The chaos and excitement of another new academic year has arrived. This year is especially exciting for me as I begin serving as the ALL-SIS chair. Over the past month I have met with all of the Chairs and Vice-Chairs of ALL-SIS committees to assist in planning our committees’ activities and goals for the ensuing year. It was wonderful to meet with everyone and hear their insights and thoughts on the different initiatives they would like to accomplish through the leadership of their respective committees.

We also had a substantial number of volunteers for ALL-SIS committees this year, and I appreciate the hard work that all of you do on behalf of academic law libraries. I look forward to working again on the Executive Board with Jane O’Connell, the Past-Chair, and Ariel Scotese, the Treasurer. We also have some outstanding additions to the Executive Board with Sarah Starnes joining as the Vice-Chair/Chair Elect and Annalee Hickman Pierson joining as the Member-at-Large. I will miss working with I-Wei Wang and Ben Keele but will continue to reach out to them for their support and advice!

One of the main priorities of the Executive Board this year is creating a strategic plan for ALL-SIS to last from 2024 to 2027. Our last strategic plan covered the years 2018 to 2021, and it is shocking to think how much the world, as well as our profession, has changed since that short time period. Academic law libraries have been through a lot during the last few years, but we have certainly risen to the challenges we faced. During these past few years, I believe that law libraries have

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I am so excited to present for you the fall 2023 issue of the ALL-SIS Newsletter. In this issue, you’ll also be able to read the annual program reviews to decide which ones might worth rewatching or viewing for the first time and find updates on ALL-SIS members in this issue’s member news. There was a lot to report!

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.
been able to demonstrate how truly valuable they are to their institutions.

During a difficult time, our institutions were able to see the critical role we play in legal education and our ability to adapt and find solutions. Law libraries quickly reconfigured services and resources to provide access through a variety of methods, implemented new technologies, used our expertise in research and legal instruction to assist our administration, students and staff, and preserved a community for law students.

A lot of changes have occurred in the profession since our last strategic plan, and there will be a lot of transformation within legal education and the legal profession during the next three years. This new strategic plan will allow us to focus on the current and future challenges (and opportunities) for academic law libraries like generative AI, the growth of our profession, the NextGen Bar Exam, open access initiatives, cost constraints, and others. On September 20th, the Executive Board distributed a survey to ALL-SIS members for feedback and comments on the goals and objectives that our organization should prioritize during the next three years. This survey will be available until October 6th.

During this process, the Executive Board will be working with the Strategic Plan Task force comprised of Paul Callister, Melanie Knapp, Anna Lawless-Collins, Rich Leiter, Emily Mayers-Twist, Nicholas Mignanelli, Sarah Slinger, Matt Timko, and Michael Whitlow. These individuals will draft a strategic plan based upon your comments and feedback. If you have any specific ideas or questions about our strategic plan, please contact me.

ALL-SIS will continue to have an active presence in the revisions to the ABA Standards on Law Libraries, and we will make sure that members are informed of these changes and that everyone has a forum to voice their opinions. I look forward to serving ALL-SIS this year. I hope everyone has a fantastic fall semester. Please reach out to me if there is anything ALL-SIS can do to assist. //
MEMBER NEWS

PROMOTIONS, NEW HIRES, NEW POSITIONS

Jennifer (Jen) Bedier, formerly the Daniel F. Cracchiolo Law Library’s Research and Instructional Services Librarian, has taken a new position as the Law Library Fellows Program Manager at the University of Arizona James E. Rogers College of Law. The U.S. Institute of Museum and Library Services (IMLS) recently awarded the Law Library a grant that will allow it to significantly expand their Law Library Fellows Program. Jen will oversee three primary aspects of work covered by the grant: developing alternative pathways to legal information professions, promoting law librarianship to students from historically excluded groups, and creating a National Fellows Program that will enable fellowship placements at partner law libraries across the country.

Peter A. Hook, Director and Associate Dean of the Law Library at Washington University, St. Louis School of Law reports that they have hired a brand-new Research and Instruction Librarian - Peter Van Brunt. Peter entered the profession and joined the WashULaw Library on September 1. He obtained his MLIS from Western University in London, Ontario, Canada earlier this year. His JD is from Rutgers Law School in New Jersey, and he practiced law for five years as a Deputy Attorney General at the New Jersey Office of the Attorney General. There, he worked in both the Public Utilities Section and the Government and Healthcare Fraud Section. He also clerked for the Superior Court of New Jersey, Appellate Division for the Honorable Carol E. Higbee, J.A.D., and the Honorable Joseph F. Lisa, J.A.D.

In February of this year Morgan Stoddard became the Associate Director of the Law Library at George Mason University’s Antonin Scalia School of Law in Arlington, Virginia. Previously Morgan held positions as a Research Services Librarian at Georgetown University Law Library and, most recently, as the Director of Research Services at George Washington University Libraries & Academic Innovation in Washington, DC. Morgan reports that she is excited to return to law librarianship and resume her membership in AALL and ALL-SIS. She has a bachelor’s degree in journalism from the University of Wisconsin-Madison and a JD/MSLS from the University of North Carolina at Chapel Hill.

Amelia Landenberger, previously a Legal Information Librarian at Boston University School of Law has begun a new position at the University of Akron School of Law as an Assistant Professor, Law Library.

more Member News
There's news from UC Berkeley School of Law Library: **Charlotte Daugherty** is their new Legal Research Librarian for Foreign and Comparative Law. She joined the library on August 14 after moving to the Bay Area from Orange County in July. She is excited about, if a little overwhelmed by, the library resources, student and faculty academic activities, publications, and programs, and the beauty of the Berkeley campus. Charlotte received her MLS from the University of Washington. She previously worked at the law libraries at U. Penn and Chapman University and is grateful to everyone who has provided professional support and encouragement. Charlotte is currently enjoying the process of getting to know California. She can be reached at cndaugherty@berkeley.edu.

Christina Tsou, Head of Public Services at UC Irvine School of Law Library reports on both their new law librarians as well as position changes at Irvine:

- **Kaitlyn Winkle** – Research and Instruction Law Librarian  
- **Robert Rosas** – Access and Student Services Law Librarian  
- **Adrienne Nguyen** – Scholarly Resources and Metadata Law Librarian  
- **Ashley Newton** – Acquisitions and Metadata Law Librarian

**Matthew E. Braun** started on August 14th as Director of the Law Library and Assistant Library Professor of Law at St. Louis University School of Law. Matt’s new email address is: matthew.braun.1@slu.edu.

Bonnie Shucha, Director of the University of Wisconsin Law Library, reports that they are very pleased to welcome **Scott Park** as their Digital Collections & Reference Librarian. With nearly a decade of experience in academic and special libraries, Scott has extensive expertise in building and managing unique repositories. He will oversee their rapidly growing Law School Digital Repository, curating new collections, working closely with law faculty and students. He’ll also be part of UW’s dynamic and talented team of reference librarians.

News from Georgia: **Brandy Ellis**, previously Research Librarian and Head of Access Services at Notre Dame Law Library, joined the University of Georgia Law Library as Research Services Librarian on July 1. A member of the New York Bar, Brandy worked at Cooley LLP in New York City and Fenwick & West in Seattle. She earned her JD cum laude from Fordham University. She also completed her MLIS with a certificate in law librarianship from the University of Washington.

**Rachel Evans**, Metadata Services & Special Collections Librarian at the University of Georgia Law Library, was promoted to Librarian III.
**MEMBER NEWS**

**PUBLICATIONS, AWARDS AND HONORS**

Sunil Rao, Foreign & International Law Librarian at the University of Wisconsin Law Library recently published *Watering the Seeds of Consciousness through Sound: Logos, Shabd, and the Implications for Natural Law* in CANOPY FORUM, an online publication from the Center for the Study of Law and Religion at Emory University.

Sarah Ryan, Director of the Law Librarianship program at U. North Texas, along with librarians from U.C. Riverside, U. Colorado, U. North Texas, and Virginia Tech was awarded $499,966 by the Institute of Museum and Library Services (IMLS) for the project “Joint Professional Development Institute to Cultivate Collaborative Library Scholars.”

The President of the American Bar Association (ABA) recently appointed Professor Colleen Skinner, Director of Law Library at Jacksonville, University College of Law to the Standing Committee on the Law Library of Congress. From the announcement of her appointment:

“This three-year appointment was based on her distinction as a legal librarian, contributions to the profession, and service. Professor Skinner remarks, “As a dual degreed librarian and lawyer, it is an honor to be appointed to this prestigious committee and I look forward to serving, sharing what I will learn, and best of all, giving back to both of my professions.”

Heather Simmons, Associate Director for Instruction and Access Services at the University of Georgia Law Library, together with her co-author Mari Cheney, received the RIPS-SIS’s Paul Gatz Publication award for *A Body without a Soul: Why Print Still Matters in Legal Research*, 42 LEGAL REF. SERV. Q. 2 (2023). Heather notes that Paul was her first TA at the University of Illinois College of Law when she returned to academia in 2013. He is greatly missed.

