YES
GETTING TO
DEVELOPMENT
SECURING PROFESSIONAL
YES
Learn, Get Inspired, Take Action ... AALL 2018!

10 REASONS TO JOIN US IN BALTIMORE THIS JULY!

- One of the most affordable cities to visit, everything in Baltimore comes at a bargain. Some of the best ways to get around include the commuter water taxi and Charm City Circulator—both free!
- 36th Street in the northwest Baltimore neighborhood of Hampden is the ideal shopping destination for antiques, vintage clothing, and funky boots.
- From Druid Hill Park (northwest), with its 745 acres of green spaces, including a conservatory, zoo, and Zen garden, to Patterson Park (southeast) with its ice rink, ballfields, and pool, Baltimore has plenty to offer nature-lovers and sports-lovers alike.
- July is home to Artscape, the largest free arts festival in the country.
- Average temperatures in July range from a high of 88°F to a low of 67°F.
- From the halting of British forces during the War of 1812 to Francis Scott Key penning the national anthem at Ft. McHenry, a lot of important things happened here.
- Their ethnic food is legit. At 20th and Maryland, it’s authentic Korean barbecue; the strong coffee and ouzo flows in Greektown; and there’s a street nicknamed Corned Beef Row in the Old Jewish District.
- Their classic crab feast is the most fun you’ll have eating a crustacean.
- The state’s soft water, mild climate, and fertile farmland make for some of the best rye whiskey in the country. Local distilleries are all around.
- Baltimore has the best of both worlds—the rolling hills of the Appalachian Mountains a couple of hours to the West and the crashing waves of the Atlantic Ocean just over the bay to the East.

www.aallnet.org/conference
The start of a new year often brings reflection on the previous year and contemplation of future plans. The most common resolutions usually involve getting healthy, saving money, or getting organized. However, the new year is also a good time to reflect on your career path, consider new career goals, and examine or develop a strategic plan to guide your professional development. Are you headed in the right direction, or is it time for a change? How do you decide?

Find inspiration from the feature articles within this issue of AALL Spectrum. “The Journey Starts Here: Finding Your Path to Career Fulfillment” features librarians from different library types and at different stages within their careers. They each discuss how they found professional happiness and offer tips for finding your own path to career happiness and overcoming obstacles.

If the next step in your career requires a job change, or you are a manager and recruiting for a position, “Job Interview Goals: Perspectives from Both Sides of the Table,” might provide helpful insight.

Or maybe what you need most at this stage in your career is to develop a new skill, stay on top of new trends, or troubleshoot issues with your colleagues. Shrinking budgets, staff, and resources have affected travel money and time off for education or training. “Securing Professional Development: Getting to Yes” explains how to make the best pitch for support and what supervisors consider when making professional development resource allocations for their staff.

Another very powerful tool can be developing a mentor/mentee relationship. Is there someone whose professional journey resembles the path you would like to take? Ask them if they would be willing to talk to you about their career and your own career goals. If you do not have someone in mind, consider joining the Professional Engagement, Growth, and Advancement Special Interest Section (PEGA-SIS) for mentoring and networking opportunities. Additional information can be found at bit.ly/AALLPEGA-SIS. Another option is to search for a mentor through AALL’s Mentor Match, which is available in My Communities.

The professional advantages of being a mentee are probably obvious. However, being a mentor can bring its own set of rewards, such as honing your coaching skills or gaining insight into your management style. You may be a mentee regarding one aspect of your career and a mentor to someone else in another area.

Start the new year by assessing your career and where you’d like to go in the next few years. Use the resources available to you and create opportunities for growth. Finally, share your knowledge by becoming a mentor—you will reap the rewards while strengthening the profession.

Kristina L. Niedringhaus
krisn@gsu.edu
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LEGAL CONTENT YOU CAN TRUST

For more than 100 years, West Academic has been the leading authority on legal education materials. Written by experts in their field, our legal resources make excellent reference guides and are a great starting point for legal research.

Contact a West Academic Account Manager today at 800-782-1272 or inquiries@westacademic.com.
Visit westacademic.com for more information.
My management style is “hands-off” when it comes to my staff. My job is to give staff the resources, time, training, and instruction so that they can do their jobs. I trust that they are prepared to handle any task that comes before them. It’s an easy management style when you have smart people who are dedicated to providing excellent service. I’ve always believed that you should allow your people to gain skills and expertise so that they become competitive in their field. Hopefully you treat them in such a way that they will not want to leave; however, watching employees take on leadership roles at other law firms is exciting to see.

As I read through the articles for this issue of AALL Spectrum, I am reminded of my own experiences interviewing for jobs. Whether I succeeded or failed to land a job, I always learned from the experience of the interview. I once asked an interviewer, years later, why he had not hired me for a position. He said that I would have been a risky hire because I lacked the experience he wanted. It’s too bad he didn’t take that risk, he could have shared credit for me now.

This issue of AALL Spectrum follows the path of a law librarian’s professional career, from being the interviewee to the interviewer, and it covers several important topics, such as discovering your true path to career fulfillment, even if that deviates from your intended path, improving your hard skills as well as your soft skills, and understanding how it all comes together as both the person who is managed as well as managing others. It’s not called a career line, after all, it’s called a career path. A path that winds around and sometimes makes you cut a new trail in order to get where you want to be. The more we understand where we are on the path, the better prepared we will be to getting there.

As you read through this issue, I hope that you take the time to think about your path. Whether you are at your first professional job or your final job before retirement, it is important to remind yourself what excites you about your career. While you are finding ways of helping your colleagues improve their own skills, remember to keep your own professional development and resume up to date.

Greg Lambert
glambert@jw.com
MEMBER-GET-A-MEMBER PROGRAM

ENRICH OTHERS + ENRICH YOURSELF

You know that we are stronger, smarter, and more successful together. Help create an even more vibrant Association—invite your peers, colleagues, and staff to join AALL—through the AALL Member-Get-a-Member (MGAM) Program.

For each member recruited receive:
› A $15 Amazon gift card
› An entry to annual $500 Amazon gift card drawing

After three members recruited, receive:
› A MGAM lapel pin

The year’s top recruiter receives:
› A $500 Amazon gift card

All recruiters receive website recognition:
› MGAM Leaderboard
› My Communities MGAM digital badge

learn more at bit.ly/AALLmgam
The 2017 AALL Biennial Salary Survey & Organizational Characteristics report tracked salary data and spending in law school, law firm/corporate, and government libraries.

View the full report at bit.ly/AALLSalary17, and turn to page 38 for more highlights.

**EXTRAPOLATED TOTAL INFORMATION BUDGET**

$923M

The 2017 estimated total information budget for all libraries surveyed increased 4.1%—this after decreasing 12.3% in 2015 when compared to the 2013 budget.

The AALL Salary Survey is the only source of comprehensive, comparative salary information for legal information professionals, with data for 25 positions broken out by characteristics, such as location, education, experience, and number of people supervised.

**TOTAL AVERAGE INFORMATION BUDGET**

The average total information budget for the 366 libraries that provided their budget information in 2017 was 14% of the average reported in 2015, but not as high as the average reported in 2013.
**MEMBER PROFILE**

**VANTAGE POINT**

**JOSEPH LAWSON**
- **DEPUTY DIRECTOR**
- **HARRIS COUNTY LAW LIBRARY**
- **HOUSTON, TX**

**THREE GOALS FOR THE YEAR?**
1) Learn my daughter’s favorite tune (B-I-N-G-O) on the ukulele.
2) Organize my desk.
3) Be a better manager.

**WHAT’S YOUR GREATEST ACHIEVEMENT AND HOW HAS IT SHAPED YOU?**
My family. I have no idea what I did to deserve such a wonderful wife and daughter, but whatever it was, it was worth it and I would do it again. Those two are both inspirational and guiding forces in everything I do.

**IF YOU COULD LIVE IN A BOOK OR MOVIE, WHAT WOULD IT BE?**
*Sherlock Holmes*, the book version, or Guy Ritchie’s interpretation, as long as I’m not the one whose death or disappearance drives the plot along.

**A SKILL YOU’D LIKE TO LEARN?**
I’d like to learn more about the technical aspects of photography, videography, and sound engineering. Many aspects of my instruction and outreach work involve use of mixed media, so I would benefit from improved audiovisual production.

**WHAT INSPIRES YOU MOST?**
Nonprofit-y persistence. Every day, my work brings me into contact with people from community organizations and small government agencies that provide valuable services on a shoestring budget. The persistence of those who constantly innovate to help those in need inspires me.
Cosby, Liebert, and Selden Elected to AALL Executive Board

AALL welcomes its newest Executive Board members who will officially take office in 2018. Thank you to all of the Executive Board candidates and to everyone who took time to vote in the election.

MICHELLE COSBY, associate director at the University of Tennessee in Knoxville, Tennessee, was elected vice president/president-elect for 2018-2019. She will assume the presidency at the conclusion of the 2019 AALL Annual Meeting in Washington, DC.

JUNE HSIAO LIEBERT, firmwide director of library & research services for Sidley Austin LLP in Los Angeles, California, was elected to a three-year term on the Executive Board. She will serve from July 2018 to July 2021.

KAREN SELDEN, meta-data services librarian at the University of Colorado Law Library in Boulder, Colorado, was elected to a three-year term on the Executive Board. She will serve from July 2018 to July 2021.

AALL Executive Board Actions

On November 3, the AALL Executive Board met in Chicago and took the following actions:

- Approved a request to add vice chairs to AALL Juries. Appointments will take place in spring 2018.
- Approved revisions to the Annual Meeting Site Selection Policy to include updated language that is in compliance with AALL’s antidiscrimination policy, as provided in Article III of the bylaws.
- Approved development of an Innovation Bootcamp education program to be held in fall 2018.
- Approved the 2017-2018 AALL Strategic Directions action plan.
- Approved the July 2017 Executive Board meeting minutes.
- The Board tabled a request to reinstate financial support for AALL Liaisons to the ALA’s Subject Analysis Committee (SAC); ALA’s Committee on Cataloging: Description and Access (CC:DA); and the MARC Advisory Committee (MAC). This item was tabled so the Board could gather additional information, in consultation with the SIS Council.
- Approved the AALL Body of Knowledge to serve as the framework for all professional development programs and content.
- Approved a George A. Strait fellowship, in addition to the Strait scholarship. A new committee will be appointed this spring to oversee the new fellowship program.

The Executive Board book and related materials are available on AALLNET at bit.ly/AALL1117.

AALL BODY OF KNOWLEDGE

The Body of Knowledge (BoK) Development Special Committee convened this past year to develop a new set of standards for the knowledge, skills, and abilities required by today’s legal information professionals. The committee worked diligently and completed the work resulting in a new framework called the AALL Body of Knowledge. A body of knowledge sets forth the core domains, competencies, and skills required of a given profession. Domains are core content areas of expertise; competencies are key knowledge areas required for proficiency in each domain; and skills are actions demonstrating knowledge and experience at both essential and advanced levels. This work will serve as a blueprint for future professional development opportunities.

The Executive Board approved the AALL Body of Knowledge during the November meeting. The next phase includes implementation of the Body of Knowledge throughout AALL. Learn more at bit.ly/AALLbok.
NEWS & NOTES

AALL Nominations Committee Seeks Candidates for Office

The AALL Nominations Committee selects the candidates for the Executive Board elections. This spring, the seven-member committee will present to the membership a slate of candidates for the 2018 election. They will choose two candidates for the position of vice president/president-elect (2019-2020), two candidates for the position of Treasurer (2019-2022), and four candidates for two open seats on the Executive Board (2019-2022). In accordance with its charge, the committee must choose candidates who reflect the diversity of AALL’s membership, thus ensuring the members of the Executive Board represent a balance of library types, geographic locations, genders, and minorities.

For the 2018 elections, ballots will be distributed electronically to all voting members of the Association in October. The ballots will be tabulated at AALL Headquarters on November 1st and election results will be announced immediately.

To nominate yourself or an AALL colleague, access the nomination forms on AALLNET at bit.ly/EBnominations. Nominations must be submitted before March 5, 2018.

2018 CALENDAR

FEBRUARY

01 AALL Awards Program nominations due for:
  - Marian Gould Gallagher Distinguished Service Award
  - Joseph L. Andrews Legal Literature Award
  - Hall of Fame Award
  - Excellence in Marketing Award
  - Chapter Professional Development Award
  - Emerging Leader Award
  - Innovations in Technology Award
  - Law Library Publications Award
  - Minority Leadership Development Award
  - New Product Award
  - Public Access to Government Information Award
  - Robert L. Oakley Advocacy Award
  - Volunteer Service Award

09-10 AALL Winter Finance and Budget Committee Meeting
15 Continuing Professional Education Program Grant proposal deadline

MARCH

01 AALL/LexisNexis Call for Papers Award submissions due (open, new member, and short divisions)
05 AALL Executive Board nominations due

05-07 AALL Spring Executive Board Meeting
05-08 Southwestern Association of Law Libraries & Houston Area Law Libraries Joint Meeting
12-14 Southeastern Chapter of the American Association of Law Libraries Annual Meeting
13-14 AALL Leadership Academy

MAY

10-11 AALL Competitive Intelligence Analysis & Strategies
16 AALL/LexisNexis Call for Papers Award submissions due (student division)

JULY

12-13 AALL Executive Board Summer Meeting
14-17 111th AALL Annual Meeting & Conference, Baltimore, MD

QUICK LINKS

AALL ANNUAL MEETING
bit.ly/AALL2018

AALL AWARDS
bit.ly/AALLawards

AALL LEADERSHIP ACADEMY
bit.ly/AALLla18

AALL/LEXISNEXIS CALL FOR PAPERS
bit.ly/AALLcallforpapers

AALL SCHOLARSHIPS
bit.ly/AALLscholarships
QUIET: THE POWER OF INTROVERTS IN A WORLD THAT CAN’T STOP TALKING by Susan Cain (Broadway Books; January 29, 2013). “For most of my life, I saw being an introvert as being sentenced to the outer fringes of my profession and society as a whole. This changed when I read this book. Quiet takes the classic characteristics of introverts and demonstrates their professional uses. Talents common to introverts, such as planning and writing, allow them to contribute to the librarian profession as leaders, rather than as overlooked followers. Quiet also explains why people are introverts or extroverts—we are a product of chemistry and the lives we have led.”

