

# ALL-SIS Newsletter

news from the ACADEMIC LAW LIBRARIES–SPECIAL INTEREST SECTION  
AMERICAN ASSOCIATION OF LAW LIBRARIES

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## Contribute!

- Do you have a *View from the Trenches* (see p. 7)? Share your everyday moments of inspiration with [Katie Hanschke](#)
- *Member News* (see pp. 14-16) wants to hear from you! Download the [online form](#) or just send an email.

## Message from the Chair

A colleague dug out some of our few remaining catalog cards for a library display, and one of them happened to be the card to a book I had cataloged my first month at Santa Clara. Much water has passed under the bridge since that time, and in many ways our jobs are completely different than they were 25+ years ago.

But, as I addressed the entering class yesterday during their library orientation, I realized that our purpose remains the same. As a profession we have nimbly adapted to change, and for many of us that change has been speeding up over the past few years. Confronting change and supporting the research and learning at our institutions is much of the reason this special interest section exists. Sometimes we get so lost in the organizational structure, the committees and task forces, that we lose sight of why we do this work in the first

place. Although we have some housekeeping organizational work to do this year, I hope the focus and the discussion this year will be about confronting the change we are experiencing, along with honing our research and resources to provide relevant tools of each of us to use.

I am very excited about the coming year for our SIS. We are building on a great foundation from last year. Many thanks go to Jocelyn Kennedy for leading us this past year, and to the recently retired board members Christine Iaconeta and Susan David deMaine. I look forward to working with the new board members and committee chairs. We had wonderful programs and events in Chicago, and I look forward to an exciting meeting in Austin next summer. I am also so grateful to each of you who volunteered your time and talent this year to make our SIS a success.

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## From the Editor

The new semester is here, and all those students—both the new, and the newly returned from their first taste of legal practice—are looking to us for help with their information and research needs.

What did your colleagues find interesting, worthwhile and inspiring at AALL this year in Chicago? See reviews of some of the highlights of the Annual Meeting & Conference section—pages 11-13 and 17-26. Other inspirations abound in this issue, from Austin William's report from Leadership Academy (page 2), to Thomas Sneed's insights about working with LLMs (page 6), to Benjamin Keele's ideas about stepping in for SSRN (page 3), and a fun Netflix pick from Yasmin Sokkar Harker (page 5).

I'd also like to call to your attention to a new feature, *The View from the Trenches*, by Katie Hanschke (page 7). Her column will focus on the everyday inspirations we find in stories "from the trenches" of academic law librarianship. As always, contact the Editor, at [iwang@law.berkeley.edu](mailto:iwang@law.berkeley.edu), with your feedback, questions, ideas and articles. 📧

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## Message from the Chair

We have a new webmaster this year. A big thank you to Creighton Miller for the website's current redesign and his years of maintaining it. I have been a very heavy user of the ALL-SIS web pages the past three years, and I appreciate the organization and resources of the site. So, let's now offer a warm welcome to [Ellen Augustiniak](#), who has my gratitude for assuming the mantle of this important role.

And speaking of new, our Program Committee, chaired by [Michelle Trumbo](#), is preparing to submit ideas for the Austin programs. Please contact her, or any of the committee members, if you want to see specific programming at AALL next year. But, let's not think that all we will do this year is plan for a few days during the annual meeting. With the success of our virtual business meeting in June, we are poised to keep

the learning and dialog happening throughout the year. [Kate McLeod](#), and the Continuing Education Committee would like to hear your ideas for programs that can be offered throughout the year.

Also on our busy schedule is the continuing work by our Strategic Planning Committee, the Task Force on Best Practices for the 21st Century Law Library, and the Bluebook Committee. Each should be presenting the fruits of their work this year.

Finally, I invite all of you to give some thought to you want from our SIS. Are we providing the tools, forums, and educational opportunities that you need to succeed in your job? Please let me know what we are doing well, what we can be doing better, and what we should be doing. Together we can make this an amazing year.

All the best,  
Prano ☺

## Leadership Academy Report: Eliminating Fuzzy Words

Austin Martin Williams, North Carolina Central University School of Law

*Recipients of the ALL-SIS Leadership Academy Grant have the opportunity to reflect on their experiences in an article for the Newsletter. Austin's piece is the second installment from the 2016 grant-winners—look for a contribution from the other recipient in an upcoming issue. For more information on ALL-SIS grants for AALL institutes and events like Leadership Academy, see <http://www.aallnet.org/sections/all/awards.aspx>.*

—Ed.

I was honored this past year to receive the ALL-SIS Grant to attend the 2016 AALL Leadership Academy in Oak Brook, Illinois. Gail Johnson and Pam Parr from Face to Face Communications and Training served as the instructors, and the McDonald's Campus provided the setting for two days of exploring leadership concepts, communication styles, values, and ethics.

As in previous years, the Leadership Academy brought together fellows from a variety of libraries, including academic, law firm, court, government, and county. The fellows included public, technical, and access services librarians, as well as library administrators. The range of backgrounds and experiences brought by the fellows enabled the speakers and fellows to analyze leadership concepts and principles from multiple viewpoints. While I could write several pages on the benefits of attending the

Leadership Academy, I instead will use the space I have to discuss briefly two related concepts that I learned and have strived to put into practice in my law library.

Prior to attending the Leadership Academy, the fellows were asked to enlist three people to fill out a communication assessment about them. Based on the responses, participants were then provided with a formula to determine which of the four communication styles they exhibited: Expressive, Analytical, Driver, or Amiable.

Pam and Gail explained that by identifying your communication style, you can recognize how you are perceived by your colleagues. Furthermore, identifying the communication styles of your colleagues can help you determine the best methods for communicating with them. Understanding these styles is the first step to becoming an effective communicator.

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## Law Libraries as Publishers Distinguishing Versions

Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

Elsevier's acquisition of SSRN has made me think more about how law libraries can, if needed, better serve in SSRN's role. SSRN provides a convenient place to post open access copies of articles, formally published (what we usually call articles) or not (drafts, working papers, preprints, and the like).

Institutional repositories already provide open access and collect download counts for formally published articles, so expanding those services to drafts seems possible. I want to focus on how law libraries can handle multiple versions of a single work.

Many researchers post draft papers that will eventually be published in a journal. For example, I have made three versions of a paper I wrote available online: a draft I presented at a conference, a revised draft I submitted to a journal, and the formally published article. How can we address the confusion readers may experience when they find two or three papers with the same title and author, but different content and appearance? Three options occur to me.

First, I could replace all drafts with later versions as they are completed or published. This is the option SSRN uses. When I submitted a new draft as a revision on SSRN, the earlier version was eliminated. An advantage of this approach is that there is only a single, current draft circulating at any one time. On the other hand, anyone who had downloaded the earlier version now has a copy that does not reflect any revisions, and no notification if or when I post a new version. What if a reader found my first draft and wanted to cite or quote a specific portion, but then my second draft or published version rewrote that portion? The reader is now in the uncomfortable position of citing a work that is no longer publicly accessible. (Perhaps this risk is why some authors put notices asking readers not to cite draft versions.)<sup>1</sup>

[T]hink more about how law libraries can, if needed, better serve in SSRN's role.

While my draft paper on SSRN may not be published in the sense of having been accepted by a reputable scholarly journal, it is published in the sense that the general public can access it. Once I have made my work public, I am reluctant to remove it, so replacing drafts with later drafts or published versions is not my favored option.

Second, I could treat each version as a separate item, each with its own citation and URL. A paper posted as a working paper and then published in the *University of Chicago Law Review* is a good example. William Hubbard's "A Fresh Look at Plausibility Pleading" was first issued as Coase-Sandor Working Paper Series in Law and Economics No. 663 ([http://chicagounbound.uchicago.edu/law\\_and\\_economics/743/](http://chicagounbound.uchicago.edu/law_and_economics/743/)). Then it was formally published at 83 U. CHI. L. REV. 693 (<http://chicagounbound.uchicago.edu/ucprev/vol83/iss2/3/>). Aside from having the same title and author, there is no indication that the works are related to each other. Without carefully comparing each version, a reader cannot tell how different they are from each other. Perhaps this is not a serious problem; if both versions are both very similar, finding one may be as good as another. A Google Scholar search for the paper title or author would also readily find both versions.

Nonetheless, the reader has no ready way of knowing if both versions are alike or if one is superior. For the author, having two versions makes collecting complete metrics a bit more work. In the case of my paper, the first draft had some substantive changes, which resulted in the second draft, while the published version has virtually the same content as the second draft. If each draft had its own online record, it would be difficult for me to indicate the relationships between the versions.

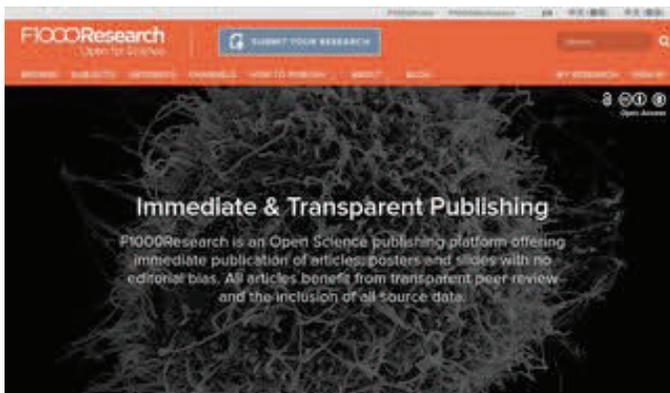
Third, and my favored solution, is to collect multiple files under one record, and label each file. This

<sup>1</sup> See Lee Anne Fennell, *Do Not Cite or Circulate*, 18 GREEN BAG 2D 151, 155 (2015), [http://www.greenbag.org/v18n2/v18n2\\_articles\\_fennell.pdf](http://www.greenbag.org/v18n2/v18n2_articles_fennell.pdf).

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## Law Libraries as Publishers—Distinguishing Versions

is what I did in my school's repository (<https://scholarworks.iupui.edu/handle/1805/5414>). The single record and stable URL have all three versions connected to it, letting the reader access whichever they want. I described each file in the metadata—paper prepared for conference, manuscript submitted to journal, and version of record. The repository keeps separate download counts for each file and gives me a total. I also put a version indication in each PDF in the first footnote or as a header. In the future I will indicate versions more prominently, like this author's manuscript of a medical article: <https://scholarworks.iupui.edu/bitstream/handle/1805/10495/nihms-133600.pdf?sequence=1&isAllowed=y>.



