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Connecting the Archives to Your School's Bottom Line (Part I)

PRESERVATION

Matthew Jenks
University of New Hampshire

Want a sure way to immediately enhance your Archive's value to the school and increase its visibility to students, faculty, staff, and (especially) Administration? Has your Archives been suffering from a lack of attention and praise? Does it languish in the doldrums of near anonymity and invisibility at the bottom of the law school's priority list, especially when budget time comes rolling around? Well, there is one guaranteed way to change all that.

Though the purpose of an Archive should always be primarily about preservation, it can also be a vehicle for promoting your school in all its glory. In other words, the Archives can become a major marketing tool for the law school. It is uniquely positioned to act as one of the primary ways your school can relate to the outside world, and in so doing, create connections for people—whether those people are alumni, faculty, staff, or even prospective students. The question then becomes how best to do that.

Though the HOW can vary from institution to institution, there are some common actions and initiatives which can be used anywhere, regardless of a particular school's needs. At the University of New Hampshire (UNH) Law, we have implemented or are planning to implement all of them:

Start an Archives Blog

This is where you get the most bang for your buck, so to speak. Having a blog affects almost every other category, since it is pure exposure and visibility. Here at the UNH School of Law, I post our UNH Archives blog (otherwise known as the Gire Archives) approximately once a month, though I am thinking of changing that to twice a month. Each blog post has a theme: Annual Buck Bowl, Diwali Celebration, Chinese New Year, an In-house Publication, a specific Graduation or Commencement, Founding Documents, Public Interest Coalition, Intellectual Property-Related topics (plenty of sub-categories here), Past and Present Faculty, Building Construction, etc. These blog posts are usually photo-heavy, with just enough wording to present the theme, and they are meant to feature and convey specific aspects of our school's history and character at a certain moment in

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*A Publication of the Technical Services Special Interest Section and the
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Technical Services Special Interest Section

The months since the Annual Meeting may have felt quiet, but behind the scenes, they have been anything but. The first topic of note is that the Council of SIS (Special Interest Sections) Chairs has undertaken the task of finding a solution to funding the three cataloging liaison positions to the Committee on Cataloging: Description and Access (CC:DA), the MARC Advisory Committee (MAC), and the Subject Analysis Committee (SAC). A stop-gap measure has been put into place for this year with the majority of the SIS's pledging funds to financially support the liaisons at about 50% of the level of the past. A subcommittee within the Council drafted and submitted an agenda item to the American Association of Law Libraries (AALL) Executive Board regarding our ongoing funding concerns. A decision on the issue has been tabled to allow for further discussions on the topic—a positive development to ensuring the importance of these three positions is understood and hopefully toward providing a more stable form of support for the future.

We have also started to work on implementing changes to our standing committee structure based on the surveys, discussions, and report of the Ad Hoc Committee on Standing Committees. The Bylaws and Handbook Committee is currently working to bring the handbook up to date, and we will start discussing how to implement prospective changes in the New Year. Notification of changes to the handbook will be made, and changes to the bylaws will be presented for discussion before a vote finalizes these modifications. I welcome any and all feedback or questions from everyone.

Annual Meeting planning is also in full swing. Scheduling Technical Services Special Interest Section (TS-SIS) meetings is presenting the same time constraints and conflicts that it always does, but we are attempting to offer more informal venues for discussion for the wide array of topics that now encompass the work of technical services librarians. These sessions will include a New Members Roundtable where new members will be able to talk about specifics of their specialties as well as more general concerns. We will also have several opportunities to determine topics for sessions in the spring, including a TS-SIS Hot Topic and a roundtable session to address the current needs of the section. If you have any thoughts regarding the content of the sessions, or if you would like to volunteer to lead a table discussion in one of these two new roundtables, please let me know.

Technical services positions continue to evolve, and we are working to improve the reach of TS-SIS to encompass those changes. If you have an idea for a way to improve TS-SIS or wish to become more involved, please reach out to a board member or committee chair to share your insights. Contact information for all TS-SIS Executive Board members is available on the website: <https://www.aallnet.org/sections/ts/about/Officers-and-Representatives>.

*Lauren Seney
William and Mary*

Online Bibliographic Services Special Interest Section

According to a recent study, some people appear to embody their given name, like a self-fulfilling prophecy. The study showed that when asked to view a lineup of random faces and match them up with names, study participants could often pick a person's actual given name. Researchers posited that over time, some people's physical appearance starts to be consistent with traits associated with their name. Whatever you might think of this study, there is no denying that names are powerful. A name can establish expectations and influence perceptions.

What does the name Online Bibliographic Services Special Interest Section (OBS-SIS) have to say about our section? Honestly, I was not exactly sure when I first joined, but my supervisor said it was a good idea for me to become a member, so I did. Now I know that, among other things, OBS provides a forum for the exchange of ideas and information about bibliographic data services and systems. We explore ways that emerging technologies can be integrated with library management systems

and how these changes affect libraries. We also focus on electronic resources, data, information technology, and technical services functions. We offer opportunities to get involved in committees, help with planning professional development programming, connect with like-minded professionals, and much more. What is so hard about coming up with a name for all that?

Over the past several years, I have heard some members say that our name needs an update, either because it sounds outdated or it's not as descriptive of our section's focus anymore. Many others think our name is fine as it is. What do you think?

We wanted to find out when we asked about this very issue in our survey last year. One question asked, "Does the name of our section convey the nature of the work you're involved in at your organization?" 41 percent responded "yes," and 59 percent said "sort of" or "no." The survey also asked about options for a more accurate name for describing members' area of work and likewise our SIS. Many chose "electronic resources" or just "systems." Other respondents wrote in alternative terms like library services platform, discover and access, innovation, and bibliographic discovery and data.

Of course, these questions go beyond our name because a name of any organization or business often reflects the core values or mission of the entity. A reexamination of an entity's missions and goals must accompany a rethinking of an entity's name. Given the dizzying amount of change in the legal, library, and information landscapes since our section came into being in 1977, this seems like an ideal time for our section to reexamine its focus and branding. Maybe they are fine as is. Maybe not. Any flexible and successful organization is willing to engage in self-reflection occasionally to ensure that it's aligned with the needs of members and the goals of the larger organization.

To that end, in October, the OBS-SIS Executive Board created a special committee to look at possibilities for repositioning the section in terms of some or all of the following: mission, focus, name, and/or branding. Committee members are as follows: Jason LeMay (Chair), Elizabeth Manriquez, Marijah Sroczyński, Barbara Szalkowski, and John Vosmek. I want to thank these members for committing to help our section with such an important endeavor.

This is an exciting opportunity to reevaluate our focus, and we would love to get even more members involved. If you have any suggestions or thoughts on this reexamination of our section's mission and branding, please send those on to a member of the special committee. The committee will make its recommendation(s) to the Board in the spring, so there is plenty of time to voice your opinion. We will make sure to update everyone on the progress of this initiative and let you know what the next step is. For now, I will leave you with this proverb to contemplate: "The beginning of wisdom is to call things by their right names."

*Jennifer Noga
Wake Forest University*

Emerging Leader Award

AALL is now accepting nominations for the Emerging Leader Award. This award recognizes newer members who have made significant contributions to the profession and have demonstrated the potential for leadership and continuing excellence.

Selection criteria includes:

- The nominee must be a member in good standing of AALL
- The nominee must be in his/her first 10 years of law library experience
- The nominee must not have previously received an Emerging Leader Award
- The nominee must have made a significant contribution to the Association and/or the profession.
- The nominee must have shown outstanding promise for continuing service and leadership. Specific examples of his/her continuing activities must be provided.

Self-nominations are accepted and encouraged.

The nomination deadline is February 1. Letters of recommendation can take some time to gather and holidays are approaching, so we encourage you to begin the process as soon as possible in order to meet the deadline.

More details on the award, including a link to the Nomination Form, is at <https://www.aallnet.org/mm/Member-Resources/AALLawards/award-ela.html>.

A Multi-Part ILS or Management System Needs Exploration for Acquisitions, Part I: Introduction

ACQUISITIONS

Luz Verguizas
Columbia University

I began my career as an Acquisitions Librarian in 2007 at Columbia University's Arthur W. Diamond Law Library, where I am still (thankfully) employed, now serving in the capacity of Head of Acquisitions & Finance. My role has evolved over the years as three primary things changed: employees, needs, and technology. For anyone working in libraries long enough, one thing that is certain is that nothing remains constant and change is inevitable; this is especially true in the area of technology.

The days of the integrated library system (ILS) as a simple portal by which to make books easier to find for patrons have been gone for some time now. Today, it serves as a very expensive multi-tool for librarians (think Leatherman or Victorinox); developers have tried to make it a tool to serve every possible purpose, and if not, we, the information professionals, are expected to somehow rig it to do so and come up with our genius "workarounds." At this point, it almost feels as though it's become too cumbersome, but there has already been so much time, energy, and money invested in it, we just don't want to abandon it. Like the aforementioned multi-tool, it sounds great in theory, but, in reality, it is just too heavy to bother carrying around anymore and probably too costly to purchase again (if we could avoid it). How many of its tools are actually used? Of the tools that are used regularly, do they perform as they should and are they reliable? Do they fix your problems or just create new ones? It may be time to start considering other options, ones that may not be multi-purpose, but tailored to and for specific needs.

In beginning my research, I tried to recall what standards, if any, were currently available for acquisitions. Aside from Book Industry Standards and Communications and Electronic Data Interchange for Administration, Commerce and Transport (Edifact), I knew of no other standards for acquisitions. I came across a paper from 2003, authored by Katherine Treptow Farrell of Princeton University Library and Marc Truitt of University of Houston Libraries, entitled, "*The case for acquisitions standards in the integrated library system.*" I was surprised to find that even though this piece was already 14 years old and discussions on the matter were quite lively in following years on various discussion lists, a set of acquisitions standards was never formalized. Farrell and Treptow discussed how they came to try and address the problem, what they meant by "standards," existing standards and how acquisitions relates to these, why acquisitions does not currently have standards, and why it needs them. I found myself nodding in agreement throughout, recalling similar instances in which I had been asked to produce particular sets of data for our library administration—data I could not seem to easily compile even though the information was all sitting there in the ILS. The authors summarized my sentiment perfectly, stating that "all of our scurrying around to gather and manipulate data resulted in a 'little spreadsheet' that, over the next few years, grew into a sizeable relational database," and "it started us on the road to thinking about the need to standardize the way acquisitions data are recorded and retrieved" (Farrell 484).

In discussing existing standards, such as those for MARC records, Farrell stated that "catalogers are quick to point out that trying to 'shoe-horn' acquisitions data into the MARC record often compromises the catalog records," and that "we often 'make-do' with them, lacking as we do something more useful and appropriate" since they "are conspicuously lacking in critical data elements such as current availability, price, etc." (Farrell 486). The authors' defined standards in the following way:

1. a *conceptual framework* that we call the 'acquisitions process.' The framework contains and defines the interrelationships among the activity segments described in 2);
2. universally recognized *activity segments*, each of which describes and provides structure for a major sub-process within the framework;
3. a suite of agreed-upon *data elements*, each of which represents an input or an output of some portion of the sub-process described by an activity segment. A data element may be identifiable with multiple activity segments;
4. a suite of *generic interfaces* for inputs and outputs with other systems, standards and protocols (e.g., MARC, materials vendor transmission protocols, institutional financials, etc.).

