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Keeping with the topic of enhancing education, this issue also provides an article on creating screencasting videos that engage viewers. At law firms and law schools alike, screencasts present law librarians with an opportunity to provide direct instruction to users, making learning much more flexible and convenient for those who wish to learn at their own pace or on their own schedule.

As we enter a new decade in which new technologies will continue to advance at exponential rates and digital natives will demand online instruction as the “new normal,” law librarians will be expected to become proficient, if not expert, at providing online instruction. It is not too late to make your New Year’s resolution to embrace online instruction and learn the underlying technology that supports it. Carpe diem!

Steven A. Lastres
salastres@debevoise.com

As law libraries continue to be transformed from a physical “space” to a “service,” as our budgets increasingly support an online digital footprint, and as the lawyers, judges and students we support are now armed with sophisticated smart technology, it should come as no surprise that legal instruction for lawyers, judges, and students is also moving to an online environment.

With an ever-increasing number of faster-growing domestic and global law firms—at my firm, for example, we now have over 800 lawyers in 10 international offices—it is no longer cost-effective to provide traditional in-person instruction. Instead, our knowledge management (KM) services department, comprised of almost 20 law librarians in various offices, provides online instruction via live videoconferencing software (GoToMeeting, an online webinar platform), as well as Windows Remote Assistance software, enabling law librarians to conduct one-on-one point-of-need training. These sessions can also be recorded and added to the firm’s Desktop Learning Management System, enabling lawyers to view recordings of live online instruction.

Most experienced classroom instructors will confess that online instruction is challenging, as it can be a difficult transition from traditional classroom to online instruction. Luckily, the authors of our AALL Spectrum cover story “Engage! The Next-Gen of Online Instruction” advise librarians to learn new strategies to “create sustained engagement with students and attorneys in their online courses and instruction,” and provide best practices to keep your audience engaged.

Steven A. Lastres
salastres@debevoise.com
ENGAGE! THE NEXT-GEN OF ONLINE INSTRUCTION
Strategies for librarians seeking to create sustained engagement with students and attorneys in their online courses and instruction.
BY AMY LIPFORD & KATHRYN CRANDALL

BUILDING STRATEGIC PARTNERSHIPS THROUGH COLLABORATION BETWEEN LAW LIBRARIES
Tips on networking, methods of collaborating, and overcoming the obstacles to forming dynamic partnerships.
BY LINDSEY CARPINO, ANNIE MENTKOWSKI & CLANITRA STEWART NEJDL

DISCOVERING DIAMONDS IN YOUR SURVEY DATA
Understanding and implementing best practices in survey creation that yields better data for more insightful decision-making.
BY JESSICA DE PERIO WITTMAN & KATIE BROWN

LIGHTS, CAMERA, ACTION! CREATING SCREENCASTING VIDEOS THAT ENGAGE VIEWERS
A how-to guide for incorporating screen-casting videos into your lessons.
BY ALISA HOLAHAN, JOE NOEL & LEI ZHANG
TRENDING
Tracking the numbers—and hot topics—for AALL’s educational offerings.

MEMBER PROFILE
Meet Michael McHenry, director of research & knowledge services at Vinson & Elkins LLP in Houston, Texas.

NEWS & NOTES
AALL Spectrum & Law Library Journal Editorial Board call for volunteers, and important 2020 dates.

SHELF LIFE
What book has had the greatest impact in helping you develop strategic working relationships?

LEADER PROFILE
Beth Williams discusses innovation, her experience at AALL’s Innovation Bootcamp, and the evolution of law librarianship.

ASK A COLLEAGUE
Chief Innovation Officer (CINO) titles in law firms have become the latest positions to be added to the C-Suite. Please explain your Chief Innovation Officer (CINO) role within your organization and how innovation factors in. Advice from Catherine Monte and Gina Lynch.

TECHNOLOGY
Breaking down the similarities and differences between TPACK and SAMR.

BY PATRICK PARSONS

EDUCATION
2020 AALL ANNUAL MEETING: UNMASKING OUR POTENTIAL
A peek inside AALL’s premier educational event, July 11-14, 2020 in New Orleans.

BUSINESS EDGE
The inside scoop on the new LexisNexis digital library.

PRACTICAL COMPETITIVE INTELLIGENCE
How to create special purpose CI reports that provide insightful answers to specific questions.

BY KEVIN MILES

REFERENCE DESK
Tackling public speaking.

BY DOLLY M. KNIGHT, MARIBEL NASH & SCOTT VANDERLIN
If retirement is in your near future, and you want to stay connected to your friends and colleagues as well as the legal community, consider the AALL Sustaining Member option. For a one-time renewal rate of $425* continue enjoying all the benefits of membership:

- Networking
- Publications
- Leadership Opportunities
- Advocacy

* Does not include SIS memberships

DID YOU KNOW?

AALL’s Encore Caucus was created as a way for retired members to continue to collaborate with members of the legal information profession, share common interests, and further personal and professional activities. Learn more at bit.ly/AALL Encore.

learn more at bit.ly/AALLsustainingmember
EMPOWER YOURSELF
AALL Publications, Programs, and Meetings

By educating ourselves about the newest tools, technologies, pedagogical approaches, and strategies, we not only become better librarians, but also better teachers, which in turn helps us to better empower our patrons for the rapidly changing world we all live in. Along those lines, if you are interested in educating yourself or your stakeholders about your patrons’ needs, demographics, or user-satisfaction levels, I encourage you to read “Discovering Diamonds in Your Survey Data” by Jessica De Perio Wittman and Katie Brown. The article provides several tips for creating a robust survey that produces quality results. In addition to offering general guidance on survey creating, the article also covers issues you may not necessarily think are important to survey creation, such as developing strong relationships through collaboration.

Amy Lipford and Kathryn Crandall’s article “Engage: The Next-Gen of Online Instruction” is a great read for anyone looking to create engagement with their audience in an online setting. Similarly, this issue also offers tips from Alisa Holahan, Joe Noel, and Lei Zhang on creating engaging videos for library users (“Lights, Camera, Action! Creating Screencasting Videos that Engage Others”).

Aligning with AALL’s 2019-2022 strategic plan pillar of Alliances, this issue has a wonderful article on how law libraries can build strategic partnerships. Collaboration and networking can help us build strong relationships that can continue to grow in value. The article “Building Strategic Partnerships Through Collaboration Between Law Libraries” discusses the value in collaboration and provides examples of collaboration by library type.

Legal information professionals tend to be knowledge seekers, and continuing education can feed that need. If you are looking for continuing education opportunities, AALL will be hosting the Competitive Intelligence (CI) Strategies & Analysis program May 7-8 in Chicago, Illinois. This course is for those interested in expanding the CI offerings of their library. CI Strategist Zena Applebaum will educate participants on several topics, including framing CI reporting, communicating results, and the role of data and data visualization. Similarly, I encourage you to register for the 2020 AALL Annual Meeting in New Orleans, Louisiana. From Saturday workshops to a myriad of program offerings, you are sure to find something of interest to attend.

I hope you find this issue of AALL Spectrum as informative as I do, and that it inspires you to take advantage of the many educational resources that AALL offers.

Michelle Cosby
michelle.cosby@temple.edu
MEMBER-GET-A-MEMBER PROGRAM

ENRICH OTHERS + ENRICH YOURSELF
We are stronger, smarter, and more successful together. 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

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

All recruiters receive website recognition:
► MGAM Leaderboard
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learn more at bit.ly/AALL-mgam
TRENDING
AALL EDUCATION

The legal information world is constantly changing, and it’s crucial to stay abreast of the latest developments and technological innovations that shape the way you work within your organization. One way to stay ahead is through quality continued professional education. AALL is the premiere resource for continuing education, offering quality programming, webinars, and special events designed exclusively for law librarians and legal information professionals.

1,061 people attended AALL webinars in 2019

TOP WEBINARS*
1. From Conversation to Conversion: Getting Lawyers to Use New Tools
3. Inside the State of the Profession

View all of AALL’s webinars at bit.ly/AALL2gowebinars.

ANNUAL MEETING
66 Average number of programs

LEADERSHIP ACADEMY
227 Fellows and counting

MANAGEMENT INSTITUTE
336 Attendees and counting

CONFERENCE OF NEWER LAW LIBRARIANS (CONELL)
2,048 Attendees since 2004

TOP 2019 ANNUAL MEETING PROGRAMS*
- I Know It Used to Be There: Using Web Archives in Legal Research
- Assessing Legal Research Competency: Bridging the Gap between Law School and Practice
- Do More with Less: Workplace Efficiency Tools
- To Catch a Thief: How the Librarians and Archivists at the Folger Shakespeare Library Masterminded the Recovery of the Durham First Folio
- A Peek Behind the Curtain of the U.S. Code
- Deep Dive: The Federal and State Court Analytics Market—Should the Buyer Beware? What’s on the Horizon?
- Finding a Needle in a Stack of Needles: Best Practices for Alerts
- Hungry, Hungry Hypos: Designing Raw Materials for Problem-Based Instruction
- Cool Tools Café

View the recordings at bit.ly/AM19Recordings.

*Ranked by attendance
MEMBER PROFILE

VANTAGE POINT

MICHAEL McHENRY
- DIRECTOR OF RESEARCH & KNOWLEDGE SERVICES
- VINSON & ELKINS LLP
- HOUSTON, TX

WHAT INSPIRES YOU MOST? Seeing people working together for a common, worthy goal. Whether it be after Hurricane Harvey or just in a normal work situation, I love being a part of a team that sees something that needs to be done and tackles it with fervor.

IF YOU COULD BE ANY CHARACTER IN FICTION, WHO WOULD YOU BE? Indiana Jones—traveling the world looking for historical objects. I already hate snakes, so I’m really halfway there.

IF YOU WROTE AN AUTOBIOGRAPHY, WHAT WOULD ITS TITLE BE AND WHY? Watch Your Head: The Trials and Travails of Being Super Tall – I’m 6’9”. There’s a lot of ducking in my life.

FAVORITE TRAVEL DESTINATION? It’s fairly low-key, but we go camping with a few families two to three times a year in Wimberley, Texas. It’s quasi-rustic (tent camping, but also electricity and an outdoor shower), but 15 minutes from an artsy town with great restaurants. It’s very peaceful—even with our group’s 10-plus kids running around in the woods.

WHAT’S YOUR GREATEST ACHIEVEMENT AND HOW HAS IT SHAPED YOU? I met a beautiful and awesome law librarian at the 2008 AALL Annual Meeting and convinced her to marry me.
BECOME A CHAMPION FOR THE PROFESSION & FOR AALL

THE AALL CHAMPION MEMBERSHIP UPGRADE

You are committed to the legal profession and the Association. With your $75 upgrade, when joining or renewing, receive:

RECOGNITION AS AN AALL CHAMPION

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- AALL Annual Meeting*
  - Listed in Awards Brochure
  - Listed on signage
  - Slide during Association Luncheon
  - AALL Annual Meeting badge ribbon
  - Listed in *AALL Spectrum* once a year

ALSO RECEIVE

- Complimentary AALL member pin
- Complimentary ticket to AALL Annual Meeting Association Luncheon [$45 value] at the AALL Annual Meeting

*Members who upgrade before June 12, 2020, will receive 2020 AALL Annual Meeting recognition, a complimentary Association Luncheon ticket, and will be listed in the September/October 2021 issue of *AALL Spectrum*.

learn more at bit.ly/AALLchampion
NEWS & NOTES

Volunteer for the AALL Spectrum & Law Library Journal Editorial Boards Today

Ensure your peers get the perspective and insights they need to stay ahead of the curve. *AALL Spectrum*—our bimonthly member magazine, and *Law Library Journal*—the official journal of AALL—provide scholarly articles on law, legal innovation, technology, and librarianship.

**We Need You!**


Please read the AALL Spectrum Editorial Board Member job description and the Law Library Journal Editorial Board Member job description before applying. For more information visit the AALL Spectrum Editorial Board profile at bit.ly/Specboard and the Law Library Journal Editorial Board profile at bit.ly/LIJboard on AALLNET.

Please consider lending your time and talent to AALL—submit your application by Tuesday, March 24, 2020. View the application at bit.ly/Pubsapp.

