



MAALL Markings

Mid-America Association of Law Libraries

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MESSAGE FROM THE PRESIDENT

Cindy Bassett

Electronic Services Librarian, University of Missouri School of Law

Hello, MAALL friends! I am writing on a cold, drizzly winter's day. And it isn't looking even remotely like Christmas around here. Or is it? Here at University of Missouri Law, we are starting to be festive even amidst the season of not-quite-snow-and-finals-are-looming.

I recently sent out a survey to you to find out more about your feelings about getting involved in MAALL. I asked if you were interested in working on a more project-based task force or a standing committee, what your experience had been in the past in serving on committees, and how much time you wanted to commit to serving now. Thank you to all who replied and provided insight into how you've been involved in the past and what you want to do now.

Did you know that we have 71 MAALL members in volunteer service for 95 different positions? That means that 24 of you have taken on more than one role in MAALL. That number is staggering! And there is still room for more of you to get involved. Right now we have four new short-term projects:

Task Force - Continuing Professional Education: to explore ways MAALL can provide continuing professional education opportunities to MAALL throughout the course of the year.

Task Force - Vision Planning: Develop goals that MAALL can accomplish over the next three years.

Task Force - Engaging New Members: Explore ways we connect with our new and potential MAALL members and develop a plan of action.

Task Force - Recognition of Service: Develop and implement a plan to recognize the members of MAALL that have given years of service to our organization.

If any of these speak to you, let me know and I will connect you with the group that is working on them. I am so looking forward to celebrating the accomplishments of your committees and task forces.

One thing to celebrate right now: **digitized MAALL Markings!** Over the past year, the Executive Board has worked with the William S. Hein Co. to digitize all issues of MAALL Markings. For those who have access to HeinOnline's

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“Spinelli’s Law Library Reference Shelf,” you should be able to access them. Our webmasters are working to load them onto the MAALL website for the rest of us.

I’ll sign off with this nugget of leadership advice that I was discussing with a trusted colleague (who happens to be on my Board whether he knew it or not!) - create your own Board of Advisors. No one person has everything you need to support your professional growth. Learn more at: <https://chroniclevitae.com/news/794-you-need-more-than-a-mentor>

MESSAGE FROM THE VICE PRESIDENT

Jennifer Prilliman

MAALL Vice President/President-Elect & Associate Director, Oklahoma City University School of Law Library

As of this writing the MAALL Education Committee is close to settling on a theme for our upcoming annual meeting in Kansas City. By the time you read this column, we will have chosen a theme and will be preparing to gather program submissions. Settling on a theme and direction for our programming has been difficult because, between the momentum from Chicago and the vibrancy of Kansas City, we have too many ideas! Believe me, this is a great problem to have. I wouldn’t have this problem if I didn’t have such amazing and interesting education committee members to help with this year’s education program. On the committee is Christopher Steadham from the University of Kansas, Annie Mentkowski from Northern Illinois University, Lacy Rakestraw, St. Louis County Law Library, and Jennifer Spector, from Thompson Coburn. Last year’s education committee set the bar high for us, but we are ready to meet and maybe even exceed those expectations. However, the program theme can only take us so far. We will be dependent on you to submit and prepare excellent material again this year. Have a wonderful new year.



PEARSON NAMED DIRECTOR OF LAW LIBRARY, ASSOCIATE UNIVERSITY LIBRARIAN AT WASHINGTON UNIVERSITY

Joyce A. McCray Pearson has been named the new Director of the Washington University School of Law Library and an Associate University Librarian within the Washington University Libraries system, effective February 1, 2015. Pearson currently serves as Director of the Wheat Law Library and Associate Professor of Law at the University of Kansas. An expert on law and literature, civil rights, and diversity issues, Pearson will also serve as a Senior Lecturer in Law at Washington University.

Pearson, who was selected after a national search, succeeds Russell Osgood, Acting Director of the Law Library and Visiting Professor of Law. Osgood is the immediate past President of Grinnell College and former Dean of Cornell Law School.

Pearson received her Master of Librarianship and Certificate in Law Librarianship from the University of Washington, her JD from Washburn University School of Law, and her Bachelor of Music Education from Wichita State University. After law school, she was a solo practitioner focusing on family law matters. Pearson joined the Wheat Law Library in 1994 and was appointed Director of the Law Library and Associate Professor of Law in 1997.

NEW MEMBERS

Dan Kimmons, Reference Librarian University of Illinois College of Law
Caroline Travis, Librarian, Robert Half Legal, St. Louis, Missouri

CALLING FOR 2015 AALL EMERGING LEADER AWARD NOMINATIONS

The AALL Leadership Development Committee calls for nominations for the 2015 Emerging Leader Award. The award recognizes newer members in their first 10 years of law library experience who have already made significant contributions to the Association and/or to the profession and have demonstrated the potential for leadership and continuing service. The Emerging Leader Award is presented to the recipient at AALL Annual Meeting. It is given in the name of the Association and carries with it a \$500 cash prize.

Full descriptions of the award, the selection criteria, application information and past recipients are available at: <http://www.aallnet.org/mm/Member-Resources/AALLawards/award-ela.html>. Nominations must be received by February 1, 2015, and the selection process will be completed by March 21, 2015. If you have any questions, please contact Michele Finerty, chair of the Leadership Development Committee, at mfinerty3782@gmail.com.

I am happy to answer any questions/concerns you may have. Thank you.

Regards,
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GRANT WINNER REPORTS

MAALL Annual Meeting Report

Sarah Kammer, Head of Public, Faculty, and Student Services, University of South Dakota School of Law

2014 Travel Grant Winner

They say that Chicago is “The Windy City,” and this year’s MAALL Annual Meeting was most certainly a whirlwind for me! The 2014 MAALL Annual Meeting was my first experience attending a full professional law librarianship conference, and I am incredibly grateful that my attendance was made possible by a MAALL Travel Grant.

While the conference itself went by more quickly than I could have imagined, I am confident that all the information I learned will serve me well into the future. Each and every program that I attended was, in some way, directly

translatable to my current job duties or issues facing my library and institution. The USD Law Library is participating in the MALLCO E-book program, and it was very helpful to meet with librarians from other participating libraries at the E-book session on Day 1 and share our experiences on implementing the program.

I was also fortunate enough to be able to attend the Copyright and Fair Use session and Incorporating Data Into Decision Making session. These are both topics that are always weaving their way into my day-to-day work, and I was able to take away new strategies to analyze these types of issues.

Another highlight of the Annual Meeting for me included both of the Ignite sessions. It was great to hear what other libraries are doing in terms of marketing and outreach, and also to hear about the implementation of new technologies. These sessions certainly inspired me to consider “giving a whirl” to new tools and ideas in my library.

I also had the opportunity to attend the session on Better Signage and Wayfinding, as well as the session on Using Laptops as Digital Displays. I am, as presenter Sharon Nelson can relate to, the “default sign person” at the USD Law Library, and both of these sessions inspired me to come back and tackle our library’s signage. Updating signage has long languished on my to-do list, and attending these sessions gave me just the push I needed to put a plan into action!

Another session that I personally connected with was the mentoring session on Tuesday morning. It was an excellent discussion of how mentoring relationships evolve in our profession, whether through formal or informal mentor-mentee relationships. It was also inspiring to hear that even I, as a new librarian, have something to offer to those that are established in the profession through “reverse mentoring.” Indeed, the theme underlying this particular program is one that I believe represents the spirit of the MAALL Annual Meeting itself: That we all have something to share with the profession, and that we can all learn from each other.

I am extremely thankful for the opportunity to attend the Annual Meeting, and would like to extend my thanks not only to the Grants Committee, but also the Education Committee, Local Arrangements Committee, as well as all of the presenters and attendees who made the experience so memorable. I met so many talented and welcoming professionals through my attendance at these programs and social events, and even just chatting over program breaks. As we “fast forward” into the future, I look forward to getting to know the MAALL membership better and giving back as much to the organization as I have been so fortunate to receive!

Grant Recipient Article

By Rebecca Lutkenhaus, Reference Librarian, Drake University Law Library

I was honored to receive this year’s Jo Ann Humphreys travel grant. In reflecting on my conference experience, I realized how fortunate I was to experience the annual meeting from multiple points of view.

First, as a MAALL member, I found the programming provided by my colleagues to be timely and thought provoking. I especially appreciated the ignite programs, which allowed multiple presenters to share their ideas and experiences in a short amount of time, thereby maximizing the inspiration and innovation. I enjoyed connecting with both new and familiar faces, and was excited to see so many first-time attendees.

This meeting also marked the end of my term as MAALL Secretary. It was energizing to serve with such a dynamic board, and I thank Jeri Kay Hopkins for her leadership. One of the board’s accomplishments this year was partnering with Hein to digitize all back issues of the MAALL Newsletter and MAALL Markings. These are now accessible through “Spinelli’s Law Library Reference Shelf” on HeinOnline, and plans are in the works to make them freely accessible through the MAALL website as well.

I also participated in this meeting as a member of the Education Committee. Thanks to Cindy Bassett's vision, organization, and energy, the committee crafted a fabulous slate of programs, and instituted a number of useful new initiatives to support presenters. One of these was the creation of an electronic form for submitting program proposals. A few months prior to the meeting, the committee also posted resources for presenters on the annual meeting website, including a list of key dates, a PowerPoint slide template with the meeting's logo, and tips for a successful program.

Lastly, I co-presented a program at the conference. A liaison from the Education Committee attended my program to assist with technology glitches, start and end the program, introduce the program, and distribute and collect evaluation forms. I appreciated knowing that someone was on hand to attend to these tasks so I could focus on my presentation, and hope MAALL will continue this practice. I thank all of you who took the time to provide feedback through the program and meeting evaluations, to ensure that we continue to meet the professional development and networking needs of MAALL members into the future.

Thank you all for contributing to such a dynamic, vibrant organization, and for giving me the opportunity to be involved in MAALL in so many ways over the past year. I strongly encourage members to consider volunteering for a committee or nominating themselves or someone else to serve on the Executive Board. You will receive as much from the experience as you give.

MAALL Travel Grant Report

LeAnn Noland, Library Associate, Sr., St. Louis University School of Law

Receiving the MAALL travel grant permitted me to attend this year's MAALL conference in Chicago, Illinois. As a first time attendee, I was eager to meet the members whose names I had only seen in my inbox. During the pre-conference, I had the pleasure of working with Resa Kearns at the speed networking event. As one more person was needed to even out the number of networkers, I stepped in – an opportunity which allowed me to connect with members I might have not met otherwise. I also attended the interlibrary loan roundtables where I was able to share ideas with Jeff Woodmansee and Lorriane Lorne, and to create exciting plans for the future of the interlibrary loan group.

The sessions were informative and thought provoking. Susan Boland's presentation "The Cost of Emotional Labor for Law Librarians" has been one I have talked about with many people, even outside the law library. I understood the emotional cost for stressful days in our field, but I had never considered the expense of "being on" and "being positive." Now I am better able to identify those days, and I make sure I take the time to recharge after having a "good stress"-ful day.

At the business meeting on the last morning, I gratefully accepted the MAALL travel grant and I was rather shocked to hear my name called as the winner of the AALL membership! I was thankful to win the membership, and I look forward to learning more about AALL. By the end of the conference I felt energized. I was ready to get back to work to start implementing what I had learned, and to start brainstorming about new possible professional avenues to pursue. I look forward to being a part of MAALL to continue to develop the connections I made with the other members.

MAALL's reputation for having a great conference preceded itself, and as I discovered, it is inarguably justified. From engaging and timely sessions, inspiring roundtable discussions, and an interesting keynote speaker, I see why year after year MAALL is the conference law librarians want to attend.

2014 Liz Glankler Grant Winner

Corinne Jacox, Catalog/Reference Librarian, Creighton University Law Library

The MAALL Annual Meeting is always an enjoyable experience, and this year was no exception. The format of the meeting was a bit different this time with the first day of the meeting being held at the John Marshall Law School. The registration desk greeted us with a variety of badges and ribbons that included many online slang terms. There were quite a few that I was unfamiliar with. How about you? — Do you know these: SMH, IDEK, TMI, IRL, and JK (answers at end of article)?

