As we begin another academic year, I am struck by the new beginnings we continually face in academic law libraries. We encounter new academic years; new fiscal years; new semesters; new classes; new standards to meet; new colleagues, faculty, and deans; and new positions and responsibilities.

These beginnings offer opportunities to reflect on our roles and what we can learn with each new project or task. Just within my own library, we are undergoing a massive collection shift, and in this process, I am learning so much from my colleagues. The reference staff are subject matter experts helping with weeding and collection decisions; the circulation staff are designing and monitoring workflows for the physical materials and for the system, making them more efficient and thorough; and my own technical services department is providing cataloging updates and record work. We’re offered so many opportunities to grow in our own skills and to grow with each other, learning from the experts among our colleagues. These all-hands-on-

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FROM THE EDITOR

I am so excited to present you all with the updated ALL-SIS Newsletter layout. Special thanks goes to the previous Editor, I-Wei Wang. She did a phenomenal job both editing the newsletter over the past three years as well as redesigning and updating it to its current layout. On top of the new layout, this issue has great content. Find out what your fellow law librarians have been up to in Member News. Patrick Parsons, ALL-SIS Grant Winner, outlines the benefits of attending AALL’s Leadership Institute in our three part series written by ALL-SIS Leadership Institute Grant Winners. Stay tuned over the next two issues to hear from our other grant winners. Niki Catlin, ALL-SIS CONELL grant winner, highlights all of the positive experiences that come from attending CONELL. Ben Keele continues his running feature by helping us all understand copyright law one issue at a time. Finally, if you need a refresher on ALL-SIS recommended programs from this year’s annual meeting, check out the Program Reviews. Written by your fellow ALL-SIS members, these are a great resource to use as you navigate which programs to take a first, second or third look at through AALL’s website.

As you peruse this newsletter, also please remember that we are always looking for content. We want to hear from you, so if you have any questions, suggestions, ideas or articles you would like to submit, please contact me, the Editor, Katie Hanschke at katie.hanschke@vanderbilt.edu. //
deck projects remind me how well we work together when we strive towards a common goal and remain open to learning from each other.

To grow and to learn, we have to reach out to each other and seek out opportunities for collaboration. I hope that this year ALL-SIS members collaborate with each other and take advantage of the platforms provided to reach out for expertise, but I sincerely also hope to collaborate across Special Interest Sections. There is so much expertise within AALL of which we can take advantage, and we have so much to learn from each other.

Similarly, we can learn by comparing ourselves to each other and striving to improve. We can generate best practices and evaluate our service offerings. ALL-SIS recently endorsed ALLSTAR, the benchmarking tool from NELLCO, to help us do just that. ALLSTAR is a centralized platform on which we can consistently and reliably monitor trends and benchmark our libraries. I hope participation in ALLSTAR will grow throughout the year, and we can all take advantage of this space to collaborate and learn from each other.

Speaking of learning, I would like to take this opportunity to thank Prano Amjadi and Genevieve Tung, who recently completed their terms of service on the board. Their expertise and insight were invaluable over the last year and I learned so much from them. I would also like to thank the new and continuing board members for their service: Amanda Runyon, Caroline Osborne, Lisa Goodman, and Ingrid Mattson. We all are working together towards a common goal and, like the SIS and the profession as a whole, when we’re all rowing in the same direction, we can go for miles. //

BEHIND THE SCENES AT THE LEADERSHIP INSTITUTE

I attended the American Association of Law Libraries Leadership Academy in mid-April of 2018. The academy spans two full days at a secret location in the suburbs of a large Illinois city. Actually, it’s not secret at all – the town is Oakbrook, and the city is Chicago. Oakbrook was formerly home to the corporate offices of McDonald’s, and the Leadership Academy hotel and conference center feature a significant amount of McDonald’s themed art and decoration. Even the doorknobs have a relief of the golden arches.

The program started in force on Friday morning at 8:30 am with a continental breakfast and an introduction by our facilitators Gail Johnson and Pam Parr. Unfortunately, the breakfast was a traditional continental breakfast with bagels and fruit – not an Egg McMuffin, McGriddle, or hash brown in sight. Coffee was provided throughout, though.

After the introductory session, we all participated in an icebreaker. I usually hate these, but this was surprisingly fun. Gail and Pam, our facilitators, organized us into three different groups. Then, they would shout out a way we had to organize ourselves. For instance, one was “how many pairs of jeans you own that you actually wear” or “model year of your car.” Then, the groups would get in line by most pairs of jeans or oldest to newest car or whatever other criteria they gave us. The
I am so grateful to have been the recipient of this year’s ALL-SIS CONELL Grant for the 2018 AALL Annual Conference in Baltimore, Maryland. I was assured repeatedly by any law librarian that I met in the last year that this would be a formative experience in my career and that I would “find my people,” that is a direct quote from my Director, Michael Robak. I was worried a little that the experience wouldn’t live up to the hype, and I was happy to be proven wrong. Not only was I introduced to other “newbies” in the profession, but I also learned so much about what being a member of AALL means and the many opportunities there are to get involved.

Probably the best thing about CONELL was how welcomed into AALL we were, and how we all felt taken care of. Prior to the event, we were invited to join a CONELL Community, which was a great place to start learning each other’s names, trade tips on where to stay and what to do, and start scheduling our time at AALL. We also had the opportunity to sign up for dinners, hosted by AALL veterans, to take place the night before CONELL. This was a fun opportunity to get to know people and settle in to Baltimore. Throughout the entire conference, knowing that we would know at least one person in every room really set us up for a successful conference experience.

Check-in on Saturday was bright and early, and as usual I was (a little) late; however, I was greeted warmly and quickly felt like a part of the group (95% coffee drinkers = my kind of people). Sitting in on sessions geared towards learning about AALL, I very quickly understood what a great resource it would be for me. The members of the Executive Board were especially nice. They are real people doing important work, but who will still take the time to answer your questions.

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BEHIND THE SCENES AT THE LEADERSHIP INSTITUTE

Cont’d on page 6

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enthusiastic, dramatic, friendly, as well as excitable, undisciplined, and egotistical. For those of you who do not know me, none of these would come as a surprise. While it was interesting to hear about my style, it was particularly useful to hear the discussion of the other styles and the experiences of those kinds of people at the academy. Since attending, I’ve been able to see these other styles in friends, family, and, most importantly, co-workers.

I am a mega extrovert and do most of my work that way. I respond instantly to email. I barge into people’s offices to ask questions. I Photoshop my coworker’s heads onto lumberjack pictures and give them “Master Logger” awards when they log the most reference questions. It is not that I did not know people communicate differently, or I did not try to respect boundaries before. It is that the leadership academy and the extensive discussion on communication styles allowed me to put reasoning behind different people’s styles and be able to respond and communicate more responsively. I realize now that I have always had problems with drivers, who want quick answers, snappy decision making, and less of my meandering nonsense. I have noticed that since the academy I can pick out drivers, and do more to meet them on their level with their expectations.

Overall, the institute was helpful. I met a lot of great people, and as one of my co-attendees will discuss, the cohort is just as much of a reason to go as the programming. I would recommend the academy to anyone who is interested in communication and leadership. I do not know if this was their intended takeaway, but it made me realize that, communicatively, I need to do more to meet people on their level.

Recipients of ALL-SIS’s AALL Leadership Institute Grant have the opportunity to reflect on their experiences in an article for the newsletter. For more information on ALL-SIS grants for AALL professional development opportunities like the Leadership Institute, see https://www.aallnet.org/allsis/awards-grants/.

CONELL REPORT

questions. I was amazed at all of the opportunities to get involved that were presented, and there were more than a few of us who could not wait to begin.

After the panel discussions, we were split into groups, with one group attending the CONELL Marketplace, and the other doing Speed Dating...I mean Networking. Definitely networking. The Marketplace was great not only to see the breadth and depth of AALL but also to get some better ideas about which conference sessions would be best for me. It also was a great primer for the Exhibit Hall, and it felt good to get some practice in walking up to a table and saying, “Hi, what’s happening over here?” Once that was completed, it was time for the Speed Networking. I’m not going to lie, I was skeptical. How could I possibly get to know someone in 2 minutes? If any of you grew up in a time where speed dating actually was a thing, you understand my hesitation. I am way too young to have had that experience, but I have heard the horror stories. However, I was surprised by how much fun I had and how quickly I found those
COPYRIGHT EXPLAINER

CAN AN ANIMAL MAKE A COPYRIGHTED WORK?

Imagine Bridget is a visual artist who creates paintings expressing our connections with the natural world. One of her works is a photo of the New York City skyline with feline paw prints that she stamped over it. Then imagine she left a duplicate skyline photo on the floor of her studio with her paint palate nearby. Her cat, Napoleon, happened to walk through her studio, step in the paint and leave his paw prints on the photo. The first work, the one on which Bridget stamped paw prints, is almost certainly a work she can copyright. What about the photo Napoleon stepped on? Can it copyrighted, and if so, who owns it?

Despite a decent amount of scholarly commentary on this question, the answer from prevailing precedent is that animals cannot own copyrights because the Copyright Act does not anticipate non-human owners. This decision stems from the curiosity (or perhaps vanity?) of a crested macaque later dubbed Naruto. David Slater, a wildlife photographer, left his camera unattended for a time in a jungle in Indonesia. Naruto took some photographs of himself (composed and focused with skill that I have yet to attain), and Slater later published them in a book of his wildlife photography.

At some point, the copyright in the photos became an issue. PETA jumped in, ostensibly to represent Naruto (who, if he is still alive, has no idea what legal wrangling his actions have wrought), and the case ended up before a panel of the Ninth Circuit. I have skipped over the procedural bits and arguments over whether PETA has standing to focus on the interesting part: can Naruto own copyright in his infamous selfies?

There are a number of arguments against animals owning copyrights the Naruto panel could have adopted—for instance, animals cannot display sufficient creativity to warrant copyright, or animals do not benefit from the economic incentives to create provided by copyright—but the panel relied on a line of cases holding that statutes are presumed not to apply to animals. The Copyright Act does not rebuke that presumption with a provision making it expressly applicable to animals, so animals do not have statutory standing to sue for copyright infringement.

The Copyright Act does not anticipate non-human actors.


2. An example is at http://www.webcitation.org/6WWR2kwbP.

3. Naruto v. Slater, 888 F.3d 418 (9th Cir. 2018).
COPYRIGHT EXPLAINER

Also, the court noted that the Copyright Act mentions that copyright holders then pass their rights to their heirs. Animals do not marry or have heirs, which indicates that the Act was not written to apply to them. This conclusion is also consistent with the Copyright Office’s interpretation; it specifically mentions a monkey taking photos as an example of a copyright it would refuse to register. The Naruto District Court cited the Office’s interpretation, but the Ninth Circuit did not mention it.

Napoleon the cat, then, does not have any rights in his creation. Neither, it would seem, does Bridget, as Napoleon’s caretaker. Does this result seem just to you? If you had your druthers, would animals or their owners be able to have copyrights in works by animals? What you think about copyright and animals may influence your thoughts on the topic for my next column, copyright in works by other non-humans, especially artificial intelligences.

6. A poster on copyright and non-humans I presented at the 2018 AALL Annual Meeting is available at http://hdl.handle.net/1805/17061.

CONELL REPORT

people who had the same interests and were on the same career path as me. It was directly after this, at lunch, that we all really gravitated toward each other and started to form bonds that I know will be lifelong.

The sum of the rest of my experience at AALL was, I am sure, much like everyone else’s. I attended some great, thought provoking sessions. I toured the exhibit hall multiple times. I had the pleasure of watching my friend Sarah Larson, also a first time attendee, present her poster, and finally, I had the pleasure of hearing John Waters’s opening speech. He said something that I will never forget (please excuse the paraphrase), “I like librarians, they seem really pissed off.” While I hooted and hollered along with the rest of the convention attendees, I will say that at least at CONELL and AALL, I disagree with Mr. Waters. What a great group of smart, talented, dedicated people who also like to have a lot of fun. I am so grateful for receiving this grant that helped me attend this once in a career experience, and I cannot wait to become more involved in AALL and attend again, especially with “my people”.

Recipients of ALL-SIS’s CONELL Grant have the opportunity to reflect on their experiences in an article for the newsletter. For more information on ALL-SIS grants for AALL professional development opportunities like the Leadership Institute, see https://www.aallnet.org/allsis/awards-grants.

