Happy New Year one and all!! I can’t believe the first semester has come and gone and the start of the second semester is right around the corner—and may already be here for some of you. The start of the New Year is a perfect time for us as an organization to look at our strategic plan, reflect on the goals we have met and resolve to complete those not yet attained.

Our current strategic plan has laid out our three strategic directions, which align with AALL’s strategic directions. They are (1) Advocacy; (2) Professional Development; and (3) Community and Collaboration. At this time we are halfway through the life-cycle of this plan, which ends in June 2016.

Overall, ALL-SIS committees and members have done a great deal of work and the organization appears to be meeting its goals on two of the three objectives—Professional Development and Community and Collaboration. However, we have some work to do in order to meet our goals with strategic direction I, Advocacy.

In the area of professional development, the organization has provided our members with many opportunities to develop and maintain the skills and knowledge needed to excel in this profession. This includes the work of the ALL-SIS Program Committee, whose membership worked hard to provide quality programming at the annual meeting in San Antonio, most notably the ALL-SIS sponsored program, Innovation the Google Way: Implementing Google’s 80/20 Program in Your Library. Other evidence of meeting this objective includes the development and delivery of the AALL webinar What’s In Your Toolbox, created by the ALL-SIS Research and Scholarship Committee; the continued growth of the ALL-SIS Sourcebook for Teaching Legal Research; and the awarding of the following scholarships funded by ALL-SIS: the CALI Conference Grant, the Leadership Academy Grant, the Active Member Stimulus Grant and the CONELL Grant.

ALL-SIS has also excelled at meeting our goals with strategic direction III, Community and Collaboration. Here, the organization sought to provide the impetus and direction to work collaboratively, within AALL and with other relevant associations to meet the needs of all law librarians in support of academic law libraries and to

From the Editor

How often do you start a new year with all the intentions of carrying out a few professionally related resolutions, only to find the rush of the spring academic term sweeps you away before you can really get going on a new initiative? Or maybe what’s lacking isn’t the will or the time, but the inspiration for a project to sink your teeth into. If that’s the case, look no further than this issue. We’ve packed in articles and columns that are full of ideas to inspire and motivate. Looking to liven up your legal research

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continued on page 2
In 2009, surgeon, Harvard professor, MacArthur Fellow, best-selling author and all-around overachiever Atul Gawande published a thought-provoking book expanding on an earlier New Yorker essay, The Checklist Manifesto. In it, Gawande argues that creating checklists guards against avoidable mistakes when knowledge exists, but we fail to recall it correctly or in time. In the course of his “manifesto,” Gawande considers the role of checklists in various professions, such as the airline industry and construction, before devising and troubleshooting one for his own field of medicine. At the end, he issues a call for others to create checklists with—what else—a checklist on how to create checklists.

Why not a checklist for law, or more specifically, legal research? The question lay at the back of my mind throughout my reading of his book. Gawande does not use the language of information science in his writing, but I recognized the universal principle at issue: recognition is easier than recall. By the end, I decided it was worth a shot to create a checklist, if only as a thought experiment. Here is what I came up with:
Having Fun with Checklists

A Legal Research Checklist

<table>
<thead>
<tr>
<th>Use general sources</th>
<th>Find sources relevant to specific problem</th>
<th>Use each source individually</th>
<th>Stay up to date</th>
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<tbody>
<tr>
<td>□ Black’s Law Dictionary</td>
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<td>□ Legal encyclopedias</td>
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<tr>
<td>Ways to find relevant sources:</td>
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<tr>
<td>□ Legal research guide</td>
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<tr>
<td>□ Ask a law librarian, lawyer, vendor</td>
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<tr>
<td>□ Browse: by jurisdiction or subject</td>
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<td>□ Search catalog or directory</td>
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<td>□ Search engine</td>
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<tr>
<td>Survey secondary sources:</td>
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<td>□ Treatises,</td>
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<td>□ Law reviews</td>
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<tr>
<td>□ ALR annotations</td>
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<tr>
<td>Survey primary sources (federal and state):</td>
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<td>□ Codified statutes</td>
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<tr>
<td>□ Codified regulations</td>
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<tr>
<td>□ Case law (full-text and by Headnote system)</td>
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<tr>
<td>Check its currency:</td>
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<td>□ Scope note</td>
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<td>□ Scan dates of cited sources</td>
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<td>□ What’s New preface</td>
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<tr>
<td>□ Shepard’s/KeyCite for primary sources</td>
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<tr>
<td>Search within it:</td>
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<td>□ Natural language</td>
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<td>□ Terms &amp; connectors / advanced search fields</td>
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<td>□ Tables of primary sources</td>
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<td>□ Annotations / citators</td>
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<td>□ Try a different version or medium</td>
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<td>Look for tools a source offers to stay up to date, like:</td>
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<td>□ Alerts</td>
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I have not yet asked anyone to try out this checklist (any takers out there?), but the exercise of drawing it up has already proven fruitful to me. Namely, drawing up this checklist prompted me to draw some distinctions in my mind that I had not considered before. For instance, previously I had mentally lumped all secondary sources together. However, I surprised myself by concluding that a first step of using general sources was in order. My thinking is that some secondary sources are so well known that a lawyer or law librarian “knows” Black’s and the legal encyclopedias, AmJur and CJS (along with any equivalent for their particular state, like TexJur). This may be wishful thinking, but making it part of my checklist has made me more persistent in my own advanced legal research class to drill these titles into my students’ heads.

The real work of legal research begins, I realized, when trying to find sources on point for a specific legal research problem—hence the second step in the checklist. When it comes to finding specific sources, I have always been in favor of asking others. But when I sat down to think about who to ask, I decided there were basically three types of people to cover all the bases—the information specialist librarian, the consumer of the end product (the lawyer), and the person who makes the product (the vendor). I was also pleased to discover common principles in how to approach sources without having to wade into the weeds of print versus online. For example, browsing by jurisdiction or subject apply equally to navigating a database online and perusing a library’s print stacks. Should I have included Restatements in my list of secondary sources? For my part, I decided Restatements are too case-law specific and academic. Can I really get away with a list that does not spell out, say, the USC and the CFR? In the interests of brevity, there is a certain level of legal research competence I have to assume throughout.

It is the third step—how to use an individual source—where I found drawing up this checklist to be most beneficial in generating insights into the legal re-

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Committee Spotlight
Jocelyn Kennedy, University of Connecticut School of Law Library

ALL-SIS “provides a forum for identifying the needs and concerns of academic law librarians and developing programs and services to address them.” We charge our committees with the task of identifying and developing those programs and services. While our annual committee reports provide a snapshot of the work done in the previous year, this column focuses on what our various ALL-SIS Committees are working on this year. The goal of this column is to inform our members of committee activities and connect all of us to the important work our members are doing to help us navigate the ever-changing world of academic law librarianship.

ALL-SIS Awards Committee Call for Nominations
Kathleen Darvil, Brooklyn Law School, Chair

Our members are innovative, creative, passionate and outstanding individuals.

