

WORKING IN THE **VIRTUAL STACKS**

The New Library & Information Science



LAURA TOWNSEND KANE

www.alastore.ala.org

WORKING IN THE
VIRTUAL STACKS

The New Library & Information Science

LAURA TOWNSEND KANE

AMERICAN LIBRARY ASSOCIATION | CHICAGO 2011

www.alastore.ala.org

Laura Townsend Kane is the assistant director for information services at the University of South Carolina's School of Medicine (SOM) Library in Columbia, South Carolina. Kane is coauthor of *Answers to the Health Questions People Ask in Libraries: A Medical Library Association Guide* and author of "Access versus Ownership" in the *Encyclopedia of Library and Information Science*, several book chapters about librarianship career opportunities, and peer-reviewed journal articles on various issues in librarianship. She is an active member of the Medical Library Association (MLA) and its regional Southern Chapter, and is a Distinguished Member of MLA's Academy of Health Information Professionals (AHIP).

© 2011 by the American Library Association

All rights reserved except those which may be granted by Title 17, Sections 107 and 108, of the United States Code.

Printed in the United States of America

15 14 13 12 11 5 4 3 2 1

While extensive effort has gone into ensuring the reliability of the information in this book, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs: 978-0-8389-1103-7 (paper); 978-0-8389-9326-2 (PDF); 978-0-8389-9327-9 (ePub); 978-0-8389-9328-6 (Mobipocket); 978-0-8389-9329-3 (Kindle). For more information on digital formats, visit the ALA Store at alastore.ala.org and select eEditions.

Library of Congress Cataloging-in-Publication Data

Kane, Laura Townsend.

Working in the virtual stacks : the new library and information science / Laura Townsend Kane.

p. cm.

Includes bibliographical references and index.

ISBN 978-0-8389-1103-7 (alk. paper)

1. Library science—Vocational guidance—United States. 2. Information science—Vocational guidance—United States. 3. Librarians—Employment—United States. 4. Librarians—Job descriptions—United States. 5. Librarians—Effect of technological innovations on. 6. Librarians—United States—Interviews. I. Title.

Z682.35.V62K37 2011

020.23'73—dc22

2011016135

Book design in Liberation Serif and Melbourne by Casey Bayer.

Ⓢ This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

CONTENTS

PREFACE | vii

ACKNOWLEDGMENTS | xi

CHAPTER 1 | LIBRARIANS AS SUBJECT SPECIALISTS | 1

Catherine Lavallée-Welch | Engineering and Computer Science | 7

Lynn Baltimore | Clinical Medicine | 11

Stephanie Midkiff | Law | 16

Peter Sprenkle | General Reference | 20

Elizabeth B. Kudwa | Business | 23

Vicki F. Croft | Veterinary Medicine | 27

Dolores Zegar Judkins | Health Sciences | 33

David Bigwood | Cataloging and Astronomy | 37

Roslyn Donald | Business | 42

CHAPTER 2 | LIBRARIANS AS TECHNOLOGY GURUS AND SOCIAL NETWORKERS | 47

Michael Sauers | Technology Innovation, Technology Consulting | 52

Jessamyn West | Community Technology Instruction, Web Design | 56

Michele Lipson | Community Technology Outreach | 59

Greg Schwartz | Library Systems and IT Operations | 62

Meredith Farkas | Instructional Initiatives and Social Software | 65

Sarah Houghton-Jan | Digital Futures, Web Presence, Social Software | 69

Lori Bell | Virtual Libraries and Multi-Type Library Systems | 72

Rhonda Bridges Trueman | Multi-Type Library Systems and Virtual Reference | 75

David Lee King | Digital Resources and Social Software | 79

Michael Porter | Online Learning Communities and Technology Consulting | 82

CHAPTER 3 | LIBRARIANS AS TEACHERS AND COMMUNITY LIAISONS | 87

Michael Stephens | Graduate Library School Professor | 90

Jeannine M. Brown | School Library Media Specialist | 96

Scott Walter | Associate Dean of Libraries and Library School Professor | 99

Brian Mathews | User Experience Librarian | 103

Darren G. Poley | Outreach Librarian (University Library) | 106

Brigid Cahalan | Outreach Librarian (Public Library) | 111

CHAPTER 4 | LIBRARIANS AS ENTREPRENEURS | 115

Judith Tapiero | The Organized Library, Library Organization Consulting | 118

Amelia Kassel | MarketingBase, Market Intelligence Research | 122

Nancy K. Humphreys | Wordmaps Indexing, Freelance Indexing | 126

Alexander H. Cohen | Aaron Cohen Associates, Ltd., Library Planning and Consulting | 129

Bill Wilson | Himmel and Wilson, Library Consulting | 133

CHAPTER 5 | LIBRARIANS AS ADMINISTRATORS | 139

Steve Podgajny | Executive Director, Public Library | 143

Catherine A. Quinlan | Academic Dean, University Library System | 146

Gerald Perry | Director, Health Sciences Library | 150

Steven J. Bell | Associate University Librarian | 156

INDEX | 161

PREFACE

SEVEN YEARS. Not such a long span of time in the context of history. What can happen in seven years? Well, let's get some perspective. In seven years, my middle son went from infancy to being a very vocal second grader with a mind of his own. Wow, that happened fast. There's more: our family sold our old house, bought a new one, moved in, and had a third baby! In addition, I went from being a technical services librarian to being the assistant director for information services (in the same library). Okay, so a lot can happen in seven years.

What if we're talking about technology? How "long" is seven years in that context? Well, it's almost as if we're discussing dog years. These days, one year can seem like the equivalent of an *era* in terms of technological development. Let's do that perspective thing again. Think back: seven years ago, did you know what "BFF" meant? Did you have a Facebook or LinkedIn page? Did you have a talking GPS in your car? Did you imagine that your cell phone would ever do anything more than make and receive phone calls? Did you have an e-reader? Had you ever heard of Second Life or Twitter? Did you envision 3-D technology in your television? There could be hundreds more questions like these, and most likely your answer to all of them would be "no."

Seven years, then, technology-wise, is a long time. Now let's look at the profession of librarianship. Have the technological advances of the past seven years affected how we work, how we interact, how we live our professional lives? Absolutely! In amazing, unbelievable ways.

Working in the Virtual Stacks: The New Library and Information Science is a sequel to *Straight from the Stacks: A Firsthand Guide to Careers in Library and Information Science*, which was published in 2003. Though the first book featured interviews of some very tech-savvy folks, there was little mention of “social networking” or “embedded librarians” or “mobile devices.” Today, there are librarians “out there” whose entire jobs revolve around such concepts! So much has changed. A librarian’s job is more flexible than ever thanks to technology. Libraries themselves have gone through physical changes—some don’t even have true “stacks” anymore and have gone completely virtual. Because of this, I saw a real need to produce a sequel to *Straight from the Stacks* that would illustrate how changes in technology have affected the work of librarians and the vision of libraries. Hence the title change with the addition of the word *Virtual*.

While on the one hand so much has changed, on the other, *not much has changed*. I am referring to the dismal fact that very few librarians seek out librarianship as a first career choice. This was the case in 2003, and it is still the case today. I have met many librarians throughout my career, and a common theme that crops up in conversation is the idea of the “accidental librarian”—those who stumble upon librarianship by accident (or fate!). As was the case in the first book, the librarians in this sequel either pursued librarianship as a second career or came across the possibility while looking for work in other areas. Many worked for years as student library assistants or library aides, until it occurred to them to make a career out of library work. Not one said as a child, “I want to grow up to be a librarian.” This has always bothered me about my profession (even though I’m no exception, as I started out wanting to be a Spanish teacher). I do think, however, that this phenomenon is changing, but slowly. Librarians are taking a more active part in shaping the digital age; we are becoming more visible; we are reaching farther into academic and public communities; we are doing a good job adapting to change and making ourselves indispensable. So there is hope that our profession will soon rank right up there with “I want to be a firefighter when I grow up.” Meanwhile, those of us in the field must do our part to help with recruitment by being more vocal about our fantastic profession. This book is my fulfillment of that charge.

