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from the editor

Initial Reactions

"Hello from an ‘old’ friend . . . " read the subject line of an email message that recently showed up in my Outlook inbox. It seemed suspiciously Spanish, but I kept reading because I could see the content in the preview pane:

Hey Mark,

Remember me, Tim C.? I Googled you, and I think I found my old Topeka friend. Still enjoy making chocolate nulis late at night? Remember sleeping in my tree house and sneaking around Topeka all hours of the night? I also remember you as a tough junior high football player who soon deserted us for Arkadelphia. Right? Hope all is well, I’m in SoCal.

—Tim

Indeed, Tim is an old friend who appears in my memory every December because of the many New Year’s Eves I spent with him and two other junior high school friends playing Mille Bornes long into the night. We had good times. We built the tree house he mentioned in his email and expanded it with a second story accessible through a trap door. Retired from his career as a tennis pro and real estate broker, he began looking for his old friends. He found one in me, and I’ve no idea how many others he’s found.

Getting his email was a pleasant surprise, to be sure. Of course, some surprises are painful—for example, the day I was returning to school from my lunch break and dug my left bicycle pedal into the road while turning pedal into the road while turning sharply, causing me to fall and land on my forehead. Other surprises, when remembered, elicit mixed feelings, like the one just weeks into my first year at law school, the day I arrived on my daughter’s bike—she was riding her job bike. I realized I could not imagine wearing a tie to the office.

I failed to meet two of my obligations to AALL Spectrum: first, to avoid the use of emotionally laden terms that distract from the message, and second, to structure the message so that emotionally laden words/phrases come at the best place in the sentence. For example, a more emotionally sensitive phrasing of the question might be: "What word or phrase do you wish law librarians would never use?"

This experience reminds me of how important it is for librarians to reduce the chances for unpleasant surprises in our communication efforts: we should take the time to put ourselves in the place of someone else when writing a procedures manual, a blog post, or an instructional quiz, a directional sign, etc. Think, and ask yourself, does this use library-speak? Could anyone possibly read this in a way I don’t intend, and could that misreading detract from my message?

By Mark E. Estes
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WASHINGTON, D.C., February 4, 2013—Through our advocacy efforts at the state and federal levels, AALL works to actively support legislation that furthers the principles of equitable and permanent public access to legal information and improved and continuous access to justice. With a new Congress and state legislatures underway, the Government Relations Office (GRO) has worked to create a list of top priority issues for this legislative session. Developed with input from the chairs and vice chairs of the Copyright Committee, Digital Access to Legal Information Committee, and Government Relations Committee, as well as the Government Policy Advisory Group, our Public Policy Positions for the 113th Congress cover an array of issues that affirm the importance of access to trustworthy legal information and outline our support for legislation that furthers this value. Here we explore two top priority issues for 2013, which reflect principles we see as vital to a democratic society—public access to government information and balance in copyright law between rights holders and users.

Promoting UELMA in the States
At the state level, one of AALL’s top policy priorities is advocating for the enactment of the Uniform Electronic Legal Material Act (UELMA), a uniform law that addresses many of the concerns posed by the publication of state primary legal material online. UELMA provides a technology-neutral, outcomes-based approach to ensuring that those online state legal materials deemed official will be preserved and made permanently available to the public in unaltered form. As a result, UELMA advances states’ practices of accountability and transparency in providing legal information to the public.

In 2012, UELMA became law in two states: Colorado and California. Capitalizing on that success, as we write this column, five states have introduced the act: Connecticut, Hawaii, Massachusetts, Minnesota, and North Dakota. We expect that up to a dozen more states will introduce UELMA this year. AALL chapters and members are working in conjunction with the GRO to support enactment of UELMA by coordinating with the Uniform Law Commission, working with members of their legislatures, providing testimony, and submitting letters of support for the act.

As outlined in our core values, AALL is committed to promoting equitable, no-fee, permanent public access to authentic online legal information. Our 2007 State-by-State Report on Authentication of Online Legal Resources, updated in 2009-2010 and 2011-2012 by our Digital Access to Legal Information Committee and law librarian volunteers, highlights the urgent need for digital authentication of online legal materials. This policy priority has become increasingly urgent as more state governments choose to publish primary legal material online and eliminate the print version without consideration for the trustworthiness of digital resources.

Copyright in the 113th Congress
As described in AALL’s Government Relations Policy, “An equitable balance between the rights of users of information and the rights of copyright owners and licensors is essential to the free flow of information.” Working with the Copyright Committee, the GRO is advocating for policies that promote access to and use of orphan works and support the first sale doctrine. In February, AALL submitted comments with the Medical Library Association and Special Libraries Association in response to the Copyright Office’s Notice of Inquiry on Orphan Works and Mass Digitization. Our comments support the need for a legislative fix and focus on four key issues:

- Maintaining the current environment for orphan works
- Protecting libraries and educational and other nonprofit institutions wishing to undertake mass digitization projects of books and other orphan works for the purpose of stimulating new scholarship and learning
- Establishing flexible guidelines and solutions for finding original rights holders and successors
- Supporting equitable access and providing the highest level of service to all library users, including persons with disabilities.

AALL is advocating to protect the first sale doctrine so that libraries may continue to acquire and lend books and other materials with confidence. We are awaiting a decision from the Supreme Court in the case of Supap Kirtsaeng, dba Bluechristine99, Petitioner v. John Wiley & Sons, Inc, which could have major potential implications for the first sale doctrine and libraries’ ability to lend books and other materials that are manufactured abroad. In July 2012, AALL joined Public Knowledge, the Electronic Frontier Foundation, the Special Libraries Association, and U.S. PIRG on an amicus brief in support of the petitioner, Supap Kirtsaeng. Our brief urged the Court to interpret “lawfully made under this title” as a creation rather than on the location of manufacture. AALL is a member of the Owners’ Rights Initiative, a diverse coalition of retailers, libraries, educators, internet companies, and associations that have partnered to protect ownership and lending rights of businesses and libraries.

In February 2013, the Copyright Office is hosting a public symposium on Section 108 reform at Columbia Law School in New York. Register of Copyrights Maria Pallante has stated that it is a priority for her to resolve problems related to Section 108 in a manner that provides libraries and archives with appropriate and meaningful guidance. I will be attending the conference, which brings together librarians, academics, and Copyright Office representatives to exchange ideas about possible Section 108 reform in the era of mass digitization. Stay tuned for more information about how you can help support Section 108 reform.

Please Participate
To learn more about AALL’s policy priorities this year, read our Public Policy Positions for the 113th Congress, available on our website at www.aallnet.org/gro. Our site also is newly redesigned by issue area to make it easier for you to find information. The success of AALL’s advocacy efforts at the state and federal levels depends on the participation of our members, who work to educate their lawmakers on the importance of these tenets. Contact the GRO and sign up for our Advocacy Listserv to participate in AALL’s legislative agenda and advocate for yourself and your profession.

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without realizing it, librarians are engaged in a type of marketing every day. Relationship marketing has a variety of different components but is primarily defined as developing relationships with customers whenever possible. At Catholic University of America’s Columbus Law School Library, for example, every transaction and interaction we have with students is a chance to engage in relationship marketing. If librarians develop strong relationships with students, a large part of our marketing work is already done.

In Handbook of Relationship Marketing, authors Jaqdish Sheth and Atul Parvatiyar define relationship marketing as “the ongoing process of engaging in cooperative and collaborative activities” with customers. Public interest law auctions, held annually at many law schools, provide an excellent opportunity for librarians to collaborate with students. Individual support of the auction, either by donating, bidding on items, or attending, demonstrates that we support our students and their interests. An even stronger show of support is a donation made by the library or a library department. Donations made by the library also provide an opportunity for staff to build relationships among themselves while working on something enjoyable, which leads to improved service to students. Strong relationships and support among colleagues are essential to good customer service—and good service is the most valuable marketing tool we have.

Student groups dedicated to public interest law are prevalent at law schools across the country. These groups are devoted to providing education and support to students interested in legal services in the public interest. Public interest law auctions arose as a way to raise funds for students working in public interest law positions. At many schools, public interest law auctions are held in the spring, and proceeds fund summer stipends. The auctions are gala events, well-attended by students, faculty, and staff. They are often supported by local businesses, including law firms. Students appreciate all types of donations, which are usually varied and creative.

In preparing to write this article, I sent a message to the Academic Law Libraries Special Interest Section (ALL-SIS) list, asking fellow academic law librarians what, if anything, their libraries donate to public interest law auctions. I hoped to receive suggestions that others could either duplicate or use for inspiration—and I did. I also received a number of responses from librarians who want to support their school’s auction but are unsure how to do so. Concerns include poor communication from the students who organize the auction, lack of interest from colleagues, cost, concern that no one will bid on a donation, and lack of ideas. I hope this article will alleviate concerns, inspire more librarians to support their school’s auction, and offer new ideas to those who already donate.

Take the Lead

Public interest student groups manage the auctions, so the level of organization fluctuates from year to year. Students may not contact the library for donations, or they may ask only for a specific donation based on what has been offered in the past. Here is an opportunity to put relationship marketing to good use. Take the lead and contact the students in charge of the auction to discuss your ideas. Ask for suggestions, but make sure not to promise anything. Ask whether there are any other ways the library can help. The students will appreciate any effort on your part, and the library will benefit from the goodwill you generate.

Depending on the type of donation you’re considering, you may need financial support and/or participation of colleagues. Asking colleagues to get involved can be tricky because you don’t want anyone to feel pressured to support the auction or fear consequences for failing to do so. Pressure to participate goes against the spirit of the auction and the relationships you are trying to build.

You can’t build good relationships with students if you break relationships with colleagues in the process. Gauge the level of interest in an email so that you don’t put anyone on the spot. Don’t judge your colleagues if they don’t want to participate, and recognize that everyone has different obligations and comfort levels. If you can’t get the level of participation you need, consider another type of donation.

The question of who will pay for a library donation is often problematic. Some, but not all, libraries have funding and administrative approval for donations. University policy may prohibit university funds paying for certain types of donations, especially since those donations will be auctioned. Some librarians are able to make personal donations, but not all. I said it before, but it bears repeating: no one should feel pressure to make a donation. Diplomacy is the key to success when seeking contributions from colleagues. Before you organize an effort to collect donations, devise a way to reassure staff that participation is voluntary and anonymous. Colleagues may be more compelled to donate if no one will know who donated or what amount. Also be prepared to make up a shortfall, should you not collect enough. No-cost and low-cost donation options do exist, as I will discuss momentarily.

Concern that no one will bid on a donation is one of the easiest obstacles to overcome. People bid on items for a variety of reasons. Some are looking for bargains, some are looking for gifts, but many just want to support the auction. As a result, nearly every item receives at
least one bid. Still not convinced? What’s the worst that will happen if your item doesn’t receive a bid? Students will still appreciate your efforts, and you will still generate good PR for the library.

If you really can’t bear the thought of your item not receiving a bid, donate only to the silent auction, where the bidding isn’t quite as obvious.

**What to Donate**

The most common library donation is the use of a private study room. These are generally popular items and sometimes cause bidding wars. Here at CUA, we donate the use of an individual study room for the two-week exam period in the spring. Since we have only group study rooms, this is always a popular item. One memorable year it went for $500. Some libraries donate study rooms for the remainder of the spring semester, including the exam period. Another idea is to donate a study room for the following fall or spring semester or for the full year.

Study carrels are another popular item to donate, either first pick for the upcoming school year at schools that reserve carrels or exclusive use of a carrel at schools that don’t. Some libraries designate a particularly choice location, whether a carrel or casual seating, and donate exclusive use of that spot for a specific period.

I received a new (to me) no-cost suggestion from a colleague that I think has potential. Many libraries have PA systems used to clear the library at closing. Opportunities to play a song and/or make an announcement at closing could be offered for auction. Specific dates or periods of time could be designated, such as before a holiday or law school event. Alternatively, the library could permit the students running the auction to make announcements and play songs at closing during the week leading up to the auction.

Don’t underestimate the appeal of handmade items. I’ve seen amateur artwork, photographs, jewelry, knits, and even baked goods successfully auctioned. One of our faculty members frequently donates a batch of her amazing chocolate chip cookies. She wisely provides samples at the silent auction and always gets bids. Do you sew, knit, or play a musical instrument? Consider offering lessons. Keep in mind that some auction goers are attending simply to support the students. These attendees are often looking to bid on low-priced items.

Themed gift baskets are fun to put together with colleagues and can be supplemented with donations from vendors. Gift cards to local and on-campus businesses are popular with bidders and can sometimes be obtained at reduced cost.

