Message From the Chair
Lauren M. Collins, Cleveland-Marshall College of Law Library

Happy New Year! I hope that 2014 is treating everyone well so far. For me, as ALL-SIS Chair, the start of the new year means getting us all motivated to meet the many laudable goals of the 2013-2016 ALL-SIS Strategic Plan (see page 3). A great deal of time and effort went into determining the direction of the SIS for the next few years and I want everyone to be as excited about what we have planned as I am.

Planning began in the 2011-2012 year when it was discovered that the last ALL-SIS Strategic Plan had fallen out of date. A Strategic Planning Committee was appointed and, under the leadership of Merle Slyhoff, the group developed a draft that was shared with the membership for comments. The committee used My Communities and the Annual Meeting Flash-Meet-Up rooms to take your comments and suggestions, revised the draft and presented it to the Executive Board for final adoption. Many thanks to Merle and her committee: Casey Duncan, Todd Melnick, Margaret Schilt, Sabrina Sondhi and Jason Zarin.

In line with AALL, the ALL-SIS Executive Board and the Strategic Planning Committee selected Advocacy and Education as focal points for the plan. In addition, we have adopted Collaboration and Community as a third focus so that we can ensure ALL-SIS remains vital and relevant and that we serve all of our members by working with other AALL groups to broaden our support for our professional development.

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From the Editor

Happy 2014! I hope everyone enjoyed the winter holidays and will have a healthy and productive year ahead. Those of you who, like me, are fighting the ‘deep freeze’ and snow, stay safe and warm.

As I began to plan this issue of the Newsletter, I intended to write an article in addition to this column. Life being what it is, and with only myself to supply the ‘gentle reminders’, it didn’t get written. But that’s OK – I can keep the idea for the future. More importantly, so many of you responded to my appeal for articles that we have a terrific selection of articles for this issue in addition to our regular columns.

The wide range of topics includes marketing (holiday cheer; special exhibit), technology (augmented...
From the Chair (cont’d)

(Continued from page 1)

One of the most important additions to the strategic planning process has been the assignment of the task of monitoring the fulfillment of our objectives and goals to the Member at Large. In the past, there was no clear delegation of the responsibility of keeping us on track. Our current Member at Large, Cindy Guyer, has fearlessly agreed to keep us moving toward the finish line during her term so please work with her, Executive Board Committee Liaisons and Committee Chairs to fulfill the ALL-SIS Mission of representing you!

One of the key goals of the Strategic Plan is to see ALL-SIS grow. Unfortunately, challenging economic times have taken a toll on our membership. It is now more important than ever for ALL-SIS members to talk to our academic colleagues who are not a part of the SIS and encourage them to join us. If you have friends who are not current ALL-SIS members, talk with them about all of the wonderful things we are currently doing and planning for the future. I think our work toward goals such as continuing to be leaders in the Open Access and Information Literacy movements and developing resources to support our members’ advocacy for stronger positions in their institutions, as well as our move to financially support more and diverse professional development opportunities, makes the $20 price of admission well worth the sacrifice.

(Continued from page 1) From the Editor (cont’d)

I probably sound like a broken record each time I solicit articles: “ALL-SIS is so large, that if only 10% of you wrote an article we’d have a steady supply.” But this issue demonstrates that there are always many exciting things going on within our institutions and profession, as well as new developments and issues to discuss! My sincere thanks to all the authors – I am thrilled with your response. To everyone else, please think of The ALL-SIS Newsletter as one of your varied means of communication and sharing with your colleagues. Feel free to run ideas by me (traubb@stjohns.edu) if you are not sure.

AALL Grants for Annual Meeting

AALL Grants Committee

AALL grants are available to cover the cost of registration for the Annual Meeting to be held in San Antonio, July 12-15, 2014, or for workshops associated with the Annual Meeting.

Grants are available for experienced AALL members, as well as for students and new members. Eligible experienced librarians include those who have been members of AALL or an AALL chapter for five or more years. New members are defined as active members with less than five years of membership in AALL or an AALL chapter. Students must hold a membership in AALL or an AALL chapter to qualify for a grant. For experienced and new applicants, preference is given to those who are active in AALL or one of its chapter organizations.

To apply for a grant, go to AALLNET, select the “Member Resources” drop-down, and then choose “Grants.” Next, link to “AALL Annual Meeting Grants.” As part of the application process, each grant applicant must submit two letters of recommendation and a personal statement. These documents are vital because they give the Grants Committee insight into the unique qualifications, experiences, and aspira-

(Continued on page 4)
PREAMBLE

Recognizing that the American Association of Law Libraries and other Special Interest Sections address many issues and functional responsibilities of academic law librarians, and the Academic Law Libraries Special Interest Section has limited resources, the Academic Law Libraries Special Interest Section will focus primarily on goals that are of high priority to its members and that are not presently addressed by other groups. The Academic Law Libraries Special Interest Section will, however, work to partner with other Special Interest Sections and the American Association of Law Libraries to assure that the needs of all academic law librarians are being met.

MISSION STATEMENT

The Academic Law Libraries Special Interest Section provides leadership in identifying the needs and concerns of academic law librarians and developing appropriate programs and services to address them; and represents the interests of academic law librarians within law schools, universities, and to other groups.

Strategic Direction I: Advocacy

Goal: ALL-SIS and its members will seek to influence legal and government information policies, institutional policies, ABA standards, and vendor practices, relevant to academic law libraries and academic law librarianship.

Objectives:
- Investigate issues regarding open access;
- Participate in the development of stable scholarly citation formats;
- In collaboration with AALL, define and promote core competencies for academic law librarianship that demonstrate the value of academic law librarians;
- Provide resources for members to advocate for appropriate compensation and professional status;
- Work through AALL to lobby accrediting agencies for consistent and meaningful library standards, and necessary changes, that take into account format, access, and retention issues; collection policies and practices; and user needs and preferences.

Strategic Direction II: Professional Development

Goal: ALL-SIS will provide academic law librarians with opportunities to develop and maintain the skills and knowledge to excel in all professional responsibilities relevant to academic law librarianship in order to best serve the needs of their patrons and stakeholders.

Objectives:
- Provide training and resources to help academic law librarians attain core competencies for academic law librarianship;
- Provide ongoing training and resources to help academic law librarians influence decision-making within their institutions;
- Provide ongoing training and resources for academic law librarians to advocate for the appropriate role of law librarians in the law school curriculum;
- Provide ongoing training and resources for academic law librarians to promote library services and activities to users based on assessments of user perspectives, needs and preferences;
- Provide scholarships to participate in professional development activities;
- Work with other relevant Special Interest Sections to ensure ongoing training and resources address the needs of all member librarians, including those responsible for non-reference/non-research tasks in academic law libraries.

Strategic Direction III: Community and Collaboration

Goal: ALL-SIS will provide the impetus and direction to work collaboratively, within AALL and with other relevant associations, to meet the needs of all law librarians in support of academic law

(Continued on page 4)
Strategic Plan 2013–2016

libraries and sustain the viability of ALL-SIS as the primary source of support and information for academic law librarians.

Objectives:

- Conduct needs assessment of all academic law library members of AALL.
- Promote academic law librarianship to law and library schools and undergraduate career centers.
- Promote ALL-SIS to new AALL members and AALL academic librarian members who are not members of ALL-SIS.
- Provide leadership for the development and use of consortia and cooperative ventures among libraries and library associations in order to enhance academic law libraries’ effectiveness in serving their institutions and communities.
- Promote diversity in academic law librarianship through grants, scholarships, retention programs, mentoring, and other initiatives.
- Create relationships with other relevant AALL entities to best meet needs of members.

AALL Meeting Grants (cont’d)

The application deadline is April 1, 2014. If you are thinking of applying for a grant, give yourself a head start by reviewing the application requirements now! Please contact Susan Boland at susan.boland@uc.edu with any questions. Good luck and we hope to see you at the AALL Meeting in San Antonio!

Spreading Holiday Cheer as Exams Draw Near

Kristen R. Moore, Stetson University College of Law

On December 3rd the Dolly and Homer Hand Law Library at Stetson University College of Law hosted its first holiday decorating party. The library has decorated for the holidays for many years. It is a wonderful way to spread some cheer and create a welcoming atmosphere in the library. However, this year the librarians decided to do things a little differently.

The librarians and library staff have always been responsible for setting out the decorations and putting up the tree and decorating it. It is a task most enjoy and take on without hesitation. But, this year we decided to get the students involved.

It all started last year when a couple of students asked if they could put an ornament on the tree while we were decorating. The request made us smile, but also made us realize that many of our students do not make it home to help decorate for the holidays. They are stuck on campus busily studying and taking exams. By the time exams are over they have missed out on much of the holiday fun. So, we decided to let them be a part of our holiday fun.