The organization of this sequel is very different from the first book. Thirty-four interviews of librarians are arranged into broad categories reflecting librarianship *roles*. While *Straight from the Stacks* was organized by traditional library *type* (public libraries, academic libraries, special libraries, etc.), *Working in the Virtual Stacks* uses emerging roles as categories. The boundaries of library positions have somewhat dissolved—thanks in part to technology—so that it is no longer practical to discuss the

profession in terms of traditional library type. To illustrate, a web services librarian can likely be found in a public library, a special library, an academic library, a corporate library, and in online businesses like Amazon.com.

This book, then, is divided into five chapters: Librarians as Subject Specialists, Librarians as Technology Gurus and Social Networkers, Librarians as Teachers and Community Liaisons, Librarians as Entrepreneurs, and Librarians as Administrators. The thirty-four interviews place spotlights on librarians from all over the country in all types of positions and reflect decades of collective professional experience. Most of these information professionals (as some like to be called) have had the unique experience of being witness to the birth and growth of the Internet, the explosion of social software, and the incredible expansion of the digital age. They have had firsthand experience of how technology has shaped libraries and affected the careers of librarians.

I will stress that this is by no means a comprehensive list of possible careers in librarianship. There are literally hundreds—thousands?—of possibilities out there for librarians, especially those proficient in technology and those who easily adapt to change. A comprehensive list would be impossible. It is my hope, though, that this book and its sampling of career possibilities will inspire two groups of people: those considering librarianship as a career and those considering a mid-career change. To those thinking about enrolling in library school, I hope you find sufficient excitement and intrigue in the text that follows. To those considering a change in librarianship positions, I hope you find your niche in the field; there is one for you, I promise!

I am once again in awe of the generosity of spirit that permeates those in the field of librarianship. The librarians featured in this book were eager to share their experiences—the good and the bad—with readers. I am a fan of each one of them, and I am proud to be associated with such an inspiring group of professionals.

To those of you reading this book, remember that a lot can happen in seven years—or five years or ten years. You never know where this profession might lead. Maybe *you* will be featured in the *next* sequel!

LIBRARIANS AS SUBJECT SPECIALISTS

LIBRARIANS HAVE served as subject specialists throughout history. The concept is not a new one. Some of the most famous and influential librarians in history were proprietors of specialized collections of materials. Eratosthenes of Cyrene, the chief librarian of the great Library of Alexandria around 255 BC, could easily have been called a “subject specialist of classical antiquity.”¹ As far back as the Renaissance, universities had learned librarians who were scholars in law, literature, or theology.² Saint Lawrence, patron saint of librarians and archivists, was a “subject specialist” of Christian treasures and documents, a job for which he was put to death by the Romans in AD 245.³

If “librarians as subject specialists” is associated with traditional, old-fashioned librarianship, why is it the first chapter in this book? “Why should I be interested?” you might ask. “Do we even need librarians as subject specialists anymore? I mean, I could just pick a subject and run a web search, right?”

Well, let’s try something. Log into your web browser and run a simple query in the search engine of your choice. How many hits did you get? How much was junk? How much was legitimate, helpful information? A better question: just how long did you spend sifting through websites and following endless links before you felt that you had done sufficient “research”? Because it is so easy these days to access information, people are quick to jump to the conclusion that “subject specialists” and “information experts” are no longer needed. There is a term for this phenomenon, and it’s called

“disintermediation.” (An aside: I just did a web search on “disintermediation” and spent six precious minutes browsing definitions and never found a good one related to librarianship.) This term—which basically means the elimination of the “middleman,” that is, the librarian—recognizes that the Web appears to make an amazing range of information easily available to even the novice searcher. The friendly interface of the web browser, coupled with the power of search engines, creates the illusion of instant access to reliable data. However, while regular users of the Internet recognize the power of the Web, they are also aware of the limitations of current search engines, as well as the often inferior quality of the information retrieved. Librarians—or information professionals—are needed now more than ever to separate the “wheat from the chaff”—to systematically evaluate information in order to keep the good and eliminate the bad.

When dealing with subject-specific information, a librarian who is an “expert” in a particular field is invaluable. Would you trust information you find on the Web about health or law without first making sure the source is reliable and trustworthy? How would you know that, if you didn’t have any experience with medicine or law? Could you sit down and run an effective search in a medical database without receiving any training? How could you be sure that you are using the correct terminology and that you’ve found all relevant database entries?

Librarians who are subject specialists have deep knowledge of a subject area, know the experts in the field, and are intimately familiar with their library’s print and electronic collections. They also have an understanding of how information is organized and disseminated within a particular discipline, as well as how the information is retrieved and used by people who are active in the field.

There is no limit to career possibilities for librarians with subject-specific training. Whether you have a background or an interest in medicine, law, computer science, engineering, business, or astronomy, you have an advantage. Coupled with your advanced library degree, your subject-specific knowledge can open many doors of opportunity in librarianship.

ENVIRONMENTS

Until recently, the majority of subject specialists were considered “special librarians” who worked in “special libraries.” Traditionally, these were medical, law, or corporate libraries. The Special Libraries Association (SLA), founded in 1909 as an organization catering to the professional needs of special librarians, no longer uses the term *special librarian* on its promotional materials. Instead, it has adopted the term *information*

professional, which is defined as someone who strategically uses information in his or her job to advance the mission of an organization.⁴ The term *information professional* is much broader in scope and illustrates that the boundaries of special librarianship have been erased.

Today, librarians with subject-specific expertise can be found in virtually any environment or organization, from academic institutions to government agencies to private corporations. Their place of work can be called libraries, information centers, competitive intelligence units, intranet departments, knowledge resource centers, or content management units. Though traditional “special libraries” still exist—law libraries, medical libraries, and corporate libraries—the subject specialists of today can be found anywhere.

RESPONSIBILITIES

The days of sitting for hours at the reference desk, waiting for patrons to approach with questions, are long gone. This stereotype, while appropriate for subject librarians ten or more years ago, is no longer even slightly accurate. Subject experts are faced with the challenge of “doing more with less” due to technological developments as well as changes in organizational structure. For example, in an academic library setting, subject specialists are increasingly responsible for liaison activities with specific patron groups. In many academic libraries, each professional librarian is responsible for resource development and liaison work within assigned academic departments. At Ohio University Libraries, for example, every faculty librarian is assigned “subject librarian responsibilities.” The subject librarians are responsible for student and faculty orientations, emphasizing service based on knowledge of the subject area specific to their assigned academic departments. The librarians are expected to keep up with changing technologies and developing concepts within their assigned subject areas. They must be familiar with the curriculum, the research interests of faculty and graduate students, and the print and electronic collections relevant to the subject area—both within the library as well as outside the library. They are required to establish close working relationships with the faculty of their academic departments, and work with the departments on developing and maintaining collections of relevance to the discipline. The subject librarians also act as intermediaries between the academic departments and the library, addressing library-related questions and problems.⁵

The SLA “Career Center” website lists job opportunities for librarians with subject expertise. Some of the job titles listed currently are research coordinator, chemical reference librarian, American Craft Council librarian, information architecture

librarian, head of science collection, knowledge services manager, and records management coordinator, among many others. Clearly the scope of responsibilities will vary depending upon the setting or institution and the patron/client base. There are certain responsibilities, though, that are common to many subject specialists, as described below.

Liaison with users. Today, there is increasing emphasis on “getting out there” rather than expecting users to show up with questions. This is especially true in this age of “Google mentality.” Since people increasingly rely on their own information-gathering skills, librarians must make an extra effort to reach out to patrons. For the subject specialist, the emphasis is on connecting with users both formally and informally, teaching them how to use resources (especially electronic resources), serving as the expert searcher, and acting as a clearinghouse for subject-specific information.⁶

Reference/research. Technology has certainly made this responsibility exciting and diverse. As budgets for print collections have decreased, online databases and electronic journals have become the norm for research. Subject librarians must be comfortable with the terminology related to their field of specialization in order to effectively search databases and locate relevant information. They must also be familiar with how information is disseminated and used within the discipline. Since traditional “reference desks” are disappearing, there is an increase in “virtual reference,” in which inquiries arrive in a variety of ways, including e-mail, IM (instant messaging), and social software applications such as Facebook or Twitter.

Collection development (print and electronic). Many subject specialists have the responsibility of building both print and electronic collections. Tight budgets require that the librarian select the resources that would be cost-effective as well as valuable to library patrons. Selection of e-resources is often more complex than traditional print ones and involves researching products, liaising with vendors, investigating hardware and software requirements, organizing trials and demonstrations, and coordinating purchases. Collection development also involves evaluating usage statistics.