Congratulations All!
PROGRAM REVIEWS
HIGHLIGHTS FROM THE 2023 ANNUAL MEETING

PRECONFERENCE WORKSHOP: SETTING UP FOR SUCCESS: DESIGNING REFERENCE TRAINING AND ON-BORDING FOR NEW STAFF

Christina Tsou
UC Irvine School of Law

One of the pre-conference workshops at the 2023 AALL Annual Meeting in Boston covered on-boarding and training of new staff. This topic is especially timely for me given that three new law librarians started at UC Irvine over the summer at our law library, and the library hopes to hire two additional law librarians in order to become fully staffed.

The program coordinators were Amy Small, the Executive Director at the Texas State Law Library in Austin, Texas, and Catherine McGuire, the Deputy Director at the Thurgood Marshall State Law Library in Annapolis, Maryland. Though both coordinators work in the government library setting, the speaker, Rachel Weiss, is the Senior Research Librarian at Nixon Peabody LLP. Jessica Mundy, Head of Collection Management, also from the Thurgood Marshall State Law Library, was the moderator. While the workshop presenters were not from the academic law library community, the content of the workshop was definitely useful and applicable for all library types (government, firm, and academic).

The workshop began with a roadmap of the agenda, including these four major themes: (1) Scope; (2) Creation; (3) Delivery; and (4) Continuity.

The workshop attendees sat at tables of about three to six per table, and I fortuitously found myself at a table with a government and two academic librarians. The workshop followed a pattern. The speakers would share insight about each topic and then give attendees the opportunity to work through some exercises, initially on our own and then with our table. We would then conclude each exercise with a group discussion in which a person from each table would share key takeaways that we had touched upon. I was grateful for the opportunity to hear the experiences of my colleagues at other libraries and found it to be the most engaging outcome from the workshop.

The first topic covered Scope, or “What should your course cover or address?” Scope involves considering both broad concepts, such as skills/procedures that library staff should know, including hard skills, soft skills, and skills for special areas (e.g., correctional facility needs, local government, special patrons, etc.). Depending on how quickly the new hire must learn and how much time the trainers can devote to training while still balancing their other job duties, time parameters may dictate the scope of the training course.

The next topic covered Creation, or “What resources or materials should be included or provided in your course?” Here, the speakers reminded attendees that there are different learning styles: visual, verbal, auditory, and kinesthetic, so any training materials should keep those different styles in mind. Also, attendees were encouraged to not reinvent the wheel; there are already so many existing sources for lessons (e.g., articles, textbooks, videos, websites, LibGuides, webinars, etc.). Finally, the speakers encouraged us to keep our training activities simple and easily updated and to provide a method for assessment, which should include an answer key, and real prior questions.

The third topic of Delivery, or “How will your course be presented to the learner? How will your learner be supported through the learning process?,” received the most focus during the workshop. One key point was where to house the training course, considering ease of use, flexibility, and maintenance. Should the training materials live in Google Drive? SharePoint? A LibGuide? Or maybe a Canvas page?

But before delivering the training, the new trainee’s starting skillset should be first evaluated. The coordinators reminded the attendees that it is important to assess what trainees already know and what they still need to know. Some suggestions included giving them a pre-test, having them observe us in action (“shadowing”), or the opposite “reverse shadowing” where the trainee is observed. Finally, the coordinators emphasized that anyone formulating a training should
create a flow for the delivery. What skills build on other skills? Which skills need to be prioritized? Furthermore, they pointed out that any plan should include a schedule, support systems (staff feedback, mentors, peer training) and progress checks.

Finally came Continuity, or “How will your institution’s knowledge transfer forward as staff changes?” The coordinators emphasized that considering long-term succession planning can never begin too early. Not only would this circumvent disruption from transitions, departures, or arrivals, but it would allow for knowledge sharing amongst current library staff. From personal experience in my own library, I have found that knowledge sharing and cross-training reduces department siloing, promotes transparency and morale, and often results in fewer “lost tasks” that may have slipped through the cracks.

However, working towards continuity is probably one of the more challenging endeavors for a law library since it needs to start while staff are still actively working! And given today’s reality of staffing models, many libraries are working with fewer staff with larger overall workloads. Some suggestions from the speakers included maintaining thorough and comprehensive documentation, covering staff-wide policy and procedures as well as keeping accurate job descriptions. Collaboration is also key, with cross-training, cross-department meetings, and regular working group participation. Regular reviews would also contribute to workplace continuity, with periodic updates to the documentation and to job duties.

I found the workshop to be an informative and productive way to learn from other librarians. I hope to incorporate what I have learned about scope, creation, delivery, and continuity to good use in planning a training course for my new law librarians, thank you! //

WHICH WORLD? USING FAR-FETCHED SCENARIOS TO MAP OUT THE FUTURE OF LIBRARIES

In Which World? Using Far-Fetched Scenarios to Map Out the Future of Libraries, Dawn LaValle argued that thinking about impossible scenarios can help us figure out approaches for today, even if those impossible scenarios never come to pass. Her key point: how we think about the future impacts how we think about the present, and we all need to rewire and change the way we think to be best prepared for the future.

The program began with Dawn’s initial suggestion that, before we even start considering far-fetched scenarios, we all must first assess our biases, assumptions, and the Ladder of Inference that we use to move through the world.1 Dawn argued that in order to prime ourselves for this very different approach to thinking about the future, we must first evaluate how we approach problems and how our assumptions might impact that approach. She even provided a handout with questions you can ask yourself about a situation to surface those assumptions. I really liked the example that she offered in the handout; it’s a woman, seemingly in the future, cleaning the house. Dawn used that example to show how the woman’s stereotypical role as the cleaner of the house could impact both how the person who drew the drawing envisioned the future as well as how we interpreted the drawing now.

1 For those wanting more information, Dawn showed the TED-Ed video Rethinking Thing, by Trevor Maber, to introduce the Ladder of Inference, https://youtu.be/KJlLqOeIPqs?si=tdWf2uDYToPvnL11.

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There were several technical difficulties throughout the presentation, which, in a way, seemed appropriate. They could be seen as representative of some of the barriers our neurodivergent students encounter in the classroom. The session started with a show of hands of someone who was neurodivergent. As a person with ADHD, it was comforting to see that I was not alone. One of the tips from the program was to share your neurodiversity with your students.

The presenters then discussed ASD and ADHD, and the various levels and challenges each presents. They stressed Universal Design to help all students, not just the neurodiverge. Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners. The panelists also discussed providing accommodation information on the syllabus. Hopefully, having this info front and center at the beginning of the course would prompt more students to request accommodations at the start of the class, rather than trying to struggle through and become frustrated.

The speakers also covered the importance of good organization of class materials. They suggested using micro lectures of ten minutes and recording and posting the lecture content, so students can review the class in case they missed something. I paid particular attention when the presenters discussed moving slowly while demoing. I tend to talk and move too fast while teaching, so this pitfall resonated with me. They also emphasized the importance of scaffolding when using in class exercises. When it comes to homework, the presenters suggested having clear and consistent due dates, with

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I was excited about the next part of Dawn’s presentation, in which she presented three possible future scenarios and asked the attendees to consider both whether they were plausible and how law libraries could thrive in the given scenario. Unfortunately, I found the stories difficult to follow. One involved law libraries disappearing and zombie law students, and another involved ChatGPT taking over the world (and I think law libraries needing access code to access it?). The last one involved Westlaw and Lexis combining and being led by Lex Luthor. The exercise generated a few laughs at certain points, but I wish it had been easier to understand.

Dawn then provided a high-level overview of the process that she used to create the scenarios she had just discussed. She very briefly detailed how participants could use trend thinking to inform the scenarios and possible ways in which to approach trend thinking. She discussed conducting an environmental scan, making sure that you stay flexible and open, and briefly touched on the concepts of scenario fields when going through this process.

I very much wish that she had provided a lot more detail about her process, how she created her scenarios, and pretty much all the information that followed the scenarios; however, she did mention multiple times that she would welcome people reaching out to her to get more details. So, I would encourage others to watch this recording but to focus on the big picture of what Dawn says. I would skip her scenarios entirely, and instead, glean what you can from her introduction and conclusion. For some, that may be enough; for those wanting a bit more, I would echo what Dawn said—reach out to her for more details!  

2 She referred to something called STEEP - Social Technological, Environmental Economic Political – without much additional detail about what it was or how she used it. I recommend reaching out to her.

A MORE INCLUSIVE CLASSROOM: CONSIDERATIONS FOR THE LEGAL RESEARCH PROFESSOR TEACHING NEURODIVERGENT STUDENTS

There were several technical difficulties throughout the presentation, which, in a way, seemed appropriate. They could be seen as representative of some of the barriers our neurodivergent students encounter in the classroom.

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reminders over the semester to help with time management.

One of the concepts that really stuck with me was the idea of the “hidden curriculum.” These assumptions can be particularly damaging to neurodiverse students who experience the world in a unique way. It is important to provide transparency about classroom expectations. Reviewing the learning objectives at the beginning of each class, setting clear parameters for group work, handing out the rubric, and giving immediate feedback were a few concrete suggestions offered by the program. The presenters also emphasized that with feedback, it is best to use a variety of methods and to find out how the students prefer to receive the feedback.