The plan was simple. We would advertise when the holiday decorations would go up in the library and invite students to come participate by setting out a decoration or putting an ornament on the tree. We would include items for all winter holidays, so no one felt excluded. Students could stop by anytime from 9am to 5pm to participate. To add to the festivities, we would bring in holiday treats for them to enjoy.

We chose to put the decorations up right after the Thanksgiving break, at the start of the exam period. It would be a time when the majority of students were still on campus. And, we started advertising a couple of weeks before the event. We
Augmenting Reality in the Law Library

April Hathcock, University of South Carolina School of Law

In August of 2013, we technologically fearless librarians of the Coleman Karesh Law Library at the University of South Carolina decided to use augmented reality for LibraryFest, our informal library orientation for first-year orientation. Students were guided through a digitally-based scavenger hunt around the library, having to watch and decipher mobile video clues in order to move on to the next location. They were permitted to work in groups, and the only requirement was that at least one person per group must have a mobile device with the app already loaded.

Our use of this technology for first-year orientation grew out of a presentation given by the University of Houston-Downtown at the annual American Libraries Association conference this past year in Chicago. UHD used Aurasma to lead new undergraduate students through library orientation, combining funny music videos featuring library staff with information about library materials and services. We decided to adapt the idea to our own law library setting and give it a try for our fall LibraryFest.

Picking the App

Our first step in using and applying AR to library orientation was to select an app that best suited our needs. We knew we wanted to work with something that was easy and free to use. We also wanted to make sure that the app was self-sufficient; we did not want our students to have to use any other equipment or materials in order to complete the activity. Finally, we needed an app that would translate fairly seamlessly between different mobile platforms. We realized that not all of our students would have mobile devices to use, and we wanted to be able to reach as many with devices as possible.

With these criteria in mind, we decided to use Aurasma because of its sophistication, cross-platform accessibility, and cost (read: FREE). We also looked at Layar and Google Goggles, but Layar charges for the creation of AR data and Google Goggles is only available for Android devices. That being the case, Aurasma was our pick.

Getting Set Up

Once we selected an app to use, we tested it to see if we could get it to work. We also wanted to make sure that we found a way to prepare the students to use the new technology. To that end, we created flyers for the students’ school-wide orientation packets that alerted them to our LibraryFest event and encouraged them to go ahead and download and test the app. (Click here to view the flyer and try it yourself.) It was our sincere hope that students would download and test the app before attending the event.

We then set about preparing each of the scavenger hunt video clues and linking them to trigger images for use with the app. The key to creating the images lay in finding ways to make each trigger image distinct enough so that it would lead to the correct video clue. In the end, we used photos of students working in the library and changed the font and color scheme for each flyer to enhance the distinction. It seems the app works best with real-life images, as opposed to clip art images.

For the video clues, we used the lecture-capture technology Panopto and got everyone in the library involved in recording video clues, from circulation staff to technical services. Overall, we had seven different video clues each attached to a trigger image for the seven stations of the scavenger hunt. The clues were set to play on top of the photo image on each flyer as soon as students scanned the trigger images in Aurasma.

To try a sample of our finished product, click here and scan the image using the Aurasma app. This clue was located in the Copy Room (Station 4). Can you guess where it led? That’s right! The reference desk (Station 5)!

Augmenting Reality in the Law Library

On the day of LibraryFest, we set up a station in the entrance of the library to allow students to
Law librarians know that students need expert legal research skills beyond what they are learning in first year classes. But, can the students be convinced to show up for extracurricular training? The librarians of the Penn State Dickinson School of Law were determined to find out. The librarians faced two challenges: 1) creating an extracurricular legal research program that the students would want to attend, and 2) ensuring that the new program highlighted the value of the law librarians in the era of ever-shrinking law libraries. The Penn State Dickinson law librarians met both challenges by creating a certification program called PORTT, Practice Oriented Research Tips and Training.

The Plan

For PORTT to work, the program needed to be valuable to students. Librarians understand the value of being an expert in legal research, but students may not be willing to give up their coveted “free time” for non-credit instruction, even if they see the value in gaining research skills. An incentive for students to attend the program was necessary and certification upon completion of all program requirements seemed like the logical solution. Law students are savvy consumers who understand that having extra credentials will improve their standing when competing for jobs in a tight employment market. And, once employed, they must prove their potential value as an employee. The certification makes the program valuable to the students in two ways: 1) it creates a concrete way to prove the completion of the extracurricular training, and 2) they actually learn additional research skills. But a question remained: Is certification from a library credible enough to have value for the student and the future employer? To ensure that the certification would have value and meaning for the students, the librarians decided that the certification should come from the law school, not the law library.

When law school administrators were approached with the idea of providing institutional credit for PORTT, they were whole-heartedly enthusiastic about the idea. They wanted to turn the program into a one-credit course immediately. However, because of timing issues, it was agreed that full course development was not feasible for the first year. Instead, the Law School Dean signed the certificate of completion to indicate institutional certification. In addition, with permission, the names of students who complete the program are posted to the website at http://law.psu.edu/library/portt. The public posting of names allows future employers to verify the completion of the certificate program. The program has been offered annually since the spring of 2012 as a certification program.

After establishing institutional support for the program, student interest in the program was evaluated. The timing of the program during the spring semester was critical. Late in the spring semester, second and third year students are distracted from school work with nice weather, spring break, preparing for summer jobs, the MPRE, graduation, and moving. Even though it was challenging to prepare a program in less than three months, February seemed to be the optimal time to hold the program. But how would the students respond?

The librarians sent a survey to students to evaluate their interest in the program. The survey was sent to all second and third year students asking about their interest in a practice-oriented skills-based program that would not duplicate what they learned in other legal research instruction offerings. Students were also asked about their scheduling preferences. There was an overwhelmingly positive student response to the idea of the program. The students were split on whether the program should be offered on weeknights or Saturdays. Therefore, in the first year, the program was offered as a Wednesday night series and as a Saturday series, in both Carlisle and University Park.
PORTT: The Legal Research Certification Program (cont’d)

PORTT Requirements and Challenges

PORTT was advertised as, “…an intense skill-building program designed to get students ready to add value on the job from day one. Some of the topics covered include legislative research, local government, administrative research, and citation for practice.” http://law.psu.edu/library/portt. In the first two years, students completed eight hours of in-class training, one hour of Lexis training and one hour of Westlaw training to obtain certification. The 2014 program will require ten hours of classroom instruction without requiring Lexis or Westlaw training.

Because the Penn State Dickinson School of Law operates as a unified law school in two locations, 90 miles apart, every effort was made to provide live, in-person training sessions at each location. The logistics of having concurrent sessions twice a week in two locations were extremely difficult. The schedule required librarians and vendor representatives to teach in each location, in-person multiple times. In 2014, PORTT will utilize a built-in teleconference system to allow student attendance and participation at both locations which will eliminate the logistical issues. Also, despite student requests for Saturday classes, there was poor attendance in the Saturday sessions the first year, and therefore the Saturday sessions were eliminated.

The attendance requirement proved challenging. Some students were not able to attend all sessions through no fault of their own. And, despite scheduling the program well ahead of other activities, conflicts naturally arose. For the 2014 program, all sessions will be recorded through the teleconference system. This will permit students who miss a session with a valid excuse, to be granted permission to view the recording for fulfillment of the attendance requirement.

The Content

PORTT fills a gap in legal research instruction at the Penn State Dickinson School of Law. The current curriculum includes approximately six hours of very basic legal research instruction in the first year. The advanced legal research course, called Strategic Legal Research, is an in-depth course that addresses how to use primary and secondary resources, how to evaluate resources, and research planning. The PORTT certification program is designed specifically to introduce topics that are not taught in Strategic Legal Research, or may differ from an academic setting to a practitioner setting.

The content of the program has evolved over the past three years. The program has been revised annually but retains a focus on legislative drafting, administrative law, practice resources, local government research, current awareness, and technology. In 2014, instruction by Westlaw, Lexis, and Bloomberg representatives will be eliminated in favor of a general session on cost-effective research. The sessions on technology are necessarily different each year and are designed to include information on the latest law firm software, apps, and other “cool tools” being used in practice. The 2014 session will specifically include a session on Law Office Management and Productivity. The librarians work with practicing attorneys and law faculty who teach advocacy to provide advice on evolving technology trends in law practice and invite them as guest speakers to address specific topics or products.

Regularly revising the program provides opportunities for the law librarians to develop new instructional materials and techniques independent of the formats requested by law faculty in the typical first year legal writing courses in which the librarians teach. The 2014 program will include “flipped classroom” instruction in addition to lectures, discussions, and guest speakers.

