MESSAGE FROM THE CHAIR

Sabrina Sondhi
Cornell University Law Library

And so we begin a new academic year—one quite different from any that came before. The COVID-19 pandemic has changed so many aspects of our lives. Academia is facing widespread budget cuts, hiring freezes, and furloughs. Some of our law schools are online, some in-person, and some a mixture of the two with all the stress that goes along with that combination. We’ve created new services, rearranged our library furniture, and become (at least somewhat) proficient at using Zoom. So many things are new and different and clamoring for our attention!

And, somehow, we still go on teaching and supporting students, faculty, and the public. For me, I’m grateful once again that this wonderful group of supportive friends and colleagues that we call ALL-SIS exists. Over the summer, via email listservs and Slack channels, I watched us all pull together and help each other where we could. In June, I sent out our annual call for committee volunteers, skeptical that people would volunteer given the uncertainty we all faced and the enormous work ahead of us getting our libraries ready for an unusual fall semester. I was proven wrong, and was overwhelmed with positive responses. I’ve said it before, but it bears repeating: the strength of ALL-SIS is each and every one of us wanting to build something useful, make things better, and help others when we can.

FROM THE EDITOR (pro tem)

I-Wei Wang
UC Berkeley Law Library

If you find yourself thinking, “hmm, the Newsletter looks weird ...”—Well, you are right, there are a few subtle differences. Our regular Editor, Katie Hanschke, is on leave, so I am temporarily helming; and due to a pandemic-related campus closure, this issue has been produced using different software and hardware than usual. Like so many things in this weird COVID-19 era, it’s been an opportunity to learn new skills; to collaborate in different ways; and to exercise patience, agility, and resilience. Many thanks to the Advisory Board and AALL HQ staff for taking on extra duties and fielding last-minute tasks in producing this issue.

This issue features three announcements on a shared theme of racial and social justice; two essays from ALL-SIS grant recipients, an even dozen of program reviews from AALL2020, and plenty of professional Member News from your section colleagues. Please be sure to check at the back of the issue for the submission deadlines and publication schedule for the balance of the year. Do you have something to share with your colleagues? What have been the secret pleasures and hidden gems of academic law librarianship during COVID-19? How have you been coping with the extraordinary challenges and disruptions of these times—whether it’s the pandemic, the struggles over racial justice, the fires in the West, or hurricanes on the Atlantic coast? What comes next? Send your articles and ideas to the Editor, at katie.hanschke@vanderbilt.edu (or contact me in the interim, at iwang@law.berkeley.edu).
MESSAGE FROM THE CHAIR

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I want to take this opportunity to thank both Anna Lawless-Collins and Ingrid Mattson who have completed their service to the ALL-SIS Executive Board. I’m so grateful to have worked closely with and learned from them this past year. Thanks also go to Lisa Goodman, now stepping into the role of Past Chair, and Amanda Watson, continuing on as our Member at Large. A hearty welcome as well as thanks to our new Vice-Chair/Chair Elect I-Wei Wang, and our new Secretary/Treasurer Shira Megerman. I’m looking forward to working with them this coming year.

Last June, the ALL-SIS Executive Board issued a statement in support of the Black Lives Matter movement. In that statement we agreed that words alone are not enough and that change begins with action. Accordingly we pledged two things that fall upon me to make a reality this year. First, we will be creating a Taskforce on Diversity, Equity, and Inclusion—the purpose of which will be to develop a charge and goals for a standing ALL-SIS committee on those issues. The call for volunteers for this Taskforce will go out this month. Second, we will be revising our Nominations Committee process so as to increase diversity in our candidate pool for the Executive Board. It is my hope to also enlarge the committee from three to five members so that the committee itself may benefit from a broader range of perspectives. This latter change would necessitate a bylaws amendment as part of our SIS election and voting process in the spring.

I will also be continuing our initiative to review our standing committees’ structures in order to make them more efficient and effective. I’ve met with almost all our new committee chairs to discuss their goals for this next year and to encourage them to appoint vice-chairs so that we can have some leadership continuity from year to year. I’ve also encouraged them to critically review their committee’s charge with their members. The Executive Board plans to review and potentially revise a number of those charges with the help of this new committee leadership over the next year.

In closing, this is a tough time for many people for a whole host of reasons. Please turn to your colleagues when you need help, and let them help you when they offer. Remember to make allowances for others who may be struggling silently. Take time to rest and recharge when you can. We’ve got a difficult academic year ahead of us, but together we’re going to make it through. //

JOINT ROUNDTABLE ON SYSTEMIC RACISM

Taryn Marks
Stanford University
Robert Crown Law Library

Systemic racism, and what law libraries and law librarians can do about it, continue to be an important topic in our profession. Building upon the conversations started at the July 8 roundtable (co-hosted by the Asian-American Law Librarians Caucus, the Black Caucus of the American Association of Law Libraries, the Jewish Law Librarian Caucus, the Latino Caucus, the Native Peoples Law Caucus, the Diversity & Inclusion Committee, and SR-SIS), a group of special interest sections, including ALL-SIS, is organizing another virtual joint roundtable. Look for announcements soon—

- **Call for speakers:** Our current plan is to organize the roundtable into breakout sessions, each featuring a “lightning talk” by a speaker with experience in taking an action related to combating systemic racism in their library. The presenter will have 3-5 minutes to share what they did, how it worked, and what they learned, and will lead the virtual group discussion. A call for speakers will be cross-posted soon via My Communities listservs for participating SISs.

- **Date and details to be announced:** This joint SIS roundtable will be held later this fall. The goal of the session will be to have productive conversations that help every participant to develop concrete actions to take on a professional level in addressing and combating systemic racism. Date and time, speakers and topics, and further details will be announced soon.

Please contact roundtable coordinator Taryn Marks at tlmarks@lawstanford.edu for general information about the preliminary planning of this event, or the ALL-SIS Executive Board (contact information at the back of this issue) to find out about the section’s participation. //
ABSENTEE BALLOT INITIATIVE

The Howard University Law Library has partnered with American University Libraries to help launch an Absentee Ballot Initiative. We’d love to have other libraries join us. Our voter guide is available at https://library.law.howard.edu/vote and other libraries are welcome to use any or all of the content so long as attribution is provided. If you are interested in joining in the Absentee Ballot Initiative, or have any feedback about the guide, please contact Kristina J. Alayan, Director, Howard University School of Law Library, at kristina.alayan@law.howard.edu.

