VOLUME 21 ISSUE 3 (SUMMER 2002)

The ALL-SIS Newsletter

MESSAGE FROM THE CHAIR

By Rosalie Sanderson, 2001-2002 ALL-SIS Chair
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Greetings and farewell!

This year sped by. At this time I'd like to thank all of you who have worked hard on Task Forces, committees and programs. I would especially like to thank Mike Bernstein and all members of this year's Strategic Planning Committee for completing a draft strategic plan to guide our future. I hope you will read it and pass your comments to Mark.

In my column last month, I raised the issue of relevance in response to an article in the Chronicle of Higher Education about the drop in student use of libraries. Thanks to those who shared your ideas about ways that you are making your own libraries relevant to today's law students and faculty. I've summarized your responses in an article for this newsletter.

We have some interesting ALL-SIS sponsored programs and events at the annual meeting which I hope you will make an effort to participate in. Many of you have worked hard to develop programs, activities and opportunities for sharing our issues, successes and problems. It has been a pleasure to work with you during this year, and I am excited about sharing your accomplishments with our membership at our meeting in Orlando. Watch for an Annual Meeting Grid on our website. Congratulations to the new ALL-SIS officers who will have been elected by the time you read this issue, and welcome to Merle Slyhoff who will begin her term as chair at the annual meeting. See you soon!

PRINT & SAVE: ALL-SIS ANNUAL MEETING GUIDE

ALL-SIS@AALL: ALL-SIS sponsored events, meetings, programs and workshops at the AALL meeting in Orlando*

Saturday, July 20, 2002 9:00 AM - 12:00 PM	W-5: Inverting the Classroom: Connecting for an Inclusive Learning Environment
Saturday, July 20, 2002 2:00 PM - 3:30 PM	ALL-SIS Executive Committee Meeting
Sunday, July 21, 2002 7:00 AM - 9:00 AM	ALL-SIS Breakfast & Business Meeting (Sponsored by LexisNexis)
Sunday, July 21, 2002 10:00 AM - 11:30 AM	A-1: E-Reference Services: Collaborating to Make the 24/7 Connection
Sunday, July 21, 2002 10:00 AM - 11:30 AM	A-2: Technology Acquisition: Must the Library Be Sacrificed?
Sunday, July 21, 2002 11:45 AM - 1:00 PM	ALL-SIS CONALL: Legal Research Meets Darwin: The Origin & Evolution of Research Courses at Two Law Schools
Monday, July 22, 2002 10:15 AM - 11:45 AM	D-1: Technical and Public Services Connections: Making the Most of Your Online Catalog
Monday, July 22, 2002 2:00 PM - 3:00 PM	E-5: From Town to Gown: Law Librarians Connecting in a New Workplace
Monday, July 22, 2002 6:15 PM - 7:15 PM	ALL-SIS Roundtable: Continuing Status/Tenure
Monday, July 22, 2002 6:15 PM - 7:15 PM	ALL-SIS Roundtable: Legal Research
Tuesday, July 23, 2002 7:00 AM - 8:45 AM	ALL-SIS Directors Breakfast & Program (Supported by LexisNexis)
Tuesday, July 23, 2002 7:00 AM - 8:45 AM	ALL-SIS Middle Managers Breakfast & Program (Open to all ALL-SIS) (Supported by LexisNexis)
Tuesday, July 23, 2002 10:15 AM - 11:45 AM	G-1: Electronic Surveillance: Recent Legal Developments
Tuesday, July 23, 2002 12:15 PM - 1:30 PM	ALL-SIS Roundtable: Dialog with LexisNexis (TM) and Westlaw
Tuesday, July 23, 2002 12:15 PM - 1:30 PM	ALL-SIS Roundtable: Statistics
Tuesday, July 23, 2002 6:45 PM - 9:00 PM	ALL-SIS Reception (Sponsored by West Group)

*Meeting times obtained in early May 2002 from AALL website. Please check the final program schedule for meeting places and for any schedule changes.

