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Presidential Ponderings

... from Louis M. Rosen

It's that time again – one of the four favorite e-mails I receive all year, where the next issue of *The Southeastern Law Librarian* newsletter drops in my inbox, hot off the virtual presses. You'll be hearing from my sublime successor, SEAALL's current vice president and president elect, Shamika Dalton, in the next issue. But we have an exciting two months to get through in the meantime!

That's right, folks – our annual meeting in Jackson, Mississippi, draws ever closer, on Friday, April 17, and Saturday, April 18, 2020, preceded by the institute on Thursday, April 16. Make sure you communicate these dates to your supervisors *now*, to ensure time off, and with any luck, travel funding as well. Everyone involved in the planning intends to make it a worthwhile and unforgettable experience. You already know our theme for the annual meeting is “**2020 Visionaries**,” and the program committee, chaired by Shamika Dalton, has assembled a full slate of fascinating and relevant educational programs with three separate tracks: teaching, service, and diversity. Thanks to all of our SEAALL members who submitted proposals to the program committee, and we are all excited to see you in action and learn from you in Jackson.

The theme for the institute is “**Cultivating Inclusive Library Services and Spaces**,” with a focus on topics related to teaching, strategic directions and library policies, hiring/retention, physical space, intergenerational culture, cataloging/metadata, and any library services that promote inclusivity. These are important topics that don't get discussed enough, and the institute should be a transformative experience. The institute will be held at Mississippi College Law School, and bus transportation will be included.



We have three exciting keynote speakers lined up for you in Jackson. During the main meeting, you will meet Pamela Junior, the director of the Museum of Mississippi History and the Mississippi Civil Rights Museum. You'll also hear from investigative reporter Jerry Mitchell, who convinced police to reopen several cold cases, including the murder of civil rights activist and NAACP field secretary Medgar Evers, and helped track down several murderers, including a serial killer. And institute attendees will also get to spend time in an interactive keynote session with Dr. Susan Glisson, former executive director of the University of Mississippi's William Winter Institute for Racial Reconciliation, and founder of the consulting firm Sustainable Equity, LLC.

Meanwhile, Stephen Parks and his local arrangements committee are still planning a beautiful opening reception at the Westin Hotel that is hosting our annual meeting, as well as library and museum tours, dine-arounds at local restaurants, and more opportunities to socialize and see Jackson. The [annual meeting website](#) provides the complete schedule, speaker bios, travel information, and links to register, reserve your rooms at the Westin, and sign up for outings and activities. The annual meeting registration fee will be \$295 and institute registration will be an additional \$100. We are not raising the prices from last year!

Rest assured that all of our executive board members, committee members, and speakers are hard at work ensuring this will be one of our best annual meetings ever. If you have been impressed by our committees' efforts on behalf of SEAALL, please consider volunteering for one of our many committees for the 2020-2021 year. The volunteer form is now available [here](#), and you can see their current rosters [here](#). We can always use new, enthusiastic members who want to contribute and help, and those of you who have to go up for promotion and tenure, committee work with SEAALL is a good way to demonstrate service toward the profession. We especially like to see newer members stepping up and getting involved, and we are grateful to all of you.

Also, the scholarship committee is still accepting applications for the Lucile Elliott Scholarship, the AALL Annual Meeting Registration Grant, and the CONELL Grant until March 6. You can download all those applications [here](#), and I hope many of you will!

But in the meantime, before we convene in Jackson, I would like to give an extra-special thank you to our long-time *Southeastern Law Librarian* Newsletter Editor Billie Blaine, who is relinquishing her responsibility after this, her final issue. Billie has been crafting the SEAALL newsletter since 2015 and serving with the newsletter and public relations committee in an ex officio capacity this entire time. I would also like to thank Katie Brown, Becka Rich, and the entire newsletter and public relations committee, for working with Billie and putting this insightful, engaging newsletter together quarter after quarter. There are some e-mails we all dread receiving, but the new SEAALL newsletter is something I look forward to every time. I'm sure I'm not alone!



SEAALL ELECTION



Candidates

SEAALL is proud to announce the following slate of candidates for the 2020 election:

Vice President/President Elect: (Three-Year Term, serves as Vice President/President Elect in 2020-2021, President in 2021-2022, and Immediate Past President in 2022-2023)

- Sarah Mauldin, DeKalb County Law Library (Georgia)
- Franklin Runge, Washington & Lee University (Virginia)

Secretary: (Two-Year Term, 2020-2022)

- Sarah Lewis, University of Kentucky (Kentucky)
- Jason Tubinis, University of Georgia (Georgia)

Member-at-Large: (Two-Year Term, 2020-2022)

- Lance Burke, Wake Forest University (North Carolina)
- Thomas Walker, Liberty University (Virginia)

Process

The 2020 election will again be hosted by AALL's online election system. We will elect a vice-president/president-elect, a secretary, and a member-at-large.

Polls open on Monday, Feb. 24, 2020, and you may submit your ballot anytime until 11:59 p.m. (EDT) on Friday, March 6, 2020. On the first day of the election, eligible voters will receive an email message from AALL containing information about the voting process. An "eligible voter" is any member whose dues are current. Election results will be announced to the SEAALL membership, via email. Please contact Kat Klepfer, at kklepfer@law.fsu.edu, if you have any problems with the online election system.