UNIVERSITY OF WISCONSIN LAW LIBRARY RECEIVES IMLS GRANT TO IMPROVE ACCESS TO TRIBAL LAWS

The University of Wisconsin Law Library recently received an Institute of Museum and Library Services (IMLS) grant in the amount of $239,087 for their Digital Publication of Tribal Laws Pilot Project. The project will develop an open platform that will empower libraries to improve access to tribal laws published in the public domain and more fully serve the needs of diverse users—tribal members and leaders; legal, business, and government professionals; academic researchers and learners; and the public.

“The right to know the law by which we are governed is a fundamental right,” notes Bonnie Shucha, Associate Dean and Director of the Law Library. “This project addresses a critical gap in the availability of published and accessible tribal laws by developing tools to provide this content freely online.” The University of Wisconsin Law Library has partnered with the Stockbridge-Munsee Community Band of Mohican Indians, the UW Law School Great Lakes Indigenous Law Center, the National Indian Law Library (NILL), and the Open Law Library (OLL) on this pilot project. Together, they will address the national need for public access to tribal law.

The Digital Publication of Tribal Laws Pilot Project combines a publishing platform which addresses issues that plague other publishing methods—tribal control, currentness, authentication and preservation—with a newly created open source library platform that combines the law of many tribes via an open access, federated search portal for enhanced discovery.

“Through my work as a tribal court trial judge and appellate justice, tribal court staff attorney, and tribal court administrator for several tribes over the past two decades, I have seen first-hand the need for a simple and coordinated way to digitally publish and access tribal law,” observes Jill E. Tompkins (Penobscot) of the National American Indian Court Judges Association. “This pilot project will undertake the critical work of gathering and publishing tribal laws with direct input from members of the Native Nations. Tribes will retain full control over their laws and this tool will allow them to publish their laws in a standardized digital format, enabling unified access and search functionality across the laws of all participating tribes.”

The project has been endorsed by the National American Indian Court Judges Association, the National American Indian Court Judges Association, the Tribal College Librarians Professional Development Institute, WiLS (Wisconsin Library Services), and the UW Madison libraries.
TWO REFLECTIONS ON AALL LEADERSHIP ACADEMY 2020

Recipients of ALL-SIS’s grants to attend the AALL Leadership Academy have the opportunity to reflect on their experiences in an article for the Newsletter. In this year of extraordinary changes and challenges, the Leadership Academy—traditionally an in-person event in the spring—was postponed to the summer and redeveloped into an entirely virtual event. How did the organizers and participants meet the challenges of format and timing, and how do their experiences compare to prior years? Both of ALL-SIS’s grantees this year have contributed their reflections for this issue. You can find prior years’ columns by grant-winners in the archives of the Newsletter.

For more information on ALL-SIS grants for AALL professional development opportunities like the Leadership Academy (held in even-numbered years) and Management Institute (in odd-numbered years), see https://www.aallnet.org/allsis/awards-grants/.

—Ed.

INTENTIONAL PROFESSIONAL DEVELOPMENT IN CHANGING TIMES

Margaret Kiel-Morse
Indiana University
Maurer School of Law

I recently participated in the AALL Leadership Academy, held virtually on August 6, 7, and 14. The Leadership Academy has a reputation for fostering core leadership skills, and enhancing key tools and strategies for effective leadership, while also providing excellent networking opportunities for participants. I was excited and grateful to be accepted to participate, and to receive a grant from ALL-SIS. When the change to a virtual format was announced, I had some reservations about continuing to participate. Ultimately, I decided that whatever the format, the opportunities for professional growth offered by the Leadership Academy were too good to pass up, and that the time was right to turn my focus to building leadership skills and refining my professional development plan.

The virtual Academy included presentations and breakout sessions conducted on Zoom. Group discussion was facilitated in the breakout rooms, moderated by the Academy coaches, MJ Tooey, Halle Cox, Julie Pabarja, and Jean Wenger. In the first and second breakout sessions, participants were grouped by DiSC profile, based on an assessment discussed below. In later breakout sessions, the groups were rotated and mixed, which enabled interactions with additional people and hearing different perspectives. Worksheets and slide decks were shared with participants via the Thinkific platform.

The first session focused on the DiSC Classic Profile and leadership behaviors in the workplace. The DiSC assessment

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SELF-REFLECTION AND GROWTH AT THE 2020 VIRTUAL LEADERSHIP ACADEMY

Brittany G. Persson
Seton Hall University
Law Library

I would like to take this opportunity to thank ALL-SIS for its generous grant award supporting Law Librarian leadership development. I am very honored and grateful to be one of the 2020 Leadership Academy grant recipients.

When the 2020 American Association of Law Libraries Leadership Academy (“Academy”) was initially postponed due to the pandemic, the plan was to reschedule for an in-person event in August, and I hoped to be there. As COVID-19 continued to spread, more travel restrictions were imposed, and my complete lack of certainty about what tomorrow would bring persisted. I realized in July that I would be unable to attend this Academy in August. In April, the news that the Academy was going virtual would have been a disappointment, but in July, it was welcome news.

My main goals when applying for the Academy were to fill gaps in my leadership training, to learn new strategies for being a better leader, and to create a larger network of law librarians also interested in leadership. Going into the first day of the

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Opportunities like the Academy mean ... giving myself time and permission to focus on specific goals.
LEADERSHIP ACADEMY 2020: INTENTIONAL PROFESSIONAL DEVELOPMENT

Even with changes that were unexpected ... there are still ways of responding with intention to foster learning and growth.

LEADERSHIP ACADEMY 2020: SELF-REFLECTION AND GROWTH

I became more aware of what my core values are, and how they impact my leadership decisions and my change decisions.

packet was provided in print and mailed to each participant prior to the Academy. However, some of us did not receive our packets in time. An alternate DiSC assessment was provided online, which I completed but felt that the result did not quite fit. I received my print assessment the following week and got a different result that seemed more accurate. Either way, both DiSC assessments provided new insights about the strengths and weaknesses in my workplace profile. Recognizing these strengths and weaknesses is an important part of planning future development and building leadership skills.

Day Two covered leading and managing change, personal brand identity, conflict management, and growing leadership potential. In a session on leading and managing change, participants were asked to consider a list of quotes about change and think about which one spoke to us. For me, that quote was “Change is inevitable, growth is intentional,” from Glenda Cloud.

I thought about changes I have experienced over the last year, and about which changes were an intentional part of my plan for professional growth, compared to those that were not. Even with changes that were unexpected or unplanned but inevitable, there are still ways of responding with intention to foster learning and growth—for example, as some participants also discussed, seeking out workshops on online teaching, reaching out to colleagues who have more experience, and using the shift online as an opportunity to redesign coursework.