The Academic Law Libraries Special Interest Section (ALL-SIS) seeks nominations and applications for the following 2015 awards and grants by March 16, 2015. Your nominations are needed!! Help us identify ALL-SIS members most deserving of recognition by nominating a co-worker, colleague or yourself. Take some time today to nominate an ALL-SIS member.

Awards

ALL-SIS wishes to recognize members for their outstanding achievements and seeks your nominations for these awards:

• The ALL-SIS Outstanding Article Award honors section members for contributions to the enhancement of academic law librarianship through publishing. Articles can be published in any format, but they must be published in titles other than Law Library Journal and AALL Spectrum, and they must have been published in 2014. Any aspect of academic law librarianship may be addressed. (Articles published in Law Library Journal and AALL Spectrum are eligible for AALL Article of the Year awards.)

• The ALL-SIS Outstanding Service Award honors an ALL-SIS member who has made outstanding contributions to ALL-SIS in section activity and in professional service.

• The Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship recognizes an individual or a group that has made outstanding contributions to academic law librarianship through continued efforts to improve law librarianship.

Grants

ALL-SIS is also pleased to support the professional development of its members through the grants described below.

• The ALL-SIS Active Member Stimulus Grant will be given to an ALL-SIS member with a record of demonstrated service to ALL-SIS and demonstrated financial need, and is to aid the recipient in attending the AALL Annual Meeting.

• The ALL-SIS Regular Member Stimulus Grant will be given to an ALL-SIS member with demonstrated financial need, and is to aid the recipient in attending the AALL Annual Meeting.

• The ALL-SIS CONELL Grants are awarded to newer law librarians to attend CONELL. Details on all the awards and grants, including the nomination and application procedures, can be found at http://www.aallnet.org/sections/all/awards/Criteria.

ALL-SIS Legal Research & Sourcebook Committee: Review, Revise, Re-Invent!
Michelle Hook Dewey, Univ. of Illinois College of Law, Chair

Last year, under the direction of prior chair Deborah Schander, the committee took a broad look at the content and organization of the Sourcebook. As a result, the committee initiated a long-term project aimed at updating and revising the Sourcebook to ensure that it reflects more recent changes in teaching pedagogy, such as flipping the classroom. In addition, the committee sought to make sure that the Sourcebook provided the opportunity to incorporate newer formats, such as video, as well as to ensure the materials reflected research tools currently available and in use.

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Committee Spotlight

Updating Content
While many contributors were already engaging in periodic updates, some materials had been unchanged for a significant period of time. The prior committee began to contact existing authors to see if they would like to submit new or updated versions of their existing resources. In circumstances where authors declined, did not respond, or could not be located, the committee will assess those materials for updating by a librarian volunteer. We will, of course, be archiving all original materials—so if you are a past contributor who would like to update your materials, and we weren’t able to contact you, please reach out to us.

Creating Content
In 2015 the Sourcebook Committee will begin reaching out to members old and new, seeking editors for existing content. If you have ever thought of working with the Sourcebook but were unsure of where to start, this may be the perfect opportunity for you!

The committee will also begin soliciting for new materials in 2015, including materials in several new formats and content types. The Sourcebook will continue to include traditional materials such as lesson plans, syllabi, assessment tools and tutorials. However, the Committee will also be calling for materials such as course proposals. In addition the committee will work to increase our collections of videos, podcasts and other media resources. Descriptions of the types of materials will be included with our 2015 call for materials.

Copyright of Content
In response to feedback from ALL-SIS members, the committee is reevaluating our current attribution policy. A working group is tasked with the development of a copyright permission criterion. While the working group has just begun to develop the precise copyright options, the committee envisions this policy to be similar to the format used by Creative Commons. Contributors will be able to better direct how their materials may be used. Options for permissions will run the gamut from full unfettered permission to something akin to ‘example only, not to be used or re-distributed.’ We hope this new contributor-directed permissions policy will encourage an increase in submissions and broaden the types of materials available to share.

Lastly, to keep the Sourcebook in tip-top shape going forward, the Committee has begun to develop some working tools that will regulate the updating process.

Want to learn more about the Sourcebook initiative, or have questions about the current work of the Legal Research & Sourcebook Committee? Contact Committee Chair Michelle Hook Dewey at madewey2@illinois.edu.

Want your committee to be featured in the next Committee Spotlight? Contact Jocelyn Kennedy by email at Jocelyn.kennedy@law.uconn.edu.

Book Review
Internet Legal Research on a Budget: Free and Low-Cost Resources for Lawyers, Carole A. Levitt & Judy K. Davis (ABA Law Practice Division, 2014)
Anna L. Endter, Univ. of Washington Law Library

I’m not typically in the habit of citing forewords in books but in the case of Internet Legal Research on a Budget, the foreword sums up the purpose for this book nicely: “So many resources are available that some of the most useful ones can be lost in the crowd.” The authors, Carole A. Levitt and Judy K. Davis, synthesize the best resources in the crowd and explain them in an accessible way, making this book a welcome addition to any law library.

At just over 300 pages, Internet Legal Research on a Budget is packed with information and tips about the best free and low-cost websites for general legal research, legal portals and directories, online case law databases and much more. The authors’ strategy in organizing the book is to focus on type of material (statutes, cases, etc.) and to demonstrate only the best resources. They also incorporate useful tips and tricks into their explanations and provide screenshots that help describe how to use the featured tools effectively.

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This issue’s story supports my theory that all success in law libraries—and probably in most organizations—stems from successful hiring. The story begins in 2011. After more than 40 years of dedicated service, the library coordinator at the Bowen Law Library of the University of Arkansas at Little Rock retired. Naturally, filling a position that had not been vacant since the 1960s called for a reassessment of the needs of the library and a reimagining of the appropriate scope of duties and qualifications for the job. Fortunately, the librarians were consulted for input. Formerly, the position primarily provided administrative support for the library director in managing the business office, but the new position was redesigned to incorporate what the librarians defined as the library’s greatest need, outreach to patrons. The search was on for someone with “mad technical skills.”

Enter Tina Medlock, with 25 years of experience as a paralegal, a master’s degree in professional and technical writing, extensive volunteer marketing and outreach experience, and in my observation from our interview, oodles of enthusiasm, energy and enterprise—a match made in heaven! Tina says her new colleagues were very welcoming and patient in supporting her acclimatization to the world of law libraries and the environment of Bowen School of Law.

Tina, on the other hand, introduced Electronic Services Librarian Melissa Serfass and her colleagues to the world of marketing and research. “What we need,” they decided at the outset, “is a plan.” The plan turned out to be a project to overhaul the library’s marketing materials, starting with the student and faculty brochures and adding brochures for attorneys and new graduates. The old brochures, which were not designed by librarians, had information about the history of the library and statistics about volume counts and seating capacity, but no real explanation of the services provided by the library (does this sound familiar, readers?).

What was missing, the team felt, was a focus on how much using the library can do for “you,” on service. In view of the library’s dual role as an academic institution and the Pulaski County Law Library, outreach needed to address a broad and varied array of patron characteristics and needs and to make different patrons aware of the unique services available for each of them.

Tina and the librarians reimagined the brochures as FAQ guides on how to use the library. With her fresh newcomer perspective, Tina elicited content about patron services from the librarians. With her marketing and writing expertise, she redesigned the materials to take advantage of UALR branding conventions and color schemes. What emerged was an eye-catching and service-oriented set of materials for targeted patron groups . . . .