2020 CALENDAR

**2020 CALENDAR**

**APRIL**

01. AALL Annual Meeting grant applications due
01. AALL Research Grant applications due
01. AALL Scholarship Program applications due for:
   - AALL Educational Scholarship
   - George A. Strait Minority Scholarship & Fellowship
   - LexisNexis John R. Johnson Memorial Scholarship
   - Marcia J. Koslov Scholarship
02-03. AALL Executive Board Spring Meeting, Chicago, IL
16-18. Southeastern Chapter of the American Association of Law Libraries Annual Meeting, Jackson, MS
23. "Effective Leadership with Virtual Teams: To Infinity and Beyond" [AALL Webinar]
24. AALL Spectrum & Law Library Journal Editorial Board application deadline
29. AALL Connection

**MAY**

07-08. AALL Competitive Intelligence Strategies & Analysis, Chicago, IL

**JUNE**

08. Virginia Association of Law Libraries Annual Meeting, Williamsburg, VA
12. Atlanta Law Libraries Association Annual Meeting, Atlanta, GA
16. AALL/LexisNexis Call for Papers Award submissions due (open, new member, and short divisions)
21. Chicago Association of Law Libraries Annual Meeting, Chicago, IL
27. Law Librarians of Puget Sound Annual Meeting, Seattle, WA

**JULY**


**QUICK LINKS**

- AALL ANNUAL MEETING bit.ly/AALL2020
- AALL COMPETITIVE INTELLIGENCE STRATEGIES & ANALYSIS bit.ly/AALLCi2
- AALL SCHOLARSHIPS bit.ly/AALL-scholarships

**VIEW MORE UPCOMING EVENTS AT** bit.ly/AALLevents

**MARCH**

01. AALL/LexisNexis Call for Papers Award submissions due [open, new member, and short divisions]
06-07. Southern California Association of Law Libraries 48th Annual Institute, San Diego, CA
10. "Combining Internal and External Data Sources to Improve Firm’s Performance" [Thomson Reuters Partner Webinar]
20. AALL/Bloomberg Law Continuing Education Grants proposal due
25. AALL @ Legal Marketing Association Annual Conference, Denver, CO
   "Using Cognitive Theory to Boost Long-Term Retention of Legal Research Skills" [AALL Webinar]
27-28. AALL 2020 Leadership Academy, Oak Brook, IL
What book has had the greatest impact in helping you develop strategic working relationships?

1. **GOOD BOSS, BAD BOSS: HOW TO BE THE BEST... AND LEARN FROM THE WORST** by Robert I. Sutton (Business Plus, March 15, 2012). “This book is a great read for anyone looking to build and strengthen working relationships. It distills scientific research and practical sense into basic principles for how to change the emotional tone of a workspace to one of positivity and productivity. Simple tips include actively listening to your co-workers, having strong opinions but weakly held beliefs, being willing to admit your own faults, and confronting problems directly, quickly, and with honesty. While there is no formulaic, one-size-fits-all solution to becoming a great leader, this book is for anyone who wants to try to be better.”
   - Camilla Tubbs; Associate Dean for Library and Technology; University of California, Hastings College of the Law Library; San Francisco, CA

2. **STEEL MAGIC; THE GIFT OF FEAR; BOSSYPANTS**
   - At first glance, the three books I credit with teaching me to build strategic relationships seem odd choices. **Steel Magic** by Andre Norton (Simon Pulse, August 1, 1978) is a middle-grade fantasy. **The Gift of Fear: Survival Signals That Protect Us from Violence** by Gavin de Becker (Dell, May 11, 1999) is used (among other things) to train law enforcement professionals. **Bossypants** by Tina Fey (Back Bay Books, January 3, 2012) is an entertaining biography. But all three books emphasize recognizing and trusting your strengths, your intuition, and yourself. When you do that, it’s easier to accept the qualities that others bring to the table. That leads to more productive collaborations.”
   - Carol Ottolenghi; Director of Library Services; Ohio Attorney General’s Office; Columbus, OH

3. **DESCRIPTIVE STATISTICAL TECHNIQUES FOR LIBRARIANS, 2ND EDITION** by Arthur W. Hafner (American Library Association, March 1, 1998). “One of my biggest challenges is communicating data in a way that is easily understood. This book walks the reader through the process of compiling data, creating algorithms, and translating the results into easily understood charts and tables. Using this book, I discovered ways of working with practice groups, the finance team, and the marketing team to communicate important information in a quick, easy-to-understand format. I use chapter 4 on tables and charts nearly every day, which helps me to clearly communicate my ideas without getting bogged down in reams of data. Applying the skills detailed in this book provides tangible evidence of my value to these groups as a source and partner.”
   - Mark Gediman; Reference Librarian; Alston & Bird LLP; Los Angeles, CA

4. **SIX THINKING HATS** by Edward De Bono (Little, Brown & Company, 1985). “I was introduced to this book by Tracy Thompson, who at the time was the executive director of NELLCO. Often, when dealing with others, our emotions, outside information, logic, hope, etc., all invade our thoughts, which can lead to confusion. In Six Thinking Hats, De Bono takes the things that crowd our thoughts and separates them into six categories and assigns a colored hat to represent each category. By doing so, you can separate your thoughts into the different categories and deal with each emotion or idea at the appropriate time. This has been profoundly helpful as I have progressed in my career and have had to communicate with my library staff, the law school faculty, and other law library directors. It has made it easier for me to understand my emotions and the emotions others bring to the table. This has improved my relationships and has made it easier for me to deal—at the appropriate time and in the appropriate way—with any issues that arise.”
   - Christine Dulac; Law Library Director; Donald L. Garbrecht Law Library; University of Maine School of Law; Portland, ME
ENGAGE!
THE NEXT-GEN OF ONLINE INSTRUCTION
BY AMY LIPFORD & KATHRYN CRANDALL
Online learning, the final frontier. Whether instructing an attorney or student, all librarians are faced with the challenge of keeping their audience engaged. This is especially true in the online learning environment. However, keeping the “on” in online engagement doesn’t have to be as taxing as originally thought. By understanding various learning styles, structuring content to meet learner needs, utilizing opportunities to create engaging material, and implementing techniques to encourage participation, sustained engagement has become an essential component of the next generation of online course development and instruction.

Who Are You Engaging?

There is no standard definition of a learning style. According to an article by Susan A. Santo, “Relationships between Learning Styles and Online Learning: Myth or Reality?” scholars struggle with differentiating between a person’s preference in how they learn versus the manner in which they learn best. While instructing adult learners, instructors will find a spectrum of learning behaviors that comprise a course’s student population. One method to define the various types of online learners is the Grasha-Riechmann Student Learning Style Scales. Each of the styles identified in the Grasha-Riechmann model presents its own opportunities and challenges in
According to Grasha-Riechmann, there are six primary learning styles:

- **Participant.** This learner is eager to take part in course content and asks questions.
- **Avoidant.** This learner does as little work as possible or waits until the last minute.
- **Independent.** This learner prefers to work independently and makes few requests for help.
- **Dependent.** This learner needs detailed instructions and lots of help.
- **Collaborative.** This learner works well with others and enjoys group work.
- **Competitive.** This learner tries to do better than others in the course.

When most people refer to learning styles, they are usually referring to visual vs. auditory learning or applied vs. conceptual learning. Another model, the Schellens and Valcke Learning Styles, encompasses these more commonly referred to learning styles and explains how they relate to one another. Schellens and Valcke contend that “the demands of the learning environment can be consistent with the actual learning styles of the students.”

Schellens and Valcke determined learning styles based on the following dimensions:

- **Auditory vs. Visual.** Students with an auditory style prefer learning by listening; students with a visual style prefer learning through reading text or looking at diagrams.
- **Applied vs. Conceptual.** Students with an applied style prefer learning through examples and cases; students with a conceptual style prefer concepts and theories.
- **Spatial vs. Non-spatial.** Students with a spatial style prefer learning in context; students with a non-spatial style are more abstract in their preferences.
- **Social vs. Individual.** Students with a social style prefer teamwork; students with an individual style prefer working alone.
- **Creative vs. Pragmatic.** Students with a creative style prefer using their creativity to solve elaborate problems; students with a pragmatic style prefer to work on simpler problems.

**How Are You Engaging?**

To maximize online engagement for the various learning styles, there are several best practices. First, online learning should be adjusted based on students’ needs and wants. One of the benefits of using an online discussion board early on in a classroom setting is that it helps you discover what your learners need. When teaching a course, this is easily done by adjusting assignments based on student interests. In a firm setting, examples in video recordings and trainings can be selected based on the types of research questions typically asked. An instructor can arrange assignments to compliment different styles of learning. For example, to accommodate collaborative learners, create a discussion board that requires student engagement with another student’s answer. Assign short-answer quizzes for those independent learners who want to apply the skills they have learned.
Post videos where learners are walked through the various approaches to a research problem.

Another way to encourage engagement with online materials is to give clear goals, both regarding anticipated completion time required and learning outcomes for the materials. For online courses, having a to-do list each week with learning objectives is extremely helpful. Students can work at their own pace, checking off each required reading, video, and assignment, as they complete them. For online video instruction, having a road map of the materials covered at the beginning will set the user up for success. Make sure to couple this road map with short videos, no more than 20 minutes each, to ensure users stay focused. A busy online learner is more likely to complete materials if the length of the material is known and the learner can split the work up into multiple sessions as needed.

There are a number of technologies that make creating engaging online materials easier. The most important factor is to use the resources that are available to you. For example, green screen software allows you to record lectures and add visuals (e.g., charts and graphs) to the background later, in a manner similar to how weather forecasters present their reports on TV. Websites such as Lynda.com provide tutorials for learning software, such as Camtasia, which is a video-editing program that improves and enhances online lecture. Regardless of the format used, establish a basic technology competency requirement for your eLearners. To accomplish this, create assignments or how-to quick-start guides so learners have the basic skills required for viewing and interacting with your online materials.

Providing Meaningful Feedback

After users engage with your materials, providing them with quick and responsive communication is key. By being responsive both in communications as well as feedback, students will be more engaged. Particularly in a classroom setting, students want to know how they did and where there is room for improvement. Because face-to-face interaction is limited in most online learning situations, providing timely feedback is a way for the user to feel the instructor is engaged with their work. Often feedback will spark related questions or concerns that can also be addressed. Based on our experience, we have found having multiple avenues of communication can help with different users’ needs. For example, a combination of emails, phone calls, video conferencing, discussion board posts, assignment feedback, and recorded video announcements can be used to communicate ideas. This is particularly helpful when learners are scattered geographically and subject to various extraordinary circumstances, such as natural disasters. These extenuating circumstances can make one form of communication preferable over another.

Tying It All Together

The last step is really the first step. Evaluate methods and structures employed for the eLearning environment. Create surveys before giving instruction to create a baseline. What skill levels do they have with technology? What is their preferred learning method? What do they expect to get out of these trainings? After the instruction is complete, survey your audience again to find out what worked and what didn’t. If they didn’t understand a concept, find out why. Academic librarian instructors should use both formal student evaluations and optional evaluations, such as an informal discussion board, where students are asked what concepts worked best and why. Learn from the learners so you can continue to improve created content. Once you understand your audience and their various learning styles, creating different instruction techniques will make everyone’s online learning experience richer and more productive. Now go forth and make it so!

READ

Taryn Marks and Rachel Licona’s article “Improving Student Outcomes in Online Learning,” from the March/April 2018 issue of AALL Spectrum at bit.ly/MA18online.

Rebecca S. Trammell’s article “Improving the Online Learning Environment,” from the March/April 2018 issue of AALL Spectrum at bit.ly/MA18outcomes.
BUILDING STRATEGIC PARTNERSHIPS THROUGH COLLABORATION BETWEEN LAW LIBRARIES

BY LINDSEY CARPINO, ANNIE MENTKOWSKI & CLANITRA STEWART NEJDL
“Collaboration” and “partnership” are two words that most of us hear on a regular basis. It has almost become a truism that it is important to collaborate with others to succeed professionally. However, as law librarians and legal information professionals, it is incumbent upon us to actively embrace collaboration and form strategic partnerships with other law libraries.