The day began with the MALLCO round tables. I chaired the IR round table. It was very informative to hear what other law schools were doing with their institutional repositories, and especially how they were handling faculty scholarship. After the round tables, there was a speed networking session that was a great way to meet a lot of people in a short time. The dine-arounds were Sunday evening, and I had the pleasure of having Marbury & Madison join our group at Piezano's Pizza & Pasta. This was another opportunity to meet new folks. *[editor's note: [if you don't know who Marbury & Madison are.](#)]*

The sessions at MAALL were very educational. Some of the sessions that were most relevant for me were on downsizing, copyright, teaching about our online catalogs, and signage. The presentation on signage, in particular, left me with being much more aware of signs in our libraries. By the end of the meeting, I was experiencing TMI, but in a good way.

The Trolley tour of Chicago was also fun and educational. It was a great way to learn about the downtown area. My trolley was especially fortunate to have Ken Hirsch with us to add musical elaboration when needed.

I've already mentioned networking with people, which, to me, is the biggest benefit of attending the MAALL annual meeting. However, this year I met a namesake, Corrine Vogel, from the University of Illinois. This was a thrill for me because I don't meet a lot of Corinnes, and especially someone who pronounces her name similar to mine.

I was able to briefly visit the Chicago Public Library. It is not often that I'm in a library this large, and the program I had attended earlier on signage was especially pertinent during this visit as I tried to find my way around the library. I was able to see their beautiful Winter Garden atrium, which is a quiet reading area when it is not being used for special events.

Another aspect of attending meetings is coming home. First, I have to acknowledge that my husband has a sense of humor very similar to Brian Striman's and that I did leave some notes for Jay before I left. I came home to numerous little signs he had written throughout the house. Here are just a few: "Door, open when leaving," "Telephone, answer when ringing," "Television, watch as interested," and "Corinne's computer, DO NOT TOUCH!!!" *[editor's note: one can imagine what her notes to Jay said: "Don't forget to take out the garbage on Monday," "Call Dad every day!" "Leave for the airport an extra 20 minutes early."]*

I would like to express my thanks to the Grants Committee for awarding me the Liz Glankler travel grant. It made my Chicago adventure and learning experience possible.

Answers: 'SMH' -Shaking my head, 'IDEK' -I don't even know, 'TMI' -Too much information, 'IRL' -In real life, 'JK' -Just kidding

MAALL CODE OF CONDUCT APPROVED BY EXECUTIVE BOARD

Jenny Watson, Lynn Hartke, and Susan Boland

Following the examples of the American Library Association, AALL, and many other library organizations, the Special Committee to Explore an Anti-harassment Policy has created a Code of Conduct. The purpose of the Code is to clarify expectations for behavior, encourage those harassed to come forward for assistance, and to express the values of our organization. The Code was approved by the Executive Board on November 10, 2014.

Code of Conduct

The Mid-America Association of Law Libraries seeks to provide an event environment in which diverse participants may learn, network, and enjoy the company of colleagues in an environment of mutual human respect. We recognize a shared responsibility to create that environment for the benefit of all participants, including members, speakers, exhibitors, volunteers, and event site staff. Some behaviors are specifically prohibited, including:

- Harassment or intimidation based on race, color, religion, gender, age, national origin, disability, sexual orientation, or gender identity;
- Sexual harassment or intimidation, including unwelcome sexual attention, stalking (physical or virtual), or unsolicited physical contact; or
- Yelling or threatening (verbally or physically).

All participants are expected to observe these rules in all event venues, including online venues and conference social events. Participants may also be required to follow the policies of the hosting institution and their place of employment. Participants asked to stop a hostile or harassing behavior are expected to comply immediately. Participants violating these rules may be expelled without refund from the meeting.

Please contact a member of the MAALL Executive Board or local arrangements committee if you believe you have been harassed, have witnessed harassment, or that a harassment problem exists. All such reports will be directed immediately to the Chair of the Local Arrangements Committee, who will determine and carry out the appropriate course of action, and who may consult and engage with other MAALL leaders, AALL staff or leaders, and/or legal counsel as appropriate. Conference site security and/or local law enforcement may be involved, as appropriate, based on the specific circumstances. In some situations both parties may be asked to appear before the Local Arrangements Chair, the President, and an Executive Board Member-at-Large. A follow-up report, verbal or written, will be made to individuals who report being harassed.

Prior to the annual MAALL meeting, the Local Arrangements Committee will make the following information available:

- Information on how to report harassment (telephone number for calls or texts, information desk location, etc.)
- Emergency contact information:
 - Venue (conference site, hotel) security
 - Local law enforcement, emergency and non-emergency
- Local emergency and non-emergency medical information
- Local taxi companies
- Other local services

ANNUAL MEETING PROGRAM REPORTS

Lessons Learned: In House Video Streaming. The Process, Perils and Promise

Presented by Michael Robak, Associate Director, University of Missouri-Kansas City, & Ayyoub Ajmi, Digital Communications and Learning Initiatives Librarian, University of Missouri-Kansas City

Reported by Don MacGregor, Research Librarian, Wolters Kluwer Law and Business

A classroom at John Marshall Law School “tricked out” with video cameras seemed to be an appropriate place for a presentation on the preservation and distribution of law school class videos. Michael Robak and Ayyoub Ajmi of the University of Missouri-Kansas City Law School presented situations and solutions in their school.

The Law School already had over 500 videos on various media: dvds, cds, or on a YouTube site. However, the cameras weren’t in classrooms. They were in the courtrooms. It was difficult for students to get a video of a class they may have missed. Missouri-Kansas City didn’t record lectures. Students recorded lectures which could be distributed to fellow class members.

Even if professors wanted to record lectures, they had no assurance that their lectures would only be viewed by their students. There was no central collection point for the videos, and no way to control or restrict access.

University of Missouri-Kansas City Law School already had a license with Mediasite from 2006. Mediasite is one of several companies that helps universities manage and deliver their video content to students. Since it was the Missouri Kansas-City Law School which had the license with Mediasite, it didn’t have to deal with the University’s IT department, which spared delays.

As Ajmi explained, the upgrades involved being able to deliver video lectures on different platforms, (e.g., tablets, laptops). There are two servers used now, one of which runs the video, and the other, houses the video catalog. There also is now a method of controlling who sees the videos, when they see them, and the ability to determine how much of the content was watched.

Ajmi also explained that students could create videos. One group of students carried out a role-playing video, the topic being end of life decisions.



It's 2014, Why are Libraries Still Banning Books and Filtering the Internet?
Presented by Joe Custer, Director of the Law Library, St. Louis University School of Law

Reported by Lisa Thorp

Joe Custer shared with us a PowerPoint regarding censorship. Reviewing research that he has undertaken with a view toward a possible paper, his discussion focused on a “significant cluster of episodes” from the mid-20th century, some more recent court cases on the topic, and what general social science data from the 1970s to the present can tell us about public opinions on censorship.

Censorship obviously can have a great effect on, and many of the major battles occur or originate in, libraries. The presentation highlighted several such cases arising in post-World War II America.

The first involved Ruth Brown, a public librarian in Bartlesville Oklahoma, whom a “Citizen Commission” accused of promoting “subversive materials.” Though the Library board supported her, it was dismissed by the City Council, after which Brown was terminated. The Oklahoma Supreme Court found that library administration is a local affair and upheld Brown’s dismissal. *State ex rel Brown v. Dunnaway*, 207 Okla. 144, 248 P.2d 232 (1952).

Custer also discussed the Boston Post’s attack on the Boston Public Library for holding Soviet journals and books with the headline “Library Urges Study of Marx” – in contrast, the Boston Herald suggested the “average American’s ability to separate bad ideas from good”. The Library Board of Trustees acted in support of the inclusion of different points of view in the Library.

The San Antonio Minute Women sought to label books in the local public library that were written by “communist sympathizers.” The City Manager went further, seeking to burn rather than label the books in question. After the City Manager replaced the existing Library board, the new board adopted a “library bill of rights,” in retaliation for which the Manager slashed the Library’s budget.

Senator Joseph McCarthy, as Chair of the Committee on Government Operations, issued New Directive for Overseas Libraries “Information Guide 272” which placed a moratorium on the use of any books, music, or paintings by Communists in U.S. funded libraries in foreign countries. Unfortunately the men he sent were confused between materials that were pro- and those that were anti-Communist. This confusion ended up aiding the communists in Italy when McCarthy’s goons mistakenly put anti-Communist propaganda into storage. Luckily for libraries, McCarthy turned his attentions to the Army. More luckily for all of us, his overreaching resulted in his censure and a lessening of the pro-censorship enthusiasm that marked the United States in the 1950s.

The remainder of the presentation dealt with more recent developments, including some legal cases (including *Mainstream Loudoun* and *U.S. v. ALA* regarding the application of the Children’s Internet Protection Act), and the data that is available to analyze recent trends in, and attitudes toward, censorship. “According to the ALA Office of



Intellectual Freedom (OIF), there are 464 reported attempts to remove or restrict material from schools and libraries in 2012 and more than 17,700 attempts since 1990, when ALA began to record book challenges.” The General Social Science (GSS) data that Custer and his research assistant examined were derived from lengthy interviews performed every four years with results broken down by regions, examining peoples’ attitudes toward a variety of issues, including race, atheism, communism, socialism, and sexual preference. Custer shared the results of their research with a number of bar charts and tables of data showing, for example, differing opinions on the inclusion of books on socialism in libraries by region.

Custer concluded his presentation by noting that the ALA Library Bill of Rights has no legal effect, and that First Amendment protections are needed. He then fielded questions from the attendees and discussed future avenues for his research.

Ignite! Cool Tools

Presented by Jennifer Prilliman, Jenny Watson, Michelle Hook-Dewey, Corrine Vogel, and Heather Simmons

Reported by Corie Dugas, Outreach & Public Services Librarian, Assistant Professor of Legal Research, Vincent C. Immel Law Library, Saint Louis University

The Cool Tools presentation has been a standard at recent MAALL Annual Meetings, and it is one session that many people look forward to attending. There are always some new and exciting tools, applications, and gadgets for MAALL members to take a peek at, and this year didn’t disappoint. The Cool Tools presenters devoted just the right amount of time to each of the tools.

One of the standout tools was [“emaze.”](#) This is an alternative to traditional PowerPoint or the newer Prezi presentation software. Michelle Hook-Dewey and Corrine Vogel explained that this web-based program adds additional features to the standard presentation tools. Emaze allows for multi-media content to be easily embedded, quick access to videos within the presentation, 3-D backgrounds, as well as sound effects and animation. While there is a free version, the fee-based version, available for \$2.90 per month with an educator discount, which offers many valuable features.

Jenny Watson touched on another of my favorite tools, [UberConference](#). UberConference is a relatively new online conferencing tool. While there are multiple paid versions, the free basic version meets the needs of most users. Accounts can be set up through the site or can be linked to other social media accounts. The conferences are designed so that you can dial in through your phone, or set up your microphone and connect through the Internet. The site displays who is talking and sends a follow-up report to attendees when each call completes.

The conversion to [LibGuides 2.0](#) is a hot topic in law libraries, and Jennifer Prilliman addressed some of the changes from the original format. The new version allows for multiple account types, administrator, regular, or editor, a change that is good if libraries would like to allow student assistants to edit guides. There are additional features that give more options for displays and tabbing. Springshare will only be supporting the current LibGuides format for a year or so, so libraries are encouraged to move to 2.0 sooner rather than later.

Heather Simmons suggested [iClicker](#) as a teaching tool. There are two different types of clickers for students or instructors. This tool is helpful because it allows instructors to ask anonymous questions of the class and get immediate results. It can also be used for attendance purposes to indicate users that were in class that day. One helpful note about iClickers is that they allow instructors to check in to determine if students comprehend the material. While CALI has a very basic web-polling program, iClickers provide more options and are more dependable.