Law school is difficult to begin with, and even more so for neurodiverse students. One suggestion that I plan to incorporate is to encourage movement in class if needed. Standing up and stopping to take a deep breath can be helpful for anyone who is feeling overwhelmed. Overall, I thought this was an incredibly timely and relevant program. I have noticed a rise in the number of students requesting accommodation, so this was very helpful.

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**SELECTOR SCHOOL: TEACHING YOUR TEAM HOW TO BUILD A COLLECTION OF THE FUTURE**

I-Wei Wang

UC Berkeley School of Law

This program offers a nice overview and the foundational structure for training and developing selector and collection management staff -- whether you are onboarding a new entrant to the profession, or an experienced selector who is new to your organization. The four panelists - Elisabeth Umpleby (University of Connecticut School of Law), Deborah Schander (Connecticut State Library), Jennifer Mart-Rice (University of Iowa Law Library), and Anne Rajotte (UConn Law Library) - each structured their presentation around four “pillars” or categories of information about an institution that selectors need to know:

- “Coming In & Going Out” (adding to and weeding/managing collections);
- “Connecting with Stakeholders” (identifying, prioritizing, and planning engagement and communications with);
- “DEIABing Your Collections” (enhancing the diversity of topics, authors, and materials in your collections);
- “Practicalities” (processes and policies that are implicated by selection and deselection decisions).

As part of the “Practicalities” pillar, Umpleby presented a sample timeline that maps a sequence of activities and topics to cover when on-boarding a new selector. The pathway shown includes both the initial steps to follow when adding a team member and the “forever” tasks for maintaining accessibility/discoverability, policy evolution, collection upkeep, and stakeholder engagement. Although it does not provide time/effort estimates or calendar milestones for the steps involved (since such details would vary widely depending on the timing of the training and the status of existing systems and policies), the chronology offers a good overview of how the elements from each of the four pillars might be incorporated and fit together in a new selector’s training and development.

The program handouts (conference registration login required for access via the EventScribe platform) comprise the sample timeline and a handy, one-page outline of the four pillars, in the form of the questions to be addressed around each of these areas of selector training. The four pillars handout also includes some resources for both new and experienced selectors to enhance their thinking about collection development. Especially helpful is a short list of resources and suggestions focused on the “DEIABing” pillar. The program slides (conference registration login required) provide more detail on the pillars, mapping out the key issues and areas of inquiry that you will need to decide, develop, or consider in establishing your own “selector school.” The recording of the talk is now available and is recommended to fill in the details and provide some examples of the concepts mapped out in the slides and handouts.
I was especially interested in this session because with the shift to digital resources, many libraries are evolving into “spaces” rather than organized storage facilities for books. This four-person panel highlighted ways in which modern libraries can become welcoming and accessible spaces for the communities they serve.

Matt Timko of Northern Illinois University College of Law began the discussion by explaining the concept of Universal Design. Simply put, Universal Design focuses on designing environments that are usable by all people. According to Matt, libraries should keep in mind several factors. For example, resources should be available in multiple formats. Electronic materials are generally more accessible than print; and physical spaces should invite people of all abilities and preferences. Consider placement of signage, height of shelves, and print size. Universal Design can even extend to the artwork displayed in a library. Does it embrace diversity or provide a narrower perspective? Approach design by considering who may feel excluded; this approach helps librarians to think more inclusively about the design of their library.

Christopher Morett of Co|Here Campus and Workplace spoke about diversity, equity, inclusion, accessibility, and space design. To achieve inclusive and equitable spaces, libraries must find ways to use the spaces to drive DEIB (diversity, equity, inclusion, and belonging). According to Christopher, the real work begins on Day two, after the architects and builders leave. That is when the library space transitions from space design to space activation. When activating spaces, consider to whom they are assigned, how occupancy is scheduled, and who knows about them and feels welcome to use them. Also, keep a broad perspective, rather than solely focusing on individual spaces; not all spaces have to do all things. Finally, keep meaningful statistics about the use of the space—both numbers and who uses the space—to ensure you stay on track with your library’s DEIB goals.

Gili Meerovitch of Pfeiffer, a Perkins Eastman Studio, an architectural firm, discussed DEI and accessibility in physical spaces. When considering accessibility, begin with the library’s website, which should provide information such as maps pointing out elevators, ramps, restrooms, and other resources that invite diverse visitors. Gili emphasized that meeting ADA requirements is only a first step; libraries should go beyond the minimum requirements and create a welcoming space. Consider elements such as carpet transitions and tactile surfaces before stairs for people with visual impairments. Implement assistive listening systems and clear sightlines for visitors with auditory needs. Also, it is important to remember that not all disabilities are visible. Those experiencing chronic fatigue, pain, and mental or psychological issues might be better served by areas with increased privacy, such as pod structures. Neurodivergent communities may benefit from a quiet, dim space where they can collect themselves for a few minutes. Finally, Gili concluded, remember that there is no single solution for everyone, and all spaces require constant reassessment.

Ricardo Mardales of the University of Connecticut School of Law discussed classroom technology design. To eliminate cables that pose a tripping or wheelchair hazard, consider how much of your technology could be wireless. Recent developments in audio and assistive listening, such as ceiling microphones, mean that speakers no longer need to wear microphones. CART (Communication Access Realtime Translation) creates captioning in real-time, often with no need for a live person to be present transcribing the audio. Ricardo continued with a discussion of digital signage. Signage can and should be usable on personal devices. Patrons scan a code and get information directly on their device and enlarge or move it as needed. Finally, Ricardo concluded by suggesting that attendees keep current on emerging tech trends and think about ways they might improve their library’s accessibility. //
Being uncomfortable can lead to growth. While this is a simple statement, it was a great starting point for a conversational session at the 2023 AALL Meeting. Avi Bauer, Boston College School of Law, led a discussion on simple, but effective, concrete steps that law libraries and librarians can take to create a positive, more inclusive environment for all students, patrons, and colleagues. Bauer, along with Mason Dunn, Massachusetts LGBT Chamber of Commerce, and Jocelyn Kennedy, Harvard Law School Library, began the session by defining some new terms for the audience. My favorite new term was “accomplice” for members of the LGBTQIA community. Being an accomplice means more than being an ally; it means getting into the fray so members of the LGBTQIA community are not the only ones doing the work of inclusivity. This inspired me to be more vocal, even loud, when acting as an accomplice for students, colleagues, and patrons.

This session also provided concrete actions that librarians can take to be more like accomplices. Below are actions, suggested by the panelists, that all librarians can take to create a more inclusive environment in their libraries.

1. Advocate for single stall/gender inclusive bathrooms, if they are not available. The ability to take care of physical health needs in a comfortable environment should be available in all libraries.
2. Remove gender questions from administrative forms. The information needed by libraries does not include gender and asking patrons to select it is placing an unneeded mental burden upon them.
3. When meeting someone, do not use the phrase “what are your preferred pronouns?” Removing the word “preferred” indicates to the person that you will use their pronouns and respect them. Pronouns should not be treated as a personal preference, like chocolate or pistachio ice cream. Pronouns are a statement of fact for people and should be treated as such.
4. Advocate for colleagues that are misgendered. This does not have to be done in a confrontational manner, just a simple “their pronouns are they/them and you should use them” may be enough to redirect a misguided person while supporting your colleague.
5. Display your own pronouns even if you are cisgendered. This simple act demonstrates that you care and are an accomplice.
6. Display visual cues that your library is dedicated to an inclusive, positive environment all the time, not just during certain months or weeks.

While these actions are not going to change the world, they are steps that build a more inclusive environment and can have a positive impact for an individual. And as the saying goes “little drops of water make a mighty ocean.” I would like to thank the panelists for encouraging these discussions and offering insight on this important topic.

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On a brisk July 16th afternoon in Boston, a conference room buzzed with anticipation as professionals gathered for a presentation hosted by the Research Instruction & Patron Services SIS. The focus of the presentation was clear: to provide guidance to those involved in designing, delivering, or advising on single-session educational programs.

The panel, comprised of distinguished experts Ana Ramírez Toft-Nielsen, Julie Tedjeske Crane, Gerard Fowke, Mandy Lee, and Jocelyn Stilwell-Tong (moderator), embarked on the session by introducing themselves. Participants were greeted with informative handouts, setting the stage for insightful discussions and collaborative activities. The room’s arrangement mirrored the diverse corners of law librarianship: academic, law firm, government, and dual role.

After the icebreaker to introduce ourselves to the group using a prop (because information with an image attached is easier to recall), attendees, whether seasoned educators or those new to teaching, enthusiastically participated in the discussions and activities, fostering a rich exchange of ideas.

When law librarians are called upon to do short educational programs, such as guest lectures, technology training, and CLE sessions, many questions arise regarding the development, marketing, and delivery of such programs. During the session, key considerations during the planning phase were underscored, and the presenters emphasized that a PowerPoint presentation isn’t a substitute for a well-structured lesson plan. The importance of understanding the audience and the relevance of content were stressed. In academic settings, conveying information concisely and collaborating with instructional designers were recommended strategies.