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ALL-SIS CALR ROUNDTABLE

Hold on to your hats, everyone! Have you noticed that this year the CALR Roundtable has not been tacked on to the end of a busy Monday? Indeed, this year we will be meeting at 12:15 on Tuesday, July 23. No interference with happy hour or that chance to lie down for a minute before going out to dine and dance. Instead, we will just help you stay trim and slim during lunchtime (or, of course, you can bring your lunch along).

What are this year's hot issues? What has gone really well this year that you would like to share with your colleagues and with the vendors? What problems should we explore with each other and with the vendor's management representatives? As in every year, we want this roundtable to cover the areas that are important to you. In addition, we have a couple of ideas from last year's roundtable to discuss. First, we talked about how we might describe an ideal vendor-librarian relationship. What do we want our academic representatives to do, or not to do, for us, our students, faculty, and staff? Our vendor representatives also have job requirements; what do they need us to do, or not to do?

We also discussed integrating low-cost, alternative legal research services into our CALR curriculums. Many of our students may be in small or solo practices, and we would serve them well by introducing them to products like Loislaw, Quicklaw, VersusLaw, and other similar online programs. Like their larger competitors, these companies offer special deals to law schools so that students can investigate their use before having to subscribe. But how successful are we at getting students to try them? What do you do at your school? Perhaps we can brainstorm some brilliant strategies to try!

If you have ideas or subjects you want the Roundtable to cover, please pass them on to the Roundtable chair, Nancy McMurrer, mcmurrer@u.washington.edu. And, of course, plan to attend the meeting on July 23, at 12:15 p.m. See you there!

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ALL-SIS DIRECTOR'S MEETING

The ALL-SIS Director's meeting will be held on Tuesday, July 23, 2002 from 7am to 8:45am. We will have a "plated" breakfast which means that you will be served a plate and you will not have to go through a buffet line! We will have a brief program and discussion which will leave plenty of time for chatting with folks that you have not seen for awhile. The program will be a continuation of our discussion at AALS on mixed collections (electronic and paper), licensing, pricing, and where we go from here. Tracy Thompson, the Executive Director of the New England Law Library Consortium (http://www.nellco.org/) will speak bringing us up to date on their activities in various areas including vendor relations and possibly ways that non-members can interact with NELLCO. Billie Jo Kaufman will also update us on the activities of the AALS Law Libraries & Technology Committee. I would also like us to discuss if there are any "next actions" that we as a group would like to undertake.

Hope to see you early Tuesday morning!
--Sally Wise
University of Miami

ALL-SIS ELECTION RESULTS

Elections were held this Spring for two positions on the ALL-SIS Executive Board: Vice-Chair/Chair Elect and Secretary-Treasurer. Running for the office of Vice-Chair/Chair Elect were Beth Smith, Assistant Director & Head of Pubic Services, Ross-Blakely Law Library, Arizona State University and Sally Wise, Director of the Law Library and Professor of Law, University of Miami Law Library. For the post of Secretary-Treasurer the candidates were: Kit Kreilick, Associate Law Librarian for Technology, Leo T. Kissam Memorial Library, Fordham University Law Library and Carole Hinchcliff, Associate Director, Moritz Law Library, Ohio State University. Sally Wise, Law Librarian, University of Miami School of Law, was elected as Vice Chair/Chair Elect and Kit Kreilick, Associate Law Librarian for Technology, Fordham University, was elected Secretary/Treasurer.

Although the election is over, the candidate statements, which were provided to ALL-SIS members and posted on the ALL-SIS web site, are set out below for historical purposes.

