



# MAALL Markings

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## ANNUAL MEETING IN REVIEW: STAYING CURRENT TOGETHER

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We presented on the topic of current awareness at the MAALL, LLAW, MichALL, MALL, and CALL Joint Annual Meeting on October 19, 2017. We thought it was important to offer the combined perspective of firm, academic, and government librarians to reflect the needs of an audience with diverse constituencies. With the buzz around “Fake News,” now more than ever it is important for librarians to discuss the best ways to disseminate information. During our presentation, we discussed the current awareness tools we use, how we stay organized and prevent becoming overwhelmed with information, and finally how we can collaborate and tap into our professional network to expand information possibilities.

### Current Awareness Tools

One common thread was that all of us use Westlaw, Lexis, and Bloomberg Law to some extent when finding news. Lindsey also uses Manzama, a news aggregator that goes back six months. Lindsey focuses on providing attorneys with news on company and people information via public records and company profile resources. Clanitra focuses on teaching her students the best resources to use, verifying information, and the pitfalls of using news from social media. Annie pays attention to issues within the railroad industry, policy and legislation affecting the Railroad Retirement Act, and policies and legislation that affect federal employment.

### Organize

We shared our top tips for organizing and staying abreast of information. Lindsey talked about organizing information by running all news alerts through a cataloging electronic management system (ECM), using a master alert spreadsheet, and setting up and managing alerts through Manzama. Clanitra stays organized through her extensive Internet browser bookmarking system, LibGuides, regularly checking blogs, and the folder systems in Westlaw and Lexis. As a federal courts librarian, Annie has some technology and cloud-based tool restrictions. She stays organized by using Outlook folders and paper files.

## Collaborate

During the presentation, we shared how we collaborate with one another during the workday at our



institutions. Lindsey collaborates through her organization's use of OneNote, Library Guides, the document management system (DMS), and Skype for Business. Clanitra collaborates through LibGuides, OneDrive, and working with students and faculty. For Annie, collaboration is a really important tool in her current awareness tool box. Since her resources tend to be fairly limited in scope, she has to rely heavily on her network of librarian friends to help her with sources in a pinch.

*Left: Lindsey Carpino, Annie Mentkowski and Clanitra Stewart Nejd (photo by Matthew Braun)*

## Expand Professional Network

We discussed how we can tap into a professional network to expand information possibilities. The best tool we have for collaboration is each other! We can collaborate via the listserv. We can call upon firm librarians to see what practice ready skills law firms are looking for. Firm librarians can ask academic librarians for ILL requests. If we all work together, it is amazing how much we can accomplish and save time. So remember to tap into our professional network; we can all be a valuable resource for each other!

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# ANNUAL MEETING IN REVIEW: GOING OFF BOOK- THOUGHTS ON EMBEDDED LIBRARIANS

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Having attended the 2017 MAALL Annual Meeting program "Going Off Book-Better Together with LibGuides,"<sup>1</sup> I was particularly intrigued by the University of Illinois Urbana-Champaign (UIUC) Law Library's focus on embedding librarians in upper-level seminar writing courses. It struck me as an excellent means of integrating librarians in substantive student learning beyond mandatory research courses. We know that law firms are often frustrated with students' and young attorneys' researching skills, and this presents a unique opportunity for us to continue to hone students' abilities and so much more.

To paraphrase the description of the embedded librarian role at UIUC as given during the MAALL program, there are several writing seminar courses where librarians are intentionally and significantly involved in the course at the behest of the law faculty, with the intent of enhancing the students' research skills in that particular area. This involvement includes mandatory one-on-one meetings between the librarian and students to discuss the students' developing bibliography and research process. Not only does the librarian follow up with the professor on where the students are in their process, but she also compiles resources to incorporate in a LibGuide for future students to use in their own course research.

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<sup>1</sup> Going Off Book- Better Together with LibGuides, presented by Heather Simmons and Anne Robbins, University of Illinois College of Law (October 19, 2017).

I see several important functions that embedded librarians can serve: 1) honing and enhancing student research skills; 2) building on the librarian/student relationship; and 3) promulgating a more collaborative relationship between law faculty and librarians. Undeniably, librarians are best positioned to improve students' research skills, but we are often limited in our ability to do so. Even if a mandatory introductory research course is taught by librarians, we are rarely afforded the opportunity to delve into more complicated and specific legal resources. Boolean searching and the intricacies of Westlaw, Lexis, and Bloomberg can only get our students so far in practice. Unfortunately, many students do not take advanced legal research when it is not a mandatory course. By embedding in upper-level writing courses, we have another avenue to reach these students on a more advanced research level and to discuss some of the lesser known, but immensely useful, research resources available.

The benefits of solidifying a relationship between our students and the library cannot be overlooked. Hopefully in most law schools, the students have at least a minimal relationship with their librarians, from either librarian-taught first-year legal research or at guest lectures in research and writing courses. Embedding librarians goes beyond that. Not only do students learn the benefits of reaching out to librarians, both while in school and as they begin their careers, but they also build relationships with individual librarians. The speakers noted that they often sat in or co-taught some of the seminar's classes, which means face time with students, something naturally encouraging more interaction and ease in asking for further research assistance. Additionally, by compiling topic-specific research sources, either via a LibGuide or simply through a spreadsheet, we are better prepared to facilitate our students' research efficiently and effectively. This is an opportunity to build on whatever relationship we have with these students, and I can only see the good in doing so.

