

AALL

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Spectrum

AALL: Maximizing the Power of the Law Library Community Since 1906

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Process Made Easy

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Beyond the Library Walls

Law Librarians Promote
the Profession by
Reaching Out to New
Users and Communities



AALL Spectrum

letter from the editor

Going Beyond Your Job Description

by Paul D. Healey, phealey@law.uiuc.edu

It's funny how many levels most of us try to operate on. A job entails so much more than just showing up and putting in our time. In our professional lives there are the demands of our particular jobs, along with the demands of trying to stay involved with AALL and promote the profession. We all have so much to do—for most of us, too much to do.

We try to balance all of the demands of our jobs and profession and then balance those demands with the needs of the rest of our lives—the needs of family, friends, and community—and the attention we want to give to our interests, health, and spirituality. It's tough to keep up with it all.

This month *AALL Spectrum* takes a look at things we do that are not always directly related to our individual jobs, but work to promote the profession and its interests. Our theme this month is reaching out by finding ways to reach new users, promote the profession, and make other contributions that serve us all. These efforts often are overlooked and under-appreciated, which is a shame because often they take a lot of time and energy. No wonder many of us can't seem to get started on such projects. To help inspire you, we present three articles that look at particular ways of reaching out and adding something to, and for, the profession.

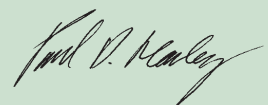
A popular method of contributing to the profession is doing research. Unfortunately for many people, carrying out a research project is a difficult task. It's hard enough to find the time, but the real obstacle is often money. There are a variety of ways to get money for research—AALL's own research committee regularly doles out funds—but the process of applying for a grant can be as daunting as carrying out the research it will fund. Stephanie Burke, Kathryn Hensiak, and Donna Nixon have written an article for this issue that walks us through the grant application process and even provides a list of resources for finding grants.

Although AALL provides a number of opportunities for members to write for publications, not least of which is the magazine you hold in your hands, it is both useful and desirable for law librarians to make their professional voices heard in the larger law community. One way that a number of AALL chapters have increased their visibility and let their members shine is by taking a coordinated approach to publishing articles in various legal journals. Carol Bannen and Bonnie Shucha have investigated these innovative programs and provide some interesting tips on how to create and run such a program in your chapter.

Closer to home, academic law librarians often find it a challenge to market themselves to law school community members—particularly to students. Students often don't realize all of the resources available in and through their law school libraries or how much help law librarians can provide. The University of Maryland's Thurgood Marshall Law Library is the home of an innovative program that seeks to integrate library services right into the classroom and curriculum and, in the process, make law students more aware of the resources and services found in the law library. Barbara Gontrum explains how this works in her article.

We hope that this look at some practical ways to reach out and promote your profession will be useful. *AALL Spectrum* is at its best when members are able to share their ideas and experiences to help other members do their jobs and reach their goals. As always, we deeply appreciate the efforts and work that go into the articles we print.

Next month, *AALL Spectrum* will turn its attention to the 50th anniversary of *Brown v. Board of Education*. AALL's Diversity Committee worked with us to produce the issue, and they did a marvelous job of coming up with interesting topics and eminently qualified writers. I know that you will enjoy our coverage of this important landmark.



On the cover:

Lisa Arm, collection development librarian, observes the world beyond Boston University Pappas Law Library.

Photo by Elizabeth Farina.

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Editorial Staff

Director of Publications and Managing Editor
 Julia O'Donnell jodonnell@aall.org

Editorial Director

Paul D. Healey phealey@law.uiuc.edu

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Advertising Representatives

Benson, Coffee & Associates
 1411 Peterson Ave., Park Ridge, IL 60068
 Telephone: 847/692-4695 • Fax: 847/692-3877
 E-mail: bencof@aol.com

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Being Present at the Table

There is no substitute for being a participant in discussions impacting your work. All of us have sat through our share of meetings that waste our time and energy, but all of us, too, have regretted missing meetings where critical matters were discussed and important decisions reached.

It's no different for the president of AALL. I've attended a few meetings this year that have been less than earth shattering, but most of the time, I've represented our Association at important and even fascinating events—events where AALL's participation has the potential to make a difference.

In November I spent several days in Washington, D.C., meeting with congressional representatives and key agency leaders. It was a challenging experience for me to play lobbyist when discussing our information policy positions and to familiarize Washington insiders with the work of our Association. Hopefully I was able to convey our message with intelligence and enthusiasm. For my part, I learned how important it is for our Washington Affairs Office and our leadership to be active participants in major policy discussions.

While in Washington and later at the American Library Association mid-winter meeting, I had several opportunities to meet with the leaders and executive directors of other library associations. We discussed collaborative efforts, the changing needs of our respective members, and how our associations can be more effective in advancing our members' interests. We've seen the benefits of working with other library associations on national information policy efforts and through joint educational teleconferences. We should see further benefits as we continue to discuss ways to partner with other professional associations and better serve AALL members.

Most assuredly the biggest table I've been at this year was at the United Nations in Geneva, Switzerland, where I, along with library association representatives from more than 70 countries, attended "Libraries at the Heart of the Information Society" in November. This conference was organized by the International Federation of Library Associations (IFLA) as a pre-conference for the United Nations Summit on the World Information Society. IFLA organized its conference in response to early drafts of summit documents that failed to mention the word "libraries," much less mention the central role libraries can and are playing in reducing the rich/poor digital divide.

AALL's participation in the IFLA pre-conference made sure the message delivered to national delegations stressed the role that libraries—especially law libraries—play in fostering an open information society.

Other Opportunities

During this year, I've asked the members of the Executive Board to think about other tables at which AALL should be represented and other organizations with whom we should build relationships. I'd like your ideas, too! Through AALL's official representatives, we sit at many tables where business important to our members is discussed. But we should all think about where we can provide advantages to our colleagues, profession, and libraries through our participation in the world beyond our library doors.

And who should sit at *our* table? Every law library trustee, professor, or attorney I've met who has attended one of our Annual Meetings has raved about the quality of our educational programming, the wonderful

way our meetings are organized, and the sophistication of our membership. Spending some time with us has given them a whole new perspective on who we are and what we can do. As we approach the AALL's Centennial Meeting in 2006 in St. Louis, we should all think about who should be guests at our table.

Join a Table

So at which tables do *you* need to be present? In each of our work environments there are those tables where significant information is communicated, where informative discussions occur, where important issues are debated, and where critical decisions are reached. If you are not sitting at those tables, then some strategies are in order to get you there. Each of us can take the initiative to be a more active representative for our libraries and ourselves.

But I do know one table at which every law librarian needs to be present—our Annual Meeting. Where is information significant to law librarians communicated? Where do informative discussions for law librarians occur? Where are important law library issues debated? And where are decisions about law librarianship made? The AALL Annual Meeting & Conference in Boston is the best "table" in the house for learning, networking, and impacting your profession. This spring you will start to learn more about the excellent programs, fun events, and important business that will take place in one of the world's best cities.

We have one chance each year to gather together to enrich ourselves and contribute to our profession. Boston will restore your spirits, teach you new skills, and offer you great collegiality, sightseeing, and shopping! I hope to see you there.



Legislative Advocacy Leadership Training Offered in Boston

Consider yourself invited to the Legislative Advocacy Leadership Training scheduled for 8:30 a.m. – 12:00 p.m. on Saturday, July 10 during AALL's Annual Meeting. Thanks to the support and commitment of AALL President Janis Johnston and Executive Board, there is no registration fee for this special event.

This year's focus is a bit different from years past as we will concentrate on crucial state issues, with funding for county law libraries at the top of the list. States are reeling from budget shortfalls, and the impact on funding for state institutions continues to be severe. At the same time, public law libraries are experiencing a surge in the number of public patrons who increasingly rely on access to their resources and services. In many states, filing fees that support county law libraries haven't been raised in years (or decades, for that matter) and are wholly inadequate.

The funding situation for county law libraries in Florida is dire. Legislation enacted there last July eliminated the sharing of filing fees with county law libraries. Unless we and others are successful in crafting a legislative fix that the legislature and Gov. Jeb Bush will support, funding from filing fees—which currently accounts for approximately 75 percent of funding for these law libraries—will end on July 1, 2004.

Other state issues include opposition to efforts to enact the *Uniform Computer Information Transactions Act (UCITA)* and the *E-Government Services Act*. While the latter sounds like a benign effort to improve public access to state electronic information and services, it is instead an egregious effort by industry to prevent state agencies from providing information online if the same information is already available through two commercial entities.

Last, but not least, we will work to use the findings of the *State-by-State Report on Permanent Public Access to Electronic Government Information* (www.ll.georgetown.edu/aallwash/PPAreport.htm) to educate state policymakers. The report, published in July 2003, is the result of an AALL research grant awarded to the Government Relations Committee. Our goal is to promote "Best Practices" and even model state legislation to ensure the permanent public access of electronic information, especially Web-based "born digital" information.

So how do you fit into all of this? Simply put, we will not succeed in our legislative agenda without *your* help. The goals of this workshop are to give you an opportunity to learn about these core issues; to show you how easy (and fun) it is to become actively engaged in our advocacy efforts; and to bring together folks who are willing to become leaders within their chapters or states. All you need to bring with you is energy, enthusiasm, and the willingness to become active on the legislative front. Our breakout sessions will train you in outlining strategies for participation on these issues and give you the confidence to succeed.

I'm very pleased to announce the outstanding group of speakers lined up for this session: Charley Dyer, San Diego Public Law Library, chair of the State, Court, and County Law Libraries SIS; Elizabeth LeDoux, Covington & Burling, chair of the Government Relations Committee (GRC); Judy Meadows, State Law Library of Montana, GRC member; and Bob Riger, Miami-Dade County Law Library.



I invite you to register today. Simply send an e-mail message to baish@law.georgetown.edu and we'll add you to the list. See you there!

Join OpenTheGovernment.org

In December 2002, I was one of about 25 people invited to a meeting in D.C. to discuss the administration's penchant for secrecy and to figure out how we might better align ourselves to become more effective in speaking out against it.

During the past year, we have been successful in our funding efforts, and the result is a new and exciting coalition that is being unveiled this spring—

OpenTheGovernment.org.

The coalition's goals are not only to fight secrecy and strengthen open government at all levels, but also to provide resources that demonstrate the consequences of excessive secrecy and show how we can unite together to fight it. We are looking for new members and welcome national, state, and local organizations as well as individuals. We especially want to bring together work being done by environmental and good government groups, librarians, journalists, labor, taxpayer rights advocates, and others working to keep our government open.

As a member of the OpenTheGovernment.org steering committee, I invite you to visit our new Web site at <http://openthegovernment.org/>. If you agree with the statement of values below, please consider joining our efforts by signing on. Thank you!

Mary Alice Baish, Associate Washington Affairs representative, Edward B. Williams Law Library, 111 G Street, NW Washington, D.C. 20001-1417 • 202/662-9200 • fax: 202/662-9202 • Baish@law.georgetown.edu • www.ll.georgetown.edu/aallwash.

OpenTheGovernment.org statement of values

To protect the safety and well-being of our families, homes, and communities; to hold our government accountable; and to defend the freedoms upon which our democracy depends; we, the undersigned organizations, believe the public has a right to information held by our government.

The American way of life demands that government operate in the open to be responsive to the public, to foster trust and confidence in government, and to encourage public participation in civic and government institutions.

The public's right to know promotes equal and equitable access to government, encourages integrity in official conduct, and prevents undisclosed and undue influence from special interests. OpenTheGovernment.org seeks to advance the public's right to know and to reduce secrecy in government.

<http://openthegovernment.org>

Graphic courtesy of Thurgood Marshall Law Library



Building a Digital Collection

The Making of *Historical Publications of the United States Commission on Civil Rights*

by Bill Sleeman

The Career Development Task Force, which coordinates the Desktop Learning Opportunity Series, encourages members to explore professional development offerings and opportunities at the local, regional, and national levels. We welcome your comments and article suggestions. Please contact Phyllis Marion at 619/525-1429 or pmarion@cwsf.edu.



To keep up in today's world, law libraries must identify fresh approaches to deliver client-centered services. One library reached out by developing electronic versions of a select collection.

In 2000, the Thurgood Marshall Law Library of the University of Maryland School of Law decided to create digital access to a small group of government documents produced

by the United States Commission on Civil Rights (USCCR). After evaluating the collection and reviewing the strategic plan of its parent institution—commitment to teaching civil rights law—the library staff decided it was a good fit and a challenge worth tackling.