The science journal *F1000Research*, as part of its open peer review process, is even clearer about distinguishing versions. Each paper has a single record, but each draft is labeled and has its own persistent URL (<http://f1000research.com/articles/5-1479/v2>). Also, the latest draft summarizes changes from the earlier draft. I imagine this is largely to show that peer reviewers' comments are addressed, but it is also useful for readers.

All of this is to show that law libraries have options when posting both draft and published versions of a single work. The same options can be used if an author wants to publish a revised or updated version of a work.

I welcome your comments and questions on law library publishing at [bkeele@iu.edu](mailto:bkeele@iu.edu). 📧

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## Leadership Academy Report—Eliminating Fuzzy Words

Regardless of one's communication style, Gail and Pam asserted that a leader must be able to communicate clearly and directly. They noted that a major cause of miscommunication is a lack of clarity. Often this happens when we assume others know what we are talking about or know what is expected. Pam and Gail described ambiguity, or "fuzzy words," as major causes of miscommunication. Fuzzy words, such as "ASAP" and "shortly," are open to interpretation, which leads to confusion.

Of the four communication styles, I was identified as amiable. People with an amiable communication style generally are viewed as warm, supportive, and relaxed. While these are admirable traits for a leader, I believe they also caused me to employ fuzzy words. Pam and Gail emphasized that people with an amiable communication style have to be direct. Instead of being direct and saying what I really meant, I was using ambiguous phrases. For example, instead of telling staff members on Monday that I need a project completed by Friday at noon, I would tell them I needed it "by the end of the week," or "later in the week." Both of those phrases are open to interpretation, whereas Friday at noon is unambiguous—especially if I attach a specific calendar date to it.

Since attending the Leadership Academy, I am more mindful of situations where I tended to use ambiguous language. Sometimes now I find myself analyzing my words during a conversation to determine if I am being as clear and direct as possible. While I always reviewed emails before clicking send, I now make a conscious effort to look for ambiguous language during my review. Needless to say, I cannot overstate the Leadership Academy's impact on my communication with colleagues, family, and friends.

If you have never attended the Leadership Academy, I encourage you to apply. You do not have to be a manager or aspiring manager to benefit from the experience. As Pam and Gail noted, leaders do not have to be managers. In fact, a strong library should have leaders throughout the organizational chart. So stay tuned for the next call for applications and stay away from fuzzy words. 📧



## A Law Librarian in the Dark: *Daredevil*

Yasmin Sokkar Harker, CUNY School of Law

Welcome to the new academic year! In this issue, instead of a movie, I will be looking back at a recent TV series. Marvel's *Daredevil* is one of a number of recent of Marvel Universe movies and series (including *Agents of S.H.I.E.L.D.*, *Agent Carter* and *Jessica Jones*). The first and second seasons of *Daredevil* were released on Netflix in 2015 and 2016.

*Daredevil* is a superhero vigilante who spends his nights battling organized crime. As he child, he was involved in an accident that blinded him, but also heightened his other senses. This gave him the ability to fight in the dark—an advantage when fighting criminals at night. As an adult, *Daredevil* dons a costume to stand up against the crime bosses that control Hell's Kitchen.

During the day, however, *Daredevil* is Matt Murdock—a lawyer! Both Murdock and his Columbia Law classmate “Foggy” Nelson have turned down high-paying firm jobs to set up their own small practice. From a small, grungy office, Nelson and Murdock take on disadvantaged clients and try to balance their desire to do good in the world with their need to pay the rent. For the most part, they eschew money in order to follow their consciences. Foggy doesn't know about his law partner's nighttime activities.

The series begins with Nelson and Murdock starting their law practice. With a real estate broker, they tour a dingy office suite and wonder if they will be able to afford the rent. They bribe law enforcement officers to help them solicit clients. They argue about what kind of clients they should take. When asked by their first client, “How long have you guys been practicing?”

they answer “seven hours.” Their first case involves a penniless client who has been framed for murder after discovering a shady pension embezzlement scheme. Soon, Matt Murdock the lawyer and *Daredevil* the masked vigilante both become embroiled in the schemes of an underground crime network. Can he lawyer by day and battle criminals by night, while still keeping his identity a secret? I won't give away the ending, but will say that the series continues to satisfy until the end.

Besides being a masked superhero series, *Daredevil* can be particularly enjoyable for lawyers and law students. Many legal scenarios appear. For example, early in the season, Nelson and Murdock represent an elderly woman in a constructive eviction case against a slumlord who wants to tear down the building. In another episode Murdock must explain the implications of a non-disclosure agreement, and the limited scope of whistleblower protection laws.

Although *Daredevil* is in many ways a fantasy, I would recommend it to anyone contemplating small or solo practice. Despite the fact that they graduated from Columbia Law, Nelson and Murdock are desperate for clients and for money—a situation that reflects the reality for many law school graduates today. However, their lives are filled with optimism. Every client brings new challenges and new things to learn. And they have the freedom to craft their own career paths and follow their consciences—although doing so sometimes creates professional or financial difficulty.

The DVDs for *Daredevil*, Season 1, have not yet been released. They are scheduled for release in Blu-Ray by late 2016. Both seasons of *Daredevil* are currently available via streaming on Netflix. 🍿

*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” such as civil rights or human rights 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](mailto:yasmin.harker@law.cuny.edu).*

## The Collaborative Law Librarian Working with LLMs

Thomas Sneed, Emory University School of Law Library

As the semester moves into high gear, my library is taking a moment to reflect on the just-completed new student orientation. What did we do well and what can we work on for future years? Where should we focus more attention to better the library / student interaction? For us, our LLM population is a high priority. What can we do to better provide our great services to this diverse and rapidly growing student population?

Our LLM program is in an evolving state as we have seen significant growth in our LLM student population. Just 5 years ago, our LLMs cohorts averaged around 25 per year. This year, we are welcoming over 100 to our law school. This large growth provides a great opportunity, but it is also a challenge, as our library's experience working with LLMs is not extensive. Therefore, which areas are priorities as we look to collaborate with these graduate law students?

**How can we better help our LLMs acclimate to a new country and culture?** The vast majority of our LLM students are foreign-trained lawyers, many of whom are making their first trip to the United States and arriving only a few days before the start of school. As can be expected, acclimation to a different culture is a source of anxiety for these students. What can the library do to help?

Our efforts are in their early stages and we have already seen success. We have a Student Library Advisory Council and have allotted at least two spots to our LLMs. This gives our LLMs representation on the main avenue for student input regarding library services. We have also been culturally sensitive to holidays the students may be missing, and have provided programming directed toward our LLMs with crossover appeal to our JD population.

One example is our Chinese New Year display and table during the spring semester. Our librarians put together a collection of traditional Chinese treats and

stayed around to talk with everyone who stopped by. Many of our LLM students were excited for the small reminders of home, while our entire student population enjoyed the chance to try something different and learn about another culture. It was a great win-win opportunity we now plan to turn into a yearly event.

**Let's talk about study aids.** As I will discuss in more detail below, our LLM students are regularly in the library. We have quickly noted the one area where they regularly reach out for assistance: study aids. Our LLMs are our most frequent users of our large print study aid collection. Often,

Often, they ... don't know which particular study aid may be best ...

they have heard of the collection but don't know which particular study aid may be best for their current study needs. This is a great time to build a strong relationship by talking through the options and helping them find the best study aid option for them. Study aids are a small part of the law school experience, but this simple assistance helps inform future needs and the conversations build trust for helping with more advanced research and resource needs.

**Use of the library space.** My library has been doing heat checks for almost a year. Several times per day, one of the librarians will walk around the library and note where the students are sitting. During these checks, we have routinely noted that large numbers of our LLM students are in the library for extended periods of time and staying in the same location. While some are solitary studiers, most of our LLM students sit together in larger groups. We don't see this type of long-term grouping from any of our other student populations.

One of our goals for this academic year is to figure out ways to use this information to better serve our

[W]alk around the library and note where the students are sitting.

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## The View from the Trenches An Ode to the Ordinary

Katie Hanschke, North Carolina Central University School of Law Library

Unlike most of my classmates (at least as I perceived them), I did not come to college with a plan. Looking back, I realize how clueless my peers were; however, at the time, I perceived my lack of foresight as a real problem. I continued to search for inspiration while working in sales for two years before returning to law school, and when I began law school, I still did not exactly come in with a plan. What began as a momentary lapse in reason (Why did I go to law school, again?) would lead me down my chosen career path and ignite my passion for what I am meant to do.

During my short tenure (so far) as a law student, MLS student and finally a full-time law librarian, I have found the profession to be preoccupied with change and focused largely on meeting that change head on. While that absolutely is a worthy endeavor (hey, I would prefer to remain gainfully employed), I have found the everyday experiences in the trenches are really what makes it worth it to be a law librarian.

These “everyday moments” ... are why I set a course towards becoming a law librarian ...

In our complete focus on the bigger picture, I worry that we may lose an appreciation for the shared experiences we all have of working with public patrons, coaching first year law students and helping faculty members find what they need.

Such “everyday moments”—both from interacting with librarians as a patron and from interacting with patrons as a Student Reference Assistant—are why I set a course towards becoming a law librarian while attending law school. I found an irreplaceable satisfaction from seeing the direct connection between my assistance and a person finding what they needed. Preserving these moments are important for several reasons. We regain our passion. It is easy to remember the multitude of challenging faculty members, students and public patrons, but we also have those individuals who appreciate every resource we pull for them, every

moment we spend teaching them and every encouraging word we offer them. My passion for law librarianship began from experiencing those insignificant moments while in law school and continues because of them.

We lose such moments if they are not shared. Every library faces transition, whether it be new faces arriving, familiar faces leaving, or leadership changes, and through transition, stories become lost. It is important, particularly in a field that focuses so heavily on preserving information, to assure that these stories are maintained for future practitioners of law librarianship. Along this same vein, these stories can be used to inspire passion and excitement for law librarianship for new members of the profession.

We lose such moments if they are not shared.

Finally, we gain inspiration to enact large-scale change from them. I have found that while unique solutions and innovative ideas come from in-depth and targeted planning meetings and problem solving discussions, they also arise from implementing solutions to mundane problems and seemingly insignificant events. After all, when we innovate and implement strategic change across the library, inevitably any large changes trickle down to small changes in library staff members’ everyday duties. Remembering the mundane is an important part of implementing large scale changes.

