**Año 4 Número 99 enero 2019**



**Contenidos de este número**

1. **Library Leaders Need Feedback Too | Leading From the Library**

**by**[**Steven Bell**](https://www.libraryjournal.com/?authorName=Steven%20Bell)

**There are many ways that leaders can improve, from informal learning to leadership programs. While it seems obvious that honest feedback would contribute to the cause, obtaining it—and effectively responding to negative feedback—is not so simple.**

**Have you ever heard an educator, perhaps a faculty colleague or a friend, talk about how much they love teaching but hate grading? If you’ve ever been in that position you know exactly what they mean. Giving students informal feedback to help them improve their skills is a part of teaching that most instructors embrace. Grading papers, projects, and exams in order to formally assess student performance is much less fun, but perhaps no less critical to student learning. Great instructors also know how to give negative feedback, as well as receive it, in a way that minimizes discouragement and maximizes growth.**

**Those leading in any capacity are called upon to evaluate direct reports or those serving on a team. Feedback may be provided formally by an annual performance evaluation or informally in routine meetings, when debriefing after projects, or in response to a “how am I doing” request. Delivering formal feedback is a part of leadership about which leaders, not unlike educators, may be less enthusiastic. Crafting and delivering feedback to reports or colleagues is a skill that is learned over time through experience. Knowing when to deliver feedback outside of formal performance reviews and how to provide it, especially when the feedback is potentially painful, is all part of the leadership skill set.**

**FEEDBACK AS A POSITIVE**

**How leaders view this part of their work depends, in part, on the attitude they bring. If they see it as a positive approach to helping their direct reports or colleagues improve their workplace performance or develop as leaders, feedback is perceived as an important responsibility. Those leaders who are open to giving feedback will always find opportunities to deliver it. Leaders who find it a loathsome chore bring an unfortunate mindset to their work. Avoiding this essential responsibility will ultimately prove detrimental to staff seeking their leader’s input on how to improve their performance.**

**What’s more problematic for leaders is capturing feedback about their own performance from staff and colleagues. In the absence of feedback from direct reports or leadership team colleagues, how is a leader supposed to identify areas where improvement is needed? The leadership literature is a source of suggestions for feedback gathering options, but too few of our library workplaces offer formal feedback mechanisms that work for leaders and managers.**

**GETTING GOOD FEEDBACK**

**As a graduate-level educator, I look forward to receiving formal feedback from my students. In my years of teaching I’ve found that I’m likely to get just a few highly enthusiastic evaluations along with an equal number that are highly critical. The vast majority are somewhere between the two extremes, and I find those provide the most useful evaluation feedback. I’ve struggled to find ways to obtain that same type of productive feedback from my direct reports. There are some possibilities, such as crafting my own version of a**[**360 Review**](https://en.wikipedia.org/wiki/360-degree_feedback)**. That might lead to honest and usable feedback, but even an anonymous survey could raise confidentiality concerns. According to Ron Carucci, in his article “**[**4 Ways to Get Honest, Critical Feedback from Your Employees**](https://hbr.org/2017/11/4-ways-to-get-honest-critical-feedback-from-your-employees)**,” there are other approaches. His suggestions are:**

* **Ask for or encourage push back. Just ask for feedback and encourage dissenting opinions. While this is a refreshing idea, I would be concerned that colleagues would be hesitant to share honestly. However it might be received as an opportunity for open dialog and if done authentically it could, as Carucci believes it will, strengthen a relationship.**
* **Read nonverbal cues. Leaders may be overlooking nonverbal communication as a source of feedback. Faces and bodies can tell a story if we are open to receiving it. Do staff look away when you speak? Are they unusually silent? When picking up on these nonverbal cues, Carucci advises using them as conversation openers. For example, “How should I interpret your silence?”**
* **Monitor how you narrate the story. When asked to rate themselves, people tend to aim high, along the lines of a 7 or 8 out of 10. Leaders can do that as well when it comes to how things are going with their reports. While leaders should avoid becoming overly self-critical, Carrucci advises that they take time to step back and assess more realistically their behavior and reactions to it. Aim for a balanced, informed perspective.**
* **Know your triggers. In a prior column on**[**self-awareness**](https://www.libraryjournal.com/?detailStory=library-leaders-need-get-clue-self-awareness-leading-library)**I share the importance of knowing what sets you off and ways to keep those behaviors in check. Carrucci reminds leaders to avoid becoming sarcastic, defensive, or passive-aggressive when things turn out differently than planned or expected. He even suggests openly inviting reports to call out their leader on these behaviors to help build self-awareness.**