A game night with librarians can also be a great auction item—and a great way for students to get to know librarians in a relaxed setting. Some libraries hold the game night at the law school with librarians providing snacks and beverages, while others hold them at local restaurants to sweeten the deal. Some libraries make the game a competition, such as a trivia battle between students and librarians. Activities such as bowling, billiards, ping-pong, and bocce are another way for students to join librarians in a casual setting. Here in DC., we have bars that offer all of these activities, in addition to bars that offer a variety of board games. Be sure to set a dollar amount if you donate an outing with librarians.

I also received the ambitious but promising suggestion of after-hours mini-golf in the library. The company Library Mini Golf (libraryminigolf.org) will turn your library into an elaborate mini-golf course for you. You can also rent mini-golf courses that you set up yourself. Another ambitious idea: after-hours laser tag in the library. I’m sure students and librarians would welcome the chance to let off steam with a game of laser tag. A quick Google search shows a number of public libraries that have held laser tag events with great results.

Laser tag equipment is widely available for rental or could be purchased if this becomes an annual donation.

**An Opportunity for Participation**

Law school libraries don’t exist in a bubble; they are part of the law school community. Supporting that community in any way possible is essential to a library’s success. Participating in public interest auctions is an enjoyable way to offer support, build relationships, and market your library. I hope I’ve offered the inspiration to think creatively and support these auctions if you are able to do so.

Frances M. Brillantine (brillantine@law.edu) is head of access services at Catholic University of America Columbus School of Law in Washington, D.C. She would like to acknowledge the helpful suggestions and comments she received in response to her email request to the AALL-STS list.

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**Get a Free Year of AALL Membership with Nonmember Annual Meeting Registration**

Spread the word to your colleagues who aren’t yet members of AALL: the Association is offering nonmembers a **complimentary one-year membership** when they register for the 2013 AALL Annual Meeting and Conference (www.aallnet.org/conference) to be held July 13-16 in Seattle. Membership includes:

- Career resources, such as the online AALL Career Center and continuing education to help you learn new skills to advance your career
- The opportunity to network and connect with other law librarians from across the country who share similar interests and are facing the same challenges
- Access to specialized information created just for law librarians, such as the AALL Biennial Salary Survey and the AALL Price Index for Legal Publications
- Subscriptions to the monthly magazine, AALL Spectrum, and quarterly journal, Law Library Journal, to help you keep up on the latest trends in law librarianship
- Discounted rates on all AALL products and services, such as publications, webinars, and online job postings.

The early bird Annual Meeting registration deadline is June 7. Be sure to take advantage of this special offer for nonmembers. Register online at www.aallnet.org/conference.
GAMIFICATION: IS IT RIGHT FOR YOUR LIBRARY?
The rewards, risks, and implications of gamification

By Carli Spina

If you’ve ever checked in using Foursquare, participated in a frequent flyer program, or earned points from Westlaw or LexisNexis, you’ve encountered gamification. Over the past several years, gamification has emerged out of nowhere to become a major topic of discussion in many industries, including business, marketing, and education.

Even if you aren’t quite sure what the term means, you’ve likely heard it before. And you have almost certainly encountered examples of gamification in your daily life, even if you didn’t realize it at the time. While the concepts behind gamification are not new, it has recently exploded in popularity, with new applications emerging all the time. Want to learn a language? Duolingo (pictured above, left) will reward daily practice and let you compete against the clock. Need help getting motivated to tackle your to-do list? Epic Win (pictured above, right) will turn it into a game, complete with points and animated avatars. Recovering from an illness or injury? SuperBetter (pictured on page 8) will help you stay positive and achieve your goals with a game.

Much of this newfound popularity stems from the prevalence of mobile devices that make it easier for people to integrate these applications into their daily lives, but the recent trend toward gamification is also based on evidence that game elements, if used properly, can increase engagement and motivation. And experts predict that its popularity is here to stay, with Gartner, Inc., an IT research and advisory company, predicting, “By 2015, 40 percent of Global 1000 organizations will use gamification as the primary mechanism to transform business operations.” Gamification isn’t limited to business either. The 2012 Horizon Report from EDUCAUSE predicts that game-based learning will be widely adopted by educators over the next two to three years.

What is Gamification?

While there are many possible definitions of gamification, perhaps the best for those in the library field comes from Karl M. Kapp, author of The Gamification of Learning and Instruction: “Gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.” In the business world, this frequently translates into adding points, badges, and/or leaderboards (known as PBLs in the field) to a product website, but, with thoughtful design, it can mean much more than this. Game elements can elicit an emotional reaction from participants that is often not found in educational settings.

At first glance, gamification may seem focused on external motivation through tangible rewards, but participants can get much more out of the experience. As Kapp notes in his book, “People play games . . . for the sense of engagement, immediate feedback, feeling of accomplishment, and success of striving against a challenge and overcoming it.” Successful, well-thought-out gamification can elicit these same feelings and even potentially go beyond them. At their best, games can lead people to a state of “flow.” This term, coined by Mihaly Csikszentmihalyi, refers to people’s state of mind when they have lost themselves through complete focus on an enjoyable activity. At its best, gamification can aspire to help participants achieve such a state through careful design and implementation of game elements.

The Risks of Gamification

Despite its potential, not everyone is enthusiastic about gamification. Many derisively refer to the frequent use of PBLs without any further game elements as “pointsification” and argue that adding points won’t make an experience any more meaningful or worthwhile. Critics maintain that rather than improving outcomes, gamification runs the risk of actually decreasing motivation if it focuses solely on a rewards system to encourage participation. This very real concern is based on research suggesting that too much focus on extrinsic rewards can actually decrease motivation over time, or, as Kapp puts it, “Once the extrinsic reward vanishes, so does the behavior, or extrinsic rewards might even interfere with internal motivation.” But this is not always the case. As Kapp also notes, “When a task is seen as initially having a low value, extrinsic motivators do help learners to get started,” meaning that even the much-maligned PBLs may have a place in convincing students to give otherwise unattractive, but valuable, activities a try.

© 2013 Carli Spina • photo © iStockphoto.com • images courtesy of Duolingo, Epic Win, and SuperBetter
Another common concern about many uses of gamification is that they invade users’ privacy. While this is obviously not a necessary element of such a system, it is a concern that arises frequently since most examples of gamified systems require that participants’ activities be tracked to award points and achievements. This is particularly true of systems that employ leaderboards and broadcast the outcome of these activities to anyone with access to the internet or, at a minimum, to other participants in the game. While some participants will be happy to have their successes shared with the world, others may not realize what they are signing on for when they decide to participate, a particularly acute problem for gamification in settings involving children. Such concerns can be overcome through conscious design decisions or careful explanation of the system at the time of signup, but it is an important issue to keep in mind.

Gamification in Libraries
Gamification principles are already being applied in impressive ways at several libraries. In some cases, this means creating games that focus on certain aspects of the library experience, as with the Find the Future game developed by the New York Public Library to celebrate its centennial. Designed by a team that included game expert Jane McGonigal, author of Reality is Broken, the game aimed to get players excited about the library in a new way through a combination of a one-time, in-person, overnight game played by 500 people at the library’s Stephen A. Schwarzman building and, for those unable to participate in that initial event, an online version of the game that could be played on smart phones in the library or via the internet. The game itself was focused on 100 “artifacts”—actual historical items that were part of the library’s collection—which helped players to experience the library in a novel and entertaining way while learning about its history. Covered by periodicals from The New Yorker to Wired to Library Journal, the game helped players and nonplayers alike to see the library and its holdings in a new light.

Others have aimed to gamify the entire library experience. One example of such a service is the United Kingdom-based LibraryGame, which offers two games: Lemontree for academic libraries and Orangetree for public libraries. Currently in use at the University of Huddersfield in West Yorkshire, England, Lemontree connects to the library management system to collect information about the activities of patrons who opt to play the game and to reward them for those activities. Users can participate in the game in a variety of ways, from earning points for e-resource use to unlocking achievements by visiting the library frequently or at unusual times. Once unlocked, these accomplishments can be displayed on the Lemontree leaderboard, and achievements can be shared via Facebook. It is easy to see how libraries could one day craft these achievements to highlight particular library features or services. As Iman Moradi, one of LibraryGame’s creators, sees it, “At best . . . what LibraryGame can hope to achieve is [to] nudge users to spend more time reading.” But beyond this, it also has the potential to help libraries understand how patrons use the library and to allow patrons to more easily share their library experiences with their friends.

Not all libraries will have the resources necessary to gamify library classes and services from scratch, but there are tools available to help organizations that are interested in gamification to take advantage of some of the benefits without reinventing the wheel. One such service is SCVNGR, an online service that lets users earn points and rewards by going out into the real world and completing challenges. Many SCVNGR clients are corporations like ZipCar and The New York Times, but the company also offers a service specifically tailored for universities.

Using this platform, librarians can create customized library tours or orientations, including challenges that meet the specific needs of their patrons and institution. For example, Nicole Pagowsky, an instructional services librarian at the University of Arizona in Tucson, is exploring the use of SCVNGR for library orientations as “a more scalable and interactive way for students to learn about the UA Libraries” and because of its ease of use and the 24/7 support that SCVNGR provides for users. The University of San Diego Legal Research Center is also planning to start using SCVNGR for orientations in the fall of 2013. As Anna Russell, the Legal Research Center’s electronic resources law librarian, notes, “We think the tech component and the competitive aspect will invigorate students now unfamiliar and unenthused with print resources. We also think such gaming tools can help students try other new programs we add to the library that we have difficulty otherwise advertising and marketing.” SCVNGR shows promise as a way for libraries to gain the advantages of gamification without investing the time and resources necessary to develop new software specifically for their libraries.

Along the same lines, the new Passport platform from Purdue University in West Lafayette, Indiana, takes the idea of gamification a step further. It allows educators to develop customized challenges and design badges to be awarded when students develop new skills. Passport also provides an online portfolio that students can use to display their badges earned on the
Gamify Your Professional Development

Beyond applying gamification to library services, some librarians are exploring ways to make their own professional development more fun and rewarding through its use. When they set out to learn more about this field, Jennifer LaGarde, lead media specialist at New Hanover County Schools in Wilmington, North Carolina, and educator on loan at the North Carolina Department of Public Instruction, and Matthew Winner, library media specialist at Longfellow Elementary in Columbia, Maryland, realized that creating a gamified book club focused on reading books on gamification would allow them to learn by doing. Thus, the Level Up Book Club was born.

As LaGarde notes, “In a way, Level Up became an experiment in action research—as we learned more things about game-based learning in our reading, the more the book club itself became like a game.” Combining serious discussions of important books about gamification and its application in educational settings with competitions, challenges, and games proved to be a resounding success. It attracted more than 40 members on three continents in its first “season” and spawned a successful second season in the fall of 2012 that culminated in the Club being nominated for Edublog Awards: Best Group Blog, Best New Blog, and Best Edu Social Network. Participants learned about gamification by reading and discussing the selected works but also through activities that rewarded those who collected and organized further resources on gamification, designed games around common items on an educator’s to-do list, or created an online video aimed at persuading the audience of the value of gamification in their institutions. Active participants not only developed a command of the literature on gamification but also built a network of like-minded individuals to work with in the future, all while having fun.

The Young Adult Library Services Association, a division of the American Libraries Association, is also in the process of gamifying professional development through its Badges for Learning project. This grant-funded virtual badge program aims to give library staff a way of displaying their proficiency at the Competencies for Serving Youth in Libraries by awarding badges for the successful completion of activities within each of the areas covered by the competencies document. Participants in this free program will gain firsthand experience in each of the competencies through their projects and will receive a badge that will demonstrate their success to supervisors, prospective employers, and others. While this program has not yet launched, the goals, according to Project Manager Linda W. Braun, are “to provide library staff working with teens opportunities to gain skills and knowledge related to YALSA’s Competencies for Serving Youth . . . [and] visual representations of skills and knowledge that can be used on resumes and on social media spaces,” as well as “to give library administrators opportunities to gauge library staff skills and knowledge when it comes to serving teens in libraries.” Although these are ambitious goals, it is exciting to see the potential that gamification has to provide new avenues toward gaining and demonstrating professional skills.

Should You Gamify Your Library?

Getting started with gamification in your library can seem daunting. Creating a compelling game is a time-consuming and complicated task that involves significant creative energies and, if you opt for an online game as many libraries have, considerable technical skill. But before you start the gamification design process, you should ask yourself two questions.

First, what are your goals for the project? These goals can be teaching students about a particular type of legal research, introducing patrons to a particular library service, or any other concrete goals that you have for the project. The goals should be as narrow as possible to help you tailor your game activities and also to allow you to assess the success of the project following completion.

The second question you should ask yourself is: How will gamification help me to achieve this goal? While it is currently a trendy topic, gamification is not suited to all activities or organizations. It is easy to find inspiration in the wide array of books and articles that are currently being written about successful examples of gamification, but if you can’t clearly articulate how your goals can be achieved through gamification, you may not yet have found a project worthy of being gamified. Even if you can think of an exciting use of gamification, it may not be suited to your patron population. If your patrons already participate in library activities and highly value your services, adding external rewards and creating a competitive atmosphere may ultimately have a detrimental effect.

