Message from the Chair

It was great to see so many of you at this year’s business meeting and reception. For those unable to attend, we missed you!

By now the discordant roar of the first weeks of school should be settling into a gentle hum. The leaves are already turning here in Connecticut and my memory of AALL is beginning to fade with the bright green of summer.

I have been thinking a lot about change lately. As I speak with our colleagues across the country, my sense is that we are collectively suffering from change fatigue. I can’t speak for each of you specifically, but I am guessing that in the last year your organization has done at least one of the following: altered services; cut budgets; reorganized staffing; cross-trained; added new programs; changed hours; or took on new tasks. It is exhausting to be in constant motion. In thinking about the rapid changes in our profession and organizations I am reminded of my college business administration class. That’s where I learned about strategic and tactical planning.

It occurs to me that we may be relying too much on tactic and not enough on strategy. If your organization was tactical about its changes, it was addressing present issues in the environment – adapting to the changes on the ground as they exist. Tactical action is like deciding to wear long Johns in the morning because it is chilly. If your organization was strategic about these changes, they were the result of either far future thinking or an awareness of future events on the horizon. Strategic action is like wearing a sweater over your short sleeves because you know the temperature will change by the end of the day.

Shifting between tactical and strategic action can make change less fatiguing. Strategic action provides time for preparation and space to think through the action. It can leave room for the

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From the Editor

It feels like the excitement of the Annual Meeting and Conference has barely worn off, and here we already are in the new academic year. Since there’s never enough time during the conference to see and do all the things you wanted to experience, AALL’s session recordings (sponsored by Thomson Reuters) and online program materials are a real boon to multitasking law librarians. This issue’s program reviews (page 6-13, 18-26) can help point you to some gems you may have missed.

Did you see Bloomberg Law at AALL 2015? From sponsoring the ALL-SIS Reception and Awards Ceremony, to hosting exhibitor showcase events and focus group sessions with academic law librarians, this legal information provider—once the “new kid on the block”—is making itself heard in the academic market. The Newsletter’s Nina Scholtz and Ben Keele sat down with David Perla, the president of Bloomberg BNA Legal, to

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Message from the Chair

unknown—we are, after all, planning for events that have yet to occur—and the space is also there to make adjustments and course corrections. Tactical action allows us to respond immediately to particular situations while, ideally, triggering the strategic thinking process. Both provide space for creativity, innovation and meaningful engagement, so long as they are deployed thoughtfully and with clear purpose.

Strategic and tactical actions are not solely for the use of organizations either. As individuals we have a lot of room in our work to do both. But how can you become both a strategist and a tactician?

This summer’s AALL programs, reviewed in this edition of the newsletter, highlight areas where we all can be thinking (and acting) both strategically and tactically for ourselves and our institutions. Topics like value proposition design, learning outcomes, financial literacy, communication and content management are great cornerstones for designing a strategic framework, while topics like adapting research guides to new formats, supporting incubators, teaching legal technology and working with LLMs are examples of tactics you can use right now to improve your services or learn a new skill.

The ALL-SIS Strategic Planning Committee is getting under way to build our next strategic plan. So start thinking about directions you’d like to see ALL-SIS move toward. There has never been a more critical time for being strategic and thoughtful about our future. I hope you will engage with ALL-SIS over the next year on our strategic plan and other issues that are important to you.

Warmly,

Jocelyn Kennedy, Chair 📝

From the Editor

talk about what the company sees as its role and direction in the academic law library environment (page 16).

Fall is also a time to get revved up for new projects. Looking for a way to create vibrant and dynamic marketing materials? This issue’s Great Ideas column (page 4) showcases one school’s interactive, multimedia annual report. Keep the ideas flowing—Contact the Editor at iwang@law.berkeley.edu. 📝

Law Libraries as Publishers

Counting Things, with Citations and Downloads

Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

When it comes to legal scholarship, professors and librarians seem to enjoy counting things: downloads, citations, views, mentions, tweets, references, and the like. Perhaps “enjoy” is not quite the right word; rather, we need a phrase encompassing “anxiously counting any indicia of importance, influence, recognition or merit with the hope of not comparing unfavorably to one’s actual or aspirational peer group.”

Publishers and information services vendors have developed a number of ways to count and compare how different scholarly works have been accessed, read and used. When law libraries act as publishers, they should pay attention to scholarly impact metrics and consider the tools that calculate and display such metrics. Libraries should also educate authors and readers about what these numbers mean and discourage overreliance on them.

Keeping the limits of each impact metric in mind is important. Evaluating the value of an article based on downloads, citations and social media mentions is a bit like deciding the worth of a person based on his or her weight, LSAT score and salary. Each number means something, but it is ridiculously easy to give them too much weight or to use them in situations for which that number is

Keeping the limits of each impact metric in mind is important.

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continued from page 2

**Law Libraries as Publishers—Counting**

not very relevant. Kept in proper perspective, though, impact metrics have their uses. This column will discuss counting citations and downloads, and the next column will consider mentions in social media.

**Citations**

In the legal academe, citations are the gold coin of the realm. (I do not want to stretch the currency analogy too far, but downloads strike me as silver, and social media mentions as copper.) Every major legal research service collects and counts citations between cases, statutes, and secondary materials. For most law review articles, almost all citations listed in these databases (such as Westlaw, Lexis, Bloomberg Law or HeinOnline) come from other law review articles. A cite from a judicial opinion merits throwing confetti around the author’s office.

Citation counts indicate some level of readership and influence—“My article has been cited 25 times.” There are two major limits to what this number means: database coverage and type of citation. There is no universal citation list. Westlaw’s KeyCite, Lexis’s Shepard’s, Hein’s ScholarCheck, Bloomberg Law’s BCite and Google Scholar all have different scopes. Academic publishers in many other fields use cited-by linking, a service provided by CrossRef, to track citations. Most law reviews have not entered this system, so most citation counts for law professors probably miss citations outside the legal literature. Also, we do not yet seem to collect citations to and from books as effectively as we do for journal articles. Until some Citator to Rule Them All is created, libraries displaying citation counts should check multiple citation lists across databases and academic fields, and note each citation list’s scope.

Some case law citators categorize citations by treatment. I have not seen anything similar for legal scholarship. An article that cites another paper’s analytical framework and then bases its entire analysis on that framework is surely more valuable than inclusion in a string cite. As shown by discredited cases with high citation counts, a bare number does not indicate whether an article was acclaimed or reviled. A low count may indicate mediocrity, or may suggest the paper’s value has not yet been recognized. Just as a red citator signal does not mean one can skip reading a case, citation counts do not substitute for substantive evaluation of scholarly work.

**Downloads**

I always enjoy getting emails from SSRN or bepress’s Digital Commons telling me how many downloads my articles have received (setting aside how many of those downloads are me checking what I wrote because it is easier to search Google Scholar than my Dropbox). While my ego relishes the image of people all over the world eagerly reading my work, one look at my “maybe read this sometime” folder reminds me that I download many more articles than I eventually read or find relevant to my research questions. Academics do not write to be downloaded but to be read, and while downloading is often necessary, it is not sufficient for reading.

Libraries publishing scholarly works should track and display download rates because SSRN and bepress have set that expectation. Libraries should ensure their usage statistics tools meet the international COUNTER (Counting Online Usage of NetWorked Electronic Resources) standard so that these numbers can be compared across different repositories. Libraries should also educate authors and researchers with a short explanation of what download counts measure, linked right next to the usage statistics for each work.

**To Be Continued**

The latest metric for scholarly impact is so-called altmetrics—mentions in tweets, blogs, and other less formal venues. Counting those things opens up a bunch of questions that I’ll focus on in my next column. Until then, if you have any examples, comments, or questions relating to measuring scholarly influence or law libraries as publishers, please contact me at bkeele@indiana.edu.
As a new director at the University of Florida’s Levin College of Law in Gainesville, Claire Germain brought years of experience from Duke and Cornell law libraries and both traditional and new ideas and practices for the UF staff to implement. One practice that was new to the Gainesville team, according to Elizabeth Outler, Associate Director, was the production of an annual report touting the library’s innovations and accomplishments. Germain envisioned adding a new dimension to the traditional annual report. She charged the librarians with creating a multi-media version that could be featured on the library web site as a marketing tool to attract patrons.

Enter Avery Le, reference librarian and recent graduate of the UF College of Law. Le began her educational path as an American literature major at the University of Southern California. Like many law librarians, during law school, she worked at the library circulation desk and was urged by the law librarians to enter our profession upon graduation. During her master’s program at Florida State University, she worked at the UF Legal Information Center (LIC) as Technical Services Assistant and Digital Assistant. Upon completion of library school, she spent a year as Emerging Technologies and Institutional Repository Librarian at Nova Southeastern University Law Center before returning to “Gator-land.” In addition to her reference and teaching duties, Le manages the UF Law Scholarship Repository.

Le responded to the challenge for a dynamic interactive version of the annual report with an idea from a local webinar on using virtual timelines to enrich web site design. The first time UF had installed a multi-media version of the library report on the web site, it had been in the format of a video slide show. The show is artful and engaging to watch (it can be found on the About Us segment of the web site at http://www.law.ufl.edu/library/contact/about-us), but Le wanted to create a version that would include interactive features and would make interacting with it a virtual experience.