**In other words, focus more energy on**[**communication skills**](https://www.libraryjournal.com/?detailStory=leadership-communication-getting-beyond-the-basics-leading-from-the-library)**, primarily listening and observing. Of course a 360 Review can be informative, but if that’s not a viable option or it provides limited feedback, consider other ways to obtain useful feedback from colleagues.**

**HANDLING FEEDBACK FOR BETTER LEADERSHIP**

**Ideally all the feedback a leader receives would be positive. But even if that unlikely outcome occurs, it could be unfortunate, signaling that staff are reluctant to offer feedback for fear of retribution or assuming change is unlikely to happen. In a healthy library organization, direct reports and team members should feel they can bring honest, constructive criticism to their leaders. Library leaders need to establish that tone by creating opportunities for the generation and hospitable receipt of feedback. If library leaders seek to truly improve, however that’s defined, they must be open to and**[**able to receive critical or negative feedback**](https://hbr.org/2018/05/the-right-way-to-respond-to-negative-feedback)**. It helps to receive criticism without getting defensive or angry. Library leaders should liken themselves to the libraries or teams they lead. If a part of the operation were underperforming or worse, every leader would be eager to hear about it in order to make the necessary corrections and improvements. Shouldn’t leaders do the same for themselves? Criticism is always hard to take. Owning it, reflecting on it, and then committing to improve is another essential skill that library leaders need to make a difference for their staff, organizations, and community members.**

[**https://www.libraryjournal.com/?detailStory=122018-Bell-LibraryLeadersNeedFeedbackToo**](https://www.libraryjournal.com/?detailStory=122018-Bell-LibraryLeadersNeedFeedbackToo)

1. 

**Estimado Colega,**

**El Instituto de Investigaciones Bibliotecológicas y de la Información le invita a asistir al curso**

**LA DOCUMENTACIÓN INQUISITORIAL A EXAMEN:   
¿qué, cómo y dónde investigar?**

**Imparte: Dra. Susana Cabezas Fontanilla. Departamento de Historia y Antropología de América, Ciencias y Técnicas Historiográficas e Historia Medieval (Universidad Complutense de Madrid).   
Fecha: Enero 21 al 25 de 2019.   
Horario: 10:00 a 14:00 hrs., cada día.   
Curso presencial.**

**Mayor información:**[**http://iibi.unam.mx/f/PIEZA%20PROMOCIONAL\_Inquisitorial\_v1.pdf**](http://iibi.unam.mx/f/PIEZA%20PROMOCIONAL_Inquisitorial_v1.pdf)

**Será un placer saludarle en el curso.**

**Lic. Jorge Castañeda  
Difusión  
IIBI-UNAM**

1. **VHS Preservation Project Announces Founding Members**

**by**[**Matt Enis**](https://www.libraryjournal.com/?authorName=Matt%20Enis)

**The**[**Academic Libraries Video Trust**](https://videotrust.org/)**(ALVT), a project of the**[**National Media Market**](https://www.nmm.net/)**(NMM), this week announced that American University, Duke University, the University of California at Berkeley, the University of Delaware, Hofstra University, and the University of North Texas have joined the organization as Founding Benefactors. Each institution will provide $10,000 in initial funding via a one-time membership fee. The project, now live at**[**videotrust.org**](https://videotrust.org/)**, will facilitate the preservation of commercial video content available exclusively on VHS or other obsolete, deteriorating formats.**

**“There are literally tens of thousands of titles on VHS that are no longer available” on any other format, Jeff Tamblyn, Chair of NMM, told *LJ*. Some of this content is proprietary to an institution, but a substantial portion is commercial content only available on VHS and never converted to DVD. “Digitizing them is a major expense, and this is a way to share the expense,” he said.**

**In an *[LJ](https://www.libraryjournal.com/?detailStory=vhs-copyright-and-due-diligence-field-reports" \t "_blank)***[**column**](https://www.libraryjournal.com/?detailStory=vhs-copyright-and-due-diligence-field-reports)**the late deg farrelly, media librarian, Arizona State University Libraries, wrote that “On average, college or university library collections hold nearly 3,500 VHS tapes. Associate and master's degree institutions hold fewer titles, doctoral institutions hold on average 5,300 titles, and Association of Research Libraries members 8,300 titles. Conservative estimates are that between 15 percent and 25 percent of all these titles were never released on DVD or in streaming format and/or are no longer available in the marketplace.”**

