Welcome to the 2013-2014 school year! I am so thrilled to be the ALL-SIS Chair during such exciting times. Some may be more likely to refer to these times as challenging rather than exciting with looming challenges in our institutions like shrinking enrollments, budgets and collections, but I like to think of the times before us as full of opportunities not obstacles…and we are prepared.

If you are not sure we are ready, just look at the articles in this issue of the Newsletter reviewing programs from our Annual Meeting in Seattle. Academic law librarians are preparing to overcome the stalling that sometimes comes from change, thinking about better ways to collect the statistics that support our continued existence and growth, improving our teaching with new technologies and ensuring we understand the changing landscape of legal practice so that we continue to graduate law students with 21st Century legal research skills. As a component of the academic endeavor that has always had to prove and reprove our worth, we are more than ready to play important roles as the academy retools legal education.

As always, ALL-SIS has plans to support academic law librarians through this transition. This year, we will continue our assessment of the information literacy skills new lawyers need to succeed. Though we have always worked to stay ahead of this question, the Task Force on Identifying Skills and Knowledge for Legal Practice has employed a series of surveys to collect quantitative data to

(Continued on page 2)

Welcome back! ‘To what?’ you ask. Welcome back to a new academic year! Welcome back to ALL-SIS! And welcome back to The ALL-SIS Newsletter! To those of you who are new readers of The ALL-SIS Newsletter, just plain Welcome! ALL-SIS is the largest Special Interest Section of AALL with approximately 1300 members the last time I checked. I always refer to that number when I solicit articles and writers, pointing out the wealth of ideas, talent, and news worthy of sharing. As I write this column, however, I wonder what percentage of our membership actually reads our newsletter. Is it reaching the majority? I encourage you to share each issue with someone unfamiliar with our publication, especially those new to academic law libraries and librarianship.

As the Fall Issue usually does, this issue contains reviews of many

(Continued on page 2)
help us dissect the needs of our graduates, consider how we are teaching legal research and discover any disconnects that can inform our future instruction. If you haven’t seen their first report, you should: http://www.aallnet.org/sections/all/committees/pages/legal-practice.html.

We are also preparing to review the proposed changes to ABA Standard 405, which governs faculty tenure and, by implication, affects Standard 603, which governs the status of the law library director. The Task Force looking into this question has a fantastic plan to develop a resource that will help law instructors of all levels to easily find the information they need to consider to comment on the proposed standard. After the committee deliberates and takes your suggestions, whether we find academic law librarians have consistency in our thoughts on the question of tenure or not, ALL-SIS will do what we do: inform.

Finally, this year the new Task Force for Best Practices for the 21st Century Law Library will work to find out how we are responding to those challenges I mentioned above: shrinking enrollments, budgets and collections, among other things the new millennium has brought us. We have all dealt with balancing formats, changing job descriptions and the impact of technology by the seat of our pants, but where is the resource that will help to ease these challenges? This Task Force is charged with taking a comprehensive view of our response to change and suggesting methods of meeting change head on that work!

It will be a busy year for us all. I hope you look toward it with energy and enthusiasm as I do.

program from the Seattle Annual Meeting. I tried something new, and asked the authors to limit their reviews to about 500 words. My goal was to have broader coverage, rather than in-depth coverage. If a review piques your interest, program handouts and recordings are available on AALL2go, and I’m sure many presenters would welcome contact for further information. Please let me know what you think of the change.

Another change for this year is the addition of another new column. You’ll remember that last year we added “The Collaborative Law Librarian.” This year, Newsletter Committee member Ruth LeVor from the University of San Diego suggested “Great Ideas from the Halls of Academe.” Sharing ideas, experiments, and results is a constant within our profession – broadly speaking it’s what The ALL-SIS Newsletter is all about. Ruth’s first column makes its debut in this issue and I encourage you not to miss it. Of course, the standbys are here too: “A Law Librarian in the Dark”, “The Collaborative Law Librarian”, Member News, and those important AALL Announcements.

I’d love to hear from anyone interested in writing for the newsletter. Is there some type of article or column you’d like to see but don’t? Are there exciting developments at your library and/or law school? Yes, I said ‘law school’. A special event at your school might provide an excellent basis for an article. You could not only report on the event, but enrich the piece with additional information on the topic.

Finally, I want to thank all the authors, whether members of the Newsletter Committee or not. I don’t do that often enough and I know how much work it is to pull together an article with the varied obligations tugging at us each day. So a big “THANK YOU” to everyone who writes for the newsletter. It is only as good as WE make it!!!
Welcome to “A Law Librarian in the Dark.” This column discusses movies for law libraries and law library feature film collections. Movies about lawyers, law schools, litigation, famous trials, crime and punishment, or movies that contain “legal themes” are all possible topics. If you have a DVD title that you would like me to review, e-mail me at yasmin.harker@law.cuny.edu.

In this issue, I will be discussing *A Flash of Genius*, a movie about a ubiquitous piece of automotive equipment: the windshield wiper.

One rainy night in 1962, an engineering professor named Robert Kearns, became frustrated with the way his windshield wipers aggravated his already impaired vision. Inspired by this episode, he invented and patented a windshield wiper modeled after the blinking mechanism of the human eye - the intermittent windshield wiper. Kearns’s “flash of genius” became the subject of years of legal battle between Kearns and the General Motors Company.

In the movie, Greg Kinnear plays a single-minded, somewhat obsessive Kearns. Living with his wife and six children in suburban Detroit, Kearns is a man who takes pleasure in tinkering and creating in his basement. Having patented the intermittent windshield wipers (he calls them the Kearns Blinking Eye Wiper), Kearns brings the idea and prototype to General Motors with the idea of manufacturing and selling the wipers to them. General Motors seems to agree to this deal, and in turn, Kearns enthusiastically begins his manufacturing business. Then General Motors suddenly changes its mind and backs out of the deal.

Shortly after, Kearns finds out that General Motors and a number of other car companies have been manufacturing and installing his wipers without him. After spending years trying to create their own intermittent wipers, they took Kearns’s prototype and copied the design. Devastated by the idea that General Motors stole from him, he becomes obsessed with forcing General Motors to admit their wrongdoing. What follows is a classic story of the “little guy” versus the big corporation.

What makes this story different, however, is the ethical ambiguity of Kearns’s actions. Throughout the movie, we see Kearns’s desire to defeat General Motors eclipsing the needs of his wife, children and work. He spends his days poring over legal documents instead of spending time with his children, and drifts into daydreams during his own lectures. His psychologist asks whether the energy spent pursuing an apology is worth the destruction of his career. His family repeatedly asks him to “end it”, but instead of accepting settlement offers from General Motors, he demands nothing less than a public statement of wrongdoing. Realizing that Kearns is more interested in an apology than a check, his lawyers abandon him. Years go by, and he persists on his own, working through boxes of discovery and stacks of law books, leading one critic to say, “Going to the law library does not make you a lawyer”. In one scene, we watch him refuse a whopping 30 million dollars, asking instead for General Motors to publicly apologize in a newspaper ad.

*A Flash of Genius* also illuminates an interesting aspect of the U.S. legal system; as one character points out, lawsuits are not about justice, they are about paychecks. Kearns rejects this notion, stating “this isn’t about money, it’s about right and wrong”. But was it right for him to reject a 30 million dollar settlement and spend years dragging the case through the courts? Especially at the cost of his family?

Kearns finally gets his day in court, and at issue was whether his patented windshield wipers were...
Great Ideas from the Halls of Academe
Ruth Levor, University of San Diego Legal Research Center

Lots of the terrific networking that goes on at the Annual Meeting involves sharing great ideas about innovations we are trying out, things we have seen at other libraries, things that have worked well for us, and things that we tried that didn’t pan out. To keep that discussion going beyond a few days in July, this column invites contributions from academic law librarians about your great or not-so-great ideas.

For example, at the University of San Diego Legal Research Center, reference librarians Melissa Fung and Michele Knapp, with lots of help from electronic services librarian Anna Russell, have set up an Info Station equipped with an iPad to grab students’ attention as they walk through the library’s entrance area. The iPad, which is loaded with legal “apps,” is securely installed in a locked frame that is bolted to a small bookcase.

Above the bookcase, a bulletin board features the App of the Month. September’s app is Fastcase, a free legal research database of primary U.S. law. Also featured this month are a trivia contest (paper-based) and a library scavenger hunt using smartphones and the SCVNGR app. Supplies displayed at the Info Station currently include: blank trivia contest answer forms; a box for completed trivia answers; research guides for federal and California legislative histories; referral guides for pro bono services, legal advice, and other San Diego area libraries; campus maps; law library maps; and study aids.

The Info Station is located on one side of a large square column in the center of the main floor of the library. The column serves as a conduit for electrical and data outlets and it has become a de facto tech center, with our scrolling information screen on one side and a telephone charging station donated by Thomson Reuters on another.

As for success, it’s too soon to tell, but at least one student has been spotted downloading the legal apps displayed on the iPad onto his phone. “I’m sure I’ll be needing these,” he wisely quipped.

What great ideas have you tried or are you thinking about? How are they working out? They can be about anything in the library—public access, materials processing, acquisitions decisions, student and faculty services, technology, food policies, whatever. Please contact Ruth Levor at rlevor@sandiego.edu or by phone at (619) 260-4604—can we talk??
The Collaborative Law Librarian
Thomas Sneed, MacMillan Law Library, Emory Univ. School of Law

“If You Could Have One Wish Come True”

For this installment of *The Collaborative Law Librarian*, I wanted to reach out to some of our private law librarian colleagues (and a member of the vendor community) to ask a basic question that is often on the minds of academic law librarians:

What resource, device or anything else that you regularly use do you wish new associates (or attorneys in general) were more familiar with?

So what did I hear back?

“We wish new associates were familiar with how laws and regulations are created and applied. There is a lack of knowledge of the basic structure and steps required to create and publish laws and regulations, and lack of understanding of how these items affect each other. There was an associate fresh out of law school, who did not know what the Federal Register actually is and what its purpose is. So, she did not understand the CFR’s purpose either. Neither did she know that regulations are essentially the law and statutes put into effect in the real world. Once explained, it was easy for her to see the correlation between laws and code and regulations. Left unsaid, she would have made an embarrassing situation for herself at some point.” - Rebecca Velez, Ogletree, Deakins, Nash, Smoak & Stewart, P.C., Atlanta, GA

“Many new associates experience legal concepts for the first time as they begin more practical law practice. One source that we use regularly and wish attorneys were competent with is digests. This powerful source which is available in print and electronically can be a great starting point for attorneys as they research and analyze concepts that are unfamiliar or not covered in law school. Secondly, there are many current awareness tools that are useful in law practice. We love to see attorneys who are competent in the development and monitoring of alerts. Individual customized alerts for clients or prospects, cases and even industry standards are a great way for attorneys to be proactive.” - Betty Wright, Smith, Gambrell & Russell, LLP, Atlanta, GA

“We wish new associates were familiar with how laws and regulations are created and applied. There is a lack of knowledge of the basic structure and steps required to create and publish laws and regulations, and lack of understanding of how these items affect each other. There was an associate fresh out of law school, who did not know what the Federal Register actually is and what its purpose is. So, she did not understand the CFR’s purpose either. Neither did she know that regulations are essentially the law and statutes put into effect in the real world. Once explained, it was easy for her to see the correlation between laws and code and regulations. Left unsaid, she would have made an embarrassing situation for herself at some point.” - Rebecca Velez, Ogletree, Deakins, Nash, Smoak & Stewart, P.C., Atlanta, GA

“Allowing an attorney access to a system gives him a sense of independence that many now expect. On the other hand they can easily fall flat on issues as simple as forgotten passwords. The crafty librarian has to create an environment over which he or she has complete oversight and control, and over which the attorney can feel ownership.” - Rebecca Gebhardt, Linex Systems

So what are some of the takeaways from these responses? First, there can never be enough instruction on the basic tenets of legal research. Spending those extra few minutes on digests or regulations, while it feels elementary, will be more beneficial that you expect.

Second, always remember that current awareness is a major part of the legal profession. The more we can introduce our students to quality, low cost resources, the better they will be prepared to stay up-to-date in their area of practice.

Finally, the idea of independence for the attorney and control for the librarian was not an expected response, but it is very telling. This is a reminder that we need to prepare our students to be self-sufficient while also alerting them of the usefulness of others in their organizations.
Lessons Learned: Teaching Legal Research and Writing to International Students
Ingrid Mattson, Moritz Law Library, Ohio State University

When last I wrote for The ALL-SIS Newsletter (Vol. 32, Iss. 2, Winter 2013) I invited responses to the following questions:

- What issues arise when your legal research and writing class is comprised of people from several different countries and, consequently, different cultural backgrounds? How do you address these issues?
- What issues arise when your legal research and writing class is comprised of people with widely varying legal experience, from those who practiced in their home countries for years to new graduates?
- Do you have any particularly useful exercises for explaining the common law legal system to those with a civil law foundation?
- Should international LL.M. students be graded on the same curve as J.D. students? Are there advantages or disadvantages to such a practice?
- What are some strategies for addressing a variety of English-language skills in one class?