Publicity and advocacy of the collections. Responsibility for publicizing subject-specific collections often falls to the subject specialist. This is closely related to liaison activities. Since the subject librarian often knows the strength of the library collections better than most users, it is up to them to encourage use; if people are not aware that a certain resource exists, it will probably not be used. Librarians act as advocates for new resources as well as the traditional ones, suggesting ways in which they might be used in learning, teaching, or research activities. Using the academic library setting again as an example, subject specialists might develop case studies for faculty that

would encourage use of specific resources. Advocacy and publicity can often lead the subject librarian into the teaching process.

Teaching and user education. The importance of subject librarians as teachers is rapidly being recognized in many library environments. Who better to teach the use of resources, especially the electronic ones, than the librarians who are intimately familiar with the subject area and its related terminology? The best way to communicate the value of a resource or a collection is to teach users how to . . . well, use it!

Team involvement. Unless you are a solo librarian, you can expect to be involved in team projects. The days of the autonomous subject librarian are over. Subject specialists are often called upon to play a part in multidepartmental or multidisciplinary teams. Projects may involve research, development of new services, or any number of topics.

SKILLS

All of the above roles for subject specialists imply a number of traditional as well as newly adapted skills. Included below are the primary skills necessary for success as a subject specialist:

- subject expertise (learned on the job or through formal education)
- knowledge of the discipline or environment
- research skills within the discipline
- people skills
- communication skills
- teaching skills (public speaking)
- technical / IT skills
- financial management skills
- analytical and evaluative skills
- team-working skills
- project management skills
- flexibility (ability to adapt to change)
- ability to learn quickly
- vision

For a detailed guide on core professional and personal competencies, see the SLA's "Competencies for Information Professionals of the 21st Century" at www.sla.org/content/learn/members/competencies/index.cfm.

EDUCATION AND TRAINING

Generally, most positions require a master’s degree in library and information science from an ALA-accredited institution. Specialized training in certain disciplines, such as advanced degrees, is sometimes required depending upon the position and the organization. Often an organization will support on-the-job training or continuing education. Law librarian positions sometimes require a juris doctorate (law degree), particularly for frontline reference positions. An M.D. is not generally required for medical librarians, although an undergraduate degree in a health-related field is sometimes necessary for clinical librarians in hospital settings.

PROFESSIONAL ASSOCIATIONS

Below is a list of associations recommended by the various librarians “spotlighted” in this chapter:

- American Library Association (ALA)—www.ala.org
 - *Association of College and Research Libraries (ACRL)*
www.acrl.org
 - *Library Leadership and Management Association (LLAMA)*
www.ala.org/llama/
 - *Association of Library Collections and Technical Services (ALCTS)*
www.ala.org/alcts/
 - *Reference and User Services Association (RUSA)*
www.ala.org/rusa/
 - *Public Library Association (PLA)*
www.pla.org
 - *Business Reference and Services Section (BRASS)*
www.ala.org/brass/
- Special Libraries Association (SLA)—www.sla.org
 - *Divisions by subject*
www.sla.org/content/community/units/divs/index.cfm
- Medical Library Association (MLA)—www.mlanet.org
- American Association of Law Libraries (AALL)—www.aallnet.org
- Veterinary Medical Libraries Section of the MLA (VMLS)—www.vmls.mlanet.org
- Evidence-Based Veterinary Medical Association—www.ebvma.org
- Regional and local library associations

CATHERINE LAVALLÉE-WELCH

Associate Librarian and Director, University of South Florida Polytechnic Library, Lakeland, Florida

“It is very hard for a librarian to be a generalist in a large academic library. Having knowledge of a specific discipline helps to better serve library users and gain their trust.”

CATHERINE LAVALLÉE-WELCH is the creator of the first blog focused on “sci-tech librarianship.” In 2001, while working at an engineering, science, and technology library, Catherine created *EngLib: For the Scitech Librarian* (www.englishlib.info) to share information with librarians in similar subject-specific positions. The blog contained news items, updates on science and technology publications and databases, and information about job openings for science and technology librarians.

The name of the blog later changed to *EngLib: The Engaged Librarian* to reflect Catherine’s current position as associate librarian at the University of South Florida (USF) Polytechnic Library. In this faculty position, Catherine is responsible for the administration and management of the library and its resources. The library supports USF Polytechnic programs, including engineering, business, education, information technology, and some disciplines from the arts and sciences such as psychology, criminology, and sociology.

“Our library has two faculty members (including myself), one full-time and two part-time staff members,” says Catherine. “We could use more staff but Florida is in the grip of significant budgetary woes. I handle administrative duties as well as collection development, reference, research assistance, and bibliographic instruction. I’m also very active in university governance and participate in committees and councils, particularly those concerning technology. I typically attend three to five meetings per week, either related to governance or to various projects with other units. My current projects include the planning and design of a learning commons as the campus is expanding in a new location.”

Catherine is invited to various classes at the beginning of each semester to teach library instruction to students. She also gives talks to new students during each orientation. “In addition, I hold at least four open-door seminars on database searching and citation management software per semester,” she says. “I will soon be hosting

the seminars online as well.” She handles all marketing activities for the library and hosts library-related events twice per year, such as book drives and Banned Books Week programming. Her administrative duties include personnel management, budget preparation and management, and strategic planning, as well as day-to-day duties such as book acquisition, data entry, and supply orders.

The primary clientele of the USF Polytechnic Library are students and faculty. “The county where I’m located is still very rural and has pockets of deep poverty,” Catherine says. “Many students have families and full-time jobs, and are often first-generation university attendees. Most have very little information literacy skills. It is sometimes difficult to reach all students for basic library instruction; some expect me to search all the information for them instead of me showing them how to do it themselves. We also serve community members, whose expectations are very often different—like the elderly gentleman who insisted on being able to check out books because he lived in town. He tried to convince us on three separate occasions. He still comes in but has learned to use the photocopier and scanner. One community user regrettably thinks our public access machines are an occasion to play online games for hours on end while talking on her cell phone. Diplomatic conversations are necessary in such situations.”

Catherine says that her most rewarding accomplishment in her position thus far was the organization and opening of the first USF library on the Lakeland campus. When she first arrived, all library collections were housed in a nearby community college library (USF shares a campus with the college). “When I came in, my office was not in the library but among the university’s faculty offices,” she explains. “While a bit bizarre, it was great to really get to know the faculty. It greatly contributed to my rapid integration and the good relationships I have with faculty. I think it’s important for academic librarians—especially those with faculty status—to be seen and acknowledged as colleagues by other faculty.”

The plans for the new university library were already set when Catherine came on board, but she was responsible for ordering the furniture and supplies; space and equipment configuration; establishing services such as circulation, interlibrary loan, reserves, and so on; and acting as liaison with Information Technology Services with whom the space is shared. “Opening up the library was a rather unique experience,” she says. “It is rare now that new academic libraries are created. Subject-specific libraries are more likely to be closed and integrated into a main library these days. For me, opening the first university library on campus was easily the most challenging and exciting thing I have done so far.”

Solo librarianship is challenging for Catherine. “I have to adjust to new disciplines and I find it hard to fully answer the expectations of some of the users in those new disciplines,” she says. “There is also never enough time to do everything that I would

like to do. However, being in a small academic library does have its advantages. I have the opportunity to take on multiple tasks and services: create procedures, check out a book, erase a fine, process an interlibrary loan request, create an electronic reserve item, create a web page. These are things my colleagues at big campus libraries would never do. In a smaller library, you get a better chance to know your users more, even on a personal level.”

Catherine enjoys “playing with technology” and manages to stay current. “When I was in library school, the LIS (library and information science) students were the first graduate students outside of the science departments to have access to the Internet. We would ‘Gopher’ and ‘Veronica’ our little hearts out in the computer lab. Our technology classes did not prepare us for this. I remember comparing the first versions of Cello and Netscape with a fellow student outside of class; those had just come out and our instructors had no idea. I jumped on the technology bandwagon, played a lot, learned from others, and built my career on it. I’m no expert but I think I did pretty well.”

In addition to her *EngLib* blog and a “library services” blog, Catherine maintains Facebook, Twitter, Four Squares, and Flickr accounts for the library. “Social networks are important marketing tools for the library,” she says. “They permit me to quickly distribute news about services, resources, schedules, and events. I’ve published library instruction screencasts for YouTube, and I have taught using synchronous electronic classroom environments.” Recently, Catherine participated in a virtual job-shadowing project on Twitter organized by the Florida Library Association to help recruit new librarians. She posted “tweets” throughout the day to demonstrate a day in the life of an academic librarian.

