

The Academic Law Libraries - Special Interest Section
of the American Association of Law Libraries

The ALL-SIS

Newsletter

VOLUME 18, ISSUE 1

HOLIDAY 1998

Fireside Chat with the Chair

The Academic Law Libraries SIS is well into an exciting year. One of my major goals is to reach out to the entire membership of the SIS. I want to see the SIS fulfill its goal of providing meaningful activities for everyone working in an academic setting.

The central focus this year is the creation of a strategic plan. The Strategic Planning Committee, under the capable leadership of Billie Jo Kaufman of Nova Southeastern University School of Law, developed a survey that is included in this newsletter. The survey is available also at Nova's website, <www.nsulaw.nova.edu/survey/aall.htm>. The Committee will be holding a planning session on January 6, 1999, in New Orleans during the AALS Annual Meeting. During the spring, a draft of the plan will be available for comment from members and non-members of the SIS. I

encourage you to send commentary to Billie Jo or another member of the committee. We will be discussing the plan after the business meeting at 7:00 a.m. on Sunday, July 18, in Washington, D.C.

**By Ed Edmonds, ALL-SIS Chair
Loyola University, New Orleans**

Plans for the annual meeting in Washington, D.C. are underway. The SIS reception will be hosted by Stephen Margeton and the law library staff at the Catholic University School of Law on Tuesday evening, July 20. The luncheon for all section members, begun last year, will be held again this year on Sunday at 11:45 a.m. In addition to the luncheon, the SIS is sponsoring a program on Sunday morning, entitled "At the Crossroads of the Age of Electronic Publishing." The breakfasts for middle managers and directors will be reinstated in 1999, with both breakfasts scheduled for Monday, July 19, at 7:00 a.m. I realize that this requires a number of SIS members to rise early on two consecutive days of the annual meeting, but I believe that the effort will be worth the loss of sleep. Roundtable meetings have been scheduled for Monday afternoon. The Roundtables include Collection Development (chaired by Rob Richards, University of Colorado, and jointed sponsored by the Technical Services SIS), Constructive Student Surveys (chaired by Camille Broussard, New York Law School), and Teaching Legal Research (chaired by Ruth Levor, University of San Diego). We want to increase the number of Roundtables, so send me suggestions.

The SIS is co-sponsoring with RIPS-SIS "A Dialogue with Lexis-Nexis and WestLaw" on Monday at 4:45 p.m. The event informs members of plans for the upcoming academic year from both vendors. Thank you to Rosalie Sanderson of Emory University for developing this meeting, together with Bill Taylor of Georgetown. We hope this will become an annual event.

This issue of our newsletter also contains a survey from Education Committee Chair Paul George. Please complete the survey and return it to Paul; his committee is organizing programs for the Philadelphia meeting.

I also wish to thank James Durham of South Texas College of Law, affiliated with Texas A&M University, for reviving the newsletter. James is running a contest to rename the newsletter, so please send an entry. Also, do not hesitate to submit an article!

If you have any ideas for the SIS, please do not hesitate to contact me or a member of the Executive Committee.



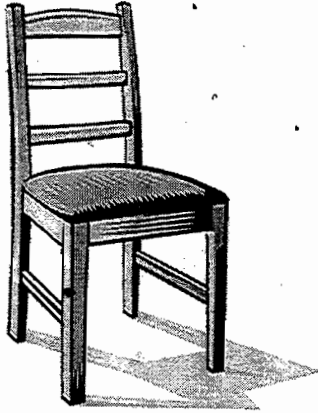
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Special points of interest:

- Business Meeting Minutes from Anaheim
- ALL-SIS Education Committee Survey
- ALL-SIS Strategic Planning Committee Survey

Take Me To Your Leaders: 1998/99 ELECTION RESULTS

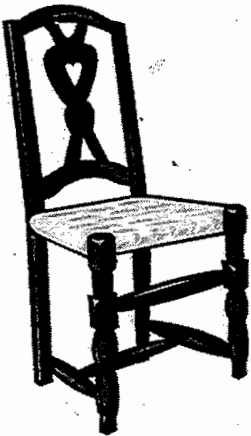


Chair: Edmund P. Edmonds

Ed Edmonds is the Director of the Law Library, and Professor of Law, at Loyola University School of Law in New Orleans, Louisiana. Ed received a library science degree from the University of Maryland. He received his J.D. from the University of Toledo.

Ed is the President of NOALL; previously, he served as the President of SEAALL. Ed has served AALL in a number of other capacities, including work on CRIV and local arrangements.

Ed's passion for baseball led him to organize baseball game outings at a number of AALL meetings. Ed's teaching interests include the regulation of the sports and entertainment industries, as well as antitrust law.



Vice Chair / Chair Elect: Victoria K. Trotta

Tory Trotta is the Associate Director and Head of Public Services at the Ross-Blakley Law Library at Arizona State University in Tempe. Previously, she has served as acquisitions librarian and as Head of Technical Services at the University of Southern California Law Center Library. She also was employed as the law librarian for Lewis and Roca LLP.

Tory received her M.L.S. from the University of California, Los Angeles; she received her J.D. from the University of Southern California Law Center and is a member of the California Bar.

Tory is a contributing author to The Arizona Legal Research Guide, which was published by Hein in 1992.

Secretary – Treasurer: Marguerite Most

Marguerite Most is the Assistant Director for Research, Instruction, and Access Services at the Kathrine R. Everett Law Library of the University of North Carolina. In January, she will begin work as the Director of Library and Information Technology at Southern New England School of Law in North Dartmouth, Massachusetts. Previously, Marguerite has served as a law librarian at Duke University and at University of San Diego Law Library.

Marguerite received her M.L.L. from the University of Washington; she received her J.D. from the University of North Carolina.