STATEMENT OF BETH SMITH

I have been involved with ALL-SIS since I was a brand-new librarian. I am very grateful to ALL-SIS for giving me that opportunity. I was the ALL-SIS webmaster for several years, am now the outgoing Secretary/Treasurer, and would be honored to serve as your Vice-Chair/Chair-Elect. The best part about being active in ALL-SIS is getting to know so many academic law librarians. However, there are many academic law librarians who are not members of ALL-SIS or who are members but do not participate in our activities. I hope we can change that. We have many issues that are unique to us continuing status/tenure, ABA statistics, the CALI research project, supporting law journals, etc. I look forward to continuing to bring my energy and enthusiasm to this SIS, in whatever capacity.

STATEMENT OF SALLY WISE

At this point in my career, I am the director of the law library at the University of Miami. Previously I have been director of the law library at the University of Nebraska and I have also held positions at the law libraries of Southern Methodist University and Seattle University (formerly University of Puget Sound). Along the way I have been active in various chapters and sections of AALL, and have given my presentations, etc. So much for all that. ALL-SIS has been a very active organization providing forums for education, investigation, discussion and consideration of issues of interest to all academic law librarians. I would like to continue these activities and also to encourage the section to consider entering into beneficial partnerships with related organizations both within and without AALL.

STATEMENT OF KRISTINE (KIT) KREILICK

I've been an academic law librarian my entire career. As the Academic SIS, I think we need to focus on academic interests - not to the exclusion of other types of libraries or areas of practice such as "Readers' Services"-but in ways that complement what is being done in the other sections. We need to rise to Rosalie Sanderson's challenge to find "new and interesting ways to make our libraries relevant to today's students and faculties." (See the Message From the Chair, Spring 2002 Newsletter) As we do that, we will not only benefit ourselves and the academic environments in which we work, but others in our association who will be working with our alumni. It is my hope that I can contribute to that effort as Secretary-Treasurer of ALL-SIS.

ALL-SIS has several good projects and some good momentum going now and I would like to see that continue. The Survey on Library Support for Journals is a great idea; I daresay we are all facing challenges in our support of our journals as the number of journals grows and our budgets do not! We have made a good start towards developing a collection of CALI exercises in Legal Research and we need to keep that effort going so that research instructors will have a variety of exercises from which to choose on each topic. Our programs at the annual meeting often provide some of the best content of the conference. Let's keep up the good work and find new and interesting ways to make the AAL-SIS relevant to our colleagues in AALL as well as ourselves.

STATEMENT OF CAROLE HINCHCLIFF

I am enthusiastic about the opportunity to serve as Secretary/Treasurer of the ALL-SIS. In my career as an academic law librarian, the Academic SIS has provided me with a variety of invaluable professional development opportunities such as being mentored, serving as a mentor, sponsoring my annual meeting program proposals and participating in a variety of round table discussions. I have been privileged to learn from a variety of knowledgeable and dedicated academic law librarians.

Serving as Secretary/Treasurer, I intend to support the work of the ALL-SIS officers and current committee volunteers. I am eager to continue "creating connections" by promoting membership and encouraging participation, especially by newer members, in the ALL-SIS. I am poised to pitch in-after all, isn't pitching in what makes the ALL-SIS work best?

ALL-SIS STRATEGIC PLAN DRAFT

The adoption of a strategic plan is a very important step for us as an organization. It will lend coherence to our activities and permit us to examine our organizational goals and the steps necessary to meet them. This plan builds upon work begun several years ago by an earlier committee which developed a mission statement for ALL-SIS. This year's committee worked very hard to move beyond the mission statement to goals, strategic directions, outcomes and specific initiatives for us to pursue as an organization.

This draft is an important first step. The draft will be revised in response to comments of members. After comments, revision, and adoption by the ALL-SIS executive board, a revised version will be proposed for adoption at the annual meeting. Please send your comments to Mark Bernstein, chair of the committee, at: mbernstein@law.duke.edu. While you are studying this draft, you may want to refer back to the AALL 2000-2005 Strategic Plan: "Leadership for the 21st Century: New Realities, Changing Roles" at http://www.aallnet.org/about/strategic_plan.asp for ways in which activities of ALL-SIS might coordinate with the plan adopted by the AALL.

