

R I P S

Law Librarian

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From the Chair...

Deanna Barmakian, 2005-06 RIPS-SIS Chair

RIPS members have accomplished some worthwhile projects this year and kept up some of our best traditions. We have a new grant, a new strategic plan, a new project to maintain a list of research texts, and our newsletter has become increasingly substantive. We've also had another successful year of compiling and distributing Teach In kits, a record year for program proposal acceptances, and last but not least, two new Briefs in Law Librarianship were completed. It's been a fantastic experience to work with such an enthusiastic and capable group of board members, committee chairs and volunteers. If I have one parting wish as I near the end of my tenure as chair, it is to see more members become actively involved in RIPS projects and to take advantage of the writing opportunities it offers. These are great ways to learn, get re-enthused about the profession, and most importantly, to meet like-minded law librarians all over the country.

This newsletter issue is of course focused on RIPS events that will take place in St. Louis—and there are many! We have roundtables, sponsored educational programs, committee meetings, a reception, and the business meeting. I hope you'll print the RIPS schedule of events before heading off to St. Louis and squeeze as many of them as possible into your schedule. Our committee meetings are open to all and we would love to see new people attending. The Program Committee meeting deserves a special plug. We have a history of really supporting members with ideas for programs in terms of help with drafting and editing proposals. If you have an interest in proposing a program or workshop for the New Orleans meeting, you should come to our Program Committee meeting or get in touch as soon as possible following the Annual Meeting.

The article theme for this issue is team teaching. We have some nice content about the numerous benefits, and occasional pitfalls, of executing 1L and Advanced Legal Research Courses as a team. Thanks so much to our contributors. It's always interesting to hear about how librarians are designing and executing instructional programs in their settings. If you have a theme related to public services that you would like to see addressed in an upcoming issue, please send your idea to our fabulous newsletter editor, **Michelle Rigual**.

I'll sign off by reiterating what a wonderful opportunity it has been to serve as the Chair of RIPS this year. It's been interesting, worthwhile, occasionally a challenge, but mostly just a lot of fun. Ciao!

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Team-Teaching: The 7 C's of Co-Teaching

**By Megan Garton, Reference/Electronic Resources Librarian
& Margaret Hall, Reference/Student Services Librarian
University of North Carolina-Chapel Hill**

At the University of North Carolina at Chapel Hill, the Advanced Legal Research and Writing course is co-taught each semester by two librarians. We rotate our teaching schedules so different people teach together each semester. In most cases half of the grade comes from research assignments and half from writing assignments. Although we use variations on the same projects and research exercises, each team brings its own unique flavor to the class. It is always different for the students and new for the librarians. Over the course of several semesters of teaching, we have come to appreciate what we call the 7 C's.

COLLABORATE

Share the workload and resources

Each team decides how it wants to teach its section to the class. Some teams divide the work so that each instructor gets half writing assignments and half of the research assignments. Other teams split the work so that one librarian covers all of the writing and the other covers all of the research assignments. The goal is to give each instructor an equal opportunity for creativity as well as an equal share of the work.

The use of common fact patterns and legal issues enables us to share resources developed over several semesters. These can be tailored as needed without having to reinvent the wheel. We have created a large reserve of past exercises. If we need an assignment that deals with finding cases by using a print digest, there are four or five different exercises to choose from. After every class, teachers revise and improve their assignments based on stu-

dent feedback and their own observation.

COUNT

On each other

We learn from each other all the time. We share our work product and our personal insights with our teaching partner and with other instructors. We brainstorm with each other about how we can make the class our own. New librarians benefit from the experience of the more seasoned teacher. Librarians who have taught the class before benefit from the newer librarian's enthusiasm and fresh look at the issues. Common challenges, like dealing with a difficult student, can be frustrating to a new teacher. By talking with an experienced co-teacher, the novice can get another perspective and more detailed advice about how to handle the situation.

We can also count on each other to cover an unexpected absence by one of the teachers. Co-teaching allows more flexibility in the course. Class topics may be changed without having to cancel the session and then have makeup classes.

COMPLEMENT

Learn from each other

Co-teaching engenders the ability to actively learn from your fellow teacher. Every librarian brings to the class their personal experiences and expertise. For example, a librarian who practiced tax law can help inform the co-teacher as well as the students. It doesn't even have to be a brand new subject; you

(7 C's continued on page 3)

RIPS

(7 C's continued from page 2)

can still learn something new about basic legal research resources like the CFR or Statutes at Large. It seems that with every new co-teaching experience there's always a moment where one co-teacher learns something that the other librarian thought was elementary. Examples might include the concept of positive law in the U.S. Code, what types of cases are included in the Federal Appendix, and that the ALR has its own digest. In addition to learning about particular subjects, you can also learn valuable teaching skills. For instance, by observing our co-teachers in the classroom we learn techniques that grab the students' attention and begin class discussions.