Marguerite is an active member of AALL, SEALL, and COSELL. She is a member of the American Bar Association and of the North Carolina Bar.



Treasurer's Report

The most recent financial statement for the ALL-SIS was issued in mid-October and includes activities through the Annual Meeting in July. The statement shows a balance of July 31, 1998 of \$9,448.27.

Beginning Balance 10/1/97		\$4,612.35
ADD INCOME		
Contributions from Lexis-Nexis	\$7,000.00	
Registration	\$40.00	
Sales-Publications-Handouts/Luncheon	\$2,936.00	
TOTAL INCOME		\$9,976.00
EXPENSES		
Food and Beverage	\$5,060.37	
Miscellaneous related to annual meeting	\$79.71	
TOTAL EXPENSES		\$5,140.08
ENDING BALANCE		\$9,448.27

*Respectfully Submitted,
Marguerite Most, Treasurer*

Section Roundtables to be Revived In Washington, D. C.

Back by popular demand! Our fearless leader, Ed Edmonds, has revived and expanded the roundtables portion of the ALL/SIS educational program. The roundtables will be held Monday, July 19, 1999, from 4:45 - 6:00 p.m. The roundtable will have its own meeting room. The roundtables, and their chairs are:

- ◆ Teaching Legal Research: Ruth Levor, University of San Diego
- ◆ Dialog with Lexis-Nexis and WESTLAW Representatives: Rosalie Sanderson, Emory University
Bill Taylor, Georgetown University
(Co-sponsored with Reader Services SIS)
- ◆ Collection Development: Robert Richards, University of Colorado
(Co-sponsored by Technical Services SIS)
- ◆ Creating a Student Survey on the Spot: Camille Broussard, New York Law School

These roundtables are currently under development; more information will be forthcoming regarding the focus of the programs. Stay tuned and save the date!

TEACHING RESEARCH IN ACADEMIC LAW LIBRARIES (TRIAL) 1998: TWO INSIDE VIEWS

TRIAL 1998: The Faculty Experience

In the Fall of 1997, the AALL Professional Development Committee (PDC) approached Lexis-Nexis and asked if they would be willing to put together a pre-AALL Annual Meeting Workshop that would be based on Lexis' on-going, very popular series for private law librarians, Teaching Research in Private Law Libraries (TRIPLL). In spite of the fact that this project was not budgeted, Lexis agreed to sponsor the program. Under the experienced leadership of senior Lexis-Nexis professionals Holley Thompson, Cindy Spohr and Karen Bentley, a faculty was selected. I was asked to participate because I had been involved in the founding and planning of the TRIPLL series. The council was completed by the additions of Gail Partin, Associate Director at Dickenson; James Purnell, Associate Director of University of Connecticut and then Lexis-Nexis; and Dr. Yvonne Chandler, North Texas University School of Library and Information Sciences. Each of us brought different types of teaching experience to the program. I was pleased to be asked to participate with such a knowledgeable, not to mention fun, group of colleagues.

Speaking only for myself, I was terrified by the prospect of putting together a curriculum that would both cover topics that would be useful to the participants and be "advanced" enough so that we weren't all standing around, stating the obvious. The academic law librarian crowd can be a tough one, after all. Many of our colleagues had been teaching legal research in some form for years! What if we threw this party and nobody came?

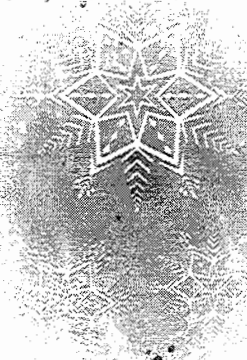
During our one planning session in beautiful downtown Dayton, OH, we grappled with a number of issues. Who was our target audience? The topic was so huge, what could we hope to cover competently in the time allowed? What kinds of skills might participants be interested in developing or sharpening? As a faculty, we agreed that, no matter how long folks have been teaching legal research, there probably were skills that might be rusty or non-existent and ideas that might be useful to examine in detail.

Ultimately, we focused on curriculum creation, skill building and adult learning styles. The topics we chose were topics that we, as legal research instructors, wanted to learn more about or knew would make us better course planners. In the end, we were all extremely enthusiastic about the curriculum that emerged: changes in the world of legal research and education; adult learning styles; assessing user needs; developing a curriculum using the MacCrate Report guidelines; developing meaningful exercises (based on adult learning styles); learning how and when to use multi-media resources in our presentations; and learning to market ourselves and our library programs with our decision makers. Although the emphasis was on teaching legal research in a formal class setting, we all tried to weave in applications to the more informal teaching opportunities we all face.

Soliciting and selecting the program participants was the next challenge. Questions about how participants are selected for this Lexis-Nexis sponsored program always seem to arise; the implication being that somehow Lexis-Nexis is selecting people based on their usage of Lexis-Nexis. Nothing could be further from the truth. The entire TRIALL council set the guidelines for selection. A subcommittee of the council oversaw the creation of the application document and selected the participants. We were unanimous in seeking to have as diverse a workshop audience as possible, in terms of size of law school, job responsibilities of the applicants, and demonstrated need (in their own words) for the course. As with other courses, we received three times as many applications as there were places in the workshop. The selection committee did an outstanding job of meeting the council goals for selection; it was agonizing to have to select between so many good applicants.