As MJ Tooey said during her presentation on pursuing and growing leadership, being a student of leadership must be done with intention. Building leadership skills requires planning, study, and observation; seeking opportunities; and reflection. Participating in leadership and professional development programs, such as the Leadership Academy, also needs to
be done with intention. If you are like me and prefer having tangible papers and being able to sketch out mind maps of goals and notes, printing conference worksheets is an easy way to feel more connected to the content. I noticed that some habits, such as leaving my email open and having notifications on my phone, were a distraction. Eliminating those distractions was important for engaging in intentional listening in the videoconferencing format.

The follow-up session a week later featured a leadership panel, and information on next steps for Academy participants. It was beneficial to have the time to step back from the Academy, to process and reflect on everything that was learned, and then return to hear more from the coaches and other participants during the panel discussion. It was also helpful to revisit the worksheets after completing the programming. I gained new ideas during the course of the different sessions that led me to change strategies and goals I had initially noted in the first worksheet on day one. I also intend to revisit my professional development plan worksheet periodically to check on my progress and make adjustments. The ongoing online discussion forum and the mentoring program will also facilitate staying on track, adapting my plans, and building additional leadership skills.

I would like to thank ALL-SIS for the grant. Lifelong learning is essential, and grants like these to enable participation in development opportunities are much appreciated. I would also like to thank AALL, Celeste Smith, Karyn Sneath of Npower, and all the coaches for their work on the programming. I have met and connected with several like-minded law librarians that I know I can reach out to.

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“...direction, and support to set my goals based on my DiSC profile and values assessment.

As I mentioned above, one of my other goals in attending the Academy was to build my professional network of law librarians. It can be challenging to network effectively at a virtual conference. However, I found that the activities we completed in the breakout rooms provided a decent level of networking as well as the opportunity to process the Academy content. While I may not have connected with as many law librarians as I would have at an in-person conference, I have met and connected with several like-minded law librarians that I know I can reach out to. In addition, I am very excited about building a relationship with my mentor through the Academy mentoring program. I already feel very at ease with my assigned mentor and look forward to our discussions.

Overall, I am very happy with my takeaway from the Academy! I was able to achieve the goals I set for myself, and I now have new tools to help me fulfill my leadership obligations.”
MEMBER NEWS

PROMOTIONS, NEW HIRES, NEW POSITIONS

Lee Little, Research & Instructional Services Librarian at the Ruth Lilly Law Library, Indiana University Robert H. McKinney School of Law, has made the jump from private law libraries to academia and reports that he is “happy as a clam” in his new position. Lee will also be serving on the ALL-SIS NEW committee from 2020 to 2022.

Noa Kaumeheiwa of Temple University Beasley School of Law reports: The Temple Law Library welcomed new Reference & Metadata Librarian Keena Hilliard to the staff in August. Along with a JD earned at the Texas A&M School of Law and an MLIS from the University of Arizona, Keena brings experience from middle grade education, corporate supply chain work, and an internship at the Boley Law Library at Lewis & Clark Law School.

News from Kresge Law Library at Notre Dame Law School: Kresge Law Library recently hired two Associate Directors to replace two long serving librarians who recently retired—Dwight King, Associate Director and Warren Rees, Research Librarian. The two new librarians and their respective areas of oversight are Susan Azyndar (reference, circulation, and collections) and Peter Hook (instruction, liaison services, statistics and reports, and data and analytical support services).

Before coming to the Kresge Law Library Susan worked as a reference librarian for 8 years at the Moritz Law Library at The Ohio State University, where she taught both legal research and legal writing courses.

Peter was previously Head of Digital and Scholarly Services at Cornell Law Library. Prior to that he spent three years teaching library and information science on the faculty of Wayne State University and worked as an academic law librarian at both Indiana University—Bloomington and the University of Illinois.

Teresa Miguel-Stearns recently joined the Daniel F. Cracchiolo Law Library at the University of Arizona James E. Rogers College of Law, as Associate Dean, Legal Information Innovation; Director, Law Library & Professor of Law—and University of Arizona colleague Sarah Gotschall caught up with her for some Q&A.

What were you doing over there in the big city in what we call “back east”?

I worked at Yale nearly 15 years, from August 2005 to April 2020. The first 6 years I specialized in foreign and international law, particularly Latin American. I was the Associate Director from 2011 to 2016; and Director from 2016 to 2020.

Behind your back, some people have opined that it seems a bit weird to leave the glamour of New Haven for the backwaters of Tucson. Was it too cold for you? Did you think the heat would kill the virus?

What brought me back to Arizona? A lot of reasons. I was—and still am—very impressed with the innovation happening on campus and specifically at the College of Law, including the expansion to international campuses, the BA in Law program, and the growing programs focused on Latin America. I am excited to be part of the transformation here at the College, to include the Law Library and the Law Fellows program in that innovation, and to collaborate with the iSchool at the same time. I am an alumna of the iSchool—I was a Knowledge River scholar—so I’m thrilled to be back on campus and to be able to give back to the program while helping to educate the next generation of law librarians. Family is the final reason—almost all family is in the western US now.

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In this issue: Joint Roundtable on Systemic Racism / Absentee Ballot Initiative / UW LL Receives IMLS Grant / Two Reflections on AALL Leadership Academy 2020 / Member News / AALL2020 Conference Program Reviews
MEMBER NEWS

**TERESA MIGUEL-STEARNS**

When you arrived at the University of Arizona, you were met by a locked library and furloughs (and soon thereafter, a home fire evacuation order). How is your new job going so far!?!?

So far so good! Two weeks into the job, Dean Miller asked me to chair the College of Law’s committee charged with developing a comprehensive plan to return to campus for in-person classes. This work, which was my full-time job all summer, provided a crash course into the people and processes at the College as well as the University. The work of the planning committee just ended which has allowed me to turn my attention to the law library once again. I’m grateful for the patience of my colleagues and their support. They all participated in the intense planning as well.

**Are you pathologically depressed about the future of the library in the Coronavirus era?**

See above! We have not yet returned to in-person classes at the College of Law but we are expecting—and ready—to do so as soon as University administration gives the green light to return to campus. Nonetheless, we—like all of us—are providing a robust array of remote services to our community. Additionally, we are making strategic decisions about the work we are prioritizing as well as the resources we are purchasing and renewing, understanding that we are faced with a hiring freeze and budget cuts. Through it all, the team is positive and excited for our future!

