New Year’s resolutions seem so ... pre-2020. I do remember making resolutions at the beginning of 2020, but the only one I remember keeping was that I would go ahead and run for chair of ALL-SIS. A lot of other things got dropped along the way. And at the beginning of this past year? I think my only “resolution” was just to keep hanging in there (and also to come up with more realistic, achievable resolutions).

I’ve been reading all kinds of advice about alternatives to making New Year’s resolutions. “Set an intention” is one frequently-seen suggestion. How is an intention different from a resolution? Apparently, the idea is that you cannot control what happens in the world (that’s for sure) or even in your life (ditto), but you can control your intentions. So you should focus on that. So ... if I intend, while eating this third piece of chocolate, to be more creative this coming year (I can take the foil wrapper from this Hershey’s Kiss and craft something out of it?), that’s okay, because it’s a journey, not a destination ... right? Maybe I am not getting that quite right.

Another idea for the new year is simply to create, or re-think, your mission statement for your life. Erm, is this supposed to be an attractive alternative to making and keeping a resolution? It may be just me, but “get outdoors for at least an hour every day” seems just a bit more doable and concrete than “redefine your entire way of looking at the reason for your existence.” Another version of the “mission” is something like “commit to a vision.” Some of you may be able to... cont’d

Welcome to the belated winter issue of the newsletter. As I am sure is the case for many of you, the start of the spring semester is now in full swing, and it has been hard to focus on anything other than class prep, coordinating reference coverage during a pandemic and completing faculty research requests. All that to say thank you for taking time out of your busy day to read the ALL-SIS Newsletter! We have some great articles ready for you. LIS Studies in the Trenches offers us an interesting take on Hallmark’s christmas movie bonanza. We also have several articles from our running features, which will offer insights into law library scholarly publication, opening a new academic law library and library instruction. Finally, check out the three reflections on the Management Institute from ALL-SIS grant winners and review all of the wonderful grant and award opportunities afforded to ALL-SIS members through the list of ALL-SIS awards and grants. As always, we also have included member news.

As you peruse this newsletter, please remember that we are always looking for content. The newsletter would not exist without interesting submissions from readers like you. 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, at katie.hanschke@vanderbilt.edu.
hazard a guess at my response to that one: Hard pass.

A final suggestion is to “take a snapshot”. Basically, you take a moment to evaluate where you are in your life. I think this one could work for me right now. It feels a little like a cop-out, but if there’s any year I am going to let myself cheat a bit, this seems like a good one. Rather than try “to commit to anything about the future,” at least I can “commit the present to memory.” I’m approaching it like a mindfulness exercise: taking note of what is going on right now, at the end of 2021 and the beginning of 2022 - not judging it, not making plans or worrying about implementing changes, not projecting into the future how much will be different at the end of this year. What am I reading for fun? (Wings of Fire - The Dangerous Gift.) What is the biggest thing I am worrying about these days? (How many letters are left in the Greek alphabet.) What’s my current earworm? (“More Than a Feeling,” as performed by The Moog Cookbook on Ye Olde Space Bande).

This is just where I am at right now. Maybe intentions, a mission statement or a personal vision, or even a plain, good, old-fashioned resolution is what gets you off to a good start for 2022. Whatever it is that moves you, I wish you a fulfilling and joyful new year. //

P.S. - I have one piece of “business” to add. Last year, ALL-SIS held a virtual reception, sponsored by LexisNexis, in connection with AALL’s virtual annual meeting. With coordination by our 2021 Local Arrangements Committee, we included an option for members - in lieu of the gift box (“Cleveland in a Box”) generously underwritten by LexisNexis - to designate the cost to be donated to a Cleveland-area charity. The donations ended up totaling $1,840. We are very moved by this gesture and have chosen to donate the funds to the Legal Aid Society of Cleveland. Many thanks to Sarah Starnes (chair) and the other members of the 2021 Local Arrangements who helped ALL-SIS contribute to the Cleveland community in a year when we were not able to be there in person.

PT. 2: HOW TO FIND SCHOLARLY COLLABORATORS (AND WHY YOU ABSOLUTELY NEED TO DO SO)

Many of us dream of publishing innovative and well-regarded scholarship, all the while knowing that this dream will scarcely ‘work’ without a generous sprinkling of that universal staple: teamwork. But why would you want to work with others, anyway? And how do you find your team? In this installment of Publication Pointers, we build upon our previous column’s discussion of cultivating ideas for scholarship by elaborating upon a powerful tool for perfecting those ideas for publication: scholarly collaboration.

Increasingly, scholarly collaboration is a defining feature of the academic landscape. Over the past few decades, co-authorship has become much more prevalent in scholarship of all disciplines. This trend towards co-authorship is especially pronounced in library & information science (LIS)—since 1980, the average number of authors per LIS article has nearly doubled.¹ Librarians are opting for co-authorship for one simple reason—it leads to more successful scholarship. Co-authored articles are more highly regarded and more widely read than solo works: reviewers rate them

better and other scholars cite them more frequently.²

The benefits of collaboration have not gone unrecognized by the librarian-scholars of the world, who consistently rank higher-quality scholarship as a key benefit of co-authorship.³ But why does adding another researcher result in this increase in quality? One obvious reason relates to the division of labor. When you work with a co-author, you each leverage the other’s knowledge and expertise. Even more than that, when team members assume complementary roles that play to their individual strengths, the workload is more manageable for each researcher and more efficient overall.

In addition to these efficiency gains, scholars also work together for more personal reasons. Some find that collaboration helps them sustain the interest needed to finish research projects, which tend to be quite lengthy and involved. Similarly, many researchers find their co-authors’ expectations to be a powerful mechanism of accountability that keeps them organized and motivated. Working as a team also builds valuable professional relationships. In particular, successful mentorships thrive on the same type of intellectual kinship that facilitates scholarly collaboration.

Of course, even if the benefits of collaboration are obvious, that does not mean it is easy to find likeminded researchers. Indeed, I must admit that this is where I usually get stuck. With a surfeit of ideas that would surely profit from shared effort but no one with whom to share my efforts, I have a personal stake in us finding our future co-authors. Perhaps I just need to look closer to home. By a good margin, the most common place for librarians to connect with collaborators is in their own libraries.⁴ This makes sense. Not only do we spend a lot of time with our colleagues, but we share with them a pretty significant interest in the ongoing prosperity of our libraries. Because so much LIS scholarship originates with institutional endeavors, this turns out to be a real jumping-off point for research.

