The ALL-SIS Newsletter

MESSAGE FROM THE CHAIR

Jack McNeill
2010 - 2011 ALL-SIS Chair

This, my first message as chair, has me thinking about beginnings and endings. I want to thank my predecessor Beth Adelman for her strong leadership and for making the annual meeting a success. I also want to acknowledge the work of outgoing board members Sara Sampson, and Filippa Anzalone.

On the flip side, we must acknowledge that all endings are the beginning of something else. I want to congratulate Kumar Percy Jayasuria and Ed Hart and acknowledge to continuing work of Margaret Schilt. I want to thank everyone who volunteered for committee work. Unfortunately, there were far more volunteers than positions. If

you were not selected, please do not be discouraged. There will be some additional work over the year that may require your skills. I still have your names and will be digging into the list during my term as chair and I will forward the list to my successor. I look forward to working with everyone and having a successful year.

One of our first challenges will be a response to the ABA revisions to the Standards for Approval of Law Schools. The Revision Committee has floated changes to library director standards that, in my view, will profoundly affect not only the governance of academic law libraries, but also on the career paths of every academic law librarian.

Any response we have must be tempered by

FROM THE EDITOR

Leah Sandwell-Weiss has so skillfully edited the ALL-SIS Newsletter for the last 10 years that I feel I have enormous shoes to fill – though I make no allusions to the size of Leah's feet! I thank Leah for all the help and support she has given me thus far and know I can count on her during this transition year. And as I learn how to do this I hope you will all forgive the late issues, omissions or errors that are likely to occur.

Most importantly, I hope you will all HELP ME! At the ALL-SIS Breakfast and Business Meeting in Denver, outgoing Chair Beth Adelman mentioned that our SIS now has 1301 members. With all the issues facing law libraries in general and specifically law school libraries and librarians, our members must have a wealth of ideas and experiences to share. Don't wait for the other guy! Try your hand at

AALL Program Reviews

2010 Annual Meeting Hot Topic

Arizona's SB 1070: Necessary Protection from Illegal Immigration or a License to Discriminate?

Leah Sandwell-Weiss, James E. Rogers College of Law, The University of Arizona

As someone who's lived in Arizona for over 10 years, and who has been actively involved in the immigration debate, I was excited to help the moderator of this program, Ron Wheeler, find speakers and information on the topic. The program itself surpassed all my expectations. Two distinguished speakers debated the topic: Professor Andy Silverman, Joseph M. Livermore Professor of Law and Director of Clinical Program, James E. Rogers College of Law, The University of Arizona (www.law.arizona.edu/faculty/ facultyprofile.cfm?facultyid=17); and Representative John Kavanagh, Arizona House of Representatives, former policeman, and professor of criminal justice at Arizona State University and other institutions in the Phoenix area (www.azleg.state.az.us/memberspage.asp? member_id=27&legislature=48). Each speaker was given 15 minutes to lay out his position, and 5 minutes each for rebuttal. The remaining time was used for questions and answers from the audience. The moderator kept tight control over the time so that both speakers had an opportunity to make their points.

Prof. Silverman began with a short description of what the law does - he also provided a handout (available at www.law.arizona.edu/ Library/Research/guides/SB1070overview.pdf) with this information. The new law established new immigration crimes relating to: (1) the failure to have certain immigration documents; (2) seeking to hire day laborers or to apply for work as a day laborer; and (3) transporting, harboring, or

encouraging non-citizens to reside in Arizona. Other provisions require that anyone who is arrested must have their status determined before they could be released. While certain documents could presumptively be used to establish that the person was lawfully in the United States, it wasn't clear what the effect of the presumption really would be. Racial profiling was prohibited except as allowed by the United States and Arizona constitutions; case law has allowed race to be a factor in immigration offenses, so this exception might mean that the prohibition has no real impact. Other sections stated no official or agency could limit the enforcement of federal immigration law and that private citizens could sue if they believed such a policy or practice was in effect.

Rep. Kavanagh began by explaining why the law was passed: illegal immigration has brought crime and backbreaking governmental expenses to Arizona. He believes in the rule of law which hasn't been enforced by the current, and to a lesser extent, previous federal administrations. Allowing undocumented people to stay in the country is unfair to those who want to come in legally. He stated that the focus on police stops and federal preemption fails to note that "sanctuary" cities are also preempting federal law. He disagreed with the interpretation that all arrestees have to have their status determined before they can be released; there's a provision that limits this to when it is practicable, with an exception when the determination might hinder an investigation. His basic point was that this statute just mimicked federal law - just letting local police help the federal authorities enforce immigration law and not in conflict with federal laws. As a retired

AALL Program Reviews

Hot Topic, Cont'd

policeman, he was sensitive to the racial profiling issue. Police want to make good arrests and if a policeman continues to make bad ones by improperly racially profiling, he and the police department will get in trouble.

In rebuttal, Prof. Silverman noted that crime rates in Arizona have been going down; expenses for jailing individuals who are arrested until their status is determined will go up; and that federal enforcement at the border has gone up tremendously, including costs of physical and virtual fences and the use of the National Guard. He noted that this is a United States-Mexico border issue, not an Arizona-Mexico, California-Mexico, Texas-Mexico issue, and has to be solved by the federal government, not state by state. He also noted that the stated intent of the law was to "make attrition through enforcement the public policy" of Arizona.

Rep. Kavanagh provided some statistics indicating that 14% of people booked into Maricopa County jails were undocumented, while it is estimated that they were only 6 - 7% of the population of the county. He believed Arizona's border hasn't been as secure as California's because Arizona has a virtual fence and National Guard. We need real troops on the border.

The questions from the audience were critical of SB 1070, questioning the impact on state resources, police work with their communities, economic impact of the boycott and legal residents leaving Arizona, among other things. Rep. Kavanagh indicated that he did not believe the state would need more resources for police, jails, courts, etc., because of the cost-savings to government from fewer undocumented persons using government resources. He also indicated that the media was driving people out by creating

fear and that the law only wanted to drive out those who were undocumented.

Obviously, this topic divides law librarians as it does all citizens. We probably could have used twice as much time and still wouldn't have covered all the issues of this law.

Subsequent to this program, a judge from the United States District Court in Arizona issued a temporary injunction against major portions of SB 1070. The case has now gone to the 9th Circuit Court of Appeals and will be heard in November 2010. A copy of the District Court opinion can be read at http://www.azd.uscourts.gov/azd/courtinfo.nsf/983700DFEE44B56B0725776E005D6CCB/$file/10-1413-87.pdf.

Remapping Faculty Services Support: New Models for Cooperation and Collaboration

Theodora Belniak, Charles B. Sears Law Library
University at Buffalo Law School

Faculty services represent a growing chunk of time, effort, and work product within law libraries. Sponsored by ALL-SIS, this Monday morning panel was an exploration of the shifting constellation of services provided to law faculty by the law library. Each panelist represented a slightly different service model and described the tactics and services provided. As a whole, the panelists sketched out the spectrum of possibilities, and raised interesting questions about the future direction(s) of faculty services.

Before any fruitful discussion could begin about commonalities, the panelists situated themselves in the variegated context of library and school. The panel's adept moderator, Raquel Gabriel, Assistant Director for Reference and Research Services at City

AALL Program Reviews

Faculty Services, Cont'd

University of New York School of Law (CUNY), represents a university with 400 students, 50 faculty members, and a library staff of 16 (8 of which are librarians). CUNY does not have a formal liaison program, but the librarians actively pursue new faculty and foster research relationships. CUNY provides document delivery and collection development services; it also hires, trains, and supervises two library research assistants dedicated to providing research help to the faculty. In addition, librarians offer research sessions for classes.

Lisa Spar, Assistant Director for Reference and Instructional Services at Hofstra University School of Law, represents a library serving 1,200 students, 60 faculty, and a library staff of 25 (12 of which are librarians). Hofstra University has a faculty liaison program that provides uniform guidelines about the type of services provided by the librarians. Through the liaison program, faculty members are educated about services such as document delivery, course reserves, current awareness notifications and possible in-class research instruction collaboration. Hofstra also has a Library Research Assistant Program, training and managing two research assistants dedicated to faculty research requests.

Jane Edwards, Head of Faculty and Public Services Librarian of Michigan State University (MSU) College of Law, represents a law school with 940 students, 50 faculty, and 7 reference librarians. MSU's law library created an online database that allows faculty to "submit a research, document delivery, course reserve or class instruction request" via a web-based form, and then track the progress of the request. The heart of faculty services, the database allows the librarians and a pool of student assistants to triage and answer requests, precluding a need for a formal faculty liaison program. MSU

also provides alerts and updates to its faculty, and will "entertain just about any research request no matter how big, complex or even, unusual."

Jane Thompson, Assistant Director for Faculty Services of University of Colorado Law School, represents a library serving 546 students, 50 full-time faculty, and a library staff of 19 (7 of which are librarians). University of Colorado provides current awareness alerts, targeted collection development, document delivery, and research assistant training. The library also provides faculty training and research consultation.

Cynthia Lewis, Lawyer/Librarian and adjunct professor at the Vermont Law School (VLS), represents a law school with 600 students, 89 faculty members, and a staff of 11.5 (including 7 librarians). VLS has a Library Faculty Liaison Program that provides targeted collection development, current awareness services, and research assistance. VLS has a Faculty Research Assistant Program; research assistants are trained and supervised by a librarian, and assist in faculty projects ranging from editing casebooks to literature searches.