Along with the new printed materials came a fun bunch of swag, including bookmarks with word clouds created with Wordle from the texts of the brochures. The swag that made the biggest hit was a logo-design coaster to deal with a loosening of food and drink restrictions in the library. The old wooden tables had received a gleaming new finish, and the free coasters were set out to protect them from cup sweat—brilliant, huh?! The only swag that the team had some regrets over were the new logo and word cloud mouse pads for the computer lab. Tina advises never designing mouse pads with a white background; they become filthy in the blink of an eye!

Another thing that was missing from the library’s outreach was an effective social media presence. While
Having Fun With Checklists

Rather than being a reductive experience, creating a checklist prompted me to think about legal research on a deeper level. Corny though this may sound, one scene that has stayed with me from *Dead Poets’ Society* is when Robin Williams, playing a high school teacher, gets his students to jump up onto the desk and see the world from a new angle. Gawande was telling me to jump onto the desk and take a look around down there. I’m glad I did. Now I have a set of principles for approaching a legal research problem, stripped from my usual fixations and hobbyhorses. Still, I do not imagine that this checklist will satisfy everyone. I encourage others to create their own checklist or poke holes in mine. A chance to look at what we do—legal research—from a new perspective is the real end game here.

What other 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 rlever@sandiego.edu or by phone at (619) 260-4604—can we talk??

Great Ideas from the Halls of Academe

still a work in progress, the initial focus has been on setting up 26 boards on Pinterest at http://www.pinterest.com/bowenlawlibrary/ that reflect what the law students are currently engaged in during each phase of the school calendar. There are boards on legal writing, job seeking, topical class subjects, bar exam prep and lighter subjects such as legal humor, crock pot recipes and no-bake recipes for dishes to bring to the school’s bake sales, as well as links to the library catalog. In the works are overhauls of the library’s web site and Facebook page.

The renewed emphasis on service and outreach has paid off in a number of ways, some anticipated and others unanticipated. Melissa and Tina have noticed more students and attorneys in the library, an increase in circulation, and perhaps most gratifying of all, more positive interactions between patrons and library staff. The popularity of the attorney carrel, which is outfitted like a law office and where attorneys can use their free access to Westlaw, has also increased. And lo and behold, it turned out that the implementation of all of these great ideas qualified the library to apply for the AALL Excellence in Marketing Best PR Toolkit Award, which they won and which was celebrated in the September/October 2014 issue of AALL Spectrum. It just doesn’t get any better than that!

Coasters were a big hit

[Continued from page 6] Great Ideas from the Halls of Academe

search process. Devising a checklist pulled me away from the usual very source-specific analysis to step back and consider, what ways exist to search pure and simple? This step in the checklist now gives me criteria by which to evaluate any given version of a resource, whether in print or online. For instance, now that databases like Lexis are making scope notes harder to find or incomplete, while at the same time publishers like West are moving away from the looseleaf format, how to check a resource’s currency requires more strategic thinking. Any content producer resisting or countering these trends now gets high marks in my book—law publishers like Jones McClure, which makes it a point to include dates multiple places in large type and includes a prominent “What’s New” section.

With the final step of looking for the tools a resource offers for staying up to date, I finally had a chance to make explicit a point I had often made in passing when teaching advanced legal research. Given the time constraints of teaching, alert features and the like often get short shrift in my class. But turning the task of keeping current into a full-fledged final step in the process gives the matter the prominence it deserves.

All in all, rather than being a reductive experience, creating a checklist prompted me to think about legal research on a deeper level. Corny though this may sound, one scene that has stayed with me from *Dead Poets’ Society* is when Robin Williams, playing a high school teacher, gets his students to jump up onto the desk and see the world from a new angle. Gawande was telling me to jump onto the desk and take a look around down there. I’m glad I did. Now I have a set of principles for approaching a legal research problem, stripped from my usual fixations and hobbyhorses. Still, I do not imagine that this checklist will satisfy everyone. I encourage others to create their own checklist or poke holes in mine. A chance to look at what we do—legal research—from a new perspective is the real end game here.
Last summer, I enrolled in a four-week Instructional Design (ID) e-course, offered by the American Library Association. The ID e-course helped me organize and develop the materials and activities for two sessions of a legal research course. This was my second semester teaching the case law research unit of this class but it was the first time I applied ID elements and constructivist learning theory. Constructivism holds that learners construct knowledge through experience. Instructors can apply interactive experiential strategies through learner-centered instruction, small group work, and reflection.

The course I co-teach is an elective legal research class for second- and third-year law students. There were seventeen students enrolled last semester and the course is team taught by six law librarians. Four of the librarians use a traditional classroom model; another librarian and I use a flipped-classroom model. I used backward design to develop a learner-centered experience by rebuilding the case law research unit from the ground up. The course schedule, developed by our library director and lead professor, includes learning objectives for each unit, so I started by establishing what constitutes mastery of these objectives; next, I determined how to get this information out to the students so they would be ready to participate in class activities; finally, I worked on class activities and assessment methods.

I started by determining what it means to have a poor, good or excellent grasp of each learning objective in my unit. I knew I needed to scrap all of my old videos and make new ones. In the interest of working smarter (not harder), I turned to CALI and found two lessons that covered half of my learning objectives. I also made four new, shorter videos. By specifying first what I expected the students to learn, I was able to fine-tune the videos to deliver content as concisely as possible. Identifying the criteria for learning objectives also made it easier to focus the in-class activities. I divided the class into “law firms” and gave each group a scenario. We spent the first class period working with print digests and Westlaw; the second class period was devoted to online citators and students were required to use both Westlaw and Lexis Advance. Each class period ended with the students taking about five minutes to answer a reflective question.

I was worried that students might resist changing gears mid-semester to participate in a different classroom model, so I had to figure out what would motivate these students. I assumed some level of intrinsic motivation by virtue of their being law students. Extrinsic motivation was provided through transparency; I created a document that specified how the lecture component would be delivered and what would constitute mastery of each learning objective. I posted the document in the course management system prior to the case law research unit. In addition, I specified that points would be given for class participation.

I was also concerned that the students would not be interested in collaborating. I decided to assign groups based on subscription service preference, as determined by a student poll I took the week before my unit. I had two class periods to cover ten objectives and I wanted to challenge everyone to try something new; to accomplish both of these goals, I included in each group a mix of students who preferred Westlaw and those who preferred Lexis in order to facilitate peer instruction. Each group was named after a law firm from a television show or novel. I was afraid the law firm names might be a little silly, but I was pleasantly surprised to see some lighthearted competition among the groups. Some students were still referring to
themselves by their law firm names for a few weeks after my sessions.

After the first class, I asked the students to write about the experience of working in a group; generally, the collaborative experience was a positive one. Not a single student suggested abandoning collaboration in favor of individual work. In fact, the most common suggestion was to assign pairs, rather than groups, to make the division of tasks easier. One student commented that assigned groups meant too much time was spent figuring out the group dynamic; but another student commented that assigned groups meant she had the opportunity to work with people she wouldn’t have chosen otherwise (in a good way). Construction of new knowledge happens just outside of one’s current knowledge and experience, which is why I opted to assign groups based on skills rather than allowing students to choose their friends.