If you do find a project that is well suited to gamification, invest time in learning about the topic and reflecting on how you can apply the findings of the many studies that have been done on gamification to create a successful and pedagogically sound application for your library. Winner, one of the co-founders of the Level Up Book Club, sums it up best: “Read the literature first. You do not already know ‘how to do’ gamification. It’s not easy. It’s not just playing games. It’s not simply handing out badges or putting points on a leaderboard. It’s a thoughtful and time-intensive application that pays off big when done right.”

Part of ensuring this payoff is making sure that your program has

Further Reading

If you would like to learn more about gamification, try these resources:


Kapp, Karl M., The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education. San Francisco: Pfeiffer, 2012. Kapp offers concrete advice and analysis of peer-reviewed research pertaining to the use of gamification in educational settings.


(continued on page 25)
In *Cloudy with a Chance of Meatballs*, the people of Chewandswallow come together to create boats using the tools at hand (stale bread and pizza) to seek a better world when a catastrophic weather system destroys their hometown. Although librarians are not faced with pea soup fog or a limburger cheese hail, cloud-based collaboration services allow librarians to come together to create scholarship, work on projects in the office and across miles more efficiently, share ideas and interests, and inspire each other, ultimately benefiting the larger community. In this article, we examine the basics of cloud services, including security concerns; review some of the major services; and look at some ways fellow librarians are using these services to facilitate collaboration to get their projects off the ground and into the cloud.

**What are Cloud Services?**

What are cloud services, and why should we care? In the broadest sense, cloud services provide storage and delivery of files and services to you from an off-site location instead of an on-site server. (We have chosen to reserve a more specific, technical discussion about SaaS, PaaS, IaaS, NaaS, geographic server farms, and distributed content for a later article.) You probably already use the cloud everyday without even realizing it. When you log in to your Gmail or Yahoo accounts through their websites, you are accessing information stored on “the cloud” (your email). The advantages of using cloud-based collaboration services are numerous. They provide convenient, centralized content storage for projects. They are scalable to fit specific user needs, and they are typically easy to use.

Cloud tools are very convenient. We’ve been using the comments feature of one cloud service to maintain a long-running conversation thread about documents in a shared folder, thereby eliminating the need to schedule multiple conference calls between people in different time zones. Cloud services are also great for helping Work You, Home You, and Traveling You collaborate across different devices. On Friday afternoon, Work You can save a presentation on the cloud using your PC. Traveling You can access and edit that presentation on the train ride home using your iPad. Over the weekend, Home You can add some pictures to the presentation on your Mac. On Monday morning, Work You can pull the finished presentation from the cloud and wow students with your endless knowledge of secondary sources.

Forget emailing yourself files, trying to remotely connect to your work computer, or losing jump drives. If your files are in the cloud, you can access them through the internet. (This backup would have been a lifesaver for one of the authors of this article who once dropped her jump drive in a hotel lobby the morning of an interview. To say a mild panic attack set in at interview time would be an understatement.) Using cloud services also eliminates the need to email documents back and forth, trying to figure out who has the latest version and whether all the changes have been incorporated, which frequently results in frustration and multiple copies.

Most cloud services are scalable based on user needs. For example, most services provide a limited amount of storage and/or functionality for free and then charge a fee based on what you want to add. You can use them to reach outside your own institution to work with people anywhere and in any time zone. They’re capable of handling larger volumes of files than some email programs.

The most popular cloud services tend to be intuitive and out-of-the-box ready to use. Many of them mirror a desktop, allowing you to either have single files or group them into folders. The exception is Apple’s iCloud, which more closely resembles an iPhone or iPad screen. Apple provides help centers where users can access video tutorials, quick start guides, webinars, forums, and more. Just how easy to use are cloud services? We wrote this entire article in the cloud using a folder on Box to store materials and an embedded Google Doc for the actual writing.

Because your data is stored off-site, using cloud services can create some security risks, such as the aggregation of customer information in cloud data centers and security failures possibly leading to breaches. Before registering to use a cloud service, be sure to perform due diligence. Know your provider and the security controls in place. Reputable providers will make information about security controls and protocols available on their websites. If your institution decides to pay for a business account,
make sure the controls and protocols are well defined in your service-level agreement. Also, it is important to mitigate possible damage by security breaches by not storing potentially private or sensitive information on the cloud. As Ben Keele, research and instructional services librarian at Indiana University Robert H. McKinney School of Law in Indianapolis, states, “I don’t store anything related to student grades because I’m not sure if the cloud storage services satisfy FERPA [Family Educational Rights and Privacy Act] and related rules.” As long as librarians are mindful of what they are storing and sharing on the cloud, the advantages of using cloud services likely outweigh the risks.

Commonly Used Cloud Services

We use several cloud services for different projects, so let’s examine the basics of some of the most commonly used services and what we use them for.

- **Box** is an online file storage, editing, and collaboration tool. Access your files “anytime, anywhere... from any device.” Collaborators can use this service to store files, including PDF, XLS, PPT, DOC, and JPEG; bookmark; organize by folders; edit documents directly on Box; share files and folders; and invite collaborators. You can even create a link to a folder to share with collaborators who do not have a Box account, and collaborators can communicate with each other by posting comments about files in folders. Box apps are available for iPhone, iPad, Android, Kindle, Blackberry, or Windows phones. You can also expand functionality by adding apps for working with popular software, like Microsoft Office and WordPress. BoxSync allows you to sync desktop files to your Box account and is compatible with Windows and Mac operating systems. Box is great for storing, organizing, and sharing files; small amounts of editing; and providing a centralized place for commentary among collaborators. Several options for storage space and price are available: 5 GB for free, 25 GB for $9.99 per month, or 50 GB for $19.99 per month.

- **Dropbox** is an online storage and file sharing service for accessing your files from your Dropbox, which is downloaded onto your device, or the Dropbox website. It provides file storage and sharing between devices. You can also create links to files for collaborators without Dropbox accounts. Unlike Box, you cannot edit within the program but have to download files first and edit on your own device. Dropbox apps are available for iPhone, iPad, Android tablets, Android phones, Kindle, and Blackberry. Files saved to your Dropbox folder are synced and saved to all of your other devices and the Dropbox website. It is compatible with Windows and Mac operating systems. Dropbox is easy to use and great for editing and sharing documents, videos, and high-resolution photographs. Dropbox offers a wide range of options for storage space and price: 2 GB for free, up to 18 GB for free with referrals, 100 GB for $9.99 per month or $99 per year, 200 GB for $19.99 per month or $199 per year, or 500 GB for $49.99 per month or $499 per year.

- **Google Drive** allows you to create, edit, and share documents, spreadsheets, and slides. You can also store photos and add third-party apps to edit photos and videos, sign and send faxes, and create flowcharts and other project management tools. You can email files as attachments to collaborators without Google Drive or change sharing settings on the document to allow collaborators to use a link to access the file and make changes. Google Drive apps are available for iPad, iPhone, and Android. It is pretty easy to use, provides a desktop syncing feature for your devices, and is compatible with Windows and Mac operating systems. Google Drive is great for those with Google Accounts, including Google Apps for Education, and those wanting to work on a document simultaneously. A large range of options for storage space and price is offered: 5 GB for free, 25 GB for $2.49 per month, 100 GB for $4.99 per month, 200 GB for $9.99 per month, 400 GB for $19.99 per month, and up.

- **iCloud** syncs your music, photos, documents, contacts, calendar information, apps, bookmarks, reading lists, and Safari windows across all of your Apple devices. It automatically backs up your devices daily, so you can set up a new device or restore a current one. If you lose your device, sign in to iCloud.com to locate it, lock it with a passcode, or delete all the data. Collaboration is limited to Work You, Home You, and Traveling You, but it’s great for Mac-obsessed users, like the authors of this article. iCloud provides several options for individual storage space and price: 5 GB for free, 10 GB for $20 per year, 20 GB for $40 per year, or 50 GB for $100 per year.

- **SkyDrive** provides file access, storage, and sharing from anywhere. It features Selective Sync, which syncs only the files and folders you want, and is compatible with Windows and Mac operating systems. You can edit Office documents in SkyDrive or use your computer and sync them for easy access later, and collaborators can access it without an account using a link. Apps are available for iPad, iPhone, and Android. SkyDrive is great for heavy Windows users and is easy to use. It also provides the most free storage space of the most popular cloud services. Several options for storage space and price are available: 7 GB for free, 20 GB for $10 per year, 50 GB for $25 per year, or 100 GB for $50 per year.

**How are Librarians Using Cloud Services?**

Use of cloud services is quickly moving away from the bleeding edge and becoming more mainstream. The potential for easier collaboration that these services offer has not gone unnoticed by institutions. In fact, a new trend among universities is to provide cloud services to faculty, staff, and sometimes students. Tulane University recently began providing faculty and staff 25-GB Box accounts, and Yale University now offers faculty, staff, and students Box at Yale accounts. These Box accounts are customized with added features and school logos and colors.

So how are librarians using cloud services to collaborate? Following are a few testimonials provided to us by our fellow law librarians.

“I use Dropbox for: (1) Reading on my iPad. I like reading journal articles on my iPad, so I save them to Dropbox and then use the iOS Dropbox app to read them. (2) Sharing and collaborating. I’ve used shared files on Dropbox to collaborate and co-author. My co-authors and I can edit the paper directly, so we don’t have to worry about whether we are working on the latest version. We also save our sources in a shared folder so we don’t look for the same material twice. (3) Transferring files that are too big to be email attachments. Sometimes I need to give professors a lot of articles, so I will save them to Dropbox, make it a public folder, give them the link, and then delete the folder once they’ve saved the articles to their own computer. That saves me from sending a bunch of emails with lots of attachments.”

—Ben Keele, research and instructional services librarian, Indiana University Robert H. McKinney School of Law, Indianapolis

“I find Box to be great for project and idea collaboration because I can upload documents into a shared pool of resources that can be viewed or downloaded by others in the group. Box also integrates very well with Google documents. I also use Box to...”
share articles about emerging technologies with colleagues across the country."

—Ben Carlson, emerging technologies librarian, Villanova University School of Law, Villanova, Pennsylvania

“I use Google Drive for: (1) The AALL State Working Group project, for which we created a Google site, hosted the spreadsheets and forms, and did all of the work through Google Docs and the predecessor to Drive; (2) to access the files for a MOOC on online education; (3) collaboration with several AALL committees; and (4) contribution to the instruction statistics of the UF law librarians.”

—Jennifer Wondracek, head of research and faculty services, University of Florida Levin College of Law, Gainesville

“Google Drive in particular has become pretty heavily integrated into my workflow since Chicago-Kent switched our entire email system over to Google Apps at the beginning of this school year. Now, we use Google Drive within our office to create and share documents with one another. We share notes from meetings, keep spreadsheets to keep track of tasks and due dates, create and edit collaborative documents, etc. Basically, I like that I can integrate everything into one system and not have to worry about going different places to accomplish tasks. Google makes it pretty easy to do that.”

—Scott Vanderlin, research and faculty services librarian at Chicago-Kent College of Law

“Like many law libraries, we have a shared drive at Moritz so that we can upload documents for faculty on campus. While this approach is successful much of the time, Google Drive has really given us more flexibility in how we share materials with faculty. This is particularly important to faculty who are visiting other law schools for a semester or are otherwise working abroad. Having more than one way to access the research they need is reassuring when they are trying to meet deadlines.”

—Ingrid Mattson, reference librarian, The Ohio State University Moritz College of Law, Columbus

“We place documents in Dropbox folders so that everyone can view the document and change the document as they need to. We have also created folders of documents persons might need in the future, so all of our information from prior courses is in Dropbox. That way, if a librarian needs to use something that another librarian created, they can do so quickly and without waiting for the other librarian to respond. When I collaborated with Julie Kimbrough on a CALI lesson, we placed all the documents in Dropbox and shared information that way. It was very convenient.”

—Nichelle Perry, assistant law library director, North Carolina Central University School of Law, Durham

“I use Google Drive when I need to work on documents at home because I don’t have MS Office on my computer at home. I like it because it saves emailing newer versions back and forth to myself.”

—Megan Garton, reference librarian and instruction coordinator, Tulane University Law School, New Orleans

“I have used Dropbox to assist a faculty member with individual cloud-based storage of his research materials. When I locate articles or other materials of interest to him, I typically both submit print copies to him and add electronic copies to shared subject folders in Dropbox. This system is mainly meant to act as a backup in the event that he misplaces his print copies, allowing him to access his materials from any location with an internet connection.”