Madelaine A. Gordon; Principal Reference Librarian; Office of the Ohio Attorney General Library; Columbus, OH

PRACTICING REFERENCE: THOUGHTS FOR LIBRARIANS AND LEGAL RESEARCHERS by Mary Whisner (William S. Hein & Co., Inc., AALL Publications Series No. 73, June 30, 2006). “This book perfectly captures the essence of the profession and researching in an imperfect world. It allowed me to learn how a seasoned law librarian approaches her work, and it also includes practical advice about being a professional and using valuable research techniques. I am grateful that the librarians at Seattle University gave me this book in law school. I did not take the traditional JD/MLIS path, but the essays remain relevant to me and I still reflect on them, especially when I reference Bouvier’s Law Dictionary.”

Justin Abbasi: Judicial Assistant; Washington Supreme Court; Olympia, WA

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE by Stephen R. Covey (Free Press; revised edition; November 9, 2004). “Stephen Covey first appealed to me for his ability to concisely describe habits that would challenge a new librarian (who was also a new mom). The book served as a road map of what was required to move forward. A quick look back at the habits serves as a reminder of how applying them has served me throughout my career: be proactive, begin with the end in mind (set your personal mission statement), put first things first (set priorities), think win-win (work with others), seek first to understand, then to be understood (listen first), synergize (cooperation), and sharpen your saw (invest in yourself).”

Carol Morgan Collins; Associate Professor; Head of Technical Services; University of Tennessee College of Law Library; Knoxville, TN

HOLD ON TO YOURSELF: HOW TO STAY COOL IN HOT CONVERSATIONS by Judy Zehr and Julia Menard (Balboa Press; revised edition; August 24, 2016). “You are in the midst of a productive meeting when suddenly the tranquil state transforms into a storm with heated verbal exchanges or disturbing silence. The primitive stress response has been triggered. The brain perceives a threat and hormones surge, causing feelings to either ramp up or completely shut down. Zehr and Menard present a clear description of how the brain works during conflict along with practical tools to address emotionally charged situations. Useful appendices comprise the 38 tools described in the book, including a table outlining applicable tools to use when experiencing various levels of stress.”

Carol Morgan Collins; Associate Professor; Head of Technical Services; University of Tennessee College of Law Library; Knoxville, TN
COMPETITIVE INTELLIGENCE ANALYSIS & STRATEGIES

SAVE THE DATE
MAY 10-11, 2018
CHICAGO

TOPICS

DAY 1
- Research Planning with Analysis
- Competitive Analysis Frameworks
- Strategic Role of the Legal Information Professional
- Mission and Vision - Developing a Purpose
- Establishing a Collaborative Client Intelligence Model

DAY 2
- Key Competencies for Competitive Intelligence Professionals
- Identifying Core Strengths through Assessment
- Communicating Competitive Intelligence with Key Stakeholders
- Synthesis, Analysis, and Report Writing Strategies
- Data Visualization Strategies and Techniques, including the Role of Big Data
- Framing Your CI Reporting
- Assessing and Choosing External CI Vendor Partners
- Marketing the Competitive Intelligence Function within the Firm

FACULTY

Zena Applebaum is the director of professional firm customer segments with Thomson Reuters in Canada. In her role, Zena has primary responsibility for voice of the client feedback, client intelligence, market and competitor performance analysis, and being fearless within the segment. A regular speaker, writer, and blogger on competitive intelligence and other change management topics in professional service firms, Zena is a data junkie who revels in the possibilities of data to connect people, places, and things. Zena is an adjunct professor and instructor at Rutgers University and the University of Toronto iSchools. She currently serves on the SLA Board of Directors, and was recognized as a CI Fellow in 2015.

learn more at bit.ly/AALLcicourse2
They help us easily scan important documents and manage to-do lists, notes, daily tasks, and research. What apps are essential to your workday?

SCANNABLE

“With this free app, you can use your iPhone or iPad to scan multipage items such as books, articles, and photos. Simply hover your phone over the item and the app finds the edges of the page and automatically scans it. For text, it will ‘flatten’ scans so they are square (no curved pages or gutters). It will also straighten lines and convert text to black and white for easy reading. Scans are automatically converted to PDFs, which can be emailed or shared directly from the app to Dropbox, OneNote, Evernote, and other apps. It is a must-have for anyone who needs to quickly convert print materials to PDF or JPEG.”

– Darin K. Fox; Associate Dean, Director of the Law Library, Professor of Law; Donald E. Pray Law Library; University of Oklahoma College of Law; Norman, OK
evernote.com/products/scannable (iPhone, iPad, and Android; basic plan is free; business plan is $12 per user/month)

IKE

“Ike is a to-do list app named after former President Dwight D. Eisenhower, who said, ‘What is important is seldom urgent, and what is urgent is seldom important.’ This quote inspired the Eisenhower Decision Matrix. The four quadrants represent the following categories that help prioritize what needs to get done and when: important and urgent; important but not urgent; not important but urgent; not important nor urgent. You can name each quadrant to reflect urgency levels. Mine are: Do It (important and urgent); Plan It (important but with breathing room); Get to It (not important but necessary); Shaka (whenever, wherever). You can create a to-do checklist of tasks below each quadrant and assign due dates, set reminder alarms, and add images and notes to each task. You can also create multiple quadrants to separate your responsibilities.”

– Avery Le; Assistant Law Librarian for Outreach; Hugh F. MacMillan Law Library; Emory University School of Law; Atlanta, GA
http://eisenhower.me (Android 4.4 and up; iPhone/desktop; free)

EVERNOTE

“Evernote is a cross-platform app for note taking, organizing, and archiving. It can serve many purposes (digital file cabinet, project manager, etc.). The basic building block is a note, to which you can add text, documents, photos, or audio. Notes can be tagged to assist in retrieval and can go into notebooks where they can be grouped together into stacks. A powerful search feature makes it easy to locate content. There are a number of apps and browser extensions to capture and send information into Evernote.”

– Grace Lee; Emerging Technologies Librarian; New York Law School; New York, NY
https://evernote.com (iPhone, iPad, Android; desktop; free, plans range from $34.99/year to $12.00/user/month for business)

ZOTERO

“Whether just starting a research project or article, this invaluable tool helps organize your research into folders and saves the metadata associated with each article, image, or even video file. If your research is a webpage, Zotero can save the metadata and either a snapshot of the page or a link. To further organize your research, Zotero lets you assign tags to each source in your own personal library. Since Zotero automatically saves all of the metadata, citations are a breeze. Fortunately, with more than 8,000 citation styles to choose from, including The Bluebook, Zotero can create the citations with a simple click of a button. Installing the Microsoft Word extension allows you to create in-line citations as you write. This free tool is one that I frequently recommend to undergraduate students and one that I wish had been available when I was in school.”

– Heather Mitchell; Technical Services Librarian; Rutgers University Law School; Camden, NJ
https://www.zotero.org (Mac, Windows, and Linux; free)
SECURING PROFESSIONAL DEVELOPMENT
GETTING TO YES

Tips for employees seeking funding and training, and how supervisors can balance priorities and respond to requests.

BY CAROLINE OSBORNE, CAROL A. WATSON, & AMY EATON
Professional development and ongoing learning opportunities are essential for the success of information professionals. Regardless of the size of your organization, budgets are finite and securing funding and support for ongoing learning is challenging. A quandary for most employees is how to succeed at the ask.

How do you make a request for funding, release time, or support for education that permits you to do your existing job better or assists you in preparing for a job that is aspirational and is likely to be successful?

On the flip side, supervisors must balance budget priorities and funding requests. What does a supervisor need to see or hear in a request to help move them to the yes side of things?

Balancing the seesaw of professional development requests with the competing needs of resource allocation, strategic prioritization, and the desire to provide ongoing education and development opportunities is challenging for both employees and supervisors. If you are the employee, how do you make a successful request, and if you are the supervisor, how do you prioritize funding and resources such as time away?

Tips for the Ask
Base your “ask” in reality, but do not be afraid to reach a bit as well. Supervisors like to see initiative and they have an innate desire to support those who are embracing growth. Still, there is the thorny problem of resource allocation. Time and funding are likely to be your greatest obstacles, but there may be other barriers in addition to these. Be thoughtful and attempt to identify where the problem spots in your request might lie.

Prepare a realistic budget to present to your supervisor that includes estimated costs and time. Be sure to detail any cost-cutting measures you intend to undertake. Budget is key. Consider proposing a multiyear professional development strategy that includes lower-cost alternatives. Time away may also be challenging. Consider how time spent on professional development impacts your ability to meet deadlines and what, if any
impact, it might have on a colleague. Be prepared to explain your plan for covering your responsibilities during your absence.

**Make the business case for investing in you.** How will this learning opportunity assist you in your present position? If the ask is more aspirational, then what is the future benefit to you and, perhaps most importantly, the organization? How does your request fit into the strategic plan of the library and/or any future goals? Is there a specific need that this training will fill?

**Track the ROI (return on investment) on previous conferences you attended.** Did you implement a successful idea or improve your processes? If you can demonstrate that attending the conference will generate benefits for the institution, you are likely to be more successful with your ask.

**Be reasonable and professional.** Do not treat professional development as an opportunity for a vacation. That is not to suggest that you avoid fun. In fact, a large part of a conference is networking and exchanging ideas. You should enjoy yourself, but remember to bring back what you learned. On your way home, create a list of “takeaways” and be prepared to share that list with your colleagues rather than the vacationesque pictures you took. It is key to use what you learn through professional development. Upon your return, create a dialogue to highlight the benefits your organization will reap by having invested in you.

**Know the philosophy of your employer.** Is there an organizational mandate for development and training? Does the accrediting body (think American Bar Association, Southern Association of Colleges and Schools, or your bar association) require continuing education? Frame your “ask” to be consistent with any such mandates.

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**Tips for Responding to Requests**

If you are on the receiving end of a request for funding and release time for professional development, how do you allocate resources? Consider how you might demystify the process for all involved.

- **Transparency, transparency, transparency, or, perhaps it is process, process, process.** Establish and communicate clear policies. Share your general process and your expectations. What is it you are willing to support and what are you unable to support? Is there any wiggle room? What factors do you need to see in a request? Who are you willing to support? All staff, or professionals only?

- **Develop a matrix for allocating funding and share it widely.** Draft cost-saving travel guidelines. Encourage and reward strategies such as travel grant award recipients, early bird registrations, carpooling, and room sharing. Distribute these policies early and widely so that everyone is in the know. Assess your guidelines regularly to ensure they are working as intended and producing the desired results.

- **Decide whether you will implement a sliding scale or partial reimbursement policy, or if you will fully fund requests.** Again, be transparent. Do you always preference fully funded requests, or are there times and requests that generally fall into another category that receives partial funding or simply release time? Share where the dotted lines are.

- **Identify your priorities and make them known to your staff.** What types of continuing education have a preference and why? Do staff with a leadership role in a professional organization, such as providing a presentation or serving as an officer, receive higher priority when ranking budget requests? Share these priorities early, before the call for programs or nominating committees begin to work.
Design a conflict resolution process. This allows you to make equitable decisions and justify them when asked.

Always have an elevator speech handy that details the benefits of continuing education to higher ups. Consider how the ability to provide professional development aligns with the stated goals of the institution.

Require each staff member to create a multiyear professional development plan. This plan should detail what they want to accomplish, how it aligns with a present or aspirational job, and how it benefits the library. Reinforce the importance of articulating how the library benefits. The plan should also include a spectrum of professional development resources at multiple price points that support the stated goals.

Consider creative sources of funding for professional development. For example, the Charles B. Sears Law Library at the University of Buffalo School of Law became an authorized U.S. Passport Acceptance Facility for the general public. In addition to offering a public service for the community, the library used the generated fees to support professional development activities.

Maximize the Reach of Your Professional Development Resources

There are many resources for continuing education other than travel to a conference. That is not to diminish the value of a conference or suggest that it is a substitute for the “soft” benefits one gets through attending conferences. The reality, however, is that available resources are limited, and seeking creative ways to stretch your resources is beneficial. Thinking outside the box is another way of maximizing professional development opportunities. Make use of your low-cost, local, and in-house resources.

When we frame the discussion on professional development, we often focus on our professional staff. It is important to keep all staff engaged and interested in continuous learning.

PROFESSIONAL DEVELOPMENT RESOURCES

- Laura Katz, “Importance of Professional Development,” Small Business Development Center, University of Georgia. bit.ly/IF18Georgia
The tips below work both for maximizing your available spend and providing opportunities for non-professional staff. Encourage your non-professional staff to take a leadership role in creating and managing some of these low-cost options.

- Consider local resources available on campus, in your law firm, or within your organization. Your technology department may welcome the opportunity to share tips on maximizing the use of mobile devices, provide trainings on software that will increase efficiencies, or even tailor trainings to your specific requests. Business schools, administrative professionals, and statistics departments from local colleges and universities are great resources.

- Local organizations are excellent resources to tap for an on-site lunch or other event. Contact your local police department to discuss personal and worksite safety; invite the Red Cross or someone from your city’s emergency management team to discuss emergency preparedness; or start a toastmaster’s club to increase comfort levels with public speaking.

- Support membership in your local or regional American Association of Law Libraries (AALL) chapter. Membership dues are inexpensive and chapters often provide regular meetings with educational sessions that may benefit all of your staff. They also offer opportunities for participation in programming, committees, and leadership. These are often overlooked, but are wonderful chances for development.