COMPROMISE

Students benefit from different teaching styles

One of the most challenging aspects of co-teaching is finding a middle ground between two people who have distinctly different styles of teaching. Compromise can lead to significant benefits for the students. The best time to negotiate these differences is early on when we are planning the course. If one co-teacher prefers class discussion and the other wants lecture-based lessons, we can construct the class to accommodate both of our styles. Because students often have different learning styles, co-teaching increases the chance that the students will have a teacher who covers information in their preferred manner.

COORDINATE

Your strengths

This C requires co-teachers to discuss and to analyze the best way to maximize individual strengths. If the class is organized so that each of us teaches the subjects we know best and enjoy the most, the students will benefit and the co-teachers will be happier. For example, if one co-teacher enjoys

electronic resources and the other likes print, this team could split the lessons so that each taught what they preferred. Another strength that can be coordinated is how we interact with students. It can be something as simple as whether you are a morning or evening person when coordinating office hours.

CAMARADERIE

Build staff relationships

Without co-teaching, we would miss the opportunity to work, to learn, and to grow together. It allows librarians the opportunity to work together in unexpected ways. We learn a lot about each other, both good and not so good. The extended time working together enables us to genuinely bond through common experiences. This not only strengthens bonds between individuals but within the reference department as a whole.

CELEBRATE

Share the joy of teaching

When new librarians team teach with experienced librarians, more of us get the opportunity to teach and the experience is less overwhelming. Experienced librarians get reenergized with fresh approaches and new ideas. Colleagues who have worked separately for years may see each other in an entirely new light.

Please feel free to contact us with any questions. We hope this helps you incorporate the C's into your co-teaching experiences.

Team-Teaching: Lessons from the Trenches

**By the Education and Reference Staff
Boston College Law Library**

For more than ten years the reference staff at the Boston College Law Library has team taught the first year Legal Reasoning Research and Writing (LRR&W) course. Each librarian is paired with a member of the legal writing faculty. LRR&W is a full-year course and a substantial commitment of the librarians' time. While individual pairs vary, librarians teach between 20 and 60 classes per section. Some pairings have been more successful than others, and over the ten years some of our teams have experienced many of the challenges of team teaching. This experience has taught us to recognize some of the more common problems encountered when team teaching.

Potential problems include:

- Underestimating the amount of time and effort it takes to team teach;
- Failure to communicate;
- Failure to address conflicting teaching styles;
- Failure to respect the level of expertise a teaching partner brings to the class; and
- Failure to compromise and recognize who is the primary teacher.

Each of the problems is more fully addressed below.

Underestimating the amount of time and effort it takes to team teach.

A common misconception with team teaching is that it will take less time and less effort. Our experience shows that you need to spend more time planning the course, if you are going to team teach, then you would if you were teaching on your own.

Coordinating who will teach what content and when takes a lot of time. Teaching partners should meet repeatedly while the course is in session to adjust the course content based on what is covered in each class. If you taught alone, this is something you could normally do without much advance planning.

Failure to communicate.

Communication or lack of communication is the largest problem area. If you are team teaching, you should never assume that your partner is teaching a particular topic or is in charge of a particular assignment. Problems can arise when classes are canceled by one partner who fails to inform the other, or when assignment dates are changed by one partner without notice to the other. Failure to communicate with your partner in these situations can send conflicting messages to students. Your students will know you are not communicating and will think you are disorganized.

Failure to address conflicting teaching styles.

If your co-teacher is an extrovert, expect to be interrupted by your teaching partner when you are teaching. If this is a problem, be sure to communicate with your partner sooner rather than later that you do not like interruptions when you are lecturing. Contrasting styles can also affect how students learn the material. If the partners' teaching styles contrast greatly, students may have trouble adapting. Try adjusting your teaching style to make joint presentations more cohesive.

(TRENCHES, continued on page 7)

Team-Teaching: Overcoming Institutional Hurdles

**By Michael Bushbaum, Assoc. Law Librarian for Access Services
& Steven Probst, Educational Services Librarian
Valparaiso University School of Law Library**

Teaching first-year legal research is a difficult assignment. Students at the beginning of their law school careers don't understand that legal research is perhaps the most important course they will take; nor do they understand that unless they can find the law, they cannot begin to analyze, write about, or use it persuasively. Compared to the excitement they see on all the lawyer shows on TV or in the movies, legal research can be perceived as an annoying, detail-oriented, rule-governed course that represents a great deal of effort for the single credit that most law schools afford it.

In addition to combating this impression of our course, academic law librarians engaged in instruction are given an even greater challenge by law school administrations who, in addition to providing us too little time to teach legal research, often give us too many students. In a situation where you have class sizes of 60 to 100 students, team-teaching offers a number of advantages for both students and library professors alike.

The first advantage is simply less work for the librarians. Rather than having to prepare for classes each week in addition to performing the rest of an academic librarian's duties, those involved in team-teaching prepare only two or three classes per semester depending upon the number of librarians involved in the class. This approach allows more preparation time for each class period. It also allows more time to be spent creating lengthier, more sophisticated assignments that will increase students' understanding of the material. And don't forget that along with fewer classes to teach come fewer assignments to grade. Granted, for a single

assignment it will take more time to grade 190 assignments than it would for 40. However, teachers are only doing this two or three times per semester rather than every week.