Special thanks to are due members of the Strategic Plan Committee who worked very hard to develop this plan: Suzanne Cassidy of Mercer University, Tom French of Syracuse University, Gary Hill of Brigham Young University, Larry Myers of University of LaVerne, Leah Sandwell-Weiss of the University of Arizona, Teresa Cristina Stanton of the University of North Carolina, and Mark Bernstein, chair, of Duke University.

HTML Version: http://www.aallnet.org/sis/allsis/Strategic_plan.html [Moved]
PDF Version: ALL-SIS Strategic Plan

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UPDATE ON THE CALI LEGAL RESEARCH AUTHORING PROJECT

Several exercises are in the pipeline and some should be included in the next CALI Exercise CD that will be distributed for Fall, 2002. But there's opportunity for many others to get involved with authoring exercises! We are now running on a 6-8 week submission cycle; the next round deadline is April 19, but there will be more to come for those who are just not ready right now. Summer's a comin', so think about doing an exercise as one of your summer projects! Approved exercise proposals submitted now will not make the Fall 2002 CD, but may be made available on the CALI website once they are completed. Many topics remain and you may have others not on the original topic grid you'd like us to consider. To look at the topic grid and get more information about submitting proposals, please take a look at the CALI website: www.cali.org and follow the front page link on the right that says: Legal Research Community Authoring Project.

--Kit Kreilick

MENTOR PROJECT SEEKS PARTICIPANTS

Are you contemplating a career change and need advice? Do you have a wealth of experience that you would like to share with others? Would you like to increase your networking opportunities? Do you feel uncertain about attending your first AALL conference? Would you like an opportunity to give back to the law librarian community? If these thoughts sound familiar then the Mentoring Committee encourages you to participate in the 2002 Mentoring Project as either a mentor or mentee.

The purpose of the Mentor Project is three-fold: to provide an informal, personal source of information for newer members; to provide an avenue by which experienced law librarians may meet promising new members of the profession; and to provide a network for members who are contemplating a move to another type of library.

The Mentor Project is open to librarians from all types of libraries. Each participant will be assigned to a member whose profile matches, as closely as possible, his or her request. Applications will be reviewed by the Committee on Mentoring, Retention, and CONELL, which includes representatives from a wide range of employer categories.

If you are interested in participating, please visit our website at http://www.aallnet.org/committee/mentoring/mentor_project.html and submit your mentor or mentee application by June 1, 2002. Please also take a moment to review our selection of articles and tips on mentoring. We look forward to hearing from you.

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MIDDLE MANAGERS BREAKFAST

The Middle Managers Breakfast this year will confront the issue of how innovations in library personnel structures affect the role of middle managers. Three speakers, representing traditional hierarchical and other library structures, will open the program with introductory comments. Those attending will be encouraged to choose from a short list of management models the model that interests them most and then sit at a table with others who have made the same selection. After the speakers' introductory remarks, each table will discuss the advantages and disadvantages of the structure the group has selected. At the end of the breakfast, the moderator will ask for reporters from selected tables to share the conclusions of the librarians at that table. We hope this provocative topic will inspire middle managers from every time zone to attend the 7:00 am Tuesday morning breakfast.

--submitted by Anne Klinefelter

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NEW SERVICES FOR STUDENTS AND FACULTY: COURSE RESOURCE PAGES AND LIBRARY LIAISONS

BY LISA WAGENHEIM

RESEARCH LIBRARIAN AND INSTRUCTOR OF LEGAL RESEARCH

THURGOOD MARSHALL LAW LIBRARY, UNIVERSITY OF MARYLAND SCHOOL OF LAW

As information becomes increasingly accessible in electronic formats, libraries are experiencing significant waning in their patron populations. As we all know, this trend holds especially true for academic law libraries. The constant development of legal databases, government websites, and other online resources has sharply reduced the number of law students who make use of the library and its services. In efforts to halt this trend, academic law librarians have been discussing how to get the students to return to their law libraries.

