
Strong Roots, New Branches:
Embracing Core Skills, Building New Ones and Expanding Your Impact in the Organization

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Introducing a New Success Framework for Information Professionals

By Bruce Rosenstein, Author, Create Your Future the Peter Drucker Way: Developing and Applying a Forward-Focused Mindset

Librarians and related information professionals are hyper-aware of the challenges we face for recognition, remuneration and respect. Libraries continue to be closed or downsized. People lose their jobs, and when someone retires, the position often remains unfilled. Yet all professions are undergoing challenges and pressures, including once seemingly safe areas like medicine and the law (which of course has ripple effects for libraries in those specialties).

Many of the talents, skills and attributes that librarians/information professionals possess are prized in the current world of organizations, and some indeed have become trendy and fashionable. We need a new way of thinking about and conceptualizing what we do, how we do it, and who benefits from our work. What follows is a new framework I’ve developed for rethinking and repositioning this work, one that relies less on functional areas and more on benefits, positive results and outcomes.

The following 10 qualities are valued and prized within today’s organizations. Librarians and information professionals tend to exemplify and embody these qualities and abilities. Why should others get the credit? We must embrace, express and “own” them for our future success, and for the success of our organizations. Where do you see your own work within this framework, and how can you turn it into a future advantage?

Serendipity and “aha” moments: Serendipity is becoming a field of study in its own right. When it leads to “aha” moments, the effects can be stunning. All the more reason to consider the role serendipity plays in our own information work, online and otherwise, and how we can guide our clients to “aha” moments for the benefit of our organizations and their missions.

The Power of Questions: More and more leadership books and articles are built around the need for leaders to ask the right questions in order to receive relevant answers. Needless to say, questioning has always been a cornerstone of librarianship. What does this mean for our own leadership journeys?
**Packaging and “selling” relevance:** Many people do not innately understand how to spot and cultivate relevant information. Yet this is woven into the fiber of our being. Can we “sell” relevance in our own particular packaging of online and printed material?

**Curation of data, information and knowledge:** The amount of times you see the word “curate” in a variety of contexts is multiplying daily. Curation is part of what we do as professionals, whether or not it is in our job title or description. And of course “data curator” has become a popular job title. This leads to obvious implications for librarians and archivists who work in museums and related institutions, but is not limited to them.

**Sensemaking Skills:** Sensemaking is usually thought of in relation to the theories of University of Michigan professor Karl Weick. However, it can mean something broader in this context. How do we, as information professionals, help make sense of the world for the people we serve and collaborate with? The world is a confusing place, and part of our task is to make it less so for our clients and colleagues.

**The Power of Introverts and “Quiet”:** While not all librarians are introverts, many fit the description. Fortunately, introversion is hot and becoming more valued each day, especially due to the groundbreaking work of Susan Cain and her book *Quiet: The Power of Introverts*. Jennifer Kahnweiler, author of *Quiet Influence*, discussed librarianship and introverts at the 2014 ALA annual conference. Quiet can mean lots of things in this context, but if we can provide a physical area of quiet in today’s noisy and intrusive world, we are providing something increasingly rare and valuable.

**Servant Leadership/The Power of Service:** Librarianship is built on the foundations of service. And the concept of servant leadership, originally articulated by the late Robert K. Greenleaf 40 years ago and now championed by such popular authors as Ken Blanchard, continues to gain traction. Our style of leadership seems attuned with the times, and perfectly poised for the future.

**Discovery:** We often hear about “discovery tools.” Yet those same tools need information professionals in the background to design them, or make them work as they are intended to do. With or without these tools, how do you help people discover the information they need, whether or not they realize they need it?
**Architecture:** Architects and architecture are trendy subjects. Thus information architects and related specialists should get their due in providing crucial service and insight to their institutions. And information professionals who are not called information architects often provide a similar function. How can you literally build on that success?

**Healing:** This includes but is not limited to medical and health sciences librarians. There is much talk in the information world about “pain points,” and when done well, our work heals and eliminates that pain. Taking away pain by providing the right information at the right time can be profoundly healing.

This framework can even represent a new professional specialty. Our central challenge is how to consider all ten of these areas, and devise optimum ways they work together to create new pathways of thinking and operating. The bottom line is how our work can improve lives and help organizations run more effectively and become better positioned for an uncertain future.

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He is the author of *Create Your Future the Peter Drucker Way* (McGraw-Hill 2013) and *Living in More Than One World: How Peter Drucker's Wisdom Can Inspire and Transform Your Life* (Berrett-Koehler. 2009). He worked for USA TODAY newspaper for 21 years, until late 2008, as a librarian and during the final 12 years, also as a writer about business and management books for the Money section. He also served as the first-ever embedded librarian in the News department.

Since 1996, he has taught the Special Libraries/Information Centers course at The Catholic University of America.
“Thou Shalt... Raise thy visibility, now!”: when mandates made it imperative to provide total public access to faculty work, NPS librarians were ready

By Ann Jacobson, Reference, Instruction & Outreach Librarian, and Irene Berry, Digital Services Librarian, Dudley Knox Library, Naval Postgraduate School (http://www.nps.edu/library)

Summary

All scholars want their work to be visible and to have an impact on their research community. At the Naval Postgraduate School in Monterey, California, faculty and students recently learned that they MUST make their work visible thanks to a new government mandate to provide free and open access to public-releasable federally funded research results.

NPS authors were willing enough, but the mandate to simply make it happen themselves set off alarms for many. Busy faculty don’t relish the extra work of optimizing their visibility to the world on their own.

The library to the rescue. NPS librarians Ann Jacobson (Reference and Outreach) and Irene Berry (Digital Services) began a collaborative outreach campaign to NPS faculty to deliver the message about “visibility”: authors have the power to make their work more findable and visible on the web using free web tools, and their campus library has already created a public access archive featuring their scholarly work that is designed to talk to search engines. Outreach included informational meetings with faculty, held on their turf, with matching web guides for follow-up.

Introduction

In the spring of 2014, the Naval Postgraduate School’s Graduate School of Business & Public Policy (GSBPP) began gathering metrics to support re-accreditation efforts. This task, familiar to many in academia, is necessarily a group effort, and naturally enough, GSBPP consulted with their library liaison Ann Jacobson. After some investigation, Ann suggested beginning with a grass-roots effort to raise visibility by encouraging the GSBPP faculty to “start with Google”...or more precisely, to lay down a foundation for the impact of their scholarly work by setting up Google Scholar author profiles.
These profiles can be used to link to and produce statistics about the impact of NPS-authored scholarly works.

Unlike most proprietary tools that measure connections between and among scholarly works, Google Scholar “sees” across publisher boundaries, right into researcher web sites, .edu domains and, importantly, to scholarly repositories around the world, including discipline-specific collections such as IAMSLIC's Aquatic Commons (http://aquaticcommons.org/), as well as institutional repositories such as MIT’s DSpace@MIT (http://dspace.mit.edu/), and including, of course, NPS’s own institutional archive Calhoun (http://calhoun.nps.edu/). And, being Google, it’s free.

Irene Berry is Calhoun’s project lead. Built on MIT’s DSpace open source software, NPS's repository launched in 2012 to make NPS-created scholarly content visible to search engines like Google Scholar and freely available to the public. It was precisely what NPS faculty now needed.

Raising awareness on campus about the utility of a Google Scholar Profile and the advantages of “getting into Calhoun” seemed like a natural fit after the appearance of the “Holdren memo” (February 2013). This memorandum charged those Federal agencies with over $100 million in annual conduct of research and development expenditures to develop a plan to support increased public access. This was followed by the “Kendall memo” (July 2014), issued by the Under Secretary of Defense, formally mandating public access to the results of Department of Defense-funded research and its supporting data in no uncertain terms. Per the new edict, in order to “enhance scientific inquiry, to accelerate scientific breakthroughs, and innovation, promote entrepreneurship and strengthen economic growth and job creation, entities like NPS now had to ensure public access. And it had to be done at no extra cost to the taxpayer.

Now it seemed “visibility” wasn’t just a good idea, or only about accreditation data calls: it was suddenly imperative for every NPS researcher to provide the broadest possible access to their written works. To get the word out to this faculty group about how the library could help make it happen, Ann and Irene proposed a short presentation for an upcoming GSBPP faculty meeting to address scholar visibility. Other, similar talks would follow.
To prepare, Irene, who conducts outreach to NPS faculty as part of her regular work to promote Calhoun, began shaping one side of the message: how inclusion in the repository can raise the odds of better visibility, and how the library can support faculty to achieve public access for their work.

Meanwhile, Ann reviewed the literature and explored websites that addressed “visibility” for faculty work. She looked at NPS faculty web pages to learn which free web tools a few savvy users were already familiar with -- Google Scholar, ResearchGate, LinkedIn, ResearcherID, and ORCID – then compared them to fully understand where the gaps and opportunities might be for other NPS faculty.

Ann consulted with GSBPP's early-adopters to learn from their insights, and encouraged them to attend the presentation. She guessed rightly that real-world examples from the audience’s own faculty colleagues would click for them, and as it turned out, nothing could have done more for credibility than this simple tactic.

**Enhance Your Research Visibility with Free Web Tools (Ann Jacobson's presentation)**

Ann began with a brief introduction to the advantages of having a Google Scholar profile, and how it works for authors. She also introduced some free web tools for comparison, detailed below.

**Google Scholar Citations.** While doing background research for the presentation, Ann discovered that fewer faculty than she expected already had a Google Scholar profile. So she used existing GSBPP faculty profiles to demonstrate how easy it is to set up a profile and the benefits of citation metrics and automatic hyperlinking of authors in citations appearing in searches.

**Microsoft Academic Search.** A unique aspect of MAS is that profiles are automatically generated before the author does anything – and (for better or worse) anyone can edit a scholar’s profile. Unsurprisingly, it was not difficult to find NPS faculty profiles that were wildly inaccurate, and Ann used this as an illustration of how authors should be aware of their so-called “presence” on the web thanks to these tools. She demonstrated what an author can to ensure, at the minimum, accuracy of the auto-generated bibliographies it produces. In the end, although it made a powerful point, Ann decided not to include MAS again after her first presentation because it appears the MAS
database appears is no longer updated, and is less and less often used as time goes on.

**ResearchGate.** A handful of NPS faculty use it currently to post their work, compile alternative metrics, and identify and communicate with colleagues with similar interests. Also indexed by Google Scholar, ResearchGate requires a fair amount of work to host/post content and metadata and keep up to date – like keeping up a website.

**LinkedIn.** Many faculty had indicated this resource was useful not only as a place to post an online resume but also as an important way to be “visible” - to potential sponsors, organizations seeking consultants, past students, and to carry out other professional social networking activities.

**Researcher ID and ORCID.** Audience members immediately recognized the problem presented by variant author names in publications and acknowledged the need for disambiguation. How to keep similar names separated, and varying names together? Researcher ID and ORCID assign a unique identifier to authors that is intended to follow them throughout their publishing career. Although these tools are still in their infancy, Ann felt it was important to start raising faculty awareness of the challenges readers face when they want to find all of a particular scholar’s research products whether on the free web or in licensed resources.

Ann closed by reiterating that there are a variety of tools that scholars can easily use to increase the visibility of their research, there are easy steps they can take to positively impact their presence on the web, and that in today’s world they should view this as an important and necessary aspect of their work.

During a short Q&A, faculty interest focused on possible copyright issues around posting their work on sites such as ResearchGate. University Librarian, Eleanor Uhlinger, who was on hand, addressed these, and provided a natural tie-in with the next topic of discussion: Calhoun.

**Get Into Calhoun: Visibility, Discoverability and Stability for GSBPP scholarship at NPS (Irene Berry's presentation)**

Calhoun is a rich showcase for NPS scholarship with over 40,000 documents currently included, cataloged and available in full-text. We wanted NPS
faculty to realize some of the advantages of inclusion in this public access resource.

**Increased visibility.** Calhoun is built to be “seen” by search engines such as Google Scholar. Records for documents in Calhoun are designed to be harvested by other scholarly repositories because it is compliant with the Open Archives Initiative Protocol for Metadata Harvesting (OAI/PMH). By definition and information architecture, repositories like Calhoun offer "public access".

**Stability.** Irene explained that Calhoun uses “Handle”-style URLs, so links don’t change. Work published in Calhoun will be accessible now and in the future.

**Useful documentation.** Since metadata in Calhoun can be gathered and analyzed, it provides documentation departments and authors themselves can use, including statistics right down to the item level. Case in point: GSBPP’s accreditation data call. With a central repository, it is possible to identify departmental output and exactly what authors have worked on, advised, and published, then to generate reports from this data.

**NPS authors have support.** The most important message we wanted to convey to faculty was this: the library can (and will) help. Calhoun has been an important NPS initiative, but the library has made it happen. Libraries are by definition good at collecting, cataloging and archiving documents. Services the library provides to NPS authors include locating, digitizing and cataloging NPS work for preservation. We have a set of policies to guide collection, and can negotiate permissions and handle embargoes. Irene encouraged audience members to stay in touch with the library to let us know about their published work. We wanted to make sure our audience understood they don’t have to invent “public access” on their own.

**Copyright and Federal employment.** As noted, one of the most significant issues for faculty was copyright. It was clear that while many understood the history of copyright treatment of U.S. Government works, others were uncertain about whether it was “okay” to include items such as journal articles or conference papers in Calhoun (or on their own sites) after they had been first published or disseminated by the private sector. We explained that while the terms of Title 17 U.S. Code, Section 105 guide our practices, our University Librarian also works closely with vendors to align
the terms of their eResources licenses to accommodate publication in the NPS archive. Eleanor Uhlinger, Dudley Knox University Librarian was present to address more specific questions about copyright and Federal employment, "works produced as part of official duties", rights and co-authorship, embargoes, author/publisher relations, and how the library negotiates licensing terms with specific vendors.

**Supporting materials.** Ann created a [Researcher Visibility LibGuide](#) to provide a place to continue to develop resources on the topic, and in support of her presentation. This guide has proven to be useful when talking with individual faculty about Google Scholar, ORCID, and other tools, and has provided a convenient way to keep the information organized and available for staff as well as interested researchers.

Irene shared the [Copyright LibGuide](#) for clarification about copyright and U.S. Government work, [Calhoun web pages](#) for background about Calhoun, its history, content and policies and the [Data Management LibGuide](#), which outlines the mandates for public access at NPS and other Federally-funded institutions.

**Conclusion**

After the GSBPP presentations, the response was immediate: both Ann and Irene were contacted by faculty wanting to get their publications into Calhoun, to get their Google Scholar profiles set up, and to get general guidance on other tools covered in the presentation, such as ResearchGate, LinkedIn, and their NPS faculty pages.

Based on this success, Ann and Irene subsequently offered similar customized presentations to faculty in the Operations Research Department (Ann’s other liaison area) and beyond. In addition, Irene and Eleanor were invited by the NPS Research Board to address the entire NPS faculty with a series of talks targeted specifically on the topic of the mandates and Data Management.

Outcomes of our efforts so far have included:

- Increased faculty understanding of the value of Calhoun and staying in touch with Digital Services Librarian (Irene)
- Increased faculty understanding of Google Scholar and a newly-increased number of faculty using it
• Increased faculty understanding of ResearchGate, ID services and other tools
• Increased credibility for librarians as emerging “experts” on these free web tools
• Highlighted an opportunity for subject liaisons to reinforce existing faculty relationships and to develop new ones
• LibGuide created to support presentations now useful to discuss topic with individual faculty
• “Starting the conversation” about what does a scholar’s digital presence need to be, the DoD and Federal mandates, how the library can help, etc.

What next?

The presentations have had a direct outcome in the form of higher-level interest in the library’s role in public access. Ann will be looking for opportunities to talk with other faculty groups beyond her own subject liaison areas and will be offering a “brown bag” informal talk to other NPS Library subject liaison colleagues so they can comfortably discuss these topics with their own faculty. With continuing outreach, we hope to generate ongoing interest in the many facets of making NPS research products available and visible. We hope to foster confidence in the library as the “experts” to turn to about access, visibility and a unified response to the new Federal mandates.

At NPS, access to research output has been mandated by policy from above, but on any campus, librarians can initiate the important conversations about visibility, impact and access to scholarly work. By demystifying the use of free tools on the web, librarians can help faculty broaden access to their world.

Resources

NPS Archive: Calhoun: http://library.nps.edu/nps-archive


Data Management at NPS: http://libguides.nps.edu/datamanagement
The "Holdren memo": (White House Office of Science and Technology memorandum: Increasing Access to the Results of Federally Funded Scientific Research, February 22, 2013)
https://www.whitehouse.gov/sites/default/files/microsites/ostp/ostp_public_access_memo_2013.pdf

The "Kendall memo": (Public Access to the Results of Department of Defense-Funded Research, in reference to White House Office of Science and Technology memorandum, above)

Frequently Asked Questions About Copyright: Issues Affecting the U.S. Government
http://www.cendi.gov/publications/04-8copyright.html

APPROVED FOR PUBLIC RELEASE
Geek Squad for Libraries: Custom Information Solutions through the NIH Library Informationist Service

By James King, National Institutes of Health (NIH) Library, Division of Library Services, Office of Research Services, NIH, Bethesda, Maryland, USA

INTRODUCTION & BACKGROUND

This column describes the implementation of a custom information solutions service through the NIH Library’s informationist service.

The National Institutes of Health (NIH), a part of the Department of Health and Human Services (HHS), conducts translational bench-to-bedside healthcare research that paves the way for important medical discoveries that improve health and save lives around the world. NIH carries out this mission through 27 different institutes and centers (IC’s) employing over 18,000 staff, including intramural researchers, clinical staff, extramural grant managers, and administrative staff.

The NIH Library meets the needs of this diverse NIH research community through a range of innovative services, resources and knowledge. Unlike the National Library of Medicine (NLM), which has a national mission to collect, preserve, and disseminate biomedical literature, the NIH Library focuses on supporting the research information needs of clinical and basic science researchers and science administrators who work at NIH conducting translational research or administering the grants program.

As a leader in digital library implementation, in 2001 the NIH Library recognized the growing need for embedding information professionals into the research process, becoming one of the first and largest informationist programs in the country (Grefsheim, Whitmore, Rapp, Rankin, & Robison, 2009). The 15 NIH Informationists are experts in library and information science and also have formal education, training or extensive experience in the biomedical, behavioral, or social sciences. They work in context with research teams within a variety of ICs and HHS agencies, providing a variety of information-related services.

In response to the changing needs at NIH, the NIH Informationist service has been expanded into several non-traditional areas including bioinformatics, data services, bibliometrics and custom information solutions. This column will further explore the development of the custom information solutions service.
CUSTOM INFORMATION SOLUTIONS TEAM

The NIH Informationist service provides the library with deeper insight into the changing needs of our customers than can be obtained by normal survey instruments or focus groups. By blending technology expertise with librarianship, this group offers consulting services to determine the best approach to solve the information and technology problems facing the research group. Since the service often involves expenses that are targeted rather than applying to the entire NIH community, this service has been configured to charge back, depending upon the level of effort. At NIH, a small team of technology-savvy librarians come alongside the requesting informationist when a specific technology solution is needed to solve a research problem. The informationist is expected to be the expert in information tools and advanced searching while the “geek squad” is expected to understand web development, database architecture, and taxonomy development. By combining skills towards the customer’s common purpose, powerful and customized solutions can be created. Here are three examples of how this work has made a positive difference at NIH.

PANDEMIC INFLUENZA DIGITAL ARCHIVE

In response to a growing need for a historical scholarly collection of influenza data, the National Institute of Allergy and Infectious Diseases’ (NIAID) Office of Communications and Government Relations has been collaborating on the creation of the Pandemic Influenza Digital Archive (PIDA). Over the past 30 years of his career, Dr. David Morens has been gathering original publications focused on the epidemiology, etiology, diagnosis, and treatment of all influenza pandemics and epidemics, especially the 1918 Pandemic (King, 2010). This collection currently includes more than 5,000 publications spanning back to 800 AD and in 17 different languages. The NIAID request came to the library to catalog and scan these items, but after consulting with the NIH Library Custom Information Solutions team, the project is now focused on building a virtual collaboration space around the collection using the open source Drupal content management system. Based upon stakeholder interviews, the website and repository will offer visitors the ability to browse through the collection, search from an extensive set of pandemic event-focused metadata fields, visualize the results by timeline or global map, and save selected records into personal libraries for further collaboration. The first phase of the project is expected to be completed with over a thousand records focused on the 1918 Pandemic made available to the public in early 2015, with a final offering in place before the centennial remembrance of the 1918 Pandemic.
INTERNATIONAL ALZHEIMER’S DISEASE RESEARCH PORTFOLIO

A second project originally came to the team as a request to turn a large spreadsheet into a searchable website. The National Institute on Aging (NIA) needed to respond to a congressional mandate to provide better reporting of Alzheimer’s research funding (National Plan, 2012). NIA approached the NIH Library through their informationist for assistance in managing and providing access to this important set of information. Through consultations, the NIH Library persuaded NIA to adopt a portfolio analysis perspective and exposed them to offerings from the major bibliographic tool manufacturers. NIA initially gathered 6,000 funding records and tagged them with a special three-tiered, detailed Alzheimer’s research taxonomy (http://www.nia.nih.gov/research/dn/cadro-outline), which the NIH Library then converted into a searchable website.

The resultant site, called the International Alzheimer’s Disease Research Portfolio (IADRP), was also built using the open source Drupal content management system. The site is available to the public (http://iadrp.nia.nih.gov/) and currently contains over 10,000 grant records from 26 funding organizations, including six international funding organizations. The project quickly grew into a major effort receiving direct attention by the NIA director, launched the NIH Library into a new space of portfolio analysis, and earned the entire team the NIH Director’s Award in 2013. The project is now receiving global attention, being highlighted by the NIH Director and other world leaders during a G8 Summit on dementia (Hodes, 2014) and reported on in national media (Vradenburg, 2013).

The success of this effort also piqued the attention of the Interagency Pain Research Coordinating Committee (IPRCC) at NIH, who wanted the NIH Library to build a similar site focused on Pain Research. A few months later, reusing much of the same Drupal effort, the Interagency Pain Research Portfolio (http://paindatabase.nih.gov/) was born.

DIGITIZATION

Digitization, although not new to libraries, has become a commodity tool that can be used to serve our customers. The NIH Library has consulted with different groups to identify their digitization requirements, and make recommendations on the best path forward, assisted with the contracting and evaluation process, and managed the digitization workflow. Over the past two years, the NIH Library has been able to digitize over 3,000 publications through a joint partnership between the Library of Congress and the Internet Archive called FedScan. FedScan provides non-destructive digitization services to Federal agencies at $0.10 per page image, with a
multitude of output formats (FedScan 2008). All scans are publicly available on the Internet Archive site (archive.org) so this is a great option for agencies wanting to digitize public information.

APPLICATIONS AND ADVOCACY

Libraries have a natural connection to the tools that we provide, especially Thomson Reuters’ Web of Science, Elsevier’s ScienceDirect/Scopus, and NLM’s PubMed. Our customers are becoming increasingly sophisticated in the types of information they need and how they would prefer that it be delivered. The Custom Information Solutions team has been gathering information and expertise on Application Programming Interfaces (APIs) and procedures for bulk data purchases. The major publishers have also recognized that there is a new market for portfolio analysis and machine-readable data deliverables, creating new products and purchasing firms that can build upon the vast wealth of information they sit on.

The Custom Information Solutions team has also become advocates for technology, taking steps to encourage adoption of new technologies at NIH. With Blackberry still holding first place among government employees, the team has held a number of events and conferences over the years to advocate the potential and growth of mobile technologies. Given the dramatic growth and adoption of Drupal, we have hosted classes and three national conferences on the NIH campus focused on Drupal use in government. I can easily see a role for librarians and libraries to serve as champions for technologies that will make a marked improvement in how the agency operates and provides services to itself and to the public.

CONCLUSION

I firmly believe that our future is wrapped up in how well we can use innovation to collaborate with our customers. The technology trends that I tracked over the past decade can be summed up as a shift towards innovative services. The traditional library as a place is becoming irrelevant to discussions about the future; this is already happening. Great service is built upon a clear understanding of our customers’ needs and delivering solutions, in some cases in advance of their asking for them. Increasingly, service will involve the risk of moving from delivery of information to distillation of data and information into answers. In order to remain relevant in the future, we must move from a warehouse mentality to an innovative mentality that enables our customers to do their research faster and better.
REFERENCES


Responding to the Challenges of Recruitment, Retention, and Succession at the Information Services Office of the National Institute of Standards and Technology

By Mary-Deirdre Coraggio, Director, Information Services Office (ISO), and Rosa Liu, Group Leader, Research Library, ISO, National Institute of Standards and Technology, Gaithersburg, MD 20899

Summary: This paper is based on a presentation made at the American Library Association (ALA) Federal and Armed Forces Libraries Round Table in Las Vegas, June 29, 2014. The paper covers National Institute of Standards and Technology’s (NIST) Alternative Personnel Management System (APMS), the Information Services Office’s (ISO) recruitment and retention strategies, and succession planning approach.

Background

The National Institute of Standards and Technology (NIST) was founded in 1901; NIST is a non-regulatory federal agency within the U.S. Department of Commerce. NIST’s mission is, “to promote U.S. innovation and industrial competitiveness by advancing measurement science, standards, and technology in ways that enhance economic security and improve our quality of life.”

The current NIST goals are to:
- Strengthen NIST’s Laboratories and facilities to ensure US leadership in measurement science
- Provide measurements, standards, and technology to address national priorities
- Maximize NIST’s impact through effective collaboration and coordination
- Develop world class operations and support.

NIST’s FY 2014 resources total $850.0 million in direct appropriations, an estimated $47.3 million in service fees, and $107.0 million from other agencies. The agency operates in two locations: Gaithersburg, MD, (headquarters—234-hectare/578-acre campus) and Boulder, CO, (84-hectare/208-acre campus). NIST employs about 3,000 scientists, engineers, technicians, and support and administrative personnel. NIST also hosts about 2,700 associates from academia, industry, and other government agencies, who collaborate with NIST staff and access user facilities. In addition, NIST partners with more than 1,300 manufacturing specialists and
staff at more than 400 Manufacturing Extension Partnership (MEP) service locations around the country.¹

The mission of the Information Services Office (ISO), also referred to as the NIST Research Library, is to support and enhance the research activities of the NIST scientific and technological community through a comprehensive program of knowledge management. Indeed ISO supports the NIST mission in its role of providing leadership for the collection, dissemination, curation, and preservation of NIST scientific publication and data output. ISO has responsibility for the Research Library, Digital Services and Publishing, and the Museum and History Program. ISO has a staff of 29: 16 librarians, seven unique professional positions (administrative officer, business specialist, information specialist, museum curator, program analyst, technical information specialist, and writer/editor) and six support staff (four library technicians, secretary, and an editorial assistant). Additionally, ISO contracts for term librarians for specific projects.

**NIST Alternative Personnel Management System (APMS)**

NIST operates on an Alternative Personnel Management System (APMS) instead of the General Schedule (GS) Grade Plan that is in place in the majority of agencies of the US Federal Government. The major differences between the APMS and the GS systems are shown below:

- Career Path – the APMS uses career paths (two for professionals and two for technicians/support personnel)
- Pay Bands – there are five pay bands versus 15 grades in the GS System
- Pay-for-Performance System – pay increase is awarded by merit as a percentage of salary
- Position Descriptions (PD) – PDs are shorter and use standard language within a career path and payband to describe knowledge, skills, and abilities
- Ratings – all employees are rated per benchmark standards which are preset and are part of the employee’s Performance Plan
- Flexible Salary Setting – hiring supervisor has flexibility to set the salary offer within the pay band
- Supervisory Differential – a salary differential of 6% for supervisors within the Pay Band.
Career Paths and Pay Bands

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<th>CAREER PATHS</th>
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The APMS Career Path structure provides for career growth for Librarians to move to the equivalent of GS 13. It permits broader flexibility in the use of the Technical Information Specialist (1412) as well as the Librarian (1410) and related series. The broader salary range within the Pay Bands permits more flexibility in exercising pay-for-performance. It also provides a career ladder for Library Technicians (1411) with education. (Note: Library Technicians are classified in the ZS Career Path.)

**The Challenges of Recruitment, Retention, and Succession Planning**

The challenges of recruitment, retention, and succession are organizationally specific but certain factors are universal; organizational size, funding, and management support each impacts these areas. However, some factors are critical to meet these challenges. It is imperative that the organization have a strong infrastructure consisting of well thought-out hiring and workforce development processes; decision makers who are in tune with the shifting landscape of staff projects, capabilities, and interests and have a firm strategic grasp of the organization.

**ISO Recruitment Process**

To meet recruitment challenges ISO has instituted a unique process designed to identify key organizational factors that will move the organization forward. Also unique is the emphasis ISO places on obtaining input from all levels of the organization.
Whenever a vacancy occurs, ISO focuses on its vision, mission, goals, and objectives as documented in its Strategic Plan to determine how best to fill the vacancy. Each vacancy is considered an opportunity to bring onboard staff to fill any skill gaps in the organization. A vacancy “belongs” to the organization and is not replaced one-for-one with an identical position description or in the same group.