The faculty next got to work putting together their course materials. Again, speaking

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VIEW FROM A
COUNCIL
MEMBER:
TORY TROTTA,
ARIZONA
STATE
UNIVERSITY

(Continued from page 4)

only for myself, more agonizing and hand wringing ensued. What would be useful to the participants? What could they take back with them to immediately use in their own programs? These were the goals we all had in mind as we put our program segments into place. I was in charge of two modules:

"Developing 'Meaningful' Exercises" and "Presentation Skills / Elevator Talk." Now, in the Fall of 1997, I didn't have a single clue about how to develop meaningful exercises (What? No fill in the blank?), so I had to first reacquaint myself with adult learning styles, plus find good examples of exercises that were responsive to those styles. As usual, our colleagues around the country were generous with making some of their exercises available. Gail Partin (Dickenson), Ruth Levor (University of San Diego), Kathleen Vanden Heuvel (Boalt), Ruth Hill (Loyola - Los Angeles), Kirsten Gerdy (Brigham Young), Wendy Scott (Syracuse), and Alison Ewing (Arizona State) answered the bell and shared some of their exercises with me, and with the workshop participants. I had less stress with the "Presentation Skills / Elevator Talk" segment. The outside marketing consultant, Mike Jousan, was from my neck of the woods, so I was dispatched to orient him to the joys, the challenges, and the personalities of law librarianship. It was a long conversation. I tried to use lots of golfing analogies. In the end, I think he got it. Most of it, anyway.

The evaluations were, all told, very positive. The council members were relieved. I think it made us all a little self-conscious when we realized that we were trying to teach adult learning styles and presentation skills, and we knew we'd be evaluated on whether or not we had incorporated these skills into our own presentations! Sort of a twist to the old adage about the pot calling the kettle black. Every presenter did her/his best to deliver quality lectures. Every presenter included voluminous handouts that should be useful to participants for a long time to come. I certainly learned something from every single segment.

All my fingers and toes are crossed that this workshop will be repeated in the future. Judging from the comments of both the participants in the workshop and the comments from disappointed applicants, there is a large and hungry audience who wants to attend this type of program. Whether it can continue without the sponsorship of Lexis-Nexis is an open question. Their involvement insured the high quality of the content and the arrangements and their support is greatly appreciated.

TRIAL 1998: The Student Experience

It is the middle of the fall semester and I am begrudging the time it will take me to write this article (In essence, until I force myself to review the notes and materials from the program). Why hadn't I pulled them out earlier in the semester? They would have helped me immensely with the class I just taught to writing instructors, or the workshop I did for the law journal editors and research assistants! The good news, I can put them to good use as we enter the planning and preparation stages for our revamped "Jumpstart: Legal Research From Law School to Your First Summer Job" program this spring.

Yes, the TRIAL program was very useful, not only for those who teach full-blown academic classes (to which I aspire), but also for those of us who fill a variety of instructional roles in an academic law library environment. In fact several segments, most notably the "elevator talk" segment, could be used by anyone anywhere who needs to convince someone in a very short period of time to do something! One of the real success stories of the program was its ability to accommodate 30 participants with varying degrees of experience. In fact, that was one of the factors that made the program so energizing. The participants were a diverse crowd - not only geographically, but also experientially and chronologically. I've been a law librarian on and off for many years but I really didn't know many of the participants by name until after we experienced the many break-out groups. The faculty took a good deal of care in planning not only their individual comments but the whole ebb and flow of the program. The whole 2-day program was filled with lots of variety with regard to format (not just the usual "talking heads") and the participants. Rarely was I in the same group of persons twice for discussions. This provided a great opportunity for each of us to share our "personal situation" and to learn from one another.

(Continued on page 8)



*View From a
Participant:
Alison Ewing,
Arizona
State
University*

Faculty Status for Law Librarians: The Opportunity to Make a Difference

Librarians have argued for years about the benefits and drawbacks of having faculty status. I'd like to tell you about an experience I have had as a librarian with faculty status. I have served as a Faculty Senator at Northern Kentucky University for several years (The College of Law has three seats in the Senate; one is reserved traditionally for the Law Library.). I served on the Executive Committee three times and I serve on it this year as Chair of the Professional Concerns Committee. I have served also as one of NKU's representatives to COSFL (the Coalition of Senate and Faculty Leadership), a group of faculty leaders from the state universities of Kentucky.

Many of the early COSFL meetings I attended were devoted to sharing information from our campuses. Very often the problems at one campus turn up at another. Staff from the Council on Higher Education (CHE – the state coordinating agency) were always willing to come and *talk with us*, but their leadership didn't seem interested in *working with us*. One of our interests was to gain a faculty seat on the Council; there was already a student representative. We had little success working with legislators on this issue and, of course, the university presidents were not particularly interested.

In 1995, Paul Patton was elected Governor of Kentucky. He said that he wanted to be the "Higher Education Governor" — doing for higher education what the 1990 Kentucky Education Reform Act did for elementary and secondary education. COSFL asked for a meeting with the Governor, which took place in April 1996 at his office. Although Patton said he was not willing to appoint a faculty member to the Task Force on Post Secondary Education, he was forming (He said he wanted to keep it free of interest groups — we felt we were more than an interest group, but that's another story.), he did encourage us to provide information to the Task Force. Over the next few months, our members wrote six papers on a variety of topics to present to the Task Force.

By Carol
Bredemeyer,
Assistant Director
for Patron Services,
Chase College of
Law Library,
Northern Kentucky
University

One of the recommendations of the Task Force was to revamp the CHE and give it more authority. COSFL saw this as an opportunity. The Governor called a special session of the legislature in May 1997. We drafted an amendment calling for the CHE to include a faculty representative in the legislation and were able to secure a sponsor to introduce it. Luckily, the legislative session took place after spring semester and COSFL members were able to be in Frankfort, daily to monitor the status of our amendment — and it changed often (Bismarck's observation that "no man should see how laws or sausages are made" was accurate.). Our amendment was one of the few that stayed in the bill.

Faculty now have a voting representative on the new Council on Post Secondary Education (CPE). We were fortunate that one of the original co-sponsors of the bill was a former NKU faculty member, who was sympathetic to our assertion that faculty should have a voice on the Council. Other parts of the bill provided for additional general funding, as well as special program trust funds for universities.