The librarians in the Thurgood Marshall Law Library at the University of Maryland have been discussing these same issues. Our discussions have covered a wide range of possibilities, such as specific changes to the library environment as well as increased visibility through enhanced services. Instead of changing the law library environment, we decided to enhance the services that we provide to the faculty and students. We began by implementing two new services at the beginning of this Spring semester. First, we began a course liaison program which entailed assigning a librarian to each course taught at the law school. Second, we developed course research pages for all courses that satisfy the law school's advanced writing requirement. Making both of these new services available to students was facilitated by the law school's implementation of Blackboard for all classes.

The purpose of the course liaison program is to encourage students to use the library services by attaching a familiar face to the library. The course liaison program has benefited from the participation of public, technical and electronic services librarians. The course liaison assignments were done through the Blackboard system as all courses have a Blackboard page containing, at a minimum, a course syllabus and an assigned librarian. The Blackboard pages include biographical information and a photograph of the liaison as well as a link to the library liaison's e-mail address. In many instances, the librarian assigned to the course is the same person who serves as library liaison to the faculty member.

In addition to the library liaison program, course research pages for all courses that satisfy the advanced writing requirement were developed by library staff for Blackboard. The pages contain web links, links to commercial databases with passwords, and a bibliography of key print sources relevant to the subject matter of the course. The pages are divided into six major categories, which include: links to primary materials; links to agencies and non-governmental organizations; links to subscription databases; a brief print bibliography; additional resources (including pathfinders, relevant CALI lessons, and law list-servs); and links to relevant Westlaw and Lexis databases. Prior to creating the pages, the librarians contacted the individual professors and requested class syllabi, class descriptions, and any suggestions in an effort to tailor the resource pages to the relevant subjects.

While these are relatively new developments, the response from the students and faculty has been very positive. When the librarians first contacted many of the professors, they expressed excitement for the course research pages and several professors offered citations to relevant sources. An enthusiastic professor is good publicity for the library because she can encourage the students to use the services as a part of the class. A couple of the professors also requested that the liaison librarians visit their classes to introduce themselves. We have also publicized these services by writing several articles in the bi-weekly Library News and sending e-mails to the entire law school community explaining our new programs.

The statistics on the Blackboard server provide evidence that the students are using the course research pages. We randomly sampled three of the course research pages to determine if the students were using them. The courses selected were Judicial Function (a course focusing on the Maryland Court of Appeals), Children, Parents and the Law, and Law and Film. In the Judicial Function course, 15 different students used the resource page for a total of 38 times. The Children and the Law course had 97 hits by 19 different students. Finally, the most overwhelming numbers came from students in the Law and Film seminar. 12 students used the course research page for a total of 801 times. Even though the course research pages are in the early stages, it appears that students are making significant use of them.

The exposure created by the course liaison program and the course research pages has benefited the library and the librarians. Students have been sending emails and visiting the research suite to get research assistance from their liaisons. The librarians have enjoyed this increase in business from the law students as well. At this early stage, the librarians hope that as the students become more aware of the enhanced services, they will begin to utilize the library and the librarians' expertise more often.

SPECIAL COMMITTEE TO DEVELOP PERFORMANCE MEASURES FOR LAW LIBRARIANS

In April 2001 a Special AALL Committee was formed and charged with developing universal performance measures that can be used for self-assessment by individual librarians or for performance evaluation of law librarians by employers. The charge further stated that these performance measures should be adaptable to law librarians who are working in various types of law libraries.

