

The ALL-SIS Newsletter

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Winter 2011

MESSAGE FROM THE CHAIR

Jack McNeill

2010 - 2011 ALL-SIS Chair

“You never step into the same river twice.” Heraclitus said this about 2,500 year ago setting off a philosophical debate that has continued to this day. We cannot “know” a thing because, as soon as we perceive it, it changes.

Plato responded to this dilemma by developing his theory of forms. There are ideal forms of things that never change but we cannot fully understand them. In his dialog, the Republic, Plato gives us the analogy of the cave. The forms of things are paraded in front of a fire but we have our backs to the fire. All we can see are the silhouettes of the forms reflected on the wall of the cave.

Aristotle countered that we can know something of the forms or essences of things but we need to examine many instances of the object until we come up with a sense of what characteristics are consistently present and what are only passing. Some philosophers today believe that we can never understand the essence of things and we simply impose our own definitions of things upon them. This leaves the opposing theories of there being a true essence of things or an imposed essence.

“What does all this have to do with law libraries?”, you might ask. Law libraries are changing, dramatically. For many years law libraries were simply places where the books lived. Librarians did

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New CALI Projects – Seeking Contributors

Kristina L. Niedringhaus, Chair
ALL-SIS CALI Committee

The ALL-SIS CALI Committee works year round as the Advisory Panel for the CALI Legal Research Community Authoring Project. This summer CALI, and the many academic law librarian authors reached a milestone of 100 Legal Research lessons in the CALI library. CALI and the ALL-SIS committee, however, are always looking for new authors. If you

might be interested in being a CALI author you can find more information on CALI’s web site at <http://www.cali.org/static/lrcap>.

CALI has recently launched two new initiatives that provide opportunities for academic law librarians to contribute in new ways. At AALL in July 2010, CALI rolled out the CALI Reviser Project. This project allows a law librarian to adopt an “orphaned”

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From the Other Side of the Desk: My Transition from Law Student to Working Person to Library Student to Working Academic Law Librarian

Michele Thomas, University of Arkansas at Little Rock
Bowen School of Law Library

It was probably mid-October of my first semester of law school when early signs appeared that I was a likely candidate for designation as Potential Law Librarian. As the reality of the law school workload set in and autumn leaves began to fall, the law library became my home away from home. Blessed with curiosity and never one to hesitate to ask questions, I soon became fascinated with the law librarians who seemed to know everything about the law, research, legal writing, and more.

Some of my early questions included the following: What's the difference between AmJur and C.J.S.? How are Lexis and Westlaw different? Is one better under some circumstances than the other? If so, what are those circumstances? Are there specific things I can, do aside from gaining experience over time, to improve the effectiveness and efficiency of my research skills? Will you teach me how to Shepardize in the books even though I'll always have the opportunity to do it electronically because it just seems like something I should know?

These sound like the questions of a budding law librarian to me. By spring, I inquired about requirements to become a law librarian. At the time, the idea of another degree program stopped that career plan in its tracks. And I went on about being a law student—all the while still fascinated with research and the law library, which I soon began to call the heart of the law school.

Time went on, and my interests in librarianship grew. By the middle of my third year, I knew I wanted to work in a law school library for the entirety of my career. I was fortunate enough to remain employed in the same law clerk job

from my second summer of law school until one year following the summer of the bar exam.

Students ask me now whether I think taking the bar exam or working after law school is important for becoming a law librarian. There are at least two schools of thought on this topic. Of course it's not required, but I would not change the path I took. Personally, the bar exam provided a sense of closure and completion of the law school process that graduation didn't provide - even though graduation day retains its designation as the happiest day of my life thus far. Professionally, I think it certainly does not hurt in the job seeking process and may help with credibility in the eyes of students.

The real world work experience similarly may help with credibility with students. More importantly, it provided over two years of experience conducting research and applying it in real legal situations. Not a day goes by when I'm on the reference desk in my current position that I don't have the opportunity to utilize something that I learned while working.

I also learned the importance of the right fit among a group of co-workers. The General Counsel's Office in which I was so fortunate to work ran so smoothly because everyone fit together so well and held the organization in such high esteem. It makes all the difference in the world when the right group of people, with complementary skills and personalities, work together. The collective mindset regarding work ethic and the best interest of the organization allow the entire unit to function optimally. I was fortunate to work in this type environment and hoped to find that as a working librarian. Fortunately, I now work in a similar environment.

The transition to library school was a bit more difficult than I anticipated. At times, I felt slightly

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From the Other Side of the Desk, Cont'd

overwhelmed by the number of deadlines. In law school, I had few deadlines, few assignments, and simply had to read and study for hours at a time. The high volume of work and the struggle to balance sometimes seven assignments due in one week across my four library school classes was surprising. Let no one state that library school doesn't keep its students busy.

The most important and enjoyable learning experience during library school was the opportunity to work on the reference desk in the law school for seven months. It was there that I knew for sure I had made the right career choice. It was heartwarming and incredibly satisfying to assist law students and public patrons alike to locate and use the legal materials I had come to love during law school and clerking. I also learned a great deal from the librarians, who further demonstrated my initial impression that law librarians are a good lot—helpful, enthusiastic, and willing to go the extra mile in order to strive for excellence.

Theoretically, I knew balancing deadlines and priorities in library school mirrored what would come in the working world of librarianship. Practically, I was in for another set of challenges when I started working in my current position as a Catalog & Reference Librarian.

Unlike in law school and library school, my work suddenly became on-going. It may ebb and flow a bit as semesters begin and end, but it isn't complete at the end of a few months as the semester ends. My life has operated on an academic calendar since preschool, so it's been a big adjustment. In many ways, I'm still adjusting. I think we all have to assess and readjust our sails periodically to make sure we're moving in the right direction.