In this issue: Behind the Scenes at the Leadership Institute / CONELL Report / Copyright Explainer / Member News / Program Reviews
MEMBER NEWS

PROMOTIONS

The University of Wisconsin Law Library is pleased to announce that Kris Turner has been promoted to the position of Assistant Director of Public Services. Kris has been with the UW Law Library since 2012 and has held a series of progressively responsible positions, most recently as Head of Reference.

Sherry Leysen is the new Associate Director for Library Services at the Fowler School of Law at Chapman University. She was previously the Research/Instruction Librarian for Faculty Services.

The Kathrine R. Everett Law Library at the University of North Carolina welcomes Stacey Lane Rowland as the new Clinical Assistant Professor of Law and Assistant Director for Collection & Technology Services. Stacey came to UNC as the Reference & Digital Communications Librarian with the rank of Associate Librarian in 2015. Stacey holds a J.D., a Masters of Library and Information Sciences and a Masters in History from Florida State University. Prior to her employment as a law librarian, she held Law Clerk positions in the General Counsel’s Office of the Florida Department of Health and in the Division of Alcoholic Beverages and Tobacco of the Florida Department of Business and Professional Regulation. Before working at UNC, Stacey was a Public Services Law Librarian for ten years at the University of Mississippi Grisham Law Library.

Nicole Downing was recently promoted to Head of Reference Services at the Kathrine R. Everett Law Library. A proud double Tar Heel (JD/MSLS), she previously worked as the Reference and Instructional Services Librarian at the University of Miami Law Library before returning to UNC as a Reference Librarian and Clinical Assistant Professor of Law. She’s excited to continue providing reference services to the Carolina Law community while cheering the Tar Heels on to as many national championships as possible.

Raquel Gabriel is now the Director of the Law Library at CUNY, as of July 1. Since 2000, Raquel has served in a variety of positions at CUNY, most recently as the Assistant Director for Reference & Research Services. Raquel teaches the stand-alone required Legal Research course in the full and part time programs.

PUBLICATIONS

Linda Kawaguchi, Hugh & Hazel Darling Library Foundation Director and Professor at Chapman University Dale E. Fowler School of Law, has published an article, “Assessing Academic Law Libraries’ Performance and Implementing Change: The Reorganization of a Law Library” in volume 49 of University of Toledo Law Review.

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MEMBER NEWS

PUBLICATIONS CONT.

University of Pittsburgh law librarian Linda Tashbook has written a new book, *Family Guide to Mental Illness and the Law: A Practical Handbook*, which will be published by Oxford University Press on December 1, 2018. This accessible resource explains how common legal issues uniquely impact people with various forms of mental illness and what family members can do to help. Readers will learn how to:

- help protect a loved one’s job, housing, or medical care
- participate in hearings about guardianship, involuntary commitment, bankruptcy, and more
- assist in making financial arrangements
- navigate federal laws such as the Family and Medical Leave Act, HIPAA, and SSA disability regulations
- steer criminal proceedings away from incarceration and toward treatment

Beyond the legal system, this book also guides readers in interacting with officials and authorities, lobbying for better laws, and working with local governments towards improving policies that affect those with mental illness. Complete with real-world examples, *Family Guide to Mental Illness and the Law* provides practical advice and eases the feelings of isolation that often accompany loving someone with mental illness.

NEW HIRES

Cornell Law Library is pleased to welcome Sabrina Sondhi as its new Director of Administrative Services, and to welcome her back as a returning alumna of Cornell Law School. Sabrina has spent the last ten years working at the Diamond Law Library at Columbia Law School as Special Collections and Services Librarian.

Katie Hanschke started as the Head of Access Services at the Alyne Queener Massey Law Library at the Vanderbilt Law School at the end of July. Previously, she was the Faculty Services Librarian at the North Carolina Central Law Library. This is the second new role Katie has taken on recently—she is now the editor of this Newsletter as well.

In July, Andrew Lang started a new position as a Reference Librarian at the University of Pennsylvania’s Biddle Law Library. Previously, he was a Reference Librarian and Adjunct Professor of Law at the Georgetown University Law Library.

Have something to share with your fellow ALL-SIS members? Send your news along to Marlene (mharmon@law.berkeley.edu) or Nina (nes78@cornell.edu) at any time. //
This year’s annual meeting was filled with insightful programming meant to cater to the professional development needs of a variety of law librarians. Attendees always face the usual dilemma: which program should I attend? Fortunately for you, if you missed a program, the ALL-SIS newsletter offers reviews of select programs from the 2018 Annual Meeting. Use these reviews to determine which of these programs warrant a more substantive review. The recordings can be found on AALL2go at https://www.aallnet.org/annual_meeting/aall-2018-baltimore/.

**Program Reviews**

**HIGHLIGHTS FROM AALL 2018**

Co-edited by Daniel A. Brackmann
University of South Carolina

Opening General Session with Keynote Speaker John Waters
Clanitra Stewart Nejdl, Northern Illinois University College of Law Library

It is extremely rare for the average law librarian to find herself writing a program review for an Opening General Session that featured what could be considered R-rated (or even NC-17-rated) content. However, not every year features incomparable filmmaker John Waters as the keynote speaker for the AALL Annual Meeting and Conference. The AALL members in attendance this year, including myself, were very fortunate to be part of this atypical occurrence. From my experience, it is quite natural to sense excitement in the air during an Opening General Session, as there is much to learn and many colleagues to catch up with over the following few days. This year, however, the attendees’ enthusiasm felt palpable because Mr. Waters was, to borrow a cliché, in the building!

To begin the session, AALL President Greg Lambert welcomed the attendees to the Annual Meeting and Conference. Dressed in a sports jacket that would impress even the most sartorially-gifted of AALL members (I’m looking at you, Ron Wheeler!), Greg first recognized the wonderful work of Kim Serna and the other members of the 2018 Annual Meeting Program Committee. Greg also recognized some of this year’s notable attendees, including representatives from the Canadian Association of Law Libraries, the British and Irish Association of Law Librarians, and the International Association of Law Libraries. Most importantly, Greg shared critical information with the membership about developments within AALL over the past year. In particular, he discussed the development of the AALL Body of Knowledge (BoK) and how this new model will be useful to AALL members focused on career development and on gaining skills to make us more proficient legal information professionals. (More information about the BoK is available at https://www.aallnet.org/education-training/bok/.)

After Greg’s remarks and a rousing introduction, John Waters took the stage. Nothing will do justice to the humor and authenticity in his comments or to the wit with which he handled such topics as the 2016 U.S. Presidential election, gun control, and separation of church and state. His irreverent remarks touched on everything from the famous (e.g., Donald Trump, Bill Cosby, Pope Francis, and Justin Bieber) to sexuality, prisoners’ rights, and the contradiction between anarchy and owning three homes. He also discussed his own role in fighting for the abolition of the death penalty in Maryland and advocating for the release of Leslie Van Houten. For me, the highlights of his address were the insights Mr. Waters shared about his childhood influences and about each of his movies.

If any attendees were not John Waters fans beforehand, they may have warmed to him after he described librarians as “brave, smart, sometimes pissed off” individuals who “stand up for the citizens that America has sometimes left behind.” From this comment and others, it could be argued that a key theme of his address was the importance of inclusivity. In particular, his comments reflected

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Sunday, July 15 (A, B & C Programs)
the importance to him of that both representing the perspectives of, and defending the rights of, those who may be considered outsiders.

A very brief question-and-answer period followed John Waters’ remarks. The questions from the audience led Mr. Waters to reflect on his greatest regret (“smoking”) and his view of how Baltimore has changed over time.

A2-Manipulating Data with OpenRefine
Ben Carlson, Villanova University Charles Widger School of Law

The two presenters in this session were Emily Dust Nimsakont, the Head of Cataloging & Resource Management at the University of Nebraska - Lincoln College of Law’s Schmid Law Library, and Thomas Ma, Cataloging Manager for the Professional Schools at Harvard Library. These two speakers highlighted the purpose and uses of OpenRefine (formerly Google Refine), a free, open-source software tool for cleaning up, reconciling, and converting data sets. OpenRefine has some very thorough support and documentation available at http://openrefine.org/.

First, Emily walked through many of the basic functions of OpenRefine in detail. She focused on how this software helps to clean up messy spreadsheets and edit multiple metadata entries at once. OpenRefine is a free download that runs in a browser window. It accepts several different file formats, including Excel, CSV, TSV, JSON, XML, and RDF, and the OpenRefine community has developed many extensions supporting additional standards on top of these. Although it lacks direct support for reading or exporting MARC records, OpenRefine can work with MARCedit by using JSON or TSV as a go-between.

Emily started out her demonstration focusing on the power of OpenRefine to isolate and clean up inconsistencies in data through faceting. Once data is imported, an entire column of data can be reduced to just the unique values found within, which can immediately show any outliers, such as typos or inconsistent values. For example, if a “language” field in the dataset is generally coded with two-character values such as EN or JP, faceting will clearly show any entries where the name of the language was spelled out instead allowing users to fix the inconsistent entries immediately. Similar functionality is available for analyzing values in numeric fields, or even fields that may contain multiple values.

For more advanced data manipulation, OpenRefine supports “transformations” enabling users to make specific changes to entire data columns according to predetermined rules. OpenRefine has a few transformations built in, such as rules to remove leading or trailing whitespace, but users may also customize these transformations according to their needs. These customized rules are written in “General Refine Expression Language” (GREL), a scripting language that can be used to modify patterns within data automatically according to pre-set rules. Emily demonstrated a simple transformation using GREL to convert values in a date field to a different format.

Next, Thomas Ma talked about a specific use case for OpenRefine: a linked data project on the Nuremberg trials. Linked data relies heavily on the correct use of identifiers, and OpenRefine provides a great way to reconcile the data he has against the available identifiers online to ensure consistency. Linked data relies on the “Virtual International Authority File” (VIAF) standard, and although OpenRefine does not support VIAF “out of the box”, available online reconciliation services can integrate easily with the software. Tom demonstrated the process of comparing his data to VIAF entries, reconciling any discrepancies, and cleaning up the data.

Additionally, Tom covered how to achieve similar results with two other implementations: Wikidata and a SPARQL endpoint for DBpedia. Using built-in OpenRefine tools, plus a custom transformation and an extension that is available for free, Tom showed how his project could be reconciled with these two platforms as well.

Going in to this session, I had no prior knowledge of OpenRefine, but the speakers made it immediately clear what the product does, and how using it solves a whole range of problems using data sets. Although the presentation was a relatively
short and technical, by the end I felt confident that I could go home, download the software, and play around with it to normalize some of my own data sets. OpenRefine seems like a great tool out of the box with some great functionality for those who may want to dig deeper and apply some light programming skills for customization.

**B1-Diverse Interactions: Addressing Race and Implicit Bias in Legal Research Instruction**

Shay Elbaum, Stanford Law School

Diverse Interactions: Addressing Race and Implicit Bias in Legal Research Instruction was a highlight of this year’s conference for me. Moderator Raquel Gabriel (CUNY School of Law Library), coordinator Tiffany Camp Johnson (University of North Carolina School of Law, Kathrine R. Everett Law Library), and panelists Shamika Dalton (University of Florida Levin College of Law Legal Information Center), Michelle Rigual (University of New Mexico Law Library), and Clanitra Stewart Nejdl (Northern Illinois University College of Law Library) provided a powerful call to action followed by concrete recommendations, showing a clear path for attendees to overcome discomfort and fear and demonstrating why addressing race and implicit bias is necessary for effective legal research instruction.

Shamika Dalton began the program with a powerful reminder of the present inequities and dangers facing people of color and other marginalized communities: unarmed African Americans’ being shot and killed without consequence, women and people of color receiving inequitable pay, immigrant families being separated at the border. These concrete examples showed the urgency of her next question: What do legal research instructors have to do with it?