Why Collaborate?
First, collaboration is a significant way to provide additional benefits and services to our end users, be they judges, attorneys, students, faculty, or members of the public. Not only do collaborative partnerships maximize the resources available for services to these users, but they also allow for faster, more efficient service and the potential for creating more unique and innovative services. Examples of such innovative services could include embedding an academic law librarian in a public law library to improve access to justice, or creating an advanced legal research course that has an experiential component that takes place in a law firm under the guidance of a law firm librarian.

Secondly, collaboration is a major benefit to our institutions and organizations because it can result in saving money and resources through cost-sharing, which in turn allows for more services to be provided.

Thirdly, collaborative partnerships help foster good relationships with other entities that may prove important to our employer institutions and organizations in the future.

Finally, collaboration is a boon to our profession because it improves the skills of the individual law librarians and legal information professionals involved and leads to the creation of best practices that can be shared across the profession. It is also worth noting that the American Association of Law Libraries (AALL) Body of Knowledge (BoK) specifically encourages partnership and collaboration in the domains of Professionalism + Leadership at Every Level, Marketing + Outreach, and Management + Business Acumen.

Networking
You cannot have a meaningful discussion about building strategic partnerships without talking about networking. However, it is critical to think about networking in a new light and push yourself outside of your typical networks. It
is not unusual to take a siloed approach to networking by only networking in your established communities (e.g., attending continuing education events that only apply to your current role, only attending events where you already know most of the attendees, etc.). However, the siloed approach, while convenient and comfortable, may not yield the best results for dynamic partnership building.

To really stretch yourself professionally and grow a diverse network takes some thought and planning. Below is a short list of suggestions for improving your networking skills.

- Take advantage of social media platforms such as Meetup and seek out like-minded librarian groups in other disciplines.
- Reach out to the alumni association at your alma mater.
- Attend webinars and conferences hosted by AALL chapters or groups of which you are not already a member.
- Get involved with your local bar or other professional association.

If you are willing to push yourself outside your established network of law librarians, the possibilities for collaboration are infinite.

Collaboration Methods

Once you identify strategic partners through networking, you’ll find that there are endless methods for collaboration. For example:

**Government Law Libraries**

Government law librarians may consider:

- Providing tips or strategies for regulatory or legislative history research to incoming clerks or to new associates at law firms.

**Law Schools and Academic Organizations**

Academic law librarians may consider:

- Introducing graduating law students to law firm or government librarians, thereby helping students build important professional connections;

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One very simple step you can take to build your professional network is to update your AALL My Communities profile.

AALL has added three new sections to the My Communities member profile:

- **Areas of Expertise** currently includes 23 topic areas
- **Speak On Areas of Expertise** is where you can state whether you would be willing to speak on the areas of expertise you selected
- **Teach Areas of Expertise** is where you can state whether you would be willing to teach within these areas

Be sure to keep your My Communities profile current. Doing so can help you find potential partners and help others find you when they are looking for speakers or additions to their professional networks.

**Update your profile at bit.ly/AALLMyCommunities**
Hosting or sponsoring a “Bridge the Gap” program with a law firm library;  
Offering a professional development program or workshop for law students and alumni; and  
Providing trainings related to access to justice.

**Law Firms**  
Law firm librarians may consider:  
- Guest lecturing in local law school legal research courses to share best practices for new associates.

**Public Libraries and Institutions**  
Public libraries may consider:  
- Expanding access to resources  
- Providing CLE (continuing legal education) programs  
- Hosting law-related book clubs  
- Collaborating on community resources such as law-related online guides

Additionally, all types of legal information professionals may consider resource-sharing and serving as contacts for interlibrary loan needs. Other possibilities include collaborating on grant applications to develop library outreach and programming, and working together on technology-related efforts such as the digitization of resources.

Remember, collaborating on small projects can lead to big opportunities for greater collaboration.

**Overcoming Barriers to Collaboration**  
Unfortunately, barriers to collaboration may come up from time to time. These tend to fall into two categories: administrative and practical.

Administrative barriers can include difficulties getting buy-in from senior leadership, IT restrictions, and other rules and regulations, such as licensing restrictions.

Practical barriers can include lack of time, fear of failure, and, most commonly, lack of financial resources. In regard to this last barrier, remember that lack of financial resources is a common condition among all types of law libraries and that there may be grants or other funding sources available depending on the type of collaborative project being developed. As part of the process, it is well worth investigating the availability of such sources as additional ways to fund the partnership.

It is important to acknowledge potential barriers early in the process, because if they are anticipated at the outset they will be easier to eliminate. Our best advice is to be realistic but resolute. Do not give up unnecessarily, because the benefits of collaboration can far outweigh the efforts.

**Onward to Success**  
Even though we may think of our own areas of law librarianship as distinct, all law librarians and legal information professionals are facing similar concerns. Shrinking budgets, collection reductions, security concerns, vendor negotiations, and the overall need to “do more with less” pervade our professional lives. If we can look at the bigger picture of law librarianship as a whole, we can work together and share our unique perspectives on how our similar challenges can be overcome. Continuing to network and to collaborate with colleagues in our own organizations and at other organizations will be critical to our own success, the success of our organizations, and the success of our profession.

**ADDITIONAL RESOURCE**  
Visit Teaching Legal Research: A Collaboration in My Communities at bit.ly/AALLMyCommTLR to share information, strategies, and resources to help law students and new attorneys build solid legal research skills. This group is open to all law librarians (academic, private, and government).
Library surveys enable us to open up a dialogue with our patron base in order to uncover areas of improvement and to facilitate a better user experience for all of our patrons. Traditional survey creation has innate challenges, such as asking the right questions, properly coding the data, and addressing the proper audience. All of these challenges must be considered when drafting and designing surveys to ensure the collection of useful data for outcome-driven decision-making at your library. Additionally, librarians can also redesign their own or other open-sourced surveys to enable library administration to plan for, manage, and achieve outcomes that will drive future services, initiatives, and programs aimed at improving the entire institution.

**Step 1: Identify Your Survey Goals**

Libraries typically develop surveys for three reasons: to assess user satisfaction with place or services, to identify users’ needs, and to gauge the reception of future services. A fourth potential reason for survey development is to gather demographic information about the library’s users.
Traditional surveys have been used to collect data that often confirms what is already known. We, the authors of this article, assert that an effective survey will collect data from outcome-based questions from which answers are not already known.

Step 2: Select a Measurement Tool
Once a survey goal has been identified, librarians must determine the most appropriate measurement or survey tool. There are a myriad of tools to choose from, ranging from awareness surveys to satisfaction surveys, the traditional survey form used by most libraries.

Below is a brief description of each tool.

- **Awareness Survey**: Measures the extent to which patrons are familiar with your product or service. Is your library the first thing that comes to mind when someone wants that product or service? For example, will students think of consulting a reference librarian for research help or will they consult Google? Awareness surveys usually require two measurements: recall, which is your patrons’ ability to remember your product or service without help, and recognition, which is your patrons’ ability to recognize your product or service among a list of alternatives.

- **Cross-Sectional Survey**: Collects data to make inferences about a sample population at a specific point in time. Additionally, it also collects data about a specific product, service, or decision. A fresh sample of people are surveyed each time the product, service, or decision is implemented or altered. For example, changes in the research training curriculum may be made based on results collected after every research training session.

- **Interview**: Also called face-to-face surveys, these are used when a specific target population has been identified to best provide deeper and more qualitative information.

Quantitative data is not necessarily more valuable than qualitative data, but analyzing qualitative data creates more work. Most qualitative data comes from open-ended comment fields, and the data only becomes valuable once those comments are coded.

- **Longitudinal Study**: Unlike a cross-sectional survey, this survey collects data to make inferences about a sample population over time. The key to longitudinal studies is surveying the same sample population several times over a period of time.

- **Perception Survey**: This survey is most often used when one is trying to find out how patrons understand or feel about their situations or environments. It is used to assess needs, answer questions, solve problems, establish baselines, analyze trends, and select goals.

- **Post-Mortem Surveys**: Also called a post-mortem review, this survey provides an opportunity for librarians to reflect on a project after it concludes. Librarians develop a list of lessons learned so mistakes are not repeated. Reflections can also celebrate and learn from successes.

- **Questionnaire**: A set of printed or written questions with a choice of answers, devised for the purposes of a statistical study.

- **Satisfaction Survey**: The most currently used form of library survey, it is designed to determine what the library is doing well in its users’ opinions and identify areas that can be improved.

Step 3: Determine If Qualitative or Quantitative Data Is Needed to Make Your Decision
Most survey questions are designed so that the answers can be easily quantified and descriptive statistical results can be presented. Quantitative data is defined as information that can be measured and written down with numbers. In contrast, qualitative data is defined as information that is non-numerical in nature. It approximates and characterizes, but does not measure the attributes, characteristics, or properties of a thing or phenomenon. Some librarians have argued that our profession relies too heavily on quantitative surveys and that librarians should explore qualitative methods, such as focus groups, interviews, observational studies, rubrics, and other tools.

While there is a place for qualitative data, it is oftentimes anecdotal in nature and difficult to use in decision-making. Quantitative data is not necessarily more valuable than qualitative data, but analyzing qualitative data creates more work. Most qualitative data comes from open-ended comment fields, and the data only becomes valuable once those comments are coded. The data will not have any conclusive meaning without coding.

Step 3a: If Using Qualitative Data, Don’t Forget to Code It
Qualitative data provides value for decision-making once the data is coded. Coding is a process that enables librarians to identify and define concepts that categorize the data and facilitate analysis. For example, if temperature control is a known concern in the library, and the survey does not address it specifically, feedback about temperature control might be assigned a lower numerical value than a previously unknown concern.

Coding open-ended comments can be revealing, but it is laborious and often uncovers statistically insignificant data points. There may not be enough
time to code the data properly to analyze the results, and there may not be enough library or institutional resources to act on the analysis in a timely manner. As a result, librarians should limit the number of survey questions that include open-ended responses.

If the survey demands a significant number of open-ended responses, librarians must consider other data collection tools that are appropriate, including focus groups and interviews.

**Step 3b: Quantitative Data Is Already Coded—Proceed to Step 4**
Quantitative data is analyzed more readily, lending itself to speedier decision-making. Remember that survey research is not about the individual response; it is about the aggregate.

Using the temperature control example above, responses may be set to a Likert or rating scale. Each value in the Likert scale is associated with a number. This enables the library to quickly assess the importance, for example, of whether to make a decision about temperature control needs.

**Step 4: Tackle the Innate Challenges of Survey Design**
Listed below are the most common challenges in survey design.

**Challenge 1: Even Agents of Change Can Lack Patron Empathy**
Empathy is defined as the ability to understand and appreciate another person’s feelings and experiences. Librarians should question what information is lacking about the patron experience. Unfortunately, obstacles to empathy exist, and often manifest in statements such as, “This is the way we do it.”; “We tried to change that, and it didn’t work.”; “If people would just…”; and “I know this is complicated, but…."

**Challenge 2: Everyone Has Bias**
Bias introduces ideas or opinions into questions that will influence responses. Librarians should ensure that question order does not influence a certain type of response. Similarly, answer order is important to ensure that patrons understand that either a positive or a negative answer is equally acceptable. Effective survey questions and answers should be randomized if there is a possibility of order bias. To get sensitive information, librarians should consider disguising the question, shifting focus away from the respondent, softening the question, or collecting correlated data. For example, instead of asking patrons whether they want 24-hour access, you could frame the question to collect data on what times patrons would most likely use or visit the library.

**Challenge 3: Identify the Proper Audience**
A survey can be a powerful instrument for gathering information from large populations, but it may have more value with questions written to address a specific population or need. For example, a survey that assesses how international students are using the library should only be sent to international students.

After drafting a set of questions, librarians need to ask whether the survey is relevant to at least 20 percent of the target population. If not, the audience for the survey needs to be redefined, or the questions need to be redrafted. Likewise, 100 percent of the questions should be easy to understand by the intended audience, and the questions should be rigorously tested for clarity to eliminate jargon.

For example, “check out materials” may be used in lieu of “circulation.”

**Challenge 4: Build Those Relationships**
Library administration must identify potential collaborators at all levels and manage their expectations when receiving unintended outcomes from these surveys. This is especially important when library space is used for more than just books and library staff. Libraries now have cafes or other eateries and also hold multiple student-facing departments, such as Information Technology Services, Student Affairs, the Registrar, Business Office, Financial Aid, etc. All parties must be willing to listen to and address unintended or unfavorable outcomes in a timely manner.

