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A CHAPTER OF THE AMERICAN ASSOCIATION OF LAW LIBRARIES

ISSUES IN LIBRARY MANAGEMENT

IN SEARCH OF GENGHIS KHAN: OR MAYBE NOT

Bob Berring
Boalt Hall, Berkeley

WE SHOULD RELISH AND TAKE COMFORT IN KNOWING THAT WE MAY BE THE LAST PROFESSION THAT IS TRULY DEVOTED TO ITS CAUSE.

Leadership has always presented a problem for librarians. As a profession we are communitarians by nature. The ethic of service, of making sure that everyone has equal access to information, has been our most dominant theme. The idea that one of us would rise above the others, that one of us would seize the mantle of power and run with it, is alien and suspicious to us. This is true in individual libraries and in our national professional organization. The reference staff at Berkeley is a fine example. They are as talented and productive a group as there is in the country. (Notice how I am not too aggressive in how I put that? Others may be *as good*.) While I could show you an organization chart, it is really meaningless; this department runs like a commune. They carefully balance tasks and rewards and blanch at the thought of someone making decisions without carefully including all viewpoints. We are consensus builders.

At the national level the AALL works the same. Have you gone to a business meeting at the AALL convention? We carefully listen to each voice, giving close attention to even the wildest outlier. One of the reasons that nothing ever gets done is that two or three voices can stop any movement in its tracks. We work hard not to offend at every level.

Is this bad? Do we need a Genghis Khan to lead us? Assaulted by the hordes of information technologists, the gimlet-eyed MBAs who wish to tell us what to do while not paying us what we are worth, do we need leaders who can marshal us for battle? As the economy slumps and jobs look less and less secure, do we yearn for a fiery labor leader who can unite us into a real union? Do we want a union that could demand better pay, benefits and status? (Are there any fiery labor leaders left?) Freud did not ask it, but I will. What do librarians want?

First, let me assure you that I do not pretend to speak for law librarians everywhere. One of the most interesting aspects of librarians is that not one of us is really typical. Each organization, each librarian, is different. I only represent myself. Indeed, I only represent myself as of mid-May, 2002. Time and events have changed my views on this issue and they may change again. Second, I apologize in advance to all those whom I might offend. If what follows makes you angry, rest assured, I am misquoting myself.

The Good, the Bad, the Inevitable

THE GOOD

There are very good things about the leaders produced by our profession. Our egalitarian instincts have served us well. There have been no great librarian scandals, no embarrassing examples of absconding library directors or imperial AALL presidents who developed into mercurial divas. We have produced leaders who are willing to listen. The frustration of consensus-driven decision making is the byproduct of a process that is careful not to deny anyone a seat at the table.

More than that, our leaders have aspired to the good. Even when we disagree there is little disagreement about fundamental principles. The constraints of service and awareness of the public interest are real. The AALL convention is never electric; it is comforting. It is not the strongest that survive; it is the most conciliatory. Rather than choose between program offerings, we offer more. If someone raises a problem, we appoint a task force to write a report about it. Public interest remains at the top of our professional consciousness. I have railed against the AALL focusing resources on public access to information

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EDITOR'S COLUMN

Leslie A. Lee
The George Washington University Law Library

WHERE DOES ALL THE TIME GO? Lately, this question has been popping into my mind. Is it just me, or does life seem to accelerate over time? It seems like only yesterday when my nephew Matthew was learning to crawl and speak, and now I can hardly keep up with his gleefully running at breakneck speed or yammering endlessly about whatever curiosity piques his two-and-a-half-year-old mind. (He and I spend a lot of time discussing spiders, dump trucks, monsters, the concept of "silence is golden," the importance of naps, and why it is wrong to pinch his baby sister.) Life would surely drag at a snail's pace without moments like these.

Likewise, with *Lights*, it seems like only a few weeks have passed since Ann asked me to serve as editor. I remember feeling an immediate rush of apprehension shortly after I had agreed to do the job. Could I do it? What do I know about dangling participles and gerunds? What's up with "schwa"? If you had asked me this time last year whether or not my term as editor would pass slowly or quickly, however, I would have said without a whiff of hesitation, "Excruciatingly slow. Chinese water torture slow. Please just kill me now." One year later, I am amazed that it is already over.

Although the theme of this issue is primarily dedicated to topics in library management, I want to take a moment to encourage all of you to read Carolyn Ahearn's summary of the Sandy Peterson Memorial Lecture, "30/50/70: Work/Career/Life," which presents an artful twist to the issue's theme: managing your life and your future. (After all, what could be more important?) As for the features, I am pleased to present you with a broad range of articles on management issues, including leadership, interviewing, knowledge manage-

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instead of compensation and status, but I recognize the beauty in the stance. What a delicious criticism: librarians are too public spirited.

It is a burden to be the good ones. As we watch the lawyers and their administrative sidekicks divvy up the pie while tossing a bit of crust our way, we can feel angry, but it is a righteous anger. Our purpose is higher than money; we are in it for the virtue. How many professions can say that?

THE BAD

To get a taste of the bad, you can pretty much reread the last paragraph. We do not live in a fair or equitable world. Because we, as a profession, have not been willing to grab what we want, we have not gotten it. Today's law-lib postings included episode 9,978 in the "We are undercompensated and have no status" series. It is true. The information revolution, which occurred entirely on our turf, did not benefit us much. The dust of the dot-com craziness has settled. New associates in large law firms are still paid six figure salaries in many places, and law librarians are still limited by the firm's "bad" year.

I will never forget a story that one of my students told me. She was working in a big firm, and the library partner called her in to tell her that she would get no salary increase for that year. He explained that it had been a tough year, and that he felt terrible but there was no money to give her a raise. She looked at him and said, "Of course there is money. You just want it for yourself. If each of the partners gave up 0.5% of his cut, I could be paid like a queen." He almost fell out of his chair. As you might guess, she then handed him her letter of resignation. Such moments are the stuff of dreams.

Without a different kind of leadership or a different way of thinking about ourselves, this situation is not going to change. No one is going to reward us for being good. Life just does not work that way.

THE INEVITABLE

Lately, I have been feeling old. It could be that my eighteen-year-old son keeps telling me that I am old and out of it, and it is beginning to have an impact on me. It could be that I have just finished my twentieth year at Berkeley. It could be that I am just getting old. In any case, this has made me more reflective and more honest. The truth is that I do not think we are going to change. I cannot see librarianship producing a new generation of leaders who are appreciably different from those who went before. The incentives are not there. Neither are the demographics. Lots of folks came into the profession in the 1970s and 1980s when law librarianship was a growth industry. Most of us have stayed, limiting the upward mobility of new folks. There is just no track for young Genghis Khans to follow. Indeed, the real Genghis Khans flee to a profession where aggression will be rewarded. This is how it is. Perhaps we should accept it.

This is not to say that we should stop struggling to better our lot. Individual battles fought in law firms, courts, and law schools are still vital. I think that it may be time, however, to get over the fact that as a profession we are not sufficiently valued. We should recognize the good parts of the situation. We should relish and take comfort in knowing that we may be the last profession that is truly devoted to its cause. In a culture where everyone and everything has a price, we have never sold out. No one becomes a librarian for the big bucks; we do it for something bigger than that. At the end of the day, that is worth something, and I think it is worth more than a new Mercedes SUV. Honest. Think about it. Would you pay the price exacted by a dynamic firebrand leader, who would smash the existing stereotypes of who and what we are, or would you rather stand on what you have? Remember what Otis Redding sang, "You don't miss your water 'til the well runs dry." ■

THERE HAVE BEEN NO GREAT LIBRARIAN SCANDALS, NO EMBARRASSING EXAMPLES OF ABSCONDING LIBRARY DIRECTORS OR IMPERIAL AALL PRESIDENTS WHO DEVELOPED INTO MERCURIAL DIVAS.

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ment, weeding, meeting management, building a research and training center, encouraging professional development of support staff through publication, and knowing when to break or bend rules. The hot topic article addresses the future of library schools and its potential impact on the librarian profession.