Further, while law librarians are necessarily generalists, often being called upon to answer a variety of different types of questions involving a variety of resources, we also sometimes become specialists in certain resources that are well-suited to our interest areas or job descriptions. Or, sometimes we simply enjoy teaching one or two particular areas of research more than we do others. Team-teaching permits this type of specialization, meaning that you don't have to know everything about everything. Instead, you can concentrate on learning everything (or just about everything) about one or two areas of instruction. So go ahead, revel in cases and statutes or regulations and legislative history, whichever is your pleasure.

Another good reason to employ team-teaching can be found in everyone's own experience as an undergraduate or graduate student. Remember how it seemed there was always one professor each semester who grated on your nerves? You dreaded going to class and couldn't wait for each class session to be over. Well, the unfortunate reality is that now you might just be that professor for some students. However, team-teaching can change all of this. With a team approach to instruction, even if some of your students hate your teaching methods, your hair style (or lack of hair style or even hair), your mannerisms or your voice, they need only suffer through them for a short time. Rather than hate

(OVERCOMING, continued on page 7)

Team-Teaching: A Great Training Tool

**By Matt Braun, Reference Librarian
Jacob Burns Law Library, George Washington University**

During my first ten months as a reference librarian, I have had the opportunity to team teach library research sessions with department colleagues on five occasions. Each of these occasions involved me working with one other reference librarian on developing content for a PowerPoint presentation on a particular topic and practicing our presentation using the computers and projection equipment held in various law school classrooms.

Not surprisingly, given that I am relatively new to the field of academic law librarianship, team teaching has benefited me greatly in terms of developing and refining my own style of formal instruction.

First, I have learned to be careful in constructing content for my PowerPoint presentations, knowing that it is important that my colleague and I complement each other's portion of the teaching session and avoid redundancy in our instruction. Second, I have learned to be efficient in my classroom speaking, knowing that each research session has only a total of 50 minutes and that some of that time should always be reserved for students to ask questions at the end of the session. In short, I have learned to think in terms of "we" and not just "I," which I believe to be a distinct positive given that I am part of a reference department team.

It is important to remember, however, that team teaching takes effort and patience. While the benefits can be great for the librarian, it requires one to consider and perhaps even accede to another's viewpoint.

For instance, I might believe that in teaching a session on government documents, students should be made familiar with the basics of the U.S. Congressional Serial Set, given that that the term "Serial Set" appears on bound volumes in our library collection and that the phrase is found in electronic databases such as *LexisNexis Congressional*. However, a colleague of mine might feel that this is information overload; that students should be told that if their research involves House and/or Senate Documents or Reports, they should always visit the reference desk to receive individual instruction on how to find such materials congruent with their overall research needs. It is vitally important for team teachers to discuss such matters and to develop an instruction strategy that sends a consistent and unified message to students, and does not highlight philosophical gaps between colleagues.

Team teaching has indeed encouraged my growth as a librarian and professional instructor, and has enabled me to become better assimilated into my particular department. It requires effort and patience, and may not suit everyone in the profession. For a newer librarian, however, learning to be concise and efficient as an instructor and to be open and compromising as a colleague are imperative; and team teaching facilitates this particular learning quite well.

(TRENCHES, continued from page 4)

It is essential for team-teaching partners to recognize each other's expertise. Without this, team-teaching partners will not work well with one another or offer all that they can to a class. Unless partners are seen as treating each other as equals, students are likely to regard the research portion of the course as less important. And how students perceive the course can affect what they learn and the instructor's teaching performance.

Failure to compromise and recognize who is the primary teacher.

Your ability to compromise is essential to team teaching. The opportunities for compromises are many and are alluded to in the previous sections. They include compromising work styles, teaching styles, selection of course content, and even the graded weight of assignments. For example, in LRR&W the research assignments add up to only 15% of a student's final grade. Some librarians (and students) have argued that the research component should weigh at least 20% of the grade (if not 30%) based on the workload required of the students in the research component of the course. However, the librarians know the writing faculty have the final word on the weight of assignments and set the assignment weights.

Notwithstanding our challenges with team teaching, we enjoy working with the writing faculty and believe that our participation provides students a better research education. So we will continue to coordinate class content and assignments, to communicate our ideas, to adjust our teaching styles, to respect the writing faculty, and to work with our writing partners.

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the class because they hate the professor, students are only instructed by any one librarian for a short period of time, giving them a better chance of learning the material they are being taught because they don't spend the entire semester tuning out. Fortunately, in addition, to benefiting the students, this also benefits librarians by affording more librarians the opportunity to teach. Teaching is an important skill for all academic librarians to develop – either as resume-builder or as a means to increase job satisfaction.