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PORTT (cont’d)

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Success

The PORTT program is evaluated in a number of ways. At the end of each session as well as at the end of the program, participants complete a survey. The librarians consider the content and viability of the program in light of those evaluations combined with attendance and completion statistics. All of the data is reviewed by the librarians to determine whether or not to continue the program the following year and to guide program revisions for the next year. Based on the written evaluations and anecdotal information from students, faculty and the law school administration, the PORTT program has been viewed as notable success and has enhanced the value of law library within the law school community.

Next Steps

PORTT 2014 is underway. It is now time to reach out, learn from others, and establish best practices for future programs. Other law librarians have created certification or similar “prepare to practice” programs, although no recent reports have documented how many programs there are, the elements of the programs, or whether the programs succeeded.

A survey has been developed to gather more information on “prepare to practice” programs. This survey of law libraries is designed to collect data about these programs, including identifying librarians willing to discuss specific programs in more detail. Please help improve law library programming by providing information about “prepare to practice” programs in your law library. Even if your library does not have a program, completing the survey will provide valuable information about the existence of these programs. Follow this link to complete the survey: [https://surveys.libraries.psu.edu/TakeSurvey.aspx?SurveyID=9lM0nm8](https://surveys.libraries.psu.edu/TakeSurvey.aspx?SurveyID=9lM0nm8). The survey will close on February 28, 2014. If you have any questions, please contact Laura J. Ax-Fultz, lja10@psu.edu, 814-865-8875.

New Member Profile
Matt Steinke, Univ. of Texas School of Law
On behalf of the Membership Committee

Philip Johnson has worked as the Instructional and Student Services Librarian at the Louis L. Biro Law Library at the John Marshall Law School in Chicago, Illinois, since August 2013. In addition to his reference duties, Philip is responsible for the Library’s student outreach efforts and acts as the Library’s lawyering skills liaison. Philip also develops and maintains the Library’s social media presence. He is currently working on research and writing tutorials to be integrated into the school’s lawyering skills program.

Philip pursued a dual-degree program at the University of Texas at Austin and graduated with his J.D. and M.S.I.S. degrees this past May. In his last semester of school, Philip was an associate in the Moore Program in Law Librarianship at the Tarlton Law Library. He had the opportunity to work in various Library departments, including reference, circulation, serials, and collection management. He completed several projects, including a newspaper research guide, an online law school history exhibit, and a collection development plan for the Library’s journal collection.

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Philip is a native Texan, but he is enjoying Chicago and is still exploring all the wonderful things that great city has to offer. He appreciates the warm welcome that he has received at John Marshall, and he looks forward to getting involved with CALL, ALL-SIS, and AALL.

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What a notion! The law library takes a leading role in the law school’s endeavors to confront the crisis in legal education. Applications are down; costs and student debt are up; the media are blaming law schools for irrelevant pedagogy and poor preparation of students … Ron Wheeler, Director of the Law Library and Associate Professor of Law at the University of San Francisco School of Law has taken his characteristic upbeat, positive, can-do approach to these challenges. He and his team of research librarians – Lee Ryan, John Shafer, Amy Wright and Suzanne Mawhinney – set out to reimagine what it is that they do in the context of the law school as a whole and how they could do it differently and/or better to provide a model for the rest of the school.

In their brainstorming sessions the team focused on how they have been teaching Advanced Legal Research and California Legal Research and how they could make the experience more effective and attractive for the students while generating revenue (particularly in the summer) for the school. They took ideas from their collective years of teaching experience and the experiences of two of the research librarians who earned their masters in library and information science from San Jose State University’s online program, mixed them in a pot and, presto, came up with a hybrid of classroom and online models for this semester’s Advanced Legal Research class. Traditionally taught in 14 two-hour classroom sessions, this class will include three online components in place of sessions four, nine and twelve.

While tradition will dictate the content of the classroom presentations—creating a legal research strategy, cases and digests, advanced CALR, legislation, regulation and citators, for example—innovation will govern the online components. The team plans to rely heavily on BNA’s TeachingLaw.com, which provides multimedia interactive content and digital study aids and assessment tools. Other online materials will include videos and teaching materials from Bloomberg and West. In addition, students will be required to address online discussion questions and complete CALI exercises. The online sessions will be asynchronous (not live). To accommodate the hybrid structure of the class, instead of weekly exercises, the assignments will be more extended in length and scope. The final assignment will require each student to team up with a partner for an in-class presentation on a specialized resource such as Constitutions of the World or Intelliconnect.

Based on their experience with this hybrid experiment, the team is aiming to teach a more completely online Advanced Legal Research class for three credits (the spring class is two credits) this summer. Right now, they are dealing with rookie jitters in anticipation of the start of class. As novices, their greatest uncertainties concern the appropriate size and structure of the assignments and whether the students will react positively to the TeachingLaw.com materials. On the more sunny side of the unintended consequences issue is the fact that working on this project has created a rallying point for the librarian team. They have been stimulated by the challenge, their sense of camaraderie has been reinforced, and their morale has been heightened.

On the cusp of embarking on this “great experiment,” our intrepid team is nervously stepping into a leadership role in their school’s pedagogic upgrade, as well as providing inspiration for us.
Great Ideas (cont’d)

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their colleagues. Stay tuned to find out what kind of “beast” this hybrid approach turns out to be!

What new ideas are you gearing up to test drive at your library? They can be about anything in the library—public access, materials processing, acquisitions decisions, student and faculty services, technology, food policies, whatever. Please contact Ruth Levor at rlevor@sandiego.edu or by phone at (619) 260-4604—can we talk??

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Spreading Holiday Cheer (cont’d)

advertised on our monitor in the library atrium, gave out candy canes with invitations on them, and put the event on the school-wide calendar. First thing in the morning, on the day of the event, we put the tree and lights up and set out the ornaments, other decorations, and holiday goodies on a table. We kept some treats in reserve so we could replenish throughout the day. And, that was it.

The event turned out to be a great success. By the end of the day, we were out of treats, the tree was full of ornaments, and the library atrium was decorated. We also got a lot of positive feedback from students, and even staff, who stopped by to participate. One person said, “This is the most beautiful and meaningful tree I have seen at Stetson.” Another, commented, as he looked for the perfect spot to put his ornament, “I haven’t done this in years.” One student wanted to know if there was a limit to how many ornaments she could put on the tree (Absolutely not! Enjoy yourself!). Others gathered around the treats for a study break and talked and laughed with one another. Many thought it was a sweet and thoughtful gesture by the library to include them. And, it was a joyful experience for us to see them smile and enjoy themselves.
The Boston College Law Library recently hosted an exhibit that marks the 10th anniversary of the invasion of Iraq entitled, “Invasion: Diaries and Memories of War in Iraq.” The multimedia exhibit was on display from October 28-November 26 and it consisted of 36 panels of enlarged selected pages from Lt. Tim McLaughlin’s (BC Law ’09) hauntingly honest and raw war diaries. The exhibit also included photographs taken by photographer Gary Knight and text and photos from Peter Maass’s articles in the New York Times, The New Yorker, and Outside magazine. The three men’s paths crossed when they met in Iraq in 2003; McLaughlin was a Marine tank operator and Knight and Maass were caught in the Iraqi desert as it devolved into a war zone. In addition, the exhibit included two personal computers equipped with headphones where people could watch videos of McLaughlin reading segments of his diary and review news clips from the time of the invasion. The films were generously lent by documentary film maker Fiona Turner.

The opening event for the exhibit was a November 5 panel discussion at the BC Law School featuring the three men and moderated by Professor David Olson, a former Marine. There was a cocktail reception preceding the panel in the Law Library’s Daniel R. Coquillette Rare Book Room before the program and a dessert reception after the event in the Law School for attendees. Holland & Knight, the law firm where McLaughlin is an associate, generously underwrote some of the expenses of the exhibit. The War Diaries exhibit had previously been displayed at The Bronx Documentary Center in New York City and at Drexel University in Philadelphia.

The month-long exhibit was a success, the receptions were very well attended, and the panel discussion was standing room only in an auditorium with seating for 150 people. What were some of the elements that contributed to the success of these events? We think that while some of it was timing—the 10th anniversary of the invasion of Iraq; the law school’s alumni weekend in early November; and Veterans Day in the second week of November—the most important ingredient was the conscious attempt to include a wide range of law school departments and personnel on the planning team. Here is what we did. We called together a group of likely suspects from the law school which included staff from alumni relations, publicity, administration and finance, event planning, student services, and, of course, the law library and technology. We formed a rich mix of law school colleagues who, combined together, were able to communicate with alumni, the larger university, the local community, and diverse constituencies within the law school itself.