Balancing deadlines, managing priorities, and coping with an on-going workflow are challenges, but the good far outweighs the less than good. I'm beaming as I write of my love for my work. I knew

when in law school I wanted to do this, and words fail to express the great relief I felt when I started working and loved it as much as I had hoped. The student interaction is rewarding, as cliché as it may sound. It feels so good to help them improve their research skills. The public patron interaction often is humbling. Not a reference shift goes by when I don't leave the desk grateful for the opportunities in my life. Finally, collaboration among colleagues both within my library and with librarians outside my library is one of the most exciting, energizing parts of the work.

I've learned many lessons throughout my journey from law student to law librarian. And I've learned a lot about myself. I've learned that procrastination never helps and that hard work always pays off in one way or another. I've learned that learning to prioritize is half the battle in coping with deadlines and volumes of work. I've also learned that flexibility and willingness to do whatever needs to get done not only helps things run more smoothly but also makes me feel more at peace. Finally, I've learned that just as I suspected during my first year of law school, law librarianship is my life work. I believe in it, I'm excited about it, and I want to work to the best of my abilities on any given day.

There are few things I know now that I wish I knew while deciding whether this was the right career choice for me. The law students who might be Potential Law Librarians are easy to spot. They're the ones asking questions with a small sparkle of fascination in their eyes. They're the ones who'll listen intently as you regale them with the publishing history of the U.S. Code or the differences between Lexis and Westlaw headnotes (this one captivates me). I would implore librarians to pull these students aside and encourage them to at least consider a career as a law librarian. Although still in the infancy of my career, I know I made the right deci-

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Legal Research & Information Literacy: The Intersection of Intellectual and Practical Skills

Susan Nevelow Mart, University of California
Hastings College of Law

Conducting effective research is a fundamental legal skill, and research instruction provides an essential intellectual component in legal education. In our constantly changing information environment, legal research education must move law students towards becoming “information literate,” with an ability to articulate and evaluate the problem presented to them, identify appropriate information resources and use them correctly, evaluate and analyze research results, and apply the results to help solve their problem.

At the January 2011 meeting of the Assn. of American Law Schools, presenters chosen from a Call for Papers explored all aspects of legal research education and information literacy, including defining information literacy for legal professionals; the development of information literacy standards and outcome measurements; legal research instructional techniques, evaluation, and assessment; and the preparation of law students to become lifelong learners in the legal research field.

The papers presented were:

[“How Law Student Information Literacy \(LSIL\) Standards Address Deficits Identified by the MacCrate Report and the Carnegie Report, and What They Mean for Legal Research Education & Training”](#) by Dennis Kim-Prieto, Rutgers School of Law—Newark.

[“Embedded Librarians: Teaching Legal Research as a Lawyering Skill”](#) by Vicenç Feliú and Helen Frazer, David A. Clarke School of Law, University of the District of Columbia.

[“Differences in Search Results Using Westlaw and Lexis: The Continued Need for Redundancy in Legal Research”](#) by Susan Nevelow Mart, Univ. of California Hastings College of Law.

From the Chair, Cont’d

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their job by shushing noisy patrons. Today, law libraries are dynamic places where books are only one of the services provided and quiet is only sometimes desirable.

At the same time, outside perceptions define the law library solely as an information source and everything is on the internet. Since those outside the library do not understand the essence of the law library, to them that essence does not exist? The law library is thus perceived by some as an expensive relic of a bygone era.

Law librarians must look to the constant features of the law library and not be defined by what is simply passing. We must not let others define our mission or the parameters of our jobs. The constants of collection selection and management, patron services and instruction, and the application of technology to legal knowledge need to be understood by us, marketed, and defended. Every day we need to define the essence of law libraries by our actions. If we fail in this, someone else will define us and they will define us out of existence.

From the Other Side of the Desk, Cont’d

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sion. It wouldn’t have been possible without the guidance and patience from the law librarians in my law school with my endless stream of questions. We owe it to the individuals and we owe it to the profession to recruit people who will carry on the traditional foundations of the profession and lead the way into the future with passionate dedication.

Harvard Law School Library Hosts Faculty Services Showcase Showdown

Lisa Junghahn, Harvard Law School Library

On the morning of Thursday, January 27, over 30 academic law librarians braved snowy conditions to gather at Harvard Law School (HLS) to discuss innovative ways to deliver faculty services. Based on the theme of the Price is Right television program, the free event was titled: Faculty Services Showcase Showdown (FSSS), and was hosted by the HLS Library Faculty Services Team.

FSSS was relaxed and collaborative, and librarians took the opportunity to share successes and frustrations. Librarians came from all parts of New England and as far away as North Carolina, Washington, D.C., and New York. A few even participated via Skype from the Chicago-Kent School of Law.

FSSS started with coffee and pastries. HLS Library Director John Palfrey offered a few introductory remarks, and then joined the first of two roundtable discussions.

Roundtable discussion topics included:

- Intersection of Collection Development & Faculty Research Services
- Academic Technology Services and Support for Faculty – Present & Future
- Creating Great Relationships with Faculty

At the ‘Creating Great Relationships with Faculty’ table, which might have also been called ‘Managing Faculty Expectations’, librarians from Georgetown, Western New England, UNC, Columbia, Boston University, and Harvard discussed various models for serving faculty. Everyone seemed to agree that creating the right level of expectation and service could be a challenge. Librarians discussed whether libraries should actively promote service (potentially

diluting overall service) or work reactively to faculty requests. There was also discussion on the inter-generational differences among faculty expectations and work styles.

After the roundtable discussions, librarians were invited to provide “showcase talks” or lightning talks. Seven librarians (and one empiricist) showcased their work.

The Chicago-Kent crew spoke first (by Skype) about a project to design a dynamic website to promote and supplement a faculty publication: <http://supplements.kentlaw.edu/energylawcasebook/>

Next, Yale presented on its efforts to support faculty scholarship from start to finish, including hosting book talks, and developing dynamic websites to help promote book publications: <http://documents.law.yale.edu/representing-justice>

Examples of other talks include: Western New England College School of Law talking about how it used an annual holiday party as a faculty outreach opportunity, and UNC and Harvard talking about upside and challenges of offering empirical research services to faculty.