Some libraries take this a step further by emphasizing a culture of academic collaboration in their most basic routines. For example, the UGA Law Library incorporates the most recent calls for contributions into its regular library meetings. According to Law Library Director T.J. Striepe, this lets UGA librarians identify scholarly opportunities that highlight library projects or take advantage of particular areas of expertise. These discussions naturally lead to collaborative research, while also having the extra benefit of reinforcing UGA’s team-oriented culture. Even if your agenda is too crowded to make calls for contributions a recurring feature, consider keeping an eye out for especially notable calls that might warrant carving out some discussion time during your library’s meetings.

Your colleagues are natural co-authors, since they form the core of your professional network. However, pursuing your network’s more distant nodes can also be a successful strategy for finding scholarly collaborators. After all, we tend to find suitable collaborators through people we know, and because professional conferences are network-fests, they are the perfect venue for meeting friends-of-friends with similar scholarly interests.

However, if you fail to find intellectual camaraderie at panels and workshops, don’t despair! You may just need to expand your network. Many successful scholarly collaborators find kindred spirits through the academic equivalent of the venerable sales strategy known as ‘cold-calling.’ If they read an article that truly speaks to them, they send the author an introductory email. If they come across a Twitter thread that’s germane to their interests, these entrepreneurial scholars take that extra step and reach out to the interlocutors. Although these strategies require more diligence than conversing with colleagues and attending conferences, if you make enough of these contacts, some of them will inevitably blossom into fulfilling co-authorships. As Michael Scott famously said, “You miss 100% of the shots you don’t take- Wayne Gretzky.” Much of your success as a scholarly collaborator comes down to simply putting yourself (and your intellectual

⁴ See id.
Once upon a time, pre-pandemic, I was rigidly against holiday creep. I did not want to hear a single Christmas carol until after Santa’s float had cleared at the Macy’s Thanksgiving Day Parade. Then the pandemic happened, and suddenly, what was time? In October 2020, I went headlong into Hallmark’s Countdown to Christmas, which began before Halloween even hit. There was something so comforting in knowing that everything was going to be wrapped up in a neat (Hallmark-branded) bow at the end of two hours. When there were COVID surges and utter uncertainty about what each new week would bring, Hallmark was a convenient crutch. But… (You knew there was going to be a “but,” right?)

Maybe it was after the first twenty-five movies, maybe it was after I hit the fifty mark—I mean this in the best possible way, but you’ve seen one, you’ve kind of seen them all and I saw a lot of movies—but I started to notice details beyond the repetitive stories. I’m willing to suspend disbelief to take comfort in the movie, but there is a line. Apparently, for me, that line was drawn through the library and archives. More specifically, the way that librarians and archivists were depicted. It’s hard to be caught up in the fa-la-la-la-las when the representations of the professions nearest and dearest to my heart were so elfed up.

The movie that first put my teeth on edge was Christmas at the Plaza (2019). There are just levels of outright error and lack of nuance. From the film’s use of term “archival historian” to the lamenting by the characters over how to find anything in a collection that has clearly been processed—I’m sure there is a joke there involving a historian’s “discovery” and finding aids—the portrayal shows that someone clearly knew something about archives but not nearly enough to portray them accurately. Sort of like how one of my sisters tells people who ask what I do for a living that I read books and then put them away.

The movie that broke me was USS Christmas (2020). It wasn’t just me yelling at the TV—although that certainly happened—it meant that I also took to Twitter to express my outrage at how someone would go into an archives, take out a photo that had been carefully placed in an acid free folder and filed in an archival box, and then just shove it back into the box without even looking. Rude. So, I tweeted about it, and then, the worst possible thing happened. Hallmark Movies & Mysteries—the official account—retweeted me. The photo dumper herself, Jen Lilley, liked the tweet. It wasn’t that I had expected an acknowledgement or apology for the one of many heinous offenses against the historical record—would you believe she pulled a Nicholas Cage and stole something from a government archives, because that definitely happened—

cont’d
LIS STUdIES IN THE TRENCHES

but to miss the point entirely? Well played, Hallmark, well played.

Though it does pain me to admit, not all of Hallmark’s depictions of librarians and archivists are terrible. There is

_Holly & Ivy_ (2020), which centers on a recent MSIS grad who wants to be a children’s librarian in a public library. She is
turned away at every opportunity because of budget issues, and explains, multiple times, that she has a master’s degree and
can’t just work as a volunteer…even though that is exactly what she winds up doing. While it’s not a perfect depiction,
it’s by far the best I’ve seen. It also takes into account some of the issues facing public libraries, which the general public
needs to be more aware of and outraged by.

So why does all of this matter? Is it just me trying to justify the hours—ok days, perhaps even weeks—of my life that
I’ve lost in the mind warp that is the Hallmark Channel? Absolutely. But, all of this also matters because representation
matters. We have seen this time and time again in pop culture where
representation of diversity—whether it is diversity of race, gender,
religion, sex, economic status, or pretty much anything—can help
bring about change and acceptance. I would love for a librarian to be
distinguished as more than someone who reads and puts away books
or for a movie to highlight that there is a difference between a public
librarian, an archivist, and a rare book curator. The more the public is
aware of our profession and what we contribute to society, the more
likely it is that we’ll be able to draw more types of people into the
profession. We are more than our pop culture stereotypes, and the way
we beat those stereotypes is to push back against them. Even if that
pushback is only one angry tweet at a time.

This article is a quick look at this topic. Keep an eye out for my forthcoming article “Naughty, Nice, or Non-Existen2
Or

Why Hallmark’s Getting a Lump of Coal for its Depiction of Librarians & Archivists in its Christmas Movies,” which will be
in a forthcoming issue of Legal History and Rare Books Special Interest Section’s Unbound.


