive apps. Searching Google+ can be easily accomplished from the homepage, plus.google.com, whether or not you have an account. While Google hasn't publicized the number of Google+ users, it surely is far fewer than the number of Facebook users. But as Google pushes Google+ on its users of other products like Gmail and Google Reader, the number of users is likely to rise. Pinterest is a social networking site that is gaining users in the library field and beyond. The site allows users to create "virtual pinboards" to share images and ideas they find on the Internet. A search box at the top of the screen allows for easy searching for a person's name. When you find a user's profile, you can browse their boards to view what they have pinned, or examine their activity, which includes comments they have made to other people's pins.

Searching social networking sites can be frustrating, particularly if you rely upon the sites' own search mechanisms. Luckily, searching many of these sites can be accomplished via Google. This is a handy trick for searching any site that has a poor or difficult-to-find search engine (unless for some reason that site has blocked Google from crawling it). Go to Google.com and, as part of your search query, include *site:[URL of site]*. For example, searching *site:facebook.com* would bring up results from Facebook. Add a person or company's name to the search query to find that person or company's profile or to find mentions of that person or company (e.g., *site:facebook.com "Hillary Clinton"*). If you know the name the person uses on their profile, you can search for that exact name (e.g., *site:facebook.com "Hillary Rodham Clinton"*) to try to limit to posts that person made. One great thing about searching social networking sites via Google is that you don't need to be signed in to an account for a site to search it. As we mentioned with Facebook and Twitter, many of these sites make it difficult to find their search mechanisms without being signed in. But another perk is that you may find information that you wouldn't have found searching the sites themselves. On Facebook, for example, a user can set their privacy settings so that you cannot find their profile through an online search. But you may still be able to see something that person posted to Facebook if they posted it to a public page (like one for a company or event), or on the page of someone who does not have stringent privacy settings. Google can also be great for searching LinkedIn if the person has a common name. For example, if you're looking for a John Smith who has worked at GEICO, you can search *site:linkedin.com john smith geico*. The name searches on LinkedIn's own site do not allow you to search by company as well.

We would be remiss if we didn't mention some ethical considerations when doing this kind of research. Typically, there are no ethical issues with looking at profiles or pages that are available publicly for a person or company. However, the practice of creating a "dummy" account in order to look at someone's profile, or even worse, "friend" or "follow" that person in order to gain access to their profile under false pretenses, would be prohibited or at least frowned upon in many settings. Also, as we mentioned earlier, pay close attention to the privacy settings on any site you search while logged in under your own profile. Some sites might provide the ability for the user to see what other users are looking at their profiles or following them.

If you're overwhelmed with all the social media sites where you might find information on a person, it can be a good idea to start at a site like peekyou.com that will give you a composite profile of a person and his or her Web presence. However, a site like that typically works best with a name that is not too common. When visiting aggregator sites, as well as some of the social networking sites, beware of rampant advertisements. You'll want to exercise caution following any links that you find there. The world of social networking changes on a daily basis, so we can't guarantee that the sites and tools we've mentioned here will still exist tomorrow. We hope this article has given you some ideas for how and where to find social media profiles of people you might be researching.



Public Records Resources Online: How to Find Everything There Is to Know About "Mr./Ms. X"

By Jennifer L. McMahan, Supervisory Librarian, U.S. Department of Justice

Please see disclaimer at end of document

Summary of public records on Mr./Ms. X ...

- **Smartlinx Reports** on **Lexis.com** or **Accurint.com**
- **CLEAR** (formerly Choicepoint/AutoTrackXP)
- **Westlaw** PUBRECS-XX (Where XX is the two-letter abbreviation) and PEOPLE-ALL.

His/her social security number is ...

- **SSN Validator** <http://www.ssnvalidator.com/>.
- **Selective Service Online Verification** <https://www.sss.gov/RegVer/wfVerification.aspx>

He/she was born or died ...

- Social Security Death Records at: **Genealogy Bank** <http://www.genealogybank.com/gbnk/ssdi/>, **Lexis**, and **Westlaw**. See also, **The SSDI research guide** <http://www.deathindexes.com/ssdi.html>.
- **Death Indexes Online** <http://www.deathindexes.com/> and **Find a Grave** <http://www.findagrave.com/>.
- **Westlaw** Death Records (DEATH-ALL) and Obituaries (OBITPAGE). Also state files for KY, MA, MI, MN, MT, and NC. (DECEASED-XX).
- **Lexis Smartlinx** and Death Records (state files for CT, FL, GA, KY, ME, MA, MN, NC, TX).
- **VitalChek** <http://www.vitalchek.com/> and **VitalRec** <http://www.vitalrec.com/> (some content \$).
- **National Obituary Archive** <http://www.arrangeonline.com/>, **ObitsArchive** <http://www.obitsarchive.com>, **Legacy.com** <http://www.legacy.com>, **Obituaries 101** <http://www.big101.com/OBITUARIES101.htm> and **Obituary Daily Times** <http://obits.rootsweb.com/cgi-bin/obit.cgi>. Also, see **News** section, on p. 4.
- **BirthDatabase.com** <http://www.birthdatabase.com/>

He/she was married or divorced ...

- **Lexis** Marriage & Divorce Records for selected states. Also try **Courtlink Dockets Search**.
- **Westlaw** Marriage Records for CO, CT, FL, IN, KS, ME, MN, NV, OH, OK, TX, WI (MARRIAGE-XX)
- **Westlaw** Divorce Records for AZ, CA, CO, CT, FL, GA, IL, KS, LA, ME, MD, MI, MN, MO, NY, NV, NC, OH, OK, OR, , PA, SC, TN, TX, UT, VA, WA, WI. (DIVORCE-XX). Also try **DOCK-ALL** and **ADVERSE-ALL**.
- Marriage Records sites: **CA** http://search.ancestry.com/search/db.aspx?dbid=1144&cj=1&o_xid=0001126697&o_lid=0001126697, **KY** <http://ukcc.uky.edu/%7Evitalrec/>, **ME** <http://www.maine.gov/sos/arc/research/vitalrec.html>, **TX** <http://www.dshs.state.tx.us/vs/marriagedivorce/default.shtm>, **WV** <http://www.wvculture.org/vrr/>, **Western States** <http://abish.byui.edu/specialCollections/westernStates/search.cfm>, **GenWed** <http://www.genwed.com>, **RootsWeb** <http://userdb.rootsweb.com/marriages/>, **SearchEngineZ** http://searchenginez.com/marriage_records_usa.html.
- Divorce Records sites: **KY** <http://ukcc.uky.edu/%7Evitalrec/>, **TX** <http://www.dshs.state.tx.us/vs/marriagedivorce/default.shtm>, **RootsWeb** <http://userdb.rootsweb.com/divorces/>, **SearchEngineZ** http://searchenginez.com/divorce_records_usa.html.
- **VitalChek** <http://www.vitalchek.com/> and **VitalRec** <http://www.vitalrec.com/> (some content \$).

He/she lives or lived ...

- **Superpages** <http://www.superpages.com/global/>, **Infobel** <http://www.infobel.com/>, **Ultimates** <http://www.theultimates.com/>, **Switchboard** <http://www.switchboard.com/>, **Canada 411** <http://www.canada411.com/>, **Yahoo!** <http://people.yahoo.com/>, **MelissaDATA** <http://www.melissadata.com/lookups/index.htm>.
- **NumberingPlans** <http://numberingplans.com/>, **FoneFinder** <http://www.fonefinder.net/>, **Intelius Cell Phone Directory** <http://www.intelius.com/reverse-phone-lookup.html>, **Area Code Decoder** <http://decoder.americom.com/>.
- **Westlaw** Public Records tab - People Finder databases.
- **Lexis** People Finder and Military Personnel Finder (updated through 05/01).
- **National Address Server** <http://www.cedar.buffalo.edu/adserv/>, **Mail Drops Database** <http://www.finaid.org/scholarships/mailedropsearch.phtml>, **USPS Zip Code Lookup** http://zip4.usps.com/zip4/citytown_zip.jsp, **Geographic Names Information System** <http://geonames.usgs.gov/>, **Yahoo! Local** <http://local.yahoo.com>, **Google Maps** <http://maps.google.com> and **Ask.com Local** <http://www.ask.com/local>.

He/she owns or is licensed to drive ...

- **Westlaw** Public Records tab - Asset databases.
- **Lexis** SmartLinx Location Summary Reports and individual asset databases.
- **DMV Offices** http://www.dmvnv.com/50_state_dmv_list.html
- **National Insurance Crime Bureau VINCheck** https://www.nicb.org/theft_and_fraud_awareness/vincheck
- **ISO ClaimSearch** – Database of insurance claims. LE or industry use only. <https://claimsearch.iso.com/>.
- **NETR Real Property Records Online** <http://publicrecords.netronline.com>, **Vision Government Solutions** <http://www.vgsi.com/vision/applications/ParcelData/Home.aspx> for parts of New England/VA and **Appraisal Resource** <http://www.appraisalresource.com/> for parts of CT, RI, and MA.
- **Courthouse Direct Real Property Documents** <http://www.courthousedirect.com/> \$.
- **Zillow** <http://www.zillow.com>, **Trulia** <http://www.trulia.com/>, **TerraFly Property & Neighborhood Information** <http://terrafly.com/> and **Yahoo!** - Real Estate Assessment <http://realestate.yahoo.com/realestate/homevalues/>.
- **BLM Federal Land Patent Records** <http://www.glorerecords.blm.gov/>.
- **FAA Databases** http://www.faa.gov/licenses_certificates/ and **Aircraft Ownership Records** http://www.landings.com/landings/pages/search/search_nnr-owners.html.
- **BIN Searches** (some \$): **BIN Database** <http://bindatabase.org/>, **BIN-IIN** <http://bin-iin.com/>, **BINDB** <http://www.bindb.com/>.
- **Bank Routing Numbers: Federal Reserve Directory:** <http://www.fedwiredirectory.frb.org/search.cfm>, **GT Bank Routing Numbers** <http://www.gregthatcher.com/financial/Default.aspx>, **RoutingNumbers.org** <http://www.routingnumbers.org>, and **Other Bank Account Resources** <http://www.blackbookonline.info/bboindexsearch.aspx?q=Banks>.
- **Public Records Directory** <http://publicrecords.onlinesearches.com/>
- **Search Systems** - <http://www.searchsystems.net/> - has foreign public records sources

He/she is a licensed ...

- **Professional License Verifier** <http://verifyprolicense.com/>.
- **Westlaw** Professional Licenses (LICENSE-ALL), Medical (MEDLICENSE-ALL), Attorneys (ATTYLICENSE-ALL), Accountants (ACCTLICENSE-ALL), DEA Records (DEA), FAA Records (FAA), Hunting and Fishing Licenses (HUNTFISH-ALL), Concealed Weapons Licenses (selected states - CCW-ALL).
- **Lexis** Professional Licenses, Health Care Providers, Health Care Provider Sanctions, DEA Registrants, FCC Licenses, Tax Professionals and Hunting & Fishing Licenses.

- Doctors: **DocInfo** (\$9.95) <https://s1.fsmb.org/docinfo/>, and **DEA Office of Diversion Control** http://www.deadiversion.usdoj.gov/crim_admin_actions/. Also see **Researching Expert Witnesses:** http://www.justice.gov/usao/eousa/foia_reading_room/usab5801.pdf
- Attorneys: **State Lawyer Licensing Databases** <http://www.llrx.com/features/lawyerlicenses.htm>, **Thomson Legal Record** http://legalrecords.findlaw.com/ss/search_index.jsp, **Attorney Information** links <http://www.legaldockets.com/attorneys/>, **Disciplined Attorneys Search** <http://pibuzz.com/disciplined-attorneys>, **National Lawyer Regulatory Data Bank** http://www.americanbar.org/groups/professional_responsibility/services/databank.html \$.
- **Foreign Registered Agents Search** <http://www.fara.gov/>

His/her corporate affiliations ...

- **Westlaw** Executive Affiliations (EA-ALL).
- **Lexis Duns** Market Identifiers, SEC Filings, NetProspex, and Executive Directories.
- **ZoomInfo** <http://www.zoominfo.com/>, **LinkedIn** <http://www.linkedin.com> **Ziggs** <http://www.ziggs.com/> and **BoardEx** <http://www.BoardEx.com> \$.
- **Federal Salaries Database** http://php.app.com/fed_employees11/search.php

Information about his/her companies or charities ...

- **Corporation Records by State** <http://www.coordinatedlegal.com/SecretaryOfState.html>.
- **Dun & Bradstreet** Business or Federal Information Reports <http://www.dnb.com/> \$.
- **Lexis Smartlinx** Business Reports, Company Analyzer, Experian Reports, SEC Filings, Bankruptcy Filings, UCC Filings, Judgments and Liens, Civil and Criminal Filings, Guidestar, and OSHA Inspection Reports.
- **Westlaw** Corporate Filings (CORP-ALL), Fictitious Names (FBN-ALL), Corporate Litigation Prep (LITPREP-ALL), Name Availability (NA-ALL), Business Finders (BUSFIND-ALL), SEC Filings (EDGAR), Adverse Filings (ADVERSE-ALL), Bankruptcy Filings (BKR-ALL), UCC Filings (UCC-ALL), and Lawsuits (LS-ALL).
- **SEC Edgar** <http://www.sec.gov/edgar.shtml>, **SECInfo** <http://www.secinfo.com/>, and **CORI Contract Information Database** <http://cori.missouri.edu/>. See: **Thomson's Guide to SEC Filings** http://research.thomsonib.com/help/sec_guide04-03-02.htm
- **ThomasNet** <http://www.thomasnet.com/> (for manufacturing companies).
- **Customs Rulings Database** <http://rulings.cbp.gov/>.
- **Insurance Company Search** <https://eapps.naic.org/cis/>.
- **FCC Telecommunications Company Database** <http://gullfoss2.fcc.gov/cib/form499/499a.cfm>.
- **System of Award Management** <http://www.sam.gov>, **Government Contracts Won** (DOD only) <http://www.governmentcontractswon.com/>, **USASpending.gov** <http://www.usaspending.gov/>, **POGO Federal Contractor Misconduct Database** <http://www.contractormisconduct.org/>, **OMB Watch** <http://fedspending.org/>, and **HHS OIG Excluded Individuals / Entities** <http://exclusions.oig.hhs.gov/>.
- **National Association of State Procurement Officials** <http://www.naspo.org/>
- **OFAC List of Specially Designated Nationals and Blocked Persons** <http://www.treas.gov/offices/enforcement/ofac/sdn/>, **BIS Denied Persons** <http://www.bis.doc.gov/ComplianceAndEnforcement/ListsToCheck.htm>, **World Bank Listing of Ineligible Firms** <http://www.worldbank.org/debarr>, **UK Financial Sanctions** <http://www.hm-treasury.gov.uk/financialsanctions>.
- **Commodity Futures - Background Affiliation Status Information** <http://www.nfa.futures.org/basicnet/> and **Case Status Reports** <http://www.cftc.gov/ConsumerProtection/CaseStatusReports/index.htm> (CFTC fraud investigations).
- **FINRA BrokerCheck** <http://www.finra.org/Investors/ToolsCalculators/BrokerCheck/index.htm>
- **FDIC Failed Banks List** <http://www.fdic.gov/bank/individual/failed/banklist.html>
- **Stock Transfer Agent Database** <http://www.stocktransfer.com/>.
- **Pension and Benefit Data** <http://www.freeerisa.com/> (free registration required).
- **Patents & Trademarks** <http://patents.uspto.gov/>.
- **AFL-CIO Job Quality Database** <http://www.workingamerica.org/jobtracker/>
- **Non-Profits: Foundation Center 990 Finder** <http://foundationcenter.org/findfunders/990finder/>, **Guidestar Charity Search** <http://www.guidestar.org/>, **IRS Exempt Charities Check**

<http://apps.irs.gov/app/eos/>, **NCCS Organizations Search**
<http://nccsdataweb.urban.org/PubApps/search.php>, **America's Charities** <http://www.charities.org/>,
Charity Navigator <http://www.charitynavigator.org/>, and **BBB Wise Giving Alliance**
<http://www.give.org/>. **NASCO State Charity Agencies List** <http://www.nasconet.org/category/info-charities/>.

His/her court records and filings ...

- **Guide to Court Resources** <http://www.justice.gov/jmd/ls/state.htm>
- Dockets: **Lexis Courtlink** <http://www.lexisnexis.com/courtlink/online/>, **WestDockets** <http://courtpress.westlaw.com>, **Pacer Case Locator** <https://pcl.uscourts.gov/> \$.
- **Westlaw**: All Cases, Adverse Filings (ADVERSE-ALL), Bankruptcies (BKR-ALL), UCCs (UCC-ALL), Lawsuits (LS-ALL), Criminal Records (CRIM-ALL), Arrest Records (ARREST-ALL), Liens and Judgments (LJ-ALL), Jury Verdicts (JV-ALL), Federal & State Civil & Criminal Trial Filings, Office of Foreign Assets Control (OFAC).
- **Lexis**: Federal & State Cases, Bankruptcy Filings, Judgments and Liens, UCC Filings, Civil and Criminal Filings, Criminal Records, Jury Verdicts, Federal and State Agency Decisions, and OFAC.
- **Justia.com** <http://www.justia.com/>
- Web criminal records sites: **BOP Inmate Locator** <http://www.bop.gov/iloc2/LocateInmate.jsp>, **National Sex Offender Registry** <http://www.nsopw.gov/>, **USA.gov Inmate Locator FAQ** <http://1.usa.gov/xjgHYb>, **Inmate Locators on the Web** <http://www.corrections.com/links/show/20>, and **Vinelink** <http://www.vinelink.com/>.
- **Article on Criminal Background checks**
http://www.virtualchase.com/articles/criminal_checks_national.html
- **Public Records Search Directory** <http://publicrecords.onlinesearches.com/>

His/her Web site or E-mail address ...

- **Fagan Finder URLInfo** <http://www.faganfinder.com/urlinfo/> and **CentralOps.net** <http://centralops.net/co/>
- **ARIN WHOIS Database Search** <http://whois.arin.net/ui>, **DomainTools.com** <http://www.domaintools.com/>, **Checkdomain.com** <http://www.checkdomain.com/>, **IP Address Guide** <http://www.ipaddressguide.com/>, and **WhoIs Company Web Site Lookup** http://www.networksolutions.com/en_US/whois/index.jhtml.
- **DNS Stuff** <http://dnsstuff.com/>, **Trace Route** <http://www.traceroute.org/>, **DNS 411** <http://dns411.com/tips/>, **SpamID.net** <http://spamid.net/>.
- **Fingering Email Accounts** <http://www.emailman.com/finger/>
- **My Email Address Is** <http://my.email.address.is/>, **Internet Address Finder** <http://email.iaf.net/email-search.html>, and **Ultimate E-mail Directory** <http://www.theultimates.com/email/>.
- Use **Google** <http://www.google.com> and search for: "email * @companydomain.com" or "email ** companydomain.com" to find someone's e-mail address. (Try e-mail also).
- **WayBack Machine** <http://www.archive.org>.

He/she went to college ...

- **Web U.S. Universities, by State** <http://www.utexas.edu/world/univ/state/>.
- **Classmates.com** (registration required) <http://www.classmates.com>.
- **DegreeVerify - National Student Clearinghouse** \$ <http://www.studentclearinghouse.org/>.
- Dissertation/Theses searches: **WorldCat** <http://firstsearch.oclc.org/fsip> \$, **Proquest Digital Dissertations** <http://proquest.umi.com/login> \$, **Networked Digital Library of Theses and Dissertations** <http://www.ndltd.org/find>, and **Foreign Doctoral Dissertations Database** <http://www.crl.edu/collections>.

Information about him/her in the News ...

- Lexis All News, All Languages Database
- Westlaw AllNewsPlus Database
- Newsbank <http://infoweb.newsbank.com/> \$
- Proquest Historical Newspapers <http://proquest.umi.com/login> \$
- Google News Archive <http://news.google.com/> (Enter a search and then click on “Archives”)
- NewspaperArchive.com <http://www.newspaperarchive.com/> \$
- Historical Newspapers Online <http://gethelp.library.upenn.edu/guides/hist/onlinenewspapers.html>
- Newspaper Digitization Projects <http://icon.crl.edu/digitization.htm>
- OnlineNewspapers.com <http://www.onlinenewspapers.com/>

His/her voter registration and campaign contributions ...

- Westlaw Voter Registrations (VOTERS-ALL) and Political Donors (POLITICAL-DONORS)
- Lexis Voter Registrations
- Campaign Finance Information Center <http://www.campaignfinance.org/states/index.html>.
- FEC Databases http://www.fec.gov/finance/disclosure/disclosure_data_search.shtml
- OpenSecrets <http://www.opensecrets.org/>, TransparencyData.com <http://transparencydata.com>, Follow the Money <http://www.followthemoney.org/>, Project Vote Smart <http://www.vote-smart.org/>, and PoliticalMoneyLine <http://www.tray.com/>.
- IRS Political Organization Filing & Disclosure <http://www.irs.gov/charities/political/article/0,,id=109644,00.html>.
- State Voter Registration Verification Web Sites <http://www.fvap.gov/reference/links.html>
- Senate Lobbying Disclosure Act Database <http://soprweb.senate.gov/index.cfm?event=selectfields>, House Database <http://disclosures.house.gov/ld/ldsearch.aspx>, Lobbying Database <http://www.opensecrets.org/lobbyists/index.asp>, Lobby Search <http://www.lobbysearch.com/>, Lobbyist Directory <http://www.vancouver.wsu.edu/fac/kfountain/>.

Information about him/her on the Web ...

- Google <http://www.google.com/>, Yahoo! <http://search.yahoo.com/>, Ask.com <http://www.ask.com>, and Bing <http://www.bing.com/>
- ZoomInfo <http://www.zoominfo.com>, PeekYou <http://www.peakyou.com>, Pipl <http://www.pipl.com>, LinkedIn <http://www.linkedin.com>
- Facebook <http://www.facebook.com>, Twitter <http://twitter.com/twitter>, Pinterest <http://www.pinterest.com>, Google+ <http://plus.google.com>, MySpace <http://www.myspace.com>, and other Social Networking Sites http://en.wikipedia.org/wiki/List_of_social_networking_websites. Also CLEAR Web Analytics and Accurant Virtual Identity Report.
- Google Groups <http://groups.google.com/>, Omgili Discussions Search <http://omgili.com>, Search IRC <http://searchirc.com/>, Zuula Blog Search <http://www.zuula.com/>, Technorati <http://technorati.com/blogs/>, IceRocket <http://www.icerocket.com/>, and Boardreader <http://www.boardreader.com>.
- Google Video <http://video.google.com/>, Yahoo! Video <http://video.search.yahoo.com/>, YouTube <http://www.youtube.com/>, VideoSurf <http://www.videosurf.com/>, Truveo <http://www.truveo.com/>, and C-SPAN <http://www.c-spanvideo.org/videoLibrary/>.

General Sources

Access to Archival Databases System <http://www.archives.gov/aad/>

Asset Search Blog <http://www.assetsearchblog.com/>

Black Book Online <http://www.blackbookonline.info/>

Craig D. Ball <http://www.craigball.com/hotlinks.html>

Digital Journalist's Legal Guide <http://www.rcfp.org/browse-media-law-resources/digital-journalists-legal-guide>

EInvestigator.com <http://www.einvestigator.com/links/index.html>

Global Locate <https://www.global-locate.com/v4.1/page.asp>

Journalists' Toolbox - Public Records <http://www.journaliststoolbox.org/>

Portico <http://indorgs.virginia.edu/portico/>

Public Record Finder <http://www.publicrecordfinder.com/>

Public Record Research Library <http://www.brbpub.com/pubrecsites.asp>

Public Records Directory <http://publicrecords.onlinesearches.com/>

Public Records USA <http://www.factfind.com/public.htm>

Reverse Lookup Directories

http://dir.yahoo.com/Reference/Phone_Numbers_and_Addresses/Reverse_Lookup_Directories/

Search Systems <http://www.searchsystems.net/>

Virtual Gumshoe <http://www.virtualgumshoe.com/>

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**Note: Lexis/Westlaw links require a subscription, as do a few other sites, noted in the text with \$.*

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Uncovering Human Trafficking in Supply Chains with LexisNexis Due Diligence Dashboard

By Samir Goswami, CSR Consultant at G and C Consulting, Former Director of Corporate Responsibility, Rule of Law at LexisNexis

When I used to visit my father at the Indian Embassy in Tripoli, Libya, the office compound was often flooded with desperate looking men in tattered clothing. They were sprawled out on the Embassy lawn, sleeping on the couches in the public areas, and showering in the bathrooms next to the receptionist's desk. My father was a Diplomat and he told me that these were workers who were brought to Libya with promises of good jobs in the oil fields. However, once they got there they were often forced to work for long hours with minimal pay in brutal conditions. Those camped out at the Embassy were able to get away and were awaiting repatriation to their villages in India.

The oil they were forced to extract and process was headed to consumers in Western markets.

This was in 1985 and I was ten years old. Although at the time there were international labor conventions that recognized this form of deception and harm, it was not until fifteen years later in 2000 that the U.S. Congress passed the Trafficking Victims Protection Act. The international community didn't enact the landmark "Protocol to Prevent, Suppress and Punish Trafficking in Persons" until 2003. Both of these measures define such elements of exploited labor as human trafficking and created comprehensive legislative frameworks to address the issue.

GROWING INTERNATIONAL AWARENESS AND LAWS:

The International Labor Organization estimates that out of 12.3 million forced labor victims worldwide, around 2.4 million are trafficked and that as many as 1.2 million are children. Much of this labor goes to produce goods that we commonly consume.

U.S. Department of Labor research indicates that forced and child labor is found in a variety of sectors including agriculture, textiles, manufacturing, food processing, fisheries and commodities such as cotton, rubber and in the extraction and processing of rare earth minerals that are found in modern day electronics.

Thus, U.S. and foreign governments have created a regulatory framework to ensure that we recognize and assist victims, punish traffickers and don't inadvertently support human trafficking by utilizing forced and child labor in the production of goods we consume. A few examples include:

1. U.S. FAR Subpar 22.15: prohibition on federal procurement officials purchasing goods made with child labor.

2. International Labor Organization Conventions 29, 105, 138 & 182: Provisions ratified by up to 175 countries towards the elimination of forced and child labor.
3. U.S. FRAGO 06-188: Pentagon issued directive ensuring that the U.S. Department of Defense to eradicate human trafficking in labor recruiting practices.
4. European Union Council Decision 2006/618/EC: Requires each EU member state to adopt measures to prevent and combat trafficking in persons.
5. SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia: Calls on all seven members of countries in South Asia to “eliminate the evil of child labor from the SAARC region.”

CORPORATE RESPONSIBILITY AND GOOD GOVERNANCE:

In the U.S. this year, California enacted a “Supply Chain Transparency Act” that mandates corporations of a certain size doing business in the state to publicly disclose what steps they are taking to ensure that their supply chains are free of trafficked and slave labor. Supporters of the measure estimate that over 3,200 multinational corporations are impacted by this law and subsequently many law firms are now establishing practices to advise these multi-national corporations to become compliant. A federal version of this act was introduced in Congress last year to expand nationally the provisions enacted by California.

LEXISNEXIS DUE DILIGENCE DASHBOARD:

These laws were passed and multi-lateral agreements signed because of the global public’s heightened awareness about human trafficking, often referred to as a form of modern day slavery, and our desire to not buy such tainted goods. What limits our diligence, however, is a lack of credible information that procurement officials can access to ensure that their supply chains are free of goods produced through such exploitation. Increasingly, corporate and government procurement officials are in need of information from trusted sources to help them uncover and manage potential risks and comply with legislative frameworks and international conventions. However, supply chains are complicated, and often times it is difficult to expose the last tier in a process that may span the globe.

Due Diligence Dashboard, a LexisNexis product can assist. DDD synthesizes data from more than 20 global databases including public records and news and company filing information to uncover risks in supply chains. For example, a DDD search of Foxconn, the contractor utilized by Apple to produce its products in China uncovered 1,500 negative news articles dating back to 1997. As the Apple example indicates, there are many benefits to accessing this type of information: DDD allows for a company to make better decisions about its contractors by uncovering crucial information to avoid devastating and costly risks to the company’s brand.

CREATING A "FREEDOM DIVIDEND"

Most importantly, preemptive access to such information can allow a company to work with a potential supplier to improve working conditions in their factories and incentivize the manufacturing plants of their sub-contractors to make positive changes. Inspiring such action through access to information can provide a monetary incentive for a dubious sub-contractor to improve wages and enhance working conditions and safety. By doing so, entire communities can be uplifted through the better treatment of workers.

Over the long term, such improvements can unlock human potential and create business enabling environments that foster further and legitimate economic growth. Kevin Bales, renowned author and founder of Free the Slaves, describes such action as opportunities to create a "freedom dividend." "You get people out of slavery and they begin to work for themselves, they generate incomes, they buy things, they build schools, it changes the whole community in which they live."

As LexisNexis actively seeks to expand the depth and viability of our due diligence products, we embed good governance and social responsibility into our business development strategy. This has a positive impact on our own growth and a tremendous impact on society, allowing us to satisfy our business objective of returning value to our shareholders and customers, and fulfilling our underlying purpose to advance the rule of law.

**More about Samir Goswami:*

Samir has spent the last 15 years building various collaborations and coalitions around social justice issues. He is the recipient of numerous awards including, "40 Who Have Made a Difference" by Business and Professional People for the Public Interest, the "2010 Impact Award" by Chicago Foundation for Women, and he was awarded a 2010 Chicago Community Trust Fellowship in recognition of his work on human trafficking issues.

Government Info Pro editor's note: [Email me](#) if you'd like more information about the LexisNexis Due Diligence Dashboard.

Originally posted on the *Government Info Pro* on March 02, 2012 | [Permalink](#)

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The screenshot shows the 'Individual' search tab of the LexisNexis Due Diligence Dashboard Premium. It features a navigation bar with tabs for 'Individual', 'Company', 'SmartLinx', 'Dossier', 'Nexis', 'History', 'In the News', 'Web Search', 'What's New', 'Help', and 'Sign Out'. The main search area includes fields for 'First Name', 'Last Name', 'Building Number', 'Street Name', 'City', 'State', 'Zip Code', and 'Country'. There are also options for 'Radius Search', 'Additional Terms', 'Client Id', and 'Dates'. Below the search fields, there are several columns of checkboxes for selecting search criteria, including 'U.S. Public Records', 'Corporate Connections', 'Regulatory Actions', 'News', and 'Litigation'. A 'Submit' button is located at the bottom of the search area.

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Conversational Patterns That Support Telling Truth to Power

By Nancy M. Dixon, Principal Researcher, Common Knowledge Associates

Originally published on January 27, 2012 in [Conversation Matters](#)

The Defense Intelligence Agency's (DIA) Knowledge Lab faced the challenge of how to move accurate intelligence up the chain of command. Too frequently the intelligence analysis, painstakingly generated by front line analysts, was delayed and often severely modified by a chain of superiors before it reached policy makers who could act upon it.

Zeke Wolfberg, the Director of the Knowledge Lab and I, as the knowledge management consultant to the Knowledge Lab, recently published an article about how we addressed that problem at DIA. The article appeared in Reflections, the SOL Journal on Knowledge, Learning and Change (Vol. 10, 4). I provide a summary of the article in this post. The full article can be downloaded under My Publications on the left.

DIA provides military intelligence to prevent strategic surprise and deliver a decision advantage to warfighters, defense planners, and policymakers. The analysts who develop intelligence assessments are divided into teams of 30 plus with each team focused on a different region (e.g. South East Asia) or a different functional area (e.g. missiles), as well as task forces that are periodically assembled to address crises (e.g. the Mumbai terrorist attack).

The intervention we undertook to enable telling truth to power, was called "Critical Discourse." The format was to bring together a team of analysts along with their supervisor, to jointly analyze the actual conversations that occurred between members of the team and between team members and their supervisor. The conversation analysis was based on the work Chris [Argyris](#), using his left and right hand case format to create scripts of difficult past conversations. Each analyst and supervisor selected and wrote out the dialogue that occurred in three difficult conversations they had engaged in. Each team met over a period of three months to analyze each other's cases and to practice Argyris' Model II skill set with the goal of reducing the misunderstandings occurring in their conversations. Each team member also received individual coaching between group meetings.

Model II is a way of interacting that results in knowledge and learning for everyone who is engaged in the conversation. The goal of Model II interaction is not to win an argument, but to create a space for joint learning. A person using the Model II skill set holds in their mind the underlying assumption that, "I have part of the information and others have other parts that I may not be aware of." The skills are used to get all the information that is available and pertinent into the conversation.

The Model II skills that produce full and accurate knowledge are:

- Advocate your own position and share all relevant information related to the issue, not just the data that supports your view
- Encourage others to question your position so if your reasoning is faulty or if there is information you have missed you will discover it
- Ask questions about the position of others, not to find where you might “catch them” in a mistake, but to fully understand their reasoning and data.

The Argyris Model II skills are simple to state, but take a great deal of practice to put into place in a real conversation. The difficulty occurs because the default way of interacting in difficult situations in nearly every organization is Model I, which defeats gaining learning through conversation. Model I skills are:

- Advocate my position in a way that discourages inquiry into it
- Keep my reasoning private so others cannot challenge it
- Don't ask others about their reasoning
- Assume I understand the situation and anyone who sees it differently does not

A team using Model I skills in a contentious or potentially embarrassing situation would exhibit interactions that are familiar to all of us. For example, 1) a team leader states his opinion on an issue in such a way that it is clear he doesn't want to be challenged; or 2) a team member offers an idea that no one understands, but other team members don't ask him the questions that would make his thinking available to them - his idea just dies on the table, or 3) a team member offers a solution, providing convincing evidence about why it would work, but doesn't reveal the very real risks he knows are involved.

Using Model I interaction teams make poor decisions because all of the available data about the issue does not get into the discussion. Team members are more interested in winning their point than in learning. Yet Model I interaction is so ubiquitous that team members are largely unaware they are employing it in a conversation. To use Model II interaction skills, team members first have to become aware of their Model I interactions. Fortunately, others can see what we cannot see in ourselves. So a team's joint analysis of their cases allows members to help each other become aware of and then unlearn Model I skills. And provides them a safe place to practice using Model II skills.

Over a two year period, I worked with 15 DIA teams using the Critical Discourse intervention, including teams at the highest executive level. During that time team members wrote hundreds of conversational cases. The analysis of those cases resulted in two outcomes that shifted the culture of DIA; 1) both seniors and analysts developed the skills to challenge each other effectively – to tell truth to power, 2) dysfunctional patterns that were preventing accurate information from being exchanged across the whole of DIA were identified. These patterns, that Argyris calls [defensive routines](#), had become embedded in the fabric of the culture in such a way that made it unlikely any that any individual, on his or her own initiative, would be able to act in a manner other than Model I.

To illustrate the process through which the culture changed I will focus on one of the teams that was set up to look at an emerging intelligence issue. The code name for this team was "Fresh Look." Fresh Look is discussed in the article but in less detail than I write about it here.

The Situation

Fresh Look was given the task of finding a solution to a long-standing problem that many other teams had been unable to resolve. The team was to report their findings to a high level executive team – tell truth to power.

Previous DIA teams that had struggled to find a solution to this issue had worked virtually, dividing the work up so that people could function as individual contributors with minimal interaction. Fresh Look, however, was co-located to give them the advantage of bringing together their collective knowledge to solve this difficult problem. But co-location meant that to be successful in using all the team's knowledge, the team would have to interact in a Model II manner to jointly address content issues. To assist the team, early in their time together, the Knowledge Lab provided the Critical Discourse intervention described above.

Using the Critical Discourse format, each team member wrote three cases about their interactions with other Fresh Look team members. By reading and discussing each other's cases, team members were able to see, laid out in black and white, the negative impact of their actions. With practice they began to recognize the conversational tactics that were in the cases being exhibited in their real time conversations and begin to call each other on it when they recognized Model I tactics. With further practice of the Model II skills, they began to be able to share their knowledge more fully and to speak openly about their concerns related to the problem they were addressing.

A turning point in terms of new thinking for the Fresh Look team came about six weeks into the project. For some time the team had been struggling with how to organize themselves to deal with the central issue of their analysis. This issue was not only at the heart of the Fresh Look topic, but was an issue that touched on the very nature of how DIA does analysis – so how the team structured themselves and their work was a very relevant topic for the team.

At a Friday meeting, with two of the team members absent, the team finally made a decision to organize into several smaller teams, each devoted to a piece of the larger question. The norm within the intelligence community is that when a meeting is convened and decisions are made, those who were absent are expected to accept the decision and support it. The rationale being that there is not enough time to rehash decisions. There is also an implied perception that if the team member had really wanted to be present at the decision meeting, they would have attended.

On the following Monday the absent team members were back in place for the morning meeting. The absent team members respectfully challenged the decision-making norm by asking the rest of the team to go over their logic for reaching the decision of dividing into several smaller teams. Instead of rebuking the two, the

team not only discussed their logic of the previous Friday, but the entire topic of methodological pursuit was reopened for debate: should the team employ the status quo method of structuring itself or should they behave differently? During that discussion, the team members who were present on Friday acknowledged that their decision was likely driven by being tired at the end of the week and wanting to end the day to start the weekend. The willingness to challenge and be challenged that had begun to develop within the team during the previous weeks of practice using Model II was for the first time being fully exercised.

Encouraged by the group's response to this initial challenge, a few days later another team member was willing to raise a much more critical issue that had been troubling her - how the team had framed the analysis question. Her position was that the team was restricting the analysis by unthinkingly accepting as their starting point the assumption currently held among subject matter experts. The team took her concern seriously and was able to hold an honest and open interaction that resulted in significantly broadening the scope of their analysis. The reframing of the question eventually led the team to discover a remarkable finding - that the intelligence community had ignored a plausible counter-assumption without ever collecting data to prove or disprove it! Essentially leaving the intelligence community blind on a critical issue.

The on-going practice the Fresh Look team had in using their inquiry skills to elicit knowledge from each other and to respectfully challenging each other prepared them to speak truth to power when their scheduled briefing with high level DIA seniors occurred at the end of the project. By the time of the executive briefing, team members had grown confident in using the Model II skills in increasingly challenging situations.

The following are two descriptions of that meeting, first from the perspective of a senior executive who was in attendance. The second from the perspective of one of the Fresh Look team members who engaged the seniors in conversation.

Senior Executive Perspective

"I was one of five senior executives attending the debrief of Fresh Look. When I walked into the meeting room I could see that the physical arrangement of the seating area was very different than what I was used to. Normally, seats were arranged in rows facing a podium. On this day the seats were arranged around a set of tables so that everyone sitting at the table could see each other. During the team's introductory remarks they mentioned how they intentionally designed the physical space to promote mutual learning between the seniors and themselves rather than the typical transmit then respond mode of communication.

The Fresh Look team explained that their briefing content would be different from the usual format as well. The team said that the goal they had in mind was that everyone around the table would learn with and from each other. I felt okay with this approach but wondered if they could pull it off. They started with brief presentations of their findings during which several members of team offered their

own perspective, providing a variety of views, again not a typical debrief. Instead of just saying, "Here are our findings." the team spoke about the challenges they had faced and how they had navigated those challenges, providing context for how their conclusions had been reached. Having laid out their findings, the team indicated they were ready to open the floor for dialogue.