[**Section 108**](https://www.law.cornell.edu/uscode/text/17/108)**of U.S. copyright law grants libraries and archives the right to reproduce up to three full copies of commercially published works—regardless of a work’s copyright status—provided the copies are “solely for the purpose of replacement of a copy or phonorecord that is damaged, deteriorating, lost, or stolen, or if the existing format in which the work is stored has become obsolete, if the library or archives has, after a reasonable effort, determined that an unused replacement cannot be obtained at a fair price.”**

**It is well documented that VHS is an**[**obsolete format prone to deterioration**](https://tisch.nyu.edu/cinema-studies/miap/research-outreach/research/video-at-risk.html)**, and Funai Electric, the last manufacturer of VCRs,**[**stopped making new ones in 2016**](https://arstechnica.com/gadgets/2016/07/vcr-vhs-production-ends/)**. So, fulfilling the requirements for a Section 108 exemption primarily involves making a “reasonable effort” to determine whether the content is available on any other format.**

**Serving as an open database of VHS titles that have been vetted for Section 108 compliance, ALVT’s**[**videotrust.org**](https://videotrust.org/)**site expands on work begun by the**[**Section 108 Due Diligence Project**](https://www.libraryjournal.com/?detailStory=vhs-copyright-and-due-diligence-field-reports)**, an online database of VHS titles built and maintained by farrelly along with Chris Lewis, American University, and Jane Hutchison Surdi, who has retired from William Paterson University. Sarah McCleskey, head of resource and collection services at the Hofstra University Library and ALVT board member, originated the idea of ALVT a year ago, after completing a term as Chair of NMM, Tamblyn said.**

**ALVT also offers paid,**[**tiered memberships**](https://videotrust.org/membership-fees)**for academic libraries. For member institutions, the site functions as a central repository where librarians can upload Section 108 compliant content onto an AWS cloud server, or download copies of content owned by their library, mitigating the duplication of VHS digitization efforts throughout the field. Currently, ALVT features a “credit” system in which membership dues can be reduced by uploading content.**

**Section 108 also specifies that copies can be made to replace content that has been lost or stolen, which, by definition, must be provided by another institution.**

**“If your only copy has been lost, stolen, or destroyed, and you can’t find a copy on the market—or it’s unbelievably expensive to buy a [rare] copy on the market, our attorney Ken Crews [of Gipson, Hoffman & Pancione, Los Angeles] has done a lot of research, and is one of the world’s leading authorities on copyright law,” Tamblyn said. “He says we’re in good standing.” Crews has also written a legal brief on Section 108 “so that attorneys from schools that are interested in participating can look it over,” and videotrust.org includes a**[**detailed FAQ**](https://videotrust.org/about/faq)**regarding Section 108 and the copyright implications of the project.**

**Tamblyn added that NMM “does business every year with dozens of distributors, and we’ve been very public about what we’re doing [with ALVT]. We haven’t heard a single complaint…. We’re not trying to violate anyone’s rights. Librarians are great about protecting the rights of filmmakers and distributors.”**

[**https://www.libraryjournal.com/?detailStory=181212ALVTproject**](https://www.libraryjournal.com/?detailStory=181212ALVTproject)

1. **New York Public Library Releases Top Checkouts of 2018**

**From**[**The New York Public Library:**](https://www.nypl.org/blog/2018/12/17/nypl-top-checkouts-2018)

**Jennifer Egan’s historical novel set in New York City topped the Library’s annual top checkouts list, which includes books and e-books from the Library’s collections. The New York Public Library—which includes 92 locations in The Bronx, Manhattan, and Staten Island—has about 20 million checkouts per year.**