Throughout the day, raffles were held to keep folks energized and entertained. A few lucky attendees even left with a fun prizes, like Starbucks Gift Cards and brand new cars (miniature ones, that is). The day concluded at 12:30 pm, when folks went out for lunch around Harvard Square, and a few even enjoyed a tour of the HLS Library and Special Collections.

Special thanks to all who traveled to HLS in over six inches of snow to make it a lively and exciting gathering. This librarian picked up a few “best practices” from colleagues far and wide, and met some really great people.

Is Critiquing Advanced Legal Research Courses a Worthwhile Endeavor?

Thomas Sneed, Moritz Law Library, Ohio State University

Many academic law librarians have the opportunity to teach, and for three years I have been teaching an advanced legal research class covering business and tax topics. I created the class, guided it through the approval process, and have been the final decision-maker on what topics will be covered in the course. It has been a great experience and helped me learn more about one area that I dealt with quite a bit as an attorney and another area that gave me nightmares during law school but has proved to be fascinating from a research perspective.

Looking back over these last three years, I often think about the rationale for selecting the material I cover each semester. I consulted excellent resources such as *Federal Tax Research*¹ and *Specialized Legal Research*² for basic background information, and became proficient with the relevant commercial databases and online resources. But is there something I should be covering that would be particularly useful for the students? Should I spend time on basic substantive issues, such as the types of business organizations or fundamental tax concepts? How much time should I devote to Westlaw and Lexis while also introducing more subject specific databases such as BNA, CCH IntelliConnect and RIA Checkpoint? I have come to the conclusion that it would be worthwhile to ask my fellow librarians for their opinions on these and other questions related to the content of my business and tax class.

¹Gail Levin Richmond, *Federal Tax Research: Guide to Materials and Techniques* (8th ed. 2010).

² *Specialized Legal Research* (Penny A. Hazelton ed., 2010).

In the near future, I will be sending out online surveys to law firm and government librarians in my state to get their opinions regarding the content of the class. This seems like the appropriate audience as many of our students practice in this region. I even asked my students this semester to fill out a detailed survey, and will do so again at the end of the class, to see how they feel about the topics we cover. Overall, I am hoping to find out if the material examined is useful, a bit off course, or completely irrelevant to the daily practice of law. With that as background, I think there are at least two positives that can come from this project:

1. Other opinions can't hurt – you may even learn something.

Why not talk with the people out in the field dealing with these issues on a daily basis? It is always informative to converse with law firm and governmental librarians, as they are often working on different time demands and with cost being an issue. They may tell me that XYZ database is just not that useful for their attorneys, while ABC governmental agency provides a quality web site with current information in a user friendly manner. I could learn that certain searches are exclusively done by paralegals, and it would be helpful if the attorneys were able to do this work themselves.

I have always been very receptive to the opinions of the students in my class. Many of them have some type of law firm experience and have seen the benefits of quality legal research skills. Last year, a student informed me that 123 database was the preferred search tool with his law firm due to the cost certainty provided by their

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A Law Librarian in the Dark

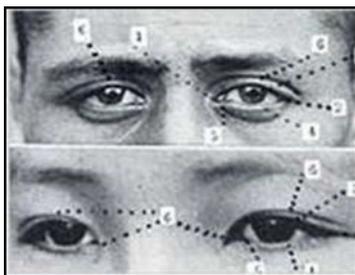
Ed.: This month we have a guest columnist substituting for Yasmin Sokkar Harker.

Mary Godfrey-Rickards, Deane Law Library
Hofstra Law School

Within days of having yet another conversation about the notion of a post racial America, I agreed to contribute -a film review to “A Law Librarian in the Dark”. After browsing our featured film collection, I came across what appeared to be an interesting 2003 PBS series about race.

So, how do we define race? Is it determined by the color of our skin, the shape of our eyes, the texture of our hair, or is it something else?

The producers of *Race: the Power of Illusion* reflect on this fundamental question - what is this thing called “race?” CCH Pounder narrates *Race: the Power*



of an Illusion, a three part PBS documentary series that looks at race in America from scientific, historical and sociological perspectives. The series posits two ideas: First, dividing people along racial lines or grouping people into racial groups based on genetic differences is not supported by science. Second, while there is no scientific foundation to support genetic differences between groups, the consequence of accepting this flawed belief makes racism and its consequences very real.

Difference Between Us

In part I, “The Difference Between Us,” high school students sequence their DNA, test their skin color, and record their blood type. They then compare the genetic differences and similarities between classmates. They all make the same assumption: they will be genetically similar to those classmates more “like” them and conversely, they will have the greatest differences with those class-

mates less “like” them. However, they are surprised to discover that their genetic differences were as possible with someone less “like” themselves as with someone more “like” them.

Although the scientific fallacy of grouping people by genetic characteristics has been widely discussed by scholars, the students’ experiment introduces a major theme of the series and provides a transition to explore the origin of biological explanations of the racial divide.

The Story We Tell

Part II “The Story We Tell,” examines the country’s progression from a period in which social hierarchies were based on religion and wealth to a “racialized society” in which social constructs of race informed these hierarchies.

The episode lucidly describes the Country’s leaders calling on, a presumably neutral, science to determine the differences between races. However, because scientists are products of society, their findings reflected their biases and served to justify the inequality of a society based on a system of categories of race. For example, Samuel Morton who studied and measured human skulls, determined from his experiments that white people have “decided and unquestioned... superiority over all the nations of the earth” because of their larger skulls. Morton’s “findings” buttressed pro-slavery conclusions of scientists like Louis Agassiz. These beliefs of inheritable differences morphed into the notorious “one drop of blood rule.”