I cannot complete my farewell column without acknowledging all the folks who made my job easy and fun. My most heartfelt thanks go to Barbara DesRosiers and Leslie Campbell for their diligent and tireless efforts in helping produce a newsletter worthy of this chapter. I am also tremendously grateful to the columnists and feature article writers, past and present, who filled the pages of *Lights* with really great stuff; to Ann Green for cheerfully supporting *Lights* in any way possible; to Ellen Feldman for seamlessly managing the ads; and to Carol Hardy, Support Systems, and PSI who assisted, respectively, in designing, printing, and distributing *Lights*. ■

A Common Sense Approach to Meeting Management

Jean Holcomb
King County Law Library, Seattle, Washington

"You stole a day of my life," she charged.

A character in a recent Sunday comic strip addressed the leader of a meeting in stark terms. "You stole a day of my life," she charged.

While that level of honest assessment rarely occurs at the scene of a meeting gone bad, most of us have, at some point in our careers, participated in meetings that failed to produce their intended results. Within a law library, within the library's larger parent organization, and within the broader community the library serves, opportunities exist on a daily basis for meetings. As library organizational charts become less hierarchical, the trend toward a team-based approach to decision making and problem solving brings with it an exponential increase in opportunities for meetings. As libraries plan, implement, and evaluate their services and programs, the library staff comes together in a variety of settings to make business decisions. Mastering strong meeting management skills positions the individual law librarian and the law library staff as a whole to further personal and library-wide goals.

The demands made on staff time by the meeting process cannot be ignored. The adage "May you live in times of change" has as its corollary, "May you live in times of meetings." With the increased organizational support for the meeting process comes a heightened focus on results. None of us can afford to tolerate a Dilbertesque corporate meeting culture.

If meetings are one of the engines that drive 21st century law library operations, it is important to take a common sense approach in developing a set of meeting management skills that will be applicable to any type of meeting regardless of the number of participants or format. The goal of developing a meeting culture where projects move forward and individual staff members feel that their time and talents have been put to good use can be achieved. The following annotated checklist provides an outline for both individuals and institutions to use in developing a sustainable meeting culture.

Develop a meeting management template

View a meeting as a process, not a single event. In developing a template, consider the following three elements:

1. Pre-meeting planning. Assess whether or not having a meeting is the most appropriate way to address the issues at hand.

2. Meeting execution. Consider strategies and techniques that must be employed to achieve the meeting goal.

3. Post-meeting action. Design a method to monitor the action plan created during the meeting.

Pre-meeting Planning

During pre-meeting planning, decide if having a meeting at all is the most appropriate way to address the issue. When faced with the need to make a decision, an individual library manager or staff member possesses an array of options; holding a meeting should be only one of the choices considered. For example, rather than holding a meeting, managers or project leaders may reach a conclusion unilaterally and announce their decisions to their teams. Instead of calling a meeting, a leader may consult with others informally to solicit reactions or suggestions before making a decision. The decision-making power may be delegated to another member of the group. All of these decision-making styles can be effective. Clear communication between the leader and others involved about the choice of decision-making style builds trust among all participants in the process.

If a meeting must be held, choose the most appropriate meeting model. There is no single or best meeting style for all projects. Because the familiar is always the most comfortable, it is easy to resort to a standard meeting format. To avoid falling back on a "one size fits all" meeting template, perform a personal or institutional meeting audit. Review your calendar for the last several months and tally the number and format of the meetings you convened. Do the same for the meetings you attended as a participant. If all of the meetings fit into a single category or a narrow spectrum of meeting types, it is time to add additional decision-making models to your personal and institutional mix. Since both those who lead meetings and those who attend meetings share responsibility for the outcomes, it is equally important for all participants to strive to improve complementary skills.

A variety of options exist for those interested in improving meeting management skills. Because organizations now place great value on the meeting process as a problem-solving and strategizing skill, internal training departments often offer opportunities for employees to perfect new meeting management skills. Corporate-sponsored courses focus on such key elements as methods to manage the group process, to present information effectively, to clarify team purpose, and to facilitate group decision making.

Outside the parent organization, desktop learning opportunities exist though the avenue of electronic newsletters. Some newsletters (*e.g.*, "3M Meeting News" (www.3m.com/meetingnework) and "EffectiveMeetings" (www.effectivemeetings.com)) focus solely on the meeting process. Both contain short, focused articles and tips designed to call attention to key skill development. In addition to electronic newsletters devoted to the meeting process, newsletters like LLRX.com (www.llrx.com) publish articles by authors on presentation skills that could just as easily apply meeting processes skills. Moreover, the field of management literature presents a wide variety of sources. Two very helpful books illustrate the usefulness of this category of resource: Sharon M. Lippencott's gem, *Meetings: Do's Don'ts and Donuts: The Complete Handbook for Successful Meetings*, 2nd edition (published by Lighthouse Point Press of Pittsburgh, PA in 1999), and *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey* by Michael Winer and Karen Ray (Amherst H. Wilder Foundation, St. Paul, MN, 1994).

The process of preparing to host a successful meeting includes time spent identifying barriers that might stand in the way of a successful effort. The barrier might be an individual with a strongly held belief that runs counter to the goal of the meeting or a lack of available resources to accomplish the project or the lack of clear alternatives for a project that has reached an impasse. Acknowledging the presence of a barrier and developing coping strategies in advance of the actual meeting empowers those responsible for the meeting's outcome to focus on implementation strategies.

Another important pre-meeting task is drafting and circulating the agenda before the meeting. An agenda distributed in advance, regardless of the location or environment of the meeting setting, helps all participants have a more positive meeting experience by providing an opportunity for review of the topics to be covered. By drafting and circulating the agenda before the meeting, the leader puts all who attend on notice about the issues to be addressed. Agendas work for all settings including conference calls and e-mail chat groups.

Meeting planners should also identify answers to the following questions:

What will be the objective of the meeting? The description of the meeting's purpose provides the focus for the event. To this end, create an agenda in advance of the meeting. An agenda provides information about the topics to be covered, the names of individuals responsible for individual topics, the suggested times allotted for each topic, the purpose of the meeting, location and timeframe information, information about supporting documentation to be read or materials to be brought to the meeting, and space for meeting assignments and outcomes.

Who must attend? If those attending the meeting will be volunteers, the leader or the planning team serves as a talent scouting service. For mandatory meetings, planners must overcome scheduling conflicts and individual workloads to ensure full participation. Failure to identify and secure the attendance of the mix of talent needed to meet the meeting goal threatens the success of the process before it begins.

When should the meeting be held? Use common sense and an awareness of the work styles of the participants to determine the optimum time. Acknowledging individual differences removes another barrier to effective participation.

Where should the meeting be held? An array of creative options exists for meeting locations. Consider budget and travel time. Regardless of whether the meeting location is a real physical space such as an office or conference center or a cyberspace such as a chat room, the venue for the event must be cost effective and easy for all to access.

THE DEMANDS MADE ON STAFF TIME BY THE MEETING PROCESS CANNOT BE IGNORED.

Will refreshments be provided? While food and beverages often act as inducements and rewards, today's tight budgets limit catering options. Matching the dietary constraints of any group today requires creativity and knowledge of the participants. In some settings, food may actually have a disruptive impact. When considering the cost of food and beverages, particularly when volunteers participate in the meeting process, savvy meeting planners tip the scale in favor of providing refreshments.

Will materials be distributed in advance to participants? Materials distributed in advance of a meeting have the potential to shorten the time needed for the meeting by providing the decision makers with an opportunity to digest and reflect on the details at their own pace. The nature of the meeting's desired outcome helps shape the quantity and quality of materials distributed in advance.

How will the meeting be accomplished: e-mail, telephone, video conference, in person? Match the scope of the meeting to the effort needed to plan it. Regular meetings become streamlined as participants become familiar with the format and each other. Kick off meetings may require a face-to-face setting while small groups may communicate most effectively via an e-mail listserv. Video-conferencing facilities, where available, removes another traditional barrier to collaboration. Matching the method to the means provides opportunities to involve key people in a variety of ways.