Finally, team-teaching gives students a chance to interact with all of the librarians within a law school over the course of the year and vice-versa. How many times at your library have you heard students remark that “I was told by the _____ (tall, short, thin, heavy-set, blond, dark haired, insert your favorite adjective here) librarian that” Librarians are a valuable asset to any law school and should be recognized as such by the students. However, if students are only taught by one librarian, will they actually take the time to meet the rest of us? Better yet, will we actually take the time to meet them? Team-teaching presents the perfect opportunity for librarians and students to become better acquainted – if for no other reason than that everyone is having trouble finding the answer to 4(b) on the statutes assignment.

If you haven't, give team-teaching a try. You may just find that it permits a more efficient use of your time, allows better instruction to occur, and provides students with a number of benefits as well.

Member News

Rob Mead is the new State Law Librarian for New Mexico. He was previously at the University of Kansas Wheat Law Library and the University of New Mexico School of Law Library.

Randy Snyder is the new Head of Public Services at Hamline University School of Law Library in Saint Paul. Randy is a graduate of the University of the Pacific and the University of Washington. He succeeds **John Tessner** who retired after 18 years at Hamline and is author of the MINNESOTA LEGAL RESEARCH GUIDE 2d.

Irene Good, Educational Technology Specialist, Legal Information Librarian & Lecturer at Boston College Law Library, received a 2006 Teaching with New Media Award from Boston College for her use of technology in teaching legal research.

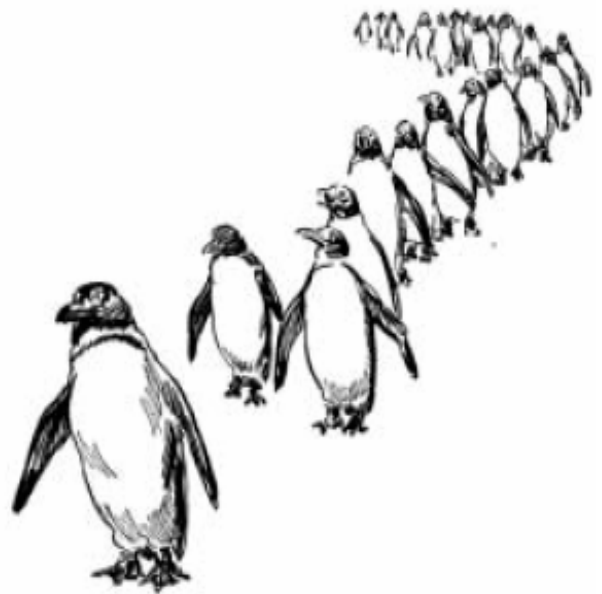
Susan Nevelow Mart, Reference Librarian at UC Hastings Law Library, published *Let the People Know the Facts: Can Government Information Removed From the Internet Be Reclaimed?* 98 LAW LIBRARY JOURNAL 1 (2006).

Joel Fishman, Asst. Director for Lawyer Services, Duquesne U. Center for Legal Information/Allegheny County Law Library:

- published "*Pennsylvania PreStatehood Legal Research*," in Michael Chiorazzi and Marguerite Most, eds. PRESTATEHOOD LEGAL RESEARCH: A GUIDE TO THE 50 STATES, INCLUDING THE DISTRICT OF COLUMBIA AND NEW YORK CITY 991-1028 (Haworth Press, 2006)
- published "*Punishment in the Harry Potter Novels*," *Harry Potter and the Law*, 12 no. 1 TEX. WESLEYAN L. REV.452-56 (2005)
- presented a paper on "Punishment in the Harry Potter Novels," at Association of Law, Humanities & Culture Conference, Syracuse NY, March 18, 2006
- as Co-Director of the Pennsylvania Constitution Web Site, has a grant to load 20,000 pages of historical constitutional convention debates and related documents, at www.paconstitution.duq.edu.

In the last year, the **University of New Mexico Law Librarians** visited more than twenty public and academic libraries around the state, providing outreach presentations and workshops for librarians, attorneys, and citizens.

*Congratulations to all on these
new positions and professional activities!*



Election Results are In . . .

Congratulations to the incoming RIPS board members for 2006-07:

Vice Chair/Chair-Elect, **Irene Good**, Boston College Law Library.

Board Member-At-Large, **Eric Gilson**, Rutgers University Law School Library

Earnest thanks to all of our wonderful candidates for their willingness to run. Thanks also to **Kelly Browne**, the Nominations Committee Chair, who generated such a fantastic slate for us to consider.

Grant Recipient Named

Kate Fitz is the recipient of the inaugural RIPS-SIS grant! Kate is a Public Services Librarian at the Sacramento County Public Law Library. Previously, she worked at the Multimedia Library at Kaiser Permanente's regional offices in Oakland while studying for her M.L.I.S. at San Jose State University. She has a B.A. in English and a J.D. from U.C. Berkeley and worked as a lawyer for several years before deciding to become a librarian. She loves cats and enjoys bicycling, playing the French horn (badly), and reading science fiction.

As the grant recipient, Kate's AALL Annual Meeting registration expenses are paid by the RIPS-SIS and she receives an appointment to a RIPS committee. Kate will also describe her impressions of the AALL Annual Meeting for an upcoming edition of the RIPS Newsletter. Thanks to **Ron Wheeler** and the entire grants committee for the time and effort they contributed to make the grant possible.