Although not the primary focus of the program, there is the bonus benefit of further cultivating our relationship with law faculty. Relationships between law faculty and law librarians vary wildly across institutions and professors, of course, but I think we generally recognize that the extent of our research and instructional abilities is not fully known. By embedding in these courses, we can dazzle faculty with our research and instructional skill set, and perhaps introduce them to research tools that they may benefit from in their own work. I am particularly interested in the possibility of introducing topic-focused advanced legal research seminars at my institution, and I see this as a way to show professors the potential benefits of such courses. Here we have the opportunity to pull law faculty in as champions of librarian instruction, who will encourage their students to take an advanced legal research course, regardless of whether it is general or topic-specific.

In short, I can think of no reason, librarian time permitting, not to reach out to professors who teach seminar writing courses. Some will not be interested, but for those who are this is a real opportunity to benefit our institution. One firm librarian in the audience lauded the idea of better preparing students with the resources and researching skills they will need in practice. And ultimately, that very idea is why I chose academic law librarianship for my profession.

*Right: Ray and Kay Eckstein Law Library, Marquette University Law School (photo by Matthew Braun)*



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# 2017 MAALL CONFERENCE PROVIDES WEALTH OF INFORMATION AND NETWORKING OPPORTUNITIES

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Although I've been a member of the Mid-America Association of Law Libraries (MAALL) since 2007 when I graduated from library school, I had never attended a MAALL conference. Luckily for me, my new position as Library Director at the Law Library Association of St. Louis (a public and membership law library in the Civil Courts Building in downtown St. Louis city) provided me with a wonderful opportunity and reason to attend this year's event. This expanded joint conference (MAALL joined with law library associations from Michigan, Wisconsin, Minnesota and Chicago), titled "Better Together," was the perfect place for me to learn about the latest trends in law librarianship and to exchange ideas with librarians running libraries similar to my own.

Among the sessions I attended, the most helpful programs focused on technology-related topics and on collaborative efforts of and issues faced by government and public law libraries.

## **Technology Trends and Topics**

Two sessions I found especially informative and helpful were "Creating 21st Century Lawyers: Teaching Law Practice Technology" and "60 Tips in 60 Minutes--Better Together Edition." Although my full-time day job is running a public law library in a courthouse, I also moonlight as a part-time weekend reference librarian at Saint Louis University School of Law. Learning about current efforts to integrate legal technology issues such as e-discovery and legal tech competencies into the classroom at the "Creating 21st Century Lawyers" session gave me a better understanding of new learning modules for the students I assist in an academic setting. Plus, some of these students will be attorneys who later frequent the Law Library Association of St. Louis. "60 Tips in 60 Minutes" was helpful because I run a library with a very small staff. Learning about apps and programs that assist with graphic design and poster projects, that help me turn my handwritten conference notes into text instantaneously, and that help me manage document storage, definitely qualifies as "news I can use" in my daily practice.

## **Sessions Focused on Public Law Libraries**

Several sessions at the conference were aimed at directors who, like me, work at law libraries open to the public. "Legal Information or Legal Advice: Getting Together to Address a Perennial Question" offered many helpful insights on ways a public law librarian can lessen the discomfort level when assisting a *pro se* patron representing him or herself in court. "Working on Working Together: Better Together Through a Cooperative Agreement" offered a fascinating case study of a collaboration between a public law library and the local public library. This session gave me many ideas on possible future projects and directions for my own library.

## **Book Discussion and Networking**

Two other rewarding aspects of the conference were the book discussion session and general networking opportunities with other law librarians. The "One Read Book Club" provided an opportunity to talk about *Evicted: Poverty and Profit in the American City*, a book I had previously read and that had a deep impact on me. Those attending had a meaningful conversation about poverty in America and how we might tackle it.

At my Dine Around Dinner, I learned much from a group of very experienced librarians who have worked in a variety of settings over the years. More conversations during breaks and at meals provided me with helpful tips about the challenges and rewards of working in public and government law libraries.

Now that I have experienced a MAALL conference, I look forward to attending again in the future. The law library contingent from the University of Memphis has already extended a warm welcome to attend next year's event. I plan to be there.

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## MAALL TRAVEL GRANT REPORT: AT MAALL, WE ARE TRULY “BETTER TOGETHER”

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“Better Together” was the theme of this year’s MAALL Joint Annual Meeting, and it rang true throughout the program. Several regional associations joined forces this year, with MichALL (Michigan), MALL (Minnesota), and CALL (Chicago) members added to the roster of attendees. For the tight-knit group of MAALL members, the expanded network, new friends, and fresh ideas were a welcome addition.

The Education Committee scheduled diverse programming ensuring that voices of all law library types were heard. For example, I attended “Stay Current – Together,” a collaboration by Clanitra Stewart Nejd, Reference & Instructional Services Librarian and Assistant Professor at the David C. Shapiro Memorial Law Library, Annie Mentkowski, Agency Librarian at the United States Railroad Retirement Board Library, and Lindsey Ann Carpino, Digital Resource Analyst at Sidley Austin LLP. These three presenters discussed the unique current awareness needs in their diverse institutions, the importance of relying on a network of legal information colleagues to fill any gaps in institutional resources, and the common bond of providing timely and relevant information to stakeholders.