CAREFUL PLANNERS ARE ADVISED TO CREATE NOT ONLY A LIST OF THINGS TO DO, BUT ALSO A LIST OF THINGS TO AVOID.

Meeting Execution

The skills needed to facilitate the actual meeting represent the most familiar aspect of the meeting process. While the leader sets the stage for the activity, all who attend contribute to the success of the meeting by preparing for and participating in the discussions. Listed below are some tips for running a meeting:

- Start on time.
- Introduce participants.
- Review agenda and suggested timelines.
- Establish ground rules for how the group will proceed and manage conflict.
- Articulate the purpose of the meeting and the goals for activity.
- Establish who will take minutes or notes, how they will be taken, and when they will be distributed.
- Manage the clock; start and finish on time.
- Plan for short, regular breaks.
- Maintain focus and encourage consensus.
- Review assignments and decisions.
- Set the next meeting date, if needed, and a broad outline for next meeting's agenda.

Post-meeting action

The implementation phase of the process happens away from the bright-light focus of the meeting setting. Because the synergy and energy generated by the collaborative process dissipates without attention to follow up activities, consider the following tips for post-meeting action:

- Monitor assignments and review progress toward goals. Otherwise known as artful nagging, this critical skill focuses on the ability to remind team members of deadlines and to provide the resources, time, and encouragement necessary to meet goals.
- Distribute minutes or a meeting report within a specified time for group review. Next to artful nagging, the arrival of minutes serves to remind attendees of promises made and deadlines set.
- Reflect on the process as a whole and prepare to make adjustments as needed. Getting bogged down in meeting minutia must be avoided. Keeping the process on track involves both establishing the close-up perspective and stepping back to take a big picture look at the event and the process.
- Plan the next meeting if needed and distribute the agenda. The cycle begins again!

Avoid common pitfalls

Careful planners are advised to create not only a list of things to do, but also a list of things to avoid. Any one of these may bring a process to a halt. While focusing on the positive, remember to be alert for the following hit parade of bad meeting traps:

- Not starting on time
- No agenda distributed in advance
- Critical participants not in attendance
- Inadequate information supplied prior to the meeting
- Purpose and objectives not clearly stated
- Ground rules not set or followed
- Discussion fails to follow agenda or participants fail to stay on topic
- Lack of participation by attendees
- Assignments not made to further meeting objectives
- Timelines for follow-up tasks not clearly set
- Lack of record keeping or tracking of assignments, progress, and/or results
- Assignments not completed

Personalize the meeting process

While working your way through the decisions required for pre-meeting planning, meeting execution, and post-meeting action, do not forget to personalize the process. Meetings work best when the personalities, vision, and commitment of the leaders and participants shine through the meeting framework. Food, humor, game and role-playing, song and dance, and storytelling all hold the potential to move an agenda forward when the convener and the participants feel comfortable using such tools. Most importantly, do not be intimidated or daunted by the need for reflection and assessment at each of the three meeting stages. If you are prepared and comfortable with a common sense approach to meeting management, relax and enjoy as the process toward achieving the goal you have articulated unfolds. ■

Hot Topic: Where Have All the Library Schools Gone?

Roberta I. Shaffer
The KnowLedge Group, Chevy Chase, Md.

A few years ago a cartoon appeared in the "Pepper . . . and Salt" feature of the Wall Street Journal. The cartoon showed two dogs having a conversation under a framed diploma. One dog was commenting to the other, "I rarely use anything that I learned in obedience school." This cartoon reminded me of what I have often heard from students and colleagues about their library school experiences. Another common comment is "[l]ibrary school was just a means to an end for me."

I do not know if these sentiments were at the center of the substantial closings that occurred across American graduate programs in library education in the 1980s and through the early 1990s. I suspect that these feelings are at the heart of a real revolution in library and information science education that we are seeing now.

The Early Years

It is worth taking the time to review library education in the 1970s and 1980s, and to compare then and now. First, students of earlier decades tended to be older and female. Many were pursuing second graduate degrees because teaching positions in higher education were scarce, seeking first careers after a long stint outside the work force, or changing careers due to dissatisfaction with their initial career choice. Lawyers and teachers are good examples of this last group of students.

Second, radically new technology emerged that deeply impacted the way traditional library work was performed. In technical services, OCLC made its national debut, and in public services, the Ohio Bar Association launched full-text searching at the document level in a product that would soon become known as Lexis.

Third, after many years of trying to establish itself as a hybrid graduate study/professional school discipline, library and information programs came under scrutiny at many universities. Not only was it difficult to measure the research produced, but also — and more fundamentally — to define the exact nature of the discipline. As top academic officers struggled with these unknowns, they also grappled with concerns about rankings among peer institutions. They often resolved their dilemmas by recommending closure of library programs. This course of action was easier to do with library schools than with other disciplines, since library programs had not traditionally been great draws of soft money (*e.g.*, research grants or alumni giving).

Fourth, when technology became a critical aspect of the curriculum, library and information science programs were more expensive to operate and required faculty from other disciplines who demanded higher salaries. As the space and physical environment needs for effective learning changed with technology, universities became less willing to invest in the program's infrastructure.

Library School in the Information Age

As we fast forward to the 1990s and beyond, we find ourselves living in the "information age." Technology has become a natural part of everyday life, and all sectors of the economy hunger to capture the raw material of information and to manufacture knowledge from it. The remaining library and information science schools realized that they had something valuable to offer in this new age: to fill the need for a workforce with information fluency in a technology-enabled environment.

Library school students discovered that there were interesting, relatively well-paying, diverse positions for technology-oriented graduates. As a result, younger students, more males, and people with broader interests began to enroll in schools of library and information science. Students were highly attracted to the transdisciplinary nature of this study, which combines librarianship with computer science, psychology, sociology, engineering, law, communications, business, and taps the interests or talents of the individual.

Accreditation gives the [library and information science] schools status within their own universities.

Library School in the 21st Century

At the beginning of the 21st century, many of the former library and information science programs changed their school name, the name of their "disciplinary designator," and the name of the degree(s) that they confer. In most cases, the motivations for these changes have been pragmatic. The word "library" has been traditionally associated with a physical place and does not adequately represent the bigger circle of expertise that the discipline now encompasses. The schools now seek word choices that will not limit the universe of what they teach, what their students may aspire to do professionally, and where their faculty come from or what they research.

It is also interesting to note that bachelor's degrees have begun to reappear after having been rejected several decades earlier. Schools are beginning to offer undergraduate majors or minors in information studies or some variation thereon. At many large universities, academic administrators have tried to reduce overenrollment in business and communications majors by redirecting students into information studies.

More schools have launched new or more varied doctoral programs in response to increased enrollments at both the master's and bachelor's level creating the need for more faculty to teach and to undertake theoretical research in the discipline. There is also increased pressure to partner with industry and to have the university take on a greater role in research and development. Industry will also hire these new doctorates to meet the needs for more sophisticated middle and top-level management with information management backgrounds. Potential position titles include chief knowledge officer, chief information officer, director of business and competitive intelligence, and business branding manager.

TECHNOLOGY HAS BECOME A NATURAL PART OF EVERYDAY LIFE, AND ALL SECTORS OF THE ECONOMY HUNGER TO CAPTURE THE RAW MATERIAL OF INFORMATION AND TO MANUFACTURE KNOWLEDGE FROM IT.

Designing Curricula – Facing the Challenges

The challenge facing these programs, most particularly at the master's level, is in formulating the curriculum. The marketplace demands that students graduate with certain highly specific, if not product specific, skills. Yet, the academe sees its integrity as a social institution tied to educating students to have certain critical thinking and analytical abilities. Schools have developed various curricular models to try to address this challenge. Many have increased the number of required courses in an effort to assure core competencies. Several have done away with tracks or specializations. Many schools now require students to engage in internships, fieldwork, or capstones to get exposure to practical problems and then apply their theoretical knowledge. These experiences are often viewed as "junior consultancies," and they have the added benefit of classroom/boardroom cross-fertilization.