Following up on the webinar she had watched, Le selected the Tiki-Toki timeline software (see http://www.tiki-toki.com). This user-friendly program offers five timeline formats. Le chose the 3D format, in which items on the timeline move to the “front” of the screen as the date marker is moved across the bottom of the screen. However, visitors can choose to view it in the traditional 2D view as well. When the image representing a particular “story” comes sufficiently forward on the screen, rolling
the cursor onto it will provide the option of clicking into the story for more details. Some stories have even more detail embedded into secondary links that take the reader away from the timeline to other related pages. The reader also has the option of progressing through the timeline story-by-story using the arrows in the bar at the bottom of the image.

Of course, like any “great idea,” the timeline project required a team effort. Shira Megerman, Student Services Reference Librarian, coordinated with the law school to incorporate the timeline on the library website; Todd Venie, Head of Research and Instruction, took the lead on selecting the information to be reported on the timeline; Joe Kaleita, Digital Assistant and Loren Turner, Reference Librarian, also helped with proofreading.

Le expresses some concern about the stability of the software vendor and about the archival challenges of preserving the content should the vendor not remain in existence. She also expresses hope for improvement in the capacity to accommodate images and videos that take up considerable digital space. She and Outler both note that the timeline project has prompted them to be sure that someone always takes pictures of notable library events!

The UF team has created an attractive and imitation-worthy piece. It’s fun and visually pleasing to travel through their timeline. The experience induces patrons to develop a deeper understanding of what librarians do and what the library represents in the context of their law school environment. The UF librarians hope to promote the timeline as faculty and students return for classes in the fall, and they are looking for reactions and feedback. They have already received the highest approbation from their colleagues—AALL awarded Le the 2015 Law Library Publications Award: Nonprint Division.

What great ideas have you tried or are you thinking about? How are they working out? 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??
Program Reviews
Highlights from AALL 2015

There were so many programs of interest to academic law librarians at the 2015 Annual Meeting and Conference. Curious about something you missed? Eager to see what insights your colleagues found valuable? These reviews can give you a quick summary, highlight the things that other ALL-SIS members appreciated or point you to helpful hints and key resources. Recordings and program materials are now available, with member login, for many sessions. They can be found on AALL’s conference website under Education (http://www.aallnet.org/conference/education/2015recordings), and are arranged, like these reviews, by conference day and session number.

—Ed.

Sunday Sessions, July 19
(A, B & C programs)

A4—Legal Information Made Beautiful: Making and Using Law-Related Infographics
Laura Ax-Fultz, Penn State, Dickinson Law Library

As an infographics novice, I was eagerly anticipating this session presented by Susan deMaine and Ashley Ahlbrand. The program proved to be even better than I had hoped.

DeMaine began the presentation by showing historical and current infographics (including maps and hieroglyphics), which allowed the audience to experience the power of an infographic. This set the stage for a deeper explanation of why law librarians should use infographics to present complex information to enhance understanding. DeMaine and Ahlbrand then highlighted the critical elements of visual design and storytelling in developing the most effective infographics. These elements were reinforced by having the audience critique examples. Ahlbrand used samples of infographics she created before learning about visual design principles. Her willingness to show her own early work with commentary on what she would change now reinforced the design principles and showed that infographics can be useful and effective even if they don’t meet every design principle.

Of particular interest is the presenters’ data showing the importance of visual learning to enhance cognitive understanding. The data will convince the non-user to begin incorporating infographics whenever possible. The empirical data—along with the introduction to design principles and storytelling, reinforced through the use of examples—provided enough information for audience members to feel confident in beginning to design infographics. And, to prove it, the presenters supplied survey data for the audience members to create their own infographics.

Academic librarians will find infographics useful in many ways, including legal research instruction, reporting library data and in scholarly work. The presentation was particularly useful because DeMaine and Ahlbrand showed how they have used infographics in real law library situations. There was a software issue early on in the presentation, but after trying to resolve the problem, DeMaine gracefully skipped the troublesome slides and moved on to other substantive information. The presentation and handout are enough to get a novice ready and excited about creating infographics.

At the very least, download the session handout. It is an information-packed short version of the program and includes a summary of graphic design, a list of websites that contain examples of good legal infographics, and a list of free or low-cost software to build infographics. Armed with these simple tools, you can immediately get started making effective infographics. I’ve done it already, and you can, too!

Visual representations of data are here to stay. This session will get you well on your way to integrating infographics into your work no matter your specialty or experience with graphic design.

A5—Get Schooled on Learning: Learning Outcomes and Assessment ...
I-Wei Wang, UC Berkeley School of Law

This session highlighted how the American Bar Association’s revised standards relating to learning outcomes and assessment in legal education (Standards... continued on page 7
Program Reviews—Sunday Sessions—A5

302, 314, and 315) provide an opening for academic law librarians to support their institutions’ educational mission in both traditional and innovative ways.

Genevieve Tung (Rutgers University Law School Library) briefly overviewed the decades-long history of the general trend in academia towards learner-centric metrics, and noted how law schools are now starting to apply learner-centered principles. Tung also defined some key terms—learning outcomes, assessment, and summative versus formative assessment.

Joan Howland (University of Minnesota Law Library) addressed the timeframe for compliance with the standards. Her primary takeaway was “Don’t worry, be happy.” She observed that many law schools are already doing most of the things required under the new standards; and even for schools that need to adjust course, she stressed, the phase-in plan for the new standards requires only to show what is being done to move towards compliance. Importantly, she outlined the factors that will be examined in evaluating a school’s progress, and suggested some resources, both in the form of online guidance and ABA staff contacts.

In a key part of the program, coordinator and speaker Erika Cohn (Saint Louis University Law Library) offered her perspectives on both traditional and new roles for academic law librarians in helping their institutions meet the standards. While acknowledging that institutional culture differences make it impossible to produce a one-size-fits-all template, Cohn offered details from her own experiences on the Learning Outcomes and Assessment Committee at SLU. Her remarks illustrated how law librarians can not only support such efforts, but have an opportunity to showcase the library’s role in the educational mission of the law school while also building networks with faculty and administrators. Cohn shared successes and also noted challenges faced at SLU, offering some tips for meeting them.

In the last segment, moderator Sally Wise (University of Miami School of Law Library) briefly covered the AALL Principles and Standards for Legal Research to suggest how these might be used to develop learning objectives and benchmarks for assessment to address the ABA legal research standard.

Whether or not your school is preparing for a site visit or actively involving law librarians in compliance efforts to meet the new ABA standards, this program offers ideas for a variety of ways that you can get involved in the process.

A7—Effective Content Management for Improved Patron Service
Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

This session brought together three librarians—from a law firm, the Library of Congress, and an academic law library—to discuss challenges they face dealing with materials in a variety of formats and access points. While all three librarians noted similar issues, their different patron needs and resources affected the options each librarian had.

Licensed electronic resources are a good example. The firm library keeps its catalog of print holdings in an Access database on the firm intranet. It does not add electronic resources to that catalog, but keeps track of them on another list. The academic library catalogs the electronic resources separately from any print version it may already have. The Library of Congress also catalogs digital versions separately from the print.

All librarians indicated they wished integrated library systems better enabled effective searching across a library’s complete holdings, both owned and licensed. This session would be worthwhile for librarians wanting to hear about how different types of libraries handle resources in multiple formats.

B1—The Power of Connection in Academic Libraries
Felicity Murphy, Brigham Young University

As a relatively new law librarian I was excited to attend AALL this year where the focus would be on the importance of connections. As I scanned the conference offerings, looking for programs that would be beneficial to my development as an academic law librarian, I came across the listing for The Power of Connection in Academic Libraries. The title had me hooked, but when I saw that it was being presented by Brian Mathews I knew this was going to be my conference “must see.” In this presentation, Mathews, continued on page 8
Author of The Ubiquitous Librarian blog and Associate Dean for Learning and Outreach at Virginia Tech, provides a wealth of helpful information and insights relevant to academic libraries trying to make the difficult transition from a collection-centered model to an engagement-centered one.

All across the country academic librarians are having conversations about this fundamental need for institutional change and, according to Mathews, success will depend on more than a few good strategies. Instead, what is needed is a total transformation in the way that we think about the function and purpose of academic libraries, a complete change in mindset. In approaching this monumental paradigm shift, librarians need to begin analyzing and altering how we connect with our colleagues within the library, with faculty members whose research we support, with the students we teach and with the university as a whole. But how do we do this? Mathews says it’s time to start getting engaged.

According to Mathews the key to success in this endeavor is investing in relationships. An evolution needs to occur where librarians transition from their limited roles as service providers to those of consultants and partners. He recognizes that this may not be easy for many and offers tactics that will help libraries make the shift. These tactics focus on the significance of spaces, relationship-building and learning infrastructure in building partnerships. Each tactic he discusses is supported by examples from various academic libraries across the country. This is particularly effective as it illustrates the successful implementation of what he asserts.

A highlight of the presentation deals with the need to build trust when establishing partnerships. Here Mathews relies on information gleaned from two texts: The Trusted Advisor and Helping: How to Offer, Give, and Receive Help. Demonstrating credibility is essential to building relationships of trust. To do this, he says, we need to start practicing “show, not tell.” Quoting The Trusted Advisor, he noted “The best professionals excel at two things in conveying credibility: anticipating needs, and speaking about needs that are commonly not articulated.” In addition to credibility, creating relationships of trust requires intimacy. Oftentimes, in an effort to maintain professionalism, librarians remain aloof, but intimacy is necessary to have the kind of conversations Mathews believes need to take place in order for change to happen.