- Create a book or article club that selects and discusses titles of professional interest. Select books or articles that provoke conversation and encourage diverse opinions. There are many websites that offer advice on how to make reading selections and guide group discussions.

- Identify TED Talks, podcasts, Twitter chats, or other free online resources that might fill a gap in knowledge. Take advantage of webinars such as the AALL2go series. Follow up by hosting a facilitated group discussion afterwards.

- Create a Lean Coffee talk time where common ideas can be shared and discussed. Lean Coffee discussions have no advance agendas. Participants gather, build an agenda, and begin talking. (For more information, visit bit.ly/JF18Lean.)

- Take advantage of continuing education courses and certification programs from local colleges, online institutions, or other professional organizations. You might also consider many of the free or low-cost online courses available such as edX, Coursera, Udemy, or Lynda.com.

- Reach out to other types of libraries in your community. Are there common topics of interest to your organizations? Can you join forces and obtain group discounts? Can you share expertise among different types of libraries? Perhaps you can form a local library organization to discuss library-related topics.

Professional Development—Your Future

Creating transparent processes and thinking outside the box benefits both the employee and the institution.
Four law librarians share their journeys to law librarianship and provide advice for finding your own path.

BY KIM NAYYER

Career success and fulfillment in law librarianship often seems to be highly dependent on careful planning and well-mapped paths. The aspiring law librarian needs to take key courses and develop critical skills to get on the correct career path. Once there, law librarians are often taught they must plan their journeys, take the right steps and make the right stops along the way, and cultivate the right relationships to eventually reach their destination. Leadership positions, especially in law librarianship, seem to require extra-careful planning and strategic relationship building.
Questions often appear when we have to depart from our plans or alter our goals early. How far out of our planned paths can our journeys really take us? What does a law librarian do when he or she observes the available opportunities for their dream role diminish? Economic uncertainties and disruptive market forces may, however, interrupt or redirect even the best-laid plans. Undoubtedly, careful thought and planning are important and can pave the way to a successful and fulfilling career in law librarianship, whatever the surrounding circumstances. But just as often, perhaps, seeing and seizing the right opportunity when the time feels right can lead law librarians to career happiness. We can also find career fulfillment by making it ourselves, whether that means creating the position we want by using the experiences and environments we have, or by re-tuning our mind-set to find fulfillment where we are, while keeping ourselves open to new opportunities as they arise.

Questions often appear when we have to depart from our plans or alter our goals early. How far out of our planned paths can our journeys really take us? What does a law librarian do when he or she observes the available opportunities for their dream role diminish? How realistic is it for a junior law firm librarian to aspire to a leadership role in another sector? Further, would a sector switch set one’s career path back several years? Surely a later-life entrant to law librarianship coming from a career as an attorney will be decades away from an academic law library administrator, right? Finally, to what extent must our particular credentials and life experiences limit our future opportunities?

Meet several early to mid-career law librarians who have defied those assumptions. Some have strategized more and longer about their careers than others, but all of them, in their own ways, have regularly reflected, checked their assumptions, and kept their minds open on their way to fulfillment, looking at their own careers as journeys rather than destinations.

Bumps and Forks in the Road
Similarly, geography has played a role in how fellow law librarian Tina Ching’s journey has unfolded. Ching recently became law reference librarian at the University of Oregon. Before
this, she spent several years as director of marketing and communications and associate librarian at Seattle University School of Law. However, the 10-year plan Ching had developed when she launched her career in law librarianship would have positioned her as a law library associate director by this point. As things unfolded, she observed a decline in demand for legal education in her region of the United States during the intervening years. “The traditional law librarian career path eroded,” said Ching. “Of the six academic law libraries in Oregon and Washington, none have associate director positions any longer. The solution to move where opportunities still exist was not really an option as my personal situation keeps me geographically bound for now.”

This reality did not stop Ching. Instead, it prompted her to be creative in her work at the time as a reference librarian. “The bright side to these challenges was that early on, I was able to think more strategically about what I wanted out of my career and how to feel fulfilled.” Ching focused on prioritizing her time, creating a healthy balance “between family and friends, community, and career.” When the marketing and communications and associate librarian opportunity arose, she focused on her skills and strengths rather than on the strictures of job titles in her work history. “I had no professional experience in law school marketing or communications,” she says, “but when the opportunity became available to me, I developed a skills-based resume to map my existing skills to the skills needed to succeed in the position.”

Kristin Hodgins is director of library and research services for the Ministry of Justice and Attorney General of British Columbia, a position she has held for the past two and a half years. Previously, she worked in a private law firm library for about a year. Like Ching, Hodgins creatively drew from her skills and strengths in securing work in the government unit she now leads. “I was the managing librarian for the Attorney General Law Library. At the time, I had no management experience, but I leveraged my strengths in research and customer service and framed my hiring pitch as transforming the library from a resource center to a research center.”

Hodgins also had aspirations early on in life to be a lawyer. She learned a great deal about the work of a lawyer during the final year of her undergraduate degree in legal studies. “One of my professors was an adjunct professor and full-time lawyer. I learned what they really did every day, and I realized I loved the law as an area of research, but that I didn’t want to provide legal advice.”

Though she did not obtain her JD, Hodgins found this has not hampered her career as a law librarian. Instead, her experience of not having a JD sets her apart from her Ministry colleagues in some advantageous ways. “There are more than 700 people with law degrees here, but only a few librarians and only one of me,” Hodgins says, with only a hint of a quip. “Few people outside of libraries give much consideration to what it is librarians do or are capable of doing,” she suggests, “which actually creates freedom to pursue opportunities because no one is going to say ‘that’s not in your job description.’”

When a new government initiative is announced or a new file is opened and I think my team can provide value, I volunteer our services. I have inserted Ministry of Justice library staff on several high-profile, cross-government working groups and have established direct client ties across the public service.”

With or without a JD, it is not unusual for law librarians to share a love of the legal space and the discovery of solutions.

Clarence Robertson II, electronic services library manager at Jackson Walker LLP, also, at one point, had his sights set on a career in law. Robertson, however, was strategic about it: “I thought that if I could just get a job in a law firm to see the inner workings it would give me an advantage in preparing for law school or the experience to
become a paralegal.” Robertson succeeded in obtaining a temporary job at a prestigious law firm in the Dallas area as a law clerk.

However, the firm had other hopes for him. He was recruited into a full-time position as a library clerk, where he also experienced the gentle nudge into the law librarianship profession. He says of his supervisor in the library, “we instantly connected and he encouraged me to investigate the library program at the University of North Texas. He thought I had the temperament and skill to become an excellent librarian. Thom Austin, who has since passed away, planted the seed and guided me on a totally different path, which I may have never pursued on my own.”

As Austin had predicted, Robertson found his niche in law librarianship and thrives on the thrill of working on challenging problems. “What I find most fulfilling about my job is the ‘hunt for information,’” he says. “Finding the answer to difficult questions or guiding patrons to pertinent resources gives me a high.”

The Venn circles of law librarianship, investigation, guidance/instruction, and practice of law are likely to have a rather large area of intersection for our profession. Many of us have or have considered obtaining JDs, many of us love to find reliable information when it is needed, and many of us enjoy helping others to do the same.

A Guide on the Road to Fulfillment

One of the joys of the profession of law librarianship is the availability of mentors, guides, and coaches. Networking and learning opportunities made available through the American Association of Law Libraries (AALL), the Canadian Association of Law Libraries, and other professional groups have helped countless law librarians create or find their paths and discover companions to accompany them on their journeys.

Ching often advises other librarians, “Seek out your people.” Like many law librarians, she considers herself to “have been blessed with amazing mentors.” Her advice: “In return, be a mentor yourself.” Mentorship is enriching for the mentor perhaps as much as it is for the mentee. “When you are a mentor, you are forced to articulate your values and strategies in a way that may help you learn about yourself and define your goals more clearly,” Ching suggests.

Mentorship was a key part of Hodgins’s entry to leadership. Describing her early work in this sphere, she reports, “I was fairly new to a director-level role and suffered from a case of impostor syndrome. I was certain that I did not belong at the same table with these incredibly bright and accomplished senior leaders. However, I have been mentored, coached, and inspired by these very people, and as a result, I am a much stronger and more confident leader than I was a year ago.”

Make Your Career Your Own

Whatever twists and turns arise on the journey, each law librarian brings something unique to it, often drawing from previous careers, personal interests, or aptitude. After he obtained his degree, but before the legal field entered his sights, Robertson had felt another calling. “My plan before attending graduate school was to become a basketball skills coach, which I was for more than three years,” he says. “I honestly thought this would become my next career because I was very good at teaching skills to developing teenagers.” But rather than leave his coaching outlook and aspiration in the past, Robertson weaves it into the present and future. “I love the concept of team sports because you have to depend on each other for the entire team to succeed. I brought that concept with me into the law librarian field. I feel that I am a vital part of a library team and that my contributions are meaningful and necessary.”

When Ching reflects on and personalizes her career pursuits, she actively looks for any gaps in her skills in relation to her goals, and works within her own range of interests to bridge those gaps. “Public speaking continues to be a challenge for me,” she says, for example. “Knowing this, I seek out opportunities to fill this gap. There is no better way to overcome this challenge than volunteering to read children’s books to a kindergarten class and sing songs to them with finger puppets.”

“We need to take our careers into our own hands and create our own paths to fulfillment,” Ching posits. As a profession, law librarians might surprise themselves as well as others by leaving aside less challenging options for other ventures, as Ching has done. “I turned down library opportunities to take a role in an area that I was unfamiliar with in order to obtain skills that I wanted to develop. It took a leap of faith.”

AALL2go EXTRA


READ


Tips, techniques, and lessons to help librarians be more productive at work.

BY ANNE MOSTAD-JENSEN & DAVID McCLURE

Have you ever turned on your car only to discover that the battery is drained? You know exactly where you want to go, but the car just won’t start. Excessive cold, heat, or forgetting to turn off the lights may be the culprit. Fortunately, sometimes all we need is help from another car to jump-start our car’s battery and get it moving again.

Similarly, we as librarians have demands on our time that draw on our energies and make it difficult to be productive. Like the car battery example, sometimes all we need is a little help to start making progress on our goals. The purpose of this article is to help save you time and jump-start your productivity by providing an overview of some tips, techniques, and lessons from recent productivity books and sources.
1 Tackle the Biggest, Ugliest Task First. Tackling the biggest, ugliest task first is one of the most often repeated and suggested ways to improve productivity. Brian Tracy’s book Eat That Frog! refers to this as eating the biggest, ugliest frog, drawing on the admonition (credited to Mark Twain) that “if the first thing you do each morning is to eat a live frog, you can go through the day with the satisfaction of knowing that it’s probably the worst thing that is going to happen to you all day long.” Tracy emphasizes the importance of tackling the biggest, ugliest tasks because they are typically the most important and beneficial tasks to complete.

Tracy incorporates the 80/20 Rule (also known as the Pareto Principle) into his Eat That Frog! methodology. He calls it “one of the most helpful of all concepts of time and life management.” Basically, the concept states that 80 percent of the effects come from 20 percent of the causes. So, if you have 10 tasks, one or two of the tasks will contribute much more value than the others. If the tasks were frogs, you should eat the frog that will be worth the most. But we don’t do this. We tend to nibble away at other frogs that may not contribute as much value.

There are also many influences in a law library outside of our personal proclivities that sometimes hinder us from eating the biggest, ugliest frogs. Even if you have incorporated Brian Tracy’s method into your life, patrons, lawyers, professors, or other stakeholders might interrupt you with a time-sensitive reference question, document request, or other demand on your time—and the system falls apart. Some of these interruptions are inevitable and mission critical, but there are ways to help minimize the impact of certain interruptions. For example, you might communicate what approach you are taking to tasks (“I will be working on this task until 2:00 p.m., and I will be able to answer your question at that time”). You can also try to build the unexpected interruptions into your calendar or schedule, for example by leaving two to four hours of wiggle room in your calendar each week for unscheduled, but anticipated, interruptions. It is also important that you have support from your supervisor, or if you are a supervisor, that you support an environment that helps staff to prioritize their tasks effectively.

2 Break Things into Manageable Chunks. Another way to increase productivity is to break things down into manageable chunks. Productivity books provide several concepts that will aid you in doing so, namely David Allen’s concept of “What’s the next action?,” Brian Tracy’s “salami slice” or “Swiss cheese” methods, and the Pomodoro Technique.

Almost everyone has been in a meeting where everyone agrees that something is a good idea. Then you move on to the next agenda item and no one ever takes action on the good idea. David Allen has a personal mission to make “What’s the next action?” part of our global thought process. In his book Getting Things Done, he states, “Without a next action, there remains a potentially infinite gap between current reality and what you need to do.” Perhaps the good idea that comes up in a meeting is ultimately not worth following up on, but the question about what the next action is should be asked. If the right question is asked, the good idea can move forward with an action or the group can determine that no action should be taken and the idea can be dropped.

Brian Tracy in Eat That Frog! describes two methods of breaking tasks down into manageable chunks. The first method is the “salami slice” method: you cut your tasks up into small slices like you would cut up salami. Then you do the job one slice at a time. This is beneficial because we have a human desire to complete tasks, and when we finish one slice our brains release endorphins making us feel better. Another approach is to “Swiss cheese” tasks or to punch a hole in the larger task. Essentially, you work on a task for a specific period of time. This specific period of time gives you momentum and a sense of accomplishment.

Another method for concentrated focus on a task is the Pomodoro Technique developed by Francesco Cirillo. Start by selecting a task, then find a kitchen timer (or some other equivalent timer). Set the kitchen timer for 25 minutes and work on the task until the timer rings. Every time the timer rings, put a checkmark on a piece of paper. If you have less than four checkmarks you can take a three to five minute break before setting the timer again. After four checks take a longer break (15-30 minutes) and go back to deciding what task you should work on next. Using the Pomodoro Technique allows you to work on tasks for set periods of time with designated breaks, aiding in focus and helping to avoid procrastination and distractions that can creep into longer, less structured periods of work.