I noticed that during the give and take of the conversation the team members were able to strongly advocate the findings they had developed as well as demonstrate their openness to our (the executive team) views. However, one of the team members, Carrie (not her real name), said something that really bothered me. She made a claim that a certain piece of information was non-existent. Now, I was aware that she was wrong, that piece of information was available. I said just that, perhaps a bit more forcefully than I intended. And I said that if the team had been thorough enough in their search they would have found it. However, rather than becoming defensive, Carrie said she found my comment interesting, because even the senior member of their team who had full clearance to look at all the available data did not come across it. She began a discussion among us all about the availability of information across silos. Out of that discussion I gained a new understanding about the issue of information availability from the perspective of analysts doing a search. It was a very stimulating conversation."

The Fresh Look Team

"The meeting with the executives was even more successful than we had thought it would be. The executives were impressed with the quality of our findings. And we were pleased with the skills we were able to exhibit in being able to respectfully detect and overcome the "old guard" approach.

As a team we were particularly proud of our interaction with Sam, the senior executive who reacted critically when he realized that the team did not know about the existence of a critical piece of information, saying, "Everyone knows it exists." We were able to recognize the role-based behavioral pattern in Sam's remark and were able to avoid the emotional trap that could have deflated and sidetracked us away from the issues. We were able to detail the process we went through to find the data, what was made available to us, and what had been hidden from even the most senior analyst member of our team who specialized in the issue. This detailed explanation led to a more general discussion of how information is shared and accessed which brought new insights both to us and to the high level executives present. Through using the critical discourse skills, our goal of using review meetings to jointly develop knowledge was realized.

The Director of DIA attended the debrief and told us later that what he witnessed was the embodiment of team behavior - the kind of team behavior DIA needs for detecting new threats. He said the discussion with the team was cathartic for him."

Fresh Look is one of many examples of changes in the ability to speak truth to power at DIA. To do so analysts and seniors first needed to recognize their own contribution to the dysfunctional patterns that existed inside DIA. Secondly, they

needed to learn a new way of interacting and practice those new skills in a relatively safe environment. Finally, they needed to use the skills to interact in real world situations to gain confidence in their own ability to interact more openly and honestly. Through this slow developmental progression they were able to bring knowledge into a conversation that otherwise would have been hidden and they were able to speak truth to power.

Originally posted on *Conversation Matters* | [Permalink](#)

Developing Collaborative Communities: Collaboration in Libraries

By Larry Guthrie, Inter-Library Loan Librarian, Covington & Burling, LLP

(This article was produced as part of the 2011 AALL Annual Meeting and Conference)

When we think of what is collaboration in libraries; one could reasonably ask what isn't collaboration in libraries?

Unlike the foreboding World War II meaning of collaborating with the enemy or the FBI background question, "Have you ever collaborated with a foreign government?", collaboration today is primarily used in a friendly and positive way.

The word "collaboration" comes from Latin for "to labor with." "To labor with" is a bonding experience. Let's make it a bonding experience; or, "engagement." Collaboration has a business-friendly tone and is a natural progression from networking, similar to a merger with enhanced productivity.

Libraries are collaboration. Libraries are rarely for only one person's personal use. Libraries require collaboration to build collections in print and online through cataloging, reference and circulation, and interlibrary loan. Libraries connect people: readers with authors, patrons with librarians, the present with the past moving towards the future.

What is collaboration? According to Murray Shepherd of the University of Waterloo in Canada, collaboration is more than cooperation, which is less formal; more than coordination, which focuses on one project with little shared risk. Collaboration involves common, new goals with well-defined relationships, and mutual risk with distributed benefits and shared resources.

"We have made a virtue of competition, which means other people are a threat, not a support," according to Richard Layard of the London School of Economics. Alternatively now, collaboration means to labor with others, to dismantle the walls of competition and work together. This appears to be the current approach to building a team culture and building trust in a modern workplace.

I have identified six types of collaboration in libraries: 1) historical; 2) through interlibrary loan; 3) in various locations, 4) through various communication techniques; 5) over various disciplines; and for 6) activism on behalf of librarians.

1) The first type of collaboration in libraries is from the historical perspective. Historically, from the beginning, libraries were a collaboration. One historical note: "By the 15th Century most monasteries dedicated special rooms for books." (1) This collaboration in one place was the library. Ironically, now libraries, as they are becoming reconfigured to accommodate electronic resources, may be returning to the look of the medieval libraries with smaller book collections lining walls or people's offices with a reduced central book location.

From an interlibrary loan standpoint, "There was little medieval inter-library cooperation except for the great Franciscan union catalog in fourteenth-century England, the *Registrum liborum Angliae*." (Ibid. p.451)

So, libraries began as a collaboration and have continued as such.

2) A second type of collaboration among libraries is through inter-library loan. An interlibrary loan motto could be, "The more we share; the more we have." Librarians by nature are collaborative; It's a natural fit. We like helping. We are "on call" for each other as well as for our firms and institutions.

Inter-library loan has had a special place in the Copyright Law of the US - section 108 which allows copying for inter-library loan. We must encourage the perpetuation of this special place in the electronic medium. Copyright of electronic resources may reduce the ability to lend titles among libraries but negotiations are ongoing to allow lending of e-books as well.

According to OverDrive, Kindle e-books have the same lending terms as existing library e-books. After three weeks they will no longer open. So, libraries can use e-books to fill inter-library loan requests and for holds on new bestsellers.

Overall, one ILL tenet to remember is, "Ask someone who knows." Don't try to reinvent the wheel; ask the expert for guidance when you are in a new field. A significant amount of ILL collaboration takes place on listservs of library associations such as AALL, SLA Legal Division and News Division, Law Librarians Society of DC, New York (LLAGNY) and others.

There can be interdepartmental collaboration for broader use of knowledge skills. For example, Columbia University and Cornell University are collaborating through the TCUL program so that one librarian oversees the Eastern European collection of both universities.

Inter-Library Loan has been a shining star of collaboration in libraries for years.

3) A third type is collaboration in libraries with various locations. Our colleague, Doug Malerba, has spoken on his experience of telecommuting full-time from another city. Collaborating with colleagues regardless of location is becoming usual: global locations, telecommuting, time zone differences, hoteling colleagues, temporary assignments, employees detailed to another location or distributed within the firm to disparate locations within practice groups. All contribute to the need for collaboration through communication in various ways among various locations.

One specific example is that of embedded librarians, which has been researched by David Shumaker at Catholic University. These librarians are located within practice groups or within the location of the clients they are serving similar to embedded reporters in war.

One research paper by Forrester Consulting Commissioned by Citrix from November 2010 is entitled, "Making Collaboration Work for the 21st Century's Distributed

Workforce: Workers Need Natural Ways To Interactively Communicate Over Distance.” (<http://whitepapers.clickz.com/content12677>) This paper notes that “Information workers spread across a number of locations must interact with each other while working with partners and serving customers around the world.” Among the key findings are: “1) The majority of information workers are no longer collocated with their colleagues, 2) To build relationships and collaborate, information workers rely on customary tools (email, the telephone, and face-to-face meetings, 3) Information workers require tools that feel natural. Information workers’ customary ways of collaborating are entrenched in how they do their jobs.”

In-person meetings are preferred because of the nonverbal way in which people communicate. So, the priority of collaboration strategies is finding tools that mimic face-to-face meetings. Options include web conferencing, videoconferencing, instant messaging, audio conference, text messaging, and email.

One conclusion from the paper is that face-to-face meetings provide the greatest context for interactions. “Despite the travel and costs associated with in-person interactions, it is how information workers prefer to meet. Why? There is a perception that face-to-face meetings allow for greater engagement, reading body language, building trust, and establishing rapport.”

The Future of Work Organization produced a 2010 paper entitled, “Managing a Remote Workforce: Proven Practices from Successful Leaders.” (http://thefutureofwork.net/assets/Managing_a_Remote_Workforce_Proven_Practices_from_Successful_Leaders.pdf) They produced the work design collaborative which focuses on developing knowledge, improving bottom-line performance, creating new workplaces, and building communities.”

4) A fourth type of collaboration in libraries is through various communication techniques. According to Judy Smolski of IBM Americas, “Collaboration tools come in all sizes.” She notes, “Collaboration solutions can take many forms, including social networking, office productivity software, web conferencing, crowd sourcing, instant messaging, video chat and mobile applications. These technologies help users more easily connect, create communities, and find information and resources.” She refers to the 2010 Report, “The Next Wave of Office Productivity” by Forrester Research, (<http://www.forrester.com/The+Next+Wave+Of+Office+Productivity/fulltext/-/E-RES56000?docid=56000>) which suggests that mobile, cloud and collaboration solutions are leading the transformation of today’s office environments.

Other technology and social media to keep in mind include blogs, data visualization, email and chat; RSS feeds and readers; social bookmarking; social networking; Twitter and video, and wikis. A March 30, 2011 *Washington Business Journal* story on social media reports that federal workers using a social networking site such as Facebook were up to 46 percent this year versus 20 percent last year.

Web conferencing can help teams by making meetings more visual, more interactive, more efficient , easier for senior management to participate, and can

eliminate the need for post-meeting review; according to Wainhouse's research for Citrix.

(<http://f8consulting.com/documents/Web%20Conferencing%20for%20Teams.pdf>)

Harvard Management Update lists five tips for better virtual meetings: 1) be very interactive, 2) use technology to enhance collaboration, 3) reserve meetings for two-way communication, 4) level the playing field by requiring all participants to be either all alone or all together with others and to alternate time zone choice if different ones are involved; and 5) establish a no e-mail or instant messaging policy during the meetings. This is just business courtesy.

(http://www.workshifting.com/downloads/downloads/5TipsforEffectiveVirtualMeetings_HBR.pdf)

A note about communication collaboration across generations in the workplace. Baby Boomers, born between 1946 and 1964, value job status and social standing. Gen X, born between 1965 and 1979, change employment and careers frequently. Gen Y, born between 1980 and 1995, also known as the Net Generation, are technology smart confident, sociable, with strong morals and expect flexibility in the workplace with more frequent job changes. Gen Z born after 1995, also known as Digital Natives, use social media as primary communication, belonging to large communities online without necessarily knowing those within them personally.

So, those are the challenges to collaborating through communication.

5) A fifth type of collaboration in libraries is with other fields or specific areas of interest. For example, journalism is a field that is changing as dramatically as libraries are.

A conference was held in April, 2011, in Cambridge called "Beyond Books: News, Literacy, Democracy and America's Libraries – Assessing the Common Mission of Journalists and Librarians." Beyond Books focused on librarians and journalists being committed to communities where people participate in self-governance. "Our libraries and our free press share a common mission of civic engagement and information transparency." This is based on the idea of Thomas Jefferson, "Democracy demands an educated and informed electorate."

Libraries definitely play a role in an informed electorate. In one article, "Tulsa City-County e-Library: The Library Can Become a Hub of Knowledge for the City and County of Tulsa", I suggest that the public library can be the hub of knowledge management for a whole community. In a second article, "Branch Libraries as Social Network for Tulsa", I suggest that branch libraries can provide a social network for a community by facilitating engagement of neighborhoods united at their branch libraries and connected on the web through social media. Coordinating this with the local newspaper created a coordinated collaboration for an informed electorate. This collaboration can strengthen both fields of librarianship and journalism.

In another field, Liz Bishoff in *Library Journal* said, "If librarians want to lead in creating the digital future, they need to learn how to work with their colleagues in museums and archives."

Another example of collaboration is a new book in 2011 entitled *Collaborative Governance: Private Roles for Public Goals in Turbulent Times* by John Donahue with a forward by Stephen Breyer. This book demonstrates how “government at every level can engage the private sector to overcome seemingly insurmountable problems...” This is an example of two different sectors coming together in collaboration.

6) A final area of collaboration in libraries is for activism on behalf of our profession of librarianship. Associations like AALL and SLA can collaborate further for law librarians.

The library is a public relations entity. With Kindles, reading is cool again, as evidenced in TV commercials.

Library space is an issue on our doorstep. What will the future law firm library look like? What role will we have in its design? Print books still command 97 percent of the market and e-books three percent, according to Ken Auletta of The New Yorker (http://www.newyorker.com/reporting/2010/04/26/100426fa_fact_auletta).

As we move towards new technologies libraries can: 1) Embrace the technologies as part of the library, as at NC State University Library, which has smart boards for collaboration and flat screens displaying faculty articles, etc. such as Panasonic LF20 Series LCDs. This could include newspaper feeds which relay streaming tweets as news in public libraries. 2) Retain one foot in the legacy of the library and one in the vanguard of the future; specifically the library as a gathering place for coffee collaboration over news and the democratic process. 3) Journalism and librarianship are partnering for access to information; ie. Inter-library loaning of e-books, freedom of the press issues.

Libraries are a continuation of a tradition of education from school libraries to university libraries to law school libraries which are the center of their respective communities. People huddle together around their library. To dismantle the library would be a shame.

Terms like global reference desk and lounges in the library are parts of the puzzle for the future. Let’s help shape it. Collaboration among librarians is essential to keep us informed of impending changes and discussions of possible changes. Social media can help us collaborate for immediate information and ideas just as newspapers now publish tweets directly for instant news.

On February 12, 2009, known as “Bloody Thursday” eight major law firms announced 748 layoffs, including 320 lawyers and 428 staff members. Librarians need to have our ears to the ground as an early warning system for upcoming news in the field. Now more than ever, collaboration in libraries is necessary.

From a macro perspective, Janice LeChance, CEO of SLA, promotes collaboration among various information professionals: librarians, information technology professionals, marketing, competitive intelligence, and records management. Coupled with the changing and glamourized face of our field through information

delivery techniques like tablets, Nooks and Kindles; a larger public relations oriented lobbying block may serve us well.

In conclusion, libraries have been collaborating for centuries; and the electronic era represents a transition like the one from hand-illuminated manuscripts on vellum to the printing press on paper. Collaboration in libraries occurs across locations, in inter-library loan, through communication styles, across fields of study, and with related professions joined for mutual benefit for the future.

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- *(1) Lawrence S. Guthrie II, "Monastic Cataloging and Classification and the Beginnings of 'Class B' at the Library of Congress" in Historical Aspects of Cataloging And Classification,(Martin D. Joachim ed.) 450-451 (2003).
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Can You Hear Me Now? Strategically Engaging Your Audience with Social Media

By Chis Vestal, Government Consultant, LexisNexis; DC SLA Communications Secretary

We wanted people to hear us. That was the consensus of the DC Chapter of SLA (DC/SLA) Communications Committee meeting I was facilitating. I'd just started my term as Communications Secretary and it was my job to find a voice for the Chapter via social media. I was quickly beginning to see that I didn't know what I was doing. That's why I was having this brainstorming session with volunteers and other board members in the first place.

Our end goal seemed obvious, we really wanted to put ourselves out there on social media so we could find our voice and engage the community. If we did that, we'd be able to retain members and attract new ones. Because we had such a large diverse group at the meeting we were churning out lots of new ideas. Our overall theme that night was inclusion. Every time someone mentioned a social media tool we decided we needed to have a presence on it; we wanted to saturate the web with DC/SLA.

We decided to recruit a volunteer to act as a social media ambassador for each account. No one person would be overwhelmed and it seemed like a great way to attract new volunteers into becoming involved with the chapter. So, in addition to our print and electronic newsletter, we'd recruit people to man our FaceBook, Twitter, Flickr, and LinkedIn accounts while I managed a blog that was separate from our website. Then we thought we should create even more accounts to tackle more tools. The chapter puts on a lot of professional development programming but of course not all our members are able to attend, so we decided to get a volunteer to videotape our programs. Then the volunteer would edit the video and upload it to our new YouTube account so members could still benefit from our programming even if they missed the in person session.

I was so excited about all the enthusiasm and energy in the room that I didn't take a step back and ask any questions about our goals. I was focused on our desire for people to hear us. So we hit the ground running and ran straight into some concrete roadblocks right away.

Our biggest problem was that most of our tools weren't widely used. Members had a hard time finding our newsletter on our website. Most of our members preferred going to our official website to view information but our blog was hosted on Blogger's platform disconnected from our site and began to seem like an orphan. Our videos on Youtube weren't racking up views even though we were marketing them to the Chapter. In hindsight, convenience was probably a factor here. Bandwidth limitations were discouraging some views and the videos were poorly organized, since at the time YouTube only allowed up to 10 minute clips and there

wasn't an easy way to order them so members could view the entire program chronologically.

The other major issue was managing some of the accounts was labor intensive. Take the YouTube account, for example. We had to find a volunteer with a video camera to be present at events to record them. Then they had to view the entire video and try to break it up into logical segments, which for some events was 13 segments. Then they actually had to upload all the segments to YouTube, which was time intensive. So you can imagine that it was actually hard to find volunteers to take on these accounts. More and more accounts were falling to me to manage and it got to the point where we could go months without a tweet or a Facebook update.

And the accounts that were active made the chapter sound as if it had multiple personalities. We didn't have enough of our own content to post to the accounts every day, as you need to in order to engage your audience. Some volunteers took it on themselves to search for interesting news and blog posts but since everyone was working in their own silo, there weren't common themes across the accounts. Each social media tool had a very different voice.

By the end of my first year in this position, I knew we had to go back to the drawing board and come up with a better strategy, I just wasn't sure how to do it. Our newsletter editor at the time, Lisa Pogue, offered to facilitate the strategic planning if I called together another live meeting. We all met up again and I was feeling pretty optimistic about drafting a strategy. But as soon as the ideas started flowing, we realized this was going to take a lot more than just one meeting. Lisa proposed we draft a list of the different audiences we wanted to communicate with while we were at the live meeting and then we could continue to brainstorm asynchronously.

Lisa created a PBworks account for us to use as a platform to plan our strategy. The idea was to post a question and give people a week to respond and then the next week build on the responses with a new question. The first week we had our list of audiences and we asked what we knew about each specific audience. Some of the audiences overlapped of course but there were still characteristics that made them unique (for example: student members, new members, experienced members).

Once we'd described each of audiences, we had a pretty good idea of who we wanted to engage now we just had to figure out what we wanted them to think about us and what goal that would lead us toward. For each audience we asked what we wanted them to think about DC/SLA and then, what we wanted them to do based on what they thought. One thing we decided is that we wanted new members to think that being involved with DC/SLA was a natural step in their career progress, and because they thought that, we wanted them to be active volunteers within the chapter.

The last two questions we posted after we'd finished goal setting was how do we get each audience to think about us a certain way and what specific tool can we use

to do it. For our new members, one strategy was to send useful information about opportunities to get involved with DC/SLA. We wanted to use targeted emails as the tool for getting the job done.

The process took several weeks but by the end of it we had a robust list of audiences, goals catering to each audience, and specific strategies. I took all the ideas from the PBworks wiki and drafted a formal strategic plan for the year. We knew exactly what social media tools we were going to focus on and how we wanted to use them. The tools that we didn't see as helping us meet our goals would be put on the back burner. Once we had our strategy, several paths to get around our road blocks became pretty clear.

To try to make our voice more coherent by having more common themes across our different accounts, we decided to make an information dashboard. This was basically a collection of customized RSS feeds that Marie Kaddell set up for us on MyYahoo. We included blogs from other SLA units, library news, and policy news that might be interesting to our members. Any volunteer who was going to post to our social media accounts was given access to the dashboard so they had one central place to pull posts from. Not only did this help give us a more consistent voice across several platforms but it made the work for our volunteers easier by giving them content to use quickly instead of them have to search for content on their own.

Another way we decided to assist our volunteers was to create specific guidelines for each social media tool. For example, in our Twitter guidelines we stated we wanted to send three to four tweets out daily. This gave volunteers an idea of what they'd be getting themselves into by managing the account and then they didn't have to try to guess if they were posting too much or too little on it.

Finally, we took a look at our newsletter and our blog. Our newsletter was labor intensive to produce, hard for our members to find, and we had to decide whether something should appear in the newsletter or the blog first. DC/SLA had recently moved our website to a WordPress platform with our blog integrated on our homepage as part of an overall SLA rebranding initiative. Since we had a much more powerful blog, we decided to stop producing the newsletter and instead, host the content on the blog. This not only allowed us to have more timely content, but reduce the volunteers we needed to manage this to one. Another feature of WordPress is that it allows us to select specific blog posts to appear prominently on a scrolling carousel on our homepage so we could direct attention to the blog posts we really wanted members to see.

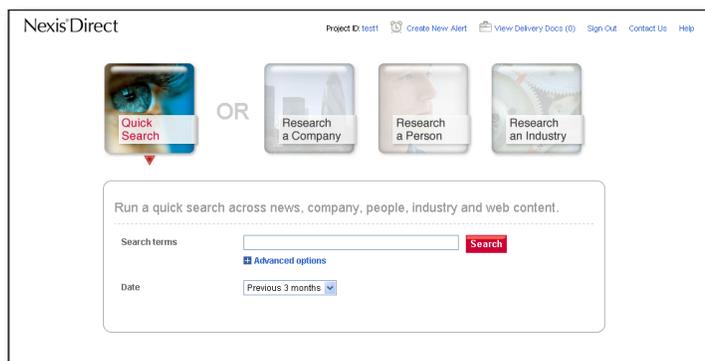
The process is ongoing but so far we haven't hit any stumbling blocks. By taking the time to get know our audiences and set goals for each one we've reduced the number of tools we're using. If there's one thing we've learned from this, it's that where social media's concerned less is more. The fewer tools you're using, the more time, energy, and content you have to devote to the ones you are using. Then you can create an engaging persona that really gives your audiences a chance to hear what you have to say.



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Now, Nexis® Direct users can search the LexisNexis® news collection via the Nexis® News Search iPhone® and iPad®

application or the Nexis® News Search mobile site at www.lexisnexis.com/nexisnews.

- 1 Select the My Alerts Link from the top of the Nexis Direct page, select the content channel and input your search.

The screenshot shows the 'Create New Alert' page in Nexis Direct. At the top, there are navigation links: Home, Project ID: DLS, Create New Alert, Delivery Folder (0), Sign Out, Contact Us, and Help. Below these are two main buttons: 'Create New Alert' (highlighted in red) and 'Manage Alerts'. Underneath, there are four tabs: 'News Alert', 'Company Alert', 'Person Alert', and 'Industry Alert'. The 'News Alert' tab is selected. The main content area is titled 'Step 1: Choose search options' and includes a search terms input field, an 'Advanced options' link, and a checkbox for 'Alert me only if there are new results'. A 'Next' button is at the bottom right.

- 2 Choose your delivery options.

The screenshot shows the 'Create New Alert' page in Nexis Direct, Step 2: Choose delivery options. The 'Industry Alert' tab is selected. The form includes fields for 'Name your alert', 'Enter email address', 'Select results format' (set to 'Desktop and mobile-friendly format'), 'Select email format' (set to 'HTML'), 'Choose frequency' (set to 'Weekly'), and 'Schedule' (set to '1 times per day at 0800 hours, 0800 and 1600 hours'). There are also 'Back', 'Test Alert', and 'Set Up Alert' buttons.

- 3 Manage alerts simply and easily with on-screen prompts from the Manage Alerts button.

The screenshot shows the 'Manage Alerts' page in Nexis Direct. At the top, there are navigation links: Home, Project ID: DLS, My Alerts, Delivery Folder (0), Sign Out, Contact Us, and Help. There are two buttons: 'Create New Alert' and 'Manage Alerts' (highlighted in red). Below the buttons, a message says 'Your alert has been set up. Close'. A table lists the alerts:

Name your alert	Alert type	Status	Run now	Frequency	Edit	Delete
dog bite	Person	On	Run now	Weekly	Edit	Delete
superman comic	Industry	On	Run now	Weekly	Edit	Delete

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PUSHING BOUNDARIES: ACCESSIBILITY

Open Government: Digitization and Information Sharing

By Joanne She, Coordinator of Digitization Services, U.S. Department of Justice and Tina Smith, Reference Librarian, U.S. Department of Justice

INTRODUCTION

"Open Government" has been a strong public interest and a great government concern for a long time. Back in 1966, Congress passed the first Freedom of Information Act (FOIA), and since then, this law has been significantly revised several times, and many related laws have been passed as well. On December 31, 2007, President George W. Bush signed the OPEN Government Act of 2007 [1] into law and pushed an E-government movement. Once President Obama took office, his first step was making open government a high priority.¹ Three years have passed since then, and based on our observations, we think that the Open Government Policy has actually led a to vital digitization movement in the government, and that this digitization is reforming the government and enhancing information sharing.

DECLASSIFICATION MOVEMENT

The first strategy of the Open Government plan is massive disclosure of government information. One of the major focuses of E.O.13526[2] is declassifying more government information automatically and systematically. It directed all agencies to review their classification guidelines and ensure that all delegations of original classification authority are limited to the minimum necessary, and to develop a plan implementing the new provisions into their daily procedures in final form within 180 days.² This step has led to massive disclosure of information and more government documents open to the public once they are declassified. According to the 2010 Report to the President,³ federal agencies declassified more than 29 million pages last year. The chart below shows a breakdown of this declassification activity.

Table 1: Declassification of Major Federal Agencies, FY 2010 (Data taken from pp.16-18 of 2010 Report)

	Automatic Declassification	Systematic Declassification	Discretionary Declassification	Mandatory Declassification	Total
Reviewed Pages	45,386,491	5,797,022	1,903,832	331,782	53,087,345
Declassified Pages	24,238,273	4,630,410	181,607	213,425+(96,268 partially)	29,050,290
Percentage Declassified	53%	80%	10%	64% (excluded partial declassification)	55%

¹ White House. Transparency and Open Government. Accessed January 3, 2012: http://www.whitehouse.gov/the_press_office/TransparencyandOpenGovernment

² Obama, B. Executive Order 13526- Classified National Security Information. December 29, 2009. Section 6.3. Retrieved January 3, 2012, from the White House: <http://www.whitehouse.gov/the-press-office/executive-order-classified-national-security-information>

³ National Archives and Records Administration, Information Security Oversight Office. 2010 Report to the President. April 15, 2011. Page 1. Retrieved January 4, 2012, from NARA: <http://www.archives.gov/isoo/reports/2010-annual-report.pdf>

We can see from this table that government agencies have declassified more than half (55%) of the documents reviewed in FY 2010. This is just the beginning. As the Action Plan indicates [3], the government will continue further declassification. According to the *Seattle Times*, "David Ferriero, the archivist of the United States, said the federal government had reached 'a watershed moment' in records declassification."⁴ Now, we are seeing vast amounts of government information declassified which will then be open to the public.

How can the government open this massive amount of information to the public? Essentially, the American people want information online. The massive disclosure of declassified information has not only created challenges to government agencies for information dissemination and retrieval, but also opened new opportunities for digital technologies. Agencies need to use modern technologies to digitize the information: first converting information into the digital format, then processing that information online and preserving it in a digital database. In the Open Government Directive 2009, "publish government information online," is listed as the first requirement [5]. Responding to this great challenge, the NARA Open Government Plan also indicates that "because the American public expects online access to records, digitization has become a fundamental part of our business."⁵ More declassification means more disclosure, more disclosure means more digitization. We can see that massive disclosure is just the first strategy: leading government agencies to "open" the information through disclosure, then digitize the information, and make the documents open to the public online.

REENGINEERING THE GOVERNMENT INFORMATION INFRASTRUCTURE

The second strategy of the Open Government Policy is to focus on government information infrastructure. When driving massive government information disclosure and converting into digital format, the government needs a modern digital information infrastructure to automatically collect, process, share, retrieve, store, archive, and preserve information. Over the past three years, the government has worked on a series of initiatives focusing on three major tasks: (1) develop a three dimensional and multi-interface modern information communication system (including telecommunication cloud computing, reforming government agency web sites), (2) establish a modern digital government information storage and retrieve information/data center and (3) modernize government records management.

1. Enhancing Government Communication Systems

One of the purposes of developing a three dimensional and multi-interface digital information network system is to fully open and enhance communication between the government and public entities and individuals. According to the Action Plan and Status Report, the Obama Administration has instructed the agencies to reform their agency websites as well and to develop a new platform to improve digital communication. Using websites to communicate with the public has been a very popular practice in government

⁴ Effort to Declassify Old U.S. Secrets a Huge Job. *Seattle times* December 30, 2011. Retrieved January 12, 2012: <http://seattletimes.nwsourc.com/text/2016928022.html>

⁵ National Archives and Records Administration. *Open Government Plan*. June 25, 2010. Page 12. Retrieved January 4, 2012: <http://www.archives.gov/open/Open%20Government%20Plan%20-%20Version%201.1.pdf>

agencies. We can see from many government agencies' websites that they have used all kinds of modern digital communication technologies, including email, blogs, Twitter, mobile devices, Facebook, Flickr, You Tube, etc. As shown in the screen shot below, public visitors can easily communicate with White House officials through these modern devices by clicking on their communication medium of choice.



Figure 1: White House website (Retrieved January 5, 2012 from <http://www.whitehouse.gov/briefing-room/presidential-actions/presidential-memoranda>)

As the White House Blog recently announced, “WhiteHouse.gov” has created a new platform called “We the People” to improve the public’s online communication engagement with the White House.⁶ This new tool allows individuals to create or sign petitions which are automatically reviewed and commented on by the White House staff once a signature threshold is reached.

On January 6, 2012, the website of the U.S. Department of State announced that the Secretary of State had declared the month of January to be “21st Century Statecraft Month” at the State Department. The Secretary is encouraging everyone to use new technology and innovation as a key part of foreign policy agenda. In a wide variety of ways, social media allows agencies to adopt new approaches to meet diplomatic and development challenges around the globe.

⁶ White House. We the People: Announcing White House Petitions & How They Work. Retrieved January 12, 2012: <http://www.whitehouse.gov/blog/2011/09/01/we-people-announcing-white-house-petitions-how-they-work>



Figure 2: U.S. Department of State (Retrieved January 6, 2012 from <http://www.state.gov/>)

From these examples, we can see that the government is now trying to use all types of emerging digital technologies to open all possible channels to enhance communication with the public.

2. Creating a Government Digital Data Center

Every year, our government produces a lot of information and data which covers a wide range of topics: from education to scientific research, from public health to financial business management, from law enforcement to defense and security, from census to grant management, from energy to... The abundance of government information has generated strong public interest. However, sharing all of this information and data with the public online has been a great challenge for federal agencies due to limited resources, technical expertise and knowledge. Recognizing the urgent need of establishing a data center to process, organize, and disseminate all digital information and data dynamically on the web, the government made a top priority of implementing the Open Government Policy. This strategy enabled the government to bring the top digital experts together to build "Data.gov," which provides all government information together into one virtualized government-wide catalog, with descriptions of the federal datasets (metadata). It also provides information about how to access the datasets, and tools that leverage government datasets. The catalogs will continue to grow as datasets are added. This website makes it easier for the public to interactively discover, explore, share, and contribute to data, whether it's finding relevant data, visualizing it with charts and maps, or sharing it on social networks. The standardized, uniform central system will also dramatically reduce redundancy and duplicated experimental efforts, because one does for all and each agency doesn't need to reinvent its own wheel. This can lower labor costs and system cost for the long run. Because standard templates and platforms make it easier for government agencies to share their public data, link to record systems in real-time or

even federate data from their own sites, it can improve the efficiency of information delivery. From February 2010 to January 6, 2012, a time frame of less than two years, 172 [agencies and sub-agencies](#) have joined on and engaged with the new website. The 2011 National Action Plan expressed hope that the public would “use data.gov as a platform to spur innovation.”⁷ Since the site first launched in 2010, it has opened an exciting new chapter in implementing Open Government Policy as it makes use of a standardized and consolidated digital information system to store, share, and deliver government information online. This is a technological and political evolution and a significant advancement toward making government data more accessible and usable than ever before.



Figure 3: Data.gov

3. Modernizing Records Management

The third strategy is to digitize the records keeping system [6]. This digital movement on records management promises to save taxpayer dollars, promote accountability, increase government transparency, and improve records management. According to *The Washington Post*, the National Declassification Center is going to process 400 million pages within the next three years.⁸ Facing this huge amount of work, we can imagine that it is impossible to process it all manually, and so an automated digital system will be required. Evidently, the massive disclosure has pushed the use of digital technologies to modernize the outdated records management system. The National Archive and Records Administration Chief archivist David Ferriero confidently told the news outlet that “by streamlining the process, the NDC will usher in a new day in the world of access.”⁹ Using

⁷ See National Action Plan, Reference [3], p. 7.

⁸ Finn, P. National Archives works on declassifying massive backlog of documents. *Washington Post*, December 3, 2011. Retrieved January 10, 2012: http://www.washingtonpost.com/national/national-security/national-archives-needs-to-declassify-a-backlog-of-nearly-400-million-pages/2011/11/29/gIQAMAYmPO_story.html

⁹ Id.

digital technologies to automate records management system to streamline the process of information organization, dissemination and retrieval has become one of the top priorities of implementing the Open Government Policy.

The use of digital systems can also serve as a more efficient method of preserving agency records. Records stored in electronic format take up less space than physical copies and can be accessed and searched more easily. One example of this is the Department of Justice's decision to pass on a copy of its newly digitized Attorney General Speeches to the National Archives and Records Administration (NARA) for preservation. Prior to this, little effort had been made to preserve this material beyond binding the physical copies which were then circulated through the Department upon request. Setting aside this copy for NARA adds another level of protection for the longevity of this material and helps to ensure that this important information is widely available not only through space, since digital copies are more easily shared and reused without limitation, but across time as well. It is the best way to store, archive and preserve records.

DIGITIZATION IS RESHAPING THE GOVERNMENT AND AMERICA

1. New Era of Government "Openness"

Digitization has enabled the government to disclosure more documents, and thus made the government unprecedentedly open and accessible to the public. Government documents and agendas which were once accessible only with difficulty are now widely available for all to examine. For example, the House website uses multimedia to publish video in real time, allowing the public to watch their activities, such as Congressional Hearings, as they occur.

The screenshot displays the homepage of the U.S. House of Representatives website. At the top, there is a navigation bar with links for Visitors, Educators and Students, Media, Doing Business with the House, and Employment. A search bar is located on the right. Below the navigation bar is a blue header with the House of Representatives logo and a 'FIND YOUR REPRESENTATIVE' section with a zip code input field. The main content area features a large image of the House floor with the text 'Watch HouseLive' and a red arrow pointing to it. To the right, the 'Legislative Activity' section is circled in red, showing a table of upcoming events. At the bottom, the 'Public Disclosure' section is also circled in red, featuring a link to 'Financial Disclosure Reports'.

Time (ET)	Session
104 10:00 am	Hearing: Rating the Rating Schedule: the State of VA Disability Ratings in the 21st Century Committee on Veterans' Affairs, Subcommittee on Disability Assistance and Memorial Affairs
211 10:00 am	Hearing: Examining VA's Pharmaceutical Prime Vendor Contract Committee on Veterans' Affairs, Full Committee
219 10:00 am	Hearing: U.S. Department of Veterans Affairs Budget Request for Fiscal Year 2013 Committee on Veterans' Affairs, Full Committee

Figure 4: U.S. House of Representatives (Retrieved January 10, 2012 from <http://www.house.gov/>)

The move toward greater transparency has even included law enforcement agencies, which are often considered to be closed and restrictive. One example of this is the Department of Homeland Security's website. Like many other government agencies, it has opened its "digital channels" to communicate with the public.

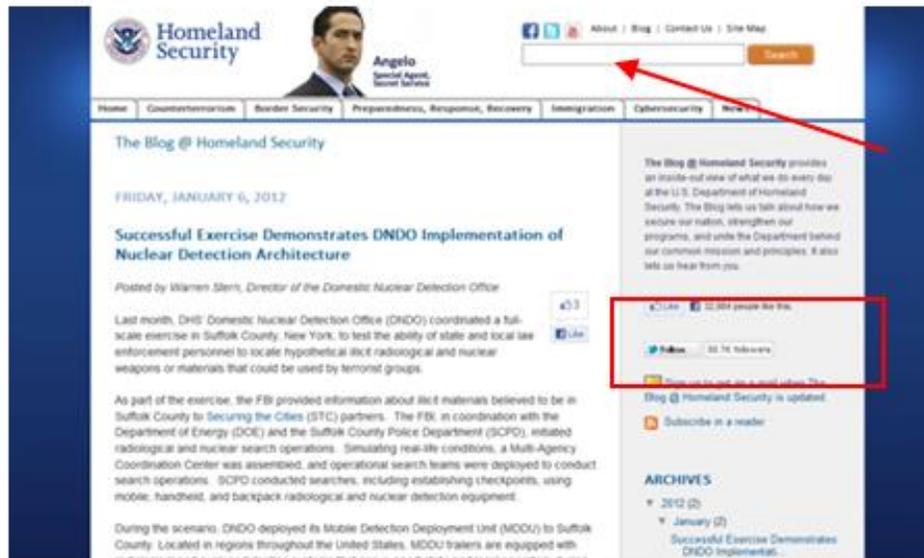


Figure 5: Blog of the Department of Homeland Security
(Retrieved January 6, 2012 from <http://blog.dhs.gov/>)

During the years of the Vietnam War, the Department of Defense was often accused of keeping important material from the public. Many people tried to break into this wall of silence, with various amounts of success. According to the report of *The Washington Post* from June 10, 2011, "The disclosure of the Pentagon Papers four decades ago stands as one of the most significant leaks of classified material in American history. Ever since, in the eyes of the government, the voluminous record of U.S. involvement in Vietnam has remained something else: classified."¹⁰ The article goes on to explain that now, in this new era of openness, the government is working to modify this image. "[National Archives and Records Administration](#) will change that, as it officially declassifies the papers 40 years to the day after portions were first disclosed by the New York Times. In doing so, and in making the papers available online, the Archives could provide researchers with a more holistic way of understanding a remarkable chapter of U.S. history."¹¹

In August of 2011 the U.S. Department of Justice began to open their digitized legislative histories to the public based on the public requests via the DOJ Open Government blog.

¹⁰ Ukman, J. and Jaffe, G. Pentagon Papers to be declassified at last. *Washington Post*, June 10, 2011. Retrieved January 12, 2012: http://www.washingtonpost.com/national/national-security/pentagon-papers-to-be-declassified-at-last/2011/06/08/AGA0VuOH_story.html

¹¹ Id.