**In this issue:** Joint Roundtable on Systemic Racism / Absentee Ballot Initiative / UW LL Receives IMLS Grant / Two Reflections on AALL Leadership Academy 2020 / Member News / AALL2020 Conference Program Reviews
Pia M. Hunter is now the Access Services Librarian and Online Learning Consultant at Illinois College of Law. Pia joined the College in 2018 as a Research & Instruction Librarian. As part of her new administrative duties she is working to create a new model for circulation services during COVID-19 and collaborating with faculty to develop e-learning models to help keep students engaged and connected to the law community.

Villanova University’s Charles Widger School of Law Library also has a number of staff changes to report. Their new hires are Jason Happ, Head of Digital Initiatives, and John Cannan, Faculty Scholarship Librarian.

Jason will be implementing and maintaining technology initiatives in the Law Library and expanding the repository, teach legal research in the 1L curriculum and serve as a library liaison to faculty. Previously Jason was the Access Services Librarian at Howard University School of Law Library in Washington, DC.

John will administer support and infrastructure for the creation and promotion of faculty scholarship, serve as a library liaison to faculty, and teach a one-credit legal research course in the 1L curriculum. John previously served as the Research and Instructional Services Librarian at the Thomas R. Kline School of Law Legal Research Center at Drexel University.

Ashley Ahlbrand, Assistant Director for Public Services at Jerome Hall Law Library, Indiana University Maurer School of Law, reports on an unprecedented number of staff changes this year. New hires at the Law Library include Maggie Kiel-Morse filling the new position of Faculty Services Librarian. Maggie previously worked at Cleveland-Marshall School of Law. After a national search this spring, the Law Library excitedly welcomed Susan David deMaine as the new Law Library Director, effective July 1. Susan previously served as Associate Director at the Ruth Lilly Law Library in Indianapolis. Finally, Acquisitions Librarian Richard Vaughan stepped into the position of Assistant Director for Technical Services this fall.

Christina Glon, Associate Law Librarian for Research Services at Hugh F. MacMillan Law Library reports on their recent hires and a new position:

Erin Grimes joined Emory’s MacMillan Law Library as Law Librarian for Archives and Research Services. Erin previously served as a Archives Manager, Reference Librarian and Adjunct Professor at California Western School of Law. Erin earned her BA and JD from University of San Diego and her MLIS from University of Southern California. Erin also holds an MS in International Relations from the London School of Economics.

David Yoo joined Emory’s MacMillan Law Library as Law Librarian for Research Services. David recently completed his SJD and MLIS from the University of Iowa. David also holds an LLM (Iowa) and an MA and PhD in International Law from Hanyang University School of Law (Seoul, Korea). Before pursuing his U.S. legal studies, David was a Visiting Professor of Law at Seoul Women’s University from 2011 to 2014.

Abby Deese is now the Law Librarian for Digital Initiatives and Research Services at the Law Library; previously she was the Law Librarian for Research Services. In her new role, Abby will be responsible for planning the structural design, population, and ultimate launch of Emory Law’s institutional repository, Emory Law Scholarly Commons. She will also pursue a variety of library-wide digital initiatives in addition to teaching Advanced Legal Research courses.
MEMBER NEWS

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PUBLICATIONS

Robert Hu, Professor of Law and Director of the Sarita Kenedy East Law Library at St. Mary’s University School of Law, published one article in St. Mary’s Law Journal, and has another article forthcoming in the same journal: Arthur C.Y. Yao (1906-2004): A Pioneer Chinese Professor at St. Mary’s University School of Law, 51 St. Mary’s L.J. 131 (2019).

St. Mary’s University Institute on Chinese Law and Business: Remarkable Success in the First Ten Years, 52 St. Mary’s L.J. (forthcoming 2020).

Rachel Evans, Metadata Services & Special Collections Librarian at the University of Georgia Law Library, along with co-authors Sharon Bradley, Digital & Scholarly Resources Librarian at the University of Georgia Law Library, and Leslie Grove, published Born-Digital Preservation: The Art of Archiving Photos With Script and Batch Processing, COMPUT. LIBRS., July/Aug. 2020, at 23.

Nicholas Mignanelli and Sarah C. Slinger, reference librarians at the University of Miami School of Law, published an article in the University of Miami Race & Social Justice Law Review examining the origins of the “red bars” found on Florida’s state flag—A Matter for Interpretation: An Inquiry into Confederate Symbolism and the Florida State Flag, 10 U. MIAMI RACE & SOC. JUST. L. REV. 115 (2020).


HONORS, AWARDS, MILESTONES

Lori Corso, Head of Staff Development and Legal Research Instructor at Villanova University Charles Widger School of Law Library, is the recipient of the law school’s Diane E. Ambler ’78 Faculty Curricular Innovation Award, awarded annually to a faculty member who has distinguished herself/himself through the creation and/or implementation of positive curricular or pedagogical change or development. Lori was recognized for the development of her Advanced Legal Research course, and the crucial role her expertise and encouragement played during the abrupt shift to online teaching when the pandemic struck last spring. Lori designed and implemented many ways to gain access to online resources. Congratulations Lori!

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MEMBER NEWS

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Michael Mahen, Cataloging Librarian at the Jerome Hall Law Library at Indiana University Maurer School of Law, received TS-SIS’s Renee D. Chapman Memorial Award, the section’s highest honor, for his exemplary record of service, contribution, and accomplishment in the field of technical services.

And also from the Law Library at Indiana University Maurer School of Law—the Director of the Government Publishing Office has appointed Government Documents Librarian Jennifer Morgan to the Depository Library Council, an advisory committee to the Director and the Superintendent of Documents. With a strong record of accomplishment in teaching and advocacy for government documents, this appointment is a fitting tribute to Jennifer’s notable career.

RETIREMENTS

Ashley Ahlbrand, Assistant Director for Public Services at the Indiana University Maurer School of Law Library reports that “After a period of remarkable stability in our staff, we had three retirements in the last twelve months! Following 40 years with the Law Library, Keith Buckley retired as Director in September 2019. A few months later, after a 30-year career in law librarianship, most of it spent at IU, Ralph Gaebler retired from his post as Foreign & International Law Librarian in January. Finally, in May, Nonie Watt wrapped up her 30-year career with IU, retiring from her position as Assistant Director for Technical Services.

Mary Cornelius, Head of Circulation and Reference Librarian at Villanova University Charles Widger School of Law, is also retiring. Amy L. Spare, Associate Director for the Law Library, reports that “Mary served the law school community for over 30 years, sharing her expertise, experience, and heart. We miss her and wish her well in the next chapter of her life!”