Library surveys not only enable us to open up a dialogue with our patron base, but they also enable us to facilitate a better user experience with other stakeholders. Challenges, such as a lack of patron empathy, bias, and misidentifying the survey audience, must be tackled when drafting and designing surveys. Using the processes and methods outlined above, librarians can create effective surveys from scratch or redesign already existing questionnaires that will result in outcome-driven decision-making at their law library.
Today, it is widely accepted that instructional videos provide many benefits over live instruction, including allowing people to learn at their own pace, on their own schedule, and from wherever they choose. A common technique for producing instructional videos is screencasting, a process that allows people to record what is happening on their computer screens and turn it into videos. Screencasting presents law librarians with a valuable opportunity to provide direct instruction to users that they can access freely and flexibly. That said, many law librarians may find that developing a screencast series for the first time is a daunting task. We at the Tarlton Law Library should know: we recently completed our first screencasting
series. This article provides guidance to law librarians interested in incorporating the production of screencasts into their instructional activities.

**Preparation**
The first step in creating screencasting videos is making preliminary decisions, including choosing the right software, figuring out what equipment is necessary, developing the content of the videos, and determining the length.

**Software**
Numerous free and low-cost software options are available for creating screencast videos, including Screencast-O-Matic, TechSmith’s Snagit, and Apowersoft’s Screen Recorder. There are also a number of more expensive tools, such as Adobe Captivate, TechSmith’s Camtasia, and Telestream’s ScreenFlow (Macs only). At Tarlton, we use Camtasia, which is straightforward to learn and has extensive editing features. Tarlton librarians plan to continue creating screencast videos, making the additional cost worthwhile.

**Equipment**
A library can create a polished and engaging video with only a modest investment in recording equipment. One of the most important pieces of equipment is a good quality microphone. Fortunately, an affordable USB desktop microphone can vastly improve a video’s audio quality over that of a computer’s microphone. Tarlton purchased the Blue Snowball iCE condenser microphone, a popular USB desktop microphone available at a reasonable price, with a cardioid (heart-shaped) pickup pattern that works well for recording single-direction sound. Other hardware to consider includes headphones and a pop filter, which is a nylon or mesh filter that reduces the hissing noise associated with s’s and the popping noise from pronouncing p’s and b’s.

**Script and Storyboard**
One of the most helpful tools in the video creation process is a script. Having a script facilitates a smooth, professional presentation and allows the narrator to focus on the nuances of presentation, such as pace and tone. Preparing a storyboard may also be helpful. A storyboard is a sequence of simple visual representations (e.g., drawings or sketches) of the video’s content, accompanied by other useful information, such as the text or dialogue that will accompany the video.

**Length**
Videos should be short to maintain viewers’ attention, with longer presentations divided into segments. If videos are too long, you risk having the viewer tune out, or worse, not bothering to start the video in the first place. Tarlton librarians opted to break the content of a 30-minute in-person training into a series of modules, with each module running less than 10 minutes.

**Recording**
Video and audio may be recorded separately or simultaneously. It can be helpful to record images and audio separately and sync them during editing so you can focus on each aspect individually. While a soundproof recording space and room enhancements such as acoustic foam are ideal, a quality recording can be achieved in an imperfect environment by using a reliable microphone and recording when it is quiet. Perfecting an audio recording often requires multiple takes. Strive for clear audio, with varied pitch and a steady, moderate speed. Recording on-screen content also requires planning and rehearsal—mastering the choreography of your on-screen navigation and your text and voice instruction take time to perfect.

**Editing**
Editing will likely be the most time-consuming aspect of a screencasting project. Typical editing activities
include removing mistakes, eliminating background noise, synching audio and video, and adding enhancements. If audio and video are recorded separately, one of the biggest editing challenges is synching them. A program such as Camtasia that has advanced editing features will make this process easier. For example, Camtasia allows the editor to speed up or slow down visual recordings and extend single frames.

Video creators can enhance screencasts in a number of ways. Thoughtfully placed transitions allow for smooth movement from one screen to another, and including simple animation and text at key points adds interest and polish. Screencasting programs may offer users unique enhancement options. For example, Camtasia provides free access to some special features such as intros, outros, and music. Finally, most instructional videos are enhanced by “callouts,” which draw the viewer’s attention to particular sections of the screen. Callouts include zooming, text, highlighting, spotlighting, and shapes. It is important to use callouts judiciously: aim to create videos that are as simple as possible, yet informative, engaging, and attractive.

Resources
It is essential to research and incorporate accessibility best practices. Universities will likely have web accessibility requirements that comply with applicable laws. Additionally, academic and online articles provide information about accessibility in online videos. For example, in order to be accessible, videos must include accurate captions and present all important visual content in the main audio track or through audio description. Some screencasting software (e.g., Camtasia), allows users to create captions. Additionally, hosting websites and video players often support the upload of a caption file, and YouTube produces automatic captions, which must be edited for accuracy. Video creators can also hire a captioning service. At some universities, video captioning may be available at reduced or no cost.

Having a script facilitates a smooth, professional presentation and allows the narrator to focus on the nuances of presentation, such as pace and tone. Preparing a storyboard may also be helpful.

Posting
There are a number of posting options, including on your library’s website, or using an online video platform such as YouTube, Vimeo, or Screencast.com. Each option has advantages and disadvantages. YouTube is perhaps the most popular option: it is free, supports captioning, and provides sophisticated analytics.

Applications of Screencasting in Law Libraries
At the Tarlton Law Library, we have always focused on high-quality in-person trainings. A program on video outreach from the 2018 Southwestern Association of Law Libraries Annual Meeting, though, inspired us to take a fresh look at video instruction and see if we could leverage screencasting technology in a productive way for some of our more standard trainings. We converted our traditionally in-person research assistant trainings to pre-recorded screencasts. Using the tools and strategies described above, we turned a 30-minute presentation into four separate 7 to 10-minute video modules that our students could view at their leisure.

Obviously, our application is not the only possible one. If you are at a firm library, you can use screencasting to create different, just-in-time training videos to help your attorneys figure out processes or learn how to use your firm’s resources. If you are at a county or public law library, these videos could show patrons how to use your library’s catalog or access your databases. Anything that you would otherwise give live instruction for is a potential opportunity for screencasting.

Taking on the challenge of creating screencast videos is an exciting and fulfilling experience. By adopting video creation as part of a law library’s instructional activities, a library can significantly expand its ability to connect with and educate its patrons.
LAW LIBRARIANSHIP

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Destiny, both professional and personal, brought Beth Williams to a career in law librarianship. After working her way up to become a senior director at her organization, she has become well known as a leader in technology innovation within the field.

Beth Williams first became interested in a career in law librarianship while working in a library. “My first job in libraries was when I was a grad student in philosophy. I adored working in the library—I would help patrons even when I was there to visit a friend—and all of the (wonderful) librarians encouraged me to go to library school,” recalls Williams. “But I wanted to be a social justice superhero, so I went to law school instead. Now I know you can try to be a social justice superhero in a library, too! My time at Marquette burnished in my mind the value of library experience: I think working in the library as a student is the best gateway drug to becoming a librarian.”

The law library hasn’t just been a good professional decision, it turned out to be a good personal one as well. “I met my husband while working in the library. We were both grad students
in the same department and we both had jobs working in the library,” notes Williams. “I always tell people that I fell in love in the library.”

After receiving her master’s from Marquette University in philosophy, she attended law school at Syracuse University College of Law as a joint degree student in public administration at the Maxwell School of Citizenship and Public Affairs with the intention of becoming a public interest lawyer. She received her JD in 2002. After working for a couple of years practicing law in Maine, she decided to go back to library school. “Library school was always in the back of my head even as I was studying for the bar exam,” says Williams. While taking a break from studying for the bar she came upon an article by American Association of Law Libraries (AALL) member Mary Whisner titled “Choosing

"There is no better way to learn something new than to try and teach it or to try and figure out how to write coherently on the subject.” Beth Williams

Law Librarianship: Thoughts for People Contemplating a Career Move,” published in Law and Technology Resources for Legal Professionals in 1992. “I had that thought in the back of my head that maybe I shouldn’t be taking the bar exam. I practiced law for two years. It did not take me long to figure out that I wanted to go back to school and become a law librarian.”

Williams earned her MLIS degree with a special certificate in law librarianship from the University of Washington iSchool in 2005. Her first job in law librarianship was as at the Arthur W. Diamond Law Library at Columbia Law School (CLS) in New York as a reference librarian, a position she held for four years before rotating into the head of public services position. She taught legal research throughout her time at CLS. She also held an appointment as lecturer at Columbia University, teaching graduate courses in information and digital archive management. After six years at Columbia, she became the director of the law library and information technology at Louisiana State University’s Paul M. Hebert Law Center. In 2015, she transitioned into her current role of senior director of the Robert Crown Law Library and senior lecturer in law at Stanford, where she teaches Advanced Legal Research and courses about information law and policy. Her research interests, publications, and presentations focus on free and open access to legal information and on digitization and preservation efforts in law libraries.

Williams currently serves on the Board of Directors of LLMC Digital and recently finished a three-year term as a member of the Depository Library Council, an advisory board for the Director of the Government Publishing Office on matters related to the Federal Depository Library Program. An active member of AALL since 2005, she is also an active member of the Academic Law Libraries Special Interest Section (SIS) and the Social Responsibilities SIS. She was also a co-organizer and presenter at AALL’s inaugural Innovation Bootcamp in spring 2019.

Here, she discusses innovation, her experience at AALL’s Innovation Bootcamp, and the evolution of law librarianship.

**How important is innovation to your organization?**

At Stanford, innovation is baked into our DNA. It’s not just part of the culture, it’s part of the structure of the organization, both within the law school and the university. Often, when outside people hear the word Stanford, they immediately think innovation because you really have a tremendous amount of freedom and a mandate to think about things in a new way here. It’s just a fantastic environment to work in.

**There’s a lot of different definitions for innovation. How would you define it?**

I think of innovation as being a clear-headed way of looking at the world and seeing new solutions to old problems. Innovation doesn’t necessarily have to be the next shiny, bright toy. Many times, innovation can be using existing resources in a new way. I think it’s really just a creative way of looking at tools and applying them to real-world problems. Without meaningful
application, innovation just becomes a frivolous exercise—to me, real innovation is about finding substantive ways to tackle persistent, complex problems.

**How do you stay on top of developments in legal technology?**

Developments in legal technology within the practice of law are particularly intriguing to me. I read anything I can get my hands on that deals with how things are working in the practice of law with an eye toward how client outcomes are impacted—especially low-income consumers of legal services. I have the privilege of being exposed to a lot of people that are using technology in creative ways. The other way to stay on top of developments in legal technology is to have people to work with on your team who are constantly trying out new things. I am incredibly fortunate in my team, many of whom are interested in new ways of developing technology and incorporating them into our work.

**You were a facilitator at AALL’s innovation bootcamp last April. What was your main takeaway from the event?**

I really got a lot out of the bootcamp. I was struck by the proportion of law firm librarians to academic librarians. Because I’ve been an academic librarian my entire career, I was surprised that the number of law firm librarian attendees was so high. Those law firm librarians were doing fun things, and they were just really thoughtful, super engaged, and also really open to change in ways that were very energizing to me. I got great insight into what’s happening in law firms and their libraries. I don’t mind admitting that I stole several excellent ideas from them!

**Were there particular commonalities among librarians working in different institutions that stood out for you? Or were there new distinctions that surprised you?**

As a threshold matter, everyone at the event was eager to share and grow. Those two qualities are critical for the success of any program, and they were both fully on display throughout. The librarians there were very enthusiastic and engaged in their own libraries, but they didn’t seem to be as aware of how things worked in their larger organizations. I feel like that’s kind of a theme for me lately. Perhaps it’s a function of my role, but I see a critical need for librarians in every job to tie these two things together: you’ve got to have a knowledge of your library, but you also need to see how your library works within your larger organization. I saw a lot of evidence of people really trying to make a difference in their organizations, but they lacked some knowledge about what happens in other departments. This is a real growth opportunity for law librarians to become more connected to our larger organizations.