—Alyssa Thurston, research and electronic service librarian, Pepperdine University School of Law, Malibu, California

“I use Dropbox to manage student workers for a faculty member. The faculty member conducted more than 70 one-hour interviews as part of an empirical study and then had them transcribed overseas. Once he received the transcripts he would clean them for basic errors, so we offered to help him with this task. He created a shared Dropbox and put in the audio and DOC files for each of the transcripts. I divided them into student folders. The reference students would “clean,” or edit, them and put the updated transcript in the completed folder. Then the faculty member would replace the cleaned transcripts in the Dropbox folder with “uncleaned” transcripts. We helped him expedite a year-long process into a matter of a semester, and the best part was that the faculty member could see updates as the students were working so he always had access to the project and its status.”

—Liz Johnson, reference librarian, Wake Forest University School of Law, Winston-Salem, North Carolina

“We use a specialized version of Box with Windows Sync for several functions—circulation signs, building photos, work schedules, forms, inventory, and instruction booklets. Google Docs are synced to your Box account, so there is one stop for staff.”

—Amanda Watson, head of public services, Tulane University Law School, New Orleans

“Yale University offers free Box accounts with 50 GB of storage space to all students, faculty, and staff with an active Yale ID and email. Recognizing that many members of the Yale community were using Dropbox’s free service for their storage needs, Yale University contracted with Box to offer 10 times more storage at no cost to university members. By doing so, Yale has made it easier than ever for university members to share and collaborate using the cloud. Box accounts are used to share materials with professors and other librarians and are used in class for the same purpose.”

—Jordan Jefferson, reference librarian, Yale Law School, New Haven, Connecticut

Try it Out
Cloud services can be a great way to organize files and projects, keeping your work, home, and traveling selves coordinated, as well as to allow you to collaborate with your fellow law librarians on articles and even projects or committee work for AALL. With all the options out there, it’s easy to lose track of your accounts and passwords. Otixo organizes all your cloud accounts into one app, allowing you to access all your files with a single login, no matter where they are. So go ahead: try out a couple of tools, and see which one best helps you get off the ground and into the cloud.

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YOUR NETWORK

AALL 2013: July 13-16
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You’re invited to join nearly 2,000 law librarians from across the country for the AALL Annual Meeting and Conference.

• Meet legal information pros from all types of settings and learn what they are doing in their libraries.
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Register today. aallnet.org/conference

Join the conversation on Twitter: #AALL13
This summer, law librarians will head to Seattle for AALL’s 106th Annual Meeting and Conference. This year’s event, held July 13-16, affords countless opportunities to network with colleagues, attend education programs, meet with vendors, and enjoy all that our host city has to offer.

Dynamic Programs and Events
The Annual Meeting is consistently the most highly rated AALL member opportunity, but room for improvement always exists. For the past year, the Annual Meeting Program Committee (AMPC) has been rethinking the needs of law librarians, the ways that adults learn, and the methods for providing content that is vital to the legal information profession. The AMPC has curated a conference of dynamic programming based on must-have topics that members identified in last year’s educational needs assessment. These programs will be offered in engaging formats to deliver takeaways that attendees can implement when they return to their workplaces. Here is just a sampling of program topics:

- Using social media in your library
- Writing tips from a Pulitzer Prize-winning journalist
- Implementing a mass digitization project
- Creating screencasts for legal research instruction
- Making sense of vendor statistics
- How to get involved in state-based advocacy
- Identifying innovative ways to serve the public patrons
- Top trends reshaping the legal industry
- Motivating staff and correcting workplace behavior
- Hot topics in legal technology

Comprehensive preconference workshops will also be offered, covering topics ranging from developing your own library marketing plan to metadata and the semantic web. The Private Law Libraries Special Interest Section Summit, Conference for Newer Law Librarians (CONELL), and Legislative Advocacy Training are back by popular demand, too. Register early for these workshops—space is limited.

So What Else is New?
We’ll kick things off at this year’s Annual Meeting with the Opening General Session, featuring keynote speaker David Weinberger, a technologist whose work focuses on information management, the internet marketplace, and the human behaviors that shape it.

This year’s conference introduces longer “deep dive” programs, allowing for more in-depth exploration of critical content areas, including project management, using SharePoint, and navigating your career path.

Also new to the conference is the Monday Morning Recharge, designed to give you a mid-conference boost, as well as ways to rethink your professional development. Expert-led sessions will focus on leadership, change management, presentation skills, stress management, and influencing others.

Tuesday’s strong lineup starts with informal morning Coffee Talks and continues with the Association Luncheon (featuring futurist Andy Hines), a showcase of poster sessions, and the return of the day-long series of programs developed in collaboration with the International Legal Technology Association.

Plan to spend quality time in the Exhibit Hall to discover new products and enhancements and to meet one-on-one with vendors. Lots of events will take place in the Exhibit Hall, including the Opening Reception, a new lunch buffet on Monday for conference attendees, and daily prize drawings. Scheduled exhibitor showcases will be another new feature, walking you through the latest innovations.

Register Today!
Register now for the best rates and hotel choices. We can’t wait to see you in Seattle!

Julie Pabarja (julie.pabarja@dlapiper.com) is research services manager at DLA Piper in Chicago and chair of the AMPC.

For More Information . . .

The 106th Annual Meeting and Conference:
www.aallnet.org/conference

Programs and workshops:
www.aallnet.org/conference/education/programs-and-workshops

Registration:
www.aallnet.org/conference/get-there/registration

Housing:
www.aallnet.org/conference/get-there/housing

Call for Coffee Talks proposals:
www.aallnet.org/conference/education/call-for-ideas

Twitter: twitter.com/AALL2013

Facebook: tinyurl.com/cczgtem
Law Firm Changes Offer Opportunities for Libraries

Suggestions for getting ahead of the curve

By Sarah Sutherland

Certain aspects of the practice of law are changing, particularly as they relate to the traditional ways lawyers charge for their work and how completed work is leveraged for future benefit. Some firms, for example, are moving to incorporate knowledge management (KM) practices, alternative billing, and law practice automation.
One way to look at the movement toward KM, alternative billing, and initiatives to automate some aspects of legal practice is as a movement away from work that is transactional and nonscalable and toward work that is nontransactional and scalable. This movement aims to improve use of existing resources and work product, which increases efficiency and pricing predictability. However, the transition will be difficult for many and will require changes in how lawyers conceptualize their work, which will create both challenges and opportunities for libraries and KM departments.

Nontransactional and Scalable Work

Nontransactional work is generally work that cannot be counted or measured. It encompasses the communication, development of processes, and conceptualization that leverages other work and makes that work go more smoothly. It is often the work someone has been doing when he or she says, “I worked all day and didn’t get any work done.” Because it can’t be counted and its impact can’t be seen immediately, it can be less satisfying than transactional work and less valued by those who don’t understand how important it is.

Though they overlap, scalable work is different from nontransactional work. It is work that can be leveraged repeatedly with limited additional effort for each additional use, which can create enormous benefits for little additional effort, but it also elevates risk because the work product may never be used and the investment in its creation may be lost. Examples of scalable work include developing precedent systems that will allow the same form to be used for all future documents of the same type and time spent writing and editing books and magazine articles. Investments in scalable projects must be made carefully because, though they may be profitable, they may also provide no monetary gain at all. Nonscalable work, on the other hand, usually has only a set return, but it is generally done for a particular client or need, and it typically provides a known monetary gain.

One of the first places to look for nontransactional and scalable work in law firms is in unbillable tasks: writing a contract for a client is transactional and not immediately scalable, while drafting a standard contract that may be reused again and again is scalable and working to coordinate the writing of the standard contract is nontransactional. The transition to nontransactional and scalable work can be difficult for the individuals involved. Front line staff often does not know how managers spend their time, and this is often the result of not understanding this kind of work.

In law, the development of scalable and nontransactional models of working is particularly difficult as it requires substantial investment of unbillable time with uncertain returns on the part of lawyers and staff until the structures are sufficiently developed to demonstrate their value. Working in KM in a law firm is like being a weight loss coach: no one wants to follow directions, but they like the results when they do.

A further problem with developing commitment to these new ways of working is that it will not only take time to develop systems that are useful, but KM and practice improvement will often decrease the profit accruing from individual transactions compared with a billable-hour model by increasing their efficiency. These issues combine to create a perception of a high level of risk for those committing to changing their practices in this way.

What Libraries and KM Staff Can Do

These changes have the potential to create both great problems and great opportunities for law libraries and KM departments. The first thing libraries and KM departments can do is integrate into the project teams working on these initiatives. There are enormous informational aspects to all of these projects, and it is the job of the library and KM staff to ensure that they are being considered and addressed in the planning stages. If only practicing lawyers and IT staff are involved in the developmental stages of these plans, when the library eventually becomes aware of problems with the way information is organized or accessed, it may be too late to address those issues.

In organizations, including law firms, there is generally a small group of people who are mentioned every time something new or interesting is proposed and someone needs to work on it. Library or KM staff should work to become these people so that they are involved in such projects and can help find ways to integrate them with each other and anticipate library services that will help the firm achieve its goals. Being better integrated into high-profile projects that support a firm’s plans for the business will help to ensure that library and KM staff understand the priorities of the firm and allow them to better anticipate organizational needs and formulate resource requests in a compelling way.

Libraries and KM departments should also consider and be ready to articulate what already makes them a good fit with the goals of efficiency and scalability of practice. The purpose of having a library is to provide access to shared resources that have lower incremental costs when purchased together than when purchased separately. Scalable legal research tools, such as general texts and online subscriptions, are used lightly by many people and are naturally purchased in a central location and shared, while nonscalable tools, such as desk consolidations of legislation, are purchased for individual lawyers.

In the search for improved practice, it is important to remember the traditional elements that are already working. Other scalable aspects of library and KM work that come immediately to mind are contract negotiations, integrated library systems, research guides, memo banks, and precedent collections. Some aspects of library and KM work don’t lend themselves to scalable solutions as well, such as in-depth training and advanced reference: I have yet to see automated training initiatives or canned research advice successfully address either of these needs.

Library staff will need to explore what opportunities surround scalable work in each organization and work to convince others of the value they bring. Law librarians often perceive their value proposition in their level of legal expertise, but I believe we are often excluded from these forward-looking projects due to a perceived lack of legal knowledge. However, legal knowledge is often not the limiting factor in achieving success in these projects. On the contrary, disorganization of information, lack of connections among individuals and practice groups, and limited understanding of the interactions between human beings and technological tools often are—and these are all areas where library and KM staff can bring a great deal of value through their involvement.

Many KM initiatives involve senior legal practitioners as project leaders, as they are often the individuals with the desire to make—and the credibility to initiate—change. This is an expensive means to achieve these ends because these individuals have such high opportunity costs. It is much more cost effective to have someone more junior who will manage the projects, give the senior practitioner updates, and request help when there is a need for advice or capital to move the project forward. The best people to manage some of these projects may work in the library or KM department.
There is no reason why useful ideas about how to manage legal information and how it can be better integrated into the practice of law need to come from lawyers, IT departments, external software companies, or publishers. Even if the library or KM staff are not already integrated into the practice development process, that doesn’t mean they can’t be going forward. According to Richard Susskind in his book *The End of Lawyers*, innovative ideas come from mavericks who are then brought into the fold after their ideas are successful. There is no reason why library and KM departments shouldn’t be those mavericks or at least work closely with them.

There is a great deal of pressure developing in this area: publishers are changing the direction of product development from being content driven to being software and interface driven. This has important implications and will require close examination of what libraries do and why. Some things will be easier in this new environment, and for some practices this will be a great improvement in efficiency, but allowing external organizations to dictate how law and legal research will develop is risky. The increased integration of information resources into lawyers’ workflows will decrease the ease of transition among sources, and, since secondary resources show less convergence in content, this will remain an area of concern.

Publishers are also producing more products that overlap with internally generated resources. Libraries and KM departments will need to watch what publishers are doing to know how to best navigate the new environment and to be ready to outsource what makes sense to outsource as the environment evolves. The corollary is that libraries and KM departments need to be ready to redeploy resources when that happens, as it will free time and make other activities possible that weren’t before. The alternative is to be ready to reduce resources in the library as this happens, especially staffing, but this seems like an enormous waste of opportunity. In order to fully take advantage, libraries and KM departments should be preparing with professional development and considering possibilities before being forced to do so.

This may all sound scary, and it is, because if opportunities are not taken when they are offered, they may not be offered again, and the new environment may reduce the ability to quantify value in the ways it is quantified now. For example, it will be more difficult to reach measures like billable targets in a flat-rate billing model, but it is possible to work toward an alternate metric, such as a promotion of firm information resources being part of the value proposition to clients.

**Opportunities**

Transition from the status quo is inevitable as more simple tasks can be automated, as more information can be stored and accessed with greater ease for reuse and evaluation, and as more clients demand that firms initiate these innovations. This will expand into the library and KM departments and should be welcomed and explored, but even if opportunities have already been missed, it is not too late. However risky the current environment is, and however many opportunities have been missed already, I suspect there is an opportunity within your organization that you can start exploring now.