Ramírez Toft-Nielsen’s analogy, “You don’t only watch a YouTube video to learn to ride a bike,” underscored the value of combining content with action. Regarding the basics of adult learning, Crane shared four principles from Telling Ain’t Training: (1) readiness; (2) experience; (3) autonomy; and (4) action. Fowke emphasized attention, relevance, confidence, and satisfaction as pivotal components of motivational design. Lee recommended creating your own materials when inheriting outlines from someone else and pointed out the benefits of creating a LibGuide for students to follow along with a 15-minute interactive PowerPoint. Stilwell-Tong highlighted the significance of circling back to key concepts.

For academic short-form sessions, Ramírez Toft-Nielsen drew parallels between law students and new associates, emphasizing efficiency during presentations and understanding law firms as businesses. Writing down ideas after constructive feedback and continuous improvement were also stressed. Fowke discussed the relationship between content and class and advocated for group assignments for students with varying levels of expertise. Crane advised limiting sessions to 15 minutes with two or three takeaways. Lee reiterated the importance of inclusivity, especially for neurodiverse students, and recommended accessibility features like closed captions because at the end of the day, “everyone is pre-disabled.”

Addressing the challenge of generating presentation ideas, participants were guided to formulate a one-sentence central learning objective or key takeaway using a template. This exercise allowed the groups to evaluate instructional

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materials and to plan a one-hour training session tailored to different work settings. The presenters asked the groups to follow the “Motivator and Means to Achieve Goal” formula to address a prompt of introducing an AI product to mid-career professionals with the goal of informing them about AI hallucinations. ¹ The formula offered a practical approach to a complex problem.

In summary, the discussion drew from corporate training, academic presentation literature and active learning strategies to explore effective information delivery and audience engagement. The panelists equipped attendees with tools such as a list of Bloom’s Taxonomy verbs and QR code-linked resources. More importantly, the session delved into strategies for enhancing single-session programs through engagement, self-assessment, feedback, and reflection. Participants were inspired to design inclusive, accessible, and engaging single-session programs and left with a newfound confidence in their teaching endeavors. //

¹ For example, “Reduce cost” as motivator and “in three easy steps” as means, drawn from Mike Parkinson’s book (A Trainer’s Guide to PowerPoint).

A ROSE BY ANY OTHER NAME: CHARTING A NEW PATH TOWARD CAREER FULFILLMENT

Taryn Marks
Stanford University

In this informal program, four law librarians (led by an excellent moderator) discussed the varied types of law libraries for which they had worked, with the goal of helping attendees understand the considerations and practical implications of switching from one library type to another. Each of the presenters had experience in at least two different types of law libraries (firm, academic, and government were all represented, via many different paths).

Although I’m typically not a fan of long introductions by panelists, it made a lot of sense here; I really appreciated that the presenters dedicated a significant portion of the presentation (almost 15 minutes) to detail their backgrounds. The presenters talked about the types of libraries at which they had worked previously, why they chose to switch (and switch again (and again!) in some cases), and how they landed at their current position. Having this context gave each presenter credibility when they moved into the main substance of the presentation, a moderator-led question and answer.

Following the introductions, the moderator asked several prepared questions that each panelist had the opportunity to answer. I’ll let you decide if you’d like to watch the recording based on the questions asked, but I will say that I appreciated both the breadth of the individual answers as well as the repetition. The structure allowed attendees to see both the very different ways in which the presenters approached changing library types and the different reasons for wanting such a change; it also allowed the presenters to highlight some common themes (what will always be the same, for example, regardless of the library).

The questions were:
- How do you convince people to take a chance on you when making such a major change?
- What was the biggest challenge/reward of moving to a new position?
- What special qualities has your diversity of experience allowed you to develop?

Then, the program opened to audience questions, who asked great questions. The audience asked how the panelists decided that they wanted to switch; what non-obvious skills would be helpful in such a transition that the audience could focus on today; and what was the most surprising/unexpected/unforeseen aspect of their job switches.

Finally, each of the panelists moved to a different corner of the room and invited conversation about a specific area relevant to their experiences: tech services (Yan); JD-free law librarianship (Sarah); government (Ann); and law firm
(Eric). I imagine that the recording becomes difficult to follow at this point, so I’d encourage you to reach out to the individual panelists if any of those topics (or their previous commentary) strike you as interesting or relevant.

I very much liked the fast pace of the conversation and the multiple opportunities to engage with the panelists. For those considering a library-type change (or for those curious about what it’s like to work in different types of libraries), it would be enough just to watch the introductions at the beginning; that will tell you enough about each person’s experience for you to decide who would be best to contact. And that, I think, is the biggest value to this presentation — four panelists, ready-made for such discussions. //

1 Yan works in an academic library and Sarah works in a government law library; but they each decided to hold conversations about these (slightly narrower) topics.

WITHDRAWING LARGE COLLECTIONS: HISTORY, METHODS AND PATHS FORWARD

The “Withdrawing Large Collections: History, Methods and Paths Forward” presentation provided four unique perspectives on collections, the importance of weeding materials, and future implications for preserving and collecting materials. Amanda Watson began with a nice overview of the history of collections and how they were built in the past. It was interesting to learn about how the various approaches have evolved over time and the difference and similarities to now. According to Watson, libraries initially focused on purchasing treatises and older documents because that was the only way to make those items available to patrons. Essentially, the value was in completing sets, and the overall thought was that a high number of volumes equaled a good collection. Until recently, the number of volumes factored into the U.S. News rankings, and this impacted purchasing decisions, even as items became more accessible through electronic means and interlibrary loan. In the past, weeding was not historically performed on a routine basis for these reasons.

Michele Pope mentioned that another factor that prevents libraries from weeding materials is just time and resources. Acquiring items and evaluating their use takes a lot of thoughtful consideration, and sometimes libraries just do not have the resources or staffing to do this. As one can imagine, the lack of resources and staffing can result in many years of deferred maintenance. Because weeding can be difficult and time consuming, the presenters recommended making collection decisions based on the library’s mission, having multiple perspectives through the planning stages, updating written policies as processes change, and really considering if a particular item is furthering your library’s work.

The ABA eventually focused on a mission-based approach, but the stigma around weeding collections still exists. Sometimes libraries are hesitant to let go of items, and we have all seen public outrage when there are pictures of library books in a recycling bin. However, the presenters stressed that every item has a lifecycle, which is natural, and that library staff need to take that into consideration.

Molly Lentz-Meyer mentioned that weeding decisions are easy to make when they can be done in advance but that luxury may not always be available. She spoke about a renovation to her law school in which, at first, the low-hanging fruit items were easily weeded, such as areas of law that are no longer taught at the law school. However, as the design plans changed, so did the availability of space. The changes meant that more items were withdrawn and that the weeding was not as methodical as expected. Weeding materials may ultimately mean that there is x amount of space available, so x number of books need to be withdrawn.

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The presenters also mentioned the other side of the coin to making weeding decisions. Just because a larger library owns a particular item, it may not always be safe for other libraries to withdraw it, even if the larger libraries have the resources or space to continue to keep it. However, what happens when one of these libraries has a devastating accident to their collection? Annmarie J. Zell spoke on her experience when her library sustained damage in its collection due to a water leak. Another point Annmarie mentioned when weeding items based on the collections of other libraries is to pay close attention to the accuracy of our individual library’s catalog. This session served as a reminder that our work, and how accurate our records are, does not just impact our patrons but also our fellow colleagues.

There are always concerns about what items will be available in the future. Will vendors take certain titles off their platform without notice? Who is collecting which specific titles and volumes? These are all valid questions. One interesting point that came up during the discussion portion is that perhaps libraries should not be making these decisions individually. Would it make sense to expand the discussion regionally? For example, a participant mentioned that many libraries collect the top law reviews. Why is everyone collecting these journals, and should we instead make more collaborative decisions when collecting and preserving materials? It really struck me during the discussion that there will be a point of no return for preserving some materials. Hopefully, we have not already passed that point. Overall, I found this program insightful, even for someone who does not work in technical services, and I thought the information was extremely useful.

Moving Beyond Print (Hot Topic)

How much have libraries truly moved from print to electronic? What are the challenges of making the move? How can we educate patrons and vendors about those challenges, and how can we collaborate to solve them? In the Hot Topic presentation Moving Beyond Print, Elizabeth Outler (Electronic Resources Librarian, LAC Group) led a discussion centered on these questions between Monique Gonzalez (Senior Research Librarian, Norton Rose Fulbright), Jocelyn Kennedy (Executive Director, Harvard Law School Library), and George Taoultsides (Circuit Librarian, First Circuit Court of Appeals).

First, Elizabeth noted that this is a hot topic but not a new topic. For as long as she’s been a librarian, librarians have been discussing the move from print to electronic. However, the pandemic has brought both the benefits and the challenges of moving from print to electronic into new focus. Elizabeth emphasized that moving to electronic formats improves access by allowing attorneys, judges, faculty, and students to use resources from anywhere but also limits access by imposing new licensing limitations that impede preservation.