ISO believes in building on the staff strengths, ISO’s successes, and designing for the future. The three members of the Management Team (MT) (ISO Director, Group Leader for the Research Library, and Group Leader for Digital Services and Publishing) examine the Office’s present and future needs and perform a gap analysis.

Periodically, ISO performs a Skills Assessment Survey. Staff are asked to self-assess their skills in key areas of leadership, emerging technology, information development, communication, and library, digital and publication trends. They assess their level of knowledge and skill, as well as their interests. Staff are also asked to identify workload, workflow, and technical issues and concerns.

The MT balances the gap analysis, the assessment survey, and the staff input to set priorities. All staff may not see their input in the resulting position description but staff have learned that their voice has been heard and their issue will be addressed in some way even if not in a new position.

The type of appointment depends on what the new position requires: grade level, contractor/civil servant, full/part time, and permanent/temporary/term. An agreement has to be achieved at the MT level before the new position is described and posted.

To fill a redefined position and before posting a position on usajobs.gov, ISO looks among its own staff to determine if someone would qualify as an advancement opportunity through reassignment or accretion of duties. If staff who express an interest in the position are not qualified through reassignment or accretion of duties, they are encouraged to apply in the usual method. In that way staff can be considered for promotion or a new path just as outside candidates for the position.

A new position requires a new PD that includes selecting appropriate functional parenthetical titles e.g. Librarian (Physical Sciences), and Specialty Descriptors, and creating Principal Objectives, and Position Specific Key Phrases. The Series Definition, General Duties, and Knowledge Skills and Abilities (KSAs) are predefined by the APMS. This makes job postings more standardized and KSAs are identical for all pay band positions within series and career paths. Position announcement and qualifications for the
position follow standard government procedures. The hiring supervisor creates the Position Description, identifies the required KSAs, and writes the vacancy questions. The recruitment package is submitted to the Office of Human Resources Management (OHRM) for review, finalizing, and posting. Vacancies are posted on USAJobs.

OHRM refers qualified applicants to the hiring supervisor, and then ISO conducts multiple screening/vetting process. The hiring supervisor selects the candidates to interview, frequently after conducting an initial pre-screening interview over the phone. The hiring supervisor, the other Group Leader, a panel of selected staff, and the ISO Director conduct in-person interviews with each applicant the hiring supervisor has pre-screened. The ISO Director assesses the candidate for the following:
- Corporate cultural fit and shared values with current ISO staff and customers
- Candidate’s vision, thinking, and agility
- Awareness of technology trends, new business models, and innovations.

A job offer requires the agreement of the MT and the staff panel. The staff panel plays an important role in the selection process since they need to be able to work well with the candidate. The MT and staff must come to a consensus on the candidate to hire. Experience has proven that this method works very well for ISO. We have brought in staff with excellent skills needed to fill the skill gap, the attitude and outlook to collaborate positively with their colleagues, and the ability to bring new ideas to the organization.

**Retention Incentives**

Once we have hired talented and forward thinking individuals the challenge is to be able to fulfill their hiring expectations and keep them focused on new and emerging organizational directions. However, staff leave positions for a variety of other reasons but the underlying need to feel valued is usually the most important reason for continuing with an employer. Employees want to advance, experience new technology and projects, and benefit financially. Some want to move into management and leadership positions. Even the most loyal, long-term employees perform better when they are acknowledged for contributions.

It’s a challenge to keep the exceptional individuals who have been hired. Retention incentives are an excellent way to infuse satisfaction and excitement into an organization.
- Tuition Assistance – NIST offers several financial programs for staff retention and ISO uses these incentives to retain staff depending on the situation.
  o Support staff towards a BS and MS (Library/Info Science) degrees
  o Support Certificate Programs in new technology or gap areas e.g. Digital Data Curation
  o Support specialty training to fill or enhance a KSA gap
  o Student Loan Reimbursement for graduate education (e.g. MLS)

- Leadership Opportunities – If an employee has a path to promotion without leaving the organization it’s a win-win situation.
  o NIST Leadership Programs – for next generation leaders and networking opportunity
  o Federal Executive Institute – for Senior Executive Service tract
  o Lead ISO Teams – tiger team for problem resolution or goal specific team e.g. Succession Planning Team or Discovery Services Team
  o Participate in NIST-wide team (e.g. NIST Public Access Policy Team, NIST Scientific Data Committee)

- Professional Development
  o Conference Attendance
  o Professional networking opportunities
  o Publishing and presentation support e.g. editorial, graphic arts

- Interesting/Engaging Projects – these may be staff or management initiated
  o Participate in NIST-wide collaborations e.g. Space Planning, Innovation Center, Digital Preservation
  o Participate in Lab Collaboration e.g. Special Lab Projects, Data Curation
  o Create teams to examine new technology, workflows, and business models

- Conduct an Open and Creative Operating Philosophy
  o Encourage and reward risk-taking
  o Create “sandboxes” and opportunities for experimentation
  o Encourage and reward initiative and innovation
  o Support collaboration with colleagues within and outside ISO

- Rewards – this can be monetary or recognition
  o Time Off and Cash-in-Your-Account
  o Department of Commerce Medals
  o NIST, Federal, or other awards
  o Bonuses
- Promotion
  - Accretion of duties – staff who over time have taken on additional duties that are not reflected in the initial PD and a Known Promotion Potential (KPP) exists, an accretion of duties request can be submitted to OHRM to justify promotion to the next pay band
  - New Paths – a Technical Information Specialist (1412) series could apply for a Librarian Series (1410) vacancy after obtaining MLS Degree

Using a combination of retention incentives is an investment in our employees and the organization. The key to knowing the right incentive to offer is in having good communication with each employee so that we have an understanding of what motivates each person.

**Succession Planning**

Succession Planning is often overlooked in staffing plans because one of the biggest challenges is handling the perception of fairness. Sometimes succession planning is not used to avoid perception of pre-selection or favoritism. But properly planned and implemented succession planning can be a powerful staffing and retention tool and is in the best interest of the organization.

A major aspect of the planning is preparing for retirements. Of the 29 ISO staff, 10 are retirement eligible. Many ISO employees stay beyond their retirement eligibility date that may be an indication of job satisfaction due to hiring and retention policies. While eligibility does not indicate a time of departure, the organization must prepare for the potential loss of institutional knowledge when an employee retires. This planning is part of ISO’s approach to succession planning.

In addition, ISO must address normal attrition. ISO MT addresses succession with each new hiring. The MT considers what skills might be lost if there was a retirement or departure. The discussion centers on examination of potential skills and corporate knowledge loss. An attempt is made to cover critical competences by more than one employee but in small organizations with far reaching visions that is a challenge. However, it also adds to employee excitement of working in a best practices organization.

ISO Management is augmenting its current approach to include staff participation in succession planning to supplement Management’s efforts. The MT has established an employee team to create a Leadership Succession Plan that aligns with ISO’s management framework. This includes:
- NIST Baldrige Criteria for Performance Excellence Framework – ISO’s organizational and operating framework (Fig. 1)
- The Knowledge Continuum – provides the overarching philosophy that drives ISO’s products and services (Fig. 2)
- ISO Strategic Plan – long and short term goals, objectives, action plans, and measures.

![organizational_profile]

**Fig. 1.** The Baldrige Criteria for Performance Excellence Framework
The approach is to examine ISO’s best practices and use the team findings to implement a succession plan for ISO staff, developed/created by ISO staff. The objectives of the plan are:
- Address the competencies of leadership: leading change, leading people, business acumen, building coalitions, and driving results
- Address technical competencies
- Determine how to fill key roles
- Determine how to develop a deeper bench of qualified staff in specific areas
- Address retention/commitment and departures
- Identify/develop untapped internal resources
- Identify potential internal candidates and process for self-identification.

The Succession Plan Documentation will include what new/future leaders should know about ISO such as:
- Preserving Institutional/Corporate Memory – useful in decision making
- Rationale for Process Documentation – imperative to understand decision rationale before changing process
- How ISO hiring process works within the federal hiring rules.

The plan must:
- Develop criteria and assessment process
- Determine measures of success
- Outline timeframes for introducing the plan to ISO, implementing the processes, and assessing effectiveness.
A recent conversation with the Succession Team indicated that they are using the action plans of the Strategic Plan as a guideline to identify future needs. They have also interviewed staff and held exit interviews with recent departures. Of particular note is the team’s observations on the benefits of overlaps within ISO’s critical functions; the benefits and curiosity that evolves from participating in a sharing organization; the need to address generational attitudes; the soft skills needed by leaders; and finding ways to map these concerns into a plan.

**Conclusion**

Recruitment, retention, and succession are integral parts of ISO’s workforce management cycle that is driven by the vision, mission, and strategic goals of the organization. To succeed all parts must work together and have the buy-in of all current and incoming staff. A natural assumption might be that the process begins with recruitment but the process is really a continuous loop. Where to concentrate depends on the maturity of the organization’s management and workforce development approaches. Assuring the retention of promising and loyal employees might be strategically the first step. The most important thing is to view recruitment, retention, and succession planning as part of a workforce management system (WMS) as noted in the Baldrige framework.(Fig.1)

ISO’s future depends in part on its ability to stay strategically focused and aligned with NIST goals and priorities; applying the Baldrige framework to improve and sustain organization performance; and using the Knowledge Continuum (Fig.2) to guide the development and delivery of customer-focused products and services. Lastly, ISO will continue to respond to the challenges of recruitment, retention, and succession with innovation, creativity, and the sense of urgency they deserve.

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1 National Institute of Standards and Technology website
Professional Competencies For Collegial Information Sharing Apply To Government Information Professionals, Too!

By Lee Lipscomb, Assistant Librarian, Federal Judicial Center

Government information professionals have been mandated by our profession to seek professional development opportunities for ourselves that benefit colleagues. Professional development is part of what defines librarianship as a profession. Our government employee status conveys our devotion to public service. Public service requires serving the public, which can be done while achieving professional development goals and should in fact be a major component of our career advancement plan.

A profession is a job that requires special education, training, or skill (Mirriam-Webster, 2003). As Information Professionals we obtain the MSLIS for entry into the profession. To remain effective we must persist in acquiring education, training, and skills related to our specific duties and subject area. Our proficiency is measured by the competencies drafted by the professional organizations that govern our profession, such as the American Association of Law Libraries (AALL), American Library Association (ALA), Special Libraries Association (SLA). These competencies provide the template by which we test our expertise. We will survey the various professional association competencies that address the duty of all Government information professionals to info share and the methods for that sharing.

Competencies are measuring tools. The Special Libraries Association categorizes competencies as Core, Personal, or Professional. Each designation is descriptive and significant to the professional development of the government information professional.

Core Competencies anchor the professional and personal competencies. These two core competencies are absolutely essential for the information professional. As educated professionals, information professionals understand the value of developing and sharing their knowledge; this is accomplished through association networks and by conducting and sharing research at conferences, in publications and in collaborative arrangements of all kinds. Information professionals also acknowledge and adhere to the ethics of the profession. The importance of these two cardinal core
competencies cannot be emphasized enough; these are paramount to the value and viability of the profession.

Personal Competencies represent a set of attitudes, skills and values that enable practitioners to work effectively and contribute positively to their organizations, clients and profession. These competencies range from being strong communicators, to demonstrating the value-add of their contributions, to remaining flexible and positive in an ever-changing environment.

Professional Competencies relate to the practitioner’s knowledge of information resources, access, technology and management, and the ability to use this knowledge as a basis for providing the highest quality information services. There are four major competencies, each augmented with specific skills:

A. Managing Information Organizations
B. Managing Information Resources
C. Managing Information Services
D. Applying Information Tools and Technologies
(SLA, 2003, p. 2)

Regardless of their category, these competencies require much of us including community building through knowledge sharing in public forums. True government information professionals are information sharers, in individualized and collective settings. The experienced government information professional must share so that the inexperienced one can grow. The mentoring government information professional should encourage their mentees to do the same; this starts the habit early and energizes the community with new and fresh ideas. Encourage colleagues to use these competencies to create roadmaps of growth and development within their circles of influence.

Core Competencies

I. Information professionals contribute to the knowledge base of the profession by sharing best practices and experiences, and continue to learn
about information products, services, and management practices throughout the life of his/her career.

II. Information professionals commit to professional excellence and ethics, and to the values and principles of the profession.

A. Managing information organizations
A.6. Market information services and products, both formally and informally, through web and physical communication collateral, presentations, publications, and conversations.

(SLA, 2003, p. 3)

The government information professional will also use these competencies to create roadmaps of growth and development for themselves. Consistent personal improvement translates from the individual government information professional to their library. As that individual increases in knowledge and wisdom so will their library in productivity, efficiency, infrastructure and community building.

_Demonstrates Personal Career Planning_

Is committed to a career that involves ongoing learning and personal growth. Takes personal responsibility for finding these opportunities for learning inner Richmond as well as for long-term career planning. Maintains a strong sense of self-worth based on the achievement of a balanced set of involving personal and professional goals.

_Recognizes the Value of Professional Networking_

Actively contributes to and participate in SLA and other professional associations, sharing inside, knowledge and skills; benchmarks against other information service providers and to form partnerships and alliances.

Recognizes the need for a form where information professionals can communicate with each other and speak with one voice on important information policy issues, such as copyright and the global information infrastructure

Contributes towards the building and maintenance of a strong professional, thereby enhancing its value in the eyes of colleagues, clients, in the broader community.

The competencies can guide us in our specific roles in the profession, not just generally as government information professionals. However, competencies such as those for reference and user services information professionals can still speak to all government information professionals, irrespective of the intended audience. Increasing our knowledge base, sharing of knowledge, and active learning are essential to our professional success in all the area of the discipline.

The Knowledge Base Section of the Professional Competencies for Reference and User Services Librarians establishes goals and strategies for remaining current in domains of knowledge for reference and user services. The following subsection succinctly states the components to successfully disseminate knowledge in furtherance of building our professional knowledge base:

*Dissemination of Knowledge*

Goal: an information professional shares expertise with colleagues and mentors newer staff.

Strategies:

1. Teaches classes and areas of expertise.
2. Prepares presentations in areas of expertise.
3. Create webpages and areas of expertise.
4. Discuss his issues with colleagues.
5. Mentors colleagues through listening, and serving as a role model.
6. Reviews draft manuscript for colleagues.
7. Participate in professional discussions and meetings, videoconferences, mail list via email and other available communication methods and forms.

(RUSA, 2003, pp. 3-4)

Knowledge cannot be disseminated before learned and internalized. Government information professional disseminate knowledge through
teaching and great teachers are active learners. The motivation of the active learner is for the internalization of information for later sharing with others. We share the most and the best within relationships. Relationship building with our colleagues is an additional motivation for information sharing.

Active learning

Goal: an information professional actively contributes to improving professional practice through engaging in projects with colleagues and enhancing individual skills through independent learning. Strategies:

1. Participate actively in professional organizations and works with information professionals from a wide range of organizations.

2. Acquires skills through technology based learning modules when available and appropriate.

Relationships with colleagues

Goal: a library and works closely with colleagues to provide quality service to users.

Strategies:

3. Seek opportunities to share knowledge and expertise with colleagues.

(RUSA, 2003, p. 7)

Once this internal growth begins to manifest, it is the duty of the government information professional to utilize it to grow and inform others through outreach. Outreach requires use of public forums. We must take advantage of public speaking opportunities, research, publish, and teach what we have learned.

II. Fundamental competencies

F. Is committed to the profession and professional organizations, including providing leadership with in the broader professional community

G. Is committed to life-long learning as applied to professional development in a special collections environment

III. Specialized competencies

F. Promotion and Outreach
Special collections professionals have a responsibility to promote the use of the collections in their care. They interpret and advance their collections through such means as exhibits, public programs, publications, presentations, lectures, conferences, and an online presence. They effectively represent their special collections organization and their profession to colleagues and outside communities. They seek ways to develop appreciation of their collections in particular and the preservation of cultural heritage in general. They build new and diverse audiences.

Competencies:

F.1. Possesses well-developed oral and written communication skills in order to promote special collections effectively to diverse audiences, to inspire interest in the teaching, learning, and research potential of special collections materials, and to heighten commitments to the organization’s purposes and programs.

F2. Is skilled in planning and implementing programs and publications that promote and interpret the collections, such as exhibits, conferences, guest lectures, public speaking, and other active forms of outreach.

(ALA, 2008, p. 5)

Public service should come naturally to government information professional as the term defines our professional character. Perhaps through the performance of daily tasks we lose sight of the larger vision. Sometimes negative experiences or interactions with patrons or colleagues outside of our government agency erode our desire to serve the public. We must press through these challenges to revisit our initial spark and fan its flame until we are once again on fire to contribute on a grander scale, professionally. We must not be content to dwell in the comfort of the status quo.

G. Public Service

Special collections professionals provide effective public service that meets the needs of users while maintaining the collections in an optimally secure, conservationally sound environment. In support of learning, teaching, and research, special collections professionals seek to understand the scholarly needs and information-seeking behavior of their users and they develop skills, resources, and services to meet those needs. They develop and maintain public service and access policies and practices that are consistent...
with the mission of their organization adhere to the ethical standards of the profession, provide equitable and exemplary service to users, and maintain responsible stewardship of the collections. They also develop skills and knowledge to respond to trends in higher education as well as to rapidly changing technologies and the resulting shifts in user expectations.

(ALA, 2008, p. 6)

We have discussed teaching as the end result of the learning process. One of the tools we implement during this process is research. The research process itself can be the topic of our teaching as well as its final product. Research and librarianship are inextricably intertwined; one cannot exist without the other. Therefore, a government information professional must have the heart of a researcher. Meaning that we will seek audiences for presentation of our findings, just as our researcher colleagues do.

H. Teaching and Research

Special collections professionals participate in and contribute to the educational and research missions of their institutions as well as to the learning that occurs within their extended communities. They support and facilitate learning, teaching, and research, focusing on the use of primary sources in the institution’s special collections. They develop knowledge of the content of the collections in order to instruct users in the value of appropriate primary resources and to assist researchers in locating relevant materials. They teach, write, and lecture based on the original materials in the collections.

Special Collections Information Professionals work as educators requires a high degree of collaboration and effective promotion of the collections. They may use or support a variety of teaching methods: direct classroom teaching, individualized instruction, collaboration with faculty, curriculum development, consultation with researchers, web-based tutorials, pathfinders and bibliographies, informational or instructional tours, and guest lecturing. They are aware of changing trends in education, scholarship, and learning.

Competencies:

H.1. Understands the full scope of the teaching, learning, and research process and is able to work collaboratively with all participants in the
process, recognizing and accommodating different learning styles and different teaching and learning methodologies

H.5. Is able to tailor presentations to meet the needs of particular audiences

H.6. Is competent in the use of information technologies to support teaching, learning, and research

H.8. Is able to engage and collaborate with scholars to develop innovative teaching strategies and scholarly pools utilizing information technologies and special collections materials

(ALA, 2008, p. 11)

Ultimately, we have an ethical duty to speak publicly, to publish, and to share information learned. This ethical duty is derived from the place of librarianship among the professions. We are to develop ourselves through learning, researching, publishing, and public speaking. These activities are not just for our benefit but also for the benefit of our patrons serviced in our respective library communities. Our work should serve as an heirloom for the next generation government information professional. We must be visible so that others will be inspired to take up the mantle and continue the cycle of mentoring, otherwise the profession will die.

Code of ethics of the American Library Association

VIII. We strive for excellence in the profession by maintaining and our own knowledge and skills, by encouraging the professional development coworkers, and by fostering the aspirations of potential members of the profession.

As government information professionals we typically think of ourselves as isolated, set apart only to serve those public servants within our private community. However, it is because we are Government information professional that we must aggressively present ourselves and collections out into the greater collective. The descriptive word, “government” that precedes the title of government information professional does not absolve us from adhering to the principles, values, and ethics of the profession. We can no longer isolate ourselves, but must share what we have with the library community. After all, as government employees we are accountable to all taxpayers, even our fellow information professionals.
Blueprint for Success: A Federal Medical Librarian Checklist

By Nancy A. Clark, Director, Veterans Health Administration (VHA), Library Network Office; Cornelia E. Camerer, Chief, Library Service, North Florida/South Georgia Veterans Health Service; Teresa R. Coady, Library Director, Orlando VA Medical Center

Introduction

Whether you are a pilot from the Vietnam era or a modern day surgeon, you have used a checklist to ensure that all basic requirements are in place before you start your work. A checklist works for newcomers to a job, as well as for more experienced professionals. A checklist is a useful tool to accomplish a certain guided mission or to check core competencies that contribute to your organization’s success.

In late fall of 2013, three highly experienced knowledge management professionals from the U.S. Department of Veterans Affairs (VA) began to establish a checklist for federal medical librarians. Our intent was to create a metric to assist federal medical librarians with refreshing their competencies, skills and abilities, and to align their knowledge management aptitude with their organization’s strategic objectives for optimal return on investment. With that in mind, ten categories of functional areas were selected. Once defined, the authors selected appropriate resources to reference each category.

It is our pleasure to share the Checklist (attached) with federal medical librarians, as well as others in the profession, in the hope that newcomers and experienced librarians can benefit from our experiences.

A poster depicting the Blueprint for Success: A Federal Medical Librarian Checklist was presented at the annual meeting of the Medical Library Association in May 2014. The poster was well received by medical librarians attending the session. To follow-up and gather additional input regarding the Checklist, the authors decided to conduct a survey of the federal medical library community.
The survey

A survey about the Checklist was distributed on July 14, 2014 to the VA Library Network (VALNET) all library staff email group, the Federal Library Listserv, and to individual librarians at National Institutes of Health (NIH) and the Department of Defense (DoD). Recipients had three weeks to respond to the survey. The purpose of creating the Checklist was to provide federal medical librarians with a support tool to aid new and experienced professionals with completing relevant tasks in various library functional areas. An email message that was part of the survey’s documentation package provided background information on the development of the Checklist. In the survey, the authors defined ten categories that constituted the Federal Medical Librarian Checklist. The authors solicited input about the usefulness of each of the ten categories through a five point Likert scale. In addition, the authors requested feedback and suggestions though the use of comment boxes. With the intent of aiming for continuous improvement, the authors examined and evaluated each of the suggestions for addition to the Federal Medical Librarian Checklist. The authors selected specific enhancements to the Checklist which will be outlined in the results section. The ten categories are listed below.

- Competencies
- Management
- Standards
- Collection Development
- Acquisitions
- Mentoring and Networking
- Strategic Planning
- Professional Development
- Knowledge Management
- The Joint Commission

Recommendations were solicited for additional websites or references that would support each category. The final part of the survey allowed participants to suggest further enhancements or provide general comments about the Checklist.

The survey included two demographic questions regarding the federal agency and years of federal service.
Survey Results

Respondents

Library survey respondents included 59.52 percent from the VA, followed by 28.57 percent from DoD and 9.52 percent from the NIH. In addition, 2.38 percent of the responses were from unidentified agencies.

View Based Upon Length of Service

We were curious to see if the length of federal service would make a difference in the perceived value of the Checklist, see graphic 1. Over 83 percent of the respondents had six years or more of federal service with 50 percent of those having over ten years. 92 percent of the experienced librarians rated the Checklist as useful (3, 4 or 5, with 5 being extremely useful).

83 percent of federal Librarians with two to five years of federal service found the Checklist beneficial. However one respondent with less than one year of federal service did not find the survey useful.

Graphic 1

Usefulness Based Upon Years of Service

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 10 Years</td>
<td>90.47</td>
<td>9.52</td>
</tr>
<tr>
<td>6 to 10 Years</td>
<td>92.31</td>
<td>7.69</td>
</tr>
<tr>
<td>2 to 5 Years</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Less Than 1 Year</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

View Based Upon Agency
In addition to the years of service, the survey identified the federal agency where the respondents worked. Graphic 2 illustrates the perceived usefulness of the checklist by federal agency. Respondents from all agencies reported the Checklist was valuable. 100 percent of NIH and unidentified agencies found the Checklist useful. VA (87 percent) and DoD (83 percent) responses were very similar in their positive reaction to the usefulness of the Checklist.

Graphic 2

### Usefulness by Agency

<table>
<thead>
<tr>
<th>Agency</th>
<th>Useful (3-5)</th>
<th>Not useful (4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA</td>
<td>87.51</td>
<td>12.5</td>
</tr>
<tr>
<td>DoD</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>NIH</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

#### Analysis of individual categories

The difference in the percentage of perceived usefulness of the categories ranged from 78 percent to 89 percent. The categories considered the most useful were Competencies, Management, and Acquisitions. Six of the other categories were within 3 percent of the top categories. One category, The Joint Commission ranked as the least useful with a 78 percent usefulness score.
Results and Summary:

Based upon the feedback from the survey respondents, selected resources were incorporated into the original Checklist.

Suggestions were submitted to add two websites to the Competency category. After review, the authors concurred and added the National Institutes of Health (NIH) Competencies Dictionary and the North American Serials Interest Group (NASIG) Core Competencies for Electronic Resources Librarians.

The Management category was updated to include the new edition of the Handbook of Federal Librarianship which was published in October 2014.

Survey respondents recommended that a journal article by Joan Yanicke, listing medical books, be added to the Collection Development category. The authors deemed the resource beneficial and worthy of inclusion.

Several respondents noted the change in venue from the Marine Biological Laboratory in Woods Hole, Massachusetts to Georgia Regents University, for the National Library of Medicine Biomedical Informatics Course. This change in venue was incorporated in the Professional Development category.

General comments received from survey respondents included requests for a similar checklist for non-medical librarians, to expand the Checklist for
technical librarians and scientific disciplines to include chemistry, physics, and engineering. The Federal Medical Librarians Checklist was successful in defining ten functional categories (Competencies, Management, Standards, Collection Development, Acquisitions, Mentoring and Networking, Strategic Planning, Professional Development, Knowledge Management, and The Joint Commission), and affiliated resources that provide essential information for federal medical librarians.

Based upon the survey input from the federal library community regarding the value of the categories and resources, the Checklist was updated to include resources deemed by the authors as authoritative and worthy for inclusion. In November 2014, the updated Checklist was emailed back to the same federal library community to assist them with refreshing their competencies, skills and abilities, and to align their knowledge management aptitude with their organization’s strategic objectives for optimal return on investment.
Blueprint for Success: A Federal Medical Librarian Checklist

1. COMPETENCIES

Competencies have been established by a number of professional organizations to aid librarians in reviewing and improving their knowledge, skills, and abilities. Having a concrete grasp of these competencies will not only contribute to job success, but will assist in accomplishing mission requirements of the organization. Competencies encompass both personal and professional proficiencies related to librarianship.

Federal Library and Information Center Committee (FLICC)
Competencies for Federal Librarians, 2011

Medical Library Association (MLA)
Competencies for Professional Success
http://www.mlanet.org/p/cm/ld/fid=39

American Library Association (ALA)
Core Competencies of Librarianship, 2009
http://www.ala.org/educationcareers/careers/corecomp

Special Library Association (SLA)
Competencies for Information Professionals of the 21st Century, 2003
http://www.sla.org/about-sla/competencies/

Competency Index for the Library Field
http://www.webjunction.org/documents/webjunction/Competency_Index_for_the_Library_Field.html

National Institutes of Health (NIH) Competencies Dictionary
http://hr.od.nih.gov/workingatnih/competencies/core/default.htm

North American Serials Interest Group (NASIG) Core Competencies for Electronic Resources Librarians
http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=310&pk_association_webpage=1225

2. MANAGEMENT
There are several professional publications designed as practical guides for planning and implementing knowledge services while providing an overview of managerial practices. The publications address the impact of new technology, the changing role of librarians, effects of organizational financial pressure, and evolving customer needs. Please check with your agency or organization for a specific handbook and regulations.

Handbook of Federal Librarianship, 2014


3. STANDARDS

Standards act as a guideline to improve the quality of library services by assessing and improving the quality of information management. Standards set by various organizations provide the foundation to ensure library resources and services effectively meet the knowledge-based information needs of organizational staff.


ALA Standards, Guidelines, and Documents
http://www.ala.org/tools/guidelines/standardsguidelines


4. COLLECTION DEVELOPMENT

Collection development is a mechanism to balance and systematically purchase a collection based on user needs within the organization served. Collection development tools identify quality resources for acquisition. Due to digitization, collection development may include consideration of licensing, leasing, remote access, and content integration, in addition to the actual purchase of the resource.

Doody’s Core Titles (subscription based)
http://www.doody.com/dct/

Doody’s Contributors, Participating Vendors
http://www.doody.com/dct/content/DCTCredits.asp?Section=Distributor

Subject Based Resources: MLA Collection Development
http://colldev.mlanet.org/resources/subjectlist.htm

NAHRS selected list of nursing journals, 2011. Nursing and Allied Health Resources Section (NAHRS)/MLA

http://www.icirn.org/Homepage/Essential-Nursing-Resources/Essential-Nursing-Resources-PDF.pdf


5. ACQUISITIONS

Each agency within the federal government has unique regulations regarding procurement. Although you must follow the regulations using authorized government sources and contracting, the FEDLINK (Federal Library & Information Network) Program was created to help librarians, contracting
officers, and finance staff save time, effort and money when buying and using commercial online services, books, periodicals, and other library and information services. In addition, consider consortia options to enhance group buying power.