Many programs provide self-paced, continuing education through Web-based tutorials, which offer the benefit of compressed learning and specialty certifications. These programs provide opportunities for partnerships with vendors and professional associations. A highly innovative example is the West Group/University of Texas at Austin program on TechKnowledge. Another promising partnership in its infancy is the ARMA International undertaking in strategic information management. ARMA, a professional information management association, is seeking academic collaborations to give the evolving profession of strategic information manager an academic underpinning.

At the University of Maryland's College of Information Studies, an exciting new degree is under development, which will be offered in addition to the traditional master's course of study at Maryland, and will focus on two areas of specialization: strategic information management and information systems management. Its target market is mid-career professionals who do not necessarily want to change their base profession, but who want to bridge their experience and skills into areas of greater enterprise-wide responsibility.

Developments in Accreditation

I would be remiss if I did not take a few lines to mention the growing issues around program accreditation. For many years, the American Library Association (ALA) has taken the full and singular responsibility for accrediting programs in library and information science by developing defined, but highly flexible standards. Since external review and evaluation are critical in higher education, these standards and the process followed in applying them is a key service that the ALA provides. Accreditation gives the schools status within their own universities. However, as programs move farther afield from traditional library education, questions have been raised about the appropriateness of a generalized professional library association's ability to serve as <u>the</u> accreditor.

Presently, the ALA is studying the feasibility of bringing a diverse group of other professional associations whose expertise could be brought to the table. While the logistics are clearly complicated, I encourage this more inclusive approach to the accrediting process.

The Future

A most welcome recent development that should help assure the future continuation of the information profession is the funding that the Institute on Museum and Library Studies (IMLS) has designated for library and information science education. While the specifics of this program are being fine-tuned, the IMLS recognizes that many anticipated retirements pose a serious threat to the availability and quality of information services in the future. I hope that these grants will take a holistic view of the contribution that all information professionals make and will not be directed solely at primary and secondary school information professionals. No doubt, there is a great need in this area to assure that our population grows up "information literate," but information professionals in all settings must be given support for formal education.

Many programs are experimenting with distance (*e.g.* Web-delivered) and executive (*i.e.*, compressed or express) education. Several, like the LEEP program at University of Illinois at Urbana-Champaign, have designed a course of study with a limited campus residency and Internet-based classes. These programs attract students from around the world who see value in American-style information education. San Jose State, which enrolls approximately 1,000 students, offers a number of technology-based degrees and satellite campuses for face-to-face learning. Its program fills needs in areas as diverse as high technology and elementary education. The University of Arizona is the only ALA-accredited program in the multi-state mountain region. It seeks to enable students from diverse backgrounds to pursue graduate-level information studies without having to uproot themselves from their local communities.

It is very difficult to predict what will be the future formal education for information professionals. However, we want to avoid a situation where people view their degrees as "paper permissions to practice." If our schools are not providing value or if they are perceived as not offering it, other disciplines will step in. Business schools, as an example, have already developed programs with a great deal of overlap with our traditional information management jurisdiction. Psychology and computer science have laid claim to areas such as usability, information seeking behaviors, and human/computer interaction. Yet, these areas are ripe for interdisciplinary study with information professionals.

THE CHALLENGE FACING THESE PROGRAMS, MOST PARTICULARLY AT THE MASTER'S LEVEL, IS IN FORMULATING THE CURRICULUM.

Conclusion

In closing, I would like to share a favorite quote of mine from Antoine de St. Exupery, which I believe should serve as a guideline for both information educators and practitioners: "Your job is not to envision the future, but to enable it."

Roberta may be reached by e-mail at suzysnoandro @aol.com. ■

Interviewing for Dummies: Ten Questions for a Public Services Librarian to Ask at an Interview for a Cataloger

Susan Chinoransky
The George Washington University Law Library

Have you ever conducted an employment interview for a cataloging position, but not known what kinds of questions to ask to get a good feel for the candidate's skills and knowledge? Do you end up asking generic questions about librarianship and supervision? Have you reviewed a resume that describes cataloging experience, but leaves you wondering what kind of cataloging standards the applicant has used? Have you ever hired someone for a cataloging position who did not know what he or she was doing once on the job?

There are some specific questions you can ask in an interview session that will clearly demonstrate a candidate's knowledge of the subject matter. Moreover, the way these questions are answered may enable you to determine when a candidate is not up to par. Certain buzzwords exist that will assist you in recognizing whether or not your candidate possesses the knowledge required to catalog in the manner accepted by libraries worldwide. For instance, the way an applicant describes the organization of his or her personal CD collections provides important clues about his or her potential value as a cataloger in your institution.

1. Which cataloging tools do you use?

This should be an easy question for a cataloger to answer; however, sometimes the term "tools" can confuse a candidate, who may already be in a heightened state of stress. You may have to specify that what you mean are materials that catalogers use in order to do their jobs (*e.g.*, cataloging manuals). I would only prompt a candidate if he or she is truly puzzled. The most immediate answer to come out of the candidate's mouth should be "AACR2," which is considered to be the "cataloger's bible." If your candidate does not mention AACR2, there is a good chance that what he or she has been doing in previous jobs is not what we would call cataloging. Other tools I would expect a cataloger to use on a regular basis include LCRIs (Library of Congress Rule Interpretations, which serve to update AACR2 and denote LC's policies on any given rule); LCSH (Library of Congress Subject Headings; note that if a candidate has a school media background, he or she may have used Sears headings, which are comparable and acceptable); MARC manuals; and/or CONSER Editing Guide (for serials cataloging).

2. What are the names of some of the online library systems you have used in the past?

Another easy question for a genuine cataloger. Without much prompting, you should be able to get at least one recognizable name, even if the candidate has never worked in your system. All systems operate in a similar manner, with a bibliographic record as the foundation, and other records attached to it, such as order, checkin, and item records. Examples include Innovative, Sirsi, Voyager, and VTLS. Smaller integrated library systems (ILS) exist, such as Inmagic, Winnebago, Star, and SIMA. Integrated library systems have been a part of libraries since the 1980s; you should be able to get someone with experience on an ILS that is not a homegrown system. If you do not hear one or more of these names, you may have a candidate who may not be able to relate their experience to your system.

3. Which utility do you use for cataloging?

A cataloger should understand that a "utility" refers to either OCLC or RLIN. Most of us use OCLC, which leads to a follow-up question: Have you cataloged using CORC (Cooperative Online Resource Catalog)? It is not necessary for a candidate to have actually cataloged in CORC, but he or she should know something about it, as well as be able to discuss current issues regarding it, such as the demise of Passport for Windows. If your candidate is not able to speak clearly on either of these utilities, she may not be the kind of cataloger you are seeking.

Have you ever hired someone for a cataloging position who did not know what he or she was doing once on the job?

4. What do you consider to be typical monthly cataloging output, and how many are originals?

I would expect a candidate to hesitate when answering this question, because cataloging departments rarely set clear-cut quotas. An estimated figure might fall in the range of 100 records per month per cataloger – more for someone who does "fastcat" or Library of Congress copy and fewer for someone who catalogs primarily originals, rare books, large sets, or performs a great deal of bibliographic maintenance. Also, if the cataloger's previous position included duties other than cataloging, there would necessarily be a smaller number of items cataloged. If the candidate answers this question without a small amount of discomfort, I would be suspicious. Catalogers do not like quotas!

5. What kinds of non-print materials have you cataloged, and are there any formats you have not cataloged?

Ideally, the cataloger should have a working knowledge of how to catalog the following formats for a law library: CDROMs, electronic resources (both journals and Web sites), microfiche, microfilm, video- and audio-cassettes, and the occasional packet of materials cataloged together in a collection-level record. It is hoped that your candidate will have some experience cataloging serials. It would be particularly useful if he or she understands the nature of legal materials: looseleaf services, updated treatises, multi-volume sets that are replaced gradually (and often out of sequence). If the person you choose does not have a background in working with legal materials, you will need to show him or her how these materials work. It is more important for the person to be comfortable with his or her cataloging expertise, because chances are pretty good that no one in your organization will be able to provide mentoring in the cataloging aspects of the job.