The presentation was jam-packed with other tools, some presented by Jennifer Prilliman. The [Kensington Remote Laser Pointer](#) frees presenters from the laptop by giving them a remote option. [Kobo Glo](#) is a great alternative to the Kindle, and allows patrons to check out eBooks. [Poll Everywhere](#) lets presenters or teachers set up polls that the audience can respond to via text, tweet, or the website. Results are presented in real time. [Timestream](#) is a tool for Windows or Macs that lets users build interactive timelines.

[Documents to Go](#) is an app created for iOS devices that allows users to create and edit Microsoft products on Apple devices. This app helps people go paperless, and Jenny Watson explained that it has been used with great success for missing books lists.

Watson also discussed another Springshare tool, [LibCal](#). It is similar to Google Calendars, and can be color-coded and shared both internally and externally. For those who bemoaned the loss of Google's reader, [Feedly](#) replaces it and can link to social media or email accounts for easy access. Two different apps for ambient noise were discussed, including [Coffitivity](#), which has café sounds and [Relax Sounds](#), which has a variety of white noise options.

While not all of the tools were groundbreaking or brand new, it was good to see them all gathered into this one presentation. Attendees were able to hear the pros and cons of some of the more well-known tools to get fresh ideas based on some of the new tools. Jennifer, Jenny, Michelle, Corrine, and Heather worked together to create an interesting program. I am looking forward to using some of these tools in the future and to seeing more CoolTools next year.

Leveraging LinkedIn – Beyond the Job Search

Presented by Heather J.E. Simmons, Assistant Professor of Library Service, University of Illinois

Reported by Jenny Watson, Head of Access Services, Oklahoma City University Law Library

Heather J.E. Simmons had a dilemma. Heather had worked for GM for 17 years, but had not worked as a law librarian in 12. She certainly used her law librarian skills in her job as a Scientific and Technical Librarian (mostly in patents), but she had lost many of her law contacts as she moved farther away from law librarianship. When Heather left GM and returned to academic law librarianship, her network was much smaller than it had been. How could she reconnect and make new connections in her field? Heather's life coach recommended she not only join LinkedIn, but that she create an amazing profile. Those of us who attended Heather's program were lucky enough to learn some of her best tips for standing out on LinkedIn.

Before you create your LinkedIn account, you may want to read Heather's article in a previous issue of MAALL Markings: "[Is LinkedIn Right for You?](#)" Once that's out of the way and you are ready to create the best LinkedIn profile imaginable, start by turning off activity notifications so your connections are not bombarded with updates. Under Accounts & Settings (Your photo in the top right of the desktop version of LinkedIn) choose Privacy & Settings and turn off activity broadcasts. Once you've made your major changes, you can turn this setting back on. Your connections will want to see new projects you add to your profile, but don't need to see each instance you tweak the language on your previous jobs or education history.

One amazing tip I immediately followed up on was customizing my URL. Your default URL will be your name/[meaningless string of characters]. I've updated mine to www.linkedin.com/in/jennywatsonlibrarian/ since there are a lot of Jenny Watsons out there in the world. Heather recommended including your maiden name or any previous name/s that would make you more recognizable to your future connections. Instructions for changing your URL can be found here: http://help.linkedin.com/app/answers/detail/a_id/87/~/customizing-your-public-profile-url.



LinkedIn is forming more and more connections with other online services you may already be using. You can link your slideshare account to your profile (<http://help.slideshare.com/entries/21550874-Why-can-t-I-connect-my-LinkedIn-account-to-SlideShare->) so your presentations are close at hand. You can also use Evernote to photograph a new acquaintance's business card and connect with their LinkedIn account instantly (<http://blog.evernote.com/blog/2014/05/07/evernote-linkedin-perfect-business-card/>).

One thing that Heather pointed out that is very important is the photograph you choose for your profile. You'll notice when you visit Heather's LinkedIn profile that her photograph is very eye catching and stands out from the sea of dark business suits on white backgrounds. Heather is smiling and wearing olive green in front of a bright yellow background. Her posture is open and her expression is friendly. Heather recommends wearing or being photographed near the colors you look best in, looking approachable and professional, and genuinely smiling. She also warns against using personal

photos from vacation or social events.

After Heather's presentation, when the floor was opened to questions, we all discussed who we should connect with: colleagues, friends, and perhaps students. Ken Hirsh pointed out that that LinkedIn is within the realm of the student/professor relationship while Facebook is not.

The Boulder Statements, AALL Information Legal Standards, Oh My – What's Going on with Legal Research Instruction?

Presented by Paul D. Callister, Director of the Leon E. Bloch Law Library, UMKC School of Law, & Dennis C. Kim-Prieto, Reference Librarian, Rutgers University Law School

Reported by Nolan Wright, Assistant Professor and Reference Librarian, Southern Illinois University School of Law

The presentation by Dennis Kim-Prieto and Paul Callister on the AALL Principles and Standards for Legal Research Competency, and the documents generated by the Boulder Conference, offered a thought provoking summary of the opportunities those efforts represent for improving the pedagogy of legal research instruction.

Dennis Kim-Prieto opened his presentation on the "Cycle of Law Student Information Literacy" by reviewing the basic framework for information literacy as defined by the Association of College and Research Libraries (ACRL) as part of the Information Literacy Standards for Higher Education (adopted by the ACRL in 2000), summarizing it as "the ability to identify, access, evaluate, and apply information in an ethical manner." He proceeded to explain, from the vantage point of having served on two of the task forces that developed the recently promulgated AALL Principles and Standards, how the ACRL rubric served as the foundation for that document, and how it had been refined for purposes of that application.

Examining each of the Principles in turn, Dennis stressed the iterative and intellectual nature of the research process, pointing out how that is reflected throughout the document. Talking about the second principle, for instance, which states that a successful researcher “gathers information through effective and efficient research strategies,” he noted the related performance indicators requiring consideration of the costs of accessing information from available sources, and for the researcher to confirm and validate research strategies and results. It is there in the third principle as well, which requires researchers to critically evaluate the information they obtain, demonstrated by consistently applying criteria for assessing its reliability, refining the research question and search strategy as needed, and continuing to apply cost-benefit analysis in selecting sources and search strategies. And also in the fourth Principle, with researchers expected to modify initial search strategies as needed in the course of applying the information they obtain to resolve a specific issue or need, demonstrating that they understand that research is a recursive process by expanding or narrowing their research queries after discovering unanticipated results, synthesizing legal doctrine to support novel legal arguments where appropriate.

Dennis also encouraged us to view the AALL Principles, and Law Student Information Literacy (LSIL) more broadly, as a series of interdependent steps that becomes a recursive cycle as a whole. In doing so, he pointed in particular at the way the fifth Principle – which focuses on the ethical use of information and the legal issues associated with its discovery, use, and application – can be viewed as informing each step in the research process in different ways, and expressly describes legal research as the proper subject of lifelong learning, framing that as an ethical responsibility.

As a practical matter, the Principles and Standards offer a framework for assessing legal research skills that all of us involved in direct teaching can apply in our classes. Dennis also noted that the National Council of Bar Examiners has apparently been looking at them as well as part of their efforts to develop a legal research component for the Multi-State Bar Examination.

Dennis also spoke about the relationship between the Principles and Standards and the Boulder Statements. Both address the relationship between legal structure and legal tools. Both include a focus on the intellectual component and iterative nature of legal research, fostering the development of metacognitive approaches to the research process. Both serve as “a taxonomy or “scaffold” for incorporating legal research into the law school curriculum.” Both also “model values, attitudes, and norms of ethical behavior.” Synergistically, the Principles and Standards define the skills the Boulder Statements implicate, and Boulder provides “an intellectual frame” legitimizing the Principles and Standards.

Paul Callister spoke next, talking about the genesis of the Boulder Statements and the current status and direction of the Boulder Conference, first lauding Dennis for having maintained a hard-fought battle to use Boulder in developing the Standards, characterizing the resulting document as an important tool that we can take to our faculties to show we have principles and standards and should be taken seriously. [As an aside, for those not familiar with the history of the AALL Joint Special Interest Section Committee on the Articulation of Law Student Information Literacy Standards, which Dennis chaired, and which served in 2009-2010 as a precursor to the first AALL Law Students Research Competency Task Force, see Dennis Kim-Prieto, “The Road Not Yet Taken: How Law Student Information Literacy Standards Address Identified Issues in Legal Research Education and Training,” 103 L. Lib. J. 605 (2011)].

Paul began by explaining (having been involved since its inception) that Boulder grew out of a discussion with Barbara Bintliff about needing to address two related issues: (1) Establishing a platform for improving legal information scholarship and launching new scholars, and: (2) Addressing the Carnegie report, issued two years prior, which had essentially omitted any reference to libraries or legal research in discussing legal education and recommendations for reform.

That conversation led to the first Boulder gathering, the Conference on Legal Information: Scholarship and Teaching, which took place on June 21-22, 2009. Summarizing it briefly, Paul described how the first day was devoted to scholarship; the second day to beginning the process of developing a pedagogy that explicitly responded to Carnegie's focus on model apprenticeships, demonstrating, via The Boulder Statement on Legal Education, that legal research does in fact map onto all three: the practical (skills), the cognitive (intellectual), and professional identity/purpose.

The conference has continued as an annual event, with the focus shifting each year, building on the prior. In year two, 2010, following the first day scholarship workshop, participants focused on developing a Signature Pedagogy Statement for legal research education. In accomplishing that they demonstrated that legal research education could be mapped into all four levels of the framework identified for "Legal Education's Signature Pedagogy" as identified in the Carnegie Report – the surface structure; the deep structure; the tacit structure; and the shadow structure – facilitating participation in faculty discussions about law school reform predicated on that framework. Continuing that theme, following the first day scholarship workshops during the third and fourth year of the conference, 2011 and 2012, participants generated an additional document, the COach template, offered as a tool to help legal research educators develop lesson plans. The template, available at the conference website, <http://lawlibrary.colorado.edu/boulder-conferences-legal-research-education>, includes separate sections prompting users to think through what they are trying to accomplish and why, the activities students are to be engaged in and where they fit in Blooms Taxonomy as adapted to legal research education, and a checklist of the Boulder Statement Pedagogical Principles that may be implicated. Conference participants also created four classroom teaching exemplars, using the template, and have made them freely available from the conference website, listed above.

Most recently, a number of the conference participants (including both Paul and Dennis) prepared chapters for a related book, now published, *The Boulder Statements on Legal Education: The Intersection of Intellectual and Practical Skills* (Susan Nevelow Mart, ed. 2014), and contributed to work on developing legal research questions for the Multistate Bar Examination.

Looking ahead, Paul noted that the one proposal for the seventh conference, to take place this coming summer in Philadelphia, is for participants to prepare TED style talks. Responding to questions, he clarified that Boulder is not limited to pedagogy. Papers in progress on other legal information topics are invited as well. As a general matter, they want to encourage and support scholarship, whether or not folks submit their work for consideration for the conference. If additional details were provided about that they did not make it into this reporter's notes.

Both Paul and Dennis have obviously been heavily engaged in thinking and writing about legal research education and information literacy for many years, and put a great deal of thought into their presentations. To the extent this summary does not do that justice, your reporter hopes they, and you readers, will accept his sincere apology.

Let's Get Together: Collaboration Beyond Pointing and Toolkits

Co-presented by Amanda Runyon, Head of Reference and Faculty Services, University of Michigan Law Library, & Carissa Vogel, Assistant Director for Research and Instruction, Cornell Law Library

Reported by Philip Johnson, Instructional & Student Services Librarian, John Marshall Law School

Amanda Runyon of the University of Michigan Law Library and Carissa Vogel of the Cornell Law Library took the floor on Sunday afternoon to discuss collaboration within institutions and the potential for collaboration between institutions. Their discussion covered the process of collaboration in the abstract, before moving on to a number of specific examples of successful collaborations and potential opportunities for collaboration.

The process of collaboration involves three phases that may seem apparent, but deserve mention and brief explication.