Catherine received her M.L.I.S. degree from the Université de Montréal, the only French-language program accredited by the American Library Association. As an undergraduate, she majored in history with a concentration in records and archives management. “My goal was to work as an archivist,” she explains. “I have an uncle who was an archivist and his work was so interesting. But the field is hard to crack. I worked for one year for one of my former professors in records management. Then I decided to go for my master’s degree in archival management but decided to switch over to the library side for employment reasons.”

While in library school and for a few years afterward, Catherine was involved in digital library projects with partners in French-speaking Europe. She worked as an information broker and as a consultant for various Internet projects for the nonprofit and cooperative sector. She also did a short-term contract at the library of the Pôle Universitaire Léonard de Vinci, a private business and technical school in Paris. In 2000 she got engaged and moved to the United States, where she took a job as an electronic resources and reference librarian at the Laura Kersey Library for Engineering,

Science and Technology at the University of Louisville. “Before coming to Louisville, my only contact with STM (science, technology, and medicine) clientele was when I was an information broker and had a corporate client in the food science industry. I feel that I was hired at the Kersey Library for my computer skills rather than my subject skills. I did a lot of work with databases and electronic resources and I also managed the computer lab and the website.” She took her current position at USF Polytechnic five years later.

Catherine is very active in the Special Libraries Association and attends its annual conferences, webinars, and continuing education classes. She is a past chair of SLA’s Information Technology Division and is a member of the Science and Technology Division, the Academic Division, the Engineering Division, the Baseball Caucus, and the Florida and Caribbean Chapter. She is also a member of the American Library Association, the Association of College and Research Libraries, the Library Leadership and Management Association, and the Florida Library Association.

To those interested in subject-specific librarianship, Catherine says, “I would argue that a librarian doesn’t necessarily have to have a degree in the discipline served. I don’t have a science or engineering degree yet worked in an engineering/science library. But it absolutely requires time and motivation on the part of the librarian to learn the discipline, its vocabulary, its evolution, its classic sources of information, and its novel sources of information—to better serve the library users and to gain their trust. The librarian isn’t expected to know the details of the discipline, but he or she should be able to understand what the information needs are and where the information fits. If that means stalking the reference shelves for hours and spending time reading journal tables of contents (like I did), so be it.”

Catherine says that important skills for any librarian are curiosity, creativity, and tenacity. People skills and stress management skills are essential. “A certain feel for office politics is necessary, especially if you have administrative functions, as well as a certain finesse to massage faculty prickly egos,” she says. “For administrators, you must be able to prepare and manage a budget, personnel, and planning.

“While studying for your master’s degree (or before), work in a library, particularly an academic one,” Catherine continues. “This will be a big advantage in your vitae over other candidates. Get involved in a professional association; that will show promise for future service activities, which is important for most academic librarians. Try to transform a school paper into an article for publication in an ALA or SLA publication. Geographic mobility helps for finding employment, especially for that first job. Don’t just consider the salary but also if the context—the library and the university—is a good fit for you. Consider cost of living.

“The M.L.I.S. degree can offer many different job titles and job duties,” Catherine concludes. “Don’t just stop at ‘librarian.’”

Catherine recommends the following websites:

- <http://stlq.info> (*STLQ: The SciTech Library Question* blog)
- <http://scienceblogs.com/confessions/> (*Confessions of a Science Librarian* blog)
- www.library.drexel.edu/blogs/englibrary/ (*Englibrary: Drexel University’s engineering resources* blog)
- www.englib.info (Catherine’s *EngLib* blog)
- <http://catherin.blog.usf.edu> (USF Polytechnic Library blog)
- <http://librarydayinthelife.pbworks.com> (a wiki work space for sharing the joys and challenges of working in a library)

LYNN BALTIMORE

Clinical/Reference Librarian, George F. Smith Library of the Health Sciences,
University of Medicine and Dentistry of New Jersey, Newark, New Jersey

“What is most unique about my job is that I actually see patients at the hospital bedside and have an indirect role in their patient care.”

LYNN BALTIMORE has learned not to be squeamish. She has no problem eating a sandwich while watching a lunchtime PowerPoint presentation filled with vivid slides of tumors or open wounds. She once watched—without being sick—as a surgeon sutured the head of a man who had been hit by a car and thrown through a store window. No, she is not a nurse or a physician. She is a clinical librarian.

Lynn’s full title is clinical/reference librarian at the University of Medicine and Dentistry of New Jersey (UMDNJ). Her job duties vary widely. She prepares lesson plans and teaches database searching—MEDLINE, PsychINFO, and CINAHL (Cumulative Index to Nursing and Health Literature), for example—to various library patrons. She teaches bibliographic instruction, focusing on accessing electronic journals and books and searching the online catalog, and has been involved in book collection development. “Each day I have a couple of hours of reference desk duty,” she says. “Our reference desk is staffed by me and five other colleagues from Monday

LIBRARIANS AS TECHNOLOGY GURUS AND SOCIAL NETWORKERS

LIBRARY 2.0, virtual reference, Second Life Library, mobile technology, Next Generation librarianship, the Semantic Web, wireless technology, metadata, e-publishing, mashups, social networking, Twitter, Facebook. It's hard to believe that a mere ten years ago, any (or all) of these terms might have resulted in frowns of confusion on the faces of librarians. Now these phrases are tossed about in frequent professional conversation and have, in fact, been the cause of much upheaval in librarianship.

Let's face it. Because of technology, the libraries of today seem to bear little resemblance to the warehouses of knowledge that characterized libraries of the past. Physical walls and endless shelves are no longer requirements for libraries as more and more resources become "virtual." Electronic journals, books, and databases provide instant access to information, and library patrons can remain in the comfort of their own homes or offices to make use of library materials. This upheaval may seem a threat to librarianship, but in fact the opposite is true. When librarians keep up with technology, adapt to change, and match library services to current technological trends, they reinforce the fact that librarians are more invaluable than ever.

Though the "physical space" of the library has changed, the role of the librarian has not changed. The role of the librarian, even in this "Web 2.0 world," is still the same as it has always been: to connect people with information. For centuries, librarians have served to help connect fields of knowledge. The twenty-first-century librarian simply does this increasingly in a virtual space, as opposed to a physical one. The

mission of librarians has always been threefold: to create conversations, to encourage connections, and to build community. Technology simply offers methods of fulfilling that mission in new and interesting ways.

Librarians who are experts in technology—technology gurus—are fast becoming sought-after commodities in the library world. These are the librarians who deliberately immerse themselves in technology, who embrace change without fear; who, in fact, position themselves as agents of change, and who use technology to place library services exactly where they are needed within their communities. Library administrators realize that these are the kinds of people who can solidly launch libraries into the Web 2.0 environment and ensure the future of librarianship. If you have a “knack” for technology; if you have a solid background in all things technology-related; if you learn quickly and are not afraid of change; and if you are willing to “stick your neck out” to try new things, you are in a very fortunate position. With a little on-the-job experience under your belt, you will be able to shape your career into anything you want it to be.

SOCIAL NETWORKING

The original intention was for “technology gurus” and “social networkers” to have separate chapters in this book. It soon became apparent, however, that the line between the two groups is markedly fuzzy. Those with expertise in technology tend to be excellent with social software. Not only do they understand how the technology works, but they have no fear of experimenting with the various social software options to see what works and what doesn’t in different library environments. The technology gurus of the library world, then, are often the social networking experts as well.

Librarians as social networkers have the unique role of using Web 2.0 communication tools to link people to information and to promote library services. Some of the tools commonly used are blogs, wikis, RSS feeds, podcasts, instant messaging, Flickr, vodcasts, and mashups.¹ Twenty-first-century librarians must understand not only how to use and market these tools but also know how to help patrons use them effectively. They have to be able to compare different versions of software to determine which will best meet patron needs. No matter what the library environment, the time is right for more librarians to explore how these social tools can enhance communication with users. Academic librarians can use social tools to reach out to faculty and students. Public librarians can use social tools to reach out to patrons where they are “living” on the Web. School librarians can use social tools to create spaces for collaboration and learning. Entrepreneurial librarians can use social software to find new ways of

delivering information to clients and staff.² Should the library have a Facebook page? Will Twitter help reach out to younger audiences? Should the library have a virtual reference desk? Would having an avatar in Second Life help promote library services? These are the types of questions that librarians involved with social networking are charged with answering. How fun is this?