The panelists described being in various stages of moving from print to electronic. Monique’s law firm is moving from an office with a main library and practice-specific satellite libraries to a much smaller space, and she described having to make tough decisions about what to cut. She noted that some attorneys believe that everything is already available online and print is unnecessary and others are highly resistant to moving online and ask to take home discarded library books.
An important aspect of her role is educating attorneys about electronic alternatives to their favorite print resources, and COVID has inspired many attorneys to make the jump to electronic formats and cut back on desk copies. Nevertheless, some print resources remain popular with attorneys, such as statutes and rule books for use in court.

George described the federal courts as moving slowly, with each judge continuing to have their own chamber’s print collection. He reaches out each summer to ask judges if they are willing to cancel any of their chambers’ print subscriptions, highlighting the price increases. Like Monique, George sees an important part of his role as educating judges about electronic alternatives. He quipped that when he worked at Harvard Law School, he told students that not everything was online, but now that he works for the courts, he tells judges that everything they need is online. Jocelyn agreed that it was important to educate patrons about rising costs and limited library budgets but observed that academic law libraries are still heavily print dependent, because of the strong need to preserve older works for historical research.

Preservation was a major concern for all the participants, and much of the panel focused on the problems that database licensing restrictions pose for preservation. Print can be stored on a shelf and websites can be digitally archived, but vendor licenses generally prohibit archiving database material, rendering it ephemeral. Librarians would prefer alternative license that provide for digital ownership or open access, but other stakeholders aren’t always interested. For example, Jocelyn noted that some faculty need to be educated about the importance of negotiating publishing contracts that allow for open access archiving but others purposefully reject open access in favor of higher royalties. Based on his experiences in the federal courts, George was skeptical about the likelihood of federal legislation to improve licensing. Jocelyn was more optimistic about the possibility of state legislation and encouraged law librarians to join public librarians in advocating for state legislation to support more affordable and accessible licensing terms.

All the panelists stressed the importance of collaborating with other libraries to improve licensing terms. Monique noted the value of consortia and shared subscription services, like the New York Law Institute. George described how negotiating for national contracts in collaboration with other circuit courts provided more leverage. Jocelyn and Monique emphasized the importance of telling NELLCO and CRIV about challenges with vendors because the more examples and use cases they have, the better they can educate vendors about what librarians need. Jocelyn noted that NELLCO has developed a Preservation, Discovery, and Accessibility toolkit and has been working on educating vendors. She was heartened that vendors are beginning to recognize the problems and opportunities and said that this is the right moment to have the conversation. She urged recognition that solving the problem of preservation is a moral imperative and that it’s in all our best interests as humans on this planet to preserve information for current and future generations. Overall, the program served as an inspiring call to action for librarians to tackle the challenges created by moving beyond print.
Being a director is a people-first position

The panel repeatedly stressed that a director’s primary role is managing people and relationships both in and outside of the library. As an administrator, you should focus on developing your team’s skills rather than your own and trust the experts in your library on issues you can’t fully devote time to. A good director must be able to navigate difficult and emotional conversations with their staff and create a healthy, functioning workplace. A day of solitary work is rare.

Another substantial function of the position is building relationships outside the library, including with other deans in the law school or university HR (apparently, a good relationship with the latter is vitally important!) The panelists recommended perfecting an elevator pitch for what the law library does and why someone should care. It can be difficult to know whether you would enjoy administrative work since firsthand experience can be hard to come by, so the panelists suggested testing your compatibility through temporary administrative positions in your law school or through committee work in AALL and other professional organizations.

Fast paced, varied nature of job

Being a director is the kind of job where you never know what you will encounter during the day and rarely does your day proceed according to your planned calendar. While this makes for an exciting and fulfilling job, it can also be a challenge. You are rarely able to keep consistent 9-5 hours, and rapidly bouncing between issues of constantly varying severity (for example, from helping an employee navigate a family crisis to a mundane meeting of the building committee) can be emotionally draining. They recommended this position to the kind of person who “enjoys untying a good gordian knot” every day. Your team takes care of most routine issues, typically leaving the trickiest problems to end up on your desk every day.

The elephant in the room: salary

The program concluded with a frank discussion of salary. The panelists, while recognizing that law librarian salaries can be low and that a pay raise can be difference maker, ultimately recommended against becoming a director for the salary or prestige boost alone. They argued that it would lead to both you and your team being miserable. On the positive end, directors have been able to use the current job market to increase starting salaries for their librarians. Similarly, the presenters suggested thinking critically about whether you would prefer a position with or without tenure. The job security and prestige of tenure can be nice, but the tenure requirements can be an onerous addition to an already demanding job, especially if you aren’t passionate about writing and publishing. The panelists without tenure mentioned that they rarely fear for their job, in part because law schools hate having to conduct searches for law library directors.

Overall, the main theme of the presentation was to not assume that you would like the work of a director because you like law librarianship, as they are different jobs with different skillsets. Being a director can be difficult, but it also lets you be a big difference maker. //
“PAUSE” AND EFFECT? HOW SUSPENDING DEI IN THE PUBLIC SECTOR MAY IMPACT LAW LIBRARIANSHIP AND THE LEGAL PROFESSION (HOT TOPIC)

I-Wei Wang
UC Berkeley School of Law

To be honest I often avoid scheduling myself for the Hot Topics educational sessions at AALL (it’s hot enough already in mid-July, isn’t it? And, usually there are about three other great presentations scheduled for the same timeslot). But I’m glad I attended this timely and thought-provoking program on the impact of new laws and bills pending in several states that affect policies, programs, and initiatives designed to promote diversity, equity, and inclusion (DEI) at public sector institutions, including state-funded law schools.

Lisa Goodman kicked off with a brief overview of the various models and approaches to legislation in this area, ranging (on the “attack” side) from bans on mandatory DEI training to laws that defund DEI offices or programs; she also highlighted some jurisdictions that have passed or proposed measures (on the “defend” side) to shore up diversity efforts in the public sector.

Goodman then moderated and participated in a wide-ranging discussion among panelists Lisa Davis (Florida International University College of Law), Nichelle Perry (North Carolina Central University School of Law Library) and Ron Wheeler (Boston University School of Law).

Some of the key themes included:
• the impact on retention, recruitment, and the career “pipeline” for the legal profession as a whole and specifically law librarianship;
• the effects on the organizational and institutional climate for students and staff of diverse backgrounds at schools in states where DEI is under attack;
• the effects on conflict de-escalation for students and staff in general during this era of polarization around DEI issues and removal of DEI-focused supports; and
• strategies for continuing and defending DEI gains that have been made.

The panelists provided perspectives from a variety of states where law and politics vary widely (Florida, Massachusetts, North Carolina and Texas) and different institution types and traditions (including public and private institutions, a school serving largely first-generation students, and an HBCU). There was also a lively Q&A session with ideas and models for how to continue through and beyond this “pause.”

The presentation slides are currently available via the EventScribe platform for the 2023 conference (conference registration login will be required to see the program details with links for the slides). Although they do provide information about the recent legislation that formed the backdrop of this discussion, the slides are just a starting point, and do not, unfortunately, capture even the “starter questions” (much less the substance) of the wide-ranging and lively discussion that ensued. If you missed this session, I highly recommend you take the time to listen to the recording via AALL’s eLearning platform. //

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On Monday, July 17, 2023, at the American Association of Law Libraries Annual Meeting in Boston, Bonnie Shucha, Associate Dean and Law Library Director at the University of Wisconsin Law School, David Greisen, Chief Executive Officer and Founding Director of Open Law Library, Amber Kennedy Madole Law Librarian for Research Services and Indigenous Law and Policy and Adjunct Assistant Processor of Law at the University of Southern California Gould School of Law, Rachel Nelson Law Librarian at the National Indian Law Library and Native American Legal Rights Fund, and Rebecca Plevel, Reference Librarian at the University of Southern Carolina School of Law, presented a deep dive program titled “Recognizing the Third Sovereign: Promoting Awareness of, Respect for, and Access to Native American Tribal Law.”

This deep dive covered how to respectfully refer to Native Americans, both in Canada and the United States; Tribal Nations in the United States and throughout the world; tribal sovereignty and jurisdiction; what tribal law is and where to find it; land acknowledgments; sources of federal Indian law; tribal governance; and tribal economic development.

The Constitution recognizes three types of sovereigns within the United States: federal, state, and tribal. Despite the Constitution recognizing tribal law, the laws of the 574 federally recognized tribal governments are often overlooked under the mainstream conception of American law. From personal experience while attending law school, tribal was not discussed nor was there an option to take a class on Federal Indian Law or the like.