OPENING A NEW ACADEMIC LAW LIBRARY
DEVELOPING LEGAL RESEARCH INSTRUCTION

You will recall from my last column that I stated that the winter feature would be about our first American Bar
Association accreditation site visit. Well, I changed my mind. Seeking to stay more or less in chronological order,
this column covers our progress in developing our legal research instruction. I was inspired to reevaluate the
curriculum after reading Olivia Smith’s RIPS Law Librarian Blog Post, _Dare to Dream: How Would You Teach 1Ls Legal
Research with No Restrictions?_ We dreamt, and we built.

First, recognition is owed to the wonderful team of law librarians who were (and are) a part of the dream team over
the last seven years: Jennifer Wondracek, Jessica Haseltine (The Guru of Rubrics!), Stewart Caton (Savant of Canvas
gradebook), and Tracy Eaton. Their cumulative work built the class we offer today; an accomplishment of which we are all
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“We are more than our pop culture stereotypes, and the way we beat those stereotypes is to push back against them.
OPENING A NEW ACADEMIC LAW LIBRARY

CONT'D

quite proud! Additional thanks should be given to our former Associate Dean Ellen Pryor, who gave us free reign, and on occasion cover, when other faculty questioned our efforts.

Now, back to how it all started! Aside from both opening the physical library space and gathering and organizing information resources in all formats, the law librarians were also busy planning a research instruction curriculum. Being some of the earliest faculty members hired, we could insist that the librarians be the ones who teach legal research. The founding doctrinal faculty, who also taught legal writing that first year, were more than happy to let us. Our first offering of legal research and writing, in hindsight, was a mess. The class was two, two-credit classes offered over the course of the fall and spring semesters. Law librarians had one-credit’s worth of class time during the spring semester. Both the research and writing instructors realized that the class was not worth enough credits and comprised too little class time. We did a little better the second year, when the class increased to five credits. Now, the law librarians have one and half credits worth of class time.

In that amount of class time, the law librarians taught a bibliographic introduction to legal sources and how to utilize the connections between resources to find additional, useful resources. What we were not covering in the course was a deep dive into the legal research process and an assessment of the students’ efforts in following that process. Further, having a foundational knowledge of the legal research process was key to another innovative legal research requirement the college adopted: research segments, which will be discussed in a later feature.

Recognizing the gap in research instruction and research expectations in practice, there were two proposals suggested. One proposal introduced a one-credit advanced legal research class that would be required in the students’ 2L fall semester. The other proposal would break up the first-year legal research and writing class into two separate classes; legal research would become a standalone two-credit class. Either proposal would give the law librarians the additional class time needed for instruction of the legal research process. Thankfully, we were still a small faculty and were able to meet often enough to have broad conversations about all the moving pieces of our curriculum, not just with regard to legal research and writing. The eventual compromise dropped a first-year three-credit class that sought to introduce students to legal culture, and legal research acquired the two-credits needed to fulfill the law librarians’ goals of both introducing legal sources and providing a first look at the legal research process. Legal Writing retained the five-credits that had been the combined class. The remaining credit was for a new legal methods class taught by our academic support faculty. Our curriculum has not changed in the last five years.

The new legal research class structure fell easily into place. The class meets for two separate slots each week. The first slot is a presentation to the entire class on that week’s topic. The second slot is comprised of small breakout sessions of about twenty students in which the librarians review in class exercises. Assessments include homework, a research project, and a final exam.

However, we still have a lingering problem. Legal research is scheduled during the spring semester. Synchronizing the coverage in legal research with the students’ need to conduct research for a summary judgment motion, the final project in legal writing has been challenging. One proposed solution suggested running the legal research class from fall midterms to spring midterms. The students would receive all their legal research instruction in time to carry out the research assignment for legal writing. We adopted this measure last year for our evening classes, and it was successful. But, due to scheduling hurdles, legal research is still a spring only class for the day students. We are navigating how to update the day program curriculum to implement the proposed change.

It is worth noting that we also created a one-credit advanced legal research class that comes in two options: Federal and Texas.

Moreover, the college’s curriculum embraces the goal of graduating practice ready attorneys. To demonstrate this competency, students must satisfy a graduation requirement called ‘segments,’ which includes the three categories of research, skills, and writing. Segments are assessments in doctrinal classes that would count toward the class’s grade, and specifically, the research segment gives the law librarians a foot in the door to conduct research assignments in doctrinal classes. But, I will save the development of the segments for another column. //
THE USER MODEL OF INSTRUCTIONAL DESIGN

Julie Tedjeske Crane  
Chicago-Kent School of Law

This is the second in a series of columns on instructional design. In the first column, I discussed my experience with two instructional design certificate programs. In this column, I present the USER model as a framework for designing library instruction.

Many course designers use the ADDIE model in their work. ADDIE sets forth a five-step process: Analysis, Design, Development, Implementation, and Evaluation. USER is a simplified version of ADDIE that is intended to guide library instruction.

USER stands for Understand, Structure, Engage, and Reflect. Char Booth outlines the USER model in her book Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators.¹

USER includes four broad phases that are broken down into eight steps. The elements of the USER model are presented sequentially; however, they often overlap in practice. You can follow the model step-by-step, or you can concentrate on one area.²

The USER model serves many instructional needs. New teachers may find this framework helpful for organizing their instructional materials and practices. More experienced instructors can use it to identify areas for improvement. Finally, though it seems counterintuitive, often it helps to follow a set structure like the USER model when you need a quick turnaround for a project.

The following sections will walk through the different stages of the framework and how to use them when planning courses.

UNDERSTAND

The Understand phase involves two steps: identifying a problem that instruction can solve and analyzing the scenario to determine a suitable solution.

Identify a Problem that Instruction Can Solve

Sometimes curriculum mandates or faculty requests will guide your instruction. In such cases, you may not need to do much to identify the problem. Other times, you may need to conduct a needs assessment to identify your students’ knowledge gaps. You should ask, “What challenges do your students face, and how can you help them meet those challenges?”

² See id. at 95.
THE USER MODEL

Analyze the Scenario

Next, analyze factors that may impact learning outcomes, such as content, context, and the pertinent characteristics of the teacher and students. When determining the content of your instruction, decide which knowledge, skills, and attitudes (KSAs) you want your students to gain and any prerequisites they might need to do so. When ascertaining the context for learning, evaluate the physical space and available technology. When thinking about your characteristics as an instructor, consider whether you would benefit from collaboration or input from others.