CATALOGERS DO NOT LIKE QUOTAS!

6. What languages have you cataloged?

This is not a trick question. If your library only collects materials in English, then there is little need to ask this question. If your library has only one book in a foreign language, it may be worthwhile to ask this question. It is impossible to predict the future composition of an organization's clientele and what kind of materials they will need. My own cataloging experience extends to materials in such diverse languages as Afrikaans and Russian (Cyrillic), but my background (and comfort level) is English and French. The dean of our law school, who has been here only a few years, reads Japanese. Therefore, the library is starting to collect materials in this language, and I have to ensure the accuracy of the cataloging.

7. How do new technologies, such as HTML, EAD, XML, etc., fit in with the functions of technical services?

To be honest, I do not know much about these up-and-coming alternatives and enhancements to the MARC format. If I were applying for a cataloging job today, however, I would make it my business to be able to answer a question about where the technology is going and how it fits in with today's technical services environment.

8. Do you prefer to work independently or as part of a team?

This is an exceptionally tricky question, because catalogers need to be able to work well in both environments. While cataloging is essentially a solo operation, a good cataloger needs to be responsive to his or her patrons, which is where being a team player comes into effect. In general, the bigger the library, the more importance will be placed on working as part of the team. The GWU Law Library structure is big enough to allow for more than one cataloger. While a good part of my job revolves around the coordination of work flow from the Cataloging Department to other departments, my cataloger needs to work independently and without a great deal of hands-on supervision.

9. Describe a large project you have undertaken in a previous job.

How did you organize the work involved? What kinds of problems did you encounter, and how did you solve the problems? Even if your candidate is an entry-level cataloger, he or she should have some kind of experience with a big project that can demonstrate organizational and problem-solving skills. This ability is particularly important if your library anticipates a big project, such as a reclassification or retrospective conversion project, or a physical move.

10. How is your personal CD/album collection organized?

This is a fun question that will illustrate how the candidate thinks. I have received responses including alphabetically by artist and by genre of music. My daughter, who is truly an original thinker, has organized her collection by color! I tested her, and she was able to recollect, accurately, the color of every single CD. Questions like this one are important if you looking for someone who can "think outside the box." The trick is not so much that the candidate organizes collections in a certain way, but that he or she will unhesitatingly be able to describe the method, often in some detail. (To be fair, my own collection is arranged in random order, but I keep them this way and rotate them as I listen to them, except for my son's head banger CDs, which I never listen to.)

I hope these questions and answers will be of value to public services librarians in choosing a cataloger who will be an asset to the organization. At the very least, these questions will give a better idea of the criteria catalogers use to assess their peers. ■

THE 2ND SANDY PETERSON MEMORIAL LECTURE

"30/50/70: WORK/CAREER/LIFE" PRESENTED BY MARIE WALLACE

Carolyn Ahearn
Wiley, Rein & Fielding

Marie Wallace, retired law librarian and recipient of the AALL's distinguished service award, presented The Second Sandy Peterson Memorial Lecture on April 3, 2002, sponsored by the LLSDC. Entitled "30/50/70: Work/Career/Life," Marie offered insight and guidance on preparing throughout one's career for a happy and successful retirement.

Marie addressed how during our working lives, retirement plans are typically an afterthought. She noted that we ask questions about retirement benefits when we are considering a job, but that the answer rarely dictates whether or not we take the position. Further into our careers we sometimes feel locked in because the retirement benefits seem too good to give up, and as retirement approaches, the repercussions of our financial choices begin to loom large. Can we retire comfortably on the money we have saved? Most of us associate leisure time with retirement. Some days the idea of retirement seems like sheer bliss: to leave all the demands of the library and patrons behind forever! On other days it seems like a great unknown: how to fill a great expanse of free time both physically and intellectually?

Undoubtedly, money is important to a happy retirement but Marie's informal research indicated that the pursuit of lifelong interests or new and challenging hobbies could be more important than amassing savings. She recommended serious financial planning throughout one's career, but not to the exclusion of making life choices based solely on money. If endless fishing has always been your dream retirement, then the pleasure derived from fulfilling that dream may allow you to live happily regardless of your financial circumstances.

In addition to the financial side, Marie stressed the cultivation of skills and interests during working years that can be pursued happily in retirement. Loss of self-esteem seems to trouble many retirees. Marie stressed that defining yourself in terms beyond your job will help in the successful transition to a satisfying retirement. Whether you are active in community affairs, participate in a book group, or volunteer as a tutor in a local school, you can develop skills, interests, and a sense of purpose that translate into a positive retirement experience. Marie recommended creating your own "retiree business card" that describes your current skills and interests to replace the business card from your days in the workforce.

Marie compared the English word for "retirement" with the Spanish word. The English word is relatively negatively described as the withdrawal from a position or occupation or from active working life. In contrast, the Spanish word, *jubilado*, comes from the root word jubilation or happiness. Perhaps there is something to be learned from this comparison. Thoughtful planning can place us in a jubilant situation rather than forcing us to withdraw from life.

Marie sets a wonderful example by putting into practice all the concepts discussed. She actively participates in community affairs, sews her own clothes, swims regularly, and publishes a monthly column for llrx.com. While she misses some aspects of library work, she has found life after work not only fulfilling, but also devoid of many of the negative connotations of retirement.

COLLECTION REDUCTION AND DEVELOPMENT: A GUIDE TO WEEDING YOUR LAW LIBRARY

Brian L. Baker
The University of the District of Columbia David A. Clarke School of Law

WE QUICKLY REALIZED THE IMPORTANCE OF INTEGRATING A WEEDING POLICY INTO EVERY ASPECT OF OUR CDP . . .

Weeding and Collection Development

Weeding and collection development are two of the most important aspects of managing a modern, living law library. While most of my work over the past five years at the UDC David A. Clarke School of Law (UDC-DCSL) has been spent growing the library collection, a good part of that growth is predicated on sensible weeding.

Every law library should have a collection development policy (CDP) in place. The CDP should be reviewed annually and closely compared with patrons' research needs. For instance, in the last two years, the UDC-DCSL has begun two new clinics, a Prisoner's Rights Clinic and a Small Business Clinic. An annual review of our CDP focused our purchasing decisions on those two new clinics. Additionally, the CDP provided us with an excellent opportunity to review how our current collections served these specific areas of practice. While we conducted this review, we kept an eye open for currency and completeness. We quickly realized the importance of integrating a weeding policy into every aspect of our CDP because we found that we had older titles, but not newer titles or editions. This discovery gave us the opportunity both to weed the older titles and to replace them with new titles. In essence, we weeded and collected at the same time. Without a comprehensive weeding component to the CDP, we might have just added the newer titles and editions, and wasted valuable space by retaining the older and less useful materials.

More often than not, space is the guiding factor in weeding a collection. This is particularly the case in law firms where partners see money flowing out uncontrolled in libraries considered to be the "black holes of square footage." The same is true for many court and academic law libraries. Sadly, this shortsighted view has forced many law libraries to weed at an unbelievable rate. Many of these libraries, especially those in law firms, have been forced to be very creative in their purchases and weeding. To a certain extent, these circumstances have driven law firm libraries to the forefront of information technology. Law firms were cutting edge when CDs were all the rage as the only viable way to offset the loss of large reporter systems. Now, in many cases, the medium of choice is the Web, for either traditional services like Lexis and Westlaw or proprietary subscription databases like the complete BNA or Mathew Bender Web products.