The interactive program started with the reading of a land acknowledgment. While land acknowledgments are made from a place of good intentions, sometimes, the panelists discussed how land acknowledgements can be unintentionally harmful. The session covered what a good land acknowledgment should look like. A land acknowledgment is a simple brief statement about an institution or organization’s acknowledgment of indigenous people’s land tenure and a commitment from the institution to seek justice and right historical injustices. Dr. Anton Treuer, professor of Ojibwe in the Department of Languages and Indigenous Studies, outlines how to form a well-stated land acknowledgment. It should include acknowledgment of tribes local to the area today and in the past, acknowledgment of historical injustices endured, acknowledgment of contemporary native existence and resiliency, and a call to action on what we will do to address injustice. After reviewing what is essential to a well-stated land acknowledgment, each group reviewed examples of poorly written, mediocre, and well written land acknowledgments and discussed the differences.

The program continued with an overview of tribal government, and the panelists began by emphasizing that tribal government is unique for each nation. Each nation can self-govern is inherent and not given. This self-governance has existed since time immemorial. Each nation has its own constitution, laws, regulations, and membership. Federal Indian Law is the law about the relationship between Native Nations and the U.S. government. Tribal/Indigenous Law is laws enacted by Native nations. After discussing the differences between federal Indian law and tribal/indigenous law, the second group activity was started. The second activity was understanding the hierarchical relationship of legal authorities between tribal, state, and federal governments and their corresponding legal authorities. I found this exercise to be very enlightening. Because the legal education system often overlooks tribal law and the legal system, it can be challenging to determine where tribal law falls in the hierarchy.

Finally, the program concluded with an overview of the Digital Publication of Tribal Laws Pilot Project. The University of Wisconsin Law Library, developed the project in partnership with the Stockbridge-Munsee Community Band of Mohican Indians, the UW Law School Great Lakes Indigenous Law Center, the National Indian Law Library, and the

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Open Law Library. The Open Law Library Platform will improve access to tribal laws published in the public domain. This project will benefit tribes, their members, academia, the legal profession, and the public by creating a functional platform for accessing tribal law. All library users will be able to search current laws of multiple tribes through curated, federated collections. The project is ongoing and the project partners have reached out to tribal leaders, legal professionals, and librarians to share information about and encourage participation in the project. In addition to the Open Library project, the panel discussed other resources where one could access tribal legislation and court opinions, including HeinOnline, Westlaw Edge, Lexis+, plus many more.

One of my favorite aspects of this informative panel was the program’s LibGuide “Recognizing the Third Sovereign: Promoting Awareness of, Respect for, and Access to Native American Tribal Law.” The LibGuide is a great resource to refer to if you want to incorporate Tribal Law into your courses. You can access the Libguide at https://lawlibguides.usc.edu/Recognizing-the-Third-Sovereign.

**CAN COMPUTERS FIND RACIST LAWS? VIRGINIA’S TEXT MINING PROJECT TO IDENTIFY JIM CROW LEGISLATION**

In this presentation, librarians described two digitization projects that they undertook to provide access to historical laws and unearth the history of Jim Crow legislation in their states. The project began when Aaron S. Kirschenfeld (Clinical Associate Professor of Law and Digital Initiatives Law Librarian, University of North Carolina School of Law) was approached by colleagues from the University’s main library. They wanted to use machine learning to find previously enacted Jim Crow laws, but without a legal background, they were unsure of where to start and were baffled by basic (to-law-librarians) concepts, like the distinction between codes and session laws. With Aaron serving in an advisory capacity, they digitized over a hundred years of North Carolina session laws, from 1866 to 1967. The session laws were made available for free online at On the Books: Jim Crow and the Algorithms of Resistance, which provides a collection of Jim Crow session laws, fully OCR’d, for teaching and researching about Jim Crow and that can be used for future text mining projects on any topic.

The University of North Carolina project served as an inspiration and the foundation for a similar project at the University of Virginia, led by Loren Moulds (Head, Digital Scholarship and Preservation, University of Virginia Law Library), Randi Flaherty (Head of Special Collections, University of Virginia Law Library), and Ben Doherty (Head of Library Instruction and Research Librarian, University of Virginia Law Library). During the session, they explained how they set out to digitize Virginia’s sessions laws from 1865 to 1967, with the dual goals of both providing open access to the laws and using machine learning to identify racist laws. First, they identified and downloaded the University of Virginia session laws already available on HathiTrust and then disassembled and scanned print session laws for the remaining years. They used a Python script and regex to deskew the scans, remove marginalia, extract text, and improve OCR quality. A machine learning model for identifying racist laws was trained on the University of North Carolina’s collection of Jim Crow laws, as well as on additional Jim Crow laws identified from Pauli Murray’s States’ Laws on Race and Color and a report by the Commission on Racial Inequity in Virginia Law. The University of Virginia team was particularly interested in training the model to identify facially neutral racist laws, such as laws passed in the wake of Brown v. Board that provided funding for white parents to move their children to private schools.

The panelists explained that it’s important to include team members with a range of expertise. Ben described the key role of law librarians in determining the scope of the project and finding all the relevant laws within that scope. For more information, see the full presentation online.
example, Ben discovered that some subscription databases had entirely missed large chunks of historical Virginia session laws because they had failed to include laws passed during special sessions. The panelists emphasized that collaborating with non-law librarians is important, too. A project manager can help keep things on track, and it’s essential to include team members with subject specific expertise, like history scholars.

The panelists also explained the importance of remaining cognizant of errors and biases. If the model is only trained on facially racist laws, there is a risk it will “learn” that only explicit racism is racist. As a result, it might simply end up identifying the laws that are already obviously racist and missing the facially race neutral racist laws it was intended to find. On the other hand, over 20% of the laws the model initially identified as racist laws were not actually racist. Accordingly, critically assessing and updating the algorithm is a key part of the process. Randi emphasized the importance of making all documentation and processes available through online sources such as GitHub, to promote transparency and accountability and make it easier for other researchers to identify and correct any biases.

Finally, the panelists emphasized that their goal was not just to complete these specific text mining projects but also to facilitate and inspire projects by others. Creating an openly available and easily searchable corpus of session laws will enable scholars to perform text mining projects that the panelists might never have predicted. The third phase of the project will include grants for scholars and teachers to use the materials in their work. The panelists hope to demonstrate to other librarians that these types of digitization and machine learning projects are achievable and to create streamlined, effective processes that will allow other libraries to build on the work already done in order to pursue their own digitization projects. //
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will be more interdisciplinary in nature and will place examinees more in the role of a practicing lawyer than an outline-memorizing law student.

Victoria J. Szymczak, spoke to how law librarians and law schools can best prepare students for the NextGen Bar Exam. She said that success in preparing students will depend largely on how faculty are able to modify their curriculum and assessments to mirror the expected format and objectives of the NextGen Bar. She recommends that faculty try to get ahead of the game and begin adjusting their curriculum now. Szymcak emphasized that legal research is now a true bar subject, and legal research courses need to adjust to a more problem-based format. She recommended partnering with doctrinal faculty to create assignments combining both research and analysis.

Donahue, from the NCBE, additionally answered a few more nuts and bolts questions about the NextGen Bar Exam. The new exam, as it tests new skills, will likely be nine hours long and not the current 22. It is not yet known when the UBE will sunset; both will be offered to jurisdictions initially. Donahue noted for the audience that a lot of study aids for the NextGen Bar are coming soon and to expect to have a ½ practice exam released early next year, after which practice exams will be released regularly.

While much remains unknown about the NextGen Bar Exam, insights from Szymczak and Donahue will aid law librarians involved in teaching and curriculum development at their institutions. In the meantime, all NextGen Bar Exam stakeholders are encouraged to visit https://nextgenbarexam.ncbex.org/ for the most recent updates. There is sure to be more programming about the NextGen Bar Exam and its legal research components in the coming years.

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**‘MIN QUALS’: WHAT’S REALLY NEEDED IN A NEW LAW LIBRARY HIRE? (HOT TOPIC)**

Emma Babler (she/her)
University of Wisconsin Law School Library

I attended this panel discussion on minimum qualifications for new law library hires at AALL 2023. The panel was moderated by a white female county law library director and the panelists included two academic law librarians (both female and POC) and one white female law firm librarian.

First, the panelists each spoke about their experiences in hiring and being hired and what the usual minimum qualifications meant to them. Typical job postings for law librarian positions include a requirement for an MLIS, a JD, or both; although, some postings have started substituting experience for one of these requirements.

During this discussion, it was noted that there have been many open positions on the AALL job board and that it’s been more difficult to hire people, so the question that inspired this presentation was “what’s the best way to rethink a position?”

Each panelist then addressed what skills law librarians actually need. The law firm panelist focused on the right person rather than the exact qualifications and noted that the best hire is not always the best person on paper. The firm hiring committee is more focused on people who are life-long learners, inquisitive, and willing to work on a team as well as efficiently. In interviews, the law firm focused on how candidates engaged with the committee; they valued when a candidate showed a bit of vulnerability and honesty.

The academic law library panelists were a bit more rigid on skills. Both academic panelists noted that academic hiring committees often don’t have the flexibility of the law firms. They are generally looking for JD+MLIS and don’t have a lot of room to change that, although a few positions are now changing this requirement. One of the academic panelists also noted that as a POC candidate for positions, she felt that she needed both degrees as a baseline of respectability because of how she’s been treated both in interviews and at the reference desk. Both academic panelists agreed that the JD seems foundational as it can be a signifier of legitimacy, and that committees often look to see if candidates have a JD or a
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Even before attending the Cool Tools Café, Canva, a user-friendly graphic design tool, is a favorite resource for creating graphics to incorporate into my work as a law librarian. It is user friendly and allows for a lot of creativity. I have used both the free version to create a flyer for a library event, and the premium (paid) version to create a graphic for an upcoming legal research class. It is specifically geared to creating social media posts and is a great resource for any social media team.