Federal Acquisition Regulation (FAR)  
http://www.acquisition.gov/far/

FEDLINK  
http://www.loc.gov/flicc/contracts/index_contracts.html

FEDLINK Vendor Services Directory by Products  
http://www.loc.gov/flicc/contracts/vendorservicedirbyproducts.html

6. MENTORING AND NETWORKING

Mentoring and networking are two ways to share our expertise and increase our connectivity. Mentoring relationships enhance an individual’s career development, whereas networking builds professional contacts. Participating in library associations at the local, regional and national levels develops your professional network. There are established mentor programs in MLA, the VA and other agencies and organizations.

MLA Mentor Program: Find or Become a Mentor:  
http://www.mlanet.org/p/cm/ld/fid=45

FEDLINK Mentor Program  
http://www.loc.gov/flicc/about/FLICC_WGs/hr.html

VHA Mentor Program  
Details available upon request to the VHA Library Network Office at VHALNO@va.gov

Federal Library and Information Center Committee (FLICC) New Librarians “New Feds” Working Group  
http://www.loc.gov/flicc/about/FLICC_WGs/newfeds.html

7. STRATEGIC PLANNING

Strategic planning is a vigorous analytic and investigative process that allows organizations to forecast and predict the near future. The planning process permits administrators to take a closer look at prioritizing resources, human capital and finances. Value can be added to the strategic plan by documenting costs and benefits using return on investment (ROI) as a
proactive measurement tool. Strategic planning provides the framework for administrators to evaluate the library’s contribution to overall support of the organizational mission and goals.

FLICC Marketing and Advocacy Resources Bibliography – (includes a section on “BRANDING, MARKET RESEARCH, ADVOCACY, STRATEGIC PLANNING, RETURN ON INVESTMENT”), 2007
http://www.loc.gov/flicc/bibliography2.pdf


http://www.tandfonline.com/doi/abs/10.1080/15323260903253803#preview

http://nnlm.gov/mcr/evaluation/roi.html

8. PROFESSIONAL DEVELOPMENT

Professional development is the acquisition of skills and knowledge for personal development and career advancement. Embrace opportunities to stay current with the latest developments in medical librarianship with lifelong learning, certification, and continuing education. Sustain the knowledge and skills to function effectively as a medical librarian. Participate in webinars from vendors, library consortia, National Network of Libraries of Medicine (NN/LM) and listservs.

MLA: AHIP Academy of Health Information Professionals
http://macmla.org/pd/ahip.html#what

National Library of Medicine (NLM) Georgia Biomedical Informatics Course
http://gru.edu/library/greenblatt/informaticscourse/index.php

NLM Training and Outreach
https://www.nlm.nih.gov/training.html

National Network of Libraries of Medicine
Federal Librarian Professional Development Roadmap
http://guides.grc.usmcu.edu/pdr

9. KNOWLEDGE MANAGEMENT

Knowledge management (KM) is a conceptual framework that is used in countless ways throughout federal organizational structures. The Handbook of Federal Librarianship defines KM as a “discipline dedicated to more intentional means of people creating and sharing knowledge-data, information, and understanding a social context-to perform the right organizational and business actions.” Today, federal librarians are embracing the challenges and opportunities of KM by working together with other organizational structures to achieve common objectives and goals.

SLA Knowledge Management Certificate
http://www.sla.org/learn/certificate-programs/cert_knowledge_mgmt/

Librarians Are 'Knowledge Navigators' Remarks by Librarian of Congress James H. Billington
http://www.loc.gov/loc/lcip/0404/fliccjb.html

Librarians and Knowledge Management: Everything old is new again, Holly M. Riccio, AALL Spectrum, May 2011

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC545115/

10. THE JOINT COMMISSION (TJC)

The Joint Commission is an accreditation and certification organization in the United States that establishes performance measures for health care organizations. In addition to seeing that library standards are met, librarians may assist their institution with TJC preparation. Library specific measures include the following:

IM.03.01.01, EP 1 - The hospital provides access to knowledge-based information resources 24 hours a day, 7 days a week.
IM.01.01.03, EP 2 - The hospital's plan for managing interruptions to information processes addresses the following: Scheduled and unscheduled interruptions of electronic information systems.

IM.01.01.03, EP 6 - The hospital implements its plan for managing interruptions to information processes to maintain access to information needed for patient care, treatment, and services.

The Joint Commission
http://www.jointcommission.org/
Date Accessed: October 31, 2014
Public Records Resources Online:
How to Find Everything There Is to Know About "Mr./Ms. X"

*Please see disclaimer at end of document*

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

- Lexis/Accurint | Westlaw/CLEAR | TLO

His/her social security number is ...

- SSN Validator - http://www.ssnvalidator.com/

He/she was born or died ... (See also Genealogy Sites under General Sources)

- Social Security Death Records: Ancestry.com $ -
  http://search.ancestrylibrary.com/search/db.aspx?dbid=3693 | Genealogy Bank -
  http://www.genealogybank.com/gbnk/ssdi/ | Lexis | Westlaw | SSDI research guide -
  http://www.deathindexes.com/ssdi.html | SSDI Databases Online -
- State death records on Westlaw: Death Records includes SSDI and state files for KY, MA, MI, MN, MT, NC.
- State death records on Lexis: Death Records includes SSDI and state files for CT, FL, GA, KY, ME, MA, MN, NC, TX.
- Other State and local death/burial/cemetery records: Death Indexes Online -
  http://www.deathindexes.com/ | Ancestry.com $ -
  http://search.ancestrylibrary.com/search/category.aspx?cat=125 | Find a Grave -
- Obituary records: Westlaw Obituaries | Obituary Links Page -
  http://www.obitlinkspage.com/,


*He/she was married or divorced* ... (See also Genealogy Sites under General Sources)

- **Lexis** Marriage & Divorce Records Combined (selected states) | Courtlink Dockets Search.

- **Westlaw** Marriage & Divorce Records Combined (selected states) | Dockets | All Adverse Information.


*He/she lives or lived* ...


**He/she is/was in the military ...**


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

- **Westlaw** Asset databases.
- **Lexis** SmartLinx Location Summary Reports and individual asset databases.
- **ISO ClaimSearch – Database of insurance claims**, LE / industry use only - https://claimsearch.iso.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, Healthcare Sanctions, & NPI.
- **Lexis** Professional Licenses | Health Care Providers | Health Care Provider Sanctions | Healthcare tab on Accurint (ask librarian), DEA Registrants, FCC Licenses, Tax Professionals, and Hunting & Fishing Licenses.
• **Attorneys:** [State Lawyer Licensing Databases](http://www.llrx.com/features/lawyerlicenses.htm) | [Thomson Legal Record](http://www.thomsonlegalrecord.com/info/) | Attorney Information links | [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 employment/corporate affiliations ...**

• **Westlaw** [All Business & Employment Records].

• **Lexis** [All Company Information] | [Duns Market Identifiers] | [SEC Filings] | [NetProspex] | [Executive Directories].


  • [OpenCorporates](http://opencorporates.com).


**Information about his/her companies or charities ...**

• [Corporation Information by State](http://www.coordinatedlegal.com/SecretaryOfState.html).

• [Dun & Bradstreet Business or Federal Information Reports](http://www.mydnb.com/) $.

• **Lexis** [Smartlinx Business Reports] | [Company Analyzer] | [Incorporation Information] | [Company Information] | [Experian Reports] | [SEC Filings] | [Bankruptcy Filings] | [UCC Filings] | [Judgments and Liens] | [Civil and Criminal Filings] | [Guidestar] | [OSHA Inspection Reports].

• **Westlaw** [Corporate Records] | [All Business & Employment Records] | [EDGAR Filings & Disclosures] | [All Adverse Information] | [Bankruptcy Filings] | [UCC Filings] | [Lawsuits].


For further information on 990 forms, see Grant Space Knowledge Base – http://www.grantspace.org.
His/her court records and filings ...

- **Guide to Court Resources** - [http://www.justice.gov/jmd/ls/state.htm](http://www.justice.gov/jmd/ls/state.htm)

- **Westlaw**: **Federal & State Cases** | **All Adverse Information** | **Bankruptcy Filings** | **UCC Filings** | **Lawsuits** | **Criminal Records, Infractions, & Arrests** | **Liens & Judgments** | **Jury Verdicts & Settlements** | **Federal & State Civil Trial Court Documents** | **Federal & State Criminal Trial Court Documents**.
- **Lexis**: **Federal & State Cases** | **Bankruptcy Filings** | **Judgments and Liens** | **UCC Filings** | **Civil and Criminal Filings** | **Criminal Records** | **Jury Verdicts** | **Verdict & Settlement Analyzer** | **Federal Agency Decisions** | **State Agency Decisions** | **Office of Foreign Assets Control**.
- **Article on Criminal Background checks** - [http://www.virtualchase.com/articles/criminal_checks_national.html](http://www.virtualchase.com/articles/criminal_checks_national.html)
- **States’ Public Notice Websites** - [http://watchnotice.wordpress.com/helpful-sources/](http://watchnotice.wordpress.com/helpful-sources/)

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

- **Email resources**: **Fingering Email Accounts** - [http://www.emailman.com/finger/](http://www.emailman.com/finger/) | **My Email Address Is** - [http://my.email.address.is/](http://my.email.address.is/) | **Ultimates E-mail Directory** -
http://www.newultimates.com/email/ | VoilaNorbert Email Finder -
"email * @companydomain.com" or "email ** companydomain.com" to find someone's
e-mail address. (Try e-mail also).

He/she went to college ...

• Classmates.com (registration required) - http://www.classmates.com
• DegreeVerify - National Student Clearinghouse $ -
  http://www.studentclearinghouse.org/
  http://www.ndltd.org/resources/find-etds |

Information about him/her in the News ...

• Lexis All News/All Languages | English Language News Archive | Non-English Language News Archives.
• Westlaw All News.
• Newsbank - http://infoweb.newsbank.com/ (U.S. and Foreign)
• Proquest Historical Newspapers $ - http://proquest.umi.com/login
• Google News - http://news.google.com/ and News Archive Content
  http://news.google.com/newspapers
• NewspaperArchive.com $ - http://www.newspaperarchive.com/
• Newspapers.com $ – http://www.newspapers.com
• Historical Newspapers Online -
  http://guides.library.upenn.edu/historicalnewspaperonline and
  LOC Historic American Newspapers http://chroniclingamerica.loc.gov/
• Newspaper Digitization Projects - http://www.crl.edu/collections/digital
• Other Web Sites: NewsLink - http://www.newsl ink.org | ListofNewspapers.com -
  http://www.listofnewspapers.com/ | U.S. Local News -
  http://www.lib.utexas.edu/news/us.html | ABYZ News Links -
  http://www.abyznewslinks.com/

His/her voter registration and campaign contributions ...


Information about him/her on the Web ...


General Sources

- **Asset Search Blog** - http://www.assetsearchblog.com/
- **Black Book Online** - http://www.blackbookonline.info/
- **Craig D. Ball** - http://www.craigball.com/hotlinks.html
- **EInvestigator.com** - https://www.einvestigator.com/private-eye-research-resources/
- **Portico** - http://indorgs.virginia.edu/portico/
- **Search Systems** - http://www.searchsystems.net/
- **Virtual Gumshoe** - http://www.virtualgumshoe.com/

*Last Updated February 11, 2016 by Jennifer L. McMahan*

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

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If I Had a Hammer - Lessons in Knowledge Management

By David E. McBee, Command Librarian, US Army Corps of Engineers

(Disclaimer – the opinions expressed in this article are the personal opinions of the author and do not reflect the endorsement of the US Government, the Department of Defense, the Army or the Corps of Engineers.)

There is a warning that if your only tool is a hammer, then every problem looks like a nail. As a librarian I learned to be wary of always going to the same resource just because I knew how to use it. There might be a better source for a piece of information from a different source and I should make the effort to know more about all the resources available.

At the outset of my career in libraries I worked as a cataloger. As part of my training I enrolled in a course at the University of Maryland titled, the Organization of Knowledge. I thought it was a bit grandiose. But the course and the professor, the late C. David Batty, opened my eyes to the possibilities of what libraries can be and what librarians can do.

I recall writing a paper for that course way back in the spring of 1989 and I imagined a student writing a paper based upon online research. It occurred to me that it wasn’t realistic to expect a librarian to know everything. What I looked for in my education and training was to learn how to find out where all the information is and how to access it. I had latched on to knowledge management before I even knew it was something.

Since then I have tried to work my way toward a better understanding of who knows what and how do I find information. I have learned much from my teachers and fellow students as well as my colleagues and co-workers.

KM – the next evolutionary step

KM is a practical outgrowth of library work. As librarians we learn about our collection and the tools we have – the resources at our disposal. Then we learn what is available through our networks with other libraries and librarians. As special librarians we understand that our collection is focused. Even then we don’t have everything. As a librarian with different banking regulators I made use of our contacts with librarians at other banking agencies and institutions.
We also know our patrons. We come to learn who is working on a project and who has an interest in a particular topic. That’s how we learn who the experts are within our organization. When junk bonds and derivatives became hot topics I learned a little bit, but I quickly learned who the agency experts were. There was something quite satisfying to directing someone at the agency to one of our resident experts. I could facilitate knowledge and also help to develop a professional relationship between two people.

Over the years of attending library conferences I would always look for any of the presentations on the subject of Knowledge Management.

The most recent was KM in the Trenches at the 2014 SLA Conference in Vancouver. The presenters were Ulla de Stricker, Cindy Shamel and Connie Crosby. My notes can be found on my blog, Library Buzz - http://www.librarybuzz.blogspot.com/2014/06/km-in-trenches.html

**Army KM**

In 2014 I took part in a 3-week Army KM Training course. I was one of five civilians, the rest were all active duty soldiers and a few reservists. The US Army has long recognized the importance of knowledge management. They have incorporated it into their doctrine.

Field Manual 6-01.1- Knowledge Management Operations, dated July 2012 describes KM as:

Knowledge management (KM) is the process of enabling knowledge flow to enhance shared understanding, learning, and decision-making. Knowledge flow refers to the ease of movement of knowledge within and among organizations. Knowledge must flow to be useful. The purpose of knowledge management is to create shared understanding through the alignment of people, processes, and tools within the organizational structure and culture in order to increase collaboration and interaction between leaders and subordinates. This results in better decisions and enables improved flexibility, adaptability, integration, and synchronization to achieve a position of relative advantage. Sound KM practices enhance:

- Collaboration among personnel at different places.
- Rapid knowledge transfer between units and individuals.
- Reach-back capability to Army schools, centers of excellence, and other resources.
- Leader and Soldier agility and adaptability during operations.
• Doctrine development.
• An organization’s ability to capture lessons learned throughout each force pool of the Army force generation (ARFORGEN) cycle.
• Effective and efficient use of knowledge in conducting operations, and supporting organizational learning are essential functions of KM.

**Battle Rhythm**

The Army runs its day according to what they call Battle Rhythm. According to Joint Publication 3-33, *battle rhythm is a routine cycle of command and staff activities intended to synchronize current and future operations.*

KM is used as a process to review battle rhythm and improve communication and make sure the rhythm is working. The process looks at the people, processes and tools in place, along with the culture of the organization to identify any knowledge or performance gaps and look for ways of closing those gaps. Sometimes you find that it is a matter of communication or a need to include someone in a process. Other times there may be a technology solution – making better use of a tool that is already available.

The Army is very serious about the KM process and they have invested in a training course to ensure they have knowledge managers and knowledge operators at all levels of the organization.

**Example – the Army KM Process:**

Much of what the Army focuses on in its KM process is coordinating communications. And that is similar to our role as a librarian. The Army follows a five-step process – Assess, Design, Develop, Pilot and Implement.

**Assess:**

A patron or customer comes to us with a need for information. Sometimes that need is quite clear and the patron can state it well. Other times we have to work to understand what the information need really is. We are familiar with this process as the *Reference interview.*

We can call it something else – and in the KM world when we are working outside the library, we would do well to call this the Assessment phase. It involves a good deal of communication, empathy and patience on our part. We need to hear the person out before rushing to solve a problem that we don’t fully understand. In the KM assessment you often want to talk to all
the parties involved because you might miss key pieces of information if you only hear from one or two people or people who are only involved with one aspect of the issue. This step helps us to identify the knowledge or performance gap that may exist.

Design:

The next step is to start our research into the problem. This is another step that we as librarians understand. We start our research for a patron, but we might need to go back to her/him to clarify what the need is or to check if we are on the right path. Sometimes we find a new area of information that the patron wasn’t aware of before and needs to know about before we can do anything more.

Develop:

As a knowledge worker, or part of a team, we develop a new process to solve the perceived gap. Even in this part of the process we communicate with others to make sure we are on the right path.

Pilot:

Here, we test our new process or tool with a subset of the people in the process. As librarians we have done this with new technologies and resources. It involves training and testing then making some adjustments. In the realm of research, we might show a patron some examples of what we have found and check that we are still on target since we first assessed and refined the information need.

Implement:

Finally, the step when we roll out the solution to the problem. Or deliver the results of our research. There is always a timeliness factor – but we don’t want to rush to a solution that skips the other steps because we may have missed something crucial along the way. That can lead to even more work as we then have to assess to see where we went wrong.

Stakeholders:

Of the four components of the KM process – the processes and tools at our disposal are often easier to see. The people and the culture of the organization are perhaps more important and often more mystical.
It is important to involve all the stakeholders in a process. You might find out that the reason a communications process is failing is because the lone clerk needs training on a step of the process. If you don’t ask the clerk you may not find out what is missing.

I grew up in West Virginia. One year, when the news was reporting the election results, there was one hold out precinct in my home county that wasn’t reporting. There was all manner of conjecture of what was going on. The breakdown happened because the single lightbulb at the polling station had burned out so the poll workers locked everything up and went home until the morning.

Organizational culture:

It is also important to understand the culture of an organization in order to successfully assess a problem and design a solution for it. Even the training and implementation step can be derailed if you don’t understand the culture.

I have worked for a couple banking agencies. The majority of the employees worked as bank examiners – or they did at one time. Bank examiners travel in groups and they are on the road a lot. To be more efficient, they break for lunch at 11:30 so they can get to the local diner before the regular lunch crowd arrives at noon. The culture at those agencies is that lunch is at 11:30. Imagine trying to hold a training session that goes past 11:30 and is creeping past 11:45. No one has been listening to the trainer for the past 15 minutes.

Also find the cheerleaders and get them onboard to help motivate the implementation. There are plenty of naysayers around. If you can get them as allies in the process you can often move ahead with a faster implementation.

One library was rolling out a new interface for an ILS and by chance the librarian in charge called on the least tech-savvy staff member. She was on the spot and cautious, but quickly picked up the new interface and was won over. Part of that was from being asked to be involved and the other because she wanted to show that she could do it. It worked out well all around!

At SLA 2014, Ulla de Stricker mentioned an insight to one company where she worked. The boss didn’t want to hear about KM. He didn’t think it was
important and would dismiss any talk of it. Her response was to call it something other than KM. You can call it time-management, improved communications processes, or anything else that will satisfy the boss.

**Librarians and KM:**

Libraries are part of the KM process in any organization whether the managers and leadership recognize it or not! People who need information come to the library. Okay, not all of them and not every time.

I attended a meeting of the KM discussion group at my current job shortly after I came on board. They had a slide showing the KM structure including various knowledge workers. I asked if we could add the Library Program into the slide. They were a little embarrassed because they all know that the libraries play a role, but they didn’t include it in the visual representation.

For many years I have believed that libraries should be part of the KM structure of an organization. I have worked in agencies where the library has been part of administrative services, financial services, contracting, IT and public affairs. There is some logic to the placement in any of those structures.

Only one agency where I have worked has their libraries been seated within the organization that they serve – the Federal Reserve Board. At the FED, the Research Library is part of the Research Division and the Law Library is part of the Legal Division.

Too often, the library reports up to leaders who don’t use the library services very much. If an agency has a Chief Knowledge Officer I seek that person out to suggest that the library be part of that organization. The library should be part of the Knowledge Office along with our sister organizations – Records Management and Publications among others.

Libraries are stakeholders in Knowledge Management and it is important that we maintain an active role in KM. There are certification courses available through SLA, universities and other professional organizations.

Many librarians are very happy serving in the role of a traditional librarians and they aren’t looking to re-invent themselves. That’s fine: but realize that, as librarians, we are part of knowledge management. We obtain, classify and catalog and maintain information and we make it available to others. We
have been knowledge workers since the first libraries were established. We have always been on the cutting edge of the information age.
Adobe Connect – Distance Learning Here We Come!

By Kera Winburn, Law Librarian, U.S. Department of Justice

The DOJ Library Staff has long offered a number of “in-person” training courses for its patron base. In the past, we offered a few distance learning courses, when patrons from around the country requested them. While we were committed to providing the courses, there were several challenges, including different networks, telephone versus teleconference, and different time zones. More recently, our patrons have requested more distance training courses, so we started to evaluate how we could meet this need by looking at existing products. In the end, we selected Adobe Connect (AC) because we felt it most suited our needs.

Once we settled on a product, we requested a trial so we could test it. We selected one instructor to offer a course, Court Dockets, Part 1, and she diligently learned the nuances of the system. We asked several librarians on staff, including the US Attorneys’ Librarians, to participate in the session. As a result of testing it, we discovered that AC would meet our distance training needs.

We bought a subscription to AC in the fall of 2013 and met to plan out the implementation. We created a draft plan, including generating a timeline for offering the first courses to patrons. We also made a list of things that needed to be decided, such as choosing the first courses to be offered via AC, generating a new evaluation form, producing a new reminder email and the components of it, training for the instructors, advertising/marketing of the courses, and vetting each of the new classes.

We decided the first courses to offer via AC would be from our Legal Research Series (LRS), specifically, Introduction to Legal Research, Learn About Legislative History and Court Dockets, Part 1. We then set training dates for the instructors to learn the system. For a couple days, we became more knowledgeable about the system under the guidance of a trainer. We learned how to create “rooms,” develop polls to encourage more participation during the courses, save templates, and organize different layouts. Keeping our timeline in mind, we started plotting out dates for our first course.
Before we could offer the first official course via AC, *Introduction to Legal Research*, in May 2014, we had to decide several items. One, our AC trainer encouraged us to have another colleague assist during each session to handle any technical issues, so the instructor could focus on merely teaching the class. One of the LRS instructors agreed to be technical assistance for each session. Two, we needed to vet the course, which is a policy of the Library Staff. All new courses, including updated courses, must be vetted before a group of colleagues for review and feedback. Three, the instructor needed to prepare by loading their PowerPoint into AC, inserting poll questions throughout the class, creating a lobby area to welcome the students, and developing a wrap-up area to end the class.

During the vetting session, we tested microphone volume, answered poll questions, and toggled between the PowerPoint and live searching. We also evaluated the reminder email, tested communication between the instructor and technical assistance, archived chats, and participated in polls during the session.

To date, we have successfully offered three courses via AC. We maintained another policy of the Library Staff – course evaluations by participants. The feedback was very positive. Some comments include, “I am so happy they are finally doing some distance learning. Please do more!”; “I prefer this format so I don’t have to travel to different buildings.”; “I enjoyed the online class. The instructors were very knowledgeable of the subject matter, and it was convenient, because you did not have to leave your desk.”

We learned some valuable lessons throughout the three classes. We discovered that we needed to tweak the reminder email, place more of an emphasis on how to contact our technical guru, determine how to create and submit the evaluation electronically and thus anonymously, trim courses to around an hour, and create a back-up PowerPoint for when databases go down. We also want to create best practices for teaching via AC, develop training guidelines for new instructors, and determine the frequency and circumstances for scheduling AC courses. We want to determine if scheduling AC courses should be by request, regularly scheduled, or when a quota of participants is reached.

In the fall of 2014, we want to offer some more LRS courses via AC, including *Finding Databases and Structuring Searches*, *Headnotes and Key Numbers*, and *Court Dockets, Part 2*. We hope to offer the final LRS courses,
Administrative Law and Using Shepard’s and KeyCite Effectively over the winter. Eventually, we want all of our training courses to be offered via AC and anticipate offering more throughout 2015.

Another long-term goal of offering distance learning via AC is to transition our courses to “on-demand” through products like Adobe Presenter or Captivate. This would allow our patrons to view training when it is convenient for their schedules. Additionally, it would allow us to segment our training sessions into smaller pieces that focus on one concept. For example, a two minute video on what a Congressional report is and where to locate it via the Library’s website, or how to find a docket via CourtLink.

Ultimately, we have found AC to be a useful tool in offering training courses to patrons throughout the country. We methodically planned how to implement AC courses. Once we started offering courses, we evaluated and then adjusted as needed to continue to improve the training experience. Our goal is to offer all of our courses via AC and eventually utilize other portions of the product to offer training in unique and varied ways.
DOJ Libraries’ Book Group: A New Adventure

By Kera Winburn, Law Librarian, U.S. Department of Justice

The DOJ Library system recommends we encourage our professional development by attending training or being involved with professional associations. While the definition of training permits flexibility, recent budget cuts created challenges for staff to meet their training goals. Library management recognized the challenge and offered creative solutions by compiling a list of viable options which include conferences, formal training classes, online classes, vendor presentations, professional association events, websites, listservs, or time spent reading professional literature. “Time spent reading professional literature” caught the eye of a couple of the librarians who thought creating a book group would be beneficial to the staff. A book group allows library staff to collaborate about new ideas and concepts while expanding our knowledge.

Our first step was to verify that our library management approved the endeavor. They enthusiastically approved of it and offered to purchase copies of books since the budget allowed. Once they were onboard, it was time to discuss the book group with our colleagues. An email gauged interest, and we discovered many people wanted to participate in the group. In fact, several colleagues provided helpful suggestions on how to implement/organize the group.
After we knew that others on staff wanted to participate, *The Librarian’s Skillbook: 51 Essential Career Skills for Information Professionals* was chosen for the first book. We sincerely thank Marie Kaddell for introducing us to the book through a presentation she gave to our staff. Thankfully, our management agreed to purchase three copies, so staff could share the books. Once we had the books, we set up a rough timeline for reading it and a framework for passing them around.

There are several initial goals for the group. One, we want to encourage participation, so the agreement is we will read only three or four books a year and leave it up to colleagues to decide if they want to participate depending on their workload and interest in the topic. If they have time to read only one book, that is fine. Two, we want staff to have a say in the selection of books. Even though the first title was selected, it was merely to get started. For the rest of the time, it is up to the group to collectively select the reading material. Three, we want to listen to the suggestions from colleagues. When some suggested that a book might be too time consuming, we agreed that we could spend a quarter reading an article/s. We want the group to be flexible so it can meet the needs of the staff.

Once our first hard copy arrived, we started reading. We established a loose check-out period for the print copies, so all those interested would have time to read it before our meeting. Other colleagues preferred to read it on their electronic device. We also set a rough timeframe to discuss the first book and decided to make our first meeting a brown bag lunch for optimal participation.

Our first brown bag lunch took place in July with five book group members present. We took turns giving our initial impressions about the book and used that as a springboard for further discussion. We thoroughly enjoyed bantering ideas back and forth about the topics in the book, such as interpersonal skills, teamwork, thinking outside the box, communication, and perpetual learning. We readily agree that the discussion and time spent with colleagues was beneficial. At the end of the meeting, we read through book titles brought by members and selected the next title. Keeping in mind our goal of not overburdening colleagues, we decided to meet again in November to discuss it.

Also at the meeting, we discussed future plans for the group. For instance, keeping in mind that some colleagues might want to read articles, we
decided to do that at the beginning of 2015. We even discussed allowing
group participants to read different articles. When we meet, we will each
provide a synopsis of our article to the group. Additionally, we hope to utilize
the capabilities of SharePoint (SP) to have discussions about our readings.
We think it will be a helpful tool in selecting articles to read and discuss with
our book group. We also want to use it to keep a running list of possible
books to read and as a means to track who is reading shared copies at any
given time. While we are librarians, we emphasized that our book selections
do not have to be library focused, rather they should revolve around skills
relevant for any position.

In short, we have successfully started a book group at DOJ Libraries. We
have the support of our management plus the participation of colleagues.
Other colleagues can join at any time. Our goals of making it flexible and
inclusive are being met. We look forward to many sessions for years to
come!
The Easiest Thing in the World...

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

Life really is all about those small moments—at least that’s what I have always believed. They are the moments that at the time may seem insignificant or even trivial, but they shape us—who we are, what’s important to us—sometimes in profound ways. There are big, dramatic moments too, but from what I can tell, they’re overrated.

With your indulgence, dear reader, I would like to share a small moment from my past. It was my first writing class of my first day of undergraduate school. I was newly away from home, wildly impressionable, and more than a little anxiety ridden as I started semester-one, year-one of my college career. I remember settling into my desk, quickly taking in the disheveled-looking students around me, and turning my expectant face to the professor who was, himself, drinking it all in with one sweeping, steady gaze. His first words were not “Good morning, class.” or “Welcome to your gateway to better communication.” Nope. Instead, he said something unexpected—something I have never forgotten: “The easiest thing in the world to do is to stop reading.”