It is important to learn as much as you can about the pertinent characteristics of your students, such as their backgrounds, needs, and motivations. To accommodate individual student needs, try using differentiated instruction and assessment techniques to appeal to different learning styles.

STRUCTURE

There are two steps in the Structure phase: creating learning targets (learning objectives) and selecting a delivery approach.

Create Targets (Learning Objectives)

Targets frame the lessons delivered in the Engage phase and the criteria for assessing learning in the Reflect phase. Different types of knowledge construction require different teaching strategies. Start creating your learning objectives by placing the KSAs you identified in the Analyzing the Scenario step into one of these four categories.

KSAs that fall into the facts and procedural dimensions can generally be taught via direct instruction. On the other hand, KSAs associated with the concepts and metacognitive strategies dimensions may lend themselves to more open-ended, student-directed methods of learning.

You can craft learning objectives in a variety of ways. Booth suggests that learning objectives have three elements: a condition for the action to occur, an action, and a performance standard associated with the action.

According to Booth, “Bloom’s taxonomy is the de facto approach to creating educational objectives.” Even though Bloom’s taxonomy is presented as a hierarchy, learning at the top is not better than learning at the bottom. Often, you can blend objectives aimed at lower- and higher-order content to ensure your students have a thorough understanding of a topic.

Perhaps the most important thing to remember about learning objectives is that they should guide your teaching. Do not just draft something quickly and set it aside. Alignment is key. Assessments should reflect whether students have mastered the learning objectives, and instruction should focus on topics you will assess.

3 See id. at 111.
4 See id. at 109-10.
5 See id. at 111-12.
6 See id. at 107-09.
7 See id. at 116-17.
8 See id. at 116.
9 See id. at 119.
10 Id. at 118.
11 See id. at 119-20.
THE USER MODEL

Select a Delivery Approach

In the second step of the Structure phase, you choose a delivery approach.

Don’t worry too much if your teaching relies on a lot of direct instruction, but look for ways to include active learning opportunities. For example, intersperse direct instruction with open-ended activities during which you provide feedback and answer questions. Whether you are teaching synchronously or asynchronously, maintain a balance of activities that will not create cognitive overload for your students.12

Extending the interaction is important for one-shot learning sessions. There are many ways to do this. For example, you could provide an introductory communication recommending short readings or videos to review before the session. Surveying students can help you understand what they already know and what they want to get out of the experience. Finally, you might send a problem, question, or scenario for students to consider.13

After the session, distribute your contact information and follow up on questions that went unanswered. You might also provide an opportunity for students to submit questions (with a promise that you will respond) as part of the session’s evaluation form.14

I have found that a variation on this last suggestion is beneficial for semester-long courses. I often ask students to write three takeaways for the week and then one thing they found confusing or that they want more information about. Then, I follow up with at least some students every week about points of confusion or where they need more information.

ENGAGE

In the Engage phase, you create instructional materials and deliver instruction.

Develop Instructional Materials

Developing instructional materials involves two steps: selecting an instructional message and then communicating that message through learning objects (instructional materials).

Your instructional message should be simple and engaging; it should make students want to learn about the topic. Think of your instructional message as an elevator pitch to students about what you will teach them and why they should be interested in learning it.15

Next, develop materials (handouts, videos, slides) to support your instructional message. Test your materials and revise them before delivering your lesson. As you review your instructional materials, evaluate their effectiveness, efficiency, and appeal.16

Deliver Instruction

Booth suggests organizing your instruction around Gagné’s “Nine Events of Instruction.” This structure can be particularly helpful for short in-person presentations or digital learning objects. You can also use it when you don’t have a lot of time to plan.17

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THE USER MODEL

When delivering your instruction, consider both your pitch and persona. Pitch is how you get your students engaged with the materials, and persona is how you put your personality into teaching. Your tone should be authentic, confident, and authoritative. Persona is important; it influences student motivation and interest.\(^{18}\)

REFLECT

In the Reflect phase, consider whether the learning objectives have been met and how you might improve and repurpose your instructional materials.\(^{19}\) Reflection is a two-step process: assessing the impact and revising and reusing materials.

Assess the Impact of Your Instruction

There are four assessment strategies: selected response, constructed response, instructor observation, and reflective evaluation.

A multiple-choice quiz is an example of a selected-response assessment. A short essay is an example of a constructed response. Instructor observation is most pertinent to in-class activities like small group work or online breakout rooms. Finally, self-assessment essays, peer reviews, and one-minute papers are all examples of reflective evaluations.\(^{20}\)

Assessment techniques should be appropriate, valid, reliable, fair, and practical. Consider using pre-tests and formative assessments in addition to traditional summative assessments. Low- or no-stakes formative assessments create an iterative learning process that gives both the teacher and the students opportunities to make corrections.\(^{21}\)

Finally, even though you probably can’t do this often—at least not systematically—look for opportunities to conduct confirmative assessments. A confirmative assessment is an assessment that evaluates whether students have long-term retention of what they learned and can apply it in an authentic, real-life setting.\(^{22}\)

Revise and Reuse Instructional Materials

The last step focuses on modularity, meaning the ability to reuse instructional materials in different formats and contexts. Although this is presented as the final step in the model, you should consider the potential reuse of instructional materials throughout the entire teaching process. For example, when you plan instruction, ask yourself whether you can adapt or reuse previous materials. You should also design your instructional materials with reusability in mind.\(^{23}\)

CONCLUSION

The USER model simplifies instructional planning by dividing it into manageable chunks. Booth says the model “can function as a template for design thinking in new scenarios or a benchmark to evaluate your current strategies.”\(^{24}\) I hope you can incorporate USER or a similar model into your planning to help you identify, implement, and reflect on the most essential elements of successful instruction. //

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\(^{18}\) See id. at 133-34.
\(^{19}\) See id. at 137.
\(^{20}\) See id. at 138.
\(^{21}\) See id. at 138-39.
\(^{22}\) See id. at 144-45.
\(^{23}\) See id. at 146-48.
\(^{24}\) Id. at 95.
THREE REFLECTIONS ON THE MANAGEMENT INSTITUTE

EXCELLENCE AND BELONGING IN MANAGEMENT: A REVIEW

Madeline Cohen

The 2021 AALL Management Institute packed a lot into just two days and attending it allowed me to reexamine my perspective on organizational structure and culture. While all the sessions were impactful in their own way, I am going to discuss the session entitled, “Excellence and Belonging in Management: Overcoming Implicit Bias, Identity Anxiety, and Stereotype Threat.” This session occurred on the second day of the Institute and was facilitated by Aya Taveras and Jessica McFarlane of The Perception Institute. Admittedly, I was a bit skeptical of this session, as I have attended numerous classes, workshops, and conferences on implicit bias, and I was uncertain as to how much new information Ms. Taveras and Ms. McFarlane could provide. After the session, though, I developed a deeper understanding of what constitutes unconscious perceptions and the steps managers can take to override them.