The CPE faculty representative meets regularly with COSFL. We have been one of several groups invited to submit ideas and feedback for CPE's Strategic Agenda and Strategic Implementation Plan. The Strategic Agenda has been adopted and some of our ideas are in it.

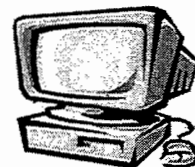
In November 1997, COSFL members were invited to a lunch meeting by Governor Patton to discuss higher education issues. To our knowledge, it was the first time a Kentucky governor had ever invited faculty to discuss issues. We also had a day-long meeting this past June with CPE staff to discuss the final draft of the Strategic Agenda, the process for the Strategic Implementation Plan, and special funds available to universities. COSFL looks forward to continuing this working relationship. By the time you read this, we will have met with the newly appointed CPE President.

Librarians might be particularly interested in the way COSFL meets. Even though we meet in Lexington or Louisville, this is still a long distance for our colleagues from Western Kentucky and Murray State Universities. During the past year, those members have been connecting with us via satellite from their own campuses. There are some minor drawbacks — for example, the time delay on laughter when something humorous is said. We also tease our distant colleagues about eating virtual donuts. They also miss the conversations that take place after the meeting adjourns (We can get only two hours of satellite time.). However, we have greater participation from those distant campuses as a result of the link — the most important issue, after all. We also communicate via email and a listserv.

All too often, library issues are lost or forgotten in academia. COSFL has been a rewarding experience for me because I know that my presence plays an important role in giving voice to "the library point of view."



Bibliographic Instruction: Internet-Based Tutorials



In her recent article "Creating Internet-Based Tutorials," Susan B. Ardis suggests that as librarians deliver more information directly to users' desktops, teaching opportunities will change. She calls the online tutorial a "just-in-time, on-demand" training format which can be accessed remotely and at the user's convenience. In contrast, user training of the past has involved research classes, individual appointments and "catch-as-catch-can" opportunities at the reference desk or as we wander through the stacks. Ardis, who works in the McKinney Engineering Library at the University of Texas – Austin, discusses the advantages of online tutorials and walks the reader step by step through starting, designing, and publicizing. She also cites the URLs of several tutorials developed at the engineering library, including one designed to teach faculty and staff about copyright (1)

This article reports on an online introductory legal research tutorial developed at the Kathrine R. Everett Law Library at the University of North Carolina – Chapel Hill. The tutorial was designed to introduce the library and its resources to undergraduate students and graduate students in other disciplines. Although the tutorial was developed in response to perceived needs within the UNC community, it offers a model for bibliographic instruction via the Internet that can be adopted by other libraries. The tutorial is accessible via the library's web site, or directly at <http://library.law.unc.edu/tutorial/>.

The Law Library has long had an active bibliographic instruction program for university students who need to learn the fundamentals of legal research. The University of North Carolina offers over 30 law-related courses in schools and departments outside the law school. Each fall and spring librarians teach introductory research classes and offer library tours to students in classes with a legal research component. Almost every semester law librarians introduce legal research to students enrolled in such diverse courses as: Mass Communications Law, Social Work and the Law, Planning Law, and School Law. In addition, students from courses such as Business Law, Health Law, and Constitutional History stop regularly for help at the reference desk.

Many of these students have never before set foot in a law library and for many of them, the introductory class with its accompanying library tour is their only introduction to the library. Their courses are sometimes taught by faculty with law backgrounds and sometimes not. The research assignments range from locating and reading several court cases to sophisticated research leading to lengthy term papers on their chosen topics. When the students enter the library, many, "haven't a clue" how or where to begin.

To broaden outreach and to improve the instructional program, the Law Library applied last year for a UNC Chancellor's Instructional Technology Award. The principal grant writer and developer of the tutorial was Robert C. Vreeland, Reference/Electronics Services Librarian at the Law Library. Information about the awards, including the Request for Proposals is available at <http://www.unc.edu/chan/itawards/>.

Specific library goals in applying for the award included providing bibliographic instruction to a larger population within the university, allowing students to familiarize themselves with the rudiments of legal research before they arrive in the library, and making more effective use of staff time. The major components of the project include: a tutorial of sequentially organized web pages describing the fundamental concepts of legal research; an online multiple-choice examination; a glossary of basic legal terms; and a topical guide listing major print and online resources in several subject areas.

The tutorial opens with a brief explanation of legal citations, a link to a colored photograph of the cover of the 16th edition of the Bluebook, and a link to Peter Martin's citation primer from the Cornell Law School website. The user is then taken through an introduction to the structure of the government, with brief comments about each branch and links to additional resources such as the online version of "How Our Laws are Made." Primary and secondary resources are presented with short text written for non-lawyers; links to more detailed explanations are provided as well.

The multiple-choice exam allows students to assess their own progress and to review the tutorial, if necessary. The glossary is basic and defines terms already familiar to upper-level law students. Although in the beginning stages, the topical guide page links to noteworthy URLs in several subject areas where we regularly offer legal research introductory sessions. Links to maps and charts, designed to assist users in locating resources in the building, are provided as well. Like most web sites, this one is always under revision.

Faculty from several courses have referred students to the tutorial. In the immediate future, we plan to publicize the tutorial through a direct mailing to faculty teaching law-related courses and through an announcement in the campus libraries' newsletter. The law librarians of Chapel Hill invite you to explore our tutorial and to share with us your comments and suggestions.

*By Marguerite Most,
Assistant Director
for Research,
Instruction, and
Access at the
Kathrine R. Everett
Law Library,
University of
North Carolina*

(1) Ardis, Susan B., *Creating Internet-Based Tutorials*, Information Outlook, Oct. 1998, at 17.