(Farrell 485)

In the absence of existing standards for acquisitions, the above can aid us in perhaps resurrecting the discussion, not just among ourselves, but also in concert with ILS or management system vendors. According to Shelley Neville in her article *Standards: Perspectives of an Integrated Library Systems vendor*, "Marshall Breeding [of Dynix] listed adherence to standards as one of the top ten considerations in selecting a library automation system because 'standards protect the library's investment in its data'" (10). Neville summarized that while librarians and other information professionals are forming committees to discuss these issues and hashing out the details, sometimes years can go by, and the ILS vendors

“may just be creating their own” processes and standards (13). Although a set of guiding standards would help us to build a framework for acquisitions, we can certainly devise new ways of working until they are created.

Most of us are probably accustomed to the system upgrades and enhancements that define the ways ILS vendors sometimes address the concerns of libraries and provide improvements. Over a long period of time, plugging all ten of your fingers into the various holes of a dam equates to these improvements. Some ILS vendors are moving forward with sweeping changes, completely scrapping old systems and starting with a clean slate. As Bob Nardini from ProQuest (formerly Ingram Coultts) put it in a 2014 *Against the Grain* interview with Sarah Forzetting, “With any system, past a certain point, incremental change isn’t the best approach. You have too many grafts, too many workarounds” (Forzetting 68). Perhaps librarians, too, need to think about not just what their existing ILS currently is capable of doing, but also what it needs to be able to do well in order for the work to get done. Forget the existing ILS completely, and just focus on the ultimate needs of acquisitions.

In the Farrell and Truitt paper, the authors identified seven “functional requirements” or broad “activity segments” of the acquisitions process:

1. selection
 2. pre-order searching
 3. order
 4. order maintenance
 5. receipt
 6. payment
 7. reporting requirements
- (Farrell 491)

Most of these functional requirements will form the basis for this investigation into the needs for a management system for acquisitions. Some of the considerations will include:

- What information can already be easily gathered/collated from your ILS? (i.e., subject, material type)? What information do you need to gather? And for what purpose?
- Are different types of reports necessary for different stakeholders? (i.e., selectors v. dean or dean v. university finance)
- Conversely, what of this information can already be easily accessed from your institution’s financial system?
- Does information need to be duplicated in both systems (i.e., which is the office of record?)
- Access to acquisitions information (i.e., who needs to see what?)
- Stakeholders—Collection Development Librarians, Subject Selectors, Library Administration, University Finance Division
- Desired outcomes
- Statistics (internal and external)
- Fund structures

There is a great deal of work that goes into an assessment such as this, the ultimate goals of which are usually higher productivity and/or cost savings. In the same *Against the Grain* interview referenced earlier, Andrew Pace of OCLC said “it is overstated that libraries don’t want change. They want to change in ways that make sense, make them more efficient, and save money. Libraries will make changes if doing something differently allows them or their library to do different things” (Forzetting 67).

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Classification for multi-country works

CLASSIFICATION

Aaron Kuperman
LC Law Cataloging Section

The Library of Congress Classification (LCC) for law was designed for researchers interested in a single jurisdiction, which reflects how most Americans (if not others) do legal research. This includes the “black letter law” (rule that must always be obeyed except for exceptions), works on the law of multiple countries in the different regions class in “K” (meaning “K” general, in particular the “Comparative” range at K520-K5582), and works on the laws of countries within a region class in the schedule for that region. However, “Class K” evolved over many years, and there are inconsistencies where policies changed but no one had the time to go back and change the previous schedules (and perhaps changing past schedules would have been even more disruptive and confusing, at least in the short term).

United States and other jurisdictions

If you use Classweb and look for the words “foreign” or “countries” limited to the KF schedule, one finds several examples of instructions to class in KF works comparing American law to anyone else’s. Places include KF416 (conflict of laws), several places for international trade and tariffs, KF2736 (Postal service), and KF4554 (Constitutional law); except for the number pertaining to postal treaties, there are reciprocal numbers in the K schedule supporting classification of comparative works in KF if they are comparing the United States to other countries. These are exceptions to the general rule. It is possible that, at one time, a rule was contemplated that works comparing American and foreign law would class in KF, but besides these exceptions, that is not current policy, and it would be unwise since the primary reason our typical user (an American legal researcher) would consult such works is to better understand the foreign law.

There is a number for US “postal” relations with other countries, subarranged by country in KF, with no reciprocal number in K, and there is also a number for American consular courts (KF8768) subarranged by country which conflicts with the numbers in the country tables for consular courts (e.g. KL-KW X4 1589). I suspect these numbers are “fossils” that have not caused any confusion since “snail mail” and “consular courts” interest only antiquarians.

Treaties

By definition, all treaties are multi-country, and many works on comparative and transnational law are in areas governed by treaties. It is often a fool’s errand to distinguish between a commentary on a treaty and a general work on the area of law governed by the treaty. The original KF schedule simply said to put treaties in the now defunct JX schedule. There were never any numbers for treaties in the KF tables. It is clear the treaties never class in KF (or in any other “country” schedule), though it might help many users if this were explicit in the tables.

Over time, numbers for treaties by subject developed in K, particularly what is now .A34-A43 in the K8 single number table used for K (comparative law) as well as the regional schedules. These include numbers for collections of treaties of a single country, as well as for bilateral treaties for countries. A similar pattern appears in the schedule at KDZ (which is the regional table for the region that includes United States). This would lead one to assume that American treaties not pertaining to the exceptions (conflict of laws, postal service, and international trade) would class by subject in KDZ (with other western hemisphere countries) or in K if the treaty is with countries in a different region. This rule would apply to works comparing the law of multiple countries, not just treaties. There is the fact that since all bilateral treaties involve two countries, there is no formal rule as to which one determines classification (an informal rule seems to be the ones involving the United States are cuttered for “US” and otherwise by the first one in English alphabetical order—but this is not expressed in the tables and is more of a propensity than a rule).

The KZ schedule (officially entitled “Law of nations”) also has places for treaties. In the section of “Sources. Fontes juris gentium,” the United States has a range at KZ235-KZ237.2, and there are similar ranges for all other countries. The ranges include numbers for individual bilateral treaties, leading one to ask where an individual treaty classes. For the US, one possibility is KZ237.2 (“Individual treaties”), rather than by subject in a comparative or regional schedule (depending on whom the treaty is with), using Table K8, .A43 (“Bilateral treaties, by country”). This needs clarification by written instructions in the LCC tables and schedules.

One explanation is that KZ is limited to “Public international law,” (a.k.a. “Law of nations”), whereas K (and the regional schedules) are for transnational private law. That seems to be implied but not expressed. An added complication is that most have a clear perception of the distinction between public and private law since that is a distinction based on the civil law tradition and is alien to a common law weltanschauung.

As a general principle, catalogers should assume, absent an expressed direction to the contrary, that any work on the laws of a region, or countries within a region, class in a regional number or in the K comparative number when different regions are involved. Treaties, and works on treaties, should class by subject, which will probably lead one to Table K8 (with exceptions for peace treaties and boundary treaties).

Ambiguous regions and non-geographic groups of countries

Some regions are clearer than others. KDZ is both North America (which includes Mexico, reflecting geography, not culture), and the whole of the Western Hemisphere. KG (South America) and KH (Latin America) overlap and are defined in LCC differently than in the Library of Congress Subject Headings (LCSH). With the benefit of hindsight, LCC should have had one regional schedule instead of both KG/KH, with a caption for “Central and South America, including the Caribbean Region.” Under LC’s definition, one has to use “Latin America” (KH) if a work includes Mexico, Central America, or the Caribbean, and KG only if limited to South America. That the Caribbean is only part “Latin” is ignored.

Africa is in KQC (KQE for organizations). Many books about African law are limited to “Sub-Saharan Africa,” which is significantly different than North Africa in terms of history, culture, language, and most importantly (from our perspective), law—however, this distinction is not capable of being brought out by LCC. It can, however, be brought out with subject headings.

If North African countries are being compared, or treated as a group, with the Middle Eastern countries (with whom they share cultural, linguistic, and historical ties, in spite of being on a different continent), the work should go in KMC (Middle Eastern/West Asian law) rather than K (i.e. ignore the fact that the Middle East is split between two regions). This is implied by KMC saying to include comparative law of the Arab countries (which includes North Africa), and this appears to be reflected in the LC database.

KM is Asia (though, in all fairness, authors rarely write on the subject, preferring “Middle East/Southwest Asia” (KMC) or KNC for “South Asia, Southeast Asia, East Asia”). Note that there are no tables for the distinct regions that are included in KNC (though, again, subject headings can fill in). The Asian parts of the former Soviet Union are in KLA, but if they are included in a work that would otherwise be KM, KMC or KNC, I would not put it in K as a result (as an interregional work).

KJ, including KJC, is Europe. The distinction between KJC and KJE (European Union) has been evolving since the European Union (EU) and has been gradually moving into areas of law that were originally seen as not being within their scope. If a book is discussing EU law (usually expressed as “directives”) or discussing the various treaties that serve as the constitution for the EU, and even if they are discussing proposals to extend EU law into areas it currently does not cover, the work classes in KJE. If it is a comparative law work of EU members, especially in an area the EU does not control, it still goes to KJC (even if the most specific geographic subdivision is “European Union countries”). A “clue” is to look for a discussion of Switzerland, Norway, Turkey or Russia, which are the major European countries not in the EU— if the book includes them in a comparative law discussion, the book usually goes to KJC. Note that even though Russia is in KL, a work comparing Russia and European countries goes to KJC. One last “cheat:” the Council of Europe and the European Court of Human Rights are broader than the EU, so any work about them goes to KJC. A final caveat: many writers are using the adjective “European” to mean EU even though Europe is bigger (and who are we to complain, as we use “American” to refer to the USA, much to the annoyance of the other countries in our region).

Australia raises interesting questions. First, it is often included in an “Asian/Pacific” region that includes and is dominated by adjacent areas that would otherwise clearly be KNC. It seems most catalogers will put such works in KNC (perhaps on the logic it is primarily about Asia and include Australia in the record under the LCSH 20% rule). There are also some books published that combine Australia and New Zealand, offering the option of putting them in KVB (a “region” consisting of those two countries) rather than to class with Australia in KU (since such works are often almost all about the much larger Australia, leaving it to subject headings to bring out New Zealand).

Non-Geographic Groups of Countries

There are many groups of countries that are the frequent subjects of comparative law for which LCC has no way of distinguishing. Works on “Developing countries” or “OECD countries” are still simply “K.” While subject headings can distinguish between African countries that are in different regions, or those with French or English as the language of their legal systems, LCC dumps them in KQC. While there is an instruction to put works on the “common law” in KD, which made sense a century ago, works on the “common law tradition” (LCSH: “English-speaking countries” or perhaps “Commonwealth countries”) in the 21st century have been consistently going to K—which is logical since the modern literature on the “common law” no longer deals with medieval English law but with the modern evolution of law in places such as North America, Australia, India and English-speaking Africa. If authors write about a group based on a region

not defined by the continents and regions, LCC fails to provide a tool for catalogers to use (though LCSH and sometimes *Resource Description & Access* can fill in).

Suggestion

To a certain extent, understanding where to put things relies on having an experienced cataloger who can walk over and chat with the Policy Specialist who wrote most of the law schedules (wink emoji). A serious effort to insert references and instructions in the schedules and tables will benefit everyone else.

This is not an official policy statement from LC.

COLLECTION DEVELOPMENT

Eyeing CourtListener

*Adrienne DeWitt
Campbell University*

The leaves are falling, finals are around the corner, and soon it will be winter break. This means it is time for me to share with you free legal research tools I have discovered throughout the year. This year, I am going to tell you about CourtListener. CourtListener is a free online research platform brought to you by the people from the Free Law Project.