First, identify who you would like to work with on whatever your project may be. Consider people who have new and fascinating ideas or those who make you look at old things in a new way. Next, identify the service you would like to implement or the outcome you would like to reach. This step requires evaluation of the work done at your institution. Ask how services can be improved or where they are duplicated. Are there holes somewhere in the service you provide? Are multiple people working on similar projects, creating redundancies? Lastly, synthesize the first two in order to identify opportunities to collaborate and then execute. Set up a meeting to determine the form the collaboration will take. Will it consist of a one-off project, or will it be ongoing? Who will handle what? What can everyone reasonably handle? This step is all about allocation of time and resources to get something done.

Runyon and Vogel then offered a series of real world examples from their libraries. First, Vogel described work the library has undertaken with the Legal Information Institute (LII) based at Cornell. Cornell law librarians added their research expertise to technological expertise of LII staff to make LII resources more useful as legal research tools. Vogel described the specific example of improving the links in Wex, LII's free legal encyclopedia. As for Runyon, she recounted three notable instances of collaboration between her library and other departments at the school. Librarians have worked with the communications office and other staff to organize and distribute a weekly newsletter detailing faculty publications and media appearances. Another occasion saw librarians working with the school's career services office to help direct students and employers during on-campus interviews, which were held, in part, in library space. Runyon also discussed work with the alumni relations

Runyon and Vogel also discussed the potential for institutions to collaborate by offering a series of suggestions and questions.

- How might libraries implement a better system for sharing LibGuides? If there's already a general understanding that we copy and adapt the work of other libraries, perhaps we can use something like a Creative Commons attribution system to make this easier and give credit where it's due. It could be useful to have an opt-in sharing system that went beyond what Springshare offers.
- How can institutions better work together to teach legal research? Can we facilitate the sharing of research problems, syllabi, videos, and other resources?
- How do libraries handle knowledge loss as long-time librarians retire or move to different libraries? How do we make sure that we don't lose functionality that's not replicated in new services? While oral histories are useful, what more can we do? Since knowledge from one library can be useful at another, some sort of repository for this information could be useful.
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Throughout the program, Runyon and Vogel emphasized not limiting your search for opportunities to collaborate. They also emphasized that running into obstacles is no reason to be discouraged (collaboration won't always be easy, and that's all right). The session placed value in being flexible and imaginative in handling the various opportunities and problems law librarians face.



How I Converted 30 Old Laptops to Attractive Digital Displays **Presented by Ayyoub Ajmi, Digital Communications & Learning Initiatives Librarian, UMKC School of Law**

Reported by Sarah Kammer, Head of Public, Faculty, and Student Services, University of South Dakota School of Law

As your diligent MAALL Markings reporter is well aware, a good story covers the “who, what, when, where, why, and, how” of any event. The presentation given by Ayyoub Ajmi at the MAALL Annual Meeting made my job an easy one! His presentation covered not only the technical “how-to” of repurposing old and obsolete laptops into digital exhibition frames, but also succinctly discussed the goals and mission of the project (the all-important “why”), as well as the other persons and groups who were involved in the collaborative venture.

Step-by-step, Ayyoub explained the evolution of the project. The origins of the project began in a store room of 30 old laptops that Ayyoub inherited when he arrived at his former position at the Northeast Campus Library of the Tarrant County College District in Texas. Ayyoub provided the context of the project by discussing challenges that the Northeast Campus Library was then facing in terms of student traffic and engagement with the Library, and the resulting impact on student success. Aware of a need to draw students into the campus library and increase utilization of library services, Ayyoub recognized the untapped potential of the laptops to create digital display frames. These frames could be used for library promotional materials and wayfinding, as well as long-term exhibitions of creative works by faculty and students in other departments on campus, including the Art Department.

Ayyoub discussed the process of applying for (and being awarded) a Title III grant for funding to convert the laptops to display frames, and the importance of tying the project to the ultimate goal of student engagement and success in the grant application. He then discussed the implementation of the project, including the initial process of constructing the frames.

For those in the audience who may have felt uneasy about disassembling computer hardware to construct the display frames, Ayyoub provided his reassurance that the process of separating the digital screens and other necessary hardware from the keyboard was easily accomplished, and that simple wooden frames and foam matting could be used to house the screens. From the software side, Ayyoub explained that basic Windows settings could be adjusted to ensure proper functionality, with the input of digital images and files provided by a USB drive. Ayyoub also discussed the issues related to the installation of the frames, including a proximity to power supply. For those desiring further technical specifications, Ayyoub directed program participants to the recent article published in the Journal of Library Innovation which discussed the project in detail. A link to the article is available at <http://www.libraryinnovation.org/article/view/309>. Slides from the MAALL presentation are also available on the MAALL Annual Meeting website as well as Ayyoub’s personal website, www.ayyoubajmi.com, and both provide an excellent visual reference for the construction process as well as the impressive final result.

Ayyoub also discussed the process of collaborating with the other departments on campus to create the exhibitions. For many libraries, collaborating with the IT Department will likely be an important step in the process, although Ayyoub’s skill set allowed for the majority of the technical aspects of the project to be accomplished within his library. Ayyoub especially talked about the importance of reaching out to the campus faculty to elicit participation, as well as the importance of getting their feedback on the project. The response to the project has been very positive and the campus library has even been approached with proposals for unexpected uses for the display frames. While the campus library anticipated that the greatest interest in the display frames would be from the Art Department, the Library has also been contacted by other departments about displaying poetry, music, and even video files. Ayyoub also

indicated that further improvements to the project have been considered, such as tying the displays to Wi-Fi and the campus emergency alert system. Attendees of this session left inspired to think of the many other applications for this innovative method of creating digital signage and displays. If you did not have the chance to attend the session, hopefully this report will spark your interest in learning more about the project and the potential uses for digital displays in your own library.



Ignite Marketing

Presented by Corie Dugas, Outreach and Public Services Librarian, St. Louis University; Jennifer Prilliman, Associate Director, Oklahoma City University; Katherine Fitzhugh, Interim Director, University of Arkansas at Little Rock; Mary Kay Jung, Director of Library Services, Thompson Coburn LLC; Deborah Rusin, Director of Library and Research Services, Katten Muchin Rosenman LLP; & Cindy Bassett, Electronic Services Librarian, University of Missouri

Reported by Matt Novak, Associate Professor of Law Library, Reference Librarian, University of Nebraska College of Law

The “Ignite Marketing” program consisted of six mini-sessions, each by a different presenter. These sessions covered various aspects of marketing and communicating with patrons. Corie Dugas, began the program with a session entitled “Marketing with Print and People.” Corie began her presentation by discussing upselling, a technique typically used in commercial settings to inform the customer of related items to entice them to purchase additional or more expensive items.

Corie encouraged librarians to use upselling to promote their library by using a circular process consisting of library services, resources, and space. For example, if a student approaches a reference librarian for a CALI password, the librarian can inquire about the patron’s intent, and then push additional related resources while promoting the use of the library space. This process would repeat, as the student, who is now using the library space, would recognize the desire for additional services and resources. Corie also addressed the effective placement of promotional displays and signage. For example, she suggested making use of captive spaces such as areas near elevators. Finally, she highlighted the importance of using a variety of mediums when communicating with patrons. Social media tools such as Twitter and Facebook are useful, but print items such as flyers and in-person communication are also effective, and may reach different audiences.

In her session on “Innovative Uses of Social Media,” Jennifer Prilliman suggested a number of unique ways to utilize familiar social media tools. Instagram, Pinterest, and other visual social media tools are useful for giving intimate, behind-the-scenes glimpses of what is happening in the library. Such personal views of the library might not be as easy to convey using Facebook or Twitter. She also described using Goodreads as an effective way to share faculty



publications and reading suggestions. When selecting a social media tool, she emphasized being mindful of one's communication goals and desired audience.

Following Corie and Jennifer's presentations there was a brief "activity time." This was used as a question and answer session regarding their topics. The audience questions focused on how to generate and maintain marketing enthusiasm amongst the library faculty and staff. One suggestion was separating idea generation from execution, as some individuals may excel at coming up with marketing plans, while others excel at implementing the plan.

Katherine Fitzhugh was the next presenter. She discussed the public relations (PR) campaign her library has implemented, entitled, "The Library is More than a Place to Study." The PR campaign won an AALL 2014 Excellence in Marketing Award for best PR Took Kit. A list of all award winners is available on the AALL web site: <http://www.aallnet.org/hc/NewsCallout/2014AALLAwardwinners.html>. As she explained the campaign and the AALL award, a Prezi regarding the library PR campaign ran in the background. The Prezi is available here: <https://prezi.com/gjteyvrmqws/we-wanted-to-replace-this/>. Some highlights of the campaign include creating unique library brochures for each type of patron, distributing monthly newsletters in the bathrooms, and creating LibGuides specifically for adjuncts. Another feature of the campaign includes using open display cases that enable patrons to interact with the content of the display. Katherine indicated the PR program has resulted in increased circulation of library materials.

Following Katherine came another AALL 2014 Excellence in Marketing Award winner, Mary Kay Jung, Director of Library Services at Thompson Coburn LLC. Her library's "@your library" brochure utilized infographics to highlight the library's activities in four main areas: administrative operations, electronic services, legislative and compliance services, and research services. Mary indicated that the visual nature of the brochure has been an effective way to promote the library with the attorneys in the firm. A copy of the brochure is available on the MAALL web site: <http://maall.wildapricot.org/Resources/Documents/THOMPSON%20COBURN%20INFOGRAPHIC.pdf>.

A second activity time followed Katherine and Mary's presentations. The audience members were asked to consider how they could graphically represent what their libraries are doing. A number of attendees expressed interest in the infographics used in Mary's brochure.

Deborah Rusin, Director of Library and Research Services at Katten Muchin Rosenman LLP, switched the focus from library PR to librarian PR, in her session "Crafting Your Elevator Speech." Deborah discussed the importance of being prepared to explain to people what you do. She described an elevator speech as a 30-second speech in which you explain who you are, what you do, and why someone would want to come to you as a resource. In developing the speech, she emphasized the importance of defining precisely what you have to offer, and the benefits you can provide your customers. The speech should avoid jargon and be carefully tailored for different audiences. Deborah suggested thinking of an elevator speech as a live business card.

Cindy Bassett concluded the "Ignite Marketing" program discussing "Operation Collaborate," a model marketing plan that she has developed. The model program consists of four marketing activities that are to be implemented quarterly through 2014-2015. For example, the first activity, which is to be implemented in December 2014, is called "Happy Holidays from the Law library." The main element of this activity is the construction of a holiday tree made from library books. Cindy emphasized that the program is highly customizable and encouraged users to adapt each of the activities, as adapted to individual libraries. She also indicated the importance of presenting patrons with a means of providing feedback regarding the activities. A complete description of "Operation Collaborate" is available on the MAALL web site: <http://maall.wildapricot.org/Resources/Documents/OPERATION%20COLLABORATE.pdf>.

Copyright and Fair Use: Exercising Rights, Managing Risk, and an Update from the Courts
Presented by Erika Cohn, Assistant Professor of Legal Research, St. Louis University School of Law

**Reported by Elana Olson, Faculty Services Librarian and Adjunct Assistant Professor of Law,
Marquette University Law School**

Erika Cohn set the tone early in her presentation on copyright and fair use, using the recent conclusion that a monkey selfie is not eligible for copyright protection as a trigger to encourage consideration of the nature of copyright law. She began the program with the basics of copyright law, including its foundation in the constitution and concept that only original works that are fixed in a tangible medium of expression are protected. That protection extends to the author or creator of the work, an important detail in the context of the monkey selfie.

After reviewing the exclusive rights granted to owners of copyright (17 U.S.C. § 106) and exceptions and limitations relevant to libraries (sections 107, 108, 109, 110 and 121), Erika focused on section 107 and fair use, an exception she described as the most important, and one that is “essential for growth of knowledge.” Cleverly using timely images of baseball players and fans to depict emotions, she showed that fair use and its lack of hard and fast rules often makes us feel frustrated when it should make us feel happy or empowered. It was this theme, that fair use is a powerful tool and strengthens what we can do, that began to give me a renewed appreciation of this exception and how to assess potential uses of copyrighted material.