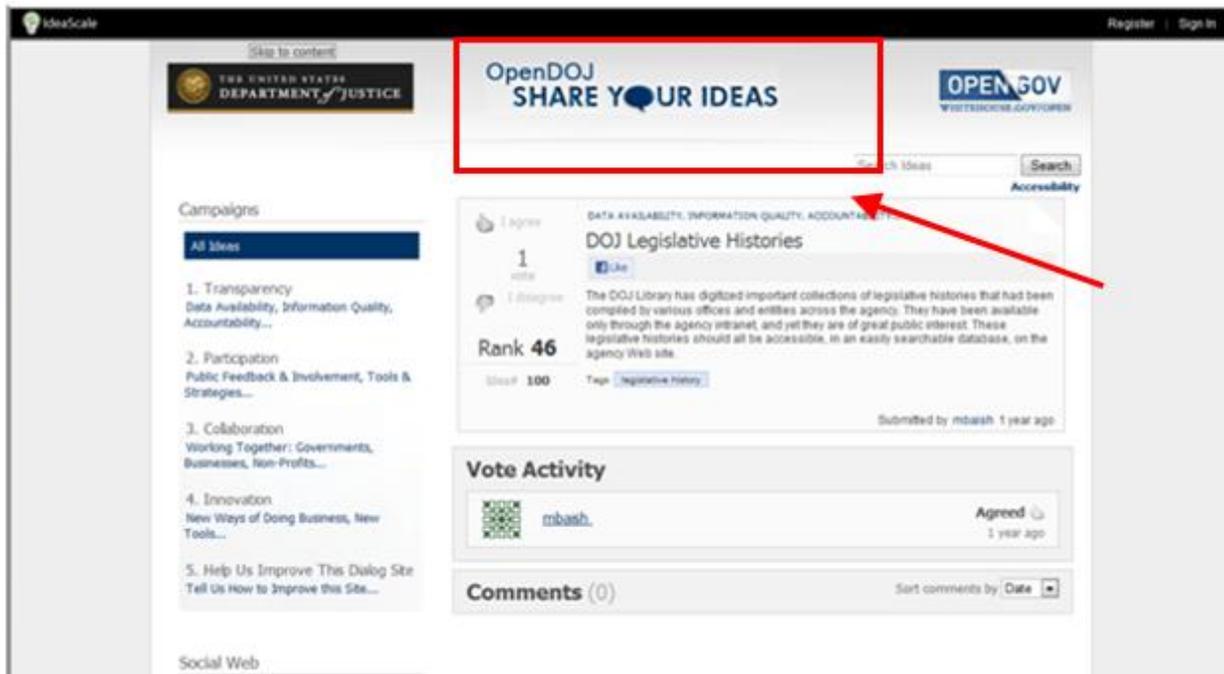


Figure 6: Open DOJ- Legislative Histories (Retrieved January 3, 2012 from <https://opendoj.ideascale.com/a/dtd/DOJ-Legislative-Histories-/35588-7036>)

As pointed out in an article by the American Association of Law Libraries, these legislative histories were digitized from paper publications which were previously only available internally to the DOJ employees.¹² Many institutes, organizations and companies complained several years ago about the unavailability of such information. Now that is changing and more and more information is being released. This story should credit the power of digital networks which allowed the Department of Justice to recognize the public demand for this material, and made impossible possible. Once kept locked away, these DOJ digitized legislative histories are now posted on the DOJ Open Government website for public use.

¹² American Association of Law Libraries. Department of Justice makes digitized Legislative Histories available to public. *The AALL Washington E-Bulletin 2011* (7) p.3. Retrieved January 10, 2012: <http://www.aallnet.org/main-menu/Advocacy/aallwash/Washington-E-Bulletin/2011/ebulletin0711.pdf>



Figure 7: Department of Justice Legislative Histories (Retrieved January 10, 2012 from http://www.justice.gov/jmd/ls/legislative_histories/legislative-histories.html)

From these cases, we can see that the “Open Government” is promoting, in many areas, the use of disclosure as low cost, high-impact regulatory tool to ensure informed decision.”¹³ In these examples and many more, digitization has successfully served as a magic pen which has helped the government in writing this remarkable history.

2. Unprecedented Collaboration

Modern digital network systems have enabled government agencies to build unprecedented multi-level collaborations and to open themselves to innovation. Facing economic challenges, collaboration, partnership and information sharing among government agencies and private organizations have become increasingly important for promoting efficiency and productivity. Digital technologies with the ease-of-use of social digital media tools have not only enabled the government to virtually connect and interact with the public, but also allow the public to actively participate in digitizing government information. These virtual connections have helped with building collaborations and partnership, which in turn have helped the government to efficiently collect expertise, wisdom and innovative ideas to digitize government information. Because of this, we can see collaborations and partnerships forming everywhere. Organizations across all levels of Government, schools, nonprofit organizations, businesses, as well individuals in the private sector, have all become involved with implementing Open Government Policy by digitizing government information.

A brief media search turns up countless examples of such digital partnerships. Here, let us take a close look at a few of them: Data.gov, discussed in detail above, is a good example of a multi-agency undertaking, as 172 [agencies and sub-agencies](#) are involved

¹³ See National Action Plan, Reference [3], p.2.

with the project to date. NARA, which has been a leader in the digital movement, announces on its web site that it has built partnerships with six companies and universities: EMC Corporation, Fold3.com (formerly Footnote), Genealogical Society of Utah (GSU), Ancestry.com, Google, and University of Texas.¹⁴ All of these partners have been involved with various digital projects. GPO has also established multiple partnerships: working with Library of Congress on two collaborative digitization projects (digitizing Statutes at Large from 1951-2002 and Congressional Records from 1873-1998),¹⁵ and with the University of Iowa to preserve historic Government-issued posters from pre-World War II to the 1990.¹⁶ In addition to many partnerships, the Library of Congress recently launched a Multi-state Government Digital Information Program to help digitize state government information.¹⁷ Such public digitization projects are not limited to the more accessible agencies, either. Even though the U.S. Department of Justice is a high-security law enforcement agency, it has launched a number of partnerships both internally and externally. For example, the Attorney General Address Digital Project has involved multi-level collaborations internally among the DOJ offices (such as Library Digital Services, Reference Services, the Attorney General's Office and Records Management Office), and externally with Catholic University, the Library of Congress Manuscript Division and many other libraries and associations.

It is evident that digital technologies have helped to break the walls and dividers to build up multi-level expert collaborations to embark on digitizing government information, and expert collaborations and partnership have helped government to accomplish faster and more digitization projects.

3. Improving Government Efficiency

Even though it is too early to announce the victory, there is no doubt that digitization improves efficiency because of its high speed, low cost, and high impact. Let us briefly examine three specific examples: the President's SAVE Award program, responding to FOIA requests, and E-filing tax returns.

The President's SAVE Award program has brought overwhelming electronic public engagement. In 2009, the White House launched the Presidential SAVE Award program to open its digital door and invite public proposals to help the government reduce the waste and improve on its work. This online program has brought a huge public engagement; from 2009 to 2011 there were more than 250,000 people engaged with the White House's SAVE Award program, including 76,000 suggestions which surged electronically into the White House.

¹⁴ National Archives. Digitization Partnerships. Retrieved January 4, 2012, from Archives.gov: <http://www.archives.gov/digitization/partnerships.html>

¹⁵ Library of Congress. A Century of Lawmaking for a New Nation. Retrieved January 10, 2012: <http://memory.loc.gov/ammem/amlaw/>

¹⁶ Historic Government Publications from WWII. Retrieved January 10, 2012, from Southern Methodist University: <http://digitalcollections.smu.edu/all/cul/hgp/>

¹⁷ Library of Congress. Preserving State Government Information. Retrieved January 10, 2012: <http://www.digitalpreservation.gov/partners/states.html>

Table 2: Public engagement with SAVE Award 2009-2011 (These numbers, reported on the SAVE Award web site, only include submission and voting number).

	Submission	Voting	Total
2009	38,000	(not reported)	38,000
2010	18,000	164,000	182,000
2011	20,000	48,000	68,000
Grand Total	76,000	212,000	288,000

All suggestions are published on the web, and many (especially the winning proposals) have been adopted by the government. From this online program, we can see not only the government's openness and the overwhelming public response, but also how the magical power of digital technology enabled the government and public to work together to improve the government efficiency.

Digital technologies have helped agencies more efficiently process FOIA requests. Based on the chart of NARA's Effect of National Personnel Records Center FOIA processing Changes, NARA's ability to process FOIA Requests has increased greatly.¹⁸

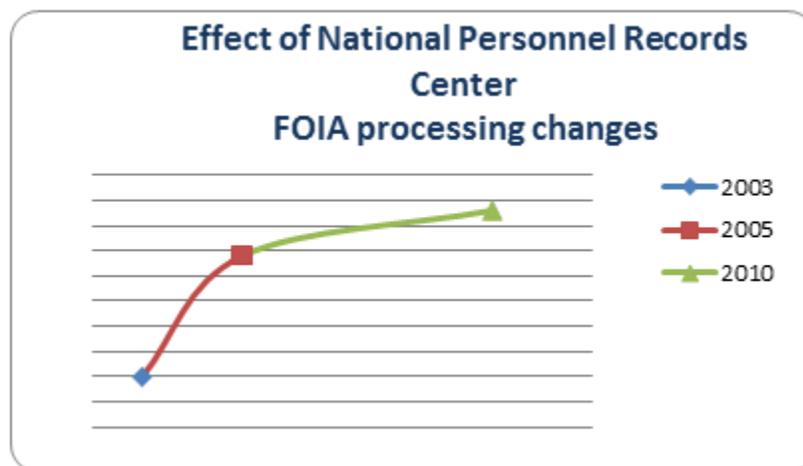


Figure 10: FOIA Processing Changes

(<http://www.archives.gov/open/open-government-plan-1.1.pdf>)

According to the Status Report, "Over the last fiscal year (i.e., from October 2009 through September 2010), which is the first full year of the Administration for which such data are available, agencies increased their disclosures in response to FOIA requests. Agencies made full disclosures—i.e., un-redacted disclosure of all requested information—for nearly

¹⁸ See Open Government Plan, Supra 12, p. 18.

56% of all FOIA requests where responsive records were processed. This constitutes more than a 6% increase over the previous year from October 2008 through September 2009. It also marks the first increase in full FOIA disclosures in the past ten years. Full releases among all agencies with Chief Financial Officers (“CFO Act agencies”) likewise increased significantly over the last year. Several departments have made especially great strides. For example, the USDA increased its full releases by 90%. HUD increased its full releases by 85%. DOJ increased its full releases by 21%. DOE increased its full releases by 21%. The Department of Defense increased its full releases by 12%. The State Department increased its full releases by over 200%.¹⁹ These are certainly significant improvements!

Digital technology is also changing the way the IRS does business. According to the IRS website, “Individuals e-filed a record 95 million federal income tax returns during 2009, up almost 6 percent... About two out of three taxpayers e-filed this year; out of the 141 million returns filed... over 67 percent were e-filed, compared to 59 percent last year.”²⁰

Table 3: Individual e-filing 2000-2009²¹

Year Filed	Total Returns	e-Filed Returns	Percent e-filed
2000	128,430,000	35,412,000	27.57%
2001	130,965,000	40,244,000	30.73%
2002	131,728,000	46,892,000	35.60%
2003	131,557,000	52,944,000	40.24%
2004	132,200,000	61,507,000	46.53%
2005	133,933,000	68,476,000	51.13%
2006	136,071,000	73,255,000	53.84%
2007	140,188,000	79,979,000	57.05%
2008	153,650,000	89,853,000	58.48%
2009	141,376,000	94,980,000	67.18%

Table 4: Paper Versus E-Filed Corporate Returns Processing Years (PY) 2005–2009²²

¹⁹ See Status Report, Reference [4], p.9.

²⁰ IRS. Two out of three individuals now using IRS e-file. November 2, 2009. Retrieved January 5, 2012: <http://www.irs.gov/newsroom/article/0,,id=214853,00.html>

²¹ Id.

Forms	Number of Paper and E-Filed Returns				
	2005	2006	2007	2008	2009
U.S. Corporation Income Tax Return (Form 1120)					
<i>Paper</i>	44,163	33,757	20,629	17,222	14,662
<i>E-Filed</i>	217	12,764	26,949	32,143	33,965
Form 1120 Totals	44,380	46,521	47,578	49,365	48,627
U.S. Income Tax Return for an S Corporation (Form 1120S)					
<i>Paper</i>	30,938	30,364	20,224	17,202	14,893
<i>E-Filed</i>	984	5,524	19,032	24,097	26,231
Form 1120S Totals	31,922	35,888	39,256	41,299	41,124
U.S. Income Tax Return of a Foreign Corporation (Form 1120F)					
<i>Paper</i>	991	1,109	1,067	1,440	1,447
<i>E-Filed</i>	---	---	---	74	440
Form 1120F Totals	991	1,109	1,067	1,514	1,887
Grand Totals					
<i>Paper</i>	76,092	65,230	41,920	35,864	31,002
<i>E-Filed</i>	1,201	18,288	45,981	56,314	60,636
Grand Totals	77,293	83,518	87,901	92,178	91,638

While e-filing is still optional for individuals, certain large corporations are required to make use of the e-file system, a strategic decision which has proven beneficial to the IRS. According to a 2011 report put out by the Treasury, "accomplishments include reducing the costs associated with the inefficiencies of manually processing paper returns, while enhancing customer service and increasing availability of taxpayer information."²³ This shows the potential for even greater increases in efficiency as more individuals and corporations switch to e-filing.

4. Enhancing Government Information Sharing

In the three years since implementation of the Open Government Policy, digitization has produced an unprecedented abundance of publicly available government information. Because of the cultural changes and collaborative efforts which occurred, digitization has shown its power to change the government from information scarcity to information abundance.

The collaborative effort of Data.gov, which we addressed earlier, is a strong example of massive amounts of data being released in a manner that is easily accessible to the public. This website alone provides 390,178 [raw](#) and [geospatial](#) datasets, 1,150

²² Treasury Inspector General for Tax Administration. Successfully Processing Large Corporate Tax Returns Electronically Was a Major Accomplishment, but Eliminating More Compliant Returns From the Audit Stream is a Work in Progress. Page 10. May 19, 2011. Retrieved January 5, 2012, from Treasury:

<http://www.treasury.gov/tiqta/auditreports/2011reports/201130048fr.pdf>

²³ Id, p. 2.

government [apps](#), 236 citizen-developed [apps](#) and 85 [mobile apps](#) to date,²⁴ and continues to grow as more information is released.

Individual agencies are also making a concerted effort to share more information publicly. Each agency's website is now required to offer a great deal of government information based on the public concerns such as new release, forms, statistical data, etc. Each agency must have an open government webpage at the domain name [www.\[agency domain\].gov/open](#) which provides information about the agency's current practices and outlines future steps toward increased openness.²⁵

Next, take a look at digital libraries. Two major government digital libraries, GPO Federal Digital System and Thomas from the Library of Congress, have been around for a while and continue to provide government information. However, the last few years have seen an explosion in both the number and finesse of other websites making use of government information. For example, the Homeland Security Digital Library contains over 49,000 federal government documents for open access (public use), as well as more than 95,000 government documents related to Homeland Security which are available through registered access.



Figure 11: Homeland Security Digital Library. (Retrieved January 6, 2012 from <http://www.hsd.org/>)

²⁴ Data.gov. Retrieved January 10, 2012, <http://www.data.gov/>

²⁵ See National Action Plan, Reference [3], p. 2.

Digital technology has also been used to preserve important historic government information. While creating a digital future, government and American people has also made efforts to maintain historical data and important agency assets, such as presidential records and documents. Below are just a few examples: Presidential Libraries, Attorney General Addresses, and Historic Government Publications from World War II.



Figure 12: John F. Kennedy Library. Retrieved January 10, 2012 from <http://www.jfklibrary.org/>)

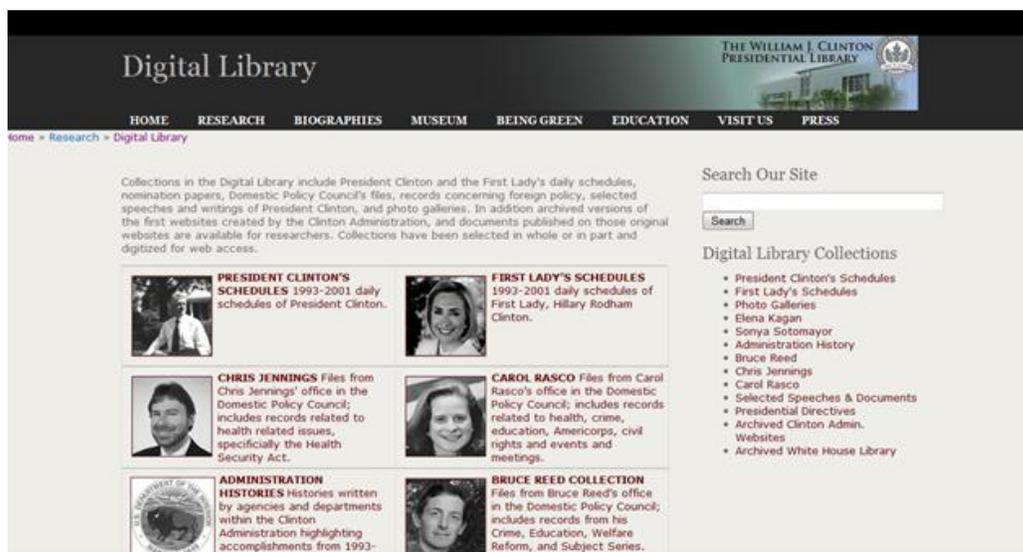


Figure 13: William J. Clinton Digital Library. (Retrieved January 10, 2012 from <http://www.clintonlibrary.gov/>)



Figure 14: Speeches of Attorney General Robert F. Kennedy.
Retrieved January 10, 2012 from <http://www.justice.gov/ag/rfk-speeches.html>)



Figure 15: Historic Government Publications from World War II.
Retrieved January 10, 2012 from <http://digitalcollections.smu.edu/all/cul/hgp/>)

CONCLUSION

While examining the Open Government Policy and the digitization movement in the government, we have discovered the truth of "open government is a strategy; once the government door is open, then it is possible to allow the digital technologies and experts in to help government improve efficiency. If the government wants to improve efficiency, it has to use digital technologies to automate its system, and

automated systems require that all data be available in digital (computer readable) format. This is why the government has tried to use these strategies: Massive disclosure first, then digital conversion--creating digital processing systems to convert "atom into bit" to enhance information access and sharing, then digital archiving and preservation—developing digital systems to archive and preserve government information for long term access. The whole process technically is indeed a process of digitization. We believe that digitizing the government will help the government efficiently reduce waste, save a great amount of money on paper, document printing and delivery, and dramatically improve efficiency in information sharing and government operations. Based on the studies showing the overwhelming success in the e-finance field, we strongly believe that digital technology will change the government and America by decreasing operational costs and improving efficiency.

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The Open Government Initiative and Federal Libraries DOJ Libraries: A Case Study

By Dennis Feldt, Director of Library Staff, U.S. Department of Justice and Kera Winburn, Reference Librarian, U.S. Department of Justice

Background

On December 8, 2009, the White House issued an ***Open Government Directive*** “requiring federal agencies to take immediate, specific steps to achieve key milestones in transparency, participation and collaboration.” This Directive made transparency within the federal government a priority of the Obama Administration.²⁷ It also created an opportunity for federal librarians to contribute in a highly beneficial way to their agencies’ open government initiatives; providing transparency and working collaboratively are skills that librarians already possess. As a profession, we believe in the organization and dissemination of information to a wide and diverse audience, and therefore, federal librarians should naturally be involved in promoting and contributing to this initiative.

Open Government and the U.S. Department of Justice

In early 2010, the U.S. Department of Justice (DOJ) received an unfavorable initial rating for its open government plan and content from a non-Federal committee specifically tasked with rating agencies as part of the President’s Directive. As a result, the DOJ’s Associate Attorney General took immediate charge of improving DOJ’s contribution to government openness. Acting upon a committee suggestion, he asked the DOJ Office of Public Affairs and the Library Staff to work together to increase the DOJ Internet site’s ‘Open Government’ content and to help improve the Department’s rating by digitizing some of the Library Staff’s unique legislative history collection.

The DOJ Library Staff Contributes: Legislative Histories

The DOJ Library Staff had already embarked upon several digitization projects, converting Department print documents into accessible electronic format to greatly increase the documents’ availability to all DOJ employees. Over the course of many years, DOJ librarians had researched, collected, and bound into volumes congressional documents into specific legislative histories of Acts that were of interest to DOJ attorneys. The Library Staff’s Digitization Team (Joanne She, Team Leader; Lawana Gladney, Andrew Williams, Bryan Wagner, and Tina Smith) completed, over the span of several years, the scanning, optical character recognition processing, metadata tagging, and uploading of all these legislative histories into an internal database system, accessible to DOJ staff only. The Associate Attorney General, Office of Public Affairs, and the DOJ Library Staff determined that these legislative histories would be prime candidates for inclusion as part of open government content on the DOJ Internet site.

²⁷ White House website - <http://www.whitehouse.gov/open/about>

In the true spirit of librarianship, collaboration between the DOJ Library reference, digitization and systems librarians allowed for the transfer of all the internal documents onto the DOJ Internet site. The project involved downloading and converting all of the thousands of digitized legislative history documents from the proprietary document database – available internally – into HTML table-of-contents pages and PDF documents for posting to the DOJ Internet. Through the diligent work of the Library Staff’s Digitization and Systems Teams (Paul Cantwell, Team Leader; Tim Brown; and Mark Costello), these e-legislative histories became searchable and accessible to public viewers for the first time on the DOJ Internet in late 2010:

http://www.justice.gov/jmd/ls/legislative_histories/legislative-histories.html.

THE COMMON LAW IS THE WILL OF *Mankind* ISSUING FROM THE *Life* OF THE *People*

SEARCH THE SITE

THE UNITED STATES
DEPARTMENT OF JUSTICE

HOME ABOUT AGENCIES BUSINESS RESOURCES NEWS CAREERS CONTACT

Home » Resources » Legislative Histories Printer Friendly

LEGISLATIVE HISTORIES

The following are legislative histories that were compiled by the U.S. Department of Justice (DOJ) Library Staff throughout the years. These legislative histories were originally researched, collected and bound as paper volumes by DOJ librarians and made available only to DOJ employees through the Department’s Main Library collection. Today, they have been digitized and are now available for general use. The legislative histories are composed of the most important components for the law documented in each legislative history which may include some, or all, of the following: the U.S. Public Law; House and Senate Documents; House, Senate, and Conference Reports; House and Senate Committee Hearings; Congressional Debates (*Congressional Record*); related Bills; and Presidential Signing Statements.

Popular Name	Public Law
Administrative Procedure Act	P.L. 79-404
American Indian Trust Fund Management Reform Act of 1994	P.L. 103-412
Anti Car Theft Act of 1992	P.L. 102-519
Antitrust Civil Process Act	P.L. 87-664

OPEN GOVERNMENT
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DOJ Library Staff Contributes: Attorneys General Speeches

To contribute even more to the Department’s Open Government Plan, the DOJ Library Staff also determined to digitize its unique paper collections of Attorneys General Speeches to make them accessible and searchable through the DOJ Internet web site, not only to the general public, but also to other DOJ employees outside of the Washington, D.C. area, for the first time.

Beginning in 1933, DOJ librarians started preserving each U.S. Attorney’s General speeches by collecting, binding, and incorporating them as individual volumes into the DOJ Libraries’ collection. This unique collection was only available in paper format to DOJ employees in the Washington, D.C. area. In 2009, the Library’s Digitization Team began digitizing the entire 1933-2009 Speeches for uploading into an internal database system, converting the thousands of paper speeches into

electronic format. The project involved collaboration between the Office of the Attorney General (OAG) and the DOJ Library Staff to ensure the completeness of the collection.

In 2010, the digitized speeches were completed and gradually uploaded onto the DOJ Internet, accessible through each Attorney's General biography page on the DOJ Internet site. The process of digitizing and reviewing all of these speeches was a team effort. The Systems Team along with Winburn, on loan from the Library Web Team, created the web pages. They then checked and rechecked the pages along with the Digitization Team prior to being sent to the Department's Web Team for posting on the DOJ Internet site.

An example of the end result of the Attorneys General Speeches Project can be found through the following link to Attorney General Homer Stille Cummings' speeches:

<http://www.justice.gov/ag/aghistory/cummings/cummings-speeches.html>.

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SEARCH THE SITE

THE UNITED STATES
DEPARTMENT OF JUSTICE

HOME ABOUT AGENCIES BUSINESS RESOURCES NEWS CAREERS CONTACT

Home » About DOJ » Attorneys General of the United States 1789 - Present » Homer Stille Cummings » Speeches

Printer Friendly

SPEECHES OF ATTORNEY GENERAL
HOMER STILLE CUMMINGS

1933 | 1934 | 1935 | 1936 | 1937 | 1938 | 1939

- 1933 -

April 15, 1933, at 8 P.M.
Speech by the Honorable Homer S. Cummings, the Attorney General of the United States at a Dinner Given in His Honor at the Stratfield Hotel, Bridgeport, Connecticut

April 24, 1933
Address of Homer S. Cummings, Attorney General of the United States, Broadcast Over the Network of the National Broadcasting Company From Washington, D.C. in the National Radio Forum, Arranged by the Washington Star

August 31, 1933 at 8:30 P.M.
"Modern Tendencies And The Law," An address by Honorable Homer S. Cummings, Attorney General of the United States, Delivered at a Meeting of the American Bar Association at Grand Rapids, Michigan

September 11, 1933 at 8:30 P.M.
"Predatory Crime," Radio Address by Honorable Homer S. Cummings, Attorney General of the United States, Arranged by the United States Flag Association and Broadcast Over a Nation-Wide Network of the National Broadcasting Company from Washington, D.C.

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ACTION CENTER

Around the same time that the post 1933 Attorneys General Speeches were completed and being added to the DOJ internet site, the Library Staff Director, Dennis G. Feldt, was contacted by the DOJ Office of Public Affairs (PAO) and asked to consider adding to the collection by locating any Attorneys General Speeches prior to 1933. Attorney General Eric Holder was very interested in completing the entire collection of speeches. As a result, the PAO sent a summer intern to the Library of Congress to investigate what was within their manuscripts collection, and he created a standardized template to document his findings. PAO then met with the DOJ Library Staff and the DOJ Office of Records Management and Policy (ORMP) to discuss the expansion of the Attorneys' General Speeches Project in order to continue adding to the DOJ Open Government effort. ORMP noted that the Federal Records Act was not passed until 1950, and therefore, federal government officials' records were not retained by the government prior to that time. Any pre-1933 Speeches or Attorneys' General papers might not exist or could prove very difficult to locate.

Unwilling to be deterred, however, several DOJ reference librarians and a library technician (Amanda Abramowitz (intern), Layne Bosserman, Maria Evans, Robin Foltz, Janice Fridie, Jim Higgins, Jennifer McMahan, Melanie Michaelson, Lynn Mikulsky, Jan Oberla and Kera Winburn) divided searching duties, looking for the Attorneys' General papers from the very first Attorney General, Edmund Jennings Randolph (1789), to Attorney General William Dewitt Mitchell (1933), trying to document the possible locations of any potential personal papers or manuscripts collections.

The reference librarians combed through databases such as *Gale*, *ProQuest Congressional*, *ProQuest*, *Ebscohost*, *Lexis* and *Westlaw*, searching for articles that contained biographical information as well as citations to primary sources; searched WorldCat to determine what other libraries had in their collection; scoped out historical societies, universities and the National Archives and Records Administration's collections as well through the Internet. In the end, several of the DOJ Library reference staff, compiled a comprehensive finding aid for each pre-1933 Attorney General which outlined their biographical information and the possible location(s) of their papers. Since the Library of Congress houses many papers of former Attorneys General, we have involved them from the beginning, and are currently locating and digitizing any Attorneys General papers from their Manuscripts Division collections. This project is ongoing and, with the assistance of a library intern, Rose Strickman, additional documents will be digitized and added to the DOJ Internet as they are found.

Conclusion

The President's Open Government Directive was the impetus for the DOJ Library Staff becoming a key player and contributor to the Department's open government initiative. Federal libraries are inherently skilled and set up to contribute to Open Government and can greatly assist in increasing the content of their agencies' contributions to open government. The DOJ Library Staff's Legislative History and Attorneys General Speeches Projects are just a couple examples of the collaborative efforts where federal librarians can contribute their research, organizational, and digitization skills to provide transparency for government agencies.

Current Challenges in Authenticating and Preserving Digital Legislative Information

By Butch Lazorchak, Digital Archivist, Library of Congress, National Digital Information Infrastructure and Preservation Program, Library of Congress

This article originally appeared as a series of posts on the National Digital Information Infrastructure and Preservation Program blog [The Signal](http://blogs.loc.gov/digitalpreservation/) (<http://blogs.loc.gov/digitalpreservation/>).

As the U.S. Government Printing Office has [noted](#), digital technology makes documents easy to alter or copy, leading to multiple non-identical versions that can be used in unauthorized or illegitimate ways. The ease of alteration has introduced doubt in user's minds about the authenticity of many of the digital documents they encounter. While there are times when we gleefully acknowledge the [inauthenticity of the content of a document](#), for the most part we want to be assured that the document in our inbox is what it [purports to be and is free from tampering or corruption](#).

The archival processes of provenance and authenticity have long helped patrons accept the authority of documents, and these processes can be readily applied to digital materials. Ensuring that any arbitrary digital data is authentic and reliable is a principal concern for digital preservation professionals (for a variety of background perspectives on the research challenges of authenticity and reliability of digital materials, see [here](#) and [here](#)), and the legal community has been an especially interested party due to the preeminent concerns they have around ensuring the authenticity and reliability of legal materials.

Why should you care if a digital legislative resource is authentic? You'd care if you were a presidential candidate and an [altered photograph](#) contributed in a way to your ultimate loss. You might also care if you were a NASA scientist and a forgery [introduced doubt](#) about one of your agency's most stellar historic achievements.

Most forgeries don't have such dramatic consequences, but the increased creation of official government documents solely in electronic form means that everyday users will need methods to ensure that their interactions with government result in trustworthy, reliable and authentic materials, and at the same time, that government takes its mission seriously to keep those materials perpetually accessible, as appropriate.

Developing social and technical systems that affirm this trust in digital documents are the biggest challenges we face in the digital stewardship community. While we've made tremendous progress, as you will see, these are issues that have vexed the community for years. A 2003 report from the American Association of Law Libraries, the [State-by-State Report on Permanent Public Access to Electronic](#)

[Government Information](#), noted that government entities were making enormous amounts of digital information available to the public, but most were failing to manage the entire lifecycle of electronic government information from its creation to its preservation, ensuring permanent public access along the way.

In March of 2007 they followed this up with the [State-By-State Report on Authentication of Online Legal Resources](#), documenting the relative trustworthiness of state-level primary legal resources on the web. The report didn't mince words:

A significant number of the state online legal resources are official but none are authenticated or afford ready authentication by standard methods. State online primary legal resources are therefore not sufficiently trustworthy.

In other words, if you can't authenticate digital resources you can't trust them. And if organizations (i.e. lawyers) can't "trust" electronic documents, they're going to insist on paper documents instead, building a chain of distrust that works against the creation, use and (eventually) the preservation of digital information.

The AALL activities were supported by concurrent activities taking place in the [GPO](#) and in a variety of other government agencies. The [National Digital Information Infrastructure and Preservation Program](#) at the Library of Congress funded the work of the [Model Technological and Social Architecture for the Preservation of State Government Digital Information](#) (MTSA) project, led by the Minnesota Historical Society. MTSA explored the challenges of stewarding, preserving and providing enhanced long-term access to legislative digital records.

When MTSA started in 2007 they entered the fray as state governments were accelerating the movement away from paper-based authoring of official legislative information to entirely digital workflows, including ones with digital materials as the only officially published document.

The project focused significant attention on the "access" component of the [lifecycle of information](#), as they recognized early on that access was an effective catalyst for investment; by demonstrating immediate value to funding sources and important constituencies, they determined that it would be easier to justify and develop support for preservation.

MTSA also recognized that these issues couldn't be resolved by librarians and archivists acting in isolation. With that in mind, they worked with a diverse coalition of participants, including those that write the bills, committee reports, floor proceedings and other legislative materials (such as the Minnesota Office of the Revisor of Statutes); those that manage the technology that keeps the legislature running (the Kansas Legislative Computer Services); national organizations that provide research and technical assistance to state government policymakers on a

variety of issues (the National Conference of State Legislatures); private sector participants with market interest in accessible legislative information (Thomson-Reuters and the Sunlight Foundation); as well as the library and archive divisions of each of the partner states (Arkansas, California, Illinois, Kansas, Mississippi, Nebraska, North Dakota, Tennessee and Vermont).

This coalition identified the need to leverage existing legal infrastructure to develop legislative instruments to support the idea of the inherent authenticity of digital information and provide a general outline on processes for ensuring they remain trusted and preserved over time.

While states have moved rapidly into the electronic world on the creation side, the establishment of public policy regarding the authentication and preservation of these online legal materials has lagged behind.

The combined efforts of the MTSA, GPO and AALL (and others) spearheaded the impetus towards [settling the twin issues of authentication and preservation through a uniform act](#), the legal instrument deemed most effective for rapid implementation that would harmonize authenticity and preservation standards for the acceptance of electronic legal material across jurisdictional boundaries.

This is where the National Conference of Commissioners on Uniform State Laws (better known as the Uniform Law Commission) comes in to the story. The ULC consists of commissioners appointed by each state to discuss and debate in which areas of law there should be uniformity among the states and territories and to draft acts accordingly.

The ULC took up the issue of a possible uniform law on the authentication of online legal materials in early 2008, with representatives from the MTSA actively participating in the working group process from the beginning. It wasn't easy, but by focusing on an outcomes-based, technology neutral approach the ULC was able to bring the [Uniform Electronic Legal Material Act](#) to [approval](#) at the ULC annual meeting in July 2011.

While not proscribing any particular preservation or authentication method or technology, the law establishes a digital preservation framework for official electronic legal materials moving forward.

If legal material defined by the act is published only electronically it must be designated "official" and meet the requirements of the act. If there is a print version of the legal material, an official publisher may designate the online version "official," but the requirements of the act to authenticate, preserve, and provide access must be met. Once designated "official," the Act requires the legal materials be:

- Authenticated, by providing a method to determine that it is unaltered;
- Preserved, either in electronic or print form; and
- Accessible, for use by the public on a permanent basis.

Once the law is implemented, entities that had previously been neglectful of their authenticity and preservation responsibilities will be required to address them, jump-starting digital preservation operations nationwide. This will support the emergence of a robust marketplace and common practices that will enable increased interoperability of digital information and shared methods for preservation across the country.

Governments are slow to implement change unless required by law. Now there's a law that will make them do it.

The California Office of Legislative Council, partners in the MTSA, followed up the approval of UELMA with the publication of a white paper, [Authentication of Primary Legal Materials and Pricing Options](#). The white paper addresses some of the chief concerns of those attempting to implement the law in practice by describing five methods of authenticating primary legal materials in electronic format and laying out their associated costs.

The paper touches on the legal background behind authenticity issues, including an extensive review of uniform and federal acts related to electronic government information, but the meat of it is the section on "Authentication Methods and Cost Options," which provides a clear explication of the variety of potential authentication methods (secure web sites, document digests, digital signatures) and then clearly lays out the costs and benefits of each approach.

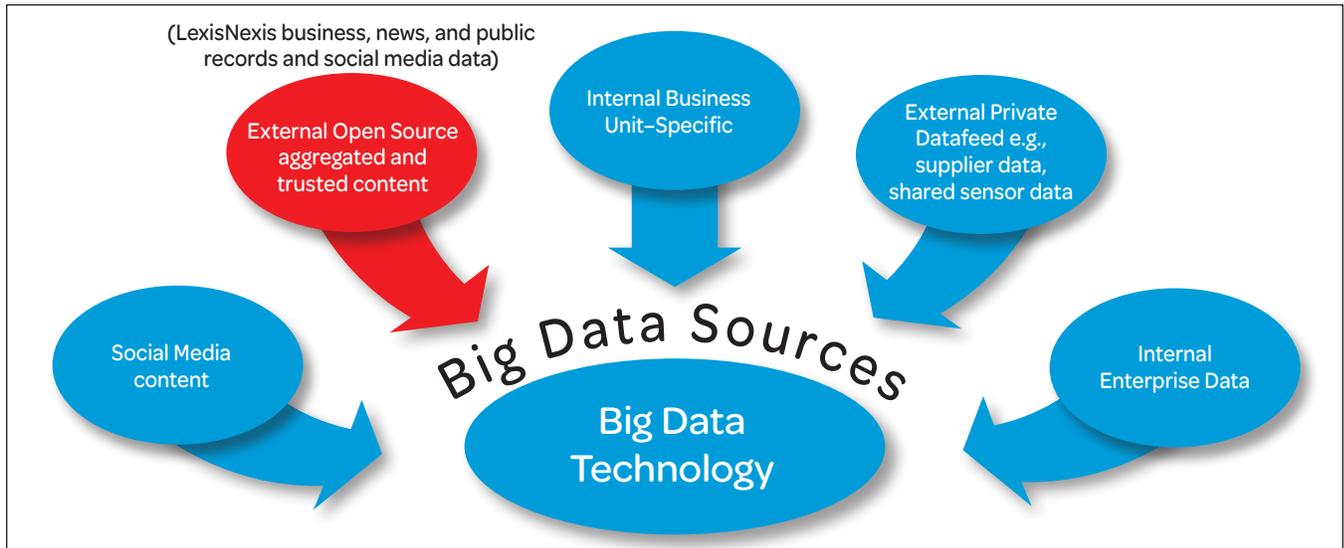
This white paper and other MTSA project resources on authentication have been compiled in the [Center for Archival Resources On Legislatures \(CAROL\)](#). Additionally, you can find information on the status of UELMA enactment on the ULC's [status map](#). As of June 2012 six states have introduced the law, and one, Colorado, has enacted it.

Digital legislative materials are not going to go away. In fact, governments are increasingly moving to a paradigm where their official records are published exclusively in digital form. This is an exciting opportunity, as long as governments clearly address their authentication and preservation responsibilities. As Salmon P. Chase College of Law professor Michael Whiteman has noted in his article [The Death of Twentieth-Century Authority](#), "the appropriate response is not to dispense with these new sources, but to come up with ways to ensure their accessibility by future researchers."

Leveraging Your Big Data Technology Investment

Overview

Government agencies and corporations are investing millions of dollars in “big data” technology platforms. Their primary focus is on storing and extracting value from very large volumes of a wide variety of data—from back-end systems, data warehouses, digital sources, Internet research, etc. But a key consideration often overlooked is the need for third-party data that complements this data in order to enable comparative modeling and corroboration. LexisNexis® aggregates tens of thousands of news, business, legal, public records, and patent sources, serving as a comprehensive supplier of third-party, trusted data to help organizations leverage their big data technology investments.



Unlocking the Value of Big Data

As the hype over big data continues, technology platform providers are touting the benefits of big data analytics and integration in the hopes of capitalizing on this fast-growing market. McKinsey Global Institute summarized these benefits in a 2011 report, noting the “... five broad ways in which using big data can create value. First, big data can unlock significant value by making information transparent and usable at much higher frequency. Second, as organizations create and store more transactional data in digital form, they can collect more accurate and detailed performance information on everything from product inventories to sick days, and therefore expose variability and boost performance. Third, big data allows ever-narrower segmentation of customers and therefore much more precisely tailored products or services. Fourth, sophisticated analytics can substantially improve decision making. Finally, big data can be used to improve the development of the next generation of products and services.”¹

Of course, business intelligence gleaned from purely internal data reveals only a partial picture of key trends and events. It is critical to combine internal data with external data to truly extract the whole picture and gain the full value of big data.

Enhancing the Value of Big Data

Big data technology platform providers and the organizations they are targeting are focused on the storage, management, and analytics of large volumes of data. They are overlooking the importance and value of additional third-party data—not only to corroborate the data they have, but also to enhance the context of the data.

A leading provider of third-party big data is LexisNexis, with data aggregated from more than 26,000 news and business sources, many exclusive to LexisNexis, as well as 6,500 unique international sources, 600+ wire services, 6,000+ magazines, and more than 4,000 premier Weblogs. LexisNexis offers full-text, same-day and archival coverage from major U.S. publications, including *The Washington Post*® program transcripts from leading news networks; thousands of company reports on public and private businesses; and analysis from *Dun & Bradstreet*®, *Dow Jones*®, *Hoover’s*®, *Standard & Poor’s*®, and *Moody’s*®. And while many data providers may attempt to extract or download data from the open Web, LexisNexis has actually licensed its content. Licensed content is normalized, indexed, and stored, rendering LexisNexis content more easily discoverable and analyzable.