Building upon all of these concepts, Mathews concluded his presentation with what I found to be his most interesting content: value proposition design for librarians. This business tool helps libraries analyze what their “customers” want so they can design and provide services to meet those needs. Mathews discusses value proposition design in more detail on his blog, but the biggest takeaway I gained is the need to make the process about the individual rather than the group. He suggests talking to a few assistant professors working toward tenure or a few faculty members who have recently earned their tenure. Stay away from the “all faculty mentality.” Realizing that time was limited, I would have liked to hear more about value proposition design and seen anecdotal data on how it has been used in academic libraries.

Although this presentation focuses on academic libraries generally, the application for law libraries is clear. For libraries to remain relevant they need to become more than just houses for collections—they need to become centers of connectivity.

C4—Enough to Be Dangerous: 00000110
Things Every Librarian Needs to Know About Coding
Sarbrina A. Davis, Oklahoma City University School of Law

The first thing we learned in this session was how to read the title—“00000110” is binary code for “6.” Indeed, there were at least six good takeaways I derived from the session, even if it is hard to say if these match up with the intended “[six] things.”

First, the presenters (Jason Tubinis and Leslie Grove, both of the University of Georgia) defined “code” as “how humans and computers talk to each other” and a “programming language” as a “system of syntax and symbols which has been designed to allow humans to more easily give instructions to computers” and translates human instructions into machine code.

Second, the presenters answered the unspoken question of why there are so many programming
languages: just as there is no universal human language, there is no universal computer language. In addition, programming languages have different functions; some are developed for websites, some for servers, some for apps, etc. Also, they evolve over time, creating new languages. The presenters then reviewed some of the more common programming languages, including C, JAVA, Javascript, PHP (used by Facebook, Wikipedia, WordPress, and Drupal), Python (used by YouTube and Spotify), Ruby (used by Twitter), and Visual Basic.

Third, we learned about the common elements of a code: (1) variables, (2) expressions (anything a computer can evaluate) and statements (an instruction for the computer to follow that can use expressions), (3) arrays (a special variable that holds more than one value), (4) functions (procedures a machine uses to accomplish a task) and (5) control flow (the path the computer takes from one instruction to another).

Fourth, the presenters briefly touched on how to evaluate (i.e., read) code. Things to look for are the structure of the code (e.g., indentation), names and order of things, and control flow indicators (e.g., if, then, and else).

Fifth, we were given some additional resources to learn more about coding—www.w3schools.com, www.codeacademy.com, exercism.io, tryruby.org, eloquentjavascript.net and www.bento.io/grid.

Finally, audience members had an opportunity to do live coding at the end of the presentation.

Overall, the program could have benefitted by a little more organization and the use of visuals with key terms defined. However, this was a difficult topic, and we should applaud the presenters for taking it on.

C5—Designers’ Workshop: Subject Guides That Create the Effect You Want
Clanitra Stewart Nejdl, Northern Illinois University
College of Law Library

With a seemingly infinite number of academic library subject guides available on the Internet, law librarians usually have little trouble finding examples to consider in creating subject guides for their own law libraries. But how do these examples measure up when it comes to clarity, design, content and other important criteria?

In this session, coordinator and speaker James W. Hart (Senior Reference Librarian, Robert S. Marx Library, University of Cincinnati College of Law) expanded on his November 2014 AALL Spectrum article, “Making the Horse Drink: The Design of Library Subject Guides,” by inviting speaker Ingrid Mattson (Reference Librarian, Moritz College of Law Library, Ohio State University), moderator and speaker Lucie Olejnikova (Adjunct Professor of Law, Pace University School of Law Library), and speaker Joëlle Sciboz (Digital Librarian, United Nations Dag Hammarskjöld Library) to join in an informative discussion of the best practices for creating effective and well-designed subject guides for law libraries.

The session began with a brief history of subject guides and their relationship to bibliographies, annotated bibliographies, and pathfinders, which was particularly helpful for attendees without a firm understanding of the reason law libraries create and use subject guides in the first place. It was explained that modern-day law-related subject guides can be divided into four categories: “lists of legal resources” that are similar to bibliographies, “pathfinder-style guides” that give some content and analysis with the links provided, “instructional or process-oriented guides” that provide a large amount of description for only one or a few selected resources, and a fourth “slightly different” catch-all category of legal subject guides containing information that is relevant to the legal researcher, but which does not necessarily fit within the other three categories.

Next, the issue of subject guide format and technology was discussed. The speakers noted that for “homegrown” subject guides (i.e., those not hosted on a platform such as LibGuides) law librarians may need to rely on webmasters to upload or update content, whereas platform software like LibGuides allows law librarians to easily change, update or create content without the need for outside assistance. The speakers asserted that with the ease of creating subject guides through LibGuides also comes the increased likelihood of duplication of effort already expended by other librarians who have covered the same subject guide topic.

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The third part of the session emphasized the importance of the design of subject guides, specifically in terms of making a well-structured guide that has more strengths than weaknesses. The speakers deemed ease of navigation, use of branding, selective linking to other resources, dynamic content and substantive content as critical elements for an effective subject guide. Additionally, the speakers indicated that subject guide users prefer to see consistent colors between the pages or tabs of each guide, prefer to have a small number of “clicks” required to get to information, and prefer to have information presented in bulleted or brief formats rather than in paragraph form. A primary takeaway from the session was the importance of maintaining these design standards and guidelines. Law libraries should create and maintain subject guide templates, should work in teams to create subject guides, and should consider establishing a “peer review” process that would allow feedback from others on each subject guide.

During the final portion of session, Mr. Hart allowed the audience to participate by comparing slides from different subject guides and asking for comments. The audience had the opportunity to share what they did and did not like about each subject guide.

The comments about many of the slides shown helped to solidify what the speakers had already shared. They also highlighted these additional tips for creating subject guides:
1. use at least 12-point font,
2. maintain consistency in font size and font type throughout the subject guide,
3. attribute information used for the guide as appropriate, and
4. be aware of the amount and type of information available to the user without scrolling.

This interactive element helped to end the session on a lively note.

Overall, this program touched on most, if not all, of the questions that might plague law librarians with little-to-moderate experience creating subject guides. For future sessions on this topic, the speakers might want to include additional specific examples of effective subject guides on various law-related topics. However, with the comprehensive amount of information covered during this 60-minute session, it is unlikely that anyone left the session without specific ideas for improving their own subject guides.

C6—International Attorneys and LLM Students: Filling Research Gaps
Nicole Downing, University of Miami Law Library

As academic librarians, we are always interested in making the library as welcoming as possible to our student body. We ourselves were all students once and can draw on past experiences as well as professional knowledge to accomplish this. But international LLM and JD students are going through a unique academic experience, as they are immersed in both a new culture and a new legal system. This program focused on the challenges these students face in understanding the American legal environment, with the goal of allowing law librarians to more effectively teach and welcome these students.

The session was divided into three parts based on the different perspectives the panelists offered. We began by hearing from Jingwei Zhang, who was an international LLM student before becoming a law librarian. She drew on her personal experiences as well as those of the international students she has worked with since becoming a librarian. Jingwei’s insights offered some of the most valuable takeaways from the presentation; she helped me get into the mindset of the international student. She began by discussing the challenges students face from their perspective, including the language barrier, a different instruction style and a new legal system. None of these observations come as a surprise, but Jingwei’s comments were invaluable.

For example, she mentioned that cultural differences may prevent students from interrupting lectures to ask questions. When she discussed the instructor perspective, she actually seemed to address what an international student wants or needs from an instructor. A lot of this advice seemed to boil down to the need for extra encouragement from instructors and a willingness to take the first step in initiating contact. International students may not want to ask a question in class, but that doesn’t mean they don’t have
questions that they want to ask after class or in a one-on-one meeting.

Nina Scholtz, the panel’s coordinator, presented next. She drew on her extensive experience teaching LLM students at Cornell University Law Library and focused on how to conduct formal training for international students. She discussed specific exercises she uses in teaching and a sample introductory lesson plan (handouts available from AALL’s conference site). In discussing her exercises, she stressed that we should not forget that these students have just moved around the globe. Not only is it a cultural shock, but they are also not familiar with American geography, which plays a large part in the American legal system. Abbreviations, many of which we may take for granted, will be new to international students. This awareness led to some interesting ideas for using Bluebook exercises as a teaching tool on geography, jurisdiction and court levels.

Finally, Furman Scott DeMaris gave us his perspective, as a librarian teaching international students who are already attorneys in another country. His firm introduces and exposes Chinese LLM students to legal practice in the United States. As they are welcomed to the firm, emphasis is placed on the value of librarians as a resource. To underscore this, they are provided a packet of information to help with their legal research needs, including guides on common legal research problems and free internet resources. Sample hypothetical situations he uses when instructing international students at the firm are available on the AALL conference site.

After discussion among roundtables, the program ended with an open question and answer session that included interesting thoughts on grouping students from different cultures together. This forces the students to interact with each other in English and may eventually help even out cultural differences in learning.

Overall, international students seem to need a friendly, welcoming space characterized by personal interaction and encouragement. The insights provided by the program offer librarians an excellent place to get started.
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Program Reviews—Monday sessions—D1

...hacked in minutes. He discussed encryption tools for Windows, Mac, Android and iOS, as well as some open-source and cross-platform versions. With these tools, some of which are probably already on your phone or laptop, you can perform a remote wipe on a lost or stolen device that will make it and all the information on it useless to anyone else.