A particularly engaging portion of the program involved working in groups to tackle a fair use scenario in which someone planned to use seven Grateful Dead concert posters, reduced in size, as part of a biography of the band. Erika distributed “Kenneth Crew’s Fair Use Checklist,” available at <http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>, to aid our application of the four fair use factors. Both in the small group discussions, and in the larger group summaries, attendees shared the outcome of the actual case (the court found fair use). The discussion was lively and useful in illustrating the case-specific, fact-based analysis that comes with any evaluation of fair use. In addition to emphasizing the value of using a checklist such as the one provided as part of the fair use analysis, Erika offered brief comments on use of the Guidelines for such an analysis. The Guidelines are a floor rather than a ceiling, providing minimum safe harbors that don’t reflect current legal, scholarly understanding. Somewhat different are the Association of Research Libraries’ Best Practices, representing neither a floor nor ceiling, but rather a middle ground.

The next portion of the program was a review of recent cases, beginning with the Northern District of Georgia’s decision in the Georgia State e-reserves case. The decision has since been reversed, but several aspects of the opinion were favorable to reliance on the fair use exception, particularly in the academic setting. Erika also talked about two major concepts from the Second Circuit’s 2014 [Hathi Trust decision](#). The court explicitly rejected an argument that section 108 precludes libraries from relying on fair use. In addition, it held that mass digitization and storage for electronic searches were fair use in the context of this decision, one in which full-text access was outside the context. Erika described the district court’s four factor fair use analysis in the Google Books case, with a focus on the transformative nature of scanning and searching books for this project. That decision is on appeal to the Second Circuit. Hearing about these decisions in the context of this presentation gave them fresh meaning.

The last portion of the presentation were suggestions to help manage risk: 1) engage in a risk-tolerance assessment, evaluating the risk-adverse status of your institution; 2) have a written policy based on the four fair use factors; 3) use a fair use checklist, described as “incredibly helpful” in part because a checklist helps organize your analysis and documents that analysis; 4) respect the rights of copyright owners and 5) manage our own copyrights, thinking carefully about how we choose to make our own work available. When asked the “can I use it?” question, determine whether the work is protected by copyright and, if so, whether an exception applies. When fair use may apply, assess

the risks if the fair use analysis isn't clear and then either use the material, ask permission or find a substitute.

In responding to questions, Erika stated that the difficulty in knowing what, or how much, is permissible to use, contributes to the fun and challenging aspects of creating policy and making recommendations about use of protected material. Perhaps somewhat foreshadowing what was to come the following week, she explained that much of what exists regarding best practices isn't law or is limited to particular jurisdictions, and that things change fast in this area. On October 17, 2014, the Eleventh Circuit issued its mixed-bag decision in *Cambridge University Press v. Patton*, the Georgia State case, reversing the District Court's judgment and finding that the fair use analysis was in part erroneous. The opinion is available at <http://media.ca11.uscourts.gov/opinions/pub/files/201214676.pdf>.

**The Cost of Emotional Labor for Law Librarians – Can We Fast Forward to Solutions?
Presented by Susan Boland, Associate Director for Public and Research Services, University of Cincinnati College of Law**

Reported by Jenny Watson, Head of Access Services, Oklahoma City University Law Library

“Fake it ‘til you make it.” Many of us have heard this, but according to emotional labor research, this coping method can be damaging rather than positive. This is just one little bit of information that was presented by Susan Boland in her program. But, I'm getting ahead of myself.

The term “emotional intelligence” was coined by Arlie Russell Hochschild, in his book *The Managed Heart: Commercialization of Human Feeling* (1983). Emotional labor is work performed that requires “displaying” certain emotions toward the person being interacted with in order to produce reactions. Emotional labor is a component in most service positions, retail, commercial, private or public organizations. Law Librarians are not immune from this component.

Susan began with a group discussion of some common display rules of libraries: look friendly, look approachable, and show people that you are listening. Also common is showing the patron that you care about their success or that you empathize with their frustrations. These “display rules” are emotional labor.

As part of the program, we did a short self-assessment that helped us gauge how much emotional labor we are engaged in. These questions included: how often have you been upset because of something that happened unexpectedly at work? ; how often do you display enthusiasm in dealing with patrons? We also were asked to rank how truthful statements like “I hide my fear of a patron who appears threatening.” Responding to a majority of the questions with “often (several times a day)” or, “very often (several times an hour)” indicates that you are engaging in high levels of emotional labor during your work day.

Susan reminded us that emotional labor can also be a positive experience. Some levels of emotional labor can make our jobs more challenging and therefore more satisfying. Many of you may be familiar with the professional sweet spot, a job that balances challenge with your skills. Anything with too much of either category is boring or frustrating. You may have also heard of this concept as “flow.”

A group discussion of coping mechanisms came up with some really outstanding ideas: taking your full lunch break and not just eating something at your desk, taking 5-15 minute breaks throughout the day to exercise or stretch, meditation, not answering work emails after leaving work, and having a glass of wine or the alcoholic beverage of your choice (in moderation). Some coping methods are healthier than others, such as surface acting (or faking it) can work in the short term, but takes a toll over time. An alternative consideration is to change your subjective view of your work,



is much more beneficial. You can do this by recognizing that the situation isn't about you personally. This is still draining to you, but with practice, this can take less and less effort and help you establish a pattern of thinking positively about your work. With all coping methods, some people benefit more than others. Extroverts tend to gain more positively than introverts, and older people generally tend to employ coping strategies better.

Susan also gave us some great insight into how management and organizations can support employees in their emotional labor. Top down support and recognition is very important to help employees see the value in their work. Making people take their breaks can make the work day easier, and scheduling these breaks can help create a culture where time away from the front lines and time for reflection is important. Private space and having a place to retreat gives employees a place to recuperate from emotional labor. The most important thing I took away was to modify display rules and eliminate rigidity. Allowing people to choose how they display emotion is better than insisting on constant smiles.

Google Plus: Getting the Most out of Gmail and Google Apps for Education

Presented by Deborah Ginsberg, Educational Technology Librarian, IIT Chicago-Kent College of Law & Emily Barney, Technology Development & Training Librarian, IIT Chicago-Kent College of Law

Reported by Sharon L. Nelson, Associate Director for Systems & Emerging Technologies, David C. Shapiro Memorial Law Library, Northern Illinois University College of Law

Deborah Ginsberg and Emily Barney provided an engaging and upbeat session chock-full of good ideas for getting more out of Google. While some of the features presented are only available to Google for Education users, there were plenty of tips for using Google's native capabilities more effectively. This write-up can only scratch the surface of the tips presented, so to see the full presentation, the slides are at <http://maall.wildapricot.org/Resources/Documents/GOOGLE%20APPS.pdf> and the handout they use for training their own faculty and staff (with hyperlinks for more information about each topic) is available at <https://docs.google.com/document/d/1XQe2QA0lbZHkdTxS1aah1cVSAk1wmwNgVKE4OGf2Nzg/edit?usp=sharing>

IIT has been using Google Apps for Education for about 2 ½ years now. Debbie and Emily had already been using their personal Google accounts for work-related tasks and were excited about the opportunity to explore the expanded capabilities of Google for Education, especially the collaborative features found in the apps for education themselves or in apps available from 3rd parties. Debbie & Emily's presentation was organized by apps & functions, so I will follow that organization too.

Email: The impetus for switching to Google at IIT came from an Exchange server that was dying, and student requests for a more robust email system (Google was free; a new Exchange server was not!). One of the first challenges to the

library staff came in helping faculty and staff map the functions they were familiar with from Microsoft Outlook to similar capabilities in Google: for example, how Gmail uses labels to organize messages instead of the folders used by Outlook. Gmail's ability to search email is better than Outlook's (Emily showed the tiny icon that unlocks Gmail's advanced search screen-aha!). A number of Google Labs add-ons were promoted to replicate Outlook functions or add new capabilities--anyone who has ever realized they forgot to include an attachment a nanosecond after clicking "send" will appreciate the "Undo Send" function from Labs. Mailchimp is used to send out pretty, formatted messages. Not only do the messages look good, but recipients can subscribe or unsubscribe on their own (for example, to receive mailings about new books). A browser add-on called Active Inbox, though an additional cost, allows users to apply David Allen's "Getting Things Done" principles to managing their Gmail inbox. IIT also uses a 3rd-party program called Asana for task management that integrates well with Gmail.

Calendar: Google allows the creation of multiple calendars and calendar overlays with detailed levels of privacy, making it easy to keep track of various team member's schedules. Recurring tasks are very flexible and robust, and the calendar's integration with Google Drive allows users to embed Drive documents directly into the calendar.

Drive: While Microsoft Office currently has more powerful editing tools, Google has better collaboration tools. Google Forms can be embedded in emails, allowing simple RSVPs, registrations, and survey responses – the library's response rates to events went way up once they started using Forms for these purposes. They also use Google Forms for their "ask a librarian" function, because all of the questions asked load automatically into a spreadsheet, and email notification can be set up to email recipients any time there is a change to the spreadsheet. Other features of Drive documents include simultaneous editing, multiple levels of privacy on folders, and the ability to view the history of who changed what. Comments added to a document can be emailed to others who have access to the document, and any email replies to that comment can also be added automatically to the document's comments.

Sites: Google Sites provides an easy-to-use website editor with built-in and customizable templates (though the results are not necessarily very pretty). However, Sites is a great tool for internal project management because it allows the integration of Drive content directly onto the web page, making it easy to build a library intranet.

Hangouts & Remote Desktop: While not part of the Education package, Hangouts is a Skype-like app which not only allows real-time video communication, but can be used for quick screen-sharing for troubleshooting without requiring the use of a webcam (how often have you been on the phone with a patron trying to get him or her to explain what the screen looks like?). Hangouts requires the use of a Google+ profile to share content, but it's possible to set up a very bare bones Google+ profile for this purpose. To go beyond just looking at someone's screenshots and actually manipulating the computer, you can access someone else's desktop via Remote Desktop; this requires consent of both users. And just for grins and giggles, Google Effects can be used to apply pirate hats, tiaras, facial hair, dog ears, scuba masks, and more to your online video persona.

Google on the Go: There are plenty of iPad and Android apps that allow you to use the various Google apps on mobile devices, including specific apps for editing documents and spreadsheets, and creating slideshows.

Google Classroom: This is a relatively new, but rudimentary, LMS (learning management system), that integrates with Google Drive and allows sharing and submitting documents.

Debbie and Emily's presentation was immensely fun to watch and gave me some great ideas for expanding my use of Google in my personal and work life. I still haven't gotten through all of the topics in their training handout and look forward to making more discoveries on how to take advantage of all Google has to offer.

The Evidence Suggests...: Incorporating Data into Decision Making

Presented by Michael Robak, Associate Director, University of Missouri-Kansas City & Rebecca Lutkenhaus, Reference Librarian and Associate Professor of Law Librarianship, Drake University

Reported by Lynn K. Hartke, Assistant Professor of Legal Research and Reference/Educational Services Librarian, St. Louis University

When I agreed to cover this session, I was not sure what the session was about, but the title sounded interesting. The session was indeed very interesting and informative. When the speakers began to talk about evidence-based practice, which started in 1992 in medicine, I was not sure this was for me, or if I would learn anything. The presenters gave a brief history of what is now evidence-based librarianship (EBL).

It is an interdisciplinary approach to data that began in medicine as evidence-based medicine (EBM), and has moved to Library and Information Science, according to the presentation. In today's libraries, this can be very helpful in several ways. It can be used to prove the function and value of the library to the administration. A library can use the information to learn more about how the service points in a library function. From what I learned, it would be fair to say that almost any data gathered can be made into statistics and then into evidence. One can track the trends in reporter use, circulation peaks, and when reference is needed the most. Gathering data to create statistics to use as evidence to enact policies can be used to help libraries and librarians.