I recall a recent exchange I had with a third-year law student at the reference desk. He wanted help finding information on Delaware civil procedure. I simply referenced a LexisNexis secondary source on that exact topic, something we all are capable of doing, and I remember the lightbulb moment for him as I explained the resource and its usefulness. He had spent days attempting to compile everything on Delaware civil procedure, and I was able to pull it together in a manner of minutes. While a reference interaction like

## Focus on Outreach

### Roundtable Highlights from AALL 2016

Mark Popielarski, University of Denver, Westminster Law Library  
on behalf of the ALL-SIS Library Marketing & Outreach Committee

During this year's AALL Annual Conference in Chicago, the ALL-SIS Marketing and Outreach Committee hosted a roundtable designed to share information and promote a dialogue concerning how libraries and librarians are working to promote their organizations and services to various stakeholder groups. Those in attendance focused their discussion on two important patron types in academic law libraries—students and faculty—and on the current status of their promotional and outreach efforts to these individuals. Following nearly an hour of insightful and engaging discussion, the student and faculty groups reported their key takeaways to everyone in attendance.

Librarians participating in the roundtable discussion focused on several key areas relating to library instruction, services, and research. The conversation began with a discussion concerning how several law libraries work to promote the instructional opportunities provided by librarians. One of the law librarians in attendance explained how their institution had increased attendance to its optional legal research workshops by actively marketing them to the First Year Research and Writing Faculty. Achieving faculty buy-in resulted in a significant increase in 1L participation ...

faculty buy-in resulted in a significant increase in 1L participation in the library's basic legal research workshops, with a significant portion of those students also attending a variety of advanced research sessions. The library also directly marketed its workshops to students through a fall semester Legal Research Panel where attorneys, firm librarians, and experienced students highlighted the importance of developing research skills in order to promote academic and professional success.

The conversation then moved on to other legal instruction models employed by law schools and how they used these opportunities to connect with students

and prepare them for conducting research. One of these institutions runs a "legal research boot camp" designed to provide students with significant exposure to the resources and skills needed for the effective practice of law.

Another major topic addressed during the roundtables focused on outreach to library patrons and the different models adopted by various institutions.

One law library engaged in direct marketing to law students ...

Multiple librarians indicated that their libraries maintained a social media presence. However, there appeared to be some variation concerning which platforms most effectively

connected with that particular library's patron groups. Some law libraries employ newsletters to inform patrons about the library's services, resources, and activities. One law library engaged in direct marketing to law students concerning library events: each reference librarian was assigned a group of students that they would contact directly via email on a scheduled basis, in order to update the students on library news, activities, and developments. The librarians at this institution believed that having each librarian consistently communicate with a smaller group of students would help cultivate a long-lasting relationship.

Attendees also discussed some of the fun activities that they employ to get students into the library while also helping them to de-stress. Enlisting students to help decorate the library was mentioned several times as a way to promote a positive atmosphere within the library. One example involved asking students to create decorations focused on their pets, which were then prominently displayed. Students responded enthusiastically to this

[F]un activities ... get students into the library while also helping them to de-stress.

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## The Collaborative Law Librarian—Working with LLMs

patrons. Should we strategically put up marketing information for events geared specifically for our LLMs? Should we talk to the students to find out why they are congregating together in large groups and use this information to create more programming for them? This unexpected logistical information has even forced us to reexamine our seating arrangements, and more detailed explanations would only further our understanding of our LLMs.

Libraries always learn something different from every new group of incoming students and our LLM populations are no different. They will force us to think about our resources, spaces, and services with potential collaborations for the betterment of everyone. 📖

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## The View from the Trenches—An Ode to the Mundane

this is something to which every reference librarian can relate, it was not an ordinary or mundane moment for the student. To him, he now had better tools to do his job when he graduated and began practicing in Delaware, and he realized the practical importance of that resource. Taking that farther, it helped me develop a stronger grasp of how I can better teach secondary sources to the first year students. I want to give as many students as possible that lightbulb moment, so now it is my responsibility to figure out how I can accomplish that.

I am sure I am not the only one with these kinds of experiences, and I am sure there are many members of this diverse profession with unique and varied experiences. In this column, “The View from the Trenches,” we want to hear your stories. Share those moments, both challenging and rewarding, that made you love the profession or reignited your fire for the job that you do. If there is a story that inspired change in your library, we would love to hear it. Send any stories you would like to share to [khanschke@nccu.edu](mailto:khanschke@nccu.edu). 📖

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## Focus on Outreach—Roundtable Highlights

activity and enjoyed seeing their pets whenever they came into the library. Another librarian mentioned that her institution had purchased puzzles and that these provided significant stress relief for their patrons.

Recognizing the importance of soliciting feedback concerning the library’s promotional efforts, services, resources, and facilities,

[T]o promote transparency..., they made their biennial assessment report available online.

several institutions proactively sought to engage students in order to learn where the library met or exceeded expectations and where students had constructive feedback. One librarian indicated that their

institution conducts a biennial assessment of student satisfaction. This survey addresses various aspects of the library’s operations and provides data which could help inform future decision-making. In order to promote transparency and demonstrate that the library values the feedback that was provided, the library makes the biennial assessment report available online.

Another institution established a Library Student Advisory Committee in order to solicit performance appraisals on a consistent basis. Each month, one of the law librarians met with a group of law students who provided positive and constructive feedback concerning library operations and helped facilitate an ongoing dialogue between the library and one of its most important stakeholder groups.

The ALL-SIS Marketing & Outreach Roundtable concluded with attendees discussing the ways that some of these ideas might be incorporated at their own institutions. As communications channels and outreach opportunities develop and evolve, keeping up-to-date with new tools and approaches and assessing how promotional efforts are working is extremely important in this area of library operations. 📖

*Focus on Outreach is contributed by the ALL-SIS Library Marketing & Outreach Committee. The Newsletter looks forward to future installments from the 2016-17 committee.*

—Ed.

## Faculty Services Committee Roundtable at AALL 2016

Karen Shephard, University of Pittsburgh School of Law, and table moderators

The Faculty Services Committee held another successful roundtable session at this year's AALL Annual Meeting and Conference in Chicago with an excellent turnout for four table topics. A detailed summary of each table's discussion is available at <http://www.aallnet.org/sections/all/storage/committees/faculty/roundtables/AALL-2016-Roundtable.pdf>. Some highlights from the talks include:

### How to Say "Yes"

The "How to Say 'Yes'" table, discussed taking on projects outside of "traditional" librarian work, and higher level services, as well as ways to promote and expand the law librarian's role with non-traditional services, such as publication support, cite checking and Bluebooking, and clinic support. Also considered was "What may be the downsides of always saying yes?" and "What are the benefits to having a culture of saying yes?" Some "higher level" services discussed include digital repositories, empirical work and compiling data sets, and copyright clearance.

### The Continuing Evolution of Faculty Services

The table talk on "The Continuing Evolution of Faculty Services," involved discussion about models to fulfill faculty needs—fellowship programs, work study programs, and Faculty Research Assistants. Growth, decline, and growing pains for specialty services were also discussed, including offerings like print document delivery and journal tables of contents services; clinic services or including clinics in a liaison program; empirical researchers; and Bluebooking and cite checking services. This table also examined outreach and marketing of faculty services via newsletters and blogs and Facebook and Twitter feeds. Finally, the discussion also covered tracking of library services for faculty, both for purposes of managing projects and analyzing service usage patterns.

### Strengthening Research Assistant Support

"Strengthening Research Assistant Support" was another table topic. A wide variety of RA program and

training models were represented, and methods of highlighting RA accomplishments and promoting programs were discussed. For example, while some RA programs are for credit only, others are for pay. Some schools have mandatory RA training offered by librarians, others provide voluntary group or one-on-one training. Newsletters and blogs by librarians working with the RAs are among the ways libraries are promoting the programs and keeping faculty informed. This table covered the nuts and bolts of managing RA work and of creating Library Research Assistant Programs.

### Promoting Faculty Scholarship

A final table at the Faculty Services Committee Roundtable session dealt with the topic of "Promoting Faculty Scholarship." The questions here centered around the use of social media to advertise faculty scholarship, new tools to promote scholarship and repositories. Where repositories are concerned, ways to encourage faculty "buy-in," or participation, generated much discussion. Librarian assistance with faculty deposits in digital repositories ranged from uploading the works and handling (or creating) related metadata to collecting publishing agreements and reaching out to journal staff members and other publishers as needed.

Further details on this discussion and all of the FSC Roundtable topics can be viewed at the FSC [website](#). The 2016-17 ALL-SIS Faculty Services Committee members include:

Karen Shephard – University of Pittsburgh, chair  
Carol Bredemeyer – Northern Kentucky University  
Christopher Dykes – University of Houston  
Sherry Leysen – Chapman University  
Rebecca Mattson – Pennsylvania State University  
Anne Mostad-Jensen – University of North Dakota  
Virginia Neisler – University of Michigan  
Margaret Schilt – University of Chicago

Our Board Liaison is Jocelyn Kennedy – Harvard Law School. ☺

## Program Reviews

### Highlights from AALL 2016

**W**ere you lucky enough to make it to all the sessions you wanted to see at AALL in Chicago? Or were there some programs—presented by, for or about academic law librarians—that you just did not make it to? The reviews in this section offer quick summaries, highlights of programs that other ALL-SIS members appreciated, and links to helpful hints and key resources. Recordings and program materials are now available, with member login, for many sessions. They can be found via AALL2go (<http://www.aallnet.org/mm/Education/aall2go/amrecordings/aall2016>), and are arranged, like these reviews, by conference day and session number. —Ed.

**Sunday, July 17**  
(A, B & C Programs)

#### **A3—Crowdsourcing a Skill Set to Manage the Legal Information of the Future**

**Katie Hanschke, North Carolina Central University School of Law Library**

Throughout this session, I could not help but think of last *Newsletter's* Message from the Chair. There, past Chair Jocelyn Kennedy reiterated the importance of attending sessions completely unrelated to your work, as emphasized by Cornell West every year at CONELL. This session, for me, was a prime example of a reference librarian exploring a tech services heavy session and gaining unexpected knowledge directly related to my department. While the panel members were predominantly technical services professionals, everyone in the field can use the resources provided in this session to do their job better. Even if you do not have time to listen to it in its entirety, download the slide deck and review the associated handout. First, the slide deck and handouts provide substantial lists of resources offered by each of the panel's participants. Second, the slide deck contains the information gathered from the crowdsourcing portion of the presentation.