Effective management is not just the day-to-day facilitation of library workflow and operations; it also involves managing relationships between staff members, facilitating conversations, including difficult ones, and understanding what makes each staff member feel valued. In the “Excellence and Belonging in Management” session, I learned how our effectiveness as managers can be undermined by comments, actions, and microaggressions.

DEMOCRATIC LEADERSHIP AND TRANSFORMATIONS OF ACADEMIC LAW LIBRARIES

Nicholas Stump

The 2021 AALL Management Institute was stimulating and informative. The Institute included programming on both management, leadership, and transforming organizational culture and diversity, equity, and inclusion (DEI) in law libraries. Regarding the former dimension, Institute speakers unpacked at length the distinctions between leadership, on the one hand, and management, on the other. According to the speakers, leadership includes such activities as motivating and inspiring individuals, aligning departments, and establishing direction, and management focuses more on planning, budgeting, organizing, and discrete problem-solving. This distinction matters because not all effective managers are effective leaders—and vice versa. Furthermore, both are learned skills rather than inherently innate characteristics and, as such, require constant learning and course corrections. Truly effective leaders and managers cultivate an approach that foregrounds service, supports of staff, and encourages compassion. I believe any law librarian currently in or working towards a management or leadership position would do well to closely consider such factors.

Institute speakers also explored the process through which law libraries may transform organizational culture, which constituted a fascinating discussion. Important procedural elements to such transformations include, as an initial step, examining such pre-existing cultural structures as management styles, practices, narratives, and symbols. Thereafter, to successfully transform organizational culture, important catalysts for change comprise leveraging pre-existing cultural strengths, securing educational and training opportunities, and encouraging maximum staff participation. On the latter point, I believe that a bottom-up approach that maximizes staff empowerment and co-determination is particularly

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that go unnoticed or unaddressed. These words and actions, no matter how subtle, keep staff from feeling a sense of belonging, which ultimately affects morale and productivity.

To address the problem of an unsupportive work environment, a manager must be able to both define and understand what constitutes implicit bias and microaggressions and understand how their impact manifests in behavioral changes, stress, and anxiety in employees. Additionally, an effective manager must also identify and execute interventions and solutions. Some potential interventions suggested during the session include navigating identity differences, overriding bias in decision-making, slowing down and engaging with others mindfully, recognizing your responses and whether they reflect your and your institution’s true values, strategizing about solutions based on your knowledge, goals, and facts, resetting and redirecting your focus when a harm has occurred, and providing helpful and “wise” feedback that identifies goals and aspirations, that sets high expectations, that establishes individual capacity, and that is candid—that is not ambiguous but consistent and motivating.

Professor Lindsey Cameron’s quote from the session sums up what I feel is most important right now in my management journey: “Mindfulness is really about calming down and being in touch with what is happening in the present moment.” In order to implement some of the strategies from the session, I also am using the Personal Development Planning guidelines from the Institute to harness my identified ability to bring people together and work to identify stereotypes, microaggressions, and facilitate difficult conversations in my workplace.

**CULTURE AND MANAGEMENT IN THE LIBRARY**

My fellow 2021 AALL Management Institute grant recipients have written eloquently about the overall structure and benefits of the institute’s programs. Instead of reiterating the content within their thorough pieces, I would like to discuss the session Understanding and Transforming Organizational Culture presented by Maureen Sullivan. I think the session provided both an excellent introduction to the concepts of organizational culture and a useful framework for analyzing the role of a library manager in an organization.
A culture, broadly defined, is all the ways of life of a population that are passed down from generation to generation. Just like our larger society, every organization, including libraries, has a culture. The culture within an organization includes all of the ways in which the individuals of that organization relate to persons within and outside of it. Specifically, an organizational culture is tied to an intentional group that often has an explicit mission. Therefore, the managers of an organization must bend the culture of the organization towards a form that best serves both the members of the organization and the mission or missions of the organization itself.

Organizational culture can be understood to include the formal mechanisms of relationship: the reporting structure; performance reviews; compensation; and formal avenues of discipline. In a library, this might include our departments and employees, our supervisors, and our formal job descriptions. Organizational culture also includes informal mechanisms of relationship. In a library, these can be relationships with co-workers and patrons, behavior modeling, and social events. We all know the co-worker who just gets the catalog and is always ready to help. While they do not have an official position of influence, their informal influence is equally as (or more) important to the library as someone officially responsible for the catalog. The whole culture of a library, comprised of formal and informal mechanisms of relationship, can make the difference between a functioning library and a failing one. Without a productive culture, no number of resources can produce a productive library.

Personally, I find the concept of culture a healthy way to view organizational change. It broadens the focus and understanding of the resources and challenges of an organization. A large staff may look good on paper, but if they are demoralized, the library’s potential is wasted. A circulation worker may be at the bottom of the organizational chart but loom the largest as a patron’s contact with the library. Stepping back and looking at every part of an organization can prevent an over-emphasis on formal lines of authority. It can let a successful manager recognize that every facet of the library works as part of a whole and focusing on a single employee can miss important components of the workplace. A struggling employee can be properly understood to be part of a larger dysfunctional culture. Likewise, a exemplary employee is often supported by many other hard-working peers that may be unrecognized by management. In this way, library managers can work slowly but steadily to create a supportive workplace that efficiently achieves the mission of their organization. //
2022 ALL-SIS AWARDS AND GRANTS

ALL-SIS recognizes and supports its members’ contributions to the profession in many ways. Grants are given by both the Awards and Research & Scholarship Committees, and awards that publicize significant professional achievements are given by the Awards Committee. The members of the ALL-SIS Awards Committee are pleased to announce the 2022 ALL-SIS Awards and Grants.