A big thanks to our colleagues on the nominations committee: Rachel Gordon (chair), Ismael Gullon, Marie Hamm, Zanada Joyner, and Avery Le. Thanks, also, to SEAALL Treasurer Cas Laskowski for providing the membership directory. And a special thanks to all the candidates for their dedication and willingness to serve SEAALL.

Candidates for Vice President/President Elect



Sarah Mauldin

Law Librarian

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Thank you to SEAALL for nominating me once again for VP/President-Elect. In my new role at the DeKalb County Law Library I am reenergized and prepared to put in the work to keep SEAALL fantastic. I promise you my enthusiasm and effort and ask for your vote. Thank you for considering me and Let's Go, SEAALL!

More about Sarah Mauldin [here](#).



Franklin Runge

Head of User Services

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Franklin L. Runge has been a SEAALL member since 2011, and he has served on the Program Committee and the Local Arrangements Committee. He joined the Washington & Lee School of Law as the Faculty Services Librarian in 2018, and he became the Head of User Services in 2019. He is responsible for access, instructional, and reference services for the Law Library. He is a member of the teaching team that instructs the 1L Legal Research course, and he is always looking for new ways to create an engaged classroom that produces life-long learners. Prior to joining Washington and Lee, he served as the Faculty Services Librarian at the University of Kentucky from 2011 to 2018. In addition to his work as a librarian at UK, he served as the Chairperson for Sexual Misconduct Appeals for the entire campus and for a brief time as the Director of Admissions (law). Prior to entering academia, Franklin practiced law at Weisman & McIntyre (Boston, Massachusetts), where he focused on product liability cases against tobacco companies and automotive manufacturers.

More about Franklin Runge [here](#).



Sarah Lewis

Faculty Services Librarian
& Assistant Professor of
Legal Research

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Thank you for considering me as a candidate for SEAALL Secretary. Currently, I serve on the SEAALL Diversity and Inclusion Committee. I have been a member of SEAALL since 2016 and have attended every annual meeting since that time. At the annual meetings, I have given presentations on voting rights, goal setting, and skill portability. At the 2018 AALL Annual Meeting & Conference, I served as panelist discussing hidden disabilities. In addition, I have published in AALL Spectrum on mental illness and the bar exam and setting actionable and assessable goals for law libraries. In June 2019, I joined the University of Kentucky J. David Rosenberg College of Law as the Faculty Services Librarian and Assistant Professor of Legal Research. Here, I teach first year law students legal research. Prior to this position, I served as the tax librarian at the University of Florida Levin College of Law where I also taught legal research to first year law students. I hold a Juris Doctorate from Vanderbilt University and a Master of Library and Information Science and a Master of Science in Knowledge Management from Kent State University. Prior to entering academia, I practiced law in Atlanta, Georgia, in the areas of mergers and acquisitions, securities, and public finance. SEAALL is an important organization for me. Through it, I have developed professionally and personally. I have met people with whom I have collaborated on presentations and scholarship and to whom I turn for professional advice. I hope to give back to the organization by serving as its Secretary.

More about Sarah Lewis [here](#).



Jason Tubinis

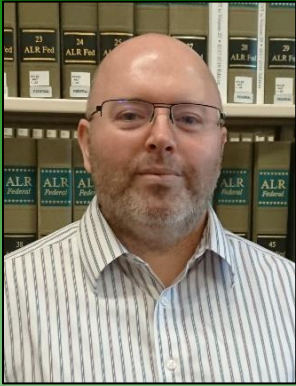
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Thank you for considering me for the position of Secretary for SEAALL. This is a super exciting opportunity for me, and I would love to give back more to the organization that has supported me for the entirety of my professional career. I have presented at SEAALL, CALI, and AALL, and have served on committees and sub-committees for both SEAALL and AALL. While I am very proud of this service to the law library community, I feel like there is more that I can do. In my current position at the University of Georgia School of Law Alexander Campbell King Law Library, I lead and participate in numerous teams and committees. In service to these groups, I have earned a reputation for assiduously maintaining notes and minutes. At first my detailed notetaking was to make sure I wasn't missing any important information, but it has evolved into an ability to capture specifics as well as nuance and overarching themes. For the teams that I have led, I place a lot of emphasis on adhering to policies, procedures and timelines. While that means a lot of hard work and working with a lot of different people, I get energized by working with others to achieve successful outcomes. As the Information Technology librarian, I provide instruction for both for-credit and informal teaching. I also actively maintain numerous systems, some of which are highly visible, while others operate in the background and, ideally, will never be noticed by our patrons. (I'm looking at you, proxy server.) I believe these aforementioned qualities speak to the charge of the SEAALL Secretary: maintaining minutes, managing officer elections, supervising the amendment process, and maintaining the Articles and Bylaws.

More about Jason Tubinis [here](#).