I hate to say it (primarily because it means I cannot share with you now the solutions provided by colleagues), but I received no responses. This does not mean, however, that I have no follow-up thoughts on teaching research to international law students. I have continued to read up on the subject, but I have also stopped reading and just started doing.

First, a bit about the reading. When articles of any ilk pop up about international law students, I read them. For example, Catherine Deane recently wrote a review on the Spectrum blog evaluating the book Lost in Translation: Effective Legal Writing for the International Legal Community. Though the review does not offer specific tips for teaching research to international law students, it provides suggestions throughout of poor and then more effective sections of various books one might teach from. One helpful takeaway from Ms. Deane’s review: sometimes a legal text is not necessary to teach research, communication, and writing fundamentals and sometimes international law students do not need a resource devoted to their “unique needs.” Instead, any grammar and style guide or any book directed to aid those unfamiliar with the American legal system (e.g., freshmen in college) can be sufficient.

Now about the “doing” to figure all of this out. I have stepped out of my comfort zone and simply started engaging with our international LL.M. program. While I cannot say I now know the best ways to teach legal research to international law students, I can say I am doing a deep-dive into my law school’s program to find areas where I can learn and help.

The law school where I work has a variety of administrative committees, one of which is the LL.M. Committee. This year I volunteered to serve on the LL.M. Committee. The committee is comprised of six faculty members and me. Our duties include reviewing applications, making recommendations concerning admissions standards, and anything else the law school administration suggests. I have met informally with the committee chair to discuss initiatives we might propose this year, including ways to help faculty most effectively teach international law students and ways to ensure international law students are having their academic needs met. I hope that by supporting the LL.M. program from an institutional standpoint, my suggestions to improve students’ legal research experience will be well received.

I also put my reading to good use. When I see articles like Ms. Deane’s that I think will aid our

(Continued on page 15)
And Now...(Not Quite) Live from Seattle...!

[Editor’s Note: Here begins our reporting on sessions and events at the 2013 AALL Annual Meeting in Seattle. I am not grouping the first five articles with “program reviews” because they concern events such as specialized training and workshops, a roundtable, and CONELL.]

AALL Leadership Training at the Annual Meeting in Seattle
Margaret Schilt, University of Chicago Law Library

In March 2013, I had the good fortune to be elected Vice-President/President Elect of the Chicago Association of Law Libraries. As a fledgling leader of an AALL chapter, the first things I looked for were guidance and training. Fortu

Then Paula addressed the difficult issues of maintaining tax-exempt status, possible antitrust liabilities of associations, and the importance of reading and understanding all contracts the association enters into. She emphasized that last point specifically – the print may be small and the boilerplate voluminous, but a judge will hold you to the terms, so you have to know what they are before, not after, you sign.

Paul D. Meyer, a management consultant and strategic planning facilitator, presented and coordinated the rest of the day. Paul works with associations, colleges and universities, as well as state and community-based institutions. He focused for us on three threads: the unique value proposition of associations; association leadership styles and skills; and strategic thinking and planning. As a veteran of various strategic planning facilitation activities, I was wary at first, but Paul more than exceeded my expectations – he opened my mind to different ways of thinking about chapter leadership.

So, what is the unique value proposition of associations? First, he defined association: a group of people who voluntarily come together to solve common problems, meet common needs, and accomplish common goals. There’s a theme here. To be effective as an association, the first thing to do is find the commonality among the members. What brings us together? The second thing you have to do is the exact opposite. He cited research that says that people are now, and will be more so in the future, looking for customized benefits from the associations in which they participate. So you have to find out what each member is looking for from the association. The key to reconciling these issues is the “triple helix” of associations: the same people are the owners, the customers, and the workforce. This is our unique value proposition. What do we provide to our members? Commitment, content, and a shared community.

The second thread was leadership style. Paul

(Continued on page 8)
identified key characteristics of transformational leadership: management of attention (you offer a vision that transcends day-to-day operation); management of meaning (you create and communicate the meaning behind the vision); management of trust (you create and maintain a culture of trust); and management of self (you exhibit high self-esteem, expert knowledge, and the willingness to take appropriate risks). For each characteristic, he offered examples of specific behaviors and strategies. Case in point: conference calls should be used for operational issues. Strategy and planning should be done face-to-face.

What about strategy and planning? To me, this was the most revelatory part of the day. According to Paul, leadership means setting the direction of the organization, marshaling people to move in the right direction, ensuring there are adequate resources to accomplish the goals, and providing oversight. His prescription for making this happen is dividing your (and the Board’s!) time into four parts: development, review and adjustment of strategy; discussion of strategic mega-issues; policy determination—public and operational; and routine board business. Routine business is easier; it’s your job as a leader to focus your Board on the other three harder parts of your agenda.

How do you determine that direction of your organization? First, you define your Core Purpose. Paul suggests that it should have these qualities: it should respond to a critical and continuing need that can be addressed with core competencies of your organization and that is supportable with the resources you have or can reasonably get. Once you have a Core Purpose, then you need a BHAG. What’s a BHAG? A Big Hairy Audacious Goal. Something that would take seven to ten years to accomplish; that aligns with the Core Purpose of your organization; and that requires change to accomplish.

Once you have your BHAG, then you can think about operational strategy. The difference between strategic planning and operational planning is time — strategic planning addresses how to be better in the future and operational strategy addresses how to be better in the present. The concept of a Core Purpose can be used here to distinguish among possible activities: if an activity does not align with the Core Purpose and move the association toward its BHAG, then it’s probably not something the association should be doing.

Of course, there was further discussion of how to accomplish your association’s goals, and pitfalls to avoid, but this article is already long enough to try the patience of a faithful reader. If you would like to know more, I have notes of the day and would be happy to share. Good luck with your leadership activities over the next year!

ALL-SIS Legal Research Skills and Knowledge Roundtable: From the Academy to Practice
Deborah Schander, Georgia State University College of Law Library

I learned very early in my career that roundtables and one-on-one discussions are some of the most valuable events at annual meetings. They provide us with the opportunity to directly share ideas and concerns with other librarians, and then take new approaches back home. This year’s ALL-SIS Legal Research Skills and Knowledge Roundtable: From the Academy to Practice was no exception. The ALL-SIS Legal Research and Sourcebook Committee and the ALL-SIS Task Force on Identifying Legal Skills and Knowledge for Legal Practice jointly sponsored the event.

In addition to providing a forum for librarians to talk about new teaching opportunities such as distance education, participants also had a chance to
thoroughly discuss the Task Force’s findings. Each table had a specific topic to discuss, and most participants stayed at their chosen table for the length of the session. Although each group had a different focus, many of the same themes emerged across the discussions. The following are just a few highlights.

One new teaching technique that is getting a lot of attention is flipping, and many law schools are giving it a try. Law librarians have often struggled with how to fit both background information and hands-on experience into the time allotted for legal research instruction. By having students learn the background information on their own, we can free up time to really give students a chance to experience the research process in a classroom setting. Some suggestions for format include audio lectures, research guides, and videos. While many librarians view flipping as a good option, they also advise some caution. Keep your lectures and videos short so students don’t lose focus, and your expectations about the amount of time students have to devote to your class still have to remain reasonable.

Librarians have been talking about teaching students how to be more cost- and time-effective in their research for a number of years. According to the Task Force’s report, nearly 40% of practitioners say recent grads perform “very poorly” or “unacceptably” in this area. Roundtable participants suggested several ways to counteract this reality. Some schools devote a full lecture or workshop just to cost-effective research techniques while others create research guides addressing the issue. Specific concepts to cover include: the importance of creating a research plan first, providing a price sheet and having students apply it to their research, and conducting exercises that include a time component. Focusing on low-cost alternatives such as FastCase and CaseMaker may also help to drive the point home with students.

Because librarians are trying to give students the best research training possible, many will write their own research exercises. These can range from short, in-class activities for 1Ls to lengthy research problems for distance learners or LL.M. students. Regardless of the audience, participants suggested a number of techniques to utilize when creating exercises. Students tend to respond very favorably to real world examples, such as problems based on recent events; assignments based on TV shows and movies also brighten up the topic. Instead of hiding the ball, offer sufficient guidance through the problem and in ways that students are introduced to a variety of resources. Administrative law research is often difficult to integrate, so start by looking for ideas in regulations and work backward to cases and statutes. Include situations in which there is no clear answer so students learn from mistakes and pitfalls too.

While we are all well acquainted with teaching online research systems to our students, recent changes have led many librarians to reconsider how to teach these resources. According to the roundtable participants, Westlaw Classic and Lexis.com are being phased out in the classroom, albeit reluctantly in some cases. Librarians are somewhat hesitant to remove these from classroom discussions if all of the content has yet to move over to the new system. Others expressed concerned about the difficulty of explaining how to use the new systems, Lexis Advance in particular. Bloomberg Law is being slowly integrated into the curriculum, though whether that happens in first year classes, Advanced Legal Research, or in vendor-offered training depends on individual schools. Legal research programs are responding to these changes, but how this training will wind up looking in the end is still unclear.

The ALL-SIS roundtable provided a wealth of excellent ideas for teaching legal research. The full compiled notes from the roundtable (Continued on page 11)
As one of the 2013 CONELL grant recipients, it is my privilege to write this short recap of my experience at this year’s Annual Meeting. The story of my CONELL experience and, more broadly, my first AALL meeting, actually begins long before the first day of the convention. Moreover, it means more to me than just the wonderful memories and new friends I made by attending. It is the story of the evolution of my feelings about the future of law librarianship as a profession.

Prior to my superiors asking me to compete for this grant, I had never heard of CONELL. I knew there were other library schools and, thus, other new law librarians, but I had no idea that our profession had a group dedicated exclusively to welcoming and integrating new members. When I was selected as one of the grant recipients, I was honored to be chosen and also extremely gratified that my director had enough confidence in my work to select me as a member of our delegation to AALL. A large part of me, however, was dreading the conference and was reluctant to attend. It was not that I had anything against Seattle, which proved to be a lovely and welcoming city. It was not that I was missing a summer weekend on the beach with my friends. Rather, my hesitation was based upon an unfortunate phenomenon that seemed to occur when members of our profession gather together.

I am a very recent graduate of an MLS program (May 2013). I had a fantastic experience in my program and met some wonderful new friends. I love the law, librarianship (even more when I remember how miserable I was in practice), and honestly feel that I have found my dream job. Unfortunately, it had been my experience that, when more than three or four members of our profession congregate, the conversation inevitably turns to doom and gloom. “The profession is in dire trouble!” “Nobody sees the value in print resources anymore!” “They are cutting our budget!” ”Are there no leaders to navigate us out of our current morass?” Needless to say, I was under the impression that, if a group of four people lamenting the demise of librarianship was enough to ruin my mood, the thought of attending a five day pity-party of thousands would not flood me with enthusiasm. I am delighted to say that, after attending CONELL, my initial expectations were completely and utterly mistaken.

My CONELL weekend began on Friday evening with one of the “Dutch Treat” dinners at a lovely Seattle restaurant called Dragonfish. This was my first exposure to newer law librarians beyond my cohort at school, and I was impressed with their enthusiasm and the diversity of their prior life experiences. Despite a touch of jetlag, some of us branched off to find dessert and continue our conversation.

The Saturday meeting radiated with the same enthusiastic and hopeful energy that permeated dinner on Friday. Everyone, from the speakers to the attendees, seemed happy to be at CONELL and shared my desire to find new and interesting ways to address challenges faced by our profession and our patrons as technology advances. The aura of defeatism and hopelessness that I was dreading was nowhere to be found and, for the first time in a long while, I felt positive about the future of law librarianship.

CONELL offered the attendees many networking events, all of which were useful and important. At one of the events, we were split into small groups and given the opportunity to meet with a member of the current or incoming leadership of AALL. I felt that the session was a wonderful way to meet new colleagues and ended up interacting with some of the people for the remainder of the Annual Meeting. Equally enjoyable was learning about the background and experiences of a senior member connected to the AALL leadership. It was inspiring and

(Continued on page 11)
made the participants feel that, through hard work and dedication, we could rise to become future leaders within the profession.

Equally enjoyable was the “speed networking” event, which gave attendees the opportunity to meet each other and exchange contact information. While the quarters were a little close, the spirit behind the event was very much in keeping with the goal of building new and lasting relationships with members of our profession. Although my voice was a bit hoarse from repeating my bio so many times, I would have enjoyed more time to “speed network” because it allowed me to connect with a large number of colleagues.

I would be remiss if I did not mention the famous “CONELL Tour” of the host city. We were treated to a wonderful tour of Seattle with a very knowledgeable guide. Not only was I able to get my obligatory photo of the Space Needle, I was also given the opportunity to further interact with the other attendees in a less formal setting.