Ms. Lutkenhaus and Mr. Robak described the difference between data, statistics, and evidence, and indicated why each is important. The speakers explained how EMB, evidence-based medicine transforms into evidence-based librarianship (EBL). By collecting data, libraries can learn more about their function, and prove their value to administration/management. Having worked in libraries for many years, both in a firm setting and an academic setting, I know how difficult it is to prove the value of the library and the worth of the people working there. Being able to quantify data and statistics into evidence is something non-library people can understand. We as librarians and library personnel know our value very well.

From their talk, I learned how EBL works, gained an understanding as to the components, and how to develop a question which can be answered. There are different levels of evidence and types of data. The collection of data requires a plan. You need to select what you are evaluating, and ask why you are evaluating, and determine who you should ask, and formulate a timeline, and determine the indicators, methods and instruments of gathering the information. The speakers referenced Peter Brophy's article, "[Measuring Library Performance: Principles and Techniques](#)" (2006), and several other articles. A list of selected readings recommended by the speakers can be found on the MAALL website under annual meeting programs. In my opinion the Brophy article is the starting point for anyone wanting to use EBL, and should be read for a more in-depth discussion of EBL.

The methods of gathering the data can vary from simple hash marks to using programs to collect the data for a fee. Ms. Lutkenhaus and Mr. Robak spoke about two fee-based programs for data collection, namely, Gimlet and LibAnalytics. The pros and cons of each were given. LibAnalytics is part of the Springshare product, LibGuide. Libraries are offered a free thirty-day trial period to test the workings of the database, in the hope of enticing a future purchase. Subscribers can also track one data set free of charge. The cost to track five data sets is \$500/year, or for seven data sets cost \$700/year. There are discounts available for MALLCO library members. [Contact the MALLCO Executive Director for more information](#). At Drake Law School, where Ms. Lutkenhaus works, the Law Library uses LibAnalytics. During the presentation, screen shots were shown of the pages where a librarian might record the information used for tracking reference statistics. One can collect such information as: the question, notes, or information about the answer given, when the question was asked, including the time length of the query, who answered the question, how long one spent

on an answer, patron type asking the question, and how the librarian received the question (e.g., the format, whether in-person, electronic, or otherwise, whereby the information was received). The software appeared to be somewhat customizable and had the ability to print reports.

Gimlet is the program for statistics at Mr. Robak's institution. It has a 30-day trial which, after trial, costs \$20 per month. Gimlet can be modified to each library with basic questions, and one can add tags to each question. I am very familiar with Gimlet as it is the software used at the Vincent C. Immel Law Library. It is easy to use. Libraries can also run statistical reports.

Using data to create statistics in order to create evidence is only as good as the information template elements put in the software, and as accurate as the librarians who enter the information.

On the whole, I enjoyed Ms. Lutkenhaus' and Mr. Robak's presentation very much, and I learned a great deal.

Not Just for Scouting Anymore: Digital Badges for Legal Research Skills

Presented by Catherine Lemmer, Head of Information Services, Indiana University Robert H. McKinney School of Law; Susan deMaine, Research and Instruction Librarian, Indiana University Robert H. McKinney School of Law; & Ben Keele, Research and Instruction Librarian, Indiana University Robert H. McKinney School of Law

Reported by Ted Potter, Head of Public Services, University of Iowa Law Library

Back in the day – you know, prior to 6 months ago – students could earn points from the legal research vendors, and use those points for cool stuff. Along the way, they could also earn “certification,” a means of showing employers a certain mastery of discrete legal research skills. For several years, the points and certification systems were powerful incentives for students to learn research skills. With the phasing out of points by one vendor, and the general waning of interest in incentive programs, how can we re-focus students on learning and applying legal research skills outside the classroom?

Catherine Lemmer, Susan deMaine, and Ben Keele from IU-Indianapolis were looking for that very thing – how to create incentives for students to learn and apply legal research and other skills outside the classroom. One example of a popular incentive system was merit badges for girl and boy scouts. In a more modern example, Catherine highlighted SuperBetter (www.superbetter.com), an online application that allows people to “achieve your health goals – or recover from an illness or injury” by recording your progress via a website, and receiving digital rewards as you progress. Along those lines, Catherine, Susan, and Ben began to explore other reward systems, and realized that most of the upcoming generations of students play video games.



In the video-game world, players progress through their games via successive levels of play. The player must accumulate sets of weapons or food or medicine or magic or other items to achieve the next level. The next level has a similar set of items the player must accumulate to get to the subsequent level, and so on. Other players recognize the prowess of players by the levels of play they achieve, which ascribes to them a measure of respect. This tiered system of rewards is a good way for players to recognize their improvement and continue to feel motivated to achieve the next level.

Digital badges for research skills can be of similar value to law students. Students are provided with lessons that teach specific skills, and if students pass an assessment, they achieve a Level 1 digital badge. Accumulating a series of badges in one category earns them a Level 2 (enhanced) badge. By completing several categories of badges, they accumulate several Level 2 badges, which leads to the Level 3 badge. By creating several levels of badges, the library gives students the opportunity to learn many skills which they can achieve at their own pace and on their own time. Accumulating digital badges is one way to show their peers and potential employers how adept they are at legal research.

One issue that arises with digital badges is standards. Each badge represents minimum competence in a skill, whether in creating Boolean search strategies, or understanding how codes relate to session laws, or how to use Excel for a particular project. In order for the badges to have credibility, there must be a means of conveying the standards for attaining each badge. Some systems allow one to hover over the badge to access the standard, while others have information buttons or provide the standards when one clicks on the badge. By providing the standards, employers and others can quickly discover the level of competence attained.

Another issue that arises is how students can demonstrate they have the kinds of skills employers are looking for? More and more students are providing employers with electronic versions of their resumes and writing samples. They also have LinkedIn profiles and other online presences. Digital badges fit nicely into the digital environment. Students can collect their digital badges in a virtual backpack or bag that may be shared with others such as instructors or employers. By looking at the student's digital backpack, an employer or career services person may review the badges attained to understand the skills the student demonstrated to achieve each badge. The achievement of various levels of badges is one indicator of competence and commitment to learning important skills.

Creating and awarding digital badges is a lot of work, so Catherine mentioned several considerations. Be sure to assess whether your institution is ready for digital badges. Some institutions don't have significant support for digital initiatives based on infrastructure or culture, so digital badges won't likely get too far. Even if the institution is generally supportive, they might be concerned about their reputation, particularly if the digital badge program is not likely to be popular with students, or if the program is not well-planned and promoted. Another significant consideration is whether the career services office and local employers are ready to accept digital badges. If employers prefer print resumes, digital badges will be of little value to the students.

Susan mentioned some other considerations, including trademark issues for the badges themselves, and student privacy. To avoid trademark issues, one might should consider exploring ways of creating badges. Mozilla [OpenBadges.org](https://www.openbadges.org/) provides a means of creating badges that are unique to your institution. If you want to connect to your institution's brand, that will require another layer of permissions. As to privacy, FERPA provides certain protections, but there are several ways to provide information in this context, whether via opt-in consent forms, or opt-out provisions that protect sensitive student data, while providing the type of data they desire employers to access.

With lots of learning styles, and a highly competitive job market for new graduates, law schools are continually looking for ways students can stand out in a crowd. Digital badges are just one more way students can learn at their own pace and on their own time while providing employers with tangible evidence of learned skills.

Fast Forward to Better Signage and Wayfinding in Your Library
Presented by Sharon L. Nelson, Associate Director for Systems & Technical Services, Northern Illinois University College of Law

Reported by Corinne Jacox, Catalog/Reference Librarian, Creighton University Law Library

Sharon Nelson has become the signage expert at all the institutions where she has worked, and she shared some of those expert tips regarding creating signage in our libraries. Before her presentation began, she had a slideshow of poor and inadequate library signage, some examples of which were: “Library is closed until opening time,” “The library is now selling free coffee for \$1,” and my favorite, “Please shut this door completely or cold air, water, strangers, robbers, Orcs, Nazgul, Death eaters, Voldmort, Suaron, Fire Nation Troops, Daleks, Cybermen, cats, dogs etc.. etc.... will be able to enter.”

Her program began with an overview of what signage in libraries should be trying to achieve. In other words, what is the purpose of a particular sign? Signs are deployed to inform users and to influence their behavior. Wayfinding signage helps users know where they are at all times, where they want to go, indication of the best route to get there, and once they’ve arrived there, how to go elsewhere. There is also emergency signage, instructional signage, and behavioral signage. Behavioral signage is a subset of instructional signage and is used to tell users to respect the library and the things in it, and to respect the people in the library. This type of signage should be presented in as positive a way as possible. For example, “Texting encouraged. Silence cell phones. Keep calls brief & quiet. Thank you.” is much more positive than “Please turn OFF your cell phone! No cell phone talking in the library!”

Sharon covered the standards that AALL has approved concerning signage, but it only applies to county public law libraries, appellate court libraries, and state law libraries. “Directories, library guides, and other signage to assist users should be provided.” The standards for appellate court and state law libraries also add, “in languages and formats most appropriate for the user population.” Additionally, the standards direct the libraries to meet the requirements of the Americans with Disabilities Act of 1990. Sharon then discussed the 2010 amendment to the ADA, which went into effect in 2012. It applies to libraries that are newly designed or remodeled after that date. Samplings of the standards in the amendment direct that the font on signs should be sans serif, and that they should not be italicized, in script, or decorative. Also, signs should have a non-glare finish.

It is a good idea to do a sign audit periodically. Take pictures of all the signs in the library and look at them together as a group. Find someone who is not familiar with the library to share their perspective. Items to consider are the content, placement, and appearance of the sign. What is the purpose of the sign? Is the information current and accurate? Is it concise and easy to read? Why is it in this location? Is it visible and easy to read? Is the sign attractive? Are the materials durable enough for the length of time it will be posted? Finally, does the sign present a positive image of the library? Also, consider “signs” that the current signage isn’t working: frequent directional questions from users, signage supplemented with handmade temporary signs, outdated information, redundant information, and faded or tattered signs.

Sharon then covered some best practices to follow. Be sure to follow the graphic standards of the institution. Use as few signs as possible and make sure they are well designed and well placed. Use consistent terminology (e.g. periodicals vs. journals). Keep wording simple & positive. Emphasize what users can do, not what they can’t do. Use consistent variations for different types of signs. For example, always use landscape orientation for instructional signage or always use the same background color for behavioral signage. Develop a signage policy. She also covered some worst practices to avoid such as the use of library jargon. For example, “information desk” is more understandable to a user than “reference desk.” Also avoid the use of negative words, such as: NO, DO NOT, PROHIBITED; italics, underlining, bold

text, and exclamation points; lots of red; fonts that are hard to read; and handwritten signs.

Not all signs need to be made commercially. Many signs can be made using the tables function in Word. PowerPoint is useful for posters. Banners & non-standard size signs can be made with Publisher. SmartDraw is very good for creating floor maps.

Sharon concluded with digital signage. Some of the advantages of digital signage is it is easy to update and it makes the library look high-tech. However, it can be expensive and can be a target of theft or vandalism. Best practices for digital signage include: mounting at eye level, in high traffic areas, incorporate design principles similar to static signs, and, refreshing monitor screen content every week or two so it's not stale.

This was a very useful presentation and had useful ideas that participants will be able to take back to our institutions. Sharon's slides, which are full of useful information, are available on the MAALL website at <http://maall.wildapricot.org/page-1861872>.



Linchpin: Are You Indispensable? By Seth Godin

Presented by Resa Kerns, Associate Law Librarian for Web and Education Technologies, University of Missouri School of Law

Reported by Claire Toomey Durkin, Associate Director for Research and Instruction, Louis L. Biro Law Library, The John Marshall Law School

A quick survey at the beginning of this program on Tuesday afternoon revealed that none of those in attendance had read the Seth Godin title by that name. Fortunately, the moderator, Resa Kerns, had and proceeded to lead us in a good conversation on the gist of being a linchpin.

A linchpin is an innovator and an idea generator in the library who needs no rule book to make things happen.