Leah Sandwell-Weiss, Reference Librarian and Professor of Practice, Daniel F. Cracchiolo Law Library at the James E. Rogers College of Law, the University of Arizona, retired as of June 28, 2020, after 20 years at the library. During her time there, Leah was web editor and editor of the ALL-SIS Newsletter for 10 years. She was the Chair of ALL-SIS for the 2012-2013 term. Leah helped organize and teach the 1L Legal Research courses for most of her 20 years at Arizona, and maintained faculty publications bibliographies, amongst other work for the library and law school. Leah, an ordained deacon in the Episcopal Church, plans to continue working with her congregation to improve conditions for community members most in need of support. She also hopes to travel again once the pandemic is over.

Librarian Emerita Cheryl Nyberg reports “I retired at the end of March from the University of Washington Gallagher Law Library, where I had worked since 1995. Previously I had worked at the University of Illinois Law Library and the University of Kentucky Law Library. I am grateful for the wonderful people I worked with and those I met through the American Association of Law Libraries. Providing reference and research assistance was my favorite job. I loved the ‘thrill of the hunt,’ the satisfaction of helping people, and the opportunities for creative problem-solving. Thanks and best wishes to everyone who has been a positive part of my journey since 1979.”

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. //
PROGRAM REVIEWS
HIGHLIGHTS FROM AALL2020s

In a year like no other, it was an Annual Meeting and Conference like no other. Organizers, vendors, and presenters quickly pivoted to an all-virtual format with both live sessions (recorded for on-demand streaming) and pre-recorded sessions (with post-conference opportunities for Q&A with presenters). Overall, there were fewer program offerings than usual, with fewer overlapping sessions. But attendees still faced the eternal dilemma of choosing between concurrent sessions, and many probably also experienced some level of screen fatigue in addition to the usual conference-related saturation.

If you missed a session, these reviews offer brief synopses of select programs of interest to academic law librarians from the 2020 Annual Meeting. The reviews appear in alphabetical order by session title, and the session streams for both live and pre-recorded programs are available to conference registrants at the AALL2020 site (login required). In 2021, the recordings will be made available to all AALL members and will be found on AALL2go at https://www.aallnet.org/education-training/elearning/aall2go/annual-meeting-recordings/ with other years’ conference recordings.

—Ed.

BRING YOUR OWN DEVICE: NO LONGER AN OPTION
Sarah Gotschall
University of Arizona
College of Law Library

I was drawn to this presentation by my dual interpretations of the meaning of “No Longer an Option.” Did it mean that law schools and firms are cracking down on the use of personal devices? Or did it mean that supporting BYODs is no longer optional? The two speakers, one from a law firm and one from a law school, cleared the confusion up quickly, asserting that supporting BYODs in this working-from-home Coronavirus era is essential for most organizations.

Both speakers were in similar positions when the Coronavirus closure happened. Most of the attorneys at the firm and the faculty at the law school had already been issued laptops that they could take home, so working from home was a relatively seamless transition for them. However, most of the staff members had not been issued laptops, so they took two approaches to equipping them to work from home — scrounging around the office for unused computers and supporting employees in the use of their personal computer equipment. Also, both the firm and school librarians undertook new support and training roles. At the firm, they started supporting home Internet and router problems, as well as computer and office accessories. At the law school, they quickly ramped up to provide faculty and staff with training—lots of training. The staff received training in how to set up their computers and Internet at home to connect to the VPN, and how to use those new Coronavirus favorites Zoom and WebEx. For the faculty, they focused on remote teaching through Blackboard, Zoom, and other educational software.

The presentation was quite interesting, and I was happy they made it to the other side (though I am sure they are still quite busy). What they described was really like taking all the problems and irritations we each individually had setting up our home offices and multiplying them by ... 500? 1000?

COPYRIGHT ISSUES IN THE CONNECTED AND DIGITAL WORLD—ALL-SIS SPONSORED PROGRAM
Benjamin J. Keele
Indiana University
Robert H. McKinney School of Law

This session focused on three very timely copyright issues: copyright over state statutes, authors reclaiming copyrights through reversion or termination, and handling copyrighted material in one’s social media. The first portion of the session discussed the recent Supreme Court decision in Public.Resource.Org v. Georgia. A nonprofit had posted the official, annotated Georgia statutes, arguing legally binding government works could not be copyrighted. Georgia argued that the annotations, while part of the official code, were not binding and thus could be copyrighted. The Court held that the annotations were written by government actors. Government actors cannot be authors under the Copyright Act, so the Georgia annotated statutes could not be copyrighted.

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The next portion focused on how an author that has transferred copyright in their works to publishers may reclaim those rights. One option is to check the publishing contract for provisions providing when rights may be reverted to the author after a book has gone out of print. The second option is in the Copyright Act and authorizes an author to terminate the copyright transfer within a specific time window. The presentation slides include several examples of rights reversion clauses from publishing contracts.

The final portion discussed how to avoid copyright problems in social media posts. The main point I took from this portion was that if material is publicly available, it still may not be usable in your social media. The presentation covers several excellent sources of images with permissive copyright licenses or that are already in the public domain.

FRAMWORKS, STORIES, AND ENGAGING EXAMPLES: HOW NEWER (AND EXPERIENCED) LIBRARIANS CAN FIND THEIR AUTHENTIC VOICE WHEN TEACHING

Matthew Flyntz
University of California, Irvine

This pre-recorded session was presented by Peter Hook, Yasmeen Bakht, and Paul Callister. They began by discussing frameworks, also known as schema or constructs. These are what allow us to make sense of the world, or, perhaps, the legal research process. They gave an example of an image showing a series of dots. I certainly had no idea what the image represented. They then connected some of those dots to reveal that they represented constellations, and when those connecting lines were taken away, I couldn't unsee the constellations, because I now had the framework in my brain. The speakers argue that teaching legal research is similar in that we as the experts have frameworks in our brains, but that our students don't. It is important that we communicate those frameworks in addition to the larger course content.

They also presented a series of best practices for teaching, including ensuring you have excellent content (great content can be enriched by good pedagogy, but bad content cannot be saved by good pedagogy), motivating learners with context by explaining why the content is important or useful, using evidence-based pedagogies, sharing your organizing frameworks or schema, using vivid and memorable examples (memories encode better when there is an emotional connection to the material), using active learning techniques (students learn better when they gather information, think about it, and solve problems), and using spaced learning and repetition (including using multiple smaller assessments rather than one large cumulative assessment).