Sarah Sutherland (sarah.sutherland@mcmillan.ca) is manager of library services at McMillan LLP in Vancouver, Canada.

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**Seeking Nominations for the 2013 Roy M. Mersky Spirit of Law Librarianship Award for Public Service**

The Roy M. Mersky Spirit of Law Librarianship Award for Public Service Committee honors one law librarian or law library organization for service to the community. The award, established in 1991 by Roy M. Mersky, former director of Tarlton Law Library at the University of Texas at Austin School of Law, and Richard Leiter, director of Schmid Law Library at the University of Nebraska, was created to give special recognition to individual law librarians who might not otherwise be recognized by their peers for their important work. Please help recognize law librarians by nominating a worthy individual who has made a meaningful contribution to a social or charitable cause or concern.

**The deadline for nominations is June 1.** Please mail nominations to Professor Richard Leiter, Schmid Law Library, University of Nebraska College of Law, Lincoln, NE 68583-0902; email rleiter@unl.edu; call 402/472-5737; or fax 402/472-8260. For a list of previous award winners and more information about the Roy M. Mersky Spirit of Law Librarianship Award for Public Service Foundation, please visit tarlton.law.utexas.edu/slla/index.html.
ReThinking Seattle

The co-chairs of this year’s Local Arrangements Committee talk all things Seattle

By Rita Dermody and Tina Ching

The Emerald City is our host for AALL’s 106th Annual Meeting and Conference this July. Seattle offers a beautiful setting for entertainment and fun after a day of educational programming and meetings. And Seattle in July is spectacular: temperatures average a high of 75 degrees, and days offer more than 15 hours of light, with sunsets after 9 p.m. What about rain, you ask? July is the driest month in Seattle, with less than an inch of precipitation.

To entice you to Seattle, Rita Dermody and Tina Ching, co-chairs of the Local Arrangements Committee, sat down to share their favorite things about Seattle in July. Here they describe how they arrived in this fair city and some of the things that make it impossible to leave.

What brought you to Seattle?

Tina: At the young age of 11, after watching an episode of Twin Peaks, I knew I was going to one day live in the great state of Washington. However, like many TV shows, much of the series was filmed in Los Angeles’ San Fernando Valley where I was born and raised. After high school, I spent several years being distracted by the beautiful trees, friendly people, and delicious beer in the state of Oregon. Library school finally brought me to the Emerald City, where I am currently distracted by many of my Seattle favorites.

Rita: I grew up in northern Idaho and always knew that I would be a
walking through the market. How to munch while you are in Lowell's for a cup of clam chowder, vegetables, sample the local apples, stop at the arrangements of the fruits and vegetables, sample the local apples, stop at the airport stores. While you are there, you might buy sweatshirts with local graphics not found anywhere else, such as silk-screened tees and sweatshirts with local graphics not found anywhere else. Products they sell. Resale of products is not allowed. Oh, but the goodies you will find there! Silk-screened tees and sweatshirts with local graphics not found anywhere else, such as silk-screened tees and sweatshirts with local graphics not found anywhere else. About how they must grow or make the products they sell. Resale of products is not allowed. Oh, but the goodies you will find there! Silk-screened tees and sweatshirts with local graphics not found anywhere else, such as silk-screened tees and sweatshirts with local graphics not found anywhere else. The policies for farmers and craftspeople were determined after the market was opened in 1907 over a dispute about the price middlemen were getting for the produce. Pike Place Market is a better place to find gifts that reflect the Pacific Northwest and a more adventurous challenge, you can connect to a bike route around Discovery Park in the city's Magnolia neighborhood. Depending on your route, it's about a 15-mile ride and can get pretty hilly, but it's well worth it for the amazing views.

What are your favorite outdoor activities?
Rita: Seattle sits in the middle of geographic wonder! Within an hour and a half you can visit the Pacific Ocean or a semi-arid desert, climb mountains, observe an active volcano, ski, swim, hike, or scuba dive. One of my favorite spots to visit is Snoqualmie Falls. It is located about 30 miles east of Seattle. Snoqualmie Falls is 268 feet high and about 50 feet wide. The views are stunning. The falls were featured in the television show Twin Peaks. Settled by the Snoqualmie Tribe (a subgroup of the Coast Salish), it became a sacred place for Native American culture and spirituality.
Tina: My favorite summer bike ride is along the Elliott Bay Bike Trail. You can start at the Olympic Sculpture Park, ride through Myrtle Edwards Park, and take in the beautiful views of the Puget Sound and Olympic Mountains. You can end the ride at peaceful Smith Cove Park, but for those looking for a more adventurous challenge, you can connect to a bike route around Discovery Park in the city's Magnolia neighborhood. Depending on your route, it's about a 15-mile ride and can get pretty hilly, but it's well worth it for the amazing views.

What is your favorite bookstore in Seattle?
Rita: Seattle Mystery Bookshop is a destination bookstore located on the northern edge of Pioneer Square, at the south end of downtown Seattle. The shop offers a comprehensive selection of mysteries, new and used, paper, trade, and hardback editions, with most titles not available in your local chain bookstore. The Pacific Northwest is home to many authors, such as Ann Rule, J.A. Jance, Jayne Ann Krentz, Sherman Alexie, and Erik Larson. Autographed copies of their works are often available at the bookshop.
Tina: If you haven't been to Seattle in a few years, you may not know that the Elliott Bay Book Company moved to Capitol Hill from its original Pioneer Square location. The new store is beautiful and has a great selection of new and local interest books. Walk past the gorgeous cedar shelves, and page through the staff picks. It is also a fun place for author readings and has a wonderful...
Where is your favorite place for a caffeine fix?

Tina: Yes, possession and use of cannabis is now legal here (but that’s not why Seattle is the Emerald City). Despite this temptation, caffeine remains a Seattleite’s drug of choice. We are, after all, the Caffeine Capital of America, with more coffee shops per capita than any other city in the nation. About three blocks up Pike from the convention center, you will find Victrola Coffee Roasters, recently named one of America’s Best Coffee Bars by Food and Wine. If it’s 3 p.m., drop in on a public coffee tasting at the Stumptown on 12th Avenue. Or if you’re a Grey’s Anatomy fan, you might consider checking out Tully’s to see if McDreamy (a.k.a., owner/actor Patrick Dempsey) is sipping a latte.

Rita: Combine a great teahouse experience with local history. Have tea and tour the Panama Hotel in Seattle’s International District, featured in the novel Hotel on the Corner of Bitter and Sweet by Jamie Ford. The hotel was built in 1910 by the first Japanese-American architect in Seattle and contains the last remaining intact Japanese bathhouse in the United States. The bathhouse served generations of Japanese-Americans in the years before World War II. As the Japanese community was removed to internment camps during World War II, members of the community brought their chests and other valuables to the hotel for storage. Many of the items remain today.

Where is your favorite place for adult beverages?

Rita: Washington State is one of the fastest growing areas for wineries. More than 700 wineries call Washington home, and more than 90 wineries and tasting rooms can be found in Woodinville, Washington, just 30 miles from downtown Seattle. Most of the grapes are grown on the east side of the state and then trucked to these boutique wineries for crushing and bottling. Come and taste. Recently, Wine Spectator included six Woodinville wineries in its top 100 list, and Wine Enthusiast Magazine honored 26 wines from five Woodinville wineries with scores of 90 or above. For the nonwine drinkers, Woodinville is also home to three distilleries producing gin, vodka, and grappa.

Tina: Seattle does not have a shortage of tasty beer and places to drink tasty beer, but, in July, what better place to drink beer than a ballpark? Safeco Field is a beautiful baseball stadium with gorgeous views of Seattle. While you’re in town for the conference, you can catch the Mariners playing the Angels (or the Red Sox if you arrive early). There are plenty of local beers to choose from including brews from Diamond Knot, Dick’s, Elysian, Fremont, Harmon, Mac & Jack, Manny’s, Red Hook, Skagit, and Snoqualmie Falls. Across the street, the Pyramid Beer Garden opens prior to every Mariners game.

What is your favorite downtown neighborhood?

Tina: There are many great neighborhoods in Seattle, but luckily the conference is only steps away from Capitol Hill. Full of coffee houses, restaurants, boutique shops, bars, and music venues, Capitol Hill offers some of Seattle’s best. Grab a homemade waffle cone full of Molly Moon’s honey lavender ice cream, and cross the street to watch some bike polo. Take a picture next to the Jimi Hendrix statue. Catch a movie at the Northwest Film Forum. Hop on a bus and head out to Volunteer Park, which includes the Seattle Asian Art Museum and Lakeview Cemetery, where you can pay your respects at Bruce Lee’s grave.

Rita: Belltown is self-described as the “epicenter of Seattle’s restaurant scene, with hot nightclubs, cool shops, great places to live, work, or play, the new Olympic Sculpture Park . . . Belltown’s got it all!” Just north of downtown Seattle, Belltown is an exciting mix of restaurants, shopping, nightlife, and condominiums and lofts. The streets are lined with boulevards, inviting you for a walk and leading you to the Olympic Sculpture Park, with breathtaking views of Puget Sound.

What is your favorite Seattle museum?

Tina: With the Puget Sound and Olympic Mountains as a backdrop, why limit yourself to viewing art indoors when you can absorb culture and fresh air at the same time? The Olympic Sculpture Park is a free outdoor public park operated by the Seattle Art Museum. My favorite piece is Typewriter Eraser. It’s open until 9 p.m., when you can experience the most spectacular piece of art—the gorgeous sunset.

Rita: The Museum of History and Industry, or MOHAI as it is known locally, welcomed the new year in its new facility at Lake Union Park, just a short distance north of downtown Seattle. The gallery features stunning views of Lake Union and its boats, planes, paddlers, and wildlife. In partnership with the Puget Sound Maritime Historical Society, it showcases artifacts such as the working World War II-era TANG periscope with 360-degree views of the city and an 1885 Fresnel Lens from the Smith Island Lighthouse. Come and help us celebrate the reopening of this great museum!

What is your favorite way to get away?

Rita: The Washington State Ferry system is touted as one of the best in the world. There are several ferries that leave from downtown Seattle. Hop on for a ride to one of the islands in Puget Sound or to the Olympic Peninsula. What a great way to get a taste of the majesty of the mountains that surround Seattle and see the city’s beautiful skyline. If you are lucky, you may see orcas swimming by your ferry. Once you reach your destination, stop in one of the many shops at the terminus for a cup of coffee or a light lunch before your return trip to the city.

Tina: Take a train trip to see the other great cities of the Pacific Northwest! From Seattle, there’s no easier way to get to Portland, Oregon, and Vancouver, British Columbia, than by train. I am actually on the Amtrak Cascades to Portland as I write this. The train station is easy to get to, and you don’t have to go through security! Hop on the light rail to the International District Station, and walk to the historic King Street Station (currently under construction but due to finish this spring). Just remember to bring your passport if you’re going to B.C.!

What is your favorite reason to leave Seattle in July?

Tina and Rita: There’s only one reason to leave Seattle in July—to attend the Annual Meeting in another city! Visit the Local Arrangements Committee website for local information, tips, and guides at lac2013.llps.org. Follow us on Twitter @aill2013 for updates, announcements, and information about the Seattle meeting. We’ll also post photos on Pinterest at pinterest.com/aallnet.

Tina S. Ching (ching@seattleu.edu) is the electronic services librarian at the Seattle University School of Law. Rita Dermody (ritad@kingcounty.gov) is the director of the Public Law Library of King County in Seattle.
When Americans opened holiday presents this past December, many of them must have found devices they could use to read e-books because OverDrive, a major web-based service that libraries use to lend e-books and other electronic resources, has reported that Christmas Day and the two days after were its three biggest days ever for library downloads. It wasn’t just audiobooks that users were checking out; for the first time, more e-books than audiobooks circulated.

OverDrive’s post-Christmas surge in e-book downloads follows the trend observed by the Pew Internet and American Life Project in April 2012: 21 percent of all Americans had read an e-book, while 43 percent of Americans aged 16 or older had read either an e-book or other long-form content on a computer or device in 2011.

E-books are not just for popular reading; legal publishers are entering the e-book market as well. Major publishers are launching e-book platforms and offering law libraries the opportunity to purchase both individual titles and collections of electronic books that they also offer in print. One publisher has announced the availability of a specialized lending platform similar to that offered by OverDrive and other library lending platforms.

Starting Up an E-Lending Service
With these increasing signs of a strong future for e-books, and possibly for e-lending as well, in spring 2012 Cornell University Law Library decided to pilot OverDrive for the Cornell Law School community. Our law library has a tradition and culture of innovation, from creating its first website in 1995, through partnering with William S. Hein & Co., Inc., in 1999 on the Hein Digital Journals Project (now HeinOnline, still hosted at Cornell University), and into the present by, for example, hosting a therapy animal session for students at the beginning of final exam periods.