The House We Live In

Part III, “The House We Live In” examines the effect of these historical remnants and the consequences of accepting race as a socio-political con-

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A Law Librarian in the Dark, Cont'd

struct. The film argues that it is not biology or biological differences that create race, but instead the “it is the laws and public policies that mark life chances and opportunities made based upon those differences that make race.”

Race: The Power of an Illusion delivers necessary messages. However, while the facts and documentation of *Race* were juxtaposed by discussion and explanations from many scholars, there was little debate. I would still highly recommend this series, however, I would have preferred to have also heard arguments from those that don't believe in the power of the illusion. At its core, this series is about the pervasiveness of racism in America. My hope is that the lack of opposing opinions will not detract from the message of this rich series or turn it into a benign discussion of prejudices.

Race: The Power of an Illusion (2003) three episodes, 56 minutes each; DVD version includes all 3 episodes on one DVD.

New CALI Projects, Cont'd

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CALI lesson. Lessons may be orphaned because the original author has retired or no longer has the time to review, edit and update the lesson. This is a nice way to learn the CALI Author software (if you are considering authoring a new lesson) and will get you a shared authoring credit (listed in OCLC!) You may even be eligible for a modest honorarium. For more information about the CALI Reviser Project, including a list of lessons needing adoption, see <http://www.cali.org/Revisers>.

Finally, a brand new initiative from CALI is the LibTour project offered via CALI's Classcaster. The idea is to provide a brief audio “tour” of resources standard to most academic law libraries.

New CALI Projects, Cont'd

Librarians can write a script and record the audio tour. CALI will then post the audio tour to Classcaster, create a QR code which students can scan with a smart phone, and create a letter-size poster that libraries can display near the resource in their library. The first LibTour was written by Beth DeFelice on American Law Reports and can be heard at <http://libtour.classcaster.net/>. If the accompanying poster was displayed near the ALRs, a student could go to the shelves, scan the QR code with their smart phone and listen to the audio tour while standing with the materials. Alternatively, the QR codes could be incorporated in to online tours that a library might develop for Orientation or a Legal Research class. This is an exciting new project which creates excellent opportunities for ALL-SIS members to author short works which will be valuable to libraries across the country. If you would like more information on the project please contact Austin Groothuis, 312-906-5303 or agroothuis@cali.org

Critiquing ALR, Cont'd

subscription. He was excited to learn more about this database in class, and his comments sparked interest from his fellow students. Why can't the same thing happen with the information I can gather from other law librarians? They may tell me that a certain database is great for this type of research, and wish that their associates were more familiar with it coming into the firm. I could then add more assignments working with this resource and maybe even work on training sessions for groups beyond the class. It could be a win-win situation for everyone.

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ALL-SIS Programs at the 2011 AALL Annual Meeting

Darla Jackson, Oklahoma City University Law Library

While the number of submitted proposals for both ALL-SIS and AALL was slightly down, the ALL-SIS Programs Committee nonetheless received an excellent selection of program proposals on a wide variety of topics. I would like to thank all of the individuals who took the time to submit a proposal. The Programs Committee members, Molly Brownfield, Rosemary LaSala, Debora Person, Ron Wheeler, and I, carefully reviewed each of the proposals. The ALL-SIS Program Committee forwarded its recommendations to the AALL Annual Meeting Program Committee for review. A total of six ALL-SIS sponsored programs were accepted. Additionally, on the Program Committee's recommendation, the ALL-SIS Executive Board selected four additional programs for independent sponsorship.

E-6: Teaching Advocacy in International Commercial Arbitration Research is Essential

Date & Time: Monday, July 25, 10:00 - 10:30 a.m.

Program Track: Teaching

Audience: Academic law librarians and law firms librarians who support international commercial arbitration practice groups

In the past, most international commercial arbitrators and practitioners came from a few international law firms. With the explosion of international commerce, international commercial arbitration (ICA) has become much more prevalent and more generalists have become involved. In a field that is qualitatively different than other areas of law, more research and practice instruction is necessary. Law librarians have unique qualifications to assist in this instruction. The program will explore the reasons favoring and disfavoring ICA as a dispute resolution tool. The program will also discuss how the characteristics of ICA create challenges to effective research and advocacy. The program will discuss sources of law in international commercial arbitration, how to locate these sources, and the use of these sources in ICA advocacy.

F-6: Meeting Employers' Expectations: Are Library Schools Doing Everything They Can?

Date & Time: Monday, July 25, 10:45 - 11:45 a.m.

Program Track: General or Core Programs

Audience: This program is designed to attract law library educators, students, and directors interested in how we can best meet the needs of today's library employers, while preparing LIS students to be leaders in the law library profession.

What are the skills and knowledge at the core of law librarianship in our digital global market? The panelists will be asked their views on library school curricula and on best strategies to give voice to faculty, students, and employers' in designing the LIS curricula. The panelists will share their opinions about how to improve law library curricula while balancing new market demands and digital directions with the profession's core competencies.

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ALL-SIS Programs at the 2011 AALL Annual Meeting, Cont'd

H-6: Making the Grade: Assessing Legal Research Skills in the Classroom and Firm

Date & Time: Tuesday, July 26, 9:00 - 10:30 a.m.

Track: Teaching

Audience: Academic Law Librarians, Firm Librarians, and Public Law Librarians

This program will feature law librarians actively involved in assessment in law schools and in law firms. David Armond, Senior Law Librarian at the BYU Law Library, will address the use of pre-teaching feedback such as using the results of TWEN quizzes before lectures to shape in-class instruction, and using practicums as effective assessment tools. Though his focus will be on assessment in a first year legal research course, the tools presented apply to all librarians who instruct patrons. Molly Brownfield, Head of Reference Services at Duke Law Library, will address assessment in the context of a specialized upper level research course, including concrete examples of research assignments and corresponding grading sheets. Additionally, she will speak to administrative aspects, such as grading according to a forced curve, and will show how tools in Excel can facilitate this process. Linda-Jean Schneider, Director of Libraries & Research at Drinker Biddle & Reath LLP, will discuss assessment activities she has undertaken in connection with her firm's associate training program, including the assessment of associates' legal research skills and the assessment of the training program itself.