Overall, those who attended were a really great group. I thought it was ideal to have both a real, interactive experience and also some variety of perspective in the presentations. I felt like there was a lot of talent in the room and a tremendous amount of promise. I’d love to have more opportunities for people to get together like this in a workshop type of atmosphere, rather than a traditional (somewhat passive) conference format.

**What excites you most about the evolution of law librarianship?**

I’m a junkie for change, as my colleagues will attest. I also thrive in an environment that values substance over process. To learn is to change; if I’ve learned something new then my day feels like a success. That said, I can feel like every single aspect of what we do as librarians is changing some days, and much has been fundamentally changing about our work just since I’ve become a professional librarian. Collections
are truly different from what they were 15 years ago, as are library services and basic job skills. I know that saying goodbye to the past can be bittersweet, but, for me, this environment of change is a positive aspect of where we are right now. There are a lot of opportunities for us to remain present in our institutions and continue to be productive amidst change.

**What professional development opportunities would you suggest to students and law librarians just starting their careers?**

I am fortunate to have many new colleagues that are also brand-new librarians. I often encourage new librarians to volunteer, to teach, or to write about something they are interested in as a way of getting started with professional development. There is no better way to learn something new than to try and teach it or to try and figure out how to write coherently on the subject. I think that’s the nice thing about our profession: there’s kind of a never-ending number of opportunities if you’re willing to say yes—not only in your library, but also in your larger institution and nationally. You don’t have to be an expert at the outset; volunteering to teach or to write something is a great way to start for a new librarian.

**What’s the value of attending the AALL Annual Meeting?**

Oh, for me, that’s easy: it’s about networking, having face-to-face time with some friends that I’ve had for many years and that I rely on when I need advice. That time with my colleagues and friends is just invaluable. Not only do I value the personal connections, I love being able to hear about what other libraries are doing. I strongly encourage my staff to attend conferences. I’m a big fan of exposing yourself to new perspectives, and AALL is perfect for that: whether it’s attending the educational programs or meeting new people, the social opportunities are incredibly important to our work and our well-being.

**What does the future of legal education look like from your perspective?**

I don’t have a crystal ball about the future of legal education. Not all law schools are making the necessary adjustments to keep up with the changes in the current market, and I think those schools will be in some trouble. But I see most law schools trying to be responsive to the current market demands. Most law professors I’ve met care deeply about educating new lawyers.

I am incredibly privileged to work in a law school that approaches legal education in a very dynamic way. Our clinics are full-time, so students work in clinic during their entire quarter, with no distractions to the experience of representing their clients. We also have policy labs where students represent nonprofit and governmental organizations as clients to write white papers and do other policy work. We have very practical classes and deeply theoretical classes. I’m completely biased of course, but I feel like we’re a great model for how law schools should be structured. I think predictions about the end of legal education are more than a little premature. I think there’s still going to be plenty of opportunity for well-trained lawyers to, for example, populate states as public defenders, as prosecutors, and as general practitioners. The need is increasingly critical in rural areas. Legal work is not going away, it’s just being done very differently.

**What do you wish everyone knew about law librarians?**

Law librarians have a tendency to try to work in an invisible way—we want to make everything look effortless and are often very quiet about what we do. I feel like one of my jobs as the director of the library is to make the invisible, visible. I want to let people know about the depth of intellect and talent that exists in my staff. My colleagues are incredibly bright and hard-working. Yes, we do our work primarily for the sake of others, but I really don’t think we should be so quiet about how we do those things. I have an image of the previous generation of law librarians portraying ourselves kind of like butlers—being there, at any time, and anticipating what you need before you even know that you need it. This is kind of a beautiful image. But I am compelled to let people in my organization know how talented the people who work for the library truly are. Just because they can fix a paper jam doesn’t mean they can’t also write an erudite answer to a complex legal question.
**Question:** Chief Innovation Officer (CINO) titles in law firms have become the latest positions to be added to the C-suite. Please describe your job role within your organization and explain how innovation factors in. What advice do you have for law librarians/information professionals who aspire to a CINO role?

The term “Innovation” may be considered a buzzword of sorts and defined in a myriad of ways within law firms and legal organizations. It can encompass large scale projects (what I term Innovation with a capital “I”) as well as everyday simple tasks (innovation with a lowercase “i”).

Most people think technology is the foundation of innovation, and while technology is often part of the process, it isn’t always—sometimes innovation is simply looking at an existing process in a new light. Other factors are integral to innovation success: namely, understanding and analyzing the business and having strong, clear communication skills.

To me, innovation is fairly simple at its core. Innovation is providing a solution to a business problem that an attorney or client had not thought of previously, hence creating value in the process.

The current knowledge management team at Fox Rothschild, which includes research analysts, practice support admins, and technologists,
Knowledge professionals will be familiar with the process of finding partners who are willing to experiment with a new process or technology and, hopefully, becoming your evangelists.

As change agents, we come with the requisite skill set needed for a CINO role. Most of us have spent a good part of our careers introducing lawyers to new ways of working, whether it is integrating digital resources into their workflow, developing the firm intranet, understanding case analytics, or developing process mapping for complicated workflows. As change agents, we come with the requisite skill set needed for a CINO role. Most of us have spent a good part of our careers introducing lawyers to new ways of working, whether it is integrating digital resources into their workflow, developing the firm intranet, understanding case analytics, or developing process mapping for complicated workflows.

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innovation presents opportunities for our profession. My focus is on developing creative solutions and processes to improve efficiency and enhance the quality of service for our lawyers and clients. In many cases, this will involve evaluating and implementing transformative technologies, including artificial intelligence and machine learning, but it will also include engaging with clients to better understand their needs, and advancing solutions that provide greater transparency and collaboration. We will be seeking opportunities to better optimize our litigation and transactional workflows, as well as leveraging and analyzing data to understand where we can drive value and identify opportunities for our clients.

Promoting an innovation mindset is an important part of this role. Developing a strong communications plan to explain the benefits of developing new workflows and business solutions is an important first step for our team. We are talking to practice group leaders and other key stakeholders to better understand their business issues and make certain that our projects align with their objectives.

Many of my knowledge professional colleagues already wear many hats in their organizations, in areas such as conflicts and records management. Our research, competitive intelligence, and knowledge management efforts intersect with lawyers at so many critical junctures throughout the life cycle of a matter, taking a more expansive view of these intersections is the next logical step. Knowledge professionals aspiring to a senior innovation role should take deep dives into areas where they connect lawyers to information to look more closely at how lawyers work and use that information. Take the time to sit down with associates and discuss pain points in their workflow. Constantly ask questions and ask what you can do better. Our value has always been our willingness to learn and advocate for our lawyers.

Looking beyond your organization and exploring outside of the legal industry is also important. The healthcare and science fields can provide inspiring case studies, as can law schools that are now offering programs focusing on innovation, such as Suffolk University or Michigan State’s LegalRnD, among others. (Learn more at bit.ly/MA20innovationcenters.) Local incubators (e.g., Pennovation) can also be inspirational.

The key is listening to the “client” to understand their business issues, having an open mind to analyze different options, and translating that knowledge to develop the best solution—whether it be tech based or otherwise.
In its 14th iteration, the AALL Salary Survey provides the only comprehensive, comparative salary information designed by and for legal information professionals in academic, firm/corporate, and government settings.

The survey was distributed to 760 law libraries around the country with 446 surveys completed for a response rate of 58.7 percent.


Hard copies may be purchased for $250 by non-members and $130 for members. Details are available on AALLNET.
It probably goes without saying in this sort of column, but technology has become increasingly important in pretty much everyone’s day-to-day professional and private lives. Thousands of articles describe how technology has inserted itself into every aspect of our daily operations. Every day, I wake up to the sounds of a thunderstorm coming out of my smartphone. When I get into work, I log into my computer using two-factor authentication that is now required by the University System of Georgia. At the beginning of every semester, I am required by the university to post my syllabus and at least the first day of class assignments into our university supplied classroom management system. I used to joke with my friends that I was going to get rid of my cellphone and go back to an “at home” answering machine that I could listen to and respond to once a day. I’m pretty sure that is impossible now.

But not all technology is pushed on us. Many of us have quite a few technological decisions to make, such as how to implement what we already have or what new technology solutions to acquire. Teachers get to select, use, and advocate for certain kinds of course management tools, quizzing tools, and instructional material. Some of us manage our own integrated library system, ticketing, and space reservation systems. Many of us make technology decisions on numerous formal and informal fronts.

Breaking down the similarities and differences between Technological Pedagogical Content Knowledge (TPACK) and Substitution, Augmentation, Modification, Redefinition (SAMR).

BY PATRICK PARSONS
The classroom end of these decisions led me to do a presentation last May at the Teaching the Teachers Conference at Georgia State College of Law. I have always struggled with selecting and implementing technology in my classroom. As I described in the presentation, most technology teaching discussions leave me on either end of a teaching continuum: at one end experiencing extreme technology FOMO (fear of missing out), or at the other so overwhelmed that I start considering using transparencies and ditto machines. However, I have found two analytical frameworks—Technological Pedagogical Content Knowledge (TPACK) and Substitution, Augmentation, Modification, Redefinition (SAMR)—that have helped me organize my evaluation and selection of classroom technology.

TPACK v. SAMR
Since giving that presentation last May, I have further concluded that both frameworks can be equally effective in thinking about technology outside the classroom, as well. Both TPACK, which focuses on the kinds of knowledge necessary to effectively teach and train with technology, and SAMR, which focuses on the intellectual demand of technologies, can be used to examine, select, and think about individual technology options irrespective of the setting.

A Closer Look at TPACK
The basic idea behind TPACK is that an instructor must possess understanding of each of the different and individual types of knowledge, as well as how they overlap and work together, to effectively teach within a technology-enhanced learning environment. The framework breaks down teaching with technology into three basic types of knowledge: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). Content knowledge (CK) represents knowledge of the specific subject matter. If we use legal research instruction as an example, content knowledge would be the instructor’s understanding of legal research, research tools, and the underlying relationship between legal sources. Pedagogical knowledge (PK) describes an understanding of effective teaching, instruction techniques, and learning theories. Finally, technological knowledge (TK) stands for a general understanding of technology and how it works. Technology knowledge is the most nebulous of the three types of knowledge, but it really just represents a general understanding and acknowledgment that tech exists.

TPACK’s analytical value for instruction stems from the intersections of the three basic types of knowledge. The model calls these intersections technological pedagogical knowledge (TPK), technological content knowledge (TCK), and pedagogical content knowledge (PCK). These intersections represent the mixtures of types of knowledge that are created from the overlaps of the three basic knowledge types. Effective instructors need to understand not only the three basic types of knowledge, but also their mixtures (overlaps) and how they work together. The examples below illustrate the framework’s type-overlap requirements.

For example, if we were going to use video modules to explain tax resources to a student or trainee, TPACK tells us we need to master several different types of knowledge, as well as knowledge-type overlaps. We need content knowledge (tax law research), technology knowledge (how to use technology), and pedagogical knowledge (how to teach effectively). We’ll also need to understand how each of these works together. Specifically, we’ll need to think about:

1. **PCK (P+C): How do you effectively train your users on how to use tax materials?**
2. **TPK (T+P): How will the videos change the typical training dynamic?**
3. **TCK (T+C): How has technology changed information resources in tax law?**
Finally, TPACK knowledge, which exists at the intersection of all the knowledge bases, is a sort of teaching with technology nirvana. It represents the acknowledgment and consideration of each of the basic knowledge types, their overlaps, and finally their collaborative (or cooperative) performance.

In practice, instructors can use TPACK as a tool in the preparation and evaluation of training materials. Using the tax training example from above, TPACK provides us with a framework to take inventory of our educational questions. If we’re thinking about selecting new tech or evaluating current tech, TPACK encourages us to examine our knowledge types. For example, let’s run our potential tax training through TPACK. If we evaluate the trainings by breaking them apart in required knowledge types, some resulting questions could be:

- Who will create the content, and can it be updated? Do our trainers understand the video creation technology enough to continually update and create the teaching material? (TPK)

- Is this video an effective substitute? Are our viewers going to pay attention or take the time to watch this? Will viewers adequately absorb the video, or do we need to implement some hands-on components? (TCK)

- Can we be responsive enough in video format, or are the uses of the system so specific that they need person-to-person tailoring? Do the videos need to be overly comprehensive to address every situation? (PCK) (TPK)

- What medium are our users using? Will the videos accept user resource preference or will they attempt to move them to newer sources, workflows, or systems? (PCK) (TPK)

TPACK helps us break technology and training down into their component knowledge types. By running a technology through TPACK, we can better analyze our personal or departmental ability to use instructional technology. Using this model to think through technology, we can better plan our efforts in the purchase, operation, and implementation of technology.