As a result, many non-academic law libraries have small, well-defined collections that are focused on the practice areas used by the library's primary patron base. Traditional print sets are supplemented with online and CD subscriptions, and large reporter sets are going the way of the dinosaur. One side effect is that the secondary market for large reporter sets has virtually disappeared. With a little patience, most law libraries seeking replacement volumes for reporters need only to wait and monitor various library listservs in order to pick up volumes for the cost of postage.

Weeding Analysis

When analyzing how to approach weeding, consider the following three issues:

1. Redundancy

Does your library have multiple copies of the same title when only one copy is truly needed? Additionally, is it worth keeping older editions of titles, or is it acceptable to obtain them via interlibrary loan (ILL) if needed?

2. Available Formats

Does the item on the shelf have an online version? Can your facility handle the weight of microforms? Will your patrons use microforms? (UDC-DCSL recently replaced all of its pre-National Reporter Service state reporters with microfiche from the Law Library Microform Consortium. While it was expensive, the savings in shelf space, and accompanying reduction in the percentage of shelf capacity used, resulted in a tremendous benefit to the library.)

3. Usage

Even if the title falls completely within the parameters of your patron's needs, is the usage enough to justify the cost and space? If not, is ILL an acceptable alternative? For those of you with an online catalog, usage is easy to track for items that circulate. For those libraries that do not have an online catalog, what do you do? One traditional tracking method is to place paper clips atop books suspected of low usage. After a predetermined amount of time, check to see if the paper clips are still in place. If they are unmoved, then you can assume that the volume has not been removed from the shelf or used during that time period.

Additionally, consider if titles are frequently borrowed or loaned via ILL. If no one is using the titles, and no one is borrowing materials in that subject, is it needed in the collection? At UDC-DCSL, we routinely survey the faculty on their current projects and research needs. We include this information in our annual review of the CDP. If subject areas that have been previously used do not reappear on faculty lists for a few years, then that subject area is ripe for possible weeding.

Academic Law Libraries and ABA Standards

For academic law libraries, the American Bar Association (ABA) has promulgated accreditation standards that play a major part in collection development and weeding.[1] While law firm and court law libraries are not required to meet these standards, they are an excellent place to start. Interpretation 606-6[2] enumerates mandatory requirements for the make up of a law library's core collection. In theory, all else is open to weeding. In practical terms, this is not the case. The rub for academic law libraries is Interpretation 606-6(7), which requires them to maintain "significant secondary works necessary to support the programs of the law school[.]" Interpreting and applying this section drives weeding and the CDP in many academic law libraries. It is only through survey instruments like those mentioned above that a law librarian can determine which secondary sources support the law school's programs. If specific titles do not reach those standards, they need to be considered immediately for weeding.

If All Else Fails...

Another tried and true weeding method is simply to pick a publication year and to discard materials prior to that year, or to put into off-site storage all items older than the specified year. For many law libraries the magic year is 1970. In some law libraries, bound law journals older than 1980 are removed from the collection, because research shows that the amount of citations to articles written prior to online indexing is virtually nonexistent. Therefore, there would be no need to retain law journals prior to the advent of LegalTrac, and the Current Law Index, especially with the rapid and continued growth of the Hein-On-Line project.

For further information on weeding and its relationship to collection development, I highly recommend the article by Jim Heller, "Collection Development & Weeding á la Versace: Fashioning a Policy for your Library," AALL *Spectrum* 12 (Feb. 2002). In addition, for those interested in Hein-On-Line, I recommend looking at Jim Shelar's review on LLRX (http://www.llrx.com/features/heinonline.htm). I would also be happy to make the UDC-DCSL Collection Development Policy available to any interested parties. Please feel free to request a copy via e-mail to bbaker@udc.edu.

LAW FIRMS WERE CUTTING EDGE WHEN CDS WERE ALL THE RAGE AS THE ONLY VIABLE WAY TO OFFSET THE LOSS OF LARGE REPORTER SYSTEMS.

Endnotes:

1 American Bar Association Section of Legal Education and Admissions to the Bar, *Standards for Approval of Law Schools*. Indianapolis, Ind.: Office of the Consultant on Legal Education to the American Bar Association, 2000.

2 A law library core collection shall include the following:
(1) all reported federal court decisions and reported decisions of the highest appellate court of each state;
(2) all federal codes and session laws, and at least one current annotated code for each state;
(3) all published treaties and international agreements of the United States;
(4) all published regulations (codified and uncodified) of the federal government and the codified regulations of the state in which the law school is located;
(5) those federal and state administrative decisions appropriate to the programs of the law school;
(6) U.S. Congressional materials appropriate to the programs of the law school;
(7) significant secondary works necessary to support the programs of the law school; and
(8) those tools, such as citators and periodical indexes, necessary to identify primary and secondary legal information and update primary legal information. (August 1995; August 1996). ■

Cutting Edge KM: Law Firm and Librarian Experiences on the Edge

Carol Bannen
Reinhart, Boerner, Van Deuren, S.C.

Editor's Note: The following article is based on a presentation by the author, who moderated a program, "Cutting Edge KM: Law Firm and Librarian Experiences on the Edge," at the 94th Annual Meeting and Conference of the American Association of Law Libraries in Minneapolis, MN in July 2001.

What is Knowledge Management?

Knowledge Management, or KM, has been a topic I have been interested in for some time. I moderated a program on the topic at the 2001 AALL Annual Meeting because I wanted to hear from other experts about their experiences. I also wanted to see how my experiences with Knowledge Management compared to others. I found that there are no exact definitions of KM and that there are many different types of applications that people consider to be KM.

Knowledge Management is hard to define; the definition seems to change person-to-person. I define KM as a process designed to capture knowledge that can be reused by others. My definition includes all kinds of applications such as document drafting systems, brief banks, work product databases, model documents, checklists, expert systems, document management systems, and enterprise portal technology. KM can be as simple as a list of memberships of the firm's attorneys on the intranet to enterprise portal technology that searches and sorts all the information in your computer system.

We [librarians] are the perfect people to be on the cutting edge of knowledge management.

Knowledge Management at Reinhart

My law firm has had a wide variety of knowledge management applications under other names for several years. Staff members in a number of practice areas create model documents that we maintain in public folders in iManage, our online document management system. Other model documents with comments are on practice area pages that attorneys can access via ReinhartNet, the firm's intranet. On ReinhartNet's Virtual Library and Ready Reference pages, we compile the best Internet sources arranged by area of law for easy use by staff and attorneys. We use HotDocs, an expert system of questions and options, for document assembly. For example, when drafting a will, HotDocs prompts the user with questions (*e.g.*, client's marital status, number of children, state of residence, etc.) and will insert the appropriate provisions in the document. The firm's litigators use Summation to collect and index case documents. We use Apex as a contact management system. These KM applications are common in many law firms.

One of the unique things we have done is our Work Product Database. We have had this database in one shape or another since 1975. It started with documents in black binders that I indexed by assigning subject numbers to each document. I created the indexes with a word processing program and printed a hard copy. This evolved over the years into our current full-text Work Product Database. When an iManage profile is used to create a Word document, users enter standard information, including title, their practice area, and client number. Next, users check a box that indicates whether or not the document is a research memorandum or brief. Each month, I run a program that pulls these marked research documents and loads them into a full-text searchable database on our intranet. Users can search full text in iManage, but retrieving results is cumbersome and may generate too many hits. Our Work Product Database uses Microsoft's free search engine, Index Server, and allows for free text searching and document ranking. Users can see their hits in full text either by using arrows to go from hit to hit, or by viewing the documents in KWIC (key word in context) format. This database has proven to be an excellent KM resource for the firm.

My firm's most recent KM application in the works is the Knowledge Management Toolbox. This idea came from one of our attorneys who had worked for an accounting firm. A KM Toolbox is an interactive outline of a process or a collection of best practices that will save users research time, provide them with training, and serve as a quality control device. Toolboxes are arranged by area of law or administrative department; by model toolboxes (which the user can edit); and by toolboxes created by the user.