"Space Planning for Academic Law Libraries" to be Presented at Duke University on March 12-13, 1999

The American Association of Law Libraries (AALL) is offering a program on "Space Planning for Academic Law Libraries" on March 12-13, 1999, at the Duke University School of Law in Durham, NC. The program is designed to provide the knowledge and the insights necessary to create and maintain effective academic law library facilities for the 21st century. The program will revolve around four themes: space planning for service points, workflow, and library technology; space planning for user spaces in an era of rapid technological change; planning and justifying space for collection growth in a period of increasing reliance on digital media; and the role of the law librarian/administrator in space planning before, during, and after construction projects.

Participants will learn how to:

- ◆ Design and position service points that effectively meet the needs of the library users, while efficiently deploying library staff.
- ◆ Design work spaces that facilitate the library's normal workflow patterns and provide flexibility as library work changes.
- ◆ Create the appropriate mixes of library user space to support student and faculty research and study, while providing the flexibility to meet future demands on library space.
- ◆ Allocate space for collections, how to choose the best alternatives for book storage and preservation, and how to show the continuing need for appropriate collection space in the law library facility.
- ◆ Educate deans and university administrators, and be effective advocates for the library during the facilities planning process.
- ◆ Work with architects, project managers, contractors, and others involved in construction projects.
- ◆ Manage the move into new space and anticipate the unanticipated effects of change.

Who should attend this program? Academic law librarians and other law school administrators charged with ongoing responsibility for library space planning, as well as those with responsibilities for renovations to library facilities, additions to existing buildings, and new library construction.

Information about the "Space Planning for Academic Law Libraries" program is available on AALLNET at <http://www.aallnet.org/prodev/>. Questions should be referred to Lara Koban, AALL Educational Program Coordinator, at 312.939.4764 or lkoban@aall.org.



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TRIAL 1998: The Student Experience

It is a challenge to teach teachers to teach! The TRIALL faculty did an admirable job on several fronts. For one thing, their personal presentation styles and techniques were just as instructive as the content and design of their presentations. I appreciated the candor of some of the faculty — Gail Partin in particular. She admitted that, as she walked through the "6 Steps of Developing Curriculum," she was in unfamiliar territory. In real life, she organizes a presentation intuitively and had never knowingly used the six steps in the past. Nonetheless, her presentation stands out in my mind even five months after the program: for a watermelon analogy (to legal research); for orderliness; for the practical inclusion of "Core Competencies"; and for the MacCrate Report.

How to deal with time constraints was handled admirably by Tory Trotta, who inherited a shortened time frame for her presentation on "Developing Meaningful Exercises." Tory's materials reflected the high quality of the instructor's handouts by including loads of sample exercises, a great bibliography, and an exercise to reinforce her presentation. Fascinating facts about learning and teaching were presented by Tory in "How Much Do People Retain?": 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they discuss with others; 80% of what they practice; and 95% of what they teach to someone else (a good reason to teach!).

Thanks to Lexis-Nexis for underwriting the cost of the program and for providing a computer lab for the ever-energetic Yvonne Chandler! The Lexis faculty provided first-rate instruction in paradigm shifting, adult learning theory, and assessing user needs. Lexis even paid for a professional communications expert to teach presentation skills. Of course, the food was to die for! I hope that the program will be offered again!

AALL Stars: Accepting Nominations Now!

I've been lucky to be involved in many AALL activities over the years and have become familiar with many of the members. I'm always amazed at how many talented professionals are in this group, people with true star quality. We all know stars and this is your opportunity to recognize these stars either for their contributions to AALL or to the organizations where they work by nominating them for one of the following awards. These awards will be presented in Washington, D.C.

— Sandy Marz, Awards Chair

The **JOSEPH L. ANDREWS BIBLIOGRAPHICAL AWARD** recognizes a significant contribution to legal bibliographical literature. The nominated work may be a book, pamphlet, periodical contribution or publication in some other form. Only works published during the 1998 calendar year are eligible for consideration. The work need not be prepared by a law librarian or a member of AALL. Legal bibliographical literature is broadly defined and is not limited by the author's use or non-use of the term "bibliography" in the title of the work. Submit as complete a description as possible (it is not necessary to submit a copy of the work). The deadline for nominations is February 1, 1999. Send nominations to Grace Mills, Chair, Andrews Award Subcommittee, North Carolina Central University School of Law Library, 1512 S. Alston Ave., Durham, North Carolina, 27707. Fax: 919-560-5321.

The **MARION GOULD GALLAGHER DISTINGUISHED SERVICE AWARD** is presented in recognition of extended and sustained service to law librarianship, exemplary service to the Association, or contributions to the professional literature. Nominees are those who are or have been members of AALL and who are near or at the end of their careers. The Award may be given posthumously. Nominations should include either additional supporting letters or the names of other persons to contact for further information concerning the nominee. The deadline for nominations is February 1, 1999. Nominations with accompanying documentation should be sent to Carol Parris, Gallagher Award Subcommittee Chair, Reference/Research Services Librarian, University of Kentucky College of Law Library, 620 South Limestone, Lexington, KY, 40506-0048.

The **LAW LIBRARY PUBLICATIONS AWARD (LLP)** honors achievement in creating in-house print or non-print library materials that are outstanding in quality and significance. The applications packet can be found on AALLNET, under the Member Services section, or you may receive a copy by contacting Amy Eaton, the LLP Subcommittee Chair, at 206.626.6000, or <amy.eaton@stokeslaw.com>.

The **AALL/WEST LEGAL DIRECTORY EXCELLENCE IN MARKETING AWARD (EIM)** honors outstanding achievement in public relations activities. The EIM award is distinguished from the LLP award by the requirement that EIM entries include: an explanation of the goal of the promotional material or activity; how the entry was used to achieve the goal; and the response of the target audience. The five categories for this award are: Best Brochure, Best Newsletter, Best Campaign, Best P.R. Toolkit, and Best Use of Technology. There is a \$250 award for each category from West Legal Directory. A brochure detailing EIM Award objectives, qualifying materials, entry requirements, and procedures will be sent to the entire membership. Nominations are sent to Carol Bredemeyer, Public Relations Committee Chair. For additional information contact Carol at 606.572.5395, or consult AALLNET for copies of the brochure.