The provision of faculty services differs depending on staffing, library budget, and the size of the school, but there are five areas of service that every panelist mentioned: targeted collection development, research assistance, document delivery services, current awareness services, and in-class instruction. These areas of service, although not used by every teaching faculty member, are used with increasing frequency, and the pressure on those in the libraries is increasing in response. Many of the panelists, when asked: "What is the biggest problem in faculty services?," suggested that maintaining balance between the demands of a faculty service program and additional library

AALL Program Reviews

Faculty Services, Cont'd

responsibilities was not easy. Other panelists pointed to time crunches/research deadlines and workflow issues (uneven patches of research assistance throughout the year) and their accompanying budget complications (payment/training of research assistants) as adding to that imbalance.

The growing complexity of faculty requests is another challenge mentioned by some of the panelists. As faculty research becomes more interdisciplinary in focus, law librarians are being asked to become expert researchers in areas of study that stretch well beyond the law library stacks. Empirical, historical, and international research are fair game, and law library faculty service programs are expected to keep up. Learning statistical software is not usually thought of as falling within a law librarian's purview, but, more and more, law librarians and research assistants are being asked to not only be experts in the world of legal resources, but to be (at the very least) competent in navigating resources from other disciplines.

There was no dearth of discussion amongst the panelists about the challenges of faculty services. The bridge-building with other libraries and librarians that once seemed like a good idea has become integral to the professional capabilities of faculty services librarians: working with subject librarians, developing relationships with expert researchers in other fields, and learning about areas outside of the traditional legal world are par for the course. All of these themes led to a provocative question from moderator Raquel Gabriel: *Are we becoming generalists?* Unfortunately, time constraints prevented a hearty discussion of the question, but, hopefully, we can talk about an answer next year!

Librarians as Teachers

Practically anyone (professional librarian or staff) who works in a law school library has had occasion to teach, whether it be a formal, for-credit law school course or answering a query from a student who stops the first person who passes by to ask for help. More and more, however, academic law librarians are acquiring formal teaching roles and the programming at AALL 2010 reflected this. At least four programs addressed various teaching-related issues.

Starting Off on the Right Track: Avoiding Mistakes Common to New (and Not-So-New) Instructors
Barbara G. Traub, St. John's Univ. Law Library

In program D-5, moderator Meg Butler (New York Law School Library) and speakers Kate Irwin-Smiler (Wake Forest University Professional Center Library), Sara Sampson (Georgetown Law Library), and Joan Shear (Boston College Law Library) engaged the audience by first explaining coming mistakes in teaching and then, for each, having the audience participate in exercises to illustrate more effective alternative methods. No one method of teaching is perfect: a combination of lecture and activities that involve the class as a single group and/or smaller groups works best to engage students and address various learning styles.

The first activity illustrated an effective way to guide in-class activities. Each audience member was given a small paper stating the objective of the exercise (to determine information available on a federal agency website and how it may be useful for legal research), an agency website to examine, and three simple questions: What is the website? What information is included? How do you use the website? Students (the audience) then pair with a neighbor, discuss what they found, and explain it

AALL Program Reviews

Librarians as Teachers, Cont'd

to the rest of the class. Sufficiently guided classroom activities (1) have a clear objective, (2) set up a framework by providing minimal substantive background if necessary, (3) give clear instructions, (4) allow students time to complete the activity, and (5) allow the teacher to be available for questions.

Another common mistake is a lack of concrete learning objectives. Instructors need to identify learning goals for the whole course (state them in the syllabus), each class session (state at the outset), and each assignment or activity. Focusing on the outcome (i.e., what you want students to be able to do in the end) is recommended, and several examples are provided in the handout materials available at http://www.slideshare.net/ kirwinsmiler/d5-final.

Student evaluations: love 'em or hate 'em? The answer is both. The speakers advise soliciting evaluations halfway through the semester as well as at the end, organizing them for review, and then focusing on specific points for the future. Finally, effective classroom management comes from being prepared, being yourself, setting clear expectations, being consistent, and seeking advice when you have a difficult student or situation.

This excellent presentation ended with five slides, each clearly re-stating the five common mistakes and illustrating the very points made by the speakers.

Mile High Summit On Training: Are Things Coming to a Peak?
Barbara G. Traub, St. John's Univ. Law Library

This session (A2) brought together a law school librarian (moderator Victoria Szymczak, Library Director and Asst. Professor at Brooklyn Law School), a law student (rising 3L Tommy

Preston from the University of South Carolina), a law firm librarian (Linda-Jean Schneider from Drinker, Biddle and Reath in Philadelphia), a law firm director of professional development (Molly Peckman from Dechert LLP in Philadelphia), and a professor (Prof. David Thomson, Director of the Lawyering Process Program at the University of Denver) to discuss how the recent changes in law firm economics have affected research and other skills training programs in both law schools and law firms.

The panel addressed six questions: What was the education or training model used at your institution in 2008? Have there been any changes, and if so, why? Have recruitment procedures changed? What further changes do you see ahead for the training model? Whose responsibility is it to 'train' and why? What role can a librarian play in the new order?

Prof. Thomson began by describing the University of Denver Lawyering Process Program as that of a law school with a deep and rich history of being skills and teaching focused. The program has been in existence for 20 years and included Legal Research and Writing in the first year and later in combination with other skills. Mr. Preston's experience included only one credit of 1L legal research and he found himself woefully unprepared to do research when he got his first job at a law firm. He described his experience as similar to that of other students.

In answer to Question 2, the law firm representatives described extensive, formalized training programs for new associates. Dechert uses a series of firm-wide video conferences of partners and outside speakers to teach core competencies

AALL Program Reviews

Librarians as Teachers, Cont'd

and has established benchmarks of skills for each practice area. Their classes are open to all attorneys in the firm, not just new associates. In 2009, Ms. Schneider's firm established a new 6-month training program during which the new attorneys have no billable hours requirement. The program consists of a core curriculum, a practice-group curriculum focusing on litigation and transactional skills, and 12-weeks of shadowing and meeting clients. The firm was thrilled with the outcome and will be repeating the program in 2010.

In answer to question 3, the law firms don't seem to be changing their recruiting very much – they still look for top students from top schools. Prof. Thomson pointed out that such serious investments in training by law firms seem to indicate that law schools are not producing graduates who are prepared for practice, but it is very difficult to make a 'fully practice-ready' lawyer in 6 semesters especially when the firms still don't seem to look at more graduates from schools with strong skills programs.

Dialogues such as this one indicate that students need both doctrinal AND skills training and that one possible way to do so successfully is to increase the collaboration between law firms and law schools. Law schools are establishing more skills competency programs, and some, like Prof. Thomson, are reaching out to law firms to get input that would put "doctrine in context." Law firms are doing more training in business development and legal project management, and this might be an area for law schools to look to add to their curricula also.

And the role of librarians? We can (and should) be involved in it all. Law firm librarians

are participating in much of the training by teaching some of the sessions, and by providing exercises and resources for the transactional work and legal ethics. In law schools we can advocate for research across the curriculum and offer assistance to both doctrinal as well as skills classes. And we can all network more: in New York City a group of law firm and law school library directors have met twice this summer to try to share our knowledge and work together to produce better researchers. Our initial project is to gather 'real world' problems from law firm librarians so that research training more accurately focuses on the skills and resources needed for 21st century legal research.

Navigating Your Way to the Classroom: Law Librarians Teaching New Law School Classes
Jennifer Allison, Pepperdine Law Library

This program included three panelists: Meg Butler of the New York Law School Library, Amy Emerson of the Cornell University Law Library, and Tom Kimbrough of the Southern Methodist University Underwood Law Library.

Tom Kimbrough started off by describing the Foreign, Comparative, and International Law (FCIL) research course he teaches at SMU. n response to a challenge by a faculty member, Tom proposed the course to the curriculum committee and the dean, selling them on the value of the class on the way to winning its approval. After it was approved, Tom began designing the course, finding that it worked well to use three class components: a weekly lecture, a weekly lab exercise, and student presentations on their major class projects. Often, to combat boredom, lectures are based on a controversial topic of current interest, such as the debate over the implications of headscarf laws on

AALL Program Reviews

Librarians as Teachers, Cont'd

religious freedom. In addition, each lab exercise is carefully structured to encourage the students to develop creative legal research and thinking skills.

Next, Meg Butler discussed the pedagogical principles involved in creating a syllabus, teaching, and assessing students. It is very important for teachers to begin by setting foundational learning goals, and by establishing learning objectives that consider content and student skill levels in determining what the students need to learn. In writing objectives, a source like Bloom's Taxonomy can provide useful assistance, because it focuses on cognitive skill levels and the use of active verbs. Meg suggested sharing these objectives with the students early in the course, because this will encourage them to focus on the important parts of the material. As for developing the syllabus, she suggested focusing on three major components: expectations, schedule, and administrative details. She then encouraged establishing assessment rubrics with the learning objectives in mind, because this affords the truest evaluation of student performance. She also suggested providing assessment feedback to the students in a timely manner.

Finally, Amy Emerson discussed preparing yourself to perform in the classroom. Her specific advice focused on the professor, "owning the class." This involves preparing yourself to have the courage to teach by gaining all of the necessary power and authority in the forms of credentials and self confidence. Preparing the class itself is also essential, including reviewing and selecting the appropriate topics, choosing the proper textbook, and ensuring that all of the logistical details related to the class (especially classroom technology) are worked out well in advance of the

first day. Finally, once the class begins, and as the semester goes along, all of this preparation can be put into practice when you exert the proper authority, clarify your expectations, and make the material as relevant to the students as you can. Amy concluded by pointing out that, despite the hard work required, teaching has some definite perks – it is fun when you can run the show, and it can be very rewarding and pleasurable to teach a group of smart and engaged students.