**[Clip]**

**Top 10 Books Systemwide**

1. **​​**[***Manhattan Beach***](https://browse.nypl.org/iii/encore/search/C__St:(manhattan%20beach)%20a:(jennifer%20egan)__Orightresult__U?searched_from=header_search&timestamp=1544819346916&lang=eng)**by Jennifer Egan**
2. [***Origin: A Novel***](https://browse.nypl.org/iii/encore/search/C__St%3A%28origin%29%20a%3A%28dan%20brown%29__Orightresult__U?lang=eng&suite=def)**by Dan Brown**
3. [***The Handmaid’s Tale***](https://browse.nypl.org/iii/encore/search/C__St%3A%28the%20handmaid%27s%20tale%29%20a%3A%28margaret%20atwood%29__Orightresult__U?lang=eng&suite=def)**by Margaret Atwood**
4. [***Sing, Unburied, Sing: A Novel***](https://browse.nypl.org/iii/encore/search/C__St%3A%28sing%2C%20unburied%2C%20sing%29%20a%3A%28jesmyn%20ward%29__Orightresult__U?lang=eng&suite=def)**by Jesmyn Ward**
5. [***Fire and Fury: Inside the Trump White House***](https://browse.nypl.org/iii/encore/search/C__St%3A%28fire%20and%20fury%29%20a%3A%28michael%20wolff%29__Orightresult__U?lang=eng&suite=def)**by Michael Wolff**
6. [***Little Fires Everywhere***](https://browse.nypl.org/iii/encore/search/C__St%3A%28Little%20Fires%20Everywhere%29%20a%3A%28celeste%20ng%29__Orightresult__U?lang=eng&suite=def)**by Celeste Ng**
7. [***A Gentleman in Moscow***](https://browse.nypl.org/iii/encore/search/C__St%3A%28A%20Gentleman%20in%20Moscow%29%20a%3A%28amor%20towles%29__Orightresult__U?lang=eng&suite=def)**by Amor Towles**
8. [***Hillbilly Elegy: A Memoir of a Family and Culture in Crisis***](https://browse.nypl.org/iii/encore/search/C__St%3A%28Hillbilly%20Elegy%29%20a%3A%28J.D.%20Vance%29__Orightresult__U?lang=eng&suite=def)**by​ ​J. D. Vance**
9. [***The Underground Railroad: A Novel***](https://browse.nypl.org/iii/encore/search/C__St%3A%28The%20Underground%20Railroad%29%20a%3A%28colson%20whitehead%29__Orightresult__U?lang=eng&suite=def)**by Colson Whitehead**
10. [***Exit West: A Novel***](https://browse.nypl.org/iii/encore/search/C__St%3A%28exit%20west%29%20a%3A%28Mohsin%20Hamid%20%29__Orightresult__U?lang=eng&suite=def)**by Mohsin Hamid**

**Direct to**[**Complete Blog Post (Top Checkouts by Borough)**](https://www.nypl.org/blog/2018/12/17/nypl-top-checkouts-2018)

**https://www.infodocket.com/2018/12/17/new-york-public-library-releases-top-checkouts-of-2018/**

1. **American Library Association: Library Bill of Rights Article Draft Update, Comments Due by December 21, 2018**

**From [ACRL Update:](https://www.acrl.ala.org/acrlinsider/archives/16885)**

**The, which reviewed all documents in preparation for the next edition of the *Intellectual Freedom Manual*, recommended consideration of updating the**[***Library Bill of Rights***](http://www.ala.org/advocacy/intfreedom/librarybill)**in a narrow manner to add an Article VII focused on the concept of ensuring privacy and confidentiality for library users.**

**Article III of the *Code of Ethics* includes the protection of the library users’ privacy and confidentiality as a responsibility of library staff’s professional responsibilities; however, the right of library users to privacy and confidentiality is not included in the *Library Bill of Rights*.**

**The *Code of Ethics* provides ethical guidance to *library staff,* while the *Library Bill of Rights*does not specifically include privacy and confidentiality among its articles described as “basic policies” which should govern the services of all libraries.**

**When adopted as policy by a library’s governing body, the *Library Bill of Rights* can represent *the library’s promise*to the user.**

**In an era of big data, Facebook revelations, and tenuous privacy protections and data security, the *Library Bill of Rights* should be amended to include the expectation (and promise) that libraries protect users’ privacy and maintain the confidentiality and security of their personally identifiable information.**

**Read the**[**Complete Announcement, Learn Where to Read Draft and Provide Feedback**](https://www.acrl.ala.org/acrlinsider/archives/16885)

**https://www.infodocket.com/2018/12/15/ala-library-bill-of-rights-article-draft-update-comments-due-by-december-21-2018/**

1. **Long Island University Awarded Grant for Robert Moses Archive Digitization Project**