Congratulations, Kate!!

Research Text Bibliography is Up!

Three of your RIPS colleagues have kindly created an annotated bibliography of legal research texts. They are: **Lynn Murray**, Head of Research Services at the Southern Methodist University Underwood Law Library; **Marc Silverman**, Associate Director for Public Services at the University of Pittsburgh Barco Law Library; and **Christopher Vallandigham**, Faculty Services Librarian at the University of Florida College of Law Legal Information Center. They selected eleven legal research texts and drafted brief reviews/annotations. For each, they sum up such parameters as length, price, publisher, currency, intended audience, unique appendices, and a series of other factors.

The bibliography will hopefully prove useful to instructors facing the task of selecting an appropriate legal research text either for first years or upper-level students. At minimum, it will obviate the need to start from scratch in surveying and evaluating options. This inaugural version of the bibliography excludes legal writing texts that also cover research and also excludes research texts that are significantly out of date.

The bibliography is posted on the RIPS page at: <http://www.aallnet.org/sis/ripssis/Bibliography.pdf>

The plan is for this to be an evolving document. We would like to see it grow in scope and to be continually updated to include newly published research texts. If you are interested in adding titles, or providing additional comments for texts you have used or evaluated, please get in touch with our incoming Chair, Jessie Wallace Burchfield at jwburchfield@ualr.edu. Enjoy!

New RIPS Strategic Plan

The following is a new strategic plan for the RIPS SIS. Sheri Lewis, Chair of our Strategic Plan Task Force, expertly initiated the project. The Executive Board along with input from Committee Chairs completed work on the document during the last couple of months. Please look through the plan with an eye to becoming involved in a project or initiative that interests you. We warmly welcome more membership involvement in RIPS. Please do not hesitate to get in touch, or better yet, come in person to our Business Meeting in St. Louis and volunteer in person!

RIPS STRATEGIC PLAN: 2006-2008

MISSION STATEMENT

The Research Instruction and Patron Services Special Interest Section serves as a forum within AALL on public services including reference, instruction, research, interlibrary loan, access, circulation, and outreach by organizing educational events, providing opportunities for discussion and collaboration, and producing publications.

VISION STATEMENT

The RIPS-SIS is a thriving entity with a large membership of public services librarians working in all types of law libraries. Members value their participation in a wide-array of RIPS activities; service on diverse committees; authorship in the newsletter, Briefs in Law Librarianship, and Teach-In Kit series; and collaboration with other members to devise and share solutions on core issues in public services.

GOAL #1

RIPS CREATES A VARIETY OF PUBLICATION AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR PUBLIC SERVICES LIBRARIANS

Strategy #1

Develop and clarify the Committee organization scheme and promote member participation in committee activities

Action Item #1

Review RIPS committee charges and rewrite them, if necessary, to provide specific direction for committee activities (Chair with Executive Board and Committee Chairs)

Action Item #2

Encourage members and CONELL attendees who show an interest in RIPS to join committees by solicitation at the Business Meeting and the online discussion list (Chair and Public Relations and Recruitment Committee Chair)

RIPS

Action Item #3

Create a master document following each Annual Meeting for distribution to the Executive Board and Committees mapping out committee tasks and projects, with timelines for the upcoming year (Chair)

Strategy#2

Provide Support for and Encourage Participation in Long-Term RIPS Activities

Action Item #1

Assist the editor of the Briefs in Law Librarianship Series in recruiting authors and ensuring a high survey return rate (Chair with Executive Board)

Action Item #2

Review format, vendor sponsorship, and comparative value with ALL SIS Sourcebook to ensure that the Teach In Kit remains a unique, valuable tool for law librarians (Executive Board and Legal Research Teach-In Committee Chair)

Action Item #3

Provide support to the Teach-In committee to achieve a broader submission rate and to promote their annual event (Chair and Newsletter Editor)

Strategy #3

Encourage members to suggest new projects and initiatives relevant to their professional work life

Action Item #1

Solicit members at the business meeting and via the online discussion list to suggest projects they are interested in spearheading or would find professionally valuable (Chair and Vice Chair)

Action Item #2

Enlist attendees of the Program Committee meeting to pursue their program ideas as potential task force projects or to report on them in the newsletter or web page, if suitable (Vice Chair and Program Committee Chair, if distinct)

GOAL #2

RIPS HAS AN ACTIVE, INVOLVED AND DIVERSE MEMBERSHIP THAT SERVE AS LEADERS IN THE SIS AND IN AALL

Strategy #1

Increase RIPS visibility within AALL to encourage membership by all public service librarians

RIPS

Action Item #1

Supply news for the SIS News Column in Spectrum and issue releases for inclusion in AALL-affiliated newsletters to the Council of Newsletter Editors in order to alert non-members of our activities (Chair and Public Relations and Recruitment Committee Chair)