The contrast between the above critiques can be interpreted as a matter of individual perception: the former student focused on her group’s slow start while the latter student commented on the experience as a whole. Both of these students performed well in their respective groups and all of the groups successfully completed the activity. So, I assume any apprehensions were overcome in the course of the project and that group work ultimately proved to be a useful learning experience.

There is more to ID than can possibly fit in a four week e-course. However, I found this introduction to ID helpful and I intend to explore the topic further. Implementing ID elements helped me structure the classes around the students. We cannot teach students how to research every possible scenario, but we can utilize ID and constructivist techniques to create classroom experiences that encourage students to be self-directed, lifelong learners.

This book would be particularly helpful for the law student or attorney who has a working understanding of legal research but who needs some training about which tools to use to be as efficient and cost effective as possible. I find that law students, in general, are very concerned about learning to research efficiently and welcome guidance about resources that they can use for free. Law students know that they won’t always have the mostly unlimited access to databases like Westlaw and Lexis they enjoy while enrolled, and that they will need to explore alternatives before entering practice.

The attorneys we see in our library are typically searching for low-cost and free resources as well, and are often solo or small firm practitioners. This book will serve both of these patron groups by identifying the best resources to use for each type of material covered and by breaking down their utility and functionality.

As a law librarian, I also found *Internet Legal Research on a Budget* to be a great reminder about several free and low-cost resources that I am aware of but don’t often consult. For example, the book’s chapters about legal portals and directories provide excellent explanations about the differences between portals, directories and search engines, and tips for assessing the quality of these kinds of tools. Justia ([http://www.justia.com](http://www.justia.com)), a well-known legal portal that I often encounter but don’t frequently use, is covered in great detail and its features are highlighted in helpful screenshots. The book’s chapter on free online case law databases is also especially helpful because it includes coverage information, search tips and explanations about resources I don’t know well, like Casetext, the “crowdsourced case law and database.” *Internet Legal Research on a Budget* reminds me to explore these kinds of useful resources and to expand my research toolbox.

It can be overwhelming to keep track of all the free and low-cost legal resources available today, and that’s where *Internet Legal Research on a Budget* comes in handy. Websites and content will change, as always, but having a resource that collects the best resources out there is a solid choice for any law library’s collection.
Retired Associate Dean for Library and Information Services and Professor of Law at the Georgia State University (GSU) College of Law, Nancy P. Johnson, passed away peacefully on the night of Saturday December 13, 2014 with her husband Bill and her son Patrick by her side. Nancy was 65 years old.

Nancy was my former boss, my mentor, my confidante, my fashion critic, my cheerleader, my devil’s advocate, my co-conspirator, my enabler, my proofreader and editor, my career advisor, my compassionate listener, my life coach, my reality check and my dear friend. How does one briefly describe the life of someone who’s played so very many important roles in one’s life? Which of her accomplishments, which accolades, which activities will convey what she was, what she meant to me and others, and what she will continue to inspire in all who knew her? Which anecdotes should I share?

Is it Nancy the scholar that I should focus on? Her over thirty years of scholarly accomplishments certainly are significant. Is it her service to the profession that captures her essence? Nancy had an extraordinary record of sustained service to AALL and to the profession of academic law librarianship in her over thirty-five years as an academic law librarian. What about Nancy the teacher? For she was certainly an accomplished teacher: She taught legal research in law school classrooms since 1983, and she taught various subjects in library schools at the University of Illinois Graduate School of Library Science, Clark Atlanta University School of Library and Information Studies and the University of Washington Graduate School of Library Science. And What about Nancy the mentor? How do I describe that part of her? She was profoundly and uncommonly generous as well as selfless and lacking of ego. She had this way of giving people what they needed to help them grow and learn and achieve. She mentored countless law librarians, and her mentorship of librarians of color helped to diversify our profession.

Yet, for all of this, it is Nancy the incredibly compassionate and caring human being whom I hope to convey. I offer this anecdote from my own personal life. My mother, Gloria Wheeler, died suddenly and quite unexpectedly in October 2007 of a massive heart attack. Nancy was extremely professionally accommodating with me during that time, but in the succeeding months, she was also exceedingly generous with me emotionally. When my recently widowed father came to Atlanta to visit, Nancy insisted that I bring him to dinner at her house. It was a somewhat depressing and awkward dinner as I recall because my Dad, an old fashioned, Midwestern, “meat and potatoes” kind of guy, wouldn’t eat the wonderful Greek salad that Nancy had prepared to go along with the meal. Also, the conversation kept turning to his wife, my mother, and his reminiscences of her, things he would miss about her, and how lost he felt without her. Nancy and her husband Bill were both so patient and understanding and empathic with this man they’d never met before. My father’s grief broke my heart that evening. Yet, what I recall most is that I was just so very thankful that my Dad could open up and talk to these two compassionate individuals, whom he really did not know at all, about his grief and pain. The whole scene was so much more than one expects from one’s boss. It is, however, a great example of how Nancy existed in the world. She was uncommonly giving and caring and decent and good.

Nancy had an ever-present playful side too. Although Nancy and I appeared to be complete opposites in many ways, we really meshed well as a

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management team and as sidekicks for some interesting adventures. Nancy was not a fan of the reality TV series Project Runway, but she did learn to appreciate my love for Tim Gunn, one of the show’s stars. Nancy understood that I had an irrational crush on Tim. Oddly though, it was Nancy who took me on my first Tim Gunn stalker excursion. Nancy was the one that came running (Yes, running!) into my office one afternoon with the newspaper in hand, pointing to the notice that Tim Gunn was appearing that evening at Macy’s at the Perimeter Mall in Atlanta. Nancy said to me, “We are going, aren’t we?” So, we did. The adventure culminated in her discovery that you were required to buy $100 worth of Claiborne women’s clothing to get a photo with Mr. Gunn, so she immediately bought a suit (which she later returned), and secured a place in line for me. We were both so elated that I became the second person in line and the ONLY man to get a photo with Tim Gunn. We both wondered where all of the other gays were that day?

When Nancy was diagnosed with stage-four ovarian cancer in 2008, she called a meeting of all of the law librarians at GSU to break the news. She was so strong and encouraging in her remarks, and she stressed that she planned to beat this cancer. As she spoke to us I burst into tears and couldn’t control my crying. So, Nancy stopped the meeting, walked over, put her arms around me, and began comforting me. It embarrasses me to tell this story, but it does illustrate a pure Nancy moment.