This working group of twelve then worked with an exhibit mounting company to design an exhibit layout and to bring the multi-media exhibit to life. After the exhibit was over, we saved funds by disassembling the exhibit ourselves and we enlisted the help of university carpenters in dismantling the movable walls constructed for the display.

We used media effectively to publicize the event to the University and to the wider community. Having the law school’s public relations person as a member of the planning team was a great way to get information about the exhibit and panel dis-

(Continued on page 12)
Gathering Place (cont’d)

(Continued from page 11)

discussion featured in local media outlets and publications. Additionally, the Boston College Law School Magazine had featured our alum, Tim McLaughlin, and his war diaries as a cover story in its Spring/Summer 2013 issue: http://viewer.zmags.com/publication/acc6f46f#/acc6f46f/1

We were conscious of the historic value of this event and ensured its preservation. The panel discussion was filmed for inclusion in the University’s Front Row series (http://frontrow.bc.edu/program/wardiaries/). Front Row is a multimedia arm of the Boston College Magazine. The War Diaries documents have been scanned and will reside in the BC Law School’s institutional repository along with the multimedia part of the exhibit.

What did we learn from hosting this exhibit? Unlike our past specialized exhibits and presentations devoted to strictly scholarly topics, this event generated lots of excitement and conversation from multiple constituencies. Having Tim McLaughlin as a focus drew in the alumni community, the veterans’ community, and his law firm. Peter Maass and Gary Knight drew heightened media interest due to their high profiles in their respective fields. Involving the various law school constituencies was a way to connect the law library with other departments in the law school. We learned that this outreach and involvement in the planning process helped bring a larger audience to the exhibit and the panel. Basically, a good time was had by all and this initiative was an excellent way to promote the Law Library space as a gathering place and as a showcase for alumni-related activity.

Member News

Nina Scholtz, Cornell Law Library and Marlene Harmon, UC Berkeley Law Library

Vanderbilt University Law Library has hired Carolyn Hamilton as Research Services Librarian and Lecturer in Law. Carolyn earned her J.D. and Master of Information Science and Learning Technologies at the University of Columbia, Missouri.

Virginia Templeton, Reference Librarian at the University of Miami Law Library, retired December 31, 2013, after 22 years. Before moving to Miami, Virginia was a reference librarian at the Underwood Law Library at Southern Methodist University and at two Dallas law firms. Virginia will be moving to Claremore, Oklahoma, to be closer to her daughter and her family.

Patrick Butler from the University of Connecticut School of Law has won a grant in the sum of $750 to attend the Leadership Academy in April, 2014. Patrick is the Electronic Resources and Reference Librarian at the Meskill Law Library. He graduated from the University of Connecticut School of Law in 2011. Although he is rather new to law librarianship, Patrick has been a librarian for many years during which he worked at Yale University as an academic librarian. Patrick is currently the chair of the Emerging Technologies Subcommittee of CS-SIS. He helped coordinate the Cool Tools Café program for the 2013 Annual Meeting and will coordinate the program again this year. Congratulations Patrick!

Debbie Shrager, Reference and Outreach Services Librarian at George Mason University School
Stimulating Conversations with Caffeine! Meeting with your Local Colleagues to Discuss Ideas for Teaching Legal Research
Michelle Cosby, North Carolina Central University School of Law

On October 25, 2013, the North Carolina Central University (NCCU) School of Law Library hosted the first Legal Research Coffee Talks for the law librarians in the state. Librarians from all seven North Carolina (NC) academic law libraries got together to discuss teaching legal research to law students and non-JD students. This event was inspired by the RIPS blog post Let's Talk about Teaching (available at http://ripslawlibrarian.wordpress.com/2013/07/03/lets-talk-about-teaching/) by Meg Butler, Associate Director for Public Services at the Georgia State University College of Law Library.

To prepare for the event, we talked to several Georgia librarians who attended their event to get ideas for content and logistics. After discussing their event, we decided we needed to have a liaison from every NC school to help coordinate the program content and agenda, as well as any local logistics on their ends. Every school was excited to participate so getting a liaison from each school was easy! Each school had input on the content and the agenda. This was important because not every NC school has the same level of involvement with teaching and some schools teach first-year law students while others do not. Allowing everyone’s input led to a discussion that was relevant to all in attendance.

To announce the event, we created a Google Doc that we sent to all NC academic law librarians. The form allowed people to select whether or not they would be in attendance and which school they worked for. We also created a Dropbox that had the agenda and a folder for each school. With the Dropbox, schools were able to easily share any teaching materials with each other.

NCCU hosted the event for very little out-of-pocket cost. We provided coffee and water for the event. We were able to work with our Bloomberg Law Representative and Bloomberg graciously covered the cost of the lunch for all of the librarians in attendance for this event. Bloomberg did receive 30 minutes during the lunchtime slot to discuss their services and we provided space for them to set up a table which had pens, folders, and instructional pamphlets. We were also able to get our Law School Dean to stop by and say a few words over lunch.

We held the event from 10:00am-3:00pm. Topics covered included creating course content, assessing students, assessing your teaching, teaching non-law students, and flipped classrooms. Each topic was moderated by a member of the NCCU law library staff. Representatives from each school took notes on the events.

The event was very successful and will most likely be rotated to other NC schools in the future. This event was a great opportunity to meet with local colleagues outside of a conference setting. If you have any questions about the event or would like to see the event agenda, please contact Michelle Cosby at mcosby@nccu.edu.

North Carolina Law Schools
Campbell University http://law.campbell.edu/page.cfm?id=6&n=law-library
Charlotte School of Law http://www.charlottelaw.edu/community/law-library
Duke University http://law.duke.edu/lib/
Elon University http://www.elon.edu/e-web/law/library/default.xhtml
North Carolina Central University http://law.nccu.edu/library/
University of North Carolina at Chapel Hill http://library.law.unc.edu/
Wake Forest University http://library.law.wfu.edu/
The Collaborative Law Librarian
Thomas Sneed, MacMillan Law Library, Emory University School of Law

Why Johnny Can’t Word Process
Sarah Mauldin, Smith, Gambrell & Russell, LLP
Atlanta, GA

We take it as a given that the average law student can type, if the definition of typing is stretched a bit to include the ability to place fingers on keys and form words on a screen. Most current law students have interacted with computers ever since they were small children and feel comfortable typing an assignment or using a search engine. However, very few have actually learned to touch type or, more importantly, use a word processor or other basic business software proficiently.

Today’s law firms include attorneys, paralegals, and staff with broadly divergent levels of skill when it comes to using office software. Some are born digital and cannot imagine a world in which they do not do all of their own document preparation and assembly. Others are so technophobia that they do not have a computer or to use one only for email or other basic functions. Such is the attorney I assisted on New Year’s Eve. She wrote her article edits in longhand and returned them to me to enter into the, to her, deeply mysterious Microsoft Word and save the article to the even more terrifying Document Management System. Others are somewhere in between, feeling reasonably adept using portions of the ubiquitous Office suite but relying on paralegals, legal secretaries, litigation support, or other staff to fancy their work up into whatever format is required by a court, the firm, or a particular situation.

A quick survey of the required curriculum at two large Georgia public school systems and the University of Georgia shows no requirement that students take any courses specifically related to using computer software or business computing. All offer electives that might include the fundamentals of business software, but none require that a student be proficient to graduate. This means that it is safe to assume that while a current law student might have great comfort with computers and typing (or even programming or web design), it would be incorrect to assume that any law student has an understanding of the fundamentals, let alone the intricacies of Microsoft Word, Excel, PowerPoint, or even Outlook. It is also pretty safe to assume that law students don’t know anything about the alphabet soup that is the modern law firm, including CRM, DMS, KM, or EDD.1

This may lead you to wonder, “so what?” The big “so what” is that law firms are paring down staff while adding attorney headcount. That means that a legal secretary who once worked with a partner and one or two associates or paralegals may now be supporting the work of five or more individuals. That increased workload means that a legal secretary cannot do all of the typing, document assembly, spreadsheet design, and other tasks required every day unless at least some attorneys are able to use their computers as effective business tools and not just as fancy typewriters.

So, what happens if an attorney types a brief, contract, or other document on their own? It’s possible that there will be absolutely no consequences, but it is more likely that whoever is asked to complete work on the document will run into problems formatting the file for a table of contents, table of authorities, or index. It may also mean that a document will have to be fully reformatted to fit into the template required for presentation at the file’s final destination. Both of these possibilities lead to additional staff time spent on document creation and may lead to additional fees charged to a client for overtime or billable staff time.