One of the things I most enjoy about the Cool Tools Café is seeing how librarians make creative use of existing technologies. Jessica Randall Panella of UConn has done that with project management software—Atlassian’s Confluence and JIRA. Up to this point, I had thought of project management as a system used by IT help desks and construction projects. Thanks to Jessica, I see applications not only for my own Access Services department, but for Reference, Collection Services and more. Now you can keep everyone in the loop about the latest big weeding project or the status of that broken elevator.

Jessica Strefling of the U.S. Court of Appeals for the Federal Circuit showed us how to transition to LibGuides 2. In the process, she also demonstrated that you can use it to build a professional-looking website, as she did with her court’s site.

Darin Fox of the University of Oklahoma explained how law students there are using TrialPad, a powerful iPad app that allows attorneys to organize materials, prepare for trial, and even present information in court.

The Café had so many good presentations that I can’t mention them all in this article. I actually found that to be both a positive and a negative. With so many options, this program should prove useful to anyone who takes the time to explore it. On the other hand, you might find it challenging to learn about more than just a few of the resources. Perhaps future speakers might like to prepare a five-minute version of their presentation so that attendees could get an overview of their topic and then come back later with questions if they want more information.

Another positive aspect of this program was its deep-dive format. For those like me who have a short attention span, deep dives on a single topic can pose challenges. The Cool Tools Café, however, is the perfect program for this longer time slot. With so many fascinating things to explore at this year’s Café, I could have stayed even longer than the two and a half hours allotted. I didn’t have to, though, because CS-SIS has a web page that provides the full list of presenters, along with handouts and slide shows at http://tinyurl.com/cooltools2015. Check it out—you will probably find something to make your work faster, more accurate, and maybe even more fun!
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Program Reviews—Monday Sessions

D4—The Role of Law Libraries in the New Incubator Models: Collaborations that Train New Attorneys to Represent Modest Means Clients

Taryn Marks, University of Florida

The two big takeaways from this program shouldn’t be surprising to those aware of law incubators: incubators are growing exponentially and, though they have some basic similarities, their greatest commonality is their differences. The session provided some good, though relatively basic, information about incubators. I had hoped for deeper discussion of the logistics and challenges of incubators, but for those who know little about this model, this program will provide a good history and overview of them.

The speakers gave excellent presentations and the moderator, Janine Liebert (Senior Public Interest Librarian, LA Law Library), had obviously organized what each panelist would discuss and had divided topics among the speakers so that none of them overlapped. A brief introduction explaining the flow of the program at the beginning would have provided a much needed roadmap, but I appreciated the effort she clearly put into arranging the panelists.

Terrie Mesa (Program Developer, State Bar of California) started by providing a big picture overview of incubators. She described the recent flurry of incubators as the result of a “confluence of factors”: law graduates want law jobs, recent graduates are increasingly interested in pursuing social justice careers, and many graduates have seen their business and technology peers create startup companies and want to be a part of the startup culture. It was an excellent definition and description of common and varying attributes among incubators.

From the 10,000 foot view, Fred Rooney (Director, Touro Law Center) stepped up to provide a history of incubators. Mr. Rooney himself helped start the first incubator at the City of New York Law School in 2007. Mr. Rooney is an engaging speaker, although I felt his presentation focused too much on how his own career and personal beliefs led him to create and support incubators. Nevertheless, he did provide a quick, entertaining presentation on how and why the first incubators started.

Finally, Malinda Murray (Director, Programs & Partnerships, LA Law Library) explained how the Los Angeles Law Library, where she works, got involved with several law schools, Legal Aid and the California Bar to create the Los Angeles Incubator Consortium. The Consortium aims to bridge the gap between law school and practice, especially pro bono practice. For those interested in learning how a law library can be involved in an incubator and how at least one law library got money and resources to help them support an incubator consortium, Ms. Murray’s presentation is a must.

When the session ended, the audience had a lot of questions, indicating their high level of interest in the topic. The panelists displayed an equal desire to have anyone contact them with any additional questions. Overall, the panel would be a good place to start for those interested in learning more about incubators.

D5—Library Finances 101: Developing Workplace Financial Literacy in Your Staff and Institution

Brian Detweiler, SUNY Buffalo Law School Library

Presenters Catherine Lemmer (Assistant Director of Information Services at Indiana University’s Ruth Lilly Law Library) and Sara Sampson (Director of the Moritz Law Library at The Ohio State University) began their session by announcing that they were not presenting a budget workshop; rather they would be focusing on the what, why, and how of financial literacy in our workplaces. By the conclusion of their presentation, they had indeed made a compelling case for the importance of financial literacy in libraries, both from an individual and an institutional perspective. Their presentation was especially relevant given today’s atmosphere of austerity and uncertainty, where libraries are treated more like a business than a critical component of an academic institution.

At its most fundamental level, financial literacy is the ability to read and understand financial and business information. This knowledge can then be used to make informed business decisions. This is, of course, a key attribute for those in management positions, but ideally, all members of a library will make financially
Member News
Marlene Harmon, UC Berkeley School of Law Library & Nina Scholtz, Cornell Law Library

First-Time Law Library Positions & New Hires

Recent graduates of the University of Arizona’s Cracchiolo Law Library Fellows program include Maggie Kiel-Morse, who is a 2014 graduate of the program. She received her LLB/JD Degree from Michigan State University College of Law. Maggie is currently heading legal reference at the Arizona State Library in Phoenix.

Katie Hanschke, also a graduate of the Fellows program, joined the North Carolina Central University School of Law Library in July 2015 as the Library’s Student Services Librarian. Katie received her JD from Georgia State University College of Law, where she provided reference support and assisted with faculty research as a Graduate Research Assistant.


Joe Thomas, formerly the Associate Director for Information Services at Notre Dame Law School, Kresge Library, joined Georgetown as their Deputy Director on August 17, 2015.

A veteran of a law firm library, Tim McAllister recently moved into academia as the Research Librarian and Business & Corporate Law Specialist at Harvard Law School. Tim plans “to take the skills and experience of law firm librarianship and repurpose them in a way that lets me help educate and shape new lawyers.” He hopes to help bridge the divide between “what law students are learning at law school versus what firms need and expect from newly graduated lawyers.”

The J. Michael Goodson Law Library at Duke Law School welcomed two new reference librarians this summer. Foreign & International Law Librarian Lucie Olejnikova began her appointment on August 10. Lucie previously worked as the Reference and Electronic Services Librarian at Pace Library, and earned her JD from Pace Law School. She holds an MLS degree from SUNY Buffalo, where she worked as a Graduate Assistant in the Charles B. Sears Law Library. Lucie is the current chair of the AALL Foreign, Comparative & International Law Special Interest Section. As the Foreign & International Law Reference Librarian, Lucie will provide specialized research assistance to Duke Law faculty and students, develop and maintain the library’s foreign, comparative and international law collections, and provide legal research instruction to students in the JD and international LLM programs.

Duke Law School also welcomed Wickliffe (“Wick”) Shreve as a full-time Reference Librarian. Wick holds a JD from Tulane and will receive his MLS degree from UNC-Chapel Hill in December. Wick has held library internships at Duke, the Chapel Hill Public Library and the U.S. Supreme Court Library. He previously worked as a Summer Associate and Law Clerk at Jones Day.

Amelia Landenberger is the new Law Library Fellow at the William A. Wise Law Library at the University of Colorado Law School. She received her JD from the Ohio State University Moritz College of Law, and her MLIS from Kent State University.

Anupama Pal has news on a couple of fronts. In July, she joined Boston College Law Library as a Legal Information Librarian & Lecturer in Law. Anu came to Boston after two years as the Reference and Government Documents Librarian at Elon University School of Law in Greensboro, NC. In addition, a paper that she wrote, Banning Joseph Heller’s Catch-22: The Case of Minarcini v. Strongsville City School District and Issues of First Amendment Rights, Intellectual Freedom, and Censorship, has been selected for publication in an upcoming issue of the Elon Law Review, to be released in the 2015-2016 academic year.

Stacey Rowland joined UNC-Chapel Hill in August 2015 as a Reference/Digital Initiative Librarian. She came from the University of Mississippi Law Library where she

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was a Public Services Law Librarian for ten years. She has experience with teaching legal research, managing the library’s website and online research guide system, and providing web maintenance for the public online catalog. Prior to becoming a law librarian, Stacey was a law clerk for state agencies in Florida and also a technical support graduate assistant for the Florida State University Department of History. She has a JD, MLIS and Master’s Degree in History from Florida State, as well as a BA in History from the University of Florida.

Jamie Marie Keller has been promoted from Reference Librarian to Head of Research and Access Services at Florida Coastal School of Law. Jamie’s MLIS is from University of Pittsburgh, her JD is from Seattle University School of Law and her BS is from University of Maryland.

Steven Alexandre da Costa, currently Senior Legal Information & Digital Services Librarian at Boston University School of Law, Fineman & Pappas Law Libraries, will be the new FCIL. Law Librarian at Boston University effective mid-August. Steven has a JD from the University of San Diego, a Graduate Diploma in Labour Relations Law from the University of Melbourne in Australia. He had an extensive labor relations practice in Australia, representing labor union members in the airlines. He says: “I’m very excited to be working in a field I love and am looking forward to working closely with my AALL FCIL colleagues in the coming months and years.”

Malikah Hall began her appointment in August at Cornell Law Library as Assistant Law Librarian under the auspices of the Cornell Law Library Diversity Fellowship. Malikah received her JD and MLS degrees in May 2015 from North Carolina Central University in Durham, North Carolina. Most recently, she was a graduate research assistant at NCCU School of Library and Information Sciences and research assistant at the NCCU Law Library.