"Crowdsourcing a Skill Set to Manage the Legal Information of the Future" consisted of a panel discussion from various members of the law library community and a group discussion portion that focused on crowdsourcing ideas. Jennifer Noga was the moderator, and she began the discussion. Then each

presenter followed with a short discussion on useful skills sets for librarians. Ashley Moye discussed "Change Management and Emotional Intelligence" and provided a list of videos, articles and books on handling change and understanding the importance of emotional intelligence. Megan VonBehren highlighted ways to "Maintain Your Passion Throughout Your Career." She also included a list of books and articles on keeping passion alive and trying new things in your professional life. Melissa Beck's presentation "Mindful Metadata Mastery" delved into the world of metadata with her discussion on mindfulness and staying current as a cataloger. Like the panelists before her, she provided excellent resources in the handout and slide deck. Sara Campbell offered information on "Taking the Initiative." Pay attention to her metaphor of the "perfect" chocolate chip cookie list of ingredients and the lists librarians in technical services rely on to do their jobs. Vincent R. Gunn focused on "Collaboration Skills" in his portion of the discussion by reviewing the team effort that went into weeding the print collection at the Vincent G. Rinn Law Library at DePaul University College of Law. Finally, Wendy Moore showed us "How to Pitch." Her discussion walked us through the importance of elevator pitches to maintaining relevance and engaging individuals outside of the law library to accomplish larger institutional goals. Her portion of the handout walks through utilizing message mapping as a way to formulate an elevator pitch and is an excellent resource for anyone interested in creating their own elevator pitch. Moore also included a list of resources in the handout and slide deck.

The final portion of the presentation utilized crowdsourcing, or audience input, to formulate new

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## Program Reviews—Sunday, July 17

skill sets for managing the legal information future. The results of the groups' discussions have been included in the slide deck. If you do not have the time to listen to the entire presentation, the handouts and slide deck provide excellent resources that would be worth reviewing for general professional development.

### A4—"Are People Even Using This Database?": e-Resources and Statistics Ellen Augustiniak, UC Irvine School of Law

Anna Lawless-Collins (Boston University) used early results from a survey she'd done with colleague Stefanie Weigmann to structure her presentation for the first part of this informative session covering usage statistics. The second half of the session brought a diverse panel together to talk about usage statistics, with academic librarians, a representative from CRIV, a law firm consultant, and legal information vendors.

To start out, Lawless-Collins shared some preliminary survey results to show what libraries do with statistics from their online resources, from quantifying cost-per-use to informing marketing and outreach efforts. Most respondents want usage statistics when they're justifying renewals. The session was focused on statistics, so presenting numbers in a compelling way came up, with nods to tools like Excel and Tableau. But Lawless-Collins emphasized that "statistics are used to tell a story," and numbers are most meaningful in context with qualitative information like subject matter coverage, stakeholder interests, and background on promotional efforts.

To provide background, Lawless-Collins described four categories of statistics: COUNTER-compliant, vendor-defined, library-generated, and none. Everybody in the audience was familiar with each of these options from working with different legal information systems, and many seemed familiar with the tradeoffs of each.

COUNTER (Counting Online Usage of Networked Electronic Resources) provides a framework—with a step-by-step guide—for vendors that want to offer "consistent, credible, comparable" usage statistics to their customers. Theoretically, COUNTER-compliant

statistics can be used to easily compare vendors to each other, or across time. Unfortunately, the framework isn't as flexible as legal information providers want. For example, Panelist Dan Rosati (HeinOnline) pointed out that ISSNs are required, but those have only existed since the 1970s.

Vendor-defined statistics are what most in the audience use for reporting and evaluation. Panelist Jacob Sayward (Fordham University Law Library) noted that some vendors supplement COUNTER-compliant statistics with their own, and that these supplemental numbers can provide useful information.

Libraries that generate their own statistics face challenges of technology expertise and cost. For example, aggregating data from proxy logs, discovery layers, and Google Analytics can be challenging for academic libraries with limited technological expertise. Commercial solutions that are more popular in firms are expensive. And of course, it's hard to feel confident about indirect evidence of use—like patron surveys or anecdotes from attorneys—for legal information products that don't provide any usage statistics at all.

The panel provided more information about how different libraries gather and report usage statistics, although (sadly) nobody offered a perfect solution that everybody should adopt. Instead, all panelists, even the vendor representatives, urged the audience to communicate with vendors about our need for usage statistics. Like content, search algorithms, and user interfaces, usage statistics are an important part of what we're buying when we pay for online legal resources. I look forward to letting our research product vendors know it.

(Audio and slides from this session are at <http://community.aallnet.org/viewdocument/are-people-even-usi-1>. Lawless-Collins and Weigmann are working on an article based on their survey results, so keep a look out for that if you'd like to read more!)

### A5—Leave Treasure Hunts to Pirates: Using Research Plans and Logs to Create Experiential Legal Research Courses Laura Ax-Fultz, Penn State's Dickinson Law

Learning to teach legal research in new ways is always on my agenda when I attend the AALL conference, so an engaging session on legal research

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## Program Reviews—Sunday, July 17

instruction was just what I needed to kick off the educational sessions. “Leave Treasure Hunts to Pirates: Using Research Plans and Logs to Create Experiential Legal Research Courses,” presented by Cassie Rae DuBay, Robert M. Linz, Anne Lucke, and Donna Wolff inspired me more than I could have imagined.

DuBay set the stage by discussing ABA standards 303(a)(3) and 304 regarding simulation courses. Academic law librarians should know by now that the ABA is requiring more experiential learning and simulation in courses, but we might incorrectly assume that because legal research is inherently a practical skill, we do not need to change our teaching methods. DuBay argues that using research plans provides the faculty supervision, feedback and classroom components required by Rule 304. Librarians should leverage these concepts to show the value librarians bring to the law school curriculum.

Lucke opened her discussion by describing how law firms use research logs to enhance communication between associates and partners. Using a plan prompts associates to ask questions about resources and expectations from the outset. After completing the assignment, the associate can use the log to show what resources were used and, if necessary, prove that they were not able to find materials on topic. By tracking their activities in a log, the associate can justify the time spent on a project if any questions arise. Finally, the log can be used to track and update the research later. Lucke made a key point when she said that law clerks in her firm find that using a good process gives them a better chance at getting to a good result. Positive feedback like this should encourage us to use similar plans in an academic setting.

DuBay and Lucke set the stage for Linz to dig into the process of using a research log in a legal research course. Linz explained that the most important part of a research log is “Ideally [to] develop sufficient detail that someone else could pick up where you left off and continue researching without backtracking.” This is a key point for a firm setting and is slightly different from the instructional setting where we are more concerned with whether or not students understand the techniques and processes of research. The

advantage of teaching with a research log as an assessment tool is that this method encourages students to analyze issues in a problem-based setting, which provides “context, and meaningful learning.” However, finding a good problem to use, and grading that problem to prove that students have learned something, can be difficult.

Wolff wrapped up the session by explaining how she revised her course to incorporate research logs and showing us an assignment with an example of a research log and a grading rubric. This aspect of her presentation was fascinating and showed the true benefit of using research logs to show whether students have been successful in their research. When the recording is available, I will definitely be watching this section to review the analysis that she was able to accomplish using the research logs. Her analysis reveals both the quantity and quality of resources related to her problem, by student and by source. I believe that the audience was in awe of her technique because of what it reveals about the problem, and the ability of the students.

Overall, this was a fantastic presentation and I highly recommend watching the recording and downloading the slide deck even if you already use research plans. This program will inspire you to take your use of research logs to the next level.

## B4—Research Competencies: From Classroom to Practice

Tara Mospan, Arizona State University Law Library

Standards-based instruction is a foundational principle of good educational practice. Standards set a benchmark level of learning accountability, provide consistency for instructional topics, and offer a channel for assessing student learning. Within a legal research classroom, implementing standards is an integral part of training students to be practice-ready researchers. The program *Research Competencies: From Classroom to Practice* highlighted how librarians can utilize the AALL Principles and Standards for Legal Research Competency (PSLRC) to craft effective legal research instruction and evaluate students’ legal research abilities.

The PSLRC are anchored by five Principles for conducting skilled legal research, covering knowledge

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## Member News

Nina Scholtz, Cornell Law Library & Marlene Harmon, UC Berkeley School of Law Library

### Moving In, Moving Up, Moving On: New Hires, Promotions, & Retirements

Mitchell Hamline School of Law is pleased to announce that **Barbara Kallusky** was appointed Library Director of the Warren E. Burger Library, effective July 1, 2016.

Barb reports that Mitchell Hamline has hired **Lisa Heidenreich** as a part-time Research & Instruction Librarian. She started on August 15.



*Barb Kallusky*

Nancy Babb, Cataloging Librarian and Law Library Web Manager at the University of Buffalo's Charles B. Sears Law Library, shares the news that **Christine George**, Archivist and Faculty Services Librarian, will be leaving Buffalo to take up the position of Faculty & Scholarly Services Librarian at Cardozo Law. Christine has been coordinating ALLUNY's social media efforts and hers is the wit and wisdom found in their Facebook and Twitter postings this past year. The library staff of the Charles B. Sears Law Library bids Christine a fond goodbye as she takes up her new position at Cardozo Law Library.

News of multiple promotions and a new hire from the Fineman and Pappas Law Libraries, Boston University:

- Starting with **Anna Lawless-Collins** who was promoted to Associate Director for Systems & Collection Services.
- **Ellen Frentzen** was promoted to Associate Director for Administration & Access Services.
- **Stefanie Weigmann's** position changed from Assistant Director to Associate Director for Research, Faculty Services & Educational Technology.
- Their new Serials & Metadata Librarian is **Stefanie Maclin-Hurd**.

In July, the University of Kentucky Law Library welcomed **Amelia Landenberger** as their new Outreach Librarian. Amelia comes to Kentucky Law after spending a year as the Law Library Fellow at the University of Colorado's William A. Wise Law Library. She received her JD from Ohio State University Moritz College of Law, and her MLIS from Kent State University.



*Amelia Landenberger*

Scott Childs reports that **Eliza Fink** has joined the University of Tennessee College of Law as their new Digital Resources & Services Librarian. Eliza comes to Tennessee from Lincoln Memorial University, Duncan School of Law.

**Patty Horvath** is the new Associate Director for Lawyer Services for the joint Duquesne University Center for Legal Information/Allegheny County Law Library. Patty took over for **Joel Fishman**, who retired on June 30th.

From the Chickasaw Nation Law Library at Oklahoma City University School of Law: Effective July 1, 2016, Head of Reference Services **Timothy Gatton** and Reference Librarian **Sabrina A. Davis** were appointed as Law Library Professors.

**Anna Blaine** shares the news that she is the new Head of Public Services at University of Idaho College of Law Library. She previously served as the Head of Bench and Bar Services at University of North Dakota Law Library.