In sum, I am extremely glad that I overcame my initial misgivings and attended CONELL and had a wonderful time at the AALL Annual Meeting. I met some fantastic people who share my love of law librarianship and have a positive and enthusiastic view of how we can continue to be a useful and vibrant profession in the future. It is clear to me that, while there are challenges that we must overcome, anyone who believes that our profession is doomed and hurting for future leaders has never attended CONELL.

(Continued from page 9)  

Research Roundtable (cont’d) 

What’s Your Favorite Children’s Book? - My CONELL Experience

Stacy Posilico, Touro Gould Law Library

As Law Library Journal Editor James Duggan stood before all of us attending CONELL this year, he informed us, “Everyone has a CONELL story.” I was honored to create and share my CONELL story with such a diverse and talented group of new law librarians. I am so appreciative of the award I received from ALL-SIS that allowed me to have this experience.

As an attendee at this year’s CONELL conference, I was not just a newer law librarian, I was a brand new law librarian. Having graduated with my MLS degree in January 2013, I began working that same month at the Gould Law Library of Touro Law Center. The six months before CONELL had been a busy, happy blur, as I learned so much from the brilliant and bright librarians with whom I work. When I learned that I would be attending CONELL, I was thrilled. Yet, at the same time, I was a little apprehensive. I had no idea what was in store, and my head was already filled to the brim with new things to remember. Would it be an instance of information overload for me?

As it turns out, it was not an instance of information overload. CONELL opened up a world of possibility, as I was introduced to law librarians from around the country and around the world. Our backgrounds, however, did not reflect the commonalities that we all shared, as I was soon to learn.

After the CONELL breakfast, where I mingled with colleagues and new friends, the official programming began. Speakers encouraged us to get involved and truly take something with us from this experience. Executive Board member Ron Wheeler energized the crowd, as he shared with us...
that CONELL quite literally “changed his life.” If we let it, he urged us, CONELL could be transformative, transcendent, and inspiring. He also inspired us to take advantage of the diversity among us by learning from our differences, to network with one another, and to remember that we are the future leaders of the profession. James Duggan further exhorted to all of us, “You are an author, and I expect you all to write in the next five years.” We were encouraged to join committees in order to gain confidence in ourselves, effect change in our organization, and to give our work value. It was exciting to not just be asked, but to actually be told, that we will lead in the future.

Our meeting with members of the executive board was fun and informative, but the real key of the program was the opportunity to network with other CONELL attendees. Although the acoustics were not ideal and the chair spacing was intimately close, we overcame those challenges and had a great time. By serendipity, the prompt networking question on the chair I chose was, “What’s your favorite children’s book?” I was delighted to have chosen this question. As a child, I dreamed of being a librarian. I put pockets in the backs of the book jackets of my childhood books and call numbers on their spines, and organized my childhood books by the Dewey Decimal system. I had a date stamp that I used to check out books to my younger sister and friends. My adult choices had led me to a different initial career, but I am now living my childhood dream.

Indeed, every CONELL attendee I met had such a story. Each one answered my question, and not one just told me the title of a children’s book they had enjoyed as a child. Everyone answered with why they loved the book, which led to their story of how and why they chose to be a law librarian. It was so much fun to learn everyone’s stories, and even more fun to see the twinkle in everyone’s eyes as they recalled fond childhood memories.

Not only did I have a chance to practice networking without resorting to the usual, typical networking questions, but I learned so much about my new colleagues. As diverse as we are, for no one chose the same book, we had far more in common. It was clear that everyone I met had a joy of reading and a joy of learning that had led all of us to this career. Some of us got here in more roundabout ways than others, but we all had that common background. All of us share the common goal of looking for opportunities to grow personally and professionally as a law librarian. Each one of us is grappling with the fact that we are joining a profession on the cusp of great change, with many unanswered questions as to what our future will be. We are all wondering how we can contribute as the future of law librarianship is being shaped. It was amazing to learn that we have so much in common that we can share as we move forward in this profession.

The Marketplace rounded out the programming, and it was wonderful to meet and connect with the many committees and learn what they do. Also, it was encouraging to see that the words of the speakers had meaning and purpose – we really are expected to join committees, to give our work value, and learn how to lead.

The day’s events culminated in a fabulous tour of Seattle. We wandered around the city, taking in the sights. As we stood on top of the hill looking out at Mount Rainer and the Space Needle from Kerry Park, I had a moment to reflect on the events of the day and look forward to the days ahead. I had no idea what was in store, but I knew that with such a welcoming bunch, it was going to be fun and I would learn quite a bit. It was, and I did.

I must share: My favorite children’s book is The Monster at the End of the Book,1 featuring Grover from Sesame Street. It is about being strong and moving past our fears to get through our individual
Flipping Out over Fun at the Annual Meeting
Ruth Levor, University of San Diego Legal Research Center

W2: Classroom Makeover Workshop

It is now axiomatic that millennials, digital natives or whoever is sitting in front of us in legal research classes don’t all learn effectively in a traditional lecture-style environment. Having been weaned from eye-to-eye contact with their early caregivers directly to tapping on screens to make bunnies hop and birdies sing, our students have spent their entire lives communicating via television, computer and smart phone screens. If the medium is still the message, to paraphrase Marshall McLuhan, the message for this generation is on the screen.

In view of this evolving paradigm of communication, classroom instructors are making over their classrooms into interactive environments where information delivered before class via technology is synthesized through hands-on experience in the classroom. At the AALL Annual Meeting in Seattle, forty librarians spent the full day exploring the nuts and bolts of “flipping” their legal research classes in a pre-conference workshop presented by University of San Diego Legal Research Center reference librarians Jane Larrington and Judith Lihosit.

The model of the flipped classroom that Jane and Judith demonstrated is the one that they, along with intended co-presenter Anna Russell, have used in teaching Advanced Legal Research (ALR) the past few years. (The birth of baby Flynn kept Anna from presenting along with her colleagues.) In this model, classroom time is freed up for guided hands-on exercises by having the students view instructional videos beforehand as homework. These videos are not “talking head” lectures; they are more like voice-over tutorials with moving arrows explaining how to use particular resources or perform certain research tasks. While students tend not to do assigned readings containing similar information, our digital natives are more than happy to click on a link and watch a succinct, i.e., short, session on a digital screen! Apparently, they are also better able to learn from the videos than they are from traditional classroom lectures. This is borne out not only by the workshop presenters’ personal experiences but also by the literature cited in their presentation slides.

With lectures out of the way, ALR instructors are able to use class time to guide law students through their research exercises, allowing for a collaborative active learning experience leading to an enhanced understanding of the resources and a better grasp of the actual processes of legal research.

Clearly, this process sounds simpler than it is in practice. Preparing the tutorial videos, designing the in-class exercises, keeping an entire class on track and assessing the outcomes all take an enormous amount of preparation and follow-through. The focus of the Classroom Makeover Workshop was on providing law librarians with the tools and experience to apply this paradigm to their own legal research classes. The format of the workshop was sort of a flipped version of the flipped classroom. Participants started out seated at conventional long tables in the front of the room listening to explanatory presentations and viewing PowerPoint slides but quickly moved to round tables toward the back of the room to work in groups of four or five creating their own videos and exercises. Each round table had a computer with Internet access and a recording microphone. (See photo on page 14.)

(Continued on page 14)
Makeover Workshop, (cont’d)

There were three presentation/group exercise cycles in all: Planning the Flip, Creating Your Exercises and Recording Lecture/Demo Videos. The presenters explained the relatively simple process of creating videos using PowerPoint. During the breaks, those who wished to use more advanced technology had the opportunity to play on computers in the very back of the room that had two video recording software programs, Camtasia and Captivate, loaded on them. Instruction sheets for getting started with each of these were provided, and advantages and disadvantages of each in comparison with PowerPoint were described. The workshop provided a rich, creative, and varied learning environment like those found in many of today’s innovative classrooms where instructors are reaching out to engage the rewired brains of today’s young people.

Readers who are interested in learning more about this new pedagogy and who want to try out the technology for recording instructional videos will soon be able to find the workshop materials online in the ALL-SIS Sourcebook. In the meantime, they are currently available at https://www.dropbox.com/sh/dy5fv0imxgtrji/cIknAOax3t. Examples of research skills videos for first-year students are available at http://www.sandiego.edu/law/lrc/academic_resources/student_materials/research_skills_videos.php.

ALL-SIS Fun at the U-Dub

That Penny Hazelton sure knows how to throw a party! The librarians of the Gallagher Law Library at the University of Washington School of Law hosted this year’s ALL-SIS reception. Tours of the fabulous facility and a fantastic dinner on the patio adjacent to the crystal skylights pictured below, along with ideal weather, made for a perfect evening.

The last time that AALL met in Seattle was in 2003, and the William H. Gates Hall that houses the school was under construction then. This evening made the ten-year wait to see the outcome entirely worthwhile.

Those of us who signed up for the pre-reception tours were shepherded to campus by our UW colleagues on the convenient Metro Transit bus system to the bustling University district for the three-block walk to the law school. Tours were led by enthusiastic law librarians, who showed us all around the library and several other areas of the 196,000 square foot building. No one who knows the reputation of the UW Law Library will be surprised to find out that it houses a fine collection (the largest in the northwestern U.S.) and is full of state-of-the-art technology, but you may be startled to learn that it is undergoing renovation to house student organizations on its lower level.

(Continued on page 15)
Fun at the U-Dub (cont’d)

(Continued from page 14)

No doubt those UW law librarians have already come up with a dozen ways to capitalize on their new proximity to these groups.

The buffet “refreshments” served at the reception sponsored by LexisNexis actually comprised a sumptuous meal with ample choices to satisfy the palates of vegetarians and omnivores alike. Amid this splendor, SIS business was conducted; the gavel was passed from outgoing to incoming chair; and outstanding accomplishments were awarded. For names and other details, please check the stunning new ALL-SIS web site at http://www.aallnet.org/sections/all.

Librarian in the Dark (cont’d)

(Continued from page 3)

actually an invention, or merely an improvement in an existing invention. He triumphs, but we are left thinking, “was it worth it?”

A note: the film’s title comes from the U.S. Supreme Court’s decision in Cuno Engineering Corp. v. Automatic Devices Corp., in which the court stated that an improvement on a device “must reveal the flash of creative genius not merely the skill of the calling. If it fails, it has not established its right to a private grant on the public domain.” Cuno Eng’g Corp. v. Automatic Devices Corp., 314 U.S. 84, 91, 62 S. Ct. 37, 41, 86 L. Ed. 58 (1941).

For further reading about Robert Kearns, see this 1993 New Yorker article titled “Flash of Genius” at http://www.newyorker.com/archive/1993/01/11/1993_01_11_038_TNY_CARDS_000363341.

The DVD was released by Universal Studios in 2009.

Lessons Learned (cont’d)

(Continued from page 6)

faculty, I pass them along accompanied by a helpful note. For example, when passing along Ms. Deane’s article, I provided permalinks to our library catalog records for the books and articles she identifies.

This outreach has led to opportunities to teach targeted research classes for our international LL.M. students. For example, this semester, I am working with a legal writing professor to create a research scenario designed to educate students about the U.S. common law system. We have chosen trademark law as the basis for the problem reasoning that (i) American brands and advertising are an interesting subject, (ii) a federal research problem will be more broadly applicable for students who will likely sit for the bar exam in New York or California, and (iii) the relationship between statutory and case law is easily illustrated with trademark law. By volunteering to teach this portion of the legal writing class, I hope to learn what works best when teaching international law students.

I still welcome emails and phone calls from you with concrete exercises or suggestions on how to effectively teach international law students legal research. Compiling that information would, I think, be incredibly helpful to those still in the reading phase of exploring this development in legal education. However, I also encourage you to wander out of the library and into the law school proper in order to discover the ways you can be of most use to the international law students at your school.
A1: Making Sense of the Numbers: Understanding Vendor Statistics
Susanna Leers, Univ. of Pittsburgh Barco Law Library

**Presenters:**
Suzanne R. Graham (Cataloging Services Librarian, University of Georgia)
Jacob Sayward (Head of Electronic Services, Fordham University Law Library)
Jean P. O'Grady (Director of Research Services, DLA Piper)

This timely program looked at how law librarians can derive meaningful information from the variety of usage statistics that vendors provide for our increasingly digital legal resources. It was of interest to law librarians of all stripes – academic, public and private; technical services and public services.

The presenters pointed out that online usage statistics can be deceptively straightforward. Before relying on them to make decisions, you need to understand what the column headers mean, how data is collected, and how local configurations affect the data. Only then will you have “actionable data” that can be used with confidence.