There are other places to find long lists of Nancy’s accomplishments as a law librarian, but I offer these anecdotes as an attempt at conveying Nancy the friend. I met Nancy for the very first time in 2006, so I only knew her for eight short years. Yet, the impact she had on my life and on my career is incredibly profound. The remarkable part is that many, many people feel the same way. She worked hard, gave of herself, held herself and others to high standards, and she enjoyed the people around her. She went to the gym regularly and always remained remarkably fit. She loved to garden and to sip white wine. Happy hours at the Atlanta Botanical Garden were so much fun with Nancy. She demonstrated to me the things one does to have a full and rewarding professional and personal life. When I think about how to be a better person I think of Nancy P. Johnson. How lucky I feel to have known her. 😊
Member News
Marlene Harmon, UC Berkeley School of Law Library & Nina Scholtz, Cornell Law Library

One of our members is retiring: Virginia Templeton, Reference Librarian at the University of Miami Law Library, retired December 31, 2013, after 22 years. Before moving to Miami, Virginia was a reference librarian at the Underwood Law Library at SMU and at two Dallas law firms. Virginia will be moving to Claremore, Oklahoma, to be closer to her daughter and her family.

Kathleen (Kat) Klepfer will join the University of Richmond Law Library staff as a Reference & Research Services Librarian, effective Monday, January 5, 2015. Kat received her J.D. and her Master’s in Library & Information Science from the Florida State University College of Law. She earned her B.A. in Classical Studies from the University of Florida.

The University of Florida Legal Information Center (LIC) is very pleased to report the arrival of two new reference librarians during the summer of 2014.

- Avery Le joined UF in July, returning to the law library where she began her career. A 2011 graduate of the UF College of Law, Avery began working in the LIC’s circulation department as a JD student. After law school she pursued a master’s degree in library and information studies from Florida State University, while also working in technical services and managing the UF Law Scholarship Repository. After finishing her master’s degree, and spending the past year as the Emerging Technologies & Institutional Repository Librarian at Nova Southeastern University Law Center, she has returned to Gainesville and UF.

- In August, UF welcomed Taryn Marks. A recent graduate of the Law Librarianship program at the University of Washington’s Information School, Taryn spent the summer of 2014 as a fellow at the University of Chicago D’Angelo Law Library. Before deciding on a career as a law librarian, Taryn went to law school at Duke, and worked as a special prosecutor in Georgia and as a judicial clerk for an associate justice of the Supreme Court of North Carolina. She also taught legal research and writing at an American-style law school in China.

Jodi Collova recently left the San Francisco Bay Area and her position as a reference librarian at Golden Gate University Law Library to start a new position as Reference Librarian and Adjunct Professor at the William M. Rains Law Library, Loyola Law School in sunny Los Angeles. Jodi received her J.D. from the University of Minnesota Law School and graduated with an M.L.I.S. from San Jose State University.

Lisa Junghahn will be the Research Law Librarian for Instructional Services at the University of California, Irvine (ljunghahn@law.uci.edu). Lisa is currently a Research Librarian at Harvard Law Library.

The Katherine R. Everett Law Library at the University of North Carolina at Chapel Hill (UNC) welcomed Jonathan Rountree in February 2014. See the New Member Profile, page 11, for more information about Jonathan.

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SIDEBAR: ALL-SIS Favorite Son Ron Wheeler Wins AALL Election
by Ruth Levor, Univ. of San Diego Legal Research Ctr.

Some presidents have spoken of shock and awe, but Ron Wheeler speaks of shock and disbelief upon learning that he had been elected as vice president/president-elect of AALL. As the good news began to sink in and the congratulations from friends and colleagues came pouring in, he awakened to the need for serious time management planning. How would he balance his responsibilities as the still relatively new director of the Suffolk University Law School Library with the demands of his new leadership position in our professional association? What initiatives would he establish as the themes of his tenure in office? Member engagement, diversity and the significance of SIS activities are a few of the issues close to his heart. And almost as momentous, how soon could he begin to gather an appropriate Texas wardrobe for the Annual Meeting of his presidential year in Austin?

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From the University of Richmond, Deputy Director Joyce Manna Janto reports that colleagues Suzanne Correll, Richmond’s Associate Director for Reference and Instructional Services, and Tara Casey, Director of Richmond’s Carrico Center for Pro Bono Service, published Public Policy Research and Drafting: A Pro Bono and Law Library Collaboration in the October 2014 issue of Virginia Lawyer (at 53).

Cassie DuBay, Research & Faculty Services Librarian of Underwood Law Library, Southern Methodist University Dedman School of Law, tells us: “I just had my first article published in the recent issue of LRSQ, Specialized Legal Research Courses: The Next Generation of Advanced Legal Research, Legal Reference Services Quarterly, 33:3, 203-225 (2014). I’ve also just been approved to teach my first Advanced Legal Research course for the Spring 2015 semester!”


SIDEBAR: New Member Profile

by Anupama Pal, Elon Univ. School of Law on behalf of the ALL-SIS Membership Committee

Jonathan Rountree is a Reference Librarian at the University of North Carolina at Chapel Hill (UNC) Katherine R. Everett Law Library. He has served in this position since February 2014. One of Jonathan’s main duties is to staff the reference desk. In addition, he also assists with faculty research and works on other library projects as they come up. Last summer, he helped transition the library’s research guides to the LibGuides platform. He particularly likes to answer questions at the reference desk. He finds the process of guiding others in the use of legal materials to be very rewarding.

Jonathan first learned of law librarianship when he attended a presentation about it during his 3L year at UNC. Though at the time he was planning for a courtroom oriented career, he found the idea of pursuing another degree for librarianship intriguing. After graduating in 2009 with his law degree, he went on to work for a small general practice firm in North Carolina. His preference for legal research continued to grow there.

When the opportunity arose, he decided it was time to pursue his true passion, and he applied to the UNC School of Information and Library Science in 2011. Jonathan was pleased to return to UNC as a student in January 2012, and soon began working at the law library as a research assistant. His hard work and service orientation made him a prime candidate to continue on as a professional librarian there after graduating in December 2013.

Jonathan is happy to be at UNC in his native state, but is open to any path his career may take him on. In his spare time, he enjoys playing video games and visiting museums and historical sites. He looks forward to continuing to serve the profession by providing the best reference service he can to all patrons.

Have something to share with your fellow ALL-SIS members? Send your news along to Marlene (mharmon@law.berkeley.edu) or Nina (nes78@cornell.edu) at anytime.
For this quarter’s column, I’d like to discuss a type of publishing project many law libraries do to some extent: bibliographies of faculty publications. Developing a faculty bibliography supports scholarship—one of the core functions of academic law libraries—and requires thoughtful information retrieval and organization.

There are a number of reasons for a library to compile and maintain a bibliography of faculty scholarship. First, as a unit that supports research, the library is a sensible place to collect and track the law school’s scholarly output. Second, a bibliography is a record that describes part of the school’s history and legacy. Third, professors can use the bibliography to learn about their colleagues’ interests and to inform applications for tenure and promotion, grants and awards.

In looking at faculty bibliographies, I noticed a great variety of scope and treatment. A bibliography can range from a simple list of recently published articles to a comprehensive catalog of faculty works from the date of the institution’s founding. This flexibility allows a library to start small and then expand the scope of the bibliography according to interest and resources.

As you start, revitalize or expand your library’s bibliography, here are some questions worth pondering. The answers to these questions will depend a great deal on your institutional context.

**Function**

What is the bibliography’s purpose? Your answer to this existential question will inform all your later decisions about the bibliography’s scope and how you will distribute it.