Candidates for Member-at-Large



Lance Burke

Reference Librarian

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I am so honored to be running for the position of member-at-large for SEAALL, since I have valued my SEAALL membership since I entered the law librarianship profession. The entirety of my law librarianship career has been spent in the Southeast, the region where I was privileged to be born and raised. I have learned from so many other librarians in SEAALL, and my career has been enhanced and enriched through my membership. It is a thrilling time to be doing the work of law librarians, as we see legal information change. The electronic and digital revolutions bring promise and opportunities to expand access to the law and legal information. However, those changes also bring perils. Libraries must work together to confront challenges posed by electronic information, like dealing with a world of paying for access instead of ownership and ensuring perpetual access to information through preservation. Unfortunately, states in the Southeast lag behind the rest of the country with adoption of UELMA, and SEAALL members can work together to inform the legal community, the public, and most importantly, legislators, about its need. SEAALL libraries can work together to explain to one another the changes their libraries are seeing in real time so both academic and practitioner libraries understand the shifting needs of users as well as how technology enhances or inhibits the fulfillment of those needs. I am enthusiastic about the future of law libraries as our expertise is needed now more than ever. We must ensure our professional organizations are built around our continued development as a profession so we can best serve our varied institutions and employers. I will work hard to ensure that the activities of SEAALL remain relevant and practical for its members.

More about Lance Burke [here](#).



Thomas Walker

Associate Librarian for
Collection Management

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Thank you for considering me as a candidate for SEAALL member-at-large. I have been a SEAALL member for almost a decade and I have served on several SEAALL committees, including the program committee, and my current spot on the government relations committee. In AALL, I also served on the legal research and sourcebook committee, the RIPS program committee and the ALL-SIS research scholarship committee. I've presented at SEAALL, CALI, and AALL meetings, but SEAALL remains my favorite. Serving on SEAALL's board of directors would be a tremendous honor.

My professional experience has taken me down many paths – faculty liaison, empirical research coordinator, student research assistant coordinator, study co-designer, co-author, grant co-awardee, teacher, course co-developer, and now, head of research and instruction. Notice how often “co” appears in this list. These experiences were only successful with my colleagues' help, and from instruction and materials shared through organizations including SEAALL. I understand well what is expected of, and accomplished by, law librarians. SEAALL facilitates our collaboration and our professional growth. I hope to have the opportunity to join SEAALL's leadership team and use my experience to help shape programs that will instruct, support, and empower SEAALL's membership.

More about Thomas Walker [here](#).



Eve Ross

Reference Librarian

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Tech Tip: Sources for Digital Icons

The term “clip art” has some negative connotations. For me, it evokes an animated paper clip tapping on the computer screen asking if I need help and offering me blurry, dated cartoons that I definitely don’t want to use. Then I foresee endless Google Image searches where results are not quite what I’m looking for stylistically, or not permitted for use in the context in which I want to use them. Permissions can be a problem even when narrowing the search by usage rights in the [advanced image search function](#) because sometimes site owners do not label images with the appropriate rights, particularly when the site owners posting the images do not have the appropriate rights. Below I’ll share some clip art—or “icon”—alternatives that are working for my colleagues and me.

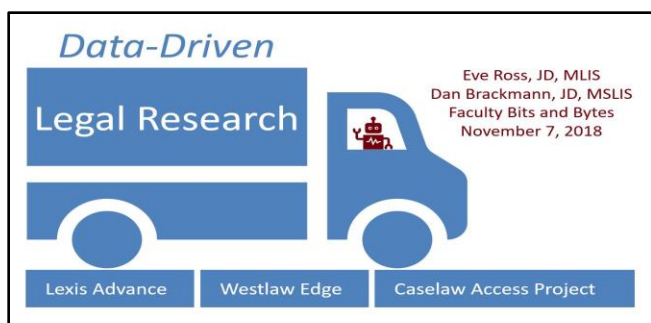
Microsoft Office Icons

The symbols and illustrations formerly known as “clip art” have received significant updates and are now known as “icons” in Microsoft Office 2016, 2019, and 365. If your law library uses any of these versions of Office, a suite of icons is included in Word, Excel, Outlook, and PowerPoint for you to browse, search, and freely reuse without attribution. A support article explains [how to insert icons in Microsoft Office](#).



For example, many of the icons on the U of SC Law Library’s Circuit Riders “[Legal Research by Topic](#)” page, designed by my colleagues Terrye Conroy and Aaron Glenn, are Microsoft Office icons. This libguide is intended for pro se patrons, so keeping it simple and clean was a major goal. If attribution for

every icon had been necessary, the page would have become too cluttered.

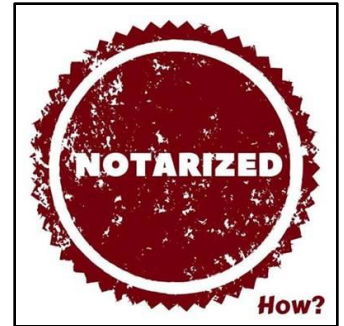


As another example, the robot and the truck on the cover slide for a “Data-Driven Legal Research” presentation are Office icons. They were easy to resize and color-match to the text in PowerPoint. Because Office icons are scalable, even when my colleague Dan Brackmann and I sized the truck icon to nearly fill a slide and projected it on a large screen, it still appeared as a high-quality image.