We then learned about two library resources that are aimed at standardizing usage statistics. These are Project COUNTER (Counting Online Usage of NeTworked Electronic Resources at [http://www.projectcounter.org/](http://www.projectcounter.org/)) and the SUSHI Protocol (Standardized Usage Statistics Harvesting Initiative) that works within Project COUNTER. Project COUNTER, headquartered in the UK, is developing an agreed international set of standards and protocols for recording online usage data. Three major benefits of Project COUNTER are a standardized vocabulary (available at [http://www.projectcounter.org/r4/APPA.pdf](http://www.projectcounter.org/r4/APPA.pdf)), audits ensuring credibility and integrity of data, and standardization across vendors. When vendors agree to be COUNTER-compliant, the usage reports will be similarly formatted so they can be used for comparisons between varying databases. A list of COUNTER-compliant vendors is available on their website. The SUSHI Protocol is being developed by Project COUNTER and NISO (the National Information Standards Organization) as an information standard to enable automated gathering of usage data. SUSHI requires compatibility on both ends: the vendor must support SUSHI and the library must have a SUSHI-supporting system.

Jean P. O'Grady then discussed the difficult but important task that law firm librarians face in gathering meaningful database usage data. She described how historically usage data for firms offered very limited details requiring user workarounds. Several vendor products have been developed to give firm librarians better information and more control over database usage, including Westlaw Analytics, Research Monitor, Onelog, LookUp Precision and Quattrove. She showed us the types of tabular and graphical reports that are generated by a variety of products such as Bloomberg Law, Lexis, Serial Solutions, GaleCengage, HeinOnline, and PLC.

Finally we learned about how Internet Protocol (IP) and proxy configurations can affect the data in aggregator- and vendor-supplied statistics. In order to gather meaningful usage data, librarians need to be creative and think about what sort of information is valuable. For example, academic law libraries may want to gather usage data for individual faculty members, students, and for reference desk questions. In order to do so, we need to identify the key parameters, list all the ways a resource is accessed, identify relevant reports, and respect unquantifiable factors.

The presentation closed with a hands-on exercise that participants did in collaborative groups. This exercise gave the audience a better understanding of the concepts that had been discussed and helped us learn how to think about database usage in a practical setting.

Handouts and the PowerPoint presentation from this session are available on [AALL2go](http://www.projectcounter.org/r4/APPA.pdf).
A3: Igniting Faculty Services in Your Library
Taryn Rucinski, Pace University School of Law Library

In *Igniting Faculty Services in Your Library*, speakers from some of the top academic libraries in the country engaged a packed conference room to discuss six distinct ways to inspire faculty research: “technology, promoting faculty scholarship, student researchers, marketing, reference, and empirical research.”¹ Coordinated by Thomas Striepe, Faculty Services Librarian at University of Georgia (also a speaker), the event was moderated by Wendy E. Moore, Acquisitions Librarian at University of Georgia. Other speakers included: Eugenia Charles-Newton, Faculty Services Librarian at Texas Tech University; Jessica de Perio Wittman, Director of Information Technology Services at the University of Connecticut; Jane P. Bahnson, Reference Librarian at Duke Law School; Pamela C. Brannon, Faculty Services Librarian at Georgia State University; and Michael VanderHejiden, Faculty Services Reference Librarian at Yale Law School.

The format took attendees on a bit of a rollercoaster ride with this program. It featured the Ignite presentation style (20 slides advanced automatically every 15 seconds for a total of five minutes)² with three opportunities for group discussion. While the format was engaging and the speakers dynamic, and even though there were a number of excellent takeaways, the presenters were a bit hurried, they spoke very generally, and the slides were devoid of much tangible information. As a result, while this presentation was very valuable, the audience at times seemed to be left wanting. A longer presentation time of 90 minutes may have remedied this issue.

The takeaways for this program could be boiled down to the following:

- Court your faculty. Be proactive and try to build personal relationships with them as people in order to build trust. Develop your faculty services through branding with consistent communications, in-person meetings, and creative training sessions.
- Depending on the Library/IT department relationship, try to integrate technology into the library/faculty relationship particularly in the classroom. Ideas include room maps, technology checks of classroom materials, and collaborating with vendors to create classroom toolkits.
- Libraries need to evaluate whether they are going to offer empirical data services and, if so, they need to evaluate the scope of services, the person/position/role to be created, software (Qualtrics/Excel/Access/STATA/Nvivo), and the program’s expectations.
- Depending on the library structure, there are opportunities to improve faculty scholarship by managing and training research assistants (RA’s). Opportunities to improve RA productivity and quality include creating an RA manual, defining expectations, working collaboratively to create evolving research plans, and constantly evaluating needs by conducting exit interviews.
- Think outside the box when promoting faculty scholarship. Utilize your library’s assets including physical space, technology, and platforms (blogs and/or digital repositories) to creatively advertise. Lecture series, blog posts, and lunches are some of the ways to advertise recent faculty scholarship.
- When marketing faculty services, try different strategies to see what works for your professors. Be adaptable as it is all about meeting the individual needs of your faculty. Ideas include individual research portals, embedded librarians, tables in faculty lounges, flyers, and training lunches.

¹ *A3: Igniting Faculty Services in Your Library, CS-SIS, AALL,* [http://cssis.org/education/annual-meeting/2013/a3-igniting-faculty-services-your-library](http://cssis.org/education/annual-meeting/2013/a3-igniting-faculty-services-your-library) (last visited Aug. 18, 2013).
A4: Social Media and Your Library: Strategies to Lead the Way
Kim L. Castellano, J.D. 2003 | M.L.I.S. 2014

On Sunday, the second day of the AALL Annual Meeting and Conference 2013, I attended the Social Media and Your Library program in which we discussed the “New Normal” created by the myriad social media platforms now available. The panelists were Kathleen Brown, Assistant Director for Public and Faculty Services at Oklahoma City University School of Law and Steve Lastres, Director of Library & KM at Debevoise & Plimpton, LLP with Jennifer Murray, Law Library Administrator at Maricopa County Superior Court Law Library as moderator.

The “New Normal” derives from web-based and mobile technologies such as Twitter, LinkedIn, and blogging which have changed how we communicate with each other. Due to the influence of social media, communication has turned into an interactive dialogue in which all may participate in real time. The topic made for a very interesting conversation about how to strategically utilize social media in the law library environment. The panelists asserted that law librarians must use social media to market the law library’s value to the community it serves. I believe it was Steven Lastres who said, “We must embed ourselves or perish.” However, it is important to note that often the organization’s leaders do not understand how social media can add value and will throw up barriers that must be overcome. Thus, it is up to the library administration to overcome those barriers or as stated by participant Stacy Posillico from Touro Law, “Make a good pitch!”

I found the program to be most informative and thought-provoking. The camaraderie and mutual respect among the panelists and moderator made for a very enjoyable and engaging program. Consequently, I would highly recommend that anyone who did not have the opportunity to attend this program, access it via AALL2GO as soon as it becomes available for an opportunity to learn how to strategically use social media to show the value of the law library and to facilitate conversations between the law library and the patrons it serves.

A7: It’s All About the Money: Re-thinking the Way We Teach Cost Effective Legal Research
Benjamin J. Keele, Indiana University Ruth Lilly Law Library

When academic law librarians teach students about research, it is mostly with the goal of helping the students become strong researchers in their legal practice. This session presented the views of four law firm librarians who provide legal research training when new attorneys join their firms. The presenters (Caren Biberman, Cheryl Lynn Niemeier, Connie Smith, and Mark A. Gediman) emphasized the different models firms use to recover their legal research costs from clients. Understanding these models will help academic librarians know what research strategies newer attorneys will be encouraged to use.

The firm librarians were unanimous on two points: (1) having current, reliable, and accurate information for their lawyers is paramount, even if the information and research tools are expensive; and (2) regardless of the price of a legal research task, it must be an efficient use of the lawyer’s time. Beyond that, the firm librarians presented a variety of models for deciding how to divide research costs between the firm and clients. Of the firms represented at the session, two use formulas to reach a flat fee for an hour of research work. This helps predict research costs for lawyers and clients. One firm charges only for certain expensive sources, and one generally does not try to recover research expenses.

The variety of cost-recovery approaches means that academic librarians generally will not be able to prepare students for the exact research environments of their employers. However, we can focus on

(Continued on page 19)
Cost Effective Research (cont’d)

fundamental traits of solid research that will be valuable regardless of a particular firm’s subscriptions or billing practices: making a research plan, selecting reliable and current sources, and using research tools that are appropriate for the task.

Handouts from this session are available on AALL2go.

B3: Cool Tools Café
I-Wei Wang, UC Berkeley School of Law Library

A perennial favorite, the Cool Tools Café offered 16 items on its menu† this year. The Café is a poster session emphasizing new technologies for libraries and research instructors. Attendees visit tables for brief demos of software applications. Some of the dishes on the bill of fare were familiar classics – for example Prezi (also demoed at the 2011 and 2012 Cafés), Evernote (2010), and Jing (2010, 2012) – while others represented new offerings to tempt the tech palate. Whether or not you’ve seen or even used the products showcased at the Café, it’s always interesting to see what other chefs are cooking up with their ingredients.

Appetizers included a sampler plate of RSS readers[6]* and a tasting menu of extensions, add-ons and apps for the Chrome browser[12].

Main courses of interest to academic law librarians included course management and presentation/instructional tools such as CourseSites[3] (a free platform from Blackboard), Storyline[8]* (from Articulate), Socrative[15], Prezi[2]*, and various screeencasting tools including Jing and Camtasia[9]. Presenters focused on product features for distance education as well as traditional classroom presentation.

A wide choice of substantial side dishes – consisting of organizational and personal productivity tools – was available. Demos of Notability[5]*, Evernote[11]* and Scrivener[7]* highlighted these tools’ capabilities for organizing research and writing projects; similarly, Café tables devoted to iOS[13]* and tablet[14] tools emphasized the note-taking, content capture and annotation features of a flock of mobile apps, while the demo of cloud storage options[10]* focused on document organization and sharing solutions for personal or collaborative work.

There were also a couple of sweets to finish up. Vuvox[4]*, a simple-to-use multi-media collaging tool, was shown as a way to create online displays, tutorials and guides, or as an alternative to presentation slideware. The visual dynamic of the end product, as well as the tool’s applicability to a wide variety of academic library needs, gave this demo an added “neat-o” factor. Finally, a demo of various augmented reality[1]* applications (Layar, Google Goggles and Aurasma) provided an amuse-bouche – a light confection consisting of two parts “gee whiz,” one part “wow” and a dollop of “what if?”

As usual, there were more tables than a single librarian could feasibly attend during the one-and-a-half hour session, and the crowd kept most of the presenters busy the entire time. It’s difficult to summarize in a review the experience of the Cool Tools Café, where nearly as much energy emerges from the serendipitous interactions of attendees roving through the space as from the demos themselves. Visit the Cool Tools Café at next year’s meeting. If past experience is any indication, you will leave the Café with your imagination sparked and your appetite whetted.

† In this review, a bracketed [number] indicates the item’s table number on the Cool Tools menu (at http://cssis.org/education/annual-meeting/2013/b3-cool-tools-cafe). Products marked with an asterisk (*) in this review are those for which presenters offered a handout; the handouts are linked from the above menu.
C3: Releasing Your Inner Writer
Jennifer Allison, Harvard Law School Library

Three minutes into the session, I was so regretting volunteering to write a review of this program that I actually wrote across the top of my notes, “Why did I agree to write on this?” However, it’s too late to turn back now, so I will press ahead.

And in the end, that was the point: embrace the writing process, and press ahead, even if you don’t have anything to write about, or your writing is dumb, uninteresting, or an unintelligible jumble of words. Compartmentalizing each of the writing tasks can help bring order to the chaos.

Presenter Jesse Katz, a writer and journalist who now is an editor for O’Melveny & Myers, has earned the right to speak with authority on the writing process, dealing with deadlines, and writing to inform and interest people. His (highly effective) opening message: personal knowledge of a subject impedes one’s ability to communicate about it effectively. Think of a popular song and tap it out on a table, without singing, while someone else tries to guess the song. Good luck with that.

To write well and clearly, every writer must summon, in order, four “personalities”: (1) the madman, (2) the architect, (3) the carpenter, and (4) the judge. This idea was developed by Betty S. Flowers, emerita professor of English at the University of Texas (https://webspace.utexas.edu/cherwitz/www/ie/b_flowers.html). Katz described each type, and led exercises to illustrate the unique gifts that each of them bring to the writing process.

The madman is one’s “creative spirit,” and works best in a clean space without distractions that allows for a “dreamlike, meditative leap.” To encourage your inner madman, try creating a “mind map,” in which paths of ideas branch out from a topic. Writing in a stream-of-consciousness way, letting the words flow without picking your pen up off the page, also encourages the madman.

Next comes the architect, who “sifts through what the madman spits out.” The architect extracts and organizes the message in a planned and logical way, representing the author’s ability to distill and communicate information.