The Free Law Project is a 501(c)(3) organization dedicated to providing free access to court documents. Back in 2009, a group of free access to information pioneers created RECAP, a Firefox/Chrome add-on that automatically donates documents purchased from PACER (Public Access to Court Electronic Records) to a public repository hosted by the Internet Archive. In recent years, the creators of RECAP have developed a new, more sophisticated interface with more searching and browsing options. You can find the new interface on COURTLISTENER, <https://www.courtlistener.com/recap> (last visited November 20, 2017).

CourtListener not only houses the RECAP archive, but it also provides access to oral arguments, a visualization tool that can be personalized and embedded on your website or blog, and an impressively robust archive of court opinions. While it still has a few glitches and is not comprehensive in its coverage, its content is impressive, and the fact that it is free makes it even more appealing. In addition, it boasts some pretty cool add-ons, such as the ability to embed content created on their website into your own, the ability to sign up for notifications on certain cases, and the ability to create your own Podcast from their oral argument archive. For free.

When you open CourtListener, you will see links to the various collections under its header. Click on a link, and it will take you to a search page. Scroll down, and you will find information about the collection and content.

For example, click on Oral Arguments, and you will first see your search options. You can choose a big box search, or you can provide more information, such as judge names, dates, and docket number.

Scroll down farther, and you will see that this archive was created in partnership with the Columbia University Library to create the Oral Argument Collection. Contents include oral arguments from the Supreme Court, the Federal Circuit courts, and from some state courts, as well as information on how you can also create custom Podcasts with only the information that you want to hear. For more information on COURTLISTENER ORAL ARGUMENTS, visit <https://www.courtlistener.com/audio/> (last visited November 20, 2017).

Despite its RECAP fame, the people behind CourtListener have opted to make its Opinions link its landing page. There you will see how you can “search millions of opinions by case name, topic, or citation,” and that it is “updated constantly.” Scroll down, and you learn that there are “approximately 3.4 million orders and opinions from approximately 1.5 million federal district and bankruptcy court cases dating back to 1960” available within the database. See FREE LAW PROJECT <https://free.law/2017/08/15/we-have-every-free-pacer-opinion-on-courtlistenercom/> (last visited November 20, 2017). Of course, you can freely access written orders and opinions on PACER, too. *Free Written Opinions*, PACER SERVICE CENTER (January, 2006), <https://www.pacer.gov/announcements/quarterly/qa200601.pdf>.

While the idea of using CourtListener to pull opinions and avoid PACER is awesome, it is not exactly accurate. Like PACER, CourtListener will only pull an opinion if it has been marked by the court as an opinion. Even if the document has the word “opinion” in its title, CourtListener will not include it if the court does not mark it first as an opinion.

We discovered this by accident when we were asked to help a student find a recent district court opinion using a free online resource. We went straight to CourtListener because we were looking for a district court opinion. When we could not find it, we verified it was an opinion by looking on the other paid subscription platforms (which we could do because we were not the student). It was, and yet it was not on CourtListener.

Therefore, we did what any good librarian would do. We emailed the Free Law Project and asked what is up with not being able to find a district court opinion from their archive of free opinions database. That is when we learned that it is the duty of the courts to mark a document as an opinion. If the courts do not mark it an opinion, Free Law Project cannot pull it, even if the document title is “Opinion,” as ours was.

Does this mean that CourtListener fails the legal research test? No. There is something about CourtListener that reminds me of Ravel. Personally, I think it is the visualization page. Regardless, this is a legal research platform being offered by a non-profit institution that is dedicated to providing open access to the law. There will be glitches, but given how far they have come and their plans for the future, I think that CourtListener is something to keep an eye on. I make sure to point it out to our graduating students, and often times, I will use RECAP first before turning to PACER or Bloomberg for docket searching.

For more information, see the Free Law Project’s website. FREE LAW PROJECT, <https://free.law/> (last visited November 20, 2017).

Have a great break!

DESCRIPTION & ENTRY

Summary of Legal Cataloging Forum: Quarter 3

*Jesse Lambertson
Georgetown University*

On 14 September 2017, Yan Liao (Clara) hosted the third quarterly 2017 Legal Cataloging Forum at the Library of Congress, Madison Building.

This event is easiest for DC area Metadata/cataloging folks, of course, but plans are underway to open the event to more and more people.

The Q3 (14 September) event was comprised of three topics:

- European Union (EU) as non-jurisdiction in Library of Congress Subject Headings (LCSH).
- England versus Britain as a jurisdiction.
- Physical description 300 \$b as controlled vocabulary.

Aaron Kuperman presented on the first two topics, and yours truly, Jesse A. Lambertson, presented on the third.

European Union as non-jurisdiction in LCSH: *\$z European Union*—as opposed to *\$z European Union Countries*—as opposed to *\$z Europe*—as a geographic subdivision for resources on Law in Europe.

Library of Congress does not recognize the European Union as a jurisdiction and thus cannot be used as a 151. This restricts it from being used as a \$z in Subject Headings under LCSH rules for 650 _0.

Rather, the European Union is a corporate body and accomplishes its role as an access point in records under 110 2_ : European Union.

Example of European Union countries as an appropriate geographic subdivision:

- EU criminal law and policy
- KJE7595 (discussion of EU law)
- Criminal law ‡z European Union countries.
- NOT:** Criminal law ‡z European Union

England versus Britain as a jurisdiction: Emphasizing the tendency to record incorrect jurisdictions without properly distinguishing United Kingdom of Great Britain vs. England & Wales.

Legally, “Wales is just a region of England,” even if it has its own political and social/cultural identity.

This causes variance in usage, but Aaron suggests using “extent” in statutes and reference to courts to clarify any confusion when adding jurisdictions—because there are differences, depending on the areas of law.

Physical description 300 \$b as controlled vocabulary: Inspired by a Program for Cooperative Cataloging (PCC) listserv thread regarding standard terminology in \$c (Qualifiers) under the Authorized Access Points—the idea here is to talk about the possibility of using a controlled vocabulary for physical descriptions in 300 \$b.

We already use authorized names and terms in 372, 373, and 374 while doing authority work, and we have agreed, within *Resource Description & Access (RDA)*, to use a list of terms in 300 \$b physical description, \$b illustrations, \$b maps, etc.—but there is no equivalent subject heading for “Illustrations” in LCSH.

I asked about the possibility of taking the same approach we use in authority work. We use the plural in all these subject areas as terms, or perhaps adding an \$i before \$b, acting as a relationship designator for materials such as maps.

For instance, I asked about the possibility of this: 300 ## \$i collection of \$b Jurisdictional maps (which neither exists currently in LCSH nor LC’s genre/form thesaurus).

It was a good forum, and I hope the remote access will enable more people to attend.

Software as a Service: Adobe Acrobat Professional and the Move to Adobe Creative Cloud

THE INTERNET

*Wilhelmina Randtke
Florida Virtual Campus*

Over the past few years, Adobe phased out perpetual license desktop versions of Adobe Acrobat Professional, and the software is now available for purchase only through a monthly subscription service to Adobe Creative Cloud. This is a situation that has been brewing for a long time, and the same situation is coming with all kinds of office software beyond Acrobat Professional. It leads to new challenges for law firms, records managers, and librarians working with digital libraries.

Background: Phase Out of Desktop Licenses and Exclusive Sale of Monthly Subscription Cloud Licenses.

Adobe Acrobat Professional is the definitive software for manipulating PDFs. It is not the only option, but from my personal explorations into alternatives, it pretty much is the only option. There are good alternatives for manipulating images and Microsoft Office files, but alternatives for manipulating PDFs tend to have limited features.

A few years ago, Adobe began to transition users to Adobe Creative Cloud.

Before that, going back to the 90s, Adobe would put out different numbered versions of Adobe Acrobat Professional (i.e. version 1, version 2, version 3, and so on). Those numbered versions were desktop software that you install and run. Assuming your computer had a compatible operating system, you would buy it once and run it forever, as long as you had access to a compatible operating system. Availability of a compatible operating system is a whole other can of worms, but a “shelf life” of 15 years for a single purchase seems realistic, based on me being able to run version 9, which came out in 2008 and for which support ceased in 2013, on a Windows 10 machine with no trouble. Each version had slightly different features. In general, newer versions can open older files, although some features in an older file might not be accessible in a newer version of software. For example, there was better support for embedded links in a PDF in very early versions, and newer versions of the software cannot necessarily access those. Each version also has a slightly different interface, with buttons moved into different menus.

Then, in 2011, Adobe released Adobe Creative Cloud, which is internet-based software where you download the software, then it authenticates monthly as you pay a monthly subscription for continued access. A subscription package includes Adobe Acrobat Professional as well as a group of other programs published by Adobe, which might include Photoshop, Dreamweaver, and Illustrator. Payment is by a monthly subscription fee. Over the next few years, Adobe stopped selling licenses to products that had moved to Adobe Creative Cloud. For Adobe Acrobat Professional, this came in a phased approach. The general public was no longer able to buy Adobe Acrobat Professional licenses starting in 2014, but governments and non-profits could still purchase licenses to a desktop version for employees.

As of this year, it is impossible to purchase a license for desktop Adobe Acrobat Professional from Adobe. My guess is that some governments can still purchase it, for example, if a government entity has a regulatory requirement for buying a license rather than getting cloud access and puts up a fight. However, that is definitely going to phase out. One now has to purchase from eBay or another alternative marketplace in order to get a perpetual license to desktop software. This causes trouble with purchasing in an organization of any size. It is probably impossible to get a large set of licenses for the same version of the software, and having the same version is important if there is to be central tech support. For governments or organizations with purchasing policies, it might be nearly impossible to purchase from an alternative source at all. Eventually, only used copies or existing licenses will be available.

In addition, just as large organizations will have a central office which phases out things like Windows XP, large organizations will eventually begin phasing out desktop installs of Adobe Acrobat Professional. Reasons for that include security concerns over unsupported software and license management issues. As of October 2017, all desktop releases of Adobe Acrobat Professional are now unsupported by Adobe. Reasons also include concerns over tracking licensing information. In general, any organization aspires to track and maintain licenses centrally, but in my experience, there is usually a taskmaster, and turnover in that person's position can make it difficult to know what licenses and how many of each were purchased in the past. Anecdotally, what I am seeing in higher education in Florida is universities and colleges where the central IT office is phasing out desktop installs of Adobe Acrobat Professional—either by refusing to install existing licenses for employees newly setting up with the software and putting them onto Adobe Creative Cloud instead or by requiring all employees to go to Adobe Creative Cloud with no one grandfathered in. Previously, when an employee left, the license might be reassigned within the organization, but that is no longer being done, and organizations are accelerating the transition rather than keeping on using the purchased versions.

Pricing and Access Issues

The obvious impact of the move to software as a service is in pricing and access issues. A monthly subscription fee means casual users who only need access to the software a few times a year have to pay a relatively high amount per use and probably will not get a license at all. For perspective, in 2014, academic licenses for Adobe Acrobat Professional were around \$70 for a one-time purchase, while Adobe Creative Cloud was a \$20 monthly fee. Fees for a private entity are higher for both perpetual license and subscription. The dynamics of pricing almost certainly mean that some people who previously would have had access to the purchased software now will not have access. This affects solo practice lawyers, who might previously have purchased a license and kept using it for years and who now will be faced with something like a small cell phone bill to be able to manipulate PDFs versus using other less full featured software to manipulate PDFs. This affects law offices, where maybe only a few select employees will get the subscription software and there is a periodic reassessment of who gets it. Before, there probably would have been a one-time decision to buy a bunch of licenses and then issue or restrict them primarily on the basis of whether or not the employee had access to any records systems where someone might say “that software lets you tamper with documents, so no one with access to this records system should have this software” or some other security policy might block access. Now, with a monthly fee, financial concerns are probably a bigger issue in determining who gets access and who in a firm or library has the software. Additionally, who gets it is probably an opt-in with some hoops to jump through, whereas before it was probably an opt-out.