Kudos to Susan Gualtier, Foreign, Comparative, and International Law Librarian at Louisiana State University’s Paul M. Hebert Law Center in Baton Rouge on receiving the Spirit of the FCIL-SIS Award at this year’s Annual Meeting. The Foreign, Comparative & International Law Special Interest Section presents this award to “members whose work furthers our mission, serves the entire FCIL-SIS, and inspires others to act.” Congratulations Susan!

Michael H. Roffer, Associate Librarian for Reader Services and Professor of Legal Research at New York Law School has a book coming out in October, The Law Book: From Hammurabi to the International Criminal Court, 250 Milestones in the History of Law, in which he “explores 250 of the most fundamental, far-reaching, and often-controversial cases, laws and trials that have profoundly changed our world.” It will be published by Sterling Publishing Company.

Congratulations are also due to Laurel E. Davis, Legal Information Librarian & Lecturer in Law / Curator of Rare Books at Boston College Law Library and her colleague, Access Services Librarian at BC, Lily Olson. They are this year’s recipients of AALL’s Law Library Publications Award: Print Division for their bookmark and catalog, “The Law in Postcards.”

Taryn L. Rucinski, Branch Librarian for the U.S. Court of Appeals for the Second Circuit and Adjunct Professor of Law, Pace Law School together with Pace colleague Professor Nicholas A. Robinson, authored Release 23 of the Environmental Law Lexicon. New terms of note include: dead zone; fracking fluid; genetically modified organism (GMO); light pollution; macrogrid; trophic cascade; value of solar; and zero energy building (ZEB).
Anne K. Myers, Head of Acquisitions at Yale Law School’s Lillian Goldman Library, will be retiring on October 2, 2015. She’ll be leaving Connecticut for Texas where she will live with her father and set up a small business in her encore career as a genealogist. Congratulations and best wishes Anne!

Have something to share with your fellow ALL-SIS members? Send your news along to Marlene (mharmon@law.berkeley.edu) or Nina (nes78@cornell.edu) at anytime.

Bloomberg Law’s Academic Plan
A Conversation with David Perla
Benjamin J. Keele, Indiana University Robert H. McKinney School of Law & Nina Scholtz, Cornell University Law Library

Many academic law librarians have now grown accustomed to thinking of not just Westlaw and Lexis but also Bloomberg Law as options for U.S. legal research. Now that Bloomberg Law is in most schools, and has been for several years, it was time to find out where Bloomberg Law is headed next. We sat down at the AALL Annual Meeting in Philadelphia with David Perla, the President of Bloomberg BNA Legal, to discuss Bloomberg Law’s direction for its academic program and products.

Bloomberg Law is now in 193 law schools. Perla confirmed that after several years of introducing Bloomberg Law to law schools and focusing on building “familiarity, comfort, and preference among students with trainings and certifications,” this year Bloomberg Law is expanding its program to target both upper level students and skills faculty. This dual focus stems from Bloomberg Law’s emphasis on training those who will need to be well-prepared for practice in the law market. Students in their second and third years are, of course, those future lawyers, but since faculty who teach skills courses will have an effect upon the preferences of those future lawyers, they are a program focus as well.

Perla explained that all kinds of experiential faculty — legal research and writing, clinical (both instructors of record and associated clinicians), and others teaching trial method, negotiation, and the like — will be of interest to Bloomberg Law in their multiple roles of training, practicing, and conducting scholarly research, where Bloomberg Law offers materials relevant to those faculty. Perla said Bloomberg is focusing on increasing faculty exposure to Bloomberg tools and especially emphasizing work with clinics to which Bloomberg tools would be uniquely valuable. For example, a clinic on labor issues could benefit from Bloomberg BNA’s labor and employment materials. This approach will carry over into doctrinal areas; with the recent release of an online bankruptcy treatise, the company is poised to approach bankruptcy faculty and support them in their scholarship.

On the student side, the “student as end user” best describes Bloomberg Law’s approach, according to Perla. As with faculty, the focus for upper level students will be on the tools the platform offers, and less on basic legal research. As an additional attraction for students, Bloomberg Law now offers students access to their academic subscriptions for six months after graduation.

Another aspect of Bloomberg’s focus on upper-level students is the writing competition that the company premiered in 2014-15 and will continue this academic year. In this competition, students have an opportunity to have their work published in Bloomberg BNA. Having tried the program at twenty schools, the company will allow the competition to be offered at all schools this year.

The focus is not entirely on upper-level students, however. Perla pointed to Bloomberg Law’s partnerships with companies that serve the pre-law and law student market, including for example bar
review companies and companies that offer programs for pre-law students. Bloomberg is selective in its partners, trying to assure that their programs are non-exploitative and offer genuine value to the students they attract.

Despite the expanded emphases he describes, Perla expects Bloomberg Law will maintain its level of service in law schools with its existing law school teams, which include an account representative and two (and occasionally more) student product advocates.

Regarding digital products, Bloomberg considers attorney workflow when designing its materials and tools. For example, the Bloomberg Law Corporate Transactions module includes drafting tools so attorneys can do research and draft documents within Bloomberg’s system. The new Privacy and Data Center also includes new workflows. Since the workflows reflect attorney practice, Perla hopes that faculty will adopt these tools to teach students.

As for the future of the Bloomberg BNA platform, Perla said Bloomberg did not want to operate two businesses, but whether materials currently presented on the Bloomberg BNA platform are replaced by the Bloomberg Law platform would depend on client demand. He did note the Bloomberg Law platform was more robust and scalable.

One factor that may keep content in the Bloomberg BNA platform is pricing. Perla affirmed that both Bloomberg Law and Bloomberg BNA subscriptions included all content and unlimited access. For some markets, Bloomberg BNA will be more attractive than Bloomberg Law.

Our conversation with Perla demonstrated that Bloomberg has reached a turning point in its approach to law schools, from building familiarity to focusing on its distinctive tools and content. By focusing its academic efforts on those who are and most likely will become business law practitioners, Bloomberg Law should continue to offer a valued product for a significant segment of law school users. We will wait with interest to see whether this turning point has negative effects on Bloomberg’s service to academic librarians and whether the BNA platform is continued.

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**ALL-SIS Committee Roundtables from AALL 2015**

Roundtables hosted by ALL-SIS’s committees are a great way to meet colleagues, exchange ideas, brainstorm about current issues and share successes and challenges. Whether you attended a discussion and would like to review it or missed one and are curious to see what happened, check the committee summaries for an idea of the kinds of topics and takeaways that emerged.

—Ed.

**Faculty Services Roundtable**, held Sunday July 19, 11:30 a.m. – 12:45 p.m. Announced topics: Working with Students for Faculty Services; Outreach & Marketing; and Empirical Legal Research

**Student Services Roundtable** (to be posted — AALL Annual Meeting Materials, Committee Roundtable Reports), held Sunday, July 19, 5:15 – 6:15 p.m.

**Collection Development Roundtable** (notes to be posted), held Monday, July 20, 3:15 – 4:30 p.m.

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The poster session (Tuesday, July 21, 9:45–10:45 a.m.) was a colorful, lively hub of activity.

More photography from AALL 2015 at page 27.
sound decisions that support the overall mission of their institution. However, too often, it seems, management does not share financial information with their staff. This lack of communication frustrates employees’ ability to consider the overall financial picture when making decisions in their own jobs, and creates an atmosphere where difficult decisions forced on management by budgetary constraints can seem arbitrary or punitive.

In fact, Catherine and Sara posted a survey at the beginning of the session asking those in attendance whether they were satisfied with their level of financial knowledge at their respective institutions, and 99% responded “no.” Based on this small sample at least, this lack of information sharing seems to be a systemic problem in our libraries. The presenters felt that sharing financial information was a key component of a larger open management culture that invites questions and conversations from staff and promotes employee education and self-responsibility.

Since financial information may not have the desired impact without the ability to interpret it, the presenters offered some strategies for creating a training program to increase financial literacy among library staff. Chief among these were keeping lessons simple by limiting accounting jargon, and designing a program that takes into account both your overall objectives and your staff’s base level of financial knowledge. The presenters also recommended using real-life examples from the library, assessing and rewarding progress to reinforce learning, and making the program fun by turning lessons into pizza parties or designing educational games like financial bingo.

By becoming financially literate, staff members enjoy several advantages, including increased confidence and the ability to assume greater organizational responsibility and advance in their careers. Their greater understanding of the overall financial picture may also provide them with a better chance of getting their projects approved, and give them a greater sense of perspective when their plans are turned down.

Catherine and Sara concluded their presentation by reminding attendees that financial literacy is a two-way street, requiring openness from management and a desire to participate from staff. However, with time and effort, it can truly be a win-win. Unfortunately, a recording of this timely program will not be available.

**E5—In the Wake of the Kia Audit: Training Law Students and Lawyers on Legal Technology Skills**

_Taryn Marks, University of Florida_

I went into this program, about the Kia Audit and how to teach lawyers about legal technology, with high hopes. The program did not disappoint, and the presenters packed a lot into the hour. The presenters didn’t repeat each other, yet each speaker essentially held a mini-program. This created a disjointed program that lacked both transitions and a coherent framework.