TimelineJS is an open-source tool that can be used to build interactive historical timelines. The tool allows users to imbed videos, photos and google maps and build timelines using a spreadsheet or template. The timeline can then be imbedded into a website. This is a great tool for archivists or anyone creating a library exhibition that includes a timeline.

Google Pinpoint is targeted at journalists and researchers and allows the user to upload up to 200,000 documents for searching, organizing, and analyzing. It can transcribe audio files and allows text searching across various document formats. It looks for patterns and automatically searches for synonyms. The tool is free but places limits on who can create an account.

“Wave/Powermapper Sortsite” is a tool used to review websites to determine if they are ADA compliant. It can identify broken links and evaluate the fonts and colors used on the site. It can review a page or the entire website. Licenses start at $150/year.

Many librarians use CALI in their academic law libraries, and the CALI Authoring Tool is included in a school’s CALI membership and can be found under the CALI dashboard. This tool allows you to create or edit interactive lessons. Existing lessons are authored by faculty and/or librarians, or you can create your own.

If your library uses Microsoft Office 365, Microsoft Power Automate is a tool integrated with Office 365 that allows users to automate tasks and processes by connecting Office 365 applications and platforms as “workflows.”

Trello offers a free and premium version of its visual project management tool. Trello allows team members to view all steps of a project and to track progress using designations like “to-do”, “doing”, and “done”, making projects easier to delegate and track.

Additional interesting productivity tools presented at the session:
• Jamboard—a meeting productivity tool that allows collaboration among a small working group using online sticky notes;
• Tick Tick—allows its users to organize task lists, turn emails into tasks and to sync tasks with their calendar;
• Habitica—adds roleplaying games to your to-do list; and
• Flora—incorporates using 25 minute blocks of time to add goal tracking to your to do list. Flora rewards you by “planting” a virtual tree for the free version and a real tree for the premium version.

Next, doxy.me is a telemedicine video platform that can be used in the library context for secure and confidential reference interactions, while providing a patron-friendly waiting room.

And finally, Mentimeter is an online presentation tool that allows the presenter to add interactive and collaborative elements to their presentation, like polls and word clouds, and thereby increase engagement with the audience.

In summary, Cool Tools Café was a fun, informative (albeit hectic) AALL session. Everyone should check out these Cool Tools, most of which offer a free version.
A ROBOT WROTE THIS SESSION PROPOSAL

A Robot Wrote This Session Proposal was one of those sessions that was both informative and fun. Jason Eiseman (Associate Director of Administration, Yale Law School) kicked the program off with a pre-recorded “video” of himself, before quickly revealing that the video was an AI deepfake, created in less than 15 minutes for less than 15 dollars with a combination of ChatGPT, D-ID, and ElevenLabs. Likewise, Lisa Lee (Senior Electronic Services Librarian, O’Melveny & Myers LLP) started her own portion of the presentation by miming to what she quickly revealed was yet another ElevenLabs audio deepfake. Compared to other discussions of AI that I’ve seen, this presentation was less focused on whether AI would leave us all out of a job and more on providing entertaining, vivid, and practical examples of what AI can do right now.

Nor Ortiz (Fellow, Yale Law Library) introduced the audience to basic AI concepts and buzzwords. According to Ortiz, discriminative AI, exemplified by spam filters, categorizes data into specific classes. In contrast, generative AI, as seen in ChatGPT, creates new data that resembles the input it was trained on. General AI, exemplified by the fictional HAL, remains an elusive goal and has not yet been achieved. Ortiz continued with further discussion of the basics of how AI works. At the core of AI lies machine learning, which enables computers to learn from data without explicit programming. Deep learning is a subset of machine learning that uses neural networks inspired by the human brain. It achieves better results but demands powerful hardware, vast amounts of data, and extensive training. Training AI requires balancing cost and quality. Unsupervised learning is the preferred method for training large language models like ChatGPT, as it allows the model to find connections autonomously. However, it carries a greater risk of “crap in, crap out” and inadvertently encoding bias. Ortiz continued by suggesting that supervised learning and reinforcement learning can improve accuracy by introducing humans to pre-label data or provide feedback but also adds time and expense that’s often not realistic.

After Ortiz’s AI overview, Lee described the law firm’s approach to AI, which she characterized as a trade-off between efficiency and risk. She classified discriminative AI as comparatively less risky and already used as part of tools such as Kira, Harvey AI, Lex Machina, Casetext AllSearch + CoCounsel, Pre/dicta, and NetDocuments. In contrast, law firms are more concerned about adopting generative AI, because of privacy, security, and accuracy concerns.

Next, Eiseman explained how academic law libraries can use AI. ChatGPT, Claude, Jasper.ai, and other AI text generators can streamline the often-onerous task of writing copy for the library website. Jasper.ai provides especially helpful templates for staff bios, tweets, and blog posts. ChatGPT, meanwhile, can also help with website coding and writing regex scripts to batch edit Marc records. Tools like Dall-E, MidJourney, Adobe Firefly, and Google Workspace can generate AI images for the library website and slides, avoiding the time-consuming hunt for a perfectly themed, copyright-free image. ElevenLabs’ ability to mimic voices makes it perfect for easily updating training videos while D-ID’s ability to animate images makes for entertaining exhibits and educational videos.

Greg Lambert (Chief Knowledge Services Officer, Jackson Walker) finished the program with a look forward. Lambert characterized the hype cycle surrounding AI as supercharged. According to Lambert, one moment, there are predictions that AI will replace every job, and the next day, some firms are banning its use, citing concerns from banking and insurance clients and court questionnaires probing AI adoption. Lambert rejected the extremes and predicted a future where AI becomes seamlessly integrated into legal platforms and tools, as taken-for-granted...
Program Reviews

Are You Ready?: Succession Planning Done Right

Amy Carr, the Senior Manager of Knowledge Management at Bowman and Brooke LLP in New Brunswick, New Jersey, moderated this program with speakers Sabrina Sondhi, Director of the Law Library and Professor of Legal Research at Penn State Dickinson Law and Donna Trimble, Knowledge Management Specialist at Bowman and Brooke LLP in Columbia, South Carolina.

One of the particularly engaging aspects of this program is that Trimble and Carr are currently navigating succession planning and transitioning of librarians. Trimble, who has been a firm librarian for over 30 years, will be retiring before the end of the year, and the firm hired Carr to shadow her and to learn how to be her successor. What a fantastic opportunity to ensure continuity of services, workflows, and also that the transition from one librarian to the next is as seamless as possible. Because this level of thoughtful planning ahead and generosity of staffing resources from management is often atypical, the speakers walked us through a more “typical” succession planning roadmap.

First, they suggested that attendees think of staff development as succession planning. What do you want your individual staff members to pursue? What skills will they need for the future of your library? If possible, leverage the skills of existing staff and modify their roles and responsibilities to benefit the library for longevity.

Next, they discussed how specialized skills should not be individual skills. Life happens. People get sick; people get in accidents. Global pandemics shut the world down. There should not be a crisis if an employee is away from work for an extended period of time. The solution is to plan ahead for potential gaps due to leave, retirements, etc. Cross-train for all vital tasks! The panelists emphasized how documentation and cross-departmental relationships are critical! They recommended to, if at all possible, spread the different backup tasks among different people so that you do not encounter the same problem if the backup person is also out.

Finally, the panelists emphasized that job descriptions need to be well-defined. All employees must have a clear understanding of their job duties and what those tasks entail, and those job duties need to be accurately reflected in job descriptions. These job descriptions themselves can be valuable tools for assessing how potential absences could be covered and by whom and whether duties get inherited by successors, get delegated or get modified/removed.

Audience members expressed greater skepticism in the question-and-answer section, citing privacy concerns and the mediocre quality of AI-generated text. Panelists agreed on the importance of protecting privacy and never inputting confidential information into ChatGPT and other AI tools. However, Lambert and Lee emphasized that legal clients are ultimately focused on the financial bottom line, and law firms can’t justify charging $5,000 for a senior attorney to spend two hours on a task that could be done in fifteen minutes with AI help. Eiseman argued that there are real benefits to enabling lawyers to quickly produce standardized writing, even if it’s not personalized or creative.

In the spirit of the presentation, I fed my notes into ChatGPT and asked it to write this recap. My feelings are somewhere between my fellow audience members’ skepticism and the panelists’ cautious enthusiasm. I was impressed by ChatGPT’s ability to instantly convert sentence fragments into coherent text. However, I had to extensively edit, rewrite, and fact-check its output. Most amusingly, I discovered that ChatGPT had inserted a multi-paragraph pean to AI that appeared nowhere in my original notes. Ultimately, I’m not sure that ChatGPT made writing this recap any easier. At the same time, this panel was one of the first times I’ve bought the idea that AI has practical benefits for libraries today, beyond the hype.