Other programs focused on library teams and emphasized the importance of working together. Victoria Coulter, Associate Director for Collections & Administration at the University of Wisconsin Law Library, and Bonnie Shucha, Deputy Director of the University of Wisconsin Law Library presented “Motivating Library Staff and Why it Matters.” They told the audience that staff members value interesting work and appreciation over career advancement and raises, and that leaders can motivate through a variety of efforts such as praise, food, letters of appreciation, and recognition. Continuing the conversation, Susan Boland, Associate Director of Public and Research Services, at the University of Cincinnati presented “Building Better Teams by Identifying and Developing Strengths.” The focus of this session was on leveraging and developing team members’ strengths by providing work that engages those gifts, in turn supporting institutional goals.

I greatly appreciated the opportunity to reconnect with old friends and to collaborate on ideas with this exceptional group of colleagues from a variety of backgrounds and institutions. Specifically, a big thank you is due to the MAALL Travel Grants Committee, who awarded me a generous MAALL Travel Grant that allowed me to attend. It was a pleasure to visit beautiful Milwaukee, see my law library family, share meals with engaging company, and meet new friends. We really are “better together.”

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# DAZED & INSTRUCTED

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## **STUDENTS ARE PEOPLE TOO**

Former Georgia governor Roy Barnes once said, “[T]he fact is, no matter how good the teacher, how small the class, how focused on quality education the school may be, none of this matters if we ignore the individual needs of our students.” To an extent, I believe this is a straightforward concept we already employ in our legal research courses. If students are struggling with secondary sources, then I adapt my class to spend more time discussing them or I meet with an individual student who has questions. Likewise, if a concept proves too simplistic for my class, I will breeze over it. At the macro level, these are ways we commonly address the individual needs of our students. What I have been confronted with in the past several months, and I suspect we all face eventually, is not the individual needs of our students but rather the needs of our students as individuals. Remembering that our students are individuals, and treating them as such, will grow our connection with our students and make us better educators.

What exactly do I mean by “students as individuals?” I mean our ability to look at a student and see the person beyond the student. I applaud tailoring instruction to student needs and recognizing that some students may need additional assistance, but what is our role with students as people having lives beyond school? I currently have four students who have become true individuals to me and serve as examples for my theory: 1) a student who is blind; 2) a student suffering Post-Traumatic Stress Disorder (PTSD) from military service; 3) a student whose wife has left him because of the changes in their relationship since he began law school; and 4) a student who is transgender, who came to law school to enter JAG and now is unsure if he will be allowed into the military.

While I have come to know my student who is blind well from spending a significant amount of time with him, I do not really perceive his disability as something that has had an impact on my impression of him as a person. Part of being an educator is knowing that we may be confronted with students with disabilities, and that we have a legal obligation to meet their needs. Depending on our institutional support, this may or may not be an onerous task. Regardless, as instructors we adapt and meet those needs. For this article, I will set aside this type of student, or rather not differentiate legally disabled students from other students.

Turning to the student with PTSD, I was unaware of this student’s personal story until he was absent from several classes and I was notified by the school to excuse him. The school disclosed to me that he had PTSD from military service, no more, no less. I don’t expect to ever know the details of why he was absent for a time or the what/where/when that led to his situation. However, knowing this small piece of his story made him an individual for me. It mattered that when he returned and seemed angry, frustrated, and a bit disdainful that I saw him as a person, because in some ways it affected how I interacted with him.

Similarly, for students three and four, both of whom sought me out and shared their stories through natural conversation, my professional relationship with them changed after I saw them as individuals. I offered to meet with both students again if they wanted to reach out about class or about school

generally, not as a faux therapist nor because it would have an impact on their grades or obligations in my class; but because both clearly wanted to talk about how their personal and student lives had become inexplicably and overwhelmingly intertwined. They wanted to process what this might mean for their futures, both professionally and personally.

Recognizing and understanding that our students are people at a micro level is essential. For the majority of our students, we don't (and won't) know their personal stories. For every student whose story I know, there is a classroom full of students that I don't. Regardless, these students are not just students. I truly believe that we best serve our students when we remember that they are people away from the four walls of our classroom because it will strengthen us as educators. Let's remember that we are educating people, that we are working daily with people, and that these people rely on us to play our role in shaping their lives. Let's remember that our students always see themselves as people beyond their identity as students. Give your students a nod, ask how their day is, or do something to show your students that you recognize them beyond a raised hand and a grade. We owe them that connection, and we will all be better for it, both inside and outside the classroom.

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## MANAGING THE CIRCUS: TIPS FOR JUGGLING STAFF REQUESTS, PATRON ISSUES, AND YOUR OWN NEEDS

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### **MAKING GENERALIZATIONS**

Our society has a serious problem on our hands. Well, we have several, but I'm only concerned about one for this article. It's a problem that is near and dear to my heart, as it directly affects me and 80 million-ish of my fellow generation members; I'm talking about millennial shaming.

Millennials take a lot of heat from previous generations. I'm looking at you Gen Xers, Baby Boomers, and Traditionalists. First, let's set the parameters for this generation. While there are no set-in-stone dates defining this generation, it is safe to say that Millennials are those adults born between the early 1980s and the early 2000s. Next, let's examine some of the vitriol that is often unfairly spewed at this group, and counter these points.