Dalton made the connection to legal research instruction clear and specific, driving home the need to educate students to advocate against inequity and provide culturally competent representation for their clients. The bulk of her presentation connected the impact of implicit bias on one’s research and practice with the ABA’s Model Rules of Professional Conduct and law school accreditation standards, emphasizing that tackling implicit bias in the research classroom is not just an optional bonus, rather, it is an essential part of educating competent and diligent advocates. Attorneys will represent clients of diverse backgrounds and identities, and the ability to identify, research, and argue related issues is a professional necessity. Dalton pointed out that the ABA requires education in “other professional skills needed for competency” and that cultural competence is just such a skill. She also highlighted the need for institutional change, pointing to the ABA’s recent initiative to combat implicit bias as one model and challenging the audience to work to increase diversity and inclusion in their own organizations—including AALL.

Michelle Rigual then addressed the fear and discomfort that can accompany conversations about race. She suggested facing those fears by looking at their sources. Internal sources of fear or discomfort, which we have more control over than external sources, include cultural norms against explicitly discussing racial issues, the feeling that teaching about race is outside of our legal research wheelhouse, and worries about losing control of the classroom. Rigual validated these concerns while offering counterpoints. Talking about race can be uncomfortable; so can teaching or public speaking more generally, but as instructors, we have to push into and through that discomfort. If incorporating discussions of race into the legal research classroom is essential to effectively preparing students, then we have to push into that discomfort in the same way. And although it is possible that classroom discussions could get out of hand, strategies for regaining control of the classroom are necessary no matter the topic.

In discussing external sources of fear, like concerns about pushback from students, or lack of support from supervisors or colleagues, Rigual highlighted the need to read one’s environment and identify ways to work with students and colleagues in your particular context. She specifically encouraged the directors in the audience to both push instructors and create settings in which confronting their discomfort becomes manageable.
Clanitra Stewart Nejdl wrapped up the panel with concrete techniques for incorporating race into legal research instruction and helping students recognize their own implicit bias and how it impacts their research. Using culturally diverse names in hypotheticals was one such technique; this more accurately reflects the community students will serve and can cue up discussions about students’ assumptions. Stewart Nejdl also suggested including issues in hypotheticals that would facilitate discussions engaging with race, especially issues relating to current events, and discussing the use of outdated terms in older materials when teaching about choosing search terms. Sample hypotheticals, search term examples, and resources for finding relevant current events are all included in the session materials posted online.

Following the panel, the presenters asked the audience to break into groups and discuss how they might use one of the provided hypotheticals in their classrooms. The discussion was lively, and when the groups reported back, it was clear that the attendees were energized by the presentation to think deeply about the potential applications to their own teaching. My only gripe is that I wish this session had a longer time slot; I would have gladly listened to any of the panelists for longer, and I would have especially liked more time to discuss specific strategies.

B2-Imposter Syndrome: The Plague (Or Good Fortune) of the Smart Professional
Judy K. Davis, USC Gould School of Law

I am a fraud. I have no idea what I am doing. I got here by sheer luck, and sooner or later, everyone is going to find out.

Most of us have felt like this at least once. In the 1970s, psychologists Suzanne Imes and Pauline Clance named this feeling Imposter Syndrome. In Imposter Syndrome: The Plague (or Good Fortune) of the Smart Professional (session B2 on Sunday, July 15th at 2:30 p.m.), presenters Cynthia Bassett from the University of Missouri School of Law Library, Kristyn Seo Taff from the University of Minnesota Law School, and Kenneth Hirsh from the University of Cincinnati College of Law discussed this phenomenon and provided some coping strategies.

Seventy percent of us will experience Imposter Syndrome at some point. Amy Cuddy, author of Presence: Bringing Your Boldest Self to Your Biggest Challenges, observed that although men are less likely to discuss Imposter Syndrome, studies show that men and women actually suffer equally from it. What can we do about a problem that affects so many of us? The first step is to recognize the signs and symptoms.

In her book, The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It, Valerie Young divides those experiencing Imposter Syndrome into five categories:

- The Perfectionist: Do you set exceptionally high goals and then doubt yourself if you don’t always meet them?
- Superman/Superwoman: Do you feel like a fraud surrounded by people who know what they’re doing? Do you work long hours, pushing yourself to measure up?
- The Natural Genius: Do you not only set impossibly high goals, but also insist that you succeed at them immediately?
- The Rugged individualist: Do you believe that asking for help will reveal your ineptitude?
- The Expert: Do you believe that you somehow tricked your employer into hiring you?

If you see some of these signs in yourself, you are not alone. Many successful people have felt similar anxiety. I was shocked to learn that people like Maya Angelou, Michelle Obama, Chris Martin, Don Cheadle, former WHO director Margaret Chan, and even Justice Sonia Sotomayor have acknowledged experiencing Imposter Syndrome.

The speakers also related a remarkable story told by author Neil Gaiman. Gaiman was at an event attended by many famous writers, artists, and other
accomplished people. He started chatting with an elderly gentleman and commented on the fact that they had the same first name. The older man later gestured around the room and commented to Gaiman that “I just look at all these people, and I think, what the heck am I doing here? They’ve made amazing things. I just went where I was sent.” Gaiman responded that being the first person on the moon must count for something. The elderly gentleman was Neil Armstrong.

Now you know the signs of Imposter Syndrome, and you know you are not alone in it. But what can you do if it strikes anyway? First, do not compare yourself with others; you will find a reason to believe that you fall short. You can also be mindful. Be aware of your feelings, and choose to do something about them. (The Mindfulness Law Librarianship Caucus has resources that can help.) You can also try to accept the feelings you are experiencing, and reframe them in a more positive way. Always practice self-compassion; treat yourself as you would treat a good friend. What would you say to a friend who was having this problem? Try choosing a positive affirmation and repeat it to yourself if you begin feeling inadequate. Keep reminding yourself what your mission is and why you are doing all this in the first place.

My favorite takeaway from this session was one of the final points that the speakers made. Imposter Syndrome may just be an indication that we are pushing beyond our comfort zones and growing as a result. I learned that I do not have to despair if I have an occasional anxiety pang because it probably means that I am taking another step toward my long-term goals. If you want to continue making progress in your professional and personal life, but you occasionally feel a little nervous about being out of your element, then I highly recommend this program. You will learn that we all feel this way, and it is a normal, healthy part of growing.

**B3-Reaching the Invisible Customer**

I-Wei Wang, UC Berkeley School of Law

Pat Wagner – an educational instructor and founder of Pattern Research, Inc., in Denver, Colorado – had the difficult task of conveying, in this hour-long session, materials that she usually covers in a 7-hour long workshop format. The program, coordinated by Karen Selden (University of Colorado, Denver), offered a good general introduction and a few concrete suggestions for improving outreach efforts towards your “invisible customers”—the library users who have stopped using your services and resources, or who have never used them.

Some thought-provoking insights included the concept of categorizing your organization’s offerings as “traditional” (what you already do that your customers—at least your core constituents—love); “responsive” (what your existing or potential customers request or demand); or “visionary” (the “way cool” things you haven’t tried before that no one has even asked for). Wagner discussed some of the pros and cons of each type of endeavor and urged the importance of understanding your organization’s ratio—the balance of these elements that your organization pursues. Another suggestion was to use outsiders (for example by bringing in consultants or peer librarians) to help in this categorization and evaluation. Later, during the Q&A session, Wagner shared her personal rules of thumb for the appropriate ratios of traditional, relevant, and visionary initiatives.

Another highlight was Wagner’s advice to use “benefit statements” rather than “feature statements” in marketing to the invisible customer. The former, as Wagner described, are statements that focus on the benefit a customer hopes to achieve, rather than on what we (the librarians) love about our library. For example—instead of “Try our collection of print and online study aids and outlines!” (a feature statement that might be accompanied, in a typical law library brochure, by a book cover of a commercial outline)—I imagined a benefit statement like “Ace your exams!” with a picture of an A+
graded paper lying on top of a commercial outline. Effective benefit statements should be short and snappy, and a hallmark of a good benefit statement is that it should strongly suggest a visual.

The program might be a bit of a teaser for the consulting services that Pattern Research offers, but overall the presentation did not come across as an overt pitch for business. Given the abbreviated timeframe, it was difficult to go beyond skimming the surface; nevertheless, the session provided a good introductory dip into some basic principles and skills, along with some food for thought for anyone engaging in outreach. Although billed as a “highly interactive” session,* there was only one real opportunity for active audience participation, outside of the closing Q&A period. The glass half-full here is that this session should be readily usable as a recorded program, available online, for those who missed attending in person.

*Ironically, it was this very feature of the program that impelled the two law firm librarians with whom I was initially seated to leave before the program had even started. A lesson might surely be drawn from this about the sometimes unintended consequences of promotional materials.

B4-Game Day! It’s Librarian Skills vs. ERecords to Demonstrate ROI for the Win!
Daniel A. Brackmann, University of South Carolina

This presentation, focusing on teaching the importance of records management, by Carol Otto-lenghi, Ohio Attorney General’s Office, Pari Swift, The Ohio State University, and Laura Ax-Fultz, Pennsylvania State University, seemed more like two mini-presentations, the first informative and the second demonstrative.

The first part began by discussing the Sony hack and how people finally started asking the question, “Why did all this information exist?” instead of simply how the hack was perpetrated. As information professionals, the new question falls squarely in our bailiwick. Electronic records (e-records) present problems for many organizations. First, people all over an organization create e-records, often haphazardly. E-records affect not only operations, the purpose for which people normally create them, but also litigation outcomes and data security. Their haphazard nature frequently makes them non-obvious, and they can cost an organization millions of dollars if mishandled or are poorly designed or administered. As information professionals, our skill sets mesh with handling these problems. We are skilled at defining, evaluating, categorizing and organizing information. We understand the need to weed information collections and how to design systems to do so.

Records Management (RM) defined simply means having the records available when needed (FOIA, litigation discovery, etc.) and preventing both improper destruction and unnecessary retention. Good RM is systematic, repeatable, and documented. Everyone uses consistent labels, disposes of records with proper approval, and regularly deletes transient records. Good RM increases transparency, saves resources, fosters efficiency, and decreases risk. Consider that if a person spends 7.5% of the workday looking for records, which results in 19.5 workdays per year on that task that could be reduced by reliable RM practices. Our librarian skills at administration, information organization, analysis, and problem solving come to the fore with RM. We understand it.

In the second part, the presenters described their method of presenting the importance of good RM, and the problems caused by bad RM, to non-librarian co-workers using games like Record Candyland, where the cards had various good and bad RM practices and consequences, and puzzles that were missing pieces or had too many. Attendees all got to try out the various games, so we could think about our own ways to use similar tools within our own organizations.

Generally, this seminar focused more on what RM consists of conceptually, good RM practices, and ideas for teaching that importance to non-information professionals, than on demonstrating ROI. When someone says ROI, I usually think in terms of something that justifies our function to the stakeholders who pay the bills. The only points that really brought in the ROI for having professionally managed RM came from the discussions of the cost
Sony paid for poor RM and the idea that a worker might spend nineteen and a half days a year just looking for records. However, the RM discussion proved interesting and informative, and I wish there had been more of it, particularly the part about the overlap between information professional skills and RM. This program is recommended for those interested in the concepts of RM.

Poster Session Presentation Period
Sarah Gotschall, University of Arizona School of Law

I always enjoy the posters and poster session presentations at AALL. The posters provide a quick and informative introduction to the myriad of innovations taking place at law libraries. In addition, the poster session presentations offer the opportunity to learn more about the projects by chatting with the presenters. This year featured posters on a variety of topics – information management, marketing and outreach, professionalism and leadership, research and analysis, and teaching and training.

Unfortunately, there is no space in the Newsletter to review all the wonderful posters, so I will highlight a few that I especially enjoyed. Christina Glon of Emory University won the AALL award for her “From Knowledge to Action: ALR Remapping” poster, which described the revamping of the Advanced Legal Research course at her school.

Her poster describes how she and her fellow librarians felt, for reasons beyond their control, that their course became overly remedial over the years. The need to devote excessive time to reviewing the basics crowded out time for advanced skills and eventually led to a 2018 reimagining of the course. They scrapped their standard three credit hour advanced legal research model in favor of a series of four one credit hour courses that focus on different aspects of legal research - secondary sources, statutory research, case law research, and regulatory research.

Indiana University’s Benjamin Keele presented his “Copyright and Nonhuman Authors” poster, which described the copyright issues raised by non-human creators in the brave new world of monkey photographers, cat painters, and artificially intelligent... everything (computer authors, computer artists, computer composers, computer programmers, etc.). Though there is likely a limit to the number of people interested in setting up cameras for monkeys or putting paint on cat feet, this is a timely topic. The unlimited ability of computers to create stories, music, pictures, other computer programs, etc. likely will require a rethinking of some aspects of copyright law. I found the topic of the poster interesting and the poster itself to notably be well designed and artistic.