Library Director **Melissa J. Bernstein** reports that the James E. Faust Law Library at the University of Utah is pleased to welcome back **Felicity Murphy**. Beginning July 1 Felicity will be the new Head of Student Services, as well as being a reference and instruction librarian.

## Member News

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### More Hires, Promotions & Retirements

**Karen Kronenberg** has joined the Houston College of Law as their new Reference and Electronic Services Librarian.

**Saadia Iqbal** joined Albany Law School as Collection Development and Management Librarian in November 2015. Saadia was previously Digital and Bibliographic Technologies Librarian at Texas Tech University School of Law Library and a Volunteer/Quality Control Associate at the New York Codes, Rules and Regulations (NYCRR) Digital Archive.

The Alexander Campbell King Law Library at the University of Georgia School of Law has a new Outreach and Research Services Librarian. **Endia Sowers Paige**, formerly of George Mason University Law Library, started in her new position on August 15.

Stanford Law Library has hired **Camelia Naranch** as their Digital Projects & Continuing Resources Librarian. Camelia recently completed her MLIS at San Jose State University. **Beth Williams**, Director of the Law Library, reports that Camelia has served exceptionally well as the Serials Specialist since 2008, and they are thrilled to have the opportunity to work with her in this newly created position.

**Thomas Sneed**, Associate Law Librarian for Research and Electronic Services at Emory University School of Law, has an update on **Michael Umberger**. Michael joined the MacMillan Law Library at Emory in late July 2016. Michael will be the Assistant Law Librarian for Reference and Outreach. In his new role he will be working closely with both the faculty and staff to bring greater awareness to library services. Michael is a graduate of Mercer University (BA and JD) and the University of Washington (MLIS).

**John Edwards**, Associate Dean for Information Resources and Technology and Professor of Law at Drake University Law School, published *IOWA LEGAL RESEARCH* (2d ed., Carolina Academic Press 2016) with co-authors Karen Wallace and Melissa Weresh. He also published *THE BASIC LEGAL RESEARCH WORKBOOK* (5th ed., Wolters Kluwer 2016) with co-authors Amy Sloan and Steven Schwinn.

### Publications, Honors & Awards

**Joe Gerken**, Reference Librarian at Charles B. Sears Law Library, University at Buffalo, recently published *THE INVENTION OF LEGAL RESEARCH* (W.S. Hein, 2016). The book is about the transformation of law practice during the period from 1870 to 1890 with the introduction of case reports, digests, and citators and all of the personalities behind the schemes.

**James M. Donovan**, Director and James and Mary Lassiter Associate Professor of Law at the University of Kentucky College of Law Library, is the author of *Half-Baked: The Demand by For-Profit Businesses for Religious Exemptions from Selling to Same-Sex Couples*, 49 Loyola L.A. L. Rev. 39 (2016).

**Errol Adams**, Electronic Services/Reference Librarian at Pace Law Library, was elected to serve as Member at Large on the board of the Black Caucus of the American Association of Law Libraries.

In addition to being the recipient of a 2016 AALL Meeting Grant, **Alyssa Rosen**, Environmental Law Librarian & Adjunct Professor of Law, Elisabeth Haub School of Law at Pace University, published *The Lautenberg Act: Chemical Safety Overhaul of the Toxic Substances Control Act*, posted August 5, 2016 in *Law Lines*, LLAGNY's newsletter: <https://llagny.wordpress.com/2016/08/05/the-lautenberg-act/>.

## Member News

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**Brian Huffman** has been promoted to Librarian IV at the William S. Richardson School of Law Library in Honolulu, Hawai'i. He has also co-authored an article with **Ellen-Rae Cachola**, *Keep Off the Moors: The Road to Data Archival Storage*, 30 STRATEGIC LIBRARIAN 1 (2016).

**Todd Melnick**, Director of the Law Library at Fordham Law School, is very proud to announce three recent promotions of long-term staff members into positions of increased responsibility at the Maloney Library:

- **Alissa Black-Dorward**, formerly the Maloney Library's Head of Reference, is now the Associate Law Librarian for Public Services.
- **Alison Shea**, Reference Librarian, is now the Head of Reference. Alissa and Alison will continue in their rolls as Empirical Research Specialist and Foreign and International Law Specialist respectively.
- **Tom Kaczorowski**, formerly Head of Systems and Technology, has been promoted to Systems and Emerging Technology Librarian.



Alissa Black-Dorward



Alison Shea



Tom Kaczorowski

**Creighton Miller** has news from Washburn University. Effective June 30, Washburn's long-serving library director, **John Christensen**, retired. As director at Washburn since 1979, he oversaw the development of WashLaw Web, the Library's award-winning legal research portal, and he established the LawLibDir email distribution list, which helped usher in a new era of communication and collaboration among academic law libraries.

Creighton further reports that he has been appointed acting director. He has been the Librarian for Research and Bibliographic Instruction at Washburn since 2009. Before coming to Washburn, he was at the University of Alabama's Bounds Law Library, where he served first as Reference Librarian and later as Head of Reference Services.

**Sara Sampson**, of Moritz College of Law, has been appointed the Interim Assistant Dean for Communications and will be supervising the staff who produce the College's external communications, publications, website, and media activity. She will also continue in her present position as Assistant Dean for Information Services, Director of Law Library and Senior Lecturer.



Sara Sampson

More Hires,  
Promotions &  
Retirements

## Memorials

**Judy Janes**, Law Librarian & Lecturer in Law at UC Davis School of Law, writes: "We are saddened to learn of the passing of our dear friend and colleague, **Mortimer Schwartz**."

Library Director **Melissa J. Bernstein** has also written with sad news. (Robert) **Lee Warthen** passed away on September 10, 2016. Lee was a Law Librarian and Adjunct Professor at the James E. Faust Law Library and had previously been the Assistant Director of the then Quinney Law Library. Lee retired in May 2016 after more than three decades at the Faust/Quinney Law Library. He will be missed by his many friends and colleagues.

Have something to share with your fellow ALL-SIS members? Send your news along to Marlene ([mharmon@law.berkeley.edu](mailto:mharmon@law.berkeley.edu)) or Nina ([nes78@cornell.edu](mailto:nes78@cornell.edu)) at any time. 📧

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## Program Reviews—Sunday, July 17

of the legal system and legal information sources, information gathering and research strategies; critical evaluation of information; application of information; and the ethical and legal issues surrounding discovery, use, or application of information. The seventeen Standards of the PSLRC are specific applications of the Principles; they are further broken down into fifty-five Competencies. The Competencies each detail a distinct skill or ability needed to be a successful legal researcher. The PSLRC can be read in full at <http://goo.gl/uPUugk>.

Through nine, five-minute “lightning talks,” the program presenters gave concise glimpses into how they have implemented the PSLRC Competencies in to their legal research instruction. One of the most dominant themes throughout the program was the value of assessment at all stages of instruction. Rebecca Trammell (Stetson University) explained how she utilizes an ungraded pre-test, given on the first day of class, to determine her students’ pre-existing knowledge. With that information, she can tailor her instruction for the semester to focus on the Competencies that her students are deficient in. Similarly, Barbara Gabor (WilmerHale) utilizes a “research audit” to assess the existing knowledge of the attorneys she works with. The research audit serves as a tool for identifying gaps in the attorneys’ knowledge or training.

Two presenters gave examples of how they assess students continually and not only at the beginning or end of the semester. Gail Partin (Penn State Dickinson Law) engages in ongoing assessment by asking her students to complete self-evaluations with each assignment. She explained that she has found self-evaluation to be a non-threatening assessment tool that raises a learner’s awareness of what he or she should know or be able to do. Rebecca Mattson (Penn State Law) also evaluates her students throughout the semester – she assesses students in each class period, through both formal and informal avenues including group projects, quizzes, and classroom exercises. The other lightning presenters were Catherine Lemann (Law Library of Louisiana), Robert Linz (University of Colorado Law School), Christine M. Stouffer

(Thompson Hine LLP) and Sally Wise (University of Miami School of Law).

I came away from this program with a number of examples of how the Competencies can guide my legal research instruction. In fact, I have already changed how and when I will assess my students in the upcoming semester. Because of the fast-moving “lightning talk” format, however, no presenter was able to discuss in depth his or her strategies for implementing the PSLRC. A program that would provide comprehensive guidance on how to design a legal research course based on the PSLRC from the ground up—including crafting a syllabus organized around core learning objectives, creating unit plans and lessons that target specific skills and knowledge, and developing authentic assessment tools—would be both timely and useful.

## B7—Hot Topic: Below the Surface: Diving into the Deep Dark Web

Caitlin Hunter, Loyola Law School, Los Angeles

In “Diving into the Deep Dark Web,” Barbara Rudd (Lead Private Investigator, On The Lookout Investigations) and Amanda Sexton (Director of Corporate Development, On The Lookout Investigations) explained how private investigators help law firms track down people and assets using the deep web and the dark web.

The presentation focused on tips for searching the deep web: the 90% of pages that are not crawled by search engines. This may be because they are password protected, dynamically generated, not linked, or have a robots.txt file that asks search engines not to index them. Although I was aware of this problem, I’ve struggled to find the right deep web databases to research people and companies. Rudd and Sexton suggested starting with BRB Publications (<https://www.brbpublications.com/>) and VINE (<https://vinelink.com/>), which index public records by state and topic.

It was comforting to learn that much of effective deep web searching is following standard research best practices. Keep detailed records that allow you to retrace your steps. Save websites in case they disappear. Use advanced search ([http://www.google.com/advanced\\_search](http://www.google.com/advanced_search)) and terms and

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## Program Reviews—Sunday, July 17

connectors (e.g. “Carlos \* Gonzalez”). Use a variety of search terms and adjust them as you learn more. Search for both Carlos J. Gonzalez and Carlos Gonzalez and, if you learn his usual handle is “sexybuddy,” search for that, too.

Rudd and Sexton also introduced some less familiar tricks. Google gives different search results depending on both your location and your search history, so start your search by changing your location settings and clearing your cache or switching to Incognito mode. Just as people re-use handles, they re-use profile photos, so run profile photos through Google’s reverse image search or TinEye.com to find everywhere they’ve been posted. When viewing public Facebook pages, use an account that does not reveal your identity because Facebook will prompt your target to “friend” you after the third time you view them. Although Rudd and Sexton admonished that researchers should never friend anyone themselves, an audience member argued that even creating fake accounts violates ethics rules. Regardless, litigants should know that private investigators do use fake accounts and, in fact, have specialized algorithms and software just for Facebook snooping. For those who would like to learn more, Rudd and Sexton recommended courses on open-source intelligence (OSINT), especially those by Michael Bazzell.