#### **They are so entitled!**

To call this group entitled is unfair. They graduated into one of the worst job markets that our country has seen. They have been saddled with crippling student loan debts for an education that they were told was necessary for success. This debt and lack of job availability has not made millennials entitled; it has made them desperate. Many members of this generation take lower paying jobs that are outside of their degree field in an effort to stay afloat. They have moved back in with their parents, delayed buying a house, and put off having children because their economic realities are too harsh to support the American dream.

#### **They won't stay at the job!**

If you are trying to hire and retain millennial talent, keep in mind that quality of life is the biggest draw for this group. Yes, salary is important, but survey after survey has shown that the 25 to 35 year-olds in the job market today would take a lower salary if it meant a better office environment that includes a healthier work/life balance and a chance for growth. This means that even if you offer less of a salary upfront, your millennial direct report may find the opportunity to attend conferences or otherwise engage

in professional development makes the job more attractive. That's not to say that you should skimp out and pay millennials as little as you possibly can. This group has a gigantic student loan debt-to-income ratio, so salary will be a considerable factor in the choice to ultimately stay or go.

### **They need to be coddled with so much feedback!**

A common complaint launched at millennials is their seemingly constant need for feedback. They don't just want to hear when they are doing something poorly; they want positive feedback as well. This generation grew up as digital natives, born or raised during the age of digital technology. They learned early on through the use of computers and video games to expect instant results at the push of a button. This group also has the highest level of educational achievement, often going straight into the workforce after 16 or more years of schooling. In that environment, millennials received their feedback in the form of consistent grades. The idea of moving to a new realm where results are not available at the push of a button, and a letter grade will not be assigned after handing in a memo to their supervisor, can be jarring. Thus, the millennial worker's desire for feedback shouldn't be surprising; it's what they've received for the entirety of their lives up to this point.

To the manager unaccustomed to this level of communication, the idea of providing what may be seen as constant feedback can be exhausting. But it doesn't have to be. You can give meaningful feedback in exactly 60 seconds. After reading your millennial employee's latest report, go tell her, "I just finished reading the document you sent around. I liked how you pointed out that X system is superior to Y because of the level of customer service they offer. I'll take that into consideration when I make the final decision. Great job." You've just delivered specific, positive feedback in a minute or less.

### **They are always questioning the status quo!**

Another complaint often leveled at millennials is that they ask too many questions. When a supervisor assigns a task, it can be daunting to have to answer follow up questions of, "How do I do this? Where should I start? Why is this important?" when all you want is for the task to be completed as quickly as possible. Many managers see the asking of questions as an attempt at defiance. When they hear, "Why?" they instantly translate it to, "Why should I?"

Even though answering a millennial employee's questions may be time consuming, it is in the end destined to provide better results, and this can be invaluable. This group is highly educated but often lacking experience or training. Their questions come from a drive to succeed and a desire to learn. Instead of hearing, "Why should I," the supervisor would be better off translating the question to, "That's interesting, why is Z done that way?" By answering the why and the other questions, a manager will give the task a sense of reason, and will motivate the millennial employee to perform with gusto.

### **They're stealing our jobs!**

With the baby boomer generation finally feeling financially stable enough to retire, their jobs are opening up and are being filled by the highly educated millennial generation. That, plus the need for a stable income to chip away at the student loan debt discussed above, means that this generation is moving into managerial roles faster than previous generations, sometimes leap-frogging Gen X co-workers.

As a result, some of you may eventually find yourself working for a younger millennial supervisor. Just remember that good leadership is good, regardless of age. Resist the temptation to try to teach your younger supervisor. They are supervising you for a reason. Be open to the possibility that there are areas where your younger boss really does know more than you.

An older Millennial will be in their mid-30s this year; hardly a child worthy of scolding any longer. And if any of the points above sound familiar, it's because in the past they have been aimed at each up-and-



coming generation. Baby Boomers were once thought of as the hippie, trouble-making generation, and Gen Xers were the slackers. Perhaps it's time that we stop defining people simply by their generation title. The problem isn't the generation, it's the generalization.

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## AFFIRMATIONS

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### **COMPETITIVE INTELLIGENCE AND LAW FIRMS - A BRIEF PRIMER**

What is competitive intelligence? The commonly held definition of competitive intelligence is: the legal and ethical process of defining, gathering, analyzing, and distributing information (intelligence) about a company's clients, competitors, customers, and industry. The goal of providing this intelligence is to help executives and managers with their strategic decision-making in order to make their company more competitive.

Collecting intelligence about organizations has been a part of business for decades, though the history of competitive intelligence per se is relatively more recent. Michael Porter published the study *Competitive-Strategy: Techniques for Analyzing Industries and Competitors* in 1980, a book considered by many to be the foundation of modern competitive intelligence. The recognition of competitive intelligence as a legitimate activity in American corporations really ramped up in the mid to late 1980s, when Ben and Tamar Gilad published the first corporate model of competitive intelligence functions in business (*The Business Intelligence System: A New Tool for Competitive Advantage*). In 1986, the Society of Competitive Intelligence Professionals (SCIP), since renamed "Strategic & Competitive Intelligence Professionals," was founded in the United States.

While used in other industries and professional services for many years, competitive intelligence did not start to be fully embraced by law firms until the last 10-15 years. The advancement of legal research technology and the easier accessibility for information professionals and librarians to hone their business research skills, have increased the demand for and ability to perform research that meets and/or grows a firm's relationship with their existing clientele and wins new clients. Competitive intelligence can and should assist with that demand.