At my law school, faculty have a profile page on the school’s web site that lists their publications. Faculty also have to complete an annual report for their personnel files, and discussions are ongoing about implementing an institutional metrics program to track the university’s productivity. If our library compiled a faculty bibliography, it would be the fourth place where research products are cataloged. Wouldn’t it be easier if the bibliography could extract the publication lists from faculty annual reports, or vice versa? Maybe, but we should be careful about sharing information that is used for different purposes and has different criteria.

For instance, sharing information from a bibliography to faculty web site profiles is efficient and presents the bibliography to an external audience. The University of Iowa Law Library uses its bibliography to automatically populate faculty research profiles (like this example). However, if information from a bibliography is shared with personnel files or tenure dossiers, then the library may be subject to criteria it would not choose for its research and historical purposes. Therefore, I suggest making the function of a faculty bibliography clearly independent from tenure or other personnel decisions.

**Scope**

Whose work will be included? “Tenured/tenure-track professors currently employed” seems like a clear choice, but you might also consider professors who have moved on, retired, or passed away. There are plenty of people in roles other than teaching and research faculty who produce scholarly works—librarians, academic administrators, legal writing instructors, clinical faculty, and adjunct professors—that might also be included. The librarians at the University of Nebraska decided to include works by professors who served for three or more years, but did not include adjuncts. Their bibliography (described in this AALL Spectrum article) is the most comprehensive I’ve yet seen.

What types of works will be in the bibliography’s ambit? Academic books and journal articles are easily selected, but other materials, such as reports, works for the popular media, blogs, and court briefs, could reasonably be included as well.

From my discussions with librarians who maintain faculty bibliographies, what works to list can be a touchy issue. Some professors may regard a work’s inclusion as a sign of importance, and thus an omission

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may be regarded as a slight. I see two main approaches to addressing this problem. One option is to develop a policy that clearly sets out the bibliography’s scope. The criteria for inclusion should be as objective as possible (for instance, only works published by academic publishers or law schools) to avoid the appearance of the library judging the “scholarliness” or “importance” of faculty work. Another option is to simply let each author decide what they think warrants listing. This reduces the chances of unpleasant disagreements, but it isn’t very helpful if you want to compile the works of professors who are unavailable to state their preferences. I’d suggest using a clear set of criteria, but err on the side of including something and give great deference to an author’s wishes.

Presentation

How will the end result be presented? It could be as simple as an email circulated to the faculty or as extensive as the University of Nebraska’s bibliography, which was designed by an academic press.

The more widely you expect the bibliography to be distributed, the more you should invest in production. There are countless ways to format these publications in print and digital form, and as far I can tell, there is plenty of experimentation and no single general standard practice exists. This means when collecting information for the bibliography, flexibility for later uses is crucial. Don’t just type everything into a Word document; that will make it difficult to rearrange or re-categorize the information later. Rather, structure the information in some sort of database so you can export it in a variety of ways—such as a list of a specific author’s oeuvre for her web site, or a PDF that enumerates the entire school’s production. A structured database will also be easier to update in the future.

Compiling a faculty bibliography can be an ambitious, long-term project. Giving thoughtful consideration to the project’s purpose, scope, and potential presentation formats will increase the chances that the bibliography will become a valuable resource. If you have any thoughts on publishing faculty bibliographies or other issues in law library publishing, please contact me at bkeele@indiana.edu.

Book Note

I-Wei Wang, UC Berkeley School of Law Library

Just in time for the 50th anniversary of the War on Poverty, Poverty Law, Policy, and Practice, by Juliet M. Brodie et al. (Wolters Kluwer 2014), revitalizes a timely but somewhat neglected area. Academic libraries often decline to collect textbooks—most libraries do not have the budget, space or archival mission to collect expensive, frequently-issued editions of such works. For example, my library does not collect casebooks unless a faculty member is an author.

In this case, one of the authors—Jeff Selbin, a clinical professor of law and the faculty director of Berkeley Law’s community-based legal clinic—was kind enough to donate a copy for our collection. “But,” you might ask (unless you are a librarian at Stanford, USC or American University, the institutional homes of the other three authors), “why should I consider adding this book to my library’s collection?”

Several factors would justify a purchase even without a faculty connection. First, this is the only textbook on the topic of poverty law published since 1997; in light of the global financial meltdown and the growing “wealth gap,” the issues remain timely and are the subject of renewed scholarly attention and practical application in clinical settings. Second, along with law review articles, cases and legislation, this book collects and ties together a variety of materials—including articles, governmental and NGO reports, popular press—across several disciplines to form a unique and ideologically balanced perspective on the legal and policy questions attending the phenomenon of poverty. Finally, long-term recurring costs of updating are not expected, as I am assured by Selbin that frequent new editions are not contemplated.

If your institution offers a course on poverty law or offers a clinical program that includes services in this area, you might consider making an exception to a “no textbooks” policy for this well-timed, interdisciplinary exploration of antipoverty lawyering.
I have an interesting job. After years of managing libraries/resource centres in some of the largest law firms in Canada, I now find myself the Executive Director of the Toronto Lawyers Association (TLA). And, since one of the main reasons the association was organized in 1885 was to provide a library for its members, I am also the Library Director of the County Courthouse Library in Toronto. The satisfactions of the job come primarily from that dual role, donning two very different hats to ensure the association and library work together to their mutual benefit, each side supporting the other if they are both to flourish and remain relevant.

When I first arrived at the TLA, a quick survey told me that many of our members practice in small or solo situations, and that they would greatly welcome the benefits of the “soft” services a larger infrastructure brings: libraries, knowledge management, records management, professional development, marketing and IT. Being a lawyer within a large law firm means being able to concentrate on practising law, while benefiting from the supplemental services other experts are hired to provide. I quickly recognized a niche where I could bring my skills as a professional information manager to provide the 21st century support for which most of our members do not have the time or inclination. I felt that the TLA could partner with our members to provide such value added services, with more efficiency and expertise and—most importantly—in so doing, create a closer community within which our members could interact. So what have we done to bring us closer to achieving these goals?

Larger law firms spend a lot of time on the orientation and instruction of Articling Students (or summer interns). We know that they need help to ensure that they are ready for the eight months they are about to spend apprenticing before being called to the bar. So we instituted a Head Start program, introducing them to more senior lawyers (outside their firms) who provide an unvarnished look at what they can expect and what will be expected of them, as well as in-house librarians showing them research methodology and sources. We might not have them for as many hours as in a law firm, but we have enough time with them to start building a relationship and letting them know we at the TLA are their library. From the Head Start program we get many repeat customers, both throughout the year, and from word of mouth passed on to subsequent years’ students.

Ontario lawyers are required to get twelve hours of professional development every year. We have played a role in this area for years, but programs were held offsite, increasing cost for attendees, which contributed to low attendance. Now we do our “Nutshells” (our PD) in our Lawyers Lounge (a fairly large space we also administer—by day, its name tells you what it is, but with some quick rearranging of furniture, the addition of a podium, projector, screen and some microphones, it becomes a room for reasonably priced education). And by providing it after 5 pm, keeping the programs to no more than 2-3 hours, we are not taking lawyers out of their office during their busiest time, nor taking them away from any evening activities. The focus of our educational programs is also evolving, from substantive (subject oriented) topics, to more about firm/practice management, technology, and future trends. We’ve also looked further afield for our experts: if a vendor can come in and educate, not market, why not? In 2015 we will be offering a whole series on “The Business of Law”—how better to partner with our members than help them in this challenging area?