The Boulder Statement: Creating a Signature Pedagogy for Legal Research Education
Barbara G. Traub, St. John's Univ. Law Library

In June 2009 a group of legal research professionals gathered at the University of Colorado Law School in Boulder to discuss legal information scholarship and instruction in light of the Carnegie Foundation's 2007 report *Educating Lawyers: Preparation for the Profession of Law*. The Carnegie Report's call for integration of more professional responsibility and practical skills training in law school curricula has many law schools and individual professors re-examining their methods and course content. The work product of the 2009 meeting in Boulder, "The Boulder Statement on Legal Research Education", incorporates the recommendations of the Carnegie Report to define an approach to legal research instruction through which students will apply analysis and synthesis to evaluate a legal question within the context of the legal system in which it arises to determine the best research plan and resources.

This presentation (Session E2) gave an overview of the Boulder Statement and its background; clarified terms such as 'integrated analytical process',' apprenticeship', and

AALL Program Reviews

Librarians as Teachers, Cont'd

'iterative'; placed the Boulder Statement within the context of proposed changes to the ABA Standards for Accreditation; and suggested what we, as law librarians and teachers of legal research, can do to advance legal research instruction in law schools. Moderator Barbara Bintliff and speaker Kumar Percy Jayasuriya provided the context and background, and speaker Sarah Valentine defined our challenge. We each must:

- Honestly reflect on our methods and goals when we teach legal research

- Recognize and incorporate analysis and legal reasoning (cognitive abilities) with the knowledge of institutions, authority and sources (practical abilities) in our teaching

- Be vocal advocates for and participants in incorporating legal research training throughout the law school curriculum.

- Adopt active learning methodologies that are best suited for teaching critical thinking and problem solving.

Though brief, this session was both an excellent introduction to and review of the current status of the movement toward a signature pedagogy for legal research education.

New(er) Law Librarians

For those of us who have been going to the AALL Annual Meeting for many years, the meeting is still often a whirlwind of committee and SIS meetings, networking, educational sessions, presentations, taking in the exhibits, and socializing. For the new (and newer) law librarian attending for the first or second time it can feel overwhelming and leave you exhausted. The next three reviews offer great advice for us to share with next year's newcomers.

You Don't Have to Be Brand New to Still Be Newer
Theresa Strike, Univ. of New Mexico Law Library

[**Editor's Note:** Theresa was the recipient of the CONELL grant for the 2010 Annual Meeting.]

CONELL draws a variety of people, ranging from those who are still in school to those who have been at their job for a few years. With such a wide variety, it was hard to imagine that a single event could offer something for everyone. I arrived, wondering if it would have something to offer both brand new librarians, and those, like myself, who had a couple years under our belts. Amazingly, CONELL managed the task easily.

It would be easy to think of CONELL as a warm up for the rest of the conference, but that would fail to capture its full value. While it is true that CONELL offered advice on how to make the most of the conference, more importantly it offered a chance to learn how to make the most of my AALL membership.

The event began informally with the optional Dutch Treat Dinners on Friday evening. Organized by volunteers, the dinners offered choices for a range of tastes and budgets. More importantly, they offered participants a chance to meet other CONELL attendees before the main event. The extended, informal setting allowed a unique chance to interact with other librarians who are at the beginning of their careers. My group was surprisingly large, well over twelve people, which resulted in a certain amount of shouting up and down the table, as we introduced ourselves to each other.

CONELL officially started the next morning, with a continental breakfast. Like all the breakfast meetings at the conference, it started before 8:00

AALL Program Reviews

New(er), Cont'd

AM. It's worth noting that the difference between the headquarters hotel and those hotels farther away is much more apparent that early in the morning. The breakfast gave participants a chance to reconnect with those they met the night before and to make new connections.

The breakfast was followed by an introduction to AALL. While I had been a member of AALL for almost three years, this was the first time I'd received the information in an organized fashion. The session started with an introduction to the AALL executive board. It was the first time I'd seen many of those faces, though, for the most part, the names were at least a little familiar from elections and mailing lists. As a person with a better memory for faces than for names, I appreciated the chance to connect the two. After meeting the executive board, we were given examples of various ways to get involved with AALL.

We heard from three different groups. The editors of both Spectrum and the Law Library Journal talked about what they were looking for in their publications. This was followed by an introduction to the Mentoring program, and finally, an explanation of how programs are submitted and selected for the annual meeting. All three presentations offered concrete, hands-on ways that we, as newer librarians, could become involved in AALL. While the information is available elsewhere, it is a different experience to receive it in conjunction with an invitation to participate.

This was followed by a breakout session, where each member of the AALL executive board was joined by a small group of CONELL attendees. My group was mainly made up of students and librarians at the very beginning of their careers, which meant that I was actually one of the more

experienced attendees. It was an eye-opening experience to realize how much I have learned already, only a couple years into my career. It also helped reinforce what I had just been told, that I had something to offer that others would be interested in.

After the breakout sessions with the board members, we regrouped to hear from two more people. First was Joyce Manna Janto, in her capacity as vice president, who spoke to us about volunteering with AALL. The message we had been receiving all morning was once again reinforced. Even if we were still at the beginnings of our careers, our contributions were welcome and even desired. Attendees were then treated to a talk by Cornell Winston. And it was a treat. His talk managed to be both the funniest thing I heard during the entire conference and full of practical advice on how to make the most of the conference.

The final educational event of CONELL split us into two groups. One group attended a speed networking event, while the other checked out the Marketplace, which offered information about various special interest sections, caucuses and committees. Both events offered further opportunities for the themes of the day – connecting with new colleagues and getting involved in AALL.

And did I mention this all took place before lunch?

If that seems like a lot to do in one morning, it was. It was also well organized and, other than the speed networking, it didn't feel rushed; the rushed feeling of speed networking had more to do with the nature of the activity than the organization. And it didn't end with lunch. After eating, we went on a bus tour through Denver. It gave us a final chance

AALL Program Reviews

New(er), Cont'd

to sit down and talk to those around us for an extended length of time.

I went into CONELL not sure that I would benefit from the event as much as I would have if I'd gone a year or two before. I came out of it, having had a great experience and knowing that it's the Conference of New*er* Law Librarians for a reason. Growing in your profession is a process, and CONELL can give you boost at any point, not just at the very start.

ALL-NEW

Theodora Belniak, Charles B. Sears Law Library
University at Buffalo Law School

Forgetfulness is one of many human talents. The ability to lose details, compress time, and repackage memories is what transforms everyday life into narrative. In the context of a professional setting like law libraries, this talent is no less useful. Those awkward and sometimes painful years of learning the ropes of a librarian position fade into the quickening blur of meetings, conferences, desk shifts, and deadlines. Competency and comfort grow, and we lose track of how we got from the beginning to our current situation. But, what do we tell our newbies who are trying to find their way when we've forgotten the feel of those first steps? Is there a safe space for the basic questions?

The ALL-NEW program, sponsored by ALL-SIS, is designed with these questions in mind. Originally created as a mentoring program by Kumar Jayasuriya and others, ALL-NEW participants provide guidance to newer academic librarians. The ALL-NEW organizers recruit librarians, some veterans, some that have been in the field for only a few years, and ask them to mediate a 'topic-focused' table and to share strategies. Questions run the gamut, and with a

group of librarians representing all stages of the profession, the conversations are lively and informed.

This year's Sunday evening ALL-NEW program was no exception. It was well-stocked with relevant topics, great mediators, and lots of gustatory goodness. There were six topics, six tables, and twelve mediators. The room was just the right size for the number of attendees and it provided a great atmosphere for small group conversations.

The topics were as follows:

- **Law library management** was tackled by Pauline Aranas, Associate Dean and Acting Dean of Library and Information Technology at University of Southern California, and Mark Bernstein, Director of Legal Research Center at Drexel. Ms. Aranas and Mr. Bernstein are well-versed in the practicalities of law library administration, and brought years of administrative experience to the discussion.

- **Legal research instruction** was mediated by Melissa Bernstein, a reference librarian and lecturer at the University of Texas at Austin, and Koviena Nelson, the Education and Legal Research Services Law Librarian at Phoenix School of Law. The discussion reflected the tips and tactics Ms. Bernstein and Ms. Nelson had tested over the years, and touched on the different learning environments and teaching requirements of law libraries.

- **Career development:** Nancy Strohmeyer, Interim Director and Associate Dean at Barry University, and Dwight King, Research Librarian and Head of Research Services at the

AALL Program Reviews

New(er), Cont'd

University of Notre Dame led the discussion about career development, and provided insight into their paths of professional development.

- **Tenure and peer review:** Always a hot topic and an issue weighing heavily on new academic law librarians, the tenure and peer review discussion was mediated by Caroline Young, Reference and Technology Librarian at Rutgers School of Law, and Carol Parker, Professor of Law, Associate Dean for Library and Information Technology at the University of New Mexico School of Law. Stressing the importance of publishing and of finding appropriate mentors, Ms. Young and Ms. Parker explained the tenure process and helped attendees 'think out loud' about their role in the process.

- **Law librarianship for non-JDs:** The discussion was led by John Wilson, the Foreign and International Law Librarian at UCLA Law, and David McFadden, a Senior Reference Librarian at Southwestern Law School. With apologies, I missed out on this worthwhile discussion, but, for the non-JDs out there, ALL-NEW has a place for your questions about the opportunities at and challenges of law libraries. Mr. Wilson and Mr. McFadden were well-positioned to discuss the benefits and feasibility of law librarianship with an MLS.

- **Instructional technology services:** Jessica de Perio Wittman, Distance Education Librarian at John Marshall School of Law, and Kathy Darvil, Access Services/Reference Librarian and Adjunct Assistant Professor of Law at Brooklyn Law School mediated the conversation about instructional technology services and access services. They explained the role of technology within their library settings, and spoke to attendees about the integration of technology

into library services.