The most important role librarians can play when implementing competitive intelligence in the law firm is to reach out to the other administrative groups in the firm, such as knowledge management, marketing, business development, information technology, accounting, and legal project management, at the least. Create meetings, offer assistance and support when and where possible, and share information such as workflow processes, data sources used, and information gathering. It's often common for departments to be cordoned off into silos where understanding what each team does is difficult and communication between departments is almost non-existent.

Considering the multiple systems utilized by various departments to track litigation, record case life-cycles, and conduct research, the firm benefits when all groups combine into a competitive intelligence center, of which the library is a part. For example, an attorney must be armed with more information than necessary to call on a potential client. Who better to find recent news, litigation histories, and corporate stats than

the library? Combine that with the Calendar department's analytics of the firm's most won jurisdictions and Legal Project Management's knowledge of the highest winning class action attorney. Put it all together in a concise format that can be read on the plane ride to the meeting, and you've got yourself a new client.

While one area of the firm, such as the library or marketing, might take the lead in implementing and conducting the competitive intelligence function, competitive intelligence can't happen by itself. It needs to be a collaborative effort. Competitive intelligence works best when input from various people and teams within the firm is solicited and utilized.

The end result of a successful competitive intelligence function in any business is to take all that information that has been collected and analyzed, and then extract it into actionable intelligence that can be used to make strategic business decisions that will, in turn, ultimately provide the firm with a competitive edge. Without this action, all of that intelligence means nothing in the long run.

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## TECHNICAL SERVICES TALK

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### **LIBRARY OF CONGRESS FACETED VOCABULARIES**

Subject access to library materials is definitely important. In situations where a library patron is not performing a known-item search but instead looking for resources on a particular topic, subject headings provide important access. However, there are also times when library patrons are not basing their searches on what an item is about as much as what an item is. Historically, any attempt to reflect this is-ness, rather than about-ness, in a catalog record has been wrapped up within the Library of Congress Subject Headings (LCSH), either through form subdivisions (such as **Law -- Dictionaries**), or through subject headings that are not really subjects (such as **Short stories, English**). Over the course of the last decade, the Library of Congress has been attempting to separate these non-subject terms from LCSH and create new vocabularies.

This summer, the Working Group on Full Implementation of Library of Congress Faceted Vocabularies released a white paper titled, "[A Brave New \(Faceted\) World: Towards Full Implementation of Library of Congress Faceted Vocabularies.](#)" This paper talks about the various faceted vocabularies developed by the Library of Congress to reflect the "non-topical attributes" of library resources, and it suggests steps for implementation of these headings, both in new cataloging and in retrospective conversion of old catalog records. According to this white paper, the LCSH, as they currently stand,

have been formulated to describe facts about resources that really aren't "subjects" at all. For example, LCSH headings exist to describe: literary genre and country of origin (**Short stories, American**); musical medium of performance (**Violin and piano music**); creator characteristics (**Holocaust survivors' writings**); intended audience (**Children's literature**) and time period of creation (**Rock music -- 1971-1980**), just to name a few. In the MARC bibliographic format, all of the above headings are designated with the same tag: 650; this further calcifies the conflation of these attributes from a machine processing perspective.

While this conflation of non-subjects and subjects may not have mattered so much in the card catalog days, in today's search environment, where users expect to be able to limit their search results based on various attributes, it matters greatly.

The first of the newly-developed faceted vocabularies was the Library of Congress Genre/Form Terms for Library and Archival Materials (LCGFT). Development started on this vocabulary in 2007, and the genre/form terms were released for use in 2011. This vocabulary is different from LCSH because its terms describe what a resource is rather than what it is about. It also differs from LCSH in that it is intended to be faceted, meaning that each vocabulary term contains a single concept, and when more than one concept is needed, separate headings are added, rather than combining concepts into a long string. In MARC catalog records, to distinguish genre/form headings from subject headings, they are encoded in 655 fields rather than 650 fields.

Since then, two additional vocabularies have been developed. These vocabularies were needed because their terms are not actually genre/form terms, and therefore fall outside the scope of LCGFT. The Library of Congress Medium of Performance Thesaurus (LCMPT), which focuses on terms useful to music catalogers, was released for use in 2014. The Library of Congress Demographic Group Terms (LCDGT) is in the process of being developed. The terms in this vocabulary will be used to reflect both the demographic category of people who created the resources being cataloged and the intended audience for the resource.

The development of these vocabularies should be of interest to law librarians because law is one of the disciplines for which genre/form terms were included in LCGFT. Traditionally, many of these terms have been used as subject headings even though they really reflect what a resource is rather than what it is about. In order to use the newer genre terms consistently, it will be necessary to retrospectively convert subject headings in 650 MARC fields to genre/form headings in 655 fields. The American Association of Law Libraries (AALL) Classification and Subject Cataloging Advisory Working Group (CSCAG) has started work on this project. The list of law genre/form terms, as well as other documents relating to this project, can be found on the CSCAG's [website](#).

By providing non-subject terms for description, these new vocabularies from the Library of Congress provide the opportunity for more precise access to library resources. The retrospective conversion necessary to fully implement these terms consistently in library catalogs can be daunting, but the use of these terms, especially once libraries move beyond a MARC environment for cataloging, should provide a more meaningful search experience for library patrons.