Though escape rooms are all the rage (at least in the media), I had never heard of one in a library until I saw the “Escape Rooms for Library Outreach, Instruction, and Team-Building” poster created by Ellyssa Kroski of The New York Law Institute. The poster describes the usefulness of library escape rooms as outreach for both patron engagement and instruction and internal staff training and team building. Her library features an Alexander Hamilton-themed escape room to educate the library’s patrons about library collections.

Descriptions of the posters are available on the AALL poster sessions site, but unfortunately, there are no images of the actual posters. If you missed the posters and poster session presentation in the exhibit hall this year, be sure to check them out next year!
Navigating the External Funding Adventure from Idea to Fulfillment
Charlie Perkins, Elon University School of Law

Do you have a great idea to improve the quality or scope of services your library provides but no room in your budget to pay for it? Have you considered seeking out a grant but did not know how or where to start? If so, then Navigating the External Funding Adventure: From Idea to Fulfillment provides an excellent set of resources to start you on the path to success. In this program Sheila McAlister, from the Digital Library of Georgia, and Adrienne DeWitt, from Campbell University, broke the grant process into a five-step process. Each step included helpful tips from their own experiences.

The first step, connecting with your organization’s grant filing office, is critical for the success of the endeavor. It is also one an overzealous first time grant writer may overlook. Many organizations require all grants to be coordinated by a central office. Failing to properly coordinate internally with your organization could result in negative outcomes ranging from needing to redo work to potentially not being able to accept the grant even if it was awarded. Even if going through the organization’s central grant office is not required, they are often a gold mine of resources and expertise that a grant writer ignores to their own detriment.

Once the organization’s central grant office has been consulted, the next step is to research potential grants and grant issuing organizations. Grants come in all sizes, from a few hundred dollars to help a staff member attend a conference to large grants that allow the library to offer a new service or make a resource more accessible. Likewise, grants can be awarded by public agencies like IMLS, professional organizations, or private foundations. The Library Services and Technology Act (LSTA) makes money available to public libraries to improve programs and services. Each state administers their LSTA grants differently. To learn about the requirements in your state visit www.imls.gov/grants/grants-state/state-profiles. Another resource shared during the presentation for learning more about funding sources and trends was created by the John S. and James L. Knight Foundation and is available at http://libraries.foundationcenter.org/. Some things to look for while researching include: conflicts of interest; application cycles; past projects; and successful key phrases or ideas.

Before writing the grant, step three advises you to consider potential partners. Grant Approval Committees like to see collaboration and want the benefit of the grant to be focused on the community rather than one organization. Partnering with organizations like local government agencies, bar associations, or other libraries can make your project more attractive.

Once the pre-work has been completed, it is time to write the grant. This is step four. The focus should be on how the project aligns with the goals of the grant funding organization to meet the needs of your patrons. An important theme in this presentation was that grants should focus on the needs of a target audience and not just be an additional revenue stream for the library. Each grant will have its own requirements, but a grant writer should expect to include a statement of work, a budget, and a justification of the budget.

The presentation highlighted that part of preparing the grant will be understanding monetary requirements, including matching funds. The matching funds will normally be a percentage of the amount being requested and usually must be available when the grant is signed. The good relationships developed with your organization’s central grant office in step one will pay dividends here.

Once your grant has been submitted it will be subject to a review process to ensure that the proposal meets the requirements and the spirit of the grant. The review also will look to see if the proposed project can be accomplished. The presenters suggested volunteering to be on a grant review committee as an excellent way to learn what separates strong from weak proposals.

The final step will depend on the success of your grant. If you are not selected, consider any feedback provided, revise, and apply again. Once your grant is accepted, you will need to monitor and document the progress of the project. Make sure...
deadlines are understood and met. Failing to keep up with reporting requirements can result in the loss of the grant.

If you visit the session page on the AALL website you will be able to access the audio for the presentation and three handouts. These handouts include a grant flowchart, a worksheet to help you organize your proposals, and a list of example grant opportunities. This program, with its five step framework and additional handouts, provides an excellent framework for organizing your thinking about the grant writing process and will be very useful for early career librarians looking to embark on their first grant writing adventure.

C6-Diversity & Inclusion Symposium: Hidden Disabilities: Coping, the Americans with Disabilities Act, and Accommodations (Sponsored by LexisNexis)
I-Wei Wang, UC Berkeley School of Law

An estimated 10% of Americans live with a hidden disability—which means that you probably know, and may work with, at least one person with a disability that is not readily apparent based on obvious cues. This program, AALL’s Diversity & Inclusion Symposium, sought to bring these “invisible” medical conditions, and their impact in the workplace, into the spotlight. Sponsored by LexisNexis, the session kicked off with a brief appearance by Carolyn Bach (senior manager for LexisNexis’s faculty and librarian relations program). Program coordinator Alex Berrio Matamoros (author of Information Literacy for Today’s Diverse Students: Differentiated Instructional Techniques for Academic Librarians) then gave a short overview of the Americans with Disabilities Act’s framework for an interactive process for devising reasonable accommodations for an employee with a disability.

Where theory leaves off, the three panel speakers took over. JJ Pionke, a medical librarian at University of Illinois at Urbana-Champaign, Sarah Ann Lewis, University of Florida Levin College of Law Legal Information Center, and Genevieve Zook, University of Wisconsin each gave their perspectives on dealing with hidden disabilities in the workplace—their personal experiences in interactions with employers, colleagues, and library patrons. The anecdotes ranged from the frustrations of bureaucratic and misdirected, or even hostile and disbelieving, responses to requests for accommodation; to personal feelings of shame or weakness in disclosing anxiety and mood disorders; to humor and other coping mechanisms. The panelists also discussed experiencing an increased sense of empathy and identification with patrons, colleagues and others with similar disabilities. These personal accounts helped put a face onto the concept of hidden disabilities and started a dialog, including audience Q&A, about how managers and colleagues can build awareness, get training and assessment resources, and offer support to colleagues and patrons who are coping with hidden disabilities.

The topic of disabilities, including hidden disabilities, and their impact in legal workplaces is a timely one for AALL.* Beyond increasing awareness and dialog, a key take-away that emerged from this session was an advocacy opportunity regarding questions and disclosures required by the character and fitness portions of many states’ bar admission process, where these touch upon hidden disabilities such as mental illness and emotional disorders. In many cases, these entrance requirements are based on inaccurate stereotypes about such conditions. Lewis pointed to Florida’s reporting requirements, as an example, that result typically in conditional bar admission for those who disclose a mental illness or emotional disorder, and subject such admittees to costly, demoralizing, and intrusive monitoring and follow-up during the probationary period. In closing, Lewis wondered whether AALL might lend its voice, joining organizations like the ABA, in advocating that state bars reform their procedures to look at conduct, rather than condition or diagnosis, and eliminate such outmoded and counterproductive provisions. A program description and link to the recording are available online.

PROGRAM REVIEWS– Monday, July 16

Bepress and SSRN Integration Pilot Results: Exploring New Synergies for Open Access Legal Scholarship
Elizabeth Manriquez, UNLV - Wiener-Rogers Law Library

This “standing room only” session had it all: metadata, a charming charcuterie spread and several law librarians with strong opinions. I walked into this session expecting to hear the usual discussion of what was done, how it was done, and what the results were for the title pilot program, and that was provided by the panelists. This session also provided much deeper fodder for discussion than mere overviews of workflows.

The session began with Kent McKeever, Columbia University Law School, and Carol Watson and Thomas Striepe, University of Georgia Law School, describing the history of their respective repositories and their participation in a pilot program to integrate two popular repository programs, bepress and SSRN. This pilot integration was predicated by Elsevier acquiring each company, in 2017 and 2016 respectively. By integrating the two platforms, these two test cases succeeded in streamlining their workflows, while aggregating and boosting their download counts and rankings. Nearly everyone in attendance professed interest in streamlining workflows but dissension arose over the topic of downloads and rankings.

When presenting on Columbia’s results of the pilot project, Kent McKeever discussed the history of the Columbia repository, emphasizing that it was created to preserve digital material. Dissemination was not really considered at the time. He described his work flows before and after the pilot and praised the pilot program as single point upload, eliminating duplication and metadata complications.

Following McKeever, Watson and Striepe briefly described their history with bepress, dating back to 2008, and their upload processes as well. However, once Striepe unveiled the statistics and outcomes they experienced during the pilot, things got really interesting. According to Striepe, during the pilot integration UGA saw their place in SSRN rankings jump 50-30 places. At the time of this writing, UGA was ranked 25 of the SSRN Top 350 U.S. Law Schools. Striepe also reported witnessing individual article rankings jump by six figures during the pilot integration. At this point, audience response jumped from a-little-sleepy-from-charcuterie to full-on-attention-did-he-just-say-that.

Once participants finished presenting their experiences, Gregg Gordon, SSRN, and Jean-Gabriel Bankier, bepress, fielded questions from the audience. There was a wide range of response to the project, from the very positive to the very negative, and the questions asked during the program reflected this spectrum. Some in attendance wanted to know when they could sign up and participate in an integration of their own. Others debated whether there was proof of concept given the small pool of participants, and others saw the integration as a way to “game the system,” questioning whether downloads as a metric have any value in an open source environment. Bankier responded to most of the inquiries and criticisms. These criticisms included a concern that libraries who can afford both platforms will be unfairly advantaged over those who cannot. Others questioned the methods used for data collection, or the questioned the lack of transparency in rankings, as SSRN rankings are public, but bepress rankings are not. There also was disagreement among the librarians about the effects such an integration would have on visibility of resources, whether downloads would be double-counted, and the overall accuracy of the numbers displayed. Bankier admitted there are problems that needed to be cleaned up and stressed that this project is still in the early stages. One audience member asked whether schools that maintain their own repository would be able to participate and have their repository integrated as well. Bankier responded that a repository that meets certain criteria can be integrated, but he did not provide those criteria. He stated the overarching goal of integration is to streamline workflows and increase the amount of information available to researchers while maintaining integrity.

This session revealed divides not only between libraries and vendors but also among the librarians themselves. As a novice librarian, it was informative to witness the presentation of a project which
potentially could benefit the law community generally and legal researchers specifically. It also was valuable to witness different types of librarians, hailing from libraries large and small, advocating strongly for their varied positions. Those in attendance could not agree on much, but most agreed they left interested in what is to come.

**D1-Strategies for Successful Independent Library Certificate and Educational Programming**

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

Many academic law librarians teach legal research outside of graded, for-credit curriculums. This session best serves librarians seeking to establish, expand, or improve their independent (from the formal curriculum) educational programming.

The speakers noted several possible motivations for creating new educational programming. For instance, formal legal research instruction may only be available for first-year students or not cover some specialized sources or techniques. Creating non-credit instructional programming also provides greater flexibility for innovative teaching models and tools.

To promote the library’s programs, the speakers suggested partnering with legal writing faculty, professors with courses that require research projects, and professional development offices. The library can also focus its promotion efforts on groups of students with particular research needs, like upper-class students conducting research for professors, clinics, or externships.

Regarding course administration, the speakers advised seeking tools to help automate documentation tasks like course attendance, tracking progress through a certificate program, and recording assessment results. The speakers had varied experiences with in-person, asynchronous, and hybrid classes, and with different forms of student assessment. They agreed that the institutional environment and resources will greatly influence the best options for each library.

Any librarian thinking of adding or improving independent legal research programming will find food for thought in this session.

**D2-Library Services for Communities Living in Fear**

Cas Laskowski, Duke Law

Moderated by Latino Caucus Vice-Chair Marcelo Rodriguez, this panel gathered together people in different positions to tell touching stories, meant for others to learn from, of serving fearful or wary populations. Baltimore turned out to be a great place to have this panel as the community there had been through extremely low points but also gathered together to build back up together. Each panelist had her own tale from different parts of this journey.

Melanie Townsend Diggs* was the Pennsylvania Avenue Branch manager of Baltimore’s Enoch Pratt Free Library when the protest over the death of Freddie Gray turned violent on the evening of April 27, 2015. Her main concern as a large, angry and frustrated group ransacked neighboring stores and began approaching her library was to keep the people in her library safe. She chose to leave the library open for as long as she was allowed, making sure those who were too afraid to go outside had a sanctuary.