Canva Icons

Canva is an easy-to-use graphic design platform that provides professional-looking templates for flyers, presentations, proposals, reports, signage, social media, and much more.

The seal on our [social media post](#) telling law students how to get their bar application forms notarized was a free image from Canva. Scaling it to the correct dimensions for an Instagram post, changing the color to our school color, and adding customized text was all done online in Canva.



Canva seems to be providing fewer images for free lately, while numerous images either cost \$1 each or require an upgrade to Canva Pro (\$12.95 per month per user). One hint for continuing to find free icons on Canva is to search for standard [emoji](#). For example, Canva offers free icons for book, calendar, computer, folder, globe, the magnifying glass that illustrates “search,” and more.

Noun Project Icons

[The Noun Project](#) (tagline: “free icons for everything”) contains more than 2 million icons, and the project’s contributors continue to add to the collection. Similar to Office and Canva, the Noun Project uses “icons” to mean symbols or simple illustrations. With a free registration, you can download as many icons as you like, but only in black and white, and attribution is required.

NounPro membership allows unlimited downloads in which you can easily change the color of an icon before downloading it. For example, you can enter the [hex value](#) of your firm’s logo color to match the design of websites, slides, or newsletters. The Noun Project provides per-download royalties to their contributors, which means that icon creators are being compensated, and NounPro members don’t have to provide attribution. NounPro membership costs \$39.99 per year for a team, or \$19.99 per year if the team consists of “educators, students and edu staff.”

For example, the icons used in my blog post on [Medical Aspects of Legal Research](#) came from The Noun Project. Because of the size of the Noun Project’s icon collection, it’s surprisingly easy to find illustrations even when the search is very specific, such as “motorcycle injury.”



The facts of some legal cases hinge on a physical injury.

Facts such as where on the body the injury occurred, how that body part is

For a broader search, such as “[justice](#),” there are 3,310 options in the Noun Project, varying in style and concept. Four examples are included here.



Pros and (I)Cons

To sum up, the 500+ Office icons are straightforward and useful if you are working in a recent version of Office. If not, this feature doesn’t help you. The set of icons available for free in Canva is limited, but if you need something simple, and you’re already using a Canva design template for your work, it’s worth a look. Any icon in the Noun Project is downloadable for free, but only in black and white, and attribution is required. A NounPro membership is more affordable than a Canva Pro subscription and yields a similar set of icons in terms of quantity and quality—as many icons of as high a quality as any law librarian is likely to need, easily re-sized and re-colored, and freely reusable without attribution.

Tech Tip: Using Stock Footage in Instructional Videos



Adrienne DeWitt

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Back when I was a brand-new law librarian, I was tasked with the responsibility of making our Camtasia online tutorials. I will admit I was intimidated. I wasn't familiar with Camtasia, and I struggled in the beginning with best practices. For example, I tried combining screen capture and dialogue at the same time. That was a fail, because I discovered that I cannot talk and move a cursor. It was a challenge.


Eventually, I recruited my fellow reference librarians, and we came up with a two-part recording process. One person did the screen capture while the other person did the audio. That went better, although it still took a great deal of time. After a lot of trial and error, our videos were produced. The best I can say is that they were instructional.


These days, I have moved past the "screen capture and script" format for a broader, more storytelling type of instructional video. It is a great way to feature an underused database, and storytelling instructional videos help demonstrate how the technology might be used in a real-life scenario. Also, it helps keep the viewer's attention.

Here are storyboard plans for an upcoming CLIO tutorial on secure messaging. (Storyboards 1 – 4). When I first started using stock footage, I was using my


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 00:03

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Storyboard 1: You're Ubering to work when your phone beeps. Your supervising attorney has sent you a secure message through CLIO.

Samsung and scouring YouTube for videos that allowed open access use. These days, it's much easier to find quality, open access stock footage. You can find free stock footage on [Pexels](#) or [Pixabay](#). See their licensing pages for more information. Also, be sure to give credit to the photographer. In particular, I like Pressmaster's videos on Pexels – lots of great clips of business people.


For more video examples, see the [Campbell Law Library Facebook Video](#) page.

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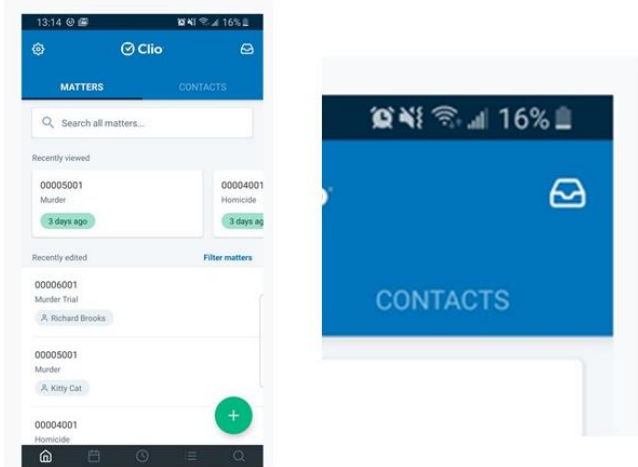
8 likes Collect

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Storyboard 2: Your supervising attorney has emailed you through CLIO to let you know that you have a new meeting with an important client in a half an hour.