The staff found that hard copies of commission publications were underutilized—

particularly the microfiche items. With improved access to the documents, students would better understand the history of federal and state efforts regarding civil rights initiatives. Additionally, the

Thurgood Marshall Law Library has a rich collection of material, providing a range of unique resources from which to choose. Finally, being federal documents, most of the items were free of

copyright issues.

Following is a personal account of what it took to reach this goal, from inception to completion.

Getting Started In-House

As the librarian in charge of getting the project underway, I had to become familiar with the state of the scanning community. Two resources quickly became my bible and hymnal: the *NEDCC Handbook for Digital Projects: A Management Tool for Preservation and Access*, edited by Maxine K. Sitts, and the January/February 2001 issue of *Library Technology Reports*, which is devoted to

digital imaging technology. Although now somewhat dated, *Library Technology Reports* proved especially valuable in getting up to speed on then-current standards and tools.

The *NEDCC Handbook* offers a very good outline of how a digital project should commence, and some of the steps that were incorporated into our planning are included below.

1. Define clear boundaries for a digital conversion project.
 2. Brainstorm in non-technical terms the desired outcomes for the source materials and functional requirements of the scanned versions.
 3. Justify why digital, rather than analog, reproduction is necessary.
 4. Project a lifespan for the digital reproductions.
 5. Prepare a plan and budget (time and money) for the project.
 6. Write documentation for the project.
- And most importantly:
7. Learn from your mistakes.

Step One: Form a Project Team

To start off, we formed a project team that consisted of a cross section of library staff; user services, technical services, and the Technology Assisted Learning Center staff all took part in brainstorming and boundary setting. We met several times and eventually decided that we would scan only documents in our collection and initially would not make an effort to acquire other materials to scan.

Since we would generally work with recent publications, our project would focus on improved access, not preservation (although any digitization project offers a component of collection protection in reduced handling of the originals). The final digital versions would replicate the originals as closely as possible.

Each converted document would be searchable by keyword and generally accessible by date, title, and SuDoc number. We also decided that each document scanned would have a MARC 856 tag added to the bibliographic record in our catalog,

AALL Professional Development Program Competencies of Law Librarianship

- 1 Core Competencies
- Specialized Competencies
- 2 Library Management
- 3 Reference, Research, and Client Services
- 4 Information Technology
- 5 Collection Care and Management
- 6 Teaching

This article addresses the AALL Specialized Competencies on Reference, Research, and Client Services; Information Technology; and Collection Care and Management. The complete AALL statement of Competencies of Law Librarianship is online at www.aallnet.org/prodev/competencies.asp.

and each bibliographic record would, if necessary, receive upgraded cataloging.

Step Two: Tackle Technology

Our next step was to work out our conversion standards. After reviewing the literature, we selected 400 dots per inch (dpi) as the resolution rate for our digital conversion. This put our scanning in the middle of the various ranges and norms discussed in the literature.

JSTOR uses 600 dpi, which is often quoted as an ideal rate for archival purposes, while several articles suggested scanning text-only documents at 75 to 100 dpi. The literature also suggested that text characters tend to break up at higher resolutions, and the higher the dpi, the larger the files.

Recently the Law Library Microfiche Consortium (LLMC), a major producer of law-related microfiche, decided to convert its fiche products to an electronic form. After extensive tests discussed in a mailing to AALL members, LLMC elected to scan at 300 dpi, based on both file size and presentation needs. This decision by LLMC validated our decision to scan at 400 dpi and suggested that, in fact, we could have used a lower dpi and still produced a quality product.

Next we determined the output. We knew that we wanted a product that would be an accurate copy of the original. Research of other digital conversion projects led us to Adobe's PDF as the best means to meet our goal. Adobe PDF, although proprietary, remains the method of choice within the government documents community. Given that the federal government and many state governments continue to produce original electronic documents in PDF, as well as converting paper and fiche to this format, we remain comfortable that our decision to provide public access in PDF was appropriate. We have recently begun experimenting with both an HTML and an XML presentation.

Step Three: Start Scanning

We first attempted to scan the documents in-house with mixed results. Small documents, such as the 1972 publication *Your Child and Busing*, were easily scanned and manipulated, but larger documents like the 1971 *Voting Rights Act: Summary and Text* proved to be difficult and time consuming.

Some of the challenges we faced included an inability to effectively manipulate large files with multiple images. The conversion process took a great deal of

time; the auto feeds on our scanners would pull inconsistently, and we had to do large documents by hand. De-skewing consistently across individual images in a file was a problem. Also, adjusting the image brightness and clarity across files so that each file or document would appear exactly the same was extremely labor intensive and nearly impossible with our in-house equipment.

From a practical perspective, staff found it difficult to take apart large books. It is generally no problem to tear a small document apart, but to do so—while keeping the margins even and pages intact—without a commercial bindery instrument (or a table saw, as was suggested by one staff person), was problematic. Since getting the book disassembled in such a way that it could be rebound at the conclusion of the scanning process was a priority for us, this was no small consideration

Going Outside for Help

As the *NEDCC Handbook* suggested, “learn from your mistakes.” We quickly learned that we could not do the volume and quality of scanning we had envisioned on in-house equipment with our staff members who were still doing their regular jobs. So, I called a colleague at the University of North Texas who had extensive digital conversion experience.

Important tip: Know when to ask for help and don't be afraid to do so. Throughout this project, vendors and experienced colleagues willingly shared their knowledge and expertise with us.

Step Four: Review Project Plan

The next task in our project, now called *Historical Publications of the United States Commission on Civil Rights* (www.law.umaryland.edu/edocs/usccr/html%20files/usccrhp.asp), was to review our initial research, focusing on how institutions utilize commercial digitization firms. We knew that this stage would likely involve money, of which we had very little, so we wanted to get the best possible plan in place.

Our core consideration was deciding what to convert. After several meetings and discussions (including some communication directly with the Commission on Civil Rights to ascertain their priorities in converting older documents to electronic form), we decided to convert the fiche versions of the USCCR publications.

Microfiche, while still one of the best long-term storage mediums, is everyone's least favorite tool. We were fairly confident that converting this body of material could only improve access to the documents.

Points to Ponder When Creating a Digital Collection

1. **Be realistic about the skill sets available among project team members.** While not every member of the team can, or should, be expected to perform each task in a technology-driven project, it is important that everyone involved have a basic understanding of the process. It is the responsibility of the project manager to ensure that everyone on the team is comfortable with the technology.
2. **Successful project management requires that all participants are able to contribute freely to the project planning and implementation.** Everyone is responsible for being open to new ideas and accepting criticism. The project manager sets the tone for the team.
3. **A successful project requires flexibility.** As the *NEDCC Handbook* recommends, “learn from your mistakes,” and be ready and able to shift gears as the project progresses.
4. **Manage time effectively.** A large-scale digitization project can take on a life of its own. The project manager should plan out ahead of time how to best employ the team when personal schedules and project schedules begin to conflict.

Step Five: Pick a Vendor

We decided to approach OCLC's Preservation Services for help. Working with OCLC and its digitization arm was especially beneficial. Its staff is extremely knowledgeable and patient, and they worked closely with us to develop our experiences scanning in-house to create technical benchmarks that we could employ both with OCLC and with other vendors later in the project.

Preservation Services also recommended that we reconsider our proposed scanning standards; in particular it suggested that we

scan in black and white instead of grayscale. Normally grayscale is used with non-color scanning to assure that depth and distinction are retained in items with multiple shadings. Since the bulk of our proposed documents were straight text, pure black and white scanning was cheaper, just as clear, and resulted in smaller files. Since scanning at black and white, we have not observed any loss of data or degradation of the image when expanded out on the PDF viewer.

Working with OCLC also provided the project team with a lesson in defining terms. Our final result with OCLC, while significantly better than our in-house attempt, wasn't exactly what we expected. We had planned for one document with a searchable PDF behind it. OCLC understood us to have asked for two separate PDF files: a clean presentation copy and a dirty (or unedited) OCR'd file. The contract language was ambiguous enough to go either way. After a meeting of the project team and help from OCLC, we all agreed that we could make the two files work and would still have a sufficiently large and useful test bed.

A final lesson came as we went back and forth with OCLC and it scheduled our work around its other projects: this project was going to take a great deal longer than we had anticipated. With our law library's move to a new building looming on the horizon, the amount of staff time available for the project was soon to become an issue.

Step Six: Find Additional Scanning Help

After converting the microfiche, we still hoped to move some paper titles to electronic form. The development of a course at the law school on voting rights provided us with an opportunity to recommend that several early commission *Voting Rights Act* publications be converted. This suggestion was approved by the assistant dean for library services, and she provided us with additional seed money to carry out the plan.

On the suggestion of a colleague, we made contact with Northern Micrographics and arranged to have them convert several reports and hearings, based on the specifications developed with OCLC.

As we wanted to get as many items scanned as possible with our remaining money, the project team elected to have Northern Micrographics produce only the basic files, while library staff would work on enhancing the PDF files (bookmarks, thumbnails, subjects, etc.). It was an exciting moment in the project to see for

the first time that what we had envisioned for both the presentation and access side of the conversion was possible. Unfortunately, we had completely exhausted the money that was provided for us to prove our concept.

We now needed to either find the funds to hire a commercial firm or find a commercial firm that wanted to do the work for free.

Resources for Digitizing

"The Circle of Life: Managing a Law Library Web Site Redesign Project." Bonnie Shucha. *Law Library Journal*, v. 95, no. 1 (Winter, 2003), p.47-67.

D-Lib Magazine. www.dlib.org/.

Electronic text center. University of Virginia Library. <http://etext.lib.virginia.edu/>.

A Framework of Guidance for Building Good Digital Collections. Institute of Museum and Library Services. www.ims.gov/pubs/forumframework.htm.

Library Technology Reports (January/February, 2001).

NDLP Project Planning Checklist. <http://memory.loc.gov/ammem/techdocs/prjplan.html>.

NEDCC Handbook for Digital Projects: A Management Tool for Preservation and Access, Maxine K. Sitts, Editor. Andover, Ma.: Northeast Document Conservation Center, 2000.

"Why Digitize: Principles in Planning and Managing a Successful Digitization Project." Susan Jephcott. *The New Review of Academic Librarianship*, v.4 (1998), p.39-52.

"Why Web Projects Fail." Darlene Fichter. *Online*, v.27, no.4 (July/August, 2003), p.43-45.

Site Design

Providing access to the materials on the site is the key to its success. We had to identify the best structure for doing this at the same time that we were honing our digital conversion and project management skills.

Step Seven: Determine Site's Purpose

Using Dreamweaver, we designed the site to be a simple discovery tool rather than a true database with access via broad subjects, title, date, and SuDoc number. Two of the project staff with Web authoring skills and extensive public service experience collaborated to help refine the site.

We also wanted resources to be available outside of the site via the library catalog and Internet search engines. After considering server requirements, examining the literature, and communicating regularly with colleagues in the government documents community, we decided that the project called for two approaches.

First, library project team members worked to enhance our local bibliographic records for each title we scanned with a MARC 856 field and appropriate subfields. We also discovered that many titles needed re-cataloging as older titles were done under earlier cataloging standards.

For the second approach, we opted to explore the use of basic Dublin Core resource tags to create a set of metadata files for several of the converted documents. The tag content, some of which was pulled from the MARC fields, was based on the specifications available from the Library of Congress' Dublin Core site. Our goal was to use this metadata to aid potential users in other non-library and non-MARC environments to more readily find the site and use the resources.

Step Eight: Team Up with Vendor and Everybody Wins

At the American Library Association midwinter meeting in 2002, I met a representative of MarcLink, the library retrocon company. MarcLink had been using digital technology to scan catalog cards when converting libraries to automated catalogs and was now interested in applying that technology to move into the document conversion business. We discussed the Civil Rights Commission project, and MarcLink agreed that our project was the type of initiative that they were looking for.

Project staff met with representatives of MarcLink several times in the first few months of 2002, and together we agreed on the outline of a program whereby we would prepare a contract and standards. In turn, they would provide complete service for upwards of 20 titles in order to gain experience in ramping up a commercial scanning facility.

This proved to be an ideal situation. Access Imagery, as the company came to be called, had very helpful and knowledgeable staff on the digital side but had limited experience developing a product of this type for the library market. Working together we were able to develop detailed specifications for how the documents would be scanned, the PDF files and DC metadata prepared, and the material delivered.