Michael Blix (Sidley Austin) presented first, detailing a list of technologies graduating law students do not know that, as lawyers in law firms, they will need to know. It shocked me that first-year lawyers don’t know how to use Outlook or pre-defined styles in Word; nor do they know what metadata is, much less how to change or scrub a document’s metadata before sharing it electronically. I also learned a good tip for my Mac-happy students: law firms are still devoutly PC cultures, so students must know how to cross systems. Michael’s presentation illuminated how little graduates know. He’s a good speaker, too, and his slides were catchy without being distracting.

Debbie Ginsberg (Chicago-Kent College of Law), the moderator, spoke next, and the transition to her presentation highlighted the lack of a unifying structure to the four presentations. Michael finished and sat down; Debbie stood up and started. Any transition would have helped to create the feel of a seamless single program. Debbie talked about the Kia Audit and some of the technology training tools that have fallen out of it. Unfortunately, she mentioned only software that would need to be paid for in some way, leaving out whether any free training options exist. This part of the program would provide a good primer for those who don’t know anything about the Audit or are interested in some of the software that law firms are starting to use to train themselves in technology.

The final two parts of the program did not resonate with me in the same way that the first two parts did.
Program Reviews—Monday Sessions—E5

Emily Barney (Chicago-Kent) discussed training in the real world of law school, and Patti Schminke (Hunter, Maclean, Exley & Dunn) discussed training in the real world of law firms. Because the dynamics, finance, people, etc. of individual law schools or law firms differ so much, it was hard to take much away from a program discussing only the specifics of an individual implementation. Emily did, however, give us two good takeaways: be empathetic when teaching technology, and use surveys to gauge interest in learning about a technology or specific aspect of a technology.

I came away with more knowledge about technology gaps but with many lingering questions that, disappointingly, were left unacknowledged. Indeed, the underlying assumption of the program seemed to be that law libraries (and librarians) should have a prominent, if not leading, role in teaching students about technology. Should we? What would we give up? Could we support or fund a new technology training program? Thoughts for next year’s conference!

F1—Communicating with Everyone: Clear Writing and Expression
Mark W. Podvia, University of West Virginia College of Law Library

Ours has been called the Information Age. It is an era in which good communication skills—both written and verbal—are not only necessary but vital. This is particularly true for law librarians who often must answer complicated legal questions in a way that can be clearly understood by patrons who may not be lawyers.

This program, sponsored by the LISP-SIS, was presented by Catherine I. McGuire, Head of Reference and Outreach; Tanya S. Thomas, Research Librarian; and Dave Pantzer, People’s Law Library Web Content Coordinator (all from the Maryland State Law Library); and by Molly Kalifut, Writer-Editor, Office of Communications and Public Affairs, Maryland State Judiciary. As would be expected in a program on communications, all exhibited superior communication skills.

People seldom take action on information that they do not understand. Clear, understandable information, however, can empower people to act. Therefore it is necessary to get past a variety of barriers to communication—including language, physical impairments and attitudinal barriers. This can be difficult given the complex nature of legal materials.

It is first necessary to determine whether an immediate verbal answer will satisfy the patron, or whether the question is so complicated that a written answer is required. This might require walking a tightrope—explaining both substantive and procedural aspects of the law while making certain to not offer legal advice.

Organization becomes key when providing information, particularly written information. It may first be necessary to “chunk” information by breaking it into practical or progressive parts. These chunks can then be sequenced, providing the most important information first. Labeling will provide visual ladders that will allow a reader to more easily navigate a document. Illustrations might also enhance the document—a picture can indeed be worth a thousand words. The next step is editing, simplifying wording and removing material that is not relevant. Finally, proofread your document for spelling errors and statements that conflict with the law. After you have proofread it, find someone else to proofread it as well.

Two handouts were provided on the AALL website, including “Communicating the Law Clearly: A Content and Style Guide.”

The program description provided three takeaways:
1) Participants will be able to identify the six components of clear writing (audience, purpose, tone, context, organization and editing);
2) Participants will be able to assess writing samples for appropriate reader level, and apply Microsoft Word to determine the grade level of their writing; and
3) Participants will be able to demonstrate three elements of clear verbal expression.

All of the takeaway goals were met.

This was an excellent program, particularly for librarians and staff who prepare written material for general dissemination, such as brochures and research guides, and for those who provide reference services to patrons.

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Program Reviews—Monday sessions

F6—Creative Assessment: Connecting Legal Research Training and Instruction to Results
Kimberly Mattioli, Indiana University Maurer School of Law

As academic law librarians, we should all be concerned with identifying whether our students are meeting AALL’s Principles and Standards for Legal Research Competency. I was excited to attend this session on Creative Assessment so that I could learn new ways in which librarians can evaluate their students to see if they are adequately trained in these core competencies. The panelists were Pamela Rogers Melton, Associate Director for Administration at the University of South Carolina, Gail Partin, Interim Director at the Dickinson School of Law Library, and Barbara Gabor, Senior Research and Reference Specialist at WilmerHale.

Gabor started the panel by telling us about some of the steps her firm has taken to ensure that summer and first-year associates are getting the research help they need. This includes a mentoring program, as well as technology support. Gabor then proceeded to give a gift to academic law librarians everywhere by providing us with actual quotes from partners in her firm about their associates’ legal research skills. I would recommend using Gabor’s slides to show students what partners are saying about new attorneys. My favorites were: “I don’t want answers from Google—nor does my client. If it was easy and simple the client would not have hired us,” and “I want them to track what they did and where they looked.” These are things librarians have been telling their students for ages, but perhaps it will have a greater impact when it’s coming from a partner at a large law firm.

At this point in the session, the presenters asked the participants to respond to two questions: 1) Do you have a creative or effective method of assessment to share? and 2) Which skills are the most difficult to assess? The presenters plan to compile the responses and distribute them via AALL. I thought this was a great way to ensure that even those who were unable to attend will still be able to benefit from this session.

Melton discussed some of the assessment techniques she uses in her Advanced Legal Research class at the University of South Carolina. These include ungraded in-class assignments, larger graded assignments after completion of units and a research memo. She also utilizes an online program that allows her to ask different types of questions and provide immediate feedback to students. Finally, she utilizes short research problems where students are required to write a memo within two hours.

Partin also utilizes research memos in her class at Dickinson Law. In addition, she uses a detailed self-assessment, where students indicate whether they feel competent in certain areas of legal research. They use a clicker system and look at the results during class. While the assessment methods covered in this session may or may not be new to us as instructors and reference librarians, it was interesting to learn how other Advanced Legal Research and/or Legal Research and Writing classes are conducted. For example, one audience member said that at his school, students are given a multiple choice test that they must pass before they are allowed to move on to the research component of the exam. It was eye-opening to see just how many ways there are to assess whether our students are gaining the skills they need to be attorneys. It was also great to hear from a firm librarian for perspective from outside of academia. I would recommend that everyone review the handout from the presentation and keep an eye out for the audience responses that will be compiled and distributed.

Tuesday Sessions, July 21 (G, H, I & J programs)

G4—Library Privacy Laws and Drafting a Privacy Policy
I-Wei Wang, UC Berkeley School of Law

Libraries’ role in protecting, advocating for and promoting privacy in the digital world: the topic is in the air these days. Glenn Greenwald talked about it at the American Library Association conference in June (http://alaac15.ala.org/node/28721; http://americanlibrariesmagazine.org/blogs/the-scoop/no-place-to-hide/; see also http://www.ted.com/talks/
H2—The Future of ILL: A Debate
Mark W. Podvia, University of West Virginia College of Law Library

Is interlibrary loan a thing of the past or an asset for the future? That was the question debated in Program H2, “The Future of ILL: A Debate.”

Speaking in the Affirmative—expounding the virtues of ILL—were Andrew Stamm, Reference Librarian for Foreign and International Law at New York University Law Library, and Kristopher Turner, Reference and Technology Services Librarian at University of Wisconsin Law Library. Speaking in the Negative—for the more judicious application of ILL—were Margaret (Meg) Butler, Associate Director for Public Services at Georgia State University College of Law Library, and Thomas W. Mills, Associate Director for Collections and Administrative Services at Cornell University Law Library.

Not every library can afford to purchase every book, hence the development of such services. Yet ILL brings with it certain problems. Bad borrowers sometimes fail to return books on time. Sometimes they never return them at all.1 Some libraries, known as “moochers,” regularly borrow material but fail to reciprocate. Books are sometimes delivered to shippers, only to sail off into Neverland. This seems to be most common when material is sent abroad.

The rise of the digital format has created its own problems for ILL as digital licenses may limit lending ability. It is often cheaper and faster to purchase material then to obtain it via ILL, particularly if it would have future use, and the fact that it has been requested once is an indicator of potential future demand.

Interlibrary loan sometimes lacks a real home in the library. In some libraries it resides in public services, in others it is the “bastard stepchild” of technical services.

1 The reviewer’s favorite ILL horror story involves his library’s copy of The “Top Secret” Registry of U.S. Government Radio Frequencies. Sent to a public library in the western United States, it was last seen being loaded onto a pack mule by the borrower/survivalist who took it into the Rockies along with guns, ammunition, tents and provisions.

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Program Reviews—Tuesday Sessions—G4

glenn_greenwald_why_privacy_matters?language=en). Allison Macrina (https://libraryfreedomproject.org/ourwork/staff/) was named one of Library Journal’s 2015 Movers and Shakers. Academic libraries are taking up the call by posting and promoting their privacy policies that help patrons understand and protect their online privacy (e.g., http://uw.edu/libraries/about/privacy/; see also https://medium.com/@hubbard/solving-the-hard-problem-of-patron-privacy-in-digital-libraries-77cf246e9441). This program contributes to the conversation by providing legal and historical context, giving a snapshot of current practices in the governmental law-library sector and offering a template for law libraries attempting to formalize their privacy policies in a written policy.