Denver's ALL-NEW was a well-planned and well-balanced program. More compliment than complaint, I regret not having more time to engage in each discussion. As a new librarian, there are many questions, and, because of the meandering nature of round-table chats, undoubtedly I missed some good answers. I was left wanting more (always a good thing) because the mediators were open, honest, and ready to talk about anything and everything.

Navigating the Exhibit Hall: A User's Guide for Beginners
Katy Stein, St. Mary's University Law School

As a new law librarian, I was so excited to attend the annual meeting in Washington, D.C. in 2009 - and for good reason. I attended great programs, lunches, made new friends and reconnected with others, ate and imbibed many vendor-provided refreshments, and even saw some great sights. But, when I returned to my library, I wasn't sure if I had taken advantage of all my opportunities during the meeting, and wondered if there were experiences I wasn't aware of and missed out on. One facet of the meeting, though, I knew I didn't understand - the exhibit hall. During my first meeting I found myself only spending a few minutes a day in the exhibit hall, mostly waiting to run into someone I knew, or to take a chance to win a Kindle. I watched as people went to booths and cheerfully interacted, but never managed to more than awkwardly stumble through a LexisNexis presentation or two. That couldn't be, as Peggy Lee lamented, all there is? This year I asked for advice. I sought the counsel of our library's Associate Director, Charlie Finger, who since his arrival has boggled my mind with his knowledge of vendors,

AALL Program Reviews

New(er), Cont'd

publishers, and all else acquisitions and collection development concerned. With minimal arm-twisting, I conscripted Charlie into giving up some all too precious meeting time to show me the ways of the exhibit hall. One morning, four hours, and bags and bags of tchotchkes/swag/promotional ephemera later, here are the mysteries of the exhibit hall, now unlocked:

1. **No Fear.** It may be stereotypically "librarianish" of me to admit that I'm generally uncomfortable approaching people I don't know, but it's true. I had the initial, and incorrect, assumption that unless I knew my library needed a product, or was prepared to purchase it, I'd simply be wasting the exhibitors' time. This couldn't be further from the truth. One of the greatest benefits of my exhibit hall experience this year was learning about companies I wasn't aware of, that may not seem to relate to an academic law library's needs. Instead, I re-framed the exhibit hall as a place to learn about different vendors to which I may need to look to in the future to fill a need unique to an academic library, or even just to become more conversant in the tools and services law firm and other libraries use. Specifically of interest to me were the many document delivery services, which I'll keep in mind for my more exigent faculty services circumstances. Above all, the vendors spend a great deal of money to have just this sort of face time with law librarians, to hear about their needs and what their companies can do to better serve us. Working with vendors is definitely a two-way street, and an important part of nurturing this relationship is simply meeting vendors, seeing what they have to offer, and keeping them in mind for the future.

2. **Three Simple Words.** After standing around awkwardly at booths last year, I found I needed an "in," some introduction to start off conversations with vendors. And it had to be at little less transparent than, "Got any free stuff?" This year I found the perfect, all-purpose opener: "**Hi, what's new?**" Regardless of whether your library has been using the vendor's service for decades or you can't even tell what the service is, all the vendors I encountered had new texts, new products, or enhanced services. And that's exactly what they'd like to tell you about. This approach gives them an easy avenue to talk about their products, allowing you to determine whether you have more questions, jog your memory as to any problems you may have encountered with the service, or if you really just want to get that stressball and to move on. In my experience vendors were excited to talk about their new features, so this creates an easy way to start a great interaction.

3. **Bring a Friend.** The unexpected benefits of working the exhibit hall with one of my coworkers were two-fold. First, it's more fun if you have someone else to bring into the conversation with you, and less intimidating for shy types like me. Second, and more important, given your different experiences in the library, you have more information to bring into the conversation. Where one may use a product infrequently, if at all, another may use it often and be able to ask questions about problems they've been having. If you can talk to the vendor from both the acquisitions / billing perspective and the user experience, more problems can be solved, and you benefit from learning about the library's overall experience

AALL Program Reviews

New(er), Cont'd

with a vendor. All of this information can be critical when making tough decisions about whether to purchase, continue purchasing, or abandon a product or service.

4. **Do your Homework.** When going through the exhibit hall with Charlie, I was amazed at his recall of what we purchased from which vendors, where we had had billing issues, and when customer service and communication were lacking. As he explained many of the vendor's top sales and service staff and management personnel are often at the meeting, making this is the best time to let them know when something is not working right. Many of those who Charlie had questions for followed up with him directly after the meeting, eager to solve problems. To this end, I'm starting a file this year where I can jot down service questions and problems, and bring them up with vendors at the next meeting, if they are not resolved by then.

5. **Collect your Goodies.** Of course, these tips would be incomplete without mention of the bounty of promotional swag you can collect in your exhibit hall adventures. As a practical matter, the first thing you'll need is a bag to carry your bounty, an item easily found at many vendor tables. Once you have your bag, you're free to collect without being too overburdened. Aside from a bag, even in this age of badge-scanning, bring business cards both for entering drawings and giving to vendors whom you'd like to hear from directly. While Westlaw and LexisNexis may seem to have the market cornered when it comes to cool stuff, there were some (literally) hidden gems to be found, as in the case of ALM's set of geodes. Also remember that many of the vendors, particularly the publishers, are not

excited about dragging their products back home, so it doesn't hurt to ask for a copy of that book/looseleaf/DVD set - especially on Tuesday, in the exhibit hall's final hours.

6. **Sharing the Wealth.** At the end of my exhibit hall adventure, I was tired, thirsty, and a little dazed. I felt as though I had gotten drunk on free pens and USB drives as the remnants of my exhibit hall spree bulged through my suitcase. But, after I arrived home, much of my bounty found new homes as well. Though it may seem a small gesture, offering up your goodies to co-workers who couldn't attend the meeting is always appreciated. From there, USB drives can be saved to use at the circulation desk for students needing to borrow one, a cheap option as our drives seem to wander off easily. Others can be saved for prizes to give out in legal research classes or at library presentations. Even my dog shared in the benefit, and remained vendor-neutral, reportedly enjoying his WestlawNext football and LexisNexis stadium blanket equally.

Thanks to all I learned from Charlie and my exhibit hall adventure this year, I can't wait for next year's meeting to sharpen my skills, make more of my time, and practice my three-word opener for all the information and networking benefits, and of course, all manner of goodies. I am still holding out for my free iPad, afterall.

AALL Program Reviews

ALL-SIS Faculty Services Roundtable: Developing Faculty Repositories

Donna Nixon
University of North Carolina at Chapel Hill

The roundtable session on faculty repositories opened with participants introducing themselves and commenting on what brought them to the discussion. Most were involved in their institution's current or planned program to provide some level of repository service and wanted to gain insight from colleagues. Below is a summary of the discussion.

There were approximately 14 participants, including the facilitator, Donna Nixon. When asked what system their institutions were using, about 6 had home-grown systems. Others relied on BEPress's Digital Commons, SSRN, NELLCO, E-Pub, or a university or consortium repository system such as the California Digital Library's system. Some used a combination of two or more systems. Those who chose not to use BEPress cited the high start-up and maintenance costs (quoted at ~$15,000 to start and several thousand each year) or the limited ability to customize the product or own the content. Most participants indicated that they already had in place some repository system. Some defined repository broadly and considered compiled bibliographic lists of faculty scholarship to be repositories. Others had bibliographies that were linked to full-text via HeinOnline, LexisNexis, SSRN, and Westlaw and considered those repositories. At the top level, many had or were planning publically available searchable databases with full-text articles, book chapters and other scholarship.

Some institutions also define repository-worthy scholarship broadly and include newspaper articles, blog postings, CLE presentations, radio and television appearances and multimedia presentations by faculty. However, most institutions restrict the type of material included in their repositories, either because of limited resources to find, track or store that wide a variety of material or because of a stricter view of what qualifies as scholarship. Often decisions on what to include were made in collaboration with the law school dean, communication person, or dean for faculty scholarship. Generally, repositories do include scholarly "working papers" or not-yet-published scholarly articles.

The overwhelming majority of participants said that the library was the entity within their law schools to initiate and maintain repositories, although some did that in conjunction with their law school's communications and/or IT departments. One library inherited the repository from its law school IT department.

Another question concerned whose scholarship qualified for the repository. Most excluded adjuncts unless the adjunct was a notable figure. Generally the repositories included current full-time faculty, retired and emeritus faculty, and items by former faculty written prior to and during the time they were on faculty at the institution. Most stopped gathering items for faculty once the faculty left to go to other schools. Additionally, some schools include in the repository other law school material, including student writings, CLE material and law school video presentations.

For some schools participation in the repository is mandatory for current faculty. For others it is voluntary. Some participants had difficulty collecting repository material or information from faculty or getting faculty to update that information. Many sent periodic reminders to faculty. Some also had mechanisms, either through

AALL Program Reviews

Repositories, Cont'd

the law school dean, the dean for faculty scholarship, the communications officer or others that strongly encouraged faculty to submit their scholarship to the repository. The incentive of having one's work discoverable by multiple channels often helped minimize this issue. In some schools, the library had research assistants work to gather scholarship information and materials for the repository or had the information forwarded from the faculty administrative assistant.

Concerning whether and how most obtained permissions to include material, it ran the gamut. Some schools just posted items and assumed that was okay. Others have gotten permission from HeinOnline and SSRN to include or post (with attribution). Still others mount an aggressive effort to get permissions and will not include items until they do. Many assumed that if the faculty member provided the content, then they had permission. At least one participant advocated for the library proactively educating faculty about copyright and scholarly communication and encouraging faculty to negotiate licenses with publishers that allow their institutions to include their material in an open-access repository.