But the process was not one-sided. We were able to advise Access Imagery on current standards for preservation metadata, we reviewed and recommended changes to how it presented its final product package, and we shared our research on image types employed by archives and libraries. We also advised the company to purchase a bindery-type guillotine for cutting spines. MARC Link and Access Imagery have recently merged into one organization now known as Backstage Library Works.

Future Plans

Access Imagery currently is converting another 30 documents for us—this time at cost with money provided by the library.

We have experimented with harvesting data from the official USCCR site. Many of the commission's electronic publications are

not included as part of the federal depository program—they are fugitive documents—and their long-term access is not guaranteed.

Since July of 2002, project team members have visited, downloaded, and reformatted documents released by the commission for inclusion on our site. The commission tends to put the files up in a bare-bones state, so in order to make the material useful, bookmarks, summaries, thumbnails, and metadata all need to be added. Unfortunately this makes harvesting the publications from the USCCR site just as labor intensive as scanning in-house, so we may not continue to pursue this.

Step Nine: Put Systems in Place

Our next step is to systematize the PDF and site creation steps—we plan to write a manual—so that the project is not dependent on a few staffers to continue.

Another goal is to work with our law school information technology group to create a reliable methodology for testing usage.

Depending upon the results of this effort, we will make a decision about moving forward with efforts to fund the conversion of the remaining 1,000-plus paper titles in our collection.

During the past three years, staff at The Thurgood Marshall Law Library has worked hard to bring this site along. We developed a model for digital projects that is now employed on new projects within the library and law school. We have learned a great deal about project management and digital conversion and have demonstrated that it is possible for a small institution with minimal financial outlay to produce a research tool that benefits the legal and academic community.

Bill Sleeman (wsleeman@umaryland.edu) is information services librarian at the University of Maryland at Baltimore Thurgood Marshall Law Library.

“ We developed a model for digital projects that is now employed on new projects within the library and law school. ”

We've all experienced it. In academic libraries, students ask you what you are doing over summer break. Or at cocktail parties, a guest asks what you do, and when you respond that you are a law librarian, you are met with a blank stare or an empty, "Oh, really?"

A large part of what we do is invisible and unknown to the outside world and even our patron community. Do you think the average law professor, firm partner, or judge knows what a cataloger does? Are they aware of the diverse jobs, responsibilities, and accomplishments of their law library staff?

Law librarians' public relations efforts are often limited to the law library or library community.

However, *we* already know how great we are. Instead, law librarians must strive to reach those outside of our ranks for a number of reasons, including job security, compensation, and the library's current and future role within its larger organization.

Why Spread the Word?

Job security. How can anyone value your talents if they don't know about them?

In the popular press, countless stories have rung the death knell for libraries, proclaiming, "It's all on the Internet." If the power players in your organization—whether they are deans of law schools, partners at law firms, or judges within courthouses—don't know law librarians' diverse talents and skills, your job is not so secure.

Equitable compensation. Studies, articles, conference programs, etc., have proved it: Those with the word "librarian" in their titles do not receive as high a salary as those without it, even when the job descriptions are remarkably similar. If the skills and talents that law librarians bring to the table are readily apparent, negotiating salaries will be easier.

Decision making. Ever had a decision made by your employing organization that made no sense to you (i.e., canceling all journal subscriptions because you have Westlaw and LexisNexis access)? Law librarians need to have a role in the

direction of their employing institution, whether it is a law school, firm, or government agency. If your profile within your organization is high, you are less likely to be cut out of the decision-making loop. You must market the value of your opinion by demonstrating your unique skills and talents to those in decision-making positions.

Recognition. One thing law librarians—and librarians in general—do not excel at is bragging. Did you or one of your coworkers receive an award or honor recently? Was your article recently published, or were you nominated for a leadership position within the professional librarian community? Not many law school deans, law firm partners, or judges are likely to read law—or general—librarianship publications regularly. You must let your organization know about these honors. Use the library's or organization's intranet, newsletter, or word of mouth to spread news of your professional achievements.

Getting Attention

How do we educate our patron community and supporting institutions to demonstrate our value? After all, we have degrees in library science, not marketing. We must simply take advantage of the wealth of public relations and marketing resources readily available.

Become familiar with the AALL Public Relations

Committee's Statement on the Value Added to Organizations by Law Librarians (www.aallnet.org/committee/pr_statement.asp). Use the statement within your own workplace. Distribute it to a managing partner, law school dean, etc. And take a good look at it yourself. Use the ideas set forth in the statement when advocating for your budget or an added staff position.

Read *AALL Spectrum*. Every issue includes a column—such as this one—about public relations. Recent columns covered such topics as the role of public service initiatives, involvement with state library associations, and fundraising and development. Use these columns for a regular dose of fresh ideas and to renew enthusiasm for marketing your library and yourself. You can view collected columns online at www.aallnet.org/committee/pr/prcolumn/index.htm.



Take note of award winners. Nancy Carol Carter (left) accepts the Excellence in Marketing Award for Best Campaign at the 2003 AALL Annual Meeting. The University of San Diego School of Law won for "Celebrating Books," an exhibit about how books change lives and shape minds. The exhibit featured works from 50 authors and commentaries from readers who described how these books have impacted their lives.

Toot Your Horn

Law Librarians Should Communicate the Value of Their Profession Outside of its Ranks

by Stephanie Burke



Take note of award winners. Each year at the AALL Annual Meeting, the Public Relations Committee announces the winners of the Excellence in Marketing (EIM) Awards. Use the winning law library public relations campaigns for inspiration. This year, the EIM winners included academic as well as public law libraries. You can see the past winners, from 1998 to date, online at www.aallnet.org/committee/pr/eim/awards.htm.

Check out other resources available on the Web. At the Public Relations Committee Web site (www.aallnet.org/committee/pr/resources/index.htm), you'll also find links to an abundance of public relations resources. Other library public relations sites include Gale Publishing's Free Resources for Marketing in Libraries (www.galegroup.com/free_resources/marketing/), developed by Gale's marketing department, and the International Federation of Library Associations and Institutions' Management and Marketing Section (www.ifla.org/VII/s34/somm.htm), where you can learn about marketing ideas from libraries around the world.

In addition to these resources, take a look at other libraries' Web sites. Often, you can read the library's newsletter or

see other examples of how your fellow librarians share library and librarian success stories. For example, take a look at the Cornell Law Library Web site's *Library Highlights* (www.lawschool.cornell.edu/library/INFORMATION/highlights/), which lists the library's, as well as individual librarians', accomplishments.

Suggest some reading material. Leave copies of AALL special interest section and chapter newsletters in places where they will be seen by those within your organization who may not be regular visitors or users of the library—a current magazine rack, lunch or break area, or any location where people congregate informally. Most newsletters are available for free on the Internet (see a list at www.aallnet.org/committee/cone/). Also, use your organization's own internal newsletter, intranet, or e-mail updates, by submitting announcements about awards, publications, and other accomplishments by library staff.

These ideas just scratch the surface. Look for PR examples outside the library community, too. Use all methods available to spread the value of law librarians to the outside world. And, the next time you're at a cocktail party and are asked what you do for a living, stand tall and explain the value of law librarianship.

Stephanie Burke (sjburke@bu.edu) is senior reference librarian at Boston University Pappas Law Library.

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The first step of a successful grant application is to pick a topic and find out how much prior research has been done on that topic.

You've Got to Be in it to Win It

Six Steps to Securing and Completing a Research Grant

by Stephanie Burke, Kathryn Hensiak, and Donna Nixon

You've all thought about it before. One of your colleagues is announced as the recipient of a research grant, and you wonder how he or she received the grant. Or you encounter a work-related situation and think, "Someone should really research this area," or "I wonder if all law librarians encounter this?"

Applying for and working on a grant project is not nearly as complicated as you may think. In fact, with solid planning and some gusto, your first grant is mere steps away.

Why Apply for a Grant?

Preparing a grant proposal and receiving a grant award offer many career-enhancing rewards. To start with, working on a grant proposal provides innumerable opportunities for you to interact with colleagues. Instead of applying for a grant by yourself, you may choose to work with one or more colleagues. With today's communication technologies, the colleagues with whom you work can be scattered throughout the country or even across the globe.

In fact, working with colleagues from other types of institutions may be beneficial. For example, if you work in an academic law library, you might consider forging a partnership with a colleague from a private law library and vice versa. If you intend to extrapolate from your research data that a certain result holds true universally, collecting data from various institutions is vital.

Regardless of whether you apply for the grant individually or as part of a group, consult colleagues to lend insight into the area of your research. As a bonus, the professional contacts you make during your grant application process will increase your visibility within the profession and expand the circle of people you can call with

questions, concerns, and ideas in the future.

If you are looking for a method to build professional knowledge, a grant application and project is the answer. As you move through the process, your expertise of the research topic will increase exponentially. While developing a research topic, you will review literature in that area and speak with experts in the field to build a solid foundation of background information. Your colleagues will view you as an expert on your research topic, and as a result, you may be asked to play a larger role in professional activities.

Working on a grant will give you great bang for your buck. You can use the knowledge you have acquired and the results from your grant-funded research to write articles; give presentations; and facilitate discussions at local, regional, national, and perhaps international professional events. Articles and presentations are powerful career boosters.

Step One: Find a Topic

Usually, when you decide to apply for a grant, you have a general topic in mind. Often, it is a vague idea that will need some refining. You should start by creating a hypothesis. Think of an important question in your field of interest. Make an educated guess of what the potential outcome or answer may be. Find out how much prior research has been done on the topic—read the literature in the field, attend presentations, ask questions, and contact experts in the field.

If your topic already seems to have been exhausted, consider expanding or narrowing the topic to focus on a related area that has not been examined extensively. Run your proposed topic by colleagues to see if it interests them. If others in your field of expertise agree that your topic is good, you are probably on the right track. Repeat the above process until you have a topic that seems ripe for exploration.

Step Two: Flush out the Details

Next, form an outline of what you would like to accomplish and ruminate on the steps needed to accomplish your goal. Include what method of research you plan to pursue: survey, direct observation, combing through data records, data analysis from other studies, etc. Consider whether you need additional help and what form you would like that to take—coauthor, outside consultant, assistance from your organization's grant support department, etc. Draw up an outline and a proposed budget. Some items to consider include:

- **Outside help.** If hiring a consultant, will you need to pay benefits, such as health insurance or workers compensation insurance, in addition to a fee for services? This is something you should discuss with your institution's grant support division (see "Ask for help" discussion in the next column).
- **Budgeting.** Will your institution be willing to assume costs for phone calls, photocopies, postage, and other miscellaneous items? If so, how much?
- **Work time.** Will your institution provide release time to allow you to work on the grant? Is your planned timeline reasonable? Have you taken into account other projects, holidays, and vacation schedules?

Step Three: Find a Grant to Sponsor Research

Now that you have a great topic and outline, the next step is to find a source for funding. To find out about available grants, use resources such as grant source libraries and organization Web sites. Often, grants go undistributed because of a lack of applicants.

Some grant sources include universities and departments; professional organizations (e.g., ALA, AALL, ASIST, SLA); learned societies; and foundations (e.g., Gates Foundation, Ford Foundation). Ask colleagues about other potential sources. (See the list on page 16 for more sources.)

Step Four: Write the Grant

Once you select a grant, it is time to prepare the application. Keep in mind several key considerations.

Observe all deadlines. If the guidelines say to submit "Form X" by December 2, submit the form before close of business on that day—not at the stroke of midnight or the next day. To avoid missing deadlines, make a chart of deadlines and a timeline that provides plenty of leeway.

Take it step by step. The whole process can seem quite overwhelming if you begin to fret about all the things that need to get done. Remember, "A journey of a thousand miles begins with a single step." Break the process down into steps and it will be surprisingly manageable.

Ask for help. Universities, for one, usually have support organizations to help you through the grant-writing process. In fact, many universities require that you get approval before you apply for outside grants. Other organizations may have similar constraints. Investigate who in your organization may have to give consent for your grant application and contact them

as soon as possible—well in advance of the grant submission deadline. Find out what your organization and the grant sponsor organization require to write and authorize the grant. You will learn a lot about your organization's red tape.

Whenever something in the application seems ambiguous, do not hesitate to make a call to the grant organization and your grant support division to clarify. It is far better to clarify in advance than to miss an opportunity because you sent the wrong or incomplete information.

Obtain specific approvals, if you are dealing with human subjects (administering a survey, holding focus groups, etc.). Federal law, university guidelines, and other employer policy may impose additional strict

guidelines on the use of human subjects.