ALL-SIS ACTIVE MEMBER STIMULUS GRANT

The grant is in the amount of $1000 and is intended to aid the recipient in attending the AALL Annual Meeting.

CRITERIA

The Active Member Stimulus grant is given to a law librarian with a record of demonstrated service to ALL-SIS. Current ALL-SIS Executive Board members and Awards Committee members are ineligible. To qualify for the grant, the winner must be an active member of ALL-SIS with demonstrated financial need who plans to attend the AALL Annual Meeting. Serving as an ALL-SIS committee chair or vice-chair are examples of proof of being active in ALL-SIS, but these activities are not required of applicants. Grant recipients are chosen, in large part, based on demonstrated financial need.

SUBMISSION PROCEDURE

Email materials to the ALL-SIS Awards Committee Chair. Applicants must include:

- A short statement (500 words maximum) addressing their service to or activity within ALL-SIS, how attending the AALL Annual Meeting will benefit both them and their library, and their current financial need. This statement should include the applicant’s name, current employer, position title, and dates of AALL and ALL-SIS membership.
- A current résumé.
- Two letters of recommendation.

Deadline: 11:59 p.m. (Eastern) on April 14, 2022.

ALL-SIS REGULAR MEMBER STIMULUS GRANT

The grant is in the amount of $1000 and is intended to aid the recipient in attending the AALL Annual Meeting.

CRITERIA

To qualify for the grant, the winner must be a member of ALL-SIS with demonstrated financial need who plans to attend the AALL Annual Meeting. Current ALL-SIS Executive Board members and Awards Committee members are ineligible. Grant recipients are chosen, in large part, based on demonstrated financial need.

SUBMISSION PROCEDURE

Email materials to the ALL-SIS Awards Committee Chair. Applicants must include:

- A short statement (500 words maximum) addressing how attending the AALL Annual Meeting will benefit both them and their library, and their current financial need. This statement should include the applicant’s name, current employer, position title, and dates of AALL and ALL-SIS membership.
- A current résumé.
- Two letters of recommendation.

Deadline: 11:59 p.m. (Eastern) on April 14, 2022.

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ALL-SIS CONELL GRANT

The Conference of Newer Law Librarians (CONELL) is held every year in conjunction with the AALL Annual Meeting. The purpose of CONELL is to welcome the newer members of the profession to the organization, introduce them to the Association and its leaders, and provide a setting for newer members to become acquainted with each other.

There are two ALL-SIS CONELL Grants in the amount of $500 each, which are given to newer law librarians to attend CONELL. The purpose of the CONELL Grant is to promote participation by newer academic law librarians in AALL and ALL-SIS. There is no requirement that the grant be given every year. The grant is presented annually at the discretion of the ALL-SIS Awards Committee.

CRITERIA

To qualify for the grant, the winner must be an ALL-SIS member with demonstrated financial need. Current ALL-SIS Executive Board members and Awards Committee members are ineligible. The winner must: (1) agree to become a member of the New Academic Law Librarians Meeting (NALLM)/Mentoring Committee for the year following the grant and (2) write a short article for the ALL-SIS Newsletter about CONELL. Previous CONELL Grant winners are ineligible. Grant recipients are chosen, in large part, based on demonstrated financial need.

SUBMISSION PROCEDURE

Email materials to the ALL-SIS Awards Committee Chair. Applicants must include:

• A current résumé.
• Two letters of recommendation from current or former teachers or employers that discuss the applicant’s potential to contribute to the field of academic law librarianship and need for the grant.

Deadline: 11:59 p.m. (Eastern) on April 14, 2022.

AALL LEADERSHIP ACADEMY GRANT

AALL sponsors a Leadership Academy in even numbered years. The purpose of the Academy is to help law librarians in the early stages of their careers to develop and build their personal leadership style. Participation is competitive, members must apply for a place in the Academy. A total amount of $2,500 is available to be awarded at the discretion of the committee to one or more eligible recipients. Grants to the 2022 Leadership Academy will be available for two ALL-SIS members for $1,250 each.

CRITERIA

To qualify for the grant, a winner must be a member of ALL-SIS who is attending the AALL Leadership Academy. Current ALL-SIS Executive Board members and Awards Committee members are ineligible. Preference is given to newer members of ALL-SIS who are active participants in the ALL-SIS, AALL, or AALL Chapters.

SUBMISSION PROCEDURE

Email the application form and supporting materials to the ALL-SIS Awards Committee Chair. Applicants must include:

• ALL-SIS Grant Application. Note: Download and save to your computer before filling out this form.
• A personal statement stating how attending will help you professionally and your level of involvement in library activities and management.
• Two letters of recommendation. Recommenders should comment on your potential to contribute to ALL-SIS, AALL, and the field of law librarianship, and address your financial need for the grant.
• A current résumé.

Deadline: 11:59 p.m. (Eastern) on February 10, 2022.
FREDERICK CHARLES HICKS AWARD

The Frederick Charles Hicks Award for Outstanding Contributions to Academic Law Librarianship recognizes an individual or group that has made outstanding contributions to academic law librarianship through continued efforts to improve law librarianship. The award is presented annually at the discretion of the Awards Committee.

The award is named in honor of Frederick Charles Hicks, the first great American law librarian/scholar who was also the first academic law librarian to serve as president of AALL.

CRITERIA

Preference is given to members of ALL-SIS. Current ALL-SIS Executive Board members and Awards Committee members are ineligible for nomination. A nominee can be an individual or a group, and should exhibit extended and sustained contributions in one or more of the following areas:

- History of contributions to the field of law librarianship through research, publications, and/or other activities displaying an active participation in the advancement of academic law librarianship;
- Achievement in a particular area of academic law librarianship;
- Service to AALL; and
- Service to ALL-SIS.