Storyboard 3: Transition to CLIO screenshots. Point out inbox.

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Storyboard 4: You arrive at the office, meet your supervising attorney and head for the conference room for your client meeting.

Closed Stacks



Deborah Turkewitz

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When preparing to write this *Closed Stacks* column, I was searching for an idea a little “out of the box.” Following a downsizing move, my book collection is “in the box” and not very interesting to describe in its current state. This spring semester, I am teaching an advanced legal research class to 14 second- and third-year law students at the Charleston School of Law. My library director, Katie Brown, and I thought my class could give me my “out-of-the box” idea. Recently, I asked the students what is on their bookshelves. Perhaps you’ll be surprised by their answers? How would you anticipate your students or patrons answering, “What is on your bookshelf?”

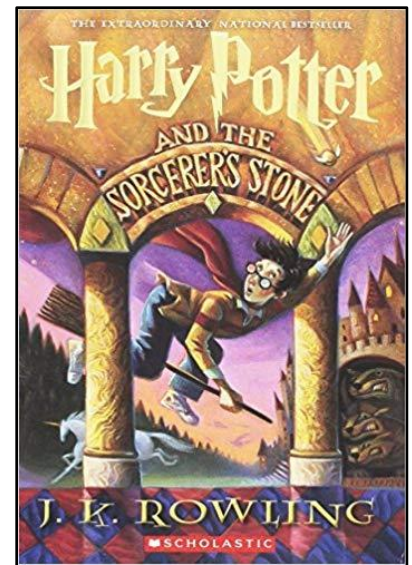
I gave the class a three-question survey formatted as a quiz on Westlaw’s TWEN class-management platform with 24 hours to respond. Twelve students responded to the quiz and two students did not answer. The questions were:

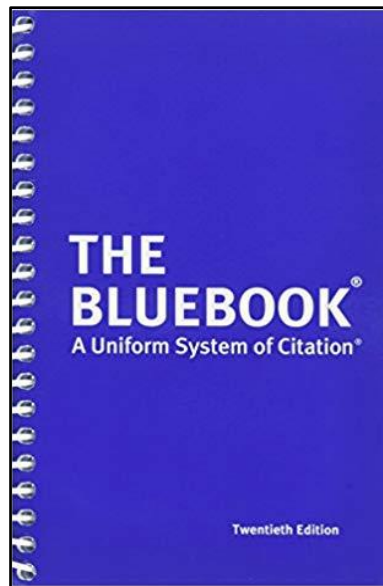
1. What is the one book you just cannot live without?
2. What is your go-to legal book?
3. What book/ebook do you read for recreation, relaxation, or to take your mind off studying?

The students’ responses to the first question, “What is the one book you just cannot live without?” ranged from practical to fantasy. One student mentioned their planner. The *Bluebook* was another response. Three students answered the Bible. Self-help appeared with Malcolm Gladwell’s *Outliers*. Another student wrote s/he is inspired to achieve her dreams by *Colored Girls Who Have Considered Politics*, featuring the biographies of Donna Brazile, Yolanda Caraway, the Reverend Leah Daughtry, and Minyon Moore. Fiction rounded out the remaining answers, specifically *Not Between Brothers*, by Marion Wilkinson, *Heart of Darkness*, by Joseph Conrad, *The Adventures of Huckleberry Finn*, by Mark Twain, *To Kill a Mockingbird*, by Harper Lee, and “anything Harry Potter,” by J.K. Rowling.

The students’ answers to the second question, “What is your go-to legal book?” were a little more uniform. Three students answered the *Bluebook*, one student stating “. . . I always second guess myself.” We have a tie for

reference books with four other students answering *Black’s Law Dictionary* as their go-to legal book. One student answered *Federal Rules of Civil Procedure*. Legal encyclopedias and study aids were mentioned in the remaining answers, including the *Nutshell* series and *Gilbert Law Summaries*. Considering we had just had a class on secondary sources, these answers were less surprising to me.

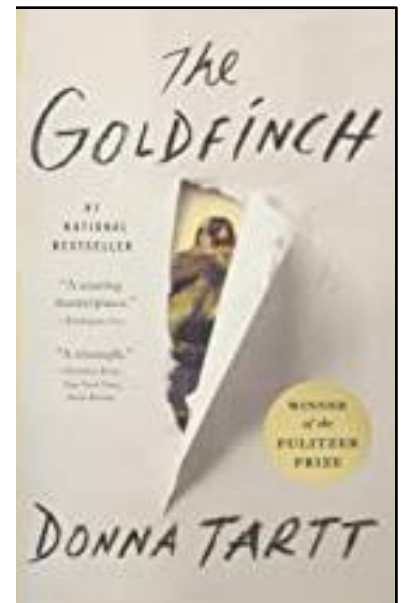




The students' answers to the third question ventured into online resources, as well as a variety of book choices. The question asked, "What book/ebook do you read for recreation, relaxation, or to take your mind off studying?" Two students chose online news, answering CNN and the Skimm. Podcasts (no titles named) appeared in two answers. One student cited adult coloring books. Music biographies and books on the outdoors were mentioned by one student. Malcolm Gladwell made another appearance with his book, *Talking with Strangers*. Another student cited any book pertaining to military history. Students also named several fictional books in their individual

answers. Responses included historical fiction, "easy to read" murder mysteries, and books by Gillian Flynn, Nora Roberts, and James Patterson. One student cited *White Noise*, by Don DeLillo. Three students answered that they choose classics or Pulitzer Prize winning books to relax.