Sarah Shik Lamdan (CUNY School of Law Library) gave a brief history and overview of the topic of privacy law and the issue of privacy in library settings, noting in particular governmental programs such as investigations using library records during the Vietnam War era as well as more recent developments. Next, Julie Jones (U.S. Courts Library), a court librarian who started out in the academic law library setting, presented information about privacy practices and policies among court and public law libraries.

At the core of the program was the privacy policy drafting toolkit presented by program coordinator and moderator Rachel E. Gordon (Mercer University Law Library). Drawing from the ALA Privacy Toolkit and model policy documents found online, the handout (available from AALL’s conference site) provides a template for creating a privacy policy for institutions including academic law libraries. Far from a one-size-fits-all document, the template offers a variety of suggested language, style and content alternatives to suit different needs. In addition to the handout, however, were critical pieces of advice about creating a privacy policy, including that the process should start with an audit of existing privacy practices.

Taken together, the three components of the session gave participants a firm historical context, useful supporting data and the practical tools and wisdom to create or revisit their libraries’ privacy policies and practices.
In either case it might be a drain on staff resources.

Wendy E. Moore, Acquisitions Librarian at the University of Georgia, and Francis X. Norton, Jr., Head of Public Services at the Law Library of Louisiana, did an excellent job moderating the debate. Despite occasional calls to take the argument outside, the debate remained friendly; no one resorted to fisticuffs.

The program addressed all three proposed takeaways. The pros and cons of interlibrary loan practice were discussed. Participants were exposed to issues concerning the future of interlibrary loan practice. Finally participants gained insight about auditing their institutional interlibrary loan practice.

Neither side was declared to have won the debate. At the end both the Affirmative and the Negative teams agreed that interlibrary loan—in some form—is here to stay.

H5—Teaching Legal Research for the Non-JD Student
Anna L. Endter, University of Washington Gallagher Law Library

The purpose of this session was to explore the benefits of having a librarian teach a legal research course for Master’s degree and certificate students in law schools, and how one might go about advocating for and designing such a course. This session will be useful to you if you are working at a law school that has (or is developing) a Master’s level program in law and you want to be involved in teaching legal research to these students.

The speakers both teach legal research classes for Master’s level students at their respective law schools. They handed out copies of their syllabi and highlighted some of the unique qualities of Master’s and certificate students in law programs, which I found to be the most interesting part of the program. For example, many of the students in these kinds of programs work with the law but do not plan to practice as attorneys, such as professionals who work in hospitals, government agencies, and corporations. Thus, in their jobs, these students likely won’t use databases like Westlaw and Lexis, but they might need to understand how to find

I1—Program review: BIBFRAME Deep Dive: How Did We Get Here and Where Are We Going?
Colleen Williams, University of Arkansas School of Law – Fayetteville

Author’s note: This program was recorded and may be viewed at AALL’s conference site.

BIBFRAME is short for Bibliographic Framework, and it is the upcoming cataloging format intended to replace the current MARC cataloging format. It is an initiative of the Library of Congress. To answer the first question posed in the program title, BIBFRAME is being developed because it is needed to describe “born digital” materials cataloged by libraries in addition to the traditional print materials that the MARC format would not be able to describe.
was created in the 1960s to describe. The goal of BIBFRAME is to have new ways to, per the Bibliographic Framework Initiative’s FAQ (http://www.loc.gov/bibframe/faq/): “[d]ifferentiate clearly between conceptual content and its physical/digital manifestation(s), [u]nambiguously identify information entities (e.g., authorities), [and] [l]everage and expose relationships between and among entities.” From a user’s perspective, in the words of presenter Nate Trail, BIBFRAME will move information “beyond MARC and to the web.”

Trail, Digital Project Coordinator at the Library of Congress’ Network Development and MARC Standards Office, described how the “information entities” will be connected through linked data with the use of URLs (uniform resource identifiers), as opposed to MARC’s stringed fields. An overview of the linked data model is at http://www.loc.gov/bibframe/docs/model.html. At this time, Trail said, linked data issues are the generation and maintenance of URIs as well as a lack of infrastructure, tools and authority sources. As for authority sources, readers familiar with RDA (Resource Description and Access, which is succeeding AACR2) may know that it requires much more detailed authority records than MARC in order to differentiate between similarly named authority sources, thereby eliminating ambiguity. While RDA was created with BIBFRAME in mind, Trail said that BIBFRAME is “content model agnostic” and will accommodate models such as CCO and DACS.

Parts of BIBFRAME that Trail showed included the editor (http://bibframe.org/tools/), which has a demonstration as well as an option to download and convert records from MARC to BIBFRAME, and vocabulary (http://bibframe.org/vocab/), which according to Trail will have “major changes.” He also said a BIBFRAME pilot program will start after Labor Day.

The next presenter was Terry Reese, developer of MarcEdit and Head of Digital Initiatives at Ohio State University Libraries. Reese discussed where libraries can start with BIBFRAME from the perspective of developers (Library of Congress tools, SPARQL and system APIs) and catalogers (the BIBFRAME website and MarcEdit). MarcEdit is a free product (http://marcedit.reeset.net/) that includes linked data tools MARCNext (which contains SPARQL and the BIBFRAME testbed) and a Zepheira plugin.

Zepheira (http://zepheira.com/) is a company working with the Library of Congress to develop BIBFRAME. The company has worked with the Denver Public Library (DPL) to translate its catalog records. A DPL announcement of the project is at https://www.denverlibrary.org/blog/rachel-f/dpl-announces-linked-data-launch. An example of a DPL-held cookbook’s record in MARC and BIBFRAME formats is shown at https://www.denverlibrary.org/files/MARC.png and https://www.denverlibrary.org/files/BIBFRAME.png.

Here are some additional links for those interested in exploring BIBFRAME further:

- BIBFRAME coding information: https://github.com/lcnetdev
- BIBFRAME Implementation and Testing: http://www.loc.gov/bibframe/implementation/
- Libhub Initiative: http://www.libhub.org/
- Library of Congress Linked Data Service: http://id.loc.gov/
- Listserv: http://listserv.loc.gov/listarch/bibframe.html

My takeaways from this program: BIBFRAME is still in its early stages and could possibly change dramatically after the Library of Congress receives feedback from its pilot program; as presenter Trail stated, there are already upcoming “major” changes to the vocabulary. It is probably too soon to determine BIBFRAME’s impact on library employees’ daily work lives; the speakers didn’t mention any involvement on the part of integrated library system companies such as Innovative, so I don’t know how BIBFRAME might affect staff or public catalog viewing or usage. As for a relationship with OCLC, Trail responded to an audience member’s question by saying that he would build a URI to OCLC when an OCLC number is available. However, that left me with the question that, as Trail is a Library of Congress employee, does it matter that not every record I’ve seen in OCLC

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Program Reviews—Tuesday sessions—I1

Connexion has shown it’s been cataloged by the Library of Congress? This was the first program I’ve attended on BIBFRAME, and I came away knowing much more than I did from simply reading the LC’s BIBFRAME website; I hope there continue to be updates at future annual meetings.

I6—Law Library Interns: How to Make Them Work for You
Neeri Rao, Cleveland-Marshall College of Law Library

This program—presented by Kelly Leong (UCLA), Daniel Cordova (Colorado Supreme Court Library), Peter Roudik (Law Library of Congress) and R. Martin Witt (Columbia University)—offered an overview of how to design and effectively manage an internship program in various types of law libraries. The speakers focused on the three most common issues for internship programs: creating mutually beneficial internships, adequate supervision and effective communication.

Each speaker described the internship programs at their libraries and/or their own past experiences as a library intern. Cordova emphasized the importance of effective communication with interns as the most important of the three above issues. He suggested that librarians should “begin with expectations” and should model appropriate professional behavior for their interns. He also suggested that internships can and should be customized to match interns with the thing that they do best. Cordova also mentioned that interns in his library are given a half hour each week to discuss any problems that arise during their internship; as someone who currently manages interns, I thought this was a useful suggestion which I plan to implement.

Leong provided an overview of the internship program she managed in her previous position at position at Duke Law School. The internship program requires students to have a JD, and is primarily focused on students interested in law librarianship as a profession. Leong emphasized that local library schools can be a great source of qualified interns; Duke maintains ties with multiple library schools and advertises internships to current students at those schools. Applicants meet with all reference staff during a 2-3 hour interview; Leong suggested that the extended interview process is an opportunity for the librarians to find out more about the prospective intern’s interests, so that they can be matched with appropriate projects. She also pointed out that diversifying the intern’s experiences will help them become better librarians in the future.

Roudik stressed the importance of mentoring, and pointed out that working with interns can be very time-consuming. He stated that the Law Library of Congress has “the luxury of being more selective” when hiring interns, and has partnerships with various universities, some of which provide funding to interns. He also pointed out that interns may help to fulfill some of the institution’s needs (e.g., if there are numerous requests related to the law of a specific country, an intern with a background in that country’s law may be helpful). Roudik also mentioned that his library’s recycling program was started in response to input from an intern, emphasizing that interns’ ideas should be taken seriously.

Witt described his experience of creating his own internship in Shenzhen, China. He discussed the complications of interning outside of an established program, and the additional difficulty of immigration issues related to international internships. In response to an audience question about insurance for interns, he mentioned that he had to obtain his own insurance coverage, since he was doing the internship independently. Witt also pointed out that interns can add value by bringing fresh perspectives to an institution.