Beyond news and business content, LexisNexis has a comprehensive collection of patent data from more than 100 patent authorities—31 in full text—available via its TotalPatent® service. LexisNexis also lets you search more than 135 million federal and state court dockets simultaneously. And you can access 8 million court documents, including 1.2 million briefs, pleadings, and motions. Also, with more than 35 billion documents, LexisNexis has one of the world’s largest online collections of public records. You can access 7.9 billion unique name/address combinations that map to approximately 591 million unique identities; more than 1.2 billion business records and 2 billion business contact records, representing more than 352 million unique businesses and more than 1.2 billion unique contacts; deed, mortgage, and tax assessor records; and more. In addition to data from publicly available sources, the LexisNexis Public Records repository includes regulated data, private data, and derived information that are not readily available from other providers.

LexisNexis delivers all this multi-source data in consistent formats, and provides well-defined application interfaces to simplify integration. And unlike other third-party data providers that “self report” and rely solely on a single source for data validation, LexisNexis has multiple sources of the same data, thus enhancing its accuracy and credibility.

Validating Big Data

Use of data aggregated from such a wide variety of trusted sources enables an organization to corroborate its existing big data for more informed decision making. Consider the following examples:

- Suppose you are thinking about doing business with a specific firm. You want to understand as much as you can about that company—including potential risks—so you have amassed a wealth of information on its executives, policies and procedures, business practices, etc. LexisNexis data helps broaden your perspective, not only helping you validate your assumptions based on the business intelligence you have gleaned from your data sources, but filling in gaps with additional information and perhaps even highlighting differences that need to be explored. With access to consolidated news, business, legal, and patent records, you might find an abstract on the CEO that contains relevant data,

rather than simply his or her corporate background; you may discover that there is pending litigation against the company; or you may learn that some of the company’s patents are about to expire.

- Say you are working at a government agency related to national security or defense, and you are purchasing microchips from an overseas supplier. Because technology exists by which data can be transmitted over those microchips to unfriendly nations, you want to fully vet the supplier. Given the complexity of linkages across the global supply chain, you need to be fully aware of the interrelationships of your supplier with its various subcontractors. By complementing your internal data with aggregated news and business content from LexisNexis, you may find a reference in a small news abstract linking the supplier to an organization or individual in an embargoed or watch-listed country. Now you are aware of potential risks to the integrity of your supply chain.
- Picture working for a state in which tax refund fraud is on the rise. By supplementing your data with data from the LexisNexis Public Records repository, you gain access to billions of public records sources and can thus establish identity-based filters to develop a comprehensive picture of each taxpayer’s identity. Now you can more easily flag suspicious refund requests by using these identity-based filters to uncover situations such as Social Security numbers altered to elude “Do Not Pay” lists; people using credentials of deceased individuals; individuals incarcerated in prison; or individuals not associated with their given addresses.
- Imagine you are part of an urban planning initiative. By adding LexisNexis data to the data you have already collected, you can expand your view and validate the information you have on demographics, spending patterns, census tract boundary files, topographical maps, land ownership records—all of which you need for smarter infrastructure development and transportation planning, and thus smarter spending.

For corporations and government agencies alike, the addition of the vast collection of credible, attributable, relevant data from LexisNexis allows for more precise modeling and deeper analytics for a greater return on investment in big data technology.

Simplifying Big Data Integration

One of the challenges of big data ingestion is that different sources use different naming conventions for the same thing—for example, the Patient Protection and Affordable Care Act vs. national health insurance; American Recovery and Reinvestment Act of 2009 vs. Recovery Act; the Health Insurance Portability and Accountability Act of 1996 vs. HIPAA; and the list goes on.

As an aggregator with its own big data technology platform, LexisNexis recognizes this challenge. We have developed a smart-indexing taxonomy that enables search engines to recognize apparently different data elements as referring to the same topic. We also enhance search functionality by applying metadata, ensuring that you get the results you want. Further, we do not alter the data nor do we add our opinion; we present data as it came from the source. However, our consistent formatting of multi-source data and well-defined application interfaces allow seamless integration into any data technology platform. There's no need to ingest differently formatted data from and manage interfaces for thousands of separate sources—LexisNexis has helped do the work for you.

In fact, LexisNexis has been performing data fusion internally for years by aggregating various sources of data, indexing and managing that data, applying metadata, and making the enhanced data available for search and retrieval by our customers. As the data fusion industry has evolved to the era of big data, so has LexisNexis. We have teamed up with big data industry leaders to improve our indexing capabilities even more, linking various data sources together for faster retrieval and now making this vast array of content available as value-added input to big data technology platforms.

Instead of using Web data extraction and buying data directly from several individual sources—and then undergoing intensive labor to integrate it into their systems—platform providers can take advantage of the extensive work that we have already done to clean up and consistently format the data for easy, seamless integration.

Finally, the business of acquiring and licensing data is core to LexisNexis—so we have the resources and proven processes to identify, negotiate, and license new data quickly. If an organization or technology platform provider requires a data source outside of the LexisNexis repository, our content acquisition team may be tasked with negotiating licenses to acquire and incorporate it.

In Summary

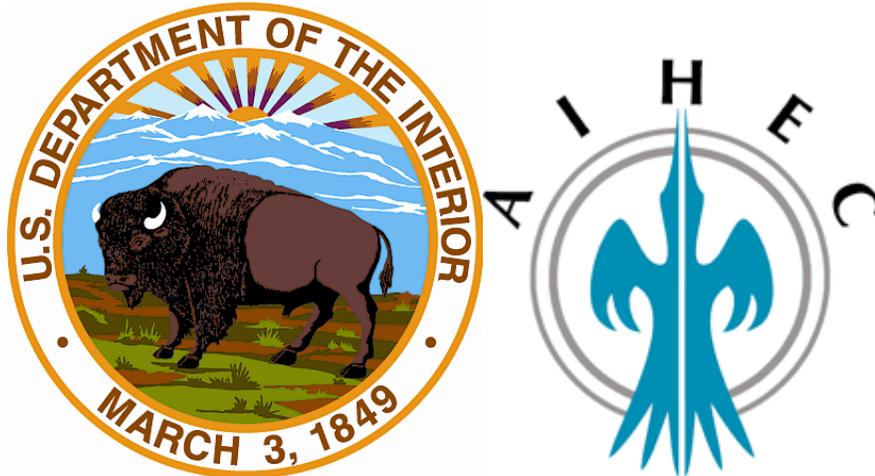
Big data clearly offers a host of benefits, introducing opportunities across government and enterprise markets to gain valuable insight into customers, business partners, industry trends, etc. LexisNexis expands those opportunities and leverages your big data technology investment by serving as a single, trusted source of aggregated news, business, legal, public records, and patent content. With a vast collection of international and domestic attributable sources, LexisNexis enables you to both corroborate your data and broaden your perspective. A consistent delivery format simplifies comparative modeling, while our smart-indexing taxonomy and applied metadata help you ensure that you quickly get the most complete and relevant results. And well-defined application interfaces streamline integration into any big data technology platform, so you can immediately reap the benefits of our multi-sourced data.

For additional information, please email LexisNexis Government Solutions at castgov@lexisnexis.com

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Reaching Out to Tribal College and University Libraries: *A Project to Provide Interior Library Resources and Services*

By George Franchois, Director, U.S. Department of the Interior Library



One of the missions of any library or library system is to serve the needs of underserved populations in its user community. Those without access to resources that most of us take for granted, such as the Internet, basic reference materials, general educational items, and employment vacancy announcements, rely on their local library to be able to provide them with a means to tap into these resources.

This past year, the Department of the Interior Library was approached by the Bureau of Indian Education and the American Indian Higher Education Consortium (AIHEC) for help with a similar type of mission. Both of these organizations were seeking ways that the Interior Library could provide faculty and students at tribal colleges and universities with access to some of the resources and services that are provided to the staff of the Interior Department.

Tribal college and universities have a tradition of providing higher education to Native American populations residing in and around Indian Reservations, mainly in the western United States. These educational institutions are controlled and operated by Native American tribes and are members of AIHEC. They include institutions such as the College of Menominee Nation, the Haskell Indian National University, the Navajo Technical College, and the Red Lake Nation College.

The partnership between the Department of the Interior, the Bureau of Indian Education, and AIHEC came about through a Memorandum of Understanding (MOU) signed by all parties in February 2011. The MOU establishes a partnership between AIHEC and the Interior Department to assist in fulfilling the mandate of an Executive Order signed by President George W. Bush in July 2002. Executive Order

13270, *Tribal Colleges and Universities*, directs that all tribal colleges and universities be more fully recognized and have access to federal programs benefiting other higher education institutions.

The 2011 MOU states that the Interior Department “will work with AIHEC to advance the capability of tribal colleges and universities to attain educational excellence, so that tribal college and university students and alumni can fully participate in the U.S. workforce, including in natural resource, law enforcement, and clean and renewable energy fields; help strengthen and sustain tribal communities and lands; and contribute to the fulfillment of the Interior Department’s mission by helping to sustain America’s lands, water, wildlife, and energy resources and honor our Nation’s responsibilities to tribal nations.”

The Interior Library was contacted with the hope that it could offer some assistance to tribal college and university libraries and their users. AIHEC and the Bureau of Indian Education were seeking ways that the Interior Library could possibly extend the provision of at least part of its resources and services beyond Interior Department staff to those working in or attending tribal colleges and universities. The Interior Library identified several areas in which it might be able to help:

- Reciprocal Interlibrary Loan Services – Allowing tribal college and university libraries to borrow circulating materials from the DOI Library, for the use of their faculty and students
- Reference Services – Allowing tribal college and university faculty and students to contact the Interior Library for reference assistance in instances where the tribal college and university library does not have the resources to answer their questions.
- Government Document Assistance – Allowing tribal college and university libraries to contact the Interior Library for assistance in locating and obtaining federal government documents, particularly Interior Department documents.
- Remote Online Access to Library Classes – Allowing tribal college and university students to access Interior Library classes provided via webinar by our database service vendors and taught at the Interior Library.
- Access to Interior Library Databases – Checking into the possibility of allowing access to the Interior Library’s online subscription databases at tribal college and university library computers. This would depend on the cooperation of the Interior Library’s database service vendors, who would need to provide this extended service free of charge to the Interior Library and/or the tribal colleges and universities.

These proposals were forwarded to the presidents of the 38 AIHEC-member tribal colleges and universities during a meeting between AIHEC, the Bureau of Indian Education, and the Interior Department this past spring. They were generally accepted as a good starting point for a relationship between the Interior Library and tribal college and university libraries.

It was also proposed that the Interior Library create a survey to distribute to the directors of the 38 AIHEC tribal college and university libraries to poll them

individually on current services they provide and their perceived needs. The Interior Library did develop such a survey and sent it out to these library directors this past May. Tribal college and university library directors were asked for the following as part of the survey:

- A description of their user community
- A list of online subscriptions to e-book, journal, and reference and directory services and databases they offer
- A list of online subscriptions to e-book, journal, and reference and directory services and databases they would like to have
- Accessibility of online subscriptions beyond their library
- If they offer interlibrary loan services
- If they receive federal government documents as part of the GPO's Federal Depository Library Program
- Subject areas in their print collection most utilized by their patrons
- Ways in which their library is limited in providing quality services to patrons
- A list of other resources (outside of online subscriptions) that their library could use

As of this point, the Interior Library has received 13 completed surveys from tribal college and university library directors. The Interior Library is hoping to receive the additional surveys in the near future. Once all of the surveys have been received and reviewed, the Interior Library plans to contact each tribal college and university library individually to determine if an agreement can be reached to provide those needed services that the Interior Library might be able to provide.

As part of this, the Interior Library would contact its database vendors and let them know which tribal college and university libraries are interested in databases already subscribed to by the Interior Library. The Interior Library will then see if their database vendors are able to partner with them to extend these database subscriptions to the tribal college and university library community at what is hoped would be little or no additional cost.

This initiative on the part of the Department of the Interior has also been mentioned at recent meetings of the Federal Library and Information Network Advisory Board (FEDLINK). FEDLINK members representing other federal government libraries have indicated that they are interested in participating in this project in any way they can. Preliminary discussions have also included the possibility of tribal college and university libraries becoming pseudo members of FEDLINK and obtaining reduced FEDLINK pricing for the purchase of library services and subscriptions. Additionally, FEDLINK may look into the legalities involved with sending print materials weeded by federal libraries to those tribal college and university libraries that need those items, something currently restricted by existing regulations.

While some surveys that have already been received have indicated support of tribal college and university libraries from their local university and state library networks, a number of others have shown that many of these libraries are still in

great need of assistance. The hope is that this initiative can be of help in identifying the needs of these libraries and allowing the Interior Library and federal library community to help fill in some of those gaps at little or no additional cost to the government or Native American tribes.

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Lexis® Advance

Remodel a library much?

By Ed Burgess, Director, Combined Arms Research Library

Atrium Acoustics



Original Atrium



Proposed Renovation

The Combined Arms Research Library (CARL) is in the throes of a building renovation. The project will dramatically transform the current library building into an inviting and usable library and academic support center. We will have improved HVAC, more power, more communication ports, a geothermal system, efficient lights, demand lighting in the stacks, and a bunch of other improvements. Overall, energy use should decline by 30%. There will be new carpet, furniture and shelving. There will also be two information desks, and more public computers. The children's library will be moved from the second floor to the first, behind a glass wall, for easier access and monitoring. A flock of operational issues we have observed over the last fifteen years will be addressed.

The Combined Arms Research Library on Fort Leavenworth, Kansas, is a consolidated facility that has two main missions. It is the academic library for the Army's Command and General Staff College (CGSC). It is also the public library for the military families living on the Fort, civilian workers and retired military. The CARL is housed in Eisenhower Hall, one of five buildings comprising the CGSC campus.

The CARL holds more than 300,000 books and a large government documents collection. One of our most active departments is the Archives, which collects CGSC curriculum (1880-present). The Archives also gathers much historical information on the installation and its tenants, such as the U.S. Disciplinary Barracks and the various research and publishing activities on Fort Leavenworth. Most of that material is, as you might expect, fragile, and is kept in a room that has a separate HVAC system and is chilly enough to require a coat. The Archives also drives our digitization program and populates the CARL Digital Library.

This spring the CARL Main, Archives and Document collections will be moved into a commercial cave in Lenexa, about forty miles south. The CARL staff and selected academic and post library material will be housed in temporary quarters located across the street from our present building. We'll be going from a 100,000 square foot building to a 20,000 square foot building. It's definitely a temporary building, too, with exposed girders and cable runs, minimalist décor, and carpet remnants. I'm calling it industrial chic.

Movement of the collections started in April. Completion of the project is scheduled for March 2013. As the Library Director, I'm trying to balance the prime contractor, the Army Corps of Engineers, the installation Department of Public Works, the College academic departments, the increasingly stressed CARL staff, and the professional library moving company subcontracted for the job. We've been planning for a year and have a good set of blueprints, a solid construction schedule, and a recurring desire to curl up into a fetal ball.

An architecture and design firm started the process, about a year ago. After extensive talks, they delivered a set of design concepts which swiftly evolved into blueprints. A team composed of myself, my deputy and a couple of branch supervisors went over those plans, then staff at all levels had a chance to comment. Eventually, the preliminary plans led to a construction contract through the Corps of Engineers.

CARL Atrium



Open 2nd level to atrium and provide an access stair for easy wayfinding.

There were a lot of inputs, and the result was a very workable floor plan, with all the modern conveniences included. Patrons will have more public computers. Mothers will find it easier to deal with their children. Students will have more quiet places to study. We'll have three very capable meeting rooms, with VTC setups. The design motif will be consistent with the look and feel of other buildings on campus. Particular attention was paid to flexibility; network ports and electrical outlets sprouted everywhere. We have commercial ISP wireless now, will have it in the temporary building, and will return to it.

We expect to continue operations with no work interruption, but will be closed to patron access for two weeks in May. We'll still buy books, catalog them, and weed them. We will have a Wednesday morning story and crafts hour for preschool children. We will still do in-depth research for Master's and PhD candidates. We'll have room for new books, fiction, J and Y, and reserve readings that will be heavily used by CGSC students. For two months, we will not participate in interlibrary loan, but this service will likely resume around 1 June. We probably will not have a nervous breakdown, but no promises.

Altogether, I'm pleased with how the CARL staff has reacted. I spoke to a customer wandering about in the stacks yesterday, asking if she needed any help. She laughed, and answered, "I've been in this building for five minutes, and you are the fifth person to ask me that." So apparently customer service is still working. My staff is still striving to keep our customers happy and well fed. Out of such is a

popular program grown. This may be my most critical task. It is vital that the library continue to provide service to its user base, and equally vital that higher management see (and believe) that the service is important. Happily, the managements at all levels have been quite consistent in supporting the CARL, both before and during the project. Almost the first thing we heard from the leadership when the project was funded was that the CARL must stay open.



The first book to be moved turned out to be a 1978 CGSC yearbook. As I write, the library moving company is packing our main book collection and putting it on the truck to the caves. The process is a lesson in one of the basics of this business. Books are intellectual jewels, sure, but they are also inventory items that need to be warehoused properly and kept in order. The company has their method, which involves rolling carts, with three shelves, crudely made of plywood and painted orange. Not going to mistake them for anything we own! About forty of these carts are being filled at any given time, forty are on the truck, and forty are being unloaded in the cave. Much of a library's operation depends on basic, boring clerical tasks that must be done right. Being able to actually put your hands on a book you know you own is pretty important, and we are paying a lot of attention to storing stuff in such a way as to be findable. Quality control checks are necessary. A lesson learned from another Kansas library that did a similar, though smaller, project was that we need someone responsible at the caves monitoring what the subcontractor's employees do. Are the manual laborers leaving enough space on each shelf, adequately spacing out the collection, handling the materials respectfully?

There are a million details to keep track of. Fortunately I have a *very* motivated staff, and we have good relations with the myriad of other parties affected. But one crucial point is that you have to keep a close watch on it. No one—*No One*—cares about your project as much as you do. Planning is good, contracts and Statements of Work are all very well, but there's no substitute for keeping watch all the time.

We have identified some issues with the whole off-site concept. Library staff will retrieve materials for use by the College and Post communities. We expect to send a van once a day, a trip of about 40 miles one-way, so some delays in service are inevitable. Faculty have expressed understanding, but worry about the loss of browsing and the unavoidable delay. Our microform collections will be in the cave, and we have several patrons who regularly research them on weekends. They will have to do a little planning.

Clausewitz famously spoke of friction, the general tendency of things to not work right or get muddled in wartime. It's true when moving a library, too. Are there enough shelves where we need them? Did Kansas really have to reduce the bridge over the Missouri to one lane just when we needed it? We'll we have a van and a driver to zip down to the cave every weekday, but how much more staff time will be eaten up paging and reshelving? What's the tornado plan for the temporary building, which will essentially disintegrate into shrapnel during a windstorm? Did anyone bring cookies?

As I write this, the move to the cave is nearing completion, and the move to the temporary building starts next week. I have no doubt that plenty of friction will arise during and after our move. We will have the opportunity to experiment with some service features that may or may not pan out. For instance, staffing a reference desk in the main classroom building, which is about 200 yards away. How we handle the photocopiers, scanners, fax machine, and digital sender is still somewhat up in the air. Our summer reading program will not depend on masses of moppets from the Child Development Center inundating the library, but will instead have librarians traveling to the kids with armloads of delectable books. If the off-site location for our microfilm works well, we may relocate those resources to a less accessible place when we return; after all, I haven't bought a fiche collection in ten years. I'm retiring a platoon of analog microform reader-printers in favor of two digital ones, which should enhance the abilities of our researchers.

And, needless to say, there is the exciting and terrifying issue of technologic change in the library profession as a whole. We know we are increasing network resources when we return, in an attempt to entice more customers and provide a better environment for our core academic users. Will we be adequately mobile-friendly? Can the Army's administration keep up with the need for usable, accessible, content-rich web pages? How much manpower should I devote to our (justly) popular digital library (<http://cgsc.contentdm.oclc.org/cdm/>)? Will our reserve shelves be replaced with e-resources next year? Next week? Stay tuned. If there's one thing for sure, it is that change is coming.

CARL Atrium



So, in ten or twelve months, the CARL returns to its garden of earthly delights. I'm expecting a sybaritic palace. Chocolate fountains, champagne waterfalls, orange blossoms, dancing hippopotami, fireworks, and a jazz combo in the atrium. Why not? Are we not librarians, preservers of civilization, after all?

***Visit the Combined Arms Research Library website:**
<http://usacac.army.mil/cac2/CGSC/CARL/>

Considering Access During a Library Merge

By Rebecca Aftowicz, Reference Librarian, Comptroller of the Currency Library, with contributions from Joseph Thornton, Library Technician, Comptroller of the Currency Library

Change can always be challenging, especially in a work environment. There may be some who are resistant or some who can feel too personally about a decision. In the case of my employer and the library staff, we had no choice but to adapt quickly to the fast-paced organizational changes, and we had to adjust so we could continue to serve our library customers. On July 21, 2010, President Obama signed Public Law 110-203, the Dodd-Frank Wall Street Reform and Consumer Protection Act which, among other things, abolished the Office of Thrift Supervision (OTS).

Many of the agency's functions were transferred to the agency where I work, the Office of the Comptroller of the Currency (OCC), including the functions of the OTS Library. The merge had to complete by July 21, 2011, and the library transfer had to occur by December 31, 2011.

When thinking of merging the physical collections of two libraries, one of our biggest (and most obvious) concerns was space. Not only did we have to consider the amount of space in the OCC's current location, but we also had to consider our next move. The OCC is currently in the process of relocating all of its headquarters offices a few blocks away to another building- with a brand new library.

Fortunately, the linear feet of the new OCC Library will be more or less the same as the current location, but this was just one other thing to consider during the transition.

We began by measuring the linear feet of our current space - both the occupied shelves and the free space. I met with Joseph Thornton, the solo librarian at the OTS, to assess the collection and, first, determine the must-have materials to move. Joseph and I measured the linear feet of all the unique historical material of the Office of Thrift Supervision and Federal Home Loan Bank Board such as internal documents and publications. (History note: The Office of Thrift Supervision used to be the Federal Home Loan Bank Board.) We also reviewed the linear files with rare legislative materials. Then we determined how much space we would need at the OCC Library for any additional materials.

While we were reviewing the two collections, our Technical Services unit (which is comprised of contractors) was immensely helpful and added their knowledge and experience to the move. They did a comparison of both agencies' periodical holdings, created documents to show exactly how the linear feet of each library was utilized, and pulled monographs to transfer. Especially given the time constraints in this project, their assistance was invaluable.

In the OCC's collection, we have many bound journals that were missing issues or were in some way incomplete. We utilized the OTS periodicals to fill in gaps the OCC collection, and we also chose to move older periodicals that are more difficult to access online. We had to make some very difficult decisions with the periodicals.

For example, it would have been ideal to take the *Review of Financial Studies* which is a very valuable resource for our employees, but unfortunately, we did not have the physical space to house the journal.

One of the hardest decisions of the merge dealt with the congressional hearings.

Due to our aggressive schedule, we simply were not able to compare the two collections, and we did not have the time to pick and choose which hearings to move. Given these constraints, we made the difficult decision to skip the congressional hearings and concentrate on the periodicals

After determining the materials to transfer, we tagged the items throughout the collection and reviewed the stacks with the representatives from the moving company, who were contracted to perform the service. We designed a color-coded organization system to keep track of all the boxes and kept a careful index of which materials were packed into which boxes. Because the OCC Library will be moving again in the next several months, we were uncertain if all the items would be unpacked at the current location. The color-coded system and indexes helps us keep the materials accessible.

However, accessibility for the OCC employees was not our only concern. Prior to the Dodd-Frank Act, the OTS shared a building with Federal Housing Finance Agency (FHFA), and both agencies utilized the OTS Library. The OTS Library had been staffed by one full-time OTS employee (Joseph), who after July 21, 2011, became an OCC employee. Despite that, the OTS still had to honor a memorandum of understanding with the FHFA, so the OTS Library had to allow access to the FHFA employees as well.

At the very beginning of the transition, Joseph divided his time between the OCC headquarters and the old OTS building, spending two hours every day at his former job location to provide access to the FHFA employees. After two weeks, the schedule changed to just twice a week for two hours each day, and this continued for 4-5 months. During the last month of transition, Joseph put up a sign which stated access to the Library was by appointment-only and gave his office phone number.

The physical collection certainly wasn't the only issue to address. When I interviewed Joseph for this article about merging the online subscriptions, he described the process as "tedious" because some of the account representatives were difficult to contact. The process began back in July 2010, immediately after

the Dodd-Frank Act passed. Joseph told me he prepared a list of all the OTS requirements and then had meetings with various business units (Finance, Procurement, Budget, etc) in both OTS and OCC to identify any overlapping subscriptions. The OTS Library had handled all the subscriptions for the agency so there were many account changes to address.

Joseph stated that starting in May 2011, he began contacting vendors to have invoices forwarded to the OCC and decisions were made to cancel, transfer, or merge online subscriptions. (In the Dodd-Frank Act, the law specified that OTS funds would transfer to the OCC.) Joseph stated that because communicating with the vendors was so time-consuming, he was able to resolve only about half of the subscriptions by the move date. Despite that, there was no interruption in the online services.

While we would have appreciated more time to plan for the merge of libraries, we certainly made the most of a hectic period. Our management team was very supportive of our efforts, and they were helpful in gathering the information and resources we needed to make the move a success. Through cooperative work and a good collaboration, Joseph and I led the effort to merge the OTS and OCC libraries, and we are satisfied with the outcome, especially since we had only very minor problems with access to our materials during this time. The merge provided good experience for our upcoming move down the street, and hopefully the lessons we learned will help us make the next move even more efficient.

Planning for the Worst: Disaster Preparedness and Response in Federal Libraries

By Aileen M. J. Marshall, MA, MLIS, Reference Librarian at the U.S. Department of Transportation

I don't think I exaggerate by saying that we all remember the magnitude 5.8 earthquake on August 23rd, 2011, and the predicted hurricane shortly after (which turned out to be less of a threat than we thought). Thankfully, no deaths were reported due to the quake, and injuries and damage were minor. In the aftermath, many libraries realized that their emergency plans were inadequate for an actual disaster situation.

This incident has, once again, sparked discussions among information professionals how libraries and information centers should prepare themselves for something that nobody really likes to think about. However, it is vitally important for every library, not just federal ones, to have a reliable disaster management plan and make sure to educate your staff about it.

Rather than frantically trying to figure out what to do next, the response to and recovery from a disaster will be much more effective if an emergency plan is already in place. Staff members will know their roles and will be able to handle their part confidently. Ultimately, this will vastly increase your staff's confidence in themselves and their peers. Furthermore, you will know the points of contact for other offices such as your security and maintenance staff. Usually your plan will slightly overlap with existing plans for continuation of operations, and having your own document will allow you to collaborate more effectively, mitigate the damage, and work on restoring your services.

A variety of situations are considered disasters: Fire, flooding, earthquakes, and storms, as well as biological or chemical warfare. You may not think of some incidents as disasters, but they should be included in your document regardless.

There is not really a right or wrong way to develop a preparedness document. It depends on your library, agency, collaboration between you and the security staff and various other factors. It might be a good idea to visualize the types of emergencies and consequences for which you should plan. The following graphic is an example of a risk assessment matrix that you can use. It's a combination of several matrixes that you can find online and in other disaster plans. Matrixes like this will help you determine what kind of emergency situation you are most likely to encounter and how it will affect your library.

Likelihood	Likely (water damage, fire/smoke, temperature)	H	H	M
	Possible (bio-/chemical hazard/spill)	L	M	L
	Unlikely (structural damage, vandalism)	H	H	M
Consequences		Minor	Moderate	Severe
Physical Collection		Minor damage to collection, can be fixed with supplies at hand or available within the building.	Moderate to major damage to several items, requires outside assistance.	Loss of or damage to a significant portion of the collection/physical space; slim chance of salvaging most items.
Services (digital collection, reference)		Minor disruption, limited services can be provided on-site or services can be delivered virtually (off-site).	Moderate disruption, causes services to be delayed or non-existent for an extended period of time.	Complete break-down of services, no or extremely limited means of communications with other departments.

Depending on your location, your library might be more vulnerable to a particular situation. You will find a variety of existing disaster preparedness plans from other federal libraries such as the National Library of Medicine (NLM, <http://nml.gov/ep/about-the-plan/>) and the California Preservation Program (CPP, http://calpreservation.org/disasters/generic/plan_toc.html). The Library of Congress (LoC) and the National Archives and Records Administration (NARA), among others, have helpful guidelines on their web sites:
 LoC: <http://www.loc.gov/preservation/emergprep/emerweblinks.html>
 NARA: <http://www.archives.gov/records-mgmt/vital-records/>.

The following points are worth considering when you start to draft your plan (listed in a very general order):

- **Scope/Introduction:** You should determine what the plan covers. Do you have to worry about more than one location in the same or another building in the same geographic area? What will staff responsibilities be, and when will your security or maintenance staff take over?
- **Disaster planning team:** Designate staff members who will collaborate to develop your library's preparedness and response plan. It's always a good idea to involve people with different backgrounds to consider different perspectives.
- **Important phone numbers:** Consider hospitals, fire departments, police, and your own security force. Recommended is also a phone hierarchy of key personnel.
- **Staff involvement:** Staff members who are not immediately tasked with preparing a draft are still important for the success and quality of your plan. You might seek input in different stages of your draft, and you should make sure that every staff member knows about the plan. Some libraries have

annual or bi-annual training sessions to practice their behavior in an actual case of emergency and to refresh their knowledge about possible hazards/hazardous materials.

- **Supply list:** Popular are lists that outline general as well as emergency-specific supplies (e.g. fans to eliminate dampness or safety goggles in case of a chemical spill). There are many templates of supply lists online that you can use to create your own. Once completed, you should determine what needs to be purchased and what may also be available through your maintenance department. An extensive example that can serve as starting point can be found at <http://www.ready.gov/document/family-supply-list>.
- **Evaluation of your physical space:** If you do not have an existing floor plan, it's time to draw one up. It should indicate the location of public areas and staff areas, your stacks and exits, sprinkler locations, windows, high-risk areas for fire, water, or another type of emergency. A floor plan will not only help your staff but also people who might enter the library in case of an emergency. They will immediately see the most endangered and/or important locations that should receive attention first.
- **Collection priorities:** Most likely, your library will feature a variety of different collections such as law materials, technical reports and rare or oversized books, to name just a few. You should consider what is most important, which documents could be sacrificed if necessary, and what portions of the collection you should only tend to if circumstances permit. Current books and documents are most likely easier to obtain than old maps or reports. To determine which materials seem to be most important, ask your staff to rank different sub-collections and areas according to what they feel should be made priority over others.
- **Digital collection:** For your digital materials you should approach your IT team. Chances are that they already have a plan regarding the IT infrastructure, so you will need to include that in your plan, or at least reference it. If you have a librarian for digital content, he/she can serve as liaison between the library and the IT staff.
- **Restoration of services:** Depending on the nature of the incident, you will experience different levels of impact on your services. This section is also something that the library staff can discuss. What services are most important in your library? Phone service (reference), databases, internet access, interlibrary loan, physical collections? You can then determine which service should be restored as quickly as possible, and you can again collaborate with other departments to make this as uncomplicated as possible.
- **Report and evaluation forms:** A short form can be used to record a minor incident such as a spillage. In the aftermath of the incident you will want to use an evaluation form to record details about the incident, who was involved, what damage was done, etc.

Your library is unique, and only you can determine how you can best deal with an emergency situation. Minor incidents have a greater possibility to occur, but even so you will be glad you have a document and policies in place to deal with immediate danger and with the recovery. If we are ever faced with a major

disaster, you will ensure at least a little bit of organization within the chaos. Together, we can adapt to new threats and work together to mitigate as much damage as we can, should the need arise.

Veterans History Project: Preserving Veterans Memories

By Bob Patrick, Director, Veterans History Project, American Folklife Center, Library of Congress

'Dad, you never told us that before.' or 'I didn't know she served in Vietnam.' These are comments that are often heard by individuals participating in the Library of Congress Veterans History Project of the American Folklife Center. Veterans from World War I to the conflicts of today in Iraq and Afghanistan are providing their memories of what it was like to serve in the military in a time of war. - What was their human experience of war? How did they feel when Pearl Harbor was attacked? How cold was it in Korea in 1952? How do they reflect on their service in Vietnam? In looking back, what did military service mean to them later in life?

The Veterans History Project, or VHP, is a congressionally mandated effort to collect the personal recollections of America's wartime veterans. Over the last twelve years, it has grown to be the largest oral history project of its type in American history; amassing over 83,000 collections. At the heart of the project are audio and video interviews of men and women talking about their experiences. VHP works to ensure all stories get included, not only the accounts from the frontline fox holes and combat mission cockpits but also from the medical tents and mess halls. It is emphasized that all stories are important in providing a grassroots look of what it was like to be there with the excitement, fear and even boredom of going to war.

The VHP also takes in original materials to include letters, photographs, personal military papers, diaries and memoirs. These items expand the veteran's story in a very personal way by capturing innermost thoughts and impromptu pictures taken of everything from barracks life to post combat mayhem. Letters often provide the most intimate insights from a passionate love letter written on a flight to Vietnam to a missive home from the trenches in World War I. Each of these items has the fingerprints and DNA of our veterans going back nearly 100 years.

The Veterans History Project archive has become a resource for many researchers, educators, and interested civilians. There has been a steady stream of inquiries for scholarly works, books, documentaries and information searches. With over 100 new collections being received every week and 11,500 digitized collections on line, the archive continues to expand and mature with an aspect of diversity in experiences, military services, gender, and ethnicity.

To create such an expansive collection, VHP has relied on a nation-wide public participation effort. Congress felt that by encouraging local volunteers to collect these stories citizens, communities and family members would learn from the veterans in their lives and better appreciate the sacrifices they made. The VHP participation network extends to a number of organizations, institutions and individuals. As expected, it has been embraced by veterans services organizations, the Department of Veterans Affairs, historical societies and military related museums. Retirement communities have provided a wealth of collections; as have congressional offices that have provided continuous support through sponsorship of

interview collecting, workshops and promotion. Educational institutions at the secondary and university level have incorporated the project as a part of course work as well as community service. Professional organizations, such as the National Court Reporters and the American Red Cross, provide an impressive number of interviews.

Libraries have been key VHP participants. Public libraries in Wisconsin, Florida, Maryland, Tennessee, and California, to name a few, have collected interviews or sponsored oral histories instruction sessions. They also have provided facilities where others can record interviews. The Illinois State Library working with schools and other organizations has executed a state-wide veterans interview program. VHP is working with federal libraries within the Department of Defense and other governmental agencies to establish VHP interview collecting among their own staff as well as their patrons. Many libraries recognize the value in retaining their own copies of VHP interviews as a reference resource. In short, libraries are a natural vehicle for VHP participation and promotion.

Perhaps the most fulfilling effect of the Veterans History Project is the gift that it gives to the many families who now have a more complete account of their veteran's military service. There is reluctance for many veterans to tell their story. It can be modesty, a feeling that someone just wouldn't understand what they are talking about or an emotional inability to relate a terrible wartime experience. VHP does provide a serious and structured way for a veteran to tell their story and on more than one occasion has revealed information that has been long kept inside. For many veterans, it has been a great release and a relief. For some it has been a sense of pride in performing another patriotic act for their country. For their families, it has filled a chapter in their legacy that may have gone empty.

The Library of Congress Veterans History Project website, www.loc.gov/vets, provides information about the project, a database of veterans' collection, an *Experiencing War* series and a VHP Field Kit that spells out instructions on the completion and submission of a veteran's recollections. With over 17 million living wartime veterans, VHP encourages their participation in relating their remembrances. More importantly, it looks to everyone who has a veteran in their life to make the effort to record their story of service and sacrifice and submit it to the Nation's Library where it will be preserved to instruct, inform and inspire generations to come.

Building a Better Intranet

By D. Lynne Rickard, Electronic Resources Librarian, Pentagon

We work in an environment where our customers want research materials accessible through their electronic devices. Our customers are scattered around the NCR, and work within tight deadlines. Our IT department is far removed from our organization, both physically and philosophically. We do not have the ability or the authority to download systems and/or software, nor do we have the ability or authority to upgrade systems and/or software. In order to meet our customers' needs, we needed to work through our IT department and, ultimately, to go above and beyond our IT department...into The Cloud.

Prior to my arrival, someone in our IT department built an Intranet site for us using .asp. The current Electronic Services librarian was forced to learn the basics of .asp to update the Intranet pages, as IT was not responsible for the maintenance of the site. Dreamweaver was used to update the site pages, and only one other person (besides the Electronic Services librarian) had access to this product and the necessary credentials to upload changes to the Remote Server.

The site served its purpose; it: provided a link to our Journal and Article linking service, provided a link to our Ask-A-Librarian service, and provided an A-Z list, with links, to our licensed content. Most importantly to our content vendors, this site provided a method of authenticating users, thus honoring our licensing agreements. The site was not very pretty, nor was the A-Z list easily digested by the user.

Two events caused us to go looking for an alternative. First was the fact that our content vendors were beginning to drop Referring URL as a method of easily authenticating users. We were beginning to have more access issues, which forced us to request usernames and passwords for our vendors' platforms. In order to pass those username/password combos to our users, we had to code them into the A-Z list, making the already overwhelming list look busy and unreadable. The second event was when our A-Z list suddenly broke. We had no backup for our users to access our resources. We had a terrible time locating someone who could assist us in the IT department. (It seems the person who built the site was a few contracts ago.) We were down for days before we found someone who was willing to take a look and had the authority to do so, even though this was not part of his job. A few weeks after this incident, the domain went down. As this domain affected no one but us, getting it up and running was not a mission-critical priority, according to those who make those decisions.

The current environment was simply unacceptable to us and to our customers. We had to find another solution. First, we needed another platform for our licensed content links. The platform needed to be easy to navigate, and easy to update. Ideally, we wanted a platform that would allow all of the necessary staff to make changes to the site, not just two people. We also needed a method to authenticate

our users, and that method needed to work with our current content vendors. The search was on.

Both issues were worked simultaneously. As one piece of the puzzle fell into place, we took a look at the whole puzzle, to make sure we were still creating the right picture.

We subscribe to both link resolver and discovery platform offered by Serials Solutions. They were moving into the access control field, so we decided to work with them to implement that service as well. After a few false starts, the access control product was terminated by the vendor. We were back to the drawing board.

I attended presentations by two competing access control services: TDNet and OCLC's EZ Proxy. We looked at the offerings, compared the services to our own needs, and chose EZ Proxy. We started the configuration process around the end of the year. We chose to have our service hosted, as we did not have the equipment, staff, or authorization to host our own instance. We submitted a configuration list consisting of our vendors and access links. In late winter, we received a test menu of our configuration, and we started tweaking. We were able to use our ILS vendor as an identity provider to EZ Proxy. Once a customer registered for an account, he/she had access to our licensed content in 24 hours. We were also able to restrict access by Patron Type. Patron Types were hard-coded into the config file and designated as "valid" or "not valid." We could now offer our licensed content to all authorized library cardholders.