On the social side of things we have started having Soirees in the library. From our Membership Satisfaction Survey we learned that our members are looking for a sense of community. These wine and cheese mix-
Conveying the Merits of Print Sources to the Google Generation
Paul McLaughlin, Florida A&M University College of Law

One of the most gratifying parts of being an academic librarian is seeing the “light” come on when I explain an aspect of the legal research process to a student. However, getting concepts to resonate with students is often a challenge. This is especially true when I have tried to convey the importance of knowing how to research legal issues in print. The most common response I have received from students has been the question, “Why not just Google it?”

For a time, when put on the spot, I was not able to answer that question in an articulate way. I would give a response along the lines of, “You need to know how to do research in print to prepare for your career.” While the advice I gave was sound, it was often not enough to motivate students to take the time to become familiar with researching legal topics in print.

From what I have observed, law students will not spend time on information if it fails to provide an immediate answer to a question or a clear long-term benefit. When I recall my struggles as a law student, I can understand their reluctance. Keeping up with my classes, working at my internship, searching for a job and scrounging together a modicum of a social life was enough of a challenge. I did not have time to sleep, much less to spend on what I thought would be useless information.

I found myself needing a convincing argument to encourage students to use print sources as a vital part of their research strategy. I did not want to merely give a sales pitch. I wanted to present solid reasons and benefits that students could understand and take seriously. The inspiration for what would become my platform for advocating print sources came from one of our student library assistants. While helping the student find information about a particular wrinkle in Florida law, I used a volume from our Florida Statutes Annotated set. As we discussed the statute he was interested in, I pointed out the included citations to other sources that he could use to find more information.

The resulting conversation went along these lines:

“Sell it to me... I don’t want fluff. I want to know how using the books can help me and why I should take time out of my day to learn how.”

The student crossed his arms and leaned back in his seat. “Sell it to me.”

“What?”

He waved his left hand in a circle, indicating for me to continue. “Sell it to me. Tell me why I should use the books instead of the Internet. I don’t want fluff. I want to know how using the books can help me and why I should take time out of my day to learn how.” He raised his hand and extended three fingers. “You have three minutes to give me three reasons why I should go to the books first.” He looked at his watch and said, “Starting ... now.”

While I did not meet the requirements of the challenge (I ended up running over the allotted time limit), the exercise provided me with the framework that I needed.

Now, when helping a student with research, I present three points as to why they should utilize print sources along with online databases.

The first point that I introduce to students is that learning to use legal print sources requires a small investment of time that can potentially save them hours later. I point out that they are already familiar with the use of indexes, glossaries, and tables of contents and therefore have the majority of tools they need and they will not have to develop a wholly new set of skills. I also tell students that by becoming familiar with the indexing terms used by print sources to organize infor-
Much like the decline of the art of tailoring due to the wide availability of off-the-rack clothing, the proliferation of online legal information seems to be diminishing the practice of researching legal matters in print. Due to the law’s dependency on print materials, students have to be skilled in researching in print, but explaining that to them is often an uphill battle. I hope that by presenting my argument for using print sources to students, I can convince them that being able to research in print is a fundamental skill, and that by sharing my argument with my fellow librarians, they can use it to reach their students as well.

Information, they will be able to search for information online more efficiently since online databases use the same terms to organize their materials.

The second point I put forward is the wealth of essential legal and practical information available only in print. I stress to students that while searching for information online is necessary, especially to get the latest information on a subject, there are number of topical guides, form collections, bibliographic publications and skill enhancement books that can help them find information, hone their advocacy skills and prepare the documents they will need that cannot be found in any database.

The third and final point that I give to students is that learning how to research in print will allow them to find information on unfamiliar subjects more efficiently, which will be essential for their jobs. I explain that online searching does have an advantage when it comes to updating sources or finding materials in a narrow field; but that for gaining a broader overview of a topic and the sources that discuss it, print is a much better medium because print sources tend to gather citations to related materials in a convenient package. I emphasize that being able to find information quickly and with the lowest cost to them and their client is pivotal no matter if they plan on going into practice for themselves or joining a practice, and that knowing how to research using print sources is a vital part of meeting those professional requirements.

While this three-point argument on its own often helps convince students of the merits of using print resources, I have found that it has its greatest impact when presented while I am helping students overcome research problems. Presenting these three points while tying them to a real-life research project allows students to see how using print sources can help them in a tangible way.

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The Collaborative Law Librarian

ers are proving to be very popular; especially the ones for “Solos & Smalls,” bringing isolated lawyers out to network with colleagues. We’ve also found that using the library as “party central” benefits us in more ways than one: it brings members into the Library, which luckily is a comfortable and elegant space; our only cost is for food and beverages (sometimes sponsored by a vendor); and facilitating these functions for our members increases their emotional investment in the association. It is great advertising for the Library, too.

Keeping our members informed, about their profession and their association, is one of the most important things we do. News of the association is sent out in a regular weekly email blast called the TLA Update. It covers announcements, both from us and from associations we work with, and includes features such as a Legislative Update, From Your Library column, and Did You Know column; the latter contains tidbits about benefits available to members that they often are not aware of, as we learned in the Membership Survey. The Toronto Law Journal is a juried periodical, published electronically nine times a year, comprised of legal articles, written by and for our members. To provide information of a timelier sort, we have partnered with a company called Multiview to produce a weekly e-digest of local legal news called the TLA Weekly Verdict. Finally, we publish a more association-centred quarterly e-zine called The Mirror, which includes updates from me as Director, our President, and our various committees as well as a couple of other more social, on-

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Conveying the Merits of Print Sources

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[T]ying them to a real-life research project... allows students to see how using print sources can help them in a tangible way.
This column compiles questions circulated and answers reported via AALL member communities of interest to academic law librarians. This installment covers discussions from September to December 2014. This quarter’s theme could be stated as “it’s all online now, isn’t it?” That question, when posed by academic law librarians, focuses not only on resources for legal research, but on resources, tools and outcomes for provision of library services — whether for internal functions like staff scheduling and tenure/promotion processes, or faculty and student services like institutional repositories and exam databases.

Library Administration

Maxine Wright, International and Foreign Law Collection and Services Librarian at Georgetown University Law Library, asked about managing student desk staff schedules, including policies on allowing students to switch their hours, and tools for managing staff hours and allowing remote online access to their schedules. View the original thread at Student Employees -- Staffing an Access Services Desk.