3 Apply the Rule of Three. The “Rule of Three” is one of the easiest and most effective techniques to help jump-start productivity. Chris Bailey gleaned the technique from J.D. Meier’s Getting Results the Agile Way, and he provides a succinct description of it in his book The Productivity Project:

At the beginning of every day, mentally fast-forward to the end of the day, and ask yourself: When the day is over, what three things will I want to have accomplished? Write those things down.

The rule seems almost too simple. Most of us have many more than three things we want to accomplish in a day, but the rule helps us identify the most important tasks and puts them front and center at the beginning of the day. Staying focused on the three tasks and finishing them by the end of the day is often harder than you might expect. One phone call, one email, or one visitor to your office can change the course of your day dramatically. But, there
is comfort in knowing that if you can accomplish one or more of the tasks your work will be headed in a positive direction in areas that are most meaningful to your work.

For example, if you are an academic law librarian, you might begin the day with this list: (1) Locate law review articles on new banking regulations for Professor X; (2) Revise slides for my legal research class; and (3) Prepare report for the committee meeting. If you have a distraction-free morning, you might finish all three tasks by lunchtime and create another list of three items to work on that afternoon. Or, you might find that the faculty research question is more difficult than anticipated, and it takes the entire day to complete. Either way, your list of three items is helping you focus on significant items while excluding other, less important tasks.

Calendar It. Another method for prioritizing tasks is by marking them in specific time slots on your calendar. This concept has various names: Stephen Covey’s book First Things First refers to it as “creating time zones,” while others, including Gary Keller’s book The ONE Thing, describe it as “time blocking.”

Deciding where a task fits on the calendar helps us understand the finite amount of time we have, and it gives us an opportunity to be intentional about how we spend our days and where they ultimately lead. As Bill Hybels notes in his book Simplify, “I am still learning that my schedule is far less about what I want to get done and far more about who I want to become.” Often activities that are very important and could help strengthen and develop skills and abilities are placed on the back burner in favor of urgent day-to-day demands. We all hope to accomplish these important goals someday, but as professional organizer Laura Leist aptly states in Donna Smallin Kuper’s book Get Organized, “someday” is not a day on the calendar. So, whether it is setting aside time to work on that article for your tenure application or finding training on big data analytics to help prepare reports for law firm partners, putting it on the calendar is a great start.

Create an Environment for Getting Work Done. An important part of being productive is determining where and when you do your best work. Cal Newport’s book Deep Work argues, “To produce at peak level you need to work for extended periods with full concentration on a single task free from distraction.” He highlights how difficult it is to achieve such a high level of concentration in workplaces overflowing with digital distractions that have “fragmented most knowledge workers’ attention into slivers.” Being intentional about putting yourself in a physical and mental environment that is conducive to achieving deep work and avoiding distractions greatly increases your chances of a productive day.

Working on important tasks during times that fit best with your body’s chronotype can also help increase productivity. In his book The Power of When, Dr. Michael Breus describes various chronotypes, which he defines as “classification[s] of the general timing of your biological clock.” Each category of chronotype he explores has distinctive characteristics that explain, for example, why some people like to wake up early while others prefer to sleep in late. Determining your chronotype may help you identify when you have the most energy for intense work, creative tasks, meetings, and making difficult decisions. It may seem impossible to fully align your work schedule with your biological clock, but Dr. Breus emphasizes that even small adjustments can yield positive results.

Tackle Your Email Before It Tackles You. A recent report by Radicati Group, Inc. estimates that 281.1 billion business and consumer emails will be sent and received each day in 2018, and that number is only projected to grow. All of us have probably spent entire work days sending, receiving, and deleting emails. There are various methods on how to get to “Inbox Zero” and how to organize your email. For example, Stephanie Vozza provides valuable tips on managing email in her article “How to Cut Your Email Time in Half.” She encourages email users to: (1) Put email...
Waiting for the perfect time or the perfect tool can keep you from making significant progress on your tasks and goals today. As the saying goes, “It is easier to steer a moving car than one that is parked.”

Make Quarterly Goals, Rather Than Yearly Goals. Whether it is strategic planning, performance reviews, or New Year’s resolutions, most of us think about goals on a yearly basis. In Brian P. Moran and Michael Lennington’s *The 12 Week Year: Get More Done in 12 Weeks than Others Do in 12 Months*, they challenge the annual mind-set and encourage readers to adopt a more condensed goal-planning cycle. The authors outline a robust planning and measurement system for fitting goals into the 12-week timeline. While it may seem like a counterintuitive system—as few people think they can fit more into their already busy days—the shortened cycle gives a greater sense of urgency to broader goals.

Consider Helpful Tools and Adapt Them to Your Needs. As law librarians, we are aware that technology changes the tools we use and the jobs we do. If you are looking for ways to free up time and attention for important tasks, you might consider experimenting with a new tool or app. While tools and apps will never provide “the answer” to all productivity problems, they may help boost your productivity in areas of need. There are numerous task management systems and list management apps, such as Asana and OmniFocus, email management tools, such as Boomerang and SaneBox, and automation tools, such as Hazel and TextExpander, to consider.

The Cool Tools Café at the American Association of Law Libraries Annual Meeting provides an excellent opportunity to learn about new apps and tools that are available. You can also listen to one of the many librarian or productivity podcasts that review useful productivity tools. For example, “The Productivity Show” by Asian Efficiency has featured podcasts on “The 2017 Essential Mac Productivity Apps” and “How to Find and Choose the Perfect Todo List App for You.”

Ready. Set. Go! Our lives and work provide new opportunities and challenges each day. Responsibilities change and demands on our time constantly increase, and we must continuously adapt our work styles and approaches to these new circumstances. Something that helps you be more productive today may not be sufficient for tomorrow’s challenges. There are no silver bullets to achieve optimum productivity, so don’t be afraid to try different strategies. Waiting for the perfect time or the perfect tool can keep you from making significant progress on your tasks and goals today. As the saying goes, “It is easier to steer a moving car than one that is parked.” Hopefully this article helps provide the jump-start you need to gain momentum for the tasks you face today and in the future.

Review time on your calendar; (2) Stop cc’ing so many people on emails; (3) Set rules for incoming emails; (4) Stop using your inbox as a to-do list; and (5) Inform others of your email rules and intentions. (View Vozza’s article at bit.ly/JF18Email.)
Winning tips and advice for librarians searching or hiring for a job.

BY KATHLEEN AGNO

For job hunters, finding the right job can be a matter of timing, luck, skill, and faith. The same can be said for employers when finding new hires for their organization. It is all about finding the right fit. For employers, the fit can be shaped by the type of organization, its goals, and past experiences. For someone who is looking for a job, it is a matter of what skill set and environment works best for them now and in the future. For both, the job search is both a frustrating yet rewarding experience.

(Note: For purposes of this article, an employer is anyone with a role in the employee selection process.)

During the 2017 American Association of Law Libraries (AALL) Annual Meeting, there was a Discussion Den where job seekers and employers alike shared frustrations and suggestions with the hiring process. Many sought advice and answers to questions that start with “What
Candidates responding to job ads should use their cover letters to briefly highlight how their current jobs skills tie into the job requirements posted for the position.

Networking and Social Media
There is an old saying, “It’s not what you know, it’s who you know.” When it comes to looking for jobs or candidates, it is both. Networking is a very important part in any job search. Meeting people within your profession can help with job referrals or provide insight into what jobs or organizations are desirable or undesirable and why. Trustworthy connections who can speak to an applicant’s talents can give a candidate an edge when it comes to making a final hiring decision. Luckily, there are many ways to meet other librarians within the law librarian community, whether it be through attendance at the AALL Annual Meeting, participating at the local chapter level, or being active within an AALL special interest section. Many law librarians are also willing to serve as mentors or share advice in a variety of areas.

Connections and networks can also be made online. Social media websites, such as LinkedIn, are an easy way to connect with and meet other law librarians. LinkedIn can also be used by employers to review the potential applicant pool for recruiting purposes. However, having an online presence can be both a blessing and a curse. Contributing to a blog or actively participating in a message board or listserv can demonstrate your ability to communicate, knowledge of technology, and resourcefulness. Some employers may review a candidate’s online presence and social media profiles to see how a candidate presents themselves professionally and personally. Employers are looking for information that substantiates or reinforces the hiring of a candidate; they may factor in any positive and negative messages that can be inferred from one’s online presence.

Job Postings and Cover Letters
Overall, job postings and cover letters should be brief and succinct. Employers should highlight and list the primary duties and key qualifications for the job. If the job description is too short, employers will be inundated with applications and they will have to take more time than necessary to narrow the candidate pool. Conversely, potential candidates may be put off by overly lengthy job postings where the duties listed may seem overwhelming or show a lack of focus for a position. One way to find a balance is to work with the human resources department to craft an appropriate job posting.

Candidates responding to job ads should use their cover letters to briefly highlight how their current jobs skills tie into the job requirements posted for the position. This is particularly key when candidates are looking to transition into a new role or organization where they may not be an exact fit with what an employer is seeking. If you do not have the experience, explain how your skills would apply. If you are able to capture an employer’s attention to your particular job skills, it will invariably lead to a call for an interview.

Interviewing
Interviews can be physically and mentally exhausting, but with practice and preparation, interviews can be the best part of the job search process. It is a
time when both sides can get a sense of the other. Each side's ability to communicate clearly, concisely, and confidently are telling factors as to whether or not a future working relationship will be a successful one.

Before the interview, it is recommended that candidates practice in front of a mirror or with others—in person or by using a computer or smartphone webcam—to see and hear how they answer the most basic interview questions, such as:

- What can you tell me about yourself?
- Where do you see yourself in 10 years?
- What are your greatest strengths and weaknesses?

Preparing for these types of common questions can put a candidate's mind at ease as they will already have some talking points and can speak easily on them. It is also suggested that candidates do some background research on the library they are interviewing with to understand its structure, future projects, and strategic plan. It helps candidates assess what their potential role could be within that organization, or at least gives them potential questions to ask relative to the position. Questions can range from how performance is evaluated, what the potential for growth is, and/or what the opportunities for leadership are. Candidates who go in cold to an interview will realize that their lack of preparation sends a message that they may not have a genuine interest in the job.

Employers are tasked with being equally prepared with their questions and responses to potential inquiries from candidates. Interview questions generally cover past experiences and goals, but they should also cover soft skills such as problem-solving, the ability to work with others, and how they resolve conflict. Employers should also discuss their expectations for successful new hires, and they should reinforce the duties and responsibilities listed in the job posting. In answering a candidate's questions, employers should consider that they are competing with other employers for job talent; therefore, how they answer a candidate's questions can help market their library as a desirable place to work. For instance, explaining your library's innovations and potential for future advancement can be powerful for attracting candidates.

Interviews require stamina and patience. Some organizations are satisfied with having one or two interviews. Other organizations have a full day of interviews where a candidate meets with every person in the department. Hang in there everyone! These conversations are to everyone's advantage. It is often beneficial to have candidates meet and speak with different members of your institution, and not just those in the library. For example, speaking with patrons who are stakeholders, such as professors, attorneys, and even students, can help everyone evaluate how the candidate, the library, and the greater institution will collaborate, and whether that collaboration will be successful.

In closing a good interview, candidates should ask about next steps and reaffirm their interest in the position. A follow-up thank-you note or email that highlights how the candidate is a good fit for the position is also highly recommended.

The Offer: Do I Stay or Do I Go?

For candidates and employers who reach the offer stage, it is helpful to keep an open mind. While salary can be important, it should not be the sole determinative factor to accept or extend an offer of employment. When it comes to evaluating an offer of employment, it is important to factor in any associated benefits, such as insurance, retirement plans, tuition reimbursement, paid membership to associations, and the ability to attend and present at conferences. Intangible benefits that satisfy a work/life balance should be considered and part of the negotiation process. Perks such as flexible work schedules, working remotely, or even participating in projects that may be outside the normal scope of the work can be ways to offset any differences in salary.

At the offer stage, both sides should be willing to negotiate. If an agreement cannot be made immediately, determine whether discussions can be had in the future, with such discussions being dependent upon the candidate having been hired and established as a successful new hire. If both sides are far apart and declining or rejection is imminent, weigh the pros and cons of your other options, whether it be pursuing other positions or staying at your current job. If the fit is simply not there, it is better to part ways at some point during the interview process rather than continue and hope that some synergy will emerge.

Keep in Mind

The above is by no means an exhaustive list of suggestions for landing the right job or finding the best candidate. Many law librarians have interviewed and stayed with their employers for a very long time, and they have continued to grow and evolve with their library. Therefore, if staying at your current institution is the best fit, don't worry that you are missing out on other opportunities. In summary, be persistent, be prepared, be patient, and most importantly, be flexible and the right job and/or the right candidate will come along. Happy hunting!
Technology has changed the way librarians perform their jobs, both in terms of the skill sets they must now possess and through its broader impact on the profession. The technology librarians are expected to know and the services they are delivering are far more sophisticated than what they were 30 years ago.

Steve A. Lastres is at the forefront of this technological change, and he warns that if you aren’t developing and expanding your technical skills, you will be left behind. The goal should be for librarians to be seen as assets and innovation leaders in their respective organizations.

Steve Lastres is a technology enthusiast. His law firm is at the cutting edge of legal technology innovations, having created mobile apps and intelligence dashboards. They also publish curated newsletters and develop other tools that help lawyers practice more efficiently and the organization at large provide enhanced client services. “We distribute more than 2,000 alerts to nine offices globally to meet the organization’s information demands in North America,
Latin America, Europe, and Asia. Our KMS (knowledge management systems) team onboards more than 200 lawyers every year and off-boards about 100,” says Lastres. “Law librarians aren’t always perceived as the professionals developing these technology-focused innovations. However, in many law firms, these innovations, such as competitive intelligence, artificial intelligence, and data analytics, are being driven by law librarians who are on the front lines of educating our lawyers. We show them how to use these tools and create enterprise social media systems to help lawyers better collaborate within client and market teams, as well as industry and practice groups.”