The Committee met twice at the AALL Annual Meeting in July 2001, set up a Listserv to promote communication among members, held monthly conference calls beginning in October, and explored and considered using some relevant and extensive competency and performance measurement work located on the AICPA website as a guide. The committee is now working with the current AALL competencies list and is drawing out concepts and language that can be measured. Anntoinette D. Lucia's and Richard Lepsinger's book, The Art and Science of Competency Models, Jossey-Bass (1999) has helped the committee in this endeavor. The committee will use areas similar to the AICPA's general competency areas: Functional Expertise/ Knowledge/ Abilities, Communication Skills, Leadership, Professional Perspective, Personal Attributes in our final work.

We are now discussing which of the competencies should be included in every law librarian's job description and how to validate our assumptions. We will seek feedback from AALL membership soon on our preliminary work, and then begin work on the complex measurements we feel are needed to make the final product useful to AALL members.

--submitted by Bobbie Studwell

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TAKING ACTION TO MAKE LIBRARIES RELEVANT TO TODAY'S LAW STUDENTS

ROSALIE SANDERSON EXAMINES FOLLOW UP RESPONSES TO HER CHAIR'S COLUMN IN THE LAST NEWSLETTER

In my chair's column in the last newsletter, I mentioned a recent article in Chronicle Of Higher Education ("As Students Work Online, Reading Rooms Empty Out-Leading Some Campuses to Add Starbucks," Nov. 16, 2001). The article pointed out that "more and more students are entering libraries not through turnstiles but through phone lines and fiber-optic cables." The article focused on undergraduates, but I thought that it raised issues that might be important to law librarians. I asked for your help to identify measures you have taken in your own libraries to keep them relevant to law students in the electronic age. I'd like to share some of your many thoughtful and innovative responses.

You identified physical facilities, electronic resources and marketing as priorities, but made it clear that people, the librarians and staff who work in the library, are critical to the relevance issue. Herb Cihak of LSU stated it profoundly: "to be relevant library personnel need to be visible, credible, competent and available." Both Jim Heller of William and Mary and Pauline Aranas of Vanderbilt expressed a similar opinion, viewing the librarians' roles as teachers as primary in establishing the library as relevant to legal education and librarians as credible from the first day of law school. At both schools librarians teach legal research in the first year legal research program. They also do a lot of additional formal and informal teaching as well. Others who mentioned the importance of teaching to the library mission included Bob Berring of Boalt, Dick Danner of Duke, and Anne Klinefelter of UNC.

Although it is difficult to generalize, that is what I will try to do. In addition to teaching and personal librarian contact most of your responses fell into three categories: enhancing physical facilities to provide more creature comforts for students in the library, providing more web-based services and products, and marketing collections and services more creatively and aggressively. Barbara Gontrum at Maryland described perhaps the most innovative idea, that of assigning a librarian as a research resource to each law school course. The librarian's contact information and photo appear on the course web page. Librarian contacts for each course meeting the writing requirement prepare an information resources guide for the course. You may read more about this program in Lisa Wagenheim's article appearing in this issue of the newsletter.

Facilities. A number of libraries have taken steps to create comfortable facilities. Food and drink are often on students' minds, so William and Mary has a coffee/bagel /juice bar in the library lobby. LSU has a relaxed food and drink policy, and Duke gives entering law students spillproof cups. UNC renovated their facilities to provide comfortable furniture and better lighting. Many schools have leisure reading areas with popular magazines and/or novels. Northern Kentucky University and Duke both provide 24 hour access to library facilities for night owls.

Sue Burch reports that the University of Kentucky recently renovated their facilities to provide more flexibility for students. The library cut the size of their PC lab from 45 workstations to 14 in exchange for 5 additional public workstations throughout the library and 20 new IBM wireless laptops which students may check out at the circulation desk for up to 4 hours. The lab space was redesigned to include a lounge where students can relax or work together in small groups. Sue reports that students like the new arrangement and the flexibility to work in the lounge or anywhere in the library with the laptops. She reports that the Reference Desk traffic has increased because the lounges and study areas are located close to the desk, and students often leave their study groups to ask for assistance from the librarians.