**A Closer Look at SAMR**

SAMR is another model designed to help users evaluate their incorporation of technology into instruction or training. The acronym SAMR stands for Substitution, Augmentation, Modification, and Redefinition, which are four steps that represent the increasing transformative value of using technology in training or teaching.

The system is an extension of the popular Bloom’s Taxonomy, which identifies a selection of action verbs used to create learning objectives, including:

- Create
- Evaluate
- Analyze
- Apply
- Understand
- Remember

When instructors select verbs from higher on the Bloom’s taxonomy pyramid or scale, they encourage...
are the enhancement steps. Each makes noticeable changes to the instruction but only acts as a replacement. Let’s examine the possibilities of our proposed tax law videos using the SAMR model.

The videos can certainly act as a substitution, where the tool “acts as a direct substitute with no functional change.” If we provide learners with the videos to watch, they (the videos) would be functionally the same as a live demo or a written guide. They can also act as an augmentation, where tech “acts as a direct tool substitute with functional improvement.” What if, instead of just sending the videos out to potential users, we used them in a guide? We could even break up videos into smaller, more easily referenced chunks, or link to bookmarks in the video so users can find answers more efficiently. This tool directly replaces a written guide or live demo, and it also provides “enhanced functionality” and more user-friendly interaction.

Modification and Redefinition are the transformation steps of SAMR. Integrating tech in these ways significantly changes the original task. Moving from augmentation to modification “allows for significant task redesign.” Continuing with our tax training example, maybe instead of static videos, the instructor could also embed questions or links to other systems. Maybe classroom videos could refer to outside materials or other technologies to significantly change the lecture, exercise, and homework model of instruction. Redefinition takes the use of technology even further, allowing for “complete redesign previously inconceivable without technology.” In a professional setting, videos could use review questions or exist inside larger institutional practice pages. Perhaps chatbots or remote reference can somehow embed materials into artificial intelligence-produced results.

The key to using SAMR is not about correctly placing technological changes into the correct categories. SAMR is a tool that forces users to consider what could be possible with technology by imagining options and possibilities. Sometimes substitution or augmentation is exactly what you need. Maybe you work in a firm and all you need or have time for is a series of brief videos explaining how to do certain tasks. That’s fine. One SAMR level is not better than another. The real utility in the model is that by running technological choices through it, users force themselves to think about what might be possible with the addition of technology to their workflow.

**Final Thoughts**

Increased technological options bring about a flurry of questions to consider: Is this technology feasible? What will it do to our current workflow? Do we have the knowledge bases to enable implementation? Is there a way we can do more with what we already have? What kind of higher-level options may be available with new technology? The use of the TPACK and SAMR frameworks will reliably pull these questions together and challenge us to evaluate why and how we are using technology in the classroom. Both frameworks help us to decide whether we’re using a technology because it’s new or trendy or because it adds real educational value to our teaching and training. In a world where there are 10 tech solutions to every problem, TPACK and SAMR give us frameworks to examine each in a deliberate way, providing a workable method to examine current and future technology practices.
Your Blueprint for Success

[BoK] The AALL Body of Knowledge (BoK)—designed to serve as a blueprint for career development—defines the domains, competencies, and skills today’s legal information professionals need for success.

LEARN MORE
Visit www.aallnet.org/bok.

170+ NETWORKING OPPORTUNITIES
With numerous events and meetings, specialized programs, and volunteer opportunities, there are networking opportunities for everyone at AALL 2020.

Learn more and get helpful networking tips at bit.ly/AALLnetworking.

THE HILTON NEW ORLEANS RIVERSIDE INVITES YOU TO LET THE GOOD TIMES ROLL
Nestled along the banks of the Mississippi, AALL’s headquarters hotel is ideally located in the Warehouse & Arts District, within walking distance of the French Quarter and Jackson Square. Watch the ships come sailing in, grab a beignet, ride a streetcar, or listen to live jazz—the vibrant culture and excitement of New Orleans awaits you.

 Reserve your room now at the Hilton Riverside (or another one of AALL’s nearby hotels) through AALL’s housing agency and enjoy the ultimate in convenience—at specially negotiated rates. Then rest easy, knowing that you can make adjustments to your reservation later, penalty-free.

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AALL 2020
KEYNOTE: JIM KWIK

“Master Your Mind: Learn Anything and Become Limitless”
Sunday, July 12
9:00 a.m.-10:15 a.m.
New Orleans Ernest N. Morial Convention Center

Following a childhood brain injury that left him learning challenged, Jim Kwik created strategies to dramatically enhance his mental performance. He has since dedicated his life to helping others unleash their true genius and brainpower to learn anything faster and live a life of greater power, prosperity, productivity, and peace of mind.

He is the founder of Kwik Learning and a widely recognized world expert in speed-reading, memory improvement, brain performance, and accelerated learning. For over two decades, he has served as the brain coach to students, seniors, entrepreneurs, and educators, and as an advisor to many of the world’s leading CEOs and celebrities.

Kwik’s cutting-edge techniques, entertaining presentation style, and impressive brainpower feats have made him a highly-sought trainer for top organizations, with clients that include Google, Virgin, Nike, Zappos, SpaceX, NYU, GE, Fox Studios, CalTech, and Harvard.

Kwik and his team have a passion for education and fund schools for children in places from Guatemala to Kenya, providing healthcare, clean water, and learning for kids in need.

He is the host of the acclaimed “Kwik Brain” podcast, which is consistently the #1 training show on iTunes. KwikLearning.com’s online courses are used by students in over 180 countries. Kwik’s first book, Limitless: Core Techniques to Improve Performance, Productivity, and Focus, will be released in April 2020.

Learn more at bit.ly/AALL20keynote.

NEW ORLEANS WELCOMES YOU

With its distinctive architecture and culture, New Orleans is equally known for its food (Creole, anyone?) and as the “birthplace of jazz” (live music is a staple here)—and of course, its world-famous Mardi Gras celebration. Often referred to as “the most unique city in America,” New Orleans has a rich multicultural heritage and old-world charm. From shopping in the French Quarter to exploring world-renowned museums where you can get a personal look into the history of Mardi Gras and float building, to taking a relaxing ride down the Mississippi, New Orleans has a variety of attractions to keep you entertained and delighted.

Learn more about “The Big Easy” and all it has to offer at bit.ly/AALL20NOLA.
NEW TO THE CONFERENCE OR LAW LIBRARIANSHIP?

The Host Program and Conference of Newer Law Librarians Are Designed for You

**Host Program.** The AALL Annual Meeting Host Program connects first-time attendees and newer AALL members with veteran meeting attendees to help new attendees navigate the meeting, confidently select programs to attend, and network with colleagues.

Learn more about the AALL 2020 Host Program at bit.ly/AALL20host.

**Conference of Newer Law Librarians.** CONELL is a day-long orientation to AALL to welcome newer members, introduce them to the Association and its leaders, and facilitate networking. Attendees have the opportunity to talk with representatives from AALL’s committees and special interest sections to learn firsthand how to get involved and maximize the benefits of membership. Join this year’s CONELL class of 2020!

Learn more about CONELL at bit.ly/AALL20CONELL.

THANK YOU TO OUR GENEROUS PARTNERS

NEW IN 2020! START-UP CENTRAL

AALL strives to ensure that its members have access to the newest marketplace solutions and that all legal information businesses have an opportunity to be part of the AALL Annual Meeting.

This year, we are introducing Start-Up Central—a designated space for smaller, up-and-coming companies to showcase their products and/or services to prospective partners, buyers, and clients.

All companies participating in Start-Up Central must be no more than five years old have a legal information-focused product or service targeted to legal information professionals, and not previously have exhibited at an AALL Annual Meeting. Meet the newest kids on the block—you might discover your next business partner.

70+ PROGRAMS TO KEEP YOU IN THE KNOW

Educational Sessions from 200+ Thought Leaders

**SIX CORE CONTENT AREAS**
- Professionalism + Leadership at Every Level
- Research + Analysis
- Information Management
- Teaching + Training
- Marketing + Outreach
- Management + Business Acumen

**DOZENS OF MUST-HAVE SESSIONS**

Essential topics identified by AALL members, including:
- Beyond Orientation: Using Onboarding to Build Attorney Engagement and Maximize Value
- Legal Ethics in the Use of Artificial Intelligence
- Teaching Legal Tech Competencies: A Nuts-and-Bolts Approach
- Data, Stats, Go: Navigating the
Intersections of Cataloging, E-Resource, and Web Analytics Reporting
- No JD? No Problem. Navigating Law Librarianship Without a Legal Education
- Loaves and Fishes: Providing Legal Assistance to SRLs When Resources Are Limited
- Fear and Loathing in Teaching Legal Research: Addressing Cultural Competence and Managing Implicit Bias
- Getting to ‘No’: Setting Boundaries and Pushing Back Strategically
- Finding the Silver Lining in ILS Migrations
- Forged in Fire: Creating New Law Library Positions

EXTENDED “DEEP DIVE” SESSIONS
Comprehensive exploration of critical content, including:
- Recruiting the Next Generation of Law Librarians
- Textual Analysis Using Python and R
- Creating Video Content for Outreach and Instruction

Learn more about the education programs at bit.ly/AALL20education.

LEGAL SOLUTIONS MARKETPLACE
80+ Vendors to Help You Get the Job Done
Saturday, July 11 5:00 p.m.–6:30 p.m.
Sunday, July 12 10:15 a.m.–4:00 p.m.
Monday, July 13 8:00 a.m.–4:00 p.m.
Tuesday, July 14 9:00 a.m.–12:00 p.m.
See who is exhibiting at bit.ly/AALL20exhibitors.

SCHEDULE AT-A-GLANCE

SATURDAY, JULY 11

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<tr>
<td>8:00 a.m. - 5:00 p.m.</td>
<td>Preconference Workshops</td>
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<tr>
<td>8:00 a.m. - 2:30 p.m.</td>
<td>Leadership Training (for special interest sections and chapters)</td>
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<tr>
<td>8:00 a.m. - 3:00 p.m.</td>
<td>Conference of Newer Law Librarians (CONELL)</td>
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<tr>
<td>2:45 p.m. - 5:00 p.m.</td>
<td>AALL Committee Meetings</td>
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<tr>
<td>5:00 p.m. - 6:30 p.m.</td>
<td>Opening Reception (Exhibit Hall)</td>
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SUNDAY, JULY 12

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<td>9:00 a.m. - 10:15 a.m.</td>
<td>Opening General Session/Keynote Speaker</td>
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<td>10:15 a.m. - 4:00 p.m.</td>
<td>Exhibit Hall Open</td>
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<tr>
<td>11:30 a.m. - 12:30 p.m.</td>
<td>Educational Programs</td>
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<td>2:30 p.m. - 3:30 p.m.</td>
<td>Educational Programs</td>
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<tr>
<td>4:00 p.m. - 5:00 p.m.</td>
<td>Educational Programs</td>
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<td>4:00 p.m. - 6:00 p.m.</td>
<td>Diversity &amp; Inclusion Symposium &amp; Reception</td>
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MONDAY, JULY 13

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<tr>
<td>8:00 a.m. - 4:00 p.m.</td>
<td>Exhibit Hall Open</td>
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<tr>
<td>9:30 a.m. - 10:30 a.m.</td>
<td>Educational Programs</td>
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<tr>
<td>11:00 a.m. - 12:00 p.m.</td>
<td>Educational Programs</td>
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<tr>
<td>12:15 p.m. - 1:30 p.m.</td>
<td>Attendee Luncheon</td>
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<tr>
<td>1:30 p.m. - 2:45 p.m.</td>
<td>AALL Business Meeting/Members Open Forum</td>
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<tr>
<td>3:00 p.m. - 4:00 p.m.</td>
<td>Educational Programs</td>
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<tr>
<td>4:30 p.m. - 5:30 p.m.</td>
<td>Educational Programs</td>
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TUESDAY, JULY 14