The carpenter, by thinking at the sentence level, can take the madman’s creative spirit, organized by the architect, and create a structured draft that reflects the best of both personalities. If the writer skimps on the architectural process, then the carpenter won’t have sufficient raw materials to work with. Good carpenters represent the craft of writing, and inject life into the piece with positive, muscular action verbs.

Finally, and not until now, the judge appears. Although the judge must wait his or her turn, the judge’s contribution, as the detail-oriented critic, is essential to the value of the final written product. If the other three personalities worry about what the judge will say, then the whole process will suffer. That is why the judge should not appear before a solid draft is finished.

Breaking down the writing process into four stages soothes the stresses of writer’s block, idea jumble, and deadline pressure. Gently encouraging each personality to wait his or her turn allows the writer to maintain some degree of control over the process, and to create a framework that fosters the creation of insightful and interesting writing.

The very extensive PowerPoint presentation from this session is available on AALL2go at http://aall.slivelearningcenter.com/index.aspx.
C2: It’s 3 a.m.—Show Me!
Brendan Starkey, UC Irvine Law Library

Presenters:
Sarah Mauldin, Smith, Gambrell & Russell, LLP; Jennifer Wondracek, University of Florida Law; Susan David DeMaine, Indiana University McKinney Law; James Murphy, Bloomberg Law

This program was about screencasting, or sharing audio and video of everything you do on a computer (clicking, typing, scrolling, etc.). Why? To provide on-demand, point-of-need instruction at any time. Uses include:
- Brief demonstrations of basic tasks, e.g., accessing an online platform or using the OPAC;
- Walking through something too complicated to explain over the phone or in writing; and
- Recording material for online or “flipped” classes.

In all cases, you’re moving the teachable moment from a fixed point in time to any time it is needed.

Ideally, screencasts run from three to twelve minutes in length. For fast-paced environments, consider breaking up lengthier material into multiple 3-5 minute videos. Learners can then view (and review) only the parts they need. For class content, the material and context may require longer video lengths. Bear in mind that the longer a screencast is, the bigger the file, which can be an issue if a learner is downloading instead of streaming or you are uploading to a slow server. Also, some software programs limit file size (more below).

What do you need to get started? A PC or Mac, desktop or laptop. Just make sure you have enough RAM; you’ll probably want more than the minimum suggested on the software package. Get a decent microphone and, if desired, a web camera. Starting simply with brief videos, on frequently asked questions, for example, may be a good idea.

There are plenty of tools available, ranging in price from free to $700 and up. Some include editing software to remove extraneous “ums” and “ahs” and to insert retakes if necessary. Tools include:
- **Jing**: free, quick and easy, with a hosting site provided. It has no editing function and imposes a five-minute limit on videos.
- **Screencast-O-Matic**: it’s $15/year but it offers basic editing tools. There is a 15-minute limit per video and it watermarks your content.
- **Bandicam**: designed for gamers, so it captures movement (Flash sites, pull-downs, etc.) very well.
- **Camtasia**: this has excellent editing tools and plays well with PowerPoint.
- **Storyline and Adobe Captivate**: these are pricey, but offer interactivity: you can have learners type in search terms or answer questions.
- **Vimeo and YouTube**: platforms for loading screencasts.

Some tips for the budding screencaster:
- Plan before recording: script or extemporize, but be sure to rehearse either way.
- Smile and use your hands. Your audience can hear that.
- Don’t have everything open ahead of time because that’s not how the learner will be approaching the task.
- Find a quiet space to record. You’d be surprised at what background noise can make it onto the recording.
- Mute the phone(s) and turn off Outlook—notifications can ruin a good take.
- Move slowly and build in pauses.
- Keep in mind access issues, including device compatibility and the needs of visually and hearing-impaired learners.

A recording of the full program is on [AALL2go](http://aall2go) and a digital handout is at [http://guides.uflib.ufl.edu/screencasting](http://guides.uflib.ufl.edu/screencasting).
As a librarian who is relatively new to legal resources and information, I was especially excited to attend Law for the Non-JD Librarian sponsored by the TS-SIS. The learning curve for the non-JD librarian who is new to a law school or firm is steep (at least, it has been for me), and every legal educational opportunity helps to make the whole picture a bit less murky. This educational program definitely lived up to my expectations in that regard. Ajaye Bloomstone of Louisiana State University coordinated and moderated of the program. Francis X. Norton, Jr. of the Loyola University College of Law and Heather Casey of the Georgetown University Law Library were the presenters, with Norton focusing on U.S. legal resources and Casey discussing resources for foreign, comparative and international law.

Norton began the program with an overview of the U.S. legal system and its history and basis in English common law. He then went on to discuss primary sources of law giving the audience easy ways to remember concepts, e.g. think of statutes as broad big ideas and regulations as the details and rules. He explained that these are rearranged into codes and also that publishers print annotated codes that are more current and have the added value of cases annotations. He also briefly explained other primary sources of law on the local level. An overview of case law was next as he summarized the court system. He covered secondary sources, touching on Restatements, digests, and law journals and reviews. Norton then broadly addressed the question of how to conduct legal research, pointing out resources that are applicable at the federal, state and local levels.

Was some of this a review? Depending upon your background and years of experience, the answer might well be ‘yes.’ However, for me it is helpful and even necessary to revisit these concepts regularly. Also, Norton presented the whole overview in a fun way with a fresh and engaging perspective that made the content interesting and enjoyable.

The second half of the program was an introduction to foreign, comparative and international law (FCIL - as I learned). My first thought was that this part probably wouldn’t be as useful to me. But as Casey explained the concepts and related resources, I realized that this area of law is increasing in importance in legal education and therefore in law libraries. She explained that foreign refers to the law of other countries, international to the laws governing relations between nations, and comparative is the scholarly study of the differences between legal systems. She gave an overview of the varied foundations of the laws of other countries as well as the differences in legal publishing between countries. She talked about resources to use for finding FCIL materials and what sources to look for. Finally, she went over some online subscription resources for finding FCIL information.

Overall this program was interesting, informative and useful to anyone who is a non-JD librarian working in a law library. All library staff should have a basic understanding of the materials we work with every day. A program like this goes a long way toward increasing that understanding.

(Continued from page 12)

Favorite Children’s Book (cont’d)

journeys to our happy endings. My favorite children’s book, oddly enough, reflects where I am as a new librarian, and to me, the current place of our profession. I am so thankful for the opportunity to have learned so much from the organizers and the attendees of CONELL 2013.

D2: Copyright and Digital Images: If It’s on the Web, I Can Use it, Right?
Benjamin J. Keele, Indiana University Ruth Lilly Law Library

At the risk of oversimplifying, I’ve found that most papers and talks on the limits of copyright law tend to fall into two categories. Some are cautionary (with the premise that people are insufficiently concerned about copyright and risk liability), while others are enabling (with the premise that people are too concerned about copyright and refrain from uses of copyrighted works that are lawful and beneficial). This session, coordinated by Alicia Brillon, falls into the cautionary camp. Perhaps this is warranted because it is very easy to thoughtlessly download an image from a website and pop it into one’s presentation, brochure, or website.

The presenters (Sarah Glassmeyer, Emily Lawson, Phyllis Marion, Hayley J. Talbert, and E. Russell Tarleton) gave a concise and accurate description of copyright issues relating to images found online. Several librarians told stories about how using copyrighted images had drawn the attention of annoyed copyright holders. At times, the copyright holder was mistaken; in other cases, the library had infringed a copyright. From these stories, I gathered that one should favor Creative Commons-licensed images, but even then one should be sure to understand the coverage and requirements of the license.

D3: Practical Methods to Correct Workplace Behavior
Jackie Magagnosc, Cornell Law Library

We spend nearly one third of our waking hours at work. How can we manage difficult situations and conflicts within the workplace? In a highly entertaining session, Gail E. Johnson and Pam Parr, both of Face to Face Communications and Training, Inc., with Patricia Newcombe of Western New England University School of Law Library, presented four skits demonstrating typical library scenes and examples of bad workplace behavior. Gail and Pam, as experts, critiqued each scenario, and then reenacted the scene with “better behavior.” Audience questions and discussion were an integral part of the program. The concrete examples and strategies presented were useful and informative.

The first scenario was “Thar she blows.” In a reference conference room, a director breaks bad news to her staff and the staff reacts. Snide comments are made; no communication takes place; reactions escalate; no one is listening. Gail and Pam pointed out that the director could have started on a more positive note, or communicated the news via e-mail, giving staff a chance to vent before the meeting. Her approach was top-down; if she had involved her staff in the discussion, she might have gotten a better result. It is important to acknowledge the emotions the other person is feeling. The takeaway from this scenario is that you can only control your own behavior.

“Tiptoe through the tulips” was the second scenario. Technical services staff want to resolve a bottleneck in book labeling, but no one wants to approach the staff person in charge to offer help because she is “prickly.” Two people team up and talk to her together, but this is perceived as “ganging up.” When resolving problems, Gail and Pam advise that you not get into personalities. With prickly people, you need to be concise - go right to the topic - don’t give them space to get going. Using e-mail can be a good option. Do not procrastinate! An audience member disagreed, stating that adding a third person can sometimes soften a situation and that a witness is helpful if there is a behavior pattern. Also, one person’s prickly is another person’s easy to work with; people’s perceptions make a difference. The presenters noted that real bullies are a much bigger problem than prickly individuals.

“Your two minutes are up” was the title of the third skit. At a weekly reference staff meeting, the

(Continued on page 24)
Workplace Behavior (cont’d)

manager decides to use a timer to keep people on track, then interrupts speakers, takes over the time, and cuts the original speaker off when time is up. The presenters characterized this individual as a “control freak,” a micro-manager and the “interrupting boss from hell.” The take away in this scenario is, if you have a difficult boss, you are not going to effect change in their behavior; you can only change your own. Normally there is something you can do, but not in this case. If you are trying to fix your boss, have your resume ready since you will not be seen as a team player. There are always ways to cope. As an employee, you can choose to cope, chose to leave, or chose to be miserable.

The final scenario was “The emotional vampire.” A staff person is working on a project requiring attention to detail; another is determined to talk about non-work related issues. Pam and Gail noted that this is an example of interruptions that can’t be shut off, but there are strategies you can use to cut off interrupters such as getting up and walking away. One audience member asked, “How do you help employees who are getting sucked into this kind of thing?” As a manager, you need to limit conversations and decide what to do. People can be unaware that they are behaving badly, wasting time and bothering people. However, if the problem person is a customer, you need to have a rescue plan. Use a code!

Pam and Gail noted that gossip is one of the most unproductive things we do in the workplace. Try to take these conversations to the management team level. Ask “How do you know this to be true?” or “What do you want me to do with that information?”

Final audience questions included how to deal with the cliques/mean girls situation, how to deal with a staff person who is a self-appointed time monitor, and how to deal with someone with unrecognized anger management issues.

A selected bibliography of recent works on workplace behavior issues by Pat Newcombe and Renee Rastorfer is available via AALL2go (http://aall.sclivelearningcenter.com/index.aspx) under session D3.

D6: Law Libraries and Advocacy: Using Special Collections to Tell the Story of the Japanese American Internment
Anna L. Endter, University of Washington Gallagher Law Library

Stephanie Wilson, Head of Reference Services, and Professor Lorraine Bannai, both from the Seattle University School of Law, led this popular session. They spoke about their successful collaboration to create three special exhibits about the Japanese American internment and, more specifically, the lives of Fred T. Korematsu and Gordon Hirabayashi. It is a fine example of the great things that can come from library / faculty collaborations — namely, promoting education and understanding through story-telling and advocacy. Stacy Etheredge and Etheldra Scoggin deserve credit for coordinating such a wonderful and thought-provoking session.

Professor Bannai focused on the legal history of the Japanese American Internment, including her role as an attorney in Korematsu v. United States, an action that successfully challenged Mr. Korematsu’s conviction for violating military orders removing Japanese Americans from the West Coast during World War II. She provided important context about the history of the internment, which included the internment of her own family in the Mojave Desert. It also provided context concerning the history of discrimination against Japanese Americans in the United States.

(Continued on page 25)
Korematsu, (cont’d)

Professor Bannai worked closely with Stephanie Wilson and her colleagues to create multiple exhibits, the first of which coincided with the launch of the Fred T. Korematsu Center for Law and Equality at Seattle University School of Law.

Ms. Wilson explained the library’s role in creating these special exhibits to tell the stories of Fred Korematsu and Gordon Hirabayashi, as well as to honor the law students who were unable to continue their education because of the internment and who were later awarded honorary degrees. She also spoke about the library’s desire to be supportive and to connect with both students and the larger community by helping to develop the exhibits. The law school has a social justice mission and she knew that these men’s stories would resonate with the local community.