Linchpins take the initiative and do the best job possible with their talents. They help people refocus and move from past ways of thinking and doing things. Linchpins also have an ability to communicate well, which includes “selling” what the library has to offer. Linchpins have the potential to make a huge difference in the workplace and are essential to success.

At four tables of 6-8 colleagues each. We exchanged our thoughts about these definitions and then shared our ideas with the group as a whole. One concept the groups discussed (not covered in the Godin text) was to consider focusing not on making staff indispensable, but rather on making one’s library indispensable, the eventual goal being to have the library seen as invaluable to each of our academic institutions – which we, as librarians, already know it is!

I have a hunch that many of those who participated in this one-hour session have since found themselves seeking more information about how to implement the linchpin approach in their workplace and wake up the genius inside all of us.

The Silver Lining of Downsizing

Presented by Joyce Pearson, Director, & Allison Reeve, Cataloging and Technical Services Librarian, Wheat Law Library, Kansas University School of Law

Report by Carol Klink, Assistant Director for Acquisitions, Cataloging, & Serials, Loyola University of Chicago

Joyce and Allison have experienced staff transitions, building re-arrangement, and implementing a new ILS for their library. In 2012 some of their staff retired or resigned and were not replaced. In 2013 the university offered a voluntary separation incentive program (buy-out) of which other staff members took advantage. Their library went from a staff of 14 to 7 full time employees. Later one position was restored so they now have 8 full time positions.

They realized that in order to provide their same level of service to the law school faculty and students they would have to:

- Increase communication between the remaining staff- More emails not meetings.
- Expand the horizons and increase productivity of the remaining staff.
- Create greater prioritization and strategic thinking.
- Focus on necessity.
- Efficiencies in processes
- Reduce redundancy.

They also created more independent collaboration between departments and combined positions/like duties. The Serials and Circulation manager positions were combined when the Circulation manager retired. The Head of Public Services assumed those duties. Technical Services was reduced from four full time employees to one, with student assistant help. They cleaned house in Technical Services and set up project-oriented spaces instead of desks, such as labeling, processing, cataloging, unpacking of boxes. Allison soon realized that students cannot do cataloging, bib record or holding record duties. These must remain duties of trained staff members. The reference department set new priorities on instruction with the law school. They kept the library liaison program. The Electronic Resources manager became the Ebook person. They combined the circulation and reference desks to a single service point.

The library had duplicate positions of HR and bookkeeping with the law school. The library eliminated those positions and the law school assumed the hiring of student assistants, invoice paying, and payroll functions. The Law School took on the responsibilities of the Institutional Repository and SSRN. The law school also took cuts in staff which helped the overall morale in the library.

They wrote a 5-year plan for the library, since more staff would be retiring and they wanted to increase/retain the staff they had. They kept the staff positive and made them realize that they could do more than they did before and be successful with those changes. Keep calm and carry on and anticipate the future. They know that they will be responsible for the gift and rare book collections soon. They plan on writing a grant proposal to assist with the cost of that project.

Speed Networking: Sometimes It's Who You Know

Presented by Resa Kerns, Associate Law Librarian for Web and Educational Technologies, University of Missouri School of Law; & LeAnn Noland, Library Associate, Sr., Saint Louis University Law Library

Reported by Mary Kay Jung, Director of Library Services, Thompson Coburn LLP

The Speed Network Program held the promise to meet a lot of people in a short time, and it delivered. Presenter Resa Kerns sent an email to participants the week before the MAALL meeting with some tips to make the most of the presentation, including arriving on time, bringing some business cards, and giving some thought to the strengths one brings to the table. Resa also requested participants to think about some projects or issues that could be useful solutions after the program when returning back home. For anyone who hadn't had a chance to prepare in advance, there were worksheets to be completed and were available on the tables in the room prior to the program.

The format was simple. Participants sat across the table from each other. At the whistle, each pair had five minutes to introduce themselves, learn about each other, and, talk about the issues most pressing to them. When the next whistle sounded, all of the participants on the side of the table facing the front of the room moved down to the next person, and the discussions started anew.

There was only time for six exchanges. As I went through the sessions, I talked to three people I have known for a while, and met three brand new acquaintances. To my surprise, even the connections with those I had supposedly known, elicited new information about them or their institutions. More importantly, I heard from some of our newer members, who indicated that it gave them an opportunity to talk to peers they may not have met otherwise. This would be a great program to kick off every annual meeting!

Teaching about our Online Catalogs from the Tech Services Side

Presented by Brian Striman, Head of Technical Services and Catalog Librarian, University of Nebraska College of Law

Reported by Carol Klink, Assistant Director for Acquisitions, Cataloging, & Serials, Loyola University of Chicago

This presentation derives from an Advanced Legal Research class that Professor Striman teaches at the University of Nebraska. It is aimed at millennial students who need to do research within any law firm libraries. The premise of the program was that each participant was to leave their librarian "hats" at the door, and pretend to be a law student.

As a newly graduated law student who's landed a job at a firm, where are you going to find the information that you need quickly and accurately, because not everything you need is easy to find, nor will be on the web. Certainly not everything you will need is at the law firm. Remember also is that not everything you need for your case is going to be legal information and resources you are used to during your law college days.

First is to search for a large academic library that is nearest the firm where you work. Search to find its website and

content. Take a few minutes to understand what's on the webpages. Does it have access to resources in the main university library? Do you have access to the materials? — Can you borrow materials, and for how long? Is there some kind of library card you need to purchase for access to the library and many of its services and resources? Find the name(s) and contact information of a professional reference librarian at the law library. Use them as your trump card.

Take time to think about what you need to know. Plan out quickly your legal research approach. Does it make sense? What's the desired end result of your case; what is the expected outcome of your client, and construct your search strategies around that outcome. Start a timer in your head so you are not wasting time. Stop when you find yourself floundering (getting nowhere) after 3 minutes to re-evaluate the approach that you are using. If you aren't sure, contact a reference librarian at that law school. Introduce yourself, and get to know them.

There is a big difference between an OPAC's services, and the library's webpages services. By "services" it's meant for you to be able to access the available databases and resources. Can you use all their databases without a login and password? Don't just stop at working in the OPAC. Don't be afraid to ask a librarian about all those names and acronyms that don't mean anything to you, such terms as "Legal Trac," or "WorldCat" or "HeinOnline?"

Don't trust your results, especially if they are confusing. Remember a library's system algorithms and relevancy rankings are not nearly as sophisticated as google. Look at everything first and then narrow your search. After 3 minutes, just call that reference desk phone number you took note of earlier. Make an appointment for a tour and get acquainted. You may be utilizing them more than you know. Technical Services and Public Services librarians will assist you in formulating your searches. They know their OPACs better than you do.

Next Brian asked the "class" to pick two places they'd most like to work as attorneys. Chicago, and Buffalo Springs, Wyoming were the locations, and the sample topic that the class picked was updating a will. From a google search we picked the nearest academic law library's we could. The first institution was Loyola University of Chicago Law Library's website. Could we find the library easily? Yes. Could we find their Catalog easily? Not really. We felt it would have been better if the library had a better reference tab on the main page of the website. The OPAC needed to be clearly labeled not just with the name of the catalog, but the function as well. What good is the term for an OPAC being named 'Pegasus,' if one couldn't determine its functionality from a tab? Could we find what we needed? Eventually we could, once we got to where we wanted to be.

Our next places was Buffalo Springs Wyoming posed a different problem. The only law libraries were the State Law Library in Cheyenne and the University of Wyoming College of Law, in Laramie. We opted for the George W. Hopper Law Library website. Yes, the Library tab was on the University website's first page, and the catalog was easily discoverable. However, we looked for a title from among the restatement of the law of torts and found only an e-book version that we could not access without a Westlaw login and password. Not much good if we wanted a print copy. (On a personal note, the e-book versions don't always include the latest pocket-part information.)



If you'd like to see the slides of the presentation, please visit the URL below:
<http://maall.wildapricot.org/page-1861872>

**Teaching Technology to the “Techie” Generation
Presented by Emily Janoski-Haehlen, Associate Dean
for Law Library Services & Assistant Professor of Law,
Valparaiso University Law & Jesse Bowman, Electronic
Research, Technology, & Instructional Services
Librarian, Northwestern University School of Law**

**Reported by Darla Jackson, Law Library Director,
University of South Dakota School of Law**

Although the two presenters are currently at different institutions, this program focused on the presenters’ shared experience of developing and teaching a Law Technology course at Valparaiso University School of Law. The bulk of the presentation focused on a variety of topics including developing the curriculum proposal for such a course, overcoming resistance to law librarians serving as instructors for the course, selecting topics and developing knowledge of the topics, choosing guest expert speakers, and using a variety of assessment tools in the course.



For those not routinely engaged in the subject of technology, the presenters adeptly addressed the means by which they developed knowledge about, and selected topics for, the class. Topics selected included data security, cloud computing and ethics, virtual law practice, law practice management software, social media marketing and ethics, e-discovery, internet beyond legal research, and courtroom technologies. Strategic inclusion of topics such as ethics and changes to the ABA Model Rules of Professional Conduct along with other technology topics ensured that the course integrated with other law school curricula.

A significant section of the presentation included tips to assist in determining the appropriate skills-based assessment tools for such a course. The presenters encouraged those designing a technology course to consider assessment methods other than the historical paper writing assignment. Further, based on their experience, the presenters suggested that there are substantial variations in the knowledge and experience of the students. As a result, it may be advisable to have options regarding course final projects. Such an approach allows the students to select a project that is best suited to their strengths.

Because many law schools continue to develop curricula that will develop the practical skills of graduates, the topic of this presentation resonated with tech savvy legal information professionals who often are the logical choice to offer such instruction. As a result, the presentation was well attended and the audience had a number of questions for the presenters. This well-thought-out and excellently presented program is just the kind of program MAALL would hope to attract by extending invitations to law librarians from other nearby chapters. (Valparaiso is a member of CALL). The slides from the presentation are available at <http://maall.wildapricot.org/Resources/Documents/TEACHING%20TECHIE%20GENERATION.pdf>

We are family, I got all my mentees and me!

Presented by Candle Wester, University of South Carolina; Sandy Placzek, University of Nebraska; & Michelle Hook Dewey, University of Illinois

Reported by Heather J.E. Simmons, Assistant Professor of Library Service, University of Illinois

This session opened to the disco beat of *We are Family* by Sister Sledge (1979). Throughout, the presenters frequently asked for input from the audience and we had some really great discussions. What inspired me most about this session was to think of mentoring as a family tree. Sandy is Candle's mentor, Candle is Michelle's mentor, and now Michelle has mentees of her own. A mentor who was recently assigned to Michelle as part of the AALL Leadership Academy is Patricia Cervenka from Marquette. It turns out that Patricia was Sandy's mentor, which also makes her Michelle's Great-Grand Mentor.

Other mentoring analogies include:

- The Family Chocolate Chip cookie recipe—add to it, and pass it on.
- Planting a tree in the garden—if you need a mentor just start asking questions and see what happens.
- The dating analogy—sometimes it just doesn't work out. Don't stay in a bad relationship. If you aren't benefiting and it's not reciprocal, as either mentor or a mentee, walk away.
- Bad mentors—this is someone you can look to for examples of how not to do things
- Peer mentoring—it doesn't have to be about how much experience you have, any give and take, counts.
- Reverse mentoring—colleagues with years of experience can become less than enthusiastic and stagnant, and talking to a younger, less experienced person can reveal things you might never have thought of, and you can learn from them.

Often, mentoring is just about listening. But if your mentee is venting about a particular person, then your obligation goes beyond just offering a sympathetic ear. You need to help your mentee figure out how to work through this difficult relationship issue to grow as a professional.

You may be mentoring someone and not even realize it. Step back and take a good look at your professional relationships. You might be surprised.