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## MOMENT WITH MALLCO

*Susan Urban, MALLCO Executive Director, Head of Access Services,  
Oklahoma City University Law Library, ([seurban@okcu.edu](mailto:seurban@okcu.edu))*

MALLCO had a great time at the MAALL Annual Meeting in Milwaukee in October! As we usually do, we hosted four roundtable sessions, led by our Interest Group Chairs Needra Jackson (Acquisitions and Collection Development), LeAnn Noland (Resource Sharing), Cindy Bassett (Institutional Repository), and Cindy Shearrer (Reference and Faculty Services.) Great ideas were shared and best practices were discussed. Notes from the roundtables this year and from previous years can be found at [www.mallco.org](http://www.mallco.org). MALLCO also sponsored a paper workshop where three papers in varied states of completion were shared. Finally, the Creating 21st Century Lawyers was also sponsored by MALLCO.

### Officers Re-elected

D.R. Jones and Randy Thompson were re-elected to second terms as secretary and treasurer, respectively. Thank you for your service to MALLCO, D.R. and Randy!

### We Need Your Ideas!

MALLCO, NELLCO, and LIPA are looking for ways to partner up and provide continuing education and professional development opportunities. We'd love to hear your thoughts about what would be beneficial to you. Please email any ideas to Susan Urban at [mallcoexecutivedirector@gmail.com](mailto:mallcoexecutivedirector@gmail.com).

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## MESSAGE FROM THE PRESIDENT

*Therese Clarke Arado, Deputy Director, Northern Illinois University,  
David C. Shapiro Memorial Law Library, ([tclarke@niu.edu](mailto:tclarke@niu.edu))*

I hope this message finds you all happy and healthy. I recently had a colleague forward a message posted by a former student regarding her "I am thankful for..." thought for the day. The former student's posting was for something she learned in legal research years ago. This made me smile and made me realize we do make a difference in the lives of those with whom we interact. The world around us can sometimes make us think our actions do not matter, but they do. Our work matters, and we touch people's lives in a positive manner, giving them guidance and tools on which they can continue to rely even years later.

Taking a cue from this former student, I want to share some things for which I am thankful. I am thankful for the wonderful colleagues in MAALL. Each of you contributes your unique talents to the organization, and that is appreciated. If you have not done so already, please take a look at the MAALL volunteer form (<https://goo.gl/forms/pTLTkSRIuug2h96G3>) to see additional opportunities for participating in MAALL.

A couple of months ago, I had the pleasure of attending our joint annual meeting in Milwaukee. The meeting was an opportunity to witness first-hand the amazing things that we are doing at our home institutions and a chance to learn new things to take back with us. I am thankful I was able to meet and learn from individuals from other chapters. If you were unable to attend the meeting, attended and want to relive some moments, or catch a program you missed, recordings of most of the sessions are available at the MAALL website.

I look forward to working with you all throughout the coming year. May 2018 be a happy, healthy, and peaceful year for you all.

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## MESSAGE FROM THE VICE-PRESIDENT

*Karen Wallace, Circulation/Reference Librarian, Drake Law Library,  
([karen.wallace@drake.edu](mailto:karen.wallace@drake.edu))*

Greetings, MAALL members. It was great to see so many of you in Milwaukee enjoying outstanding programs, networking opportunities, and the hard work of the 2017 Local Arrangements Committee. The Memphis folks have some pretty big shoes to fill, but they are pumped up and ready to rock and roll (with blues, soul, rockabilly, jazz, and country thrown in to boot). I am excited to be working with the Memphis crew and the 2018 Annual Meeting Program Committee to plan our next conference program. Of course, in order to do that, we need to form a program committee.

If you have an interest in serving on this committee and have not yet submitted your [committee form](#), please do so. If you have questions about serving on the program committee, please [email](#) or call me (515-271-2989). I would love to work with folks from all kinds of libraries, as well as both newbies and veterans, to plan informative, engaging programming for all. We'll get started in earnest next year, but I was already brainstorming ideas with Rebecca Lutkenhaus on our drive home from Milwaukee, feeling buoyant after attending a great conference. The 2018 conference will be October 11-13. Feel free to get it on your calendars now!

Best wishes to everyone as 2017 winds down and the new year begins.

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## STATE MEMBER NEWS

### **Wheat Law Library**

We are happy to announce we have filled the Technical Services Manager vacancy created when Bruce left this summer. Ellen Olker joined us the first week of October and is proving to be a great addition to our staff. Ellen recently graduated from library school (University of Illinois at Urbana-Champaign) and brings knowledge, enthusiasm, and a great sense of humor...essential attributes as we all know!



*Kansas*

### **Johnson County Law Library**

Anne Stroud is retiring in late August after 10 years with the Johnson County Law Library. She will be missed. The Law Library welcomes Kristin Roth aboard as the new Assistant Law Librarian.



### **Jackson County Law Library**

Dale Magariel is retiring at the end of the year from Jackson County Law Library. She will be missed, but we wish her well!

### **UNL College of Law Schmid Law Library**

The Schmid Law Library was designated as a US Patent and Trademark Resource Center (PTRC) effective January 1, 2018.



*Nebraska*



*South Dakota*

### **University of South Dakota Law Library**

The USD Law Library is happy to announce a new addition to our staff. Courtney Segota will begin with us in January as the Head of Instructional Services. Courtney is currently the Reference/Faculty Services Librarian at the University of St. Thomas School of Law in Florida.