The **LAW LIBRARY JOURNAL ARTICLE OF THE YEAR AWARD** honors outstanding achievement in researching and writing an article published in Law Library Journal for the preceding volume year. A subcommittee of the Law Library Journal and AALL Spectrum Advisory Committee and Editorial Board, in consultation with the editor of the Law Library Journal, will review each article in Volume 90 of LLJ and will recommend three or four articles as candidates for the award to the Awards Committee Chair. As Chair of the Law Library Journal and AALL Spectrum Advisory Committee and Editorial Board, Ruth Levor will appoint the initial review subcommittee. The final selection is made by a subcommittee of the Awards Committee. For more information, contact Ruth Levor at 619.260.4604.

The **NEW PRODUCT AWARD** honors a new (less than two years in the library market) legal information product that enhances or improves existing law library services or procedures. The Award honors development of innovative products that improve access to legal information, to the legal research process, or improves procedures for technical processing of library materials. Members of the New Product Subcommittee of CRIV solicit and review nominations and recommend finalists to the Awards Committee, which selects the recipient. Nominees need not be law librarians or members of AALL. Nominations may be made by any member of the group within AALL, including legal information vendors. Send nominations by January 15, 1999, to Frosty Owen, New Product Subcommittee Chair, Manager of Library Services, Hunton & Williams, 951 E. Byrd St., Richmond, VA, 23219.

ALL-SIS Education Committee Prepares for Philadelphia — And We Need You!

Want to submit a program proposal for the annual meeting? Did you already submit one in the past that was rejected? Let's submit it again. Ever wish there was a program on a particular subject? Ever wonder how you can get involved in the SIS? The ALL-SIS Education Committee wants to hear from you! We are already thinking of what programs we should propose shortly after the Washington, D.C. meeting for Philadelphia and the Year 2000.

This year the Education Committee (presently comprised of Patricia Cervenka from Mercer, James Duggan from Southern Illinois, and Paul George from Harvard) want to accomplish several things. Our end goal is to be able to submit for the Philadelphia conference a solid set of program proposals that reflect the education needs of the members of the SIS. We want to start the planning now so that the proposals can be well developed by the summer of 1999, and so that they can cover the full range of our interests and issues. This of course requires you to tell us what your issues and education needs are.

A survey is included in this newsletter. Please complete it today without delay! Don't like surveys? Then e-mail your comments to pgeorge@law.harvard.edu. Just be sure we hear from you.

Besides coordinating the development of the programs proposals for the Philadelphia conference, we'd like to identify for future education committees a list of subjects for which we should regularly submit program proposals. Should we always have a program on instructional issues? Should there be a program every other year on mid-career crisis? Tell us in the survey!

The committee also wants to submit to the ALL-SIS board by next summer a proposal on how to solicit committee members, ideas and program coordinators. Here's our step one: Contact us. We need to hear from all of you who have ideas for programs (whether or not you propose them yourselves), from those of you who would like to help develop programs (even if you don't have an idea for one!), and those of you who can join us on the education committee.

We hope to report in the next issue of the newsletter the resounding success of our survey, our greatly expanded committee membership, and the tremendous program topics obtained so far.

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In Your Free Time:

A Book Review of

Halfway Heaven: Diary of a Harvard Murder

(Doubleday, 1997)

This true story of a murder/suicide at Harvard University in 1995 is a good piece of investigative journalism. The author attempts to explain the cultural displacement, psychosexual tension, and mental illness, that led a Harvard Junior from Ethiopia named Sinedu Tadesse to murder her Vietnamese roommate, Trang Ho, and then to hang herself.

The author, Melanie Thernstrom, has a unique perspective regarding the inner workings of Harvard. She graduated with a B.A. from Harvard in 1987 and taught creative writing there after her graduation. Both of Thernstrom's parents are Harvard faculty members.

Thernstrom presents the circumstances of the crime and the background of Sinedu Tadesse with great sensitivity. By traveling to Ethiopia and gaining access to Tadesse's diaries, the author explains how the young Ethiopian student was unable to obtain psychiatric care to help her overcome her obsessive fantasizing about an ideal friend. In addition, Thernstrom reveals the story of the woman murdered, Trang Ho, without objectifying her as a victim. Ultimately, the author succeeds in describing the private and cultural worlds of the two women, as well as why admission to Harvard was "halfway heaven," the bridge which would insure success for them and their families.

Near the end of the book, Thernstrom writes that investigating the crime altered her relationship with Harvard University. Thernstrom has been criticized for exploiting this tragedy, and she questions the ethics of investigative journalism in the book.

I found this book thought-provoking and feel that I gained insight into the difficulties of foreign students as they begin to assimilate into American culture. In addition, the book raised many questions about the responsibility of universities to provide professional services to students with mental illness.

*By Rachel
Pergament,
University of
Southern
California
Law Library*

From the Editor's Desk...

HORSE WITH NO NAME: Help Name this Newsletter!