The titles they answered included *Twenty Thousand Leagues Under the Sea*, by Jules Vern; *Pride and Prejudice*, by Jane Austen; *Moby-Dick or The Whale*, by Herman Melville; *The Goldfinch*, by Donna Tartt; *All the Light We Cannot See*, by Anthony Doerr; and *Olive, Again*, by Elizabeth Strout.



Are any of these results surprising to you? How do you think your students would answer? After this very brief survey with my small sample, I think I have a little more insight into my students' interests and reading habits. Practical and familiar legal resources are apparently a class favorite of these 2L and 3L students. It would also be interesting to see how 1Ls would now respond after their first semester of law school. If anyone has a recreational reading collection in their library, a similar survey might help guide acquisitions. In any event, as a librarian, it is gratifying to me to see almost all the students still turn to reading as a relaxing break from studying. This result might even be enough inspiration for me to get my books out of the box!



Amber Cain

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How Academic Law Librarians Can and Do Contribute to the Practice-Readiness of Students: A Student's Perspective

I currently attend Elon University School of Law in Greensboro, North Carolina, which is a school that focuses on and emphasizes experiential learning, so that

its students may graduate practice-ready. I am in the unique position of having attained my M.L.I.S. degree from the University of South Florida prior to entering law school, which means that I spend a lot of my 2L year (when I am not in class or studying) working under the close supervision of the law librarians at Elon. I am deeply fortunate to be writing this while currently doing my required residency-in-practice at Stetson University College of Law, Dolly & Homer Hand Law Library.



For those of you who do not know what [Elon's Residency-in-Practice Program](#) is, it is a full-time, course-connected program that essentially allows Elon students to work at a firm, court, et cetera, under the supervision of a field supervisor where they are doing their residency while submitting reports to a faculty supervisor and fulfilling other course requirements. This is done while the student is also enrolled in another course, preferably something that relates to their residency. I specifically chose to work in an academic law library, as that is my intended career path.



and insight on how law librarians are in a special position to contribute to the practice-readiness of students.

Between my work at Elon, the fact that I am currently an enrolled 2L at Elon, my current residency at Stetson, and my M.L.I.S. degree, I would like to think that I have some valid opinions and

I have found, in my time as a law student, that sometimes it is easy to forget that the academic law librarians that I come into contact with were once in similar positions as myself; they were once students, too. It always seems so nebulous to think of your professors and deans as former students because they seem so confident, but they were once in the same position that you are currently as a student. I have found myself in the very recent past commenting to one of my mentors at Elon, Dean Kate McLeod, that I wished that I had known about a source that she was showing during her advanced legal research course, dictating the questions to ask in order to lay an evidentiary foundation in court, while I was taking my evidence course this past fall. This resource would have

greatly helped me learn the material and potentially assisted me during my participation in the mock trial required for that course. She fondly responded to this comment something along the lines of this: “Well, all you had to do was ask.” Of course! We as students forget that the librarians are there to assist us and we genuinely need to just ask.

Similarly, I find that a lot of students forget that many of their librarians (at least at my law school) practiced before entering this field. These librarians have direct and special insight due to their past practice and current positions to offer students practice aids for when the students become full-grown attorneys. And, most students do not even know or consider this when it would or could change how they practice in the field as new attorneys. Is that not the theory behind law school? That students enter to gain the knowledge to aid them in their careers as lawyers? Is it not the growing trend of law schools to have their students graduate ready to immediately start practicing with the confidence and knowledge to require minimal training when they actually get their first real, grown-up-attorney jobs?

I think librarians are integral to that trend of legal education because of the unique nature of their positions. While I know and understand that librarians are not and should not be required to entice law students to do the due diligence required to fill the students’ gaps in knowledge or seek assistance with resources, I still think that there are ways in which librarians can let students know of the vast amount of experience, knowledge, and access to resources for both law-school success and practice readiness that librarians can impart and provide.

It was once mentioned to me by Prof. Kristen Moore, at Stetson, during a discussion about this topic, that increasing librarian presence and assistance in clinics would assist students in learning about the vast amount of practice-ready resources available. The whole point of a clinic is that students gain practical skills and knowledge in a particular field, while working under the supervision of the school, so this idea makes quite a bit of sense. Librarians could partner with and give demonstrations as a part of the clinic, showing all of the resources available to those participating in them. Something like this would, at the very least, let students know of the resources that they might not otherwise consider and also allow them to connect with a specific librarian as a point of contact for future interactions and questions. I have seen that when students do not know who to go to for resources, they might not pipe up and ask, to their detriment. This would assist in rectifying that serious issue.