Lastres got his first taste of law library life through a work/study internship during his junior year of high school. He interned at the law firm of Golenbock & Barrel, now known as Golenbock Eiseman Assor Bell & Peskoe LLP in New York. “One of my first tasks was being the person who printed out cases for lawyers on something called the Lexis Deluxe Terminal, which was this huge desk that had silver foil paper and you used to have to sit there and click on the print button for each screen to scroll out before you could click on the next print button,” said Lastres. “The librarian at the time was not tech-savvy and they had me essentially spend all my afternoons doing that and learning technology. This is how I got my start in law libraries and began developing a love for all things tech.” After receiving his BBA from Pace University, he earned his MLS from Pratt Institute and a JD from New York Law School. Lastres has spent his entire career working in law firms, except for serving as a page for one day at the Association of the Bar of the City of New York. He has been in his director role at Debevoise & Plimpton LLP for the last 12 years. In addition, he has been a member of the American Association of Law Libraries (AALL) since 1986, serving on a number of association projects and groups, including as the Chair of the Private Law Librarians and Information Professionals (PLLIP) Special Interest Section (SIS), the Council of SIS Chairs, as an author on the AALL Digital White Paper, “Defining ROI: Law Library Best Practices,” and as a frequent presenter at AALL Annual Meetings. Here, he talks about the essential technology and business skills all librarians should possess, the skills law students need to onboard quicker, and how technology has changed—and continues to change—the legal landscape.

How has your job changed over the years?
We had a more traditional role when I first started out; the library was an administrative department. We were seen as a separate and distinct team from the legal staff, and it was rather traditional in terms of the services we provided, which were research and technical services. Today, it’s an enterprise-wide role. The library is no longer called the library in many private law firms and it is not perceived as an administrative department but as an integrated team that works with our lawyers and their practice teams. In many firms, law librarians are seen as the information steward of all the firm’s information and knowledge management resources. We have individuals within our group embedded into virtually every practice area at the firm. As a result, our work product and services are delivered to the enterprise to support the practice and business of law. The complexity, in terms of technology, has also changed—we not only deliver things in print, because there are partners who still want print, but we’re delivering things electronically, not only through databases, but by providing ebooks, dashboards, and portals. We even have an app that delivers current awareness and research services to mobile devices. The complexity of the operation and the different media options we serve up requires law librarians to have advanced technology skills that were not a requirement even a decade ago.
What’s a typical day at the office like?
There is no typical day; we are a global firm, so my day starts before I even get to the office. As you can imagine, Asia and Europe are hours ahead of us so I’ve already gotten requests from those offices and I try to forward them onto the right people to take care of them. Once I do get into the office, one of the first things I do is conduct environmental scans: I have a number of alerts and RSS feeds that I have set up to scan what’s going on that would impact our law firm, particularly the leadership of the law firm. I also look at what’s happening within different practice areas—things that would be relevant to them and from a knowledge management perspective, as well as what’s happening with technology and workflows. We have more than 2,000 general alerts that are set up that go out to individuals throughout the organization, but I do this as an added touch-point with the leaders of the firm, letting them know that I have found something that directly impacts their business, their practice, or the market that we’re trying to grow into. I also have meetings with my own internal staff—whether it is on the search side or the digital or electronic resources side—and with our knowledge management team to implement solutions based on the needs of the lawyers and what they’ve communicated to us.

The other piece of the day is contract negotiations with our vendors. I am constantly meeting with vendors to understand how their products have changed, negotiating pricing on the pieces we find valuable, and spending a huge amount of time trying to understand what new tools they are bringing to market and how they might displace other tools the firm is using. For example, our budget going into 2018 is below the budget that I presented in 2008 when I first came to the firm. That’s not because we offer less resources, but because we migrated from enterprise-wide licenses to limited licenses for virtually every single vendor product except Lexis and Westlaw, where they just don’t offer that. We made a dramatic change in the way we procure our resources and content for our lawyers and we budget that very closely. In short, we have become smarter consumers of legal and business resources thanks to tools that enable law librarians to granularly monitor usage and click-through rates to content, which was not possible a decade ago.

How do you partner with other institutions in leveraging technology?
I’m relatively well-known, since I’ve been in the profession for many years, and on the law firm side, my firm has been at the cutting edge of implementing new technologies, so I have partnered with a number of our vendors and member libraries. For example, we partnered with our ILS vendor, EOS International, to create a new product that didn’t exist in the market, which enabled us to integrate the print and digital resources of the New York Law Institute. This product allows our firm to integrate their bibliographic records into our OPAC (online public access catalog) so that our lawyers can access content we don’t have on-site, but that we can get either through digital or print copies that can be delivered within two hours. We were the first to implement this system. In the last four or five years, I’ve been on a number of panels with academic law librarians stemming from how to better prepare law students for the practice of law. Lately, I’ve been getting a lot of requests from academics and even court librarians to learn more about what we’ve done so that they can teach some of the technologies law school students will need to adopt in practice.

Most recently, I was contacted by an AALL member from a law school in Texas who read
an article that I recently posted to On Firmer Ground, which is a blog I co-founded with another PLLIP-SIS member, about content aggregation tools and how we need to work smarter and deliver actionable content to the right people at the right time. He planned to teach his students about current awareness aggregation tools and I was able to provide him with samples for his corporate research class.

What’s the benefit of AALL?
While a primary focus of AALL is professional development, there is no question that the opportunity to collaborate and network with others has been critical to my success and many of my colleagues. In my On Firmer Ground anecdote above, you have someone in technical services at an academic institution in Texas who really doesn’t know me but still felt comfortable enough to reach out to me in New York to ask me questions about a blog post I wrote. There is an informal-ness within the Association, where even junior members not in the same special interest section or geographic location can reach out and gain expertise from other members. This open collaboration is invaluable, and this type of information sharing happens all the time within our profession and Association.

How has your past work experience benefited you in your current position?
I believe in professional development as an investment in one’s future; that’s one of the reasons I’m still a member of AALL 30 years later. Most of what we do today requires enhanced technology skills and business acumen. I was fortunate enough to have a BBA in business administration and I’ve taken many other courses since, including those required for an MBA, which augment my law school education. I went back and obtained additional skills and attended many professional development programs at AALL as well as other associations, which have benefited me in my career today. I don’t know how you can be a successful librarian without having some foundational skills in technology and also in business, especially in the law firm world, and I think this is becoming true in the academic world as well. You need to run your department, whether it’s called “the library” or (more commonly) “knowledge management services,” like you would run a business unit. That means you need to figure out how to reduce overhead and create opportunities for revenue. Thinking about your department as a business is critical today, as is having the technical acumen to conduct conversations about technology with your information technology staff or with a technology steering committee (every firm usually has one), or with the committee that approves technology expenditures. You need to be able to explain to them in plain English what it is you’re trying to do from a technology standpoint and how that benefits the lawyers.

Being able to manage information today is no longer enough; the reality is that you need to be able to understand technology and manage the department or your role in the business. We have started to see a growth in library services out there. Outsourcing companies such as LAC and a number of others are hiring librarians to run libraries without permanent staff. We are going to be challenged as a profession to deal with these types of situations, and we need to be able to communicate effectively the value of law librarians’ work as permanent staff members of the firm. Having these essential skills has helped me grow within my career, from my first position as a paraprofessional at Golenbock to a research analyst, to manager, and now to director of a 700-attorney global law firm.

Are there professional development opportunities you’d suggest for students and for law librarians starting out in their careers?
Yes, as a father of two millennials, I would strongly recommend that the new generation of law librarians become engaged and involved with their local, regional, and national library associations. There may not be funding in a private law firm to send all the librarians to an AALL conference, for example, but there are opportunities to send them to local meetings, which might be free or low cost, and there is a lot they can learn by attending those meetings. There are regional meetings as well as meetings held by our “sister organizations,” such as ILTA (International Legal Technology Association),

“While it shouldn’t be who you know but rather what you know, the reality is that you have to have a strong foundation in what you know while also having connections that will help open doors to get to that next position.”
and SLA (Special Libraries Association) that have local chapters. Volunteer—half of the time, the way you learn skills is by volunteering. As associations are grappling with the same situations that many of our employers are—trying to find people to fill roles—there is an opportunity for the young generation of law librarians to learn essential skills by volunteering for these positions.

**How would you recommend law librarians continue to obtain new skills throughout their careers?**

Cast a wide net. Other than learning from the associations and organizations I previously mentioned, one thing a law librarian should do throughout their career is to be aligned with what's happening within their own organization and within the legal industry. I am often surprised by some librarians’ lack of understanding of the legal industry, such as how a law firm works and how it creates revenue. Understanding the business issues that impact law firms is critical. We know that ALM and other organizations offer a number of these types of programs to talk about running a law firm business, but in addition, we are now starting to see several developments in new areas, such as legal process improvement, legal project management, and pricing. Law librarians are well positioned to look at these areas, and it's important that we focus on not just their informational skills, but also on understanding how their institutions operate, how they are able to gain new business, and what their strategy is. While as an information professional you are delivering information services, you are also there to support the professionals within the organization who are going out to generate new business with clients and prospective clients, so you need to understand your role in that process.

**What career advice would you give to newer law librarians?**

I would tell them they need to broaden the skills they learn in library school. Those programs provide the basic foundational skills that they're going to need. I would suggest they supplement their skills, particularly in technology and business, and that they look for opportunities to volunteer in various associations. Not only can you learn new skills through professional associations, but you actually get to network with individuals who may be in a position to find you your next job or to recommend you for a job.

In today's text-heavy world, where everything is done behind a screen, it's critically important to network. A lot of these key collaboration skills are being lost by the new generation because they want to be anonymous and want to text things and work under the radar; the reality is that even today, the way you get a job and the way you advance in your career is through mentorships, from knowing someone, or someone putting in a good word for you. While it shouldn't be who you know but rather what you know, the reality is that you have to have a strong foundation in what you know while also having connections that will help open doors to get you to that next position. AALL has a great mentorship program that I don't think enough new members take advantage of.

**What basic skills should attorneys starting out today possess?**

This is the debate du jour that's going on within academic institutions as they try to rethink the curricula to produce practice-ready graduates who can onboard quicker at law firms. Besides traditional legal research and writing—which is fundamental—they also need to have a proficiency in technology that law firms use. Additionally, they need to know about knowledge management systems, because in the law firm world, you don't start off with Lexis and Westlaw. Typically, in a law firm, we have a platform of knowledge management work products, forms, and models that we use and repurpose for new client matters—whether it’s a file cabinet with legal memos or it’s digitized. There is a lot of knowledge that has been created at law firms over the last decade that sits in systems that many law school students just aren't even aware of, so that's one of the areas that law school students in particular—and certainly law librarians working in academia—can facilitate to help law school students learn about what's happening.

Students need to be exposed to new areas of practice, ones that go beyond traditional research skills, so that when they get to a law firm, while they may need time to learn the particular tools, they will have a general understanding of how the tools work, how the firm works, and what efficient processes look like. ■
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Question: What advice would you give to librarians to help them more effectively inform those they report to about their accomplishments?

You should openly share and talk about your successes. When we share our accomplishments, we become more memorable and we reveal something about our true selves that leads to meaningful connections with friends and co-workers.

Ideally, your goal is to create a narrative—a story or a sound bite. Telling a story demonstrates your expertise and engages your audience in a memorable way so they are more likely to remember your story. Your first step is to do some brainstorming. Think about the “w” questions: who, what, when, and why. Be honest when you are considering the w’s, because if you are not, your story is likely to miss its target and fail to create that meaningful connection, and you may ultimately defeat your intended purpose. Start by thinking through the following questions:

- Who is your intended audience? Think about how you appeal to that specific person or group of individuals. Are there multiple audiences? What makes a specific audience distinct? How might you shape your message for different audiences? Consider why your audience will or
should care about the thing you seek to share. Focus on making a specific appeal or connection.

- What is it you wish to share? What is the relevance of your accomplishment to those you singled out to share your accomplishments? Consider the facts associated with the news you seek to share. Create talking points that embrace clarity; three is generally the magic number. Be brief as you likely will not have a lot of time. Make certain your message is authentic and lean toward humble. Your message should be clear and focused, and should avoid sounding rehearsed.

- Why this information, why this person or group?

- What is it you hope to accomplish by sharing with this specific individual?

Be honest here. This is the difficult question. If you are not authentic, your message is likely to lay an egg.

- When do you intend to share this information? Consider the occasion and environment: Is it an elevator speech, is it lunch, or is it a social event? Be mindful of the amount of time and others who might be present. Timing is critical to successful sharing. Learn to walk away if the timing is not right.

**What to Avoid**

- The humble brag, that self-deprecating way of sharing an accomplishment that attempts to diminish the accomplishment, but at the same time tells everyone within range how wonderful you are. This is destined to fail as it feels deceptive. Honesty wins here. If you are proud of an accomplishment, then share it and embrace the bragging rights.

- Do not force an opening in the conversation. Wait for a natural opening to share, even if you have to wait or walk away from what was seemingly a great opportunity. Your goal is to share and participate in the conversation in a seamless manner.

- Do not hog the spotlight or fail to give credit to others when due.

- Do not force someone to pull information out of you.

Remember, you are a talented, successful professional, and those around you want to share in your success. Do not hide your accomplishments, but rather, be genuine and pick the right time and place to share.

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**Whether I am telling my supervisor about a recent success, or receiving good news about an accomplishment from a member of my team, the best communication results from applying four basic principles.**

1. **Tailor your format to your audience.** Think about the ways you enjoy getting information. Your preferences may be shaped by type of content, what you’re expected to do with it, the amount of time you have, or the number of people and issues vying for your attention. Supervisors, directors, and deans are influenced by these same factors, so set yourself up for success by aligning the way you deliver good news with what you know about your supervisor.