Non-proficiency could have even more dire con-

1 For the record that is Client Relationship Management, Document Management System, Knowledge Management, and Electronic Data (or Document) Discovery. How many did you know?

(Continued on page 15)
sequences. A document that is sent as an email attachment and not scrubbed of metadata may lead to sanctions for breaches of client confidentiality, claims of malpractice, or may cause harm to a client’s bargaining position if information stored in track changes is disclosed to the wrong party. Most likely, a lack of proficiency can lead to inefficiency and fumbling around adding unnecessary fees for attorney time in spent on drafting. It might also just end up being frustrating to all involved.

So, what can we do? The perfect world answer is that all law students should be required to show proficiency in basic business software before graduation or bar admission. However, this is as likely as making Introduction to Legal Bibliography a multi credit course or requiring that every student take at least one Advanced Legal Research class.

In the real world the answer is most likely partnership. Some possibilities include:

- Reach out to local law firm librarians and find out what kinds of software are used in their offices.
- Ask a local firm IT director, litigation support manager, or knowledge manager to guest lecture about real world law office technology.
- Invite a legal secretary to talk about pet peeves.
- Organize a boot camp for students before they go out as summer associates, externs, or graduates to introduce the kinds of technologies that await them in the real world.
- Require that students display the metadata on one or more assignments so they can see exactly what is hidden in a Word document.
- Learn more about using legal technologies for yourself.

The best advice I can provide, however, is to talk to those of us in PLL. We want your students to succeed as graduates in our firms. Ask us how we can help you make your students more marketable and let us collaborate with you and your schools. Call me any time.

Augmenting Reality (cont’d)

(Continued from page 5)

download the app if they had not already done so. It became apparent right away that very few of the students had downloaded the app before coming to the event, so there were a lot of students waiting to download the app before they could begin. In addition, many of these students ran into trouble with getting their mobile devices to connect adequately to campus Wi-Fi to allow for seamless downloading.

Another aspect of the experience that we had not anticipated was the number of students who were unable to complete the scavenger hunt using their own devices. Because the event took place at the end of the school day, many of the students came with devices that were out of or very low on battery life. Fortunately, we have a couple of charging stations in our library for students to use, but we found that a number of students were not thrilled about the idea of having to wait to begin and complete the scavenger hunt.

On the positive side, though, the students who were able to successfully download the app and complete the scavenger hunt reported thoroughly enjoying the experience. These students tended to be more technologically savvy and have a greater appreciation for the technology involved. Several of them even asked if the library would be using the app for future experiences.

Future of AR in Our Library

While our augmented reality orientation was very fun to develop and promote, it did end up putting a technological burden on a group of already overwhelmed new law students. In the end, we decided that we may want to try something much simpler technologically speaking for next year’s LibraryFest. That being said, we still want to use AR in our library to enhance user experience, particularly for those patrons with the tools and knowledge to use the technology. Overall, this experience using AR in our law library provided a great learning opportunity, and we look forward to making changes and seeing how best to use AR for future patron outreach.
As libraries, especially academic law libraries, deal with the reality of providing the same level of service our patrons expect (and deserve) with fewer staff, the lines between departments blur. While some departments, such as Access Services, are seeing an increased workflow, other departments, such as Technical Services, have been dealing with reduced workflow for years, brought on in part by technological advances. Many of the conversations I heard among support staff in that department involved concerns about job security. At Western New England University School of Law Library, our Director had the foresight to make changes that involved reimagining the work done in and by Technical Services, instead of cutting personnel. One such innovative solution was combining the positions of Head of Technical Services and the Head of Access Services. I thought this was a unique approach, until I went to the Innovative Users Group conference last year and noticed several librarians with similar titles.

About a year ago, our Head of Technical Services retired and our Director thought it made fiscal sense to combine her position with my position as Head of Access Services. It made particular sense for us because I started my library career in Technical Services and worked several staff positions in that department before pursuing my MSLIS degree and obtaining a librarian position in Access Services. Besides my prior experience in Technical Services, the biggest factor that enabled me to assume the role of head of both departments is that we have strong support staff members, each with at least three years’ of experience. They know their jobs and they do them well.

As Head of Access Services, I saw the benefit of having worked in Technical Services immediately, as each department’s work has a huge impact on the other. I quickly became aware that neither department understood the extent to which its tasks affected the other. For example, our Circulation staff did not understand the shelving process; therefore, previous editions were often left on the shelf next to current editions in our professor reserve area. As head of both departments, I was able to introduce tools utilized in Access Services to help facilitate communication in Technical Services. For example, I explained that by utilizing the message field, which makes notes automatically pop up, important notes would be less likely missed.

Technical Services and Access Services Departments technically remain separate, but they have experienced a gradual integration, which began prior to combining the head positions. At that time, our Director saw an opportunity to address both the constraints we were experiencing with our student worker budget and the diminishing workload for our Serials Assistant. Initially, we asked her to staff the Circulation Desk when there was an unexpected gap in coverage. This quickly turned into a regularly scheduled shift at the Circulation Desk, which in turn led to all support staff having one or two two-hour shifts a week at the Circulation Desk.

One unexpected benefit of taking a nontraditional approach to addressing the changes in Technical Services is that it has opened up communication among all departments and has encouraged us to evaluate our policies and procedures. Now instead of doing things “because that’s the way we’ve always done it,” we ask why we are doing things the way we are and determine if there is a better way of doing things, regardless of whether other libraries are doing it.

I have to admit, prior to the I.U.G. conference I had not spent much time thinking about whether this approach would work in other libraries. Libraries need to consider what works for them in the
For students and practitioners, one of the most confusing issues posed today by The Bluebook: A Uniform System of Citation (Columbia Law Review Ass’n et al. eds., 19th ed. 2010), lies in when and how to abbreviate federal and state administrative agency names. Or to put it another way: Do I use: EPA, E.P.A., Envtl. Protection Agency, or U.S. Envtl. Protection Agency? As an adjunct professor specializing in environmental law, I often encounter issues relating to administrative agency and organization abbreviations; such issues pop up more often than you would expect and impact citation forms ranging from administrative agency case names to guidance documents to agency websites and more. Because this issue frustrates on a regular basis, I thought it might be beneficial to provide a fresh perspective on these types of abbreviations.

In the future, the drafters of the 20th edition of The Bluebook may overhaul the administrative agency section, but in the meantime, instructors will have to direct students to Rule 6.1(b), Abbreviations, Numerals, and Symbols: Periods (not an intuitive section) for guidance on abbreviations for agencies and organizations as The Bluebook is largely silent on this issue. Rule 6.1(b) states, "some entities with widely recognized initials, e.g., AARP, CBS, CIA, FCC, FDA, FEC, NAACP, NLRB, are commonly referred to in spoken language by their initials rather than by their full names; such abbreviations may be used without periods in text, in case names, and as institutional authors. Do not, however, omit the periods when the abbreviations are used as reporter names, in names of codes or as names of court decisions.” (emphasis added).

Part of the reason this issue is so confusing is that The Bluebook treats agency and/or organization abbreviations as optional while at the same time treating the same entities differently based on the context in which they are mentioned. This issue is further complicated by a few printing errors and several inconsistencies, particularly in Table 1.2.

Best guidance:

1. Abbreviating using initials is optional. For this reason, when in doubt, it is not improper for students and practitioners to abbreviate using Tables 6 and 10 located at the back of The Bluebook.
   ⇒ Rule 10.2.2: U.S. Dep’t of Justice
   But see Table 1.2: Dep’t of Labor
   ⇒ Table 1.2: FCC

2. Periods are used between abbreviated letters (i.e., F.T.C.) only when an agency decision, code, or reporter is being cited (not to be confused with docket or other memoranda).

3. Abbreviations consisting solely of initials can only be used in “text . . . in case names, and as institutional authors.” However, in reality, this rule allows such an abbreviation to be used almost everywhere:
   ⇒ Table 1.2 & 6.1(b): The NRC is charged with the administration of . . .

Other example:
   ⇒ EEOC, No. 915.002, ENFORCEMENT GUIDANCE: APPLICATION OF EEO LAWS TO CONTINGENT WORKERS PLACED BY TEMPORARY EMPLOYMENT AGENCIES AND OTHER STAFFING FIRMS (1997).

In particular, the Rules related to institutional authors are expansive and cover books, reports,
and other nonperiodic materials - Rule 15.1(c); electronic media - Rule 18.2.2(a); other administrative and executive publications - Rule 14.2(d); and international materials - Rules 21.7.3(a),(c), and 21.7.4. Furthermore, according to a Nov. 21, 2010 Blue Tip posted to LegalBluebook.com this rule can also be expanded to include electronic media main page titles “[w]here a main page title is better characterized as an institutional author” even though main page titles are usually only abbreviated according to Table 13 Periodicals.