Next, they discussed building trust and authority in the classroom. They stressed that instructors should recognize that they are the expert, and to demonstrate that expertise. They said that instructors should try to connect with their audience by being their authentic selves—don't try to joke around if you aren't a jokester, and don't try to act “buttoned-up” if that isn't your personality. Instructors should also share their experiences to build an authentic bond with their audience.

They concluded the presentation by sharing some examples they have each used to put these practices into effect. Peter shared how he teaches statutory research, including spaced learning and repetition (reviewing the previous week's material), sharing his framework for the legal research process and how different types of primary law are published, and using real life examples of how a statute affects real people (in his example, Title IX). Paul shared his framework for how to approach different types of legal research problems, including known-item searching, subject-matter searching, looking for a governing agency/entity, and statistical research. Yasmeen shared how she has used story-telling to connect with new associates at her law firm.

While there was a bit too much theoretical and philosophical background regarding frameworks and constructivism for my taste, I do think this session would be useful for those of us who teach legal research. There were some good reminders of best practices in here, and good suggestions for ways of connecting with our students, especially in this new virtual environment.
HELPING WITHOUT HURTING: TOWARD A TRAUMA-INFORMED MODEL FOR LAW LIBRARY SERVICE

I-Wei Wang
UC Berkeley Law Library

This program tells an inspiring story that could start with the tagline “a social worker walks into a library.” In this pre-recorded session, the speakers—a county law librarian, a social worker, and a director of a public library—described a grant-funded program to embed social work students with librarians to offer both patron services and staff training and support in trauma-informed services. This collaboration and training enabled librarians to be more responsive and sensitive to the needs of library patrons and the broader community.

As an academic law librarian serving a broad community of student, faculty, attorney, and layperson patrons, I hoped this session would provide leads for bringing concepts and resources for trauma-informed practices to my institution. Moreover, as I contemplate the society-wide trauma all of us are undergoing—and look ahead both to re-opening our libraries as we recover from pandemic mode, and to reconnecting with colleagues and patrons—I was hoping for ideas for services to address those transitions.

Sadly, the main thing I concluded from this session was that the type of fully-formed program described—offering social service referrals and in-depth training and support for library staff—is probably not a realistic option for my organization, despite the availability of a graduate social work program on our campus. Not only do we lack budget and resources, but the need is probably much greater (and services might be better utilized) at other libraries and service points in our community.

Nevertheless, I found the program inspiring and worthwhile, though I had trouble at first articulating precisely what my takeaways were, as they differed from my initial expectations. Discussion with colleague Benjamin Keele helped bring the matter into focus: academic law librarians, whether we are conscious of it or not, frequently encounter patrons (including students and faculty) who face serious mental health challenges, and we need to think carefully and compassionately about how we can contribute to or mitigate the stresses that the legal education system and legal profession can produce. The speakers offered some advice for those without a grant or other resources to support a trauma-informed libraries program, including pointing out the Whole Person Librarianship website as a “Hub for Library-Social Work Collaboration.” Overall, for this listener, the session offered an aspirational model, and insight about how trauma-informed services can work in law library settings.

LEGAL ETHICS IN THE USE OF ARTIFICIAL INTELLIGENCE

Susan Boland
University of Cincinnati College of Law

Remember Hal 9000 from the Space Odyssey movies? Skynet from the Terminator movies? Artificial intelligence (AI) is here and we need to deal with it! I found this program on AI and ethics timely and relevant for librarians. The discussions surrounding bias, in particular, resonated in this time of Black Lives Matter, since some applications of AI have been shown to have had a harmful and discriminatory impact on people of color. As one of the speakers, Sarah Sutherland, said, we shouldn’t be testing AI on the most vulnerable populations.

The target audience was all law librarians who are interested in or already working with legal analytic tools, as well as AI in general, but I believe that this program is important for everyone because AI can have such far-reaching repercussions on our society. The moderator, Associate Dean for Library Services and Professor of Practice for Cornell Law School, opened with some explanation of AI and definitions to set the groundwork for the rest of the program. She also summarized the recent American Bar Association (ABA) resolution that “urges courts and lawyers to address the emerging ethical and legal issues related to the usage of [AI] in the practice of law.” Unfortunately, technical difficulties in the live version of the program caused issues with the presentations from the
PROGRAM REVIEWS

next two speakers. Luckily, the recording includes their full presentations so any attendees who missed out on their portions of the live session can go back to the recording to view them.

In her portion of the program, Professor Kristin Johnson from Tulane University Law School noted that although there were not yet any ethics opinions specific to AI, existing ethics rules, such as the duty of competency, could be applied. She also provided a thought-provoking look at the use of AI in the specific case of defeating COVID-19, covering both the positive and negative implications of using AI in contact tracing. Sutherland, Director of Programs and Partnerships for the Canadian Legal Information Institute (CanLII), was the next speaker; she covered the push and pull of using AI more generally. She raised the issues of problematic data, the opaqueness of AI programs, as well as the need for transparency, evaluation, and regulation. The last speaker, Steven Lastres, Director of Knowledge Management Services at Debevoise & Plimpton, spoke specifically on the librarian role in AI. He emphasized that librarians should serve as the gatekeepers, and that we have a responsibility to understand and evaluate the AI products that attorneys and courts will be using. He also called on librarians to educate our users on the ethical use of AI tools.

The discussion was fascinating but unfortunately the Q&A and discussion threads did not show up for me when I went back to review the recording. Hopefully those threads will be made available. The discussion covered balancing the cost and benefits of using AI, how human intervention was needed, the irreparable harm and liability risks if we get it wrong, and the difficulty of assessing AI-produced outcomes. Discussion also covered the issues surrounding data, the lack of transparency, and what role librarians can take when it comes to AI. As far as the take-aways, the program successfully identified the legal ethics guidelines as assigned by the ABA around the use of AI and legal analytics, and also enabled participants to identify legal ethical principles or guidelines that could represent a liability for attorneys and clients. I did not come away with any confidence that the guidelines are influencing new legal analytics products or that vendors are following the guidelines. Instead, the program called on librarians to educate (ourselves and others), advocate, and push for regulators, developers, and vendors to address these ethical guidelines. //

MINDFUL MIDDLE MANAGEMENT: A DIALOGUE ON MANAGING UP, DOWN, AND WITHIN

I initially thought this session would not be especially useful for me since I’m not in middle management. I watched it because I wanted to better understand concerns expressed by my supervisor’s peers. However, the lessons I learned from this session were most applicable to managing my own thinking and emotional reactions and thus how I relate to anyone I work with. The session title says middle management, but it would be valuable for virtually anyone.