When the discussion turned to SSRN some expressed frustration at being asked by faculty to post to SSRN articles from 15 or 20 years ago. There may be copyright issues with doing that. Also, some participants believed that SSRN is meant for working papers, but SSRN has now evolved from that narrow focus and others reported posting old articles and found it beneficial for their faculty. One participant pointed out that getting permissions from law reviews to post the old articles is generally easy since law reviews are in business to get scholarship disseminated, not to make money. With SSRN if a faculty member is

trying to get a paper published in a journal and that journal has a rule against authors pre-publishing the article, libraries have refrained from posting or have asked the journals to wave that rule. At least some journals have no objection to pre-posting on SSRN, despite their written rules to the contrary.

For further information, interested librarians are encouraged to contact Ken Hirsh, Director of the Law Library and Information Technology at the University of Cincinnati College of Law, who has started an informal AALL repository interest group.

Looking Up From the Bottom: Bankruptcy Law and Research

I-Wei Wang
University of California School of Law Library

- Do you know the general term for state laws that provide an alternative to bankruptcy under the federal Bankruptcy Code?[1]

- Can you summarize in 50 words or less the basic distinction between core and non-core proceedings, and the role of the bankruptcy court in each type of matter?[2]

- Do you know how the appellate path for bankruptcy matters in the First Circuit differs from that in the Second, and which other circuits exhibit the same difference?[3]

In the current economic climate, bankruptcy practice - from liquidations and reorganizations of corporations large and small, to personal or consumer bankruptcy - is experiencing one of its cyclical growth periods. Academic law libraries may confront this trend both in the form of increased faculty and student interest in bankruptcy-related research and reference questions and requests by attorneys and lay

AALL Program Reviews

Bankruptcy Research, Cont'd

patrons in libraries that are open to the public.

If you answered the above questions off the top of your head, you may already be well-poised to handle this growing challenge. But for those seeking a refresher on bankruptcy law, session H6, *Looking Up From the Bottom: Bankruptcy Law and Research*, offered a useful intermediate-level review covering the essential statutory framework, main concepts and terms of art, and research tips.

Although presented by a law firm librarian, Leslie Ann Forrester, and a practitioner, Josh Fried (both from Pachulski Stang Ziehl & Jones), the session was targeted broadly enough to yield substantial benefits for academic as well as public law librarians who serve researchers in this burgeoning field. As promised by the program materials, the hour and a half long session provided attendees "a basic understanding of the process" and "major concepts" of bankruptcy law. Program materials included a useful one-page cheat sheet defining the main federal bankruptcy law chapters and some general bankruptcy terminology.

In the first half of the program, Fried briefly reviewed the history and basic policy aims of U.S. bankruptcy law, and gave an overview of the major types and stages of the process, including cogent and straightforward explanations of such fundamental concepts as secured and unsecured claims, claim priority, avoiding powers, and discharge. Focusing in on business reorganizations—where, according to Fried, most research issues arise—the presentation detailed the significance of and approval process for the reorganization plan, the "end game" of Chapter 11proceedings.

Forrester's portion of the program focused on research in bankruptcy matters. Rather than rehash basic Bankruptcy Code research or review vendors

and resources, the majority of Forrester's presentation focused on docket research. In particular, Forrester walked through some of the key documents to look for in a bankruptcy docket and discussed the types of information to be found in filings such as the petition (which identifies the debtor's 20 largest creditors) and "first day" motions and declarations (for insight into the debtor's business and why it might have filed for bankruptcy). She noted how to find crucial information such as related adversary proceedings (docketed separately but typically noted and/or linked as an entry in the main proceeding) and the reorganization plan (often an appendix to a filing captioned as a disclosure statement). She also listed several alternative, low-cost or free internet sources of docket information and documents in bankruptcy matters.

Forrester showed how dockets in bankruptcy cases - often much longer than is typical in other courts - "tell the story" of the case, and both speakers observed that the docket and underlying documents may represent a trove of details about the business of not only the debtor corporation, but also other companies that compete or do business with the debtor. This point hints at the potential for bankruptcy case research even where the initial inquiry is not explicitly stated as a question about a bankruptcy matter. Thus the session, in addition to providing a useful overview of the theoretical and practical implications of bankruptcy law, also offered thought-provoking fare for other fields of research.

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[1]Assignment for the Benefit of Creditors (ABC).

[2]Core proceedings arise from the bankruptcy itself

AALL Program Reviews

Training U.S. Law Students to Work in a South African Legal Aid Clinic

Jennifer Allison, Pepperdine Law Library

Jean Davis of Brooklyn Law School Library offered some excellent information for librarians who are responsible for providing legal research materials and training to students participating in overseas legal internships. Although Brooklyn's students work with the Western Cape Legal Aid Clinic in Cape Town, South Africa, Jean's advice and ideas would be applicable for any law school library that supports its students in this type of undertaking.

Jean presented ideas for developing a focused, electronically-accessible research guide that highlights free and subscription-based foreign and international legal research resources. As examples, she mentioned general resources, such as GlobaLex and SSRN, as well as materials specific to South Africa, such as the Southern African Legal Information Institute, SABINET (a South African subscription legal database), and LexisNexis South Africa.

In addition, Jean discussed practical matters related to participating in overseas legal internships. For example, she encouraged librarians to suggest that students use legal forms as a way to frame questions for the clinical clients they serve. She also talked about preparing students to deal with power outages and interruptions in Internet service, especially if they are going to countries where the government exercises strong control over Internet accessibility. Finally, she discussed expectations, mentioning the fact that, in many other countries (including South Africa), law is an undergraduate subject, which means that the U.S. (graduate-level) students are likely to be able to complete more work in a faster time frame.

Jean encouraged librarians to maximize the benefits of partnerships their home institutions have with law schools and other educational entities in the destination country. These can include access to additional print and electronic resources, as well as insight into the legal system and profession in that country.

Overall, Jean's program was a powerful reminder that providing library support for students who undertake this kind of adventure can be a rewarding exercise for everyone involved.

Bankruptcy Research, Cont'd

and would not exist *but for* the petition. The bankruptcy court makes final, appealable orders in core proceedings but in non-core matters, absent consent of the parties, can only make proposed orders that must be reviewed *de novo*.

[3]In the 1st as well as the 6th, 8th, 9th and 10th jurisdictions, appeals from the bankruptcy court proceed to the Bankruptcy Appellate Panel (BAP), then to the court of appeals, and finally to the United States Supreme Court; in the 2d and other circuits, appeal from the bankruptcy court goes to the district court, then to the Circuit, and finally to the Supreme Court.

AALL Program Reviews

Communicating with Patrons: The Best of the Best

I-Wei Wang
University of California School of Law Library

Poster sessions are a regular part of professional conferences in many fields, providing an avenue for numerous presenters to briefly showcase ongoing projects, and an opportunity for attendees to browse a wide variety of mini-presentations. The Annual Meeting has not traditionally held a full poster session, but program C4, the ALL-SIS Student Services Committee's *Communicating with Patrons: The Best of the Best*, represented a successful foray in that direction. Limited to only six posters out of numerous submissions, the program offered a diverse array of short talks on patron outreach initiatives.

"The Law Library: An All-in-One Destination," by Jessica Drewitz of the Pepperdine School of Law, presented the evolutionary development of a series of weekly and daily social events designed to draw students to the library. Drewitz described Happy Hour study breaks, informal Tuesday Café lunch sessions with faculty, and the self-explanatory Coffee Bar; she also introduced the Smart Bar, a one-stop computer and printing helpdesk for students and faculty. Drewitz disclosed specific budget amounts for each program and generally described the positive student response to these innovations.

Marcia Dority Baker and Stephanie Pearlman, of the University of Nebraska–Lincoln, presented a similarly simple but effective ice-breaker, "Tweet Treats." This Twitter-based, thematic treasure hunt game developed out of an informal discussion, and has served not only to give students a friendly introduction to library personnel and resources, but also led to a dramatic increase in the library's Twitterati following. The presenters emphasized the extremely low budget ("$12 for candy from WalMart") and the fun - for both staff and followers

- involved in creating and maintaining the project.

Shifting gears from "library as place" to the "library in cyberspace," Harvard Law School's George Taoultsides' poster presented the development of the revamping of the library's "For Students" page from a static web page to a dynamic portal highlighting virtually every library service available to students. Taoultsides reviewed how focus groups and other student feedback were instrumental in the transformation, and briefly discussed the development cycle and future plans.

Two sessions - "Pulling Out All the Stops" (by Stefanie Weigman and Jennifer Duperon, of Boston University) and "Law Library Research Certificate Seminars" (by Amy Burchfield and Sue Altmeyer of Cleveland Marshall) - showcased the development, marketing, and initial outcomes of each library's research certification programs. Of the six poster tables, only the Cleveland-Marshall session offered a printed handout, which included the main points of their talk (such as helpful hints for creating a certificate program, attendance and evaluation statistics, and links to sample course materials). The handout is available at www.law.csuohio.edu/lawlibrary/resources/lawpubs/researchcert.html. The BU presentation focused on the carefully planned marketing effort and presented outcomes and student feedback.

Finally, Todd Ito and Margaret Schilt of the University of Chicago presented "Targeted BNA Newsletter Subscriptions" used to promote student familiarity with current awareness products. The library matched the topical coverage of weekly newsletters with substantive law courses and coordinated with instructors to automatically subscribe students based on class rosters, although

AALL Program Reviews

Communicating, Cont'd

students were given the option to opt out of the weekly email updates. Ito's presentation highlighted the largely positive feedback from students.