Also in late fall, we acquired a trial of LibGuides from Springshare. As we started creating content, we realized that this platform offered exactly what we wanted in a Customer Intranet. We can have an unlimited number of content creators. The site admin assigns permissions to the content creators as needed, giving more staff the ability to add content. Creating content in the platform is very easy. Live and recorded training is available, but the GUI is very intuitive. Content is easily reused and shared, making updates much easier than coding separate pages in a site. We discovered that our A-Z list could be imported from our Data Management list in Serials Solutions. The import process took a few seconds at most, and our A-Z list was duplicated. These "master" links could then be re-used on other "pages." As the links change, staff update the master list, and all other re-used links are updated at the same time. Our access control product works seamlessly, as using access control is as easy as checking a box. Customization of the header and footer is as easy as entering the code. If you have no code to enter, but want customization, the staff at Springshare will help you out. This platform lives in The Cloud, which means your content does not need to be altered locally and uploaded to another server; eliminating the need to understand yet another application. In the six months we have been with the platform, we have not lost access once. SEO is optimized, making our content discoverable in search engines (read "Google"). We have since learned that our LibGuides content is also discoverable via Summon, Serials Solutions' discovery platform.

Hosted and cloud solutions worked for us, as we do not have the staff, equipment, or authorization to host or build our own solutions. Our customers can easily access our resources from anywhere. Our staff can easily create and update content. Being a paying customer of a third party vendor also ensures a higher level of accountability: better uptime, more responsive support, and an eye towards the future.

The Public Library: A 24/7 Information Portal for the Government Professional

By Cassandra Harper, Information Services Librarian, DC Public Library

What do you imagine, when you think of your local public library? You may have childhood memories of visiting the library for a school project, story time, or picking up the latest *New York Times Bestseller*. Did you ever think, as a government employee, that your local public library could assist you with your research needs, lifelong learning and professional development? Well, public libraries in the 21st Century provide customers with robust 24/7 full-text access, to online information, and content through their websites.

The public library systems offer customers free online access to databases and downloadable media. Downloadable media may include: e-books, music, video content, and audio-books. Through these online resources government employees can locate full-text content in a variety of subjects: from peer reviewed journals, magazines, newspapers, primary sources, test preparation, and language learning materials and tools. Employees can utilize these resources for research projects, professional development, or lifelong learning.

Public library websites, are 24/7 portals to information and services that provide the flexibility and convenience of access to substantive content from home or office. A service, available through a few public library websites is library card registration, via an online form. Upon completion of the online form, customers are emailed a library card barcode and pin. The barcode can be used to immediately to access databases, place holds on materials, download e-books and music, and review your library account. So, if you have a last minute research interest and your government library is closed, you may find a search, of your local public library databases, may meet your needs.

As a users with a public library card, you have 24/7 access to a wide range of subject databases that provide full-text access to magazines, major newspapers, scholarly journals, biographical information, encyclopedias and general reference resources, and downloadable media. The range of subjects covered in these databases is diverse: agriculture, art, business, criminal science, current events, education, environmental sciences, gender issues, foreign affairs, health and medicine, military science, history, law, public policy, science, and sociology. These are just a few examples.

Full-text access to periodical literature is available through *Expanded Academic* and *General Reference Center GOLD*. Through *Expanded Academic*, users can locate peer reviewed articles from scholarly journals in the humanities, social sciences, science, and technology. *Expanded Academic* can meet the government employee's research needs across all academic disciplines, with its coverage and content. It contains over 22,155,541 articles published between 1980 and 2012, and it is current to date. *General Reference Center GOLD* provides users with access to general interest sources: newspapers, reference books, magazines, and trade publications. *General Reference Center GOLD* contains 73,468,178 articles,

published between 1980 and 2012. This database indexes publications, such as the various CQ publications, *Accounting Review*, *Air Force Magazine*, *Army Lawyer*, *Foreign Affairs*, *Government Executive*, *Government Product News*, *Government Accountants Journal*, *Naval Aviation News*, *Marine Corps Gazette*, *Public Administration Review*, *Securities Regulation Law Journal*, and the *U.S. Department of Defense Speeches*. Additionally, some public library websites provide users with access to subject specific databases in the social sciences, business, government, health and medicine, and science. *Social Sciences Full-Text* provides access to articles from scholarly journals, with a focus on social sciences.

To meet your business information research needs, *Dun and Bradstreet Global Reach* provides users with access to United States, Canadian, and international business information. *The Business and Company Resource Center*, *Wall Street Journal*, *Value Line*, and *Morning Star Library Edition*, *Consumer Checkbook* allow users to locate company information, stock market data, consumer behavior, and conduct market research. *Consumer Checkbook* is an interesting resource that provides access to data about local suppliers and service providers to enable government customers to find high quality services, at the best possible prices.

The public libraries that serve major metropolitan areas provide access to a variety of government information through external links to federal, state, municipal statutes and regulations, and content in databases. However, *Government Information Online* provides the opportunity for customers to chat and email a librarian. *Government Information Online* is a free information service supported by public, state, and academic libraries throughout the United States, designated as Federal Depository Libraries. If you want to stay abreast of the current events, you can create alerts through the *Global Issues in Context* database to your email on topics such as: climate change, international politics, latest scientific advances and trends. *Global Issues in Context* provides links to the latest news, and current events of the day. You can also share information through the latest social media tools, listen to relevant podcasts, and view primary sources.

There are also databases that provide to full-text access to content on the latest trends in health, medicine, and science. For instance, you can keep current in trends and advances in health and medicine through the following databases: *Medline Plus*, *Memorial Sloan Kettering Information on Herbs, Botanicals, and PubMed*. If you are interested in biomes and the animal kingdom, *Grzimek's Animal Life* is available. *Grimek's* is an internationally renowned research tool used by scientific researchers and students studying the animal kingdom. The content contained in these databases is authoritative and authored by scholars at research institutions. *Science Reference Center* contains full-text content to hundreds of science encyclopedias, reference books, periodicals and other sources. The subjects included in this database are biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife.

So, public library databases can be used for substantive research and staying current in a variety of subjects and fields related to the work of government employees. But there is more, that public libraries provide government employees.

You have 24/7 access to databases and downloadable media that can assist with professional development and lifelong learning. Downloadable media includes e-books, audiobooks, music, and video content. This content can be downloaded to a PC, Mac, tablet, iPad, iPod, MP3 device, or e-book reader. If you are learning a foreign language for a new assignment or a course at USDA Graduate School, you could enhance your learning experience through the databases *Overdrive* and *Powerspeak Languages*. *Powerspeak Languages* provides exercises and activities for learning German, French, Spanish, and Chinese and simulates gradual immersion into a new language. *Overdrive* provides users with the opportunity to learn: Arabic, Hebrew, Hindi, Korean, Persian, Swahili, and Urdu. It is also important to know that *Powerspeak Languages* may be used as an additional resource for those meeting their English language requirements for U.S. Citizenship. Finally, if you are pursuing new career opportunities or planning to further your education, the database, *Testing and Education Reference Center* provides access to information to assist you with preparing for standardized exams, exploring career paths, building a resume, and providing job interview tips. The *Learning Express Library* offers practice tests and courses designed for adult learners preparing to pass academic and licensing tests.

So, check your local public library website and review the extent of content available with your library card. Search the databases to locate the latest research, trends, and innovations in science, health, business, government, the social sciences, and much more. Enhance your foreign language skills, and prepare for standardized exams to apply to graduate schools or meet a licensing requirement. This information is free, accessible 24/7 with a public library card. Your local public library is a fantastic place to explore the robust content available through online databases and downloadable media to meet your information needs as an adult user and a government employee.

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Embedded Librarians: Pushing Boundaries

By David Shumaker, Clinical Associate Professor, Catholic University of America

The age of digital content has enabled librarians to cross the boundary from the library to the places where people live and work. But it has not simply enabled them to get out of the library – it positively demands that they should do so.

For centuries, information containers (i.e. books) were rare and precious. They had to be copied by hand, laboriously. In fact, they were so precious that they were kept chained to the library shelves. Fortunately, Johannes Gutenberg changed the economics of publishing in Europe, and eventually libraries allowed their collections to circulate. Library members still had to come to the library to borrow and return their books, though, so the librarians remained within the four walls.

The current information revolution, dating from the invention of the World Wide Web and the graphical browser in the early 1990s, changed things even more radically than the printing press did. Now information is everywhere. We don't have to go to libraries to get it. Google is even working on a new appliance, Google Glasses, to bring it right in front of our eyeballs.

As a result, traditional library services are being used far less than they once were. To cite one example, reference transactions reported by members of the Association of Research Libraries were down 45% from 2000 to 2009. (Shumaker 2012, 24-25) This doesn't mean people aren't visiting libraries any more – they are, but they're using libraries in quite different ways than they used to, and not to seek traditional reference help.

So the chains that bound librarians to their libraries are off. It's past time to get out and move about the country. Librarians are trying various approaches for doing this. There are the virtual librarians, the roving librarians, the personal librarians, and the consulting librarians. Each approach has its special characteristics, and they've all been described in the literature.

However, there's one approach that is especially appealing, that I think really rises above the others and is what we need in the profession. It has some unique characteristics that separate it from traditional librarianship and from these other models. It is Embedded Librarianship. Librarians in every sector can be embedded. And while physically getting out of the library is often part of the deal, librarians are also embedding in distance courses and virtual teams, where the members rarely if ever meet face to face.

That brings us to the first key issue: what exactly is embedded librarianship?

Here's a definition: Embedded librarianship is a model of librarianship in which the librarian builds a relationship with members of a particular information user community, focuses on understanding the activities of the community, contributes

to it in highly professional, sophisticated, and valuable ways, and becomes an integral member of it.

Here are five key characteristics that distinguish embedded librarians from traditional librarians:

The first is relationships. Traditional reference librarians emphasize transactions: answering reference questions. But embedded librarians focus on building relationships with members of an academic department, a class, a research team, a marketing group – so that the librarian can focus on understanding and solving the information-related aspects of their work.

The second is specialized knowledge of a group or team. The traditional reference librarian is a generalist, and serves all comers. But the embedded librarian understands the work of the team, the subject of the course, to a high degree. Some librarians begin with this subject background, through prior academic work and experience, but others, it's been found, develop it during the process of forming a strong embedded relationship.

The relationships and specialized knowledge lead to the third, which involves highly valued contributions to the team's work. Traditional reference work has become a commodity. But context-sensitive research, analysis, content management, and related knowledge services are not a commodity. They can mean the difference between team success and failure.

The fourth is engagement. Libraries are almost always part of larger organizations – a university, a government agency, a corporation. But libraries tend to be a bit insular. They tend to be both organizationally and physically distinct from the rest of the organization. The goals of the library tend to be the limits of the librarians' vision, and thus they inhabit a mental space somewhat apart from the larger organization as well. Not so embedded librarians. To be successful, they must be fully engaged and involved with the parent organization.

Finally, these four ingredients lead to partnership, the fifth characteristic. Traditionally, librarians think of themselves as service providers – and providing good service is a laudable goal. But the service provider's responsibility is limited. It's limited to providing a high quality service. The service provider views the ultimate outcome of the customer's effort as something quite outside the provider's control. Not so the partner. As a partner and an integrated member of the team, the embedded librarian shares ownership and responsibility for the team's ultimate outcome – not just the information services piece of it.

There are several reasons why embedded librarianship must be a part of our professional future. Not only does it offer librarians a new role for the disintermediated world of ubiquitous information, it also enables us to connect with people who need us, because this same world demands greater information literacy than ever before. To illustrate the opportunities, here are a few quotations from people who have benefited from working with embedded librarians:

"The information literacy skills developed in the Great Problems course [a first-year course with an embedded librarian] stay with the students and enable them to perform better [as sophomores]." --Biology professor (quoted by Shumaker & Talley, 2009, B13)

"[I seek to] get [the embedded librarian] involved in whatever's hot, or whatever's new." --Engineering Director (quoted by Shumaker, 2011, 18)

...the librarian's work "makes everybody do such a better job." --Business Development Director, International Law Firm (quoted by Shumaker, 2011, 25)

"If the materials are going to be coming to me, then the librarians should too." --A Clinician, Johns Hopkins Medical School (quoted by Kho, 2011, p. 1)

Although access to information has become a commodity, effective management and analysis of it – creating knowledge in communities – are more scarce and needed than ever. By pushing out the boundaries of the library, librarians can play this valuable role.

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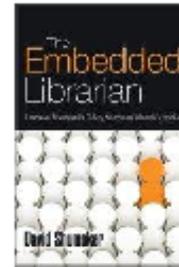
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The Embedded Librarian
Innovative Strategies for Taking Knowledge
Where It's Needed
 By David Shumaker

"Embedded librarianship is rapidly emerging as the defining role of special librarians, and David Shumaker's seminal work is just the roadmap we need to understand this important new opportunity for information professionals."

—Kim Dority, author, *Rethinking Information Work*



Here is the first comprehensive survey of the growing practice of "embedded librarianship"—a strategic model for placing information professionals into partnerships with the individuals and working groups that depend upon their knowledge and expertise. David Shumaker looks at implementations in all types of organizations, identifies the characteristics of successful embedded librarians, and explains how information professionals in public, academic, school, medical, law, and other specialized library settings are using embedded librarianship principles to enhance their work and careers.

In demonstrating the value of information professionals to a broad range of knowledge-intensive projects, *The Embedded Librarian* is an important book for managers and executives involved in team building. In addition, its wealth of practical coverage and analysis, case studies, templates, and exercises make the book an invaluable resource for library school students, practicing librarians who wonder if an embedded role is right for them, and current embedded librarians who want to be ready for new opportunities in this exciting area of library work.

"This is a 'must read' for every librarian. Shumaker offers a compelling vision of the future, one in which all librarians embrace embedded librarianship and become partners and collaborators in our various communities."

—Maureen Sullivan, president, American Library Association

Read more: <http://books.infotoday.com/books/Embedded-Librarian.shtml#lxzz21sKpgLzI>

Engaging Online Students

By Suzanne Morrison, U.S. Courts Librarian, 8th Circuit

Online learning – the new panacea in education! How wonderful it is to teach and learn across the miles. Distance no longer matters. We can live anywhere, work anywhere, and still take advantage of the best of educations. Is it really as easy as it sounds?

As a facilitator, I find teaching online not only a challenge but also time-consuming. In all fairness, I also find face-to-face teaching a challenge and time-consuming. What's the difference?

In face-to-face teaching situations, the facilitator gets to “dance” with the students. She sees the facial reactions of the students. She notices the excited or bored expressions, the attention to detail or the checking of phone messages, the engaged reaction or the lack of involvement with the material. Online facilitators are deprived of face-to-face synergy and virtually “blind” to student reactions. How can we level the playing field and overcome? Can we use our wisdom, charm, and charisma to convince online students that what we have to teach is pertinent and important? A good teacher can overcome and prevail, but it presents the challenge of engaging the student. Following are a few tips that work for me.

Keep material relevant

Understand the applicability of the material and connect it to the point of need of your audience. It is imperative for them to recognize the relevancy of what they are learning. This training is on their computer where all their “important” work resides so it better relate and be important enough to tune in to you and out of all the distractions surrounding them.

Make material interactive

Assume that their attention span wanders frequently. The stimuli inherent in brick and mortar classrooms can be controlled by the facilitator. This is not the case in the online world. The student has email messages, a phone, papers, people popping in the door— distractions that you assume they banish for the short time you have them online. To retain a student's attention, call on them, plan polls for them to engage in, open White Boards and encourage them to claim space and voice their opinions. Once you allow them to slip the bonds that exist between a student and a facilitator, you lose them to the distractions provided by their immediate environment.

Move discussion with open-ended, provocative questions

Practice formulating open-ended questions. Do not assume that this is an innate talent that all good facilitators own. Concentrate on tying information together from several questions and pushing the discussion even further. Refrain from the “atta girl” or “good idea” comments as it results in a dead end discussion. Open up the discussions by probing: “Why do you think that would work?” “What does your idea have in common with Jeff’s?” Or even: “Hmmm. Tell me more about why that makes the proposal stronger?” Remember that “Good teaching is more a giving of right questions than a giving of right answers.” (Josef Albers)

Change up activities

Refrain from a PowerPoint presentation that turns into a Wall of Words. A visual accompanied with a few succinct words is sufficient. You now have their attention. Make it worth their while. Deviate from a total PowerPoint presentation by going back to the interactive material. Let them post their ideas on an open White Board. Call on them and have them explain their thoughts. Your behind-the-scenes technician can be preparing a list of the students’ ideas while you are encouraging them to post. At the end of the discussion, open up the White Board with the ideas posted by your technician and direct discussion using student input.

Have fun

Sneak in a quick ice breaker at the beginning of the class. Tell an appropriate story to emphasize a point. Toss a relevant but fun graph or visual into your class. Allow for interaction between participants. Take time to smile and enjoy your material and your students. They will “feel” your smile and engage with your open body language.

Keeping students engaged is the challenge that facilitators encounter. Think on your feet. Change up the action. Adapt to a new situation. Make mistakes if needed, but don’t coast. We owe our students the pleasure of being a participatory learner. Allow me to sum up with a quote that guides me during my teaching experiences.

“I hear, and I forget. I see, and I remember. I do, and I understand.” Chinese Proverb

Pushing the Physical Boundaries of the Academic Library

By Jennifer Matheny, Academic Product Manager, LexisNexis Academic, LexisNexis

Even as someone who graduated in the early 2000s, I remember the act of researching at my university as a formal ritual. There was a proper place (the library), a proper time (during library hours), and a proper guide to help you on your journey (the university librarian). The act of doing research was methodical – the ultimate goal being to construct the perfect search string that would return the perfect results list.

Over the last decade, the concept of research evolved as the academic library changed. The library has gone “from place to function.”ⁱ The term “library” has been somewhat conceptualized. Yes, there is still a physical building on campus, but students can now access a significant amount of that material remotely, through the library’s online portal. The physicality of the library on campus is less important, while the concept of the library has become even more of a necessity for students. Instead of just a large multi-floored building of books and academic objects, the library is now a place that provides sources of knowledge-building, trusted information.

Our guide, the librarian, has also evolved. Instead of the expert of a physical domain, the librarian is now sometimes more of an on-demand feature of the physical and virtual library: there when you need them. With this recent trend of library self-serviceⁱⁱ, librarians have not become obsolete, but rather, there to make sure all information is easily accessible. Librarians today are much more tech-savvy because they must now provide access in a digital way.

From a vendor perspective, our products also had to evolve. After all, LexisNexis Academic was one of the first online databases sold to higher education institutions – our brand is still strong in academia today perhaps because we were one of the original innovators. We update our product often so that our customers can take advantage of new technology and functionality.

Here are some changes we’ve made in the past three years to stay in line with the different needs of the academic library:

- Addition of Natural Language Searching. A “Google-like” search with no Boolean strings required. Natural Language searches always bring back relevant results, even if there are more than 3000 documents found.
- Redesigning our interface to fit our content and our audience. Using customer surveys over months, we used our customer opinions to help design our interface. Now, we have unique, guided, search forms for different content types. The guided forms allow students to segment search without help with Boolean Searching from a librarian.
- Adding a mobile interface for quick access from a smartphone or other mobile device. Mobility is extremely important to our market.
- Increased Support of Library Technology. Since the academic library is a hotspot of technology, we make sure that we are compliant with all of the

technology they've implemented for access. This includes proxy servers, remote patron authentication, federated searching, and COUNTER-compliant usage reports.

- Increased Customer Communication. Through our listserv and various other social media efforts (like our bank of user guides on our wiki at <http://wiki.lexisnexis.com/academic>), we have a close relationship with our customers. We help them research and they continually suggest enhancements that shape our products.

It's true that the new, evolved academic library is no longer the *only* place to research at college. However, its subscription to LexisNexis Academic is one reason why users will always make use of the campus library. With over 10,000 sources and a wealth of news, business, and legal information, the new, evolved LexisNexis Academic product is still the best place to find relevant, factual, and vetted information online.

ⁱ "From Place to Function: Academic Libraries in 2012." Balin, Alan, MLS, Ph.D.

ⁱⁱ "Top Technology Trends Workshop, 2012", Library and Information Technology Association (LITA)

Using the SharePoint Intranet Portal to Reach, and Reach Out to, Clients at OPIC

By Christopher Lee Cochran, Business and Industry Librarian, Overseas Private Investment Corporation

When the Information Center (IC) staff at the Overseas Private Investment Corporation (OPIC), a U.S. government corporation, was asked to be the beta test site for the agency's new SharePoint intranet portal in 2009, we eagerly accepted the challenge. Under the new SharePoint information architecture, each department at OPIC would assume ownership responsibilities of its intranet page, not only for the obvious content creation responsibilities, but also for managing the content: uploading new content, editing existing content, and deleting outdated content.

While general intranet design features had already been worked out by the Chief Information Officer's (CIO) office, with input from OPIC staff, the content development and maintenance of each individual page would be transferred to the relevant department. The CIO reached out to the Information Center and asked us to be the test site for this new process, since we were, by definition, an information-rich office that was already focused on creating, sharing, and maintaining digital content for our clients. As with so many things in the government, the rollout of the new OPIC intranet was timed to coincide with the start of a new fiscal year, and we were given a short timeframe to complete the transfer to SharePoint. Our existing web page had become outdated and was sorely in need of updating, so the challenge of a deadline was just the impetus we needed to update and create web versions of our print guidelines, check for dead links on our reference resources page, and create new information products that would highlight our expertise and contributions to OPIC's work.

Certain elements of each intranet page at OPIC were designed to be as uniform across all departments as possible. The basic design was a three-paneled page with a banner across the top. The banner was to be fairly static, except each department could put in images that reflected the general focus of their department (IC staff took photos within the IC and worked with the IT department to create a representative photo collage) (Figure 1). The left side navigation pane would feature static sections such as "Who We Are" and "What We Do." The Information Center also included sections in the left side navigation pane featuring policy guidelines for some of our services.

The right side navigation pane was reserved for each department to populate with document collections, forms, links, and resource guides specific to that department. IC staff felt it was important to have search access to our catalog available right from our home page, so an online catalog search box was added to the top of the right pane as well. Links to our digital collections, subscription databases, recommended links, and resource guides round out the right side pane. (Figure 1)

Figure 1 – OPIC Information Center Homepage

OPIC Intranet

All Sites

OPIC Website | Departments | Directories | Applications | Employee Corner | Contact Administrator

Information Center

View All Site Content
Info Center Home
About us
 Staff, Location & Hours
 Contact Us
What We Do
 Research Assistance
 Interlibrary Loan
 News Alerts
 Periodical Routing
 Ordering Materials
 Database Training
 State Dept. Unclassified Cables
Background Checks
 How to Request a Background Check
 Types of Background Checks
 Background Check Guide
 Credit Checks
Copyright
 Guidelines
Research Requests
 View All Requests

OPIC Intranet > Information Center

Welcome to the Info Center Homepage | **Need Help?**

The Information Center's collections span print and electronic resources. Use this page to access these tools and resources to bring success on the job. Our services are just a few mouse clicks away. Let us help you with your information needs.

ASK! a Librarian

- Web
- E-mail
- Phone

Feature of the Week

Doing Business in the East African Community 2012

The World Bank has just released its latest report on Doing Business in the East African Community. Business environments in Burundi, Kenya, Rwanda, Tanzania and Uganda have changed in the past five years. A total of 62 regulatory reforms have been introduced to improve the business environment for local businesses and encourage entrepreneurship in the regions. To find out more about how business environments are changing in EAC click here.

On the Bookshelf | **FYL...**

IMF glossary: English-French-Spanish.
 Seventh edition
 REF P361 .I565 2007

IMF glossary: English-French-Russian.
 Second edition
 REF P361 .I564 2005

Key Building Blocks in Developing an SME Expert Judgment Scorecard
 This complimentary **S&P webinar** will focus on the expert judgment scorecard approach (vs. traditional quantitative modeling) to help determine credit risk for SMEs.
 May 31, 2012
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 OPIC Development Reports 1978-1988
 OPIC Annual Reports 1971-1999

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Resource Guides
 Background Check Guide
 Guide to Information Center
 Online Catalog Guide
 Subscription Database Guide
 Topic Guides

Washington, DC 75°F

The middle pane, which is the largest pane, was available for each department to populate with whatever relevant information they wanted to include. Aside from a "Welcome to" section with links at the very top of the middle pane, the IC staff decided we wanted to have dynamic content that was updated on a regular basis and that conveyed a variety of information that OPIC staff would be drawn to. In essence, the middle pane of our website became a type of blog, albeit one without the look of a typical blog. It maintains the uniform appearance of web pages across the agency, but provides regularly updated information, created and managed by the IC, that informs OPIC staff about, for example, new or updated research in the development finance and related business fields. A "Feature of the Week" section featured prominently in the middle of the page highlights one information resource of note each week. In addition, an "On the Bookshelf" section lists newly-added items to the IC's collection, and an "FYI" section showcases any number of information events that may be of interest to OPIC staff, from topical webinars to information about professional conferences, relevant journal or news articles, industry or sector specific news, and even the occasional "fun" item, like where to find tips for planning a green vacation.

The IC staff also wanted to figure out how best to repurpose content from this dynamic middle pane into other forms of information sharing. Like any corporate library, we are always working on new ways to market our services. We realized we could repurpose the "Feature of the Week" content verbatim in our email signatures. This actually evolved into an effective way to market the Information Center to our internal clients. Our "Feature of the Week" content changes every Monday (IC staff divide up the responsibility for creating the content on a monthly basis). Not only does this featured content appear on our homepage, but the same content appears as part of the email signatures of all IC staff during the same week the feature is on our website. Every email we send out to internal clients carries this "Feature of the Week" content as the email signature. (Figure 2)

Figure 2 – Author’s email signature for the week utilizing the corresponding “Feature of the Week” content from Figure 1



The flexibility of the SharePoint system is reflected in the fact that a user can subscribe to any of our dynamic content sections and have new content alerts

delivered to their email boxes whenever new content is added. One of our constant challenges is getting users to our website, but getting them to subscribe to content alerts is an even greater challenge. As within any organization, there are people suffering from information overload who do not want one more email coming into their inbox, and others who are just too busy to be interested. The actual subscription procedure is not as straightforward as we would like, and admittedly a user who would like to sign up for one of these alerts must click through several screens and forms before finally being subscribed.

It’s rewarding to be recognized by the CIO’s office as a model department in the agency for effective webpage content management and development, and to be asked to essentially go first, where no department had gone before, and test the effectiveness of a new intranet interface that would shift content management responsibilities to individual departments. Several departments have followed the IC’s lead and utilized some of our ideas in their own design.

Digitizing State Historical Sites' Nomination Applications

By Stephanie Altbier, MSLS, ERMP

Emerging technologies at the end of the 20th Century made it possible for the National Park Service to develop a proposal to digitize state historical sites' nomination applications that earned the approval for National Register status.

The main purpose of the digitization project was to provide access to digitized images for the State Historic Preservation Offices, federal agencies and the general public. Full access to the digitized images is available through the National Register's Focus database at <http://nrhp.focus.nps.gov/>

The funding for the digitization project was acquired through a variety of sources, and by 2000, the digitization project began. With funding in hand, one contractor was hired to perform the pre-process prep work for the scanning vendor and to perform the post-processing work of quality control when scanned records were completed. By 2006, two-part time students and a production manager were hired, because of the extensive work that was involved. Recently, two archivists were added to the digitization project for quality control oversight.

The nomination application records are digitized in batches. Dedicated Buffalo terastations are used for storing the digitized records, and terabyte USB drives are used for backup for storage offsite.

Tips

- When planning a digitization project, always keep in mind the funding budget and be selective of what you want to digitize.
- For pre-processing batch scanning, first create a batch list containing all pertinent information – name of file, subject, date, etc. plus batch number, number of pages and photographs.
- Count the number of pages and photographs to be scanned and write the page and photograph quantities on the batch list.
- Make sure all of the pages and photographs are in the right order and are facing in the right direction and remove all staples, paper clips, etc.
- Clip the items to be scanned with a binder clip, put it in the front of the folder, place the folder in the box and move onto the next item to be scanned.
- For post-processing batches, pull up scanned items for review and compare to batch list for the accuracy of the number of pages and photographs scanned, quality of scanned images, missing images, or need for rotating images.
- All errors are documented on a spreadsheet with file identification. After errors are corrected, a second quality control review of scanned items occurs.

Originally posted on the *Government Info Pro* on October 19, 2011 | [Permalink](#)

Improving Services to Customers: Forward Thinking from NTIS

By Bill McGahey, Customer Contact Center Manager, National Technical Information Service



The opening environment for greater access to government information is helping to erode the negative perception of services delivered to customers by government agencies. At NTIS, our intention has been to manifest a positive government interface experience by not only communicating with our customers, but actually listening to them too. The result of this collaborative relationship has moved us forward in providing services our customers have told us they want and need in 2012, and beyond.

Communication - Key to Customer Service



Our active participation in Social Media has allowed NTIS to develop relationships with customers that may not have existed 5 years ago. NTIS now uses Social Media to evaluate the impact of our messages, products and services in a “real time” feedback atmosphere. The goal is to be dynamic by engaging and interacting with current customers, and reaching out to new customers world-wide. We’ve been reaching our goals with thousands of exchanges with customers using the Twitter handle [NTISinfo@](#). We established our Twitter presence in 2009, admittedly because it seemed all other government agencies were doing the same. However, we’ve learned a lot in the last 3 years as to just how valuable Twitter can be in providing a channel of communication with customers. The same is true of Facebook. In 2011, NTIS established the [NTISCustomerContactCenter](#) Facebook page as yet another means of opening communication with current and new customers.

The involvement with Social Media did not replace other traditional means of communication. At NTIS we continue to outreach using attendance at public events, hosting customer focus groups, interaction by telephone and email, and overall by making it simple and easy for our customers to voice their needs and concerns. This allows us as a Federal agency to fulfill our mission and establish relevancy well into the future.

Solutions - Delivering Services Customers Want



U.S. Department of Commerce
NTIS
 National Technical Information Service

volume 4 - number 2 - August 15th, 2011 *Newsletter*
NTIS Technical Reports

Green JOBS

PB201111043
 Green Jobs Training: A Catalog of Training Opportunities for Green Infrastructure Technologies, Managing Wet Weather with Green Infrastructure, Environmental Protection Agency, Washington, DC, 2010, 52p
Related Categories/Sub-Categories:
 43C (Human Resources)
 68 (Environmental Pollution & Control)
 70C (Personnel Management, Labor Relations & Manpower Studies)
 92A (Job Training & Career Development)
 Keywords: Certification programs, Training programs, Green jobs.

PB2010115088
 Measuring the Green Economy, Economics and Statistics Administration, Washington, DC, 2010, 50p
 See also PB2010-115992
Related Categories/Sub-Categories:
 48B (Natural Resource Management)
 91J (Economic Studies)
 97C (Policies, Regulations & Studies)
 Keywords: Economic development, Energy efficiency, Job creation.

DE2010983020
 Energy Efficiency Services Sector: Workforce Education and Training Needs, Lawrence Berkeley National Lab., CA, Environmental Energy Technologies Div., 2010, 68p
 LBNL-3163E
Related Categories/Sub-Categories:
 92D (Education, Law, & Humanities)
 97B (Energy Use, Supply, & Demand)
 97G (Policies, Regulations & Studies)
 97J (Heating & Cooling Systems)
 Keywords: Residential buildings, Energy efficiency, Workforce training.

DE2010983021
 Energy Efficiency Services Sector: Workforce Size and Expectations for Growth, Lawrence Berkeley National Lab., CA, Environmental Energy Technologies Div., 2010, 109p
 LBNL-3163E
Related Categories/Sub-Categories:
 97B (Energy Use, Supply, & Demand)
 97G (Policies, Regulations & Studies)
 Keywords: Energy efficiency, Energy policy, Workforce gap.

PB2010112878
 White House Forum on Jobs and Economic Growth, Executive Office of the President, Washington, DC, The White House Office, 2009, 52p
Related Categories/Sub-Categories:
 43B (Economic & Community Development)
 70F (Public Administration & Government)
 91J (Economic Studies)
 96A (Domestic Commerce, Marketing, & Economics)
 Keywords: Job creation, Economic growth, Small business.

PB2009109367
 Yellow Light on Green Jobs: A Report by the U.S. Senate Subcommittee on Green Jobs and the New Economy, Ranking Member Senator Kit Bond, U.S. Senate Subcommittee on Green Jobs and the New Economy, Washington, DC, 2009, 44p
Related Categories/Sub-Categories:
 43B (Economic & Community Development)
 70C (Personnel Management, Labor Relations & Manpower Studies)
 96 (Business & Economics)
 Keywords: Green job programs, Taxpayer subsidies, Energy prices.

NTIS Technical Reports Newsletter
 Purpose: To bring you a sampling of the latest documents added to the NTIS Database and to help you gain a greater understanding of the wealth of tech information available from the National Technical Information Service.

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The NTIS collection of scientific and technical information is vast, representing billions of dollars in federally-funded research. It's vital to the NTIS mission that this repository is easily accessible to our customers. As such, over the years we've developed new ways of allowing customers to access this important repository. In 2009, NTIS introduced the National Technical Reports Library (NTRL), an online platform for the research and dissemination of our repository content. Over the past 3 years NTIS sought to improve the NTRL by engaging and interacting with our customers. During this period, we developed an interim version of the NTRL known as V2.0 to gather further comments and suggestions from our customers. Although this version represented an improvement over the first iteration, our customers spoke and we listened, and most importantly took action. In 2012 we introduced a much-improved NTRL V3.0 using the open-source Fedora/SOLR platform. This new and improved NTRL offers the features and functionalities most commonly requested by our customers. We owe much of the development of the NTRL V3.0 to our customers, as their voice was our most important consideration.

As an offshoot of the NTRL improvement process, NTIS created the Federal Science Repository Service (FSRS), a solution for other Federal agencies challenged with managing collections of diverse information. By listening to our customer's needs, we were able to create an improved NTRL, and provide a means for other agencies to offer greater discoverability by the public.

As a complement to the NTRL, we created a free monthly e-newsletter aimed at our NTRL subscribers and other customers. This newsletter was in addition to the existing Customer Advocate's Corner Newsletter, which was created in 2008. It was decided in 2012 to merge the two newsletters so that we could provide one overarching vehicle to better serve our customers. The NTRL Newsletter features both customer-driven content, general news at NTIS, and features a specific theme each month highlighting information in our repository. The NTRL Newsletter is widely distributed electronically to our subscriber-base and the listserv communities.

At NTIS we've recognized, based on our customer interactions, the need to increase the digital content of our repository. Currently, one-third of the repository (750,000 documents) is available in digital format. In 2011, we introduced a pilot program to our NTRL customers known as Digital-on-Demand which provided an on-demand digitization service. Through this 6-month pilot we were able to ascertain our internal abilities and how best we can move forward and offer this service full-time to customers. There are two distinct advantages to this program in that we are able to increase the satisfaction of our customers, and expand the digital contents of the NTIS repository thus reducing agency costs.

Moving Forward – The Next Steps

Our work is not yet done. NTIS is always seeking new and innovative methods of combining service to our customers while maintaining the mandate of cost-recovery. During the past few years we've taken steps to continue this initiative that enables us to continue to deliver the products our customers require now, and into the future.

23 Things: From Afghanistan to Zanzibar

By Mary Nell Bryant, M.A., M.L.S., U.S. Foreign Service Information Officer, retired

Background

In 2006, when Helene Bowers created her excellent self directed Learning 2.0: 23 Things program for the staff of the Charlotte Mecklenburg Public Library, she probably never realized how it would explode to numerous other institutions in the U.S. and around the world. The U.S. State Department was not be left behind.

U.S. Embassies abroad generally have a library presence, called an Information Resource Center. These IRC's are staffed locally hired staff. Among other functions, the IRC's use social networking to reach out local audiences. Training is provided by regional Information Resources Officers, though training opportunities are always in short supply.

To address this need, the Information Resources Officers decided to adapt the original 23Things program to a shorter and modified version, suited to the needs of the IRC staff. These staff are foreign nationals work in Embassies with good, reliable internet, access to other Embassy staff able to provide assistance, and camaraderie with other Embassy librarians in their regions. As with the original program, the State Department program was designed to encourage exploration of Web 2.0, encourage self-directed learning, and provide staff with new tools to use in their work. 125 IRC staff signed on to the program with monitoring and mentoring done by IROs. Of the 125 entrants, 49% finished the program, with another %15 completing 1/3 or more of the slimmed down 14 Things program.

Expanding further

U.S. Embassies also support approximately 400 small libraries worldwide as partnerships with local institutions, called American Corners. (Note: American Corners are now part of a larger library partnership called American Space.) The American Corners are generally discreet entities located within an existing institution, such as academic and public libraries, cultural centers, or other government buildings. Directors of the American Corners are employees of the local institution, chosen by the institution itself.



If the IROs could run a 23 Things program for local Embassy IRC staff, why not do the same for American Corners staff? IRO Karen Hartman rewrote the program that she had developed for training Embassy staff, changing and updating content, making it more relevant for American Corner functions.

As a recently retired IRO, I was hired to review content, monitor and mentor the program. For the American Corners program, we chose the following Things: Creating a Blog, Searching for Blogs, Social Networking, Social Bookmarking and

Tagging, Online Book Catalogs, Books 2.0, RSS, Finding RSS Feeds, Microblogging, Photo & Video Sharing, Videoconferencing, Podcasting, Document Sharing, and What's New With Search Engines.

For the most part, we followed the pattern of the original 23 Things, using blogs as the diary for completing assignments. Acting on Helen Bowers "what I would have done differently," we did carefully describe and define the blogging requirements. Full compliance was still a problem.

Given the wide dispersal of participants, I created a Facebook group so that they could both get Facebook experience, get to know each other, ask questions and share ideas. It was a great success, particularly across geographic regions.



At the onset of the 14 Things for American Corners program, we knew we were wading into uncharted waters with potential problems of varying levels of English proficiency, Internet experience,

access, and local support. There were times when participants wrote to me in different alphabets, truly challenging my detective abilities. Some participants were one person operations with little time and no support, and frequently no Internet access. I became their cheering squad, trying to teach from afar or simply provide encouragement.

What can you say to this from a town in Africa?

Hi,
I would like to let you know that I have changed my blog as you suggested. Now it is xxxxx. I had internet connection since last Monday Evening due to strong wind with rain. It has been re-established only this morning. It is the only reliable place for Internet connection with over 7000 students in the University. I would be happy to join the training program, please.



And when they fall behind:

Hi,

I am forwarding you this letter to let you know that, I am facing again some problems with my Internet. I am sorry it was written in french. It has been sent to urge our supplier to re-establish it. You cannot believe that people in xxxx are asking everyday about the connection here. It is the only reliable place for people to get connected for free and it used to be fast. At this moment I am obliged to go out and wait for 1 hour or some sometimes be registered for an afternoon program. But I think that things will be all right these days. Thanks. For any suggestion or advice you 're welcome.



How do you respond when a participant in a small town in Cambodia writes:

I am trying to create a blog on blogger.com but that site is not available. I keep trying and hope it is not too late.

How do I trouble shoot? Troubleshooting within an Embassy is easy enough, but in a remote location with little if any support, it is quite a challenge.

Technical directions do not always translate very easily, and I found that where words failed, visuals came to the rescue. In some cases, I created handouts with multiple screenshots, showing step by step how to accomplish a task. Tedious, time consuming, yes, but also very effective. With 78 participants, many of the sticking points were the same, and the visuals were the answer.