She had the Library’s security change into civilian clothes and moved everyone away from the windows. She locked the doors and kept a watchful eye. She stood firm with her staff and her patrons until the call came that she had to close the library. At that time, she helped guide everyone out the back exit to avoid the confrontations out front. Townsend Diggs spoke lovingly of how her community came together in the following days to rebuild and recover together. Through that recovery, her library continued to be a sanctuary.

Amy Petkovsek, Director of Advocacy for Training and Pro Bono for Maryland Legal Aid, later approached Townsend Diggs with a proposal. She wanted to bring lawyers into Townsend Digg’s library to provide pro-bono, limited scope legal ser-
services to her patrons. Townsend Diggs was skeptical at first. She had had people offer to come into her library to “help” her patrons before, but they would never show up again after their first visit. She accepted Petkovsek’s offer with a stern caveat: this could not be a one-time venture. If there were going to be lawyers in the library, they would have to return—regularly.

Petkovsek agreed. It was good that she did as it took several events for Lawyer in the Library to become the success it is today. This sort of outreach takes trust, according to Petkovsek. It took consistency and persistence for the community to see both that the lawyers were there to help and that they would continue to be there. Petkovsek and Townsend Diggs now work closely together to administer the program.

Adeen Postar, Director of the University of Baltimore School of Law Library, works to ensure the public of Baltimore have access to legal materials. Empathy is key to the way she handles interactions with patrons who disrupt the library in some way. When she speaks of a patron who pitched a tent for a few days in her library, her voice is filled with kindness, not disdain.

She understands that the patrons she serves, both the law community and public, all have varying circumstances that brought them into her library. Each of her decisions is with both populations in mind. This is why she keeps all the print materials that the public often use while the students have digital access. And why she tries to find room in her budget to continue providing Westlaw access to the public, though she may eventually need to cut it.

Overall the panel had several lessons. Even in moments of crisis, we can act humanely, prioritizing the fearful individuals around us and looking for ways to make them feel safe. We must to listen to the communities we want to serve to be sure that we are providing them what they need, not what we want them to need of us. We have to be patient and consistent as we work to build trust with communities that have been slighted often by those claiming they want to help. And we must be empathetic to the needs of those who walk through our doors, for we will never really know what brought them to us.

*Ms. Townsend Diggs is now South Area Manager of Prince George’s County Memorial Library System. For her efforts that night, she received 2016 Lemony Snicket Prize for Noble Librarians Faced with Adversity.

D4-Hot Topic: Modern Day Debtors Prisons: The Criminalization of Poverty and Those Who Profit From It
Kate E. Britt, University of Michigan Law Library

Neil L. Sobol of Texas A&M began the panel Modern-Day Debtors’ Prisons: The Criminalization of Poverty and Those Who Profit From It with descriptions of historical, Dickensian debtors’ prisons. They were unsanitary; prisoners who could not repay their debt spent years detained; costs of room, board, and medicine were added to their debts; and operators were incentivized to keep the inmate population high, creating a conflict of interest.

Debtors’ prisons of the modern day are regular jails and prisons holding those unable to pay “criminal justice debt” or “legal financial obligations.” Three troubling characteristics of 21st century debtors’ prisons are mass incarceration (1% of Americans are incarcerated), states and municipalities generating revenue without objection, and decriminalization of minor offenses, leading to jail time when offenders can’t pay the fines.

Legal financial obligations take three major forms: bail, fines, and fees. Hundreds of thousands of people who cannot pay bail sit in jail every day, despite not being convicted of any crime. New or larger fines are often established for minor offenses like littering and traffic violations. Additional fees are the easiest to tack on and account for the greatest increase in an individual’s debt.

Fees are imposed at every stage of the criminal justice process: pre-conviction bail, public defender costs, and e-monitoring; sentencing fees and funds; incarceration room and board, medicine, phone use, and other expenses; and parole or probation supervision, e-monitoring, and drug testing. Addi-
“poverty fees” include interest, late payment fees, and payment plan fees. Failure to pay this growing debt could still lead to incarceration. The result is a two-tiered system: one tier for those individuals with access to funds, who simply pay the fine, and another for those individuals without access to funds, who end up owing many times more.

Although the Supreme Court in Bearden v. Georgia ruled that a sentencing court must inquire into the reason for failure to pay criminal justice debt, this usually does not happen in practice. A 2016 letter from the Department of Justice instructed state supreme courts to advise lower courts of their duty to adhere to Bearden, but the guidance was later revoked.

Sara Totonchi, of the Southern Center for Human Rights (SCHR), framed the influx of criminal justice debt as the modern civil rights struggle and related the stories of several clients the SCHR has represented, usually against predatory private probation companies. The companies are profit-motivated and not invested in the welfare or reintegration of previously incarcerated persons. In fact, when Georgia passed a law limiting private probation companies to only three months of fees, the top such company preferred to stop doing business in the state.

Not only are private companies profiting off criminal justice debt, but state and local governments frequently pad their budgets with fines and fees. Ferguson, Missouri pre-budgeted 25% of its yearly income with anticipated court fees, and one 400-person town collected $1.2 million from speeding tickets in a single year. Two particularly egregious collection schemes involved invoking a “victim fee” against a domestic violence victim and threatening to shut off the electricity of a man who depended on an oxygen machine.

One way that law librarians can help address modern debtors’ prisons includes supporting scholarship by helping to collect data and track legislation. Librarians can create a bench card for judges regarding relevant laws and expectations of individuals under private probation. Librarians can also disseminate “Know Your Rights” materials, like the handbook on the SCHR site [link: https://www.schr.org/files/post/KnowYourRightsHandbook.pdf].

E4-Don’t Just Hire the Best– Keep Them
Trina Holloway, Georgia State University Law Library

Moderator Kristina Alayan conducted this session as a roundtable to facilitate dialog so all in attendance could learn from others. She mentioned that compensation packages would not be a topic of discussion because salaries vary based on organizations. Assigned to each table was a facilitator, a topic of discussion and some questions to get the conversation going. Those in attendance discussed the following topics: flexibility/autonomy, professional development, managing up, down and laterally, reorganization, recognition and mission. Each group had the opportunity to share the highlights of their conversation. Responses focused on what could be done to retain high performing staff and librarians.

- Flexibility/Autonomy – Give employees an option to manage their own time and a feeling of ownership. Clearly outline policy parameters and expectations.
- Professional Development – Support staff attending conferences and giving them time at work or away from the office to complete committee assignments or writing projects.
- Managing Up – Make clear the needs of a position and express the benefits to the key stakeholders. Be sure not to buy into the do more with less, as this can create a toxic environment.
- Managing Down – Empower employee to work on a project where they can learn new skills and develop leadership skills.
Managing Laterally – Give your employee the chance to work on projects in other departments. Have them focus on managing a project instead of managing the person. These are great ways to gain management experience.

Reorganization - Many organizations have a flat organizational chart. If it is possible, consider changing the structure and get feedback from staff and librarians. Consider adjusting schedules to fit the style of employee, for example going from part time to full time or having flex schedules.

Recognition - Find out how employees like to be recognized. Some do not like public recognition. Small gestures of appreciation go a long way such as gift cards, any amount, or nominating a person for an award. This acknowledges you notice the employee’s work ethic and contributions to the organization and the profession. In addition, creating in-house awards is a great way to show employees that they are valued and are an important part of the mission of the organization.

Mission – Make everyone aware of the mission and the role each department plays in accomplishing that mission.

Although your best performers sometimes have to leave for their professional growth, in the meantime, continue to support them by taking an interest and investing in them. It is beneficial to both parties.

Overall, this was a good program. Great ideas were shared that could easily be implemented. I learned to take the first step by having an open conversation with my employees. Be transparent, and remember, as mentioned, sometimes the best performers will move forward for their professional growth.

E5-From Concept to Deliverable: Build Your Own Law Library Chatbot

Daniel A. Brackmann, University of South Carolina

This presentation by Saskia Mehlhorn, Norton Rose Fulbright US LLP, and Robert Brammer, Law Library of Congress, focused on the concept of a chatbot and offered an example of how to program one for use in a law library setting.

The program began with a discussion of artificial intelligence (AI) and the apocalyptic prophecies for how it would replace people, including lawyers. A brief history of AI and the Turing Test led to a discussion of major branches of AI: big data, cloud computing, machine learning, and natural language processing. Ironically, the speakers noted, a single, uniform, agreed-upon definition of AI remains elusive. For this presentation, the speakers adopted the definition that AI means combining multiple capabilities to create “human-like knowledge.”

The speakers then reflected on the economic implications of developing AI and the certitude that it will affect the delivery of professional services. In the area of law, the speakers pointed to the chatbot at donotpay.com, which helps people deal with parking ticket appeals. This rising use of an interactive presence like a chatbot, however, introduces several pitfalls for any library thinking of creating one. These pitfalls mostly centered around the unauthorized practice of law or malpractice claims. The speakers noted that as paraprofessional services expand into multiple areas of legal practice, the term “practice of law” becomes increasingly murky. Additionally, law firms increasingly unbundle or outsource their services in ways that might open doors for chatbots. Questions relating to the chatbot’s ability to form attorney-client relationships over the Internet remain unanswered. Likewise, the speakers questioned whether clients might engage with a law firm’s chatbot simply to create a conflict of interest precluding that firm from taking a representation.

From here, the speakers moved to the realm of the practical, providing an example of chatbot creation using the web site chatfuel.com. They selected this example because it meshes with Facebook.
though you need a business Facebook account to use it. The Chatbots Journal (chatbotsjournal.com) contains an article highlighting twenty-five common chatbot platforms for anyone wanting to experiment with alternate options. Chatfuel allows several ways to track the use of the chatbot which can be used to improve it. For example, the programmer can see what kinds of queries are slipping through to the default answer and then modify the code to handle those queries. The speakers also advised putting in disclaimer language that the chatbot is not providing legal advice and the need to consult an attorney for true legal advice. The presentation was recorded and the slides are available via the AALL web page.

This program seemed pitched for librarians who were considering a chatbot and knew little about them rather than librarians using one already and wanting to enhance their skill sets or seeking ideas. It would be worthwhile for review by anyone in the former role and did a good job of taking the lid off the chatbot box and making it less intimidating. The discussion of AI on the front end might have been a bit longer than need be, but it raised some very important questions about UPL and malpractice concerns. This program is recommended if you are considering using a chatbot in your library.

E6-Our Knowledge Put into Action: Helping Public Librarians Learn Basic Legal Research
Shannon Kemen, University of Cincinnati

This session brought together four librarians—from a law firm, a state law library, and an academic law library—to discuss how law librarians can better enable public librarians to assist public patrons with legal research questions. The panelists discussed what type of outreach they provided to public libraries in their area, described how they developed their outreach plans and explained the limitations of their respective outreach programs.

To begin, the librarians discussed why law librarians should care about this topic. All four concluded that this is an area of interest for law librarians as professionals. Supporting public librarians and increasing their ability to assist public patrons with legal research questions directly supports access to justice. Additionally, the public library is often the first place the public goes for assistance, and by training public librarians, they will be better able to advertise law library services and direct public patrons to a public law library when it is more appropriate for them to use those resources.

The librarians then discussed how to create an outreach program for public librarians and how to select educational programs for public librarians. To start, the librarians began by looking at the websites of the public libraries they would be visiting. They then created a list of basic legal research topics to review. Topics recommended by the librarians included: a basic civics review, statutes, cases, regulations, secondary sources, forms, Nolo books, and Legal Aid/State Bar Association materials.

In addition to reviewing the topics listed above, the law librarians also went over real life scenarios with the public librarians and explained how they would approach answering various questions from public patrons. They also covered the unauthorized practice of law—explaining what it is, how public librarians can still help patrons and what they need to avoid. Whenever possible, some of the librarians brought guest speakers into their trainings, like legal aid workers or people who worked for the Courts designing forms, because these speakers could provide more insight into some of the areas where public patrons routinely have questions.