Almost as interesting as the program content was the novel format of the session. Based on an informal observation of the session, there were typically anywhere from 4 - 12 attendees at each table at any given time, and most presenters kept their talks to about 10 minutes, allowing audiences to rotate among all of the tables during the one hour slot. In this sense the program was less like a traditional poster session - where, as in the Exhibit Hall, presenters often vie for the attention of roaming, browsing attendees - and a little more like speed-dating, where all attendees eventually see all the tables.

An expanded poster session would be a good addition to future Annual Meetings. Although the stated rationale for capping posters at six was space constraints, the double ballroom venue was more than sufficient to accommodate at least twice as many tables and participants. A more salient limit would be the time slot. Increasing the number of posters would mean attendees might have to pick and choose which tables to focus on, and would have to be comfortable moving from table to table while talks are in midstream. However, presenters prepared with self-explanatory graphics to provide the gist of their work, handout materials highlighting their main points, and a perhaps the willingness to engage in a certain level of salesmanship (all features of the poster sessions at many professional conferences) would give attendees a greater choice of sessions and would offer more opportunities for presenters.

The Student Services Committee can be commended for promoting and successfully implementing this dynamic session format, and future conference planners and program proposals should consider adopting and expanding upon the idea.

The Librarian as Author: AALL/LexisNexis Call for Papers

Jennifer Allison, Pepperdine Law Library

This program presented the four winners of the AALL/LexisNexis Call for Papers competition, Carol A. Parker, Daniel Baker, Benjamin J. Keele, and Deborah E. Shrager. Lee Peoples' remarks opened the program. He emphasized that it is very important for librarians to engage in scholarly writing, because it represents to the academic world that we are a learned profession. He suggested that librarians pursue publication of their articles in multiple fora, including publications for law review symposia. He also discussed the importance of the structure of the writing itself, emphasizing the need for persuasive, well-organized arguments.

The authors then spoke briefly about their award-winning papers, each of which covered extremely interesting and timely topics, and all of which can be downloaded at http://works.bepress.com/aallcallforpapers/. The winning writers also discussed how to become better and more successfully engaged in the process of scholarly writing, covering everything from finding a topic, to organizing your research, to carving out time to write (daily blocks of time versus a multi-week period), to getting the maximum benefit from the review process.

The energy in the room during this panel discussion was palpable, and one had the feeling that the members of audience were significantly inspired by the four winners. Many law librarians appear to be interested in producing more scholarly writing. Certainly, if the four winning papers provide any indication of the topical breadth of academic writing that those in our profession are capable of producing, then there is clearly a place for us in this arena.

AALL Program Reviews

Behind the Scenes at the U.S. EPA

Lauren E. Schroeder
University of Houston O'Quinn Law Library

This program was designed to provide an example of the type of research needs that non-legal professionals have, in particular when researching the documents generated throughout the regulatory process. I chose to attend because I am the library liaison for several professors who specialize in environmental law, so I wanted to learn more about the EPA and the types of materials that it makes available to the public.

The first speaker, Susan Glassmeyer, is a research chemist in the EPA's Office of Research & Development (and the sister of program coordinator/moderator Sarah Glassmeyer). She began by describing the history of environmental regulatory authority, starting with the Treasury Department and continuing to the EPA's current organizational structure. She went on to explain her research area within the EPA, outlined a hypothetical project that she might have, and explained what she needs to do when she begins those types of projects. An important part of the process is the background literature search, which identifies prior works about the project's topic and uses them as the foundation of the current project.

Ms. Glassmeyer then described other types of legal materials that she must deal with as part of her job. These include interagency agreements, FOIA requests (which she must respond to within 20 working days), other public requests such as lawsuits or media questions, and archiving of records (materials dealing with federal regulations must be archived for 20 years, and all agencies are mandated to create records of their activities). Overall, I found her perspective to be very interesting, and helpful in understanding some of the ways that a non-legal professional might need to utilize legal information.

Next, EPA librarian Deborah Balsamo talked about the EPA National Library Network (www.epa.gov/libraries), which is composed of many different types of libraries – regional, laboratory, research center, specialty, repository, etc. They each differ in size, function, type of collection, services offered, and staffing, and their patrons consist of EPA employees or contractors, other libraries, non-agency researchers, and the general public. The libraries provide reference services, the use of physical collections, interlibrary loaning, and electronic resources. They have also developed a Core List for an Environmental Reference Collection, which provides bibliographic information for selected resources deemed to be valuable for environmental collection development. It was completely revised in March 2010.

Ms. Balsamo then highlighted the Library Network's online resources/services. Its holdings are accessible through the EPA Online Library System (OLS), a collection of databases that act as a shared, publicly-accessible library catalog. The National Service Center for Environmental Publications (NSCEP)/National Environmental Publications Internet Site (NEPIS) is a database currently containing over 7,000 print and 40,000 digital EPA publications. She provided examples of how to search the database, the design of the results page, and various download options. All of those publications can be ordered or downloaded for free!

There are also other services that are only available to EPA staff members, such as a chat reference that is currently in a pilot stage. I was very impressed by the amount of information available to the public, and this site would definitely be useful to law librarians who need to research EPA material for attorneys or professors.

AALL Program Reviews

Developing Leaders Inside, Outside and Together

Charles A. Pinins II
Florida Coastal School of Law

The B1 program began with a round of applause for all those in attendance. Not merely because all in attendance are wonderful and devoted law librarians, but because leaders are real people just like us. There is no magic to being a leader, but there are certainly some skills involved. Discussing the ways one may develop leadership skills were Ryan Saltz (Circulation Librarian, Florida Coastal School of Law, and a recent AALL Leadership Academy Fellow), Ann T. Fessenden (Circuit Librarian, U.S. Court of Appeals 8th Circuit and former AALL President), and Mark Estes (Law Library Director, Alameda County Law Library and former AALL President).

The program's coordinator, Ryan Saltz, began the discussion by describing the concept of emotional intelligence, also referred to as EQ or EI, as explored in the popular book *Emotional Intelligence* by Daniel Goleman (Anniv. Ed. Random House 2005). The five fundamental skills that make up EQ are: knowing your emotions, managing your own emotions, motivating yourself, knowing the emotions of others, and managing the emotions of others. Many examples of these skills are given in the book in an effort to illustrate how crucial it is to one's success. This type of intelligence supports the qualities found in a leader, particularly the ability to manage many different personality types by recognizing and understanding the emotions of others. An exciting distinction between EQ and the IQ (intelligence quotient) is that EQ is not fixed at an early age and may be increased. By undertaking some of the suggestions offered in Goleman's book, and by others who have written on the subject since, anyone can increase their EQ and thus their leadership potential.

Next, Ann T. Fessenden spoke about the skills she has found to be important in a leader. She encouraged those who are aspiring leaders to "know your stuff" and preserve your credibility. Also, leading by example with consistent communication is vital. A part of that communication includes periodically checking in with those who work for you. A genuine inquiry can boost the morale of your team. Plus, it allows you to find problems that must be addressed before they get out of hand, such as missed deadlines. In response to a question about a difficulty she had faced in the past Ann briefly described the difficulties she encountered when leading a group of people who were separated by great distances. It is nice to know that even seasoned leaders in our profession still encounter challenges with parts of their work.

Mark Estes concluded the discussion by warning the audience about the pitfalls of failing to articulate your vision as a leader, because if your team does not know what the goal is, they will surely not reach it. As a leader it is your responsibility to seek improvement and take opportunities to create situations for your team to lead. Mark's example was a rule he made that prevented one person from speaking at the AALL Annual Meeting two years in a row. That had the effect of exposing a lot more people to the opportunity to present at the annual meeting.

Overall, this program was a great look at the qualities some of the current leaders in our profession find important in the development of future leaders. These characteristics are sure to serve all law librarians whether they want to be a future president of AALL or motivate smaller committees in their own library.

AALL Program Reviews

Technology and Law Librarianship

David Lehman, Coleman Koresh Law Library
University of South Carolina

AALL was upon us again, this year in beautiful downtown Denver. The convention had a lot to offer in many different areas. Being a technogeek, I spent most of my time attending the sessions that explored the changes in technology and law librarianship. There was not a tremendous amount to choose from this year. There were a number of great programs but the technology aspect of the conference was down this year. I will review the highlights, and make recommendations on other places to visit for more information.

The conference was supposed to start with the W4: Creative Commons Implementation Workshop. However, it was cancelled due to lack of registration. Where is the interest in technology and copyright going?

CS-SIS had many presentations that highlighted technology and changes. My favorite was the Cool Tools Café. This is an excellent program every year. The selection of technology covered the gamut of new resources available in law librarianship: 14 separate sections on different aspects of technology and librarianship. Where to start?

The concept of the Café is that the speakers each give a 5 minute talk on their respective technology tool. It worked very well as groups crowed around each table and listened to the presentations and moved on. It was flexible enough that people could leave if they felt the information was not applicable to their needs. I won't describe each section in detail but try to summarize the types of materials presented.

Video Tutorials and Streaming: Video tutorials are being used more often to illustrate simple tasks or how to use a database. I made one on the use of the library catalog, a skill that law students seem to have lost. This workshop highlighted Tegrity and Jing. Tegrity ([www.tegrity.com)](www.tegrity.com) is software that lets you screen capture or create materials. It is free for the small version and minimally priced for the professional version. It is simple to use and has a very easy learning curve. Tegrity is simpler to use than Camtasia or Adobe Captivate, and is a viable alternative to these programs for simpler uses.

Jing (http://www.techsmith.com/jing/) is a great piece of free software that is remarkable easy to use. It is a very simple version of Camtasia. For short easy projects it can't be beat. Camtasia, while it has a great deal to offer, has a fairly steep learning curve and is not very user friendly. Jing solves this problem. It has applications for screen capture and short videos and the ability to post them to the web with no problem.