   If you have regularly scheduled meetings, put your recent success on the agenda. If you provide quarterly reports, include your accomplishments in the

2. **Focus on the impact of your accomplishment.** Talking about professional success is a delicate business. How can you highlight your accomplishments without seeming to brag? Instead of describing the specific tasks you completed or focusing on the minutiae of a project, describe the positive impact of your work. Put your individual success in the context of institutional or professional innovation and advancement. For example, when you’ve finished a complex and time-consuming weeding project, you can report that there’s now more shelf space for growth or that the next phase of a larger project can begin.

3. **Give credit where it is due.** If there was any teamwork in the project, credit your team at the outset. As a director, hearing about the accomplishments of librarians and staff is more meaningful when I know that the success grew out of collaboration and that the person reporting the success is recognizing their colleagues’ success as well.

4. **Tighten your prose.** When reporting your accomplishments in writing, find an editor to help you write more effectively. Brevity is almost always an asset. However, tightening your prose is more than reducing your word count. A good editor can help you balance an emphasis on impact with inclusion of enough detail to help your supervisor understand the extent and value of your efforts.
Highlights from the 2017 AALL Biennial Salary Survey & Organizational Characteristics Report

As legal information professionals’ roles and work environments continue to change, it has become more important than ever to provide useful information for budgeting and salary negotiations. Since 1993, the AALL Biennial Salary Survey has been the only source for comparable and comprehensive salary information for law school, law firm/corporate, and government law libraries. Here are key takeaways from the 2017 survey.

The AALL Salary Survey provides mean, median, and first and third quartile annual salary data for 25 law library positions. Job position descriptions were provided for reference in order to ensure consistency in the data reported. Salary data are broken out by many different characteristics, including location, number of people supervised, education, and years of experience. Additional breakouts specific to each library type are also included. Furthermore, law firm/corporate law libraries include annual bonus paid and law school libraries include tenure and teaching information.
Leadership at 793 law libraries was invited to participate in the web-based survey. In total, 502 surveys were completed—an overall response rate of 63.3 percent. Within this total, 137 were returned by law school libraries (a 76.1% response rate); 270 by law firm/corporate law libraries (a 61.5% response rate); and 95 by government law libraries (a 54.6% response rate).

The number of responses received enables reliable and valid characterization of the three main library types.

CHARACTERISTICS

Annual survey data for 2,902 individuals were reported for two types of positions—professional (1,931) and non-professional (971). Non-professional positions comprise library assistant/paraprofessional, library clerk, computer technician, and administrative assistant.

More than half (52.3%) of the professionals included in the survey were in law school libraries, while another third (33.2%) were in law firm/corporate law libraries; the remainder (14.5%) were in government law libraries.

The largest percentage of professional respondents (30.3%) was located in the Mid-Atlantic region, very similar to the 2015 and 2013 geographic distribution. The Pacific (15.2%) was the next most frequently cited region followed by East North Central and South Atlantic regions (12.1% and 11.6%, respectively). No reports were sent to or received from libraries outside the U.S.

Most professionals held more than one academic degree. More than four in 10 respondents (44.3%) held an MLS without a JD, and 39.7 percent had both an MLS and a JD. One in eight (12.4%) has earned an MA or MS, and 5.0 percent had a JD but no MLS. Only 1.3 percent had earned a PhD.

In addition, less than half (47.1%) of the professionals in the survey had 16 or more years of library experience, while 18.3 percent had fewer than six years of experience.

INFORMATION BUDGETS

Participants were asked to report the annual information budget by hard copy items (books, serials, microforms, etc.) and electronic information (CD-ROM, online databases, OCLC, RLIN, etc.). The 2017 average total information budget for the 366 libraries that provided their budget information was $1,164,751, higher than the average reported in 2015 ($1,021,943), but not as high as the average reported in 2013 ($1,198,780). By extrapolating the average budgets by library type to the full sample size, the libraries surveyed budgeted approximately $923,647,543 in 2017 for electronic and print information.

Law firm/corporate law libraries had the highest average information budget ($1,577,734), followed by the law school libraries’ budgets. Law school and government law libraries continue to spend a higher proportion of their information budget on hard copy information (56% and 65%, respectively). Law firm/corporate law libraries, on the other hand, allocated only 25 percent of their information budget in 2017 to hard copy information. Government law libraries’ average hard copy information budget remains essentially unchanged compared to the 2015 hard copy budget.

The 2017 estimated total information budget for all libraries increased 4.1 percent, after decreasing 12.3 percent in 2015 when compared to the 2013 budget. When compared by library type, the government law library estimated total budgets were 27 percent higher than in 2015, while the law firm/corporate law library total estimated budget
The overall law school library estimated information budget decreased 4 percent.

**STAFFING**

The average number of professionals per library was 5.50 in 2017, an increase compared to 2015 (5.06 professionals per library) and 2013 (4.22 professionals per library). The average number of paraprofessionals per library for all libraries was 3.01, which was also higher than in 2015 and 2013; 2.38 and 2.52, respectively. The average number of total staff for all libraries increased from 9.23 in 2015 to 10.32 in 2017.

The ratio between professional and paraprofessional staff at law firm/corporate law libraries decreased in 2017 (2.42:1) compared to 2015 (2.84:1). The 2017 ratio for government law library respondents was more similar to the ratio reported in 2013 (1.91:1 and 1.77:1, respectively) than reported in 2015 (2.34:1). The ratio of professional staff to paraprofessionals continues to decrease for the law school libraries.

Law school libraries reported an average number of (FTE) students in 2017 dipped slightly below that reported in 2015; 599 compared to 606, respectively. The average number of faculty was the same as reported in 2013 (47), and higher than in 2015 (44). The ratio of library staff to students (FTE) and faculty increased slightly compared to 2015 and 2013. Law firm/corporate law libraries reported an average of 128 attorneys per firm and an average of 4.3 library professionals per firm. The ratio of library professionals to attorneys was 1 to 42.99. An average of 3.4 firm librarians work outside the library in other firm departments.

Billable hours the library worked during 2016 ranged from a low of 300 hours for law firm/corporate law libraries with 41-90 attorneys to a high of 4,206 hours for those with 451 or more attorneys.

Additional comparisons for 2017 and 2015 were run for median information budget data. The median annual salary for a director or chief librarian in academic law libraries was $157,746, $125,000 in private law firms, and $92,935 in government law libraries.
HOW MANY PROFESSIONALS?
Ratio of Professionals to Paraprofessionals (FTE)

<table>
<thead>
<tr>
<th>Type of Law Library</th>
<th>2017</th>
<th>2015</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Libraries</td>
<td>1.58 to 1</td>
<td>1.78 to 1</td>
<td>1.79 to 1</td>
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<tr>
<td>Law School</td>
<td>.71 to 1</td>
<td>.78 to 1</td>
<td>.87 to 1</td>
</tr>
<tr>
<td>Government</td>
<td>1.91 to 1</td>
<td>2.34 to 1</td>
<td>1.77 to 1</td>
</tr>
<tr>
<td>Law Firm/Corporate</td>
<td>2.42 to 1</td>
<td>2.84 to 1</td>
<td>2.40 to 1</td>
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</tbody>
</table>

HOW MANY STAFF?
Average Number of Staff Members (FTE)

<table>
<thead>
<tr>
<th>Professional Library</th>
<th>Government Library</th>
<th>Law Firm/Corp. Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
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<td>4.7</td>
</tr>
<tr>
<td>Paraprofessional</td>
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<td>2.35</td>
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<td>Students/Clerks</td>
<td>5.65</td>
<td>.55</td>
</tr>
<tr>
<td>Total Library Staff</td>
<td>19.36</td>
<td>7.6</td>
</tr>
</tbody>
</table>

MEDIAN ANNUAL SALARY
Increases and Decreases since the 2015 AALL Salary Survey

- **Law School Libraries**
  - .84% associate/deputy/assistant directors
    2015: $92,000  2017: $95,532
  - 6.36% reference/research librarians
    2015: $66,607  2017: $70,842
  - 2.47% instructional/reference/research librarians
    2015: $69,033  2017: $70,725
  - 7.39% technical services librarians
    2015: $62,466  2017: $67,085

- **Government Law Libraries**
  - -4.4% director/chief librarians
    (a.k.a., state law librarian/circuit librarian/county law librarian)
    2015: $93,346  2017: $92,935
  - .64% reference/research librarians
    2015: $60,000  2017: $60,385
  - 31.88% electronic services librarians
    2015: $58,080  2017: $76,596

- **Law Firm/Corporate Law Libraries**
  - -4.19% solo librarians
    2015: $84,538  2017: $81,000
  - 12.11% director/chief librarians
    (a.k.a., head librarian/library manager/information manager/manager of library services)
    2015: $111,500  2017: $125,000
  - 6.33% reference/research librarians
    2015: $77,100  2017: $82,000

How law librarians can use JavaScript, jQuery, and JSON to create surprisingly powerful customizations and applications, while solving real-world problems on their own.

BY NICK SZYDLOWSKI

Should every librarian code? That debate has been going on for more than a decade, with no resolution in sight. It may be less controversial, though, to argue that librarians need to understand the foundational technologies that power the web. These technologies are the basis for public-facing catalogs, digital collections, and online resources, and increasingly for integrated library systems and other back-end systems as well. However, the web changes rapidly, and unless librarians update their skills and their understanding, they can quickly fall behind. Not even full-time developers can keep up with every new tool or approach that comes along, but by focusing on technologies that are powerful, established, and designed to integrate with existing systems, librarians can take advantage of their existing knowledge and expand their capabilities.
A basic understanding of HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) has been a part of many library and information school programs for years. While every webpage uses HTML, and pages that lack CSS are now as rare and antique as a Ford Model T, a third technology, also developed in the 1990s, has become nearly as ubiquitous. The internet research firm BuiltWith estimates that 94.1 percent of the million most trafficked sites on the web use JavaScript, and that one JavaScript library—jQuery—is now used on 88.8 percent of the top million sites.

The popularity of JavaScript libraries like jQuery, along with newer frameworks like Angular.js and React.js, has contributed significantly to the dramatic changes that the web has undergone. For instance, these frameworks have enabled the creation of webpages that look and feel like desktop applications, while also fueling the popularity of the JavaScript-friendly data format JSON. Moreover, because jQuery is so well-established, a wealth of documentation and open source code exists that can help librarians who are not full-time web developers create surprisingly powerful customizations and applications.

**JavaScript and jQuery**

JavaScript is a scripting language, first deployed in 1995 as part of the Netscape Navigator web browser. It is frequently used as a client-side language, allowing website creators to add scripts to a page, which are then executed within the user’s browser. jQuery is a JavaScript library, first released in 2006, that simplifies many of the basic tasks needed to create interactive webpages. Among its other features, jQuery provides standard methods for creating, removing, and manipulating the HTML elements that make up a webpage. These methods work consistently in different browsers, and the code to invoke them is simpler and easier to read and write than code that performs the same functions without jQuery. Libraries like jQuery contain a collection of reusable, pre-written functions, which can then be called by local scripts, allowing relatively simple local scripts to perform complex tasks. These libraries have become so popular that JavaScript written without using such libraries is commonly referred to (with derision or admiration, depending on the context), as “vanilla JavaScript.”

For those who are interested in getting more comfortable with JavaScript, jQuery is a great place to start, because it leverages familiar CSS selectors like IDs and classes, some of which are likely already present in a site’s code. For example, jQuery makes it easy to hide all of the links on a page that have a certain class:

```javascript
jQuery('a.myClass').hide();
```

Many commonly used jQuery commands follow this formula: take some element on the page, as specified by the type of element (e.g., “a”, a link) and/or another CSS selector like a class or ID, and then do something to those elements such as hide or show them, move them around the page, or replace their contents with something else entirely. By taking advantage of CSS selectors, jQuery makes it possible to add required functionality to existing web content, even without changing the underlying HTML. For instance, the popular LibGuides platform enables customization via JavaScript, allowing simple changes that can help libraries match the look and feel of their own sites on LibGuides.

Another advantage of jQuery is its large user base and the resulting profusion of open source code and plugins that extend its functionality. At Boston College Law Library, staff learned to use JavaScript by downloading simple code for common features like content carousels and word clouds, and then made minor modifications to fit local needs. Additionally, due to its popularity, many other powerful JavaScript libraries borrow jQuery’s syntax. These include D3.js, a library for creating data visualizations that has become a go-to tool for digital humanities scholars and technologists. A basic knowledge of jQuery opens up a surprising number of possibilities.

**JSON**

Librarians, especially those who work with metadata, are likely familiar with XML (eXtensible Markup Language), the data standard that powers an alphabet soup of web and library technologies, including MARCXML (Machine-Readable Cataloging Markup Language), OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting), and RSS (Rich Site Summary). While XML isn’t going anywhere, another human-readable data format has gained significant traction on the web: JSON (JavaScript Object Notation). While JSON can be used and interpreted by any language, it follows the syntax of JavaScript objects, meaning that it is already in a format that JavaScript expects and understands.

As a data format, JSON has some of the same advantages as XML. Both are
compact, but relatively easy for people to read and interpret. Both are hierarchical and can represent complex data models and information. As a simple example, shown below is a single row from a dataset used for an interactive tool displaying a list of student employment outcomes by region and state. The data is represented first in JSON, as used for the project, and then in XML.

Many web services make data available through application programming interfaces (APIs), and the output of these interfaces is very often available as JSON. Librarians accustomed to the relatively buttoned-up world of XML schemas, which standardize the way particular types of data are represented, may find the JSON environment to be more freewheeling, with data often provided in a structure that closely follows the logic of the application that produces it, rather than a standard or schema shared across applications.

Some may be partial to one format or the other, but each has significant advantages for different tasks. XML benefits from a more developed set of related technologies for schema validation, transformation, and querying, as well as a rich set of established schemas. JSON is simple to parse and create using JavaScript, and a variety of JavaScript tools exist to display, manipulate, and visualize JSON data on a webpage. While JSON is not a replacement for the complex implementations of XML that many libraries rely on, it is an increasingly important data format due to the ubiquity of JavaScript on the web.