Follow up to make sure the granting organization received your application, and verify the timeline for the response. While you wait for a response, do not sit idly by! Investigate other sources for sponsorship. Some grants have too many worthy applicants, while others do not receive any applications. Don't get discouraged if this

“Applying for and working on a grant project is not nearly as complicated as you may think.”

Lessons Learned During the Grant-Writing Process

An amazing array of resources exists to assist people through the grant process—usually free of charge.

Universities usually have an office of sponsored programs, or something similarly named, whose sole purpose is to assist university members through the grant process. In addition, universities often have departments that will assist you with statistical programs and other research tools. Grant applicants in other types of institutions should talk to the heads of their departments or institutions about available assistance.

Humans are complicated. Any and all research that involves humans, even if it is a simple survey, is considered human subject research and must go through close scrutiny, often from some formal institutional review board.

Help is easy to find. There are many great people within the profession of law librarianship and general librarianship who are willing to share the benefit of their expertise and time with little or no monetary reward.

Conference calls are key. Learn how to use your institution's conference calling facilities to facilitate your research. If you work with colleagues outside your area, determine how to equitably work as a group to meet deadlines, despite living in different states and time zones.

Survey the survey options. Evaluate different Internet survey tools for quality, support, cost, and flexibility. Be sure to pre-test a survey on a sample group to make sure the tools and questions work as anticipated.

Set realistic deadlines. Research almost always takes longer than originally thought,

so set structured deadlines, even if they are fake. Otherwise the research project will take a back seat on your to-do list.

Red tape is imminent. Know that you will deal with administrative requirements, such as accounting for expenditures, issuing checks, and complying with the grant requirements. At times, this is more difficult than conducting the actual research.

Cultivate a team mentality. We all bring more skills and expertise to the table than we give ourselves credit for. Working together can be much more rewarding than working individually, because you each have unique skills and insights that enhance the project. Also, working with colleagues on the grant project can prevent you from feeling overwhelmed.

one doesn't come through—work toward getting the next one. Look for alternate grants before you receive news about the first grant application to keep you motivated and minimize discouragement if you later find out you were not chosen for the first grant.

Step Five: You Have the Grant ... Now What?

Ah, joyous news, you received the grant! But now what? After weeks, possibly months, of planning, it is time to put the pedal to the metal and actually do the research project. First and foremost, do not panic. Feeling overwhelmed is a very normal reaction. To alleviate the feelings of sheer dread, here are a few simple steps to help you get started.

Remember the outline and timeline you created while planning to apply for the grant? Now is the time to revisit them—both will provide guidance about what you intend to accomplish. Be flexible. Don't make the timeline too rigid,

particularly when one step depends on the completion of another. If you are working with colleagues, carefully review your individual schedules and set your own internal timelines. Post reminders to yourself to avoid scrambling at the last minute.

“ **Don't get discouraged if this [grant] doesn't come through—work toward getting the next one.** ”

Review your budget and get the financial aspect of the grant in shape. Find out the accounting requirements at your organization and with whom the funds should be deposited. In most cases, you will be working with your organization's accounts payable department. Each department will have its own requirements (and

accompanying red tape). Determine any requirements as early in the process as possible, so payments are made in a timely manner.

If you work with a group, determine who will hold the grant funds. Although it might seem equitable to divide up the funds equally among the group and have

each member be responsible for certain expenditures, this probably will be more bothersome than it is worth. A better option is to appoint one person to be responsible for receiving funds and paying expenditures.

Go over the requirements of the granting organization. Typically, granting organizations have committees that administer grants. Make sure you know the names of the committee members and if the members are likely to change during your grant period. If you have not had any communication with the committee chair yet, it is a good idea to contact that person as soon as you receive the grant. Also, if the composition of the committee will change during the term of your grant—particularly the chair—contact the new chair as soon as possible.

It is the responsibility of the committee chair to make sure that you adhere to the grant requirements. As a result, establishing communication with the committee chair is a must.

Most granting organizations require periodic reports. Verify reporting requirements with the chair. Also, some grants require the recipients to publish

Select Resources for Grant Funding for Libraries

Online Resources

AALL Online Bibliographic Services SIS and the Technical Services SIS Joint Research Grant General Information (www.aallnet.org/sis/obssis/research/researchinfo.htm)

AALL Research Committee: Oversees AALL research grants from Aspen and LexisNexis (www.aallnet.org/committee/research/)

American Library Association: Awards and Scholarships: Grants and Fellowships (www.ALA.org)

Finding Funding for Your Project: Grants & Financial Support for your Digitization Project: Some Suggested Resources (www.normicro.com/grantinfo.htm)

Funding and Grant Sources for Libraries (www.libraryhq.com/funding.html)

Gates Foundation (www.gatesfoundation.org/Libraries/)

Grants.gov: Federal government gateway for searching all federal grant opportunities (<http://grants.gov/>)

Institute for Museum and Library Services (www.imls.gov/grants/library/index.htm)

Internet Library for Librarians: Library Grants (www.itcompany.com/inforetriever/grant.htm)

Library Grant Money on the Web: A Resource Primer, Bill Becker, *Searcher*, Vol. 11 No. 10, Nov/Dec 2003 (www.infotoday.com/searcher/nov03/becker.shtml)

Library and Museum Grants (www.technologygrantnews.com/grant-index-by-type/library-grants-funding.html)

SLA Goldspiel Memorial Research Fund (www.sla.org/content/learn/scholarship/goldspiel/index.cfm)

Print Resources

Annual Register of Grant Support: A Directory of Funding Sources, R.R. Bowker (annual).

The Big Book of Library Grant Money, 2002-03. Prepared by the Taft Group for the American Library Association, American Library Association, 2002.

Federal Grants and Services for Libraries: A Guide to Selected Programs. Mary R. Costabile and Frederick D. King, American Library Association, 1993.

Foundation Grants Guide For Schools, Museums, And Libraries. International Communications Industries Association, 1984.

Funding For Museums, Archives, and Special Collections. Denise Wallen and Karen Cantrell, eds. Oryx Press, 1988.

Getting Your Grant: A How-To-Do-It Manual for Librarians, Peggy Barber, Linda D. Crowe, Neal-Schuman, 1992.

Grants for Libraries: A Guide to Public and Private Funding Programs and Proposal Writing Techniques. Emmett Corry, Libraries Unlimited, 1986.

Grants for Libraries and Information Services. Foundation Center (annual).

The Grants Register: The Complete Guide to Postgraduate Funding Worldwide, Palgrave Macmillan (annual).

National Guide to Funding for Libraries and Information Services, Foundation Center (annual).

an article. Make sure you understand these requirements well in advance of any deadlines. Finally and most importantly, file all reports required by your employing organization on time.

Consider whether you need additional expertise to complete your grant project.

Very often, grants include funding for a consultant, someone who can add expertise and assist with the research project. If you plan to hire a consultant, now is the time to start your search.

Factors to consider when selecting a consultant include expertise, salary expectations, work style, goals, and expectations. Salary is often the biggest sticking point. In general, private consultants who depend on consulting work as their primary means of income will charge much higher rates than other types of consultants. If funds are limited, you might want to consider a colleague or someone in an academic setting who will do the work based upon their interest in the topic—usually for less money.

Make sure you outline expectations with your consultant early and that the consultant understands his or her role. For example, if you do not want the consultant to use the information gathered throughout the research project for his or her own research, make that clear to the consultant before hiring him or her. Finally, make sure your consultant understands the timeline for the project. It is imperative that your consultant be able to meet deadlines.

Evaluate research tools you need to complete the project. Consider whether you need an online survey tool or some other form of data collection and assessment or whether you may need software to analyze your data, such as SPSS®. Although you may have done some preliminary investigation on the cost of these tools when preparing your budget, now is the time to confirm prices and then purchase the tools. Be certain to verify that you have the necessary computer or other technical requirements to support the software. (For more information about conducting surveys, see related article on this page.)

Step Six: Wrap Up

Once you complete your research project and fulfill the requirements of the grant, it is time to wrap things up. Analyze your findings and determine how you will share those findings. Decide whether you will write an article, present a program at a conference, or possibly both.

Building a Successful Survey

If you are working with a survey tool, you will face special challenges. First, you must decide whether the survey will be conducted in person using traditional paper or using an online survey tool.

In-person surveys are the most time consuming. If you have a small, easily identifiable sample of research subjects (i.e., a class you are teaching), a traditional paper survey may be appropriate. For large sample groups, an online survey is most likely the best option. Online surveys allow you to easily reach a large audience and, most importantly, analyze the survey data using computer software.

While you can utilize computer software, such as Excel or SPSS®, with in-person or paper surveys, you will need to go through the additional step of inputting the survey data. In comparison, an online survey will already have the data available in electronic format for analysis.

There are many excellent and inexpensive online survey tools. Selecting the type of survey tool to use is the easy part. The more difficult task is drafting the survey questions that will ensure reliable and informative responses. A consultant may be able to offer some valuable expertise at this point. Consider how many questions will be appropriate for your research project, keeping in mind that most research subjects will grow impatient with a survey after about 10 to 15 minutes.

If you have funds left over, find out how and where to return the funds. If you hold the funds at a university, most universities will not allow you to continue past the term of the grant without approval.

The grant application process, and the completion of grant-funded research, teaches some valuable lessons. From working with this grant process, you will likely learn a number of things that will help you in your career and with future grant projects.

The best way to ensure your survey will get reliable results is to pre-test the survey with a small sample group. To the extent possible, the sample group should possess similar characteristics to your research subjects. Ask your sample group for honest and direct feedback about the survey. Use this feedback to revise your survey instrument.

Administering the survey provides another set of challenges. First, consider whether you will offer incentives to your research subjects to encourage participation. Incentives might include cash prizes or gift certificates. You will have to include the cost of any incentives in the budget of your initial grant application. Determine whether each participant will receive an incentive or whether participants will be chosen at random to receive the incentive.

Next, consider how you will publicize and market the survey to your potential research subjects. Reassure the participants that their survey responses will not be connected with their identity in any way (indeed, this may be required by the grant maker or by your employing organization). Continue publicizing the survey throughout the survey period.

Finally, and most importantly, get to work. Getting started is sometimes the most difficult step of all, but the sooner you start, the sooner you will see the fruits of your labor.

Stephanie Burke (sjburke@bu.edu) is senior reference librarian at Boston University Pappas Law Library. Kathryn Hensiak (k-hensiak@law.northwestern.edu) is research and instructional services librarian at Northwestern University School of Law Pritzker Legal Research Center in Chicago. Donna Nixon (dnixon@email.unc.edu) is reference/access services librarian at the University of North Carolina at Chapel Hill Law Library.



Photo courtesy of Wisconsin Lawyer.

Law librarians can build a higher profile in the legal community by contributing articles to law-related publications. The Wisconsin State Bar's Wisconsin Lawyer agreed to publish eight articles by members of LLAW.

Write and Reach Out

AALL Chapters Tout the Value of Law Librarians through Legal Journal Submissions

by Carol Bannen and Bonnie Shucha

Law librarians have a lot to say and a lot to teach about legal research. As information specialists, we know the most efficient techniques to find information. We share this knowledge on a daily basis through reference interactions with our attorneys, judges, and law students. Many of us also offer training sessions to assist users in navigating our more complex resources.

Some law librarians have discovered that another effective

way to share our knowledge is to reach lawyers where they are reading: legal journals and publications. By writing articles for these law-related publications, librarians can reach out beyond our own organizations and offer research guidance to a much wider audience.

These articles benefit more than just the readers who learn from the practical research advice that we share. Just as importantly, writing articles for legal journals and publications helps law librarians build a higher profile among the legal community, both as individual authors and as a profession. In a time of budget cuts and library closings, it is essential that readers of these journals, a.k.a. our employers, recognize the value of our skills to the legal profession.

Chapter Initiatives

Recognizing the public relations potential, several AALL chapters have organized article-writing projects among their members. Such coordinated efforts are beneficial for several reasons:

- They encourage recognition of chapters and their memberships as authorities in the field of legal research.
- They offer a group dynamic for brainstorming topic ideas, encouraging authors, and peer reviewing of articles.
- They encourage authorship among members who might otherwise be

reluctant to submit articles on their own.

- They provide a central contact person to communicate with publishers.

One of the earliest chapters to successfully organize such a campaign was the Virginia Association of Law Libraries (VALL). For several years, VALL members have provided content for several full legal research-themed issues of the *Virginia Lawyer*, the official publication of the Virginia State Bar (see related article on page 20). According to VALL, these articles “not only offer attorneys practical research advice, but also serve to increase the bar’s awareness of the wide-ranging expertise of Virginia’s law library community,” reported the October 2002 *AALL Spectrum’s* “Chapter News.”