THE NEWSLETTER needs a name. ("The Academic Law Libraries Special Interest Section of the American Association of Law Libraries" will appear as a surtitle of the new moniker.) Submit your ideas to the newsletter editor at <jdurham@stcl.tamu.edu>. Please place "Horse With No Name" in the subject field of your email. I will post entries in the Winter edition of the newsletter. ALL-SIS members will be given the chance to vote for their favorite entries via email; then, the name will appear in the title banner of the Spring edition of this mighty publication. For those of you who think The ALL-SIS Newsletter is a fine title (and that this new young upstart of a newsletter editor should find other ways to occupy his time), I will include

The ALL-SIS Newsletter as one option for voting in the Winter election. So, line up your horses — because the race is ready to begin! **DEADLINE FOR ENTRIES IS JANUARY 31, 1999.**



ALL-SIS

Academic Law Libraries
Special Interest Section
of the
American Association
of Law Libraries



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Mailing Address Line 5

The ALL-SIS Listserv

The ALL-SIS listserv is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. If you are a member of ALL-SIS, please subscribe!

To subscribe, send this message to listserv@assocdir.wuacc.edu: **subscribe all-sis yourfirstname yourlastname**

To send a message to the list, address the message to: all-sis@assocdir.wuacc.edu

Please direct any questions to the list owners Mark Folmsbee (zzfolm@acc.wuacc.edu) or James Duggan (duggan@siu.edu).



- * The deadline for the **WINTER** issue of The ALL-SIS Newsletter is **January 31, 1999**.
- * The deadline for the **SPRING** issue of The ALL-SIS Newsletter is **April 1, 1999**. (Please note: This date has changed from earlier announcements. The former deadline was April 30.)

Academic Law Libraries SIS

Business Meeting Minutes, Wednesday, July 15, 1998

Chair Scott Pagel called the meeting to order at 9:01am

I. The minutes of the 1997 Business Meeting were approved as posted on the website.

II. Reports of Officers

A. Secretary/Treasurer -- Ellen Platt

- ◆ The April 1998 Financial Statement shows a balance of \$8,214.35
- ◆ The Reception and tours planned for this meeting are being completely underwritten by the Bureau of National Affairs (BNA) and will cost the SIS nothing. The SIS members who paid the original \$20 fee for the tours will receive a refund from Headquarters.
- ◆ The cost of the luncheon is being subsidized by Lexis-Nexis, who contributed \$4,000 (about 1/3 of the total cost) toward the total expense of the luncheon for approximately 180 members; a charge to members attending the lunch covered the remaining 2/3.
- ◆ Election results: Victoria "Tory" Trotta was elected Vice-Chair/Chair Elect, thanks to Joyce Manna Janto for running. Marguerite Most was elected Secretary/Treasurer, thanks to L. Ruth Levor for running.
- ◆ Ballots mailed -- 752; returned with address problems -- 1; valid ballots received -- 212 (approximately 30%); late/invalid ballots received -- 4; blank ballots received -- 4 in Vice Chair/Chair Elect race, 11 in Secretary/Treasurer race.
- ◆ A motion to grant permission for the Secretary/Treasurer to destroy the ballots was made, seconded and passed. The ballots will be destroyed when Ellen returns to work.

B. Chair -- Scott Pagel

This year we tried some innovations, some were successful, others were not. I would like to recognize Dan Martin, for suggesting the tours and reception site for this meeting and Myra Saunders and Linda Whisman for organizing the reception and tours. The original plan called for a \$20 charge for the tours, but BNA stepped in and paid the cost of the tours as well as the reception. Over 200 people signed up for the tours, which was a very good turn out. Please give Ed feed back on whether the weekend night worked versus having the reception on a weekday night. This year the weekend night was chosen because of distance and traffic considerations.

Another innovation was taking the usual directors and associate directors breakfasts and holding in their place a luncheon open to all SIS members. About 190 members attended the luncheon. Again, let us know what you thought this change was successful.

A less successful project was the strategic plan, which didn't really get off the ground. However, Ed has appointed a good committee to continue the work this next year.

III. Committee Reports

A. Public Relations -- Beth Smith

The SIS had a table in the Activities area at this meeting and at Conell. She is outgoing as PR Chair and incoming as webmaster, so please contact her with ideas for the website.

B. Education -- Mark Bernstein

The committee received two proposals this year, neither was accepted by the programming committee. Proposals were solicited at the business meeting and via the listserv and website. Since the programmers work a year ahead, this year's proposals will be for the Philadelphia meeting.

C. Roundtables – George Pike

The roundtables are immediately after this business meeting, the topic is the transition from print to electronic materials. Please drop in and participate (Secretary/Treasurer's aside, about 80 people attended the roundtable.)

IV. Old Business

There was no old business.

V. New Business

A. Incoming Chair – Ed Edmonds

This year I have some fairly ambitious projects in mind, so I charge you all to participate and to help keep me on track, please feel free to call with ideas and comments.

Major emphasis will be placed on strategic planning for the SIS. One aspect of this planning will be to involve everyone who could be a member of the SIS. Presently there are 1500 persons listed in the association directory who are academically affiliated; only about 750 persons belong to the SIS. The members of the Strategic Planning Committee will be: Billie Jo Kaufman (Chair), Janice Anderson, Mark Bernstein, David Cowan, Joyce Janto, Nancy Johnson, and Tory Trotta. (The following members were added to the committee after the Anaheim meeting: Rhea Ballard-Thrower and Trina Robinson.)

The fall focus of the strategic plan is to draft a survey to go to all AALL members with an academic affiliation to assess their perceptions of the SIS and its activities. Information from the survey and this business meeting will be discussed by the Committee at AALS in New Orleans later this year and form the basis for a draft strategic plan. In spring, the draft plan will be posted to the website, and the committee will solicit comments from SIS members as they move forward in the planning process.

I would like to thank Scott and Ellen for serving on the executive board for the past year, and BNA and Lexis-Nexis for sponsoring our reception and luncheon.

Anyone who would like to volunteer for a committee, but who has been unable to be appointed to an AALL committee, please consider volunteering for an SIS committee. This kind of involvement will reinvigorate the SIS and its committees.

Another aspect of reinvigorating the SIS is an initiative to enhance the effectiveness of the newsletter and make better use of the website; and to investigate using the latter as the primary means of communication with the membership.