There was also a demonstration on video streaming for simple presentations. This tool has applications for live streaming to get videos to the web and classroom. If this topic is of interest to you go to http://www.ustream.tv for more information.

Mobile technology: This series of presentations included the Android apps for law librarians, iPhone apps for law librarians, iPads for law libraries, and the everpresent Twitter: micro blogging and communicating. These applications are becoming everyday tools for law libraries. If this topic whetted your appetite for mobile tools, then you would have really liked the expanded version, *Going Mobile: New Tools to Keep Your Library's Information Moving*, on Tuesday. This

AALL Program Reviews

Technology, Cont'd

program discussed the mobile applications of interest to law librarians and their users. Mobile technology will happen to all libraries whether we like it or not. This is an area that librarians will need to at least consider in the future.

Online Tools for Librarians: This covered online file storage (www.dropbox.com), research and note saving with Evernote (www.evernote.com), and of course, Zotero (www.zpotero.com) for bibliographies and research organization. These tools are all excellent for their individual functions. Zotero is especially useful for saving time when working with citations and research materials. Unfortunately it is a Firefox only add-on.

Reference Statistics and Tracking: Gimlet (http://gimlet.us). I thought this technology showed real promise. It is designed for recording and tracking reference questions, and searching past questions. I talked to several librarians who use it and they all love it. It also has an analytical component to generate statistics on reference questions. Definitely a system to look at for your reference needs.

Research Guides: Most of you are probably familiar with LibGuides. I had heard of it but did not know all of the details. I found this tool to be a great advance for creating library guides for the web. It allows embedded feeds to videos and will integrate with the library catalog. It is however not free! The prices are reasonable for what you get, but some budgets may make this product prohibitive. For those of us who did not get enough of online electronic research guides at the Cool Tools Café, CS-SIS scheduled an expanded section covering library guides on Monday. There was also a program on Google Wave (http://

wave.google.com). This demonstration showed the properties and uses of Wave for collaboration and online storage. I am not sure about this technology yet and each individual librarian should evaluate their technology skills to see if this type of tool is for their library. I have very briefly covered the technologies offered at the café. If you want more information on these tools go to the CS-SIS website, http://cssis.org/cool-tools-cafe-2010/, and you will find the handouts and other information on these tools that were given out at the AALL conference. You can also contact the individual speakers of each section listed and check out the links to websites explaining the products.

There were several other programs dealing with information technology and authentication. They were F-2: *In PKI We Trust* and C-3: *A vision of the future: Authenticated and Official Online Legal Resources*. These dealt with topics of growing importance to librarianship with the increased use of online authorities. Authentication of all online government documents is also a goal of the new FDsys and more documents carry official seals and authenticated signatures. I think there will be more interest in this type of authentication in the future as electronic media takes over more of the role of print media. I would have liked to have seen these presentations.

There was one other presentation I attended which I think worth mentioning. Pecha Kucha is an intriguing presentation format where you show 20 images and each image is shown for only 20 seconds. The images can be shown independently or on a timed automatic slide presentation. The images keep the presentation simple and on point. This alternative format has a lot going for it and

AALL Program Reviews

ALL-SIS Reception and Awards

The ALL-SIS Reception and Awards Ceremony was held on Sunday, July 11, 6:30 - 9:00 p.m., Hyatt Centennial Ballroom AB.

Following a delicious buffet, the award winners were recognized.

Leah Sandwell-Weiss, The University of Arizona Rogers College of Law Cracchiolo Law Library, accepted the *ALL-SIS Outstanding Service Award* for her many years of work on the *ALL-SIS Newsletter*.

Nancy P. Johnson, Georgia State University College of Law Library, accepted the **ALL-SIS Outstanding Article Award** for her article, *What First Year Law Students Should Learn in a Legal Research Class*, 28 Legal Reference Services Quarterly 77 (2009).

Mary Kathleen Price, University of Florida Levin College of Law Legal Information Center, accepted the *Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship*. She is pictured with outgoing ALL-SIS Chair Beth Adelman and 2010-2011 Chair Jack McNeil.

Many thanks to Ron Wheeler and the Awards Committee for their hard work in selecting the awardees.

AALL Program Reviews

Chair, Cont'd

the reality that the effects of the 1996 consent decree between the Department of Justice and the American Bar Association regarding the accredit-tation of law schools are still filtering down. The ABA no longer has the ability to manage legal education in the same manner as it once did. We must also recognize that the Department of Educa-tion which supervises the ABA's accreditation work has moved the ABA from maintaining standards based on inputs to standards based on outputs.

However, to the extent that the ABA Standards do set forth credentials for academic positions, including academic library directors, those credentials should be based on the foundational capabilities of the library director as evidenced by the holding of academic degrees appropriate to the position – as would be expected in every other academic position. The Standards should not be diluted simply because a number of powerful and vocal deans desire to have more power over their libraries. The ability of deans to select individuals with little credentials, who would have less knowledge of what resources are required to provide quality library services, and who would be more beholden to the dean, would place law libraries in a weak position with adverse ramifications to services, librarian status, and ultimately the profession itself.

The ability of the ABA to determine many aspects of accreditation may be ending and new accreditation structure is emerging. In keeping with endings and beginnings, as the old adage says, "today is the first day of the rest of our lives." We will be heard for we are fighting to define law librarianship for the next hundred years. Whatever changes to the ABA standards that are ultimately enacted our profession will remain strong. Our profession lives because each day, by our actions, we define what it is to be a law librarian.

Editor, Cont'd

writing an article, however brief. Send me suggestions for columns. Get involved! This is your newsletter and forum. I invite everyone to participate – even if 10% of you write one article that's 130 articles!!

I would also like to follow up on Jack's comments about the current ABA standards review. As an Interim Director I have attended several meetings at which proposed revisions to the standards concerning law libraries and library directors were discussed. It is still relatively early in the review process, and there will be a mandatory notice and comment period after the Council of the Section on Legal Education and Admissions to the Bar receives the report of the Section's Standards Review Committee and approves any proposed changes. That is the opportunity for all 1301 of us to be involved.

Personally, I find the most troublesome draft provision put forth by the ABA Standards Review Committee to be the proposed revisions to Standard 606(c) which eliminate requirements that the library director possess a law degree and a library/information science degree. Instead the draft standard requires that the director "shall have the requisite skills and experience to provide leadership to the law school's information resource needs and shall have a sound knowledge of and experience in library administration." [See "Security of Position, Academic Freedom, and Attract and Retain Faculty" posted at www.abanet.org/legaled/committees/comstandards.html under "Drafts for Consideration at Standards Review Committee Meetings", Meeting of July 24-25, 2010, "Academic Freedom".] If we, as librarians and as an

AALL Announcements

Julia O'Donnell, AALL Director of Membership
Marketing & Communications

AALL2go

Three AALL 2010 Programs Free on AALL2go

AALL was proud to offer this year free live webcasts of three great educational programs from this year's Annual Meeting and Conference in Denver. These programs will also be **available for free to all AALL members in AALL2go**, your online center for professional development.

- Opening General Session with Keynote Speaker R. David Lankes

- D6: Research Guides 2.0: Creating Guides that Patrons Love

- I1: Ten Things Every Law Librarian Needs to Know About Copyright

AALL2go Pick of the Month for September

AALL's Continuing Professional Education Committee presents the AALL2go pick of the month: Information without Borders? Copyright, the Internet and Librarians.

This 54-minute MP3 recording features William F. Patry, author of *Patry on Copyright* and *Patry on Fair Use*. Beginning with an overview of his career path and the growth of his interest in copyright law, Patry relates how his experience of research - and specifically research for his books - has changed through the growth of the internet.

His premise is that access to information is far greater now through the internet than through the physical law library, allowing differing perspectives on legal topics. He finds this increase of information from sources beyond the standard law library leads to more interesting legal writing.

Patry goes on to address the misconception that the internet is not bound by any country or any country's laws. He discusses how countries are able to regulate the internet by blocking access and enforcing local laws and even regulate outside their own borders by enforcing judgments over other countries. Copyright law is one example of how the internet as a borderless entity is an illusion.

Find this and more than 60 other free continuing education programs and webinars for AALL members on AALL2go!

Mark Your Calendar: Professional Legal Management Week, October 4-8

Professional Legal Management Week (PLMW) provides a forum for recognizing those in legal management for what they do and the roles they play in the success of their organizations. AALL is one of 11 associations co-sponsoring the event with the Association of Legal Administrators (ALA).

AALL members are encouraged to plan and promote events for the week. The Professional Legal Management Week Web site includes resources to help you set up events, including a fact sheet, suggestions for planning events, a flyer, logos, and advertisements.

International
**Professional Legal
Management Week**℠
October 4 - 8, 2010

2009 AALL Price Index for Legal Publications

The *2009 AALL Price Index for Legal Publications* is now available in the Members Only Section of AALLNET. The table-based report includes details for the mean cost of titles and percentage increases over previous years for serial publications, legal

ALL-SIS Committee Members

Note: Charges for this year's Committees will be posted on the ALL-SIS website at www.aallnet.org/sis/allsis/committees/charges/. Last year's Committee Reports are posted at www.aallnet.org/sis/allsis/committees/reports/.

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Barbara Traub (Newsletter Editor)
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WEBMASTER

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Editor, Cont'd

association do not protest loudly the suggestion that the library director need not even be a professional librarian, we will be abdicating the future of our profession. Read…become informed…and speak up. This seems to be the quintessential issue for our SIS at this time, and what is the SIS but each one of us?