Similarly, at Elon, another one of my mentors, Prof. Lisa Watson, and I reviewed and worked on a libguide for an experiential course that requires international research and travel. Prof. Watson gave a demonstration on and acted as a point of contact for the research needed for the course requirements. The feedback I received about the libguide, when I asked my fellow students about it, was overwhelmingly positive. Purposefully pairing with specific professors and

illustrating the resources available by showing a librarian presence outside of the library and legal-research courses is another way that librarians can develop that connection that makes students feel comfortable coming to them to ask the seemingly silly, help-seeking questions (because no law student ever wants to appear that they know less than their peers) and get the resources that they need for school, externships, clinics, internships, and, eventually, practice.

While these are only a small number of ideas illustrating my point, I feel that increasing librarian presence outside of the usual lines of contact (those which take place in a legal-research course or in the library) is the key way to get students to reach out to librarians and take advantage of their experience and practice-ready resources that would not otherwise be sought. Increasing these interactions between students and the library can further aid a student's practice-readiness by showing them that librarians are fully equipped, prepared, and willing to assist them in whatever they need in order to gain the confidence to succeed in law school and their intended professional field. Because, really at the end of the day, it all boils down to this: "Well, all you had to do was ask," and law students often forget that.

Recent Acquisitions



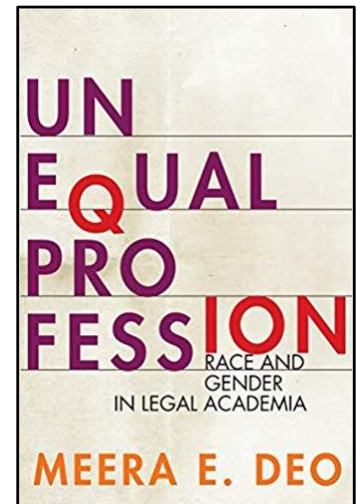
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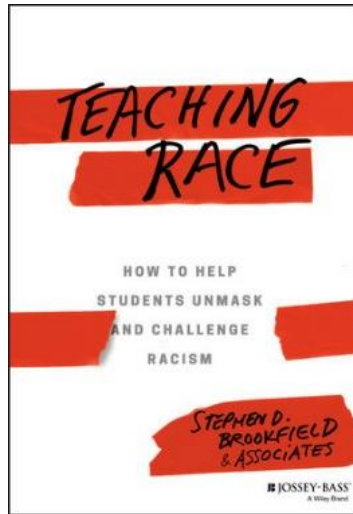
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My co-workers might not be aware of this, but one of my favorite things to do at work is collection development. I get excited when we plow through the many options of books available to purchase. We purchase a wide range of materials and, in this article, I want to focus on a few of the books that we recently purchased here at Georgia State University College of Law Library.

One book that I value is *Unequal Profession: Race and Gender in Legal Academia*, by Meera E. Deo. It's an awesome resource that focuses on race and gender in legal academia. We obtained multiple copies because there are a couple of people within the faculty who are interested in reading it. It's rich with data and explanations on experiences of faculty members in legal academia based on their race and gender. Those who could benefit from this book include all professionals, but especially faculty and administration. It can be useful during hiring, supervising, and to get an overall understanding of what it's like for some of your peers.



(Image from Amazon.)

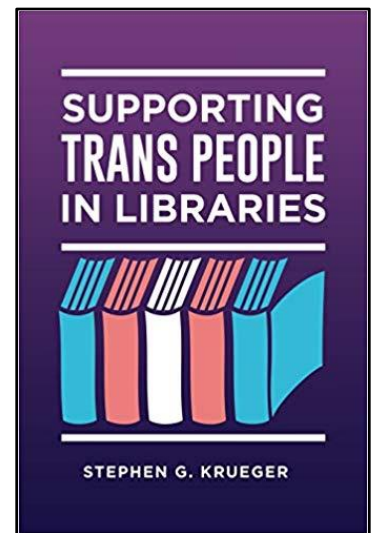


(Image from Wiley.)

Another book, *Teaching Race: How to Help Students Unmask and Challenge Racism*, by Stephen D. Brookfield & Associates, is designed to assist teachers with acknowledging race in the classroom. The book contains perspectives from various authors who are considered experts in the field of learning and teaching. It provides different approaches and activities that anyone who teaches in some capacity can use to incorporate race into the classroom. There are various ideas of implementation that can reach anyone on any level of teaching, and in different fields.

The last book that I want to highlight is *Supporting Trans People in Libraries*, by Stephen G. Krueger. This book was designed to provide specific and practical information to anyone who works in the library, no matter the type. Its goal is to supply the reader with information, resources, and suggestions useful in supporting trans patrons and employees. Written by trans library workers, it includes specific suggestions for inclusiveness and meeting the needs of the patrons.

I will spare you my thinking on why every library should build up resources on this topic (since this is not a diversity and inclusion piece). As the overseer of outreach, I am always advocating for materials that will enhance the knowledge base and experience of all of our patrons. Books on D&I are important to us in the library world, but it is likewise important for others in law schools such as administration, faculty, and staff. Oftentimes, there are many decisions made regularly where we could interject ideas on ways to make more diverse and inclusive work and learning environments. Resources like these help readers to identify and learn real ways to implement them.