Exploring the future of e-book lending was a natural fit for us. And by embarking on a pilot of the OverDrive service, we could test the waters of e-lending in a cost-efficient way that would not be prohibitive in terms of staff time and library resources. The service would allow us to see specifically how our users would respond to an e-lending program. The library had already successfully introduced a popular small-print reading collection. Trying out an online component to this simple but well-liked outreach program seemed like a logical progression. With these thoughts in mind, in June 2012 we signed a contract with OverDrive for a one-year pilot period.

Unlike most databases offered to libraries, trial periods are not available with an e-lending service like OverDrive because there is no single OverDrive site. Instead, OverDrive sets up each library with its own site. The library works with an OverDrive representative on the site’s design.

Not is IP authentication available. While the sign-in system is somewhat similar to those of Lexis, Westlaw, and Bloomberg Law in that users sign in individually, it is dissimilar in that OverDrive does not provide the passwords to users. Users also cannot sign in using a single sign-on system like Shibboleth. Instead, OverDrive requires users to sign in to its website via either the library’s integrated library system (ILS) or a Library Card Manager, which requires the library to provide OverDrive with a database of authorized users and passwords. Neither of these options was a comfortable fit for Cornell Law Library, whose users normally sign in to library databases with a Shibboleth-based system. Ultimately, we found that our best option was to create our own custom script that linked users from our single sign-on system through our ILS.

One of the decisions we made initially was to offer two types of resources—e-books and audiobooks. OverDrive also offers music and video resources, which we chose not to include. The choice of resource types implicates not just the items that the library plans to purchase; OverDrive allows a library to put its own materials (i.e., those for which it owns the copyright) on its OverDrive site, but...
and many publishers impose. The most significant digital rights management (DRM) limitations that both OverDrive and many publishers impose. The most obvious is that only one user can access a resource at a given time. This one-user limitation does not just apply during active use: since OverDrive is based on the checkout model, the user has exclusive access to the title for the lending period, even when the user is not actively using it. The user who does have access to a title is frequently limited to reading or listening in Adobe Digital Editions, OverDrive Media Console, or Kindle.

Some publishers, however, offer “maximum access” titles that are available for simultaneous download by all users. Another kind of title that is available for unlimited simultaneous download is the Project Gutenberg collection, which includes thousands of DRM-free public domain titles from Project Gutenberg. These titles do not count against users’ checkout limits and do not expire.

Another limitation of the checkout model is that libraries cannot make OverDrive books available for reading in the library to users who do not have a library card. In the academic setting, this usually means users other than faculty, staff, and students.

A complex array of formats may daunt some users. Within e-books, titles may be available in one or more of several formats: Adobe EPUB, Adobe PDF, OpenEPUB, Open PDF, Kindle Book, or OverDrive Read. The Adobe formats require users to use either an Adobe Digital Editions account on their computers or the OverDrive app on their mobile devices; the Open formats do not. Kindle Books are read using a Kindle device or Kindle app. Except for Kindle Books on Kindle devices and OverDrive Read, all these formats require the user to install reader software on a computer or mobile device. OverDrive Read is a new format that allows users to read the title within a modern web browser without having to install any reader software. Users are still required, however, to check out e-books before reading them.

Audiobooks are available in one or both of two formats: MP3 and WMA. MP3-format titles may be used like any MP3 file; they can be downloaded to Windows and Mac computers, transferred to mobile devices, and burned to CDs and DVDs, among other things. While WMA titles may be transferred to Windows-based devices, they are DRM-protected, so publishers can limit other uses of these files, such as burning to CDs or DVDs and allowing the device to read the title aloud.

For both audiobooks and e-books, users must choose a format at the time of checkout. The user who chooses the wrong format must return the book and initiate a new checkout in order to get the correct format.

Although we were worried that users would have trouble using OverDrive given the many possible formats, devices, and apps, our users have required almost no technical support. OverDrive gives users information about using the different formats in myriad devices on its Help website. Perhaps as a result of this information being available, during the first five months of the pilot, we had only one email request and a couple of in-person requests for technical assistance.

Pricing
OverDrive uses a full-time enrollment pricing model for colleges and universities. The lowest tier is fewer than 2,000 students. Half the annual fee is a collection credit.

Pricing for individual resources varies widely; resources may cost anywhere from 99 cents to more than $500. Within the realm of popular titles, the price of the e-book to libraries is frequently much higher than the price for the print book or the consumer e-book. Douglas County Libraries in Castle Rock, Colorado, has released online several price comparison reports (available at evoke.cvlsites.org/resources-guides-and-more/douglas-county-experiment-model), which compare library pricing and consumer pricing for popular titles in both print and electronic formats. For example, as of January 2, 2013, a print copy of Gone Girl by Gillian Flynn (the third most popular book on Amazon) cost a
Library or a consumer around $14, and consumers could purchase an electronic copy for $12.99, but the e-book costs a library $75.

Libraries have directly and indirectly protested against pricing that makes increasingly popular e-books a burden on library budgets. Douglas County Libraries’ response has been to develop its own e-book platform and create its own partnerships with publishers. The Kansas State Library has taken its case to social media via a Facebook page, www.facebook.com/thebig6ebooks, publicizing how the six major publishers (Hachette, Macmillan, Penguin Group, HarperCollins, Random House, and Simon & Schuster) either do not make bestsellers available electronically to libraries or price them far above the cost to consumers. As a result, in recognition of her efforts in the ongoing struggle between libraries and e-book publishers and distributors, Kansas State Librarian Jo Budler was named Librarian of the Year for 2013 by Library Journal.

Our approach to this pricing minefield has been to select our items for our audience carefully. Since we are not a public library and our collection is very small, we have much less pressure to purchase every bestseller. Instead, we have focused on trying to select those books that we think will interest law faculty and students and spreading out purchases for the opportunity to examine checkout and hold patterns. The latter step has helped considerably in divining the reading interests of our community.

Alternatives to OverDrive

Although Cornell University Law Library chose OverDrive for its pilot, OverDrive is not the only e-lending service available to libraries. In the past couple of years, several competitors have appeared.

- Perhaps the biggest challenger so far is 3M’s Cloud Library (solutions.3m.com/wps/portal/3M/en_US/3MLibrarySystems/Home/Products/Cloud+Library), which offers more than 300 publishers and more than 200,000 titles. It has the same limited major publisher availability, and it offers only e-books. Users can, however, read a title using different formats during the same checkout. According to Douglas County Libraries’ Price Comparison Reports, pricing for individual titles is similar to OverDrive’s. In marketing literature, 3M emphasizes Cloud Library’s flexibility and “seamless experience” for users.
- Book distributor Baker & Taylor introduced Axis 360 (btol.com/axis360/index.htm) in December 2011. Marketing literature points to an “integrated workflow for both print and digital content.” It requires use of the e-reading software Blio, which is available for different devices. Penguin, which, as discussed above, is not available on OverDrive or the 3M Cloud Library, has agreed to distribute Baker & Taylor’s e-books as a pilot in Axis 360.
- Freading (www.libraryideas.com/freading.html) is a product of Library Ideas, LLC. Freading offers libraries e-books for lending without an upfront or platform fee. Instead, libraries pay a fee each time a library user downloads an e-book. Freading allows multiple unlimited downloads, subject only to the library’s ability to limit downloading using Freading’s tokens (see, for example, Wyoming State Library’s explanation of Freading tokens at gowyld.net/content/freading/tokens.html). As of January 2013, Freading offers more than 20,000 titles. E-books are read using Adobe Digital Editions or Freading’s apps for iPhone, iPad, and Android.
- Recorded Books offers the platform OneClickDigital (www.recordedbooks.com/index.cfm?fuseaction=rb.ocd&Library) for audiobooks. Different types of purchasing are available, including multiple-user subscriptions, continuous order plans, and single-title purchases. All titles are compatible with devices including the iPod, and an iPhone app is available.
- Impelsys announced in February that it would offer a title acquisitions system for libraries to order e-books directly from publishers. The system was developed with Douglas County Libraries.
- Especially for law libraries is the LexisNexis Digital Library (www.lexisnexis.com/ebooks/lending), based on the OverDrive platform. It offers more than 1,200 law e-books. Subscribers also can purchase access to items in OverDrive’s standard content catalog.

Embracing the New Model

As consumers become more accustomed to e-books in general and e-lending specifically, our law school users are likely to expect their materials to be available similarly—and legal academic publishers are already showing signs of responding. Cornell University Law Library’s e-lending pilot shows that the law school community is open to this new model of access and lending.

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## Renew Your AALL Membership Early for a Chance to Win a Free Annual Meeting Registration

On March 15, AALL dues invoices for 2013-2014 were mailed to all library directors for their institutionally paid memberships and to all other individual members. The deadline for membership renewal is May 31.

When you renew early—by May 1—you will be entered in a drawing for a free 2013 AALL Annual Meeting and Conference registration. If you renew on time—by May 31—you’ll be entered in a drawing for a free AALL webinar of your choice in 2013-2014.

Following is the 2013 membership renewal schedule:

- **March 15:** First dues invoices mailed out
- **May 10:** Second dues invoices mailed out
- **June 14:** Third dues invoices mailed out

### Important Dates

- **August 1:** Expiration notices emailed to all members—individuals and those paid by institutions
- **August 8:** Expired members deleted from the AALL membership database and access to the AALLNET Members Only Section and Law Library Journal and AALL Spectrum subscriptions discontinued.

For more information or to renew your membership online, view the application form on AALLNET at www.aallnet.org/Home-page-contents/Join-benefits. If you have any questions about your membership renewal, contact AALL Headquarters at membership@aall.org or 312/205-8022.
Can I Cancel My Print Case Reporter Collection?

A look at the merits of free online resources as a substitute

By Paul Galfano

At the 2012 AALL Annual Meeting and Conference in Boston, I was struck by how many of the programs and vendor exhibits addressed online resources, software services, and mobile computing (iPad apps, in particular). Since I’m the liaison for legal studies information literacy at Berkeley College’s small New York City Campus Library, the comparison between these online resources and services and our legal print collections became my major takeaway in terms of providing services to our students. In addition, many articles recently published in Spectrum, Law Library Journal, and on law librarian blogs discuss the increasing use of open-source, free websites; e-books (free or fee-based); paid electronic database subscriptions; and social media in the library environment.

All this has been an eye opener, mainly because we are considering cancelling some of our legal print volumes, especially our case reporters. The main questions at this point are: Can we afford to cancel a major print multivolume set, such as a case reporter, and instead utilize free online services? Is it viable to cancel our library’s subscription to our existing print case reporter volumes—in our instance, a case reporter New York Supplements on a biweekly basis to add to the collection. Thomson does not replace or update existing print volumes; therefore, that particular print collection is continually growing and will ultimately spill over on to the shelving space for our other legal print collections, as well as general nonfiction books. The idea of cancelling this expensive and expanding print collection is not only viable, but a cost-free solution.

Online free legal resources are in abundance and are growing quickly. One obvious practice that is used almost daily among librarians is creating LibGuides for one-page access to online resources (and commonly bridging to access the library’s subscription databases) on specific subjects. This is certainly true of Berkeley College librarians, and a legal case LibGuide is already in the works as I write this. A well-placed LibGuide can be used exclusively to do research on case law, duplicating the content available in a print case reporter. A librarian can add video tutorials, as well as links to helpful one-page PDF “step-by-step” documents, to a case law LibGuide (specifically for using case law online resources), and refer students to the LibGuide again and again. Students will benefit from this process as they realize its value and usefulness, and they will feel more encouraged to use the library’s online legal resources.

Moreover, this becomes an opportunity for the law librarian to promote the LibGuide through the college’s information literacy program. Many of the specific courses for which we provide instruction to Berkeley College students (including legal and criminal justice courses) are inclusive of both related online databases, such as LexisNexis Academic, and a free website, such as the Cornell University legal portal. This would encourage students to use the case law LibGuide and refer back to it repeatedly for their research assignments.

There are many examples of legal and case law LibGuides to speak of from law and academic libraries in America. They typically feature the top five or so free online legal resources, and especially prominent would be Cornell University Law School Library’s excellent Legal Information Institute (LII), which has a section on New York case law. One can make either a LibGuide or access point (on a library’s website) to integrate the case law online resources with tutorials for using them. This could be in conjunction with online databases such as LexisNexis Academic and Proquest (Criminal Justice module), as well as the other nonexpanding legal print volumes, providing students a larger picture of available legal resources.