All of the speakers emphasized the importance of complying with applicable state and federal labor laws, though they also pointed out that these laws vary depending on the type of library. Leong stated that Duke’s internship program is paid, thus exempting the program from some of the labor law requirements that apply to unpaid internships. Cordova, on the other hand, pointed out that state government libraries are subject to different labor laws than private institutions, so it is more important in that setting to make sure that the internship is primarily beneficial to the intern.

There were multiple handouts for this presentation, all of which would be useful for someone designing an internship program. They include checklists for interns...
Program Reviews—Tuesday Sessions—16

and employers, a sample internship advertisement, a fact sheet from the U.S. Department of Labor and Duke Law School’s Policies and Procedures Guide for reference interns. Overall, the speakers provided a lot of helpful advice for someone who manages interns, though the presentation was definitely focused on interns who want to become law librarians. For librarians who work with other types of interns (e.g., law students with no interest in law librarianship), some of the tips on developing reference skills may not be helpful, but the advice on how to manage an internship program will still be useful.

I7—The Bluebook, Five Years and an Edition Later: Connecting Librarians and Editors

Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

This session featured a panel of two former *Bluebook* editors, an academic librarian and a firm librarian. It was sponsored by the ALL-SIS Bluebook Committee, which has begun serving as a conduit for communications between law librarians and *Bluebook* editors. The Committee invited questions or suggestions for the *Bluebook* editors to be sent through the Bluebook Committee so they can be aggregated into a store of librarian wisdom for the editors.

A few interesting bits were mentioned at the session as the editors described the revision process. The editors’ experience is generally limited to their time in law school, so they rely heavily on a survey of *Bluebook* users. Each of the four *Bluebook* law reviews (Columbia, Harvard, Penn and Yale) is responsible for revising one quarter of the book. Between editions, typographical errors are corrected in new printings.

The latest edition has better adapted to digital sources, removing the “available at” in citations to online sources, and adding to the rule recommending digital archives like Perma and the Internet Archive. Librarian panelists suggested that the *Bluebook* does not reflect a realistic view of library collections or adequately teach law students about responsible citation.

This session will be useful for librarians seeking to better understand how the *Bluebook* is revised, and any librarian dealing regularly with the *Bluebook* should check for new developments at the ALL-SIS Bluebook Committee’s website.

J7—Transitioning to the Revised ABA Law School Accreditation Standards

Clanitra Stewart Nejdl, Northern Illinois University College of Law Library

As the future of legal education continues to be debated among academics and in the media, obtaining at least a basic working knowledge of the American Bar Association (ABA) Law School Accreditation Standards (“the ABA Standards,” formally known as the ABA Standards and Rules of Procedure for Approval of Law Schools) should be a priority for everyone in legal academia. This timely session, coordinated and moderated by Camilla Tubbs (Assistant Dean for Library and Technology, Francis King Carey School of Law, University of Maryland), provided attendees the opportunity to discuss and learn about the recent changes to these ABA Standards. It also provided the opportunity to discuss how academic law librarians can play a role in preparing for, meeting and even exceeding the requirements of the ABA Standards. Along with Ms. Tubbs, speakers Faye E. Jones (Director, Albert E. Jenner, Jr. Memorial Law Library, University of Illinois College of Law), Kristina L. Niedringhaus (Associate Dean of Library and Information Services, Georgia State University College of Law Library), Jenni Parrish (Emerita Professor of Law, UC Hastings College of the Law), and Gordon Russell (Associate Dean, Duncan School of Law, Lincoln Memorial University) shared their experiences and expertise with the ABA Standards and the ABA review process in general.

Ms. Niedringhaus started the session by sharing the history of the ABA Standards from the revisions made in the 1970s through their current form. She specifically focused on five key standards relevant to academic law librarians: Standard 301 (“Objectives of Program of Legal Education”), Standard 302 (“Learning Outcomes”), Standard 303 (“Curriculum”), Standard 304 (“Simulation Courses and Law Clinics”), and Standard 315 (“Evaluation of Program of Legal...
Education, Learning Outcomes, and Assessment Methods”). During the next segment, Ms. Parrish then honed in specifically on the assessment methods discussed in Standard 315. According to Ms. Parrish, law librarians should see assessment as a “continual and ongoing process,” which is best “backed by data and direct evidence.” Ms. Parrish shared the work she and her colleagues at UC Hastings have done to comply with the revised ABA Standards. She also recommended that law librarians interested in the topic review the Managing Director’s June 2015 Guidance Memo on Standards 301, 302, 314, and 315 (available at http://www.americanbar.org/groups/legal_education/accreditation/consultants_memos.html).

Later in the session, Mr. Russell, who has direct professional experience helping guide law schools through the accreditation process, tied the discussion of the ABA Standards directly to legal research. According to Mr. Russell, since legal research is an “identifiable learning outcome listed in the standards,” law librarians have a clear reason to care about—indeed be excited about—the changes in the revised ABA Standards. Because Standard 302(b) addresses competency in legal research as a learning outcome for the law school curriculum, law librarians must be prepared to show “how we are building these competencies and how our students are achieving these outcomes.” Next, Ms. Jones provided one concrete way for law librarians to begin work on building these competencies: by starting the strategic planning process. According to Ms. Jones, the strategic planning process can allow law librarians to be “in the forefront” regarding the revised ABA standards. Ms. Jones suggested that law librarians can play an integral role in helping their law schools meet the ABA Standards.

By thinking in “quantifiable terms,” developing quality measures, and focusing on creating and maintaining services in line with the law library mission statement, they will be well-prepared for the road ahead.

Ms. Tubbs concluded the session by asking the speakers to directly address some important issues, including the importance of obtaining faculty buy-in, the process of developing a plan for law school compliance with the revised ABA standards, and ways to garner support from deans, particularly with regard to the role of the academic law library in relation to Standard 601(a) (“General Provisions”). These important questions only served to deepen the conversation and made it clear that there is much that could be discussed and debated well beyond the 60 minutes allotted for the session.

The overall spirit of this session can be summed up by the quote from former U.S. Army Chief of Staff General Eric Shinseki that Ms. Parrish shared with the audience: “If you don’t like change, you’re going to like irrelevance even less.” By following the advice of the speakers at this wonderful session, law librarians can ensure that they take the first steps toward remaining (or in some cases, becoming) a more integral part of the compliance process. Readers who would like to review the ABA Law School Accreditation Standards for themselves will find them available at http://www.americanbar.org/groups/legal_education/resources/standards.html.
and discussion of recent copyright cases impacting academic libraries. View this webinar from January 2014 to gain valuable insight into recent copyright litigation and to discover the ways in which these decisions impact our work in higher education as we help to provide classroom resources for use by our faculty and students.

**July**

**Thinking Differently About Data**

A million search results in alphabetical order—the traditional library format—is not helpful to the user. Libraries must move beyond lists and provide useful linked data. The Northern California Association of Law Libraries (NOCALL) presents Karen Coyle, a library digital consultant, who discusses ways librarians can manage data that has gone “beyond human scale.” A library’s catalog has the potential to interact with data on the World Wide Web in ways that answer questions far beyond the location of the resource. This presentation explores the opportunities available to libraries if they think differently about data connections.

**August**

**Security Issues in Law Libraries**

Michelle Rigual, director of the University of New Mexico Law Library; Richard Parris, chief security officer of the District of Columbia Courts; and James G. Durham, deputy director of the Maryland State Law Library, share insights and best practices regarding keeping patrons, employees, and items safe at law libraries. The active shooter training and response video recommended by Parris, *Run Hide Fight* (approximately six minutes), will be of interest to library staff who want to be prepared for worst-case scenarios. The presenters advocate being proactive by providing training for staff and creating and practicing an emergency plan.

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*Eagerly awaiting the Exhibit Hall.*

*Onlookers enjoy the ALL-SIS Reception & Awards Ceremony.*

*Photos: I-Wei Wang*
GENERAL INFORMATION

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 1,200 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 encouraged to join.

The ALL-SIS Discussion Group

The ALL-SIS discussion group 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. (You will have to log in to AALLNET).

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/discuss/mycommunities-qsguide.pdf.

ALL-SIS on the Web

Visit the ALL-SIS Home Page at http://www.aallnet.org/sections/all for other vital information about the special interest section and its activities and resources.

Electronic versions (PDFs) of archived issues the ALL-SIS Newsletter, along with an index, are available on the website, under the Popular Resources menu. The Newsletter is also available to subscribers via Hein Online.

All the ALL-SIS News That’s Fit to Print

Based on recent interest in contributing to the Newsletter, this summer the Advisory Board decided to add a regular Spring issue to our publication schedule, to come out around mid-March. This issue will be in addition to the special Election issue in March.

The general submission deadline for the new, regular Spring issue has been added to the schedule at right.

Deadlines for the 2015-2016 Academic Year

Your contributions are what keep the ALL-SIS Newsletter going.

Are you working on an interesting special project at your library? Have you recently attended a meeting and learned something new to share? Are you just itching to speak up about an issue relating to academic law librarianship?

If you answered “yes” to any of these questions, please contribute. Electronic formats (attached file or email text) are the most helpful for Newsletter production. Please submit articles and announcements to the ALL-SIS Newsletter Editor.

The submission deadlines for the remainder of the academic year’s issues are: November 20, 2015, February 8, 2016 and May 20, 2016. Thank you for your contributions and for your consideration.