Rudd and Sexton finished by briefly introducing the dark web: special pages that are not just unsearchable but actually unviewable without a special browser. The most popular dark web browser is Tor, which displays pages called .onions. Links to .onions can be found on dark web wikis and mainstream websites like Reddit. Rudd and Sexton focused on dispelling both negative and positive myths about the dark web. On the one hand, the dark web itself is not illegal. “Lights and sirens” will not flash when you install Tor. In fact, Tor was originally developed by the U.S. government and is commonly used to increase privacy for journalists and activists. On the other hand, the dark web does not guarantee perfect privacy. Although traffic within Tor is encrypted, traffic between individual computers and Tor is not and the U.S., Chinese, and Russian governments all monitor it. Additionally, dark web

users must be cautious about accidentally downloading illegal content or malicious viruses. Don’t click a link if you don’t know what it is, lock down your computer’s privacy settings, and talk to your IT department about implementing VPNs, MAC spoofing and encryption. If possible, use a separate computer just for Tor, as private investigators do.

Although the presentation was targeted towards law firm librarians, it was also useful to me as an academic librarian. I’ve fielded reference requests from students tasked with researching litigants, and from professors writing about the dark web or seeking to track down participants in cases they are writing about. The presentation left me feeling prepared to teach students some basic sleuthing skills and to field professors’ questions.

### C1—How Congress Really Works: Rethinking Legislative History

Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

I first learned about legislative procedure in high school. The process seemed pretty simple and involved legislators and the President mostly agreeing on things. I have since learned that how Congress passes bills (and prevents many more from passing) can be very complicated. Since legislative history can be used to interpret a statute, it is important that attorneys and judges have a complete and nuanced understanding of how the bill was considered, amended, and enacted.

This session showed me that we cannot take it as given that lawyers and judges have this understanding. Victoria Nourse, a law professor at Georgetown, displayed a snippet of an oral argument before the U.S. Supreme Court. A number of attendees gasped and groaned at the blatant misapprehension two justices and an advocate displayed about the differences between a committee report and a joint explanatory statement. Nourse argued that lawyers do not adequately understand how congressional procedure works and why the meaning of a piece of legislative history depends in large part on the point in the process at which the document was created.

Nourse, who wrote a book on this issue, *Misreading Law, Misreading Democracy* (Harvard University Press, 2016), suggests compiling legislative histories

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backwards from enactment. The documents closest to enactment will be most persuasive, and reports and statements that are bipartisan have more weight than those that drew partisan dissent.

This presentation convinced me to change how I teach legislative history. I used to instruct students to locate a public law, identify the bill that was enacted, and then start from the beginning of that bill's journey through Congress. Going forward, I will teach legislative history by working backwards in time, explaining conference reports, then engrossed versions passed by one chamber, then committee consideration, and so on.

John Cannan (Drexel University), author of a legislative history of the Affordable Care Act that was cited in a Supreme Court opinion, listed features he seeks in legislative history databases. He wants a chronological view of a bill's process, the ability to research across multiple Congresses, links to companion and related bills, and annotations. Thus far, he has not found a single database that unites all these features, so he suggests using more than one database for comprehensive histories. He also called for librarians to post online legislative histories they compile for later researchers.

**Monday, July 18**  
(D, E & F Programs)

### D1—Deep Dive: Are You Paying Attention? Big Data's Impact on the Legal Industry

Caitlin Hunter, Loyola Law School, Los Angeles

This deep dive introduced big data: data so voluminous that traditional data analysis can't handle it. Three panelists explained how big data is collected, stored and analyzed and how their companies use big data in law. Moderator Katherine Lowry (Director of

Practice Services, Baker & Hostetler LLP) contributed throughout, describing how her own firm uses big data and helping the audience brainstorm ways to use big data in their organizations.

Robert Kingan (Software Engineer/Lead Data Scientist, Bloomberg Law) started by explaining that over 80% of big data is data collection. The company must first identify a source for the data, which may be internal (e.g. company emails), commercial, from the government, or free online. Lowry recommended *Forbes* magazine's list of [free data sets](#). Once a company has obtained data, it must systematically identify and correct any errors and ensure consistency in terms used for courts, judges and other concepts. Lowry observed that data collection is where librarians have the biggest potential role and it was easy to understand why. Identifying relevant sources and developing controlled vocabularies are obvious fits for librarians' skill sets.

Next, Daniel Lewis (CEO, Ravel Law) described how big data is stored. Data can be stored in SQL databases, which organize data in tables, or in NoSQL databases, which organize data in more flexible systems like key-value pairs. SQL databases return results faster and maintain better consistency but NoSQL databases are easier to scale and change on the fly. Lewis recommended using SQL or NoSQL based on the project's needs, rather than automatically picking NoSQL because it is new. However organized, the data must ultimately be stored on physical servers. In the past, purchasing, maintaining, and securing servers made storing big data prohibitively expensive, but today Amazon Web Services (AWS), Google Cloud Platform and Microsoft Azure offer cheap shared server space. Lewis recommended AWS, and Lowry said her firm used Azure. Lewis and Lowry showed how easy it was to sign up for the services and pointed out that both include data analysis tools.

Irina Matveeva (Head of Machine Learning, NexLP) finished by explaining how big data is analyzed. Big data analysis relies on either supervised machine learning, in which computers learn by studying human-labeled data, or unsupervised machine learning, in which computers identify clusters of data. Supervised machine learning is more time-intensive but also more accurate. Computers analyze data using either decision trees or more complex "deep learning" that mimics human neural networks. Echoing Lewis,

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Matveeva discouraged automatically picking deep learning solely based on novelty and told audience members to use the simplest strategy that works for their project.

Next, the panelists explained how their companies use big data in law. Kingan explained how Bloomberg Law cleaned their docket and case data to ensure consistency in the names of courts, parties, and law firms. This enables Bloomberg to link dockets to cases and provide party and law firm analytics. Lewis described how Ravel uses supervised machine learning to analyze cases, enabling Ravel to provide detailed judge analytics. Matveeva detailed how NexLP uses natural language processing to identify suspicious emails for compliance or discovery. Lowry was asked about her firm's experience with ROSS, which uses machine learning to return the most relevant search results. Lowry said she was initially skeptical of ROSS's Google-like interface but was won over when a single ROSS search returned an answer that had taken five hours to find on Westlaw and Lexis.

Finally, Lowry helped audience members brainstorm ways to use big data in their own organizations. As an academic librarian, I had expected to learn about the tools students would encounter in practice, but did not expect big data to be something I could use in my own work. I was surprised and impressed by Lowry's suggestions for how librarians might use big data, too. Lowry suggested using big data to identify the applicants who are most likely to succeed in law school, match students with the alumni who might hire them, identify which alumni are most likely to donate, provide tailored current awareness, and match patrons with the right librarian for them.

All of the panelists were intensely enthusiastic and knowledgeable about big data. Although this was a deep dive, the panelists pushed to the very end of their time and repeatedly acknowledged that they were only scratching the surface. For those who would like to learn more, Kingan and Matveeva both recommended Coursera's free online courses, and Lowry recommended MIT's online course, [Tackling the Challenges of Big Data](#), which costs \$545 but in her estimation is worth it.

## D3—Search Does Not Equal Research: Implications for Discovery Layer Design

I-Wei Wang, UC Berkeley School of Law Library

This fast-paced and engaging session covered both some big ideas and some practical details about implementing discovery layer tools in a way that balances the needs and preferences of the full gamut of a law library's patron types.

David L. Armond (Head of Infrastructure and Technology, Brigham Young University) rapidly covered a good deal of philosophical ground, asserting the critical importance of distinguishing search (looking things up) from research (the generation of new knowledge or insights). This distinction—along with the fact that enterprises like Google measure success in terms of popularity and income, and are not accountable to a specific, nonfungible user population—means that it is a mistake for libraries to attempt to imitate such commercial search models to serve research needs.

Shifting quickly to the implementation side, Armond then showed several iterations of BYU's discovery system, emphasizing the value of rapid, iterative design. He also showcased a custom feature of BYU's platform, a context-driven "promoted results" feature—visually analogous to sponsored links included at the head of a search engine result list—that points users to relevant research guides, librarian subject specialists and recommended databases.

Curtis Thacker (Discovery Systems Manager, BYU) deployed a series of entertaining visuals to punctuate his description of the principles applied in designing and implementing BYU's discovery layer. Incorporating a variety of laws of software development, he emphasized the importance of iterative design and showed some of the tools and principles BYU used to keep apace in development.

What could be a primary takeaway from this program is unfortunately missing from AALL2go: during the session, audience members were given a survey (in online or paper format) designed for use as a planning tool. Though real-time responses were used during the session as a "takeoff point for discussion," the main point of the survey was to illustrate the types of considerations—and the resultant difficult choices—a library must negotiate in determining whether and how to design a discovery system.

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Is your law library using or considering adding a discovery layer? This engaging and thought-provoking session is full of intriguing ideas to explore in the context of your own institutions, organizations and patron needs, and is well worth a listen.

### D5—Developing a Business/Corporate Legal Research Course without Ever Having Billed an Hour

**Katie Hanschke, North Carolina Central University School of Law Library**

“Developing a Business/Corporate Legal Research Course without Ever Having Billed an Hour” is worth viewing for anyone who is considering providing one of these courses, or who assists students or faculty whose focus is on corporate transactional law. All three of the panelists have experience with transactional work. Both Melissa J. Bernstein and Joe Noel practiced corporate transactional law before becoming law librarians, and Vanessa Nelson Meihaus is the head librarian at Skadden, Arps, Slate, Meagher & Flom LLP, which provides legal services to corporate, industrial and financial entities.

The accompanying handout and slide deck offer extensive lists of resources that any transactional attorney might find useful. The handout is particularly valuable because it organizes the resources in a thoughtful way and explains each resource’s importance to a corporate transactional attorney. The handout covers background research, company research, business organizations, creating business entities, securities regulation, SEC filings and current awareness resources. It also includes a sample syllabus, which would be useful when organizing and planning the course.

While the handout and slide deck are worth reviewing, listening to the panel members’ perspectives is an important piece of learning how to implement and construct this type of course. Since the panelists all have extensive backgrounds in corporate transactional law, they are able to speak intelligently about the resources that are imperative for anyone practicing in

the field. Bernstein, Noel and Meihaus do a great job of breaking concepts down for those of us who have never practiced corporate transactional law. It is important to listen to the presentation in order to get the entire picture of their shared experiences.