I had never really thought about it, but that’s so true. How many times had I started to read a newspaper article or report or even a lengthy email and just stopped somewhere into the text, because it no longer held my interest? A lot. Small moment. Big impact.

Over the course of my tutelage with this guy, who revealed himself to be a true scholar and passionate teacher, I began to see good writing as a responsibility. It was my goal to become one of those writers people stick with straight to the end. I never wanted to let my reader down. At the time, I did not realize just how challenging a goal I had set for myself. I little imagined the explosion of communications channels at our disposal today.

In that sense, communicating has never been simpler—or more difficult. Today, we all live amidst a cacophony of noise, pelted with hundreds of messages every day, many of which are forgotten the moment we receive them. Who wants to bother with communicating at all if your messages
aren’t among those breaking through the clutter? Stop reading? Not if I can help it.

Clear and concise writing has become a communications imperative for me. I don’t always succeed in my quest for best-practice writing, but my shoulder is always against the wheel, turning out the best I’m capable of at a given moment.

It is with that personal preamble that I share with you three best-practice writing tips that have served me well. Of course, three tips do not a polished writer make, but they’re a start.

**Passive Voice: Sentence Death**

For reasons I have yet to work out, organizational writing—and that includes government at all levels—is rife with passive voice sentence construction. In eighth-grade English language primer terms, active voice is a descriptor for sentences in which the subject performs the action, as conveyed by the verb. Passive voice sentences reverse that relationship; the subject of the sentence is acted upon.

Examples are always best.

*Active Voice*: The Department of Public Works crew finally paved the highway.

*Passive Voice*: Finally, the highway was paved by the Department of Public Works crew.

*Active Voice*: Magnificent wildlife—the big five: lions, leopards, elephants, buffalo and rhinos—roam the plains of Africa.

*Passive Voice*: The plains of Africa are roamed by magnificent wildlife—the big five: lions, leopards, elephants, buffalo and rhinos.

*Active Voice*: The Subcommittee on Human Resources Protocols decided that the annual report contained groundless accusations.

*Passive Voice*: It was decided by the Subcommittee on Human Resources Protocols that the annual report contained groundless accusations.

Invariably passive voice requires more words than active voice, usually about 20 percent. Maybe people like it because it pads length without a lot
of effort. Maybe they like it because it somehow sounds more official. But perhaps passive voice is the pervasive sentence construct in organizational written communiqués because writers are just following what they perceive as sanctioned writing. Whatever the reason, best-practice writing banishes passive voice to the very end of the queue. It is the last alternative. Please, choose sentence life over sentence death.

**Those Ornery Relative Pronouns: Which Which Is That?**

Relative pronouns, those words that introduce relative clauses, are like cousins who look nothing alike, but inexplicably keep being mistaken for one another. Even careful writers will sometimes use *which* and *that* interchangeably. They are not the same, I promise you. *Which* always introduces non-defining relative clauses; *that* always introduces defining relative clauses. Okay, okay. I’m perilously close to losing you. I can feel it even as I write this. But hang in there with me just a little longer. Let’s quickly get to an example.

One sentence, two relative pronouns = two meanings:

- *She has read all his books, which have influenced her greatly.*
  That means that she’s read everything he’s written and as a whole his literary output has influenced her a lot. The clause following *which* is non-defining (sometimes called non-restrictive). Note that in most cases, *which* requires a comma.

- *She has read all his books that have influenced her greatly.*
  That means she’s read only those books of his that have influenced her in some way . . . a very different idea than the example above. The clause that follows *that* is very much a defining, restrictive clause.

The simple word choice of *which* or *that* makes all the difference, because they convey two very different ideas. There are so many examples of these seemingly inconsequential choices that make a big difference to the attentive reader. When readers of your writing sense that you have written with care, clarity and a commitment to keeping them engaged, they’ll stay with you.

**Words That Have Lost Their Meaning**

Language is a living communications medium, no doubt. Stuff happens. Language changes, sometimes because constant misuse of a word forces a
rethink of what it means. In essence, it evolves to a new meaning through common misuse. I’m all for that, but I don’t want to contribute to language change based on mass misuse, so I mind my linguistic Ps and Qs.

Here are just some of the most flagrant examples of mass misuse that may one day change word meanings or even basic rules of grammar.

- "I’m not overly concerned about that to tell you the truth." How many times have you heard or read something that used “overly” that way? Often, I’ll bet . . . repeatedly. It’s incorrect. Banish it. Over is an adverb. You don’t have to make it an adverb by adding an –ly. So, one isn’t overly concerned; one is overconcerned. One isn’t overly confident; one is overconfident. The examples go on and on.

- "Hopefully, we’ll be able to schedule our meeting next week." Hopefully is misused here. What is it with the –ly words? Hopefully means in a hopeful manner. As in, “Spot looked hopefully at the table scraps.” Common misuse is helping hopefully morph into I hope or it is hoped, which is what is meant in the offending sentence. Don’t jump on that band wagon.

- "You can tell she’s anxious to start her new assignment." Is she? Or is she perhaps eager to start her new job? More often than not, anxious should be used to characterize a state of nervousness, even agitation. Eager is about a happy, excited state. They are not interchangeable.

There are many more examples of good words gone bad, but I’ll stop here lest this article begin to seem like an English grammar lesson. That is not my intent.

What is very much my intent is to hold up good writing as a critically important part of communicating with real impact. Whether it’s a long-form report or a short-form social media blurb, words matter. They have power. Careless writing can (perhaps unfairly) signal an undisciplined mind. Careful writing can force a mental process that always improves the finished product.

Without question, writing is a tool, not an outcome, and most lauded best practices are all about outcomes. Maybe that’s one reason great writing gets lost and marginalized, especially in big organizations.

Like my wonderful professor who forever focused my attention on the might of the written word, who challenged me to communicate with style and
impact, who knew just how easy it is to stop reading—I am officially, unashamedly standing up for writing. Not just any writing . . . but writing that informs, educates and, yes, even entertains, and never lets us down.
How Librarians Use Social Platforms To Monitor Federal Agencies and Their Work

By Barbie E. Keiser, President, Barbie E. Keiser, Inc. (@bekinc)

“Social” means different things to different people, but most can name a few platforms they know even if they don’t use them, such as Twitter, Facebook, and LinkedIn. This article does not focus on these social media tools per se, though all should be incorporated into any comprehensive news/issue/entity-monitoring effort. Rather, the next few pages highlight tools that many use to curate and publish news of interest to them personally (or as part of their responsibilities at work), incorporating those now basic three named above with no additional effort. The premise of this article: If you continue to monitor news about your agency (and issues that concern it) in the same fashion as you always have, you’re making life harder on yourself than need be. Here’s a way to let others (+ technology) do the heavy lifting, including examples of how federal agencies can, and in some cases, are using these tools.

Changing the way we monitor news

The ways in which we monitor news has evolved, many of us shifting from reading a print newspaper each day to reading online via website or app. While still dependent on editors to select what should be covered (and subsequently published), the online tool may learn what we like to read, presenting articles on topics we’ve read or even “liked” in the past. Newspaper and magazine websites employ several features employed by newer social media tools, such as promoting what’s “trending” and being shared by others as a way of recommending what to read when time is precious. Readers monitor individual reporters whose work they find interesting, first by reading their articles in the “paper,” then choosing to monitor the reporters’ blogs, or even by following a reporter who moves to another media outlet.

Many readers of this LexisNexis® Best Practices for Government Libraries collection will have some experience crafting news alerts for themselves, perhaps employing RSS feed readers to keep track of what their favorite resources are publishing. Blogs that cover more than the antics of celebrities
also serve as a source for topic-specific information on subjects important to our organizations. Presentation may be a personal preference, but the ease with which one can share their finds with colleagues is of prime importance for information professionals who use these tools layered on top of the databases to which their libraries subscribe. For those who need to monitor topics around the world, translation capabilities available within a tool could be a persuasive reason to choose one over another. At all times, users seek quality, authoritative content that is promptly updated as new information becomes available.

Database vendors have tried to keep up, for example, by including increasingly more web-based media in addition to the more traditional news outlets. For the most part, they’ve done a commendable job vetting sources to include in their platforms, as well as increasing real-time coverage and allowing users to select/deselect the sources included in their alerts. However, there is an approach to keeping up with what’s new that relies on identifying individuals interested in subjects that interest you (and who do a good job tracking these issues), curating what they find into useful “newspapers” precisely on your topic (which they share intelligently through the use of innovative tools).

**Innovative strategies employed**

If you are one of those people who tweet interesting news items you see, or use any number of other methods for keeping track of what you deemed important during the past week—for example, Instapaper (www.instapaper.com) or Pocket (https://getpocket.com) --- there are a few tools that collect all of that material and make it available in an easy-to-digest format, including the following:

- **Nuzzel** ([http://nuzzel.com](http://nuzzel.com)) allows individuals to get the most out of their personal networks by analyzing an individual’s Twitter and Facebook feeds. Nuzzel presents news stories shared by friends, story links, relevant tweets, and commentary from other people’s public Nuzzel feeds, as well as sites such as Reddit, in a daily message to one’s inbox (with the header: “Your top stories from the past 24 hours”), including a live link to the stories from friends (and those from friends of friends).
- **RebelMouse** ([www.rebelmouse.com](http://www.rebelmouse.com)) helps people keep track of what they post, pulling “information (with permission) from an individual’s existing accounts and effortlessly” creating a personal aggregation.
"Alerts appear in emails associated with the subscriber, nicely setting out the headline, associated images/photos, and active links to everything posted the previous day. This summary can be emailed or tweeted, or you can share the entire site. The basic service is free, but for $9.99 per month you can upgrade to create a personal domain and subdomains. The upgrade integrates Google Analytics and MailChimp (to help you reach your audience through custom newsletters)."²

- **TweetedTimes** ([http://tweetedtimes.com](http://tweetedtimes.com)) is a personalized newspaper, content curation, and publishing platform generated from one’s own Twitter feed. Users can set up several newspapers, each with a different Twitter feed, as well as explore the feeds of friends or by topic (tag).

Another way in which individuals can “make public” those websites helpful to their organization (or team), organized in topic folders, is to use social bookmarking sites. Readers may be familiar with the Delicious ([https://delicious.com](https://delicious.com)) and Diigo ([www.diigo.com](http://www.diigo.com)); newer tools include Bundlr ([http://bundlr.com](http://bundlr.com)) and BagTheWeb ([www.bagtheweb.com](http://www.bagtheweb.com)). BagTheWeb even has a slideshow to help users understand how to share their “bags” on a blog ([http://www.slideshare.net/bagtheweb](http://www.slideshare.net/bagtheweb)).

**Integrated social**

If you follow someone who tweets about topics of interest to you, or the official feeds used by your federal agency – and please note that an agency may have several official feeds (e.g., @FDA_Drug_Info and @FDADeviceInfo) – you may find that links from their Twitter feeds (or items they share via LinkedIn) lead to their Scoop.it curated topic pages. Scoop.it is a “content curation and publishing platform... combining a big data semantic technology that crawls and qualifies more than 20 million web pages every day with a robust publishing hub.”³ Registered users can curate pages based on their interests. (Yes, it’s free to register.) In addition, one can search for people who curate material covering topics aligned with interests of your own and simply follow those individuals by “subscribing” to their Scoop.it newsletter(s). For example, I follow two of three topics curated by Tom d’Amico, Superintendent, Ottawa Catholic School Board: iGeneration – 21st Century Education and Learning Commons – 21st Century Libraries in K-12 Schools. Find someone who scoops about the Food and Drug Administration (FDA) or Environmental Protection Agency (EPA) and by all means follow them, reading their scoops before “scooping” yourself.
Novice users are advised to explore the list of scoop topics, featured or popular, from “agriculture” to “travel & tourism.” Alternatively, begin typing a topic in the search box; the type-ahead feature displays scoops by individuals who follow those topics. Here’s how easy it is to begin to Scoop:

1. Enter a few keywords to see “suggested content,” though one can always add a URL to assure that a specific “must read” item is included
2. Filter by source (e.g., Facebook, RSS feeds, Twitter, SlideShare, Youtube) is optional; the default is “all”
3. Connect social media accounts at the profile level, go to a topic page, and click “share.” Scroll over any published post to share with Twitter, Facebook, LinkedIn, Google+, Yammer, Tumblr, or more. (The free version limits up to two social accounts connected to a Scoop.it profile; Scoop.it Pro allows for unlimited social account connections.)
4. Get notified when topics you curate have a new follower or a Scoop has a new comment (or it’s been shared by others)
5. Scoop.it apps are available for Wordpress, iPad, iPhone, Chrome, Android...

It sounds more complicated than it really is, trust me. There are all sorts of shortcuts one can take to populate a starter Scoop.it newsletter. For example, if you drag the Scoop.it bookmarklet to your browser, each time you see something you'd like to add to your digest, simply click to grab the item you're viewing. The next time you look at your magazine, the item is sure to be there. In addition, you'll get a Scoop.it daily summary via email with topics you follow, making life just a bit easier.

Another news curation platform, Paper.li, automatically processes more than 250 million social media posts per day, extracting & analyzing over 25 million articles. Paper.li lets users tap into this powerful media flow to find exactly what they need, and publish it easily on their own online newspaper.

As co-founder Edouard Lambelet explains: “Paper.li lets you build your personalized newspaper with content coming from sources you trust. You indicate these sources, you set filters (only when talking about this or that), and every day the service will present you with the matching content (if any) and will let you organize it in your paper.”

Before creating a paper of your own, find a paper that covers the topics in which you are interested (e.g., environment) or choose a federal agency as your starting point (for example, EPA). The system surfaces curated collections from all manner of individuals, but also provides guidance for the discerning. Each option
presented indicates the curator. If you are active in that arena, you may know the author or his/her affiliation. The effort may be a renowned publisher in the field, such as Forecast International’s Aerospace & Defense News (http://paper.li/ForecastIntl/1376930553), a non-profit organization (e.g., Development Gateway issues two dailies: #OpenDev and #OpenGov), a collaboration by the editors of AgWeb.com, or even a federal agency. For example, EPA Office of Radiological Protection (ORP) publishes “Half-Life Daily”; U.S. Army Research, Development and Engineering Command Daily covers “Tech news worth checking out!” Infopros are likely to appreciate the content in The bill lefurgy Daily or Phil Bradley’s. Tag any one of these as a “favorite” and Paper.li will add it to your Newsstand for easy access when you sign in.

These are just a few of the many useful social media tools one can use to monitor federal agency activities. No doubt more will surface in the coming years. No one suggests abandoning tried-and-true research methods, but experimenting with these tools will no doubt increase one’s confidence in utilizing new techniques when performing research on behalf of our organizations.

1 Newton, C. (2014 March 13). “Nuzzel keeps track of Twitter and Facebook so you don’t have to.” Available at http://www.theverge.com/2014/3/18/5523128/nuzzel-keeps-track-of-twitter-and-facebook-so-you-dont-have-to


3 Scoop.it Crunchbase.com Profile. Available at http://www.crunchbase.com/organization/scoop-it

Leveraging the Personal Branding Trend in Library Communications

*Personal brands offer library communicators opportunities for enhancing an information service brand.*

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Personal branding has been around for a number of years. Tom Peters and his book "The Brand Called You," brought it to the forefront in the late 90's along with the Age of the Individual. With the increase of entrepreneurs and people seeking employment in a very tight job market, personal branding has resurfaced as an important marketing tool for individuals seeking to stand out from the crowd.

I have led personal branding presentations at a local library school where it is popular topic among MLS graduates. I recently began to think about the potential impact this trend could have on library communications. My conclusion? Coordinators of communications for libraries and information services are in the unique position of using personal brands to expand and strengthen their library's brand and communications.

**Personal Brands**

There are some who believe that people cannot be brands. I sit in the camp that believes people can be and are brands. Look at any number of singers and actors (Cher, Madonna, Lady Gaga) and you'll recognize the primary features of a brand — brand essence, brand message, brand uniqueness, brand name, and brand image. And while the personal brands of most people don't take on such elaborate features as celebrities, people do create brands for and of themselves. They define and groom their brand using the same tools deployed by organizations to create and broadcast desired perceptions and memories.
Personal brands have always been around. The only difference between the 1990's brand named "You", and today's personal brands is the existence of social media as communications channels and brand building tools. And therein lies the secret behind today's personal brands.

**Personally Branded Employees**

A service organization like a library relies on employees and people who make it a service. A service is intangible so it is represented by what the customer can remember. In many instances those memories are strongly associated with the library staff member who delivered the service, be it the answer to a question or a recommendation for a good book. In the end the customer associates the person who delivered the service with the service memory. The person is a brand touchpoint (the point of interacting with the library brand) and in most cases the person and the service are inseparable in the customer's memory.

Enter the personal brand. A library staff member with a personal brand helps customers remember their interactions with the library because a brand provides cues to remember. Brand name, color, vocal sounds, and other features are all brand cues that a customer can use to recall the service interaction. The stronger and unique the personal brand cues, the easier and quicker the memory recall of the personal brand, and by extension, the stronger the association with the library brand.

**Brand Ambassadors**

What has all this got to do with a library's communications program? People with strong personal brands provide visibility channels for the library's brand. Building a relationship between personal brands and the library's brand creates a synergy that benefits both. For examples of how this might work for a library, consider the communications of law firms, medical practices, and other professional service groups. When a new person joins the firm, communications are issued highlighting their skills, experience, and expertise. Likewise when a staff member is a featured speaker, pursues a professional endeavor, gives back to the community, or is recognized by professional peers, the firm benefits from the visibility these activities generate.
All of this is magnified when a firm on-boards an individual who has a high-profile personal brand. For example, when a former U.S. Senator joins a law firm the personal brand name is added to the firm's roster, and the firm benefits from the visibility the former Senator's name recognition and image brings to the firm. At the same time, the former Senator becomes an ambassador of the firm's brand as he/she meets and works with current and perspective clients.

Take an inventory of the personal brands walking around your information service or representing your knowledge management activity. You might be surprised to find that some of these people have got high brand recognition among members of their target audiences. Then think about how the sum of all the personal brands is a component of your information service's brand.

Now you've got the picture.

**Helping Employees With Their Personal Brands**

It behooves library communicators to help staff members develop their personal brands and to incorporate personal brands into a library's communications strategy. Doing so also provides the opportunity for establishing personal brand guidelines which detail best practices for staff members and dovetails the brand perceptions desired by the library.

The expert researchers, skilled knowledge managers, trainers, and others working in a library all hold the potential for personal brands. Some of them may already have a presence on the library's website or in social media networks. Your job is to sort it out and bring everything together so that the library brand benefits from these personal brand activities. Everything done for personal brands will impact, directly or indirectly, the library brand, so it's a win-win situation.

Personal web pages. QR codes on business cards. Meet the expert lunches. Speeches and presentations. Advice blogs. Staff highlights. YouTube video interviews. These and many other personal branding activities coordinated or enabled by the library communications office can serve as extensions to the library's own branding endeavors. Encouraging staff members to have
LinkedIn profiles, Facebook pages, Twitter streams and Pinterest boards will bring the personal brands into the social media mainstream and provide links for the library's social media presence. While someone reading this may be rolling their eyes at the thought of turning their staff loose on Facebook, wayward posts and over zealous commentary can be kept within bounds with a strong set of social media guidelines that are enforced.

Communications

Announcements of new hires, professional accomplishments and achievements, recognition and awards by peers, is the first step towards leveraging the personal brands joining the library staff. Creating a strategy which builds and maintains personal brands, and links them to the library brand, is the important second step. The third step acts on the strategy and puts into place activities that make it happen and measures results.

Staff members ARE the library's service and the brand in the minds of customers. My recommendation is to harness personal brands and build a synergy between them and the library brand. It's a recipe for success.

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Resources.

http://www.marketingprofs.com
Marketing Profs has a series of short articles about personal branding which provide additional ideas. Search "personal branding". You do not need to be a member to get some of the articles. A membership will, however, give you access to deeper content on the site.

http://www.pinterest.com/chrisolsonassoc/personal-branding/
A few personal branding resources of potential interest.

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Changing Job Responsibilities: Building New Skills and Learning to Adapt

By Rebecca Aftowicz, Reference Librarian, Comptroller of the Currency Library

It wasn’t until Marie Kaddell announced the topic for the latest Best Practices for Government Libraries that I really thought about how varied my work experience has been at the Office of the Comptroller of the Currency (OCC). The topic, Strong Roots, New Branches: Embracing Core Skills, Building New Ones and Expanding Your Impact in the Organization, really prompted a period of self-reflection on my 7 years with the OCC. I thought about how my job responsibilities had evolved and changed, how I adapted to these new responsibilities, and how I used my existing skills to tackle these new challenges.

I knew when starting as an intern at the Office of the Comptroller of the Currency’s library that my main job responsibilities were assisting with reference and research questions and helping the director with any special projects or administrative functions. However, shortly after I started, the employee tasked with tracking current legislation and compiling legislative histories left the agency, and her responsibilities were re-assigned to me. This felt overwhelming to say the least. It was particularly overwhelming because this change occurred in 2008, when the country was in the midst of a financial meltdown. Legislation relevant to the OCC’s mission (examining and regulating national banks) was everywhere in Congress, moving quickly through the House and Senate, and several public laws were enacted. One of these pieces of legislation eventually became the exhaustive Dodd-Frank Act, one of the largest financial reform laws in years.

It was only through training from colleagues and other library professionals that I was able to undertake this challenge. The previous employee at OCC had given me some one-on-one training before she left, but at that point I was too new to the subject matter to retain much. My written notes had the most basic of information: “Congressional Record—where to find debates, i.e. what is said on the House and Senate floors.” I attended every training the Department of the Interior held on legislative histories, and I regularly
read through the Legislative Source Book on the LLSDC website. I learned through doing, and over time, I became adept with legislative histories.

Similarly, in 2012, another co-worker left the agency whose primary job responsibilities had been administering the library resource contracts and handling the library’s budget. Having recently earned my COR certificate, I inherited all of my former colleague’s duties. Like learning how to track and compile legislation, I relied heavily on my co-workers who were familiar with the federal acquisitions process. They explained timelines, renewals, option years, and re-competes. They explained FEDLINK, CPARS, market research, sole source contracts, and FedBizOpps. I went through boxes full of paperwork, trying to make sense of everything.

While it was a rocky start, I learned, adapted, and grew. I became familiar with a new vocabulary and a new process. I learned a slew of new acquisition-related acronyms. I got to know my contracting specialists and contracting officers, and once again, I began to get into a rhythm. Everyone I came across was willing to help, willing to explain, and willing to teach. And I needed it. Now, two years later, handling the contracts and the budget has become another part of my routine.

A desire to learn and to succeed at my job drove my ability to adapt. I had always been a good student (some definitely would call me a teacher’s pet!), getting A’s, raising my hand to answer the teachers’ questions, and even volunteering to help the teacher grade papers. That natural skill of being a good student really helped as I gained these new responsibilities. Being in the student mindset, I wanted to learn, and I wanted my boss and co-workers to be proud of me and proud of the work I was doing. I tend to believe that librarians by nature are learners at heart, and that we get a sense of enjoyment from learning new things. This certainly is the case for me. Becoming competent at my new job responsibilities helped me gain confidence in my work, and it helped with my overall job satisfaction.

Librarians in general are used to having to adapt—either with eagerness or forcibly. Whether it’s technological advancements or diminishing budgets, it’s important for librarians to be flexible. Given this pattern at my job, who knows what my responsibilities will be in another few years? As long as I keep my desire to learn new things and my enthusiasm to produce good work, I believe I’ll have the core skills I need to be successful at whatever the future holds for me.
“I’m helping To Put a Man on The Moon”

By Aileen M. J. Marshall, M.L.I.S., M.A.

In November 2014, I attended KMWorld, a conference designed for Knowledge Management (KM) professionals as well as Communication, Content & Web Managers, Information and Intelligence Professionals, among others. As you can probably guess, all of the attendees had at least one thing in common: In one way or another, we all deal with data, information, and knowledge and the question on how to best organize and use these vital assets in ways that impact our organizations and engage staff and clients in the best possible way. We all know that the tasks involved with these endeavors such as pitching it to our executive leadership and getting into the nitty-gritty stuff of finding the right technologies, strategies, and ways to monitor and evaluate our success often seem impossible to conquer. More than once in my career I have sat in front of my screen, wanting to beat my head against the keyboard because I suffered from the KM equivalent of writer’s block.

What I love about attending conferences like KMWorld or the Annual Conference of the Special Libraries Association (aside from catching up with friends and learning new stuff) is the abundance of professional interaction with people. Discussing hurdles and bouncing around ideas has an amazing impact on the way you think, how you approach problems and possible solutions, and how you feel about any given task you are working on. For me, it takes away some of the anxiety and intimidation I always feel when faced with a challenge. Not only is it comforting to know that others have the same doubts and face some of the same struggles (yes, misery loves company), but picking each other’s brains can lead to amazing discoveries and aha moments (and believe me, I always have plenty of those during conferences).

To me, attending this particular conference was especially valuable because one of the challenges I am faced with right now is to come up with a KM strategy for an established and highly regarded program in the realm of International Development/Global Health. Therefore, I went to KMWorld with the goal to attend sessions that would give me some more ideas on how to approach the design and implementation of said strategy. I also attended
the SharePoint symposium ... needless to say, that could be the topic for a separate article (or dissertation for that matter).

I attended a lot of great presentations, but my favorite session by far was titled “Suddenly, Stories Are Serious Business!”, delivered by Melinda J. Bickerstaff, Senior Principal at Accenture Federal Services. I’ve been interested in Gamification and Simulations in KM for a while, but admittedly hadn’t really looked much into storytelling until very recently, which is a surprise, actually, because I write fiction, so technically it should have been a no-brainer. Granted, writing fiction and business narratives differ in a lot of ways, but the fundamentals are the same: storytelling is an ancient art, and storytellers capture and hold the attention of their audiences by invoking a personal connection to the story and thus to the message they want to get across.

**Inspiration sometimes comes from the most unlikely places and people.**

Some of you will recognize the title of this article as something that is said to be a brief interaction between President Kennedy and a janitor during the President’s visit to the NASA space center in 1962. Interrupting his tour, Kennedy walked over to the janitor, who was carrying a broom, and said:

“Hi, I’m Jack Kennedy. What are you doing?”

“Well, Mr. President,” the janitor replied, “I’m helping to put a man on the moon.”

Your leadership, and maybe even some of you, now might be tempted to ask “So what? Why are you telling us this?”

The most obvious and simple answer is that this brief interaction demonstrates a sense of team spirit: That by working together, we can achieve more than any individual ever could. For you see, the janitor did not see himself as disconnected, as just another employee, as “just the cleaning person.” He saw himself as part of the NASA team, as a contributor, as part of something greater.

Let’s take this thought a little further: What if you are not “just” trying to build a strong team (maybe you already have one) or enhance team spirit, but at the same time have to deal with/are trying to implement significant
changes (such as a KM strategy, getting people to change the way they work, collaborate, think about their work and accept new ways of doing things)? In that case, this brief interaction can help you even further.

I don’t have to remind you that people are, in general, resistant to change. Even KM people like me—who preach stuff like that on a daily basis—catch ourselves scoffing at new ideas or technologies every now and then. It is a hard habit to break, let me tell you. People become comfortable with what’s familiar, with the way we do things, and how things have always been done, and we mistrust change. So, how can we approach the daunting task of initiating change? It may be tempting to rely solely on facts, hard data and analyses to convince people that “the new stuff is good.” However, (and I am sure many have experienced this), you can throw tons of PowerPoints, Excel sheets and other presentations at people, and in the end you are no closer to where you need to be to initiate true change that will be accepted: peoples’ minds.

As Noel Tichy so fittingly said: “The best way to get humans to venture into unknown terrain is to make that terrain familiar and desirable by taking them there first in their imaginations.”

According to this, we need to consider two things:

1. Humans venturing into new terrain (i.e. new intranet, new workflows, new ways to collaborate)
2. Making the terrain familiar and desirable by taking them there first in their imaginations (i.e. have them think about their ultimate goal, which can be to improve access to healthcare for women, or a lower mortality rate for children if you work in International Development)

The key here is how to connect these two pieces. Let’s turn to our little anecdote once more, and this time let’s spin the story a little further:

We don’t know the particulars of the janitor carrying a new broom, but let’s assume he’s indeed venturing into new terrain. Maybe the broom he was carrying was new, something he has never tried before (regular brushes vs rubber, for example). Or maybe he was assigned to a new area he has never worked in before. That’s the new terrain for the janitor. He may be suspicious of the new broom (“Rubber brushes, how can those possibly be effective?”) or he may be worried that he will have to get used to new co-
workers. To make this new terrain familiar and desirable, he may have spoken to some other janitors to get their opinion about the new broom and got some encouraging stories. Or maybe his supervisor pulled him aside and told him that the guys in his new area are just as dedicated and hard-working as his old crew. Maybe even told him about a few funny things that happened.