The Law Library, in conjunction with the USD School of Law staff, recently unveiled a mobile app for the law school community. The Law School held an "app launch party" for the students with cake, punch, and prizes for those that downloaded the app. The app can be found on the Google Play store or Apple Store by searching "USD Law."

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## AALL ANNOUNCEMENT:

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

Selection criteria includes:

The nominee must be a member in good standing of AALL.

The nominee must be in his/her first 10 years of law library experience.

The nominee must not have previously received an Emerging Leader Award.

The nominee must have made a significant contribution to the Association and/or the profession.

The nominee must have shown outstanding promise for continuing service and leadership.

Specific examples of his/her continuing activities must be provided.

Self-nominations are accepted and encouraged.

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

More details on the award, including a link to the Nomination Form, can be found here: [Emerging Leader Award](#)

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## 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.

### **Publication Schedule:**

Issues are published in March, June, September, and December. Submission deadlines for each issue are:

December (No. 1): November 15

March (No. 2): February 15

June (No. 3): May 15

September (No. 4): August 15

**Editor-in-Chief:** Lacy Rakestraw

**Associate Editor:** Susan deMaine

**Layout Editor:** Sarah Kammer

**Photography Editor:** Matthew Braun

**State Member News Editor:** Hyla Bondareff

**Columnists:** Cynthia Brown, Emily Dust Nimsakont, Lacy Rakestraw, Allison Reeve & Rena Seidler

**State Member News Liaisons:**

Melissa Serfass (AR), Julie Thomas (IA), Lindsey Carpino (IL), Pam Crawford (KS), Allison Reeve (MO), Susan Urban (OK), Sarah Kammer (NE & SD) & Leslie Behroozi (IN, ND, OH, TN, & WI)

The Mid-America Association of Law Libraries assumes no responsibility for the statements and opinions advanced by the contributors of its publications. Editorial views do not necessarily represent the official position of the Mid-America Association of Law Libraries or AALL.

## LINKS TO AALL CHAPTER & SIS PUBLICATIONS

The lists below were originally compiled by Lindsey Carpino for the CALL Bulletin and are reprinted with permission. (Broken links have been omitted.) The original post is available at <http://bulletin.chicagolawlib.org/2016/05/aall-chapter-sis-publications/>.

AALL Chapter	Chapter Newsletter	Blog
Arizona Association of Law Libraries (AZALL)		<a href="#">AzALL Member Blog</a>
Association of Law Libraries of Upstate New York (ALLUNY)	<a href="#">The ALLUNY Newsletter</a>	
Atlanta Law Libraries Association (ALLA)	<a href="#">ALLA News</a>	
Chicago Association of Law Libraries (CALL)	<a href="#">CALL Bulletin</a>	
Dallas Association of Law Librarians (DALL)		<a href="#">Lex Scripta</a>
Greater Philadelphia Law Library Association (GPLLA)	<a href="#">GPLLA News</a>	
Houston Area Law Librarians (HALL)	<a href="#">HALL Quarterly</a>	
Law Librarians Association of Wisconsin, Inc. (LLAW)	<a href="#">LLAW Briefs</a>	
Law Librarians of New England (LLNE)	<a href="#">LLNE News</a>	
Law Librarians of Puget Sound (LLOPS)		<a href="#">LLOPS Cited</a>
Law Librarians Society of Washington, D.C., Inc. (LLSDC)	<a href="#">Law Library Lights</a>	
Law Libraries Association of Alabama (LLAA)		<a href="#">LLAA Blog</a>
Law Library Association of Greater New York (LLAGNY)	<a href="#">Law Lines</a>	
Law Library Association of Maryland (LLAM)	<a href="#">LLAM Newsletter</a>	
Michigan Association of Law Libraries (MichALL)	<a href="#">MichALL Newsletter</a>	
Mid-America Association of Law Libraries (MAALL)	<a href="#">MAALL Markings</a>	
Minnesota Association of Law Libraries (MALL)		<a href="#">MALL News Blog</a>
New Jersey Law Librarians Association (NJLLA)		<a href="#">NJLLA Blog</a>

# LINKS TO AALL CHAPTER & SIS PUBLICATIONS

<b>AALL Chapter</b>	<b>Chapter Newsletter</b>	<b>Blog</b>
New Orleans Association of Law Librarians (NOALL)	<a href="#">NOALL Latest News</a>	
Northern California Association of Law Libraries (NOCALL)	<a href="#">NOCALL News</a>	
Ohio Regional Association of Law Libraries (ORALL)	<a href="#">ORALL Newsletter</a>	
San Diego Area Law Libraries	<a href="#">SANDALL Newsletter</a>	
Southeastern Chapter of the Amer. Assn. of Law Libraries (SEAALL)	<a href="#">SEAALL Newsletter</a>	
Southern California Association of Law Libraries (SCALL)	<a href="#">SCALL Newsletter</a>	
Southern New England Law Librarians Association (SNELLA)	<a href="#">Obiter Dicta</a>	
Southwestern Association of Law Libraries (SWALL)	<a href="#">SWALL Bulletin</a>	
Virginia Association of Law Libraries (VALL)	<a href="#">VALL Newsletter</a>	<a href="#">VALL Talk</a>
Western Pacific Chpr. of the Amer. Assn. of Law Libraries (WestPac)	<a href="#">WestPac News</a>	
Western Pennsylvania Law Library Association (WPLLA)	<a href="#">WPLLA Newsletter</a>	