Action Item #2

Promote all RIPS Annual Meeting events and programs to current section members and other AALL members via the online discussion list, the newsletter, and the Annual Meeting blog and newspaper (Chair, Program Committee Chair, and Newsletter Editor)

Strategy #2

Increase leadership and participation by members who work in non-academic law libraries

Action Item #1

Identify opportunities for cooperation and partnership with other Special Interest Sections around areas of RIPS interest, especially the Private Law Libraries SIS and the State, Court and County SIS (Liaisons selected by the Executive Board)

Action Item #2

Strive for at least one non-academic candidate for the Executive Board and strive for several non-academic committee chairs (Nominations Committee Chair and Vice Chair, respectively)

GOAL #3

RIPS EMPLOYS A VARIETY OF SUCCESSFUL TOOLS TO COMMUNICATE WITH ITS MEMBERS AND TO PROMOTE ITS CONTRIBUTIONS AND ACTIVITIES TO OTHERS

Strategy #1

Examine primary communications tools for members and consider more effective ways they can promote and support RIPS activities

Action Item #1

Revise and update the RIPS brochure (Vice Chair and Executive Board)

Action Item #2

Develop themed columns in the newsletter dealing with reference, research instruction, and circulation/ILL (Chair and Newsletter Editor)

Action Item #3

Solicit topic ideas and occasionally have moderated weeklong discussions on areas of RIPS interest using the online discussion list or an opt-in list created with AALLnet list software (Volunteers identified by the Executive Board and Online List Discussion Committee Chair)

Action Item #4

Continue to develop the content of the web page by adding content that reflects the output of committees and task forces and publicizes the ongoing activities of the SIS (Executive Board and Web Page Committee Chair)

Action Item #5

Promote RIPS activities and projects to AALL members by posting occasional releases to the Council of Chapter Presidents and the Council of SIS Chairs online discussion lists (Chair)

Strategy #2

Promote the work of the Programs Committee in facilitating the approval of educational programs relevant to members

Action Item #1

Continue to generate strong attendance at the Programs Committee meeting and support the work of the committee in facilitating the approval of member proposals following the annual meeting. (Vice Chair and Program Committee Chair, if distinct)

Action Item #2

Consider running RIPS-sponsored program proposals rejected by the AMPC as unofficial programs to run concurrently with AALL educational programs at RIPS SIS' expense (Program Committee Chair and Executive Board)

Action Item #3

Continue to run Roundtables (moderated discussion groups) on topics of interest to members at the Annual Meeting (Chair, Patron Services Committee Chair, and Research Instruction Committee Chair)

AALL Annual Meeting
— — —
**Schedule of RIPS Meetings,
Programs and Events for St. Louis**

Saturday, July 8, 2006

Events:

- Alphabet Soup Reception: TS/OBS/RIPS/CS-SIS Joint Reception, 6:00 - 7:30 pm. Sponsored by Innovative Interfaces, Inc.

Sunday, July 9, 2006

Meetings:

- Executive Board Meeting, 11:45 am - 1:15 pm
- Business Meeting, 5:30 - 6:30 pm

Programs:

- Forensic Science Techniques and the Rules of Evidence (B2), 2:45 - 4:00 pm
- 100-year-old Interest Rates and Beyond: How the Federal Reserve and FRASER can Meet Your Legal Research Needs (C1), 4:15 - 5:15 pm (co-sponsored with GD SIS)

Monday, July 10, 2006

Meetings:

- Research Instruction Committee Meeting, 7:45 - 8:45 am
- Program Committee Meeting, 10:15 - 11:30 am

Programs:

- Pioneering Change Through Technology: The Evolving Role of Handheld Devices in Law Libraries (D2), 9:00 - 10:00 am
- Teaching CALR to Law Students: What Do Students Really Need to Know When They Arrive at a Law Firm? (E2) 2:00 - 3:00 pm (co-sponsored with ALL-SIS)

Roundtables:

- Library Services to Pro Se Patrons and Prisoners (w/ LISP & SR), 10:15 - 11:30 am
- Reference Service, 5:15 - 6:15 pm

Tuesday, July 11, 2006

Meetings:

- Patron Services Committee Meeting, 8:00 - 8:45 am
- Web Page Committee Meeting, 5:15 - 6:15 pm

Programs:

- Marketing Your Library Through CLE Programs (G4), 10:15 - 11:30 am

Roundtables:

- Customer Service Training, 11:45 am - 1:00 pm

Wednesday, July 12, 2006

Meetings:

- Public Relations Committee Meeting, 7:45 - 8:45 am

Programs:

- The Emotional Intelligence of Law Librarians: Successful Leaders Pioneer Change (I3), 9:00 - 10:30 am
- Pioneering Change in Medical Malpractice Research (K4), 2:15 - 2:45 pm
- The Virtual Frontier: Developing and Delivering Training Using Web Meeting Software (L1), 3:00 - 3:30 pm

Roundtables:

- Patron Services in the Digital Age, 12:00 - 1:15 pm

AALL Annual Meeting RIPS Programs

We know you'll be busy in St. Louis, but while you are filling in your calendar, don't forget to check out the six wonderful RIPS-sponsored programs at this year's annual meeting.