Authenticity and Workflow Issues

In my current job, I work with libraries to prep files for uploading to digital libraries. As part of that, I will sometimes discuss workflows for prepping files. The kinds of concerns that come up are things like if you run optical character recognition on a PDF, are you also resampling the images in that PDF or not? Adobe Acrobat Professional has a setting for whether or not to resample when running text recognition. Workflows vary from one version of the Adobe Acrobat Professional software to the next in terms of where the settings buttons are located. For me, I like knowing that the other person has desktop software because then there is a clear version of software I can look at, the workflow gets set up once, and the version of software the person is using stays exactly the same with the buttons staying in the same place. With software as a service, an update to software might be forced centrally, and that might change default settings or introduce new options. A central update also might roll out without the change being apparent to whoever is using it. That might result in a workflow that introduces problems into files, and the problems might show up much later in an audit or check of files, only after the faulty workflow has been in place for a long time and affected many files.

The materials I work with are things like old postcards and newspapers, which have long-term value for our culture as people, as historians, and as artists. Nevertheless, they do not have the same issues related to authentication that something like evidence in a court case would have. The issue is not that people have to be careful handling files and do audits. Instead, the issue is that with specific releases of desktop software and a closed system, it is more apparent when exactly a workflow needs to be set up or checked. A next version can be scheduled and installed when the person using or reviewing it has a

block of time to check over feature changes and understand those changes. With software as a service and rolling updates, and especially with cloud-based platforms, an update could come out at a bad time when no one is available to review it.

In the context of legal documents, this is problematic. First, there might be a need to go back and look at an older workflow and older software release in order to verify what the software was doing. One might need to prove that five years ago, if this specific workflow was used on this set of PDFs, then metadata remained intact for files embedded in the PDF. With software as a service, it might not be possible to get back to a specific version of the software and check over what the impact was of a specific workflow in the past. Second, there might be an issue of a change to software rolling out that causes trouble with workflows, with the problem discovered much later after originals are no longer available.

Conclusions

There is not much to think through other than the broad issues raised by software as a service. Everyone has to deal with this. In the near future, more and more software programs will move to an internet-delivered software as a service model, and the only concrete thing to do is to understand the issues in order to try to address them. Our field has unsettled issues in other areas, such as licensed access to electronic rather than owned law books, and the future keeps happening regardless of whether or not a neat, sensible solution exists.

LIBRARY METRICS

Cost/Value Analysis for Metadata Creation

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The value of library catalog records and other metadata may seem obvious to those who create the metadata. In an ideal world, we would all be able to spend as much time as we need in order to create as much metadata as is needed to describe perfectly each item in our libraries' collections. However, it is all too common for libraries to be operating in a "do more with less" environment, and questions may arise as to the value of spending so much time on metadata. Librarians may begin to desire to measure the value of metadata creation. It turns out that this can be difficult to measure in a meaningful way, but some librarians have attempted to develop metrics in order to do a cost/value analysis for metadata work.

In a presentation given at the Society of American Archivists annual meeting in 2010, Joyce Celeste Chapman of North Carolina State University Libraries discussed studies that she and her colleagues have done in order to begin to assess the value of their library's metadata creation. Their study focused on metadata for archival materials, but I feel that its results are applicable to metadata creation for other kinds of library collections as well.

For their study, Chapman and her colleagues chose to focus on a narrow definition of value: discovery success. Specifically, they chose to define "discovery success" in terms of the Functional Requirements for Bibliographic Records (FRBR) user task identification: "the process by which a user confirms that the item described corresponds to what they were searching for" (Chapman, p. 4).

In the study, researchers performed five discovery tasks using archival finding aids; during the completion of these tasks, their use of various metadata elements was observed. These participants were then interviewed about their perceived usefulness of the metadata elements in the finding aid. Three methods analyzed the usage of metadata elements: a behavior score, based on observations of the researchers; a rank score, based on the participants' ranking of the metadata elements' usefulness; and a frequency score, based on participants' discussion of how frequently they used each of the data elements.

Interestingly, the three types of analysis for the study produced identical results in ranking the different metadata elements. From most useful to least useful, the rankings were:

1. Collection inventory
2. Abstract
3. Subject Headings
4. Scope Note
5. Biographical Note (Chapman, p. 13)

For the cost aspect of this study, Chapman and her colleagues then studied the amount of time it took for catalogers and archivists at NCSU to create these metadata elements. One notable finding was that the creation of biographical notes took a disproportionately high amount of creation time, compared to its value to researchers. In one of the two archival

collections studied, biographical note creation took 51 percent of total metadata creation time, and for the other collection, it took 43 percent.

This was a very small study, and it is not necessarily true that its results are generalizable to other areas of metadata creation in other institutions. However, it is interesting to think about the many metadata elements we spend our time creating, and which ones are most useful to our library patrons.

Chapman and her colleagues chose to focus on discovery success as a measure of value for metadata creation, but there are other ways to define value. Shortly before Chapman gave her presentation, the American Library Association (ALA) Task Force on Cost/Value Assessment of Bibliographic Control published its final report. While it is difficult to define value when it comes to metadata creation, this task force's seven operational definitions of value were:

1. Discovery success
2. Use
3. Display understanding
4. Ability of our data to operate on the open web and interoperate with vendors/suppliers in the bibliographic supply chain
5. Ability to support the FRBR User Tasks
6. Throughput/Timeliness
7. Ability to support the library's administrative/management goals (American Library Association, p. 2).

The definition of cost, as part of a cost/value analysis, is somewhat more difficult to define. In fact, in its final report, the Working Group shied away from this area, stating, "While it is possible to outline elements contributing to the cost of cataloging (and work has been done in this area), it is difficult to evaluate those metadata costs, and to determine whether those costs are currently too high, without first having a clear understanding of value" (American Library Association, p. 2). In an article entitled "Assessing the Cost and Value of Bibliographic Control," Erin Stalberg and Christopher Cronin (2011), two of the members of the Working Group delve a little more deeply into the work done in the area of cost. They give the following as possible measures of the cost of bibliographic control:

- Salary and benefits multiplied by the time for new record creation (for all bibliographic control activities, including searching for copy, original description, MARC encoding, classification, subject analysis, authority work, and local practices that vary from greater accepted practice)
- Cataloging tools (including Cataloger's Desktop, Classification Web, OCLC, *RDA* Toolkit, WebDewey, etc.)
- Database maintenance (salary and benefits multiplied by the time on bibliographic and access (URL) corrections, vended authority control services, vended record upgrade notification services, activities such as "typo of the day," etc.)
- Overhead (training, policy development, documentation, cooperative cataloging arrangements, the systems that they are built on, the practices that grow up around them, etc.) (Stalberg and Cronin, p. 7)

It can be difficult to determine the concept of value in a library environment since we do not have the same objective measures as a for-profit organization. However, the resources I have summarized here raise some interesting ideas about determining the value of metadata work in relation to its cost.

Reference

American Library Association Task Force on Cost/Value Assessment of Bibliographic Control. 2010. *Final Report of the Task Force on Cost/Value Assessment of Bibliographic Control*. http://connect.ala.org/files/7981/costvaluetaaskforcereport2010_06_18_pdf_47879.pdf

Chapman, Joyce Celeste. 2010. "User Feedback and Cost/Value Analysis of Metadata Creation." https://www2.archivists.org/sites/all/files/saa_description_presentation_2010_chapman.pdf

Stalberg, Erin and Christopher Cronin. 2011 "Assessing the Cost and Value of Bibliographic Control." *Library Resources & Technical Services*, 55 (3). <https://journals.ala.org/index.php/lrts/article/view/5501/6757>

Reducing Anxiety in the Workplace

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According to the National Institute of Mental Health, 18.1% of the adult US population suffers from an anxiety disorder.¹ Most people regularly experience anxiety—the body’s normal, temporary reaction to stress, but for almost 1 in 5 of Americans, persistent anxiety overwhelms us and negatively affects our day-to-day living.

However, if someone in your organization has chronic anxiety, there is a good chance you don’t know it. An Anxiety and Depression Association of America survey found that only 40% of those who say that anxiety significantly interferes with their work have actually spoken to their employer about it. Those surveyed said their reluctance comes from fear that:

- their boss would interpret their condition as a lack of interest or unwillingness to work
- they will be labeled as “weak”
- it will affect their opportunity for promotion
- they will no longer be taken seriously.²

What can managers do to create a positive environment for those with chronic as well as occasional anxiety? The first step is to let staff know that their mental health is genuinely valued, and any disclosure of mental health issues will lead to support, not discrimination. Broadly, you want to encourage a good work/life balance, communicate openly, promote positive working relationships, and support flexible working practices, if possible.³ The World Health Organization says that in a “healthy” job, the pressures on employees are appropriate in relation to their abilities and resources, the control they have over their work, and the support they receive from people who matter to them.⁴

Although anxiety is personal and triggered by different stressors, there are specific measures managers can use to help alleviate workplace anxiety:

Be predictable: clearly communicate staff responsibilities and expectations. Don’t regularly ask staff to do things outside their job descriptions and/or their comfort zones.

Allow for personalization: people with anxiety often struggle with a sense of control. Allow staff to personalize their workspace, workflow, and schedule as much as possible. If you have annual goal setting as part of your evaluation cycle, encourage staff to set some of their own goals.

Don’t catastrophize: the only thing that is the end of the world is the end of the world. Everyone makes mistakes, and even when a mistake involves money (paying for a subscription instead of cancelling it; paying for something out of the wrong fund), a fix is usually possible. Managers who calmly fix problems and demonstrate resiliency encourage their staff to do the same.

Be realistic: if your staff is already working at capacity, don’t start or take on other projects without at least trying to pull in other people. If that isn’t possible, clearly delineate this shift in departmental priorities so staff can adjust their workload. Every project cannot be the *most* urgent.

Tone down toxicity: explicitly discourage gossip and negativity. Even when facing significant problems (budget cuts, declining enrollment), stay outwardly positive. Jeffery Miller, author of *The Anxious Organization* (2008), notes that workplace anxiety is highly contagious; in order to relieve his anxiety, John shares it with Jane, who passes it on to Carl, who then shares it with Sam. The entire organization can spiral into a telephone game cycle of anxiety with no clear point of origin.

Respect boundaries: don’t expect staff to respond to workplace communications around the clock. Tell them you will call them if there is an actual “emergency” so they do not feel compelled to check their email. Also, encourage staff to turn off their email during the day—perhaps they could check email at the top of the every hour, rather than leaving it open all day and being constantly distracted by pings.

Organize: clutter is a common stressor, so ensure shared workspaces (digital as well as physical) are as organized as possible. Set a good example by keeping your own workspace organized. Share organizational tools and apps—many have free versions, such as Remember the Milk at <https://www.rememberthemilk.com/>, and Pinterest can lead you to many free printable organizer pages at <https://www.pinterest.com/snippycups/printable-to-do-list/?lp=true>.

Encourage wellness program participation: consider allowing staff to attend in-person or online wellness programs during work time. If your organization does not have a wellness program, acknowledge the importance of wellness practices at work and recommend free apps/programs such as Calm at <https://www.calm.com/>, Insight Timer at <https://insighttimer.com/>, and Aura at <https://www.aurahealth.io/>.

Break it down: break big projects down into measurable steps and recognize completion of these steps.

Support collaboration: encourage staff to ask for help and offer help to co-workers. Praise teamwork.

Check-in: some staff might benefit from regular coaching sessions; offer to meet more regularly than your annual evaluation cycle dictates.

Other resources for information about workplace stress and anxiety include the National Institute for Occupational Safety at <https://www.cdc.gov/niosh/topics/stress/>, the American Psychological Association at <http://www.apa.org/topics/workplace/index.aspx>, and the National Institute for Mental Health at <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>.