The presenters based their comments on foundational concepts from mindfulness, such as being present in the moment, compassion, patience, non-attachment, and curiosity. As one who is trying to practice mindfulness and meditation more, these concepts were somewhat familiar from meditation sessions, but the concepts are useful, even if you are not meditating at the time.

This session reminded me that some of the assumed premises of lawyers and knowledge workers (optimize everything, everything is a competition, always be looking to the future) can become unhealthy, and mindfulness can be a balm for my often-distracted, hectic mind. //

Benjamin J. Keele
Indiana University
Robert H. McKinney School of Law
I was thrilled to see this session description leading up to the virtual conference. I was the target audience: new to the profession (I didn’t start in a librarian position at UGA School of Law until 2018), without a JD, and managing “imposter syndrome” (of course who among us doesn’t tick that last box?!). How refreshing this session was, as I am only one of two professional librarians at my law library without a JD. Although (as the speakers point out) it is becoming more common for law librarians not to have a JD, it is still more likely that they have one than not. In fact, I have yet to meet other law librarians in person who do not have a JD, with the exception of my own position’s predecessor and one other colleague. When I do hear about other non-JD law librarians, they tend to hold the types of positions I am in (technical or otherwise specialized).

The presenters of “No JD? No Problem” confirmed this observation, sharing that they too are in non-JD (but no less professional) librarian positions where certain skills and experience are very common. For example, tech-centric positions (technical services, electronic services, computing services, and systems)—or other niche positions where non-law backgrounds are highly beneficial (such as archives, art, history, English, and public relations)—seem to be the most likely job descriptions that do not require a JD. This combination of experience-based skills and specialized non-law backgrounds was a recurring theme throughout the panel of speakers. They shared their personal backgrounds a bit, as well as some techniques they have picked up along the way. A huge factor panelists and attendees shared was “luck,” based on unique experiences that were not necessarily planned out. For one panelist, an internship and then a different job at an organization led to her current position within the same organization.

A big eye-opener for me came from the data panelist, LiMin Fields: According to the 2019 AALL Salary Survey, there are actually far more non-JD librarians in this profession than I would have expected—43.2% held an MLS or MLIS and no JD. However, among academic law libraries, only 31% were JD-less. The AALL Career Center statistics were just as eye-opening: between January 2018 and February 2020 more than 37% of law librarian positions required only an MLS or MLIS—outnumbering dual-degree requirements (less than 36%), and JD-only (less than 5%) positions. Just seeing these stats was huge for me, and instantly made me feel less alone. The data really break the category of non-JD jobs down, indicating far more positions related to “Operations” and “Professional Legal Management” are available without a JD than positions in “Legal Education.”

Some other big takeaways for me were about overcoming initial learning curves when entering a new position. This advice could apply to anyone who is an entry-level law librarian, someone changing careers, or just taking on a new role at a different institution. Several excellent examples were given about shadowing others and learning from individuals at other libraries to better understand your own role and gauge expectations. The live discussion was also helpful, with other attendees chiming in to share their own tips—including non-JD legal education programs, or auditing courses.

Some reassuring notes in the discussion from JD law librarians brought home the fact that we all have imposter syndrome: “Even those of us that have JDs don’t know a lot either….” One of my favorite moments in the session occurred when the panelists discussed the challenges they have had to overcome in not having a JD. Panelist Sharalyn Williams confesses it is her own fear of not knowing the subject matter as well as her patron or colleagues that is often the biggest challenge. She advises a strategy: create a research guide—for her, the process is as much a tool for herself as for the audience, in that just creating one helps her better educate herself on both the subject and the resources. She also recommends that you realize and keep reminding yourself: “You know more as a librarian than 1L students know about law … I’m not teaching them a subject. I’m teaching them about the databases … I just need to be able to teach them how to manage and navigate these resources.”

One of the best parts about attending this session, although virtual, was the organic networking that took place during and after the stream. As with many other sessions from AALL2020, members in attendance were live-tweeting and sharing takeaways on social media just after the session. I “met” two other non-JD law librarians this way literally during the session. It was wonderful! There were even chats in the discussion thread about the idea of a non-JD caucus floating around! (That would be sweet, by the way.) If it had not been for tuning into “No JD? No Problem,” I wouldn’t have had the opportunity to meet these individuals. Now I am excitedly following them, and look forward to continuing to explore and expand this circle of non-JD law librarian colleagues.
OFFICIAL & OPEN: GOVERNMENT EDICTS, COPYRIGHT, AND ACCESS

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

Kyle Courtney, Copyright Advisor at Harvard University, presents an interesting session on an important U.S. Supreme Court decision from the past year, Georgia v. PublicResource.org. The Georgia legislature contracted with Lexis to produce annotations for the official Georgia statutory code. The annotations were subject to the approval of the Code Revision Commission, a part of the legislature, and each year the legislature voted to approve the annotated code as the official code.

Georgia claimed copyright in the annotations and authorized Lexis to charge for access to the annotated code. PublicResource.org (and amici including AALL and a separate group of law librarians) argued that the government edicts doctrine should apply to official annotated codes because copyright should not prevent citizens from free access to binding laws. The Court, in a 5-4 vote, held that the annotated code could not be copyrighted, but for a different reason. It held that legislators (like the Code Revision Commission) and judges cannot be authors under the Copyright Act for their official writings.

Courtney’s presentation is thorough and brisk and will be worthwhile for any librarians interested in opening access to state legal materials. //

RACE, RESPONSIBILITY, AND REVOLUTION: DIFFICULT CONVERSATIONS AND A CALL TO ACTION

I-Wei Wang
UC Berkeley Law Library

 Held live during the first program slot, this session was a great way to start off my AALL2020 conference experience. The topic (along with its competing timeslot, a session on disaster preparedness) is probably among the top two concerns for many of us these days. For me, the session set a theme that infused the rest of the conference—from asking vendor representatives about their companies’ statements, commitments, and actions supporting social and racial justice, to simply listening to and reflecting on other educational programs through the lens of the fight against systemic racism.

The presenters, all academic law librarians, spoke powerfully about their experiences as Black and non-Black professionals. Ideas and actions discussed included developing concrete programs to increase diversity and inclusion by making AALL membership and conference attendance more feasible and affordable, building the pipeline for both new entrants to library careers and paraprofessionals (often a more diverse group than current AALL membership) with whom we already work, and examining application and professional advancement processes. A useful framework was to think in terms of light, medium, and heavy lifts. For me, this rendered the prospect of so many possible actions for racial equity—ranging from looking for black-owned businesses to support, to opening oneself to difficult conversations and reflections, and changing large institutions and long-standing processes—more approachable, as aspects of a sustained (but sustainable) effort. Included with the program is a handout of links to resources with further ideas, initiatives, and forums for discussion and exploration.