I have described some of the participants who struggled with the program, but should mention those who excelled. Here is one from Ukraine who immediately put her new knowledge to use:

Because Facebook doesn't allow you to upload a video longer than 2 minutes, I found another way: I shared with you the video file by Google Docs. (it comes in handy that I just learned how to use it...) You can access it with your Gmail account. Here is the link: xxxxx

In all, we had 78 participants from numerous countries, and a surprising 56 (70%) who completed all tasks. As a reward, they were sent certificates and flipcams. Most rewarding of all, was to see their posting of pictures posing with their winnings, often presented at a small ceremony and the cheering comments of their colleagues on Facebook. Also rewarding were the many follow up comments on the usefulness of the program. Sharing just



one (from a non native speaker):

"After all these weeks of hard but interesting – sometimes even fun-work, with a lot of pauses...I think that the appropriate name for this blog is "Taming the 14Things." I hope that I did it...I can say that the things sort of tames me as well, it was a two ways road. I read and I do a lot of internet search daily, so I couldn't imagine that I will find such important information and useful tools, which I have no idea that exist. Sometimes during reading and searching I realized that what I do is just "scanning" the surface. I will try to dive deeper in the future, so that I will discover more. It was such a tremendous, amazing and enriching experience for me! A memorable one, for which I am grateful and that I will cherish in time."

I, too, will cherish the time, having worked with such a motivated and enthusiastic group. While there were many bumps along the road, I think we made a fine finish. Spreading the potential of the Internet throughout the world can only expand our knowledge and through knowledge, freedom.

Develop a Closer Partnership with Vendor Trainers as Part of Your Library Outreach Strategy

By Eileen Schnur, MLS, Library Director, Department of Navy

Trying to find a way to offer more online library workshops to your diverse customers who work at various locations? If you are short on money and your staff is spread a bit too thin, chances are you're probably lacking in online workshop offerings.

Does your institution's network firewalls limit you from offering online vendor hosted webinars? You might be an ideal candidate for using your vendor's experienced trainers who can help you in your time of need.

Spark your interest? Read on. You might find some strange comfort in this familiar scene.

You've finally prepared a robust, content-packed online library workshop for your devoted library fans. It's going to be big. You've got one of your more popular database vendors all set up to bring you and your DoD community a dynamic show of database search strategies through their select online collaborative tool, WebEx.

Flash ahead to the day of the event. It's showtime! All your advertising has seemingly paid off. You've made sure to follow up closely with the vendor training specialist to ensure they have a solid list of participants and the list is stacked fifty strong. They've all received the link to the session. All systems go. Until, you get a barrage of trouble phone calls and emails (5 minutes before the session is slated to begin) from the handfuls of users who are coming in through Navy Marine Corps Intranet (NMCI) to participate in the session. They can't get in. Their computers won't let them install ActiveX Control and all the secondary options to join in aren't working either. Fact is, aside from your participation numbers going down today, you've just lost some of your devoted library workshop fans.

Painful truth is, our library has had to refuse offers from vendors to host an online database training workshop to our DoD community. Our library has shied away from offering such workshops out to our audience because we are aware of the technical frustrations these various platforms bring to our unsuspecting NMCI network users. Simply put, the juice hasn't been worth the squeeze...until now.

This article intends to propose an alternative, a twist on the traditionally planned vendor workshop. In a nutshell, the idea is based on this theory - better your relationship with your vendor trainers, give them a brief lesson into your network environment and make them work around your particular online network limitations. Training is often part of the negotiated benefits to your database subscriptions and it needs to be used as a valuable tool for you and your library users.

Here's how it all started. Our outreach librarian position is currently vacant at our library. Every member of the library team does what he/she can to advertise our services out to the command. I have always seen face to face vendor training as a valuable asset that helps us make up for our current staffing scenario. There have been many times when I wished online training could come with the same guarantee. During a conversation with one of our vendors, I shared the reality of our connectivity issues that prevail because of NMCI firewalls and the restricted online environment we work within on a daily basis. Of course, he sympathized with our situation. He wants to have marked success with his training too and has a vested interest in seeing his participant numbers grow. We knew we needed an alternative method.

I had heard about Defense Connect Online (DCO) which often serves as the preferred DoD method for online meetings, collaborative sharing and presentations. DCO has been tested in the NMCI environment. After watching a brief tutorial about how to use DCO, I learned to navigate and initiate a session, as well as how to invite participants to a join. Why not utilize our own DoD time-tested platform? Of course! I knew the next step. I could recruit the vendor to come on board and use one of our worry-free online training tools. It was all beginning to come together.

Most vendor trainers are highly skilled at the use of a variety of online teaching tools, which makes them more than willing to work with your existing online training platform. I found that it is possible to improve a library's online database offerings when there is that cooperation and flexibility from a vendor trainer. The Technical Library will soon be getting much more out of our traditional built-in training sessions from our database vendor because we made it easier for our online audience to connect in to the presentation. We also figured in a way to stretch the rewards even further.

I set up a practice session in DCO and sent the link to our database trainer who was able to run through the platform tools with ease. I prepared a five minute intro for our library patrons that will clearly demonstrate how to navigate through our library website and locate the most useful scholarly resources. I planned to hand over presentation to the vendor trainer who would demonstrate relevant database search strategies for the rest of the workshop hour. I suspected that all this effort would result in a fine blend of personalized library access instruction and database training in a "one-stop shop" style venue.

Interested in the results? Our first online workshop kicked off on July 10th and it was a wild success. We brought in 56 participants during our online event which far exceeded the attendees at any previous workshops. In my humble opinion, library outreach is alive and well with plans for our library to host more online workshops of this nature in the future.

In summary, getting vendor trainers on board to use in-house established or other preferred DoD online learning platforms could increase a military library's chances for reaching out and educating a larger audience. What's more? It will likely reduce the frustrations that are often brought on when patrons try to join an outside

hosted webinar. I am confident that the results of this strategy increased our return on investment that we have made with our database vendor. It also gave us an opportunity to engage in some worthwhile problem solving with someone who has been on our team all along. Team up with your vendors and pull them into your online platform for a successful workshop.

A Virtual Reference Reality: Behind the scenes of a small research business that knows no boundaries? The Need for Virtual Reference

By Kate Follen, MLS, President, [Monroe Information Services](#)

For organizations with hundreds of locations scattered all over the country or globe, there is often only a handful of libraries and librarians. Too often, only those in close physical proximity to the library benefit from the array of services offered. We are currently facing a society in which corporate, business and government organizations are cutting their libraries. It is now more important than ever to prove our value and illustrate how essential librarians are to an organization's success. How can a librarian become indispensable to an entire organization if only a portion of the organization has access? The answer to this question is bombarding us on a daily basis.

Social media, email, wikis, online meetings, online document sharing, an ever-increasing digital library -- today's technology offers us an environment in which a single library with a very small staff can offer reference services to an entire organization. The Virtual Reference model has been around for a while, but technology keeps evolving and with each evolution the Virtual Reference Desk becomes easier and easier to implement. I know this because I run a Virtual Research and Reference company providing information to everyone from Fortune 500 companies to little Mom and Pop shops. I do this with a very small staff of contractors who work on an "as-needed" basis. I do it with very little overhead and the possibilities continue to amaze me.

My favorite part of the library and of being a librarian has always been the reference desk. So, a logical entrepreneurial choice for me was to open what some call a "Research for Hire" or "Information Brokerage," I like to think of it as a Virtual Reference Desk. The beauty of this business is that people will always have questions that need to be answered and as the online resources develop and multiply it becomes more and more necessary to seek expert assistance to weed out what is relevant. The need will never cease to exist.

Making it Happen with Minimal Resources

I am a small business owner. I generally juggle between 30-40 research requests, at a time. I keep a list of 5-10 contract research analysts on speed dial. I attend approximately 15-20 customer meetings per week in possibly 15-20 different states or countries. I research. I cultivate opportunities. I do administrative tasks. I attend professional development classes. I play the role of Project Manager, Marketing Director, Sales Manager and Accounts Payable Manager. I run a successful business and I do it without leaving the house. In fact, I do it without having met most of my customers and co-workers in person.

Thirty years ago, the business I run would have been impossible. Today, I walk into my office and turn on my three computer screens and the world is at my fingertips. Here are some of the tools I use to make my business possible.

Communication

There is simply not enough time in the day or money in the travel fund to visit or call each person who has a question. If you consider the concept of business hours, there is even less time. Luckily, I am not limited to regular business hours and technology affords me the option to communicate with people when it is convenient for me and vice-versa.

- Email - It has become the center of the universe. It offers the customer the ability to lay out a problem and request a solution. It offers me the option to reply at a convenient time and have a written record of the request.
- Online meetings – Telecommuting is gaining popularity and I can see why. Gas is too expensive. While a face-to-face meeting is always nice, a lot of business can be taken care of on the phone and via online meetings. Tools like Webex allow us to share our computer screens and easily walk someone through a task or show them how you would solve a research problem. It is almost as good as walking over to someone's office, leaning over their shoulder and walking them through a process.
- Telephone – Yes, we still use it... a lot. This invention certainly has some staying power!
- Smartphones – You can do all of the above, and you can still go to your son's soccer game! I have even been known to have brief project-related discussions via text or chat while in the grocery store. I am certainly not a natural multi-tasker, but how much easier can it get?

Collaboration

- Document sharing – I work with several analysts/information professionals who are experts in different areas. Online document sharing via services such as Google Docs or wikis via a service like PBworks allow me to collaborate with my colleagues on research methodology, edit each other's reports, and share research for a combined project. I think of these services as my virtual conference table with all the work laid out and ready to be reviewed, pieced together, or discussed.

I also use document sharing services to post reports that are too large to email or that need to be marked up by the customer and returned. It helps to keep track of changes and versions. It also saves on printing and binding final reports.

- Professional community – Having a group of reliable professionals on whom you can rely is imperative. This could be your colleagues or an outside organization. The point is that we have somewhere to turn when we need assistance. I belong to an organization called the Association of Independent Information Professionals. This is a group of men and women who are experts in their fields and specialize in retrieving and organizing information. I find them indispensable. The group has a listserv to which I have never submitted a question without receiving several on-point responses within a few hours. I will be the first to admit I do not know all

the answers when it comes to the business of information. The important thing is that I know where to find them. Even a virtual presence needs a professional community to rely on for development and support.

The virtual reference services of other libraries are also part of my professional community. Through these reference librarians, I am given a certain amount of access to much of what exists in the actual brick and mortar library. In addition, their expertise and years of experience are priceless.

Social Media

It seems to always come back to Social Media these days. There is a reason. In a world where the only face I see during my work day is that of my faithful dog, I am still constantly in touch with people. Social media is the virtual water cooler, continuing education, bulletin board and news stand all rolled into one. It used to require a great deal more effort to stay highly informed. These days, all you need to do are follow the right people on twitter, read the right blogs, and peruse the right feeds. Once you find the ones that best suit your needs, just sit back and absorb!

The reality is that a certain degree of social interaction is needed to stay up to date on new resources, upcoming opportunities, workshops, conferences, issues in the news, etc. Without this interaction, an information professional's knowledge can become stagnant and lose its value.

Virtual Reference Must Haves

There is the old adage that says when it comes to Quality, Price and Time, you can only have two. I believe today's technology is catapulting Virtual Reference to a place where it can come pretty close to hitting all three of those targets.

The most important things to remember are:

- Make use of all the fantastic forms of communication. Use them to facilitate discussion, Use them to remind people you are there.
- Develop a strong, intelligent professional community on whom you can rely for support and development, and
- The more available you are to your customer base, the more valuable your organization becomes.

With these items in place, a Virtual Reference presence can only benefit any organization.



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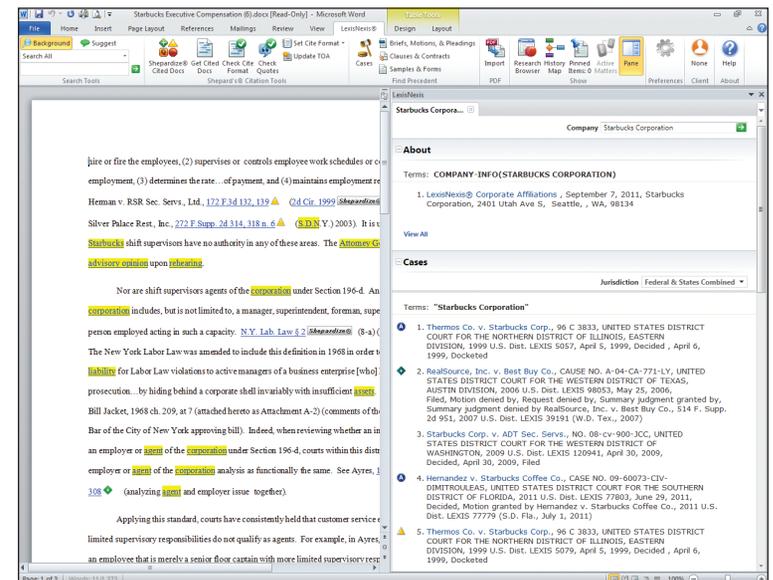
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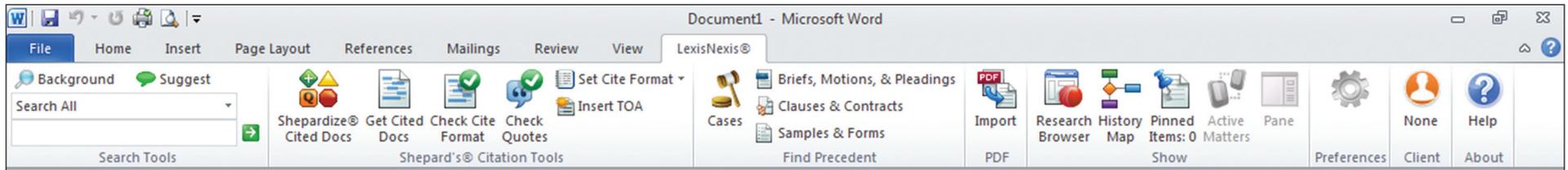
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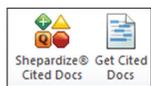
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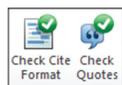
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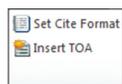
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Bibliography Boon: A Knowledge Initiative

By Leanna E. Bush, Library Technician, US Army Medical Research Institute of Chemical Defense, Wood Technical Library, Aberdeen Proving Ground, MD

I'm updating my CV but don't remember all of my publications. How do I get that information? I have a new student and would like him or her to read my articles from the last couple of year. Where do I find copies?

If you work in a research library, you too have probably been asked similar questions from patrons overwhelmed by the prospect of having to obtain their career publications. Federal research libraries also have the unique requirement of depositing publications with the Defense Technical Information Center (DTIC). In an effort to address these two issues, library staff at the Wood Technical Library launched a comprehensive bibliographic project that, to date, contains over 3,900 citations.

The process of creating the bibliography was simple but time consuming. Fortunately, our editorial staff had already compiled a record of journal articles and technical reports, so that was our starting point. Library staff performed exhaustive searches in a variety of databases (e.g., PubMed, Web of Knowledge, etc.) to augment this list. As items were identified, staff manually added each citation to EndNote® bibliographic management software. The flexibility of this product permitted a wide array of documents to be cataloged by type and enabled quick retrieval of similar items. Basic templates were customized to display selected information about each citation so that any end user could quickly retrieve and display the pertinent information for his or her publications. The "Cite While You Write" feature for Microsoft Word also made it very easy to cite references, figures, and tables in the proper format.

With EndNote®, library staff had the capability to add a wealth of information to a citation. DTIC accession numbers were incorporated into records so that deposited items were readily identified. Abstracts and keywords were also included in each record so that searches were more accurate. With the inclusion of this information, there was no longer the need to know the exact title or author since free text key word searching was an option. For those articles deposited in DTIC or made freely available by publishers, the URL was also added to the citation record.

Using the share feature in EndNote®, all library patrons may download and use the historical bibliography. Patrons may reformat the bibliography by customizing templates so that it becomes a CV on the spot. Since the bibliography will be updated and automatically formatted, patrons no longer have to waste valuable time with the upkeep of their own publications. Library staff also save tedious hours in searching various databases to respond to requests for in-house publication information.

As our agency deals with upcoming retirements, this bibliography will provide instant access to historical research. New hires will be able to review previous research efforts as they plan their own projects. When promotion opportunities occur, researchers will be able to quickly generate a properly formatted bibliography of their publications. Annual publication reporting requirements will be simpler to prepare.

While the initial intent of this comprehensive bibliographical project was to provide a historical list of publications, it has clearly evolved into a useful tool that permits ready access to a wealth of information. This project showcases the functionality of EndNote® and the ingenuity of library staff in preserving information for future generations.

Developing a New Course – The Bluebooking Series at the DOJ Libraries

By Kera Winburn & Mariana Long, Reference Librarians, U.S. Department of Justice

The Department of Justice (DOJ) Libraries has a robust training program that offers a variety of training opportunities for our patrons. These courses include *Finding Company Information*, *Expert Witnesses: Finding, Investigating, and Using Expert Witnesses*, *Legislative History Research*, and many more. Librarians develop these courses based on their areas of expertise.

These classes are developed and taught under the auspices of the Justice Library's Training Committee. Every DOJ librarian who teaches a class is automatically a member of the Training Committee, which is under the leadership of the Training Co-Chairs. One co-chair is responsible for training in the local area ("DC Training Co-Chair"), while the other is responsible for training outside the DC area, as well as taping of classes.

The DC Training Co-Chair plays a number of coordinating roles in the Training Committee. First, she coordinates the scheduling of classes by the various instructors to reduce conflicts in training schedules, as well as to ensure certain core classes, like those in the *Legal Research Series*, are offered in a logical order. Second, for a number of classes, she handles all of the supporting training logistics like locating training space, setting up vetting sessions for each course, and registering students. Finally, she spearheads the marketing of these classes by creating a monthly list of training courses that are distributed to the Department by a number of methods, including direct mailings to certain divisions via newsletter, as well as distribution to Division Training Coordinators. These Division Training Coordinators, in turn, advertise directly to their divisions. This relationship is beneficial for both parties because training needs are being fulfilled, while our library's research capabilities are being marketed.

In the summer of 2011, the Division Training Coordinators contacted the Training Committee to discuss the development of a *Bluebooking Series*. In the past, most divisions would send their paralegals and support staff to a training facility in Columbia, South Carolina to receive bluebooking training. However, in this era of shrinking budgets in the federal government, the Division Training Coordinators were in need of other viable options and felt the Library Staff could meet their needs. Volunteers from the Training Committee met and developed a training curriculum organized around the following topics: *Introduction to the Bluebook; Cases; Statutes, Legislative Materials, Uniform Acts, Court Rules & Constitutions; Administrative Materials & Electronic Databases; Secondary Sources; Punctuation, Quotations, Omissions, Alterations, and Parentheticals; and Short Forms, Signals, Related Authority & Capitalization.*

The Bluebooking Series was launched in the fall of 2011 and a second rotation is currently being taught this spring of 2012. Both have been huge successes! The talented instructors helped students gain valuable skills that were critical for their jobs. One student wrote, "I'm a paralegal supervisor, and this information will help me to instruct my staff." Another student said, "I think this should be offered as a part of on boarding for all paralegals."

With the successful launch of the Bluebooking Series, the Division Training Coordinators have continued to reach out to the Training Committee for assistance with providing more training opportunities for their staff. The Training Committee has responded by arranging for a number of programs to be taught at the Department including a *LexisNexis Paralegal Certificate of Mastery Program*, an *Advanced Legal Research Class on Westlaw* (offered as a free CLE course), and a *Westlaw Paralegal Program*. The Training Committee looks forward to creating new content, as well as facilitating more training opportunities, in order to continue supporting the work of the Department.

PUSHING BOUNDARIES: SOMETHING EXTRA

Library Benchmarking Toolkit: A Practical Guide

By Karen Krugman, Chief, Research Library & Archives, Export-Import Bank of the United State; Karen White, Senior Librarian & Team Lead, USAID Knowledge Services Center, LAC Group on assignment at USAID; and Kristin Vajs, Chief Librarian, Research Library, Federal Reserve Board of Governors

What is benchmarking?

Benchmarking is a tool to measure and compare your library's processes and services with those of others. The goal of benchmarking is to enhance your library's performance by adopting the best practices of your benchmarking partners.

Why benchmark your library?

In this day of metrics, justifications, and downsizing, librarians really can't afford not to benchmark! Benchmarking can help get staff and stakeholders on board with change or to justify your services and costs to management. Benchmarking can also help you clarify such issues as whether a physical library is still needed. You may be surprised and gratified at how exhilarating it is to get out of your everyday environment and talk with other librarians.

Why Benchmark Your Library?

Conduct a "Health Check"	<ul style="list-style-type: none"> • How do we compare to libraries like us? • How do we compare to other libraries in general?
Library Landscape	<ul style="list-style-type: none"> • What new technologies are being introduced? • What are the latest trends (good or bad)? • What are the current best practices?
Change Management / Buy-In	<ul style="list-style-type: none"> • Can we use benchmarking to accelerate change? • Which stakeholders do we need to get on board? • Do we need to justify our services and costs to management?
Discover Best Practices & "Future Ready" Services	<ul style="list-style-type: none"> • What are the current best practices and innovations? • Do they make sense for our library? • What additional services should we be offering?
Prioritize Improvements	<ul style="list-style-type: none"> • What are we thinking of improving? • What improvements have other libraries made? • Is there "low hanging fruit" that we can implement immediately?
Build a Network	<ul style="list-style-type: none"> • Can we partner on a project with one of these libraries? • Can we share ideas going forward? • Can we network with each other?

- You may be interested in creating a plan for the Library of the Future. Or your library may be so advanced that your benchmarking goal is much narrower.
- Expect to discover some good news about your library during the course of the visits—in some ways your library may be more advanced than others.
- Benchmarking is a good way to connect with your peers. You will probably meet some librarians who you may call periodically to catch up on what's new in their library.

Benchmarking will take a lot of time, right?

Comprehensive benchmarking can be quite time consuming and involves a number of steps. But you can make this process your own by selecting those components that are most useful to you. A modest benchmarking exercise might involve exchanging information or visits with a couple of libraries a year. The authors think that libraries need to benchmark almost continuously. Technology and societal change is moving so fast that benchmarking is not something that can be done every five years.

The chart below shows you the range of activities involved:

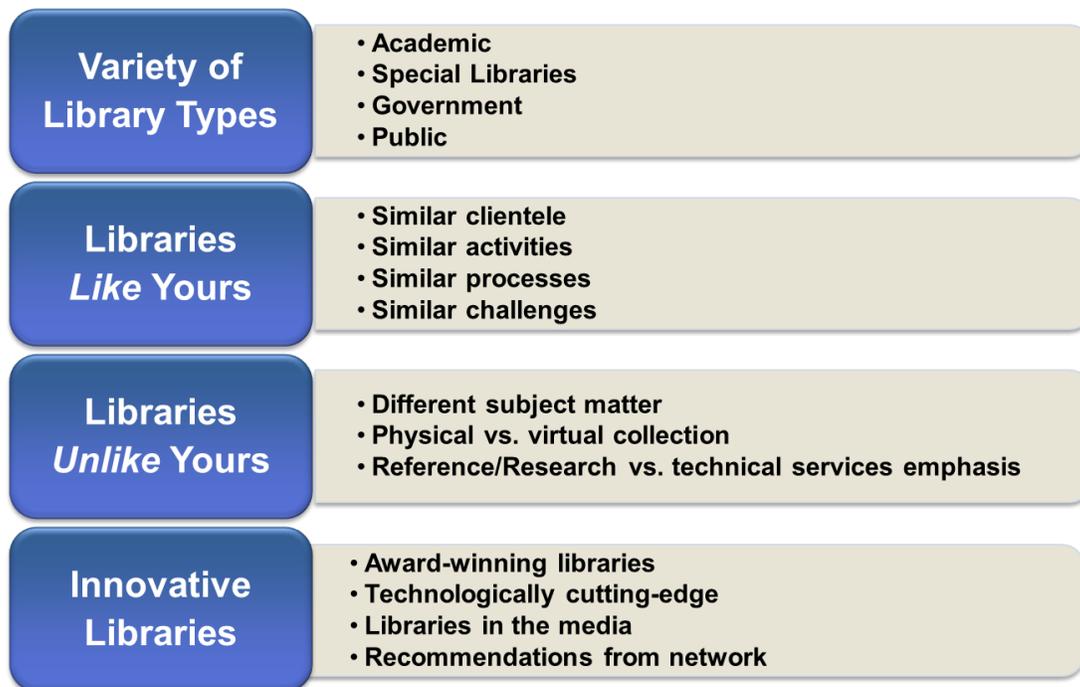
Find the Right Level of Benchmarking for *Your* Library

Activity	Basic	Comprehensive
Establish Benchmarking Objectives	✓	✓
Conduct Environmental Scan/Literature Search		✓
Conduct User Needs Assessment		✓
Attend Benchmarking Meetings	✓	✓
Analyze Meeting Findings	✓	✓
Analyze Meeting Findings Plus User Needs Assessment and Environmental Scan		✓
Implement of Findings	✓	✓

If you do benchmark at a basic level, make sure that you understand your community's needs prior to benchmarking. Benchmarking can alert you to many innovative services and practices that libraries have initiated. However, before implementing new initiatives, you need to determine whether they meet the needs of your community.

How do I decide with which libraries to benchmark?

Choose a Diverse Group of Benchmarking Partners



How do I plan for a Benchmarking Visit?

- Prior to visiting with a benchmarking partner, you need to decide which questions you will ask. You will get ideas for questions from your professional reading, from problems your library faces, and from your library staff.
- Benchmarking can take place with actual visits or via audio conference. While there is usually more to be gained by an on-site visit, this is sometimes precluded by distance or scheduling.
- Build in a lot of lead-time in scheduling benchmarking visits. You will need to work around your benchmarking partners' schedules as well as your own.
- Contact the head of the library to request a benchmarking visit. Sometimes it's best to make the initial contact explaining your project via email and follow up several days later with a phone call. Request a tour of the library and a follow-up discussion. Provide your list of benchmarking questions in advance, since it could influence which staff members will talk with you.

- Consider having more than one staff member attend the visit, if possible. Two sets of eyes, ears, and understandings are preferable to one. It's also good to designate an official notetaker from among your staff for the meeting.
- Each visit will take up to two hours, not counting travel time.
- Shortly after the visit, schedule a debrief to compare notes on what you heard and saw.
- Take careful note (and collect business cards, if possible) of the people you talk to. You will want to write a thank you email to those who spent time with you and you may have some follow-up questions.

Meeting Etiquette

Be Thankful	Be Considerate	Follow-Up!
<ul style="list-style-type: none"> • Acknowledge and be grateful for your partners' willingness to meet with your library • Send thank you notes promptly 	<ul style="list-style-type: none"> • Give plenty of lead time in scheduling visits • Limit the length of the visit • Don't push too hard for information • Maintain anonymity of benchmarking partners 	<ul style="list-style-type: none"> • Return the favor with a visit to your library • Send your final report to partners if appropriate

Are there any potential issues?

- Some libraries may not want to benchmark right now and/or the timing is bad for scheduling a benchmarking meeting. Libraries that are getting ready to move or those with several staff vacancies may not be able to benchmark for a few months. Back off if it seems clear that a library cannot benchmark at the present time.
- Each library you visit will have a different comfort level with what information they can share. Financial information, like the overall library budget or the library content budget, or some personnel information may be off limits.

What Will We Talk About?

- Keep your talk on schedule and focused to make sure your questions are covered. You will probably have more to talk about than you can imagine.

Sample Topics To Cover in a Visit

Demographics	Reference	Management & Marketing	Technical Services	Technology
Number of Staff at Organization	Typical Customers	Management Reporting & Metrics	Cataloging	ILS, Other Technical Infrastructure
Number of Library Users	Subjects Covered	Aligning with Organization's Strategy	Circulation / ILL / Routing	Intranet, Web 2.0
Library Staff Size	Is Reference Volume Trending Up or Down?	User Surveys	Weeding	Taxonomy/ Metadata
Library Physical Space	How Is Reference Delivered? (E-mail, IM, chat, Skype)	Marketing & Communications	Move from Print to Electronic Journals	Mobile Content & Devices
Library Reporting Path	How Is Research Synthesized and Packaged?	Training End Users	Print Acquisitions	Data
Collection Size	Does Library produce alerts or other deliverables?	Staff Development	Electronic Acquisitions	Web Discovery

After the Visit

- Typically, a benchmarking report is prepared for each visit and best practices and interesting services are identified.
- Once the visits are finished, there will be several staff meetings where you sort through what you learned and what you might want to implement.

After Benchmarking

- Don't be overwhelmed by all the changes and services you want to provide. Implement changes prioritized by greatest need or some other factor, as you have time to assimilate them.
- Don't underestimate the amount of marketing that will be needed to implement new services. It's not enough to roll out a new service, the message must be repeated many times before your community will act on it.
- Feel free to experiment but also to drop those things that do not strike a responsive chord in the community.

- Keep your eye on the ball. Sometimes it's tempting to throw yourself at a variety of innovations. Just be sure that the new projects you undertake tell a consistent story about the library and where it's going.
- Good luck and enjoy building your professional network while learning about how you can improve services to your community!

More Resources to Get Started

Benchmarking Methodology

- ❑ "Achieving Information Service Excellence." Betty Jo Hibberd. *Information Outlook*, 11(1), January 2007: 8-13.
- ❑ "Ahead or Behind the Curve: Where Do You Stand?" Nikki Poling. *Information Outlook*, 6(7), July 2002: 22-25.
- ❑ "Benchmarking Basics for Librarians."
<http://units.sla.org/division/dmil/mlw97/gohlke/>
- ❑ "Benchmarking for Agility." Joseph Sarkis. *Benchmarking: An International Journal*, 8(2), 2001: 88-107.
- ❑ "Benchmarking and Library Quality Maturity." Frankie Wilson and J. Stephen Town. *Performance Measurement and Metrics*, 7(2), 2006: 75-82.
- ❑ "Benchmarking—Measuring and Comparing for Continuous Improvement." Sue Henczel. *Information Outlook*, 6(7), July 2002: 12-20.
- ❑ "The Customer Speaks: Assessing the User's View." Barbara P. Silcox and Paula Deutsch. *Information Outlook*, 7(5), May 2003.
- ❑ "Demonstrating Value and Return on Investment: The Ongoing Imperative." Roger Strouse. *Information Outlook*, 7(3), February 2003: 15-19.
- ❑ "Determining and Communicating the Value of the Special Library: Valuing the Balanced Library Scorecard." Joseph Matthews. *Information Outlook*, 7(3), March 2003: 27-31.
- ❑ "From Data to Outcomes: Assessment Activities at the NIST Research Library." Barbara P. Silcox and Paula Deutsch. *Information Outlook*, 7(10), October 2003.
- ❑ "If You Don't Know, Ask: The Art and Craft of Survey." Gloria Dinerman. *Information Outlook*, 6(7), July 2002: 6-10.
- ❑ "Learning from Best Practices." George Plosker. *Online*, 28(3), May/June 2004.
- ❑ "Learning from Other Libraries: Benchmarking to Assess Library Performance." Paula Deutsch and Barbara P. Silcox. *Information Outlook*, 7(7), July 2003: 19-25.

- ❑ "Learning from Peers: Benchmarking Your Information Management Activities." Karen Wilson and Roger Strouse. *Information Outlook*, 9(9), September 2005: 27-33.
- ❑ "Learning the Skills Needed to Assess and Benchmark." *Information Outlook*, 6(7), July 2002: 42.
- ❑ "Report on benchmarking process." University of Virginia Libraries. http://www2.lib.virginia.edu/mis/benchmarking/benchmarking_process_rept.html

Best Practices Ideas

- ❑ "2011 Best Practices for Government Libraries: E-initiatives and E-efforts: Expanding our Horizons." Lexis Nexis, 2011. http://www.lexisnexis.com/tsg/gov/Best_Practices/Best_Practices_2011.pdf
- ❑ "Best Practices for the Customer-Focused Library." Metropolitan Library System. <http://www.mls.lib.il.us/consulting/pdf/CFLBestPractices.pdf>
- ❑ "The Idea of Order: Transforming Research Collections for 21st Century Scholarship." Council for Information and Library Resources, June 2010. <http://www.clir.org/pubs/reports/pub147/reports/pub147/pub147.pdf>

The Unquiet Sea: Solo Librarians in Government Organisations

By Penelope Campbell, Library Manager, Department of Family and Community Services, Housing NSW

Being a solo librarian in any organization can be like sailing on the “unquiet” sea. There is always something changing, always something new. Governments around the world are rapidly changing; looking for ways to save money both internally and externally. The information/technology environment is changing with a rapidity that is hard to keep pace with. This paper will be looking at some ideas of how to provide services with limited time and resources, identifying professional aspects and who we are as people.

Professional

We are exposed to government in our everyday life, but it is not by osmosis that we learn how government works. Working for government is more than just knowing the subject area we are working in. We also need to know how government works, how policy is developed, the protocols of being a public servant, and the code of conduct expected of us. Following the protocols and code of conduct dealing with the public, researchers, students, the media, and of course, the elected officials are all part of our daily work. The *FLICC Competencies for Federal Librarians* (http://www.loc.gov/flicc/publications/Lib_Compt/2011/2011Competencies.pdf) includes the competencies, “Agency and Organization Context and Culture”, and the “Agency's Regulations Policies and Guidelines” that identify what a solo librarian needs to know about the business of government, and how the organisation works within both government and society. (The principles behind the competencies are translatable to other levels of government).

As a public servant, we are working for the good of the people. What is the good of the people is determined by the elected government of the day. There is no room to be partisan to a political ideology or party. This does not mean you negate what your political beliefs are, but it does mean that you have to be aware of what they are and how they may affect you in your work, especially in the provision of information.

Librarians are involved with information whether it is the acquisition, management, dissemination, provision of access, etc. The type of information will vary, from strategic, business intelligence, historical, analytical, etc., along with the format such as hard-copy and electronic. Whatever we do as solo librarians, we are constrained by time, money and resources. Being a solo librarian, we have to decide how we spend time, money, and resources appropriately to ensure the smooth running of the library service. The reputation of the library in the department, all that it covers, rests with one person, you. It is indeed a heavy responsibility.

Service Provision

However large or small are the group of users of the library, it is good practice to identify the primary user group/s. They may be the executive, researchers, policy developers, etc. Identifying these groups and understanding what they do, assists in defining the type and level of services and information provided. There are other groups that are the not primary user groups but require library services. Because of finite resources (there is only one you) some of the services can be taken on by the users. For instance, identify the groups of clients you can enable to be more self-reliant in their searching for information. One easily identifiable group are people who are being supported by the department to do further studies. This self-reliance can be developed by information literacy packages, training courses on how to study, including resources to which the library has access to, and developing specific search tools. The level of self-reliance is dependent on what tools and resources you can provide within the constraints of time and money. Following are some ways to assist users to do their own searching and also at the same time make your searching easier.

A way to assist users to be more self-reliant is to have a webpage "portal" or in other words a "one-stop-shop" of various tools and resources available for them to use. Two online tools that can enhance searching for information are Google and Rollyo*, which allow you to develop customised search engines of selected websites. Rollyo [one of the 23 things (<http://wiki.sla.org/display/23Things/Welcome+to+23+Things%21+%282%2C120+SLA+members+registered+so+far%29;jsessionid=C9A7C92BDE865196C7D0616F3833FBC6>)] enables one to set up "search engines" that search selected websites and then you could chose to search in a particular website within your search results without having to redo your search. A word of advice, regularly test the tools you use or develop as things change. Rollyo as of 5 June 2012 is undergoing maintenance so the search engines are not working. Customised Google search engines do not have the same restrictions as Rollyo as to the number of websites (Rollyo only 25) that can be searched at one time, but you cannot search within one website without changing the search query. Also results from a customised Google search engine can be set up for optimal viewing by mobile devices.

Another free research tool that can help users to be self-reliant is Google Scholar. Don't assume everyone knows about Google Scholar. Workers who have not studied for a while may not know about it. If you do not have the money to purchase databases, or the subject area you work in does not have databases, Google Scholar is indeed helpful. Recently, Google changed where it locates Google Scholar on its web search page. No longer is it in the first More, of the Google tabs. Now, you have to go to Even More». Also, no longer does your query directly transfer to Google Scholar from Google. For more detail about these changes see Phil Bradley's blog post; "*The case of the mysterious 'even more' in Google*" (http://philbradley.typepad.com/phil_bradleys_weblog/2012/04/the-case-of-the-mysterious-even-more-in-google.html). Phil specializes in web 2.0 resources, internet searching, and search engines. He is a prolific writer, and has some excellent tips at his website (<http://www.philb.com/>).

Encouraging users to use search engines other than Google is another way to assist users to be more self-reliant internet searchers. Bingle (<http://bingle.nu/>) is good for showing users the different results when searching using Google and Bing. It presents side-by-side, on separate panes on one screen results in their native search environments. Bingle is aware that in some parts of the world (like in Australia) you cannot see Google search results (you used to). Providing these tools as a solo does saves you time and enables you to offer more in-depth specialized research services to other users.

The Catalogue

A tool that is often overlooked as a time-saver and assisting people to find information is the catalogue. For whatever reason, the catalogue is often the last place people search for information. Often the search page is not very intuitive for users. Whether one subconsciously takes on the general idea that more relevant and useful information is out there on the internet and the library has only old "stuff" or some other reason, this attitude can diminish the value of the catalogue. This type of thinking has led to the barest minimum of information being recorded, so that the catalogue becomes a poor tool for information retrieval. The rationale behind this type of thinking is that time is saved for the provision of 'visible' or interactive library services that are seen of higher "marketable value" than catalogue records. Cataloguing is seen as a "backroom" task not very important to adding to the value of the "frontline" library services. This is a false saving as the recording of more detailed information especially internal departmental documents in a catalogue record does assist in the retrieval of unique and hard-to-find information. This does add significant value to the library service.

No longer should the library catalogue be seen as just an inventory of items retained in the collection, but a tool for resource discovery with records linking to items and resources external to the collection. Even more so now with digitally born documentation, catalogues can be used to enhance information retrieval through using metadata, in-house taxonomies, ontologies, etc.

Depending on information environment you work in, the catalogue can be used in other ways to assist in searching for information. When working in an area where there are no commercial bibliographic databases that cover the department's core business, consider cataloguing information rich websites for inclusion into the library catalogue. This is a way of making the deep or invisible web information more visible to users. The websites catalogued would include those with grey literature or information that search engines such as Google cannot uncover. This enhances the value of the content of the catalogue. You can then provide links from the catalogue to customised search engines, for the websites that can be searched by Google, etc. with a link "Search this or similar websites" It is also a way of keeping a history of websites. Often when organisations change or merge the website URL changes. Keeping a record can assist in future searching of the Internet Archive (www.archive.org) or other web archives. If making records of information rich websites is not relevant to your work situation consider adding the URL of the websites to author authority records to keep track of URL changes as a research tool.

Another possible way to enhance the value of the catalogue is to enable to search for content within specific departmental materials, for example searching the contents of the department's annual reports. Usually a department will have digitally born annual reports and hard-copies that have not been digitised. To find information within the annual reports they each must be searched individually. One solution is to add an extra full-text searchable field to the catalogue record structure. Then OCR digitize the hard-copy annual reports. Catalogue each of the annual reports separately and import the content of each document into the respective full-text field. A search page can be designed for just searching the full-text contents of the Department's annual reports. See Figure 1.

Figure 1. Example of a separate search page for searching full-text records in a library catalogue

Keep in mind, whatever changes you make to your catalogue, maintain a record, such as a procedures manual. You may leave your job and the next person will need to be able to identify the non-standard fields you have created and how they are used to ensure that the added value is not lost. Also, this would help mapping fields if a new library catalogue system is introduced (whether an upgrade or through amalgamation).