Each major committee has a charge for this year as part of planning for the future and reinvigorating the SIS:

Bylaws – To change the existing Bylaw governing the elections to make the election earlier than May. This will allow for earlier committee appointments and more time for planning of committee activities. Jim Milles will chair the committee this year.

Roundtables – To establish standing roundtables, and focus on topics which cut across functional lines within academic libraries (collection development is an example), so members can expect the roundtables to deliver the goods.

Membership – Will be examining the pool of potential SIS members, and gathering empirical data on who our members are. Headquarters can do some sorting, but the committee will have to do some analysis and gathering of data. The focus will be on ways to increase membership.

Education – The committee will be working to establish a different timeline for program planning; so this year’s committee would be generating proposals for a year from August instead of the impending August. Possible changes in the committee structure could include a two year appointment, with a Chair and incoming Vice Chair, to enhance continuity of committee planning. This change may mean we don’t have many proposals this year. There is a list of past proposals and he would welcome any program proposals for the next annual meeting. Some ideas which have been mentioned so far:

- ◆ The partnership with the ABA and AALS
- ◆ A closer look the U.S. News and World Report ranking methodology
- ◆ Addressing the needs of blind students
- ◆ The admissions process
- ◆ Preservation and digitization
- ◆ Federal agency activities

Strategic Planning – It is imperative that we have a strategic plan in place, and a standing committee to keep the plan in place.

VI. Prize Drawing

George Pike won the New Horizons t-shirt in the business card drawing.

VII. Announcements, Comments and Questions

Margie Axtmann – Suggested the possibility of a program in connection with the business meeting as a way to present topics which may be too narrowly focused to be accepted as a regular program (admissions for instance).

Scott Pagel – Encourages everyone to get involved in the SIS.

Richard Leiter – Chair of the Research Committee, reminds everyone that there is money (lots of money) available for research in the Aspen Grant. The purpose of the grant is to allow the membership to do research on what we do as librarians. The committee has received very few proposals in the past; look to the questions posted to the listserv as possible topics for grant funding. Proposals are solicited in the fall.

VIII. Adjournment

A motion to adjourn was made and seconded, the meeting adjourned at 9:35am.

**Respectfully submitted,
Ellen Platt,
Secretary/Treasurer**

**Academic Law Libraries SIS
Education Committee Survey**

The ALL-SIS Education Committee needs your help in development program proposals to be submitted in August 1999 for the Philadelphia meeting in 2000. Please help us know what your education needs are. More information about the committee is found in the newsletter. Please complete the following survey (yes, each of you; don't count on someone else doing it.) by December 11, 1998 and mail it to

Paul George
Harvard Law School Library
Cambridge, MA 02138
fax: 617 495-4449

Please feel free to e-mail your survey responses or any other comments, thoughts, or opinions you have on education programming and the SIS to pgeorge@law.harvard.edu.

- I. We want to know what issues concern you so that we can address these in educational programs:
 - A. What issues do you feel you face that distinguish you as an academic law librarian?
 - B. What do you see as the challenges in the next two years for you personally in your career?
 - C. What do you see as the challenges in the next two years for academic law librarians in general?
 - D. What was the biggest professional issue you faced in the past year?

II. Please tell us about ideas or thoughts you have had about programs:

A. What specific issues or subjects would you like to see addressed in a program?

B. Do you have a topic that you like to develop into a program? What is it? Please be sure to indicate your name at the bottom of this form so we can contact you.

C. What programs have you attended at non-AALL meetings did you find to be of value? Why was it valuable? Please indicate program topic, sponsor/meeting, and speaker if possible.

D. What was the topic of the most helpful program you attended at any conference or meeting? Why was it helpful?

E. We would like to identify general areas in which we should consistently propose programs related to our role as academic law librarians. Which of the following topics should be included in that list of topics:

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> document delivery | <input type="checkbox"/> collection development |
| <input type="checkbox"/> teaching role/instructional issues | <input type="checkbox"/> middle management issues |
| <input type="checkbox"/> senior management issues | <input type="checkbox"/> late career/end of career issues |
| <input type="checkbox"/> career development/management | <input type="checkbox"/> substantive law programs |
| <input type="checkbox"/> personnel issues | <input type="checkbox"/> technology: use and management |
| <input type="checkbox"/> space planning | |

Optional: Name: _____
Address: _____
e-mail: _____

- I am interested in developing a program but don't have a topic.
 I am interested in developing a program and have a topic.
 I am interested in serving on the ALL-SIS education committee.

LISTSERV:

- 1. I am on the ALL ListServ. Yes No
- 2. I didn't know there was an ALL Section ListServ. Yes No
- 3. I chose not to subscribe to the ALL Section ListServ. Yes No
- 4. If not, why not?

PROGRAMMING:

- 1. I enjoy the academic library tours/receptions at the AALL Annual Conferences.
Yes No
- 2. I attend the Directors' programs when scheduled. Yes No
- 3. I attend the Middle Managers' programs when scheduled. Yes No
- 4. I'd like an "event" (other than a reception), where all ALL-SIS Members are invited.
Yes No
Examples:
- 5. I enjoy the round table discussions. Yes No
- 6. I'd like more job specific programming. Yes No
Examples:
- 7. I'd like to see more pre/post conference workshops or institutes devoted to ALL issues.
Yes No
Examples:
- 8. I'd like to see some regional workshops or institutes devoted to ALL issues. Yes No
- 9. I'd like to see more hands-on programming so I can do my specific job better. Yes No
Examples:

LEADERSHIP:

- 1. What suggestions do you have for ALL-SIS to support your leadership endeavors?
- 2. My primary job function is:
- 3. Suggestions?
- 4. I'd like to see ALL-SIS sponsor, do, promote, and have???