J-1: Developing and Using Patron Satisfaction Surveys

Date & Time: Tuesday, July 26, 1:00 - 1:30 p.m.

Track: Reference, Research and Client Services

Audience: Librarians interested in focusing their library services to best meet the needs of their patrons

The Student Services Committee of ALL-SIS is undertaking a project to collect and compile student satisfaction surveys from member libraries. The result will be a compilation of the contributed surveys and a sample "best" survey culled from the responses. A web page of the surveys and a sample "best" survey will be posted to the ALL-SIS web page upon completion of the project. This program will be a direct result of the work of this Committee. It will include discussions of the benefits of a satisfaction survey, how to determine what information you want to get from the results, the best way to ask the questions to get the answers, the sample "best" survey, and what to do with the results. The presenters for this program will be selected from the surveys we collect from ALL-SIS members. Although based on information from members of ALL-SIS, we see the results as being of value to all library settings.

J-5: Feeling Good about Medical Legal Research

Date & Time: Tuesday, July 26, 1:00 - 1:30 p.m.

Track: Reference, Research and Client Services

Audience: Any Law Librarian who would like a step-by-step plan for conducting medical legal research in medical databases.

Most Law Librarians will have to locate and find appropriate medical or health-related research during the course of their careers. However, many of us are intimidated by medical or scientific information and

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ALL-SIS Programs at the 2011 AALL Annual Meeting, Cont'd

do not know how to get started. This program provides an introduction for law librarians to locating and evaluating medical information. Topics to be covered include defining evidence-based medicine, applying the methods of evidence-based medicine to the process of medical research and evaluating information retrieved. Effective searching of MEDLINE using the controlled vocabulary MeSH (the National Library of Medicine's Medical Subject Headings) will also be covered.

J-6: What's Happening in Green Acres?: The Struggle for Information Access and Instruction in Less Populous Areas

Date & Time: Tuesday, July 26, 1:00 - 1:30 p.m.

Track: Reference, Research and Client Services

Audience: Law Librarian interested in services to less populous and rural areas.

Law schools and legal institutions in rural settings have a unique perspective on access to legal resources and instruction of legal professionals. Some vendors no longer support institution-specific representatives for smaller schools. Primary legal resources in low-population states are limited, and secondary sources may be non-existent. New attorneys going into rural law offices will have neither the resources of large firms nor the benefits of additional training by firm librarians. Given these realities, there is a need to address three central questions. What differences are legal institutions with significant rural populations noticing, and can these differences be documented? What is being done to accommodate for them? Where is it possible to affect change? Many law librarians in rural states are finding ways to benefit from this environment and making resources available to a grateful audience of legal professionals. This program is intended to illuminate the weaknesses of supply and raise awareness among librarians and vendors who service rural areas with a goal toward improvement.

ALL-SIS SPONSORED INDEPENDENT PROGRAMS

Supporting Librarian Scholarship

Date & Time: Sunday, July 24, 1:30 - 2:45 p.m.

Competency/Track: Library Management and Administration

This program examines three successful programs for supporting the scholarship of librarians. Creators and administrators of these programs will discuss how the programs were implemented and give advice on how they could be replicated by other libraries or groups. Successful participants in each program will discuss how the programs helped them produce publishable scholarship.

The three programs represented are (1) the Boulder Conference, (2) Georgetown Law Library's Scholarly Writing program, and (3) AALL research grants. The Boulder Summer Conference on Legal Information: Teaching and Scholarship allowed librarians to workshop their papers related to legal research pedagogy. Georgetown's new program of a mini-sabbatical and library support group was established in response to an increasing interest in scholarly writing. AALL research grants provide support to librarians doing a wide-range of research.

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ALL-SIS Programs at the 2011 AALL Annual Meeting, Cont'd

Questioning the Paper Chase: Why Should Law Librarians Obtain a Law Degree?

Date & Time: Sunday, July 24, 3:00 - 4:00 p.m.

Competency/Track: General or Core Programs

For many years the requirement that a law librarian possess a law degree was almost exclusively seen in job postings for academic positions, usually at a supervisory level. However, this requirement is now often associated with even entry level jobs in all types of law libraries. This program posits two fundamental questions; do we need law degrees to do our job, and is a law degree a sound financial and professional investment for a law librarian today? A panel of librarians will provide differing viewpoints in answering these and other questions regarding the place of the JD in the profession.

We're All in This Together: Achieving Success Through Collaboration with Non-Library Staff

Date & Time: Monday, July 25, 8:45 - 9:45 a.m.

Competency/Track: Library Management and Administration

In 2003 at Chicago-Kent, part of the law school's faculty support staff began reporting to the Library Director, which created an unusually rich opportunity for collaboration. Now the librarians and faculty support staff work together to expand library and educational technology services. This program will discuss how the librarians trained and collaborated with the faculty administrative assistants and how both groups have worked together on everything from course websites, to posting articles to SSRN and ExpressO, to creating a Library Virtual Tour (seen here: <http://bit.ly/dtclibrarytour>), a production that would not have been possible without extensive expertise of both librarians and faculty administrative assistants, and a collaborative attitude from all involved.

Empiricist or Empirical Reference Librarian?: Structuring an Empirical Legal Research Program

Date & Time: Monday, July 25, 2:15 - 3:30 p.m.