Another long-standing project is in place at the Northern California Association of Law Libraries (NOCALL). Since 1998, a team of authors from NOCALL has been writing a monthly column in the *San Francisco Daily Journal*, one of the city’s legal newspapers (see related article on page 20).

More recently, the Colorado Association of Law Libraries (CoALL) has successfully offered content for its state bar’s publication, the *Colorado Lawyer* (see related article on page 20). In its column, “Legal Research Corner,” CoALL members provide answers to challenging legal research questions submitted by readers. “CoALL members view the project as a great marketing tool for law librarianship and as a way to promote the value of law librarians,” reported the November 2003 *AALL Spectrum’s* “Chapter News.”

LLAW’s Campaign

This year, the Law Librarians Association of Wisconsin (LLAW) also successfully launched a public relations campaign to place articles written by members in a variety of state law publications. Through the coordination of Articles Committee Chair Carol Bannen, LLAW members have collectively authored more than a dozen articles appearing in numerous legal publications. This initiative has given LLAW members the chance to showcase their skills and afforded the organization beneficial exposure among Wisconsin’s legal community. In sharing our experience, we hope to offer encouragement and advice for other chapters considering this type of project.

At the 2002 AALL Annual Meeting, both Bonnie Shucha, current LLAW president, and Bannen learned of VALL’s partnership with *Virginia Lawyer*.

Recognizing the potential of such a coordinated publication effort, Shucha proposed the idea to the editors at Wisconsin State Bar's publication, *Wisconsin Lawyer*. Fortunately, Shucha had recently written an article for that publication and had established a dialog with its editors.

Because *Wisconsin Lawyer* had previously published articles written by law librarians, it knew what quality of article to expect. The editors agreed to accept for review additional articles to be published as a series from LLAW and its members. Gauging publisher interest is an important early step for any chapter publication project.

Garnering Support

Another very important first step is to present the idea to your chapter's executive board, and upon its approval, to your membership. Having learned of *Wisconsin Lawyer's* interest, Shucha proposed the project to LLAW's Board last November. The board responded enthusiastically and agreed to form a special Articles Committee and appoint a chair to coordinate the project. Soon thereafter, the idea was presented to the membership to determine if there would be enough interest to sustain the project. At that time, Bannen was appointed chair of the new committee.

The state bar editors wanted to see a list of potential articles before they committed to the idea. They indicated that they preferred in-depth articles, rather than those summarizing Internet links by area of law. The editors chose eight of 12 potential articles based on a list of titles and brief descriptions submitted by LLAW. However, they also wanted to gauge reaction to the articles before committing to publishing

more than four. Response has been favorable, and at this time LLAW has published or is scheduled to publish the first eight and has sent *Wisconsin Lawyer* another list of potential titles.

The *Wisconsin Law Journal*, a weekly newspaper for Wisconsin attorneys, has also published several articles, each accompanied by a large LLAW logo. The newspaper enjoys publishing articles reviewing good Web sites by practice area. Several of the topics turned down by *Wisconsin Lawyer* went on to

Administrators newsletter that goes directly to the law firm administrators. This has been a great opportunity to showcase the value of law librarians directly to the decision makers.

A link on the LLAW Web site shows that the chapter has prolific authors who have published in a variety of publications, including members who have recently participated in the article-writing project. Visit www.aallnet.org/chapter/llaw/articles/index.htm to view the full list.

Project Coordination

Each chapter involved with a publication project has discovered the importance of appointing a coordinator to keep everyone on task. Among other things, the coordinator might be responsible for recruiting authors, compiling a list of potential topics, overseeing the editing of articles, identifying and communicating with publishers, and maintaining project momentum.

Recruiting authors to write can be a challenge. One method is to simply ask for volunteers to write articles. Sending an e-mail out to the chapter with the list of potential topics worked well for LLAW. CoALL coordinator Mariann Storck started with three volunteer writers and assigned each of them topics. VALL, however, found that although this method initially produced a rush of writers, enthusiasm has since lessened.

Another good strategy is to ask good writers directly. People who may not volunteer will often write if asked, and they will probably feel flattered by the suggestion. It is also helpful to ensure potential authors that they have lots of lead time before their articles are due. If they don't have a tight deadline, people are much more receptive to writing.

Potential Topics

To encourage authorship, it is helpful for the project coordinator to maintain a selection of potential topics. One good place to start is to review the topics of articles that have already been produced by other chapter publication projects (see related article on page 20). Another good place to look for potential topics is the Law Library Resource Xchange (LLRX) at www.llrx.com.



Photo courtesy of Wisconsin Law Journal.

The Wisconsin Law Journal publishes pieces by LLAW members and includes the LLAW logo on each article.

become articles for *Wisconsin Law Journal*. Taking into account copyright issues, chapters may be able to modify the same article for use in several publications with different audiences.

LLAW has also received permission to publish each quarter in *Class Action*, the Wisconsin Association of Legal

Some librarians find that attorneys and professors routinely ask about the same issues; these answers can become great topics. Lyn Warmath from VALL explained that her chapter aspired to choose article topics that readers would archive, similar to those that appear in *Practical Lawyer*. Then, each time they refer back to the article, they are reminded that it was written by a law librarian.

You can also suggest that members draw upon materials they have already prepared, such as pathfinders or virtual library collections. These items can often be used as the starting point for full-length articles. Librarians do a lot of in-house marketing and may already have several pieces completed. Also consider asking those who speak at meetings to contribute an article based on their presentations.

AALL Chapter Article Writing Projects

Colorado Association of Law Libraries (CoALL)

Monthly column, "Legal Research Corner" in *Colorado Lawyer*. Legal research questions submitted by readers are answered by a panel of CoALL members. Articles available at www.aallnet.org/chapter/coall/corner.htm.

Law Librarians Association of Wisconsin (LLAW)

Coordinated effort to place articles written by LLAW members in a variety of Wisconsin law-related publications. Articles available at www.aallnet.org/chapter/llaw/articles/index.htm.

Northern California Association of Law Libraries (NOCALL)

Monthly column "NOCALL Update" published in the *San Francisco Daily Journal*. Articles available at www.nocall.org/update.html.

Virginia Association of Law Libraries (VALL)

Provides content annually for legal research themed issues of *Virginia Lawyer*. Articles available at <http://law.richmond.edu/vall/valawyer.htm>.

LLAW authors started by brainstorming topic ideas via e-mail. Then the coordinator wrote summaries of the discussions and the final topics were chosen. Authors created titles and single-paragraph descriptions of potential articles and these were sent to publishers for review.

Editing

After identifying topics and recruiting authors, coordinators may want to establish a system for editing completed articles. CoALL requests that potential authors submit writing samples to the project coordinator. Next, a team of three volunteer editors with superior writing skills reviews the submitted articles. VALL also has regular editors who make suggestions for its writers. LLAW authors route articles among themselves via e-mail for comment. The legal publications may also do editing. The State Bar of Wisconsin, for example, has an editorial board that scrutinizes all submissions before publication.

Communicate to authors the importance that articles be completed on a timely basis so that editing can be completed before submission deadlines. Experienced editors know that it can be difficult to review an article quickly, especially if you are not familiar with the author's writing style.

Publishers

Most publishers actively seek content and are very receptive to law librarian writers. Some, like *Wisconsin Lawyer*, will carefully scrutinize every topic suggested, while others, such as the weekly *Wisconsin Law Journal*, are eager to publish a wide range of quality legal information.

Connecting up with your local chapter of the Association of Legal Administrators is another good idea. Contributing content to its newsletter is especially desirable, because your audience includes the people with the power to support your library directly. Like many local associations, legal administrator

newsletter editors are on the lookout for quality articles. Similarly, local bar association publications are good candidates for submitting content.

The coordinator should monitor deadlines for each publication to ensure that enough articles are written and that they are submitted on time. When you deal with several publications with differing deadlines, detailed and accurate coordination is critical.

Keep the Momentum

In addition, the coordinator of the project has the added responsibility of keeping the momentum going. People naturally do not think to volunteer to write in the course of their busy days. Reminding chapter members about the project and publicizing successes are critical. Good coordinators will invite individuals to write if no one volunteers.

Librarians are wonderful teachers—they constantly explain to people how to find

information. Having librarians document this information in written articles seems natural. Fortunately, many librarians are already experienced writers, whether they realize it or not, having prepared pathfinders and guides for use in their own libraries. With a coordinated effort from an AALL chapter or group, a wonderful publishing campaign can be born.

"[Law librarians] need to be in the 'faces' of our clients all the time, whether the clients are those only met through our employment or the larger body of clients beyond the confines of our work place walls," said CoALL's Mariann Storck. Chapter article writing campaigns can be a great way to meet that objective. The more often lawyers and legal administrators see written expertise of law librarians, the more often they will think of us as sources of information to be valued.

Carol Bannen (cbannen@reinhardtlaw.com) is director of information resources at Reinhart, Boerner Van Deuren, s.c. in Milwaukee. **Bonnie Shucha** (bjshucha@wisc.edu) is reference/electronic services librarian at the University of Wisconsin-Madison Law Library.

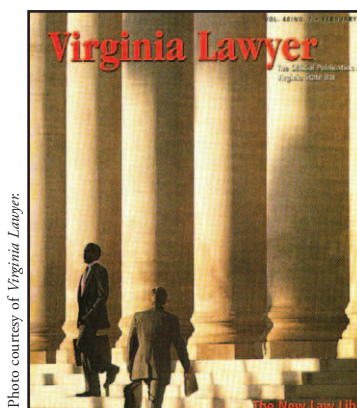


Photo courtesy of Virginia Lawyer.

VALL members provide content annually for legal research themed issues of *Virginia Lawyer*.



Photo by Elizabeth Farina.

Amy Jordan (right) helps law student James Khoury at the Social Law Library in Boston. At the University of Maryland, a law librarian is assigned to each law school course to serve as a course liaison.

Librarians Bridge Information Gap in Law Courses

University of Maryland Law Library's Liaison Program Aids Student Research, Increases Awareness of Resources

by Barbara Gontrum

Google is the research method of choice for today's law students—or so it seems.

The electronic age and proliferation of information services has created significant challenges for academic libraries. As students who bypassed their college libraries in favor of Internet research arrive in law school, educating them about the role of librarians and the full array of library resources becomes ever more difficult. Also, electronic full-text databases consume an increasing percentage of library budgets, but often are underutilized when students are unaware of their existence.

With these trends in mind, librarians at the University of Maryland's Thurgood Marshall Law Library implemented an innovative course liaison program designed to increase student awareness of specialized library resources within the context of their coursework.

Librarians Assigned to Faculty, Students

Now in its fourth semester of operation, Maryland's course project is an extension of a traditional faculty liaison program. Each full-time faculty member is assigned a librarian who serves as a contact for library-related questions. In addition to responding to faculty requests, these library liaisons gain familiarity with the research interests of their assigned faculty members, maintain current awareness profiles in various databases for their faculty, and assist with collection development in related subject areas.

In 2002, the traditional program was expanded to include students taught by the particular faculty member in any given semester. As course liaisons, assigned librarians are identified to students as experts who can be contacted for research or other library-related questions. Liaisons are identified for every course, resulting in a system that provides individual students with several different library liaisons per semester. Not surprisingly, the majority of requests and the main benefit to students arise in courses that require a substantial amount of research and writing.

For courses that involve considerable research—especially seminars, clinics, and trial advocacy courses—the liaisons also routinely develop Web-based course research pages for student use. These pages follow a standard format and highlight print and electronic resources directly related to the subject matter of the course. Librarians request a course syllabus and suggestions from the faculty member prior to developing each page and include resources that reflect topics covered in class. Seventeen course research pages were developed and posted during the spring semester in 2002; 47 were posted in fall 2003.

Higher Workload is Manageable

Readers may wonder about the impact this project has on librarians' workloads, and it certainly is worth considering. Eight librarians served as liaisons to 130 courses during the fall 2003 semester, which works out to an average of 16 courses per librarian and a lot of students! Given that our librarians support a faculty that is actively engaged in scholarship, teach required first-year and advanced legal research courses, and deal with the same collection and service issues faced by all academic law libraries, one would reasonably ask whether this is a feasible undertaking. The answer is yes, for several reasons.