The librarians also recommended that handouts of the training material be made available during the training and accessible to the public librarians after the training. The librarians mentioned additional resources of interest, including:

- AALL Public Library Toolkit, State-Specific Public Library Toolkits, https://
The major challenges noted by the law librarians in organizing outreach programs for the public librarians were time and logistics. Despite these challenges, this session would be very helpful for law librarians interested in creating programs to teach basic legal research skills to public librarians.

**F1-Teaching Tech: The New Frontier**  
Sarah Gotschall, University of Arizona Law Library

The subject of teaching technology was all the rage at the AALL conference this year. Presentations and roundtables abounded! Those individuals currently teaching tech wondered if they are teaching it right, teaching the right things, or keeping up with the modern trends. Those individuals not teaching it worried that they should be! Whatever is a librarian to do? Attending the excellent Teaching Tech: The New Frontier presentation by Elizabeth Farrell Clifford (Florida State) and Jennifer Wondracek (UNT Dallas) would have been a great start, but for those who didn’t get the chance, the presentation slides are available (Unfortunately, the presentation was not recorded due to technical issues).

As Clifford and Wondracek noted, librarians increasingly stumble onto a new frontier – teaching legal technology to law students. For the many unsure of how to start, the presenters started at the beginning, covering five different topics - approaches to teaching tech, pitching the idea and getting approval, teaching topics, teaching assessment, and common questions. The presentation was very thorough, so I cannot cover everything. I will, however, highlight a few especially useful or interesting parts.

**Pitching the Idea**

Sometimes librarians are asked to teach tech, but other times the idea originates with the librarians themselves. In that case, the librarians must sell the administration and/or curriculum committee on the idea. The presenters suggested reminding the powers-that-be that lawyers have an ethical obligation to be technologically competent and that solid technical skills can be a selling point to prospective employers. They also suggested thorough preparation to counter the skeptics of whether teaching technology to “digital natives” is necessary and whether such a class is sufficiently academically rigorous to belong in a law school.

**Approaches to Teaching Tech**

The presenters pointed out that not one size fits all when teaching tech. Not every librarian teaching effort has to be a one, two, or three credit hour class. Other suggestions were tech presentations in substantive law courses, one-time info sessions, a workshop/non-credit certificate series, or a school technology competency requirement. When starting from the beginning, they suggested starting small with a pilot project or a needs assessment with career services.

**Tech Topics**

Anyone who has pondered teaching legal technology is immediately faced with the reality that “legal technology” is a broad topic. Questions abound! What to teach? How much depth is required for different subjects? Is it difficult to learn before teaching?

Three presentation slides were devoted to a Tech Topic Buffet. They listed 21 topics, from Microsoft Word to virtual law practice, from blockchain to 3D printing in litigation. In addition, they made recommendations on the level to teach and provided advice on the instructor learning curve.

**Software Logistics**

One of the most valuable parts of the presentation was the advice to start early on software approval. Procedures vary widely at institutions, and some have a thorough approval process for software. Some universities require software to be reviewed by counsel for FERPA and ADA compliance, licenses to be negotiated or reviewed by the finance department, etc.

Many other useful topics were covered so be sure to check out the presentation slides further information.
Copyright, Digitize, and Lend: What You Need to Know
Kayla Reed, LSU Law

The purpose of this session was to show how libraries can digitize their collection to facilitate more accessible e-book lending while complying with copyright law. The speakers, David Hansen (Duke), Kyle Courtney (Harvard), and Michelle Wu (Georgetown), first laid the groundwork by providing an explanation of copyright law and how libraries are legally able to lend their collections. According to the first sale and the fair use doctrines, the purchaser of a book obtains the right to sell or distribute his or her copy as long as it does not impede upon the rights of the copyright holder. As these two doctrines were created with physical books in mind, challenges do arise when applying these principles to the digital format.

To illustrate those challenges, the speakers presented the court case Capitol Records, LLC v. ReDigi Inc. ReDigi, an online pre-owned digital products marketplace, gave users a space to directly buy and sell their pre-owned digital content to other users. When Capitol Records accused the business of copyright infringement, ReDigi’s representatives claimed that their business was protected by the first sale doctrine because they were not duplicating the files, rather they were facilitating the files being shared among users. The court ruled against ReDigi Inc. and concluded that the site had been making reproductions as they moved the files around. The ruling stated that ReDigi was not protected by the first sale doctrine and had committed vicarious infringement. ReDigi has since appealed the ruling and is awaiting the verdict.

With this information in mind, the speakers went on to describe how libraries may circulate digitized versions of their collections without violating copyright law. In order to comply with the first sale doctrine, the library may only circulate the number of copies that they own. When a library makes the decision to digitize a book and make it available in digital format, the physical book must be made inaccessible to library users by shelving it in closed stacks or sending it to an offsite storage location. In doing so, the library only circulates the number of copies owned; therefore, the market to publishers is not harmed. The speakers also recommended that the library may want to focus on digitizing low risk works, such as materials that have no publisher or were published before 1976.

Libraries must consider a number of factors before undergoing such a project. Cost is often the largest challenge faced by some libraries. There is the cost of the digitization equipment, the cost of offsite storage for physical books, and the cost of staff time. Another challenge to consider is security risk, as a library catalog may be hacked or users may make digital copies of the borrowed e-book. Ultimately, digitizing a collection for circulation is protected under the law if done correctly. A digital library makes the collection more accessible to library users, but it is up to each individual library to decide if it is worth the endeavor.

And Justice for All: Three States and Three Approaches to A2J Outreach
Rachel Gordon, Duke Law Library

This program gave an overview of the access to justice (A2J) outreach programs run by libraries in three different states: South Carolina, Louisiana, and Maryland. The program started with a chart contrasting personal income, the number of attorneys per 10,000 people, and the number of attorneys per 10,000 people below 200% of the federal poverty level providing free or low-cost services. In this context, the A2J gap in each state is quite clear. The presenters discussed opportunities to establish partnerships with different groups, including bar associations, access to justice organizations, pro bono legal services, and public library systems. Some of the issues reported include trouble getting involved in A2J commissions and that the commissions focus on practice-related issues when some of the A2J gap involves information seeking unrelated to existing or potential litigation, and law librarians can represent this perspective well. Next, the presenters discussed how their library worked to close the gap in each state.

Terrye Conroy talked about the University of South Carolina’s Circuit Riders Outreach Program. This program began in 2007 with law librarians...
traveling around the state to provide basic legal research instruction to South Carolina residents. In addition to these in-person sessions, an online research guide provides the same content to a broader audience. Unauthorized practice of law (UPL) is a major concern raised by public librarians because it is a felony in South Carolina. The Circuit Riders help non-law librarians understand the basics of UPL in addition to how to handle a legal reference interview and when to make a referral. Another area where the USC library has been able to aid public libraries is in making collection development decisions, including identifying the best resources for a particular topical area of law. Some USC law librarians recently also created a court forms index to help the public understand which forms are required to file and which are frequently used together. South Carolina’s Circuit Riders Outreach was an early A2J program that has been recognized widely and used as a model in other states.

Miriam Childs from the Law Library of Louisiana spoke about the state of A2J in Louisiana. Louisiana does not have a unified court system, which presents unique challenges. Some Louisiana courts have addressed this A2J issue by setting standard forms that must be used, which helps in education and training. Louisiana law librarians also have opportunities to integrate better with legal services organizations, and this is a goal for the future. Louisiana has a state law library that is affiliated with the Supreme Court, but there is no parish library system, which contributes to the A2J gap. The Law Library of Louisiana maintains online research guides that include resources available by parish. The Louisiana Bar Association, the Law Library of Louisiana, and the LSU Law Library also collaborate to provide the Legal Education Assistance Program (LEAP). LEAP includes attorney referral services and the Lawyers in Libraries program that brings lawyers into local libraries for information sessions. Law librarians also provide training to public librarians that includes how to answer legal reference questions. Louisiana law librarians are currently working on an on-demand video version of the LEAP training to reach even more people.

Catherine McGuire of the Maryland State Law Library discussed A2J efforts in Maryland. Maryland suffers from geographic challenges due to population concentration and the lack of rural law libraries. The People's Law Library of Maryland website has been a well-known resource for self-represented litigants for more than twenty years. A section of the Maryland State Law Library website called Law on the Front Lines: Legal Reference for Public Libraries gives information about how to identify, flesh out, and answer legal reference questions and provides information about upcoming trainings. The Maryland State Law Library does a lot of education about the court system and jurisdiction because Maryland has a unique and complex judiciary structure.

This program provided a good overview of the access to justice gap and included suggestions of ways to partner with different types of organizations, including universities, courts, public libraries, access to justice institutions, bar associations, and more to increase access to legal information to self-represented litigants, people seeking representation, and people who are just curious about the law. The examples from South Carolina, Louisiana, and Maryland helped illustrate what law libraries can do to help people with limited access to legal information and how to manage and improve partnerships. The recording for this program is available online.

F8-Doing Our Part: The Library’s Role in Supporting and Promoting Bar Preparation and the Advancement of Students
Kate E. Britt, University of Michigan Law Library

This program focused on how libraries can work with academic support programs (ASPs) for the benefit of students. Three such program directors spoke on this panel: Russell McClain of Baltimore’s Carey School of Law, James McGrath of Texas A&M, and Dyann Margolis of Charleston School of Law.

ASPs introduce students to law school at orientation, help them navigate their three years in school, and provide some bar exam help. ASPs and law libraries share several commonalities. They provide assistance at every stage of school, and they teach hard and soft skills that will serve students
throughout their careers. Unfortunately, in many law schools, there is little interaction between the library and the ASP.

Law libraries can help ASPs support students through personal involvement by providing skills-focused teaching. McGrath made a distinction between intrinsically motivated students, who naturally learn at a deep level, and extrinsically motivated students, who generally only absorb what is on the surface. Due to a variety of circumstances, including more students attending law school, more first generation law students, reduced emphasis on critical analysis in secondary and higher education, law schools are seeing an influx of extrinsically motivated students. Panelists recommended resources that teach instructors how to approach them, particularly *Academically Adrift: Limited Learning on College Campuses* [http://www.worldcat.org/oclc/587209637].

McGrath encouraged law librarians to be a part of the students’ new community of lawyers. Librarians can work with ASPs and other law school departments by helping with orientation and classes, serving on committees for bar preparation, and assisting with actual bar exam prep. They also can assess the success of the school’s bar prep efforts through student surveys, peer evaluations, and annual reviews of the program.

Law libraries also can help through collection development by providing students with access to up-to-date and relevant bar prep materials. Margolis encouraged libraries to purge collections of old UBE books and to collect current MPT, MEE, and MBE materials. Commercial bar review courses teach students about the law, but library resources can help students learn necessary skills. She particularly recommended publications of the National Conference of Bar Examiners, since those materials best represent what students actually will see. McClain also suggested helping to curate a collection for the ASP offices.

The law library is an excellent physical space in which students can prepare for the bar. By limiting checkout times on bar prep material, libraries can ensure that the most people can use them. Access to study materials and space is also a useful resource to provide students who are taking the bar a second time. Libraries also can provide necessary technological resources for students throughout their law school careers.

Some of the ways libraries and ASPs can collaborate is through pre-enrollment programs, creating joint coursework and orientation programs, and supporting graduates taking the bar. Additionally, the library can help serve marginalized students by creating an environment where they can succeed.

**Tuesday July 17**

*(G, H & I Programs)*

**G2-Biological Evidence for the Effective Use of Educational Technology**

Rachel Gordon, Duke Law Library

This program featured Richard W. Prather, Assistant Professor in the Department of Human Development & Quantitative Methodology at the University of Maryland. Dr. Prather works with educational neuroscience, mathematical models, developmental cognitive neuroscience, and numerical cognition. He began by discussing the variety of ways that researchers are studying learning and stated that the definition of learning depends on the context. Context includes environmental factors like who is learning (humans, animals, computer programs), where they are learning (classrooms, tutoring, informal settings like museums), what and how they are learning (facts, skills, implicit, explicit). Learning can have a biological perspective, which measures behavior based on tasks, or a cognitive perspective, which measures outcomes based on standardized tests. One commonality to all learning research is change. Researchers measure the subjects knowledge at the starting point versus where they are after a given time or activity. These can be changes in behavior, knowledge, cognitive representations, and neural activity.