Endnotes

- 1 <https://www.nimh.nih.gov/health/statistics/prevalence/any-anxiety-disorder-among-adults.shtml>
- 2 <https://adaa.org/workplace-stress-anxiety-disorders-survey>
- 3 https://www.mind.org.uk/media/43247/Resource1_Mentally_Healthy_workplacesFINAL_pdf.pdf
- 4 http://www.who.int/occupational_health/topics/stressatwp/en/

OCLC

Announcements from OCLC

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OCLC-MARC Update 2017

On September 9, OCLC installed changes related to the OCLC-MARC Update 2017. This update implements MARC 21 Bibliographic and Holdings format changes announced by the Library of Congress in MARC 21 Updates Number 23 (November 2016; http://www.loc.gov/marc/marc21_update23_online.html) and Number 24 (May 2017; http://www.loc.gov/marc/marc21_update24_online.html), as well as all MARC codes announced by the Library of Congress between June 2016 and May 2017.

Details of the 2017 Update are available in *OCLC Technical Bulletin 267*, which is available at <https://www.oclc.org/support/services/worldcat/documentation/tb/267.en.html>, including:

- New code “n” in Bibliographic Leader/18 (Descriptive cataloging form; “Desc”) is defined for “Non-ISBD Punctuation Omitted.”
- Bibliographic format Score 008/20 (Format of Music; “FMus”) has new code “p” for “Piano Score;” code “b” re-described and renamed “Miniature or Study Score;” and codes “i” (Condensed score), “k” (Vocal score), “l” (Score), and “z” (Other) re-described.
- Bibliographic field 028 has been redefined and renamed “Publisher or Distributor Number;” has First Indicator renamed “Type of Number;” has First Indicator code “1” (Matrix Number) re-described; has First Indicator “3” renamed to “Other Music Publisher Number;” has First Indicator code “4” renamed “Video Recording Publisher Number;” has a new First Indicator code “6” for “Distributor Number;” has subfield \$a renamed “Publisher or Distributor Number;” and has subfield \$b (Source) re-described. There have been corresponding clarifications to Bibliographic field 037.
- Bibliographic field 340 (Physical Medium) has new subfield \$g defined for “Color Content.”
- Bibliographic field 382 (Medium of Performance) has new subfield \$3 defined for “Materials Specified.”
- Bibliographic field 647 has been defined for “Subject Added Entry—Named Event.”
- Bibliographic field 885 has been defined for “Matching Information.”
- New subfields \$0 (Authority Record Control Number or Standard Number) have been defined for many existing Bibliographic fields.
- Subfield \$4 has been renamed “Relationship” consistently throughout the Bibliographic format.

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- Subfield \$6 (Linkage) has been defined in over 230 Bibliographic fields where it has been defined by MARC 21 and in corresponding local OCLC fields.
 - Subfield \$8 (Field Link and Sequence Number) has had the new Field Link Type “u” defined for “General Linking, Type Unspecified” in both Bibliographic and Holdings records.
 - New Holdings field 347 “Digital File Characteristics” is defined.

Additionally, OCLC has validated MARC codes announced in fourteen LC Technical Notices (<http://www.loc.gov/marc/marcginf.html#naa>) issued between June 2016 and May 2017. OCLC has also converted all existing Bibliographic fields 260 (Publication, Distribution, Etc. (Imprint)) subfield \$d (Plate or Publisher’s Number for Music (Pre-AACR2)) to field 028 and will make field 260 subfield \$d obsolete.

Although Technical Bulletin 267 documents MARC 21 Authority Format changes from Updates No. 23 and No. 24, implementation of the Authority record changes will not occur at this time but at a future date in coordination with the Library of Congress and the Name Authority Cooperative (NACO) of the Program for Cooperative Cataloging (PCC). LC, NACO, and OCLC will make announcements at that future date.

New OCLC Dashboard to Check Real-Time System Status

On September 7, 2017, OCLC sent an announcement to the OCLC-CAT list to share that they have launched a new way to check the real-time and planned status of OCLC systems and applications. As of September 30, 2017, Systems Alert messages will cease distribution through this listserv. View the new OCLC System Status Dashboard at <https://oclc.service-now.com/status>, and be sure to sign up for email notifications.

With the new dashboard, you will receive targeted email notifications to the OCLC systems and applications you care about through your regional data center with your local time. This will cut down on extraneous alerts about systems that do not affect you, and you will no longer have to convert notices to your local date and time. You can also view the dashboard at any time to check the real-time status of our systems.

To learn more about this change, see the FAQ at <http://www.oclc.org/support/systemalerts.en.html>. System Alerts will cease distribution via the OCLC-CAT list after September 30, 2017.

OCLC Annual Report

The OCLC 2016-2017 Annual Report is available at <http://www.oclc.org/en/annual-report/2017/home.html>.

According to OCLC’s announcement of the report, distributed on October 24, 2017, highlights from the past year include:

- Expanding WorldCat by 20 million records, increasing its value as an essential global hub for library metadata.
- Adding more than 2,000 new collections from 150+ new providers to the WorldCat knowledge base.
- Revolutionizing resource sharing with the world’s first cloud-based ILL management system.
- Enhancing WorldShare Management Services with more than 150 new features—70% driven by member feedback.
- Seeing both innovation and growth in our membership activities to provide opportunities for learning from colleagues, peers, and OCLC staff.

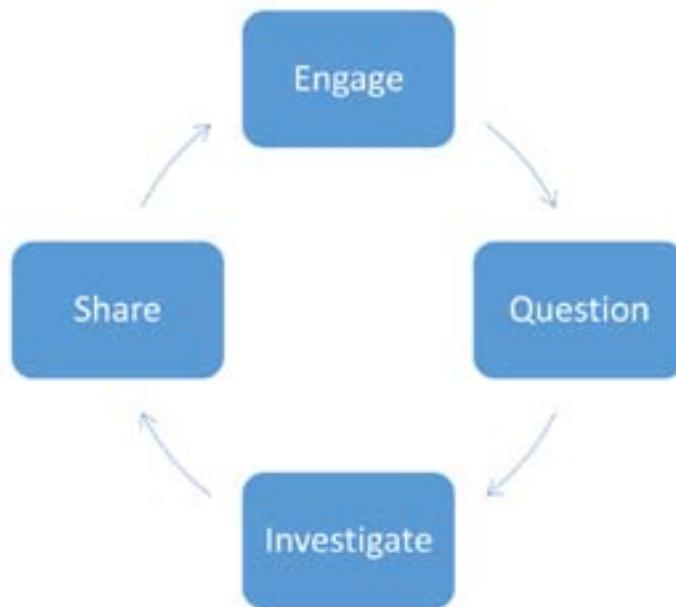
RESEARCH & PUBLICATIONS

Engage-Share-Question-Investigate: The Librarian Professional Development Cycle

Hollie White
Curtin University

Introduction

With the end of the Australian school term in November, I used the last week of my cataloguing class to talk to my students about the importance of engaging with others and giving back to the professional beyond the day-to-day job of being a librarian. What I came up with was the following structure: Engage – Question – Investigate – Share. These four components make up the professional development cycle for librarians. What follows is a brief discussion of each of these parts and how they relate to the purpose of this column: research and publication.



Engage

The first component and sometimes the start of professional development is Engage. When we engage beyond the classroom, this means:

- joining professional associations,
- finding out what resources are available,
- participating in online discussion groups and communities,
- meeting people in the profession who do what we do.

Engaging means finding that place where one can ask questions and feel welcomed.

Question

Asking questions and being a problem-solver is central to the role of the law library technical services librarian. Questioning takes the form of asking others and ourselves why we do things a certain way or if there are ways to make what we do better. We must constantly implement new services or learn new rules and systems—questions are central to that process.

Investigate

Once we have questions and an engaged community, investigation is the next step. Investigation comes in many forms:

- asking a question on a discussion board or online group,
- conducting a formal study of users,
- running statistical programs on data already collected,
- pulling together different readings on a subject of interest.

Investigating happens naturally to librarians. We want to find the answers to our questions, and investigation allows us to know what we need to do our jobs.

Share

Once we have the answers to our questions based on the investigation we conducted, sharing is the next step. Sharing, however, does not happen as often as it should. It is not good enough to know the answer ourselves and stop or just share the answer to our question with our own library staff. True sharing means sharing with the profession. Forms of sharing include:

- posting results on a listserv,
- writing a short column for a newsletter (like *Technical Services Law Librarian*),
- writing a blog post,
- presenting at a conference (program or poster!),
- publishing a paper in a journal.

Sharing means giving time and energy back to the library community for the betterment of us all. Go back to that community we engage with and share.

Conclusion

In Australia, librarians do not need to publish or share research to keep their jobs, but that means library students and library practitioners do not get to see or read about things happening in Australian libraries. In American law libraries, the same is true for digital, metadata, and technical services librarians. Where is all the recent law library research on metadata, preservation, acquisitions, serials, and digital services beyond legal research? If we do not engage, question, investigate, or share, then we let others represent what our libraries should look like without including us in the picture.

We practice librarianship in a time of changing technologies, limited time, and shrinking budgets. Often, this leaves little energy for engaging with the profession outside the normal day-to-day job. Constant change is the new normal. It is through these interactions, with other professionals in person or online; at conferences or in a webinar/discussion group; or through publication and research, that our work receives its true value. The potential to help not only our own libraries or patrons, but also a larger community of practitioners, is great when we **Engage, Question, Investigate, and Share**.



SERIALS ISSUES

Angela Hackstadt
University of Arkansas

As a professional law librarian, I have worked in technical services as a Serials and Acquisitions Librarian, and I teach practical legal research skills to second- and third-year law students. My responsibilities have shifted over the years, and I know that other technical services librarians have found their responsibilities changing as job descriptions reconfigure to meet the evolving needs of our respective institutions. Law librarians may find that their new responsibilities overlap with emerging issues in scholarly communication, namely practices that revolve around the use of open access sources.

We, as librarians, can align ourselves with scholarly publishing endeavors as experts in our own right. As information literacy experts, we are in a position to evaluate open access resources for authority, currency, and quality of content. We can evaluate the review process to determine how open access journals select content and the functionality of the resource. We can promote open access journals as suitable sources for research and as suitable places to publish scholarship. As open access gains acceptance, students should know how to evaluate resources beyond what they will encounter in their academic programs.

Libraries can elevate the status of open access resources by including selections in the library catalog. This would require collaboration within the library between reference librarians, collection development teams, and technical services. Depending on funding sources, open access publishing may be required by law or as a condition of a grant. This is an excellent opportunity to educate students and faculty about authors' rights. We can empower researchers to decide how they publish and to assert their rights as information creators. Libraries can lead the way by incentivizing the use of open access resources and providing publicity for scholars who publish in these formats.

Librarians tasked with instruction may lead the way in adopting and developing Open Educational Resources (OERs). OERs include textbooks, syllabi, assignments, or other educational products that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs provide a free or low cost option for students, and they provide flexibility for faculty because they are customizable. OERs promote open access. They require knowledge of copyright, authors' rights, and licensing practices, and deploying them will take collaboration among stakeholders from several campus departments. Librarians can assist with the development of Open Educational Resources by lending our expertise in legal research, copyright, metadata, and design.