In addition to the excellent Cornell legal site, there are several other free online sources that are available. These together are all adequate substitutes (along with associated online subscription databases) in the absence of the case reporter print volumes. Following are brief descriptions of a few of the prominent, well-used, free online sources:

• Google Scholar is an excellent free web resource for case law and specific cases. Anurag Acharya, one of its founding engineers, adequately demonstrated this during his presentation at the 2012 AALL Annual Meeting. As new legal items are being added to Google
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Overcoming Challenges

There are pitfalls and challenges to switching entirely to free online resources (even when using the supplemental LibGuide approach). At one prominent law school library, a librarian explained that students wind up using Westlaw or Bloomberg Law most of the time. This certainly becomes a challenge for the law librarian and emphasizes the need to aggressively promote the LibGuide or access point to the free online resources.

Another issue is maintaining the links of the free online resources, particularly if the library has a large collection. For example, I spoke with an AALL member who had the task of updating the 18,000 links in the collection of the defunct U.S. House Internet Law Library. Ultimately, a group of people became involved in sharing the task. David Roges wrote about this (as well as efforts to save the library from being defunded) in his article, “House Internet Law Library Case Study – from a solo act to a collaboration,” published in Legal Reference Services Quarterly in 2001. The case study implied that it can be done with teamwork.

Moving Forward

As we approach the new dawn of the electronic/digital era in library services, several questions arise. Should we move forward in assisting students and patrons without relying on the availability of the “safe” print case reporters? Are we ready to assume new innovations with regard to shelf space in our smaller academic law libraries? Are we considering ways to save money in the current and future eras of austere budgets?

The Implications of Gamification

Gamification has the potential to help libraries engage and excite their patrons in new ways and can be a powerful tool when used with care. But gamification is not a miracle cure. Many libraries will find that it does not meet their needs. However, even if gamification isn’t right for your library, there are valuable lessons to learn from the studies that have been done on the topic. For example, many libraries use extrinsic motivation in some form or another, whether it’s through contests or overdue fees. Studies done on gamification can help you develop a deeper understanding of extrinsic motivations, namely when an activity is one participants do not view to be valuable, as discussed previously, and when extrinsic motivations will actually be counterproductive, such as when patrons already willingly and happily participate in an activity.

Moreover, as gamification continues to gain popularity, it is worthwhile to understand the topic’s potential legal implications. Legal scholars are already beginning to consider the various legal implications of gamification, including privacy issues, property rights (for example, with respect to virtual property), and employment law. Miriam A. Cherry has written an essay for the Hofstra Law Review titled “The Gamification of Work,” in which she argues that “[t]he gamification of work is a growing trend with important implications for employment law.” As these legal implications are studied by more scholars and eventually make their way to the courts, law librarians will be well served by understanding the issues surrounding the topic. For better or worse, gamification is unlikely to disappear anytime soon, so it is important that libraries learn about it and leverage it to their best advantage.

These questions are being considered at Berkeley College Libraries, as we’ve already updated our Legal Studies Program, now offering a four-year degree (from a paralegal program two-year degree). We’ve already concluded the necessity of canceling, at the very least, the expanding case reporter multivolume set. The coverage of online resources for case law, while not perfect, suits our library users’ needs in particular and is a practical substitution.

It’s a small enrollment, and not too many access the print case reporters (or even the other print volumes). However, students enrolled in our new Legal Studies Program can be guided increasingly toward free legal case websites (via the online case law LibGuide), which they’ll be able to access from different locations, including home, and from different devices.

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Self-Publishing Digital Books: Options, Considerations, and Insights

By Brian R. Huffman
tinyurl.com/bh9envu

E-books are all the rage in publishing these days. Anyone can self-publish a book. The publishing options range from free open source to all-inclusive paid services. This article addresses initial considerations and presents possible applications and publishing models that are presently available. A discussion of how self-publishing fits into the spectrum of social media versus academic publishing is also included.

Carli Spina is the emerging technologies and research librarian at Harvard Law School Library in Cambridge, Massachusetts.
the reference desk

Q: One of our vendors recently dropped off a box of fancy chocolates. I happened to walk into the break room as one of our younger librarians was cutting a tiny piece off of a corner of chocolate. She explained that she wanted to know what the center of the candy was. I was caught off guard and blurted out that many people don’t want a piece of candy that someone has cut into. She stopped what she was doing and didn’t seem offended, but she walked away without taking any candy and I was left feeling like a crabby old lady. I suppose I should be relieved that she used a knife and didn’t punch a hole into the underside of the candy with her finger. Did I overreact?

A: I don’t think so. In my opinion, her behavior was inappropriate. At worst, it was rude, and at best, it was clueless. It was no less inappropriate because she used a knife rather than her finger; it was simply more hygienic. If she was hesitant to take a piece because she has food allergies, she should have read the ingredients or simply declined. If she had wanted a piece of candy, she should have used her best guess, picked one, and lived with and learned from her choice. She also could have disposed of the candy if she had chosen a piece that she didn’t care for. However, if she had done that, she should have done so tactfully by wrapping the uneaten portion in a napkin and placing it in a trash container. If others were present, she should have disposed of the piece discreetly to avoid hurting anyone’s feelings.

As far as I’m concerned, there are a limited number of reasons why “cut into” or “pieces of” food should be served at work: (1) salad and sandwich fixings are being provided buffet style; (2) food has been catered and arrives as halved sandwiches and sliced desert bars; (3) two individuals have agreed to share an item; and, possibly, (4) someone has brought an insufficient number of items to be shared among a group of individuals. An example of this might be that someone brought six doughnuts for twelve people. I don’t even like it when someone who “just can’t eat a whole one” has cut or (shudder) broken a cookie in half and leaves the remainder, orphaned and unappetizing, on a plate.

As you can see, you’ve opened a whole new can of gummy worms by introducing the subject of food in the workplace. I’ve seen individuals ransack a boxed lunch in order to retrieve only the cookie or the apple. I’ve observed someone double dipping in the guacamole. I’ve been reluctant to take chips from a bag because I wondered whether the person ahead of me had washed his hands before reaching into it. Interestingly, I wouldn’t have given a second thought to any of this if I had been at home among friends and family, and that’s the root of this issue.

In general, our work environment has relaxed and lost the formality it once had. We address each other by first names, and our co-workers have been a second family. Because we behave as though we’re among family, we also exhibit our respective families’ customs and attitudes. At home it may be permissible to break off part of a brownie, drink from a communal coffee mug, or share a tasting spoon. That’s usually not the case among work colleagues. We don’t have to conduct ourselves as though we’re having tea with the queen, but we do need to be mindful and acknowledge that we don’t all share the same sensibilities.

I’m not sure what you could have done differently even if you hadn’t been caught off-guard. You’re not the etiquette police, and unsolicited advice would probably have been unwelcome. Once again, it comes down to communication, modeling the behavior, and facilitating the change. For example, you can make sure (or suggest) that ladles, tongs, individual cups, plates, and containers of hand sanitizer be placed in close proximity to food. When offered food, you might respond with “I’d love some; just let me wash my hands.” If it doesn’t seem too heavy-handed, you could draft a small sign, such as “Please help yourself; the cups may be used as ladles.”

Above all, be patient. I’d love to hear what ideas others may have for addressing this issue.

Susan Catterall (scatterall@charlottelaw.edu) is reference librarian at the Charlotte School of Law in North Carolina.

Are you in a sticky situation with a colleague? Looking for ways to discuss advancement with your supervisor? Send your questions to columnist Susan Catterall at scatterall@charlottelaw.edu.

Next Month in Spectrum

Here’s a taste of what you can look forward to in the May issue of Spectrum:

• AALL Spectrum’s 13th Annual Architecture Series
• Millions of magazines hidden in the Google Books Library Project threaten U.S. copyright
• Collaborating with the public library system on legal resource programs for public librarians

memorials

AALL Spectrum has been advised of the death of Sue Johnson.

Ms. Johnson was a librarian at Carrington, Coleman, Sloman & Blumenthal, L.L.P. in Dallas for 28 years until she retired in 2009. She was also a longtime, active member of AALL. She passed away February 21.

AALL Spectrum carries brief announcements of members’ deaths in the “Memorials” column. Traditional memorials should be submitted to Janet Sinder, Law Library Journal, Brooklyn Law School Library, 250 Joralemon St., Brooklyn, NY 11201-3798 or emailed to janet.sinder@brooklaw.edu.
I would ban the term "Web 2.0." I would ban this for two reasons. First, it just sounds ridiculous. When I retire from this profession 30 years from now, will the discussion be about Web 113.0? Second, Web X.0 implies that the technology evolves in steps, which it doesn’t. Think of the evolution of computing, from large desktops to current tablets. The trend was always for smaller, more portable, more interactive devices. The web is the same way; the legal profession is gradually moving more and more resources on to the web. This gradual evolutionary process defies the 1.0, 2.0, etc., label. Because of the evolutionary process of technology, the law librarian that thinks in terms of Web X.0 and is waiting for the next revolutionary change risks missing the evolutionary changes going on.

—John Butler, Sedona, Arizona

1. "Free" resources . . . NO RESOURCES are free. They may not (appear to) cost the user/patron anything, but they have been paid for somehow (via membership fees, student fees, firm overhead, taxes, mill levies [for public libraries], etc.).

2. “Kids” . . . when referring to law students or newer associates; it just isn’t appropriate.

—Druet Cameron Klugh, senior reference librarian/bibliographer at University of Iowa College of Law Library in Iowa City

Computer-aided legal research (CALR). It’s a retro phrase that should be banished from our vocabulary. I cringe when I hear someone use that expression, and the look on the faces of students who hear it is always quizzical. For them, what other kind of research is there? In the 21st century, it’s an outdated description of legal research and implies that there is something mystical about it. Legal research is legal research, independent of the format. It really has become a pet peeve for me, and it’s a phrase that should lapse into the history books.

—I. Cynthia Pittson, head of reference services and adjunct professor of law at Pace University School of Law Library in White Plains, New York

“Customer.”

—Paul J. Donovan, state law librarian at Vermont State Library in Montpelier
views from you

Share Your Views with Spectrum

Many law libraries have interesting or dramatic views of cityscapes, mountain ranges, or beautiful vistas. Others boast amazing interiors, sparkling facades, or artful landscaping. What views of your library are meaningful to you? Whether it’s the atmosphere surrounding your reference desk or a moment captured on your morning commute, this is your chance to share it with AALL.

In order to be publishable, pictures must be of relatively high quality. Although we can work with a print, digital submissions are better. Digital submissions must be high resolution (300 dpi).

Depending on the number of submissions received, we will publish one or two photos in each issue of Spectrum and post them on AALLNET. Photos will be published on a first-come, first-served basis. Publication of a submitted photo is not guaranteed. To submit a photo, or if you have questions, contact AALL Marketing and Communications Manager Ashley St. John at astjohn@aall.org.

The 3rd Annual 1883 Black Ice Pond Hockey Championship held January 25 at White Park, just across the street from the University of New Hampshire School of Law in Concord. Photos taken by Mary Sheffer, director of alumni affairs at UNH School of Law, and submitted by Sue Zago, director of law library and assistant professor of law at UNH School of Law. A history of pond hockey can be found at www.blackicepondhockey.com/history.html.
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Controlling legal costs is important to corporate legal departments. That's why Fidelity National Financial, the nation's largest title insurance company, uses WestlawNext for their legal research. And why they look to partner with firms that do the same.

"We can trust that firms using WestlawNext are going to get the right answer and at the lowest possible cost," says Jennifer Nicolitz, Law Librarian, Fidelity National Financial, Jacksonville.

"We recommend our outside counsel use it. We recommend it."

By Kay Todd

The initial development of the AALL Guide to Fair Business Practices for Legal Publishers was a response to the Federal Trade Commission’s (FTC’s) announcement that it intended to rescind the Guides for the Law Book Industry. AALL argued for retention of the Law Book Guides, but the FTC was dismantling a regulatory structure that included guides for other industries, and AALL was not successful in averting the rescission. The FTC encouraged private groups to develop consumer tools, and AALL acted to develop a consumer guide of recommended practices for law book publishing. The resulting guide, the AALL Guide to Fair Business Practices for Legal Publishers, was approved by the Executive Board in 2002, revised in 2008, and revised again in 2012. This decade-long dedication to the interests of law librarians as consumers and to monitoring the business practices of legal publishers demonstrates the strength of AALL’s ongoing commitment in this area.

The guide is a voluntary document, and its success depends on its use by customers and on a commitment by legal publishers to implement its principles. As a voluntary code, it appropriately uses the term “should,” but AALL strongly recommends its implementation by legal publishers as the minimum standard for fair business practices. Central to the guide is the premise that good customer service benefits the legal publisher as well as the customer.

The guide is intended to be a practical reference tool for consumers, structured around five principles: (1) Truthful and Accurate Communication, (2) Disclosure, (3) Fair Dealing, (4) Customer Satisfaction, and (5) Product Quality. Each principle is amplified by supporting sub-principles and clarified by practices to avoid or follow. The 2012 third edition is the result of a year-long effort to take into consideration the current legal publishing environment, including changes to the sources of legal information, new distribution mechanisms, altered consumer needs, and new sales and pricing practices. It expands on some concepts from the 2008 edition and introduces several new ones. Remarkably, however, many of the broad areas of concern remain the same for customers as they were in 2000.