First, the heaviest workload is concentrated at the beginning of each semester when research pages are created for new courses and previously developed pages are updated. The goal (not always met) is to have pages available during the first week of each semester, because students begin using them almost immediately. At this stage, our project has evolved to a point where very few new pages are created. In fact, so many versions of previous course pages now exist that we developed a database to track them.

Second, questions come almost entirely from students in seminars, clinics, and trial practice courses—the same courses for which library liaisons develop research pages.

The librarians are already familiar with faculty members' interests and publications, may have helped the faculty member gather materials for the course, have seen the course syllabus, and often can answer questions simply by referring students to resources on the research page.

While the number of in-person consultations with students has increased, most questions arrive via e-mail and are spread throughout the semester. Contacts range from simple document retrieval questions to ongoing consultations throughout the semester about course projects. These are far from the types of blind encounters often found at a reference desk, as the librarians are well aware of the context in which the questions occur and may have been working with students taking the particular course for several semesters.

While the average number of assigned courses as noted above is approximately 16 per semester, per librarian, the actual number varies considerably with research librarians handling more than the average. Even if the workload has increased, one can easily argue that this is precisely the type of service that libraries should be providing. In fact, how much closer to the library's mission can you get?

Web Links Courses, Librarians, and Students

From the practical standpoint, certain aspects of the program have been standardized to make things easier for students. The University of Maryland School of Law uses Blackboard as its course management platform, and pages are routinely set up for all courses. All course pages include a section of information about the library liaison for that course, including biographical data, a picture, and an e-mail link.

If a research page has been developed for the course, a link is provided on the course page. The complete list of research pages is also available on the library's Web page—we've learned that students appreciate having access to all the research pages, not just ones for courses in which they are currently enrolled.

Course pages follow a standard template that includes nine categories: primary law; agencies, associations, and NGOs; reports; subscription databases; electronic journals; CALI exercises; brief bibliography of print sources; link to the catalog; and Lexis and Westlaw topical databases. Pages for clinics and advocacy courses have additional categories for forms, procedural sources, and trial resources.

The program continues to increase in popularity within the school of law. Seminar students use the course research pages to explore possible paper topics, conduct research, and supplement class readings. While the pages carefully post a disclaimer that only selected resources are included and that the pages should be used only as starting points for research, students who limit themselves to the listed sources, in most cases, consult a broader range of materials than students have in the past. Seminar teachers report substantial improvement in the quality and depth of research by students that they attribute directly to the program. Also, librarians report not only more student contact but also more requests for presentations to be made in substantive classes. In one course,

"Currently I am assisting two students from the Election Law course develop their paper topics," Sleeman continued. "The issues that both students want to explore are ones that, as government documents librarian, I am able to effectively contribute to. Had it not been for our efforts to reach out via the course liaison program, I might have missed an opportunity to help our students."

While the program began with a focus on seminars, the recent addition of course pages for the various clinics has been especially popular with the clinic faculty. "The research page that was created for the students of the Criminal Defense Clinic proved to be the most valuable resource that they used this semester," said Jerome Deise, associate professor of law. "Students

in our clinic represent clients in both the federal and state systems. The research page enabled them to gain access to statutes, rules, cases, treatises, and documents that were relevant to the separate jurisdictions. In addition, they had, literally at their fingertips, an entire library containing substantive law, procedure, rules of court, evidence, motions practice, as well as scores of resource materials devoted to pre-trial and trial advocacy—virtually everything they needed to prepare effectively for trial."

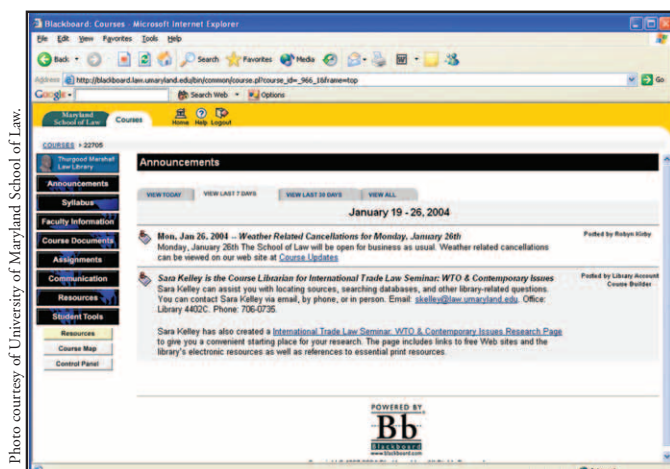


Photo courtesy of University of Maryland School of Law.

The University of Maryland School of Law creates Web pages for all courses with a section of information about the library liaison for that course.

the library liaison participated in a virtual class discussion relating to the choice of paper topics and research strategies.

Responses Favorable

Librarians who participate in the program are enthusiastic about the results and see the greater integration of library services with the academic program as a positive development.

"As liaison for both Election Law and Race and the Law: the Maryland Experience, I have experienced how our use of the course pages has enhanced the library's visibility for our students," said Bill Sleeman, bibliographic control/documents librarian. "It has contributed to an overall growth in questions that I have received from students. This growth is especially noticeable to me since I don't have a teaching role and am not in front of students in the same way as some of the other librarians on staff.

Increased Awareness of E-Databases

Another factor in our initial decision to develop course research pages was a sense that the use of our recently acquired electronic databases did not make up for the amount of money spent on them. While these resources are highlighted on our library's Web page and accessible through various methods, students and faculty were not aware of their value. Course research pages provide an opportunity to highlight databases on particular topics precisely at the point of need. While we cannot directly tie usage figures to the existence of research pages, many of our databases have seen increased use over the past two years.

(continued on page 28)

GPLLA Adopts Library, Sponsors Programs, Debuts Newsletter

Books, Paint, Catalog! GPLLA Continues with Adoption of School Library

The Greater Philadelphia Law Library Association (GPLLA)'s major outreach focus this year continues to be the "adoption" of the Anna B. Day School library in Center City Philadelphia. The chapter formed a permanent committee to organize this and any future outreach projects.

Book drives for the school were held at the opening reception and holiday party, resulting in a significant contribution to the collection. The drives will continue throughout the year.

Under the thoughtful leadership of Karen Callaghan, GPLLA volunteers participated in a painting party at the school on Martin Luther King Jr. Day. Plans are underway to make the school library "a more hospitable space, and [to] purchase an online system to get their books catalogued," Callaghan said. The chapter is excited about this opportunity to contribute significantly to the local community, utilizing skills and interests so close to its collective heart.

GPLLA Programs, SIS Groups Keep Members Busy

2003 year-end meetings and activities for GPLLA included a brown-bag gathering on "The Changing Roles of Librarians," hosted by the Delaware SIS in Wilmington; a successful group effort by Harrisburg's Capital Area SIS Librarians to complete the LexisNexis Certificate of Mastery training modules; monthly First Fridays; and the annual holiday party on December 10, hosted by LexisNexis.

Frequent gatherings of the Law Firm Directors SIS in Center City Philadelphia used an open agenda to accommodate the latest concerns of those attending.

First Fridays consists of planned speakers and/or topics, recently ranging from an analysis of the working relationship between the library and marketing departments of law firms (October), to an overview of the government documents/depository system held at Biddle Law Library (November), to a discussion of city/local government given by the commissioner of the Philadelphia Department of Records (December). Kicking off 2004, the January meeting provided an opportunity to share insights regarding the management of branch or regional office libraries.

Check out GPLLA's New Newsletter

Major news for GPLLA is the greatly-anticipated release of the first issue of its on-line *GPLLA*

Newsletter, produced by the intrepid Kristin Foster. This publication will provide a structured communication outlet for the chapter's many activities and interests. The initial issue was distributed to the membership via e-mail in November 2003 and is available on the chapter's Web site. This on-line publication revives, in an electronic format, the newsletter that has been a mainstay of the organization during its first couple of decades.

NJLLA Highlights Industry Trends, Sponsors Book Drive, Unveils Web site

Law Firm Administrator Paints Big Picture for NJLLA Members

The New Jersey Law Librarians Association (NJLLA) offered another wonderful luncheon program, "Current Trends in the Legal Industry and the Role of the Law Librarian," to its members November 13, 2003. Presenter Ronald M. Henry, executive director of administration at Wilentz Goldman & Spitzer in Woodbridge, spoke to the audience of 30 librarians about his unique experiences and insights in the world of law firm management and the legal industry as a whole. Eager librarians looking for ways to boost and ensure their libraries' status in their firms came away with valuable information.

NJLLA's Holiday Season Includes Gift Books for Children

More than 40 members attended NJLLA's holiday party on December 3, 2003, held in the library at McCarter & English in

Newark. Librarians brought new, unwrapped children's books with them to donate on behalf of NJLLA to the Safe House shelter for women and children.

A generous response meant many books for young readers were collected that evening. A hot buffet, along with a shrimp platter, fresh vegetables, chips and salsa, mixed nuts, and loads of fabulous desserts,

were enjoyed. Tables decorated for the season and a huge Christmas tree added to the fun.



NJLLA Past President Emma Williams (right) of the New Jersey Board of Public Utilities and Kevin Hale of the New Jersey Public Defender Library enjoy NJLLA's holiday party.

NJLLA Goes Paperless

NJLLA proudly announces its new and improved Web site, www.njlla.org. NJLLA has successfully completed the transition from print to electronic creation and distribution of all chapter materials, making information immediately available to members and others who would like to know more about the association.

The site is easily navigated for information about officers, committees, the calendar of events, the newsletter, and employment opportunities. The "Internet Resources" section is well organized and relevant to librarians in their work. Some items, such as current issues of the newsletter *NJLLA In-Site* and other documents and publications, are reserved for members through password protection.

New MALL Series for Students Emphasizes Variety in Law Library Jobs

The Placement/Recruitment Committee of the Minnesota Association of Law Libraries (MALL) hosted the first of a series of events to educate LIS students about law librarianship on November 18, 2003. A government library open house was directed at local LIS students, law students, public librarians, and others who might be interested in learning more about the profession of law librarianship.

Hosted by Barbara Golden and her staff at the Minnesota State Law Library, government law librarians from various types of state, county, and court law libraries offered more than 30 potential law librarians the opportunity to network, do informational interviews, and hear about the many career paths available within law librarianship. Emphasizing this diversity, students heard from librarians whose daily work includes administration, outreach to prisons and other populations, state agency and court librarianship, and technical services.

Placement/Recruitment Committee members Nancee Halling, Lori Hedstrom, and Mary Wells have plans to host similar events early in 2004 at a local law firm library and an academic law library to showcase those environments for future colleagues.



NJLLA members enjoy the holiday party held at McCarter & English in Newark. Seated, from left to right, are Janice Schouten of Porzio Bromberg & Newman, Katie McCarthy of Seton Hall Law School, and Dianne Oster of Seton Hall Law School.

New Edition of *Introduction to Legal Materials* Available from LLAW

Law Librarians Association of Wisconsin (LLAW)'s Public Access to Legal Information Committee recently published a new edition of its *Introduction to Legal Materials: A Manual for Non-Law Librarians in Wisconsin*. This guide is designed to offer a clear and concise explanation of basic sources—both print and electronic—used in federal and Wisconsin legal research for judicial, legislative, and administrative law. It also includes a section on foreign, international, and comparative law; a list of print and electronic reference resources; information on fee-based electronic resources; a section on how to read legal citations; and tips on how to navigate the divide between legal reference and legal advice.

The guide is available at no cost on the LLAW Web site at www.aallnet.org/chapter/llaw/paliguide/index.htm. Bound copies are also available for \$10.00 each. Please contact Sunil Rao at the University of Wisconsin-Madison Law Library, 608/262-8294 or strao@wisc.edu.

"Interesting" Times under the Patriot Act Described for CALL

Sporting an "Another 'Hysteric' Librarian for

Freedom" button, Judith F. Krug, director of the Office of Intellectual Freedom of the American Library Association (ALA), spoke about "'Interesting' Times of Intellectual Freedom" at the Chicago Association of Law Libraries (CALL)'s breakfast meeting November 19, 2003.

Krug highlighted the threat to the core values of intellectual freedom and privacy posed by broad powers given to the U.S. Department of Justice and the FBI in the *Patriot Act*. Her presentation described actions the ALA is taking to convince lawmakers to change key provisions of the law, as well as best practices libraries can put in place to limit the impact of the law. She also addressed ALA's concerns with the *Children's Internet Protection Act*.