For librarians, “the sky is the limit” when it comes to using social networking tools to connect to library users. Michael Stephens, librarian, author, and technology trainer (featured later in this book), says it best: “Let us, as librarians, the navigators of the Information Age, help grow communities, all kinds of communities, professional and personal—from librarians who create trading cards, to folks who like Macs, to people who love their dogs—and let’s meet up and swap stories, both online and in person! Come in, the water is fine.”³

ENVIRONMENTS

Any type of library—whether physical or virtual, academic or public—has a need for librarians specializing in technology or social software. Some technology gurus featured in the upcoming spotlights work for public libraries and some for academic libraries, while others work independently. The social networkers work in both academic and public libraries as well. Some of the featured librarians are known as technology gurus or social networkers outside of their “day jobs.” Librarians with these skills are not limited to any particular environment because, simply put, there are no walls or boundaries for technology.

RESPONSIBILITIES

Specific job duties will vary depending on the exact nature of the position, the client or patron base, and the institutional climate. Below are some common responsibilities for librarians involved with technology and social networking.

Explore and advocate emerging technologies. The emergence of new software, hardware, devices, and tools is constant. This is perhaps the most time-consuming responsibility. It is difficult to keep up with emerging technologies and labor-intensive to test them. This is where it becomes important to build a strong network of colleagues with whom to share ideas and learn from other experts. Most technology gurus know that they cannot be successful if they are “alone.”

Provide training associated with the introduction of new technologies. Once a new tool or product has been tested and deemed acceptable for the particular environment, the technology librarian is usually responsible for training staff and library patrons to use it effectively.

Maintain networks, computers, and servers. These tasks are vital in both traditional and virtual libraries. This is never more clear than when there is a power failure. The next time there is a power failure when you are in a library, take note of the mad scramble that ensues. Without functional computers and software, most modern libraries are like fish out of water. The librarians providing technical support are invaluable. System upgrades, new installation, backups, and enhancements all fall within this area of responsibility.

Website development and maintenance. Technology gurus are generally web-savvy and find this particular responsibility to be a natural extension of their interests. Creating and maintaining blogs, wikis, Facebook pages, and so on are common tasks that fall within this category.

Support online learning and instructional services. In academic institutions, technology librarians are often involved with the provision of technical support for online learning or distance education.

Committee and liaison work. Unless working as an entrepreneur or a solo librarian, most technology gurus or social networkers are involved in committee work or serve as liaisons between the library and internal or external communities.

SKILLS

It is a given that librarians involved with technology should be proficient in such things as word processing, web navigation and design, network and file management, and so on. The list would be too long to include here. Equally as important as the specific technical skills are the “big picture” skills that will help librarians keep up with technology, make good decisions about implementing new technologies, and advocate for those technologies.⁴ Below is a list of these “big picture” skills.

- ability to embrace change
- ability to test and evaluate new technologies
- ability to assess the technology needs of library patrons and staff
- ability to learn new technologies with ease
- ability to teach new technologies to others
- ability to keep up with new trends in technology and librarianship

- project management skills
- ability to sell ideas/market technology to administrators

The following is a list of technology trends that librarians as technology gurus or social networkers should be conversant with:⁵

- social software
- open source software
- mobile information devices
- collaboration tools
- Second Life
- cloud architecture
- wireless technology
- mashups
- streaming media
- catalog overlays

EDUCATION AND TRAINING

Most positions require a master's degree in library and information science from an ALA-accredited institution. Specialized training, such as an undergraduate degree in computer science, is not required, but is generally preferred. Many librarians who are self-professed technology gurus have acquired their skills in a variety of ways, including formal training, continuing education, reading professional literature, interaction with professional colleagues, and trial and error.

PROFESSIONAL ASSOCIATIONS

Below is a list of associations recommended by the various librarians “spotlighted” in this chapter:

- American Library Association (ALA)—www.ala.org
 - *Library and Information Technology Association (LITA)*
www.lita.org
 - *Association of College and Research Libraries (ACRL)*
www.acrl.org

- *Reference and User Services Association (RUSA)*
www.ala.org/rusa/
- *Public Library Association (PLA)*
www.pla.org/
- ASIS&T (American Society for Information Science and Technology)—
www.asis.org
- Regional and local library associations

SPOTLIGHTS

MICHAEL SAUERS

Technology Innovation Librarian, Nebraska Library Commission, Lincoln, Nebraska

“I love to figure out technology and then explain it to end-users.”

MICHAEL SAUERS calls himself a librarian, trainer, and writer. When examining a snapshot of his professional activities, it’s hard to say which role takes top priority. He is the author of ten books related to technology and libraries, including his most recent book entitled *Blogging and RSS: A Librarian’s Guide* (2nd ed.). He has written numerous articles for various journals and magazines; he gives multiple presentations each year at conferences; he is the author of blogs and contributor to podcasts; he runs websites for authors and historical societies; and he is an avid photographer and reader of books. Oh yes, he also has a full-time job!

In his position as the technology innovation librarian for the Nebraska Library Commission, Michael’s responsibilities include keeping up with the latest trends and technologies, evaluating them for use in a library environment, and passing what he’s learned along to other librarians. The Nebraska Library Commission is a statewide organization whose mission is the promotion, development, and coordination of library and information services. Michael spends much of his time teaching workshops for librarians within the state of Nebraska. These training sessions are designed to support Nebraska libraries in their cooperative efforts to share resources and services. Workshop topics focus on the electronic exchange of information and can be about reference services, web design, or the use of information technologies.

Michael's primary clientele are all of the librarians and library staff in Nebraska. The level of knowledge and comfort with technology varies widely among these groups. "I get most excited when I can see the lightbulb turn on over someone's head in a class," he says. "Better yet is when, during a class, someone asks a question that is directly related to what I was going to cover next. I get goose bumps whenever this happens. Not only does this show that they've understood the material so far, but also that they are able to anticipate what's next without even realizing it. When this happens, I know I'm doing it right.

"The most challenging part is when you've tried explaining something six ways to Sunday and someone just isn't getting it," he continues. "Over the past fifteen years I've learned to have a lot of patience. Sometimes, though, it's difficult not to just say, 'Here, let me do it.' If you do it for them, they never learn it." Patience is a necessary skill for Michael's line of work.

When he is not teaching, preparing for a workshop, or attending committee meetings, Michael spends his time researching new technologies. "Technology is my job," he says. "You'll typically find me doing anything from reading blogs and feeds to reading professional journals or books. I regularly have three computers (two desktops and a laptop) hooked up and running on my desk." He also works directly with libraries to assist them with technology questions and problems. In 2008 he planned and implemented a statewide WiFi technology grant funded by the Gates Foundation. This project enabled fifty libraries to each receive a basic WiFi router and state-of-the-art laptop in order to be able to offer WiFi to library users.

"What is most unique about my job," Michael says, "is the fact that I'm pretty much left in control of what I do, how I do it, and when I do it. Granted, there are meetings that are scheduled, conferences to attend, and specific projects that my boss wants me to do, but in the end I'm generally in control."

Michael says that he became interested in librarianship "for the most clichéd of reasons." Namely, his love of books. His undergraduate degree is a B.S. in American studies from SUNY at Brockport. "By the end of my undergraduate career, I'd worked in bookstores for almost a decade and thought that libraries would be a great career," he says. He earned his master of library science degree from SUNY at Albany.

"Getting into the technology end of librarianship was completely unplanned," he says. His first computer was an Atari 400 that he received when he was thirteen years old. When he entered Albany's M.L.S. program he quickly discovered the Internet (the early days of Gopher, Telnet, and FTP) and became "hooked." Since there were few technology courses offered in library school at the time, Michael found and took courses in database management and programming from other

departments. Beyond that, he says, “when it comes to technology, I’m pretty much completely self-taught.”