To create the exhibits, Ms. Wilson was able to draw on a wealth of resources, including the Korematsu and Hirabayashi families and their legal teams and local organizations and museums in Seattle. From them, she was able to borrow artifacts and parts of exhibits that had already been assembled. Ms. Wilson and her colleagues also borrowed family memorabilia from Fred Korematsu’s daughter that had never before been seen by the public. The result was a series of exhibits featuring large posters with images and quotes as well as artifacts on display, which together told a compelling story about a dark episode in our American history. These exhibits also provided insight into the private lives of Korematsu and Hirabayashi and served an important educational purpose by inviting people in and educating them about the internment.

Professor Bannai said it best when she noted that the collaboration with the library built and solidified bridges within the law school, between the law school and the university, and between the law school and the community. The librarians became her “BFFs” during the development of the exhibits. Their work became a meaningful example of real effort and collaboration to create something important.

[Ed. Note: An extensive bibliography is included in the handout from this session on AALL2go.]

E3: Motivating Staff: What Works and What Doesn’t

Theodora Belniak, S.U.N.Y. Buffalo Law School

Coordinated by Dwight King;
Presented by Gail Johnson and Pamela Parr

For those interested in management techniques and a new frame of reference for understanding workplace motivations, Tuesday’s session on “Motivating Staff” was a quick and useful introduction to some of the big ideas and bigger questions to be asked by those in management positions.

Ms. Johnson and Ms. Paar began with three tenets of motivation in the workplace:
1. Financial incentives don’t work: when people start talking about being underpaid, the real issue isn’t the money.
2. People will do what they want to do: at the end of the day, a manager cannot motivate staff. The motivation needs to stem from the desires of the employee.
3. The boss is usually the problem: managers consistently overestimate the importance of salary and benefits to employees, and organize priorities and rewards according to this initial unsupported assumption. In actuality, most employees value appreciation most, and various other intangible factors such as loyalty, empathy, feeling valued, and working conditions.

To create a more functional and motivating atmosphere, the presenters suggested that a manager
Motivating Staff (cont’d)

answer the following questions when thinking about the workplace:

1. Do I treat my staff as adults?
2. Do I assign challenging work?
3. Do I show staff that the work they do is meaningful?
4. Do I give feedback throughout the year?
5. Do I concentrate on an employee’s individual strengths for growth? Does the employee have a chance to do the things he or she loves every day?
6. Do I applaud and encourage innovation?
7. Do I know what motivates my staff?
8. Do I concentrate on results? Do I let them figure out how to get to the end result?
9. Do I trust them?
10. Am I happy? Am I doing what I love?

Working through these questions can help illuminate areas that may need improvement and will help a manager focus on the long-term happiness of employees and the goals of the institution.

E4: What to Expect When You Are Going to be Inspected: The ABA Accreditation and Site Visit Process

Edward Hart, University of North Texas – Dallas College of Law Library

During my career as an academic law librarian, I have had the pleasure, if you can call it that, of two ABA accreditation site visits. For the first one, all I knew was to make sure the library and the collection on the shelves were as neat as possible and during the visit, I only saw the law library director inspecting us once when she met with technical service librarians. I never heard a word about self-study or any details of the ABA findings other than that we were granted reaccreditation. For my second site visit, my director asked for input and contributions for the library’s section of the self-study, and a colleague and I contributed much of the content that was included in the final report by the director and her associate. We were asked to check the library for tidiness. During the inspection all the librarians joined a lively discussion about research collections and services when we met as a group with the inspector. I only learned more about the self-study because the one submitted by the college was found lacking in several areas and the ABA team had some follow-up questions. Thankfully none of them were directed at the library.

During neither of these site visits, did I learn how involved ABA accreditation and site visits are for both sides. Thankfully, Joan S. Howland (University of Minnesota), Filippa Marullo Anzalone (Boston College), Penny A. Hazelton (University of Washington), and Steven M. Barkan (University of Wisconsin) shared their collective experience of taking part, on both sides, in over 100 ABA inspections.

Howland opened the program with a broad overview of the entire ABA inspection process from the invitation to apply for reaccreditation, carrying out a self-study, completing a questionnaire, appointment of the inspection team, the site visit, and the report of findings.

Howland and Anzalone then performed an entertaining skit as Camilla and Carol, inspector and director respectively, portraying the meeting between these two that occurs during the site visit. The skit served as a reminder of how close knit the academic law library community is and that often these two individuals are well acquainted, having served together in professional associations. Inspectors sometimes bring their preconceived notions of how libraries should be run. Directors want inspectors to support the directors’ agendas vis-a-vis the schools’ administration. But in the end, the inspector can only record facts that materially affect
Site Visit (cont’d)

the programs offered the JD students, especially facts that reflect clear violations of ABA Standards.

Barkan reflected upon the skit and offered four points. First, preparing for the visit provides a chance for librarians to consider why they do the things they do. Second, the site visit is an opportunity for peer advice. Third, site visits are an opportunity to reflect upon the relationships directors have with their deans, and librarians and staff have with their directors. Fourth, the director has the opportunity to consider his or her own status.

Hazelton offered her own thoughts about the accreditation site visit. First, she reflected on what the ABA visitation team does to prepare for the site visit. Second, she noted that site visits have a routine schedule and that schedule should be shared widely. Her third point was that the site visit team is only after the facts and only those facts that reflect upon accreditation and the program offered JD students. Fourth, remember when the ABA team goes home, they still have plenty of work ahead of them reviewing the collected data and drafting their findings. This last point was a reminder that ABA site visitors are volunteers, often with demanding careers.

As a new director, like many I saw in the audience, I am grateful to these speakers for sharing their experiences and knowledge. Thanks to AALL’s recording of this program, posted on AALL2go, http://aall.sclivelearningcenter.com/index.aspx?PID=6278&SID=177708, you too can still enjoy the insights this program offers. Any librarian or library staff who will take part in the accreditation process should listen to this program and take note how to prepare for a better ABA accreditation site visit!

F2: The Good Stuff: Using High-End Educational Technologies to Teach Legal Research
Anna L. Endter, University of Washington
Gallagher Law Library

Earlier this summer, I attended a faculty workshop at my law school that focused on “flipping the classroom,” a much-discussed concept that I’m just beginning to understand and to consider how to implement into my own teaching and training. I was pleased that the speakers at this Annual Meeting session covered what “flipping a classroom” means and then provided helpful insight into both the process and the technology available to instructors. Although the focus was on technologies used to teach legal research, I think that many of them could be used in other ways to enhance the classroom experience. I would encourage you to take a look at the website and materials that the speakers created at http://www.axbm.us/aall2013.html. Even if you aren’t thinking about flipping your classroom, these technologies are worth learning about.

As presented in this session, the basic concept of flipping a classroom means taking the lecture out of classroom time and putting the focus on skills development by having students complete activities and homework during class. Classroom time is used for exercises and other activities that would have normally been completed as homework or on the students’ own time. Outside of class, students watch videos that take the place of classroom lectures.

Speaker Alex Berrio Matamoros talked about his experience with flipping the classroom and some of the benefits that he has observed: reduced frustration for students because they are able to ask questions while they are working through exercises, and the development of a strong rapport with students as he transitioned into a guide on the side rather than a lecturer at the front of the room. Alex provided an overview of screencasting software for
The Good Stuff (cont’d)

creating online lectures and introduced us to Jing and Camtasia, among others. He talked about how screencasting works, how to edit videos, and how to use videos to show colleagues how to do things. Alex also explained that very few instructors flip 100% and that it is possible to create a hybrid experience where certain lectures are delivered online so that the exercises can be done in-person to allow collaboration.

The other speakers, Deborah Ginsberg and Laurel Davis, showcased technologies that can be used in the flipped classroom and beyond. We heard about instructors using iPads in the classroom to aid in teaching and tools that allow students to see what you’re doing on the iPad. Apple TV can be used to mirror your iPad screen to a projector. Splashtop can be used to both project and annotate what you’re doing on an iPad. We also learned about how student use of iPads can help the instructor focus on how tools work rather than memorizing steps, particularly in the area of legal research. For example, if students have access to iPads, they can take pictures of the table of contents of a particular print resource in the library and then email it to the instructor. Other tools that were mentioned include interactive whiteboards and Prezi for presentations. I’d encourage you to take a look at the session materials (on AALL2go at [http://aall.sclivelearningcenter.com/index.aspx](http://aall.sclivelearningcenter.com/index.aspx)) to learn more about these great technologies. Thanks to the speakers for a very informative session!

F5: Mass Digitization in the Law Library: Obstacles and Opportunities

I-Wei Wang, UC Berkeley School of Law Library

Admittedly “bucking the trend” of the 2013 conference’s emphasis on interactive presentation formats, this session presented a single “talking head” – Dave Hansen, a fellow at UC Berkeley’s Digital Library Copyright Project and reference librarian at the University of North Carolina School of Law – addressing legal considerations and best practices for digitizing and providing access to library collections. While touching upon some high-profile litigation that has hampered projects like Google Books and Hathi Trust, Hansen focused on legal aspects that provide assurance for those commencing or contemplating digitization efforts.

Hansen started off with a condensed overview of copyright basics, including features pertinent to academic libraries such as the fair use and first sale doctrines. He then addressed several of the “big scary things” that might impede a digitization project. First, Hansen noted, the fear that a costly project could be stopped in its tracks by a “mass” plaintiff such as the Authors’ Guild (plaintiff in the Hathi Trust case) represents a barrier to entry. For this reason, the Hathi Trust case may be important insofar as it addresses whether a mass plaintiff – as opposed to individual owners of orphan works stepping forward on a case-by-case basis – has standing to block the digitization of orphan works.

Second, the hefty statutory damages that may be available in copyright infringement cases – harking back to the massive suits by the Recording Industry Artists’ Association in the music file-sharing context – pose a significant worry. However, libraries, archives, and nonprofit educational institutions are somewhat protected because such statutory damages are unavailable as long as they reasonably believed that fair use principles applied.
Mass Digitization (cont’d)

Third, Hansen noted, monetary damages generally might act as a deterrent, but for state universities, the sovereign immunity of state actors offers some protection. While a successful plaintiff might obtain injunctive relief stopping a digitization project, monetary damages would not be available.

Hansen also suggested some reassuring points from a risk management perspective. Libraries present a sympathetic face and therefore may not be targeted as defendants; the corpus of many collections may largely consist of orphan works, reducing the chances that there is a plaintiff “out there” who will bring suit; and finally, libraries’ digitization projects are probably squarely within the boundaries of fair use because of the nature of the works in their collections and their purpose in digitizing them.


Together, the above legal considerations and resources may help academic libraries realistically assess and balance the risks and rewards of mass digitization efforts, and suggest that libraries (particularly public academic libraries) are perhaps best positioned to push digitization efforts as a means of creating better and broader access to their collections.

G2: Meeting the Needs of Students and Their Future Employers: Discussions on Legal Research Instruction and Student Services Inspired by Practitioner Feedback

Marsha Stacey, University of South Dakota

In 2011, ALL-SIS appointed a Task Force on Identifying Skills and Knowledge for Legal Practice. The Task Force was to identify the current and future research skills that law graduates need to succeed in legal practice. To this end, the Task Force created “separate but similar” surveys for practitioners and law firm librarians. Both surveys were designed to determine how practicing attorneys conducted research and the adequacy of new associates’ research skills. Although the law librarian survey is still being reviewed, the results of the practitioner survey were reported at http://www.aallnet.org/sections/all/storage/committees/practicetf/final-report-07102013.pdf. These results were the basis for Program G2.

Co-moderators of this session were Maureen Cahill, Student Services Librarian at University of Georgia, Patricia Dickerson, Student Services and Reference Librarian at North Carolina Central University School of Law Library, and Erin Schlicht, Access Services Librarian at University of Minnesota Law Library. Speaker Shawn Nevers, Head of Reference Services at Brigham Young University, shared questions he believed arose from the data collected from the practitioner survey. Ms. Cahill addressed how a “Student Services” librarian could use the survey results to change both teaching and activities outside the classroom. She emphasized that we must listen to students, faculty and administrators to learn what students will be doing in the future and to anticipate student needs. We must take this information back to the law library and involve all library staff in adapting law library collections and services to those needs.

1 A similar review of this program was posted on the AALL Spectrum Blog.
Practitioner Feedback, (cont’d)

At roundtables, attendees discussed the questions posed by Mr. Nevers and by the program handout. Each roundtable explored solutions to meet gaps in students’ and new associates’ legal research skills. For example, survey data indicated that younger attorneys start their research with Google. Mr. Nevers asked whether we were teaching the strengths and weaknesses of Google. Solutions included using HackCollege.com’s “Get More Out of Google” infographic (http://www.hackcollege.com/blog/2011/11/23/infographic-get-more-out-of-google.html) and teaching students to identify links to legitimate legal resources, such as FDsys or Thomas, from Google results.

Other survey data showed that attorneys frequently use indexes, tables of contents, and terms and connectors searching. Mr. Nevers asked how we would show these survey results to students to emphasize the importance of legal research tools. Suggestions included preparing videos of summer interns speaking on the importance of legal research and inserting into class PowerPoints quotes from recent graduates on “what I wish I had learned in legal research class.”