The whole concept of collection development is changing. Many solos now have to decide to catalogue or not to catalogue, to import or not import (within copyright) digitally born non-commercial materials produced by external organisations that are relevant to their department. You need to assess the risk of the importance of not having the material at all. The risk of material disappearing is not a variation of the "just-in-time" or "just-in-case" argument regarding collection development.

While on the subject of cataloguing, cataloguing rules are changing with the most significant change being the introduction of RDA. RDA is being adopted as the cataloguing standard by major libraries. To keep oneself abreast of the changes subscribe to a cataloguing discussion lists or LinkedIn Group. One such list is ACAT (AutocatListserve) (<https://listserv.syr.edu/scripts/wa.exe?A0=AUTOCAT>) and the discussions on cataloguing are very illuminating.

For enhancing library services including the catalogue and other services, Code4Lib (<http://www.code4lib.org/>) is a good list to follow. You will find discussions on new services, issues, and problems that might arise in implementation to new services, alternative software available and/or work-arounds

to problems. This and other lists will help you to understand the rapidly changing technical environment libraries are now involved in.

Keeping up with new information

Use the type of media you are used to receiving your information in, whether Email, RSS, Twitter, Digg, or whatever to keep up with new information. To alert users to new information, use the media they are used to. If the government department you work in promotes the use of social media, then employ that as well as the media they regularly use. Every so often test out other ways to receive information and adopt what works for you and your clients.

For you as a solo not to be overwhelmed by the amount of information being generated, filter the information by using appropriate sources/tools for alerting or researching information. Being in larger professional networks is of great assistance in identifying resources and tools to use, to determine the criteria to use such tools, and weigh the criteria appropriately to your situation. The criteria could include comprehensiveness, scope, and subject alignment with core business.

Users may request to be kept up-to-date with changes in a particular subject area. Be aware of terms that are peculiar to your particular working environment, it could be "Gov" speak, in-house terminology, or terminology that is parochial. Don't assume the terms used are "industry-wide" and the same globally. This is where professional research skills come in.

For solo libraries that have very small budgets, journal contents alerting services are one tool to use; Journaltocs (<http://www.journaltocs.ac.uk/>) (TicTocs has now closed) has a great coverage. Journaltocs may be better option to use than individual publisher's websites. Again it will depend on the individual department.

Google alerts is another tool to keep in mind. The advantage of using Google alerts is the breadth of search, especially if you are looking for a specific subject. One under-utilised Google search feature is the tilda (~). Using the tilde before a search term can retrieve synonyms. Yahoo Pipes is another tool.

Government Information and Information that affects Government Policy

There are a number of sources of government information and government policy. Mostly the free information sources will be covered here with the inclusion of some Australian resources. FUMSI/Freepint/Resource Shelf are not covered, as I believe these are sufficiently well known, as well as free U.S. government information sources, as there is a SLA webinar on this.

Two commercial services in Australia provide primary source federal and state government material are Capital Monitor (LexisNexis) (<http://www.lexisnexis.com.au/newsandbusiness/solutions.html?expanddiv=capitalmonitor?#capitalmonitor>) and CCH Political Alerts (<http://www.cch.com.au/au/CCHParl/MinisitePages/Political-Alert.aspx>). These provide electronic access to legislative and government information almost immediately, which can be filtered to your own needs. As a solo librarian, subscribing to either or both of these services are a must to follow the business of

government. Both services also provide the media releases of major NGOs, stakeholders, and lobby groups who comment on government legislation and policies. Using these services enables one to concentrate on other tasks that would otherwise be spent monitoring individual organisations, government gazettes and Hansards.

A free source of government information from England, including legislation, is Info4local (<http://www.info4local.gov.uk/>). This English resource covers news and information from central and local government and is a great source of information on government documents including consultation papers, discussion papers and information provided to the public. An international resource is Policy Pointers (<http://policypointers.org/>) which gathers research and conclusions from think tanks, institutes and government departments around the world specifically concentrating on non-polemical and data or findings that could be useful for the development of policy in another country. This resource does include documents from European and Asian countries written in English.

In Australia over the last few years a number of clearinghouses on major social issues have been set up by the Australian Government, including indigenous affairs (Closing the Gap) and domestic violence (Australian Domestic & Family Violence). The information in these Clearinghouses is world-wide not just Australian. Innovation in service delivery is very much the concern of today's governments in the environment of decreasing budgets and outsourcing of services. Most of the information in this area is produced by government departments, NGOs, think tanks, and charities. The FaCSHIA (Australian Federal Government Community Services Housing and Indigenous Affairs) Library has set up the Clearinghouse Service Delivery in Government (<http://servicedelivery.govspace.gov.au/>) which includes information on co-production, Government 2.0, etc. There is also another clearinghouse on alternative service delivery by the Institute for Citizen-Centred Services (Canada) (<http://www.iccs-isac.org/en/clearinghouse/asd.htm>), where one can find similar information.

A good resource for Australian Government reports and reports affecting government policy is New Reports: a selected list ([contact the author](#) for the web address). This service includes reports from a variety of sources, both government and non-government, which are useful in considering government policy. This resource is similar to Full Text Reports (<http://fulltextreports.com/>). Another resource is Government Policies: a selected list ([contact the author](#) for the web address) this covers Australian Federal and State governments and the Territories and the government oppositions' policies and papers.

Another resource is Australian Policy Online (APO) (<http://www.apo.org.au>) produced by Swinburne University. This resource includes conferences, and workshops, and well as government and NGO reports. APO is developing a grey literature database and has commenced a digitisation program of policy history where selected Australian major reports and research papers are being digitised and catalogued into the Policy Online database. Currently the collection dates back to 2002.

The role of the library is to support the core business of the department; the library should not overlook the information needs of what those who work in the area often described as corporate services. The information required by people in this area often include e-government, training, change management, organisational complexity, social media, technology, audit requirements, etc. A good resource is the eGov website (<http://www.egov.vic.gov.au/>). Though this at first seems an Australian state government site, the content coverage is international, including policies and standards, trends, government 2.0 and more. Another good resource is the Guardian Public Leaders Network (<http://www.guardian.co.uk/public-leaders-network>) which has 14 professional networks. Included in these networks are healthcare, housing, local government, media, computing, leadership, etc. Both these resources provided information that is often overlooked when doing scholarly research but is very topical and often relevant to users.

Two free legal advice resources are Lexology (www.lexology.com) and Mondaq (<http://mondaq.com>), both provide international newsletters, and are a quick way to keep abreast of what is happening in the legal area; for example copyright and IP changes in Europe.

Another area that governments are constantly watching is the financial area. One resource is The Financial Times (<http://www.ft.com>) and each week FT issues "The week ahead in central banking" aimed at helping in tracking the most important events in central banking around the world. In Australia, there is a site dedicated to economic indicators used in government decision making ([contact the author](#) for the web address). This includes information from banks and investment companies.

I could go on; there is just so much information. With apologies to John Donne, "When you think you have done finding information, you have not done finding information, for there is more."

Personality & Passion

Not everyone is cut out to work as a solo professional. It is in knowing who you are that can help you best to change and adapt to new environments. Recently a Harvard Business Review Blogpost, "When choosing a job, culture matters" (http://blogs.hbr.org/cs/2012/05/when_choosing_a_job_culture_ma.html), advised when applying for a new job identify whether the culture of the organisation is one you want to work in, in the first place. Often, many solos not only work alone, but they do so with very little support. It is not a work environment that suits everyone. Some people have no problems in knowing who they are, what they are capable of, and how they best interact with others. For some, it is not as easy. There are numerous types of tests to help identify the type of person you are, including Myers Briggs and the Margerison-McCann Team Management Profile. Further information about Myer Briggs can be found at (http://www.mindtools.com/pages/article/newCDV_51.htm) and an example of how the Margerison-McCann test is used can be found at (<http://www.bradford.ac.uk/staff-development/tailored-services-and-team-development/team-management-profiles/>). In knowing yourself, you can identify the preferences as to how you work and inter-relate with people. Most of the tests

are aimed at team work, which when applying to yourself can help balance how you operate. As solo librarians there are no other team members to complement your skills set (stating the obvious). For example, you may be a person who is highly innovative and able to sell new concepts, but may not strong in seeing a project through to completion. Working to one's strengths is easy; it is working on the areas which do not come easily that is more difficult.

Finally, as a solo librarian, it does help to have a passion for (or feel passionate about) your work. You have to be careful not to burnout. Be kind to yourself, and ensure you have a good work life balance. If you feel you have lost your passion for your work take a break. If it is just a bad day, just do whatever it takes, whether it is focusing on one task, taking a brisk walk, talking to a colleague, or whatever to get your passion back. If it is more than a bad day, be easy with yourself. If possible try to attend a conference to be inspired and reinvigorated. The life of a solo librarian is not easy, but often it is very fulfilling.

As solo librarians, we are sailing in the unquiet seas of rapid change in government organisations, but we can chart our course; prepare for storms and know that though we are sailing solo we are not alone.

*"Since writing this paper the Rollyo website appears to be permanently down



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Records Management for the Librarian: Part One

By Ellen Ensel, Knowledge Manager, Information Services, United States Institute of Peace

In which a Knowledge Manager with an MLS learns a thing or two about the field of Records Management.

I'm a Knowledge Manager with responsibilities for knowledge management, library services and records management at my organization. I've been juggling the first two for some years now, but records management is a new assignment for me. It coincides with the departure of our Director of Administration who handled this area previously (mostly by keeping everything) and the Presidential memorandum of November 28, 2011, calling for better records management across all federal agencies.

I had no training in records management, of course, but now I was responsible for developing a records management program for my organization. Which brings me to my attendance in a class at the [National Archives and Records Administration](#) (NARA) in College Park, MD. I've just completed the first of five courses to receive NARA's Certificate of Federal Records Management Training.

Knowledge Area 2: Creating and Maintaining Agency Business Information (KA1 is an Overview and not part of the Certificate Program), is a two-day course devoted to helping us understand what federal records are (almost anything created or received by an agency in the course of business), who is responsible for various levels of managing records (almost everyone), how to plan and execute a records inventory (tougher than it looks), and elements of, and tools for, managing and organizing information. The course included instructional material, group activities and some sample handouts.

One amusing exercise called "Watch Your Lingo" directed us to look at different definitions for the same word (archive, file, etc.) coming from the records management or IT perspective. The same could be said about library science or knowledge management. Although most of the people in my class were already involved in records management in some way at their respective agencies as Records Liaisons or Records Officers, the language and topics of the course should be familiar to those of us with library science backgrounds and experience in knowledge management. For example:

- Understanding the business processes of an organization (knowledge management)
- Applying metadata to records (cataloging)
- Conducting a records inventory (inventory of print or electronic collections)
- Disposition of records (weeding or de-accessioning)
- Understanding the limitations of electronic media and the need to migrate data to new formats (digital collections)
- Electronic information systems (online catalogs)

- Change management to involve everyone in the records management process (knowledge management)
- Preservation of records and institutional knowledge

Given the natural affinity of librarians as information professionals for organizing data and dealing with records of many types, I was a little peeved when the instructors, following the course book, listed everyone from the agency head to the general counsel, public affairs officer, system administrator, historian and staff member as responsible in some way for records management, but failed to mention librarians or knowledge managers, even when the subject of metadata was introduced. I asked the instructors about the omission and they referred to the text. I suggested the text be revised. In small group discussion, my group deferred to me as the metadata expert.

Despite the similarities in how information professionals view records, documents, or data, records management is its own bailiwick. There is a lot to learn, particularly about how federal records are managed. *And there is more to come...*

Originally posted on the *Government Info Pro* on August 15, 2012 | [Permalink](#)

Records Management for the Librarian: Part Two

By Ellen Ensel, Knowledge Manager – Information Services, [United States Institute of Peace](#),

In which a Knowledge Manager rallies from information fatigue and channels her inner cataloger.

More than half-way through my certification program, I was suffering information overload. Five courses over nine days at the National Archives and Records Administration (NARA), with Day 6, **Knowledge Area 3: Records Scheduling** and **Knowledge Area 4: Records Schedule Implementation** now completed.

Fortunately, what could have been dry and mind-numbing modules and lessons was considerably enlivened by two sets of excellent instructors (they teach these two-day courses in teams and often trade-off) who were engaging, extremely knowledgeable, at times humorous, demonstrating passion for the field.

These are exciting times for records management. Increased visibility and commitment from senior agency officials have come in direct response to the November 28, 2011 Presidential Memorandum [<http://www.whitehouse.gov/the-press-office/2011/11/28/presidential-memorandum-managing-government-records>], as is a directive, expected any day now, to come jointly from NARA and the Office of Management and Budget (OMB) focused on improving records management across federal agencies.

Records Scheduling and Implementation lie at the heart of records management, and the whole concept appealed to my inner cataloger/taxonomist. Scheduling records is to records officers what copy or original cataloging is to catalogers, and creating or managing a taxonomy is to knowledge managers. Although the words “cataloging” and “taxonomy” don’t appear in the course material, I say anyone who can deal with MARC, AACR2, collection development, and weeding, should be able to handle the intricacies of scheduling (classifying) records. It might be possible to be too detail-oriented, though, since one instructor gently suggested that I avoid “overthinking” records management activities.

As information professionals, we share some of the same skill sets and some of the same problems. How do you manage electronic records (digital collections) when the media are constantly evolving? How do you engage leadership to support your efforts? What do you do when reaching out to staff to educate them in (a) accessing information resources, (b) developing and maintaining institutional knowledge, or (c) understanding their records management responsibilities?

We’re all looking for ways to show that what we do is important and relevant to the mission of our respective organizations, so librarians might benefit from understanding the holistic approach records managers take to developing records schedules (see the list below). A good records management program requires planning, teamwork, education, leadership support, and starts with examining business processes and workflow.

- Business analysis—what does your department do?
- Records analysis—what kind of records do you create and what do you use them for?
- Risk analysis—what risks does your organization face if you don't keep good records?
- Records inventory—what records do you have and where are they located?
- Records schedule—what's the value of your records and what can you do with them?

What's the added value of the business and risk analyses? Even though I oversee both knowledge management and library services, it did not occur to me to use a KM /RM technique when evaluating library information resources and collections, but I see that it can provide valuable context and validation for our choices.

Next up, managing risk in records management.

Originally posted on the *Government Info Pro* by on August 23, 2012 | [Permalink](#)

Thinking about Work-Life Balance

By Carol Barra, Senior Librarian Relations Consultant, LexisNexis

As I thought about this column's topic, I was feeling that work is taking over my life again. Does this sound familiar? I know everyone struggles with work-life balance, so I am in great company.

Reflecting on this question/issue of work-life balance made me realize I have this discussion with myself at least a couple of times a year. At this time of year, as the days are getting shorter, I realize again how affected I am by shorter days. When there is no daylight early in the evening I start thinking I have to get a life outside of the work I love.

I had some choices to make about handling life and work balance on a recent Friday. I had taken the day as a vacation day. Then I found out there was a mandatory call scheduled for work in preparation for a meeting late the following week. I struggled with this decision until my vacation day arrived and it was one of those absolutely spectacular fall days in upstate New York. I did think about the call that I should have been on, at least once, and decided to listen to the recording before the meeting.

What I decided to do was work outside in the glorious sunshine and mid-70 degree day. And, it felt great! Are you wondering what could be more fun than that call I wasn't on? I was having a flagstone patio built and I wanted to get out and help. I got lucky because the help my contractor was counting on had to leave for a few hours. Yes! I got to carry stones and shovel gravel and help follow the pattern laid out on paper. Okay, I wasn't perfect with sticking to the pattern; but, no one other than the contractor and I will ever know where I led him wrong. Working outside in the sunshine, doing physical labor, was just what I needed. At the end of the day I felt great and energized. Okay, maybe I was tired because it was more physical work than I am used to; but, it was a really nice kind of tired. And, I had the sense of satisfaction that comes when a project is finished.

I mentioned a second time of year that presents a challenge for my work-life balance. That would be spring, as I start to notice the days getting longer. I love that time of year. The longer days present another challenge for me. I want to get outside for an early morning walk and again in the evening. During the longer days I find myself working longer hours because I know I can get outside while it is still daylight. Thankfully, I have a good friend who has a dog. And, dogs need to be walked in New York City. She often calls me in the early evening and "makes" me go for a long walk. On the days I don't

get that call I have a tendency to keep working into the evening. When I do this I feel cheated out of time for myself.

Okay, I know this is familiar to all of us. I also know that work-life balance has always been a challenge for me. I am really lucky to have loved the jobs I have had over the past 30-plus years. I am quite sure we all go through phases where work takes over our lives. I understand there are pressures and sometimes working long hours can't be avoided due to deadlines. But, life is short and we all need to take time for the really important things—family, friends and fun.

That's all for now, I am off to have a glass of wine with a good friend.

Originally published as the [October 2011 LexisNexis LRC Monthly Column](#)

Follow Up to 2012 FEDLINK Expo

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

FEDLINK hosted the first FEDLINK Expo on May 14th -15th. The Expo sessions focused on federal information community trends identified by FEDLINK as imperatives for librarians to be aware of as they chart their future paths. The trends FEDLINK identified are:

- Demonstrate returns on investment.
- Establish mission critical programs.
- Integrate mobile devices, "apps" and dashboards into workflows
- Expand roles as analyst, educator and consultant.
- Cultivate use of the Semantic Web, cloud computing and Web 3.0.
- Customize and personalize information to meet the needs of users.
- Collaborate via knowledge transfer and information sharing.

Speakers included:

- Roderick Atkinson, Congressional Research Service
- Mary Alice Baish, Superintendent of Documents
- Stacy Bruss, National Institute Standards and Technology
- Elliot E. Maxwell, author and advisor to Department of Health and Human Services
- Karen Pica, Office of Management and Budget
- Mary Oey, Library of Congress Preservation Directorate
- Roberta I. Shaffer, Associate Librarian of Congress
- Barbara Silcox, National Institute of Standards and Technology
- Peter R. Young, Library of Congress

Vendor demonstrations, exhibits, and a poster session were also integrated into the two day expo.

Here's the announcement for the FEDLINK Expo:

http://www.loc.gov/flicc/meeting_announcements/2012/springexpoma.pdf.

Here are my tweets from the 2012 FEDLINK Expo sessions:

- Attending 2012 Fedlink Spring Exposition - Brave New World - at Library of Congress. [#fedlink12](#)
- Integrate mobile devices, apps; cultivate knowledge of semantic web, cloud computing, web 3.0 - 2 key trends for fed libs. Dessy [#fedlink12](#)
- Horizing - looking at what might have an impact & when they will intersect with your horizon so you can plan for them. Shaffer [#fedlink12](#)
- The world is challenged with two frightening trends: illiteracy and aliteracy. Shaffer [#fedlink12](#)
- Congratulations to 2011 Federal Librarian of the Year, MaryLynn Francisco. National Geospatial-Intelligence Agency [#fedlink12](#)
- Congratulations to 2011 Federal Library Technician of Year, Leanna Bush, US Army Medical Research Institute of Chemical Defense [#fedlink12](#)

- Congratulations to the 2011 FEDLINK Small Library of the Year, Eglin Air Force Base Library. [#fedlink12](#)
- Congratulations to the 2011 FEDLINK Large Library of the Year, Woodworth Consolidated Library, Fort Gordon, GA. [#fedlink12](#)
- GPO Mission: To produce, protect, preserve, and distribute docs of our democracy. Baish [#fedlink12](#)
- FDLP Mission: To provide for no-free ready and permanent public access to fed gov info now and for future gens. Baish [#fedlink12](#)
- Fed Depository Libs: Added libraries of independent agencies to FDLP in 1962, highest appellate courts of states in 1972. Baish [#fedlink12](#)
- GPO-fed lib opps include sharing metadata records, digitization of historical pubs, born digital content. Baish [#fedlink12](#)
- FDLP Forecast Study Project: <http://www.fdlp.gov/project-information> Baish [#fedlink12](#)
- GPO web harvesting pilot project - moving to harvest whole site For info on OMB's Office of Federal Procurement Policy visit: <http://www.whitehouse.com/omb> [#fedlink12](#)
- New fed librarians - Check out NewFeds website: <http://newfedsinfo.wordpress.com> [#fedlink12](#)
- Conservation and digitization projects for archival materials not just about preservation but also expanded access. Miller [#fedlink12](#)
- FEDLINK business plan pillars: identified trends driving programs, benchmarking and smartgoaling, strategic sourcing. [#fedlink12](#)
- NIST did number of e-book pilots before full-scale program in 2010 to get clear picture of user requirements & preferences. Bruss [#fedlink12](#)
- A good way to start e-book program is with providers with similar interface, licensing, access model to your e-journals. Bruss [#fedlink12](#)
- Many managers want to compare circulation of e-books with hard-copy books but this is an apples & oranges scenario. Bruss [#fedlink12](#)
- Remember, compared to e-readers, iPads and tablets will require additional IT security. Bruss [#fedlink12](#)
- E-reader petting zoo creates a dynamic hands-on learning experience to the e-book/e-reader session this afternoon. Bruss [#fedlink12](#)
- 20+ Terabytes of tweets in LC Twitter Archive for 2006-2010. Young [#fedlink12](#)
- Delete processing a condition of gift agreement for LC Twitter Archive – continuously redacted archive. Young [#fedlink12](#)
- The future big data role for fed libraries? Big data sets with analytical tools. Young [@fedlink12](#)
- Data/geospatial analysis can: Conveys complex leg issues simply, reveals impacts otherwise concealed, geographic focus. Atkinson [#fedlink12](#)
- Mentioned during big data session at [#fedlink12](#) - Carly Strasser's DCXL blog <http://dcxl.cdlib.org/> - Data Curation for Excel (DCXL) project.
- Librarians have an opportunity to step up and take a role in the world of data, data analysis, and data curation. Dessy [#fedlink12](#)

Originally posted by Marie Kaddell on the *Government Info Pro* on May 15, 2012 | [Permalink](#)

Follow Up to the 2012 Federal Law Librarians' Conference

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The Justice Department Library, in conjunction with the Law Library of Congress, hosted the Federal Law Librarians' Conference on May 9th -11th. The conference provided both training and professional development opportunities for federal library professionals and included opportunities to hear from, and speak to, law librarians and library staff members from federal executive, legislative and judiciary libraries. Speakers included: Roberta Shaffer (Associate Librarian for Library Services, Library of Congress), David Ferreiro (Archivist of the United States, U.S. National Archives and Records Administration), and Edwin S. Kneedler (Deputy Solicitor General, U.S. Department of Justice).

You can find some of the PowerPoints from the conference on the conference website at <http://www.justice.gov/jmd/ls/conf2012/index.htm>.

Here are my tweets from the 2012 Federal Law Librarians' Conference:

- New Pew study says 21 percent of US public read an electronic book last year. Ferreiro [#fllc12](#)
- You can't have open government without good records. Ferreiro [#fllc12](#)
- Good piece of advice for searching the web: caveat lector! Let the reader beware. [#fllc12](#)
- Looking for everything about Mr./Ms. X? Check out <http://www.governmentinfopro.PublicRecordsGuide.pdf> . McMahan [#fllc12](#)
- Check out NARA's Citizen Archivist Dashboard - <http://www.archives.com/citizen-archivist> jones [#fllc12](#)
- Reference at 140 characters or less? Sometimes it can work. Weber. [#fllc12](#)
- Yammer has been used at Smithsonian to increase info flow and transparency, crowdsourcing, cultivating innovation. Erixon-Stanford [#fllc12](#)
- The USCS differs from official USC and the USCA by being very attentive to preserving the original language of a statute. McKinney [#fllc12](#)
- We lose 4 – 6% integrity when we migrate data. How do we make sure that 4 – 6% is not the important part? Shaffer [#fllc12](#)
- Strategic Vision. What can you do in 90 days, 900 days, 9000 days? What do you want to leave for the next gen? Shaffer [#fllc12](#)
- 40 years ago we received about 500 messages a day – now it's can be up to 8000 a day. Lofton [#fllc12](#)
- Out of the up to 8000 messages a day we receive only about 200 a day stick. Lofton [#fllc12](#)
- Leadership styles: captain, coach, collaborator, conceiver. [#fllc12](#)
- 3 Cs of communication: be clear, speak concisely, have conviction about what you're saying. Lofton [#fllc12](#)
- A strategic goals for Law Lib of Congress is to acquire, preserve, & provide access to universal collection of legal knowledge. Mao [#fllc12](#)
- LC collection includes 2.8M volumes, 60% foreign, primary legal materials from > 240 jurisdictions, over 60,000 rare materials. Mao [#fllc12](#)

- LC Law foreign law specialists have written 150+ posts for In Custodia Legis re global law topics since blog started. Buchanan [#fllc12](#)
- Interested in legal news and developments worldwide? Check out LC Law's Global Legal Monitor - http://www.loc.gov/lawweb/servlet/lloc_news?home Buchanan [#fllc12](#)
- Great insights re researching African law & researching customary law by LC Law foreign law specialist, H. Goitom, at [#fllc12](#)
- Interested in LC Law's new Congressional Record app? Take a look at this intro to it: <http://on.fb.me/CRIiPadApp> [#fllc12](#)
- Interested in digital Preservation? Learn more about LC's National Digital Stewardship Alliance - <http://www.digitalpreservation.gov/ndsa/> Lazorchak [#fllc12](#)
- Interested in Linked Data at LC Law? Check out this In Custodia Legis post: <http://blogs.loc.gov/law/2012/03/a-law-classification-scheme-as-linked-data/> Gheen [#fllc12](#)
- The legislative library of Liberia was decimated during the war. Even the bookshelves were taken. Bryant [#fllc12](#)
- Edwin Kneeder, Deputy Solicitor General, speaking this a.m. as keynote at [#fllc12](#). Great to hear how highly he values the DOJ librarians.
- [#fllc12](#) ends with fascinating program by FBI Historian, John Fox, on the 8 Nazi Saboteurs case.

Originally posted by Marie Kaddell on the *Government Info Pro* on May 11, 2012 | [Permalink](#)

2012 ALA Conference Tweets from Marie Kaddell, Senior Information Professional Consultant, LexisNexis ([@libraryfocus](#))

Couldn't be at ALA this year in Anaheim? Looking for a recap? Here are my ALA 2012 conference tweets.

- LexisNexis at ALA 2012 in Anaheim, CA - Here's all the info: <http://ow.ly/bImJF> #ala12
- RT [@govzine](#): The 10 best federal mobile apps <http://bit.ly/LMAcmf>
- Looking forward to [@newfedsinfo](#) reception tonight at #ALA12 in Anaheim. More info here: <http://ow.ly/bLB9v>
- Read Friday's Cognotes issue at <http://bit.ly/PJ7pxI> #ala12 #cognotes @amlibraries retweeted by [Marie Kaddell](#)
- Pew: Patrons Still Don't Know Libraries Have Ebooks | ALA Annual 2012 <http://ow.ly/bLkBO> #ala12 @LibraryJournal retweeted by [Marie Kaddell](#)
- Learn about student practicums at federal agencies-Careers in Federal Libraries #CIFL12 in ALA Placement Ctr Sun 6/24 from noon to 3 #ala12 @FederalLibrary retweeted by [Marie Kaddell](#)
- Robert Newlen #ala12 now speaking on Social Media at the Law Library of Congress.
- Find the Law Library of Congress on In Custodia Legis Blog, Facebook twitter, YouTube, and iTunes. Newlen #ala12
- LC Law recently launched a Congressional Record iPad app. <http://ow.ly/bMqIK> Newlen #ala12
- LC Law has over 375 RSS/Email Alerts - <http://www.loc.gov/law/news/rss.php> ... Newlen #ala12
- LC Law Global Legal Monitor provides news on legal developments from around the world - <http://ow.ly/bMqxK> Newlen #ala12
- Kathleen Hanselmann #ala12 talks about RAF Lakenhealth Library's Facebook page experience - <http://ow.ly/bMqTN>
- Mae Jemison Science Reading Room partnership between University of Pretoria & US Embassy. Kerchoff #ala12 <http://ow.ly/bMrmE>
- American Corners & Reading Rooms in South Africa - http://southafrica.usembassy.gov/irc_corners.html ... Kerchoff #ala12
- US Embassy Library staff provides content to embassy social networking sites like <http://www.facebook.com/USinSouthAfrica> Kerchoff #ala12
- Library 2.0 Worldwide Virtual Conference coming up 10/3-10/5 - <http://ow.ly/bMWz9> - #ala12
- Hirsch Be adventurous in finding your next job. Don't be afraid to act like a new grad. Get informational interviews. #ala12
- Hirsch LIS skills are good currency in this world—but only for those with flexibility & insight to exploit the opportunities. Abram #ala12
- Hirsch Managing your career - recreate yourself, be adventuresome, what we do is not age dependent. Dessy #ala12
- Procurement is another area for librarians to consider. It's hard to find people who know how to buy information. Dessy #ala12
- Outstanding panel at Managing Your Career in Federal Libraries & Info Centers sharing professional pathways - <http://ow.ly/i/IGJs> #ala12

- You can find contacts everywhere and that's the rolodex you need to hold on to. Huffine [#ala12](#) Had a great time speaking at the 2012 ALA! My love for librarians is eternal! [#batgirl](#) [#ala12](#) @chriscolfer retweeted by [Marie Kaddell](#)
- Think about what your value is now and the skills you have that can help you move into emerging career paths. Huffine [#ala12](#)
- Thanks for the retweet [@THOMASdotgov](#).
- Thanks for the retweets [@LawLibCongress](#).
- Never stop training, never stop learning. Sherman [#ala12](#)
- A library is like an iceberg - most of our stuff isn't seen. Not a good thing! [#ala12](#) [#mobiletech12](#) @davidleeking retweeted by [Marie Kaddell](#)
- RT [@tcwhq](#): [#ALA12](#) [#litatt](#) Stephen Abram, emotional transactions, not numbers. [#ALA12](#) @mutabilis retweeted by [Marie Kaddell](#)
- Our [@kzickuhr](#) is talking digital differences among various demographic groups at [#ala12](#) - check out her slides here: <http://pewrsr.ch/MjSdYW> @pewinternet retweeted by [Marie Kaddell](#)
- The [#ala12](#) Exhibit Hall didn't disappoint this year - big, busy, full of interesting things & long lines for signings. pic.twitter.com/GIPtwKGV



- Great FAFLRT panel at [#ala12](#) on managing your career in federal libraries & info centers. [#govlib](#) pic.twitter.com/HC1YQLiA



- Thanks for the retweets [@needalibraryjob](#) Sweet! All [#ala12](#) sessions with handouts <http://bit.ly/Lj27nZ> [#alaleftbehind](#) [#gslisui](#) @DLGLibrarian retweeted by [Marie Kaddell](#)
- Martinez underlines value of listening to others. [#ala12](#)

Originally posted on the *Government Info Pro* by [Marie Kaddell](#)

2012 SLA Conference Tweets from Marie Kaddell, Senior Information Professional Consultant, LexisNexis ([@libraryfocus](#))

Couldn't be at SLA this year in Chicago? Looking for a recap? Here are my SLA 2012 conference tweets.

- At [#slachicago](#) now? Don't forget SLA Illinois Chapter site with info about Chicago for SLA conference attendees - <http://ow.ly/cfu99> [@SLA2012](#)
- The view from the top of the huge line at Shedd Aquarium. Daunting yet beautiful with skyline. pic.twitter.com/INKXCLz3



- Congrats to new SLA Hall of Famer, Sharon Lenius. [#slachicago](#) [#govlib](#) pic.twitter.com/XwGByUnE



- Congrats to Chris Zammarelli, a 2012 SLA Rising Star. [#slachicago](#)
- Congrats to Bruce Rosenstein on your Rose L. Vormelker award. [#slachicago](#)
- Three pillars of enchantment - 1) achieve likability, Kawasaki [#slachicago](#)
- Do you use the Duchenne smile? Crows feet are good. Kawasaki [#slachicago](#)
- Three pillars of enchantment 2) achieve trustworthiness. Trust others first. Kawasaki [#sla2012](#)
- Bake, don't eat. Kawasaki [#slachicago](#)
- Third pillar of enchantment - perfect your product or service. Kawasaki. [#sla2012](#)
- Do something DICEE. Deep. Intelligent. Complete. Empowering. Elegant. Kawasaki [#sla2012](#)
- Marketing 2.0 - Plant many seeds. Kawasaki. [#slachicago](#)
- Use salient points. Calories v miles. Dollars v months of food. Gigs v number of songs. Kawasaki [#slachicago](#) Use a dataset to change a mindset. Kawasaki. [#slachicago](#)
- Learn about social media, word of mouth marketing & mentoring from Justin Bieber's Never Say Never. Kawasaki [#slachicago](#)
- Invoke reciprocation. Enable others to pay you back. You are doing them a favor. Kawasaki. [#slachicago](#)
- When speaking, sell your dream. Kawasaki. [#slachicago](#)
- To be successful with social media provide valuable info and insights. Kawasaki. [#slachicago](#)
- How to enchant your boss: drop everything else. [#slachicago](#) @miss_eli retweeted by [Marie Kaddell](#)
- Chris Zammarelli, new SLA fellow, now talking about teaching culture of research to those without background in research. [#slachicago](#)
- Don't miss KM Div: Metrics / Performance / ROI Panel - KM Cafe – Sponsored by LexisNexis. 12:00-1:30pm @ Conv Ctr E271B [#slachicago](#)
- Learn your culture become part of your culture. Become multi-cultural. Kneale. [#slachicago](#)

- Handout for "make the most of a difficult situation" <http://ow.ly/1Oi0a6> #slachicago @jill_hw retweeted by [Marie Kaddell](#)
- 60 sites/60 minutes. Check out <http://www.skillshare.com/> . Learn something. Teach something. #slachicago
- 60 sites/60 minutes. Sharing knowledge can be visual. Check out Twisted Sifter - <http://twistedsifter.com/> . #slachicago
- Jim O'Shea tip for news biz startups: don't ally with existing media--they will stifle innovation. #slachicago @garvinfo retweeted by [Marie Kaddell](#)
- 60 sites/60 minutes. Need to know how to get there? Check out <http://www.rome2rio.com/> . #slachicago
- Guy Kawasaki's Top 10 Tips for Enchanting Your Stakeholders - <http://dc.sla.org/2012/07/16/guy-kawasakis-top-10-tips-for-enchanting-your-stakeholders/> ... #slachicago
- 60 sites/60 minutes. Connect your social feeds to <http://www.sharetivity.com/> and search Google & your social feeds at same time. #slachicago
- 60 sites/60 minutes. Work/Life balance, anyone? Check out <https://www.mindbloom.com/> . Grow the life you want. #slachicago
- 60 sites/60 minutes. Check out <http://penzu.com/> -private journaling with functionality of robust blogging platform. #slachicago
- 60 sites/60 minutes. Wondering how to do something? Here you go - <http://www.wonderhowto.com/> #slachicago
- 60 sites/60 minutes. <http://www.faveous.com> - brings all of your favorites from your social sites together. #slachicago
- Don't miss DGI/CI Div: Patent Research 101 @ Conv Ctr, E353A. 4-5:30pm.w/ Chris Vestal, LexisNexis & Kristin Whitman, Landon IP. #slachicago
- Chris Vestal, LexisNexis, & Kristen Whitman, Landon IP, about to speak at DGI/CI Patent Researching 101. Rm E353A #slachicago
- 2 types of prior art. Patent literature & non-patent literature. NPL can even be something like comic book. Vestal #slachicago
- Free report I mentioned at #SLAChicago on how #nonprofits use social media, GREAT info: <http://bit.ly/LbWokv> @SLANewEngland @SLASocSci @KnowldgeLinking retweeted by [Marie Kaddell](#)
- @ChicagoIndexer 's #1 rule of indexing: "There are no rules, there are only contexts." #slataxo #slachicago @hl_edwards retweeted by [Marie Kaddell](#)
- James King now speaking at KM Division's ROI Panel sponsored by LexisNexis in RM E271B. #slachicago
- Library as place becoming irrelevant in special libraries. King notes <http://www.ivsl.org/> -model for libraries in 7 countries.#slachicago
- Competitive intelligence isn't the sole property of library but a tool to bridge gaps. Don't limit yourself to where you sit. #SLAChicago @librarianamy retweeted by [Marie Kaddell](#)
- We need to think about being "intrapenuers" - get out there and invest in ourselves - Deborah Hunt #SLAChicago @ultimatelibrarn retweeted by [Marie Kaddell](#)
- We need to shout out what we are capable of doing because no one's going to guess it #slachicago @JN_Wiley retweeted by [Marie Kaddell](#)

- Patent 101 -NPL open source resources include: YouTube, Google, Flickr, Waybackmachine, Scirus. Vestal [#slachicago](#)
- "If we say we're too busy, we might close ourselves off to opportunities." [#slachicago](#) @cherylkathleen retweeted by [Marie Kaddell](#)
- You cannot please em all. Cannot win em all. Take pride in your work. Enjoy what you do. Give em your all. That is success! [#SLAChicago](#) @iBraryGuy retweeted by [Marie Kaddell](#)
- "You have a brand, whether you are cultivating it or not." [@debhunt6](#) [#slataxo](#) [#slachicago](#) @hl_edwards retweeted by [Marie Kaddell](#)
- Please come by and LIKE the new LexisNexis for Government page on Facebook -<http://Facebook.com/lexisnexusforgovernment> [#slachicago](#)
- [@SLADGI](#) Patent Research 101 available via Slideshare <http://bit.ly/MIRbYa> [#slachicago](#) @klyall retweeted by [Marie Kaddell](#)
- Reference interview now the client information needs assessment. Gets you the real story. [@mebs](#) [#slachicago](#)
- Are you asking this question - How could I make this more useful for you? [@mebs](#) [#slachicago](#)
- It's our job to raise info DISsatisfaction. Create FUD (fear, uncertainty, & doubt). Implement dare to compare approach. [@mebs](#) [#slachicago](#)
- I don't know if you can do this but... is a golden statement from a client. [@mebs](#) [#slachicago](#)
- Maintain a field report – what I found on my way to the answer can lead to more details. [@mebs](#) [#slachicago](#)
- Start noticing what's not there and surface that to your clients. Highlight interesting stuff. Make info more obvious. [@mebs](#) [#slachicago](#)
- Make it customized plug & play. Does client group use a slide template? A SharePoint workspace? [@mebs](#) [#slachicago](#)
- Design it for your client. Do they like a dossier sort of report? What format indicates value for them? [@mebs](#) [#slachicago](#)
- Take a mass of data and make it more absorbable. How is it easiest to take the info in? [@mebs](#) [#slachicago](#)
- Anticipate follow up questions. Take the responsibility for thinking of next things that your client will need. [@mebs](#) [#slachicago](#)
- Use word clouds (visualize word frequencies, buzz words) <http://Wordle.net>, <http://WordItOut.com>, <http://Tagxedo.com>. [@mebs](#) [#slachicago](#)
- Think about how you can turn your deliverables into stories. [@mebs](#) [#slachicago](#)
- It's our job to tell your customers what's interesting (relevant). Make observations. Offer analysis. [@mebs](#) [#slachicago](#)
- Intro your research. Draw a picture and explain. Pull out the noteworthy. Summarize it. [@mebs](#) [#slachicago](#)
- Analyze your search results. What does your query show you? [@mebs](#) [#slachicago](#)
- Mary Ellen Bates slides will be at <http://Batesinfo.com/extras>. Also check out: <http://MEBaddsValue.com> [@mebs](#) [#slachicago](#)
- Don't miss Hot Topic Session: Aligning Resources for Maximum Insight (Speaker: Bobby Schrott, LexisNexis) 10AM Room E 265 [#slachicago](#)
- Kee Malesky, NPR, joins Bobby Schrott, LexisNexis, Hot Topic Session: Resources for Maximum Insight Starting now in RM E 265 [#slachicago](#)

- Don't miss Joint Government Info, Solo, and Transportation Divisions Reception tonight @ 312 Chicago Starts 8PM. [#slachicago](#)
- [@mebs](#) outstanding presentation this morning. It take a lot to make me want to hit an 8 AM session but you did it! [#slachicago](#)
- Establishing credibility is ongoing. Librarians have to consistently sell themselves. Building trust is key. Malesky and Schrott [#slachicago](#)
- It's not just how many questions you answer but who you answer them for. Malesky [#slachicago](#)
- Question: Does your best support come from grassroot and ground up or senior management? Malesky believes it has to be both. [#slachicago](#)
- One of the first hires at NPR was a researcher - to not just answer questions but to come up with story ideas [#slachicago](#) @jcwlib retweeted by [Marie Kaddell](#)
- Jones: "Get to 1st base & then rely on others on your team to get you home. This is just as valid as a home run." [#slachicago](#) @nstimson retweeted by [Marie Kaddell](#)
- NPR Librarian, Kee Malesky's new book - Learn Something New Every Day: 365 Facts to Fulfill Your Life - coming out this fall....
- Portfolio Management in the library. Treat your library services as a portfolio. Schrott [#slachicago](#)
- Be agile! 2PM RM W266 - DGI Bus Mtg & Career Agility Panel (Leia Dickerson, GAO; Richard Huffine, USGS; Tanya Whippie, HUD) [#slachicago](#)
- As librarians we know how to learn what we don't know. Great advantage in workplace. Huffine [#slachicago](#)
- Read about what you want to do to talk about what you want to do. Don't downplay skills. Huffine [#slachicago](#)
- Career agility is really about what you know you want to give. Huffine [#slachicago](#)
- Managing perceptions is an important part of career agility. Huffine. [#slachicago](#)
- Know how to recognize and to seize opportunities! (paraphrasing Richard Huffine) [#slachicago](#) @cmz1018 retweeted by [Marie Kaddell](#)
- Important aspects of being professionally agile - be open to change & feed your creativity. Dickerson [#slachicago](#)
- Being agile means figuring things out on the fly and being comfortable with that. Whippie [#slachicago](#)
- Like a dancer an agile librarian needs to stretch every day. Whippie [#slachicago](#)
- Everyone can appear to be more agile than they really are by building a broad network that they can tap into. Whippie. [#slachicago](#)
- Head over to the Joint Government Info, Solo, and Transportation Divisions Reception tonight @ 312 Chicago Starts 8PM. [#slachicago](#)
- Veterans' History Project: oral histories & original docs: correspondence, photos & art, diaries, journals & memoirs. Patrick [#slachicago](#)
- Current collections stats for Vets History Project: 81,862 collections, 11,446 digitized. Patrick [#slachicago](#)
- [#slataxo @frangle](#): We are at the beginning of a digital journey, sailing out on the digital seas. [#SLAChicago](#) @conniecrosby retweeted by [Marie Kaddell](#)

- Check out the Veterans History Project - <http://www.loc.gov/vets/> [#slachicago](#)
- How to participate in the Veterans History Project - <http://www.loc.gov/vets/kit.html> [#slachicago](#)
- VL_Carlson: as open gov data movement grows, there is a defunding of high quality federal statistical series-e.g, [#ACS](#), CFFR [#slachicago](#) @garvinfo retweeted by [Marie Kaddell](#)
- 46% of US adults own smartphone. 29% own tablets/e-reader. 10% global internet traffic is mobile use. (2012 Pew Internet Study) [#slachicago](#)
- Assessing apps: content availability, easy of sharing/saving content, functionality/navigation, user interactivity. Peters [#slachicago](#)
- Check out St. Louis Fed's FRED (economic data) - <http://research.stlouisfed.org/fred2/> [#slachicago](#)
- St. Louis Fed's pubs via app: Review, Regional Economist, Economic Synopses, Page One Economics, Inside the Vault. Stierholz [#slachicago](#)
- Need to provide info in the many ways that people use data (different audiences = different tools). Stierholz [#slachicago](#)
- [#slachicago](#) @davidriecks Metadata is info about a thing, apart from the thing itself. @debhunt6 retweeted by [Marie Kaddell](#)
- To get in the mix with apps in your org, offer suggestions re apps to IT to raise presence of library as stakeholder. Stierholz [#slachicago](#)
- If you are at [#slachicago](#) and need a [#libjobs](#) job then join us at http://www.linkedin.com/groupItem?view=&gid=4112382&type=member&item=73467388&qid=ceed2668-053c-4c3f-a28f-5b92b1c310fa&trk=group_most_popular-mc-rr-ttl&goback=.gmp_4112382... and <http://inalj.com> Naomi @needalibraryjob retweeted by [Marie Kaddell](#)

Originally posted on the *Government Info Pro* by [Marie Kaddell](#)

2012 AALL Conference Tweets from Marie Kaddell, Senior Information Professional Consultant, LexisNexis ([@libraryfocus](#))

Missed AALL in Boston or just looking for some extra conference take-aways? Here are my 2012 AALL conference tweets.