No matter the details, when Kennedy asked him what he was doing, our janitor did not elaborate on the new broom or that he is on his way to a new area. Instead, he’s (still) thinking in terms of being part of the entire moon landing project (something bigger, which is what he desires), and that’s how he approaches the change: with the thought that he will still be contributing to the big thing, even though he may have to change and adapt.

That’s what you have to instill in people’s minds: no matter how unfamiliar the terrain is (new intranet or working on new guidelines and procedures), make them see that despite the changes, they are still working towards the goal they’ve worked toward to all along, and that they want to work toward, but that they will be able to do it better! Get them excited about the changes by utilizing the power of stories).

**Become Your Organization’s Storyteller**

If you want to try your hand at a story and see if it may be the right strategy for what you are trying to achieve, I recommend diving into *The Leader’s Guide to Storytelling* by Steve Denning. You’ll learn about the role of stories in organizations, the eight narrative patterns you can chose from (depending on your goal, the type of narrative will change) and finally how you can put it all together. Most books on leadership and change management such as *Getting Change Right* (2010) by Seth Kahan and *Made to Stick* (2008) by Chip Heath include chapters on storytelling, which shows the increasing importance of this practice as a core competency of effective leaders.

In the meantime, the next time you are asked “What are you doing?” step back and think before giving an answer. Are you simply implementing a new piece of technology, simply writing a report (or whatever else it is that you are doing), or are you contributing to something bigger? Every little interaction you have with your leadership and colleagues is an opportunity to
advocate for the change you are trying to bring. Make it their story, one they can identify with and will be excited about!

Aileen Marshall is the Knowledge Management/Monitoring & Evaluation Specialist for The DHS Program. The views and opinions reflected in this article do not necessarily reflect those of The DHS Program, ICF International or any of its affiliates or clients.

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1 The Leader’s Guide to Storytelling, Stephen Denning
One Little Free Library

By Kim Cramer, Government Solutions Consultant, LexisNexis

The printed page is about to be eulogized. When is the last time you used a paper phone book to find a realtor? Or looked at property listings in a newspaper? Personally, I can’t remember. Having moved every two years of my adult life, I texted my realtor and hopped online to start browsing listings when it was time to relocate back to the Midwest in late 2012. There, in the property listings touting kitchen remodels and pristine peak-of-summer lawn
photos, stood photos touting the allure of several high-end homes based on their Little Free Libraries. Huh?

The omnipotent internet yielded www.littlefreelibrary.org. Here, I learned that the first Little Free Library grew up in Hudson, Wisconsin – just like me! The concept was started as a tribute to the founder’s mother, a teacher, and inspired by the legacies of Andrew Carnegie, Lutie Stearns, TimeBanking, and assorted international endeavors. The founder’s original goal to build 2,510 LFLs – as many as Andrew Carnegie – was surpassed near the one-year mark. Five years in, the estimated count tops 18,000 LFLs across all 50 states and 70 countries.

Here in Minneapolis, Little Free Libraries are all around us – in front of residences, child care centers, schools – even a whole row of them in front of an Ace Hardware, which we thought was a little mysterious until summer rolled around and a farmers’ market took over the Ace parking lot every Sunday.

The concept is fantastic – if you see a book, help yourself, if you want to leave one, even better. No check-out lines, late fees, delivery times. (No librarians? Well, nothing’s perfect.) Out on a walk with your toddler who is complaining about tired feet? Grab a book, read a story while their legs rest, place the book back in the LFL and go on your way. No more endless whining or aching back from piggyback rides!

For a year, we were customers of the libraries. The Magic School Bus, Iyengar’s Light on Yoga (which has been on my bucket list for years), a French-English dictionary just in time for a trip to Montreal. Occasionally, we would even manage to return or replace a few titles.

Finally, we splurged on becoming stewards of a Little Free Library. (Note: there is no Amazon Prime 2-day delivery. If you are ordering from LFL instead of building your own, prepare to wait like it’s an Ovaltine decoder for Little Orphan Annie.) We planted our Little Free Library near a bench, given our own patronage of LFLs with a tired-footed toddler in tow.

Checking the library in the front yard is akin to checking the mailbox as a kid, when none of the bills were in my name. Did we get any new books today? Did someone take what we left? Which ones? Our guesses have often been far from the mark. The children’s books, including staples from Dr. Seuss, have been slow to disappear. Anything related to work or work-life
balance flies off the shelf in a day or two. In its place lies a growing collection of fictional fare and coffee table tomes. Interesting? Amusing? You decide.

The literature that comes with the library encourages you to reach out to neighbors, etc. to help you stock the library. I was initially incredulous about this – do these people not understand how many books are piled up on my shelves, waiting for me to let them spread their covers like wings and fly off to new homes? But at the current rate of borrowing, this will quickly become a necessity. Newsflash to everyone heralding the death of print: it’s still alive and kicking. Maybe the kiddies are reading on their Kindles, but the adults want actual pages. Thank goodness the National Night Out block party is right around the corner.

My only regret is getting ONE library. While it’s incredibly fun to have in the yard, it’s definitely a bit selfish to have plopped our free library in a neighborhood where everyone can afford a sizable collection of books at full retail price. My next move will definitely be to place one in a location where books are harder to come by – somewhere where the local library is gone or rarely open, and household budgets don’t allow for home libraries. This gets closer to the inspiration for the first Little Free Library, and has more promise for inspiring a future generation of readers. Let’s hope they learn how to turn paper pages.
Open Government Data

By Angela J.A. Kent, Reference Librarian, Texas State Library and Archives Commission

From the White House's Open Government Initiative (www.whitehouse.gov/open) to community movements like Code for America (www.codeforamerica.org), there is growing public demand for greater government transparency. Coupled with an overall interest in making government information available to the public, open government data is an emerging issue for many library and information professionals.

Strong Roots

Government librarians have a long history of making government information accessible. The exemplar being the Federal Depository Library Program. For decades, depository libraries across the country have collected, maintained, and continuously made available federal government publications.

To assist with locating these government publications, the Government Printing Office (GPO) began creating catalog records of government publications (http://catalog.gpo.gov) that have been published since 1976.

More recently, libraries have started digitizing their government publications collections to make accessing -- and not just locating -- government publications easier. Additionally, GPO’s FDSys (www.gpo.gov/fdsys/) allows users to search and retrieve full-text digitized government documents and publications. Similarly, the HathiTrust also works on digitizing federal publications and, through their US Federal Government Documents Initiative (www.hathitrust.org/usgovdocs), has the mission of becoming a digital repository of federal government documents.

Other digital libraries such as the TRAIL, the Technical Report Archive & Imagery Library, (www.technicalreports.org/trail/search/), focuses on digitizing pre-1976 technical government reports. There are also many federal agencies that maintain public databases of scientific and technical government reports; including NASA (http://ntrs.nasa.gov/), DTIC (www.dtic.mil/dtic/search/tr/tr.html), and NTIS (www.ntis.gov), among
others. For additional resources on scientific and technical sources, you may wish to review Matthew von Hendy’s recent writings on scientific and technical grey literature sources.

**New Branches**

From creating catalog records that make locating government information easier to digitizing government publications that make them more readily available to the public, we now see a move towards open government data initiatives.

As “data” continues to be the new frontier in the information environment, so are government data sets the newest frontier for government librarians.

Open government data consists of government data sets that can be accessed, viewed, and used by the public. A helpful resource in locating government data sets is the Open Knowledge Foundation’s list of open data catalogs (http://opengovernmentdata.org/data/catalogues/). Here, users can quickly locate a government’s open data website and review and download the available government data sets.

In the U.S. this includes the federal government open data catalog (www.data.gov), which also provides a list of state government open data catalogs. Many U.S. municipal governments have also followed suit by making their data sets available to the general public. At the local level, there are many “Open [City]” movements working on similar initiatives. The Open Austin (www.open-austin.org/) community is one example.


Following the tradition of making government information available, librarians and information professionals are well placed to contribute to the open government data movement. This can be seen in the continued work
by government librarians to locate hard to find government publications. It is also seen in public libraries that have partnered with community open government movements to promote open data; and business librarians who are working with large data sets that are regularly used by economists and business analysts, among other users. To be sure, librarians and information professionals are learning how to code and build databases that support data visualization. Open data is the emerging issue at the center of all these new library and information professional tools. And open government data is sure to be an area that all government information professionals will want to include in their government resources toolkit.

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Angela J.A. Kent is a reference librarian at the Texas State Library and Archives Commission. She manages the federal documents collection, which is a regional federal depository library in Texas. She also works with the Texas state government publications collection and is knowledgeable in state government archives and records. Angela is a 2014 SLA Rising Star and a 2015 ALA Emerging Leader.
Telecommuting Tips

By Chris Zammarelli, Metadata Librarian at State Department Office of American Spaces via ATSG Corporation

I telecommute once a week. Federal government employees who have work that can be done via telework are encouraged to do so. If you've ever read any reports about U.S. cities with the worst traffic, you can understand why.

The challenge to working from home is staying focused on your work, which is difficult when things like TV and a fully stocked refrigerator are available to distract you. I came up with a list of tips that may be useful if you are planning to telecommute:

Do not schedule non-work appointments for your telework day
It's always better to take personal leave to cover appointments like doctor's visits than to work around those appointments. If you absolutely have to schedule non-work appointments on your telework day, be sure to take a half day of leave.

It can get tricky if you are low on leave hours, I realize, but the truth is this: if you are working and you suddenly have to take off for something else, you are going to find it extremely difficult to get back into work once you've returned home. It's disruptive enough if you have to go back into the office, but at least the office setting is more likely to recapture your attention. Once you're home, the distractions of home life may be too tempting.

Keep the TV Off

I could argue that watching news channels is pertinent to my work. In truth, I'm usually not getting much of anything that I wouldn't get just by checking some news websites from time to time. And really, here's what happens when I have the TV on while I work:

- I get so engrossed in what I'm doing I am not even paying attention to what is on TV.
or –

- I get so engrossed in what's on TV that I am not even paying attention to what I'm doing.

Why waste the electricity or time in your work day?

**Have a task list that someone else sees**

It is one thing to write up a list of things you need to get done at home. It's another thing entirely to have someone hold you accountable for ticking things off that list.

The day before I telework, I send my onsite supervisor my task list. I CC the director and deputy director of the office and my supervisor at the agency I work for. At the end of the day, I write a report listing all of the tasks I completed that day, even if they weren't a part of the original task list. Everyone gets to see what I accomplished, but also gets to see what else came up during the day that I worked on. Nothing keeps you focused on your work than scrutiny of your work at the end of the day.

**Have a meeting**

Similar to above, schedule a meeting with your supervisor over the phone to discuss what you've done that day or to cover another work-related topic. Or meet with a co-worker on a joint project or meet with an intern to discuss his or her task. Find someone you want to meet with and, you know, meet with them.

**Recreate your office workflow**

In other words, take your breaks at home when you take your breaks at work. If you have set times for lunch and for morning and afternoon breaks in the office, keep those times at home. Also, if you prepare lunch to bring to the office, have it prepped at home. This way you don't waste time
peering into the fridge looking for food or getting distracted by cooking something elaborate.

**Exercise**

I don't necessarily mean go to the gym, but if you're holed up in your house all day, go take a walk after lunch. Getting outside and away from the house will be a better break than, say, watching TV or playing video games. And a nice walk will help energize you for the rest of the day.

**Don't snack**

This is the best advice I can give myself: just because I have access to all of the food in the house doesn't mean I have to eat all of the food in the house. I don't claim that I follow all these to the letter every time I work from home. But the closer I stick to it, the more productive I am.

(Updated from a February 2013 post on Chris Zammarelli’s old blog)
Rise of the Databrarian: resources for librarians to reskill and retool for research data management services

By Colleen DeLory, Editor, Elsevier Library Connect, libraryconnect@elsevier.com

Libraries are retooling, and in some cases, reskilling to help researchers with their needs at specific points within the data lifecycle. Services are now being increasingly offered by libraries; however, libraries are still building up their capacity in this area with the exception of some “early adopters” who are expanding and refining.

In 2014, Library Connect focused on this trend in a series of webinars and articles. Following is an exploration of how librarians are embracing core skills and building new ones within research data management services.

Connecting research data to library services

In Research data management at institutions: Visions, bottlenecks and ways forward, the authors outline the “increased pressure in the research community to make research data (raw and summarized) available, both linked to publications and directly into open repositories, for preservation and use by other researchers.” Anita de Waard, Daniel Rotman and Mike Lauruhn contend that, “Libraries run the risk of being disintermediated in an open access world, and are looking for ways to use their skills and systems to...
connect research data to the repositories and knowledge management systems they curate.”

Adapting and acquiring research data skills

Some of the data skills such as metadata and curation come naturally within the toolbox of a librarian; however, to understand the larger framework librarians need to “expand their knowledge of the diversity of data in terms of standards, formats, ontologies and cultural practices that characterize different disciplines or communities,” says Liz Lyon, a visiting professor at the University of Pittsburgh iSchool. She describes how students are Learning about research data in the lab at the Pitt iSchool in new courses, where they “can observe day-to-day research workflows and have access to live datasets, laboratory notebooks and sophisticated instruments.”

Practicing librarians are also working together to create their own curricula. Seven libraries in the New England region initially developed the New England Collaborative Data Management Curriculum (NECDMC). “Each of the curriculum’s seven modules includes a lesson plan, teaching slides, and activities that can be used ‘out of the box’ or customized for a particular institution or audience,” say the Library Connect authors. Like the curriculum itself, the Library Connect article on the topic was a joint effort from Regina Raboin, Tufts University; Andrew Creamer, Brown University; and Donna Kafel and Elaine Martin, University of Massachusetts Medical School.

In the Boston area, Data Scientist Training for Librarians (DST4L) is attracting cohorts of working LIS professionals interested in gaining the skills and knowledge to work on data-driven projects. DST4L alums Jeremy Guillette and James Damon of Harvard University describe an ambitious and collaborative program that included software training and a hackathon. Jeremy and James look beyond the code as they sum up the mission: “At face value, DST4L is a technology course that teaches librarians to script, extract, wrangle and visualize. At its heart, it reminds librarians to push themselves, each other and the profession.”

State of the art
And for the data librarian who wants to move deeper into data science, there is the new Master of Information and Data Science program at the University of California, Berkeley. In a Library Connect interview, Dean AnnaLee Saxenian notes, “I believe every organization — from the library to the public sector, from multinational corporations to mom-and-pop shops — is going to be transformed by the ability to use data in interesting and new ways. I’m in the camp that believes this is a big change.”

Librarians and information professionals considering taking on a new role in research data can hear from practicing data librarians and data scientists in two recorded webinars.

In the Rise of the Databrarian webinar, attendees heard from a data scientist working in a corporate environment. This recent MLIS graduate’s strong technical skills helped her to join a data science team, where she can benefit from the combined experience of a group of specialists. Coming to the end of her presentation, Jennifer Clark noted that technical skills can be learned, but it may be other experience that can really set a librarian apart: “I think librarians are uniquely positioned to fulfill these roles with a few extra skills, and I think the academic world would benefit greatly from all your unique perspectives. The fact that you do not have a computer science or math degree is not a weakness. It is one of your biggest strengths.”

Jennifer was joined by Margaret Henderson and Jeroen Rombouts who described their very different experiences in an academic setting. Margaret founded Virginia Commonwealth University research data services and discovered a “second-mover advantage,” looking at other large research universities to learn from their successes and mistakes. She worked through a process of identifying data resources, creating communications materials, and raising awareness of her role and the various services available.

As head of the 3TU.Datacentrum, Jeroen Rombouts leads a research data consortium of three Dutch technical universities with a staff of 15. The services of this organization are grouped into four main categories: data services such as assisting with writing data management plans, collaboration platforms for active research teams, archiving and preserving datasets, and activities that include developing tools, policies and licenses.
Additional perspectives on data librarianship were added in Beyond data management plans, creative data services in libraries. Kimberly Silk described her role partnering with consultants as an embedded data librarian within a university think tank, while Joel Herndon outlined Duke University’s suite of data and visualization services. Joel stressed the importance of training and consultations in working with his constituents, while Kimberly emphasized her end-to-end involvement in a research project.

Conclusion

The demand for research data services will continue to grow exponentially with the increase in research data production and the mandates to share that data. Librarians can play a prominent role if they invest in education and actively seek opportunities to partner with stakeholders throughout the organization.
The Library Connect Yearbook 2015

Download the Library Connect Yearbook 2015 for the year's best content in one printable PDF, covering library and information science topics such as academic identity, metrics, research data, librarian roles and more! **GET DOWNLOAD** (13 MB PDF)

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Roots, Branches, and Librarianship

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

By Lois Ireland, Manager, Library & Business Information Services, Freddie Mac, McLean, VA

This was the year I set out to learn the collaboration tool SharePoint. This product is becoming used more and more across my organization and I wanted to understand what it was all about, so I set that as a developmental goal for myself.

So I took some classes and read some books and looked at examples of sites, then I experimented and deleted things that didn’t work and started over and eventually figured out how to set up functional sites.

I learned that this collaboration tool is very powerful and flexible but comes out of the box as a more or less blank slate, requiring careful thought and planning to be most effective. I found people who looked at the default setup and just simply couldn’t envision how you would even use this tool. I’ve seen others who stick with the generic headers of Libraries and Lists and Shared Documents, even when a more descriptive term would make a lot more sense to their users. And I’ve seen sites that have become tangled nests of folders, sub-folders and sub-sub-folders, luring users down rabbit holes to find what it is they think they’re looking for.

I was glad I had spent the time to understand SharePoint when a business area contact approached me, asking if I would look at their existing sites and help reorganize them to be more efficient and effective. She didn’t know that I knew anything about SharePoint, but she knows that librarians know how to organize information and make it more accessible. While the IT SharePoint experts can help with technical questions, she expects that I can help make the sites truly useful.

This kind of thing isn’t currently a standard service of my library, but of course I said I would help them; it’s a relevant extension of my library skill set. And judging by the proliferation of SharePoint sites across the company, there’s potential for this to expand to help a lot more people.

When I set out to learn more about SharePoint, I was fortunate that my employer was offering in-house training, so I could take advantage of a new user class to get started. There is also an in-house SharePoint community of
practice (COP), with a supporting forum (on SharePoint, of course!) where users can post questions and get answers from other COP members, so I could use that to help understand certain concepts. Externally, I looked at some online courses at Lynda.com, which has some pretty reasonable pricing packages. I purchased a basic book to have as a reference—I got a copy of *Microsoft SharePoint 2010 for Dummies*, though there are a number of other how-to books on the market. Microsoft itself has a lot of tutorials, documentation and tips on their website at [http://support.office.com](http://support.office.com).
Volunteers—Lessons We Can Learn from the National Park Service

By Pat Alderman, Government Librarian, Retired

When a VIP agrees to share his talents, skills and interests with the National Park Service, he is paying us one of the highest compliments possible by offering a most valued possession - his time. George B. Hartzog, Jr., Director, National Park Service, 1964-1972

Volunteers, whether you love them or hate them, are a fact of life for many libraries. Over the past 35 years I have been a volunteer, worked with volunteers, and been responsible for volunteers. All three roles offer elements of hope, pain, frustration, and hopefully satisfaction.

As a volunteer, I offer to work for free—hopefully where both the organization and I will benefit from the experience. It is painful to be turned down by an organization that does not see the benefit of free labor. That most recently happened to me when I offered to work for a base library in San Diego. Since most of their volunteer applicants were possibly high school students who needed to do a number of public service hours as part of their graduation requirement, the library may have felt that finding things for volunteers to do was more trouble than it was worth. I felt like telling them I was a retired librarian with over 30 years of experience, had run libraries like this one, and they were short sighted to throw that away. But nobody asked—at least they were polite when they turned me down.

As the manager of a similar type of base library, I have had mixed feelings about volunteers. Adults who wanted to work at the circulation desk were a big help. Teenagers could be very helpful also, if they did not socialize too much with their friends. Very few people were interested in filing or shelving, which was where we could have really used the help. I learned that it was useful to already have a list of tasks that needed to be done and then let the volunteer decide if any of them were of interest. Bulletin boards, preschool story hour arts and crafts, filing, shelving, shelf reading, holiday decorating, checking books in and out, and creating bibliographies were all tasks that could be done if willing hands were available. I would now add tutoring, computer assistance, and programming ideas to that list.
The National Defense University Library has run a successful volunteer program. Some of the librarians began their careers there as either an intern or a volunteer. It lets both sides (volunteer and library staff) check each other out. Is the person a good match? Do they like the type of tasks done at NDU? Are they more interested in public service, technical service, or special collections? Fortunately NDU is a large enough library to offer people a chance to participate in all three sections. The library sets up an orientation session so that the volunteer has the opportunity to spend time in all of the sections, learn what the sections are responsible for and meet the people who do the job.

The National Park Service treats its volunteer very well. They call them VIPs—Volunteers in Parks. NPS also offers the George and Helen Hartzog Award for Outstanding Volunteer Service. Awards are given in multiple categories: Individual Volunteer Award, Youth Volunteer Award, Enduring Service Award, Youth Volunteer Group Award, Volunteer Group Award, and Park Volunteer Award. I am fortunate to volunteer at Cabrillo National Monument in San Diego, CA which has just won the 2013 Park Volunteer Award.

Under the direction of Volunteer Coordinator, Ranger Tavio del Rio, Cabrillo has doubled its number of volunteers in the past 3 years. Tavio has revitalized the program and has ensured that the volunteers are full-fledged members of the Cabrillo team. Since becoming a VIP at Cabrillo in January 2014, I have seen what Tavio and the other rangers have accomplished. They have ideas that other institutions might emulate.

1. Have a volunteer orientation—annually or as needed. Let the volunteers know what opportunities are available to them. Give them a tour. Let them hear from both other volunteers and paid staff.
2. Talk to the volunteers both privately and in small groups. Get to know what the volunteer wants and where they might best contribute to the whole operation. Let the prospective volunteers learn from each other too. Have a list of prospective opportunities online that they can peruse and see the requirements and expected commitment level.
3. Let them know what the expectations are and what type of training they can expect to receive. Reading books, taking online courses, shadowing, touring the facility, meeting the staff and other volunteers, reading the informational signs are all ways to involve volunteers.
4. Treat the volunteers like full-fledged members of the team. Do not treat them like second class citizens because they are not paid staff. Introduce
them to their teammates—they should not have to take the initiative to meet everyone.

5. Provide volunteer recognitions at other times besides April is Volunteer month. Invite them to participate in staff events and meetings, as appropriate. Cabrillo does this formally and informally throughout the year. Last May we had a cookout prepared by the rangers at Spanish Landing where one of Cabrillo’s outreach partners, the San Diego Maritime Museum, is building a replica of Juan Rodriguez Cabrillo’s flagship San Salvador. In addition to an excellent meal, we got to tour the ship.

6. Have meetings and communications venues that are for the volunteers. Tavio sends out emails that inform us of new volunteer opportunities, what is going on in the Park, upcoming National Park jobs, available trainings, etc. We also have a blog, a webpage, e-binders filled with useful information about the Park, its history and geography, Native Americans, the flora and fauna and other useful information a volunteer might be asked.

7. Have an online system where volunteers can track their hours, sign up for future volunteer shifts in areas of interest, learn about other opportunities of interest and special projects. We use the aptly named Volgistics.

8. If the volunteer pool is large enough, have a volunteer council. Provide opportunities for volunteer leadership roles—volunteers are more than free grunt labor.

9. Provide ongoing training. It can be volunteer oriented training or participation in agency training. Volunteers are part of the team too—see point 4.

10. Be creative on how to use volunteers. Invite their participation in how they might assist in improving the organization or identifying possible avenues of participation.
Veterans History Project: Helping Families Preserve Their Strong Roots for New Branches

By Lisa A. Taylor, Liaison Specialist, Veterans History Project, American Folklife Center, Library of Congress

The imagery of a tree, with its deep roots and far-reaching branches, is often used to depict the concept of family. This is a very suitable symbol—as the roots, whose responsibility it is to nourish and sustain, represent the ancestors, while the branches represent the many generations of offspring, individual yet still connected. For more than 15 years, the Veterans History Project (VHP) of the American Folklife Center at the Library of Congress has helped more than 100,000 families across the nation to preserve their strong roots, which are veterans’ firsthand recollections, for new branches, which are the veterans’ current and future descendants.

An ideal intergenerational project, VHP is congressionally mandated to collect, preserve and make accessible the personal accounts of America’s wartime veterans so that future generations may hear directly from veterans and better understand the realities of war.

A Pew Research Center survey highlights that 61% of Americans have an immediate family member who has served in the Armed Forces since World War II. The Veterans History Project’s goal is to capture as many of those stories as possible while there is still time. The best way to make that happen is for a veteran’s own loved one—a spouse, a child or grandchild in grade 10 or above, a sibling, a niece or a nephew—to record an interview with the veteran discussing his or her military experiences for at least 30 minutes, and then submit the recording along with a few required forms to the Library of Congress for preservation.

After a loved one conducts an interview, it is very common for VHP staff to hear, “I’ve heard bits and pieces of his/her story over the years, but I had no idea of what he/she really went through. I’m so glad we now have it all recorded!”

Although most of the collections in the VHP archive are audio- or video-recorded interviews, the Project also accepts collections of original photographs, letters, diaries, journals, official military documents, unpublished memoirs and two-dimensional artwork. Because VHP accepts such a broad variety of personal materials, families whose veteran is deceased or otherwise unable to share an oral history can still have their veteran represented. Every veteran receives an online record, which
provides details about the veteran’s military service and lists the name of the interviewer or contributor.

The strong roots and new branches of individual veterans’ family trees are not the only ones who benefit from the VHP process. Once each veteran’s collection is received, it is professionally preserved in a secure, temperature- and moisture-controlled environment for easy accessibility by researchers, authors, filmmakers, educators and students. This way, all the trees in the forest have a chance to grow, for generations to come.

Visit the Veterans History Project website, www.loc.gov/vets, to download a how-to field kit, watch a 15-minute instructional video and access the online veterans’ database.
Time: The Enemy of Effort

By Joanna Philpotts, Reference Librarian, USMC Research Library

As a reference librarian at the Library of the Marine Corps, I serve mid-career military officers looking to earn Master’s degrees in their specialties. We are a library specializing in strategic, operational and tactical warfighting. We also serve regular patrons who live in the area, academics, former and current Marines and people who work on Marine Corps Base Quantico. In case you were wondering, none of these patrons have time. This is my second year on the job and I spent a large part of last year pregnant and on maternity leave. I’ve learned that I no longer have time to exercise, eat breakfast, watch television, leave the house or cook dinner. Our students are often balancing families and a military career along with their academic pursuits. In a device-filled, internet-connected world, they are told they don’t need time. They are told that they can run into the library, grab the sources they need and run out. Some of our students see our online databases and think research means spending 20 minutes on a Saturday running searches on their paper topic. Since I can’t stop time, as far as I know, I thought of something better: I spent more time working to help my students find their research. Hopefully, this will give my students the permission to take more of their time to write something that will overcome the harried chaos of modern life, and stand on its own as a thoughtful, important piece of writing.

At the beginning of every school year, I stand in front of hundreds of students and “brief” them about our resources. Even the term “brief” has a flitting feel. We take the term from our military colleagues. A military briefing is a concise report; to the point. Perhaps we even use this term to lure our students in, basically saying, “I know you have a lot to do, but I’m going to give you the information you need to be a successful student, and I’m going to do it in a way that won’t waste your time.”

I show students our databases, touching on the best features. I’m not keeping them too long; one hour, at the most. Even that seems too much for some. Last year, our annual survey included a complaint from one student, basically asking, “Why did we have to go all the way down to the
library to learn how to use a search engine?” As their reference librarian, what am I doing to help them with time?

The answer is: I use more of my time. Students have my contact information, and I make sure to tell them that if they cannot visit me in person, they can email or call me at my desk. If they can’t find enough scholarly resources on their own, I will send them articles and book recommendations. I visit their schools, hoping my physical presence will remind them that I am here to help. I show students how to access our databases remotely, so that they can research topics from home or while they’re waiting in line at the DMV. Our students have a lot of responsibilities, one of them being to put their ideas down on paper and back them up with research. I’ve taken the time to show them how to research, but this year, I asked myself, how would I get them to take that research and make it into something worth reading?

My high school English teacher, Mr. Rizzatano, told me that writing is simply conveying your own version of the truth. You share it with others, hoping it interests them, but also, because of a compulsion to do so. Mr. Rizzatano grew up in Concord, Mass., home of Walden Pond and Henry David Thoreau. It just so happened, Mr. Rizzatano also loved the 19th century transcendentalist writer’s work. He drilled Thoreau’s words into our brains, and drew us in with his enthusiasm. With my briefs this year, I wanted to convey this same enthusiasm to my students. Whether I would inspire them or not, who knows? I wanted them to know that when they sit down to write, they are doing so just as the 19th century transcendentalist Henry David Thoreau sat down to write the following words: “We must look for a long time before we can see.”

But, would they have the time to look, research and, ultimately, see? Last fall, Marine Corp University hosted Mark Bowden, author, journalist and screenwriter, to speak at a lecture series. I had read “Black Hawk Down” in college and I went to the lecture as a fan. I knew Bowden had sifted through radio transcripts and after action reports to produce “Black Hawk Down,” and during the lecture, he talked about the interviews and the access he had for his latest book about the killing of Osama bin Laden.