Among the changes to the third edition are several that deserve special comment. These include an expanded definition of customer service that focuses on maximizing the value of the product and on the amount of time the customer must dedicate to resolving issues. Customer service is defined as: “Assistance provided by a publisher to enable a customer to receive the best possible value for the product by minimizing the amount of time the customer needs to spend in answering any questions about or resolving problems concerning the product.”

AALL Guide: A Case for Good Business

The Third Edition of the AALL Guide to Fair Business Practices for Legal Publishers, approved in November 2012 by the Executive Board, provides guidelines for legal publishers doing business with librarians and other consumers of legal information. This Members’ Briefing introduces AALL members to the new edition of the guide, which takes into consideration challenges of the current procurement environment. The greater reliance on the guide by legal resource consumers and greater adherence to its principles by legal publishers can promote a good business environment.

To this end, I asked members involved in the revision and application of the guide to share their perspectives and experiences. Kay Todd, chair of the 2011-2012 AALL Guide to Fair Business Practices for Legal Publishers Revisions Task Force, provides a history of the guide, its development over time, and the issues the task force confronted in making its revisions. Margie Maes, AALL vendor liaison and task force member, describes the value of the guide as an important component in the Association’s overall vendor relations policy. Michelle Cosby, Committee on Relations with Information Vendors (CRIV) chair, discusses practical ways members can use the guide with examples of how CRIV has used it to resolve member-vendor issues. Mike Bernier, task force member and CRIV member, presents the guide from the vendor’s perspective, explaining how it can improve customer service and be useful for a positive consumer-vendor experience.

I am very grateful to this Briefing’s contributors. I also wish to thank and acknowledge the additional members of the 2011-2012 Task Force, including Kathy Coon, Jean Mattimore, and Adeen Postar, for their dedicated work in revising this important tool for law librarians and the legal information industry.

Jean M. Wenger
AALL President, 2012-2013
The guide emphasizes the need for clear information on whom to contact for customer service, reflecting in part the comments received by the committee about multiple contact numbers for a single publisher as well as products and correspondence that omit a contact email or telephone number. A new sub-principle addresses divestitures and sales of products, urging publishers to provide customers with a list of the affected titles to which they subscribe. A new practice to follow suggests a customer service FAQ on a publisher’s website as a way to facilitate resolution of some questions. Customers continue to complain about delayed responses to inquiries and about the lack of progress reports when a question requires some research by the publisher, and these issues are more fully addressed in the third edition.

Customers continue to want prenotification of changes. The volume of new judicial and nonjudicial decisions and the increased level of statutory enactments and regulatory changes present challenges for legal publishers and customers alike. As a consequence, publishers seek new solutions to coverage, and those solutions often involve expanded publications and format changes. Customers need to understand the associated budgetary implications and have clear information about the updated scope of coverage. As a result, this revision in the guide proposes advance notification of changes in format, content, or pricing, specifically including changes from loose-leaf to annual soft cover format and a recompilation that will have a separate, significant price increase.

The guide addresses licensing agreements and contracts and recommends that confidentiality restrictions be limited. It also recommends that publishers avoid nondisclosure clauses and nonnegotiable elements of contracts. These concepts are linked explicitly to a recommendation that publishers adhere to the AALL electronic licensing principles, which are currently under review but likely to be reissued in a substantially similar form as the version adopted in 2004. These and many other changes ensure that the guide’s third edition reflects the current legal publishing environment and the concerns of customers. The guide is not a static document, and it will certainly need revision in the future. It is, however, a powerful tool for customers today, both in defining customer expectations and in providing the service standard that customers should demand.

A Cornerstone of Policy

By Margaret K. Maes

The AALL Guide to Fair Business Practices for Legal Publishers has been the cornerstone of the Association’s vendor relations activity since the guide’s inception in 2002.

Prior to that time, law librarians relied on the Federal Trade Commission’s (FTC’s) Guides for the Law Book Industry, promulgated in 1975 and codified at 16 C.F.R. §256 (2000). The guides provided some measure of protection for law book consumers in areas such as advertising about industry products, required disclosures, unordered materials, upkeep services, subscription renewals, and billing practices.

When the FTC decided to eliminate the guides in 2000, it stated, among other things, that the guides were overly regulatory in the detail they provided and that there appeared to be no justification for singling out this particular industry—the law book industry—for such specific advice. The FTC also suggested that associations such as AALL could “adopt Guides of their own to educate sellers and purchasers about the information purchasers of legal reference materials need to make purchasing decisions. Indeed, eliminating the Guides may provide the incentive for these associations to develop their own Guides that address their members’ most important concerns.” See 65 Fed. Reg. 2867, Jan. 19, 2000.

AALL, with more than 5,000 members, represents law librarians and related professionals who are affiliated with a wide range of institutions: law firms; law schools; corporate legal departments; courts; and local, state, and federal government agencies. AALL members are major consumers of print and electronic legal information, so the development of an Association publication to address member concerns about publisher practices became a high priority following the FTC’s decision.

From the first edition to the recently adopted third edition, the AALL Guide to Fair Business Practices for Legal Publishers has provided a valuable framework for the Association in its advocacy efforts with publishers. The principles and best practices outlined in the guide respond directly to issues or scenarios reported by law librarians over a number of years. Articulating these principles and best practices for legal publishers to follow in their interactions with customers provides an educational and operational resource for both publishers and librarians. As a tool for advocacy with legal publishers, it is used by the vendor liaison, the Committee on Relations with Information Vendors, AALL member libraries, and individual law librarians and nonlibrarians who are purchasers of legal information. AALL’s leadership in developing and maintaining this resource continues to have a significant impact on facilitating effective and productive relationships between publishers and consumers of legal information.

Although the guide is a voluntary code, AALL strongly encourages legal publishers to commit to implementing the principles articulated in the guide and to ensuring that staffs in key
departments have a thorough understanding of these principles. AALL also encourages law librarians to familiarize themselves with the guide, its principles, and its sub-principles. If consumers of legal information regard the guide as a minimum basis for fair business practices by legal publishers, they will be able to refer to the guide and the principles in their communications with publishers. Both parties should use the guide as a reference for establishing a cordial and successful business relationship.

The AALL Guide to Fair Business Practices for Legal Publishers is the key supporting document for AALL’s newly developed Vendor Relations Policy. AALL plans to distribute the guide widely—not just to traditional legal publishers, but also to newer and smaller publishing companies that might not be familiar with the guide. We will market and publicize the guide to other consumers of legal information, including non-law librarians, attorneys, procurement officers, and other consumers of legal information. In my role as AALL’s vendor liaison, I will continue to emphasize the importance of the guide in my conversations with legal publishers and law librarians. My hope is that legal publishers and law librarians alike will recognize the guide as an indispensable tool of the trade and a resource that they can turn to every day.

The Guide in Practice
By Michelle Cosby

With a new edition of the AALL Guide to Fair Business Practices for Legal Publishers available, both librarians and vendors may wonder how this resource could benefit them today.

As the chair of the Committee on Relations with Information Vendors (CRIV), I use the guide when CRIV receives a Request for Assistance from an AALL member. Occasionally, the librarian requesting assistance has already reviewed the guide prior to contacting CRIV and has listed the principle or principles that he or she believes the vendor has not followed. The CRIV Member Advocacy Subcommittee reviews each request, and, if we find additional principles that have not been followed, we may include those in our communication with the vendor. However, even if no principles have been suggested, the Member Advocacy Subcommittee keeps the principles in mind and will include dishonored principles as necessary when seeking to resolve an issue with a vendor. While I do not always cite to a principle when sending the initial communication to resolve an issue, I do keep the principles in mind when drafting my communications with the vendor. I also will cite to principles if the situation escalates and there is not a willingness to work toward a mutually agreeable solution to the issue. I also send the guide to vendors as necessary when they ask how they can avoid problems in the future.

Librarians should use the guide to help them navigate their dealings with information vendors any time an issue arises. If you are new to librarianship or you move into a position that puts you in contact with vendors, the guide has several useful features. Definitions for commonly used terms are available. Additionally, a librarian can gain guidance from the “Practices to Avoid” and “Practices to Follow” sections. By utilizing the practices to avoid and follow, you can more readily determine whether an issue has arisen. This may also help when negotiating a new contract for your library, resolving a billing dispute, or attempting to obtain missing materials. However, we have to keep in mind that vendors are encouraged to follow the guide, so, when dealing with an issue, be sure to read any other pertinent documents to help reach a successful resolution. If you are unable to reach a satisfactory resolution, you can contact CRIV for assistance by using our Request for Assistance web form available at www.aallnet.org/main-menu/Advocacy/vendorrelations/request-assistance.html.

Since I have been a member of CRIV, some practices have been at issue more often than others. Reviewing these principles may be a good starting place when working to resolve an issue with a legal vendor:

• Principle 1.1. Truthful and Accurate Communication—Truthful Advertising
• Principle 3.1 Fair Dealing—Customer Consent
• Principle 3.3 Fair Dealing—Substantive Supplementation
• Principle 3.4 Fair Dealing—Unsolicited Communication
• Principle 3.6 Fair Dealing—Forthcoming Edition or Substantial Revision

Similarly, CRIV encourages all legal vendors, large and small, to familiarize themselves with the Guide to Fair Business Practices. The principles in the guide foster healthy working relationships between the vendor and the library by ensuring that all customers are treated similarly and fairly. As with librarians, vendors can also benefit from the practices to avoid and practices to follow listed throughout the guide. By using the Guide to Fair Business Practices, information vendors can guarantee a high level of customer service and a successful means for resolution should an issue arise.

Even if you use the guide regularly, be sure to familiarize yourself with the third edition. Both librarians and vendors following the Guide to Fair Business Practices for Legal Publishers can make certain there is a meeting of the minds if the principles are followed.

• Principle 3.1 Fair Dealing—Customer Consent
• Principle 3.3 Fair Dealing—Substantive Supplementation
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• Principle 3.1 Fair Dealing—Customer Consent
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• Principle 3.4 Fair Dealing—Unsolicited Communication
• Principle 3.6 Fair Dealing—Forthcoming Edition or Substantial Revision
Clear Guidance for Publishers

By Michael Bernier

The 2012 edition of the AALL Guide to Fair Business Practices for Legal Publishers offers legal information publishers solid, practical business practices to follow when working with law librarians. As the publisher representative on the task force that created the 2012 revision, I was able to see the care and attention given by the task force and AALL members who offered feedback to create a meaningful, practical guide that is in the best interests of librarians and publishers alike.

The very specific “Practices to Follow” and “Practices to Avoid” give publishers a clear view of practices that should be incorporated into their business operations. Certainty is a good thing in any business. Knowing what rules to follow—or not—with as much clarity as possible helps any organization meet the needs of its customers. No publisher wants to alienate its customers, and much of what is in the guide are simply good practices to follow, such as truthful and accurate communication, full disclosure of products and services, and fair dealings. That’s not to diminish the value of the guide or the fact that not all publishers are aware of all aspects of the guide. Some of the guidelines directly take on practices that librarians have experienced—such as failing to remove a customer from mass mailings or sending a solicitation that looks like an invoice. Some of these practices are not just bad but also may violate federal or state law. Other practices—such as not limiting customer service hours to 8 a.m. to 5 p.m. Monday through Friday—may be hard for a small publisher to follow but codify a basic good practice: be available in some way when your customers need you.

I would encourage publishers to distribute print copies of the guide to senior members of their marketing teams and customer operations units and assign a point person—most often a library relations contact—to answer any questions about the guide. I have used the guide as an opportunity to introduce myself to new marketing managers and to start a discussion about the guide and the special interests of the law library community. The point person for the guide should periodically meet with customer service and marketing heads to review the guide to see how they can improve customer service by following the “Practices to Follow” and seeking to avoid the “Practices to Avoid.”

Librarians should always let publishers know when they encounter a practice that negatively impacts their library. If the practice is addressed in the guide, cite the provision in the guide and any relevant “Practices to Avoid” and “Practices to Follow.” Often the “Practice to Follow” may serve as a roadmap on how to fix the problem. Not all customer service representatives or sales representatives will be familiar with the guide. Ask who handles the company’s relationship with AALL or is the best person to speak with about an industry standard of business practices. The major publishers all have a library relations liaison, and they should be the first person to go to for those organizations with that role.

While working on the task force, more than once did I ask, “Does that really happen?” when hearing of a practice that struck me as something no one would ever do. Each time, I heard a resounding “yes” from others on the task force. That confirmed to me the value of the guide, the clarity of guidance it offers, and its importance in library/vendor relations. I applaud the work of the task force in updating the guide as a means to help the publishing community improve customer relations.