<http://maall.wildapricot.org/Resources/Documents/WE%20ARE%20FAMILY%20MENTORING.pdf>

Keynote Speaker

Steve Bogira

Reported by Brian Striman

Steve's keynote address was about his writing experiences and background stories regarding authoring of his book *Courtroom 302: A Year Behind the Scenes in an American Criminal Courthouse*, published by Knopf (2005). He writes mostly about poverty, segregation, and race. On the Chicago Reader website (address at the end of this report) Steve writes about himself: "I have an honorary doctorate in humane letters from Albion College. I'm a proud product of Chicago's south side and the Ridge Country Club caddie yard, where my gambling and cussing earned me a Chick Evans scholarship to Northwestern."

It was difficult to take notes because Steve weaved good stories about his life, between his writings for the Chicago Tribune, the Chicago Reader, and his book. The book has its roots from his interest in writing about poverty and

injustice. He's also written about violent offenders "from their perspective" and takes on an empathetic view on them which isn't always a well received, easily embraced topic. So, when he began writing for the Chicago Reader, his writings required that he go to the courthouse often to get research data he needed. He's still writing stories in the Chicago Reader, after 30 years.

"... *Courtroom 302*, a chronicle of one year in one courtroom in the criminal courthouse on Chicago's south side. The book [is] anthropological. Through portraits of defendants and courtroom staff, Bogira [shows] what was typical of a criminal courthouse. Instead of headline miscarriages of justice, he [describes] "how justice miscarries every day, by doing precisely what we ask it to." The price of those daily miscarriages, ... [he writes], was borne mainly by African-Americans. *Courtroom 302* won the Society of Midland Authors award in 2006." [\[source\]](#)



What follows is a summarized narrative stream from some of my notes I took during his keynote talk.

Segregation is still alive and well in Chicago. There won't be justice in the courtroom until there is justice outside the courtroom. The book is basically a description of what is typical in a courthouse, even today. Plea bargaining pressure is dispensed on the defendant, particularly in probational cases. Many who are arrested plead quietly, even though they are not guilty. Once they are jailed, the deputies set the tone right away to ensure who's in control. In some cases, the slowest guy is the one who gets arrested: like a drug deal where the police show up suddenly, and some cocaine rocks are dropped and everybody runs; guess who gets arrested? The slowest guy.

Our culture has a great need to ensure we have a quick assessment of "good guys" and "bad guys." The underlying default is to be sure to find, isolate, jail, and control the "bad guys." The entire system of justice we have in our courtrooms is established with this mindset. So we put all our justice energy into handling all the small problems, and avoid looking at solving the big ones.

What can law libraries do to help insure better justice? They can investigate how to provide needed materials and resources to their closest courthouse libraries.

[For more of Mr. Bogira's writings.](#)

MEMBER NEWS

Washburn Law Library

Washburn Law Library is pleased to announce the availability in digital form the Washburn University School of Law sections/chapters from Washburn University's Kaw yearbook. The yearbook is available in the law school's digital archive found at <http://contentdm.washburnlaw.edu> (scroll down to the Kaw Yearbook collection).



The collection was compiled by Janet Todwong, Digital Projects/Special Collections librarian, and consists of the history of the School of Law found in the Kaw yearbook from 1904 to 1972. The first Washburn yearbook was published in 1895 and was called the "Helianthus." Another Helianthus was published in 1896 and then irregularly until 1904 when The Kaw appeared. A section about the law school appeared in the first volume, and every year until 1975.

Wheat Law Library, KU

After 20 years at Wheat Law Library, Director Joyce McCray Pearson is soon leaving us to become Director of the Law Library and Associate University Librarian at Washington University School of Law. Joyce came to the KU law library in 1994 as electronic services librarian, was named Associate Director of the library in 1995 and in 1997 became Director of the Law Library and Associate Professor of Law. While we will definitely miss her leadership and cheerful energy, we're very happy for her and wish her well in her new position. Transition planning is in the works so we'll keep everyone posted as we move along.

Associate Director Christopher Steadham co-authored a revised chapter (Ethical Considerations Regarding Lawyer Advertising & Solicitation) in the forthcoming update of the KANSAS ETHICS HANDBOOK, published by the Kansas Bar Association. Please see the Fall edition of the Wheat Law Library newsletter, Hearsay, at <http://bit.ly/1sCwj3b> for more news from our library.



8th Circuit Library

It's a time of beginnings and endings at the U.S. Courts 8th Circuit Headquarters Library in St. Louis. Erica Millspaugh has been chosen as the new Research Services Librarian. Erica holds an MLS from the University of Missouri and has completed a year of law school at St. Louis University. She also holds an MFA in Visual Art from Washington University and a BA in Art from the University of Wisconsin-Green Bay. Her art specialty is digital photography.

Since August 2013, Erica has served as Librarian for Hickey College, a St. Louis business school with programs in a variety of fields including paralegal studies. She has also worked as a part-time reference librarian at Fontbonne College and has held support positions at St. Charles Community College and the University of Wisconsin-Green Bay libraries. She will begin work December 1.

Circuit Librarian Ann Fessenden has announced that she plans to retire in April 2015. As of December 18, Ann will have served as 8th Circuit Librarian for 30 years. Prior to that, she worked in law school libraries in Oklahoma and Mississippi. During her time as Circuit Librarian, Ann also served as President of AALL (2007-2008) and of MAALL (1993-1994). A search for her successor has begun, though anyone who knows Ann knows that she is truly irreplaceable.

NEWS FROM OTHER CHAPTERS

Submitted by Rebecca Lutkenhaus, Reference Librarian, Drake University Law Library

Law Library Association of Greater New York

LLAGNY Law Lines <http://www.llagny.org/lawlines>

Sarah Lamdan's October 29 posting "Library Patron Privacy in 2014 – Honoring the Legacy of Zoia Horn" commemorates Horn's heroic efforts to safeguard patron privacy, even at the expense of being jailed. The article also examines several recent examples of librarians who refused to disclose private patron information to authorities, and recommends practices that libraries can adopt to safeguard patron information and preserve intellectual freedom.

Law Librarians of New England

LLNE News <http://llne.org/wp-content/uploads/2014/10/Fall2014Newsletter.pdf>

Volume 31, Issue 2, 2014

In "LLNE Goes Public," Catherine Biondo and Rebecca Martin detail the LLNE Service Committee's outreach efforts to public libraries. The committee holds book drives to build mini-collections of legal reference-type books that can be donated to public libraries in New England. They also sponsored scholarships for two public librarians to attend the LLNE Legal Research Instruction Program at Harvard Law School.

Carli Spina provides a review of the Bestlaw browser extension available for use with WestlawNext in her article "Is Bestlaw the Best?" Joe Mornin created the extension to provide additional features not currently available in WestlawNext.

LLNE members recommend their picks for recent fiction in the column "What are you reading?" compiled by Anna Lawless.

MALLCO MUSINGS

by Susan Goldner

Executive Director of Mid-America Law Library Consortium



As many of you know, I will retire at the end of June 2015, after more than five years as MALLCO's Executive Director, and a search for my replacement is under way. You can see a short version of the position announcement at the end of this article; for full details please visit <http://mallco.org>.

This is a wonderful position for someone who is interested in a new and different challenge. In these difficult times for libraries, consortial activities can play a crucial role in their success. In the past few years, MALLCO libraries have adapted a number of techniques used by other consortia, and even found some unique ways of supporting each other. But there is more to do.

The best part is the people. The MALLCO Board is a wonderful group of library directors who have a great deal of trust in each other and are committed to collaborating. Each of the terrific Presidents and other officers I worked with was very engaged, thoughtful, and supportive, encouraging me to explore new opportunities for the consortium. In fact, dealing with everyone at the member libraries is a joy.

For me, this is possible because my library very graciously agreed to let me relinquish half of my library responsibilities and take this position in its place. This is done through an agreement between my university and MALLCO; the university allows me to serve as Executive Director half-time in my library office, while MALLCO pays half of my salary, half of my benefits, and an overhead fee.

If you enjoy new challenges, are interested in where collaboration might lead, like project management, are not afraid of handling details, communicate well, and want to work with a great group of people, I encourage you to consider whether this position might be right for you. I always enjoy talking about MALLCO, so please contact me if you have questions.

MALLCO Executive Director Job Opening

The Mid-America Law Library Consortium (MALLCO) seeks a part-time Executive Director to manage the operations of the consortium and other related duties. MALLCO is a nonprofit organization incorporated in the state of Missouri with 26 member libraries from 13 states MALLCO is a member-driven organization that exists to meet the resource sharing needs of its members in accordance with its vision and mission statements, and to promote cooperation among member institutions.

RESPONSIBILITIES. Responsible for providing vision and leadership in developing and furthering MALLCO's mission and strategic plan. Performs administrative activities including those relating to personnel, financial, and legal requirements. Develops budget and monitors expenditures. Works closely with and facilitates the functioning of MALLCO committees, interest groups, and projects; and oversees to completion tasks and responsibilities which they are assigned. Represents MALLCO to and maintains effective relations with other entities. Investigates and brings external grant opportunities to the attention of the Board of Directors and develops grant proposals. Coordinates trials, discounts and licensing for electronic resources. Develops and maintains the MALLCO Web site. Plans and attends all regularly scheduled meetings of the Board of Directors. Prepares quarterly and annual reports on MALLCO activities. The complete job description is available at <http://mallco.org>

QUALIFICATIONS. Required: ALA-accredited MLS degree or JD and relevant law library experience. Excellent communication skills, both written and oral, with strong background in managing relationships. Successful experience with project management. Ability to work independently and with multiple individuals and organizations. Knowledge of business pricing models and negotiation. Demonstrated ability to see the big picture but give attention to details. Appropriate technical skills.

Preferred: At least five years of academic law library experience. Three years of management or administrative experience, preferably in a library setting. Substantial experience chairing committees and/or serving on boards (either professional or volunteer). Residence in the geographic region encompassed by MALLCO, although it is anticipated that most communication and work will be conducted through technologically-based means.

AVAILABLE. June 1, 2015.

TO APPLY. A letter of application and résumé with references should be sent via email to:
Search Committee Chair John Edwards: John.Edwards@drake.edu



From the Editor's Shed (or, From the Sheditor)

We hope you enjoy this monster issue. It takes many hours of work and effort to pull off a great issue like this. We had reporters, like Matt Novak, Nolan Wright, Mary Kay Jung, Darla Jackson, Corinne Jacox, and whole bunch of other colleagues who contributed program reports. It's amazing!! -- we basically are offering you an entire issue that covers most all of the MAALL Annual Meeting programs. They deserve much thanks. I want to praise our Markings staff as well. Great job! To push this publication, I'm going to start marketing MAALL Markings by sending to the MAALL list some separate bits and pieces from the issue, so colleagues who normally don't read Markings might consider launching to the PDF when can see the value they can get by having the entire issue.

Finally, I will be retiring, with my last day being June 30, 2015. I won't be hanging around either. I'm ready to start a new chapter in my life. That means a new editor will be in the wheelhouse of the Good Ship Markings starting her experience with the March issue, and running the ship by herself for the June issue. I'll be alongside in the skiff, getting ready to shove off, but assisting if help is needed.

New changes will usher in new ideas and improvements to our publication, I'm sure. Also our Member News Editor, Deborah Sulzbach, has asked me to find a replacement for her. So there are changes afoot, and with changes afoot come opportunities for enhancement. We have two new members of the Newsletter Committee, Nolan Wright, and Sabrina Davis. Thanks to them for volunteering! And, many thanks to Deborah who has served us well for years!

MAALL MARKINGS INFORMATION

MAALL Markings is published four times a year by the Mid-America Association of Law Libraries, a chapter of the American Association of Law Libraries, and is a benefit of membership. The purpose of MAALL Markings is to publish news of the Chapter, selected news of AALL and other professional associations, MAALL members, as well as to solicit and publish articles to add to the body of literature in the profession of law librarianship. All articles are copyrighted and any republication or use of any portion of the content for any purpose must have written permission from the author/s.

Submit articles to MAALL.newsletter@gmail.com.

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Vol 24: 3 6/15/15, submissions due 6/5/15
Vol 24:4 9/15/15, submissions due 9/4/15

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