One handout question was how to build bridges between law school and law practice in regard to legal research. Recommendations included partnering with career services to determine where graduates will be working and talking to those firms about the resources available to new associates, and conducting a law library CLE program for recent graduates.

At AALL 2013, I attended several programs on improving legal research instruction and meeting the needs of students. This program, however, differed from the other programs in that it was based on empirical evidence of practitioners’ legal research practices and their opinions of new associates’ research skills, rather than purely anecdotal information. This program zeroed in on what librarians can do to make instruction and services more relevant to the practice of law.

G6: Implement/Access an E-Book Collection in a Law Library
Jennifer Noga, Wake Forest University Law Library

Packed with information and even surprises, this program offered up a dense overview of the e-book landscape for law libraries. The session, moderated by Ralph Monaco of the New York Law Institute, included perspectives from a law firm library, an academic library, and an e-book vendor. The speakers were Ellyssa Kroski of the New York Law Institute (who also coordinated the program), Jacob Sayward of Fordham University Law Library, Jeremy Sullivan of DLA Piper, and David Swords from EBL - Ebook Library.

With e-book options constantly changing, little standardization, and still relatively few trustworthy legal e-books out there, this program offered valuable lessons in the processes that other institutions have followed as they have explored implementing e-books in a law library.

Ellyssa Kroski began by discussing the advantages of e-books such as cost, space, and processing savings. The benefits are offset by the lack of uniformity seen in different vendor interfaces, devices, formats and pricing. Throughout her presentation, Kroski used instantaneous polling to survey the audience members on the use and implementation of e-books at their libraries - a useful way to give the audience a real-time perspective of how they compare to their colleagues. Kroski gave an informative overview of purchase options. She also talked about assessing content with helpful tips on what to ask vendors concerning technical requirements, content, and access and pricing models.

Jeremy Sullivan of DLA Piper summarized his firm’s process for implementing an e-book program. His case study served as a useful example of how it has been done in a law firm environment. They
E-Books (cont’d)

decided to focus on deskbooks as e-books since these are discrete, portable publications. They selected a single title to test out, with mixed results. Sullivan gave an overview of their takeaways from the experience so far: be sure to have a clear goal for why you want to implement e-books, understand if it is something your users want, evaluate platforms carefully, select a title to test, create a workflow, and survey your end users.

Next, Jacob Sayward gave the academic library perspective. His library’s foray into e-books focused on scholarly monographs. The Fordham Law School Library provides its e-books via patron-driven acquisition, enabling users to choose from a group of e-books based on the library’s profile. He emphasized the importance of evaluating usage statistics. In doing so, they’ve noted that most e-books titles used so far are ones that they already have in print.

Finally, David Swords of EBL gave a vendor’s perspective of the e-book landscape. First, he provided some unexpected entertainment and perhaps an unintentionally surreal moment by pulling out a guitar and singing a song. Then back to the regularly scheduled program . . . He explained some of the vendor relationships, noting that Ebrary was recently purchased by ProQuest. He explained the EBL model of patron-driven acquisitions, whereby use-based just-in-time selections replace just-in-case purchases. He advocated for the library model of curating a discovery environment rather than a collection.

Overall, this program gave a timely overview of how different types of libraries have approached the e-book conundrum, and it even gave some potential solutions, along with a bit of levity.

H3: Anatomy of a Civil Lawsuit: Documents From Start to Finish in Dockets
Jennifer Allison, Harvard Law School Library

I did not know when I first agreed to write a review of this program for the ALL-SIS Newsletter that it would be reviewed in the AALL Spectrum blog a few weeks after the conference was over. I don’t want to re-invent the wheel, and I must say that Diana Koppang sums up the program very well in her blog post at http://www.aallnet.org/Blogs/spectrum-blog/49269.html. She outlines the hypothetical lawsuit skit that was the program’s “grab.” She then discusses the excellent tips for researching dockets that the speakers provided. So this review will discuss some of the more helpful and practical information that I personally got out of the program.

1. Docket Numbers

   Citations to federal dockets seem like a bewildering collection of numbers and letters to me, probably because I never practiced as an attorney and haven’t really researched them much as a librarian.

   Here’s an example of a federal docket number: 3-11-CV-00819-TJC-JRK

   Here’s what each of these mean:
   3 = Vicinage (like location) number (of the court in the district)
   11 = Year
   CV = Civil
   00819 = Case Number
   TJC = Judge
   JRK = Magistrate

2. Issues of Language and Terminology

   The speakers offered many good terminology-related tips for docket research. When doing a docket search in a database like Bloomberg Law, open a document from the search results to find “ritual language” — that is, the terminology that explains what the case is about and the procedural
Lawsuit Anatomy (cont’d)

events that were taking place when the document was drafted and filed. Use this “ritual language” in subsequent searches to find additional relevant documents.

Different types of documents are used for different research purposes. Examples:

- Complaint: This is an allegation, not facts.
- Corporate Disclosure Statement: This must be filed so a judge can recuse him/herself if necessary. For research purposes, it reveals relationships among non-governmental corporate parties.
- Status Conference: This is housekeeping.
- Motion Practice: This tells us that there is a lot of discovery. It is helpful to find a response to a motion with a lot of exhibits.
- Motion for Sanctions: This provides an indication of attorneys’ actions (and tendencies to behave badly) at trial.

3. Researching Experts in Dockets

If you are researching expert witnesses, look for news about trials related to the topic of your case, and then search the dockets by date. You can also search dockets for other trials in which that witness and others have testified to build a database of potential sources. Dockets can also lead you to transcripts and videos of expert witness testimony, from which you can learn what types of evidence were presented in a particular type of case.

Finally, while it is worth nothing that not every document in a case ends up in the docket, those documents that are there can provide very helpful information to attorneys who know how to navigate them creatively. This program inspired me to practice my own docket research skills, and to teach law students about them whenever such teaching moments present themselves.

H4: Emerging Technologies and Teaching for the 21st Century Librarian

Alicia G. Jones, Southern Illinois University
Lesar Law Library

Technology has changed, and continues to change, our lives. There are numerous tools, software, and types of equipment available to help us be more efficient in our performance of our personal and professional responsibilities. As librarians, it is often our job to help patrons navigate the sea of technology tools and to help them properly use those tools.

The “Emerging Technologies and Teaching for the 21st Century Librarian” session, presented by AALL and the International Legal Technology Association (ILTA), sought to meet the needs of teaching and training librarians; librarians relying on technology in the performance of their duties; and librarians integrating technology in their organizations. Librarians Stephanie A. Noble and Jennifer L. Wondracek presented an excellent program full of information about finding and using tools that best fit our needs and that help “tell our teaching stories.”

The tools presented fell into several main categories: presentations, screencasting and video lecture, and tools using a mobile device camera.

Presentations

- Pinterest - a tool for collecting and organizing images or videos of things of interest to the user
- Haiku Deck - iPad presentation software
- Reflector - software for wirelessly mirroring and sharing an iPhone or iPad screen with any Mac or PC

Screencasting and Video Lecture

- Jing - free video recording and screencapture software for sharing videos and images

(Continued on page 33)
Emerging Technologies, (cont’d)

- Bandicam - video and screencasting software good for recording movement and videogame play
- Captivate - software for creating videos and demonstrations
- Camtasia - screen recording and video editing software
- Screencast-O-Matic - online screen capture software for instant screen capture and video sharing

Camera Tools

Totally unexpected were information and tools that utilize our mobile device camera, because I often forget that it can be used for more than taking pictures.

- Cam Scanner - software using the camera to scan and create pdf documents
- Springpad - organization software to create and save lists
- Blindsight has several tools for persons with disabilities, including Text Detective (allows iPhone and iPad users to document text and to have it read to them) and MagniFire (allows for the magnification of text on a iPad page)
- iCanSee - turns an iPhone into a magnifying glass
- Say Text - reads text in an image aloud
- HueVue - iPhone application that identifies colors for the color blind

The presenters created a Pinterest board showcasing the tech tools included in their workshop. The Pinterest board is #AALL 2013 Emerging Technologies and Teaching for the 21st Century Librarian and can be found at http://pinterest.com/library10th/aall2013-emerging-technologies-and-teaching-for-th/. As a librarian who will be teaching for the first time this fall, I found plenty of information and ideas in this workshop that will help me “tell, create, and enhance my teaching stories.”

[Ed. Note: A brief PowerPoint presentation from this session is available on AALL2go.]

R1: Recharge: Why Change Stalls and What You Can Do About It

Shaun Jamison, Concord Law School

I attended the “recharge” session on change. Recharge sessions are a new Annual Meeting feature focusing on day-to-day challenges. The desired outcome is that you can say, “I can take this back to my job and use it right away.”

The program was led by Jevon K. Powell, Ph.D., who is trained as a clinical psychologist, but who works with companies on change initiatives. Dr. Powell started with a story about his parents making the move to “a facility.” He described the differences in their attitudes toward change and explained that while the change made perfect logical (head) sense, logic is not always enough.

He suggested one way of looking at change is the Head, Heart, Hands model developed by Elizabeth Gibson and Andy Billings. The challenge for many leaders is they have a good grasp on the “head” part of change. They know they need to change, and they may have built a logical case for the solution they propose, but that is not a complete picture of what needs to be addressed for successful change.

“Heart” refers to people’s emotions and passion. The most obvious emotion is a desire not to change. There is also fear and anxiety of the unknown. Some resistance to change is good because if we changed all the time, we would be “weathervanes in a hurricane” according to Dr. Powell. Questions can be a great way to encourage “heart” engagement in a process. Dr. Powell suggested that we start with third person questions such as “what do people fear about this change?” Later the questions progress to “how will you benefit from this change?” and “what action will you commit to ensure the success of the change?”

(Continued from page 32)

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(Continued on page 37)
Member News
Marlene Harmon, UC Berkeley Law Library and Nina Scholtz, Cornell Law Library

Kudos to Michele Finerty, Assistant Director for Technical Services, Pacific McGeorge School of Law, Gordon D. Schaber Law Library in Sacramento, California. Michele was awarded the AALL Volunteer Service Award in recognition for her long service to AALL and her dedicated advocacy work.

Among other activities Michele was instrumental in advocating for the successful passage of the Uniform Electronic Legal Material Act, in California. Michele has chaired several AALL committees including the Grants Committee, Awards Committee, and Relations with Information Vendors Committee. The award was presented to her at the AALL Annual Meeting in Seattle by President Jean Wenger. Michele is currently Vice-President/President-Elect of the Northern California Association of Law Libraries.

On August 15, after eight years at the University of Florida Levin College of Law Library, Edward T. Hart left the position of Head of Technical Services and Adjunct Professor of Law, to start the job of building a law library from scratch at the University of North Texas at Dallas College of Law. Ed received his J.D. from the New England School of Law. He earned his M.L.S. from Simmons College and an LL.M. in European Union law from Northumbria University. He is enjoying the challenges of his new position and will start searches for three librarians in January: assistant director, reference librarian, and collection services librarian.

After four years as a Public Services Librarian at the Dee J. Kelly Law Library at Texas Wesleyan School of Law, Laura F. McKinnon accepted the position of Head of Research and Instructional Services at the University of North Texas Libraries.

Iain Barksdale has been appointed the Associate Director of Library Technology at the University of Alabama School of Law, Bounds Law Library. Previously he occupied the position of Head of Reference and Computing Services.

Taryn Rucinski’s article, Searching for the Nano-needle in a Green Haystack: Researching the Environmental, Health, and Safety Ramifications of Nanotechnology, was just published in the Pace Environmental Law Review, 30 Pace Envtl. L. Rev. 397 (2013), http://digitalcommons.pace.edu/pelr/vol30/iss2/2/. Taryn is the Environmental Law Librarian & Adjunct Professor of Law at Pace Law Library.

Effective August 2013 Brian Huffman departed the mainland where he had been the law library manager for Dakota County Law Library, Minnesota, and is now the Electronic Resources Librarian for the University of Hawai‘i at the William S. Richardson School of Law Library. Please wish him Aloha on his new journey.

Mark Williams was recently appointed Outreach and Scholarly Services Librarian at Cornell University Law Library. Mark comes from the University of Idaho College of Law Library where he worked as a research and circulation desk assistant while completing his M.L.I.S. degree from Wayne State University. He previously served as a regional director for U.S. Rep. Walt Minnick based out of Lewiston, Idaho, and worked for two years as a reporter for the Moscow-Pullman Daily News in Moscow, Idaho. He also holds B.A. and J.D. degrees from the University of Idaho, earned in 2004 and 2008 respectively.