Trying to enhance cognition is not new, and it consists of both finding the most efficient way to teach a learner something new and studying how
siubjects learn. An example is young children learning the grammar and vocabulary of a new language. This is an example of implicit learning because the learning occurs through observation and absorption of information. Implicit learning can include pattern detection, like showing someone a pattern of lights. They do not know what the pattern is, but they can make accurate predictions to continue the pattern.

Some of the current approaches to incorporating technology to improve learning include brain training, educational neuroscience, and cognitive tutors. Brain training deals with improving overall learning that is not specific to one subject; therefore, it makes people smarter in general. One well-known example of brain training is the application Lumosity. Brain training proponents claim that learners can improve general cognitive skill, that the effects are long-lasting, and that learning can be successful with a relatively small time investment. Dr. Prather noted that brain training sometimes gets oversold and mentioned the Lumosity FTC settlement over claims the company engaged in deceptive advertising. Despite this, there has been some success with individually customized brain training, specifically for age-related cognitive decline.

Another approach is educational neuroscience, which asks how formal education processes can be changed and neuroscience data can be connected to educational practice. Educational neuroscience came about from researchers conducting brain scans to study general cognition and language learning with the goal of making the results relevant to a formal education setting. Studies have looked at factors ranging from teacher gestures to the variety of examples used in classrooms. Teacher training and educational neuroscience are very different areas that do not often overlap. These areas are interdisciplinary and require experts with different specialties to work together. Neuroscience data generates interesting results but will not impact directly classroom instruction. One of the big issues mentioned during the program is how to scale up data from multiple studies to make broader changes.

The final area covered was computational neuroscience, which involves mathematical simulations of what researchers expect is happening in the brain. Computational neuroscience can help to make predictions of behavior and learning.

Dr. Prather mentioned several success stories, including predicting dyslexia and improving adolescent learning by adjusting school start times. The dyslexia study looked at how brain changes happen during interventions for dyslexia. Researchers have been able to identify individuals with dyslexia based on brain data, and the combination of neuroscience and behavioral data improved predictions of dyslexia. The study about improving adolescent learning found that by adjusting the start time of school to later in the morning, teenagers learned more effectively.

Dr. Prather also talked about cognitive tutors, which offer similar benefits to brain training but are specific to topical areas, tend to be automated, are individually customized, leverage learning principles, and measure what students know and what they do not know. He also discussed neuroscience cognitive tutors, which include the features of cognitive tutors but also include neuroscience data. Neural activity varies with individual skill, so researchers can observe variations in signals based on how hard a question is and the accuracy of the response.

Dr. Prather gave five conclusions to end this program. First, improving general cognitive skills is difficult. Second, improving topic-specific skills is within reach. Third, individualized approaches can work well. Fourth, neuroscience data may be useful, but it is not special. Finally, the difficulty in developing successful applications is in scaling up. The recording and LibGuide for this session are available online.

G4-Reference Analytics for Data-Driven Decision Making
Nicole Downing, Kathrine R. Everett Law Library, UNC School of Law

This program left me with a serious case of data envy. The transition of reference tracking from ticking marks on a piece of paper to impressive data
visualizations was detailed over the course of the hour. Amy Atchison started things off by presenting background on the tracking of reference statistics. Christina Tsou then recounted the adoption process and functionality of a new statistics tracking system. June Liebert finished out the program by showing the audience the incredibly valuable data analysis possible when you use a good tracking system, as well as the real impact this analysis can have on library services.

Atchison took us through the various methods of tracking statistics she had encountered over her years working reference in an academic setting, including paper recording, Microsoft Outlook archives, and posting notes about faculty requests on a filing cabinet. These records of reference interactions did not exactly translate into good sources for decision-making or proving library value.

That’s where Tsou came in. UC Irvine School of Law Library transitioned from these traditional methods to two separate online tracking systems that did not interact with each other. This started the library’s search to find a better system, and Tsou discussed with the audience the systems they tried and rejected. In doing so, she ended up providing some valuable take-aways for an institution going through a similar hunt: (1) don’t adopt a system if you can’t understand it from the demo; (2) be aware of whether the license fee is by user or by institution; (3) ask if the software maintenance is conducted by the vendor or your institution; (4) identify whether the system is hosted on-site or in the cloud; and (5) keep in mind that testing, selecting, and purchasing a system is a lengthy process.

The process was successful for UC Irvine, as they ultimately selected Quest Library Request Tracking Software (at the recommendation of Liebert who was using it at Sidley Austin). The Quest software allows for detailed faculty statistics tracking, such as viewing projects organized by status or viewing projects organized by librarian. The system also allows users to color code and annotate projects, store work product, and make notes on faculty that can be shared among librarians.

Liebert picked up the program to offer her perspective on how valuable the collection of these reference statistics can be for a library. Based on data collected in 2014 about reference interactions at Sidley Austin, Liebert created targeted library goals with the general aim to “provide the firm with more value.” To meet those goals, they changed the library structure, reference services, and marketing of services. They looked at their statistics a year after making the changes and saw an impressively large increase in library users and the number of requests. Before making changes, the statistics allowed them to identify opportunities for growth. After making changes, the statistics allowed them to clearly see the impact of these changes at the firm.

The firm switched to Quest’s reference tracking software, which gave them the ability to run even more analytics. Liebert showed the audience several visualizations of reference statistics, including a breakdown of requests based on the type of question, the time spent on projects, and the complexity of projects. That is only a snippet of the impressive charts and graphs shown to the audience.

As an academic librarian, I was very interested in the fascinating data on summer associate use of library services, including the types of questions they ask and the resources they use. For example, Liebert was able to see that while there was a limited number of clicks on research guides, the guides were viewed for a significant amount of time. This was an example of reference analytics showing the value in creating resources for summer associates.

This program provided a seamless integration of academic and firm presenters and illustrated how we can learn from the experiences of other reference departments across library types. I highly recommend this program for librarians who are interested in seeing the abilities of advanced reference tracking software or for those who want to see the impact these analytics can have on library management.
**G5-It’s All About the Relationships: Marketing to Your Library’s Stakeholders**

Karen Skinner, USC Gould School of Law

“It’s All About the Relationships: Marketing to Your Library’s Stakeholders” was presented by Carol Ottolenghi of the Ohio Attorney General’s Office, Katie Brown of Charleston School of Law, and Saskia Mehlhorn of Norton Rose Fulbright US LLP. Carol started off by saying that it is important to believe in what you are selling. She noted that marketing the library equals convincing people to spend scarce resources on the library. The matter is complicated by the fact that stakeholders get lots of attention for their money and their hearts. One of the keys is to turn potential users into users and then users into library advocates. Carol said you do this by marketing intentionally, which is “a unified marketing approach that helps your library be seen doing good work.”

Everything you do affects your relationships with your stakeholders. This includes just saying hello, your website, your database trainings, and your tweets, just to name a few. Carol went on to say that everything you do needs to say “welcome to the library.” Libraries need to focus on three areas to thrive: service, funding, and marketing. Carol provided a couple of examples to illustrate this message. If you have great service but no marketing, no one will know about your great service. If you have lousy service, no amount of great marketing will improve that service.

Katie kicked off the next segment of the program by speaking about knowing to whom you are selling. She said your targets are library staff and users, potential users, and “people who can really mess with your budget.”

Katie explained that she was once asked by a stakeholder why a technical services department was needed when they already had an IT department. She replied by saying that without a specific person doing his job, the stakeholder would not get a specific end result and she backed this up with flow charts that showed work processes and how they affected the end result. They then changed their technical services department to “core operations” to prevent stakeholder confusion.

Part of the trick is figuring out where your stakeholders are and meeting them there. Then you can bring them up to speed. Katie said you should not assume they understand what you do. Be aware of how your stakeholders like to communicate. Katie discovered that one of her stakeholders preferred an email before she stopped by to chat. She started sending him an email before stopping by his office, and it completely changed the dynamic.

Saskia began the final segment by discussing building solid relationships for lasting success. She encouraged the audience to be visible. Katie kicked off the next segment of the program by speaking about knowing to whom you are selling. She said your targets are library staff and users, potential users, and “people who can really mess with your budget.”

Saskia’s next point was to be attentive and to listen to the stakeholders needs. As you learn things about your stakeholders’ needs, make sure the library assists them with those needs and becomes a resource for them. One strategy Saskia employs is, before meetings, she decides what she wants to talk about during the meeting and what she wants to get out of it.

Saskia reminded the audience to persevere, to not be annoying but also to not give up. She encouraged librarians to make themselves memorable. She carries a trifold marketing brochure with her everywhere she goes, so she can hand it out when needed. She thinks something in print is more memorable than an email, which can easily get lost in an inbox.

We want stakeholders to think of the library as being able to provide a solution to any issue, even if that is just figuring out the right person to provide that solution. And when you think about it, this is at the heart of what librarians do and are best equipped to handle. We direct people to the best resources. We have to make sure we are doing that for our stakeholders and marketing, so they are aware that is what we do too.
G7-The PEGI Project: Preserving Electronic Government Information
Benjamin J. Keele, Robert H. McKinney School of Law

This session was part of the Preserving Electronic Government Information (PEGI) Project, an organization funded by the Institute of Museum and Library Services seeking to further planning for long-term preservation of digital government information. The project includes collaborators from academia and government.

The session included a great deal of audience participation. The speakers provided prompts for each table to discuss, and then each table reported their comments to the audience. Participants discussed categories of digital government information at risk and brainstormed what risks to mitigate. Participants also considered collaborative strategies to help address these issues.

The discussion of risks seemed especially interesting. Some risks were predictable—lack of funding, neglect, media degradation. Other risks, though, surprised, such as delegation to private vendors that embargo or discard unprofitable information, malicious hacking, politically motivated suppression, and staff that regard less-current information as harmful.

The discussion of possible solutions focused on educating agency officials and legislators. One of PEGI’s final products will be a white paper furthering discussion in library and government circles. The session is accessible online.

H3-Lightning Lessons: Research Instruction in a Flash
Jocelyn Kennedy, Harvard Law School

Have you noticed a downturn in attendance at library-sponsored instruction sessions? Are students coming for the lunch and leaving before the lecture? Do you find that you can’t keep students engaged for a 15-minute talk? In this presentation, AJ Blechner and Heather Joy offered an alternative instructional format to increase contact with library patrons. AJ and Heather leverage findings in neuroscience and pedagogy in support of letting go of the hour-long (non-mandatory) instruction format. If you think of traditional library trainings as a full meal of research, think of a lightning lesson as a health snack, purposely designed to occur in a 2-5 minute interaction that gives your audience a small bite of a library service or skill.

In this 60-minute session, the presenters walked us through the concept of a lightning lesson from idea creation and presentation design through execution. AJ and Heather advised the audience to prepare for the lesson by using backward design—encouraging the audience to come up with a learning outcome first and then think of the content to meet that goal. The presentation included tips on how to persuade colleagues to help out, how to create hand-outs (odd-shapes are more compelling—who knew?), pick a location, and track your interactions on the day of your lesson. During the session, AJ and Heather took turns speaking, each for a few minutes at a time. This give and take was engaging and, AJ explained to me after, also a pedagogical technique. Changing presenters engages audiences as the ears hear different sounds and the eyes move from one speaker to another. They snuck that lesson in, like zucchini in cookies.

Another pedagogical choice AJ and Heather made was doing a live demonstration of a lightning lesson. I found this demonstration very useful. So many talks and presentations tell the audience how to do something, but never actually show the final product. After explaining the lightning lesson and the steps to creating one, this demonstration tied the whole thing together. The audience could really see how quick a lightning lesson is, and how much a prepared instructor can convey in a short period of time.

Finally, AJ and Heather gave out a packet containing seven documents to use in pitching, planning and executing a lightning lesson. They then asked the audience to work through planning a lightning lesson. This hands-on activity took about 15 minutes and both Heather and AJ walked the audience helping out and answering questions. At the end of the 15 minutes, the audience paired up and pitched their ideas to each other. This provided
good practice for thinking through how you will talk to your manager, director or colleagues about lightning lessons.

This session was not a lightning lesson. However, the presenters broke down the content into small chunks, used pair-presenting and live demonstrations to keep the audience engaged, and prepared an amazing packet of take-away information. If you haven’t seen a lightning lesson, I recommend you check out the presentation on the AALL website, visit Bit.ly/AALL2018H3 for the program handouts and consider trying this out in your library.