Unfortunately, the recording of this session shows Q&A and discussion threads from a different program. The discussion was animated, and offered several pointers to resources as well as further thoughts about improving racial inclusivity and diversity in our profession. Themes in discussion included reaching out to and attracting job candidates among the BIPOC community, affordability of JD and MLIS programs, building and tapping the professional pipeline from more diverse backgrounds, reducing the barriers to participation (including cost) in professional associations and activities. Resources and publications mentioned included: the books Stamped from the Beginning, by Ibram Kendi, and Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor by Layla F. Saad; a white paper on the impact of grant-funded positions on lives and careers of workers from marginalized and underrepresented populations; a history of the Asian/Pacific ALA; a re-play stream of the Advancing Racial Equity and Inclusion in the Workplace Symposium; Equity Training through Race Forward; and two AALL resolutions proposed by the Black Caucus of AALL, on Systemic Racism and on a Pipeline Program (both passed unanimously later in the week at the Business Meeting). //

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Searching in All 50 State Court Dockets: Will It Ever Be a Reality?

Considering the current state of state court docket searching, this is truly daring to dream! Like many a law librarian, I occasionally darken the door of a county trial court website to attempt to locate a case docket and retrieve the docket filings. Although most sites appear to be designed by 10-year olds, it is usually possible to use the rudimentary search features to locate a case docket—though generally I’ve had no such luck accessing filings. Did this presentation title suggest that we are on the precipice of a dramatic improvement in state docket accessibility and searching? I had to know more!

This informative presentation features two moderators asking representatives from four companies in the docket biz—Trellis Legal Intelligence, LexisNexis, Bloomberg Law, and re:Search—a series of questions about... well, mainly, about how difficult it is to be in the docket collection business. The panel explained how they go about working with courts to collect docket data, their collection methods, the challenges they face, the costs involved, why some jurisdictions are so difficult to deal with, and their future plans for jurisdictional expansion and platform feature enhancement. There were many tales of woe about working with recalcitrant, technologically backward, and (sometimes) secretive courts, which take an infinite variety of approaches to storing/hosting their data (including Ye Olde Box of Paper method), as well as a litany of technological difficulties the companies encounter with collecting and processing the data.

Despite the aggravation they experience squeezing docket info out of courts, the reps were surprisingly sympathetic towards them. The Trellis Legal Intelligence representative pointed out that courts are quite spread out on the modernization spectrum, with some counties lacking e-filing altogether, while some states embraced modern times by adopting unified computer systems for all their counties. Louisiana was afforded special sympathy, with its many district courts and parishes stuck in the docket dark ages due to the court funding model. Louisiana lacks a unified court funding system, so their court clerks must eat what they kill (or maybe that would be kill what they eat) and fund their operations through expensive filing fees. Digitized records and e-filing have not been a priority, though that is thankfully starting to change.

The last, eponymous question for the panel was, of course, whether 50 state court docket searching will ever be a reality. Since the presentation is well worth watching, I won’t give the entire dramatic conclusion away, but... [SPOILER ALERT!] One youngish presenter was heard to sadly opine, “Maybe in my kids’ lifetimes they will come visit my grave and say ‘we did it!’” Then he mumbled something about his grandchildren.

Teaching Legal Research to Non-JD Students

This prerecorded session was moderated by Edward Hart of the University of North Texas-Dallas. The first panelist was Susan Herrick of the University of Maryland School of Law. She teaches a two-credit, graded legal research class to students in a Master of Science in Law program. Her class is one of three foundational courses that all MSL students must take before they begin more specialized coursework. Most students in the MSL program are mid-career professionals who are seeking to strengthen their legal background to help them in their non-law careers.

The second panelist was Mark Podvia of West Virginia University College of Law. He teaches several groups of non-law students, including paralegal students, students in a forensic evidence class, and graduate and undergraduate research assistants from non-law disciplines. He teaches single sessions rather than semester-long courses.

This was a terrific session on how to apply self-help, organizational, and time management techniques in the work environment, and more specifically, how to apply such techniques to legal research instruction. I volunteered for this particular review because I have a pretty strong background in the topics that were to be covered by this session. I was familiar with much of the material, but I also learned a lot.

Sharon Bradley of Mercer University was the only presenter. She organized the material into broad categories and then presented themes related to each category. At the end of the session, she presented a list of common themes that ran across the categories. These common themes are as follows:

• You need to figure out what is essential and what is not. Focus on the essential.
• It is important to spend time thinking about your possessions. She broadened this to include a mindful approach to evaluating how you spend your time and what materials you use in instruction.
• Planning is key to any project. You must be able to break things down into actionable steps.
• Everyone underestimates how long reorganizing, planning, or weeding is going to take.
• If you make an effort, you can achieve a permanent positive change to your life.
• You should take time to reflect, and that includes reflecting on accomplishments.
• Guilt and a sense of obligation can hold you back. This often applies to things that are gifted to you by others. In a work context, it can apply to instructional materials that you have inherited, or even to your prior instructional efforts.

There is not enough room in this short overview to list all of the books, videos, podcasts, and other resources that were highlighted in this session. Luckily, the presenter created a Libguide with links to many of the resources: https://guides.law.mercer.edu/time. A PowerPoint for the presentation is also available.

Overall, I highly recommend this session for anyone who wants to learn more about organizational and productivity techniques and literature and how to apply those techniques in a law library setting. //
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**DEADLINES FOR THE 2020-2021 ACADEMIC YEAR**

We rely on member contributions to keep the *ALL-SIS Newsletter* going strong. We welcome your comments, questions, and ideas to help make our 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 deadlines for the 2020-2021 academic year will be as follows—

- Winter issue (posts at beginning of January): November 16, 2020
- Spring issue (posts mid-March): February 8, 2021
- Summer issue (posts mid-June): May 17, 2021

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**GENERAL INFORMATION**

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

ALL-SIS provides opportunities for all librarians to contribute to the overall betterment of the entire academic law community. ALL-SIS has grown to approximately 1,200 members and is the largest SIS in AALL. Our members come from all aspects of academic law librarianship. Because of the SIS’s broad coverage and subtopic focus, all those working in academic law libraries can benefit from membership and are encouraged to join.