Anyone can edit or create a toolbox. When creating a model toolbox, users open the editor and type in outline format the process or the collection of information they wish to publish. For example, a user could create a real estate toolbox that outlines how to order a real estate survey and how to read it. My firm uses a modified Word program as the editor. Links can be made to URLs, e-mail addresses, documents such as PDF files that are stored in a central location on our server, and links to Word documents in iManage. This last piece is critical. We want our users to be able to link to model documents, sample briefs, research memoranda, or anything else they think would be useful but is stored in iManage. By using the 7.1 version of iManage we have been able to create a link to the actual document in Word in a read-only format. We can also open documents with read/write permissions. The main author is the only person who can publish a toolbox. When a new version is created, users of the modified model toolbox are notified.

Once members of our firm viewed the toolbox model, they wanted to be able to personalize it and use it for a particular client. By creating an "instance" of the toolbox, they are able to assign a client and matter number to it. When users click on any links in the toolbox "instance" to Word documents, the Word documents are automatically profiled in iManage with the client and matter number. Check boxes allow people to keep track of their progress. Multiple users can share models and "instances" but only if the originating author adds them as an editor. These "instances" are saved and appear on the personalized KM page when people view the page via the intranet. As the number of toolboxes grow, having a KM librarian who has access rights to arrange the toolboxes on the practice area page using subject headings and a tree view, is seen as another critical component.

The Information Resource Center (*i.e.*, the library) has been the department in charge of creating this application. Several years ago I saw the Internet as a major resource that our IS department did not have time to exploit. The library is the place for organizing content, and it seemed like a perfect fit. My boss allowed me to hire a person to help update our intranet. That position evolved into a two-person operation that now handles our intranet, Internet site, several extranets, and the KM Toolbox application.

A big push came from our board of directors who views the Toolbox as a major part of our strategic plan to help our attorneys become more efficient and better able to meet our client's needs with quality work. The board's mandate pushed every department to create at least one KM toolbox this fiscal year. We have an interested KM team with an attorney appointed from every practice group. We hired a consultant to help us work through the use case design that outlined our objectives. The use case lays out exactly what the program will do every step of the way. In order to prevent incurring expenses associated with redoing or fixing the use case at a later time, fine-tuning the design before actually writing the programming code is key. To get a good handle on our needs, we discussed the use case design with many members of the firm. The Information Resource Center's Webmaster is now hard at work writing the application, which we expect to roll out in July. Attorney involvement has been just as critical to the project as the application itself.

Conclusion

Developing these Knowledge Management tools has been an exciting project and proves what I know to be true about librarians and information professionals: that we have the knowledge to design applications to access the information that our users desire and to tailor the delivery of the information to their specific needs. Law librarians can speak not only the technical language needed to write these applications but also the legal language to communicate with the attorneys. We are the perfect people to be on the cutting edge of knowledge management. ■

A BIG PUSH CAME FROM OUR BOARD OF DIRECTORS WHO VIEWS THE TOOLBOX AS A MAJOR PART OF OUR STRATEGIC PLAN TO HELP OUR ATTORNEYS BECOME MORE EFFICIENT AND BETTER ABLE TO MEET OUR CLIENT'S NEEDS WITH QUALITY WORK.

INCOMING 2002-2003 LLSDC BOARD MEMBERS

The votes have been tabulated by the Elections Committee, and the results of the LLSDC elections are in. Please join us in congratulating the following individuals:

Scott Larson – Vice-President/President-Elect

Frances Brillantine – Assistant Treasurer/Treasurer-Elect

Barbara Folensbee-Moore – Recording Secretary

Ellen Feldman – Board Member

Judith Leon – Board Member

Thanks to all candidates and voting members for their participation in this election.

The Road to Interviewville: Avoiding the Potholes and Pitfalls in the Interview Process

Lesliediana Jones
The George Washington University Law Library

Equipment failure can happen at any time, and it is best to be prepared.

For the majority of us, the road to getting a job is paved with interviews. For most libraries, the road to getting someone to fill a position is paved with interviews. How many of you have traveled the road as an interviewee, an interviewer, or both? This article is for those of us who have not thought about what we do in an interview in quite some time. It may be helpful to reexamine what we do as interviewees and interviewers. As you read this article, I would like you to say to yourself, "Hmm!"

The last time I was an interviewee was over two years ago. My library has conducted numerous interviews in the last few months, and so, I have had many opportunities to scrutinize myself, my colleagues, and candidates in the interview process. I would like to share observations (my own and those of colleagues) by presenting a case study in the style of *Library Journal*'s regular column titled "How Do You Manage?" The setting for the case study is an interview for a faculty research librarian position and is based on actual incidents. Please note that it is not my intention to offend anyone who might think that he or she recognizes him- or herself in the case study that follows.

Case Study: The Interview Process

"Hi Kate, on your way to interview the candidate?"

"Hi Lisa, yes that's where I am headed. Haven't you already interviewed her?"

"Yes, it was interesting. See you later."

Kate Kelly and Lisa Loo are, respectively, reference and cataloging librarians at Bright Star Law Library. The staff at Bright Star has been interviewing candidates for a faculty research librarian position for the past two weeks. Today's interview is the fifth and last interview session.

Kate enters the interview room and thinks, I better not sit with a view of the courtyard or I will likely be distracted. She makes her introduction: "Hi, I'm Kate Kelly."

"Good morning, I'm Jill Jobber."

"Well, Jill, it looks like I am the first one here. The others will be here shortly."

The other librarians, Regina Real, Lillian Longwind, Dudley Doer, and James Jamison, arrive shortly thereafter. Each one, with the exception of James, introduces him- or herself to the candidate. James Jamison, bypasses the candidate and immediately makes a beeline for a chair which faces the windows.[1] Everyone has Jill's resume package in front of them except Regina Real.

"Jill, you were asked to prepare a fifteen-minute presentation on a helpful reference tool. Why don't you start with your presentation," says Kate. Jill goes to the head of the table where a podium, laptop, and screen have been set up for her to demonstrate an online tool. About five minutes into the presentation, there seems to be an equipment failure. The screen goes blank. Because her back is to the screen, Jill does not notice until one of the librarians brings it to her attention. Jill asks that everyone refer to the handout that contains thumbnail sketches of the online presentation. Allowing for the equipment snafu, Lisa gives Jill a few extra minutes to wrap up. When the time is up she signals to Jill to wrap up her presentation. Jill waves off Lisa and continues for another twenty minutes.[2]

"Well, Jill, thank you for your presentation," says Kate. "At this time let's continue with questions. Who would like to start?" Dudley Doer raises his hand.

Dudley: Why do you want to work here?

Jill: I want to be closer to my family. My boyfriend just graduated from law school, and he would like to find a job in this area. So, naturally, I am going to come with him. And Bright Star seems like a great place to work from what I have seen so far.[3]

James: In your presentation, you said you had designed a number of research sessions using this database. Was this at the library where you are now employed?

Jill: Yes, I have used it for the specialized legal research sessions that we do.

James: I read an article on this same topic by one of your colleagues, Constance True, who is using it for specialized research. She wrote it in 19xx, about a year before you came to the library. Your description of the session you designed are markedly similar to those in her article.

Jill: Oh yes, they are similar but not the same. I added some of my own components to the sessions.

James: So, you didn't exactly design the entire research sessions?

Jill: Well, not totally.[4]

Lillian: The Interlibrary Loan Department is not a bright star, no pun intended. We seem to get a lot of requests but I think they fall into an abyss. When you ask the manager about a request she acts like you are intruding on her time. Then when she deigns to give you an answer it is usually to tell you what you should have done to help her locate the book. It takes an inordinate amount of time to get any request filled. And the forms change every two months. There was actually a time when I had to go over her head to help some poor students. How does your library operate the ILL department?[5a, 5b]

Jill: The department is set up similar to yours. The only difference is that our position is headed by the interlibrary loan librarian instead of a paraprofessional. However, like your department, ours could do with a drastic overhaul.[6]

Regina: What other libraries have you been employed and in what capacity?

Jill: I have had two other positions since graduating from library school two years ago. The first at —

Regina: When was that?