**Filed by**[**Gary Price**](https://www.infodocket.com/author/gprice/)**on December 16, 2018**

**From**[**The Island Now:**](https://theislandnow.com/great_neck/liu-gets-grant-for-moses-archive-digitization-project/)

**Long Island University’s project digitizing Robert Moses archives got a $695,000 grant, according to the university.**

**The Robert Moses Archival Project is digitizing a collection of photographs, letters and architectural drawings and is a partnership between the university and the New York State Archives and the New York State Department of Parks.**

**[Clip]**

**“From Huntington to the Hamptons, from Fire Island to Gardiners Island, the history of Long Island is rich and varied,” said Kimberly R. Cline, president of Long Island University. “By working to preserve Robert Moses’s archival heritage, we’re bringing another part of that history to life.”**

**Moses shaped Long Island through engineering parks and highways, beginning in the 1920s. Early in his career, as Long Island State Park Commissioner, he created Jones Beach State Park.**

**[Clip]**

**The university’s Palmer School of Library & Information Science is taking on both projects.**

**Learn**[**More, Read the Complete Article**](https://theislandnow.com/great_neck/liu-gets-grant-for-moses-archive-digitization-project/)

**https://www.infodocket.com/2018/12/16/long-island-university-awarded-grant-for-robert-moses-archive-digitization-project/**

1. **Journal Article: An Overview of the Current State of Linked and Open Data in Cataloging**

**Filed by**[**Gary Price**](https://www.infodocket.com/author/gprice/)

**The following article was published online today in the latest issue of**[**Information Technology and Libraries (ITAL)**](https://ejournals.bc.edu/ojs/index.php/ital/issue/view/1003)**.**

**Title**

[**An Overview Of The Current State Of Linked and Open Data in Cataloging**](https://doi.org/10.6017/ital.v37i4.10432)

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**Abstract**

**Linked Open Data (LOD) is a core Semantic Web technology that makes knowledge and information spaces of different knowledge domains manageable, reusable, shareable, exchangeable, and interoperable. The LOD approach achieves this through the provision of services for describing, indexing, organizing, and retrieving knowledge artifacts and making them available for quick consumption and publication. Thisis also aligned with the role and objective of traditional library cataloging. Owing to this link, major libraries of the world are transferring their bibliographic metadata to the LOD landscape. Some developments in this direction include the replacement of Anglo-American Cataloging Rules 2nd Edition by the Resource Description and Access (RDA) and the trend towards the wider adoption of BIBFRAME 2.0. An interesting and related development in this respect arethe discussions among knowledge resources managers and library community on the possibility of enriching bibliographic metadata with socially curated or user-generated content.**

**The popularity of Linked Open Data and its benefit to librarians and knowledge management professionals warrant a comprehensive survey of the subject. Although several reviews and survey articles on the application of Linked Data principles to cataloging have appeared in literature, a generic yet holistic review of the current state of Linked and Open Data in cataloging is missing. To fill the gap, the authors have collected recent literature (2014–18) on the current state of Linked Open Data in cataloging to identify research trends, challenges, and opportunities in this area and, in addition, to understand the potential of socially curated metadata in cataloging mainly in the realm of the Web of Data. To the best of the authors’ knowledge, this review article is the first of its kind that holistically treats the subject of cataloging in the Linked and Open Data environment.**

**Some of the findings of the review are: Linked and Open Data is becoming the mainstream trend in library cataloging especially in the major libraries and research projects of the world; with the emergence of Linked Open Vocabularies (LOV), the bibliographic metadata is becoming more meaningful and reusable; and, finally, enriching bibliographic metadata with user-generated content is gaining momentum.**

**Conclusions drawn from the study include the need for a focus on the quality of catalogued knowledge and the reduction of the barriers to the publication and consumption of such knowledge, and the attention on the part of library community to the learning from the successful adoption of LOD in other application domains and contributing collaboratively to the global scale activity of cataloging.**

**Direct to**[**Full Text Article**](https://ejournals.bc.edu/ojs/index.php/ital/article/download/10432/pdf)

[**An Overview of the Current State of Linked and Open Data in Cataloging**](https://ejournals.bc.edu/ojs/index.php/ital/article/view/10432) ***34 pages; PDF.***

**https://www.infodocket.com/2018/12/17/journal-article-an-overview-of-the-current-state-of-linked-and-open-data-in-cataloging/**