April Hathcock has joined Coleman Karesh (Continued on page 35)
ALL-NEW Committee
New Member Profile:
Gilda Chiu
Carissa J. Vogel, Cornell Law Library

Gilda Chiu has worked at Brooklyn Law School since August 2012, as the library’s Collection Development/Acquisitions Librarian. She supervises the Serials/Acquisitions Department and is in charge of ordering new books and databases for the library as well as maintaining subscriptions and performing various collection development duties. She is currently working on a DDA (Demand-Driven Acquisitions) program through YBP Library Services for e-book acquisitions.

Before becoming the Collection Development/Acquisitions Librarian at Brooklyn Law School, Gilda worked as a Serials Clerk at Fordham University’s School of Law Library. In this position, she handled the processing of continuations and invoices, worked on a number of collection development and ERM (Electronic Resource Management) projects, and participated in various library committees.

While working at Fordham, Gilda attended library school at Queens College. Her studies focused on the different aspects of technical services, including cataloging in MARC and XML, collection development, metadata practices, and database management.

Since becoming a librarian, Gilda has “gotten involved” by joining AALL, LLAGNY, and ALA. She is also the co-chair of NELLCO’s Acquisitions and Collection Development Interest Group and has attended many conferences and events, such as the NELLCO Symposium, NASIG Annual Conference, and various LLAGNY events.

Gilda holds a B.A. in English from New York University. She earned her M.L.S. from Queens College in January 2012.

Member News, (cont’d)

Carissa Vogel has been appointed Assistant Director for Research and Instruction at Cornell University Law Library. She was previously Head of Public Services at Columbia Law School.

Todd Venie is now the Head of Research & Instruction at the University of Florida Levin College of Law Library. He comes to Florida from Georgetown Law Library, where he was a Reference Librarian and Adjunct Professor of Law.

G. Patrick Flanagan II, who was a Reference Librarian II and Lecturer at Columbia Law School, is now Assistant Professor and Assistant Director, Dee J. Kelly Law Library, at Texas A&M University School of Law.

Brian D. Anderson’s article, Judicial Independence in Post-Conflict Iraq: Establishing the Rule of Law in an Islamic Constitutional Democracy, co-authored with Ohio Northern University Professor David Pimentel, will be published in the upcoming issue of the George Washington International Law Review this fall. Brian, who is a Reference Librarian and Assistant Professor at Taggart Law Library ONU Pettit College of Law, is also presented two papers at the 2013 Law Via the Internet Conference in September. The first is titled Internet Enhancement of the Role of Civil Society in Promoting the Rule of Law in Transitional States. The second, Compiling Online Legal Information in Transitional (Continued from page 34)
Member News (cont’d)

States: Challenges and Opportunities, was presented in a program about starting online legal information from scratch.

Anupama Pal, who joined ALL-SIS this year, graduated from the University of Illinois at Urbana Champaign with an M.S.L.I.S. in December 2012. In May 2013 she began her first position as a law librarian, as the Reference and Government Documents Librarian at Elon University School of Law in Greensboro, North Carolina.

There’s more news from Elon University: Cindy Hirsch started in a new position there as the Access Services and Reference Librarian. She has been in this position since February 2013, shifting from University of Arizona College of Law, Library where she was a Law Library Fellow. Cindy received her M.L.S. from the University of Arizona and her J.D. from Boston University School of Law.

Cassie DuBay has joined Underwood Law Library at SMU University as Research & Faculty Services Librarian. She has an M.L.I.S. from the University of Washington with a certificate in Law Librarianship. Cassie says: “Having grown up along the Gulf Coast, I am thrilled that I was able to accept a position close to home!”

Mike McArthur became a Reference Librarian for the University of Michigan Law Library last November. He has a B.A. in Japanese from Brigham Young University, a J.D. from the University of Nebraska College of Law and an M.L.I.S., with a certificate in law librarianship, from the University of Washington.

Christine Ciambella joined the Georgetown University Law Library as a reference librarian. She returns to full-time employment after working part time at the American University and Catholic University law libraries. Christine earned both her J.D. and M.S.L.S. from the Catholic University of America.

Tom Boone has joined Harvard Law Library as Faculty Services Librarian. He was most recently a Reference Librarian at the William M. Rains Library, Loyola Law School, Los Angeles.

There is a lot of news from the University of North Carolina. David Hansen joined the University’s Kathrine R. Everett Law Library as a reference librarian on August 1. He comes to UNC from UC Berkeley School of Law, where he worked as an Academic Fellow with the Berkeley Center for Law and Technology and Berkeley’s law and technology clinic on research and advocacy relating to digital library copyright issues. He is a graduate of UNC Law and UNC’s School of Library and Information Science. Nick Sexton is now the Reference/Collection Development Librarian. In his new capacity, he will assume greater responsibility for selecting and budgeting for materials.

Tim Gallina, Reference and Emerging Technologies Librarian, has been promoted to the rank of Associate Librarian. Tim also won the library’s Kathrine R. Everett Law Library Award of Merit, which is given to the library employee who best exemplifies the qualities of the ideal employee.

Deborah Darin recently joined the Marquette University Law Library as an Adjunct Associate Professor of Law and Student Services Librarian. In addition to being the primary liaison for the law reviews, Deborah will be teaching legal research. Deborah received her J.D. from Wayne State University and her M.L.I.S. from the University of Wisconsin-Milwaukee. Before joining the staff at Marquette, Deborah held the position of Reference Librarian and Legal Research Instructor at Loyola University Chicago, School of Law, Library where she taught an advanced legal research course in

(Continued on page 37)
Member News (cont’d)

administrative law resources, which she also plans to teach at Marquette.

Carla Wale, Research and Electronic Technologies Librarian and Assistant Professor at Northern Illinois University College of Law, moved to Georgetown Law Library where she became a Reference Librarian, effective September 16.

Best Wishes to Linda Weir, former Head of Public Services at the UC Hastings Law Library in San Francisco, who retired in June after 36 years at Hastings. Linda earned her M.L.S. from UC Berkeley shortly after moving to California and starting at Hastings. Before coming to California in the early 1970s Linda worked first as a library assistant at Cleveland State University Law Library followed by several years at the Cleveland office of Jones, Day, Reavis and Pogue. Reflecting on her years of participation in both AALL and the Northern California Association of Law Libraries (where she served as NOCALL president from 1997-1998), Linda states “AALL and NOCALL have tracked the evolving law library scene and have provided fantastic professional and educational support over the years.”

Recharge, (cont’d)

“Hands” refers to tasks and skills. Knowing what needs to happen in sufficient detail is very important.

While it is a helpful model, participants struggled with separating the different parts. They are interconnected, but the more you practice, the more you can identify them and you definitely do not want to ignore one. There are other models for change and you do not have to choose this one, but you should chose a model for change so everyone can be speaking the same language and working toward the same goals.

It is helpful to think of the factors in a successful change initiative as levers. Each lever has an effect, but there is no “magic” lever; they all need to move together in a way that is effective. Dr. Powell did say, however, that one major factor was employee engagement. If change is done “to you,” you are more likely to resist. Involving employees on whatever level you are able will help in the success of the change initiative. As if to prove there is no magic solution, one participant noted they were involved in one of Dr. Powell’s examples and was dissatisfied with the results.

I found the session helpful and appreciated the opportunity to work in breakout groups. I hope we will continue to have “recharge” sessions at AALL.

[Ed. Note: The PowerPoint presentation from this session is available on AALL2go.]

AALL Announcements

October Webinar: The Law of E-books

Is your library providing your users access to e-books? Does the library have perpetual rights to the files, or will the files become inaccessible to users after a period of time? What clauses should the library pay special attention to when negotiating licenses? Are the e-books the library provides accessible to users with print disabilities? What privacy laws govern the readers’ use of e-books? Join us for The Law of E-books on October 24 at 11 a.m. CT, when Mary Minow, counsel to the Califa Group and Follett Chair at Dominican University’s Graduate School of Library and Information Science, will address all of these questions and give participants an opportunity to share experiences and ask questions of their own. Register by October 21!

(Continued on page 38)
Leadership Academy Application Process Open - Apply Today!

Are you a law librarian in the early stages of your career? Maximize your leadership potential by attending the 2014 AALL Leadership Academy April 4-5, 2014. Train for leadership roles by discovering how to build your personal leadership style while networking with other legal information professionals. Designed as an intensive learning experience aimed at developing essential leadership skills, the program will include practical and interactive discussions, assessments, small group activities, and mini-presentations.

Volunteer for the 2015 AMPC

AALL began accepting applications for the 2015 Annual Meeting Program Committee (AMPC) beginning October 1. The committee has the opportunity to help set the stage for the premier educational event for our members, the 2015 Annual Meeting in Philadelphia. Information about the work of the AMPC is available on the committee profile.

All applications are due November 1. Your participation and efforts will ensure a successful and enriching member experience.

Note: The committee volunteer form for all other AALL committees will open in January 2014.

Calling All Stories about the U.S. Courts Opinions Collection in FDsys

The Government Printing Office (GPO) recently expanded its program to provide public access to authenticated lower federal court opinions through its project with the Administrative Office of the U.S. Courts (AOUSC). The U.S. Courts Opinions Collection in FDsys includes authenticated opinions from more than 60 federal appellate, district, and bankruptcy courts. AALL is collecting law librarian stories about the collection to share with GPO and the AOUSC! Please send us your stories about how you've used the collection to help students, faculty, pro se litigants and others. Law librarian stories will go far in demonstrating the value of the GPO/AOUSC unique collaboration and the importance of permanent public access to these official, authenticated lower court opinions. Thanks in advance for your help!

For the Leader in You

We all work hard every day, but does that hard work accomplish what we need? Or are we mostly reacting and extinguishing fires? Working hard doesn't necessarily equate to being productive. Let's take a look at some resources that can help us all keep from simply spinning our wheels:

"Be More Productive - 4 Ways That Really Work" by Kirstin O'Donovan

"Is Giving the Secret to Getting Ahead?" by Susan Dominus

"Turning Stress into an Asset" by Amy Gallo

For a deeper dive on productivity, we offer these additional resources for your consideration:

"The Psychology of Productivity: A Proven Way to Get More Done (in Less Time)" by Gregory Ciotti

"The Happy Secret to Better Work" by Shawn Achor

To encourage all of us to think about leadership, the Leadership Development Committee highlights short articles in each issue of E-News. Next month, our focus will shift to crisis management in our work lives. Have a suggestion or request? Email Jennifer Murray at murrayj006@scll.maricopa.gov.
AALL2go Picks for the months of July, August, and September:

**Mobile Augmented Realities in Law Libraries.**

Speaker Christine Perey will take you on a fascinating tour of the developing world of augmented reality, where mobile devices using geo-spatial and other tools connect us with digital information. Augmented reality provides continuity between the physical and digital worlds. Perey gives examples of ways to use augmented reality to deliver information via the internet. She further discusses current uses of augmented reality in the business world and ways that libraries might consider use of this concept in the future.

This 58-minute audio recording is from an educational program presented by the Minnesota Association of Law Libraries on May 3 and is available free to members on **AALL2Go**.

**Extreme Makeover: PowerPoint Edition.**

Those of us who teach and train associates all recognize that our presentations can become stale and lifeless. This program by Jennifer Duperon and Elizabeth Farrell will help you invigorate your presentation and get those juices flowing to create legal research presentations that engage, motivate, and teach audiences effectively. Our presenters draw on lessons from the corporate world, literature on learning styles, and information retention.

This program focuses on the practical principles of designing engaging and memorable PowerPoint slides for legal instruction. The presenters use side-by-side comparison of typical, bulleted slides with "made-over" slides that will empower you to revitalize your existing presentations, boosting interest and increasing retention of key concepts. The presenters will show you how to combine images, design, and storytelling to craft memorable presentations.

**Recharge: The Look of Leadership Today: What It Is and What It Isn't.**

Effective leadership can have a profound impact on libraries of every kind. This presentation encourages librarians to think about leaders in a new way and to challenge common myths of leadership. The presenters use an entertaining and energetic approach to engage the audience and demonstrate why everyone in an organization should be viewed as a potential leader.

This program is presented in streaming video with accompanying PowerPoint slides and is available via **AALL2go**.
General Information

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

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to approximately 1200 members and is the largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS’s broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are encouraged to join.

The ALL-SIS Discussion Group

The ALL-SIS discussion group, aka mailing list, is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to our members. To read or post to the discussion group go here. If you are not logged into AALLNET, you will have to do so. You can then choose the ALL-SIS Group from the list of eGroups. For more information consult the AALL My Communities Quick Start Users’ Guide available at http://www.aallnet.org/main-menu/Member-Communities/discuss/mycommunities-qsguide.pdf

ALL-SIS on the Web

Visit the ALL-SIS Home Page at www.aallnet.org/sections/all. Electronic versions of The ALL-SIS Newsletter are available on our website, as well as other vital information.

Newsletter Information & Deadlines for 2012 - 2013 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 the next issue is January 10, 2014. Thank you for your contributions and for your consideration.