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<th>Time</th>
<th>Event</th>
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<tr>
<td>8:30 a.m. - 9:30 a.m.</td>
<td>Educational Programs</td>
</tr>
<tr>
<td>9:00 a.m. - 12:00 p.m.</td>
<td>Exhibit Hall Open</td>
</tr>
<tr>
<td>11:15 a.m. - 12:15 p.m.</td>
<td>Educational Programs</td>
</tr>
<tr>
<td>12:45 p.m. - 2:15 p.m.</td>
<td>Association Luncheon</td>
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<tr>
<td>2:15 p.m.</td>
<td>AALL 2020 Concludes</td>
</tr>
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PROGRAM

DAY 1
› CI Level Setting in Your Organization
› Turning Research into Action
› Competitive Intelligence Analysis
› Framing Your CI Reporting
› Communicating CI Results
› Branding Yourself and Your CI Function

DAY 2
› Counterintelligence
› CI in Practice
› Assessing and Choosing External CI Vendors
› Next Level CI—Going from Good to Great
› The Role of Data & Data Visualization in CI
› What’s Next for Legal CI

EARLY-BIRD REGISTRATION RATES
Members $795 / Nonmembers $1,200
(Price increases $99 after March 16)

Learn more at bit.ly/AALLci2
The Inside Scoop on the New LexisNexis Digital Library

Before 2011, in order to access LexisNexis’s legal eBooks materials, users within an organization needed to circulate shared tablets that contained pre-loaded versions of the content. In 2011, after law librarians expressed concern about the practicality involved in passing devices from person to person, the information and analytics provider decided to build an eBook solution specifically designed for organizational use.

LexisNexis felt digital content distributor OverDrive—whose platform delivers publications to more than 43,000 libraries and schools in 75 countries—would be the ideal partner for the project, according to Deana Sparling, LexisNexis senior director for digital solutions.

“OverDrive has been a global leader of digital eBooks, audiobooks, and magazine distribution for libraries and schools since 1986,” Sparling says. “Its understanding of library content distribution requirements is unmatched, and the company shares our strong commitment to understanding and delivering on reader imperatives.”

Since LexisNexis Digital Library launched in 2012, the collection of LexisNexis titles subscribers can purchase has grown to more than 3,800. The product also provides eBooks from other legal publishers and titles from OverDrive’s Marketplace that can aid in professional development on subjects such as management expertise and technology.

In 2020, to offer subscribers an enhanced Digital Library experience, LexisNexis plans to release a completely new interface and a number of beneficial features, including easier access to offline reading and personalized workspace capabilities.
AALL Spectrum recently spoke with Sparling and OverDrive CEO Steve Potash about what to expect from the new platform, law librarians’ contribution, and a few intriguing tech elements Digital Library may incorporate in the future.

**How did you develop the new version of LexisNexis Digital Library?**

**Sparling:** We spent more than six months conducting customer discovery before kicking off our development work—including surveys, phone interviews, and discussion groups. User journey mapping was really key—we watched and recorded users as we gave them real-life tasks to conduct. As OverDrive developed the new platform, workflow solutions were continually created and tested for confirmation that we were delivering on expectations. That process started in 2018 and has been continuing for a year now.

**How much input did law librarians provide during development?**

**Sparling:** Law librarians have been critical to our development process at every step. As seasoned information service professionals, our law librarian contributors offer unmatched feedback. They have unique expertise in anticipating potential usability and support pitfalls, as well as unique needs. Law librarians are also in the most knowledgeable position to evaluate and recommend how our solutions should complement and support their dynamic collection of other information resources.

With a large number of librarians from different types of libraries around the country attending, the AALL Annual Meeting is a great opportunity for us to schedule special events to invite their feedback. We previewed the new LexisNexis Digital Library in Washington, DC in July 2019, where we conducted hundreds of demonstrations and answered questions from librarians who stopped by our booth. We also conducted two discussion groups and previewed the new improvements in an Exhibitor Showcase presentation.

**What are some of the most significant enhancements users will see in the new release?**

**Sparling:** The relaunch will deliver a completely new interface that features a few key advancements subscribers have been asking for. One is easier access to offline reading. We have had offline reading capabilities throughout the period we’ve offered the LexisNexis Digital Library, but we were reliant on a third-party software application. We’ve now developed our own proprietary application with OverDrive, enabling us to deliver an offline e-reader that is highly customized for legal research professionals.

Now, whether you are in a federal court building where wireless access is poor, or on a plane or the subway and want to research an issue, your eBooks will be accessible. By having offline access, you’ll be more productive in situations where online access is a challenge.

Another improvement is a more personalized home page. Previously, when
you logged in, your entire organization’s books were available for selection and reading. While it’s nice to see the broad collection available to you, some titles aren’t going to be relevant—for example, if you’re a corporate securities attorney, you’re probably not going to have an interest in domestic relations publications. You probably want to see a list of go-to titles you’d return to time and again; and if you have taken notes in those titles, you want easy access to them. Now the tool offers a personalized front-and-center workspace that enables you to quickly resume work where you last left off.

Are there any other enhancements planned that can help with legal research?

Sparling: The capabilities we’re delivering for managing note-taking—inside your eBook, you can more easily color-code and highlight passages with embedded citations and add your own notes. Inside the LexisNexis Digital Library itself, you can sort, filter, organize, and download any or all of your notes and highlights from all of your eBooks for faster consolidation with other documents you’re writing. Another enhancement is the way we facilitate easy selection of the right volume within a title set through easy access to tables of contents, indexes, and search capabilities.

Potash: The new updates allow you to carry your rule books, textbooks, practice guides, or treatises on the mobile device of your choice to always be with you, and research or extract a component to attach and share through email.

LexisNexis and OverDrive have worked together to leverage all the best practices OverDrive has seen from the education market, where students are constantly using digital books for academic reading, as well as all the best features from our eBook platform—and combine them with legal market insights to rebuild LexisNexis Digital Library from the ground up.

Will any of the features assist with library administration?

Sparling: Two of our favorite features are the ability to curate special collections and to distribute eBooks. We know libraries like to showcase certain books when you walk in the door; librarians told us they would like to replicate that experience in LexisNexis Digital Library, so we are making that easier. To describe a use case, a lot of law schools subscribe to study guides or other titles from LexisNexis and OverDrive that we call student success titles, and law school librarians will be able to select from those titles and showcase those collections in a visually prominent way—the way a public library might display collections of seasonal materials.

With respect to distributing eBooks, firm librarians told us it would be great if we could solve the challenge of the annual ritual of distributing new deskbooks. I’m sure law firm librarians are all too familiar with receiving hundreds of books in boxes that they have to check in, stamp, and then go around to everyone’s offices to make sure each attorney gets a new edition. Sometimes those deskbooks are misplaced, pages are ripped out—law librarians are continually replacing books in a firm. We’re creating capabilities to push eBooks out to particular attorneys or practice groups. Those new eBooks will display in a special section of the new home page, as if to say, “The 2020 edition of New York Civil Practice Law & Rules, known as ‘the Redbook,’ is here.” All that researchers will have to do is click on it, and it will download for offline reading in the background while they are using it. It’s automatically in their own personal library from that point forward.

What’s next for Digital Library—and the industry?

Potash: OverDrive has created a new product that includes a variety of artificial intelligence components to help recommend the right book, based on the one you’re looking at. It’s building baked-in, deep learning as a user uses the product more; as someone would select and utilize particular titles for practice areas and jurisdictions, for example.

Similar to that, right now we’re looking at changing to all responsive design; in the future, titles would be able to be used on any device with a screen—the app could be viewed through mobile browsers on any device.

A Google Assistant-type of voice command is also going to be incorporated into LexisNexis Digital Library because of the partnership. In future updates, you’ll be able to just talk to Digital Library; and it will answer with a local rule or open to the page. It’s all about having access to content. LexisNexis Digital Library will be at the forefront of utilizing all of these voice command and smart technologies.

With the newest release, it is really delightful how books are presented—from the visual depiction of a title by volume or series, to enabling curation of virtual shelves, or permitting custom tags of book lists. Once you’re in the material itself, the readability is outstanding. We all love print books; they’re very valuable resources. With the new features, LexisNexis Digital Library proves that book-based research can be an even more useful experience.

DIGITAL LIBRARY

BY THE NUMBERS

Launched: 2012

Users: Attorneys, law students, law librarians, judges, library patrons, and other legal researchers at federal and state court libraries, large law firms, law schools, federal and state agencies, and public law libraries.

Available content: More than 3,800 LexisNexis titles; books from other legal publishers, such as the Questions & Answers law school reference series from Carolina Academic Press; and titles from OverDrive’s Marketplace database, including audiobooks, digital titles, and videos from thousands of publishers.
Continuing the conversation from my previous articles, a special purpose competitive intelligence (CI) report is custom-made to answer a specific question from the requestor. In this article, we will first examine three sample questions and the suggested resources for answering them. We will then create model report outlines and CI reports. These models are designed to be flexible, so modify them as needed.

Sample Questions

1. From the firm’s litigation practice group: We are seeking patent case resolutions in Texas federal district courts. Will you please provide a report covering Texas Eastern, Western, and Northern district courts?

2. From the firm’s corporate practice group: Will you please provide a list of Flowserve subsidiaries and their locations?

3. From the firm’s intellectual property practice group: Will you please provide example language of patent royalty rates from Eli Lilly & Company, including the effective date and the names of the licensor and licensee?

Suggested Resources

The first question can be answered handily with Lex Machina or Docket Navigator. The second question may be answered by locating Item 21.1
in the latest 10-K report posted to the Flowserve website, SEC.gov, Lexis Securities Mosaic, or Intelligize.com. (If, unlike Flowserve, the company in question is privately owned, the answer may be found in Capital IQ, Pitchbook, or Hoovers.) The third question may be answered by searching ktMINE.com.

**Model CI Report Outlines**

To begin, always let your analysis “tell the story” of the company and the issue before attaching any data or inserting graphics. Keep the story short and to the point. In some cases, the graphics themselves may tell the whole story, so whether or not you decide to include additional analysis will depend on your knowledge of the attorney and what information they want in a CI report. Below are examples of model outlines of CI reports for our three questions from the previous page.

**Question 1 (Patent Cases in Texas Federal District Courts)**

a) Title the report, and rephrase the question/query as a statement: “Patent case resolutions in Texas federal district courts. This report covers the Texas Eastern, Western, and Northern districts courts.”

b) Describe the case resolutions for each court.

c) Describe the time to trial for each court.

d) Conclude with a list of the resources used.

**Question 2 (Corporate Subsidiaries of Flowserve)**

a) Title the report, and rephrase the question/query as a statement: “Flowserve subsidiaries and their locations.”

b) Introduce the company.

c) In general terms, describe the patent royalty rate language, with an addendum of the data gleaned from ktMINE.com.

d) Conclude with a list of the resources used.

**Question 3 (Eli Lilly & Company Patent Royalty Rates)**

a) Title the report, and rephrase the question/query as a statement: “An example of Eli Lilly & Company patent royalty rates, including effective date, and the names of the licensor and licensee.”

b) Introduce the company.

c) In general terms, describe the patent royalty rate language, with an addendum of the data gleaned from ktMINE.com.

d) Conclude with a list of the resources used.

### REPORTS

I. Model Special Purpose CI Report for Question #1

Special Competitive Intelligence Report — Patent Case Resolutions in Texas Federal District Courts

QUERY: Patent case resolutions in Texas federal district courts. This report covers the Texas Eastern, Western, and Northern districts courts.