Promoting institutional repositories and data management resources is another way law librarians can promote open access. Madeline Cohen states in her recent article in *Codex: the Journal of the Louisiana Chapter of the ACRL*, "the repository serves as the basis for partnership between faculty as authors and librarians as curators who provide access to the scholarly output of the university community." Cohen goes on to point out that librarians have vital roles in digital repositories, including liaisons as open access ambassadors, catalogers as metadata providers, and reference librarians as content recruiters.¹

Law librarians are in a position to leverage relationships with law faculty to communicate faculty needs to institutional research departments and to institutional repository coordinators. We can develop a data curation profile or map a network of knowledgeable individuals in the library and in university departments who can assist faculty. If there is no departmental or institutional data management plan, librarians can assist in developing plans, templates, or best practices.

Subject knowledge, information literacy expertise, and professional relationships mean that law librarians are well equipped to meet the challenges of scholarly communications, whether in public services or technical services. As the roles of technical services librarians evolve, librarians and administrators have the opportunity to formalize scholarly communications practices and to demonstrate the value of librarians' expertise to the research goals of the institution.

Endnotes

1 Madeline E. Cohen, "Learning the Basics of Scholarly Communication: a Guide for New Subject Liaison Librarians," *Codex: the Journal of the Louisiana Chapter of the ACRL* 4, no. 3 (2017), accessed October 23, 2017, <http://journal.acrlla.org/index.php/codex/article/view/129>.



SERIALS TITLES

Crystal Alberthal
University of Washington

The serials staff of the University of Washington School of Law, Gallagher Law Library recently identified the following serial cessations:

ABA Child Law Practice

Ceased with: v.36 no.6 (September/October 2017)
(OCoLC 34671060)

Asian American Law Journal

Ceased in print with: v.24 no.1 (2017)
(OCoLC 78268567)
Continued online: <http://scholarship.law.berkeley.edu/aalj/>
(OCoLC 259453956)

Boston College Environmental Affairs Law Review

Ceased with: v.44 no.2 (2017)
(OCoLC 04708380)
Content merging into *Boston College Law Review* effective with v.59 no.1 (January 2017)
(OCoLC 03898891)

Boston College International & Comparative Law Review

Ceased with: v.40 no.2 (2017)
(OCoLC 05228055)
Content merging into *Boston College Law Review* effective with v.59 no.1 (January 2017)
(OCoLC 03898891)

Boston College Journal of Law & Social Justice

Ceased with: v.37 no.2 (2017)
(OCoLC 773198135)
Content merging into *Boston College Law Review* effective with v.59 no.1 (January 2017)
(OCoLC 03898891)

Buffalo Journal of Gender, Law and Social Policy

Ceased in print with: v.24 (2015-2016)
(OCoLC 439600828)
Continued online: HeinOnline Law Journal Library
(OCoLC 439600828)

CAL Info Guide to the Administrative Regulations of the States and Territories

Ceased with: 22nd edition
(OCoLC 44646270)

California Regulatory Law Reporter

Ceased with: v.17 no.2 (winter 2001)
(OCoLC 07533749)

Cardozo Journal of International and Comparative Law

Ceased with: v.25 no.3 (summer 2017)
(OCoLC 32871478)
Content merging with *Cardozo Public Law, Policy & Ethics Journal* to begin new journal, *Cardozo International Comparative, Policy & Ethics Law Review* with v.1 in fall 2017.

Cardozo Public Law, Policy & Ethics Journal

Ceased with: v.14 no.3 (2016)
(OCoLC 52896069)
Content merging with *Cardozo Journal of International and Comparative Law* to begin new journal, *Cardozo International Comparative, Policy & Ethics Law Review* with v.1 in fall 2017.

Chapman Law Review

Ceased in print with: v.20 no.2 (spring 2017)
(OCoLC 39857347)
Continued online: <https://www.chapman.edu/law/publications/chapman-law-review/index.aspx>

Charlotte Law Review
Ceased with: v.7 no.3 (winter 2016)
(OCoLC 426482484)

Chicago-Kent Law Review
Ceased in print with: v.92 no.3 (winter 2017)
(OCoLC 01554167)
Continued online: <http://scholarship.kentlaw.iit.edu/cklawreview/>

Directory of Legal Aid and Defender Offices in the United States
Ceased with: 2011/2012 edition
(OCoLC 07097783)

Human Rights Organizations & Periodicals Directory
Ceased with: 13th edition
(OCoLC 01790837)

Insights on Law & Society
Ceased in print with: v.17 no.3 (spring 2017)
(OCoLC 44815455)
Continued online: Free via e-mail in PDF format for teachers of law, history, civics, government, and social studies. Request to receive at www.insightsmagazine.org.

Physician's Desk Reference
Ceased with: 2017 edition
(OCoLC 01311259)

Santa Clara Law Review
Ceased in print with: v.56 no.4 (2016)
(OCoLC 02842601)
Continued online: HeinOnline Law Journal Library
(OCoLC 54882936)

Tort Trial & Insurance Practice Law Journal
Ceased in print with: v.52 no.4 (fall 2017)
(OCoLC 51113437)
Continued in electronic format distributed via e-mail to ABA Tort Trial & Insurance Practice Section members only and on HeinOnline ABA Law Library Collection Periodicals
(OCoLC 60749193)

The Voice of experience: a publication of the American Bar Association Senior Lawyers Division
Ceased in print with: Vol.27 no.1 (winter 2015)
(OCoLC 104886492)
Continued online: http://www.americanbar.org/publications/voice_of_experience/2017.html and on HeinOnline ABA Law Library Collection Periodicals
(OCoLC 896365965)



SUBJECT HEADINGS

Patrick Lavey
UCLA

Rather than chastise the Library of Congress (or its critics, I cannot decide which) over the “Illegal immigrants” headings impasse, I thought we would look at new subject headings of interest to most of us. I have arranged them by general subject area, as a mere repetition of them as they appeared on the monthly lists would be intolerable.

In the area of law generally, we now have “Law—Swedish influences.” The heading “Trigger warnings” is now available for use, in place of “Content warnings (Trigger warnings).” The jurisdictional heading “Soviet Union—Foreign relations” no longer uses the period subdivision “20th century.” In addition, we now have “Walkman (Portable media player).” Not a moment too soon, in my opinion, although the heading applies to more than the old cassette tapes (its original meaning). The heading “Dwarfs” has been clarified as “Dwarfs (Persons)” and “Dwarfs (Folklore),” and associated headings corrected. “Romanies—Segregation” is available for use. “Violence in language” and “Protest camps” were added to the authority file.

In the area of criminal law, there are several new headings worthy of note. “Accounting fraud—Law and legislation” has been approved, as well as “Food fraud.” The heading “Tobacco smuggling” has been approved, in place of the very appealing Used For reference “Buttlegging.” “Crime in correctional institutions” has been approved, as has “Victims of crimes—Protection—Law and legislation.”

The Library of Congress continues to work on headings pertaining to transgender persons, gender identity, and gender nonconformity. New headings such as “Gender identity in sports,” “Transgender students,” and “Transgender people in popular culture” may now be used. Replacement of the older heading “Transgenderism” continues where used in other headings. For example, “Transgenderism—Religious aspects” has been changed to “Gender nonconformity—Religious aspects.” Existing headings such as “Female impersonators” and “Male impersonators” have been revised, removing cross-references to “Transgender people” and adding more detailed scope notes.

In the area of Family law, several new headings have appeared. “Prematurely born children” (read the scope note) and “Mothers of prematurely born children” have been approved, as has “Children of assisted reproductive technology.” “Postnuptial agreements” has appeared. It can cover the terms of a future divorce as well as one spouse settling a sum of money on the other. “Pregnancy, Unwanted” has been revised to “Unwanted pregnancy.”

In the area of international law, several new headings were approved. “Third party countermeasures (International Law)” and “Tunnel warfare (International law)” may now be used, as well as “Energy security—Law and legislation.” The heading “Judaism and international relations” joins the two subjects. The use of schools in wartime now has the heading “Schools—War use—Law and legislation.”

In the area of commercial and corporate law, a number of new headings have emerged since the June 2017 column. “Patent offices—Officials and employees” appeared. The newly established heading “Corporate reorganizations—Law and legislation” arrives after (and not before) catalogers began to use it. “Nonprofit organizations—Self-regulation” has been established, as has “Dolls—Law and legislation.” “Ships—Scrapping—Law and legislation” will enrich the headings available in the area of maritime law.

In the area of environmental law, we now have “Pumped storage power plants—Law and legislation,” “Food security—Climatic factors,” and “Introduced organisms—Law and legislation.” In addition, “Right to sanitation” was created.

There is little room for anything else. Yes, “Kardashian family” was established (from the book *Kardashian Dynasty*), and “Catwoman” and “Supergirl” are now in the Name Authority File. The unexpected heading “Nostalgia in mass media” wraps up this column.



TECHSCANS

Jacqueline Magagnosc
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Contributing authors: Caitlyn Lam, Jason LeMay, Jackie Magagnosc, Emily Dunst Nimsakont, Rachel Purcell, Lauren Seney, Travis Spence

Acquisitions

eBooks in the Law Library

A recent article in *Inside Higher Ed* asked if medical schools still need books (<https://www.insidehighered.com/news/2017/10/03/do-medical-schools-still-need-books>). The question of the role of eBooks in all types of libraries has been batted around in some form or another since the advent of eBooks. While the *Inside Higher Ed* article settles on familiar answers and case studies of paperless and hybrid libraries, it seems clear that all libraries are arcing slowly toward having eBooks as a substantial part of their collections.

Law and Technology Resources for Legal Professionals (LLRX) is addressing the state of eBooks in law libraries in a three-part series (<https://www.llrx.com/2017/10/the-state-of-law-library-ebooks-2017-18-part-one-the-landscape/>). The first part gives a helpful overview of some of the challenges and opportunities that come with adding eBooks to law library collections. Of particular interest to technical services librarians is the section on acquiring eBooks. Various platforms and modes of purchase are discussed. The article also briefly touches on issues related to integrating eBooks into the library's existing technological infrastructure.

The second article in the series promises to delve deeper into eBook acquisitions issues. The third part will present some case studies of how various law libraries have added eBooks to their collections.

eBooks in the Law Library - Part 2

Law and Technology Resources for Legal Professionals (LLRX) continues its look at the current state of eBooks in law libraries. The second of their three-part series offers a great summary of the various pricing models (<https://www.llrx.com/2017/11/the-state-of-law-library-ebooks-2017-18-part-two-brass-tacks/>) that may be encountered during the acquisitions process. There are many ownership and subscription options for eBook acquisition, and this article does an excellent job of explaining how the various plans work. It offers concise explanations for even the most confusing plans, such as non-linear lending and access to own.

Still not sure what model would work best for your particular budget? The article also offers numerous helpful tips for keeping eBook costs down while growing a collection.

The article concludes with a list of questions that should be addressed before selecting any eBook package. For example: making sure the technical requirements match the resources of your library and its users, examining the content and scope of the eBook package to make sure you're meeting your users' needs, and inquiring about user interface and other functions, such as printing and copy/pasting from the eBook titles.

This is an excellent primer for any librarian looking to add eBooks to their collection. The next article in the series will include a case study of how the author's library has built its eBook collection.

Digital Libraries Do Not Mean Cheaper Libraries

<http://www.chronicle.com/article/As-Libraries-Go-Digital-Costs/240858>

Monaghan, Peter, "As Libraries Go Digital, Costs Remain Tangible." *Chronicle of Higher Education*, August 13, 2017 (web version).

In August 2017, *The Chronicle of Higher Education* reiterated a point already understood by library technical services departments: digital resources are not always easier and cheaper than physical ones. In the law library field, we often face an issue discussed in the article: "Publishers work with vendors who bundle digital products and market them to libraries; libraries and library consortia often find themselves paying a lot for bundles that contain some material they want, along with much that they don't. Managing budgets in that environment can feel like squirming in a vise." Our library would prefer to purchase eBooks (over print) from a leading legal publisher. However, this means purchasing everything available through the platform—even little used books analyzing specific aspects of foreign law.