Another great point emphasized by the panelists is that corporate transactional law extends beyond understanding just the legal resources. The panelists have included several non-legal resources in the handout because they have found many new associates lack business literacy skills. The panelists also emphasized the importance of branching out beyond the law school. A corporate transactional research course may require utilizing outside resources, so if your institution has a business school whose offerings are available to law school users, it is worth listening to the presentation. Overall, even if you do not plan on offering such a course, if you have faculty or students with a focus on corporate transactional law, it is worth at least reviewing the resources in the handout and slide deck to further enhance your own knowledge in order to assist them better.

### E5—How to Create a Positive Culture in Your Law Library (Whether or Not You’re a Manager)

**Nina Scholtz, Cornell University Law Library**

This standing-room-only program, coordinated by Trezlen Drake (Northwestern University Pritzker Legal Research Center), focused on four aspects of positive culture: (1) why we need it, (2) understanding the existing culture in an organization, (3) how to recognize a healthy culture, and (4) how to create it.

In her overview of the four aspects, Maureen Sullivan (Maureen Sullivan Associates) focused on the big picture, starting with the concept that a positive organizational culture is the foundation of successful work and critical to implementation of strategy. Indeed, in her view, “Culture trumps strategy every time” — the best strategy in the world will founder if the culture is toxic. While anyone who has worked in a toxic environment knows the burdens it can impose on productivity, Sullivan’s justification for focusing on organizational culture should be useful to those fortunate enough never to have had the experience.

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A highlight of Sullivan's talk was her observation that visible artifacts in the workplace are manifestations of its culture. Her example was a perfect illustration: When visiting a large library organization, she observed that different cubicles had different heights; the organization explained that workers lower in the hierarchy had lower walls.

Although organizational culture frequently goes unmentioned, Sullivan's recommendations for creating a positive culture utilize familiar vision and goal strategies, including identifying what's working, discussing with the entire team what needs to be changed and what the team's vision of the new culture will be, identifying specific shifts in behavior, and developing formal and informal interventions (e.g., creating a task force) to implement the changes. This process requires actual communication about what kind of culture exists in the workplace. Organizations that are missing some of the identified characteristics of a healthy culture, such as open communication, inclusive and leveraged diversity, and a culture of courageous conversations, will face a steep learning curve.

Jocelyn Kennedy (Harvard Law School Library) and Gretchen Van Dam (U.S. Court of Appeals for the Seventh Circuit) addressed their personal experiences in creating positive culture in organizations they managed. For Kennedy, a focus on observing the visible rather than on imagining the invisible, and framing her communications accordingly, was successful. Not only did she give herself a language for communication, but also she set an example that transferred to organizational members. Van Dam emphasized providing a culture congenial to diverse personality types. For example, providing ideas in advance of meetings for private review and thinking, and offering a private shared space in open workplaces, are ways to make the culture more positive for introverts and those who need quiet space to think about ideas and to recharge.

Questions at the end of the session elicited sobering information about a realistic timetable for culture change. Changing an organization's culture takes two years *plus* one year per hierarchical level in the

organization; thus in a workplace with three hierarchical levels, a manager can expect to effect culture change in five years.

The program covered a lot of ground, and as a result it offered more inspiration than concrete how-to. While the speakers' experiences made this inspiration valuable in itself, disappointingly the change they discussed was almost entirely manager-driven change. Despite the title of the program, many non-managers probably left with the impression that their ability to effect culture change would be quite limited. This limitation was perhaps made most clear when a member of the audience asked how to change culture when the larger organization (law firm or law school, for example) was culturally challenged. The response was discouraging: while changes you effect in the part of the organization you manage may seep out, you have to recognize your sphere of influence.

### F1—Attorney Research Skills: Continuing the Conversation Between Law Firm and Academic Law Librarians

Stewart Caton, University of North Texas Dallas College of Law

I know little to nothing about occupancy limits in Chicago's building ordinances, but I suspect this session may have caused some sort of violation. It was standing room only! This program continued a conversation that began at a program at AALL 2015. The session was led by the same presenters from the previous year: Susan Nevelow Mart (University of Colorado, Boulder Law School), Laurel Evans (Lane Powell PC), Shawn G. Nevers (Brigham Young University), and Kathy Skinner (Morrison & Foerster LLP). It was coordinated by Katrina M. Miller (Florida State University). The panelists began with a recap of last year's session: in sum, it was a reality check.

Participants were greeted by folks handing out colored slips of paper depending on their type of law library. I took my green slip (academic setting) and sat down at a table—punctuality paid off. Participants were instructed to sit with librarians from various types of libraries—particularly, to have at least one firm librarian at each table. Our table slowly filled with greens, and I began to panic. Fortunately, we were rescued when a yellow slip from a law firm library

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joined us; I gave up my chair and passed it off as chivalry.

After the introduction and recap, the process began. First, Mr. Nevers provided an overview of ABA Standards 302 (Learning Outcomes) and 303 (Curriculum) and how the Standards impact legal research instruction. We then had time to discuss as a group the application of these Standards. We brainstormed about how law librarians in different settings can better collaborate. Also, academic librarians discussed the limitations that plague legal research instruction and firm and government librarians chimed in with the weaknesses they see in new associates. Session handouts included talking points that facilitated group discussion and ensured a well-organized program.

One of the highlights of this session was the live stream of tweets that allowed those in attendance to share their thoughts with the group. You can see the tweets at #AttyResearch. Ms. Evans pointed out some noteworthy tweets from this first breakout: “New associates come to us broken.” and “Search does not = research.” Our table came up with several ideas and observations. For example, we agreed that it would be beneficial to bring firm librarians to the classroom in order to convince students of the importance of legal research. Further, we noted the wide range of legal research instruction offered between schools, and our firm librarian observed that summer associates from certain schools are frequently better at researching than those from others, but she did not point any fingers.

In the second breakout session we focused on student worries. Questions were solicited from law students about their concerns and provided to us on the handout. For example, “How should incoming associates balance the seemingly contradictory goals of thorough legal research and tight deadlines? Realistically, are associates forced to cut corners due to deadline pressures?” A couple of gems from the Twitterverse:

- Most research is being written off as overhead, not charged to clients. So worry less.
- Practice ready is a myth. It's about always learning, that's why they call it “practice.”

This was a great program to attend. I enjoyed comparing the differences between the types of librarians based on their setting. There is much benefit in connecting with other types of law librarians in order to understand their struggles and better know our areas for improvement. I hope the conversation continues next year. In the meantime, there is a community to join to keep the discussion alive, at <http://tinyurl.com/ContinueConvo>, and the recording is available at <http://www.aallnet.org/mm/Education/aall2go/amrecordings/aall2016/aall16f1.html>.

## Tuesday, July 19 (G, H & I Programs)

### G6—How Are We Doing?: Using Outcomes Assessment to Improve Legal Research Instruction

Sabrina A. Davis, Chickasaw Nation Law Library, Oklahoma City University School of Law

The American Bar Association (ABA) Standard 315 states: “The dean and the faculty of a law school shall conduct ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.” At the University of Florida (UF), the librarians set explicit course goals for the first-year legal research course and assess the course regularly to ensure they are meeting these goals.

The stated goals of the course are: (1) it should complement legal writing and appellate advocacy courses; (2) it should prepare students for summer employment after their first year of law school; and (3) it should “establish a foundation for legal research skills [students] need in practice.” Further, the UF librarians ask three questions when assessing the first-year legal research course: (1) are they teaching the right things?; (2) are students learning and retaining the information they need?; and (3) can students apply that knowledge?

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In order to answer these questions, they turned to the book *Best Practices for Legal Education* by Roy T. Stuckey for guidance on assessing institutional effectiveness. Six suggestions from the book the UF librarians focus on are: (1) assess regularly; (2) use multiple methods; (3) actually use the data; (4) assess the assessment; (5) go outside the academy; and (6) show how the data are used. Putting these recommendations into practice, the UF librarians identified different groups of people who could assist with assessment and the ways they could help. For example, the librarians engage in regular collaboration with the legal writing faculty and also conduct a survey of returning second-year students who had legal summer employment. One question on the survey asks, “Is there a skill that was covered in your legal research class that you think could have been covered more extensively?” Due to the overwhelming number of responses indicating the students struggled with terms and connectors searching, the UF librarians created a new core competency for their first-year course: “Demonstrate knowledge of legal information finding tools and methods (e.g., terms and connectors searching, natural language searching, indexes, annotations, and legal classification systems such as headnotes), and the ability to identify their strengths and weaknesses.”

Going forward, the UF librarians hope to increase their survey response rate by collaborating with career services on a joint survey that students would be required to complete before they could register for Spring classes. In addition, they would like to add two more surveys, one for recent graduates after a year or more in practice and one for their employers.

The session concluded with a 30-minute small-group discussion on four questions that would be beneficial for all teaching librarians to explore: (1) how can we gather feedback about the effectiveness of our instruction?; (2) what tools can we use to gather this feedback?; (3) who can give us the feedback?; and (4) who do we need to partner with in the law school or university to gather this feedback?

Overall, this was a very timely and informative program.

## G9—Roman Law, Roman Order, and Restatements

Nina Scholtz, Cornell University Law Library

Coordinated by Marylin Raisch (Georgetown Law Center), this program introduced digitization of legal manuscripts and other special collections, in the context of the digitization of a massive manuscript translation of one of the major sources of Roman law. The first half of the program covered the history of Justice Fred H. Blume’s annotated translation of Justinian’s Code, a compilation of Roman law created during the reign of Justinian, ruler of the Roman Empire from 527 to 565. The second half of the program looked at digitization of special collections.

The first speaker, Timothy G. Kearley (University of Wyoming College of Law), transcribed and edited the massive manuscript (over 4500 pages), including Justice Blume’s notes on the manuscript, and the transcription was made available on the website of the University of Wyoming College of Law’s George William Hopper Law Library. Subsequently, the manuscript was beautifully digitized and is now available on the University of Wyoming Libraries Digital Repository. The manuscript is “the only known English translation of Justinian’s Code made from the standard Latin edition.” JUSTINIAN CODE, ANNOTATED, <http://hdl.handle.net/10176/wyu:12399>.