SUBMISSION PROCEDURE

Email materials to the ALL-SIS Awards Committee Chair. Individuals may nominate themselves or others. Nominations must include:

- A letter of nomination or a completed Nomination Form, including the candidate’s full name, title, and institution name and address. If the candidate is retired, include name, home address, and most recent former employer.
- A narrative supporting the nomination which includes a discussion of the candidate’s contributions to academic law librarianship.
- The name, email, and phone number of the nominating party.


ALL-SIS DIGITAL PUBLICATION AWARD

The ALL-SIS Digital Publication Award recognizes a significant contribution to legal literature that is born and remains digital. A non-exhaustive list of formats which might be considered for the award include: exhibition catalog, library catalog, users guide, blog post, bibliography, webpage, or research guide.

CRITERIA

To qualify for the award the publication must be:

- Published/posted in the year prior to the award (i.e. between April of the prior year and March of the award year);
- In a digital format; and
- About any aspect of law librarianship, legal bibliography, or legal research.

It is important to acknowledge the inherent difficulty of judging a pool of so many potentially different formats. Awards are not presented in a given year if the Committee does not feel submissions meet the award criteria.

SUBMISSION PROCEDURE

Email publications to the ALL-SIS Awards Committee Chair. Publications may be submitted for consideration by any AALL member, including the authors.

ALL-SIS AWARDS AND GRANTS

ALL-SIS OUTSTANDING ARTICLE AWARD: LONG FORM AND SHORT FORM

The ALL-SIS Outstanding Article Award recognizes members’ contributions to the enhancement of academic law librarianship through the publication of scholarly articles.

CRITERIA

To qualify for consideration, articles must be:
• Published in the year prior to the award, (i.e. between April of the prior year and March of the award year);
• In any format;
• In any publication (other than Law Library Journal or AALL Spectrum because articles in those publication are ineligible for a AALL award); and
• About any aspect of academic law librarianship or legal research.
• Long Form: Any article of more than 5000 words.
• Short Form: Any article of less than 5000 words.
Awards are not presented in a given year if the Committee does not feel submissions meet the award criteria.

SUBMISSION PROCEDURE

Email articles to the ALL-SIS Awards Committee Chair. Articles may be submitted for consideration by any AALL member, including the authors.

ALL-SIS BOOK AWARD

The ALL-SIS Book Award recognizes a significant textual contribution to legal literature. The textual work may be a book or an edited work. Nominations for the Book Award shall be measured by the creative, evaluative elements and the extent to which originality and judgment were factors in the formation of the work. The term ‘book’ is meant to be broadly defined, and includes works that: 1) are bibliographical in nature, listing the works of a particular author, printer, or country, or a particular theme; or 2) contribute to advancing legal research or law librarianship.

CRITERIA

To qualify for consideration the book must be:
• Published in the year prior to the award, (i.e. between April of the prior year and March of the award year);
• In any format; and
• About any aspect of academic law librarianship or legal research.
Award is not presented in a given year if the Committee does not feel submissions meet the award criteria.

SUBMISSION PROCEDURE

Email book title to the ALL-SIS Awards Committee Chair. Books may be submitted for consideration by any AALL member, including the authors.
ALL-SIS AWARDS AND GRANTS

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ALL-SIS OUTSTANDING SERVICE AWARD
The ALL-SIS Outstanding Service Award honors an ALL-SIS member who has made outstanding contributions to ALL-SIS in areas of section activity and in professional service.

CRITERIA
Nominees must be an active or retired member of ALL-SIS. Current ALL-SIS Executive Board members and Awards Committee members are ineligible for nomination. Nominees may excel in one or more of the following areas:

• Outstanding leadership in ALL-SIS, at meetings, and in committee;
• Special and notable service to ALL-SIS, such as participation in special projects;
• Participation in ALL-SIS education programs and public speaking activities; and
• Mentoring activities which encourage others in ALL-SIS.

The above list is not intended to be an exhaustive list of criteria. Individuals whose contributions to ALL-SIS take other forms may also be nominated.

SUBMISSION PROCEDURE
Email materials to the ALL-SIS Awards Committee Chair. Any ALL-SIS member may nominate themselves or another. Nominations must include:

• A letter of nomination, including the candidate’s full name, title, and institution name/address. If the candidate is retired, include name, home address, and most recent former employer.
• A narrative supporting the nomination, to include a discussion of the candidate’s contributions to ALL-SIS.
• A curriculum vitae of the candidate.
• The name, email, address, and phone number of the nominating party.

Deadline: 11:59 P.M. (Eastern) on April 14, 2022. //

MINORITY LEADERSHIP DEVELOPMENT AWARD

The Diversity & Inclusion Committee encourages eligible AALL members to apply for the Minority Leadership Development Award (MLDA).

The MLDA was created in 2001 to foster future leaders and introduce minority law librarians to leadership opportunities within the Association. MLDA recipients will receive prepaid travel, lodging, and registration for the 2022 AALL Annual Meeting in Denver, mentorship for at least one year from an experienced AALL leader, and the opportunity to serve on an AALL committee.

Eligibility
Upon submission of the application, an applicant must meet all of the following criteria to be considered for the award:
• Be a current member of AALL;
• Be a member of a minority group as defined by current U.S. government guidelines as found in 62 F.R. 58782; Have
MINORITY LEADERSHIP DEVELOPMENT AWARD

cont’d

- a strong academic record and have earned a Master's degree in Library/Information Science;
- Have no more than five years of professional (post-MLS or post-JD) library or information service work experience;
- Have been a member of AALL for at least two years or have two years of full-time, professional law library work experience; and
- Demonstrate leadership potential.

Award Benefits:

- Travel, lodging, and registration expenses to attend the 2022 AALL Annual Meeting in Denver;
- An experienced AALL leader to serve as the recipient's mentor for at least one year; and
- An opportunity to serve on an AALL committee during the year following the award.