Electronic Resources. Many librarians report that they are trying to provide better service to students who access the library remotely through improved instructional guides and links to electronic subscription services on their websites. Duke, the University of Washington, UNC, University of San Diego and many other schools have made it a top priority to create websites which provide outstanding instructional resources. Ruth Levor suggested that librarians emphasize the internet and online search strategy in reference contacts with students. She also suggested using the website as a point of service for interlibrary loan and document delivery by adding links to online forms. A number of schools provide email reference. Extending email reference services to live chat with the Reference Desk is another electronic opportunity for outreach.

Marketing and library promotion. William and Mary does a lot of library promotion, some of which has a public service aspect such as raising funds for bone marrow drives or cancer research. LSU has spearheaded similar public service promotions such as staffing the phone bank at a local public television station and preparing Easter baskets for inner-city pre-schoolers. While these promotions give the library visibility and help worthy causes, they have the added benefit of helping build collegiality among participating co-workers.

A number of schools, such as UNC promote the library and teach through well-planned orientation sessions for students and/or faculty at the beginning of each year. UNC and Duke also distribute mousepads with library logo and contact information for key services. UNC publishes information about current event law school events, as well as research tips on the web. Northern Kentucky University publishes an electronic newsletter "Quick Tips" with useful research news and tips.

Establishing official Student Advisory Groups was another innovative idea for promoting library services. These student groups can be very useful to libraries, not only to promote underused services, but also to learn about student information needs which are not being met by the library. These groups provide an official channel of communication and can be instrumental in alerting the library about difficult issues before they become problems.

It is clear from your responses that most schools have mounted a serious effort to make their collections and services available to students in ways that meet the needs of today's students onsite and offsite. Don't keep your good ideas to yourselves. Share your ideas, successes and problems with your colleagues. Let's become more effective by working together and using the listserv to share our experiences.

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TRIALS AND TRIBULATIONS OF A NEW LAW LIBRARIAN

BY JENNIFER S. MURRAY, RESEARCH LIBRARIAN

GABRIEL AND MATILDA BARNETT INFORMATION TECHNOLOGY CENTER

AND THE ASA V. CALL LAW LIBRARY

UNIVERSITY OF SOUTHERN CALIFORNIA

Note: This is the first in what is hoped will be a series of columns about the experiences of those new to the academic law librarianship profession-ed.

This is my inaugural column, and I am unknown to most of you. So, you are likely wondering what this newcomer will have to say. I am not afraid of being honest. While studying during the week before the bar exam with two good friends in a remote cabin, one of my friends mentioned it would be nice to come back to the cabin at a later date when we weren't so stressed. I blurted out that I never wanted to spend any time in any cabin alone with the two of them ever again. It just came out. We all were stunned. But it opened up a frank discussion between the three of us, and our relationship improved. In a similar vein, I hope to achieve that kind of frankness with this new column. I will offer my honest opinion about law librarianship and hope that my candor will inspire others to think critically about and perhaps improve our profession. With this preface, I begin.

One of the most difficult aspects of my transition from law student to law librarian has been learning how to deal with law school faculty. I remember law professors as the individuals who broke me down and rebuilt me into the fine-tuned legal thinking machine I am now. They were the legally omniscient beings who could whip my mind into a Socratic frenzy. And as a law student, the social order of the law school was clear. I resided among the lower orders of the law school ecosystem. As the bacteria in the food chain, I functioned quite well. I knew I was the foundation for the entire ecosystem.

Now, as a law librarian, my position in the social order of the law school has changed, moving me up a few links in that proverbial chain. These new links bring entitlement to witness the foibles of the law school professors. Law professors actually ask me for assistance in using Lexis and Westlaw. I deal with them as a peer and provide any assistance or instruction necessary. It is surreal that these same demi-gods who once struck fear in my heart rely on my research skills to find the authority for important statements in their scholarly articles. Many have even asked me to call them by their first name.