The Internet 101 course he took in library school was the catalyst for his role as technology instructor. Toward the end of the semester, Michael mentioned to the instructor that there was this “new thing” called “the Web” and a “browser” called Lynx and that it was going to replace Gopher. He was graciously told to sit down. At the next class session, Michael tried again. “I told him of this new ‘HTML language’ and that creating web pages was much easier than creating Gopher sites and that I’d already taught myself how.” Again, he was politely told to have a seat. Finally, during the last class of the semester, the instructor told the class that they may have heard about this new “web thing” in the Internet but that he hadn’t had a chance to look at it. “However,” said the instructor, “Michael knows all about it, so let’s have him come up and tell us about it.” Michael ended up teaching that portion of the class for the next three semesters and hasn’t stopped since.

Michael says that his methodology for keeping up with technology is threefold. “First, I read everything I can get my hands on.” Between blogs, feeds, magazines, journals, and the occasional newspaper, he is constantly on the lookout for updates and new technologies. “Second, I utilize video and audio podcasts. Third, and probably most importantly, I play with technology as much as I can. If I read about a new piece of hardware, I try to get my hands on it. If I hear about a new social network, I sign up. I’ve got so many accounts I’ve forgotten most of them. The point is to get on, play, and see what sticks.”

Michael is often invited to be a guest speaker at professional conferences. “I like to joke that I don’t really *attend* conferences anymore since I’m generally presenting at them,” he says. “I do stick around to hear as many of the other speakers as I can, though.” He is committed to attending Computers in Libraries as well as Internet Librarian each year. On the state level, he attends the annual Nebraska Library Association (NLA) conference, of which he is a member. He currently serves as the vice-chair/chair-elect of the NLA’s Information Technology and Access Round Table.

While technology encompasses every aspect of his professional activities, Michael does not insist that every librarian needs to be a technology guru in order to survive. “But,” he says, “all librarians do need to have a certain minimal level of comfort with technology. Being a technophobe or just being afraid to try new things will only make your job harder and make your patrons appreciate the library less in the long run.”

Michael says that for those interested in a job similar to his, there are two must-have skills. The first is the ability to constantly learn. “The concept of lifelong learning might be a cliché to some,” he says, “but in a position like mine, if you’re not willing

to constantly learn, you just can't do this job." The second skill is the ability to effectively pass knowledge along to others. He says that knowing how to do something and having the ability to teach someone else how to do it are two completely different things. "Think about it," he says. "How many IT people have you met that are 100 percent certain they know what they are doing but when you ask them to explain it to you, you're lost about ten words in? Having the ability to teach others enables you to be successful at a job like mine."

To Michael, the meaning of librarianship is still the same as always: assisting others in fulfilling their information needs. "What has changed in the past decade is the role of technology in doing that," he says. "Some librarians think that the increasing role of technology in the profession has changed the profession itself. I honestly don't agree with that point of view." Much has changed since he entered the profession in 1995. To him, though, the most significant change has been the rise of the Internet. At the start of his career, few libraries offered Internet access. "Now, a library without the Internet is considered the exception."

Michael's advice to new librarians is this: "Be willing to constantly learn. Be willing to try new things. Have a good bedside/deskside manner when it comes to helping people with technology."

Michael recommends the following websites:

- www.travelinlibrarian.info (his own site, The Travelin' Librarian)
- www.nlc.state.ne.us (the Nebraska Library Commission)
- www.nebraskalibraries.org/ITART/ (NLA's Information Technology and Access Round Table)
- <http://tisfortraining.wordpress.com> (T is for Training)
- <http://revision3.com> (Revision3: Internet Television)
- www.twit.tv (TWiT.TV)

INDEX

A

- AALL Recruitment to Law Librarianship Committee, 6, 18, 19, 118
- Aaron Cohen Associates, Ltd., 129–133
- academic dean (administrator role), 146–150
- Academy of Health Information Professionals, 31, 35
- administrators (librarianship role)
 - about, 139–140
 - academic dean, 146–150
 - associate university librarian, 156–160
 - director, 150–155
 - education and training, 141–142
 - executive director, 143–146
 - personal spotlights, 143–160
 - professional organizations, 142
 - responsibilities of, 140–141
 - skills necessary, 141
 - typical environments, 140
- AIDS Information Sourcebook* (Perry and Malinowsky), 153
- Allen County Public Library, 84
- Alliance Virtual Library (program), 72–78
- American Association of Law Libraries (AALL), 6, 18, 19, 118, 142
- American Association of School Librarians (AASL), 90
- American Bar Association, 19
- American Libraries* (magazine), 65
- American Library Association (ALA), 5, 51, 90, 117, 142
- American Medical Informatics Association (AMIA), 142
- American Society for Indexing (ASI), 128
- American Society for Information and Science Technology (ASIS&T), 52, 118
- Anderson, Charles, 20
- Anglo-American Cataloging Rules*, 38
- Animal Health Library, 27–33
- Anschutz Medical Campus, 150–155
- Ask the Business Librarian (column), 24
- AskAway (blog), 21
- associate dean of libraries (teacher/liaison role), 99–102
- associate university librarian (administrator role), 156–160
- Association for Library and Information Science Education (ALISE), 90
- Association of Academic Health Sciences Libraries (AAHSL), 142
- Association of College and Research Libraries (ACRL), 6, 51, 90, 142
- Association of Independent Information Professionals (AIIP), 118
- Association of Library Collections and Technical Services (ALCTS), 6

Association of Research Libraries (ARL),
118, 142
Association of Specialized and Cooperative
Library Agencies (ASCLA), 116
astronomy (subject specialist role), 37–41
AUTOCAT (discussion list), 40

B

Baltimore, Lynn, 11–15
Baseball Caucus, 10
Be the Media (Mathison), 128
Bell, Lori, 72–74
Bell, Steven J., 156–160
Bigwood, David, 37–41
blogs
 AskAway, 21
 Carnival of Infosciences, 64
 Catablog, 39
 Confessions of a Science Librarian, 11
 Designing Better Libraries, 157–158
 Duct Tape Marketing, 26
 EngLib, 7, 9, 11
 Evidence-Based Medicine Librarian, 36
 Information Wants to be Free, 66
 Kept-Up American Library, 157–158
 Librarian in Black, 43, 69
 librarian.net, 43
 Libraryman, 84
 MetaFilter, 56–57
 NYPL, 112
 Open Stacks, 64
 Planet Cataloging, 40
 Reach for the Stars, 144
 Ref Grunts, 20
 sci-tech librarianship, 7
 The SciTech Library Question, 11
 Tame the Web (TTW), 91
Brown, Jeannine M., 96–98
Bryant Library, 59–62
business (subject specialist role), 23–26,
 42–45
business plans, writing, 24
Business Reference and Services Section
 (BRASS), 6

C

Cahalan, Brigid, 111–114
Capital Area District Library, 23–26

Carnival of the Infosciences (blog), 64
Catablog (blog), 39
cataloging (subject specialist role), 37–41
Center for Information and Research
 Services, 37
CINAHL (database), 11
clinical medicine (subject specialist role),
 11–15
Cohen, Alexander H., 129–133
collection development, 4
Collection Development Committee, 34
College of Veterinary Medicine (CVM), 27
community liaisons. *See* teachers and
 community liaisons (librarianship
 role)
community technology instruction
 (technology guru role), 56–59
community technology outreach (technology
 guru role), 59–62
“Competencies for Information
 Professionals,” 5
computer sciences (subject specialist role),
 7–11
Computers in Libraries (Journal), 54, 57
Confessions of a Science Librarian (blog),
 11
consulting
 library, 129–133, 133–138
 technology, 52–55, 82–86
Croft, Vicki E., 27–32

D

databases, 11, 14, 16, 33, 34
Designing Better Libraries (blog), 157–158
Designing the Digital Experience (King), 80
“Diagnostic Challenges” (case studies), 27
digital futures (technology guru role), 69–72
digital resources (technology guru role),
 79–81
director (administrator role), 143–146,
 150–155
discipline, knowledge of, 5
discussion lists
 AUTOCAT, 40
 HLIB-NW, 29
 Uncontrolled Vocabulary, 64
 VETLIB-L, 29
disintermediation, defined, 2

Dominican University, 90–95
 Donald, Roslyn, 42–45
 Duct Tape Marketing (blog), 26