Beyond the acquisitions aspect, e-resources can also face other labor-intensive upkeep such as license monitoring, access issues, and discovery restrictions. Haipeng Li, library director of University of California at Merced, mentions other expenses of his modern digital library, which include the "ever-rising journal prices, the costs of making detailed catalog records of materials that users access remotely, and upkeep of computer hardware and software."

This article also highlights the growing trend of libraries as "learning commons." Librarians' roles are changing to include teaching and research responsibilities, as well as "instructional design, information literacy, and specialized areas like digital humanities and research-data management." As a librarian involved in many facets of the library, I do not condemn these efforts, but recognize that it often means increased costs.

The article states, "Some academic libraries have been removing physical books, generally quite tentatively—and often controversially—when books are 'deaccessioned' because of scant use, but most commonly when digital equivalents take their place." It cannot be denied this is a practice employed by all law libraries to some degree. A letter to the editor the following week entitled [Librarians Should Accept Fact That Most Books Aren't Available In Digital Format](http://www.chronicle.com/blogs/letters/librarians-should-accept-fact-that-most-books-arent-available-in-digital-format/) (<http://www.chronicle.com/blogs/letters/librarians-should-accept-fact-that-most-books-arent-available-in-digital-format/>) responds to the article, pointing out that many books (especially older and foreign ones) have not made the leap into digital format, and "old doesn't necessarily mean 'out-of-date'" in certain subject areas. Old often means out-of-date for the law, but with some resources unavailable in digital format, this argument is understandable.

Cataloging

White paper released: A brave new (faceted) world

<https://alair.ala.org/handle/11213/8146>

The Association for Library Collections and Technical Services (ALCTS) Cataloging and Metadata Management Section (CaMMS) Subject Analysis Committee has released a white paper by the Working Group on Full Implementation of Library of Congress Faceted Vocabularies, ALCTS/CaMMS Subject Analysis Committee, Subcommittee on Genre/Form Implementation, *A brave new (faceted) world: towards full implementation of Library of Congress faceted vocabularies*. The white paper summarizes the work done over the past ten years to develop and promote these vocabularies, and it provides detailed recommendations for their adoption in routine cataloging practice.

The vocabularies consist of:

- *Library of Congress Genre/Form Terms for Library and Archival Materials* (LCGFT), a faceted thesaurus designed to describe what a work is, as opposed to what a work is about.
- *Library of Congress Medium of Performance Thesaurus* (LCMPT) to describe the "medium of performance" (instrumentation, scoring, etc.) for musical works/expressions.

-
- *Library of Congress Demographic Group Terms* (LCDGT) developed to capture the “category of persons who created or contributed to a work or expression and the intended audience for a resource”.

The white paper provides detailed background on and recommendations for implementation of these vocabularies. Of particular interest to technical services law librarians is coverage of Technical Services Special Interest Section (TS-SIS) Classification and Subject Cataloging Advisory Working Group’s (CSCAG) work around genre/form terms and discussion of application of LCGFT to bibliographic records for law resources. Catalogers on the Library of Congress’s Law Team have been applying selected terms from the list since January 2011.

For each vocabulary, the document provides general and specific recommendations for implementation. For example, it recommends that the addition of LCGFT terms become a core requirement for Program for Cooperative Cataloging (PCC) BIBCO records wherever appropriate, and it outlines specific recommendations for updates to documentation and manuals.

Application of LCMPT, LCGFT, and LDCGT descriptive elements to authority records is explored. Addition of data from these vocabularies to authority records would enable the possibility of this data being entered once instead of repeated entry in records describing different manifestations.

In conclusion, the paper argues for full-scale implementation of these new vocabularies, with a recommended suite of actions:

- Comprehensive faceted vocabulary training for catalogers working in shared environments
- Routine creation of work-level authority records for works “embodied in or likely to be embodied in multiple manifestations”
- Retrospective implementation of faceted vocabulary terms using algorithms
- Display and granular indexing of all faceted data in bibliographic records (MARC 046, 370, 382, 385, 386, 388 and 655)
- Display and granular indexing of authority data in specific fields.

OCLC supports changing FAST terminology but says LCSH must take the lead

<http://www.oclc.org/blog/main/lcsh-fast-and-the-governance-of-subject-terms/>

Pace, Andrew Km “LCSH, FAST, and the governance of subject terms.” *OCLC Next*. September, 14 2017.

In Andrew Pace’s *OCLC Next* post, dated 14 September 2017, he addresses the discussion around changing the term “Illegal Aliens” in OCLC’s Faceted Access to Subject Terminology (FAST). Pace is the Executive Director, Technical Research at OCLC.

He states that OCLC supports the change in terminology but is committed to work with the Library of Congress (LC) and the Program for Cooperative Cataloging (PCC) and will not be making any changes to terminology without LCSH changes. As puts he it, “FAST has no history of sweeping editorial changes in headings based on pervasive cultural change without first seeing those changes in the LCSH headings from which FAST is derived.” After explaining the basics of FAST, he reiterates, “FAST has always been downstream of LCSH changes and the governance of headings that occurs through the PCC Subject Authority Cooperative Program (SACO)... We have no plans to establish a FAST governance model similar to SACO, nor an independent editorial group similar to that at the Library of Congress. FAST will follow LC’s lead.”

As of October 2017, there has been no change in the heading, but it is not likely this debate is over. As Pace points out, “Librarians are the most proactive professionals I have ever witnessed when it comes to identifying an opportunity for positive change and aggressively seeking a solution.”

Library of Congress Releases Digital Catalog Records

The Library of Congress announced it is making 25 million records from its online catalog available for free bulk download. This is the largest such release in the Library’s history. The records are at <http://loc.gov/cds/products/marcDist.php>, and they are available at <http://data.gov>.

From the Library’s announcement at <https://www.loc.gov/item/prn-17-068?loclr=ealn>:

“The Library of Congress is our nation’s monument to knowledge, and we need to make sure the doors are open wide for everyone, not just physically but digitally too,” said Librarian of Congress Carla Hayden. “Unlocking the rich data in the Library’s online catalog is a great step forward. I’m excited to see how people will put this information to use.”

The new, free service will operate in parallel with the Library’s fee-based MARC Distribution Service, which is used extensively by large commercial customers and libraries. All records use the MARC (Machine Readable Cataloging

Records) format, which is the international standard maintained by the Library of Congress with participation and support of libraries and librarians worldwide for the representation and communication of bibliographic and related information in machine-readable form.

The data covers a wide range of Library items, including books, serials, computer files, manuscripts, maps, music and visual materials. The free data sets cover more than 45 years, ranging from 1968, during the early years of MARC, to 2014. Each record provides standardized information about an item, including the title, author, publication date, subject headings, genre, related names, summary and other notes.

Discovery

OCLC Works with Wikipedia to Link Citations to WorldCat

Sources are integral to verifying facts in articles, and OCLC has been working with Wikimedia's Wikipedia Library to improve linking of citations to library materials in WorldCat. OCLC's WorldCat Search API has been integrated into Wikimedia's cite tool, an interface that "helps editors automatically generate and add citations that link back to resources represented in WorldCat."

You can get more details in OCLC's press release at <http://www.oclc.org/en/news/releases/2017/201713dublin.html>.

Information Technology

LexisNexis acquires case analytics firm Ravel Law

http://www.abajournal.com/news/article/lexisnexis_acquires_ravel_law

Rynkiewicz, Stephen, "LexisNexis acquires case analytics firm Ravel Law." *ABA Journal Daily News*. June 8, 2017.

Data is the name of the game! And now Ravel (<http://ravellaw.com/>), a legal research and litigation firm, has proved data is very profitable. LexisNexis has acquired the firm and plans to use its technology to enhance Lexis services. Ravel uses machine-learning techniques to analyze litigation records and predict the behavior of judges, firms, and courts. Ravel is also working to complete a project with Harvard University to digitize all case law in the school's library. Ravel Law chief executive Daniel Lewis says Lexis will support the effort in providing public access and expanding materials with APIs.

This acquisition shows the further utility and adoption of artificial intelligence in analytics tools created for legal research.

Lean Library Browser Extension

A colleague recently called my attention to a new library discovery product, the Lean Library browser extension (<https://www.leanlibrary.com/>). While a library who wishes to make this browser extension available to users must pay to get it configured to work with their electronic resources, library users who install the extension will get seamless access to the electronic resources licensed by their libraries, without requiring them to go to a library's web site first. According to the Lean Library web site at <https://www.leanlibrary.com/what-we-do/library-access/item174>:

It makes library services available right in the user's workflow—where and when they are needed. One of those services is off campus access; the Lean Library browser extension simplifies the process of getting access to the e-resources that the library subscribes to.

The browser extension works autonomously. Installing it requires a 'once only' installation process of two mouse clicks. The extension functions without the user having to subscribe or register for an account.

When used to simplify the process the process of getting access to licensed e-resources, it does not somehow provide 'free' access; users need to be affiliated with an academic or research institution that subscribes to those e-resources.

The browser extension works with librarians to provide access to e-resources without making library users jump through all the usual hoops. They do not have to be on campus to access the resources through IP address authentication, and they do not have to remember their login information in order to access resources through a proxy server when they are away from the library.

In addition to its main purpose of simplifying access to licensed e-resources, there are some other features of Lean Library. It can be used to provide analytics about e-resource use. In addition, if a user is trying to access an article not licensed through their library, Lean Library can re-direct them to an open access version, if one exists.

For more information about Lean Library, examine a blog post on Musings About Librarianship at <http://musingsaboutlibrarianship.blogspot.com/2017/05/guest-post-lean-library-browser.html>.

What can we learn from IT project management?

<http://www.oclc.org/blog/main/treat-it-projects-as-library-projects-and-vice-versa/>

Tennant, Roy, "Treat IT projects as library projects, and vice versa." *OCLC Next*. June 28, 2017.

The implementation of educational technology is common practice for academic and firm librarians, but rarely is there a tightly organized framework developed for an implementation similar to those in Information Technology. What could librarians learn about IT project management?

Jennifer Vinopal, Associate Director for Information Technology for University Libraries at Ohio State University, was the keynote speaker at DEVCONNECT, OCLC's conference for library developers, and she speaks to the importance of harmonizing library and IT initiatives. You can watch her speech and read the full article on *OCLC Next*.

Local systems

Happy 1 billionth OCN!

On August 8, 2017, OCLC announced on the OCLC-CAT listserv that the OCLC Control Number (OCN) has reached 1 billion. The OCLC Control Number is a unique, sequentially assigned number when a new record is created or imported into WorldCat. The one-billionth assigned OCN was for the record of a digitized image from Chiba University Library in Chiba, Japan.

Make sure your library system can handle the longer OCN. For more information, check <https://www.oclc.org/support/services/batchload/controlnumber/number-expansion.en.html>.

Proxy Servers for Electronic Resources

As I recently struggled with Wolters Kluwer to get our CCH Intelliconnect service to work properly through EZProxy, this topic turned out to be rather timely. Many of our libraries already subscribe to a number of databases and other electronic services, and for law libraries, our most popular services such as Lexis and Westlaw require individual logins and accounts. Managing those accounts can be time consuming, but for the user, they typically ensure uniform access to the resource from on- or off-campus.

For many of our electronic resources, however, we tend to push for IP authentication instead of user accounts. IP authentication means that we set up the service to recognize the IP addresses (the numeric address of a "computer" on the Internet) for our library or university campus. When a user connects to the service from the library, they are magically (in their eyes) identified to be a legitimate subscriber and granted access. However, what about our patrons that are not actually in the library now? One of the benefits of these services is supposed to be 24/7 access...