**11-What’s In the Black Box?: An Inside Look at the Algorithms for Westlaw, LexisNexis and Fastcase?**

Daniel A. Brackmann, University of South Carolina

This presentation by Susan Nevelow Mart, University of Colorado, Ed Walters, Fastcase, and Tito Sierra, LexisNexis, focused on exploring the algorithms underlying the different results produced by running identical searches on various legal research platforms.

Susan kicked off the panel by discussing her work comparing the differing top ten results produced in response to identical search queries by various platforms. This laid the groundwork for the ensuing discussion. She pointed out that DARPA is now pushing for XAI, (explainable artificial intelligence) and that the algorithms search platforms use evolve constantly, often without users seeing how or when, causing the same search engine to sometimes produce drastically different results to the same query over time. This frustrates users who do not understand why things change on them.

Sierra expressed Lexis’s goal to provide relevant results to all search types. He explained the way that Lexis processes results to achieve relevance determinations. First, it tries to clarify the user’s intent by isolating and identifying things like misspellings, citations, and connectors. Then it identifies and preserves specific phrases and brings in equivalent phrases and terms. Next, it retrieves results from its database. Finally, it ranks the results based on an analysis of how the documents themselves connect and by looking at the proximity of the search terms in the documents. Lexis continuously adjusts and tests the way its algorithms produce results to make them retrieve more and better responses. They also look for ways to express search results differently, such as charts and maps of results instead of lists. Lexis also seeks feedback to get user input on the results returned.

Ed began by defining a search as simply a process of iterative filtering and sorting in the face of twin problems of over-inclusiveness and under-inclusiveness (and the fact that most users do not read more than the top ten results). Older searching algorithms used numerosity, proximity, diversity, and density to determine relevance, but Fastcase attempts to go beyond that to use the information’s own architecture. Ed discussed the tensions search engine designers must deal with, such as between new users and experienced users or between expert searchers and novice searchers. Each group wants the searches to work in different ways. Some want more advanced searching while others want the Google experience. Ed then offered tips to maximize search effectiveness; take advantage of Fastcase’s infinite scroll to read beyond the top 10 results; learn to customize sort; use the citation map and visual tools to identify key nodal material; use the Forecite tool to identify important cases to the topic not in the search results; finally, use “boost score” to customize the weight the algorithm gives to the various search terms in ranking the results.

Susan brought the panel to a close by summarizing that the way forward seemed to involve both letting users see what is happening within the search and giving them control to adjust it. Questions followed and the one that stuck out to me involved the suggestion that while Google’s method was to follow crowd-sourced wisdom to achieve rankings, the way forward for the commercial search engines was to go the other direction and get away from the “tyranny of the majority.”

Aside from the occasional bit that felt more like marketing than exposition, this panel provided an interesting look “beneath the hood.” I would have preferred even more general discussion of principles rather than details about each vendor’s current
bells and whistles. Still the session provided some useful insights into how searching looks from the developer’s side. The session was recorded and the slides should be available on the AALL webpage. I recommend it for anyone curious about this topic.

15-Cool Tools Café
Charles Perkins, Elon University School of Law

The Cool Tools Café experimented with a new format this year. When last I visited the Cool Tools Café during the Austin Conference, it seemed more like the Exhibit Hall than a traditional conference session. Multiple librarians arrayed around the room, each with a station and a short demonstration of a product they wanted to share. The format allowed attendees to either view each tool or just learn about a few tools that interested them before leaving, which provided a popular option for those with early travel plans who didn’t want to sacrifice the entire last session of the conference. The trade-off for this flexibility was a room that could seem chaotic at times. Presenters could easily have to give the same pitch a dozen times, and to keep the room flowing, they were unable to do much more than give a cursory demonstration of the tools being presented.

This year the organizers decided to continue having ten different presenters, but rather than have them all present in parallel, they divided the session in two. In the first portion, each speaker took the podium in turn to demonstrate his or her chosen tool.

Mari Cheney, from the Lewis and Clark Law School, began the session by demonstrating Monosnap, which she described as “the tool that will change your life.” (https://monosnap.com/welcome) Monosnap is a free screen capture and screencast creator with built-in annotation tools. The screencast tool allows for the creation of .mp4 files with or without audio and the option to add closed captioning to improve accessibility.

Cindy Bassett, from the University of Missouri School of Law Library, shared her personal experiences using Power Notes to snip text from siloed websites, like Westlaw and Lexis, and incorporate the materials into an outline with the user’s annotations and citations. (https://powernotes.com) While PowerNotes works with most file formats, it is not completely compatible with PDFs that are not OCR’d. It also does not work for materials with extensive digital rights management protocols, such as ProQuest ebooks.

Kris Turner, from the University of Wisconsin Law School Library, promised caramels and a chance to join him in using Coggle, a mind-mapping tool, to outline his plan for world domination. (https://coggle.it/?lang=en-US)

Bailey Eagin, from the University of North Texas Dallas College of Law, shared IFTTT (If This Then That) an app that links uncommon things (https://ifttt.com/). A common demonstration of what this app does is showing how it can create an alert that will send a text message reminding the user to bring an umbrella if there is rain in the forecast. In the law library context, several government agencies have created applets that will provide updates on new laws and regulations. In addition to the ready made applets, the system also provides a tool to create your own applet.

Everyone loves GIFs, and Rebecca Fordon, from UCLA School of Law, shared how librarians can provide visual interest by creating GIFs that can be incorporated into e-mails, PowerPoints, and LibGuides. An advantage of the GIF over a traditional video is that they autoplay but are silent. Because GIFs do not have sound and are hard to caption, the information provided should be made available in an alternate format for accessibility. Other points to consider when using GIFs include a reminder that images used in the GIF may be subject to copyright and using too many GIFs can become distracting. A list of GIF creation tools for MAC and PC are included in her slides available at bit.ly/gif4lib.

For individuals interested in accessing the Dark Web, Sarah Gotschall, from the James E. Rogers College of Law, University of Arizona, explained how to use the TOR network to access this part of the internet. Her presentation recounted how she used Bitcoin to purchase an item from the Dark Web. For individuals who are interested in the top-
ic, she previously published her experiences exploring the Dark Web on the RIPS Blog, available here: https://ripslawlibrarian.wordpress.com/2018/05/01/buying-stuff-from-the-deep-dark-web-so-you-dont-have-to/.

Blockchain has entered the public consciousness within the last year with the rise of Bitcoin. Deborah Ginsberg, from the Chicago-Kent College of Law Library, broke down the basics of the technology using visualizations to provide a basic understanding of how blockchain works. The presentation included a demonstration of the website https://anders.com/blockchain/coinbase.html, a sandbox that allows users to manipulate the technology in a safe environment to see how blockchains react. For more information, the presentation slides are available at bit.ly/2urDB44.

Iain Barksdale, from the University of Alabama School, showed how he used Raspberry Pi to create cheap, customizable, and compact OPAC terminals, data servers, and digital signage, saving his library thousands of dollars.

Twine is an open-source tool for telling interactive, nonlinear stories. (http://twinery.org/) Becka Rich, from the Shepard Broad College of Law, Nova Southeastern University, explained how the user can create a flow chart allowing a student to experience multiple outcomes by selecting different options in the flow chart. Essentially, Twine is an authoring tool to create “choose your own adventure” study aids. Twine can be used by anyone, but a knowledge of concepts such as HTML and CSS can help the user create stories that are more complex.

Kenton Brice, from the University of Oklahoma College of Law, demonstrated how he uses TextExpander (https://textexpander.com/), a text automation application. This program allows users to create “snippets” which can be anything from a single word to entire sections of legal briefs specific to each jurisdiction, or even an e-mail template with customizable fields. TextExpander acts as an autocorrect tool that works across all programs that allow text input. TextExpander is not free, but discounts for educators are available.

At the conclusion of the formal presentations, the intention was for the presenters to spread out through the conference room to demonstrate their tools in a small group setting. The formal presentations took a little over fifty minutes to complete, leaving very little time to locate and then interact with the presenters before the 12:30 pm end time published on the conference website. Many conference participants left following the conclusion of the presentations. I stayed long enough to speak briefly with one presenter. While doing so I saw small groups did begin to form around the other presenters, but I was not able to linger much past the scheduled ending time.

At the time, I thought that the formal presentation had run long due to the need to switch presenters, sometimes requiring changing logins or equipment. Subsequently, I came across the June 13 CS-SIS Blog post previewing the Cool Tools Café. It announced that the new format budgeted fifty minutes for the formal presentation. This indicates presenters did a remarkable job staying within their budgeted time; however, in my opinion, the new format budgeted far too little time for the small group sessions.

If the new format is retained, the Cool Tools Café should be expanded to a “Deep Dive” double session. This would allow adequate time for the formal presentations and the small group demonstrations. The small group demonstrations are in my opinion what distinguishes this program from other similar programs such as “25 Free Technologies for Law Libraries,” and the group demonstrations are the part of the presentation shortchanged by the confusion associated with the change to this year’s format.

17-The Shape of Future Libraries: Planning Orientation for 2018 and Beyond
Jan B. Bissett, Wayne State University

This program, with the unenviable scheduling as one of the final sessions on Tuesday, July 17th, was fairly well attended and sparked several questions during the Q&A period following the panel. Orientation in law libraries is a time of introduction...
and initiation or development of relationships, both for students or practitioners. The orientation experiences of three libraries, private and academic, and the varying uses of technology in the process, were presented by the speakers.

Todd Weaver, Research Librarian at Jones Day, spoke of the journey from individual office and vendor training to firm-wide best practices via Webex, emphasizing library staff expertise in his “Library Orientations to Best Practices Presentations”. The firm has eighteen offices worldwide and employs twenty-two librarians. Summer associates, new associates and lateral hires are their target audience, each with varying needs and familiarity with library and research services. Webinars illustrating best practices in litigation and transactional research as well as legal research instruction with a focus on the scope of resources, efficiency and the concept ‘one firm’ and ‘one library’ worldwide are presented during orientation sessions. The webinars were developed to emphasize three goals: scope of resources, talents of librarians, and better research skills. In addition to achieving these goals, recognition of a competent and expert staff has added to marketing efforts.

Khelani Clay, Access Services Librarian at American University, spoke of her library’s efforts to participate despite having limited time in the law school orientation program. The library is allotted fifteen minutes in a multi-day law school orientation schedule. The law library orientation model includes both in-person, part of legal research course, law school orientation or mandatory appointments and virtual presentations, website, research guide, tutorials, an online scavenger hunt and videos. The library’s presentation emphasizes library services, study aids subscriptions, research assistance for legal writing and swag. An online research guide detailing orientation need to know information is available to students. An orientation open house provides 1L and upper level students with research tips and refreshers.

Brian Huffman, Electronic Services Librarian at the University of Hawai‘i spoke of his library’s efforts in developing a mobile scavenger hunt, http://go.hawaii.edu/f48, in his presentation “Improving Your Game: Mobile Scavenger Hunt.” Patterned after a mobile scavenger hunt from a colleague, Ellen Peterson, of the University of Hawai‘i Maui College, the law library developed a game plan and selected Qualtrics as its survey tool. The ability for open-ended and detailed responses, multiple choice, the use of images to solicit a visual response as well as the use of logic were illustrated in the survey questions. Suggested free and fee-based survey tool options included: Google Forms, Word Press, Qualtrics, Green Door labs, and Survey Monkey. The orientation adventure provides participants with an opportunity to explore both the building and resources and interact with library staff.

Program attendees were offered insight into the development of orientation programming by three libraries. While illustrating the stated takeaways, the biggest takeaway for me was how outside influences may affect and/or direct your orientation planning.
We rely on member contributions to keep the ALL-SIS Newsletter going strong. We welcome your comments, questions, and ideas to help make this quarterly schedule a reality.

Are you organizing or presenting at an event of interest to your academic law library colleagues? Is your library working on a special project? Have you recently attended a professional development activity and learned something new to share? Or 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! Member News announcements may also be submitted to the column editors, or directly to the ALL-SIS Newsletter Editor.

The remaining submission deadline for the 2018-2019 academic year will be—

- Winter issue (posts at beginning of January): November 19, 2018
- Spring issue: (posts mid-March): February 11, 2019
- Summer issue: (posts mid-June): May 20, 2019

**DEADLINES FOR THE 2018-2019 ACADEMIC YEAR**

**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.