VALL Joins Virginia Library Association for Annual Conference

"I truly wish that we could have a joint meeting every year!" said one enthusiastic attendee of *People Serving People*, the joint conference of the Virginia Library Association (VLA) and Virginia Association of Law Libraries (VALL). Forty VALL members joined 450 of their VLA colleagues for the meeting held November 5-7, 2003, at The Homestead in Hot Springs.



Judith F. Krug, director of the Office of Intellectual Freedom of the American Library Association, spoke to CALL members about challenges to intellectual freedom faced under the Patriot Act.



CALL members enjoy November's breakfast meeting at the Chicago Bar Association: Spencer Simons, formerly of the Chicago Kent College of Law Library, now of the University of Houston O'Quinn Law Library (left); Margaret Schilt, University of Chicago D'Angelo Law Library; and Charles Condon, Northern Illinois University College of Law Library.

The conference opened with author Rita Mae Brown as general session speaker, and closed with keynote speaker Rob Coles, fifth-generation great-grandson of Thomas Jefferson, who portrays Jefferson around the country and the world. Sessions ranged from a program in which children read to dogs, to presentations on legislation affecting libraries and the widespread effects of the Internet and digital information.

VALL members John Barden, Leanne Battle, Rae Ellen Best, Tim Chinaris, Joyce Manna Janto, David Mason, Allen Moye, Jennifer Sekula, Barbie Selby, and Sally Wiant presented well-attended sessions on a variety of topics—legal and otherwise. It was a wonderful opportunity to broaden our horizons and get acquainted with library colleagues from around Virginia.

Naomi Goodman, Valparaiso University Law Library, Wesemann Hall, Valparaiso, IN 46383 • 219/465-7878 • fax: 219/465-7917 • Naomi.Goodman@valpo.edu.

update

AALL Campaign Raises Funds for Strait Minority Scholarship Endowment

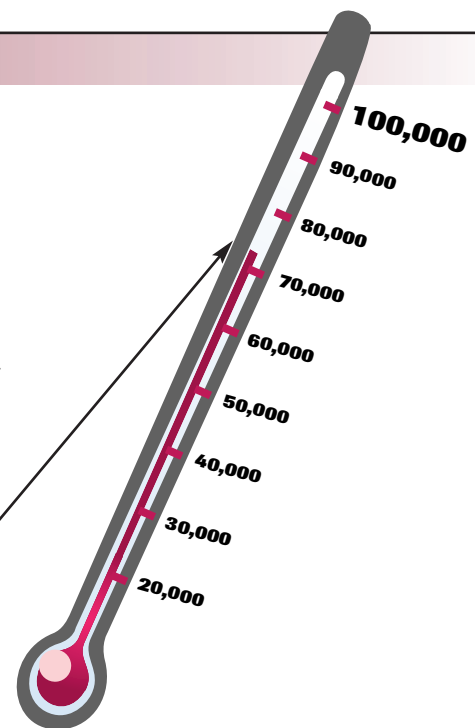
AALL seeks contributions to raise \$100,000 by 2005 for the AALL and West George A. Strait Minority Scholarship Endowment.

After West contributed \$150,000 in 2001 to endow the George A. Strait Minority Scholarship, the company challenged AALL to raise an additional \$100,000 for the endowment. AALL immediately accepted the challenge and set a deadline of 2005 to reach its goal.

The income generated from the endowment will provide a permanent funding source, allowing AALL to award two to four Strait Scholarships per year. A portion of the income earned each year will be returned to the endowment's principal to assure its long-term viability.

To contribute to the endowment, visit www.aallnet.org/services/strait-br.asp.

\$72,697
February 2004



AALLNET Advisory Committee Answers Your Questions

Attention, Webmasters and discussion forum managers: Save the date—July 10!

The AALLNET Advisory Committee is actively working on the Webmasters' and Discussion Forum Managers' Workshops for the AALL meeting in Boston and is seeking input from members.

A portion of the workshops will be devoted to answering your questions. If you have any questions regarding AALLNET, discussion forum functionality, support, etc., please send them to Raquel Ortiz at rmortiz@bu.edu. The AALL technology staff will answer any questions that are not covered by the main programs during a Q&A period.

This year's workshops will take place on Saturday, July 10, from 8:00 a.m.–12:00 p.m. Invitations will be sent to all Webmasters and discussion forum managers in the spring.

Submitted by Sandy Marz.

Bylaws Committee Completes Web Page

The Bylaws Committee announces completion of a Web page containing links to the AALL bylaws, AALL sections' bylaws, and AALL SIS's bylaws. This new tool will be invaluable for AALL members interested in viewing how others deal with different bylaw issues. The committee thanks Webmaster David Mao at Covington & Burling in Washington, D.C., for the time and energy he devoted to this project. Visit the committee's page at www.aallnet.org/committee/bylaws/bylaws.html.

Submitted by Glen-Peter Ahlers, Sr.

Government Relations Committee Plans Advocacy Training

The Government Relations Committee (GRC) was very pleased to learn that the AALL board has generously agreed to fund an advocacy training session in Boston. These sessions are normally held every other year, but because of the turnout in Seattle and the important work that AALL members who attend the training are called to do, the board has funded the program for this "off" year.

The advocacy training will be held on Saturday, July 10, from 8:00 a.m.–12:00 p.m. We invite all interested AALL members to attend and request that at least one person from each chapter join us. The GRC

is currently working with the State, Court, and County SIS to develop a training session that will help members advocate effectively for funding for their libraries. This issue crosses over into every kind of law library and will make for an interesting, informative, and fun program.

Please mark your calendars now—we look forward to seeing you there.

Submitted by Elizabeth LeDoux.



Mentoring Committee Sponsors Mentor Project, Organizes CONELL Become a Mentor or Mentee

The Mentor Project provides mentoring opportunities for AALL members from all types of law libraries and with varying levels of experience. The project provides an informal, personal source of information for newer members and an avenue by which experienced law librarians may meet promising new members of the profession. It also provides a network for members who are contemplating a move to another type of library.

Applications for AALL Mentor Project mentors

and mentees are now available at the **Mentor Project Web site**, www.aallnet.org/committee/mentoring/mentor_project.html. Through new cooperative efforts, these forms will be used by all AALL mentoring programs. This will ensure optimal matching of mentors and mentees by allowing everyone interested in mentoring to go through a single uniform application process.

Bigger and Better CONELL

The Mentoring Committee is committed to making The Conference of Newer Law Librarians (CONELL) more than a single-

day experience for newer librarians who attend the program on Saturday, July 10. On July 9, the committee will introduce Dutch Treat Dinners for attendees. Many CONELL attendees do not know other AALL members, and Dutch Treat Dinners will provide an opportunity to meet people and share a meal with new colleagues.

The traditional Saturday program will introduce our newest members to AALL and its resources, provide many opportunities for networking, and conclude with an afternoon tour of Boston. During the Annual Meeting, the CONELL experience will continue with a scavenger hunt organized by the Mentoring Committee.

Submitted by Connie Lenz.

News from the Recruitment Committee

The Recruitment Committee held a conference call in December 2003 and proposed providing free Annual Meeting registration for library school students. Mark Bernstein, chair, will contact the chairs of the Placement and Mentoring Committees to propose writing a joint letter to the board requesting consideration of this issue. While costs vary for travel and lodging, registration is constant, and the committee feels this will lead to an increase in attendance by students at the Annual Meeting.

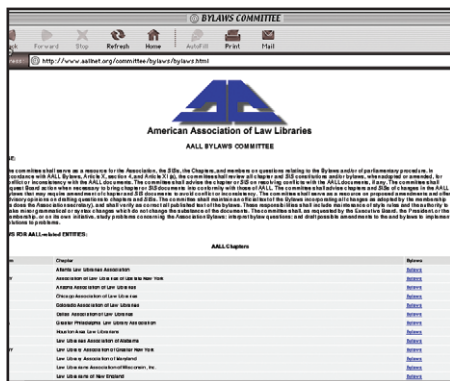
Chris Vallandingham of the University of Florida will take over for Bonnie Shucha as the committee's Webmaster. The revision of the page last year led to numerous inquiries from prospective law librarians interested in pursuing a career in the profession. Kumar Percy is looking into the idea of a roundtable discussion on recruitment for the Annual Meeting, and Robert Marshall is looking at library school programs on legal research.

The committee represents all areas of AALL and encourages everyone to play a part by setting up brown-bag career talks at your law school, firm, institution, or library school in your area. Offer to speak to library students about law librarianship or to teach a course.

Submitted by Mark P. Bernstein.

Special Committee on Licensing Principles for Electronic Resources Revises Principles

The Special Committee on Licensing Principles for Electronic Resources continues



The Bylaws Committee recently completed a Web page containing links to the AALL bylaws, AALL sections' bylaws, and AALL SIS's bylaws.

to work on revising the existing principles (located at <http://arl.cni.org/scomm/licensing/principles.html>). The committee recognizes that the AALL membership has an enormous amount of experience in this area and hopes to draw on the insight and experience of the membership as it finalizes the principles for the association. Please watch for a call for comments on the revised principles in the near future.

If you have any questions, please contact any committee member: Margaret Maes Axtmann, Bennie Braxton, Kevin L. Butterfield, James E. Duggan (board liaison), Mary F. Miller, Lisa Smith-Butler, Lorna Tang, or Tracy L. Thompson (chair).

Submitted by Tracy Thompson.

Scholarship Committee Encourages Applications

Do you know someone—maybe even yourself—who would benefit from an AALL scholarship? In addition to the AALL scholarships awarded for those in accredited library or law schools, there are several other scholarships available, including one to promote diversity within the profession and another to fund continuing education for law librarians. Last year, 11 scholarships, totaling \$21,000, were awarded to applicants.

To enhance diversity within law librarianship, AALL offers the **George A. Strait Minority Scholarship**. This scholarship is awarded to college graduates with law library experience who are members of a minority group, as defined by current U.S. government guidelines, and are degree candidates in an accredited library or law school. Recent recipients of the Strait scholarship include Filiberto Govea, Florante Ibanez, and Debora Taylor. **Applications** for the 2004 scholarships are available on AALLNET and **are due April 1**.

Is there a course, workshop, or even a conference that would enhance your law librarianship? Consider applying for the **Type V scholarship**, intended for librarians attending continuing education courses. Any AALL member who is a graduate of an accredited law or library school and registered in a continuing education course related to law librarianship may apply for this \$500 grant.

Many librarians are not aware that this scholarship exists; consequently, there have been years when it was not awarded. Don't miss the opportunity to improve your job skills without breaking your bank account. **Applications for the Type V scholarship are due October 1, February 1, or April 1.**

AALL members are the best advertisement for these scholarships. If you know of students interested in law librarianship or librarians enrolled in continuing education courses, alert them that funding is available through AALL.

Applications for all scholarships are available on AALLNET at www.aallnet.org/

[services/scholarships.asp](http://www.aallnet.org/services/scholarships.asp).

Submitted by Leonette M. Williams.

Therese A. Clarke, Northern Illinois University College of Law, David C. Shapiro Memorial Law Library, DeKalb, IL 60115
• 815/753-9497 • fax: 815/753-9499 • tclarke@niu.edu.

“CRIV Hot Topic” Debuts in Boston

The popular CRIV Open Forum at AALL's Annual Meeting has played to standing-room-only audiences since its earliest beginnings in the late 1980s. Scheduled as a committee meeting with invited panelists from various legal publishing companies, it often has been held in a small, crowded room at a time of day when numerous other committee meetings and receptions are going on.

I'm pleased to announce that in 2004, the CRIV Open Forum will be replaced by program B-2, “CRIV Hot Topic.” Modeled

after the AALL Hot Topic program, it will focus on a late-breaking industry trend in publishing, product development, customer service, or marketing and how that trend affects library/vendor relations. The program will target librarians who deal with information providers and maintain the library's business relationships.

Publishers and information vendors who are responsible for library customer relations, product development, or business systems also will benefit from the discussion. The goal of the program is to help participants identify and analyze specific publisher

practices or publishing trends and be able to respond to those trends that affect their business relationships.

The committee needs your help in determining the topic and format of the program. Have you noticed a particular publishing trend or business practice that warrants broader discussion? Are your business relationships with vendors and publishers changing because of industry trends? **If so, please send your ideas for the “CRIV Hot Topic” to Margie Axtmann (mmaxtmann@stthomas.edu) by April 5.**

Librarians Bridge - continued from page 23

Academic Search Premier is a good example of a database that appears on several different research pages. During the fall 2002 semester, 315 searches and 57 articles were downloaded or printed in PDF versions from this database; during the fall 2003 semester, 817 searches were performed and 269 articles were requested. As faculty members become more familiar with the content of the research pages, they steer students to the databases that are listed. While we don't have usage figures on BNA® databases, these databases are ideal resources for many of our seminars. The prospect of high student use makes subscribing to these expensive resources seem more justifiable than if use is limited to one or two faculty members.