This is where proxy servers can be a key addition to your service! A proxy server (such as EZProxy from OCLC) acts as an intermediary for the electronic resource. Users connect to the proxy server that authenticates the user in some way, and then the proxy server actually connects to the resource. The user never connects directly to the resource, so the only IP address the service sees is that of the proxy server.

In some institutions, proxy servers may also be used for on-campus access as well, simplifying the overall setup and allowing tighter control over who can access the services. Proxy servers might be set up on local servers as hosted services, depending on an institution's size and resources. It is not always simple to configure or troubleshoot problems, as my recent experiences with Wolters Kluwer can illustrate, but the benefits of a proxy server can be many.

To learn more, visit Library Technology Launchpad's recent post at <http://libtechlaunchpad.com/2017/04/25/proxy-servers-basics-and-resources/>.

Government documents

Announcements from the Government Publishing Office

The Government Publishing Office's request for recommendations to modernize Title 44 (<https://www.fdlp.gov/news-and-events/3030-title-44-modernization-contribute-your-ideas>) has received a lot of attention recently with multiple posts on <https://freegovinfo.info/>, and most recently an article in *Library Journal* (<http://lj.libraryjournal.com/2017/08/legislation/gpo-requests-recommendations-to-update-federal-deposit-library-rules/#>).

Freegovinfo has endorsed the following recommendations designed to strengthen the Depository Library Program:

- Modernize the definition of "publications"
- Ensure Free Access

-
- Ensure Privacy
 - Ensure Preservation

While the proposal to update Title 44 has been most visible, GPO has also announced two initiatives that will enhance libraries' ability to facilitate public access to government information via our catalogs.

The Government Printing Office announced (<https://www.fdlp.gov/news-and-events/3101-updates-on-the-historic-shelflist-transcription-effort>) that they will start incorporating OCLC into their workflow for the Historic Shelflist Transcription effort (<https://www.fdlp.gov/project-list/gpo-historic-shelflist>). This should result in a larger portion of pre-1976 Federal documents being represented in OCLC, making them more visible to the public.

GPO has also announced (<https://www.fdlp.gov/news-and-events/3102-availability-of-gpo-cataloging-records-via-github>) that starting in October 2017, they will begin making GPO cataloging records available via their github repository (<https://github.com/usgpo>). This availability will replace the GPO Cataloging Data Subscription Service. A sample record set and readme file was available October 3, 2017. The records will be available without charge.

Metadata

NISO Publishes “Understanding Metadata” Primer

http://www.niso.org/news/pr/view?item_key=163cc4576827006ed5adf7ef3b359416c4d94e15

In a press release on January 18, 2017, the National Information Standards Organization (NISO) announced the release of Understanding Metadata, an update to NISO's 2004 publication on the topic. The current release is the second document in NISO's Primer Series on data management issues. The primer series began with the publication of Research Data Management in 2015 and will continue with a forthcoming publication on Linked Data for Cultural Institutions and additional guides in the future.

The 2017 primer is an expanded overview of structured metadata used in cultural heritage institutions, covering the latest developments in metadata practices, tools, standards, and languages. It provides a useful outline of the most common use cases for standard metadata types in information systems, covering a range of cultural resources management activities including description, discovery, display, interoperability, digital-object management, preservation, and object navigation. Subsequent sections provide a comprehensive overview of a) How metadata is stored and shared through relational databases, XML documents, and Linked Data and RDF; b) The standardization of metadata through controlled vocabularies and content standards; and c) Notable metadata languages used broadly and within cultural heritage institutions. As an introductory document, the 2017 Primer addresses the basic issues around what metadata is, why we create metadata, and how we create, use, and share metadata.

As a newbie to understanding metadata, I found it useful to read both NISO's 2004 Understanding Metadata document and the 2017 primer publication. However, the latter includes a few concepts that were not covered in the original document such as Linked Data, the Bibliographic Framework Initiative (BIBFRAME), and CIDOC Conceptual Reference Model (CIDOC CRM). In other instances, the 2017 primer provides more substantive descriptions of concepts nominally covered in the 2004 publication, such as RDF (Resource Description Framework).

The 2017 NISO primer release, Understanding Metadata, is available as a free download at http://groups.niso.org/apps/group_public/download.php/17446/.

Preservation

Disaster Resources for Cultural Heritage

The fall brings us hurricane season, and extended drought conditions have led to what feels like a never-ending wildfire season. However, this year has brought us more than the natural disasters that we “expect.” Earthquakes and flooding have also brought recent devastation to North America. In many places, the recovery efforts are still focused on survival essentials. In the weeks since these disasters have hit, there have been numerous resources shared for when efforts can turn towards our cultural heritage. Current President of the Society of American Archivists, Tanya Zanish-Belcher, has compiled a list of resources to assist in funding recovery projects dealing with libraries and archives. Check out her blog post (<https://offtherecord.archivists.org/2017/10/04/disaster-resources/>) for more details.

Serials

NASIG Updates Strategic Plan

[https://s3.amazonaws.com/amo_hub_content/Association92/files/NASIG Strategic Plan2017-2021 June2017.pdf](https://s3.amazonaws.com/amo_hub_content/Association92/files/NASIG%20Strategic%20Plan2017-2021%20June2017.pdf)

NASIG, formerly the North American Serials Interest Group, recently announced availability of the *NASIG Strategic Plan 2017-2021*. This new strategic plan reflects NASIG's evolution from an organization primarily focused on serials management to one with a broader scope, including electronic resources management and scholarly communications.

The details:

NASIG's vision, adopted November 10, 2014, is to be:

[A]n independent organization working to advance and transform the management of information resources. Our ultimate goal is to facilitate and improve the distribution, acquisition, and long-term accessibility of information resources in all formats and business models.

The organization's mission includes three key components.

1. Support of a community of professionals ... engaging in understanding one another's perspectives and improving functionality throughout the information resources lifecycle ...
2. Provision of a variety of conference and continuing education programming ...
3. Promotion of the development and implementation of best practices and standards for the distribution, acquisition and long-term accessibility of information resources in all formats and business models throughout their lifecycle.

The strategic plan identifies five strategic directions for the organization.

1. NASIG will revitalize its marketing approach to reflect its new mission and vision.
2. NASIG will expand student outreach and mentoring.
3. NASIG will find the optimum balance between paid staff and volunteer work.
4. NASIG will be involved in creating new content to add to the body of scholarly work.
5. NASIG will work to enhance benefits to all members with a particular emphasis on members from the commercial sector.

NASIG's 33rd annual meeting, with the theme "Transforming the Information Community," is in Atlanta, Georgia, Friday, June 8, 2018 to Monday, June 11, 2018.

Continued from page 1

time—a snapshot, as it were. The net effect is pure marketing, as it shows off the school to prospective students, helps alumni reconnect with an important time in their lives, and demonstrates to the world at large all the dynamism, vitality and intellectual gusto that is the University of New Hampshire School of Law (formerly Franklin Pierce Law Center). I advise using a Master Title for your blog (in our case it is Marking Passages, Preserving the Past) followed up by (after a colon) the more specific blog title for your post, but you will no doubt find the best method that works for you. Make sure to incorporate metadata and keywords for searchability. We use the Drupal platform, but most platforms perform just as well (or better) for this. Of course, the way we do it at UNH Law is by no means the best way. I am still a bit of a greenhorn and still have a lot to learn. Many of my fellow archivists will think of better ways to accomplish the same tasks. Below is an example of our blog. Notice that if you click on the title for the full post, and then click on either UNH School of Law Archives or Gire Archives at the end, you will then have access to all the Archives blog posts, past and present.

<http://library.law.unh.edu/content/marking-passages-preserving-past-throwback-thursdays-welcome-back-students>

Exhibits

This can be a tricky area, because there are many moving parts to coordinate and line up in order to pull it off, but the rewards are worth it. A nicely displayed and themed archival exhibit can add immense value and visibility to your Archives. The focus here should be on the unusual and dramatic. What documents, photos, or other information objects in your Archives are most likely to spark conversation and curiosity? What pieces will stimulate further research or stimulate talk among the attendees? The payoff can extend well beyond the exhibit, as the obvious newfound potential in what the School Archives can offer may lead to new projects and initiatives (as well as better standing when budget time comes around).

There are some considerations to keep in mind when planning an archival display or school exhibit, however. Exhibits are nothing if not a study in school bureaucracy and politics. Work closely with your Director. Don't step on any toes. Coordinate with your Dean or Director of Development, and watch for conflicts, especially with faculty. Where will your exhibit be displayed? How much space will it take up? Do you need security during exhibit hours? How about the timing—NEVER hold an exhibit near exam time or bar study or any other period when conflicts might arise. These are just some of the questions you need to ask yourself when planning any large scale event such as this.

Establish a Strong Working Relationship with Your School Dean or Director of Development

Of course, this would be a goal for multiple positions of authority, depending on where the decision-making power lies, but the key purpose here is to find an advocate—someone who recognizes and values the Archives for all its potential and who has the authority to Get Things Done . . . or at least set things in motion. A strong advocate can make all the difference, but you, as the Archivist, must do your part as well. Seek out those who can help you, and make sure to collaborate closely with your Library Director or College Librarian. Understanding the proper protocols and channels of power in your law school is key.

Create Some Local Record Groups Based on What is Unique and Special About Your Law School

Provide access to what makes your law school unique—is there something that should have its own classification area? Does your school own a collection of documents and letters of historical interest? Do they have a collection of rare legal treatises, or perhaps there is an area of school interest that is popular in-house and should have its own grouping. Remember, Classification and Arrangement (at least under current thought) is all about your users. How will patrons of the Archives (meaning your school faculty, staff, students, and alumni) use your facility; what will they most often look for, and how will they search? We have recently decided, after speaking with our dynamic new Dean, Megan Carpenter, that we should create a separate record grouping in our Archives for our Founding Documents (UNHL000). This works for our institution, as over 90% of our researchers want access to those Founding Documents, at least this year and into the foreseeable future. Now, all those documents they seek will be properly arranged and co-located. This will be invaluable for upcoming initiatives, including our 1978 Class Reunion (the first of several), the Franklin Pierce Law Center History project, and our upcoming Oral History project (more on this in my next column).

Beyond this, just having Special Collections and Rare Books is a thing worthy of attention. It is all about having a collection nobody else has; it makes your Archives and your Special Collections unique—Stanford Law has their Japanese Oral Histories, UPenn Law has the American Law Institute Archives, Cornell Law has the Bennett Statutes, the Supreme Court collection and more, and Columbia Law has their Incunabula and the English Reporters and Statutes collection (among much more). The list of schools with unique collections is extensive, but what they all have in common is that they benefit in very tangible ways from the uniqueness and prestige of their collections.

Compose and Publish a Written History

This is something our school is working on now, headed up by our IP Librarian Jon Cavicchi. What is both amazing and disconcerting to me is, except for a short Wikipedia page, we have no documentation of any kind on the history of our school. It is a huge gap which we are working to fill. My only word of advice, if I have one, is to make it interesting. Fill it with anecdotes, interesting stories, and little known facts about your law school. Stay away from the word “dry,” and try to bring your law school to life! Apply what Jo Radner said about oral histories to a written history—it is about the stories alumni, former faculty and staff tell, not about dry facts and dates. A history should not feel like a dead, dry tome; it should feel like a living, breathing document!

In Part Two of this column, I will lay the groundwork, and mark the progress, for our UNH School of Law Oral History project—the good and the bad. It is a huge undertaking and a part of Archival knowledge I am ALMOST brand new to. Luckily, I attended an amazing workshop headed up by Jo Radner last month called Community Stories. More on that next time. Needless to say, if you ever get a chance to see her or be taught by her, do NOT pass up the opportunity. Until next time—Happy Archiving!



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