Application Deadline: March 1, 2022

The application form and more information can be found here.
In this issue: Publication Pointers / LIS Studies in the Trenches / Opening a New Academic Law Library / The USER Model of Instructional Design / Three Reflections on the Management Institute / 2022 ALL-SIS Awards and Grants / Minority Leadership Development Award / Member News

MEMBER NEWS

PUBLICATIONS

Joyce Janto, University of Richmond, has let us know that Virginia CLE Publications has published the *Guide to Legal Research in Virginia*, 9th edition. The ALL-SIS members involved were Joyce Manna Janto, editor, and author of the chapter on Legal Ethics; Christopher Byrne & Frederick Dingledy (both of William & Mary), co-authors of the chapter on Treatises, Manuals & Form Books; Marie Summerlin Hamm (Regent Law School), author of the chapter on Courts & Case Law; Jennifer Mart-Rice (Washington & Lee), author of the chapter on Legal Periodicals, Indexes, Directories, and Statistical Information; Roger Skalbeck (University of Richmond), author of the chapter on Fastcase; and Amy Wharton & Kristen Glover (University of Virginia), co-authors of the chapter on Local Law. Non-ALL-SIS (but still AALL members) authors include Alexis Sharp (Hunton, Andrews, Kurth) on Statutory Law, Gail Warren (State Law Library) on Constitutional Law, and Gail Zwirner (retired law librarian) on Administrative Law. In conjunction with the release of the book, Joyce Janto was the invited speaker for a CLE event put on by Virginia CLE (the educational division of the Virginia Law Foundation.) The program, broadcast in October 2021, was titled “Legal Research and Ethical Considerations in 2021” and was worth 3 CLE credits, 1 of them in ethics.

Joyce Janto has also published an article in the June 2021 issue of the Virginia Lawyer: *Where There’s a Will: Researching Wills & Trust Issues*.

Paul Riermaier, Reference Librarian / Government Documents Coordinator at Biddle Law Library, University of Pennsylvania Carey Law School, along with several co-authors, recently published the article *Weeding Digital Government Information Resources: Considerations and Strategies* in *DttP: Documents to the People*, the official publication of the Government Documents Round Table of the American Library Association. He and his co-authors met and first started working on the article as part of the Federal Depository Library Program’s Coordinator Certificate Program. In the article they look at how weeding digital FDLP resources differs from weeding tangible resources, and they provide an annotated bibliography of key resources.

PROMOTIONS AND NEW HIRES

The University of Richmond Law School Library has two new librarians who are now ALL-SIS members:

- **Samantha Cabo**, Digital Resources Librarian, began working at Richmond in August 2021. Prior to working at Richmond, Sam worked in firm libraries, first at K&L Gates and then at Arnold & Porter. She received her JD from the Charlotte School of Law and her MLS from the University of Pittsburgh. While at Pitt, Sam interned at the University of Pittsburgh Barco Law Library.
MEMBER NEWS

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• **Alex Clay Hutchings**, Research & Student Services Librarian, began working at Richmond in July 2021. Prior to coming to Richmond, Alex earned his MLS as a Fellow at the University of Arizona Daniel F. Cracchiolo Law Library. He earned his JD from Gonzaga University School of Law.

The Robert Crown Law Library at Stanford Law School, via **Sergio Stone**, has announced several hires and promotions:

- **Tina Ching** assumed the role of Associate Director for Technical Services in January 2022. Previously Tina was a reference librarian at the University of Oregon Law Library and Director of Marketing and Electronic Services Librarian at Seattle University School of Law.
- **Taryn Marks** became the Associate Director of Research and Instructional Services in September 2021.
- **Katie Siler** became the Head of Reference in September 2021 and was promoted to Librarian II and awarded continuing appointment in February 2020.
- **Grace Lo** became the Reference and Research Instruction Librarian and was promoted to Librarian II and awarded continuing appointment in October 2021.
- **Heather Joy** was hired as a Reference Librarian in June 2021. Heather previously worked as a Research Instruction Librarian at the Darling Law Library at Chapman University School of Law.
- **Rachel Shields** was hired as a Reference Librarian in June 2021. Rachel formerly was an associate at Landman Corsi Ballaine & Ford P.C. in Philadelphia.
- **Will Huggins** was promoted to Associate Director of Access Services/Librarian III on September 1, 2021.
- **Kay Cadena** started on April 13, 2020, as the User Experience Librarian/Librarian I. Kay was promoted to User Experience and Outreach Librarian/Librarian II on October 19, 2021.

We hear from **Kincaid Brown**, Library Director and Adjunct Professor, that the University of Michigan Law School Library has three new Assistant Directors:

- **Virginia Neisler** is now the Assistant Director for Reference and Research Services.
- **Jessica Pasquale** is now the Assistant Director for Scholarly Publishing & Information Services.
- **Seth Quidachy-Swan** is now the Assistant Director for Collections and Access Service.

From University of Notre Dame Kresge Law Library we have the following news:

- **Yan Yu** started in August 2021 as Assistant Director for Technical Services. Yan previously worked at K&L Gates LLP Law Libraries as Technical Services Librarian. She earned her LLB from Zhongnan University of Economics & Law and MLIS from Clarion University of Pennsylvania.

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MEMBER NEWS

• **Steven A. Mitchell** has taken the position of Research and Instruction Librarian at the Kresge Law Library of the Notre Dame Law School. An alumnus of NYU Law, this is his first position since graduating with his MSLIS from the Pratt Institute this past winter. In addition to his day-to-day research responsibilities, he has been teaching a 1L legal research course and will be teaching an advanced legal research course in the spring.

• **Cindy Tian** started her first professional position last year as Kresge’s Metadata Services Librarian.

  Thanks to **Julie Randolph**, Temple Law Library at Temple University Beasley School of Law, for the news that she has been promoted from reference librarian to Head of Outreach and Instructional Services.

  **Amanda Runyon** sends us the following news: “The Biddle Law Library at the University of Pennsylvania Carey Law School is pleased to announce that we have hired **Mary Shelly**. Mary was hired on a term-limited contract in 2020 to help cover our virtual reference platforms; after a year of exceptional work in reference, instruction, and faculty support, we were thrilled to hire her for a full-time on-site position. Mary is a graduate of the University of Michigan Law School and School of Information. She will be relocating to the Philadelphia area in early 2022.”

OTHER NEWS

**John Edwards**, Associate Dean for Information Resources and Technology and Professor of Law at Drake University Law School, was elected mayor of **Clive**, Iowa, a suburb of Des Moines. He served on the city council for 26 years before becoming mayor.
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—

- Spring issue (posts mid-March): February 14, 2022
- Summer issue (posts mid-June): May 23, 2022

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.