Other example:


Rule 6.1(b) sets forth a subjective standard that varies based on the group, audience or speaker as this rule applies to those entities, “commonly referred to in spoken language by their initials.” The subjective nature of this rule is supported by the introduction to Table 1.2, a “non-exclusive table of administrative agency and executive materials”. The only caveat here is that the agency needs to be referred to regularly by only its initials by the intended publication audience.


Other example:

⇒ Law Library publication: Table 1.2: GAO

4. Rule 14 instructs us to cite “state materials by analogy to the federal examples” provided in Rule 14 and Table 1.2. As a result, this abbreviation scheme can also be readily applied to the state agencies:

⇒ Table 1.2: N.C. Dep’t of Envtl. Health and Natural Res.

Other examples:

⇒ N.Y. DEC
⇒ Cal. EPA

[Editor’s Note: The remainder of this article is a chart of abbreviations of various agencies and organizations, along with the applicable Bluebook rule for each. Because it does not fit within the dual-column format of the Newsletter, the chart is found on page 19.]

Member News (cont’d)

(Continued from page 12)

of Law Library, tells us: “I’m happy to share that I have been selected to attend the 2014 AALL Leadership Academy (and my generous employer is sending me!).”

In September 2013, Brian Anderson of Taggart Law Library, Ohio Northern University Pettit College of Law, presented two articles at the Law Via the Internet Conference in Jersey. One of those articles, co-authored with Professor Howard Fenton, was published last month in the inaugural issue of the JOURNAL OF OPEN ACCESS TO LAW. The article, Internet Enhancement of the Role of Civil Society in Promoting the Rule of Law in Transitional States, examines the potential for online access to laws and legal information to give citizens meaningful access to, and interactions with, government. Brian says: “I am especially proud of this publication, both for the contribution to the dialogue of access to legal information and the rule of law, but also to support open-access publishing.”

Loyola Los Angeles Law Library has added two new reference librarians to its staff: Sherry Leysen, formerly a reference librarian at the University of Washington, and Caitlin Hunter, a recent graduate of the University of Denver School of Library and Information Science.

The VIRGINIA LAWYER publishes one issue a year devoted to legal research with all the articles written by librarians. This year, in the December
### Abbreviations (cont’d)

#### Agencies* and Organizations:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of Retired Persons</td>
<td>R6. AARP</td>
</tr>
<tr>
<td>Armed Services Board of Contract Appeals</td>
<td>T1. ASBCA</td>
</tr>
<tr>
<td>Civilian Board of Contract Appeals</td>
<td>T1. CBCA</td>
</tr>
<tr>
<td>Columbia Broadcast System</td>
<td>R6. CBS</td>
</tr>
<tr>
<td>Central intelligence Agency</td>
<td>CIA</td>
</tr>
<tr>
<td>Department of Agriculture</td>
<td>T1. USDA</td>
</tr>
<tr>
<td>Department of Commerce, National Oceanic Atmospheric Administration</td>
<td>T1. NOAA</td>
</tr>
<tr>
<td>Department of Commerce Patent and Trademark Office</td>
<td>T1. USPTO</td>
</tr>
<tr>
<td>Department of Energy Nuclear Regulatory Commission</td>
<td>T1. NRC</td>
</tr>
<tr>
<td>Environmental Protection Agency</td>
<td>T1. EPA</td>
</tr>
<tr>
<td>Equal Employment Opportunity Commission</td>
<td>T1. EEOC</td>
</tr>
<tr>
<td>Federal Aviation Administration</td>
<td>T1. FAA</td>
</tr>
<tr>
<td>Federal Communications Commission</td>
<td>R.6. FCC</td>
</tr>
<tr>
<td>Federal Election Commission</td>
<td>R6. FEC</td>
</tr>
<tr>
<td>Federal Energy Regulatory Commission</td>
<td>T1. FERC</td>
</tr>
<tr>
<td>Federal Labor Relations Authority</td>
<td>T1. FLRA</td>
</tr>
<tr>
<td>Federal Trade Commission</td>
<td>T1. FTC</td>
</tr>
<tr>
<td>Food &amp; Drug Administration</td>
<td>R6. FDA</td>
</tr>
<tr>
<td>Government Accountability Office</td>
<td>T1. GAO</td>
</tr>
<tr>
<td>Internal Revenue Service**</td>
<td>T1. IRS</td>
</tr>
<tr>
<td>International Trade Commission</td>
<td>T1. USITC</td>
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<tr>
<td>Merit Systems Protection Board</td>
<td>T1. MSPB</td>
</tr>
<tr>
<td>National Association for the Advancement of</td>
<td>R6. NAACP</td>
</tr>
<tr>
<td>National Labor Relations Board</td>
<td>R.6. NLRB</td>
</tr>
<tr>
<td>National Mediation Board</td>
<td>T1. NMB</td>
</tr>
<tr>
<td>National Transportation Safety Board</td>
<td>T1. NTSB</td>
</tr>
<tr>
<td>Occupational Safety and Health Review Commission</td>
<td>T1. OSHRC</td>
</tr>
<tr>
<td>Securities and Exchange Commission</td>
<td>T1. SEC</td>
</tr>
<tr>
<td>Small Business Administration</td>
<td>T1. SBA</td>
</tr>
<tr>
<td>Social Security Administration</td>
<td>T1. SSA</td>
</tr>
<tr>
<td>Surface Transportation Board</td>
<td>T1. STB</td>
</tr>
</tbody>
</table>

* Other abbreviations are listed with within individual agency entries e.g. Department of Agriculture and Department of the Interior.

** Listed with periods.
Don’t Flip Out Over Flipped Classrooms
Susan M. Boland, University of Cincinnati Law Library

Are you flipping yet? “Flipping,” also known as “inverting” or “reversing” the classroom is all the rage. Articles such as How ‘Flipping’ the Classroom Can Improve the Traditional Lecture\(^1\), as well as reports of failure rates dropping in flipped courses\(^2\), improved test scores, and improved teacher satisfaction\(^3\), make flipped classrooms seem like a pedagogical miracle. There are even certifications in flipped classroom instruction being offered.\(^4\) This article will briefly introduce the flipped classroom model, discuss the pedagogical theory behind it, confront some of the challenges, and identify some best practices. Following this article is a list of selected sources for more information on flipping your class.

Credit for popularizing the flipped classroom model goes to two Colorado high school chemistry teachers, Jonathan Bergmann and Aaron Sams.\(^5\) The two define the flipped classroom as “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.”\(^6\) The general flipped classroom model involves students viewing videos, which replace the traditional lecture component, before class. They then spend class time in activities and exercises. For example, in my flipped classrooms, students might watch a webinar, do a CALI lesson, look at a research guide, or some combination of these before class. At the beginning of class, I cover any questions they might have on the material. During class, students will complete hands-on exercises, usually in small groups. These exercises cover the application, analysis, and evaluation of foundational knowledge. Despite the hype surrounding the videos, the flipped classroom is not about the videos. The flipped classroom is actually about the meaningful interactions, engagement, and active learning that take place between teachers and students, and students with other students.\(^7\) The real value of the flipped classroom is in the flexibility, learner-centered techniques, and in-class activities.

Thus far, little empirical research on the effectiveness of flipped classrooms exists.\(^8\)


\(^2\) Ed Finkel, Flipping the Script in K12, District Administration (Nov. 2012), http://www.districtadministration.com/article/flipping-script-k12 (describing how Clintondale Community Schools failure rate among freshman math students dropped from 44 percent to 13 percent).


\(^6\) JONATHAN BERGMANN & AARON SAMS, FLIP YOUR CLASSROOM: REACH EVERY STUDENT IN EVERY CLASS EVERY DAY 13 (2012).