Competency/Track: Library Management and Administration

Fordham Law Library hired a Reference Librarian/Empirical Research Specialist and other academic law libraries are including knowledge of empirical research methods into their reference librarian job descriptions. At the Harvard Law School Library, there are two empirical research positions: Empirical Research Fellow and Empirical Research Consultant. Duke University School of Law has an Empirical Research Associate position, as well as a reference librarian who coordinates the library's Empirical Legal Research Program. These are a few examples of how law libraries are responding to faculty's increasing demand for empirical legal research support. While other sessions have focused on resources for doing empirical work, this program focuses on how academic law libraries are meeting the needs of faculty members by creating empirical positions within or in conjunction with the library. It will address the factors that led these institutions to create the empirical legal research programs and the structures of these programs. Panelists will discuss how the programs were implemented and will evaluate the programs' strengths and weaknesses.

Survey Roundup

I-Wei Wang, UC Berkeley School of Law Library

This article compiles the results reported from informal surveys circulated via the ALL-SIS listserv from mid-May to the end of December 2010. Questions posed via the forum which received minimal response or which sought qualitative or narrative responses that could not be readily quantified have been omitted.

In this reporting period, by far the most discussion was engendered by a question regarding teaching Westlaw Next (WLN) versus classic or traditional Westlaw (WL). An inquiry on student wages also garnered numerous responses.

Legal Research Teaching & Materials

Question: Are any schools teaching WLN exclusively

Summary: 82 respondents –

	# responses	Also mentioned issues regarding....		
		... law firm adoption	... lack of printing	... missing content
Primarily / exclusively WLN	7	2	3	2
Both*	42	11	4	3
Primarily / exclusively WL**	29	7	2	0
No description of teaching	4	1	0	0
TOTALS	82	21	9	5

* currently teaching both or with firm plan to teach both

** currently teaching only “classic” WL with no plans to teach WLN

Source: Sara A. Sampson, Head of Reference at Georgetown Law Library.

Posted Nov. 10, 2010. Subject: The summary of “Is your school teaching only WestlawNext?”

Faculty/Student Services & Programs

Question: Wage scales for student library workers

Summary: 27 respondents –

Mean across all categories = \$10.21

Median across all categories = \$10.00

Survey Roundup, Cont'd

Pay rate**	Number of responses*			total
	Circulation, Clerical, etc.	Supervisory, Filers, etc.	RAs, law stu- dents, etc.	
\$7.25	3			3
\$7.50	2			2
\$8.00			1	1
\$8.10	1			1
\$8.15	1			1
\$8.25		1		1
\$8.50	3			3
\$8.95	1			1
\$9.00	2		1	3
\$9.50	1	1		2
\$10.00	6	4	3	13
\$10.30	1			1
\$10.50			1	1
\$11.00		1		1
\$11.30			1	1
\$12.00		1	4	5
\$12.32	1			1
\$12.63	1			1
\$12.00	3			3
\$12.20	1			1
\$13.00		1		1
\$21.13			1	1
			total	48

* Several responses stated different wages or wage ranges for different categories of workers, while others only specified a wage or wage range for one or two categories; thus the total number of responses (48) is higher than the number of respondents (27).

** Where wages for a category of workers was stated as a range, the arithmetic mean was used.

Source: Liz McCurry, Electronic Resources/Reference Librarian at Charlotte School of Law Library.

Posted: Aug. 6, 2010. Subject: Results from Student Worker survey

The Chinese and American Forum on Legal Information and Law Libraries (CAFL) to Hold Its 2nd Conference

Robert Hu, Sarita Kenedy East Law Library
St. Mary's University School of Law

The Chinese and American Forum on Legal Information and Law Libraries (CAFL) will be held from Friday, July 22, 2011 to Saturday, July 23, 2011 in Pennsylvania Convention Center, Philadelphia. This conference is sponsored by the Chinese and American Forum on Legal Information and Law Libraries (CAFL), a non-profit organization, with logistical support by the AALL. It will be held in conjunction with the AALL convention. The Conference promotes the accessibility of legal information and fosters the education of legal information professionals in the United States and China. The 2011 Conference will feature three themes: American law libraries; the evolving trends in law librarianship (e.g., impact of technology); and future collaboration between AALL members and Chinese colleagues. The Friday (July 22) portion of the conference will feature a workshop on American law libraries, with the Chinese librarians as the target audience. And the Saturday (July 23) portion will feature substantive sessions, panel discussions, and keynote speakers by both American and Chinese participants. The program will be finalized around February 2011 and formally announced shortly after.

It is expected that over fifty Chinese law school administrators, library directors, librarians, and professors will attend this Conference. All American law librarians are invited to attend. For more information, contact Bob Hu at Email: rhu@stmarytx.edu, or by phone at 210-431-2056.

Critiquing ALR, Cont'd

2. This is a great opportunity to network with other law librarians

It seems like the only time I see librarians from outside my library is when I have the opportunity to attend a conference. When I have needed to reach out to others, everyone has been kind, interesting and more than willing to help. I see this project as an opportunity to not only enhance the product of my class, but also to become familiar with the other law librarians in my geographic area. There may be a day when they have a certain resource that I need access to, or vice versa, and any minor connection made through a simple 10 minute online survey may make the difference in completing a research project.

The semester is moving along and the faculty and students are getting back into their academic routines. While other projects always come up, I am pushing ahead and working on survey questions, examining the best online survey tools, and finalizing lists of who I want to contact in my quest to critique the subject matter of my advanced legal research class. The entire endeavor may take days, weeks or even months to complete, but I have no doubt that the benefits from learning more about what our students should be learning will prove well worth the time and effort.

AALL Announcements

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



AALL2go Pick of the Month

AALL's Continuing Professional Education Committee presents the AALL2go pick of the month: [In PKI We Trust: Authenticating Our Future](#).

For online legal material information to be deemed trustworthy, the researcher must feel confident that it is authentic and accurate. But how do you know? This 60-minute MP3 recording features two experts—one on the portable document format (PDF) technology and a second from the federal government. The first speaker is Dr. James King, senior principal scientist and PDF Platform Architect at Adobe Systems Inc., who discusses the mechanics of public key infrastructure (PKI). Specifically, King explains how a PDF document can be encrypted to ensure authenticity and accuracy and further to allow for limited viewing only by intended audiences. The second speaker, Michael Wash, is chief information officer of the U.S. Government Printing Office. Wash discusses the Federal Depository System (FDSys) platform, which was completed in 2010 and will replace GPO Access in mid-2011.