(Image from Amazon.)



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Library Profiles

Baker & Hostetler LLP

"People don't want to pay for librarians, but they will pay for research." – Michelle Hook Dewey, manager, Legal Research Services at Baker & Hostetler LLP

With two offices in the southeast, Orlando and Atlanta, and a total of 14 offices across the United States, Baker & Hostetler LLP is a large firm which has over 1,000 attorneys with diverse support needs. Michelle Hook Dewey is the manager for Legal Research Services and manages the services provided to Baker & Hostetler attorneys firm-wide. Dewey described legal-research services as providing a connection with a resource, legal or non-legal, for a user with the purpose of getting substance out of it. The firm also has a legal-content services division that handles collection and password management.

While legal-research service (aka reference) is provided to all offices equally, a different level of physical presence is available at each, depending on the size, needs, and age of the office. The space might consist of a "library closet," which is a very small room containing a limited amount of print resources and supplies, or a more traditional law library space in the older offices. These larger spaces are typically a historic holdover. While in the spaces with a smaller footprint, researchers focus almost exclusively on providing legal-research services, the larger spaces also require traditional technical-services work, such as shelf-reading and pocket parting. Most books live in lawyers' offices, catalogued as office copies, and library staff bring the updates to the attorneys. Because of the geographic dispersal, new materials are typically acquired in a digital format and licensed to allow sharing either firm wide or practice-area wide.

Researchers (librarians) are embedded in the larger offices. These researchers are responsible for direct outreach and building connections with local people and in their physical space. They provide training





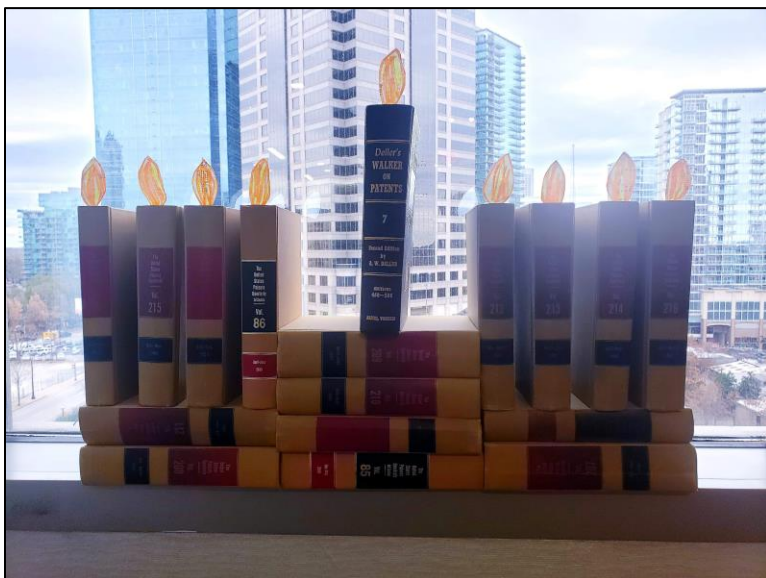
for attorneys and administrative staff and organize vendor trainings. Researchers also provide orientation training to all attorneys and the vast majority of paralegals. Providing high-quality service to such a geographically dispersed group of users presents interesting challenges. Research tasks are assigned through a centralized queue. Researchers are assigned to primarily support lawyers based either on geographic area or practice group (i.e. all firm intellectual property lawyers), but everyone helps out as needed. One example of a local connection that was done during the holidays was turning old books into a book tree, book menorah, and book Kwanzaa candle holder (using superseded Codes of Federal Regulation, naturally).

Dewey, who previously worked at the University of Illinois Law Library, remarked that it is interesting how attorneys, just like students, are still motivated by free food, tchotchkes, and \$5 Starbucks gift cards. The legal-research department will often use muffins, free beverages, and vendor giveaways to motivate attorneys to come to trainings.

Dewey is most proud of one recent program that she worked on her team with.

Her team set up “meet and greets” for firm administrative assistants that were a combination of outreach and training events. Dewey pointed out that everyone knows that, in a firm, the administrative assistants are the go-to resource for finding out how to do something. Therefore, Dewey decided that providing an effective training to the assistants would serve three purposes: 1) it would help the assistants ask better questions, since they would know more about what to ask, 2) it would help the assistants provide first-responder services for very basic level questions (get and print, PDF an article for an





attorney, and 3) it would let the assistants help market Legal Research Services, since they would now know who they are and what services they offer. Dewey noted that the training was effective both in that Legal Research Services now gets more and higher quality questions from the administrative staff and also that the administrative staff have now become the best advocates for attorneys to use Legal Research Services for higher level tasks. Dewey will be rolling this training out to all 14 offices over the course of the next year.

A planned program for this year is a resources fair for National Library Week. Vendors will set

up tables to show off their platforms, and researchers will have a table to talk about how to set up alerts and which services they provide. There will be food and giveaways provided.

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