Technology, Cont'd

is something that librarians should look into as a new type of presentation.

Well, that is the best of the West, 2010 AALL Conference. I hope that AALL continues to keep us updated on technology as it affects law libraries. I await the programs next year as technology and librarianship continue to work together to produce more innovative learning tools for our patrons and user communities.

AALL Announcements, Cont'd

periodicals, loose-leaf services, commercially published court reporters, and supplemented treatises.

The purpose of the *Price Index* is to provide members with comparative information about past price changes in order to help with budgeting and collection development decisions. In gathering information for the *Price Index*, the AALL Price Index for Legal Publications Committee asks publishers to provide their pricing. If a publisher declines to do so, its pricing is not included in the index.

Member News

Events & Awards

Susan Nevelow Mart was awarded **UC Hastings'** Traynor Scholarly Publication Award for 2009 - 2010. The award is given in recognition of "superlative scholarly accomplishments in the last year or so."

Stacey L. Bowers, **University of Denver Sturm College of Law**, completed her PhD in Curriculum & Instruction from the University of Denver and graduated in June 2010. Her dissertation was titled: "Library Anxiety of Law Students: A Study Utilizing the Multidimensional Library Anxiety Scale."

Benjamin Keele, College of William and Mary, had his paper, *What if Law Journal Citations Included Digital Object Identifiers?: A Snapshot of Major Law Journals*, named a co-winner in the student division of the AALL/LexisNexis Call for Papers competition.

New Positions and Promotions

The **Pence Law Library at American University, Washington College of Law** is very pleased to announce that **Christine Dulaney** will join our Library Faculty September 1 as Associate Law Librarian for Technical and Metadata Services. Christine joins WCL after ten years with Congressional Research Service, first as the Head of the Library Technical Services Office and most recently as the Head of the Knowledge Asset Management Group. Prior to her CRS positions, Christine served in professional library positions at Catholic and George Washington Law School Libraries. Christine has a B.A. (magna cum laude) in English from the State University of New York at Buffalo; and M.L.S. from the University of Chicago; and a M.A. in

English Language & Literature from University of Virginia.

Nancy L. Strohmeyer has been named the Interim Director & Associate Dean of Information Services at **Barry University School of Law Library.**

The **University at Buffalo Law Library** welcomes **Theodora Belniak** as the new Faculty Services/Reference Librarian. Theo received her JD and MLS from the University at Buffalo and a Masters in Culture and Colonialism at the National University of Ireland, Galway.

Anne C. Matthewman is now the Chief Law Librarian, Schulich School of Law at **Dalhousie University.**

John Cannan has joined our staff here at the Earle Mack School of Law at **Drexel University** as a Research and Instructional Services Librarian. John was formerly at the Law Library of Congress.

Shawn Friend joined **Florida Coastal** as our new Head of Reference in July. She has her J.D. and Masters in Library Science from Arizona State University. She has practiced law, taught at Daytona State College, and worked in county libraries. Also in July, Florida Coastal added two new Reference Librarian positions filled by **Charles (CJ) Pipins** and **Jamie Marie Keller**. CJ has his J.D. from New York Law School and received his Masters of Arts in Information Resources and Library Science from the University of Arizona with a specialty in Legal Information. CJ spent two years as a Law Library Fellow at the Daniel F. Cracchiolo Law Library at the U. of A. College of Law. Jamie Marie earned her JD from Seattle University School of Law and her Master's of Library and Information Science from University of Pittsburgh. On her way to law librarianship and Florida Coastal, Jamie Marie worked as a paralegal, a litigation assistant, and a competitive intelligence researcher.

Georgia State University College of Law Library, welcomed **Austin M. Williams** and **Deborah Schander** as their new Reference/Student Services Librarians. Austin received both his M.L.S. and J.D. from North Carolina Central University. Deborah most recently worked at the University of La Verne College of Law in southern California. **Margaret (Meg) Butler** also joined the library as Associate Director for Public Services in Fall 2010. Previously Butler worked as international law reference librarian and professor of legal research at New York Law School.

The Thurgood Marshall Law Library at the **University of Maryland** is happy to welcome two new librarians to its Library Faculty. **Jill Smith** has joined the library as Research and Instructional Technology Librarian. Jill received her M.L.S. from the University of Maryland in August, and she has a

Member News, Cont'd

M.F.A. from Syracuse University and a J.D. from the University of Maine. Before returning to library school, she spent two years as a legal index editor at BNA and twelve years working in executive relationship management with the NASDAQ Stock Market and in corporate communications for NASDAQ-listed companies. **Rachel Hradecky** is the new Public Services and Outreach Librarian. She received her M.L.S. from Dominican University in River Forest, Illinois, in May, and worked for the past two years in the library at Vedder, Price in Chicago. Rachel has her undergraduate degree from Southern Illinois University.

Yolonda P. Harrison, formerly the Reference/Electronic Resources Librarian at Seton Hall University's Rodino Law Library, is now the Electronic Resources Librarian at **North Carolina Central School of Law Library**.

The Kathrine R. Everett Law Library at the **University of North Carolina** welcomes librarians **Leslie Street** and **Timothy Gallina** to our staff. Leslie began her position as Reference/ Faculty Research Librarian on July 1. Tim begins his Reference Librarian position with the library on August 23rd after finishing his MLS work at the University of Washington. Also, **Julie Kimbrough** has moved to a new position, Electronic Resources Librarian, to work more closely on managing multiple aspects of acquiring, implementing and maintaining the library's expanding electronic collection.

Linda M. Ryan, former Director of the Rittenberg Law Library of **St. John's University School of Law**, in now Director of the **Palmer School of Library and Information Science of Long Island University**, Brookville, New York.

Benjamin Keele has started work as a reference librarian in the Wolf Law Library at the **College of William and Mary.**

Karen Westwood is the new Head of Reference at **William Mitchell College of Law** in St. Paul, MN as of July 26, 2010. Formerly Head of Outreach Services at the Minnesota State Law Library, Karen received her J.D. with honors from Hamline University School of Law in 2007 and spent two years in private practice before returning to law librarianship.

Publications/Presentations

Laura Justiss, **SMU Dedman School of Law**, has had her paper, *A Survey of Electronic Research Alternatives to Lexis and Westlaw in Law Firms*, SMU Dedman School of Law Legal Studies Research Paper No. 62, posted to SSRN. You can find it at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1649471.

Kathryn C. Fitzhugh, Reference/Special Collections Librarian, and **Melissa Serfass**, Electronic Resources/ Reference Librarian, of the UALR/Pulaski County Law Library, **UALR Bowen School of Law**, published a law review article, *Using Legislative History in Arkansas to Determine legislative Intent: An Examination of Cases and Review of the Sources*, 32 UALR Law Review 285 (2010).

Harry Caldwell and **Jennifer Allison**, both from **Pepperdine Law School**, co-wrote, *Counting Victims and Multiplying Counts: Business Robbery, Faux Victims, and Draconian Punishment*, 46 Idaho L. Rev. 647 (2010).

The **St. Mary's University School of Law**, San Antonio, Texas, held its inaugural program - Institute on Chinese Law and Business – in Beijing, China on July 5-31, 2010. **Robert Hu**, Law Library Director and Professor of Law, served as a co-director of the China Institute, which drew its first class of twenty-two students from St. Mary's law school and abroad. Hu also co-taught a course in the program, International Intellectual Property Law, focusing on Chinese IP law. The program was conducted successfully and received very positive reviews from the participants. A second year of the program will be held in May – June 2011.

Benjamin Keele, College of William and Mary, had an article, "*Copyright Provisions in Law Journal Publication Agreements*," published in the Spring 2010 issue of Law Library Journal.

ACADEMIC LAW LIBRARIES–SPECIAL INTEREST SECTION
AMERICAN ASSOCIATION OF LAW LIBRARIES

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Edward T. Hart, Secretary/ Treasurer	hart@law.ufl.edu
Margaret Schilt, Executive Board Member	schilt@uchicago.edu

General Information

ALL-SIS was established in 1979 to promote interest in and to address Issues of common concern to those employed in academic law libraries. The SIS serves as the umbrella organization for all interests--administration, collection development, consortia, directors, fees for service, interlibrary loan, public services, technical services, middle management, etc.

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to more than 800 members and is the second largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS's broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are encouraged to join.

The ALL-SIS Discussion Group

The ALL-SIS discussion group, aka mailing list, is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. If you're a member of ALL-SIS, you should be automatically subscribed! To send a message to the list, address the message to all-sis@aallnet.org. Please direct any questions to the forum moderator at owner-all-sis@aallnet.org. For more information, see *ALL-SIS Discussion Group Instructions*, 23 ALL-SIS Newsletter 18 (Summer 2004), available at www.aallnet.org/sis/allsis/newsletter/23_3/

Discussiongroup.htm.

ALL-SIS on the Web

ALL-SIS is on the web! Visit the ALL-SIS Home Page at www.aallnet.org/sis/allsis/. Electronic versions of *The ALL-SIS Newsletter* are available on our website, as well as other vital information.

Newsletter Information & Deadlines for 2010 - 2011 Academic Year

Please submit all articles and announcements to the ALL-SIS Newsletter Editor. Are you working on any interesting special projects? Have you attended a meeting and learned something you want to share

with colleagues? Do you just want to rant and rave about some problems related to academic law librarianship? If you answered "yes" to any of these questions, please send your thoughts. Any format, printed, faxed, or e-mailed will do, but it would be easiest for Newsletter production if the article is sent either as an attached text or word processing file or as the body of an e-mail. The **deadlines** for this year's remaining issues are **January 21** and **May 20, 2011**. Thank you for your contributions and for your consideration.