Ms. Wright summarized public thread and offline responses (Student Employees: Staffing an Access Services Desk - PT.II). As to allowing switches, the answer from libraries that use student staffers was “resoundingly, yes.” Ms. Wright noted the following examples of policies about allowing a switch:

- Must give 48 hours’ notice.
- Must fill out a subbing form.
- Only direct trades are approved.
- No more than three shift switches per semester.
- Students have to find their own replacement; if unable to secure a replacement this is viewed as an unexcused absence.
- If you say you will cover a shift— you must show up.
- If you give up a shift, follow through . . .; do not just assume someone would cover for you.
- Students can switch among themselves and are required to email their supervisor once the switch is confirmed.
- Students are allowed one “freebie” no-show per academic year; any subsequent no-show may result in your services no longer being needed.
- Switching shifts is okay during the day (when we have full-time staff) but we are not as lenient during the evening hours.
- Students can switch as much as they want, as long as the desk is covered and they do not exceed their allotment of hours.
- Switching is allowed in emergency situations only; students must state the nature of their emergency.

Tools and platforms mentioned in Ms. Wright’s summary for managing student staff desk shifts were:

- Libstaffer
- Whentowork
- Wheniwork
- Listserv
- Email + Yahoo[.] Google [or] Outlook Calendar [or] . . . + Dropbox [or] . . . + Google Forms
- SharePoint
- Student Wiki
- LibGuide
- Whiteboard (behind Circulation Desk)
- Wall Calendar (behind Circulation Desk)
- Texting

As for allowing staff to at least view schedules remotely, Ms. Wright reported a “70/30 split—Yes/No.”

Faculty/Student Services & Programs

Three questions touched on a common theme of institutional repositories (IRs). Matthew Braun, Head of Electronic Resources and Computer Services at the University of Iowa Law Library, asked about experiences with Digital Commons as compared to SSRN or Google Scholar elicited a summary from Suzanne Graham, Cataloging Services Librarian at the University of
Georgia. She pointed out the work of law library directors Carol Watson (University of Georgia) and James Donovan (University of Kentucky) – Digital Commons and SSRN: Turning Perceived Conflict into Real Synergy (webinar on Digital Commons) and “Don’t Bring Me Down: SSRN and the Institutional Repository” (on Slaw.ca). View the thread at Digital Commons subscriptions for law schools. A similarly brief question, posted by Anne Herrington, Emerging Technologies Librarian at Arizona Summit Law School, about measuring effectiveness of an IR using the Omeka platform, elicited suggestions and an offer of assistance from Wilhelmina Randtke, Electronic Services Librarian at St. Mary’s University School of Law. View the thread at Evaluating the Effectiveness of an Institutional Repository.

Jason R. Sowards, Associate Director for Public Services at Vanderbilt University, asked about procedures for obtaining copyright permissions from journals before including faculty works in an IR. He described a “conservative” approach of seeking permission unless there was a clear policy allowing such use, and all 5 respondents basically subscribed to the same philosophy. A follow-up question posed by Laureen Urquiga, Law Library Digital Services Director and Copyright Coordinator at Brigham Young University, elicited another pointer from Ms. Randtke, to more of Watson and Donovan’s work—Will an Institutional Repository Hurt My SSRN Ranking?: Calming the Faculty Fear (in AALL Spectrum). View the thread at Copyright clearances procedures for Institutional Repositories.

Tawnya Plumb, Electronic Services Librarian at the University of Wyoming, asked about schools using an electronic system for their tenure and promotion process, on an institution-wide basis. Of 6 schools responding, only 1 message mentioned a platform, Blackboard (used at Northern Kentucky University), and 4 mentioned pilot projects or recently-instituted systems that had not yet been applied to the law library or law school. View the thread at Electronic T&P system?

Finally, Joanne Colvin Associate Director for Public Services at University of Baltimore Law Library, asked about making old exams available to students. All 3 responses describe various forms of online access, with some noting features for student authentication and for archiving of exams after a faculty member’s departure or retirement. View the thread at Old exams.
Here are the AALL2go Picks-of-the-Month since the last Newsletter.

September
**Working Smart: Innovative Ways to Do More with Your Day**
Whether in a law school or law firm setting, the challenge often is finding enough time to get everything done. . . . This program offers you techniques and technologies to facilitate greater daily work efficiency and effectiveness. The speaker, a law firm librarian, gives examples of how you can accomplish more in less time. You’ll find suggestions, for instance, on how to make your software work for you, how to get the most out of your Outlook email and calendar settings, how to use text entry shortcuts, and how to get a handle on organizing folders and files. Click on the Google Sites link to locate helpful materials, including the program handout and a selective resource bibliography to RSS feeds/blogs; web monitoring sources; methods of organizing computer folders and files and setting up side-by-side applications; and how-to screencasts on adding items to your PC Start menu, saving an email to your Outlook Calendar, and setting up an Outlook Rule to isolate email from others in your institution. Take time for this quick, 30-minute program and you’ll be “working smarter” in short order!

October
**Research Outcomes and Attorney Performance**
Professor Lance Long, Stetson University College of Law, Professor of Legal Skills, provides expert commentary on persuasion in legal writing at the 2013 WestPac annual meeting. An engaging and energetic speaker, Long discusses his empirical research regarding the use of intensifiers (words such as “clearly,” “obviously,” and “very”) in legal writing and their effect on the outcome of litigation. He describes the readability of legal writing and its persuasiveness. Long provides tips for improving your credibility with your readers and clients. He concludes with an admonition regarding sloppy writing and the correlation with attorney discipline and misconduct. Even the most seasoned legal author is guaranteed to gain new insight into persuasive writing.

November
**Embracing Creative Conflict: A Formula for Better Decision Making**
In order to be successful at managing ongoing change and improvement, an organization will have to seek and incorporate multiple perspectives to create a meaningful consensus. As ideas and personalities clash, attempts are usually made to minimize conflict, often silencing divergent opinions or experiences and losing valuable input in the process. In this presentation, Maureen Cahill and James M. Donovan discuss ways of using conflict as the engine for change, harnessing its creative power to drive the decision-making process.

December
**Copyright Issues in Distance Education and Training.**
Produced in 2011, this webinar examines copyright issues related to virtual class and training sessions. Tomas Lipinski, currently dean of the University of Wisconsin-Milwaukee School of Information Studies, then dean and professor at the Indiana University School of Library and Information Science, examines copyright issues that arise as instruction moves online in both academic and law firm environments. Issues related to handouts and the use of videos, as well as issues related to participants’ comments and use of session materials after the conclusion of the training session, are addressed.
This program was made possible by a grant from the AALL/Bloomberg Continuing Education Grants Program.

Find all these and more free continuing education programs and webinars for AALL members on 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 1,200 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. (you will have to log in to AALLNET).

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 for other vital information about the special interest section and its activities and resources.

Electronic versions (PDFs) of archived issues the ALL-SIS Newsletter, along with an index, are available on the website, under the Popular Resources menu. The Newsletter is also available to subscribers via Hein Online.

Deadlines for 2014-2015 Academic Year

Your contributions are what keep the ALL-SIS Newsletter going.

Are you working on an interesting special project at your library? Have you recently attended a meeting and learned something new to share? Are you just itching to speak up about an issue relating to academic law librarianship?

If you answered “yes” to any of these questions, please contribute. Electronic formats (attached file or email text) are the most helpful for Newsletter production. Please submit articles and announcements to the ALL-SIS Newsletter Editor.

The submission deadline for the Summer issue is May 15, 2015. Thank you for your contributions and for your consideration.