\(^8\) Bryan Goodwin & Kirsten Miller, Research Says / Evidence on Flipped Classrooms Is Still Coming In, 70 Ed. Leadership, Mar. 2013, at 78, available at http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Evidence-on-Flipped-Classrooms-Is-Still-Coming-In.aspx. See also, Jacob Lowell Bishop & Matthew

(Continued on page 21)
Flipped Classrooms (cont’d)

(Continued from page 20)

However, the pedagogical theories on which the flipped classroom is based rest on the flipped classroom’s move away from teacher-centered, passive learning to learner-centered, active learning.9 Learner-centered teaching “shift[s] the role of instructors from givers of information to facilitators of student learning or creators of an environment for learning.”10 Active learning involves the student in the learning process, giving him or her a stake in their own learning.11 Empirical studies do support the effectiveness of active learning techniques in the classroom.12

Active learning is most effective when it engages students to work with one another. Studies find that the greater the emphasis on collaborative learning and the lower the emphasis on grades, the more likely students were to use higher-order learning strategies and critical thinking.13 A meta-analysis of other studies shows that students learning in cooperative groups had a statistically significant advantage in problem solving.14 Problem-based learning is a form of active learning where students start by facing an authentic problem that needs to be solved and then determine what they need to learn and understand in order to solve the problem. Legal research is a natural for this! Long-term knowledge retention tended to favor problem-based learning.15 Performance or skill-based assessment also favored problem-based learning.16 Just-in-time-teaching is another learner-centered technique used in flipped classrooms. It gives students the opportunity to review what they need, when they need it. It gives instructors the flexibility to focus on the problem areas even if they differ from class to class. Instructors can provide individualized help, give instant feedback on exercises, and increase their interaction with students.17 Assessments of just-in-time-teaching show decreased attrition in difficult subject areas like physics and calculus; increased enrollment in those same courses; increased positive attitude in students taking those courses; and improved cognitive gains.18

Just because flipping is capturing everyone’s attention does not mean that there are not significant challenges involved. Doing it well takes a significant investment of time. Your time, student time, and scalability are all issues. You will need to rethink how you teach, create videos (or view and carefully evaluate other people’s videos), create meaningful activities, and provide quick feedback. Technology can also be an issue with a flipped classroom, particularly when dealing with students from diverse backgrounds with diverse

9 Bishop & Verleger, supra note 8, at 6.
12 Id.
14 Id.
16 Id.
17 See JUST-IN-TIME-TEACHING: ACROSS THE DISCIPLINES, ACROSS THE ACADEMY (Scott P. Simkins & Mark H. Maier eds., 2010).

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Flipped Classrooms (cont’d)

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equipment. Trying to make material accessible to different browsers, operating systems, and mobile devices can be difficult.

You may face resistance to this new style of teaching. It is ultimately the student’s choice to engage in learning. We cannot force them. Students may be resistant to flipped classrooms, particularly if they have never had this experience before. Flipped classrooms can be chaotic. The instructor relinquishes quite a bit of control in the flipped classroom. Students, not the instructor, drive the learning in the classroom. You may be unprepared for the directions in which your students take you. If your classroom activities involve collaborative work, which many active learning techniques do, the classroom can be noisy, with students moving around and discussing the material. Also, as great as it is to be able to provide one-on-one feedback, time, and attention, you may find a few students monopolizing you.

Flipping a class may not be practical in all settings. If you are teaching in a structured class or have the support of the faculty member in a one-time research session, you can attach carrots and sticks to class preparation. For one-time classes where an instructor has no real control of the students outside of class and there is no faculty buy-in, there is a good chance that students will not come prepared. If you do not even know who your students will be until they show up, you cannot prepare and send them things to watch or read ahead of class.

For those wanting to flip their classrooms or already experimenting, the following are some best practices:

1) Be clear in both your expectations and directions. It helps to explain some of the learning theory behind your methods. Also, students need to know how they are supposed to do things. If you want them to do a one minute paper, explain what a one minute paper is and what you expect from it.

2) Relinquish control. If you try to control everything, you no longer have student centered learning and you are no longer the guide on the side.

3) Rethink the way you present material! A video should not be just an online lecture.

4) Assessment matters. Discuss and assess comprehension of material students needed to do on their own before class. Students often do not like to admit that they did not prepare for class or they did not understand something. Pre-class clicker quizzes and self-graded quizzes are ways to make it a little less pressurized. Make sure your assessment addresses personal responsibility as well as group efforts. Any activities need to be tied to learning outcomes and make sure the type of activity used influences retention.

5) Find out what kind of technology your students are using and make it easy for them to access your materials.

Finally, remember that you do not need to flip everything let alone flip it all at the same time. Experiment and discover what works best for you!

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Selected Books, Articles, and Other Resources on Flipped Classrooms


Jonathan Bergmann & Aaron Sams, Flip Your Classroom: Reach Every Student in Every Class Every Day (2012).


Glen Bull et al., Inventing the Flipped Classroom, 40 LEARNING & LEADING WITH TECH., Aug. 2012, at 10.


Michael Gorman, Flipping The Classroom… A Goldmine of Research and Resources to Keep You on Your Feet, 21st Century Educational Technology and Learning (July 18, 2012),
Flipped Classrooms (cont’d)

(Continued from page 23)


Ruth Lavor, Flipping Out over Fun at the Annual Meeting, 33 ALL-SIS NEWSLETTER, Fall 2013, at 13.

Catherine A. Lemmer, A View from the Flip Side: Using the “Inverted Classroom” to Enhance the Legal Information Literacy of the International L.L.M. Student, 105 LAW LIBRARY J. 461 (2013).


Scoop.it: the-flipped-classroom: http://www.scoop.it/t/the-flipped-classroom

Scoop.it is a digital content curation platform that is more visually oriented than some other platforms.


** library instruction


Stephanie Gray Wilson, The Flipped Class: A Method to Address the Challenges of an Undergraduate Statistics Course, 40 TEACHING PSYCHOL., July 2013, at 193.

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Combining Forces (cont’d)

present situation, but have an eye to the future. Combining positions makes sense when the person has experience in both positions, but what if that person leaves? Would combining the positions still make sense? I think it does, and it appears that others are finding that to be the case as well. The tasks of these two departments are intertwined, maybe more so than most other departments, and combining the positions is a viable option for libraries looking to restructure.
If you are an academic law librarian then you are probably familiar with the Center for Computer-Assisted Legal Instruction, aka CALI. If you’re not, you can read all about it on the CALI website at http://www.cali.org/content/about-cali. Most law schools are CALI members. CALI is probably best-known at law schools for the interactive CALI lessons that help students learn the law. Among techie-leaning law school librarians and law school IT staff CALI is also known for its excellent annual conferences and innovative computer-based ideas for legal education.

The ALL-SIS CALI Committee keeps academic law librarians engaged in the work that CALI does with law schools. We provide ideas and testing in the development of new CALI tools and products. We also serve as support in helping CALI to come up with new ways to promote their services and achieve more visibility in law schools.

So what do we actually do? The ALL-SIS CALI Committee met with CALI’s Sarah Glassmeyer during the Seattle AALL conference to talk things over. Chair Sara Sampson led a brainstorming session and we came up with several ideas, big and small, that we hope to implement – or at least attempt – this year to accomplish our goals of supporting and promoting CALI.

1) Marketing CALI: CALI doesn’t have the big budget that many legal vendors have to spend on advertising their products. The committee will develop ideas for publicizing the services CALI offers law schools, including the lessons, CALI authoring, eLangdell open-source law books, A2J software for law school clinics, and Classcaster.

2) CALI Conference grant: To encourage involvement in CALI, the committee will look into establishing an ALL-SIS grant that would fund CALI conference attendance for a deserving law librarian.

3) CALI Conference proposals: When CALI sends out its call for proposals for the annual conference, the committee will encourage and assist ALL-SIS members, especially newer members, with the proposal process.

4) Publicize our work: the committee will regularly submit columns to the ALL-SIS newsletter to let our colleagues know what we are doing.

5) eLangdell Legal Research eBook: This is our biggest, most bodacious idea and won’t be accomplished in the 8 months before AALL annual meeting. But the committee hopes to work closely with CALI to come up with a plan for the creation of a Legal Research eTextbook using the eLangdell platform. eLangdell publishes free, open eBooks for legal education. This means:

◊ eLangdell eBooks are compatible with devices like smartphones and e-readers, as well as print.

◊ Educators can adopt and edit eLangdell's Creative Commons licensed casebooks, for free.

◊ Students and faculty can use eLangdell casebooks and treatises for free.

There are already a number of law school eBooks available from eLangdell for use on iPads, Kindles, etc. but at this time there isn’t one on Legal Research. And so, dear law librarians, it’s your turn. What do you think of CALI? We would love to hear your take on CALI and the ALL-SIS CALI Committee. Please send comments to CALI Committee Chair, Sara Sampson, at sasampso@email.unc.edu.
2013 issue, three librarians at the University of Richmond had articles published. They are:

- **Gail Zwirner**, Head of Access Services, *Virginia CLE Sources: Important Practitioner Tools for Forty Years.*
- **Timothy Coggins**, Associate Dean for Information Services and Director of the Law Library, *Discovering E-Discovery: A Resources Guide.*

Also from the University of Richmond: **Paul Birch**, Computer Services Librarian, published two articles in *TRENDS IN LAW LIBRARY MANAGEMENT AND TECHNOLOGY: Pointing out the Power of Prezi, Part I: Why Consider Prezi*, 23 TRENDS IN LAW LIBR. MGMT. & TECH. 23 (2013) and *Pointing out the Power of Prezi, Part II: Learning to Use Prezi*, 23 TRENDS IN LAW LIBR. MGMT. & TECH. 29 (2013)

**Christine Anne George**, Archivist and Faculty Services Librarian at SUNY Buffalo Law School, published the article *Archives Beyond the Pale: Negotiating Legal and Ethical Entanglements After the Belfast Project*, 76 AM. ARCHIVIST 47 (2013). Ms. George was recognized by the Mid-Atlantic Regional Archives Conference (MARAC) for authoring this article with MARAC’s 2013 Arline Custer Memorial Award, which “recognizes the best books and articles written or compiled [between July 2012 and June 2013] by individuals in the MARAC region” (including six states and the District of Columbia). Congratulations, Christine!