On the technological front, you won't want to miss either **Eric Gilson's** *Pioneering Change Through Technology: The Evolving Role of Handheld Devices in Law Libraries* (D2) or **Rita Kaiser's** *The Virtual Frontier: Developing and Delivering Training Using Web Meeting Software* (L1).

Expand your medical malpractice research skills by attending **Darcy Kirk's** *Pioneering Change in Medical Malpractice Research* (K4) and deepen your understanding of forensic evidence by attending **Peggy McDermott's** *Forensic Science Techniques and the Rules of Evidence* (B2).

Are you interested in the possibilities of promoting your library through CLE? Then you really want to see **Pamela Melton's** *Marketing Your Library Through CLE Programs* (G4).

For an entertaining and enlightening look at what it takes to be a "successful" law librarian, don't miss **Kelly Browne's** *The Emotional Intelligence of Law Librarians: Successful Leaders Pioneer Change* (I3).

Your attendance would be a much-appreciated show of support for your fellow RIPS members who developed the proposals for these relevant and timely programs!

See you in St. Louis!



AALL Annual Meeting RIPS Roundtables

Roundtables are lively, free-flowing discussions where participants exchange ideas on a topic. To get the conversation started, a moderator presents the group with a situation or a question. Unlike other types of programs, roundtables are not strictly limited by an agenda. Instead, the topic is used as a springboard for discussion. RIPS is sponsoring the following roundtables:

Services to Pro Se Patrons

(Jointly sponsored with LISP and SR)

Monday, July 10, 2006

10:15 – 11:30 am

Moderator: **Amy Hale-Janeke**.

In this do-it-yourself age, many people are deciding to handle their own legal problems. In the *pro se* world, law librarians are seen as the “go to” people. How can you effectively deal with *pro se* expectations? How much help is appropriate? How much is too much? What role do law librarians play in the do-it-yourself world? Come to this roundtable and share your best strategies and worst reference horror stories. We’ll talk about what works, what doesn’t, and why. If you’d like to submit questions, strategies, or stories ahead of time, please send them to ahjaneke@ca5.uscourts.gov.

Reference Service

Monday, July 10, 2006

5:15 - 6:15 pm

Moderator: **Marc Silverman**

The past few years have seen a dramatic decrease in the reference statistics of libraries of all stripes. In response libraries are trying to reach users through a variety of new programs and technologies. Is the death of traditional reference service on the horizon? Should we refocus our resources and energies in new areas? These and other timely issues will be discussed.

Customer Service Training

Tuesday, July 11, 2006

11:45 – 1:00 pm

Moderator: **Holly Lakatos**

The first library staff member a patron usually sees is not always a librarian and not always a staff member who has good customer service skills. While we might teach our student workers how to read call numbers and how to use the photocopier, we sometimes forget that we must also teach them how to answer questions politely and how to address the general concerns of our users. At this roundtable, we will discuss and discover new ways to effectively impart good customer service ideals to paraprofessionals and student workers by talking about what we’re currently doing, identifying strategies that work and don’t work, and developing some benchmarks for future training programs.

Libraries Without Books: Patron Services in the Digital Age

Wednesday, July 12, 2006

12:00 pm - 1:15 pm

Moderator: **Holly Lakatos**

Technology has allowed librarians to deliver information to patrons without ever actually meeting face-to-face. Most discussions on the "future of libraries" and integrating technology into the library focus on information delivery formats or standards. At this roundtable we will discuss how technology can be used to improve patron services. Besides getting information to our customers faster, are there any ways in which technology can improve or change patron services? We hope to explore all aspects of patron services, but will specifically address, ILL, electronic reserves, circulation & the electronic distribution of general announcements.

Patron Services Committee Meeting

If you are a new RIPS member or are interested in non-reference aspects of public services, the Patron Services Committee is the place for you. The RIPS Patron Services Committee is charged with identifying needs in patron services areas such as reference, circulation, document delivery, and ILL, and with devising methods to help fill those needs.

The Patron Services Committee has been quiet in years past, but we hope to change that by developing projects that will encourage more participation. This year, the Committee is sponsoring two roundtables (see descriptions above). Participation requires only a small time commitment throughout the year. Please join us for our committee meeting on Tuesday, July 11, 2006 at 8:00 AM - 8:45 AM and share your thoughts on the future of patron services. More information can be found on the new committee website:

<http://www.aallnet.org/sis/ripssis/Patronservices.html>

Alphabet Soup Reception

Don't forget to join other RIPS members as we mingle with our friends from the Computing Services, Online Bibliographic Services, and Technical Services Special Interest Sections at the Alphabet Soup Reception generously sponsored by Innovative Interfaces. The reception will be held on Saturday, July 8 from 6:00 to 7:30pm.

Volunteers Needed!

Two opportunities to get involved in RIPS and AALL....