<b>AALL SIS</b>	<b>SIS Newsletter</b>	<b>SIS Blog</b>
Academic Law Libraries SIS (ALL-SIS)	<a href="#">ALL-SIS Newsletter</a>	<a href="#">What's New</a>
Computing Services SIS (CS-SIS)	<a href="#">CS-SIS Newsletter</a>	<a href="#">CS-SIS Blog</a>
Digitization and Educational Technology SIS (DET-SIS)	<a href="#">DET-SIS page</a>	
Foreign, Comparative & International Law SIS (FCIL-SIS)	<a href="#">FCIL-SIS Newsletter</a>	<a href="#">DipLawMatic Dialogues Blog</a>
Government Documents SIS (GD-SIS)	<a href="#">JURISDOCS</a>	
Government Law Libraries SIS (GLL-SIS)	<a href="#">GLL-SIS Newsletter</a>	
Legal History & Rare Books SIS (LHRB-SIS)	<a href="#">LH&amp;RB Newsletter</a>	
Online Bibliographic Services SIS (OBS-SIS)	<a href="#">TSLI Newsletter</a>	<a href="#">TSLI TechScans Blog</a>
Private Law Librarians & Information Professionals SIS (PLLIP-SIS)	<a href="#">PLLIP E-Newsletter</a>	<a href="#">On Firmer Ground</a>
Professional Engagement, Growth, and Advancement SIS (PEGA-SIS)	<a href="#">PEGA-SIS page</a>	
Research Instruction & Patron Services SIS (RIPS-SIS)	<a href="#">RIPS-SIS page</a>	<a href="#">RIPS Law Librarian Blog</a>
Social Responsibilities SIS (SR-SIS)	<a href="#">SR-SIS Newsletter</a>	
Technical Services SIS (TS-SIS)	<a href="#">TSLI Newsletter</a>	<a href="#">TSLI TechScans Blog</a>



## **2017/2018 MAALL Executive Board**

**President: Therese Clark Arado**  
**Vice President & President-Elect: Karen Wallace**  
**Past President: Susan Boland**  
**Treasurer: Christopher Steadham**  
**Secretary: Corie Dugas**  
**Member-at-Large: Sarah Kammer**  
**Member-at-Large: Jessie Burchfield**

(Stay tuned for updated committee information)

### **Annual Meeting Program Committee**

**MAALL Chair: Therese Clark Arado**

**MAALL Members: Lacy Rakestraw, Ted Potter & Karen Wallace**

**MichALL, LLAW, MALL, and CALL Members:**

**Kathleen Gamache - Clark Hill, Detroit (MichALL)**

**Emily Gellings - Reinhart Boener VanDeuren (LLAW)**

**Patrick Meyer - Detroit Mercy Law (MichALL)**

**Elana Olson - Marquette University (LLAW)**

**Leanna Simon - Honigman Miller Schwartz and Cohn (MichALL)**

**Kris Turner - University of Wisconsin (LLAW)**

**Clare Willis - Northwestern University (CALL)**

**Charles Wilson - Lindquist & Vennum (MALL)**

### **Bylaws Committee**

**Chair: Timothy Gatton**

**Members: Eric Brust, Lynn Hartke & Christopher Steadham**

### **Continuing Education Committee**

**Chair : TBA**

**Members: Kenton Brice, Pam Crawford, Corie Dugas & Lynn Hartke**

### **Grants Committee**

**Chair: Brenda Foote**

**Members: Matt Braun, Cathy Chick & Frances Schach**

### **Library School Liaison Committee**

**Chair: Heather Simmons**

**Members: Joe Custer, Creighton Miller, Miriam Murphy, Rena Seidler & Eric Young**

### **Local Arrangements Committee**

**Co-Chairs: Patricia Cervenka & Elana Olson**

**Members: TBA**

### **Membership Committee**

**Chair: Philip Johnson**

**Members: Cindy Shearrer, Colleen Williams & Rena Seidler**

### **Newsletter Committee**

**Chair & Editor: Lacy Rakestraw**

**Associate Editor: Susan deMaine**

**Layout Editor: Sarah Kammer**

**Photography Editor: Matt Braun**

**State Member News Editor: Hyla Bondareff**

**State Member News Liaisons:**

**Melissa Serfass (AR), Julie Thomas (IA), Lindsay Carpino (IL), Pam Crawford (KS), Allison Reeve (MO), Mandy Lee (NE), Susan Urban (OK), Sarah Kammer (SD), Leslie Behroozi (IN, ND, OH, TN & WI)**

### **Nominations Committee**

**Chair: Jennifer Prilliman**

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### **Public Relations Committee**

**Co-Chairs: Deanna Fix & Susan Urban**

**Members: Lisa Britt Wernke, Cathy Chick & Sharon Nelson**

### **UELMA Task Force**

**Chair: Anne Mostad-Jensen**

**Members: Colleen Williams, Creighton Miller, Matt Novak**

### **Website Committee**

**Chair: Resa Kerns**

**Webmaster: Ayyoub Ajmi**

**Members: Matt Braun, Sharon Nelson & Karen Wallace**

**There are still a number of opportunities available to serve MAALL. Please contact Therese Clark Arado at [tclarke@niu.edu](mailto:tclarke@niu.edu) if you would like to serve on a task force or committee.**