**Real-World Applications for Libraries**

No matter how much or how little experience a person has, learning new skills, such as programming languages and programming libraries, represents a significant investment. However, it is also worth considering the value of gaining foundational skills that provide a platform for further development and growth, especially in the context of the extensive time many library staff spend mastering new vendor tools and interfaces. For staff who are constantly learning and adding new skills, it may make sense to strike a balance between skills with a shorter-term payoff, such as mastering the newest “cool tool,” and more foundational skills that represent a longer-term investment.

Once staff start to develop these skills, it may be surprising how broad their applications are. Many libraries may find that they, or their parent institutions, need to create website features that allow users to interact with, and select from, a collection of data—whether that data represents new books or archived exams in the library, faculty or attorneys and their expertise, or the name and location of employers hiring students. Faster internet connections and powerful JavaScript libraries make it possible to build elements like these using primarily or entirely front-end, or client-side, tools. Rather than building a database back-end, the data may be stored in a Google Sheet and pulled onto the site using an open source tool designed for that purpose, such as Tabletop.js. Alternatively, tools exist to easily convert spreadsheet data to JSON, allowing for faster load times. Scripts using jQuery, or powerful jQuery plugins such as DataTables, can then manipulate the data and display it on the page. Lightweight methods like this are not necessarily appropriate for systems that work with large amounts of data or with data that cannot be made public, but they can be very useful for the types of web development problems that libraries are often expected to solve on their own, without the help of full-time web developers.

Additionally, a basic familiarity with JavaScript can prove useful in some surprising contexts. Libraries that use Google’s office productivity products can expand the capabilities of spreadsheets and forms by adding scripts using Google Apps Script, a scripting language based on JavaScript. This can be useful for simple tasks such as creating a form that sends its results to an email list, or even more complex jobs like harvesting OAI-PMH data from an institutional repository into a spreadsheet. JavaScript libraries like jQuery can even be useful in a research or web archiving context, since it is possible, with some imagination, to use them to parse data from downloaded copies of unstructured or eccentrically structured webpages. That data might be useful for quantitative research based on the contents of a set of webpages, or as a source of automatically generated metadata for a web archiving project.

**Maintenance and Code Management**

Library staff who write code may face questions from colleagues about how the tools and sites they create can be maintained over time. These questions may even take the form of categorical objections to these projects, on the basis that the project could not be maintained if the staff member who developed the project were to leave the library.

There are a variety of good practices that allow projects to be maintained and improved over time. Basic best practices, such as writing legible code
and including comments and other documentation to explain what the code does and how it works, are an important first step. Cross-training staff and creating opportunities for multiple staff members to develop skills with frequently used technologies decreases the risk that the library will be left without staff who can maintain existing projects.

Code management is another important safeguard. Many libraries, including some law libraries, maintain accounts on GitHub, a popular tool for sharing open source software. GitHub allows users to track the changes that are made to each project, and its workflow allows multiple staff members to work in parallel on the same project. New staff members can use an institution's GitHub account to find and understand the code a library has created, and even to see the history of a given project. (Learn more about GitHub at bit.ly/JF18GitHub.)

While practices like these should help to address specific concerns, it is also worth examining the context of these general objections. Staff development of technology skills may be an area where the notoriously risk-averse nature of libraries does real damage. If projects that respond to a pressing need are discouraged out of fear that future staff will lack the technical skills to maintain the project, the library misses an opportunity to develop a culture of technical competency, and the fear of inadequate staff skills is likely to become a self-fulfilling prophecy. On the other hand, creating a culture where staff are encouraged to develop and share the technical skills needed to do their jobs makes it easier to attract and retain staff who are willing and able to develop the required skills.

Leveraging Existing Skills
If all of this seems daunting, it may be comforting to remember that even librarians with no coding experience at all may possess a wealth of complementary skills that provide a head start for many projects. Librarians who are comfortable working with

### JQUERY IN ACTION

This simple example shows a list of courses from Fusion, a federated search tool for prospective students, developed by Boston College Law Library staff. In this example, clicking on the name of the course once shows the course description; clicking again hides the description.

```javascript
jQuery(".answer-tab").click(function() {
    jQuery(this).toggleClass("open").parent().find("td.description").slideToggle();
});
```

Closed:
```html
<tr role="row" class="odd">
    <span class="answer-tab details-control">
        <td class="sorting_1">
            <a href="#">Administrative Law</a>
        </td>
    </span>
    <td class="description" style="display: none;">
        This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. This course is intended to introduce students to regulatory agencies in a variety of substantive fields of law, such as financial, environmental, healthcare, immigration, labor, to name a few.
    </td>
</tr>
```

Open:
```html
<tr role="row" class="odd">
    <span class="answer-tab details-control open">
        <td class="sorting_1">
            <a href="#">Administrative Law</a>
        </td>
    </span>
    <td class="description" style="display: block;">
        This course will examine the legal framework for the work of administrative agencies. We will explore the sources of authority for agency action under the U.S. Constitution and will examine the accountability of agencies to the legislative and executive branches of government. This course is intended to introduce students to regulatory agencies in a variety of substantive fields of law, such as financial, environmental, healthcare, immigration, labor, to name a few.
    </td>
</tr>
```

You can see this code in action at bit.ly/JF18Code.
metadata will find those skills useful for creating data models and formats required for many web development projects. Those who are accustomed to helping patrons use web resources may find this experience helpful when faced with basic interface design decisions. Identifying these existing skills may bring to light projects where a relatively small investment in new technical abilities can amplify the existing capabilities of library staff.

For most of us, it is neither realistic nor desirable to attempt to add the skills of full-time web developers to the already extensive competencies expected of professional librarians. Instead, it makes sense to focus on developing technological skills in areas that complement the existing skills and interests of library staff, and that address genuine needs for the library and its users. Narrowing the scope of what needs to be learned right away—moving away from “I want to learn JavaScript” and toward “I want to learn JavaScript to solve this specific problem”—provides a quick return for the library while also helping staff identify specific code and patterns that are helpful in their context.

Libraries, Codes, and the Future

JavaScript, jQuery, and JSON have become essential building blocks of the web, and an understanding of what they are and how they are used may be helpful for achieving the high level of technical and information literacy to which librarians aspire. Additionally, they are mature technologies that are relatively accessible to novice coders due to the large amount of open source code, documentation, and advice available on the open web.

Beyond any specific technologies, law libraries may benefit from embracing a culture in which staff are encouraged to invest in foundational technological skills. While many law libraries embrace new technology, there can sometimes be more emphasis on learning consumer-level tools, in the form of new vendor products and features, and not enough emphasis on the type of fundamental skills that can be re-used project after project. While this article has focused on JavaScript and related foundational technologies of today’s web, the same argument could be made for time spent mastering other powerful and possibly more accessible tools like spreadsheet formulas or regular expressions. Other scripting languages, such as Python, which is popular among librarians who work with metadata, may prove a better investment in a less web-oriented context.

The possible uses for these mature, stable technologies are everywhere, but it takes a willingness to invest staff time to find and identify these opportunities.

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CSS SELECTORS

In CSS, selectors indicate which elements on the page a given style applies to. In jQuery, CSS selectors can be used to further manipulate those items. CSS selectors are based on simple patterns, but the patterns can be combined in order to create more complex selectors. There are many types of CSS selectors; the following table shows four examples.

<table>
<thead>
<tr>
<th>TYPE OF SELECTOR</th>
<th>EXAMPLE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>h3</td>
<td>Selects all &lt;h3&gt; elements (level three headers) on the page.</td>
</tr>
<tr>
<td>Class</td>
<td>.headline</td>
<td>Selects all elements with the class “headline.”</td>
</tr>
<tr>
<td>ID</td>
<td>#footer</td>
<td>Selects the element with the ID “footer.”</td>
</tr>
<tr>
<td>nth-child</td>
<td>:nth-child(1)</td>
<td>Selects any element which is the first child of its parent element.</td>
</tr>
</tbody>
</table>

The CSS selector h3.headline:nth-child(1) would select all <h3> elements with the class “headline” that are the first child of their parent element. This is what that element might look like in a page:

```html
<div class="headline-wrapper">
  <h3 class="headline">This is the Headline Text</h3>
</div>
```
The Fifth Biennial Conference of the Chinese and American Forum on Legal Information and Law Libraries (CAFLL) was held in Hangzhou, China, June 1-2, 2017. More than 60 law school deans, law librarians, and law professors from more than 50 law schools in China attended the conference. Overseas attendees included more than 25 law librarians and library directors from Germany, Canada, and the United States, as well as the presidents of the American Association of Law Libraries (AALL) and International Association of Law Libraries (IALL).

The Background
CAFLL was founded to promote accessibility of legal information and to foster the education of legal information professionals in the United States and China. It was officially incorporated in February.

The theme of the Hangzhou Conference was "Reimagining Law Libraries: Collaboration, Sharing and Win-Win." Law librarians from both countries benefited from programs and discussions that focused on the following eight topics:

- Integrating Legal Research Courses into Law School Curriculum
- Innovative Roles of Law Libraries in their Parent Organizations or Communities
- Collaboration and Coordination Between Law Libraries and their University Libraries
- The Role of Law Library Organizations and Alliances
- Enhancing a Library’s Value Through Faculty Services Programs: Current Models and New Trends
- Partnerships with Vendors on Reporting and Using E-Resources Statistics
- From Old to New: Designing the 21st-Century Law Library
- Big Data, Law Libraries, and Public Library Legal Service—How Big Data Enhances the Provision of In-Depth Library Services, Information Retrieval, and Decision-Making

**Important Topics in Law Libraries**

The keynote speaker was Yanping Lin, vice-president of East China University of Political Science and Law (ECUPL), Joan Howland, associate dean at the University of Minnesota School of Law, and Jun Zhao, associate dean of Zhejiang University Guanghua Law School. During his keynote, Lin stressed the importance of the socialization of law school libraries and advocated that law school libraries should be more open to the general public and should improve access to legal information. ECUPL started the Center of Chinese and Foreign Legal Literature as the first law library in the nation to provide better international law resources to the public. The initiative was embraced by the local court system.

Howland shared insights on how law libraries can stay relevant to their deans, faculty, and students during the economic downturn. Relevancy is the drive for innovation. She emphasized that law libraries need to know their audience, personalize their services, and be more proactive.

In a separate talk, Howland discussed the changing role of law librarians—from content collectors to content creators, from passive listeners to active teachers, from facilitators for law libraries to facilitators for law schools, and even as ambassadors to help build relationships with alumni, students, and the legal community.

Referencing the “Belt and Road Initiative,” Zhao analogized law libraries as product suppliers. He raised the question, “What can law libraries do to supply better ‘products?’” Zhou
suggests that law libraries should be the heart of their institutions, and friends of their faculty and students. The law library is both a “dream and knowledge factory” as well as a platform for communication. He advocated that law libraries should make good use of advanced technologies, such as big data, cloud computing, and artificial intelligence to enhance services and fulfill the legal information needs called for by the implementation of the “Belt and Road Initiative.” (For more information on the “Belt and Road Initiative” visit bit.ly/JA18Belt.)

**Global Education**

Programs offered throughout the two-day conference were inspiring for legal educators and law librarians from both countries. In spite of their drastically different legal systems, there are notable similarities in the practices employed and services provided by law librarians from both nations. Legal research, instruction, faculty services, usage tracking, outreach, and open access were recurrent themes referenced by law librarians from both countries during their presentations.

Law librarians in the United States are seasoned teachers, not only in teaching basic and advanced legal research, but also in teaching specialized practice-oriented courses. Filippa Anzalone and Sherry Xin Chen from Boston College, and Faye Jones from the University of Illinois at Urbana-Champaign shared unique courses they taught at their respective schools and stressed the fact that law librarians, through teaching, are contributing to law schools by enriching the variety and utility of the course offerings, thereby generating revenue for their schools. Jones teaches a legal technology course where she incorporates technology and legal ethics in research training. Additionally, her library sponsors students to attend the American Bar Association (ABA) TECHSHOW every year so that students can learn the latest technologies that facilitate virtual legal practice.

While U.S. law librarians are looking for new ways to stay relevant within their own law schools and beyond, Chinese law librarians are still in the process of shaping and redefining their roles and responsibilities. Successful completion of their dissertations is a requirement for graduation for law students in China. Professor Guohua Yang from Tsinghua University School of Law called on law librarians to take an active role
Funding and Outreach
Law libraries from both countries are facing issues related to safeguarding their autonomy while maintaining a collaborative relationship with their main campus libraries. Harvard Law and Cornell Law are two unique law libraries in the U.S. in that they operate less independently, as many of their technical services functions are integrated with their main campus libraries. In comparison, a decent number of law libraries in China are still relying on their main campus library for partial funding support.

Chinese law libraries have done great work utilizing social media for student outreach. Xiamen University School of Law offers a full line of library services, including chat reference, catalog browsing, holds placement, viewing and downloads of electronic content, study room reservation, and more to their students through its WeChat public account. The library also pushes out librarian-generated content recommending new titles, discussing emerging cases and hot topics, promoting faculty publications, and research focus through its WeChat account to grab student’s attention. When it comes to collecting faculty scholarship, several Chinese law librarians mentioned that they collect not only traditional scholarly publications, but also in-time and influential comments and tweets that faculty post onto their individual social media accounts. This is a novel service that no U.S. law library seems to be currently providing.

Another observation of Chinese law libraries’ practices is that their collection development, electronic resource subscription, renewal, and cancellation decisions are heavily data-driven. Most Chinese law libraries tend to have better staffed information technology departments to help with data gathering, including usage data and data analysis to gauge user behavior. The panelist from Southwest University Political Science and Law explained how usage statistics tracked using AJAX technology can be more accurate, less biased, and easier for parallel comparison in contrast to vendor-supplied usage data.