In the interest of building relationships between the local legal community and Ohio State law students, colleagues **Susan Azyndar** and **Ingrid Mattson** of Moritz Law Library, Ohio State University, recently taught CLEs to practitioners and interested law students in Columbus, Ohio. Susan presented “How to Search Like a Pro” as part of the CLE event “Find it Free and Fast on the Net: Strategies for Legal Research on the Web,” organized by the National Business Institute (NBI) and held on December 16, 2013. Ingrid presented a session titled “The New Online Search Fundamentals” on December 9, 2013; this presentation was organized by the Columbus Bar Association and the Legal Research & Information Resources Committee, the latter of which she chairs.

**Jingwei Zhang** (LL.B. Fudan University, LL.M. Cornell University, M.L.I.S. Rutgers University) has been selected as the 2013 Harry Bitner Research Fellow by Cornell University Law Library. This fellowship provides opportunities for foreign and U.S. librarians and researchers to be instructed in effective legal research methodology by expert Cornell Law Library specialists. The endowment funding this opportunity is a tribute to the late Professor Harry Bitner, Cornell Law Librarian emeritus, who started the first formal legal research course at Cornell Law School.

**Loyal Opposition: Ernest L. Wilkinson’s Role in Founding the BYU Law School** was recently published in *BYU STUDIES QUARTERLY* (vol. 52, no. 4, pp. 4-48, 2013). Written by **Galen L. Fletcher**, Faculty Services Librarian at the Howard W. Hunter Law Library at Brigham Young University in Provo, Utah, the article tells about the behind-the-scenes work prior to establishing the J. Reuben Clark Law School at BYU forty years ago.

Please send your news for the next issue to: Nina Scholtz at nes78@cornell.edu OR Marlene Harmon at mharmon@law.berkeley.edu
AALL Announces Legal Research Competency Principles and Standards

AALL has launched an online information center (http://www.aallnet.org/main-menu/Advocacy/legalresearchcompetency) dedicated to promoting the Principles and Standards for Legal Research Competency within the legal profession. The information center provides access to the principles and standards, implementation and best practice ideas, and information about upcoming programs on using the standards. I encourage AALL members to learn about this effort and get involved to help promote the principles and standards. A press release was issued on December 6 to external audiences. Please contact the Promoting the AALL Principles and Standards for Legal Research Competency Task Force for more information.

2014 Day in the Life Photo Contest

It's that time again - the AALL Day in the Life Photo Contest began accepting submissions January 1. The Day in the Life Contest invites AALL members to take and submit a wide range of photographs and videos of law librarians working, meeting, teaching, and doing everything else that law librarians do in a given day.

We are pleased to announce a new category this year, Best Video, and a special category, Student Services. We are also pleased to announce an expanded timeframe for taking photos and videos. Entries must be submitted between January 1 and February 28, 2014, but your photos and videos can be from any time between March 1, 2013 and February 28, 2014.

Entries will be judged online through membership voting in April. Winners will be recognized on AALLNET, in the July issue of AALL Spectrum, and during the 2014 Annual Meeting in San Antonio.

Please visit the AALL Day in the Life homepage for complete contest details: community.aallnet.org/DayintheLifeContest/Home.

AALL2go picks for the months of October, November, December, and January:

Developing Leaders: Inside, Outside and Together

At many organizations, there is a huge initiative called Talent Management that asks all of us to develop ourselves and our staff as leaders - both inside and outside the organization. This program helps you think about opportunities for yourself and your staff. Ryan Saltz, Ann Fessenden, and Mark Estes present a program that gets participants to apply leadership concepts to their personal development and the development of their staff and organizations. Participants will discover that it is possible to have an influence at any level, whether you are a director, a middle manager, or new to an organization.

Rising to the Leadership Challenge Outside Your Library: Being a Leader in the Larger Organization

You don't have to be the director of your library to become a leader. Leadership experience can be gained through chairing committees, volunteering, running for an elective office, or other opportunities that happen outside your law library or law school but within your larger institution. Some things to consider: Are you personally and professionally ready to develop your leadership skills outside of your library? Do you have the time to commit to responsibilities outside of your job and your family? How do you find these opportunities and become involved? Once you decide to engage in these kinds of leadership activities, how can you succeed?

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Watch two leaders in our profession, Barbara Bintliff and Marianne Maher, explain the steps needed to excel in leadership opportunities in the larger organization, share their experiences when they stepped outside of the law library, and describe both the positive and negative consequences of taking on these leadership roles. This session is available as a streaming audio and can be accessed at no charge via AALL2go.

**Using Pecha Kucha to Enhance Your Presentations**

Pecha Kucha is a lively and entertaining presentation style using 20 images shown for 20 seconds each to provide a framework for almost any type of short-form public speaking. The fast-paced style keeps the audience engaged and the presenter focused, and it can be used in a wide variety of ways to share concepts, ideas, and experiences. Moreover, the format lends itself to a genuine sense of creativity and fun. Pecha Kucha events are held in more than 700 cities around the globe, and the style can easily be integrated into workplace and classroom presentations. For fantastic ideas on using this presentation style, give this brief half-hour presentation a listen! After listening to the presentation, take a look at www.pechakucha.org/watch to see creative examples of the style.

Carol Watson is director of the law library at the University of Georgia School of Law, an active member of AALL, a past president of SE-AALL, and a frequent speaker and author on the subject of institutional repositories. Wendy Moore is acquisitions librarian at the University of Georgia School of Law and is also an active member of AALL and SEAALL. In this recorded program (free to AALL members) from the 2010 AALL Annual Meeting, Watson and Moore present an energetic and creative approach to public speaking using the unique Pecha Kucha presentation style.

**Social Media for Business Research**

Laura Young, research analyst for a venture capital firm, and April Kessler, business librarian at the University of Texas, provide expert advice on how to mine social media websites for competitive intelligence and business analysis. All successful businesses, even start-ups, have significant social media footprints. This webinar provides practical tips for using popular outlets such as LinkedIn, Twitter, Facebook, YouTube, and Pinterest for company research. The speakers also include a few resources that may be new to law librarians, such as Official Board and CrunchBase.

These engaging speakers are energetic and knowledgeable. Even the most seasoned business researcher is guaranteed to learn a new tactic for investigating businesses.
ALL-SIS was established in 1979 to promote interest in and to address issues of common concern to those employed in academic law libraries. The SIS serves as the umbrella organization for all interests—administration, collection development, consortia, directors, fees for service, interlibrary loan, public services, technical services, middle management, etc.

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to approximately 1200 members and is the largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS’s broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are en-

**The ALL-SIS Discussion Group**

The ALL-SIS discussion group, aka mailing list, is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. To read or post to the discussion group go [here](http://www.aallnet.org/main-menu/Member-Communities/discuss/mycommunities-qsguide.pdf). You can then choose the ALL-SIS Group from the list of eGroups. For more information consult the AALL My Communities Quick Start Users’ Guide available at [http://www.aallnet.org/main-menu/Member-Communities/](http://www.aallnet.org/main-menu/Member-Communities/).

**ALL-SIS on the Web**

Visit the ALL-SIS Home Page at [www.aallnet.org/sections/all](http://www.aallnet.org/sections/all). Electronic versions of The ALL-SIS Newsletter are available on our website, as well as other vital information.

**Newsletter Information & Deadlines for 2013 - 2014 Academic Year**

Please submit all articles and announcements to the ALL-SIS Newsletter Editor. Are you working on any interesting special projects? Have you attended a meeting and learned something you want to share with colleagues? Do you just want to rant and rave about some problems related to academic law librarianship? If you answered “yes” to any of these questions, please send your thoughts. Any format, printed, faxed, or e-mailed will do, but it would be easiest for Newsletter production if the article is sent either as an attached text or word processing file or as the body of an e-mail. The **deadline** for the June issue is **May 21, 2014**. Thank you for your contributions and for your consideration.