E

education and training
 administrator role, 141–142
 community liaison role, 89
 entrepreneur role, 117
 social networker role, 51
 subject specialist role, 6
 teacher role, 89
 technology guru role, 51
 EndNote (program), 12, 13
 engineering (subject specialist role), 7–11
 EngLib (blog), 7, 9, 11
 entrepreneurs (librarianship role)
 about, 115–116
 education and training, 117
 freelance indexing, 126–129
 library organization, 118–112
 library planning and consulting, 129–
 133, 133–138
 market intelligence research, 122–125
 personal spotlights, 118–138
 professional associations, 117–118
 skills necessary, 117
 typical environments, 116
 environments for librarianship roles
 administrator role, 140
 community liaison role, 88–89
 entrepreneur role, 116
 social networker role, 49
 subject specialist role, 2–3
 teacher role, 88–89
 technology guru role, 49
 evidence-based medicine
 Librarian (blog), 36
 research, 13
 veterinary medical association, 6, 31
 executive director (administrator role),
 143–146

F

Falvey Memorial Library, 106–111
 Farkas, Meredith, 65–68
 Five Weeks to a Social Library (program),
 66

Food Animal Investigation Unit, 28
 Frederick M. Dearborn Medical Library,
 14

G

general reference (subject specialist role),
 20–22
 George F. Smith Library of Health Sciences,
 11–15
 Georgia Institute of Technology, 103–106
 graduate library school professor (teacher/
 liaison role), 90–95

H

health sciences (subject specialist role),
 33–36
 Himmel and Wilson Library Consultants,
 133–138
 HLIB-NW (discussion list), 29
 Houghton-Jan, Sarah, 69–72
 Houston Public Library, 40
 “How Many Hats Do You Wear”
 (Humphreys), 127
 Humphreys, Nancy K., 126–129

I

Illinois Library Association, 22
 Illumination Island (program), 75–76
 Imagination Island (program), 75
 indexing, freelance (entrepreneur role),
 126–129
 Info Island Archipelago (program), 73, 75
 Info Island International (program), 75
 Infopeople (program), 71
 information brokers, 116
 information literacy instruction, 65–68
 Information Services Committee, 43
 Information Wants to be Free (blog), 66
 Infotainment Island (program), 75
 initiatives, instructional (technology guru
 role), 65–68
 instructional initiatives (technology guru
 role), 65–68
 instructional services, 50
 International Conferences for Animal Health
 Information Specialists, 29, 32
 IT operations (technology guru role), 62–
 64

J

John E. Jaqua Law Library, 16–19
 Johnson and Wales University, 75–78
 Johnson Space Center, 38
 Judkins, Dolores Zegar, 33–36

K

Kassel, Amelia, 122–125
 Kept-Up American Library (blog), 157–158
 Kersey Library, 10
 Kidder, Tracy, 57
 King, David Lee, 79–81
 knowledge of discipline, 5
 Koenig, Michael, 132
 Kreitzberg Library, 65–68
 Kudwa, Elizabeth B., 22–26

L

Lakeland Elementary Library, 96–98
 Laura Kersey Library for Engineering, 9–10
 Lavallée-Welch, Catherine, 7–11
 law (subject specialist role), 16–19
 learning communities, online (technology guru role), 82–86
 Lexis (database), 16
 Librarian in Black (blog), 43, 69
 librarian.net (blog), 43
 librarians (teacher/liaison role)
 outreach, 106–111, 111–114
 user experience, 103–106
 librarianship roles
 administrators, 139–160
 entrepreneurs, 115–138
 subject specialists, 1–45
 teachers and community liaisons, 87–114
 technology gurus and social networkers, 47–86
 Library 2.0 (virtual reference), 47
 library and information science programs, 9, 87
 Library and Information Technology Association (LITA), 51, 71
The Library Internet Trainer's Toolkit (Stephens), 91
Library Journal, 66, 71, 83, 91, 94
 Library Leadership and Management Association (LLAMA), 6

Library Liaison Program, 34
 Library of Alexandria, 1
 library organization (entrepreneur role), 118–122
 library planning and consulting (entrepreneur role), 129–133, 133–138
 Library Renewal (non-profit), 84
 library school professor (teacher/liaison role), 90–95, 99–102
 “Library Success” (wiki), 66
 library systems (technology guru role)
 IT operations and, 62–64
 multi-type, 72–74, 75–78
 Libraryman (blog), 84
 Lipson, Michele, 59–62
 Louisville Free Public Library, 62–64
 Lunar and Planetary Institute, 37–41

M

Malinowsky, Bob, 153
 MARC (machine readable cataloging), 38
 Marek, Kate, 94
 Marin County Free Library, 70
 market intelligence research (entrepreneur role), 122–125
Marketing Today's Academic Library (Mathews), 105
 MarketingBase, 122–125
 Master of Library and Information Science (MLIS), 9, 11, 25
 Mathews, Brian, 103–106
 Mathison, David, 128
 media specialists (teacher/liaison role), 96–98
 Medical Library Association (MLA), 6, 118, 142
 medicine, evidence-based. *See* evidence-based medicine
 MEDLINE (database), 11, 14, 33, 34
 MetaFilter (blog), 56–57
 Metrolina Library Association, 78
 Midkiff, Stephanie, 16–19
 Miller, Steve, 85
 mobile technology, 47
 “Modeling the Role of Blogging in Librarianship” (Stephens), 94

N

National Institutes of Health, 28
 National Network of Libraries of Medicine (NN/LM), 142
 Nebraska Library Commission, 52–55
 networks, maintaining, 50
The New Citizens Press, 24
 Next Generation librarianship, 47
 non-profit organizations, 82–84
 North Carolina Library Association, 78
 North Suburban Library Service (NSLS), 21, 22
 NYPL (blog), 112

O

O'Connor, Brian, 94
 Ohio University Libraries, 3
ONLINE (journal), 25
 Online Audiovisual Catalogers (OLAC), 40
 online learning communities (technology guru role), 82–86
 Open Stacks (blog), 64
 Oregon Health and Science University, 33–36
 organization, library (entrepreneur role), 118–122
 The Organized Library, 118–122
Other Realities (Humphreys), 128
 outreach librarian (teacher/liaison role), 106–111, 111–114

P

Perry, Gerald, 150–155
 Planet Cataloging (blog), 40
 planning, library (entrepreneur role), 129–133, 133–138
 Podgajny, Steve, 143–146
 Pôle Universitaire Léonard de Vinci, 9
 Poley, Darren G., 106–111
 Porter, Michael, 82–86
 Portland Public Library, Maine, 143–146
 professional organizations
 administrator role, 142
 community liaison role, 90
 social networker role, 51–52
 subject specialist role, 6

 teacher role, 90
 technology guru role, 51–52
 professors (teacher/liaison role), 90–95
 proficiencies, standards for, 89
 programs
 Alliance Virtual Library, 72–78
 EndNote, 12, 13
 Five Weeks to a Social Library, 66
 Library Liaison, 34
 Second Life, 47, 72–78
 Talking Books, 72
 PsychINFO (database), 11
Public Libraries (magazine), 83
 Public Library Association (PLA), 6, 52, 142

Q

Quinlan, Catherine A., 146–150

R

Reach for the Stars (blog), 144
 Ref Grunt (blog), 20
 Reference and User Services Associations (RUSA), 6, 52
 Reference Librarians Informatics Group (RILG), 13
Reference Librarianship (Anderson and Sprenkle), 20
Reference Reviews (journal), 25
 Regional Planetary Image Facilities (RPIFs), 37
 research, market intelligence (entrepreneur role), 122–125
Resource Description and Access, 38
 resources, virtual, 47

S

San Francisco Small Business Development Center, 43
 San José Public Library, 69–72
 San Mateo Public Library, 42, 70
 Sauers, Michael, 52–55
 school library media specialist (teacher/ liaison role), 96–98
 Schwartz, Greg, 62–64
 sci-tech librarianship (blog), 7
 The SciTech Library Question (blog), 11
Searcher (magazine), 123

Second Life Library (program), 47, 72–78

Semantic Web, 47

skills necessary for librarianship roles

- administrator role, 141
- community liaison role, 89
- entrepreneur role, 117
- social networker role, 50–51
- subject specialist role, 5
- teacher role, 89
- technology guru role, 50–51

social networkers. *See* technology gurus and social networkers (librarianship role)

social software (social networker role)

- digital futures and, 69–72
- digital resources and, 79–81
- instructional initiatives and, 65–68
- web presence and, 69–72