Find this and more than 80 other free continuing education programs and webinars for AALL members on [AALL2go!](#)

AALL Members Receive Discounted Registration for 2011 LMA Annual Conference

The [Legal Marketing Association \(LMA\)](#) Annual Conference is the largest educational and networking event for legal marketing and business

development professionals. More than 800 attendees gather at this event annually to meet with and learn from the industry's leaders. This is a great opportunity for you to network with and hear from legal marketers of all specialties and experience levels, from firms large and small.

AALL is delighted to be an LMA Annual Conference event partner. The 2011 conference will take place April 4-6 in Orlando, Florida, at Disney's Yacht & Beach Club Resorts. All sessions are designed to provide you with the strategic and practical information you need to ensure that you—and your firm—retain and enhance your competitive advantage.

Mention that you are an AALL member when registering to receive the LMA full member rate. Book online today at www.LMAConference.com or call 877-562-7172 to secure your place at the legal marketing event of the year.

Manage with Confidence

From transforming libraries and nurturing staff for new roles and responsibilities to developing a strategic plan for the library to building partnerships, new law library managers have a lot on their plates. The 2011 AALL Management Institute, to be held April 7-9, in Chicago, will provide new and aspiring managers with the opportunity to collaborate with your colleagues from all types of law libraries and develop the skills you need to manage with confidence today.

Learn how to:

- Build and nurture a professional network
- Develop effective communication
- Negotiate and handle difficult situations
- Develop a strategic plan
- Take on project management

(Continued on page 17)

AALL Announcements, Cont'd

- Champion the library's role within the institution and build partnerships

The registration deadline is March 7, and the number of attendees will be capped at 50. Don't wait – [register today!](#)



A Day in the Life Photo Contest 2011

Get ready for your close up. AALL's [A Day in the Life of the Law Library Community Photo Contest](#) started on February 1.

During the month of February, AALL members are invited to take a wide range of photographs of law librarians working, meeting, teaching, and doing all that law librarians do in a given day. Entries are due by the end of the month, and they will be judged online through AALL membership voting in April. Winners will be recognized on AALLNET, in an issue of *AALL Spectrum*, and during the 2011 AALL Annual Meeting in Philadelphia.

New this year, the contest will be conducted on [Flickr](#), which will allow you to view submissions as they are posted by other members. Visit the [Day in the Life site](#) for complete contest rules, photography tips, and to view the winning photos from 2005, 2007, 2008, and 2009.

Save the Date: March 1 AALL Webinar on Servant Leadership

Filippa Marullo Anzalone, professor of law and associate dean for library and technology services at Boston College Law School, will present the

March AALL webinar on servant leadership on March 1 at 11 a.m. Central Standard Time. Check the [AALL Calendar of Events](#) for more details to come.

ALL-SIS Committee Members

Editor's Note: At the time the Fall 2010 issue was prepared, membership lists of ALL-SIS committees were not complete. Listed here are ONLY additional committees, or those with changes in membership since the last issue of the Newsletter.

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ALL-SIS Committee Members, Cont'd

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Member News

New Positions and Promotions

The **Daniel F. Cracchiolo Law Library, James E. Rogers College of Law, The University of Arizona**, has five new library fellows. **Brad Nichols**, a graduate from the University of New Mexico School of Law; **Daneal Grotenhouse**, a graduate of the University of Oregon School of Law; **David**

Member News

DeCabooter, a graduate of the James E. Rogers College of Law, The University of Arizona; **Cindy Hirsch**, a graduate of Boston University School of Law; and **Eric Prosser**, a graduate of the University of San Diego School of Law, recently started their studies at The University of Arizona's School of Information Resources and Library Science. **Alexandra Lee Delgado**, one of last year's fellows, has recently left for a position as the E-Resources Librarian, Robert Crown Library, Stanford Law School.

Effective February 14, **Karen Beck** will be the new Manager of Historical and Special Collections at the **Harvard Law Library**. She has spent the past 14.5 years at the Boston College Law Library, most recently as Curator of Rare Books / Collection Development Librarian.

Charlene Cain has recently joined the **Howard Law Library** reference department. She has twenty years of experience as a law librarian, having begun her career at the Louisiana State University Law School Library as government documents librarian and progressing to the position of Head of Access Services. After moving to the D.C. area she worked part-time at American University's law library before coming to the Howard University Law Library in her present full-time position of reference librarian. She is active in AALL, having served as chair of the Government Relations Committee and co-chair of the Annual Meeting Local Advisory Committee (New Orleans conference), and she is currently chair of AALL's Placement Committee. She has also served on the Depository Library Council to the Public Printer and as president of the Louisiana Library Association. She is a member of SEAALL, LLSDC, and VALL.

(Continued on page 19)

ALL-SIS Member News, Cont'd

Scott Craft, the Law Library's newest Reference Librarian, joined the library staff as of November 2010. Scott earned his Master of Science in Library Services from Clark Atlanta University and his Bachelor of Arts in Psychology from Albany State University. Before coming to **Howard**, Scott was the Campus Research Librarian for the Business and Technology library at DeVry Institute in Atlanta, GA. He began his professional librarian career as the Electronic Resources Librarian at the University System of Georgia Darton College Library in Albany, GA. At Howard, Scott will primarily be responsible for answering reference questions and teaching legal research resources.

Martin Cerjan is the new Associate Dean for Library and Technology Services and Associate Professor of Legal Research at **St. John's** University School of Law. He began his new position January 3, 2011. For the past eight years, Martin has been Assistant Dean, Law Library Director, and Assistant Professor of Law at Vanderbilt University Law School. Before joining the Vanderbilt law faculty, he was deputy director of the Garbrecht Law Library at the University of Maine School of Law. He also has held law librarian positions at the University of Washington and the University of North Carolina at Chapel Hill.