Months after the lecture, I struggled putting together my briefs for students. I thought about Mark Bowden’s writing. His success came from his storytelling, but what made his storytelling good is the research behind it.
Perhaps students will take a longer look at their research if they know how good their writing can become with facts, figures, oral histories and reports to back it all up. I reached out to Bowden through email, thanking him for his lecture and asking him about his research process. To my surprise, he wrote back within an hour. The following is an excerpt from his email:

“I have found that each story I wrote requires, to some extent, a reinvention of the research process. There is no formula. It is part of what makes the process hard/fun/ challenging. But if there is a general progression, it would be: 1) learn what has already been written and reported -- scour the record; 2) find those directly involved (primary sources) and interview them; 3) reflection and consultation with disinterested others who have thought hard about the story; 4) write.”

This year, I’ve included this anecdote in my presentations to students. While they may not have the time or staff to “scour the record,” perhaps Bowden’s words would stick with them. After my presentations this year, I made the decision to interview one successful writer a year, and share their research advice with my students. I can share my struggle to track down an author willing to answer to a needy librarian. Perhaps I will even share my commitment to making this a yearly event. Again, creating something interesting takes time. Let’s all push ourselves to unplug and refocus. Bumper sticker idea: Create! Don’t Regurgitate!

In the end, students still may see me as the lady who talks about search engines, but my hope is that at least one person will reach out to one of their sources for an interview or walk down to the library to check out that new book on Churchill. I would love for them to take the time to connect with their subject enough to produce a great final product. While we can’t all be Henry David Thoreaus and run off into the woods, we can as he wrote, “live deliberately,” and create something, at the end of the day, to make ourselves proud.
When a Library Branches Out, It Expands Its Impact

By Lisa Haakon Pogue, MSLIS

In the past year, my customers have said they have found high-impact articles that have informed their research and analysis, they have a better feel for what is going on in their field, and when they discovered the information their reaction was, “WOW!” How did my small, solo-staffed library produce these results? This was accomplished by a simple method – using strong roots to branch out through an e-newsletter. No fancy technologies, no extra staff, and no new information sources were used.

The Homeland Security Studies and Analysis Institute (HSSAI) is a Federally Funded Research and Development Center (FFRDC) operated by ANSER for the Department of Homeland Security (DHS). HSSAI’s role as an FFRDC is to provide analysis to address complex problems that most often directly informs key decisions, develop and preserve in-depth knowledge of DHS programs and operations; maintain continuity and currency in DHS-specific areas of expertise; serve as a trusted agent, safeguarding all sensitive information and avoiding conflicts of interest; and respond quickly and effectively to DHS’s emerging needs.

The goals of HSSAI’s information services, and the e-newsletter, are to support our role as an FFRDC. Specifically, the newsletter’s goals are to provide analysts with information and resources to conduct analyses, help them develop in-depth knowledge about DHS, keep current in issues affecting the homeland security enterprise, and stay abreast of emerging needs, technologies and issues.

What is the newsletter?

It all starts with a simple Word document. Each day I skim a variety of news sources – newsletters, emails, list-serves, our databases, searches, RSS feeds, etc. As I find news I think might be useful I add the stories to the newsletter with links to the original article. There are a number of headings: agency news, news, new reports and information resources, personnel news, HSSAI news, and food for thought. I provide the title of the article with a link, a short description, followed by the source of the information. At the bottom of the page there is a simple table to which I add events. The
newsletter closes with the editor’s contact information and links to our intranet. It is distributed almost daily via email to our entire staff and posted on a blog for archiving and searching.

**How did it get started?**

About a year ago I was asked to take over sending out legislative information to our leadership team. I gradually expanded the scope of the project and management then asked me to expand the audience to the entire staff. I quickly saw that this was a golden opportunity to proactively inform our staff as well as push information resources out.

**What makes this newsletter a success?**

The most important factor in the newsletter’s success is the content. The scope of our analysts’ capabilities ranges from broad, general knowledge to highly specialized expertise and covers a wide range of subjects. For the newsletter, I provide targeted information to serve those needs. Then I go beyond specific targeted information by looking in more unusual places, especially targeting interdisciplinary topics that are on the periphery of my organization’s subject domain. I then go even further, looking for news and information about management, government, big data, current events, history, analysis, new trends, or any topic that will provide food for thought. Stories under the heading, “Food for Thought” get the most comments from my customers, with articles on big data even leading to a lunchtime discussion group.

I am constantly keeping my ear to the ground for new directions for the newsletter, learning about new projects and analysts’ interests. I also use analysts’ reference questions as a basis for determining their needs. Some of my information gathering comes from notice of new projects and reference questions, but I often get the most intelligence from casual hallway conversations.

I also keep the production of the newsletter easy and simple, so I don’t have to take much time away from my other responsibilities. Streamlining the production also allows me to concentrate on the all-important content. I also make the newsletter easy and simple to consume. Readers can quickly skim the table of contents and scroll down to read the articles that interest them. By also posting the newsletter on a blog I make it easy for readers to search for previous issues and articles.
Often something an analyst read in the newsletter sparks a follow up reference question or a request for more information about the topic. Linking to articles in one of our databases or journal subscriptions also allows readers to browse for additional information.

**Can you do this at home?**

My advice to other special librarians is to know your audience, keep it simple and don’t be afraid getting outside of your (and your readers’) comfort zones.

Lisa Haakon Pogue is the information specialist at the Homeland Security Studies and Analysis Institute - a Federally Funded Research and Development Center operated by ANSER for the Department of Homeland Security. She holds a bachelor’s degree from Eckerd College, a master of art in interpersonal and organizational communication from the University of Arkansas at Little Rock, and a master of science in information and library science from Drexel University.
iPhones, iPads, iPods, Oh My!

By Melanie Michaelson, Law Librarian, and Diane Smith, Librarian, U.S. Department of Justice

The past few years have seen a huge increase in the number of individuals with personal mobile devices. Just look around on the Metro in the morning and count the different types of devices being used. It is pretty persuasive evidence that these devices are here to stay. The library world is not immune from these changes. New devices are popping up all over our institutions and the Library is perfectly placed to lead the way in adapting to the changes they bring, especially the need for training. The impetus for this article is the fact that we have 6 devices between us, only one of them is a duplicate. While using these devices and “shopping” the apps stores we discovered quite a few free, or low cost apps that would benefit our patrons. Eventually the light bulb went off and we decided it was time for a class, especially when our patrons started asking about what they should be downloading onto their own devices.
What seemed like an easy class to create turned out to be a lot more difficult than either of us thought. First of all, after much brainstorming and discussion, this class seemed that it would be difficult to teach with a slide presentation or live with a projector and screen like our other library research classes. The decision was finally made to give the class more like the Apple Genius Bar than a traditional library class. While we had worked very hard to create the class we were still very nervous when we first announced the trial class during National Library Week. At that time the class was called Apps and Snacks. It has now morphed into Apps for Legal Research since we can’t afford to feed everyone who may come! Much to our surprise not only did the patrons come but they stayed and talked to us. Most of the patrons had their own devices and they were able to access the internet even though the library did not have WiFi because we were able to bring in a hot spot. The patrons were eager to ask questions about various devices and share their own knowledge. They also asked for things that they wanted to see in a future class.

From that first event we, with the support of the Emerging Technologies Committee, and especially its chair Michele Masias, began to work on how to implement the class. Quite a bit of work and development went into the class based on what we learned our patrons wanted and needed. One of those was to create a list of apps. Our first thought was to put the list as a virtual library page like the rest of our research classes. Unfortunately due to restrictions on linking to sites that have executables on them this was not possible. With the help of another librarian on staff, Robin Foltz, a handout, which is attached, was finally created. Our first piece of advice to anyone taking on a class like this is to figure out what your institution will and will not allow you to do. Your best laid plans may be derailed. We really thought that we would be able to have a page for our class like all the other library classes. When that was not possible we had to find the work around. That took time that we did not factor into our deadlines that we had set for ourselves. Lesson learned the hard way.

One of our other issues is that only personal devices can be used for the class and to download any of the apps at this time. While DOJ is moving everyone to Samsung phones and there are some employees using DOJ iPads, we are currently only teaching on personal devices. Advertising has to be very clear on that point. We do not want to cause a problem with any of the Divisions within DOJ that are supplying devices to our patrons. This is
another lesson that we have learned. One of our patrons already asked the Civil CIO about whether our apps could be used on the new phones. The answer was no at this time, however with help from Michele we were able to draft an e-mail that showed the CIO that we understood our limits but also that we were eager to work with him in the future. Our communication with the CIO was so successful he has asked for our suggestions about what should be cleared to be used on the phones. Buy in can be all important. Rather than the CIO closing the door on our idea we now have a new ally as we move forward.

In our attempts to create this class one thing was also clear to us, there is a definite need for our class. Our patrons want to be able to use their devices to their full capabilities, including for their work.
APPS FOR LEGAL RESEARCH

THESE APPLICATIONS ARE NOT FOR DOJ DEVICES UNLESS EXPLICITLY PERMITTED BY YOUR DIVISION. PLEASE USE ONLY ON YOUR PERSONAL DEVICES. THE DEPARTMENT OF JUSTICE DOES NOT ENDORSE ANY OF THESE APPLICATIONS. PASSWORD PROTECTED APPLICATIONS ARE FOR USE BY DEPARTMENT OF JUSTICE EMPLOYEES ONLY.
### Black's Law Dictionary Free Online Legal Dictionary 2nd Ed.
**ANDROID | IPHONE | IPAD | [http://thelawdictionary.org/](http://thelawdictionary.org/)**
The 2nd edition has over 15,000 legal terms for business and research use.

### Bloomberg BNA Law Reports

### On the go by bloomberg bna
EDiscovery Resource Center and Health Law Resource Center

### Congressional Record
**IPHONE | IPAD | [https://www.usa.gov/mobile-apps#L](https://www.usa.gov/mobile-apps#L)**
Debates, proceedings, and activities of the Congress of the United States.

### CourtLink
You must have a current Courtlink user ID/password to utilize this app.
Review recent court dockets, alert and track activity.

### DroidLaw (includes Federal Rules)
**ANDROID | [http://droidlaw.com/](http://droidlaw.com/)**
Ebsco Apps
IPHONE | IPAD | ANDROID | http://support.epnet.com/knowledge_base/detail.php?id=5718

After installing the app on your device, it must be authenticated:
Access both EBSCOhost (ehost) or JUSTSearch (EBSCO Discovery Service, EDS).

Fastcase
IPHONE | IPAD | ANDROID | http://www.fastcase.com/
Comprehensive collection of state and federal caselaw and statutes.

FRAP (Federal Rules of Appellate Procedure)
The complete text of the Federal Rules of Appellate Procedure from the appendix of USC 28.

FRCP (Federal Rules of Civil Procedure)

FRE (Federal Rules of Evidence)

Gale Access MyLibrary App
IPHONE | IPAD | ANDROID | http://solutions.cengage.com/apps/
Academic Onefile, General Onefile, Supreme Court Records and Briefs, and Making of Modern Law.
Hein Online
IPHONE | IPAD | http://home.heinonline.org/heinonline-app/
Image-based PDFs, access content by citation, and browse by volume.

Law360 legal news and analysis
Before using app, create user name and password via Law360 on DOJ computer
Law360 is a one-stop source for legal news and analysis on litigation, public policy, and corporate deals. Includes coverage of most practice areas and industries.

LawStack (includes Federal Rules)
IPHONE | IPAD | https://itunes.apple.com/us/app/lawstack/id338178992

Lexis Advance
Requires Lexis Advance password.
Conduct legal research and access vital information quickly

Merriam Webster Apps
IPHONE | IPAD | ANDROID | http://www.merriam-webster.com/
Definitions, voice search, synonyms, antonyms, example sentences, Word of the Day, and more.

PocketJustice (Supreme Court decisions and info)
IPHONE | IPAD | ANDROID | http://www.pocketjustice.com/
Plain-English abstracts of the Court’s decisions and access to its recorded public sessions.
### Presidential Documents
**IPHONE | IPAD | ANDROID |** [http://www.gpo.gov/mobile/](http://www.gpo.gov/mobile/)

Searches by date, device-based geolocation, category, name, location and subject.

### Rulebook

Free app with federal and state rules, and the Bluebook. Some free content, but most is not free.

### U. S. Code

The entire United States Code, loaded so that you can access all federal statutes without using the internet.

### U.S. Constitution Analysis and Interpretation (LOC)
**IPHONE | IPAD |** [http://beta.congress.gov/constitution-annotated](http://beta.congress.gov/constitution-annotated)

Legal analysis and interpretation of the Constitution, based primarily on Supreme Court case law.

### WestlawNext

Requires Westlaw Password.

WestlawNext mobile access.
### apps by device

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Military Reference & Research: Sources and Resources

On December 11, 2014, the Military Libraries Group of DC/SLA presented a full-day program at the Library of Congress: Military Reference & Research: Sources and Resources, hosted by FEDLINK.

Here is the agenda from the program: Download DC SLA MLG - FEDLINK Program Agenda 11Dec2014

Here are the slides from the presentation. Not all presenters provided their slides.

Academic Panel: Lily McGovern – National Defense University; Faith Kanno – Marine Corps University; Trish Bachman – NDU – MERLN Redesign

Download DC SLA MLG AND FEDLINK Academic Panel 11Dec2014

Science & Technology Panel: Helen Sherman – Def Tech Info Ctr (DTIC); Carol Lucke – Naval Research Labs; Sally Boskens – Naval Observatory

Download SciTech ALL 11Dec2014

Download NavObser Bosken Special Presentation 11Dec2014

History & Archives Panel: Carrie Sullivan – Center of Military History; Patrick Miller – Army JAG Archives, Etc; Jennifer Bryan – US Naval Academy Archives; Terry Kiss – US Air Force Historical Studies; Bob Patrick – Veterans History Project

Download History_Archives Panel 11Dec2014

Medical Resources Panel: Ann Holman – WRNMMC; Linda Spitzer – USUHS; Matt Bachtell – Medical Intel; Debra Yourick - WRAIR

Download Medical Resources 11Dec2014

Miscellaneous DoD Resources Panel: Connie Wiley – US Army Corps of Engineers; Paulette Haiser – NGA GEOINT; Kristen Svendsen - Pentagon Library; Mary Hickey - DINFOS; Mary “Tuke” Klemmet – DAU

Download Misc DOD 11Dec2014

FFRDCs & Think Tank Panel: Gail Kouril – RAND; Lisa Pogue – Homeland Security Institute; Cy Behroozi - Brookings; Rebecca Morgan – Natl Academy of Sci

Download FFRDC ThinkTank 11Dec2014

Outside DoD Resources: Marie Kaddell - LexisNexis

Download Non-Military Sites for Military Resources - Kaddell 11Dec2014
Non-Military Sites for Military Resources

Presented December 11, 2014, Military Libraries Group, DC/SLA Military Reference & Research: Sources and Resources, hosted by FEDLINK.

By Marie Kaddell, Senior LexisNexis Government Information Professional
http://www.governmentinopro.com
@libraryfocus

MILITARY NEWS & INFORMATION

www.military.com
Military.com bills themselves as the largest military and veteran membership organization - with 10 million members. Membership is free. Military.com both connects and informs the military community. It provides headline news and technology updates. Info covered includes: government benefits, scholarships, stories of military life or missions, insider tips, news from the front lines, and more. Search over 20 million records for military buddies with Buddy Finder. Search over 35,000 unit pages, find reunions and correspond with old friends. In 2004, Military.com joined forces with Monster Worldwide.

www.militarytimes.com
Military Times is published by Gannett Government Media, which is a subsidiary of Gannett Co., Inc. It’s been around since 1940, Military Times states that they provides “quality, unbiased reporting on the important
issues for the military community”. That includes: Military News, Pay and Benefits, Healthcare, Education and Training, Transitioning to Civilian Life, Guard and Reserve information. There’s also social community area for connecting service members, military families and veterans.

**www.defensenews.com**

*Defense News* and *DefenseNews.com* are produced by Gannett Government Media. *Defense News* states that it “provides the global defense community with the latest news and analysis on defense programs, policy, business and technology.” You can expect coverage on: defense policies, politics and legislation; new products, technologies and programs; interviews with defense leaders; defense industrial plans, and military budgets and the politics of defense. You’ll also find special reports on defense technologies, regional activities and major programs.

**www.stripes.com**

Stars and Stripes says they “exists to provide independent news and information to the U.S. military community.” One thing that is unique to Stars and Stripes as a Department of Defense authorized news outlet, is that only Stars and Stripes is guaranteed First Amendment privileges subject to Congressional oversight. It’s *editorially independent*. *Stars and Stripes* provides U.S. and world news and “objective staff-produced stories relevant to the military community.” Stars and Stripes has been in publication since World War II. Stars and Stripes now operates as a multimedia news organization.

**http://gretaslinks.blogspot.com**

Now we come to one of my favorite sources. This is a blog by Greta Marlatt, Outreach and Academic Support Manager & Reference Librarian at the Naval Postgraduate School’s Dudley Knox Library and content manager for the Homeland Security Digital Library (HSDL). For her blog, she focuses on: Security Studies, Homeland Security, Intelligence, and Special Operations. This has a searchable archive which goes back to 2007. You can get via email or RSS. This is a really remarkable blog!

**http://defensetech.org**

Their tagline is: Where technology and defense intersect. Defense Tech, a Military.com site, stays on top of tech and defense changes, providing daily
news, linking to valuable sources of information, and providing analysis on what lies ahead. Topics include Air, Ground, Sea, Space, Special Ops, Spies, Weapons, Gear, News, Cyber, Wars.

www.popsci.com/tags/military
Popular Science Military News Feed covering technologies that “wage war or avert it.” Recent trending topics include Rise of Drones, End of Privacy, New Space Race, Ebola, 3-D Printed World, Future of Energy. And my favorite: Our Robot Overlords.

www.govexec.com/defense
News site dedicated to just government news and information on federal government. Government Executive’s Defense Newsfeed. GovernmentExecutive.com is a source for government's business news and “the premier website for federal managers and executives.” Subscribers include high-ranking civilian and military officials responsible for defending the nation and carrying out our laws.

They also have reports and infographics across all the topics they cover including defense, tech, management, oversight, and contracting.

www.nextgov.com/defense
Nextgov is the “all-day information resource for federal technology decision makers.” It provides news, analysis and insights from their journalists and a community of experts. Nextgov focuses on technology and government. You’ll find pages for defense, emerging tech, cybersecurity, and more. The news pages are searchable and you can subscribe via RSS. They also provide a search capability.

If you’re interested in emerging technologies and government and federal IT topics, this will be a useful resource for you.

www.dodbuzz.com
Put out by Military.com, DoD Buzz is an online defense and acquisition journal. It covers land warfare and land combat weapons systems policies, air and naval warfare and procurement of air and naval weapons systems, space intelligence platforms and space exploration, cybersecurity,
intelligence, policies and politics affecting military programs, international military community and special ops, as well as providing a rumor mill page.

**www.data.gov/**
DATA.gov is home to U.S. Government open data. Access data, tools, and resources to conduct research, develop web and mobile applications, design data visualizations, and more. You can also browse by topics. Search over 134,000 datasets.

**HISTORY**

**http://www.archives.gov/research/alic/reference/military/index.html**
Archives Library Information Center or ALIC provides access to information on American history and government, archival administration, information management, and government documents to NARA staff, archives and records management professionals, and the general public. The military resources pages provides links to military reference materials, military history and research, and to specific topics such as Classified/Declassified Records and Military Research & Technology.

**www.pritzkermilitary.org/**
The Pritzker Military Museum & Library acquires and maintains a collection of materials and develops programs focusing on the Citizen Soldier in the preservation of democracy. Colonel J.N. Pritzker, IL ARNG (Retired), is the founder of the Pritzker Military Museum & Library. It bills itself as a “non-partisan research organization that attempts to increase the public understanding of military history and the sacrifices made by the men and women who have served.”

You can search their Digital Collections including Poster & Print Collection, Photograph & Negative Collection, Artifact Collection, and the Archival Collections.

**http://americanhistory.si.edu/collections/subjects/military**
Explore the National Museum of American History’s Military collections. Browse and filter as well as search collections and object groups. You can filter results by data source, topic, object type, date, place, name, and more.
http://bookstore.gpo.gov/catalog/us-military-history/

Sign up for email alerts on US & Military History products, news, and offers from the U.S. Government Bookstore.

http://militaryhistoryonline.com
This is a webzine of community-submitted articles. Keyword search is available. It covers ancient through modern military history. They also have a forum.

www.operationwardiary.org
Operation War Diary is a crowdsourcing project that is an effort to reveal the story of the British Army on the Western Front during the First World War as shared in 1.5 million pages of unit war diaries. Operation War Diary brings together original First World War documents from the National Archives, the historical expertise of IWM with the public to create new 'Citizen Historians'.

www.warscholar.org/Timeline.html
Looking for a military history timeline? Warscholar.org provides A MILITARY HISTORY TIMELINE OF WAR AND CONFLICT ACROSS THE GLOBE 3000 BC to AD 2008. Also links to a General Timeline of Military Technology.

http://avalon.law.yale.edu/default.asp
If you’re looking for a broad scope of documents that include military resources visit Yale’s Avalon Project. The Avalon Project provides an extensive collection of documents on law, history, and diplomacy.

http://ufdc.ufl.edu/dmnl
The Digital Military Newspaper Library is a pilot project with a focus on housing, organizing and preserving contemporary and historic military newspapers and periodicals. These newspapers are specific to a number of Naval and Air Force bases from geographical regions around the state of Florida including the Kennedy Space Center, a submarine base at King’s Bay
Georgia, the Panama Canal Zone, and two newspapers in Guantanamo Bay, Cuba. The Digital Military Newspaper Library's goal is to provide a geographical representation of history through this collection of US military newspapers from Florida and the Caribbean.

SOCIAL

www.social-searcher.com/social-buzz/?q5=military
Social Searcher is a social media search engine. It covers Twitter, Facebook, and Google +. It gives you a look at sentiment, users, domains/links, post types (are they links, videos, photos), keywords. And you can toggle between popular versus current results. Email alerts are available.

www.federalnewsradio.com

www.hashtags.org/analytics/MILITARY
Hashtag.org will provide you some analytics on a hashtag, identifies heavy users, and shows most recent tweets for the hashtag. It will give you related hashtags as well. If you are doing Twitter searching, searching hashtags will be useful.

http://hashtagify.me/hashtag/military
Hashagify.me gives you a graphic representation of the top 10 hashtags for a topic. It also shows related hashtags, top influencers, usage patterns, in-depth intelligence. It will also allow you to see top recent tweets.

www.facebook.com/USMilitary
If you are looking for something that blends information on the military but isn’t a military Facebook page, try U.S. Military on Facebook. Founded in 2011, U.S. Military on Facebook bringing together resources and info for military personnel, veterans, and their families on Facebook. This site has almost 500,000 Likes.
Blogmetrics.org provides a Blog Rank which ranks blogs on over 20 different factors. Some of the factors for Military Blogs include: by Feedburner RSS membership, unique monthly visitors, by Google indexed pages, by number of incoming links (via Bing), and by rankings like Alexa and Compete.

Best of the Web Blogs has a category for Military if you are looking for a list of military blogs. Some subcategories are: Active Duty, Family Members, Naval, and Veterans. Also you'll find a category for War and Conflict. Related Web Directory Categories include: Military: Europe and UK and the United States: Government: Military.

Updates from the Twitter Government & Politics team, tracking creative & effective uses of Twitter for civic engagement. With 757,000 followers, it incorporates tweets from around the globe.

The Veterans History Project of the American Folklife Center collects, preserves, and makes accessible the personal accounts of US veterans.


It also seeks to provide stories from U.S. citizen civilians who were actively involved in supporting war efforts. This includes war industry workers, USO workers, flight instructors, medical volunteers, and more.

Department of Labor’s Veterans' Employment and Training Service (VETS) serves America's veterans and separating service members by focusing on assisting with preparation for civilian careers. They provide employment resources and expertise. Included on their site are: Public Service Announcements, Veterans Program Letter (VPL) Directory, Acronyms and Glossary, Jobs for Veterans State Grants (JVSG), Compliance Assistance,

http://vets4veterans.com/veteranorganizations.htm
If you are looking for an extensive list of veteran’s organizations, this list will be helpful.

www.usa.gov/Federal-Employees/Military-Veterans.shtml
Out on usa.gov you can find resources and official information for active duty military personnel, including: history, support for families, memorials and monuments, benefits, career assistance, education, and more.

http://militaryveteranresourcenetwork.org
This is an example of a state military network for veterans. The Military/Veteran Resource Network is an online community designed to connect Arizona’s 625,000+ service members, veterans and their families to military, government and community resources.

http://gravelocator.cem.va.gov/index.html
This Department of Veterans Affairs National Gravesite locator allows you to search for the burial locations of veterans. You can search for burial locations of veterans and their family members in VA National Cemeteries, state veterans cemeteries, other military and Department of Interior cemeteries, as well as for veterans buried in private cemeteries when the grave is marked with a government grave marker.

www.findagrave.com
Need to do more searching on graves? Search 121 million grave records on findagrave.com. This is a resource I learned about from the DOJ librarians and it’s listing in their amazing DOJ Library Public Records Guide which you can find over at the Government Info Pro on the left sidebar.

www.usa.gov/Federal-Employees/Veterans-Memorials.shtml
USA.gov has Military History, Memorials, and Monuments page that provides info on Military History, Museums, National Cemeteries, Revolutionary War, Civil War, World War I, World War II, Korean War, Vietnam Conflict.
International Relations & National Security

https://www.cia.gov/news-information
Blog, Press Releases and Statements, Speeches and Testimony, RSS Feeds to the CIA Newsroom and the CIA Library (Updates to The World Factbook, World Leaders, Studies in Intelligence, Historical Collection Division, CIA Maps and Featured Stories about CIA history and publication.)

www.state.gov/misc/echannels/66791.htm (State Department RSS feeds)

www.usaid.gov/stayconnected
Subscribe to RSS for USAID Press releases, congressional testimony, speeches, fact sheets, and Impact - the official USAID blog.

www.usip.org/rss-feeds
RSS feed from the US Institute of Peace.

www.peacecorps.gov/rss/peacecorpsnews.xml
RSS feed from the Peace Corps.

www2.gwu.edu/~nsarchiv/index.html (National Security Archive)
Founded in 1985 by journalists and scholars with a concern about an increase in government secrecy, the National Security Archive is a mix of: investigative journalism center, research institute on international affairs, library and archive of declassified U.S. documents (in fact, "the world's largest nongovernmental collection"), the leading non-profit user of the U.S. Freedom of Information Act, and an indexer and publisher of former secrets.

The National Security Archive's has a collection of Electronic Briefing Books (EBBs) for online access to critical declassified records. Issues covered include: U.S. national security, foreign policy, diplomatic and military history, intelligence policy, and more.

They have a National Security News Archive that goes back to 1997.
www.start.umd.edu

The National Consortium for the Study of Terrorism and Responses to Terrorism—START—“is a university-based research and education center comprised of an international network of scholars committed to the scientific study of the causes and human consequences of terrorism in the United States and around the world.”

START collects and disseminates valuable datasets and also produces interactive knowledge tools to help visualize, integrate, and organize data. Data files for publicly available databases can be downloaded directly from the START website.

Here’s a few of their resources: The Global Terrorism Database (GTD) is an open-source database with information on terrorist events around the world from 1970 through 2013. START surveyed the literature related to influencing violent extremist organizations (VEOs) to create the Influencing Violent Extremist Organizations (IVEO) Knowledge Matrix. The Terrorism and Extremist Violence in the United States (TEVUS) Database integrates existing and new open-source data sets for analyses of behaviors, operations, and activities of violent extremists in the United States.

www.cia.gov/library/publications/the-world-factbook

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. If you like maps, this is a great source for you.

IMAGES

www.loc.gov/rr/print/resource/065_mili.html

LC’s collections contain many U.S. military images but they state on their site that “they generally are not well indexed by military units, type of vehicle, or name of ship.” LC’s PRINTS AND PHOTOGRAPHS DIVISION does provides a list of major repositories of U.S. Military Images. It includes government, academic, military, and museum sources.
The National Archives estimates that there are 14 million analog and one million born-digital photographs and graphic images in the Still Picture holdings at the National Archives at College Park. This includes: *Pictures of African Americans During World War II*, *Pictures of the Civil War*, *Pictures of the Revolutionary War*, *Pictures of United States Navy Ships, 1775--1941*, and *Pictures of World War II*. Digital images from "War & Conflict: Selected Images from the National Archives, 1765--1970," now out of print, can also be retrieved.

**www.militaryimages.net**

Their tagline for the site is: Upload, discuss, discover, share. Militaryimages.net has articles, a forum, blogs, and of course photos. People have been sharing Military Imagery and photographs from around the world since 2002. They have over 90,000 images shared by almost 9000 users. The images are searchable.

**http://militaryimagesmagazine.com**

Military Images - Documenting the photographic history of the U.S. soldier and sailor.