Social Software in Libraries (Farkas), 65–66

Soul of a New Machine (Kidder), 57

Special Interest Group (SIG), 154

Special Libraries Association (SLA), 2–3, 6, 117, 142

Sprenkle, Peter, 20–22

St. Joseph County Public Library, 93

standards for proficiencies, 89

Start It Up (club), 24

Stephens, Michael, 90–95

Subject Authority Cooperative (SACO), 37

subject specialists (librarianship role)

- about, 1–2
- business, 23–26, 42–45
- cataloging and astronomy, 37–41
- clinical medicine, 16–19
- education and training, 6
- engineering and computer sciences, 7–11
- general reference, 20–22
- health sciences, 33–36
- law, 16–19
- personal spotlights, 7–45
- professional organizations, 6
- responsibilities of, 3–4
- skills necessary, 5
- typical environments, 2–3
- veterinary medicine, 27–32

The Super Searchers on Wall Street (Kassel), 123

T

Talking Books (program), 72

Tame the Web (blog), 91

Tapiero, Judith, 118–122

teachers and community liaisons (librarianship role)

- about, 87–88
- associate dean, 99–102
- education and training, 89
- library school professor, 90–95, 99–102
- outreach librarian, 106–111, 111–114
- personal spotlights, 90–114
- professional organizations, 90
- school library media specialist, 96–98
- skills necessary, 89
- typical environments, 88–89
- user experience librarian, 103–106

technology gurus and social networkers (librarianship role)

- about, 47–49
- community technology instruction, 56–59
- community technology outreach, 59–62
- digital futures, 69–72
- digital resources, 79–81
- education and training, 51
- instructional initiatives, 65–68
- IT operations, 62–64
- library systems, 62–64, 72–74
- online learning communities, 82–86
- personal spotlights, 52–86
- professional organizations, 51–52
- responsibilities of, 49–50
- skills necessary, 50–51
- social software, 65–68, 69–72, 79–81
- technology consulting, 52–55, 82–86
- technology innovation, 52–55
- typical environments, 49
- virtual libraries, 72–74, 75–78
- virtual reference, 75–78
- web design, 56–59
- web presence, 69–72

“Technology in Practice” (column), 65

Temple University, 156–160

Texas Library Association, 40

Toastmasters International, 40

Topeka and Shawnee County Public Library, 79–81

training. *See* education and training
 Trueman, Rhonda Bridges, 75–78

U

Unabashed Librarian (journal), 25
 Uncontrolled Vocabulary (discussion list), 64
 Ungarelli, David, 132
 University of Illinois at Urbana-Champaign, 99–102
 University of Kentucky, Lexington, 18
 University of Louisville, 10
 University of Medicine and Dentistry of New Jersey (UMDNJ), 11–15
 University of Michigan at Flint, 23
 University of Nebraska, Lincoln, 31
 University of North Texas, 40
 University of Oregon, Eugene, 16–19
 University of South Florida Polytechnic Library, 7–11
 University of Southern California, Los Angeles, 146–150
 University of Texas at Austin, 21, 40
 Université de Montréal, 9
 U.S. Agricultural Information Network (USAIN), 31
 U.S. Agricultural Research Services, 28
 US Census Bureau, 26
 user experience librarian (teacher/liaison role), 103–106

V

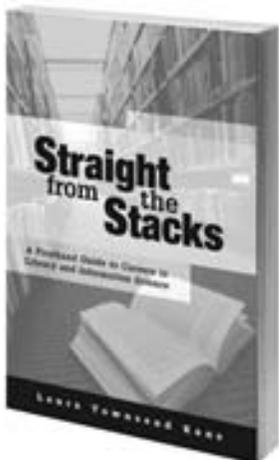
veterinary medicine (subject specialist role), 27–32
 VETLIB-L (discussion list), 29

virtual libraries (technology guru role), 72–74
 virtual reference (technology guru role), 75–78
Virtual Worlds, Real Libraries (Bell and Trueman), 74, 76
 Voors, Mary, 84

W

Walter, Scott, 99–102
 Washington Animal Disease Diagnostic Laboratory, 28
 Washington State University, Pullman, 27–33
 Waukegan Public Library, 20–22
 Wayne State University, 23
 web design (technology guru role), 56–59
 web presence (technology guru role), 69–72
 WebJunction (non-profit), 82–83
 websites
 administrator, 139–160
 entrepreneurs, 115–138
 subject specialists, 1–45
 teachers and community liaisons, 87–114
 technology gurus and social networkers, 47–86
 West, Jessamyn, 56–59
 Westlaw (database), 16
 WestPac, 18
What Color Is Your Parachute? (Bolles), 80
 Wilson, Bill, 133–138
 Wordmaps Indexing, 126–129
 writer/editors (librarianship role), 116
 writing business plans, 24

You may also be interested in



STRAIGHT FROM THE STACKS

A First Hand Guide to Careers in Library and Information Science

Laura Townsend Kane

Tracing career paths, everyday duties, and qualities for succeeding, these spotlights provide perspective from the trenches. Organized by type of institution including public, school, academic, nontraditional, medical/law, and library administration, this useful overview covers the many areas of librarianship and provides practical answers to common questions.

PRINT ISBN: 978-0-8389-0865-5

192 PAGES / 6" X 9"



A LIBRARIAN'S GUIDE TO AN UNCERTAIN JOB MARKET

JEANNETTE WOODWARD

ISBN: 978-0-8389-1105-1



WORKPLACE LEARNING & LEADERSHIP

LORI REED AND
PAUL SIGNORELLI

ISBN: 978-0-8389-1082-5



HOW TO STAY AFLOAT IN THE ACADEMIC LIBRARY JOB POOL

EDITED BY TERESA Y. NEELY;
FOREWORD BY CAMILA A. ALIRE

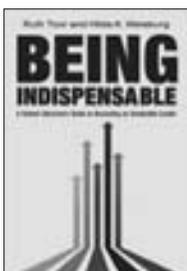
ISBN: 978-0-8389-1080-1



WHAT THEY DON'T TEACH YOU IN LIBRARY SCHOOL

ELISABETH DOUCETT

ISBN: 978-0-8389-3592-7



BEING INDISPENSABLE

RUTH TOOR AND
HILDA K. WEISBURG

ISBN: 978-0-8389-1065-8



WRITING AND PUBLISHING

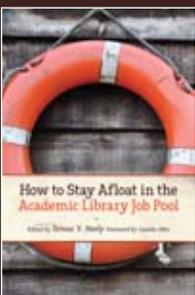
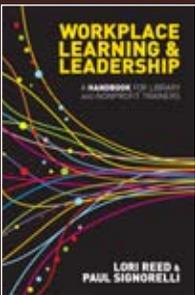
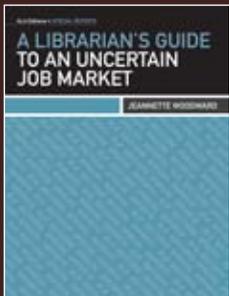
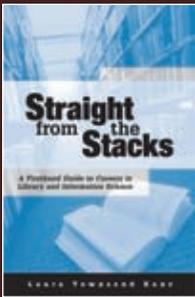
EDITED BY
CAROL SMALLWOOD

ISBN: 978-0-8389-0996-6

Order today at alastore.ala.org or **866-746-7252!**

ALA Store purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.

You may also be
interested in



WORKING IN THE VIRTUAL STACKS

THE NEW LIBRARY & INFORMATION SCIENCE

Thanks in part to technology, the boundaries of library positions are dissolving. It is no longer practical to discuss the profession in terms of traditional library types, and in today's library, the relationship between librarians and technology is stronger than ever. In this informative volume, veteran author **LAURA TOWNSEND KANE** interviews dozens of practicing librarians who are highly involved with technology as part of their day-to-day jobs. Revealing the full richness of the profession, Kane

- Profiles web-services librarians in all types of settings, from veterinary medicine and law to astronomy, market research, and cataloging
- Offers insights into career opportunities in the library world by challenging traditional notions of what a librarian does
- Shows examples of real-world librarianship in the fields of technology instruction, digital futures, virtual libraries, and even librarians as entrepreneurs

Written in a warm and personal style, *Working in the Virtual Stacks* presents an exciting future for librarians, already upon us today!



AMERICAN LIBRARY ASSOCIATION / alastore.ala.org
50 E. Huron Street, Chicago, IL 60611
1 (866) SHOPALA (866) 746-7252



Scan this QR code to go to the
ALA Online Store from your
smartphone (app required).
www.alastore.ala.org