James M. Donovan is the new Director of the Evans Law Library at the **University of Kentucky**, and began his duties on December 1. He succeeds Helane Davis, who is now the Director at Albany Law Library. Dr. Donovan was previously Faculty and Access Services Librarian at the University of Georgia Law Library.

In September, **Beau Steenken** became the newest reference librarian at the **University of Kentucky** Evans Law Library. Beau has his JD and M.S.I.S. from the University of Texas at Austin, an MA in History from Texas State University-San Marcos,

and an L.L.M. in Public International Law from the University of Nottingham. Beau's official title is Instructional Services Librarian.

Amy Osborne, formerly Head of Public Services at the **University of Kentucky** Law Library, began a new position in January 2011 as Branch Manager at the Boone County Public Library in Northern Kentucky. Ms. Osborne was recently the president of SEAALL.

Michael Roffer is now the Associate Librarian for Reader Services and Professor of Legal Research at **New York Law School's** Mendik Library. Michael was previously the Government Resources/Reference Librarian and Professor of Legal Research at the Law School.

Radu D. Popa, Assistant Dean and Director of the Law Library at the **NYU School of Law** has been appointed Lecturer in Law.

Gail Winson, Associate Dean for Library and Information Services and Professor of Law at **Roger Williams University** School of Law, has retired after serving for over seventeen years as the School of Law's founding law librarian. During the search for her successor, **Lucinda Harrison-Cox** will serve as Interim Director of the Law Library and **Stephanie Edwards** will serve as Interim Associate Law Librarian. **Nicole Dyszlewski** has also joined the library staff as a Reference Librarian to assist during the transition period.

Jane Larrington, formerly of Thomas Jefferson School of Law, is now a reference librarian at the **University of San Diego Legal Research Center**.

In order to continue to provide the highest level of service possible and to encourage the creation of innovative programming, the Tarlton Law Library at the **University of Texas School of Law** has reorganized its public services department.

ALL-SIS Member News, Cont'd

- **Melissa Bernstein** is now our Faculty Services Coordinator. She will be responsible for developing new faculty services and ensuring that we are meeting the research needs of our faculty. This change will provide opportunities for the development of new, exciting faculty services.
- **Casey Duncan** is now our Resource Services Coordinator. His responsibilities include collection development and resource evaluation.
- **Amanda Runyon** is now our Outreach Services Coordinator. She will be responsible for developing and coordinating the outreach activities of the Library including the Library's social media presence.
- **Kasia Solon** is now our Student Services Coordinator. She will be responsible for overseeing our student services including Lexis and Westlaw student programming, 1L Library Orientation, and development of new student programming.
- **Books:** Index to the American Journal of Legal History Volumes 1-50 (1957-2010), 51 Am. J. of Legal History 13-275 (2011); Index to the Pennsylvania Family Lawyer Volumes 1-31 (1980-2009), at Pennsylvania Bar Association Family Law Section Website; Index to the Pennsylvania Bar Association Quarterly Volumes 1-81 (1929-2010), at the Pennsylvania Bar Association Website; Index to the Fiduciary Reporter (1933-2010), DCLI/ACLL; coauthor, *Bisel's New Jersey Municipal Lawsource*, 2011 Cumulative Supplement, George T. Bisel Co., 2010.
- **Articles:** Celebrating 600. PA Lawyer 32 no. 6 (Nov./Dec. 2010): 46-48; reprinted with slightly longer title (Celebrating 600 Volumes of the Pennsylvania State Reports: The official Reports of the Supreme Court of Pennsylvania (1845-2009) in LH&RB 16 no. 4 (Fall 2010): 1, 4-6; coauthor, *Pennsylvania Cases in the Principles of the Law of Family Dissolution: Analysis and Recommendations* (ALI, 2002). Pennsylvania Family Lawyer 32 no. 4 (Dec. 2010): 226-31.

In addition, we have two University of Texas School of Information students working as Tarlton Fellows. The Tarlton Fellowship supports law school graduates who are pursuing graduate degrees in information science. **Jason Zarin**, our senior Tarlton Fellow, joined us in the Fall of 2009. Jason received a bachelor's degree in economics from Tufts, a master's degree in economics from UCLA, a J.D. from USC and an LLM in taxation from Georgetown. He worked for many years in the Department of Justice's Tax Division before joining O'Melveny & Myers' D.C. office. Most recently, he worked in Baker Botts' Houston office. **Stephen Wolfson** is our newest Tarlton Fellow and joined us in the Fall of 2010. He has both his J.D. and his bachelor's degree (in political science) from The Ohio State University.

Publications / Presentations

Joel Fishman, Asst. Director for Lawyer Services, **Duquesne University Center for Legal Information/Allegheny County Law Library**, has published the following books and articles:

He also gave two presentations: *Legal Literature and Law Books in Tudor England* at the University of Pittsburgh Law School in Sept. 2010 and *Pennsylvania Constitutional Law and History* at the Pittsburgh Paralegal Association in August 2010.

Laura Justice, **SMU Dedman School of Law**, has an article, *A Survey of Electronic Research Alternatives to Lexis and Westlaw in Law Firms*, that will be published in the Winter 2011 issue of *Law Library Journal*.

Amanda Runyon, **University of Texas**, and **Leslie Street**, **University of North Carolina**, published an article last year. *Finding the Middle Ground in Collection Development: How Academic Law Libraries Can Shape Their Collections in Response to the Call for More Practice-Oriented Legal Education*, 102 LAW LIBRARY JOURNAL 399 (2010) (with Leslie A. Street). http://www.aallnet.org/products/pub_llj_v102n03/2010-23.pdf

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

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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 deadline for this year's remaining issue is **May 20, 2011**. Thank you for your contributions and for your consideration.