Kearley spoke on the fascinating history of the manuscript. Justice Fred H. Blume served on the Wyoming Supreme Court from 1921 to 1963. Having immigrated to the United States from Germany as a child, he graduated from the State University of Iowa and practiced law first in Iowa and then in Sheridan, Wyoming. After serving terms in the Wyoming House and Senate, he left politics and devoted his time outside of practicing law to the study of ancient and medieval history. References in works on Roman history to Justinian’s code piqued his interest to the point that in around 1920 he began to prepare his own translation from the standard edition. While the first draft of the translation was finished in around 1923-1924, Blume continued to work on it intermittently until the late 1950s. The massive size of the manuscript most likely accounts for its not being published until Kearley took on the project in the early 2000s. For more information about Blume’s Annotated Justinian Code, including a slightly revised version of Kearley’s *Law Library Journal*

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article on the project, see ANNOTATED JUSTINIAN CODE, <http://www.uwyo.edu/lawlib/blume-justinian/>.

The second part of the presentation featured Angela T. Spinazzè (ATSPIN Consulting), a digitization expert who co-developed the architecture for, and led the implementation of, The Art Institute of Chicago's first database of collections information. In her talk, she discussed successful tactics used in a similar project for the [University of Chicago's Oriental Institute](#) and in a project for the University of Oxford School of Archaeology, the [Historic Environment Image Resource](#).

Spinazzè explained that the key in any digitization project is to explore the who, the what, and the how driving the project. Important questions to ask include:

- Who is the audience? What do they need or want to know? Why do they want to know about the collection?
- What is the purpose of the project? What will be the consequences of *not* digitizing the collection?
- How will the materials be presented? How will that presentation advance the purpose of digitizing the materials?

Anyone interested in digitization of special collections should look at the materials made available by the Hopper Law Library, as well as Spinazzè's other projects at mentioned above. Those interested in legal history will enjoy reading the materials on the Hopper Law Library's website detailing the *Justinian Code, Annotated*.

## H5—Innovations in Teaching with Technology

Eliza Fink, University of Tennessee, Knoxville

In their session, "Innovations in Teaching with Technology," presenters Debbie Ginsberg (IIT Chicago-Kent) and Alex Berrio Matamoros (CUNY School of Law) focused on three topics: major trends in educational technology, criteria for evaluating said technology and resources for staying current and knowledgeable.

First, using the Educause *Horizon Report* for inspiration, Ginsberg and Berrio Matamoros identified

major trends in educational technology they believe will be relevant to legal education at varying points in the future. In this report, developments in technology are broken down into three potential implementation periods, the near-term period (1 year or less), the mid-term (2-3 years) and the far-term (4-5 years).

Of particular importance to legal educators, the near term will likely include the continued rise of learning analytics and adaptive learning, which Ginsberg and Berrio Matamoros suggest will lead to a growing focus on measured learning (which we all know is likely thanks to the adoption of the revised ABA Standard 314). In the next year, educators will continue to use learning analytics to leverage educational data into more effective teaching by personalizing the learning process for every student, addressing their individual strengths and weaknesses. Adaptive learning technologies will also play a part by continuously capturing student data (including formative assessment) in order to adapt the sequencing and pace of the presentation of information to students.

The next year will also see the continued evolution of Bring Your Own Device programs or "BYOD." It may seem odd to see BYOD plans as something that will be implemented in the next year or less as they have, in some form, been around for several years. In fact, a 2015 survey found that 100% of incoming law students at the University of Victoria (in British Columbia, Canada) had smartphones. However, a concurrent survey performed by Educause found that only 6% of universities offer e-learning in mobile friendly formats. As more law schools begin to implement distance learning, the jarring juxtaposition between those two figures will almost certainly have to change.

In the distant (but not too distant) future, legal educators will also face the implementation of augmented and virtual reality, makerspaces, affective computing and robotics. Inspired by the mention of these possibilities, I walked away from this session dreaming of reclaiming some of our library real estate for a makerspace where students can use a HoloLens to recreate crime scenes and then use affective technology to track a potential jury's physiological response to their closing statements. At least I have 5 years to accomplish this dream before I feel like I'm falling behind.

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In order to help participants assess and propose such innovative technology-based ideas, Ginsberg and Berrio Matamoros' discussed the Standardized Technology Evaluation Process (or STEP), a four-phase plan for evaluating the usefulness of technologies in your institution:

Phase 1: Scoping and Testing Strategy

Phase 2: Test Preparation

Phase 3: Testing, Results and the Final Report

Phase 4: Integration and Deployment

Using a standardized process for evaluating educational technology can be beneficial at all steps of the implementation process, allowing innovators to improve efficiency in testing, to defend and repeat their results and to communicate more effectively with evaluation teams.

In terms of staying up-to-date on educational technology trends, Ginsberg listed several resources for help, including the [PinHawk Law Technology Daily Digest](#), the [International Legal Technology Association](#) group, [Legaltech News](#) site and the [ABA Tech Show](#) and [Sedona Working Group](#) Conferences. Ginsberg also reminded attendees that the Educause *Horizon Report* generally comes out in February, so be on the lookout for that. More resources from the session and examples of the types of technology discussed herein can be found [here](#).

### **I2—Innovation Lab: Relevant Scholarship: A Conversation with Judge Richard Posner** Benjamin J. Keele, Indiana University Robert H. McKinney School of Law

This session was an entertaining summary of Posner's critiques of the judiciary and legal education. The session is worth listening to on AALLnet, but I will mention a few of the topics that struck me as most

interesting. Posner said that judges are generally poor managers of their staffs. As an example, he noted many judges require their staffs to address them by their formal title, rather than by first name, which is said to be generally bad for employee relationships and morale. I tend to think of judges as working in solitude, but really they are the chief executive of a small (or, for the jurist that rotates into the chief judge position, large) organization. Perhaps the judiciary should invest more in training judges to be effective leaders and administrators.

Posner discussed his experiences sitting by designation as a trial judge and the insights it had given him as an appellate judge. He noted that most pattern jury instructions are laden with legal jargon and thus jurors do not understand them well, so he writes his own instructions. He also said that if jurors conduct their own research outside of the courtroom, it means they think the judge and lawyers are not giving them the information they need to reach a responsible decision.

On legal education, Posner expressed concern that too many law professors are academics from other disciplines. He would prefer that law schools hire practicing attorneys instead of scholars with doctorates in other fields. This seems to align Posner with those who argue that law schools should focus more on professional training instead of legal scholarship, but I do not recall him arguing that law schools should produce "practice-ready" graduates.

Posner is witty and does not hesitate to state his opinions bluntly. The most surprising thing I heard was his labelling some language from one of Chief Justice Roberts's opinions as one of the stupidest things he had ever read. However, I imagine everything Posner said in this session has already been said elsewhere in another a public forum, such as his books, articles, blog posts, or opinions.

## The Law Repositories Caucus Unveils Its Repositories Directory

from the ALL-SIS Law Repositories Caucus

In its first year, the Law Repositories Caucus has created a [Law School Repositories Directory](#), which is now available on the Caucus [website](#) under the “Resources” tab. The Caucus’ Project Committee welcomes community input, whether suggestions or edits, via the Google form linked directly from the Directory. While committee members dedicated much time and effort to create a comprehensive Directory, some law school repositories were not discovered. If your repository is not listed or if the information requires updating, please fill out the Google form so the directory can be even more complete. Also, while you are on the Caucus website, please consider becoming a member (or even joining a committee). ☰



Here are AALL’s Continuing Professional Education Picks of the Month since the last issue of the *Newsletter*. Find all these and more free continuing professional education programs and webinars for AALL members on [AALL2go](#) (login required). ☰

### June

#### [Taming the Chaos: Productivity and Time Management for Law Librarians](#)

Do you ever feel like there aren't enough hours in the day? Wondering where all of your time goes? This program provides information about various methods to sort through competing demands on your time. The presenters—Ashley Ahlbrand and Michelle Trumbo from Indiana University Maurer School of Law, Mariah Ford from the University of Pennsylvania Law School, and Cheryl Niemeier from Bose McKinney & Evans LLP—will provide an overview of the strategies to optimize time and productivity, emphasizing that librarians should find the methods that work best for them. The session wraps up with a discussion of technology tools that can help with time management.

### July

#### [Making the Case for Your Career: Creating Killer Cover Letters, Resumes, and LinkedIn Profiles](#)

This program from the 2015 AALL Annual Meeting & Conference teaches you how to prepare a resume and cover letter to help advance your career. The presenters Carla Wale, reference librarian at Georgetown Law Library; Alena Wolotira, reference

librarian at the University of Washington; Jyssica Scott, business development director at Information Governance; and Chris Jones, executive director at Information Governance—share their expert knowledge of the hiring process and recruitment, guiding job seekers through the nuts and bolts of how to present yourself on paper as well as how to promote yourself online by using LinkedIn. The panelists also provide tips and techniques to help law librarians connect their skills and talents with the needs of employers. This practical advice and insight will be useful to any law librarian looking to stand out to future employers.

### August

#### [Cultural Intelligence Makes a Difference: Are you Culturally Competent?](#)

Diversity is important to organizations of all kinds but not all promote cultural competency as a core value. In this 2015 AALL Annual Meeting Program, Michele A. Lucero Villagran explains cultural intelligence and discusses challenges and opportunities that may be encountered within law libraries. She presents on four key factors in developing cultural intelligence: drive, knowledge, strategy, and action.

## ACADEMIC LAW LIBRARIES—SPECIAL INTEREST SECTION AMERICAN ASSOCIATION OF LAW LIBRARIES

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## GENERAL INFORMATION

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

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to 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.

### ALL-SIS on the Web

Visit the ALL-SIS home page at <http://www.aallnet.org/sections/all> for other information about the special interest section and its activities and resources.

Digital archives (PDFs) of the *ALL-SIS Newsletter* are available on the ALL-SIS website, under the Popular Resources menu. The *Newsletter* is also available to subscribers via HeinOnline.

### Deadlines for the 2016-2017 Academic Year

Member contributions have kept the *ALL-SIS Newsletter* going strong. Last year, we expanded our schedule to include a regular Spring issue in addition to the special Election issue

in March. We hope to continue this schedule next year.

Are you working on a special project? Have you recently attended a professional development activity and learned something new to share? Are you just eager to speak out about an issue of concern to academic law librarians?

If you answered “yes” to any of these questions, please contribute. Your article ideas and drafts are welcome! Member News announcements may also be submitted directly to the *ALL-SIS Newsletter* Editor.

The remaining submission deadlines for the 2016-2017 academic year will be **November 18, 2016**, and **February 3** and **May 19, 2017**. Thank

you for your consideration and for your contributions.

### The ALL-SIS Discussion Group

The ALL-SIS discussion group is used for official ALL-SIS announcements, news from AALL, and discussion of topics of interest to section 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>.