Library Design and Open Access
In terms of library space design, Chinese attendees were impressed with professor James Heller’s presentation of the beautiful library facility and technology integration at William & Mary School of Law Library, led along the ping-pong room, pool room, and chess table their students and faculty can enjoy when a break is needed. Sessions on library design brought fresh ideas to Chinese attendees on how to make their future law library a more desirable space for their users.

There were also illuminating discussions on efforts of promoting open access to legal materials to the general public at the National Library of China, state law libraries, Prosecutorial Literature Center of the National Prosecutor College, and through vendor-led initiatives such as Research4Life by Brill Publishing.

Cultural Activities/Future Conference
Overall, the conference was a huge success. Attendees were also given the opportunity to walk along the scenic trail of West Lake and tour the campus of the host institution, Zhejiang University Guanghua Law School. The upcoming CAFLL biennial Conference will be held in Washington, DC, in July 2019, in conjunction with the AALL Annual Meeting. That year will also mark the tenth anniversary of CAFLL since its formation.

CAFLL strives to continue serving as a mutually beneficial forum to promote the exchange of ideas, practices, and scholarship among US-Sino law librarians. It welcomes all interested parties, old and new friends, to join the 2019 conference in Washington, DC. Please visit CAFLL for more information on the conference at bit.ly/JF18CAFLL.

READ

In 1970, publishing professional James B. Adler created the Congressional Information Service (CIS), which for years issued the CIS/Index, a popular legislative activity record that researchers could access on micro/fiche at libraries. Over the years, the company was sold twice—most recently to information provider ProQuest in 2010. Shortly after joining ProQuest, the index’s production team introduced a new product, Legislative Insight, which offers reports, committee prints, and other items to help law school librarians, students, and other users more easily work with compiled legislation histories.

ProQuest has, in the years since, debuted other new products, which were modeled after its searchable legislative database to aid in lawmaking process investigation. We recently spoke with ProQuest product manager leader Catherine Johnson about the index’s early days, Legislative Insight’s launch, and the way changes in information management could potentially shape the future of legislative research.

What market need did the early versions of the CIS/Index address?
My sense of the company’s purpose was a desire to ensure that government content was preserved, so they wanted to have high-quality microfiche that would last for 100 years, and add high-quality abstracting and indexing so people could find what they were looking for. In many ways, that purpose still exists.

How has the production process changed since the index was launched?
I started as an abstractor. Some of the same people are still here from 1980. It was a really different time; Esthy Adler [James Adler’s wife] used to go down to Capitol Hill to acquire paper volumes. Of course, when the internet came along, that changed a lot of things, such as the actual process, but it also changed the way we abstract and index. When we were abstracting for microfiche users, I always had the sense that if we failed to capture the main theme it would mean no
one would ever find a piece of information. Now that we use PDFs, you’re able to do full-text searches. There are different things we can do to help you.

**How did technology alter the format you use to share the information?**

When we started our online products, we didn’t have PDFs. The idea was just to give you a searchable index to find microfilm. We launched our first online product with PDFs, our U.S. Serial Set Digital Collection 1789-1969, in January 2004. The plant that made our microfilm had to transition to be a company that could make PDFs. From that point on, we embarked on a plan to digitize all of our content and make it available as separate products organized by type and date range.

**What inspired Legislative Insight’s launch?**

We wanted to take advantage of the things you could do that you couldn’t have done in previous times, as far as searching and working with content. Legislative Insight just started by talking to people. We went to law schools in our area and I would ask them, “What is your process for doing research your professor wants you to do for legislative history?” After we went to enough places around here, we started holding focus groups at the American Association of Law Libraries (AALL) Annual Meeting.

**Who uses the product?**

We have some local public library customers and we have federal agency customers and courts, but the big group we work with is law and main campus libraries at higher-level academic institutions that have serious research programs. There are some customers in Canada; but the Insight products were designed with the U.S. academic market in mind.

Schools can subscribe campus-wide or buy a perpetual access license where we host it, and they pay a hosting fee every year. There’s a cap on how much the fee is, so for many law schools that have a lot of content, they can get new products without paying a fee.

If a law firm was already a customer, we can sell it to them, per the agreement from LexisNexis’s sale of our company to ProQuest. We can’t sell Legislative Insight to most. In 2020, we will be able to compete for the law firm market.

**How do law librarians tend to use Legislative Insight?**

A lot of librarians do research for professors—they’ll have a research project a professor might have asked a student to do, or a librarian does research for the professor.

Many law school librarians actually do research or work with students who are doing research, so it’s a little different than the main campus librarian who is pointing things out to students and showing them how to use it. But in some schools, the main campus subject specialist does work closely with students once they declare a major.

**How did you decide what components to include in Legislative Insight?**

The big thing is on the compilation page, you can do a search within the results. The default page is organized by document type and category to try to give the novice student a way of getting a handle on what’s in the legislative history. But you can switch it to a chronological display, and reverse the dates backward or forward. It’s color-coded, so the results jump out at you by publication type.

There are some other features people requested that have to do with teaching. A historical context element gives you access to the source documents for the professor. A historical context element gives you access to the source documents for the professor. A historical context element gives you access to the source documents for the professor.
Court cases were; and some of the main events going on in the world.

**What other products do you offer?**
We were at a conference in 2013 and somebody came up and said, “I love Legislative Insight, it makes it so easy to teach legislative history to my students; but when a law is enacted, I don't have anything to help me explain what happens next.” We asked people we know from law schools and we had a lot of focus groups; there was a lot of interest in developing a regulatory product.

If I’m in a legislative history in Legislative Insight and I’m looking at The Patient Protection and Affordable Care Act, I can click on a link and go directly to the regulatory history. Regulatory Insight compiles Federal Register articles; it goes from 1936 to present and links to the Code of Federal Regulations (CFR). A law school student can say, “I'm looking for something that has a tax provision” and pick rules promulgated by the Internal Revenue Service. You can pick final or proposed rules to get rid of notices and you can also limit it by agencies.

When you look at the final rule, it will take you to the first version of the CFR that included your final rule, so you’ll see the authority on the act. It's a teaching tool to help you see what's happened—a Federal Register mini-history.

Regulatory Insight launched at the end of 2015. We’re still working on it and hope to have the Federal Register articles all loaded by the end of 2017.

**How does your Supreme Court product, which launched less than a year ago, work?**
The thing that's unique about Supreme Court Insight is if the case is in direct response to a public law, we have links to Legislative Insight and Regulatory Insight. For example, if I were looking at the *Burwell v. Hobby Lobby Store, Inc.* case, I can just click and go back to Regulatory Insight and find the regulation issued on the response to the court decision. You might decide you want to go back to Legislative Insight to see if there's a Congressional Research Service report that explains it.

You can also find a brief that has been very richly tagged. For example, if you wanted to limit your search to the Ninth Circuit and were looking for habeas corpus cases, and you only want cases that were affirmed, you can do that really easily.

We have another Supreme Court Insight product—Supreme Court Insight Certiorari Denied—that just launched and is fully integrated into Supreme Court Insight that gives you a choice, if you want to search for both cases heard and cases denied, or just cases that have been heard or denied.

The demand for Regulatory Insight and Supreme Court Insight came from people who felt Legislative Insight had made it so much easier to do research and teach, because they don't need to compile all that information themselves. It takes a researcher over a week to do a large law's whole history. By bringing in technology, we can offer a different way of thinking about it.

**Do you think technology will continue to shape what legislative research looks like?**
Things do change; when we first started to put things online, people basically wanted a book—they wanted the *CIS/ Index* so they could search parts of it. But when you have data like the kind from a Supreme Court case and tag it, you can add a lot of criteria to it. So in some ways, it moves beyond just the content that you were retrieving when looking for one brief; if the full text is tagged, it becomes more data. There will be more functionality developed to allow people to work with content as data in the future.

I was talking to a legal research class at a local university recently. My advice to them was to find Supreme Court content they’re interested in and try to do a search on that—the justices on the case and how many cases were reversed where one lawyer was present. I basically told them to start letting their minds go to see what kind of searches they could do when thinking about the content differently.

In Supreme Court Insight, when a student goes in to look for things, it can give you ideas you might not have had otherwise—it's really easy to get into whatever lower court context is in the joint appendix to see what people originally sent, and do a search within that. I was [recently] looking at *District of Columbia v. Heller*, the case about the DC gun law, and read the original affidavit; I really didn’t have a good idea beforehand that people had brought the case forward partly because they were afraid. You can read what organization wrote the amicus briefs supporting those people, and how many mentioned hate crime. As a casual user, I could see a different side of it that I hadn't seen from just reading the newspaper.

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**PROQUEST FACTS**

**Legislative products include:**
Legislative Insight; Regulatory Insight; Supreme Court Insight; the Congressional Hearings collection, a record of events, public policy issues, and the actions Congress took to address them; and the U.S. Serial Set collection, containing publications compiled under Congress’s directive from 1789-1969.

**Amount of top 50-ranked U.S. law schools that use:**
- Legislative Insight: 80%
- Regulatory Insight: 66%
- Supreme Court Insight: 58%
- Serial Set: 86%
- Congressional Hearings: 100%

**Product production headquarters:**
Bethesda, Maryland

**ProQuest’s headquarters:**
Ann Arbor, Michigan
REFERENCE DESK
Finding Time for Training
BY LIZ McCURRY JOHNSON, DOLLY KNIGHT, & MARIBEL NASH

How do you seek out professional development opportunities and training as you continue to take on responsibilities and develop yourself as a manager? In other words, how do you tackle it all—training and practicing what you are being trained on—when there are only 24 hours in a day?

Dolly: I have a few factors in my life that can get in the way of professional development: my library is very small, our professional development budget is also small, and I am located pretty far from the major cities where most in-person development takes place. (While it is true that Los Angeles is an hour away, that’s only if you remove every other car on the road and drive at Formula One speeds.) I imagine most people can relate to the feeling of missing out on an opportunity because they don’t have staffing to cover their absence, the training costs too much, the training is being held in-person very far away, or all three. It’s depressing, all the opportunities you can miss. On top of all of this, I have my regular responsibilities and I occasionally like to have a life outside of work, so yes, it becomes difficult to balance everything.
I wish I had the answers to the best way to “have it all,” but in my experience, these issues are unavoidable. That’s the truth. You will have to play the game of trying to find a balance between prioritizing your needs, the needs of your library, and the needs of your staff; you will probably play this game throughout your career. What works for me may not work for others, but one especially great aspect of our current era is how connected we are and how we can use so many different resources to create and manage those connections. There are social networks, forums like the American Association of Law Libraries (AALL) discussion boards, blogs, and, yes, even listservs are still around. (Witness the glory of Law-Lib, where law librarians and the law library affiliated share access to articles, post jobs, and inform one another of various opportunities.)

In addition to conferences, other good resources (depending on your area of interest) include webinars, online classes, and single-day programs. These training and development opportunities are available in new forms that are accessible to all.

I’ve gained a lot of knowledge from being connected to others in my profession. In thinking about how to apply new training to your day-to-day lives, it’s important to remember that you are rarely the first person to deal with a particular problem or new situation. Having a strong network of people you can reach out to—those who can discuss their experiences—can give you a whole new perspective on the things you’re learning and how to apply them.

Liz: Beyond developmental factors, people have spouses, partners, children, and other dependents relying on them for love and care. I first set the priorities I have for my life, then my career. That means that sometimes I don’t go to professional development opportunities or conferences, while other times I do. Part of setting my priorities is engaging in an ongoing self-assessment as to what is most important to me and what I have the most fun doing. I target my time on those items that make me the happiest. My philosophy is to be really good at one or two things, rather than trying to tackle it all. So if you limit where you grow, your practice and development come together as a holistic entity. For me, I am practicing and learning every day, and I go through training as I need it to help me during those management situations that are tough. My two tips are, (1) choose where you want to focus your growth, and (2) learn something new every day. That learning can come in a myriad of forms: through podcasts on your commute, impromptu conversations with colleagues (both those that supervise you and those you supervise), webcasts through professional organizations, and constant self-reflection.

Maribel: I encourage you to prioritize professional development as a crucial component of your new or current position. As easy as it is to be overwhelmed by your duties as a new or current manager, be sure to take as many opportunities as possible to learn what you can as early as you can. For a hard worker and someone with ambition, which I’ll assume you are, there will never be enough hours in the day to do all the work that needs to be done and to attend all the learning opportunities presented to you. It is not going to be easier to find time later, and it is better to learn effective management techniques and good habits from the start than to have to unlearn ineffective techniques and bad habits, and perhaps repair any potentially damaged relationships, later on. Allow yourself to place your own development first, even if that means de-prioritizing other duties (I know, easier said than done), or delegating those duties to your colleagues. Also, take advantage of local or virtual leadership development opportunities. AALL offers intensive leadership and management institutes, which I highly recommend. In addition, all of the local AALL chapters offer educational programming organized by local members who take into account the needs and schedules of their members. Especially if you are not able to travel to the AALL Annual Meeting or the Leadership Academy or Management Institute, find out what your local chapter’s educational committee has planned (or even better, if you have time, join the committee and make sure your local chapter programs include exactly what you need). These programs usually take place during lunch or before or after work. AALL also offers many online webinars, many of them free of charge, of which you can take advantage at your convenience.

We are hopeful that these perspectives help you and others facing similar issues.

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AALL held its one-day program, Competitive Intelligence Foundations, on October 27, 2017, in Chicago. Led by Zena Applebaum, director of professional firm customer segments with Thomson Reuters in Canada, the program gave professionals the tools they need to establish and maintain a successful competitive intelligence function at their organizations. During the program, attendees learned to:

- Define core competitive intelligence concepts, ethics, and legal basis for competitive intelligence development
- Identify and define intelligence needs for establishing a competitive function
- Leverage primary and secondary collection and use
- Implement a competitive analysis program
- Integrate competitive intelligence/business research with strategic intent

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