Started in 1979, the mission has been to “document the early photographic history of U.S. soldiers and sailors.” The magazine has a focus on “showcasing, interpreting, and preserving military images.” There are some finding aids for back issues but they are a work in progress. The digital edition of *Military Images* magazine is formatted like the print version. It does cost for back issues.

**www.youtube.com/user/3rdID8487/ (US Military Video and Photos)**

This channel has over 118,000 followers. This channel has related Facebook, Google+, Twitter, and Flickr accounts and has been geared to military, veterans, military families, and supporters. They post videos from all of the US military branches, and NATO. You’ll find breaking news stories, stories from the theater of war, and stories from all of our military posted here regularly.

**https://www.flickr.com/search/?q=military**
Flickr is the photo sharing site I think of first when I think of photo sharing sites. 48.8 million photos uploaded on Flickr per month on average in 2013. (That's about 1.6 million per day in average.) You can search everyone's photos or specific groups, by type of license, and more. Examples of groups include– Military Gear, Military Photography, Military Training, Military Life, Military Aircraft, and much more. There are also some good advanced search capabilities on Flickr.

www.pinterest.com/
How many of you have Pinterest accounts? With 70 million users as last figure I saw, there's a lot being pinned and to search for on Pinterest. For military search deployment, care package, homecoming, army wives… Pinterest has been added to GSA’s Federal-Friendly Social Media list.

Associations

For a directory of military/veterans associations and organizations listed by type and service affiliation check out this list from military.com.

www.afa.org

You can also access the Mitchell Institute Publications. The Mitchell Institute for Aerospace Studies is an independent, non-profit research, studies, and analysis organization. It was founded by the Air Force Association.

www.ausa.org
Association of the US Army. AUSA is a professional, non-profit association. It represents the America’s Army on Capitol Hill and in the local communities. AUSA provides publications such as Army News as well as special reports,
background briefs, and research papers. It also provides a monthly newsletter - AUSA News.

www.ausn.org
The Naval Reserve Association, after 55 years, changed its name in 2009 to the Association of the United States Navy (AUSN). Its goal is to become the “professional, service organization for all Navy people, a support organization to Navy families, and an advocate for a strong naval service.”

Resources include: Navy Magazine with an archive back to 2000 and the AUSN’s Capital Hill Blog.

Coast Guard - http://coastguardnews.com
There are a number of Coast Guard associations. The Coast Guard Combat Veterans Association and the Coast Guard Aviation Association, and the Coast Guard Tug Association are a few examples. But for news check out: http://coastguardnews.com
Coast Guard News is a one stop source for the latest news on the US Coast Guard.

The material on gathered from many sources, but the primary source is official press releases from US Coast Guard Public Affairs offices. It is not affiliated by the U.S. Coast Guard or the Department of Homeland Security.

Note: There’s more Info from USCG at http://www.uscg.mil/associations/ if you really want to dig into Coast Guard and military foundations.

www.mca-marines.org
Marine Corps Association and Foundation. There are two publications from the Marine Corps Association and Foundation: Marine Corp Gazette: The Professional Journal of US Military. This journal covers trending topics including Cyber, Doctrine, Leadership, and Manpower. It’s got a searchable archive that goes back to the 1910s! Also the Leatherneck Magazine which has searchable archive that goes back to the 1920s! One of the interesting things on this site is the Leatherneck Magazine FAQ which includes [How to Find Certain Things in the Marine Corps] [Little-Known Marine Corps Facts] [Traditional Marine Corps Recipes]
www.militaryfamily.org

Founded in 1969, the National Military Family Association bills themselves as “the leading non-profit organization focusing on issues important to military families.” They have a focus that includes: comprehensive child care, accessible health care, spouse employment options, a secure retirement, and support for widows and widowers.
Follow Up to the 2015 LexisNexis Librarian Round Table Event at the National Press Club

Yesterday was the 2015 LexisNexis Librarians' Round Table at the National Press Club. Mr. Steve Errick, Vice President & Managing Director of Research Information at LexisNexis, provided valuable insights into the publishing industry content development process and specific details about how curation and publishing prioritization take place. Following the keynote address, participants were able to participate in a unique professional development exercise where they sat down 1:1 with the LexisNexis content experts to discuss their specific needs for content development.
View the presentation and the question and answer session:
https://youtu.be/xQDmVBsiGyE.

Posted by Marie Kaddell on the Government Info Pro on May 21, 2015
Permalink
Follow Up to LexisNexis Government Info Pro Smart Learning July 2014 Webinar: Social Media Monitoring and Research

Did you miss the July Government Info Pro Smart Learning series webinar: Social Media Monitoring and Research? For this webinar, I reprised my presentation from the 2014 SLA Annual Conference session: Monitoring Social Media: Beyond Lurking--Data Mining and Putting the Pieces Together.

If you weren't able to attend one of the sessions this month, no worries! The ON DEMAND version is now available:

- **On Demand Version of July 2014 LexisNexis Government Info Pro Smart Learning webinar on Social Media Monitoring and Research**. Presented by Marie Kaddell, Senior Information Professional Consultant.

I am also providing you with a PDF version of the presentation: Download Social Media Monitoring Handout in PDF - Presented by Marie Kaddell - Gov Info Pro July 2014.

Here is what you'll get out of this session:

- Gain an understanding of why you should monitor and search social media.
- Discover tools for monitoring social media.
- Navigate digital dashboards.
- Mine social network sites.
- Search social media, including searching hashtags, images, video, and more.
- Search social media on Lexis Advance.
- Explore government on social media.

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Posted by Marie Kaddell on the Government Info Pro on August 05, 2014 | Permalink
Social Media – Track It, Search It, Manage It

LexisNexis Government Info Pro Smart Learning Webinar
July 2014

Marie Kaddell, Senior Information Professional Consultant,
LexisNexis
Marie.Kaddell@lexisnexis.com
@libraryfocus
http://www.governmentinfopro.com

THAT’S A LOT OF CAKE

Social media is a big piece of cake but you don’t have to eat it all! You can take a bite here and a bite there. They just need to be the right bites to make a difference.

WHY MONITOR AND SEARCH SOCIAL MEDIA?

- Gain a wider window on a topic, industry, or individual.
- Figure out what you haven’t been hearing.
- Listen beyond the PR hype.
- Benefit from the immediacy of social media.
- Take advantage of the transparency provided through community.
• Hear what you need to know directly from organizations, experts, and individuals.
• Access information that’s not sitting on a corporate web site.
• Catch hold of opportunities.
• Recognize trends.
• Identify industry leaders and brand evangelists.
• Learn from the strategies of others, including competitors.
• Expand your own expertise.

DIFFERENT CHANNELS FOR DIFFERENT Takes

• Socialmeowdia. Here’s a great infographic on social media channels explained by cats. http://avalaunchmedia.com/infographics/social-meowdia-explained

WHO IS OUT ON SOCIAL MEDIA?

• Your clients
• Your competitors
• Topic and industry experts
• Potential expert witnesses
• Thought leaders and mavens
• Associations and organizations
• Academic institutions
• News outlets
• Businesses
• Government at all levels
• Non-profits
• Info Pros and libraries
• Legal and medical practitioners
• Law enforcement
• Military
• Your colleagues
• You get the idea....
MONITORING SOCIAL MEDIA

These tools can create efficiencies for you in monitoring social media and help you grab hold of the information you need from social channels. Try some of these on for size and see what you like and what works for you. You’ll need a mix of these to cover your bases. Also, please keep in mind that you can do some social media monitoring on services like LexisNexis that may already be in your toolbox. Please also note that some of the tools listed below have basic (free) and pro (paid) versions.

Social Mention - http://www.socialmention.com

This is a real-time social media search and analysis tool. It covers a wide range of social media – blogs, microblogs, bookmarks, comments, events, images, news, video, audio, Q&A, and social networks. It does some analysis of sentiment and gives you top keywords. It allows sort by date and relevance, and you can set results freshness. Email Alert and RSS are available.

TweetDeck - https://tweetdeck.twitter.com

With TweetDeck you can monitor multiple Twitter feeds, create customizable columns to display your Twitter timeline, mentions, lists, search results, hashtags, and more. You can create searches to track things like hashtags – say #sla2014 – and can filter those results. TweetDeck allows you to mute users or terms. Alerts are available.

HootSuite - https://hootsuite.com

Manage more social media channels than just Twitter with HootSuite. HootSuite will pull in from Twitter, Facebook, Google +, LinkedIn, Foursquare, WordPress, and more. Manage your lists. Create customizable columns so you can organize who you follow into groups that make sense to you. HootSuite has a mobile app so you can take it with you on the go.

Mention - https://en.mention.com

Mention is a realtime business monitoring application. With Mention you can monitor millions of sources on social networks including Twitter, images, videos, forums, blogs, and more. It provides information on sentiment trends. Mention will allow you to analyze your statistics and export your
data. It has technologies to help you get rid of noise. RSS is available. Mention has a mobile app so you can monitor from your mobile device.

**Speaker’s Note:** Since a few people have asked – For Mention, I used a search of my recently published paranormal romance/urban fantasy: **Bespoken.** I’m writing under my maiden name: Marie Michelle Coleman. Here’s the link to the book: [On Amazon](https://www.amazon.com) and [On Barnes and Noble](https://www.barnesandnoble.com). And yes, there’s a librarian in it!

**USING DASHBOARD**

**MyYahoo** - [https://my.yahoo.com](https://my.yahoo.com)

My Yahoo is a customizable web page that allows you to pull RSS feeds onto a dashboard that you can organize as you like. You can create multiple tabs and for those who need like to theme things, you can choose a theme for each tab. MyYahoo is great for tracking blogs and anything with an RSS feed.

**Netvibes** - [http://www.netvibes.com](http://www.netvibes.com)

Netvibes is a good compliment to MyYahoo. With Netvibes you can run a search across different channels and these results present in your dashboard. Search across blogs, Facebook, Twitter, and more. Netvibes also has a board reader and searches Google +. You can also search video and images. You can have set up multiple tabs and you can arrange your dashboard to suite your taste.

**Protopage** - [http://www.protopage.com](http://www.protopage.com)

If you liked iGoogle, Protopage may work well for you. It bills itself as an award winning RSS reader. You can pull in news, RSS feeds, and add widgets to your dashboard. Like MyYahoo, you can arrange your Protopage dashboard as you like.

**Symbaloo** - [http://www.symbaloo.com](http://www.symbaloo.com)

If you like an icon-based dashboard, try Symbaloo. Symbaloo positions itself as your personal internet desktop. All your favorite websites can be at your fingertips and it’s available on tablet or mobile device too. You can create your own webmix or pick from a gallery of pre-made webmixes. If you need a tool to help you quickly visit favorite web pages and you like this kind of
visual dashboard, this might be an interesting adjunct to some of the other dashboards.

**MINING SOCIAL NETWORKING SITES**

**GovLoop** - [http://www.govloop.com](http://www.govloop.com)

GovLoop is a great example of a targeted community. With more than 100K members, it’s a great resource for finding a person, group, or others in similar roles or looking for trends. You’ll find groups, discussions, leaderboards, blogs, topics, podcasts, and more. Alerts are available.

**Facebook** - [https://www.facebook.com](https://www.facebook.com)

Don’t forget Facebook as a resource. You’ll find government at all levels, non-profits, libraries, legal and medical practitioners, law enforcement, the military, clients, competitors, associations and organizations, academic institutions, news outlets, businesses, and more.

**MINING REVIEW SITES**

**Yelp** - [http://www.yelp.com](http://www.yelp.com)

Who is talking about your organization, service, or industry? People are reviewing things that might surprise you – like the local public library for instance! In the same way you can mine YELP, you can mine other targeted review sites.

**MINE MORE**

**Mining Instagram** - [http://instagram.com](http://instagram.com)

The Instagram community includes many brands and organizations around the world. Instagram now has a business blog: Instagram for Business blog. You may want to take a look at what government is doing in this area. Learn more about Instagram for Government page at [http://www.digitalgov.gov/2013/07/08/instagram-now-available-for-federal-agencies/](http://www.digitalgov.gov/2013/07/08/instagram-now-available-for-federal-agencies/)

**Mining Pinterest** - [http://www.pinterest.com](http://www.pinterest.com)

Pinterest has been added to GSA’s Federal-Friendly Social Media list. Businesses can use Pinterest to learn about their competitors and their
customers. Pinterest has a new initiative to allow for analyze of Pinterest activity with technology software like Hootsuite and Spredfast.

**SEARCHING SOCIAL MEDIA**


A media-monitoring and analytics solution to help you search, analyze and share market intelligence.

**Social Searcher** - [http://www.social-searcher.com](http://www.social-searcher.com)

Social Searcher is a social media search engine. It covers Twitter, Facebook, and Google +. It gives you a look at sentiment, users, domains/links, post types (are they links, videos, photos), keywords. And you can toggle between popular versus current results. Email alerts are available.

**IceRocket’s Meltwater** - [http://www.icerocket.com](http://www.icerocket.com)

Meltwater allows you to search across blogs, Twitter and Facebook – all at once or individually. There is an advanced search available and you can narrow by dates or by language. Meltwater allows for some trend analysis. You can specify multiple trend terms and it will bring you back some nice graphics and charts. RSS feed is available.

**SEARCHING HASHTAGS**

**Hashtag.org**: [http://www.hashtags.org](http://www.hashtags.org)

Hashtag.org will provide you some analytics on a hashtag, identifies prolific users, and shows most recent tweets for the hashtag. It will give you related hashtags as well.

**Hashtagify.me**: [http://hashtagify.me](http://hashtagify.me)

Hashagify.me gives you a graphic representation of the top 10 hashtags for a topic. It also shows related hashtags, top influencers, usage patterns, in-depth intelligence.

**SEARCHING BLOGS**

**Google Blog Search**: [http://www.google.com/blogsearch](http://www.google.com/blogsearch)
Google Blog Search does just what it says. It can also do a sort by timeline – for instance you can limit to the last 10 minutes

A few blog directories:

- **Bloggeries**: [http://www.bloggeries.com/](http://www.bloggeries.com/)

**SEARCHING IMAGES**

**Flickr**: [http://www.flickr.com/search/advanced](http://www.flickr.com/search/advanced)

Photos and videos can be accessed from Flickr without the need to register. Many companies and organizations have Flickr streams!

**Flickriver**: [http://www.flickriver.com/](http://www.flickriver.com/)

On Flickriver you can search by photos, tags, groups and users.

**Google Advanced Image Search**: [https://www.google.com/advanced_image_search](https://www.google.com/advanced_image_search)

Google Advanced Image Search lets you search by terms, site or domain, country, and more.

**SEARCHING AUDIO AND VIDEO**

**iTunes**: [https://www.apple.com/itunes](https://www.apple.com/itunes)

Check out the podcast and iTunes U areas for social content. Business, government, academic and others entities you are interested in may be found there.

**YOUTUBE**: [https://www.youtube.com/](https://www.youtube.com/)

Every minute, 100 hours of video are uploaded to YouTube. It’s localized in 61 countries and in 61 languages. You’ll find government, Business, with channels on YouTube. You can subscribe to channels you want to monitor.

**Vimeo**: [https://vimeo.com/](https://vimeo.com/)

Vimeo’s advanced search allows searching by title, tag, and description. You can also search date ranges, minimum stats, duration, license, and more.

PodcastAlley has over 91,000 podcasts in their directory with over 6 million episodes. You can search by genre and title.

Blinkx: [http://www.blinkx.com](http://www.blinkx.com)

Blinkx has categories and a search feature. News clips are part of the mix.

**SOME SOCIAL MEDIA SOURCES ON LEXIS ADVANCE**

- **McGrady on Social Media** – This treatise covers everything from copyright issues and social media to cyberbullying.
- **Federal Newsfeed** – This is a subject matter data feed of legislative intelligence and breaking news comprised of Twitter, blogs, Facebook, and US Federal Government websites & RSS feeds. It covers the Legislative, Judicial and Executive branches and Agencies of the United States Government. There is also a [State Capital Newsfeed](http://www.blinkx.com).

**GOVERNMENT ON SOCIAL MEDIA**

- Examples of government on social media:
- Twitter Government - [https://twitter.com/gov](https://twitter.com/gov)

**SOME STRATEGIES FOR SUCCESS**

- Be prepared and ready for new opportunities.
- Dig into social media even if you can’t use it in your workplace right now. Policies change. Be ready to step up.
- Be multifaceted.
- Open new vistas and broaden your perspective with social media.
- Be curious.
- Explore social media channels. Have some fun with this.
- Be hands-on.
- Try some of the tools and strategies covered here. Don’t just read about them.
- Be forward-thinking.
• Social media can help you do this. It can open up new opportunities and resources to you.
• Be smart. Look smart.
• Monitoring social media can make you even smarter than you are right now! Take advantage of the edge it can give you.
60 Government Sites in 60 Minutes Program Handout at #SLA2014

SLA DGI Chair, George Franchois, introduces the 60 Government Sites in 60 Minutes Program

This year, Chris Vestal, LexisNexis Government Consultant, and I (Marie Kaddell, LexisNexis Senior Information Professional Consultant) presented a 60 Government Sites in 60 Minutes session at the Division of Government Information (DGI) Business Meeting/60 Government Sites in 60 Minutes session at the 2014 SLA Conference #sla2014 in Vancouver, B.C.

Here is the handout with a list of our 60 sites: Download SLA 2014 - 60 Government Sites in 60 Minutes PDF.

On Twitter, find Chris at @Guybrarian1 and me at @libraryfocus.

Posted by Marie Kaddell on the Government Info Pro on June 30, 2014 Permalink
60 Government Sites in 60 Minutes

Presented at SLA 2014

Vancouver, B.C.

by

Marie Kaddell, Sr. Information Professional Consultant, LexisNexis

@libraryfocus

http://www.governmentinfopro.com

and

Chris Vestal, Government Consultant, LexisNexis

@Guybrarian1

1. http://www.usa.gov/Contact/verify-social-media.shtml - USA.gov can help you verify US federal government social media accounts. You can look up accounts managed by federal agencies, elected officials, heads of agencies or members of the President’s Cabinet. Examples of types of accounts you can verify: Blip, Facebook, Flickr, Foursquare, Google+, LinkedIn, Meetup, Pinterest, Scribd, Slideshare, Storify, Tumblr, Twitter, Ustream, Vimeo, Youtube.

2. http://www.science.gov - Immerse yourself in science! Science.gov searches over 60 databases and over 2200 selected websites from 15 federal agencies covering 200 million pages of U.S. government science information including research and development. Also, find science trivia, and selected science websites by topic.

3. http://europa.eu/index_en.htm - Navigate the EU. Explore how the EU works, including facts and figures. Search by topic like economic and monetary affairs; foreign and security policy; and trade.
Covers doing business, public procurement, EU law, official documents such as reports and studies; libraries and archives; open data and social account info.

4. [http://www.operationwardiary.org/](http://www.operationwardiary.org/) - Operation War Diary is a crowdsourcing project that is an effort to reveal the story of the British Army on the Western Front during the First World War as shared in 1.5 million pages of unit war diaries. Operation War Diary brings together original First World War documents from the National Archives, the historical expertise of IWM with the public to create new ‘Citizen Historians’.

5. [http://fedstats.gov/regional.html](http://fedstats.gov/regional.html) - Find International, State, County, & Local Area Statistics here. FEDSTATS covers statistics in areas such as agriculture, crime, demographic, economic, education, energy, environment, health, international, and labor.


7. [http://www.cdc.gov/sortablestats/](http://www.cdc.gov/sortablestats/) - CDC Health Indicator Sortable Stats provides sortable stats is an interactive data set comprised of behavioral risk factors and health indicators. This data set compiles state level data for the 50 states, DC, and U.S. territories from various published CDC and federal sources into a format that allows users to view, sort, and analyze data at state, regional, and national levels. There is a demographic view.

8. [http://www.govloop.com/](http://www.govloop.com/) - With 100K plus members, this is a social network for the government community. GovLoop has leaderboards and discussions; topics – like careers, human resources, technology; info on jobs and training; and resources like guides, research briefs, infographics, videos, and blogs. Also note the library groups on Govloop.


12. https://www.youtube.com/user/USGovernment – The USA.GOV channel on Youtube provides videos by topic – such as money & taxes, benefits & grants, business & economics. Featured channels pull together a number of government YouTube sites including DCC, HHS, LC, Treasury, Census, FEMA, NARA and more.

13. http://india.gov.in/ is the National Portal for India. It provides information on topics like agriculture, defense, commerce, communication, and transportation. The My Government section includes information on the Constitution and Parliament, a Directory, and access to documents. You’ll also find information on egovernance, services, and citizen services on mobile.

14. http://www.consumer.ftc.gov/scam-alerts - FTC Scam Alerts allow you to browse scams by topic such as cars, charity, credit & loan, debt relief, energy, lottery & sweepstakes, work at home, and more. Most recent scam alerts are also available. Get scam alert by email or subscribe to RSS feed.
15. [http://www.data.gov/](http://www.data.gov/) - DATA.gov is home to U.S. Government open data. Access data, tools, and resources to conduct research, develop web and mobile applications, design data visualizations, and more. You can also browse by topics.


19. [http://www.ncsc.org/Topics/Media/Social-Media-and-the-Courts/Social-Media/Home.aspx](http://www.ncsc.org/Topics/Media/Social-Media-and-the-Courts/Social-Media/Home.aspx) - National Center for State Courts can provide you information about what state courts are doing with social media. It compiles information on how courts are currently using social media along with resources for those starting up. You’ll also find information on the impact of social media on the courts, juries, judicial ethics issues, as well as HR and policy issues. There is also a monthly e-newsletter about social media and the courts.

20. [http://www.oecd.org/statistics/datalab/](http://www.oecd.org/statistics/datalab/) - Explore a data lab with OECD. The OECD Data Lab is your chance to participate in shaping the future of how OECD data is presented online. Explore the data tools and visualizations. Topics include: agriculture, fisheries, education, employment, sustainable development, health industry, entrepreneurship, trade, tax, and much more. You'll also find statistical references: [Glossary of Statistical Terms](http://www.oecd.org/statistics/datalab/), [Manuals and guidelines by topic](http://www.oecd.org/statistics/datalab/) for international methodological references in major statistical areas, and [Statistical sources](http://www.oecd.org/statistics/datalab/), a collection of national or international statistical institutions' websites.


27. **http://government.ae/en/web/guest/home** - The official portal of the United Arab Emirates. This site includes a calendar and interactive map; info on UAE governance, history, and economy; eServices, eGovernment forum, and eGovernment blog; all services for individuals, visitors, and businesses; as well as open data and social networking. Breaks out services by audience: visiting, doing business, living there. From this site you can pay your traffic fines, inquire about flight info, communicate with the prime minister, subscribe to their e-gov newsletter, and access their open data library.
28. [http://www.army.mil/media/socialmedia/](http://www.army.mil/media/socialmedia/) - The U.S. Army on Social Media. This site provides a consolidated registry and resource for Army presences on public social media sites. You can submit a link and search or browse.

29. [http://www.howto.gov/social-media](http://www.howto.gov/social-media) - Provides how to info for government on social media. Read new guidance on improving the accessibility of social media in government, check out the recommended baseline social media metrics for federal agencies, Register and track accounts, develop APIs, with the Social Media Registry, Find the latest federal-compatible Terms of Service agreements with social media providers, and check out webinars, registries, galleries, as well as Federal-Compatible Terms of Service Agreements.


32. [http://www.pinterest.com/librarysd/](http://www.pinterest.com/librarysd/) - This is a good example of a state Government Pinterest boards. Particularly note the South Dakota libraries, authors, South Dakota places, South Dakota Notables, and Filmed in South Dakota boards.

33. [http://kids.usa.gov/](http://kids.usa.gov/) – Kids.gov is organized into three audiences: Grades K-5, Grades 6-8, and Educators. Each audience tab is divided into educational subjects like Arts, Math, and History. Within
each subject, the websites are grouped as either government sites (Federal, state, military) or other resources (commercial, non-profit, educational). The sites listed under the other resources category are maintained by other public and private organizations. When users click on these links, they are leaving Kids.gov and are subject to the privacy and security policies of the owners/sponsors of the outside websites.

34.  **http://www.weather.gov/** - Covering the sun to the seas, the National Weather Service provides local and regional forecasts, and emergency alerts for severe storms, tornadoes, hurricanes, floods, extreme heat, winter storms, fire threats, tsunamis and solar flares. From its national centers to its 122 Weather Forecast Offices and 13 River Forecast Centers, the National Weather Service is watching over the nation and your neighborhood.

35.  **http://www.uspto.gov/patents/process/search/index.jsp** - Allows people to do limited free searching of patent and trademarks online and file applications for both as well.


37.  **http://research.noaa.gov/InDepth/Features.aspx** - Blog posts that take an in-depth dive into NOAA's research, written for nonscientists.

38.  **http://www.consumerfinance.gov/complaintdatabase/** - Part of the CFPB mandate is to provide financial education materials. Their website has guides and calculators covering everything from student loans to credit cards to mortgages. They have material customized for students, service members and older Americans. There's also a database of consumer complaints against various financial companies that allow you to browse, filter, sort data, and even export and visualize them in different ways.

39.  **http://www.un.org/en/** - UN website acts as their main portal to access a diverse range of resources.
40. https://www.census.gov/cbdmap/ - Also brought to you by the Census Bureau, this interactive map allows you to explore Census data through a mashup of population and economic data.


42. http://www.npr.org/sections/politics/ - NPR’s politics coverage page, where you can read or listen to the latest stories in government/political news.

43. http://www.nist.gov/ - NIST’s website acts as a portal to news, scientific information, on topics ranging from materials science, building and fire research, chemistry and more.


46. http://selectusa.commerce.gov/tools - SelectUSA was created at the federal level to showcase the United States as the world’s premier business location and to provide easy access to federal-level programs and services related to business investment. They have an extensive list of tools which include economic data, business statistics, and links to outside resources like a GIS mapping tool.
47. [http://tse.export.gov/TSE/TSEhome.aspx](http://tse.export.gov/TSE/TSEhome.aspx) - TradeStates Express allows you to download, analyze, and visualize trade data from the International Trade Administration.


49. [http://www.arlingtoncemetery.mil/GravesiteLocator/GravesiteLocator.aspx](http://www.arlingtoncemetery.mil/GravesiteLocator/GravesiteLocator.aspx) - Allows you to look up a gravesite, view a headstone, take a virtual tour, or see the latest events/funerals. Also has a great iPhone app!

50. [http://www.usgs.gov/](http://www.usgs.gov/) - A portal to great earth science information, including landslide monitoring and earthquake data. Also allows users to find and order/download free topographic maps.


52. [http://www.loc.gov/folklife/](http://www.loc.gov/folklife/) - The American Folklife Center provides info on archives of ethnographic materials from the United States and around the world, encompassing millions of items of ethnographic and historical documentation recorded from the nineteenth century to the present. They also have a browsable collection of online archives.

53. [http://www.federalreserve.gov/econresdata/default.htm](http://www.federalreserve.gov/econresdata/default.htm) - Economists at the Federal Reserve Board conduct innovative research on a broad range of topics in economics and finance. In addition to presenting their research to policymakers, Board economists share their research at academic conferences and publish it in peer-reviewed journals and other scholarly outlets.

55. [http://www.imf.org/external/data.htm](http://www.imf.org/external/data.htm) – A gateway to data, statistics, and reports from the IMF.

56. [http://travel.state.gov/content/passports/english/go.html](http://travel.state.gov/content/passports/english/go.html) - Checklists for traveling internationally and information for travelers. Although compiled for US travelers, travel alerts here could be relevant to travelers from other countries as well.

57. [http://international.loc.gov/intldl/intldlhome.html](http://international.loc.gov/intldl/intldlhome.html) - The Library of Congress collects materials from all over the globe. Its collections of foreign-language materials are stunning in their scope and quality. For many areas of the world, such as China, Russia, and Latin America, its collections are the finest and most comprehensive research collections outside the country of origin. For several regions in the world, where preserving materials takes a back seat to more immediate human needs, the collections are superior to what is available locally. Their goal is to have material from each country in the world.

58. [http://nationalzoo.si.edu/Animals/WebCams/](http://nationalzoo.si.edu/Animals/WebCams/) - Take a virtual visit to the National Zoo!


60. [http://www.federalreserve.gov/econresdata/default.htm](http://www.federalreserve.gov/econresdata/default.htm) - Economists at the Federal Reserve Board conduct innovative research on a broad range of topics in economics and finance. In addition to presenting their research to policymakers, Board economists share their research at academic conferences and publish it in peer-reviewed journals and other scholarly outlets.
Follow-Up to the 2014 National Press Club Event for Government Librarians Hosted by LexisNexis

On Tuesday, May 20th, LexisNexis hosted a special breakfast event at the National Press Club especially for government librarians. The program theme was: *Strong Roots, New Branches: Embracing Core Skills, Building New Ones and Expanding Your Impact in the Organization.*

The guest speakers were:

**Samir Goswami:** Director, Government Professional Solutions, LexisNexis
David E. McBee: Command Librarian, US Army Corps of Engineers
Kris Vajs: Chief Librarian, US Federal Reserve Board of Governors


Not able to attend the event? No problem. Here's the recorded version:

LexisNexis National Press Club Event for Government Librarians
May 2014

Want to hear the 2013 session? You can find the audio link here: Follow-Up to the 2013 National Press Club Event for Government Librarians Hosted by LexisNexis.