Unintended Benefits

Now that the course research pages are well established, other possibilities and potential uses have become apparent. Expansion of the program to include research pages for various student journals, the Moot Court Board, and trial teams is under discussion. Also, the law school's Web page includes a section with information about upcoming conferences; conference topics often overlap with the subject matter of courses. It is a relatively easy process to convert related course pages into a format that can be linked with conference notices.

Placing the full list of course research pages on the library's Web page has been of benefit to alumni and other library users. Access to subscription databases are password protected; however, many of the Web-based resources linked on the pages are freely available, and the collection by topic is very helpful. The nature of law school seminars is such that many deal with

hot topics for which conventional collections of resources may not be available.

Another unforeseen result is that this project pulled together the issue of course materials and their relationship to e-reserves, electronic database subscriptions, and course management systems. As the research page system became more established, some faculty members began to assign class readings from the list of sources on their research pages. Beginning this year, our Blackboard system was set up in a way that gave library course liaisons automatic access to entire course pages, allowing them to monitor the progression of the courses.

The initial reason for doing this was to allow for changes to the research page midstream, if the course began to head in an unanticipated direction. It gave librarians forewarning of new assignments or other developments about which they may receive questions. In reality, the implications were much broader, because it put the librarians squarely in the middle of the process of adapting law school courses to the information age.

Access to the Blackboard pages, for example, makes it easy for librarians to provide help to faculty and their administrative assistants linking course materials in databases. Far from viewing this as an affront to their privacy, faculty here have been generally enthusiastic about obtaining such assistance. The reality is that librarians are better positioned than any other group in the law school to pull these things together into a coherent package. Taking a leadership role in this area can only enhance the library's reputation and position within the school.

The role of the faculty in this project has evolved over time. Experienced academic librarians could reasonably question the rosy

picture of cooperative faculty painted in this article. The truth is that obtaining syllabi and information for development of course pages is not always easy and was often downright difficult as the project got underway. Faculty involvement and buy-in is critical, because resources selected for inclusion on the pages should not conflict with preferences of the faculty member who is teaching the course.

Program Deemed a Success

Within the relatively short period of two years, this project has become an important part of the school's academic program and is now much higher in faculty consciousness than at its inception. Most of the work on the research pages at this point involves updating with less need for reliance on syllabi, because fewer pages are being designed from scratch. Students are well aware of the value of the pages and put pressure on faculty to focus in instances where their attention is required.

The University of Maryland's course liaison program, while still evolving, has been a successful addition to core library services. Although heavily dependent on technology, the program has led to increased use of all key library resources—the print collection, expertise of librarians, and electronic resources. In addition, integrating the library more closely with the academic program has increased visibility of the library within the school and focused attention on our most important role: navigating the increasingly complex world of information sources.

Barbara Gontrum (bgontrum@law.umaryland.edu) is director of the Thurgood Marshall Law Library at the University of Maryland School of Law in Baltimore.

Spotlight on CS-SIS Sponsored Programs in Boston

Be sure to check your final Annual Meeting brochure for the times and locations of these educational programs sponsored by the Computing Services SIS.

Beyond the Traditional Curriculum: How to Create and Teach a Law Practice Technology Course

Speakers: Maryanne Gerber and Sally Irvin; Coordinator: Ken Hirsh

Automation in the law office is essential for making efficient use of time and resources. Current standard applications include document management, case management, litigation support, time/billing/accounting, publishing (newsletters and client brochures), Web site creation and maintenance, trial presentations, exhibit preparations, online CLE courses, electronic court filing, automated calendaring, and word processing and online research.

A lawyering skills course in law practice technology is becoming a crucial part of the law school curriculum. This program will give two examples of such courses and offer tips on how attendees can develop such courses at their institutions.

Creativecommons.org and Publishing in the Digital Age

Speakers: Lawrence Lessig and Elisabeth Long; Coordinator: Sheri Lewis

The Internet has created new roles and responsibilities for librarians as researchers and authors. As we use this revolutionary medium, we recognize the barriers in making works available, safeguarding access to them, and ensuring authorship rights.

In 2001, a group of cyber law and intellectual property experts founded the Creative Commons (www.creativecommons.org), an organization devoted to expanding the range of works available for others to share and build upon. This program will present the projects developed by the Creative Commons—copyright licenses free for public use, metadata to access works, public ownership of information—and consider how librarians can apply these ideas and tools to their own digital projects.

Designing Artificial Intelligence-Based Agents for Your Reference Desk

Speakers: Roy Balleste and Brian Williams; Coordinator: Roy Balleste

Creative approaches to providing responsive information services and sources to our constituents continue to emerge and evolve. Arguably many Web-based applications have yet to be discovered, others exist only in the realm of imagination, and some fall somewhere between reality and imagination. Artificial intelligence is a technology in progress with the potential to change how we proffer our information and ourselves to the universe of potential users. The St. Thomas University School of Law Library and San Diego Legal Research Center are exploring virtual agent applications, the use of the “AI Librarian Assistant,” its connection to Web design, and its relationship within the context of real-time reference services.



Translating the World Wide Web: Selecting and Using Web Site Translation Software

Speaker: Roy Balleste; Coordinator: Kris Niedringhaus

Did you know that there are software programs that allow you to translate Web sites? Imagine the possibilities—you’ve found a Web site that seems to have the information

that you need, but alas, it is in German, which you don’t read. Or, your library’s Web site is in English, but you have a large user population whose first language is Spanish. How can you make the Web site more accessible? Take advantage of the speaker’s analysis of a variety of translation software programs, including their features, recommended uses, and costs. Learn how to evaluate which program will be best for your library’s needs.

Submitted by Don Arndt.

Get to Know FCIL-SIS

The Foreign, Comparative, and International Law Special Interest Section (FCIL-SIS) is the meeting and learning place for AALL members interested in foreign and international law librarianship.

Members include law firm, court, county, corporate, and academic law librarians working in many different capacities: public services, collection development, technical services, or administration.

Whether you are a specialist looking to connect with other colleagues, the small firm law

librarian who occasionally fields foreign and international law research questions, or the technical services librarian wanting to stay on top of current developments, the FCIL-SIS welcomes you to take a walk on the global side.

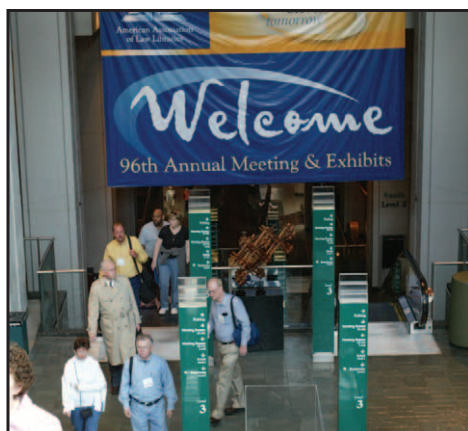
The FCIL-SIS serves as a forum for the exchange of ideas and information on foreign, comparative, and international law. In anticipation of the 2004 Annual Meeting, *Boston to Mumbai: The World of Legal Information*, FCIL-SIS members are working on several initiatives to provide educational opportunities to its section and to all AALL members.

Plans are in the works for an AALL professional development online forum focusing on foreign and international law librarianship scheduled for April 2004. The FCIL-SIS is also sponsoring the workshop, “Shopping in the Global Marketplace: Information Source for International Trade.” Please check the FCIL-SIS Web site at www.lawsch.uga.edu/fcil/fcil.html for information on joining the section and for the latest developments and activities.

Submitted by Jean Wenger.

LISP-, RIPS-, and SR-SISs Update Model Prisoner Policy

The Legal Information Services to the Public (LISP), Research Instruction and Patron Services (RIPS), and Social Responsibilities (SR) Special Interest Sections are working together to formulate a model policy and guidelines for dealing with prisoner mail. The chairs have been collecting information about how different types of law libraries deal with requests from prisoners. So far



Don't miss out! Attend the numerous SIS-sponsored programs and workshops at AALL's Annual Meeting in Boston July 10-14.

they have received responses predominantly from county and academic law libraries in Alaska, Arizona, Delaware, the District of Columbia, Hawaii, Illinois, Louisiana, Massachusetts, Michigan, Mississippi, Ohio, South Carolina, Utah, and Wisconsin. If your state is not on this list, please take a few minutes to answer the following questions and send your answers to LISP-SIS Chair Amy Hale-Janeke at ahale@sdcll.org or 619/531-4437.

1. Do you receive prisoner requests for information?
2. What do you do with the requests?
3. Do you have a specific person assigned to handle the requests?
4. Do you charge fees?
5. How many prisoner requests/letters do you receive per week?
How many per year?
6. Do you know of any instances where your information has helped a prisoner?

Working to provide information to the incarcerated can seem to be a thankless job, but sometimes you hear that you've helped make the system work the way it is intended to. This year, the inmates in the San Diego County Jail sent the San Diego County Public Law Library reference staff a Christmas card. Inside, it had comments from different inmates. One comment read:

We all would like to thank you for your labor in assisting us in our quest for freedom and justice. The Bible teaches that the people perish for lack of knowledge. We realize that if it were not for you all at the law library, that all hope would be lost for each of us. It is your assistance that has enabled us to obtain the knowledge needed to stand against such powerful adversaries. And your labor this year has not been in vain; this year we have had pro per inmates to win against top district attorneys. We have also had a great deal of negotiations for reasonable plea bargains to be negotiated by pro per inmates. It is our sincere prayer that God bless you all as you've been a blessing unto us. MERRY CHRISTMAS & HAPPY NEW YEAR!!!

One inmate who had obviously checked out quite a few California law books wrote his own version of a call number, "KFC 12.25.2003 Copy 1.Xmas," and signed his name. I keep the card beside my desk as a reminder that even small efforts can mean a lot to someone.

Submitted by Amy Hale-Janeke.

Don Arndt, University of Toledo, Law Center, Mail Stop 508, Toledo, OH 43606-3390 • 419/530-2945 • fax: 419/530-5121 • donald.arndt@utoledo.edu.

announcements

2004 Ballot Schedule

Monday, March 1

Deadline for receipt of petition candidates at AALL.

Friday, March 5

Ballots mailed to all voting members.

Friday, April 2

Deadline for receipt of ballots at AALL.

Monday, April 5

Ballots tabulated at AALL, and results of elections announced immediately.

New Places and Responsibilities

Sharon Bradley is the new reference/faculty services librarian at the Alexander Campbell King Law Library of the University of Georgia School of Law. She had been the reference librarian for technology education at the Thomas M. Cooley Law School in Lansing, Michigan.

James Donovan is the new reference/public services librarian at the University of Georgia Alexander Campbell King Law Library. Donovan came to UGA from Tulane University, where he earned a Ph.D. in anthropology and worked in the law library. He received his library degree from Louisiana

State University and his law degree from Loyola University, New Orleans. He is co-author of *Anthropology and Law* (2003).

Amy Rachuba joined the staff of The George Washington University Law School Jacob Burns Law Library as the cataloging librarian. Rachuba received her M.S.L.I.S. degree from the University of Illinois at Urbana-Champaign.

Julie Silverman joined the staff of The George Washington University Law School Jacob Burns Law Library as the head of acquisitions. Silverman received her M.L.S. degree from the University of Maryland, College Park.

Professional Activities

Warren M. Billings' latest book, *A Little Parliament: The Virginia General Assembly, 1619-1700*, has just been published by the Library of Virginia in Richmond. To mark its publication, Billings, distinguished professor of history and chairman of the history department at the University of New Orleans, attended a book signing and reception for the governor and members of the general assembly, hosted by the library staff in January.

Sarah Mauldin, Lionel Sawyer & Collins, 300 S. 4th St., Suite 1700, Las Vegas, NV 89101 • 702/383-8988 • Fax: 702/383-8845 • smauldin@lionelsawyer.com.

professional development calendar

PDC Desktop Learning Opportunity Series (*AALL Spectrum*)

- "Library Displays and Signage" by Amy Hale-Janeke, April 2004
- "Blogs for the Law Library" by Roy Balleste, May 2004

For more information about Professional Development Program activities, please visit www.aallnet.org/prodev.

AALL recognizes major support from BNA, Inc. for the Professional Development Program.