- At [#aall12](#) in Boston? Stop by and visit LexisNexis at Booth 117! Here's all the info about LexisNexis at AALL - <http://ow.ly/cprul>
- Federal Law Librarians Caucus meeting today at 12PM at [#aall12](#) - RM: Sheraton-Clarendon AB. Learn more about the declassification process. Check out the National Declassification Center - [http://www.archives.gov/declassification/ ...](http://www.archives.gov/declassification/) [#aall12](#)
- Interested in declassification of government docs? Check out the National Declassification Center's Blog - <http://blogs.archives.gov/ndc/> [#aall12](#)
- National Declassification Center program at [#aall12](#): 371 million page backlog – growing exponentially.
- Facts and figures do not motivate ppl in the same way. Advocacy through Storytelling at [#aall12](#) @jenelle retweeted by [Marie Kaddell](#)
- Important to keep in mind that NARA does not have declassification authority. Shenberger [#aall12](#)
- Check out the AALL Federal Law Librarians Caucus - <http://www.aallnet.org/caucus/flc/> [#aall12](#)
- Jane Sanchez, GPO, giving great session with Q&A at [#aall12](#)
- Federal Law Librarian Caucus meeting. Hurry over to Finding Your Inner Nancy Drew: Public Records Rsch session with DOJ's Jennifer McMahan & Bridget Gilhool. HCC RM 311 [#aall12](#)
- Public Records Resources Online: How to Find Everything There Is to Know About Mr. X/Ms. X. [http://www.governmentinfopro.com/PublicRecordsGuide.pdf ...](http://www.governmentinfopro.com/PublicRecordsGuide.pdf) -McMahan & Gilhool [#aall12](#)
- Public Records searching: Don't forget about genealogy sites like <http://www.deathindexes.com/> & <http://www.findagrave.com/>. McMahan [#aall12](#)
- Public Records searching: For vital records check out: <http://www.vitalchek.com/> & <http://www.vitalrec.com/> (some content \$). Gilhool [#aall12](#)
- Public Records searching: Real property info: try NETR <http://publicrecords.netronline.com>. Gilhool and McMahan [#aall12](#)
- Public Records search: Lexis Duns Market Identifiers, SEC Filings, NetProspex & Exec Directories highlighted. Gilhool & McMahan [#aall12](#)
- Public Records searching: Gov contractor info - Federal Central Contractor Registration [https://www.bpn.gov/ccrsearch/Search.aspx ...](https://www.bpn.gov/ccrsearch/Search.aspx) Gilhool & McMahan [#aall12](#)
- Public Records searching: For non-profits: [http://foundationcenter.org/findfunders/990finder/ ...](http://foundationcenter.org/findfunders/990finder/) Gilhool & McMahan [#aall12](#)
- Public Records searching: Looking for who owns website – Try <http://www.domaintools.com/> Gilhool & McMahan [#aall12](#)

- Public Records searching: May have to go back – WayBack Machine <http://www.archive.org> Gilhool & McMahan #aall12
- Public Records searching: For old newspapers check out <http://www.newspaperarchive.com/> (not free) Gilhool & McMahan #aall12
- Missed Finding Your Inner Nancy Drew: Public Records Resources Online session at #aall12 - Here's info from session - http://www.governmentinfopro.com/federal_info_pro/2012/07/aall-2012-finding-your-inner-nancy-drew-public-records-resources-online.html...
- The @LibraryCongress has a new Aesop's Fables app <http://itunes.apple.com/us/app/aesop-for-children/id538815234?mt=8&ls=1...> #aall12 @atweber retweeted by Marie Kaddell
- How ebooks affect libraries - See pew report <http://libraries.pewinternet.org/2012/06/22/libraries-patrons-and-e-books/...> #aall12 @danielschuman retweeted by Marie Kaddell
- Full house at the iCan! session. One hour of iPad/mobile talk. In 2011 - 15% of attorneys using were tablets... now 33% ! #AALL12 @jenelle retweeted by Marie Kaddell
- Interested in hearing a little more about linked data? Tina will talk about it at #AALL12, Tues, 3:45pm <http://aall12.sched.org/event/da5104f6cbc46628b136c6ae6fb2cc83...> @LawLibCongress retweeted by Marie Kaddell
- Good point. Research guide is not a bibliography. (so not a list of links or call nos.) Need good annotations #aall12 @kimnayer retweeted by Marie Kaddell
- More e-books doesn't mean less workload. #aall12
- From 6/12 survey of 85 law firm librarians, 12% providing e-books, 21% plan purchase in next year, 38% have tested them. Reynolds #aall12
- #aall12 epub format is best starting point for creating ebooks. Free and open. Can use it as a starting point for other formats. @Librynth retweeted by Marie Kaddell
- "technical services" better explained as "information resources management" #aall12 @gebhardtr retweeted by Marie Kaddell
- Interested in customized eBook lending & mgt, LexisNexis & Overdrive? Stop by booth 117. More info: http://www.governmentinfopro.com/federal_info_pro/2012/06/the-lexisnexis-digital-library-.html... #aall12
- Meiser stresses important of being device agnostic so e-book consumers retain ability to make own choices with regard to device. #aall12
- Thanks @needalibraryjob - Glad you like @libraryfocus conference tweets! I believe in sharing conference take-aways.
- The majority of the room just raised their hands when asked if they are using SharePoint in their org in SharePoint session. #aall12
- For all its strengths, SharePoint not perfect. Many SharePoint lovers would happily join an I Hate SharePoint club. Tuvell #aall
- Thanks @AALL2012 for bloggers table in back of some of sessions. Really helps! #aall12 Librarians can tie in to SharePoint admin by supporting taxonomy management (metadata management). Tuvell #aall12

- [@marisabendeich](#) You did a great job of adding value to e-book session via your comments. Library uses a SharePoint discussion board to manage requests for research, materials, or library services. Wells [#aall12](#)
- Loving the SharePoint as a Showcase for Library Resources and Knowledge Repositories session in HCC - RM 312. [#aall12](#)
- Consider using tracking software for SharePoint such as Research Monitor, Ntext or Onelog for SharePoint metrics. Wells [#aall12](#)
- Collaboration & partnership – SharePoint provides another way to get involved. Reynolds [#aall12](#)
- Pop culture changes very quickly. What works as a good pop culture reference in teaching one year may not work the next. [#aall12](#)
- When using pop culture references in teaching, understand the group you are in front of. Can they relate/will they be interested? [#aall12](#)
- Use pop culture refs like film clip to support instructional goal not just for fun or it will damage its value as teaching tool. [#aall12](#) Find and share pop culture clips for instruction via this wiki - <http://ivegotahit.pbworks.com> . [#aall12](#)
- Read Matt <http://blogs.loc.gov/law/2011/02/an-interview-with-matthew-braun/...> and Margaret's interviews <http://blogs.loc.gov/law/2011/07/an-interview-with-margaret-wood/...> from [#ICLblog](#) before their [#AALL12](#) presentation at 10:15. @LawLibCongress retweeted by [Marie Kaddell](#)
- Don't leave [#aall12](#) without visiting LexisNexis at Booth 117! Here's all the info about LexisNexis at AALL - http://www.governmentinfopro.com/federal_info_pro/2012/07/aall-2012-attendees-dont-forget-to-visit-lexisnexis-at-booth-117.html ...
- Come LIKE the new LexisNexis for Government page on Facebook – <http://www.facebook.com/LexisNexisforGovernment...> [#aall12](#) Miss the [#aall12](#) Finding Your Inner Nancy Drew: Public Records Resources Online? Here's info from session - http://www.governmentinfopro.com/federal_info_pro/2012/07/aall-2012-finding-your-inner-nancy-drew-public-records-resources-online.html ...
- Private Social Networks will create Walled Gardens (Intranets) that are different and useful. — [@sabrams](#) [#PLLSummit12](#) [#AALL12](#)
- @glambert retweeted by [Marie Kaddell](#) [@jwburchfield](#): [#aall12](#)
- by 2050 [@richardSusskind](#) the average desktop machine will have more knowledge, processing power than all of humanity. @mdmlibrarian retweeted by [Marie Kaddell](#)
- Interested in embedded librarianship? Check out David Shumaker's blog: <http://www.embeddedlibrarian.com> . [#aall12](#)
- The mission of librarians is to improve society through facilitating knowledge creation in the communities. David Lankes [#aall12](#)
- You want to bake embedded librarianship in to the way your organization operates. Shumaker [#aall12](#)
- Embedded librarians build relationships with particular group, share its goals, provides custom, high-value contributions to group. [#aall12](#)
- Building your presence as embedded librarian: Be persistent. Find a champion. Be self-promoting. Be patient. Young-Jones [#aall12](#)
- Importance of embedded librarianship model: May reduce rent, book, and salary expenses. May centralize non-reference work. Smith [#aall12](#)

- Importance of embedded librarianship model: It can be easy to understand story. May improve organization, library & librarian. Smith [#aall12](#)
- Great Cool Tools cafe session at [#aall12](#) - Here's the handout - [http://cssis.org/sites/cssis.org/files/cool_tools_cafe_2012_handout_0.pdf ...](http://cssis.org/sites/cssis.org/files/cool_tools_cafe_2012_handout_0.pdf...)
- Wish I could be at [#aall12](#) this year! As always the tweets from Marie [@libraryfocus](#) are must follow ones-... <http://fb.me/1VAjb9sCA>
[@needalibraryjob](#) retweeted by [Marie Kaddell](#)

Originally posted on the *Government Info Pro* by [Marie Kaddell](#)

SLA 2011: Government and Military Unconference

By Deborah E. B. Keller, MLIS; Director of Strategic Planning, SLA Knowledge Management Division



Karen Huffman, Deborah Keller, and Marie Kaddell

Isn't that a contradiction—having an unconference within a conference? If you have never attended an unconference yourself, you are probably wondering what an unconference is all about and why the Special Libraries Association, with its Annual Conference drawing thousands of participants each year, would include unconference sessions.

The term “unconference,” was first used in 2004 to describe BloggerCon, a conference that was organized to bring bloggers and blog-users together. This format featured loosely-moderated audience participation sessions rather than keynote speakers or panelists. Conference organizers made sure to invite individuals that they wanted to participate. Other early unconference events

brought people together to talk about their common interests, but had no agenda. It was the concerns and ideas of the participants that determined what the conversations would be about. (<http://en.wikipedia.org/wiki/Unconference>)

The unconference practice has developed considerably in the last several years, and many specific formats and facilitation techniques are now used to create sessions with a range of different characteristics and levels of technological involvement. Unconference sessions have even been added to traditional conference agendas. During the SLA 2011 Annual Conference, five unconference sessions were hosted by a division or pair of divisions. Each session was intended to attract participants with interests related to that division to discuss their common issues. The Division of Government Information and Military Libraries Division partnered on their session since so many library issues are common to both groups.

In order to make an unconference session work within the framework of a larger conference, the structure of the session often need to be modified somewhat. With only 90 minutes from the introduction of the session to the recording of gems from the conversations, this session required some guidelines. We used:

1. Whoever comes... are the right people.
2. Whatever happens... is the only thing that could have. You—the participants—set the agenda.
3. Everyone has a responsibility to learn and contribute.
4. Everyone has an opportunity to participate and contribute. No one controls the conversation.
5. The discussion should be positive and proactive. Have fun. Relax. Make the conversation matter to yourself and to others.

The session was facilitated by Karen Huffman, Librarian and Information Technology Specialist for the National Geographic and Instructor at Catholic University School of Library and Information Science, Marie Kaddell, Senior Information Professional for Government at LexisNexis and Chair of the Division of Government Information, and Deborah Keller, Research Librarian for the Department of Homeland Security. We used a combination of facilitation techniques common to knowledge management (KM)-style unconference and open space technology (OST) models. These are primarily participant-driven sessions that encourage discussion around a theme or purpose determined by those who attend. These techniques both foster communication and engagement among participants. (<http://wiki.sla.org/display/unconf/>)

Fortunately for us, Marie had recently collected contributions for the 2011 Best Practices for Government Libraries (http://www.lexisnexis.com/tsq/gov/Best_Practices/Best_Practices_2011.pdf). Written primarily by government and military librarians, these articles highlight hot issues in the information space of government agencies and the military, raise common concerns, and share strategies for overcoming persistent challenges. We identified eight themes from the articles submitted and juxtaposed them against the overall conference theme, asking, "Are you Future Ready?" Participants were

free to choose one of these themes as the basis for their discussion or to talk about something completely different.

The room had been conveniently arranged with several couches, so the participants pulled these into three conversation groupings. We selected a conversation motivator for each group and asked someone to take notes on the group's discussions. The three facilitators circulated among the groups, dropping into each of the conversations to contribute, raise questions, or just listen.

While each of the groups selected one of the suggested discussion themes, none of the conversations covered much of the same ground. As Marie summarized, it was like attending three different conference sessions simultaneously. At the end of a 45-minute discussion period, each note taker reported the highlights of their group's discussion to the entire room. Marie facilitated the discussion by asking for additional detail, while Karen created a visual representation of the conversation through a mind-map and Deborah recorded key thoughts and lessons for inclusion on a word cloud.



MIND MAP

- How do you let people know that there is a library? Marketing is now a part of our profession. Word of mouth recommendations are important, but you must also actively seek entrance into your market.
- Librarians must be trainers, educators, and discoverers.
- The 24-7 model of a library changes the support (funding, personnel, IT, etc.) that the library needs also. This is an added function! The library still needs to have a “real people” face.
- Constant change—makes us AWESOME, but, it is very trying.
- Are your customers ready for change? Don’t move too fast if they aren’t ready, but be aware that you may need to help them to come along with you.

[The [SLA Division of Government Information](#) and the [SLA Division of Military Libraries Division](#) co-hosted the Monday, June 13, 2011 government and military unconference. The facilitators for the session were Karen Huffman, National Geographic Society; Deborah Keller, Department of Homeland Security; and Marie Kaddell, LexisNexis.]

Originally posted on the *Government Info Pro* on July 19, 2011 | [Permalink](#)

SLA 2011: ROI and Beyond

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The [SLA Division of Government Information](#) was the lead division for the Wednesday, June 15, 2011 program: ROI and Beyond. The speakers were Jennifer Klang, U.S. Department of the Interior Library, and James King, National Institutes of Health Library.

Here are a few takeaways from the program:



Some thoughts on how to increase ROI in your library from Jennifer Klang:

- Offer free training classes and instruction
- Add library tours to new employee orientations
- Publish and share your ideas
- Develop a great website or intranet site
- Offer lectures from experts at your organization (DOI Library offers a very popular Park Ranger Talk series.)
- Review best practices of other libraries
- Attend organization-wide events and all hand meetings



Some thoughts on how to increase ROI in your library from James King:

- Is technology changing our mindset about how we are viewing our libraries and our organizations?
- Our job is not to be static but to deeply know what our people need and how to provide it to them.
- To what degree are we part of the flow of the workplace?
- Web and digital technology means it's no longer about iterative change. Think mind set, work processes.
- Now more than ever, we need to be value-driven and relevant.
- Some users and groups are more important than others even though we might hate to say it.
- When you are delivering more than documents, you are putting your name to a result. It's risky but that makes you the info professional.
- If handhelds are the next device we going to be there. To be relevant we need to be risks.

You can view Jennifer Klang's slides here: [Return on Investment for Libraries and Librarians: Quantifying and Qualifying Value in a Budget-Conscious World.](#)

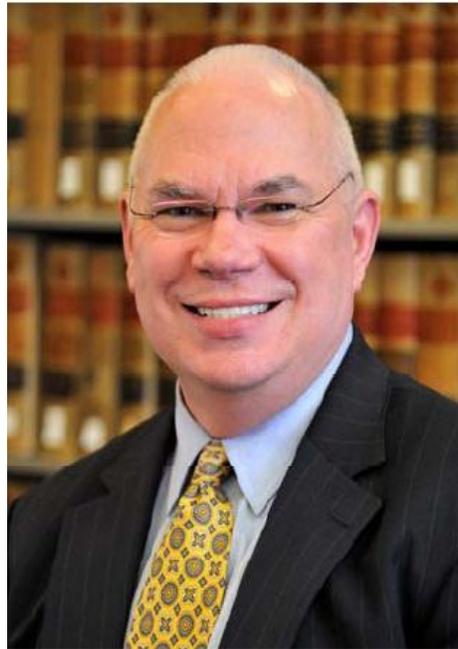
You can view James King's slides here: [The Library's \(Potential\) Role in Creating Research Metrics for Their Organization.](#)

Originally posted by Marie Kaddell on the *Government Info Pro* on June 16, 2011 | [Permalink](#)

SLA 2011: Government Information Professionals Now and into the Future

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The [SLA Division of Government Information](#) had their annual business meeting on Tuesday, June 14, 2011, featuring special guest speaker: Blane Dessy, Federal Library and Information Center Committee.



Here are a few takeaways from the program:

- Government information professionals often find themselves in an invisible role in their agencies, in interagency groups and task forces, in many professional associations, and in the literature. How can government librarians work to change that?
- Think about federal libraries as a larger federal information enterprise.
- Things to consider in government settings:
 - strategic content management and stakeholder engagement
 - strategic knowledge assets -- identification and digitization of internally created content/digital preservation
 - performance measurement
 - increased usage of new technologies including mobile devices and social media
 - social media within the organization (versus outward-facing)
 - less formal interactions/collaborative approaches
 - technological innovations and how they impact user expectation and experience

Here are the slides from the presentation: [Government Information Professionals Now and into the Future](#).

Originally posted by Marie Kaddell on the *Government Info Pro* on June 16, 2011 | [Permalink](#)

SLA 2011: Creating Groupies - Info-Pro Guerrilla Marketing

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The [SLA Division of Government Information](#) was the lead division for the Tuesday, June 15, 2011 spotlight program: Creating Groupies: Info-Pro Guerrilla Marketing. The co-hosting division was the Pharmaceutical and Health Technology Division. The speaker was Mary Ellen Bates, Bates Information Services.



Here are a few takeaways from the program:

- We have to earn our groupies.
- Take the example of the hotel maid. Do you clean the room or are do you create a home away from home for a guest?
- Remember the difference between features and benefits.
- What do you do that is unique and is needed?
- When you describe yourself make sure it includes the why and not just the what and how.
- "We don't make the strategic decisions. We make them better."

- Maintain a value-added mindset, speak their language, develop C-suite champions.
- When working with your end users, turn it to them instead of to you. Not what I do but what I do in the integrative context. Then everyone listens.
- Do, don't say.
- Promote, don't defend.
- See yourself as a brand. Own your brand/public profile. Differentiate yourself. You're building a 3-D profile. Cross-link your online personas.
- "Social media puts your brain in the cloud."
- How to add value to your profile: live-tweet conferences, blog some conference highlights, share your presentations.
- How to create a following on Twitter: Write so that you can be retweeted. Follow interesting people on Twitter and retweet them. Pace yourself. Don't be flat – show dimension. Don't post in the heat of the moment.

Here are the slides from the presentation in PDF: [Creating Groupies: Info-Pro Guerrilla Marketing](#).

Visit Mary Ellen's at [Bates Information Services](#). Read her blog: [Librarian of Fortune](#).

Originally posted by Marie Kaddell on the *Government Info Pro* on June 15, 2011 | [Permalink](#)

SLA 2011: Using Social Media in the Workplace

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The [SLA Division of Government Information](#) was the lead division for the Tuesday, June 14, 2011 SLA "Need to Know" program: Using Social Media in the Workplace. The speaker was Scott Brown, Social Information Group.



Here are a few takeaways from the program:

- Why do libraries/business say they don't use social media?
 - We don't have the time or staff.
 - Social media is blocked in our workplace.
 - Nobody in our workplace thinks we need it.
- What are the real reasons behind lack of adoption of social media in the workplace?
 - Don't get the dynamics or don't see its importance
 - Don't perceive the potential return
 - See it as scary/worry about making an error
 - Concerned about being overwhelmed by social media
- How to address the stated issues with social media adoption:
 - No time or staff – Identify who on your staff has skills and/or passion that can be applied. Pick tools that integrate into what you are currently doing.

- Blocked by our organization – Is it really and if so does that mean forever and ever or just right now? Are other forms of socializing going on such as forums or discussion groups? Keep monitoring the situation – things can change
- Nobody thinks we need it – Says who? Is there anyone who is using it? Who are they? Are there ways you can show the value.
- Are you waiting to be discovered or choosing to be discovered?
- Levels of engagement include: lurking, sharing, reacting, participating, being proactive, real-time.
- The work pilot is your friend. Establish both success and failure plans.
- Use blogs to share your expertise, resources, perspectives. It's not as time sensitive, but it is demanding.
- Use Twitter to share expertise, provide pointers to information of value to you and your work, as an organizational news feed, as a quick value-added information stream. Twitter provides a low barrier to entry. It's quick to set up but it requires constant attention.
- When using social media tools what should you share? Don't just share your own stuff. Share information on resources, services, training, the promotion of others events, content, interesting or fun things.
- Consider a blog or twitter feed as a newsletter.

Here are the slides from Scott Brown's presentation: [Using Social Media in the Workplace](#).

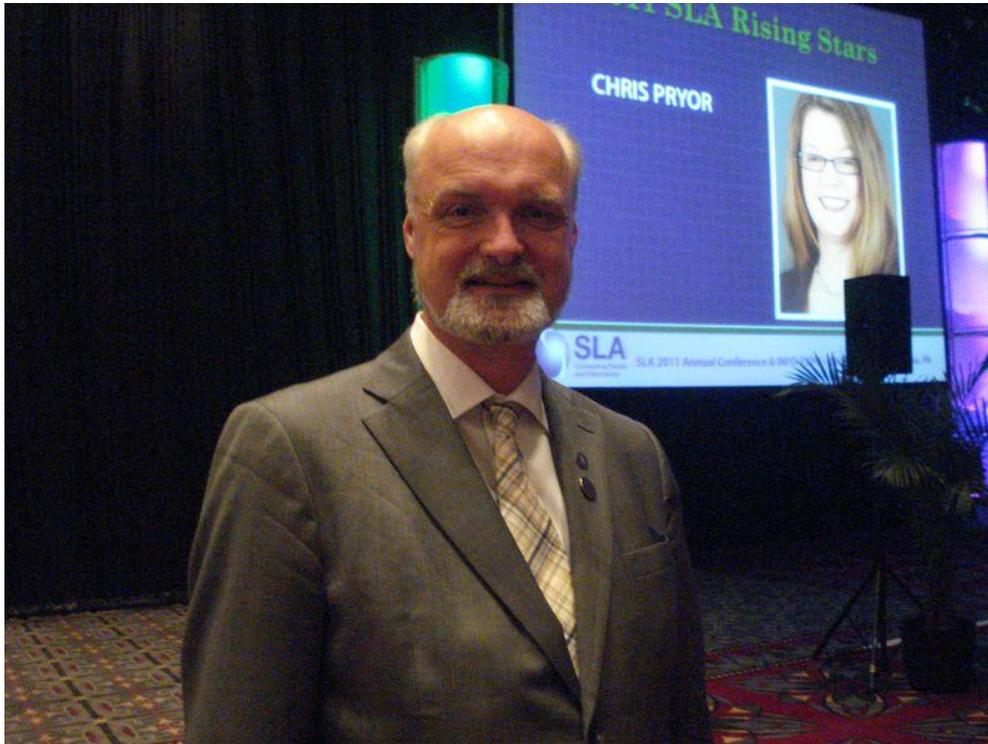
Also check out the slides from his other SLA presentation with Joe Murphy: [60 Apps in 60 Minutes](#). You can find Scott at [The Social Information Group](#).

Originally posted by Marie Kaddell on the *Government Info Pro* on June 14, 2011 | [Permalink](#)

SLA 2011: SPOTLIGHT SESSION – Stephen Abram Looks to the Future: Getting Out In Front of the Curve

By Marie Kaddell, Senior Information Professional Consultant, LexisNexis

The [SLA Division of Government Information](#) was the lead division for the Monday, June 13, 2011 SLA spotlight program: Stephen Abram Looks to the Future: Getting Out In Front of the Curve.



Here are a few takeaways from the program:

- 20th Century versus 21st Century solutions:
 - Inventory and collections vs. content access
 - Buildings vs. bricks & clicks & tricks
 - Search vs. research impact
 - Reading is fundamental vs. information literacy programs
 - Outreach vs. social alignment
- Are your priorities correct?
- What are librarians really for? Learning? Discovery? Research? Cultural and knowledge custody? Community? Progress?
- It's not about books and database. It's about how we make sense of it all.
- If you believe you suddenly have know-how because you suddenly have virtual access to something, you don't understand what librarians do – we make sense of that morass of information.
- What is the role for librarians in the real future (that is not an extension of the past)?

- On books: Why would we reinvent the textbook and embed all the compromises of the 1800s in it? Are you looking at books the wrong way? We are in the article level universe. What about the chapter and paragraph universe?
- What could new books integrate:
 - video and visuals like graphs and charts
 - sound and speech
 - social media
 - Interaction and not just interactivity
- Strategy is a choice. Don't be a victim. Emboldened librarians hold the key. Don't seek permission.

Here are the slides from Stephen Abram's presentation: [Future Ready: Getting Out in Front of the Curve](#). Visit Stephen's blog: [Stephen's Lighthouse](#).

Originally posted by Marie Kaddell on the *Government Info Pro* on June 13, 2011 | [Permalink](#)

SLA Government Information Division



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Government Information Division

About Us

The Government Information Division brings together those interested in the value, organization and management of government information sources with those responsible for the provision and improvement of government library and information services.

It is a forum for the exchange of ideas and information on the value and use of government information and government libraries.

It conceives and carries out projects that assist members in improving services to their constituencies. It looks to promote the professional advancement of its members across the globe, and the interconnections between users and providers of government information and services from governmental entities at all levels of governments.

Events

SLA 2012 Annual Conference
July 14-18, 2012 in Chicago, IL

The Government Information Division is developing an exciting program for the 2013 Annual Conference in San Diego, CA.

To find out more as it happens, visit the DGI website:
<http://govinfo.sla.org>.

Services

Visit the SLA DGI Website:
<http://govinfo.sla.org>

Visit the SLA DGI Blog:
<http://govinfo.sla.org/blog>

Join the SLA DGI listserv:
<http://govinfo.sla.org/join-us/discussion-list/>

Keep current with the SLA DGI News Feed, available through the generous support of LexisNexis:
<http://govinfo.sla.org>

Follow us on Twitter:
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For more information, visit the SLA DGI site:
<http://govinfo.sla.org/>

ALA Federal Armed Forces Library Round Table

FAFLRT Membership fosters communication between Federal and Armed Forces librarians and their stakeholder communities.

FAFLRT provides a supportive network for professional growth and advancement and a focal point for discussion of key information management and technology issues.

FAFLRT recognizes professional excellence and supports the next generation of librarians through several special awards.

Current ALA Members are also encouraged to bring their experience to FAFLRT to help mentor new members.

www.ala.org/FAFLRT

To learn more about the Federal and Armed Forces Libraries Round Table (FAFLRT) or to add FAFLRT to your ALA Membership, visit www.ala.org/FAFLRT. Or call **800-545-2433 ext. 5**.

FAFLRT membership is open to all individual ALA Members interested in issues affecting Federal or Armed Forces libraries

\$30 - Organizational Member
 \$30 - Corporate Member
 \$15 - Regular Member
 \$0 - Student Member
 \$0 - Retired Federal Librarian
 (FAFLRT dues additional to ALA dues).

FAFLRT Services

Share and exchange ideas in an open forum with colleagues by joining the FAFLRT Discussion List:
FAFLRT@ALA.ORG

Receive FAFLRT's quarterly newsletter to find out the latest about FAFLRT activities.



FEDERAL AND ARMED FORCES

A unit of
the American
Library Association

LIBRARIES ROUND TABLE

Membership in The Federal and Armed Forces Libraries Round Table of the American Library Association

Make connections.

Meet new colleagues.

Enhance service delivery to
your community

Be on the Leading Edge of
key issues and opportunities
affecting Federal and
Armed Forces libraries and
information professionals!

FAFLRT is your professional community

FAFLRT promotes library and information service and the library and information profession in the Federal and Armed Forces communities.

We provide an environment for the stimulation of research and development relating to planning, development, and operation of Federal and Armed Forces libraries.

FAFLRT is a supportive network for professional growth and advancement and a focal point for discussion of key information management and technology issues.

www.ala.org/FAFLRT

FAFLRT is your map through the maze of ALA.

As a member of ALA, you have 61,000 colleagues who are eager to meet you, work with you, and get to know you. If only you could find them . . .

Rely on FAFLRT to help you meet others serving the Federal and Armed Forces community and assist you in navigating the complexity of ALA.

Through conference programs, publications, and other aids, FAFLRT helps members take full advantage of all that ALA offers.

Start at www.ala.org/fafprt and take your first step to making membership connections.

Cicely Phippen Marks Scholarship Award helps support the education of a student in an ALA-accredited master's degree program who has an interest in working in Federal libraries. The scholarship is supported by a \$1,500 award from Charles L. Garris, husband of the late Ms. Marks.

FAFLRT Members are recognized in the profession.

FAFLRT Achievement Award recognizes achievement in the promotion of library and information service and the information profession in the Federal and Armed Forces communities.

FAFLRT Distinguished Service Award recognizes outstanding and sustained contributions by a FAFLRT member.

FAFLRT Adelaide del Frate Conference Sponsorship Award supports the attendance at an ALA annual conference of a library school student with demonstrated interest in Federal librarianship.

Start at www.ala.org/fafprt to learn more about the work of FAFLRT.

Experience is not required, it's gained.

**FAFLRT—
Make the connection.**

**For more information, visit the ALA FAFLRT site:
<http://www.ala.org/FAFLRT>**

AALL Federal Law Librarian Caucus

Federal Law Librarians Caucus

To promote collaboration, resource sharing, and best practices among Federal Law Librarians.



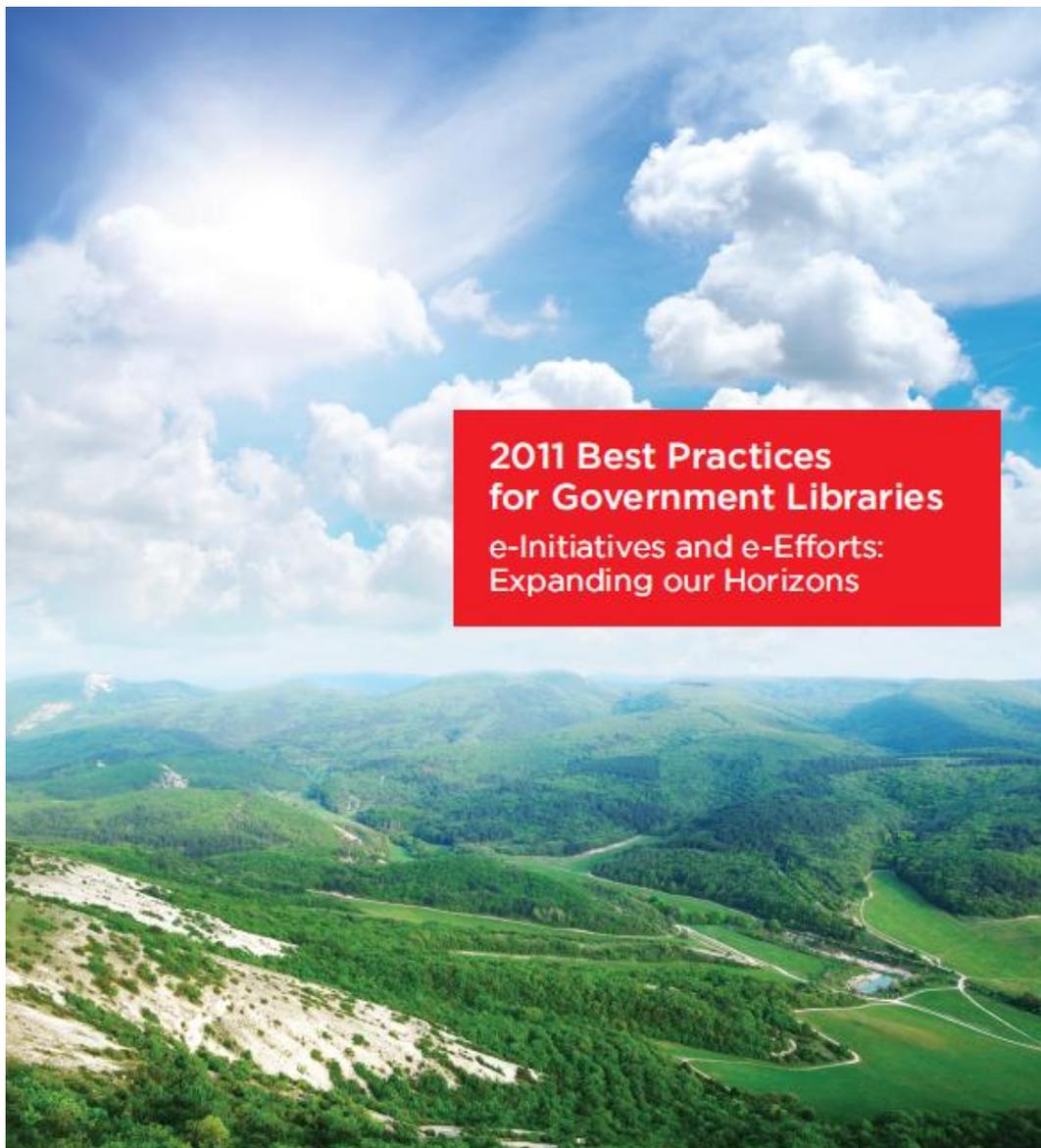
The Caucus was formed as a result of a meeting of federal law librarians at the 2006 AALL Conference. Membership is open to any Federal law librarian. To join the Caucus or its listserv (FedLaw), please contact Jennifer McMahan at:

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To join the AALL Federal Law Librarians Caucus or the FedLaw listserv, [contact Jennifer McMahan.](mailto:jennifer.mcmahan@usdoj.gov)

2011 Best Practices for Government Libraries



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To view the *2011 Best Practices for Government Libraries*, visit http://www.lexisnexis.com/tsg/gov/Best_Practices/Best_Practices_2011.pdf or download it in e-book format from the [LexisNexis e-book site](#).