To obtain copies of the literature from the session, please links to Best Practices for Government Libraries please visit: http://www.lexisnexis.com/govinfopro/.
To read a summary of David McBee's presentation, check out David's blog post in *Library Buzz*: **Strong Roots, New Branches - how I grew to become a librarian**.

LexisNexis also sponsored a book drive for **Books for America** at this event.

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**Sydney King (on right) representing Books for America and Marcia Van Camp (on left), Manager, Federal Contracts, LexisNexis**

A special thank you goes out to all the event attendees and LexisNexis employees who donated books.

Posted by Marie Kaddell on the **Government Info Pro** on May 21, 2014

[Permalink](#)
Have Confidence in Your Research with LexisNexis U.S. Code Service

There's a great post over on In Custodia Legis, The Law Library of Congress blog, on the U.S. Code and the Statutes at Large entitled: When There is a Difference Between the U.S. Code and the Statutes at Large, the Statutes at Large Controls. In this post, a very important point is noted: 'the Code cannot prevail over the Statutes at Large when the two are inconsistent.'

Did you know that the LexisNexis USCS provides the exact language of the Statutes at Large, which federal courts have consistently ruled is controlling when it differs from the codified statute? You can be confident that the language of the USCS statutes is always legally correct.

And there's more...

- USCS case notes don’t stop at those decisions that appear in the National Reporter System. It also gives you opinions that appear only in specialty reporters like CCH® and BNA®—as well as opinions of the IRS, Social Security Administration, Consumer Product Safety Commission and other agencies.
- The USCS is the only federal annotated code to include practice-oriented commentary from the National Institute for Trial Advocacy. What’s more, the USCS volumes containing the Federal Rules of Evidence include commentary by Stephen A. Saltzburg, Michael M. Martin and Daniel J. Capra, authors of the Federal Rules of Evidence Manual.
- The USCS cross-references authoritative Matthew Bender® treatises such as Moore’s Federal Practice®, Weinstein’s Federal Evidence™ and Collier on Bankruptcy®—published exclusively by Matthew Bender—as well as law reviews and popular research tools such as ALR® and Am Jur®.
- Our attorney-editors write case notes only for decisions that offer actual interpretation, application or construction of a Code section or Court Rule. You’ll save time because you’ll never have to slog through irrelevant case notes.
Follow Up to the 2015 LexisNexis Librarian Round Table Event at the National Press Club

Yesterday was the 2015 LexisNexis Librarians' Round Table at the National Press Club. Mr. Steve Errick, Vice President & Managing Director of Research Information at LexisNexis, provided valuable insights into the publishing industry content development process and specific details about how curation and publishing prioritization take place. Following the keynote address, participants were able to participate in a unique professional development exercise where they sat down 1:1 with the LexisNexis content experts to discuss their specific needs for content development.

View the presentation and the question and answer session below:

Posted by Marie Kaddell on the Government Info Pro on May 21, 2015 | Permalink
The Federal Library Bibliographic Record Analysis: Creating a Unified View of One of the Nation's Greatest Assets

By John Barton, Program Specialist, Library of Congress and Steve Short, Program Specialist, Library of Congress

Overview

Imagine, if you can, having the ability to explore and analyze bibliographic holdings information for all of the US federal libraries. There are over 1,100 federal libraries and information centers containing a vast amount of intellectual content touching upon all aspects of human knowledge. Yet, because of the decentralized nature of federal libraries, a unified view of these vast holdings has not been possible.

Recently, the Library of Congress began to contemplate the utility of creating a centralized inventory of federal library bibliographic records. As we thought about it, there seemed to be numerous possibilities about how the data might be used to inform decision making in federal libraries, support researchers, and help increase national awareness of one of the nation’s greatest assets.

If libraries were able to compare their collections with other libraries’ collections, that data might serve to facilitate decisions related to acquisitions, digitization, preservation, and other areas of collection management. For example, if Library A discovers that it has the only copy of a book in the federal library system that information might help determine which items, given limited resources, to preserve first or the priority of books to digitize.

We could also envision the potential of exploiting the rich bibliographic data contained in the catalog records to provide useful and interesting “snapshots” of libraries (or groups of libraries) collections. By selectively focusing on certain bibliographic fields it would be possible to report on such areas as:
• Number/percentage of materials by language, date of publication, type of material, bibliographic level, etc.;
• How the above changes over time (decade, century);
• Amount of bibliographic overlap between libraries;
• Top 10 (or 100) titles, authors, subjects, Dewey and LC classifications.

So with those thoughts in mind, we set out to try to work on making this a reality. In 2012, the Federal Library Bibliographic Record Analysis (FLBRA) project was born and much progress has been made developing a methodology, workflow, and group of partner libraries which has taken many solid steps towards achieving the overall vision.

Instead of focusing on the methodology of what was done (this will need to be another paper) let’s focus on the results of the effort.

Examples of Results

In October 2014, a report summarizing the most recent (2014) analysis was completed. That analysis included 30 federal libraries collectively containing some 26 million bibliographic records. Many of the libraries had large holdings of Science, Technology, Engineering, and Mathematics (STEM) collections and there were 14 members of the Military Education Coordination Council (MECC). See the table below for a complete list.
Partners in 2014 Federal Library Bibliographic Analysis

<table>
<thead>
<tr>
<th>Code</th>
<th>Library</th>
<th>Agency</th>
<th>MECC</th>
</tr>
</thead>
<tbody>
<tr>
<td>USAFA</td>
<td>United States Air Force Academy - Academic</td>
<td>U.S. Air Force Academy</td>
<td>✓</td>
</tr>
<tr>
<td>USAFB</td>
<td>United States Air Force Academy - Base</td>
<td>U.S. Air Force Academy</td>
<td>✓</td>
</tr>
<tr>
<td>USAIR</td>
<td>Murri S. Feitlch Research Information Center</td>
<td>Air University</td>
<td>✓</td>
</tr>
<tr>
<td>USAIRL</td>
<td>Ike Skelton Combined Arms Research Library</td>
<td>US Army Command &amp; General Staff College</td>
<td>✓</td>
</tr>
<tr>
<td>USCQA</td>
<td>United States Coast Guard Academy Library</td>
<td>United States Coast Guard Academy</td>
<td>✓</td>
</tr>
<tr>
<td>USDKL</td>
<td>Dudley Knox Library</td>
<td>Naval Postgraduate School</td>
<td>✓</td>
</tr>
<tr>
<td>USEPA</td>
<td>EPA National Library Network</td>
<td>U.S. Environmental Protection Agency</td>
<td></td>
</tr>
<tr>
<td>USFDA</td>
<td>United States Food and Drug Admin. Library</td>
<td>US Food and Drug Administration</td>
<td></td>
</tr>
<tr>
<td>USFHIA</td>
<td>Federal Highway Administration Research Library</td>
<td>U.S. Department of Transportation</td>
<td></td>
</tr>
<tr>
<td>USFSL</td>
<td>Forest Products Laboratory Library</td>
<td>USDA Forest Service, Forest Products Laboratory</td>
<td></td>
</tr>
<tr>
<td>USGCM</td>
<td>Marshall Center Research Library</td>
<td>George C. Marshall European Center for Security Studies</td>
<td>✓</td>
</tr>
<tr>
<td>USLOC</td>
<td>Library of Congress</td>
<td>Library of Congress</td>
<td></td>
</tr>
<tr>
<td>USMIL</td>
<td>United States Military Academy Library</td>
<td>United States Military Academy</td>
<td>✓</td>
</tr>
<tr>
<td>USMCC</td>
<td>Library of the Marine Corps</td>
<td>Marine Corps University</td>
<td>✓</td>
</tr>
<tr>
<td>USNAL</td>
<td>National Agricultural Library</td>
<td>United States Department of Agriculture</td>
<td>✓</td>
</tr>
<tr>
<td>USNAV</td>
<td>Nimitz Library</td>
<td>United States Naval Academy</td>
<td>✓</td>
</tr>
<tr>
<td>USNU</td>
<td>The Scientific Library - National Cancer Institute</td>
<td>National Cancer Institute at Frederick</td>
<td></td>
</tr>
<tr>
<td>USND</td>
<td>National Defense University Library (DC)</td>
<td>National Defense University</td>
<td>✓</td>
</tr>
<tr>
<td>USNDD</td>
<td>National Defense University Library (Norfolk)</td>
<td>National Defense University</td>
<td></td>
</tr>
<tr>
<td>USNFS</td>
<td>USDA Forest Service</td>
<td>National Forest Service</td>
<td></td>
</tr>
<tr>
<td>USNH</td>
<td>National Institutes of Health</td>
<td>National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>USNM</td>
<td>National Library of Medicine</td>
<td>National Institutes of Health</td>
<td></td>
</tr>
<tr>
<td>USNO</td>
<td>NOAA Central Library</td>
<td>National Oceanic and Atmospheric Admin.</td>
<td></td>
</tr>
<tr>
<td>USTL</td>
<td>National Transportation Library</td>
<td>U.S. Department of Transportation</td>
<td></td>
</tr>
<tr>
<td>USBC</td>
<td>Henry E. Eccles Library</td>
<td>U.S. Naval War College</td>
<td>✓</td>
</tr>
<tr>
<td>USSIL</td>
<td>Smithsonian Libraries</td>
<td>Smithsonian Institution</td>
<td></td>
</tr>
<tr>
<td>USUS</td>
<td>James A. Zimbale Learning Resource Center</td>
<td>Uniformed Services University</td>
<td></td>
</tr>
<tr>
<td>USWHS</td>
<td>Pentagon Library</td>
<td>Washington Headquarters Services</td>
<td>✓</td>
</tr>
</tbody>
</table>

Catalog records from each of the participating libraries were delivered to the project team at the Library of Congress. There, the data was prepared, normalized, and processed to create numerous interesting and insightful reports at the individual library level and also at the “group” level.

In order to illustrate the information that was captured and reported on let’s look at some examples.

Duplication was one of the areas of great interest. The definition of duplication for this project was a bibliographic record that matched another bibliographic record using both a normalized control number (ISSN, ISBN, LCCN, or MARC 035 equivalent) and a *normalized* main title. One of the things we were surprised to learn was that using only a single identifier to select a duplicate record did not necessarily lead to accurate results. We
discovered, for instance, examples of identical control numbers linked to multiple titles. Consequently in an effort to not misrepresent duplication we chose to match both titles and control numbers.

For the 26 million records available for this analysis we found that 23% of them matched a record in one or more other institutions. Stated another way, 77% of the records were unique. Data was also provided which showed how much of the duplication each partner library contributed to the whole.
Overall Duplication

23%

of total records match a record in one or more institution

Percent of total bibliographic records matching, by institution:

- USAFA 6.78%
- USAFE 0.25%
- USAIR 3.27%
- USARL 3.72%
- USCGA 3.21%
- USDKL 3.27%
- USEPA 0.64%
- USEDA 0.32%
- USFHA 0.09%
- USFSL 0.48%
- USGCM 0.76%
- USGSN 1.27%
- USLOC 17.99%
- USMAL 6.48%
- USMCU 3.78%
- USNAV 5.86%
- USNCI 0.18%
- USNDD 5.23%
- USNDA 3.43%
- USNF 0.38%
- USNIH 1.21%
- USNL 4.28%
- USUS 0.44%
- USWHS 3.62%
- USWLC 2.85%
Using the rich data contained in each partner library’s catalog records it was possible to provide detailed “snapshots” of each participant’s collection materials. It was also possible to provide the same “snapshots” showing only their duplicated materials. In the illustration below, you will find an example of the information that was reported on at the library level. In this case, the library is the Library of Congress. This sample comes directly from the 2014 FLBRA report and includes useful “how to read” comments.

**Sample of Data Captured at Library Level – Summary**
The graphic below shows additional detail reported on for each institution. In particular, note the areas in green shading which provide information only for the duplicated portions of a library's bibliographic materials. The colored circle in the right column indicates the percentage of a library's own materials which are duplicated. This example is for the Library of Congress and also includes "how to read" comments.

**Sample of Data Captured at Library Level - Focus on Duplication**
Another area we were interested in exploring was the relative concentrations of "areas of knowledge" contained in each library’s collections. We reported on the “top 20” subject terms (see page above) and experimented with reporting on classification based on Dewey or Library of Congress classification systems. The example below illustrates Dewey classification reporting for the Library of Congress records.

**Sample of Data Captured at Library Level - Focus on Classification**

*List is sorted by descending total record count for a given classification.*
Next Steps

The FLBRA analysis is a ground-breaking effort. It is the first project to attempt to capture and analyze bibliographic data across federal libraries. In fact, this is the largest and most detailed analysis of this type of data undertaken within the federal government.
The Library of Congress looks forward to expanding the project by adding new partners and continuing to refine the analysis and reporting on bibliographic data. We are beginning to plan for the 2015 FLBRA analysis and would like to invite any of you representing federal libraries to let us know if you might be interested in participating. Additionally, if you are interested in getting more information about the project or a copy of the 300+ page 2014 FLBRA report, please contact us at lsplanning@loc.gov.
Putting the Focus on Professional Development

By Jennifer McMahan, Deputy Director, Department of Justice Library

The Department of Justice Library Staff has long had a commitment to professional development. While we have not always been able to fund all the education that we would like for librarians and technicians—particularly during the recent sequester—we continue to incorporate an element of professional development into each employee’s Performance Work Plan (PWP). The inclusion of a benchmark for training (40 hours per year for librarians and 32 for technicians) is not meant to put a burden on our very busy staff, but instead encourage each staff member to consider maintaining and growing professional skills and knowledge as part of his or her average work day.

One of the ways that we encourage this focus is to explicitly outline in the PWP all the means by which an employee can reach his or her target number of hours:

- Activities can include conferences, formal training classes, online classes via LearnDOJ or other sources, FEDLINK classes and events, DOJ Library classes or professional discussions (ex. Supreme Court Brown Bag Lunches), vendor presentations, one-on-one training with vendors or colleagues, professional association events (including social events), time spent reading professional literature or professional Web sites or listservs (including FEDLIB, FEDLAW, LLSDC, LAW-LIB, INTLAW, and other relevant lists), relevant webinars and online videos, and print books and journals, including “how to” books to learn a relevant skill.

Recognizing the abundant free training opportunities available, particularly in DC, and the wealth of professional information online and in the print literature, we feel that this element of the PWP is easily attainable. As managers, we strive to demonstrate that professional development should not be seen as a burden or an ancillary commitment, but an integral part of being a librarian or technician.

As chair of our Professional Development Committee, I began sending out a monthly email to the staff in order to facilitate their discovery of training and
professional opportunities. It has proven to be an efficient tool for connecting people with information without each staff member having to spend the time following every listserv, newsletter, and online resource. I try to gather as much information as I can over the course of the month, including contributions from various staff members, and distill them into one brief email. An example is below. This activity has not only benefitted the staff, but also my own knowledge, as it is necessary for me to go looking for training and educational resources that I might not have otherwise found. I would welcome hearing about other approaches to facilitating professional development in your own organizations! Email: Jennifer.Mcmahan@usdoj.gov

Professional Development Reading and Learning Opportunities for February

Free training


- **Free Webinars**
  - **10 Powerful Principles for Creating Impactful E-Learning.** February 3rd, 1 pm. Training Magazine.
  - **Leadership Behavior and Action.** **February 3rd, 2 pm.** The Partnership for Public Service.
  - **People – Difficult or Different?** **February 5th, 2 pm.** Effectiveness Institute.
  - **Introducing RDA.** February 11th, 2pm. American Libraries Live.
  - **12 Things: New Directions for Collections Revisited.** February 16th, 11 am. Montana State Library.
  - **Tech Trends with Tine: The Internet of Things.** February 26th, 11 am. Texas State Library.

- **Lexis Webinars:**
  - "**Painless, precision research—finding specific sources and automating with alerts"** Webinar, February 4th.
  - “**Cyber Security Update.**” February 11th.
  - **LexisNexis® Webinar Series for Librarians**—Spring 2016.
Reading List

- **LexisNexis Information Professional Update**, January 2016. Resources include:
  - New Sources—December 2015
  - Librarian Relations Consultant Research Tip: Transparent Display of Filters & Increased Visibility of “Include Related Federal Content”

- **AALL Spectrum**, January/February 2016. Articles include:
  - Leader Profile: David S. Mao, Acting Librarian of Congress
  - Building and Agile Brand
  - Soft Skills: The Importance of Cultivating Emotional Intelligence
  - Grow Where You Are: How to Build Your Power and Significance Without Moving Up the Ladder

- **Online Searcher**, Jan/Feb 2016. Articles include:
  - Personalization, Privacy, and the Problem of 'Oversharing'.
  - Known Item Search Strategies.
  - Search Engine Update.

- **Computers in Libraries**, Jan/Feb 2016. Articles include:
  - 12 Tips to Better Writing for the Mobile Web
  - LibGuides and Usability: What Our Users Want
  - E-volving Libraries

- **Information Today**, January/February, 2016. Articles include:
  - Design Standards Take Federal Websites to New Levels of Usability.
  - The Next Librarian of Congress.
  - Free, Thought-Provoking TED Talks.
  - Why Libraries?

- **Law Library Lights**, Winter 2016. “Information Architecture and Knowledge Management in the Law Library.” Articles include:
  - A Collaborative Digital Process Across DOJ Offices – Co-authored by Joanne She, Glenn Kivlen, and Signe Adams
  - The “Quicklinks” Myth
  - Georgetown Law Research Guides (using LibGuides)

- **FBI Law Enforcement Bulletin**, January, 2016. Articles include:
  - Digital Forensic Examination: A Case Study

Reading on Leadership and engagement, from the January 2016 AALL E-Newsletter.
  - "Four Ways To Challenge Employees to Reach Their Potential," by Kristi Hedges.
  - "5 Reasons You Should Be Investing in Employee Development," by Chad Halvorson.
"How NOT to Engage Your Employees: What We Can Learn From Horrible Bosses," by Amy Jones.
"15 Tips for Keeping Your Best Employees," by Ellie Martin.

Library Worklife Newsletter, January 2016. From ALA. Articles include:
- Are You Ready to Be a Mentor?
- A Different Take on New Year’s Resolutions
- Supreme Court Reviewing Mandatory Union Fees

Other items of note

- Authors Take Google Books Fight to Supreme Court. Newsweek, January 4, 2016.
- How young librarians are figuring out the field's future. Newsworks, January 12, 2016.
- Before I Can Fix This Tractor, We Have to Fix Copyright Law. Slate.com, January 13, 2016.
- Ravel is on a roll! Handshake Alliance, Free California Caselaw and Forbes Profile. Dewey B Strategic, January 21, 2016.
• Thomson Reuters Rebrands as "The Answer Company," Leveraging Watson, Unveils E-Discovery Point, Practice Point and PermID. Dewey B. Strategic, February 1, 2016.
• Academics Want You to Read Their Work for Free. The Atlantic, January 26, 2016.

Just for fun/Personal Interest

• Judge says monkey cannot own copyright to famous selfies. Ars Technica, January 6, 2016.
• There’s no such thing as a library without a librarian soooo....#SaveOurLibrary. Knowledge Quest, January 7, 2016.
Real Libraries, Virtual Transitions

By Bibio Latte, Community Virtual Library Board of Advisors

In 2013, Linden Labs reversed its decision to allow a limited amount of groups to apply to the nonprofit discount. The Community Virtual Library (CVL) submitted the paperwork and was accepted as a not for profit group.

In 2014, Community Virtual Library got a new board of directors. Abbey Zenith became the President. BuddhistLibrarian Ballyhoo became the Vice President. Suemoon Magic became the Secretary/Treasurer.

The advisory group was also reconfigured.

(I-r) Valibrarian Gregg, Holly Jean Allen, Biblio Latte, Abbey Zenith (president), CVL Cat, Rolig Loon, BuddhistLibrarian Ballyhoo (vice president), Suemoon Magic (secretary/treasurer)

CVL also downsized to one sim, Imagination Island. The new site provided an opportunity for shared meeting spaces, areas for exhibits, a new reference center with info screens to advertise group events, a newly designed library and rental properties. The rental properties would help
defray some of the cost of sim. Even with the not for profit discount, rental was still $900 every 6 months.

Houses for rent on Imagination Island

With only one sim, many of the spaces have become multipurpose. The Infogroupies Info Pub, where dances are held each Monday (informal) and Friday (formal) at 5 SLT (aka PT), was temporarily converted into a memorial when one of its members, a retired librarian from Australia, Galia Beck, recently lost her multi-year battle with cancer.
CVL had a FUNdraising event on Sun, Jul 26. Events included an untalent show, a DJ, trivia, dancing, and storytelling. The event raised L$46,605. Seanchai Library held a separate event a few weeks earlier that earned over L$30,000.
Blues Brother (avatar style) and an avatar Aretha Franklin perform at the Seanchai Library benefit for the Community Virtual Library.

The InfoGroupies presented a check to CVL for L$50,000 in April. The money was mostly earned from the Groupies tip jar at the Info Pub.

Check presentation
Infogroupies Tip Jar—the large book worm
Park Ranger Speaker Series: The Battle of Mobile Bay

Submitted by George Franchois, Director, U.S. Department of the Interior Library
Park Ranger Speaker Series: The Burning of Washington

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

August of 1814 was one of the hottest in the memory of the approximately 8,000 residents of America's new capital. To make matters worse, the city found itself the target of an invading British army slowly making its way from the Chesapeake Bay. As the British army approached, the majority of Washingtonians fled the city. On August 24th, American defenders, with President James Madison in attendance, were quickly routed by the invaders in a battle at Bladensburg a few miles from the city. A messenger was dispatched to the White House to warn First Lady Dolley Madison of the impending arrival of the British. She and her staff fled by carriage across the Potomac - taking with her the full-length portrait of George Washington that had been torn from a White House wall. That evening, the vanguard of the British army reached Capitol Hill and began the systematic destruction of all public buildings in the city.

We invite you to join Park Ranger Paul O'Brian as he takes a look at what was perhaps the most demoralizing moment of the War of 1812 for the young American nation, the burning of its capital, Washington, DC.

Tuesday, August 19th, 1:00 pm – 1:45 pm

Rachel Carson Room, Stewart L. Udall DOI Building
1849 C Street, NW, Basement Level (next to cafeteria)
Washington, DC 20240

To register for this program, please go to www.doio.gov/library/programs/speaker.cfm or scan the QR code above. For more information, please call (202) 208-5815 or e-mail library@ioe.doio.gov
Park Ranger Speaker Series: The Election of 1864

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

It is hard for modern Americans to believe that Abraham Lincoln, one of history’s most beloved Presidents, was nearly defeated in his reelection attempt in 1864. Yet by that summer, Lincoln himself feared he would lose. The country had not elected an incumbent President for a second term since Andrew Jackson in 1812. Also, its embrace of emancipation was still a problem for many Southern voters. Despite Union victories at Gettysburg and Vicksburg a year earlier, the Southern armies came back fighting with a vengeance. During three months in the summer of 1864, over 65,000 Union soldiers were killed, wounded, or missing-in-action. With the balance of the American Civil War hanging on a precarious edge, President Lincoln needed military success to secure victory over the Democratic challenger, George B. McClellan, the former commander of the Army of the Potomac.

Please join Park Ranger Paul O’Brian as he explains how President Lincoln won in 1864. Was it General Sherman’s campaign in the Shenandoah Valley? Or was it General Sherman’s March to the Sea? The answers to these questions and more will be discussed in “The Election of 1864.”

Tuesday, October 21st, 1:00 pm – 4:15 pm

John Muir Room, Stewart L. Udall DO1 Building
1849 C Street, NW, Basement Level (next to cafeteria)
Washington, DC 20240

To register for this program, please go to www.nps.gov/library/programs/speakers.htm or scan the QR code above. For more information, please call 202-354-1190 or email library@nps.gov
Park Ranger Speaker Series: The Martin Luther King Jr. Memorial

Submitted by George Franchois, Director, U.S. Department of the Interior Library
Park Ranger Speaker Series: Matter of Peace

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

Celebrate the 200th anniversary of the December 24, 1814 signing of the Treaty of Ghent, ending the War of 1812, with a virtual tour of the many symbols of peace at the National Mall and Memorial Parks. Eclipsed by the Korean War Veterans Memorial, Vietnam Veterans Memorial and World War II Memorial are persistent reminders of Washington’s fervent “first wish...to see the whole world in peace, and the Inhabitants of it as one band of brothers, striving who should contribute most to the happiness of mankind.”

Revisit Pierre L’Enfant’s vision for the National Mall to serve as a platform where, over time, we would build reminders of civic virtue, our goal of freedom and equality, and the justice requisite for peace.

We invite you to join Park Ranger Jan Bueger as she discusses and takes a virtual trip with you to the little known and often forgotten symbols of peace that can be found scattered across the National Mall.

Tuesday, December 16th, 1:00 pm – 1:45 pm

Rachel Carson Room, Stewart L. Udall DOI Building
1849 C Street, NW, Basement Level (next to cafeteria)
Washington, DC 20240

To register for this program, please go to www.doi.gov/library/programs/speaker.cfm or scan the QR code above. For more information, please call (202) 208-8185 or e-mail library@ioz.doi.gov
Park Ranger Speaker Series: The McMillan Plan

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

In 1901 Senator James McMillan of Michigan organized the Senate Park Commission, better known as the McMillan Commission, to undertake a new plan for the National Mall. This plan represented a milestone in the “History of Comprehensive Urban City Planning” within the United States and produced the systematic current layout of both the National Mall and Mall Areas within the heart of the “federal central enclave” of our Nation’s Capital. The Commission, which included renowned architects Charles McKim, Daniel Burnham, and Frederick Law Olmsted, Jr., envisioned the Mall as a continuous green park framed by rows of elms and white classical museums buildings. The kite-shaped McMillan Plan extended the Mall westward and southward over former river beds to form new parkland, Potomac Park, and the site for the future Lincoln and Jefferson Memorials.

This presentation, offered by Park Ranger Eric Martin, will cover the McMillan Plan’s “historix preliminaries” leading up to its gradual implementation, the major figures involved in its progress, and the various commissions that were created afterwards as a by-product of its vision. The program will also look at its current influence as well with respect to the downtown central areas adjacent to the Mall.

Tuesday, September 16th, 1:00 pm – 1:45 pm

Rachel Carson Room, Stewart L. Udall DOI Building
1849 C Street, NW, Basement Level (next to cafeteria)
Washington, DC 20240

To register for this program, please go to www.doi.gov/library/programs/speaker.cfm or scan the QR code above. For more information, please call (202) 208-3815 or e-mail library@ius.do.gov
Park Ranger Speaker Series: Refighting Gettysburg

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

To what famous Civil War figures did contemporaries apply the words “rascality” and “stupidity” and for what reason? Certainly, the battle actions around Gettysburg, Pennsylvania produced great bloodshed but they also generated an unabated, fierce norm of debate. Many historians rightly aver that veterans spilled more ink than blood defending Gettysburg. Washington, D.C. certainly played a huge role in that fight as Gettysburg figured prominently in the minds of political figures who sought answers as well as scapegoats. High-ranking Union general officers came to the nation’s capital to defend their actions and answer accusations of incompetence, cowardice and potential treason. Come listen to tales of rascality and stupidity as we demonstrate that Washington, D.C. always provided a stage for venom and vitriol.

We invite you to join Park Ranger Michael T. Kelly as he discusses the enduring struggle to interpret the Battle of Gettysburg—even after 150 years.

Tuesday, November 18th, 1:00 pm – 4:15 pm

John Muir Room, Stewart L. Udall DOI Building
1849 C Street, NW, Basement Level (next to cafeteria)
Washington, DC 20240

To register for this program, please go to www.doi.gov/library/programs/speaker.cfm or scan the QR code above. For more information, please call (202) 245-1811 or e-mail library@io.doi.gov
Park Ranger Speaker Series: Vicksburg

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

Throughout Major General Ulysses S. Grant's attempts to take the city of Vicksburg and to silence the guns overlooking the mighty Mississippi River, the Confederate defenders seemed to have every angle covered and anticipate his every move. Grant inaugurated this campaign in November 1862 and saw it drag on for months. His army waded through mud and swamps trying to gain entry into the backdoor of the city. The Vicksburg Campaign had the potential to make or break Grant's career as well as decide the outcome of the American Civil War.

Please join Park Ranger Kathryn Williams as she explores the many failures and ultimate success of the Vicksburg Campaign, which also helped decide the political future of Abraham Lincoln. Lincoln had previously declared that opening the Mississippi River was the most important aim of the war.

Tuesday, March 18th, 1:00 pm – 1:45 pm

U.S. Dept. of the Interior Library
1849 C Street, NW, Room 1851
Washington, DC 20240

To register for this program, please go to www.doi.gov/library/programs/speaker.cfm or scan the QR code above. For more information, please call (202) 358-2637 or e-mail library@nps.gov