This new social status still requires me to tread carefully within the law school ecosystem. I have to seek cues from the professors as to how they want me to interact with them. There are those who prefer the omniscient being status- and I am happy to comply. But the majority actually want to know me. They recognize that I know more about most areas of legal research than they do. So when they ask for assistance with research, I need to combine their knowledge of the law with my knowledge of legal research to find what they seek. It may take a while for me to find comfort with my new social status, but I look forward to a new perspective on the law school food chain.

WILL PAY FOR IDEAS!!*

NOW THAT WE HAVE YOUR ATTENTION...

BRAINSTORM NOW

2003 AALL Annual Meeting
July 12-16
Seattle, Washington

The ALL-SIS Education Committee's major task is to propose program proposals for the 2003 Annual Meeting. The more ideas we have to brainstorm, the better our desired results - high quality, program proposals that are accepted because they are of interest and relevance to the lives of academic law librarians.

We are actively seeking ideas - all ideas for speakers and program or workshop topics are welcome - whether they are small, grandiose, ordinary, crazy, recycled, cutting edge, offbeat or unusual. Academic law librarians are ravenous information seekers with eclectic reading tastes. Please let us know if you have attended presentations, or come across ideas and / or information that have the potential to be translated into AALL programs or workshops. Your Education Committee needs to know what type of programs are of best value to you!

At this stage, please jot down your ideas. You may use the form below if you wish, or otherwise email, fax or snail mail your ideas to the current Education Co-Chairs.

Idea for 2003 AALL Annual Meeting:

_____
_____
_____
_____

Proposer's Name & Email Address: _____

EDUCATION CO-CHAIRS

Ajaye Bloomstone
Associate Librarian, Acquisitions
Louisiana State University
Paul M. Hebert Law Center Library
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Carole L. Hinchcliff
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(614) 292 3202 (fax)
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* We are unable to pay you cash in exchange for your great ideas, however you will be "paid" in thank yous by your forever grateful Education Committee!

YOUR SIS WANTS YOU!!

Working on an ALL-SIS committee is a wonderful way to make your mark in AALL. You get to work with colleagues who share common interests and help to mold the area of our profession that most interests you. Let me know how you want to help the SIS in 2002-03 … volunteer for committee assignments!

Whether you're new to the SIS or the profession, or you just never got around to volunteering in the past, we want you. I'll be appointing as many of you as I can, and don't be surprised if I call you even if you don't respond. Have questions about the committees? Feel free to contact me by e-mail (mslyhoff@law.upenn.edu) or phone (215-898-9013). Return to Merle Slyhoff, University of Pennsylvania Law Library, 3460 Chestnut St, Philadelphia, PA 19104, or via above e-mail address. Deadline: July 5.

Merle

Merle Slyhoff
Vice Chair/Chair-Elect ALL-SIS

ALL-SIS COMMITTEE ASSIGNMENT REQUEST FORM

Please select 3 choices, ranking your preferences, with 1 being the highest.

COMMITTEES

_____ Awards Committee

_____ Bylaws Committee

_____ CONALL/Mentoring Committee

_____ Continuing Status/Tenure Committee

_____ Program Committee (2004 Annual Meeting)

_____ Reception Local Arrangements

_____ Membership and Recruitment Committee

_____ Newsletter Committee

_____ Nominations Committee

_____ Public Relations Committee

_____ Website Committee

ROUNDTABLES

_____ Legal Research

_____ Relations with Vendors

_____ Statistics

SPECIAL WORKING GROUPS--ADVISORY

_____ CALI Research Project

_____ Visiting Librarian Project

TASK FORCES

_____ Advanced Legal Research Web Sourcebook

_____ Library Support for Law Journals

_____ Web Redesign (new)

_____ Educational Task Force (new)

The ALL-SIS Newsletter