Volunteers are needed for this year's **RIPS Program Committee**, chaired by Irene Good. The Program Committee is charged with assisting RIPS members with program and workshop proposals for the 2007 Annual Meeting. The committee is responsible for soliciting program topics relevant to RIPS members, assisting in developing and refining proposals, and facilitating the proposal process in general. Volunteering for the program committee is a great way to meet other RIPS members, to learn about the proposal process, and to play a vital part in shaping the 2007 Annual Meeting.

The committee will meet in St. Louis and its work will be completed by August 15, 2006, the deadline for submitting proposals. If you are interested, please contact Irene Good (irene.good.1@bc.edu or 617-552-2897).

Volunteers are also needed at the **RIPS Table** in the Activities area during the AALL annual meeting. At past conferences the table has been a wonderful recruiting tool. Please contact Peggy McDermott (314-977-2739 or mcderrmh@slu.edu) if you are able to sit at the RIPS table during any portion of the following time slots:

Sunday, July 9, 9am - 11am
Monday, July 10, 9am - 10am
Monday, July 10, 1:45pm - 4pm
Tuesday, July 11, 9am - 10am

AALL Annual Meeting RIPS Business Meeting Agenda

The following is a draft agenda for our annual business meeting. Please come to hear about what has been going on and what will be happening with our SIS. This is a great opportunity to hear about ways you can become more involved! It's also a nice way to meet and chat with colleagues. Beverages will be served and there will be door prizes, so come one, come all!

**Sunday July 9, 2006
5:30 - 6:30 pm
Location: TBA**

I. Call to Order

II. Old Business

- A. Approval of Minutes from the 2005 Business Meeting Minutes
 - printed in the Fall 2005 *RIPS Law Librarian*
 - posted on RIPS site at <http://www.aallnet.org/sis/ripssis/Businessmeeting2005.pdf>
- B. Financial Report -- Jennifer Murray
- C. Annual Report to Membership -- Jessie Burchfield (for Deanna Barmakian)
- D. Committee Reports
 - 1. Grants -- Ron Wheeler
 - 2. Legal Research Teach In -- Gail Partin/Jennifer Murray
 - 3. Newsletter -- Michelle Rigual
 - 4. Nominations -- Kelly Browne
 - 5. Online List Discussion -- Coral Henning
 - 6. Patron Services -- Holly Lakatos
 - 7. Programs -- Jessie Wallace Burchfield
 - 8. Public Relations and Recruitment -- Peggy McDermott
 - 9. Research Instruction -- Marc Silverman
 - 10. Research Text Task Force -- Lynn Murray/Christopher Vallandingham
 - 11. Strategic Plan -- Sheri Lewis/Jessie Burchfield
- E. Web Page -- Eric Gilson
- F. Briefs in Law Librarianship -- Bobbie Studwell
- G. Introduction of New Officers, Committee Chairs -- Jessie Burchfield

III. New Business

IV. Drawing, Closing Statements, Adjournment -- Jessie Burchfield

8th Annual SR SIS Children's Book Drive

The Social Responsibilities Special Interest Section (SR SIS) is coordinating the 8th annual children's book drive in St. Louis. The theme this year in the Show Me State is **Show Me the Books!** This year's efforts will benefit two of the most needy schools in the St. Louis area, Central Elementary and Vashon 9th Grade Academy.

The **Wellston School District** was established in 1894 and currently educates 600 students in four facilities, including an early childhood center and the Central Elementary School. Wellston, like many small inner suburbs, was plunged into economic depression and social chaos after the losses of population and declining home values of the post-World War II era. Test scores had declined to such an extent by the 1990s that the State of Missouri was forced to place the district into a form of receivership.

The City of Wellston has made efforts to stabilize its political, commercial and physical infrastructure and attract new residents. They have also consolidated and reorganized the school system with Central Elementary now serving grade levels 1 through 4. Central has slightly less than 200 students and has begun rebuilding the library collection.

Vashon High School is one of a number of schools in the St. Louis City school district that has suffered a plague of financial, political, and severe discipline issues. In January 2006, as part of an immediate effort to create smaller, more manageable student communities, the new superintendent of the city school system took the bold step of removing the current 9th grade class to an off-site facility. The freshman class was relocated to a vacant middle school facility in the downtown area, now known as the Vashon Williams Ninth Grade Academy. The academy's library is in the process of building a collection to support the new program. They are in need of all appropriate materials for 14-16 year old students. The small amount of funding provided by the school district has allowed the library to purchase only a few reference titles and some fiction items. Currently they have 594 titles (and 653 copies) in their collection. According to the state, the library should have the following in order to meet minimum standards: 350 reference titles, 3080 nonfiction titles, and 1530 fiction titles.

This year, it is easier than ever to donate! Go to Amazon.com, click on the "Wish List" link, then search for "AALL". Books appropriate for the Wellston students are listed on the "2006 Elementary School List," and Vashon's preferred titles can be found on the "2006 9th Grade List." Your donation will be shipped directly to the Book Drive Team. Other options include bringing your donation with you to the conference and donating at the SR SIS table, or sending your donation check made out to AALL to:

Show Me the Books c/o Ann Puckett
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