**CASE RESOLUTIONS**

![Case Resolutions for Patent Cases](image)

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cases with Claimant Win Resolutions</td>
<td>204 (2%)</td>
<td>29 (4%)</td>
<td>51 (7%)</td>
</tr>
<tr>
<td>Cases with Claim Defendant Win Resolutions</td>
<td>168 (3%)</td>
<td>22 (3%)</td>
<td>30 (4%)</td>
</tr>
<tr>
<td>Cases with Likely Settlement Resolutions</td>
<td>9,333 (84%)</td>
<td>471 (72%)</td>
<td>505 (71%)</td>
</tr>
<tr>
<td>Cases with No Procedural Resolutions</td>
<td>1,362 (16%)</td>
<td>134 (20%)</td>
<td>129 (18%)</td>
</tr>
</tbody>
</table>

(Number of patent cases by year)

Historically, the Eastern District of Texas has led in the number of patent cases in Texas due to the “Rocket Docket” of Judge Rodney Gilstrap. As shown if the chart below, the year 2015 saw the highest number of cases for each court: Eastern with 2,546, Northern with 115, and Western with 75. Current numbers for 2019 are 333 for Eastern, 54 for Northern, and 274 for Western. These lower numbers are due to competition for these types of cases from the District of Delaware.

![Case Resolutions for Patent Case](image)
TOP FIVE LAW FIRMS IN EACH COURT

<table>
<thead>
<tr>
<th>Court</th>
<th>Law Firms</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTX</td>
<td>Gillam &amp; Smith (1,209)  Fish &amp; Richardson (52)</td>
</tr>
<tr>
<td></td>
<td>Potter Minion (1,104)  Carter Amett (42)</td>
</tr>
<tr>
<td></td>
<td>Fish &amp; Richardson (926)  Baker Botts (30)</td>
</tr>
<tr>
<td></td>
<td>Findlay Craft (610)  Haynes and Boone (31)</td>
</tr>
<tr>
<td></td>
<td>Sieben Forrest Burg &amp; Smith (468)  Jackson Walker (26)</td>
</tr>
<tr>
<td>NDX</td>
<td>DLA Piper (41)  Bracwell (39)  Fish &amp; Richardson (32)</td>
</tr>
<tr>
<td>WDTX</td>
<td></td>
</tr>
</tbody>
</table>

Information compiled using Docket Navigator

MEDIAN TIME TO TRIAL FOR EACH COURT

<table>
<thead>
<tr>
<th>Court</th>
<th>Median Time to Trial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Eastern</td>
<td>2.43 Years</td>
</tr>
<tr>
<td>Texas Western</td>
<td>2.62 Years</td>
</tr>
<tr>
<td>Texas Northern</td>
<td>2.68 Years</td>
</tr>
</tbody>
</table>

Information compiled using Docket Navigator

RESOURCES USED: Docket Navigator and Lex Machina.

II. Model Special Purpose CI Report for Question #2

Special Competitive Intelligence Report — Flowserve Subsidiaries

QUERY: Flowserve subsidiaries and their locations.

Flowserve Corp. is one of the world’s leading providers of fluid motion and control products and services. Operating in more than 50 countries, the company produces engineered and industrial pumps, seals, and valves, as well as a range of related flow management services. More information about Flowserve can be obtained by visiting the company’s website at www.flowserve.com.

Partial List of Subsidiaries

This is a partial list arranged by jurisdiction.

<table>
<thead>
<tr>
<th>Name of Subsidiary</th>
<th>Jurisdiction of Incorporation</th>
<th>Percentage Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flowserve S.R.L.</td>
<td>Argentina</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Australia Pty Ltd</td>
<td>Australia</td>
<td>100</td>
</tr>
<tr>
<td>Thompson, Tady &amp; Lewis Pty Ltd</td>
<td>Australia</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve (Australia) GmbH</td>
<td>Australia</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Compression Systems GmbH</td>
<td>Austria</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Belgium N.V.</td>
<td>Belgium</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Finance Belgium NVBA</td>
<td>Belgium</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve FSID N.V.</td>
<td>Belgium</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve de Brasil Ltd</td>
<td>Brazil</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Ltd.</td>
<td>Brazil</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Canada Corp.</td>
<td>Canada</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Canada Holding Corp.</td>
<td>Canada</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Canada Limited Partnership</td>
<td>Canada</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Napa Sparta Holding Corp.</td>
<td>Canada</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Chile S.A.</td>
<td>Chile</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Shanghai Limited</td>
<td>China</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Fluid Motion and Control (Shanghai) Co., Ltd.</td>
<td>China</td>
<td>100</td>
</tr>
<tr>
<td>Flowserve Technology (Shanghai) Co., Ltd.</td>
<td>China</td>
<td>100</td>
</tr>
</tbody>
</table>


COMPLETE LIST

A complete list is attached at the end of this report.

RESOURCES USED: Flowserve website and SEC filings.
III. Model Special Purpose CI Report for Question #3

Special Competitive Intelligence Report - Eli Lilly & Company Patent Royalty Rates

QUERY: Example language regarding patent royalty rates from Eli Lilly & Company, including effective date, and the names of the licensor and licensee.

Eli Lilly & Company, headquartered in Indianapolis, Indiana, has over 7,700 employees worldwide engaged in pharmaceutical research and development. Clinical research is conducted in more than 55 countries, with research and development facilities and manufacturing plants located in eight countries, and its products are marketed in 120 countries. Further information may be found on Eli Lilly’s website at www.lilly.com.

SUMMARY
On October 6, 2000, Eli Lilly & Company signed a royalty rate contract with Cubist Pharmaceuticals. Cubist will pay Eli Lilly royalties of 10 percent on the first $70,000,000 of aggregate annual net sales, and 13.5 percent on aggregate annual net sales between $70,000,000 and $150,000,000, and 17.5 percent on aggregate annual sales over $150,000,000. Additional language is below.

<table>
<thead>
<tr>
<th>Licensor</th>
<th>Licensee</th>
<th>Date</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eli Lilly &amp; Company</td>
<td>Cubist Pharma</td>
<td>10/6/2000</td>
<td>During the first [thirty-six (36) months after the first commercial sale of Compound in a Major Market Country, CUBIST will pay ELI LILLY royalties of [ten percent (10%) on the first ($70,000,000) of aggregate annual Net Sales of Compounds and 13.5%] on aggregate Net Sales between $70,000,001 and $150,000,000 and [17.5%] on aggregate annual Net Sales in excess of [[$50,000,000] in all countries (“Protected Countries”) for so long as [a] the manufacture, use or sale of Compound is covered by a Valid Claim, or [b], there is no significant generic competition which causes a reduction of Net Sales of Compound by thirty (30) percent or more in any twelve month period. For a period often [(10)] years following first commercial sale in a Major Market Country, CUBIST will pay ELI LILLY royalties of [nine percent (9.0%) of aggregate annual Net Sales in all countries that are not Protected Countries, but where the manufacture, use, sale or transfer of Compound utilizes Know-How provided to CUBIST by ELI LILLY.</td>
</tr>
</tbody>
</table>

(Information provided by ktMINE)

RESOURCES USED: ktMINE

READ

ATTEND
Due to recent personnel changes in my library, I will soon be required to teach a number of research classes. I have always avoided teaching because of a long-standing fear of public speaking. What resources or techniques would you recommend to help ease my fears?

**Scott:** The statistics showing that more people are afraid of public speaking than they are of actually dying have been recited to the point of being cliché. Couple that with a profession that is, shall we say, not full of extroverts, and I can confidently say that you are not alone in your discomfort with the idea of teaching. Commiseration will do little to help you in the classroom, however, so here are some thoughts on helping to calm your nerves and focus your energy in a more positive way.

First and foremost, maybe don’t picture all of your students in their underwear. It’s 2020, not 1987, and you’re better than that. Instead, focus your thoughts on how you are helping your audience. Stop thinking about yourself (being judged, watched, failing, etc.), and remember why you are there in the first place. You have expertise in a specialized skill (legal research) that is vital to the practice of law. By identifying the needs of your audience, you remind yourself that the presentation is not about you—it is about helping your audience. The more you can pull your thoughts outside of your own head and relocate them firmly in the audience, the better.

Next, have a good, structured plan going into each presentation. Know what you are going to be covering in each session by creating a lesson plan or outline and then rehearsing extensively. Some individuals are wonderful at extemporaneously speaking on topics that they are familiar, or even unfamiliar, with. For the rest of us, the best way to deal with the fear of the unknown is to simply remove as much “unknown” from the equation as possible beforehand.
To do this, create a good road map to have with you to help guide you through your presentation. Then, spend time thinking about questions that students are likely to have. This serves the dual purpose of making you even more of an expert in the topic you are covering and decreasing your likelihood of being confronted with questions that you are unprepared to answer. This is important because it is often this fear of being stuck in a situation where you don’t know what to say that is really at the heart of our fear of public speaking. It is important to remember, however, that if you are asked a question and are not sure of the answer, it is perfectly acceptable to admit that and say you will get back to the student with a better answer. None of us can be expected to know everything and remembering that can be an important release valve for our anxieties.

Finally, remember that nobody is expecting you to be Andrew Dice Clay (alright, maybe it is 1987). You are there for your subject-matter expertise, not for your charisma. The latter is great, and maybe it will develop in time, but you are ultimately there to demystify the process of legal research, not to enter your presentation. Your success is key to overcoming your fear of how we are perceived by others, but others aren’t actually noticing or judging us as much as we think they are. This psychological phenomenon is called the Spotlight Effect, and learning about it really did give me more confidence when speaking in front of groups. (As Scott mentioned, “picture everyone in their underwear” is outdated advice; “pretend no one cares about you,” however, is hip and true!)

Once you’re free from fear that others are judging you, you can concentrate on what you’re hoping to impart to your students and share your knowledge with others. Who knows, with enough practice, you might be ready to tackle other types of public speaking, and maybe even karaoke!

Maribel: I completely agree that preparation is key to overcoming your fear of public speaking. Have an outline to keep you on topic and rehearse your presentation out loud, as many times as you can stand it. As perfectly organized and planned as a speech can be in your head, it will often come out differently once you open your mouth. Practicing aloud will allow you to hone your timing and volume, discover and reduce verbal tics and filler words (“um,” “like,” etc.), and generally help you to figure out the best way to get your message across to your students. Workshop any stand-up bits you plan to include in your presentation as well.

Practice demonstrating any examples you plan to include in your presentation. Just as practicing a lecture will make you seem more of an expert on the topic you are covering, being able to seamlessly go through a legal research problem from start to finish will do the same. Making up examples completely on the fly is not recommended if you want to avoid the unknown. Practicing will also help you to be prepared for technical hiccups. If the internet goes down, or the link you clicked on last night doesn’t take you to the same place during class, you will have a smoother recovery if you know what should have happened.

Remember that your classes will be full of students who likely have little to no experience in legal research, who would eventually like to excel as attorneys, and who can excel by knowing how to do the very thing you are teaching them. Each nugget of research training you can provide will help them become better lawyers, so just take it one chunk at a time. As Scott says, remind yourself that the presentation is about helping your audience. As long as you continue to focus on making sure that your students receive the information, you will focus less on how nervous you are about your own speaking.

Finally, I have always been a big proponent of faking it until you make it. If you walk in on Day One with your head held high, knowing that you are prepared, practiced, and ready to go, I think you will walk out at the end of the course feeling a little bit more confident in your own abilities. Good luck to you!

Dolly: I wish I had Scott and Maribel around to psych me up every time I had to speak in front of people, because I hate it. All those eyes staring at you, presumably full of judgment, or worse, all those eyes staring at their screens or having side conversations and totally ignoring you—it’s the worst! But my co-columnists are absolutely right: with preparation and rehearsal, you can at least get used to it, and, with experience, even excel at it—eventually.

A big thing that helps me is remembering that most people don’t care about you. I’m sorry if this seems rude. But the truth is, the majority of people you interact with are very busy thinking about themselves and their own problems, so the rudeness, disinterest, bad attitude, or other negative reaction you might be picking up on is often only about them and their desire for lunch, or a fight with a spouse, or whatever. In short: much of our anxiety around public speaking has to do with fear of how we are perceived by others, but others aren’t actually noticing or judging us as much as we think they are. This psychological phenomenon is called the Spotlight Effect, and learning about it really did give me more confidence when speaking in front of groups. (As Scott mentioned, “picture everyone in their underwear” is outdated advice; “pretend no one cares about you,” however, is hip and true!)

Once you’re free from fear that others are judging you, you can concentrate on what you’re hoping to impart to your students and share your knowledge with others. Who knows, with enough practice, you might be ready to tackle other types of public speaking, and maybe even karaoke!

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