In this issue: Member News / AALL2023 Conference Program Reviews
WORDS MATTER: INCORPORATION OF “WISE” TECHNIQUES IN CRITICAL FEEDBACK FOR BETTER LEARNING OUTCOMES IN LEGAL RESEARCH CURRICULUM

Julie Tedjeske Crane  
Penn State Dickinson Law

Furthermore, accurate job descriptions are also morale boosters for employees. Employees want to know that the work that they do and spend time on is important to the mission of the library and the institution.

Succession planning is about preserving institutional knowledge. And, according to the presenters, the best way to preserve institutional knowledge is to document, document, document! They offered a few tips for easy documentation of policies and procedures. Write everything down. Use a shared drive in case you are the one who is out and unavailable. Ensure that people outside of your department know how to find this information should they need it. Write out detailed workflows. In a separate document, explain why the workflow or policy is the way it is. That way, there is room for improvement and for adjustment as appropriate.

In sum, the speakers reminded us that a fact of life is that employees will retire, will get promoted, or will get jobs elsewhere. This is why it is so important to ensure ahead of time that potential absences are covered and that the vital and specialized tasks of library operations can continue, either during an absence or during a period of hiring and training. No matter, what the program demonstrated that preparing is the best plan of action. //
been shown in multiple studies to remove the barriers posed by stereotype threat, forestall students’ attributions to bias, and increase student motivation and effort.

A panel discussion followed Manning’s videotaped lecture. The panelists noted that the relative lack of minority role models in the profession and the overall stress of law school make minority law students particularly vulnerable to stereotype threat. The panelists also noted that Wise Feedback could be a great fit for legal research because legal research instructors who teach 1Ls often provide some of the first feedback their students get in law school. Moreover, feedback can be delivered early enough in the course to allow improvement. The same is not necessarily true for doctrinal classes, which often only have, at most, a midterm and a final. Finally, the panel emphasized that Wise Feedback is not about lowering standards for certain students. Everyone can benefit from Wise Feedback, not just students from historically disadvantaged groups. And remember that because you often don’t know a student’s full story, you may not know if they face stereotypical threat.

The last part of the session was devoted to audience members drafting Wise Feedback in response to a prompt. Overall, this informative and engaging session provided practical information I intend to use in my teaching. //

The coordinator for this session was Gail Mathapo, Assistant Law Librarian at the Homer M Stark Law Library, and the speaker was Andrew Kahrl, Professor at the University of Virginia. The moderator was Kerri-Ann Rowe, Reference Librarian at the University of North Carolina School of Law. This session featured a presentation by Andrew W. Karl, author of *The Land Was Ours: How Black Beaches Became White Wealth in the Coastal South*. The book provides a history of black communities in coastal areas and along waterways throughout the U.S. South.

Karl noted that recreation is a serious part of human life, and what we take for granted was itself the culmination of struggle. During the Jim Crow era, African Americans faced discrimination in public life, including places of public recreation, where they were excluded from beaches, swimming pools, parks, and resorts. In the era of segregation, these were some of the most closely policed places.

After slavery was abolished, the African American community’s desire to own and occupy land became an animating force. Karl said that during the Jim Crow era, there was a real determined effort to acquire property rights and land to provide a sense of distance and protection from increasingly exploitative and oppressive economic and social conditions. African American landowners felt they had direct claims against the state as taxpayers. The system denied them equal access to services and equal protection, even though they paid into it.

According to Karl, by 1910, African Americans owned upwards of 60 million acres of land, a significant amount of which was located in coastal areas in the South. Why coastal areas? Karl emphasized that first, they were removed from the plantation economy. These were places where small farming still prevailed. Also, on a more practical note, there was land for sale in these areas at reasonable prices. The coast was remote, inaccessible, and

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**LIFE ON THE BEACH: BLACK BEACH COMMUNITIES, REAL ESTATE DEVELOPMENT AND PRESERVING HISTORY**

Julie Tedjeske Crane
Penn State Dickinson Law

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**In this issue:** Member News / AALL2023 Conference Program Reviews
Program Reviews

One of the last programs at this year’s AALL Conference was a Tuesday morning panel on the past year’s rulings by the U.S. Supreme Court. The discussion centered on four central cases that the speakers deemed important. Panel members also examined other cases, gave their views on important trends from the Court, and predicted what we might expect to see in the future. The speakers were Tom Gaylord of Northwestern University School of Law, Renee M. Landers of Suffolk University, John Greabe of the University of New Hampshire School of Law, and David Zimmer of Goodwin Procter LLP.

The first of the four major cases the panel discussed was Andy Warhol Foundation for the Visual Arts, Inc. v. Goldsmith. The case centered on the Prince series of portraits that were created by Andy Warhol but were based on a photograph by photographer Lynn Goldsmith of the late musician Prince. The Court ruled that Warhol’s work was not sufficiently transformative in nature to fall within fair use for commercial purposes. The case resolved a split between the Second and Ninth circuits and hinged on the similarity in use of the two creations—commercial purposes. The panel members noted that the opinion seems to indicate the Court could have ruled differently if the Warhol Foundation had used the art for a non-commercial purpose, such as displaying it in a museum.

The second case the panel discussed was Moore v. Harper. In it, the Court ruled that state courts and state constitutions can impose checks and balances on state lawmakers’ authority to control how congressional elections are run. The ruling marks the rejection of an extreme form of a legal theory that could have undermined the separation of powers. The panel agreed that it should bring more stability to upcoming elections.

In this issue: Member News / AALL2023 Conference Program Reviews
The panel also discussed National Pork Producers Council v. Ross. This case centered around Proposition 12, a California law banning the sale of pork produced in inhumane conditions, such as confining sows in areas so small as to prevent them from turning around. The lawsuit alleged that California was impermissibly attempting to regulate interstate commerce since its market for pork is so large that the law affects pork producers across the U.S. The Court ruled that California’s law stands. Panelists noted that this case follows a pattern from the Court in recent years to devolve much regulatory authority back to the states.

Finally, the panel discussed Students for Fair Admissions, Inc. v. Harvard College, a landmark affirmative action case. The Court held that race-based affirmative action programs in the college admissions process violate the Equal Protection Clause of the Fourteenth Amendment. The case overruled existing case law that held affirmative action could play a limited role in college admissions. Possible implications of the ruling could include the strengthening of movements to end diversity, equity, and inclusion programs and potential changes in hiring practices.

After discussing the major cases, the panel closed with observations about the future of the Court. Renee Landers theorized that the Harvard admissions case, combined with other cases such as 303 Creative LLC v. Elenis; could affect public accommodations law. It could represent a retreat from the concept that everyone has the right to equal services. Finally, John Greabe noted Justice Kagan’s response to John Roberts’s opinion in Biden v. Nebraska, which struck down President Biden’s student loan forgiveness program. Kagan wrote that the Court has departed from the concept of judicial restraint and “exercises authority it does not have. It violates the Constitution.” Greabe observed that this echoes other concerns about the legitimacy of the Court going forward.

Overall, the session was lively and thought-provoking, and the speakers were not only experts on the Supreme Court but were also entertaining. Because this brief article only covers the highlights, I highly recommend viewing the recording. This was one of the most interesting and relevant programs of the conference. //

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1 Ruling that a Colorado website designer could not be compelled to create a website for a same-sex marriage.

Kirschenfeld then discussed common uses of citators – identifying subsequent negative treatment of an authority and locating additional authorities – and the nature of the symbols applied in the major platforms today. He also provided some details concerning both the input and output provided by leading citators. For example, he shared a screenshot of a document outlining the 29-step process whereby Shepard’s editors receive case opinions and ultimately apply treatment symbols. He highlighted differences between the number and nature of symbols offered by Lexis and Westlaw and emphasized the difficulty of discerning the meaning of yellow signals; Westlaw, for example, assigns 57 reasons for treatment to the yellow flag.

Mignanelli then discussed the fallibility of citators as socially constructed tools created by humans. He provided examples of foundational U.S. Supreme Court opinions such as *Miranda, Erie, Lopez,* and even decisively repudiated case law such as *Lochner* and *Dred Scott* (amongst other examples from Jamal Green’s “anticanon”), whose treatment differs between major citators. To highlight the variability of citators in his legal research courses, Mignanelli asks students to select one of the “anticanon” opinions, examine its treatment in Westlaw, Lexis, Fastcase, and Google Scholar and describe the signals they encounter and reasons for the treatment offered. Attendees left with a renewed understanding of their role in training law students, attorneys, and other legal professionals and researchers to be discerning in their use of...
ALL-SIS NEWSLETTER

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Vanderbilt Law Library
e-mail: katie.hanschke@vanderbilt.edu
615.343.1290

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DEADLINES FOR THE 2022-2023 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 2022-2023 academic year will be as follows—

- Winter issue (posts at beginning of January): November 21, 2022
- Spring issue (posts late-March): February 17, 2023
- Summer issue (posts late-June): May 19, 2023

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.