Jill: December, 19xx

Regina: What library school did you attend?[7]

Jill: I attended Concord.

Kate: I attended Concord also. Who did you have for cataloging?

Jill: Mrs. Bonaparte

Kate: That's who I had; she was fantastic. Does she still require everyone to catalog ten books a week? I hated that assignment.

Regina: You had to do that too? [8]

Lillian: Jill, your resume indicates that you worked at Dataport Inc. and FavorRuhl at the same time. Is that correct?

Jill: Geez and @#$&! I totally missed that. Looks like I better do some proofing.[9]

Dudley: One of our faculty members requires a lot of legislative histories, and unfortunately, most of them are for acts that do not have the legislative histories already compiled. You mentioned you have done quite a few. What sources do you like best?[10]

Jill: Well the last one was for the Baubles Act. I just used the legislative history that was in USCCAN. It is usually very complete and has everything you would need.

Dudley: So, you get all of the reports, hearings, congressional debates, etc. from USCCAN?

Jill: Oh yes, it's a wonderful source.

Kate: Well, Jill, do you have any questions of us?

Jill: Not really, it doesn't seem like too much has changed since I came for a library visit a year ago.[11]

After the interview is over, Jill is taken to lunch with the director, assistant director, Kate Kelly, and Dudley Doer. While at lunch, Jill regales them with how she met her boyfriend in a neighborhood bar. She tells them that this is a place she frequents with friends a few times a week.[12]

The day concludes with a session with the director. The director informs Jill that the search process is nearing its end, and it is expected that a decision will be made shortly. Jill states, "Your library is interesting. If I got a job here I sure hope you would give me an office instead of a cubicle."[13]

Analysis

The following is a point-by-point analysis of the above interview:

[1] I believe at any interview session it is common courtesy to introduce yourself to the candidate. James Jamison should have taken the initiative to introduce himself to the candidate either before he sat down or at an appropriate moment thereafter.

[2] Equipment failure can happen at any time, and it is best to be prepared. Some people will even do a "low tech" presentation just to avoid this scenario. In this case, Jill recovered well. She was prepared with handouts to accompany her talk. However, if the presentation is scheduled for fifteen minutes, it is best to keep to that time. Practicing beforehand would have helped her to trim her presentation to fit into the allotted time frame. When you receive a signal that the time is up, start wrapping up. Do not wave off an interviewer; this simple gesture can be construed as dismissive and impolite.

Cursing is not appropriate language in an interview.

[3] I have asked colleagues what they do not like in an answer when the inevitable question is asked, "Why do you want to work at our library?" Most of my colleagues and those in other professions stated they do not want to initially hear the personal life response. They first want to hear what the candidate considers good about the library or what they would like to contribute to the library. If at all possible, leave your personal life out of the interview.

[4] Do not claim something is yours when it is not. When James challenged Jill on her claim of designing the research sessions, the impression was that she had either lied or just stretched the truth. Either way, she is not put in a favorable light. Jill should have simply credited the source of her idea. She could have followed up by discussing what she did to enhance or expand Constance True's idea. Jill could have used this opportunity to demonstrate that she is innovative and likes to teach.

[5a]There are two issues presented in the question from Lillian about the Interlibrary Loan Department. The first is bad-mouthing the department. Again, in an interview, carefully consider what is courteous and appropriate. It is not appropriate for Lillian to relate this information to Jill. It gives Jill a negative impression of the library and possibly of Lillian.

...EVERY INTERVIEWEE SHOULD HAVE A STANDARD SET OF QUESTIONS HE OR SHE ASKS EVERY FUTURE EMPLOYER. THE INTERVIEWEE SHOULD SHOW THE INTERVIEWERS THAT HE OR SHE HAS DONE THE APPROPRIATE RESEARCH ABOUT THE LIBRARY.

[5B] The other issue regarding Lillian's question is that in this case it was probably too long. There are times when a question may need more information, but this was not that type of question. In the article, "It's Not the Play That's the Thing, But Casting the Right Player in the Role of the Employee,"[1] the author, Louis Rovner, states "[m]ake sure your candidate talks approximately 95 percent of the time." While I would not agree that five percent is enough time for the interviewers, the point is well made. The interview process is a time for the interviewers to get to know the candidate and vice versa.

[6] Although the interviewer bad-mouthed her department, that does not give license to the interviewee to do the same. Jill's statements that the department needs work may seem innocuous to her, but in an interview setting it can take on a different and negative meaning.

[7] If Regina Real had the resume package in front of her she would have known where the candidate had previously worked and gone to library school. Every interviewer should try to be prepared and have read the candidate's resume. If the resume has been forgotten in the office, take the time to read it after the interview session. Jeffrey Denning notes that "[i]t can be a waste of time to listen to the applicant recite his or her job history. . . . Instead zero-in on the candidate's prior work . . . and get specific about what he or she knows."[2] Likewise, Paul Falcone advises to "remember that your goal in the interview is to "get inside the candidates head."[3] In this case, the interviewers could have focused on why Jill had so many jobs in a short period of time.

[8] The interview session should not be the time for the interviewers to relive old times about library school. I have experienced this a number of times. Although, the candidate has something to contribute to the conversation, it does not help the interviewers learn about the candidate.

[9] Cursing is not appropriate language in an interview.

[10] Dudley's question was the type many books and articles on employment interviewing suggest. In this case, he was attempting to determine if Jill actually knew how to do a legislative history. The key is to ask for specifics that will help the interviewers assess if the candidate has the skills necessary for this position.

[11] In my opinion, every interviewee should have a standard set of questions he or she asks every future employer. The interviewee should show the interviewers that he or she has done the appropriate research about the library. Try to leave behind a good impression of yourself. Jill's statement that the library has remained unchanged for after a years time can be interpreted as a positive or negative comment. More than likely, the interviewers will be left wondering "what did she mean by that?"

[12] Some institutions attempt to make lunch (or a coffee hour) a bit of a stress reliever for the candidate; questions are more geared toward getting to know the personality of the candidate rather than asking "hard-hitting" questions. It is a time to get to know the candidate on a less formal – but not necessarily at an up-close and personal – level. The candidate must never forget that lunch (or a coffee hour) is still part of the interview process. He or she should use the time to ask questions about the university, the city, or where others have worked, and not as an opportunity to disclose all the intimate details of his or her life.

[13] The interviewee should wait until an offer has been made before he or she discusses likes and dislikes. In this case, the candidate's unsolicited comment about office space preferences may be interpreted by the director in a negative light: that having an office is of prime importance to this candidate and that not having one might be a sore spot and potential problem.

Conclusion

The case study and analysis are intended to make the road to Interviewville a little bit smoother for all parties involved. While some of the potholes and pitfalls may seem obvious in theory, they are not always so easy to identify or avoid in practice. Sometimes, when we revisit a place we have been before we see things we did not notice the last time around. The same is true of the interview process. Whether or not you have been down this road once or many times, you may want to review the path you have taken in the past and compare it with a new map. You may see some dead-end detours and side roads that you may not have realized you were taking along the way. All things considered, it may be time to chart a new course and make the most of this road trip.

Endnotes

1. Rovner, Louis. "It's not the play that's the thing, but casting the right player in the role of employee." *Nation's Restaurant News* 34, no. 34 (August. 21, 2000): 136.
2. Dennig, Jeffrey J. "Don't get distracted when interviewing job candidates." *Opthamology Times* 26, no. 7 (April 1, 2001): 24.
3. Falcone, Paul. The Hiring and Firing Question and Answer Book. (New York: American Management Association, 2002): 103 ■

SUPPORT STAFF WRITING FOR PUBLICATION: A QUEST FOR THE PERFECT PARAGRAPH

Charlie Fox & Ed Martinez
El Camino College, Torrance, California

THE PRIMARY FOCUS OF OUR WORKSHOP WAS TO INSPIRE SUPPORT STAFF TO CONSIDER WRITING AS AN IMPORTANT PART OF THEIR PROFESSIONAL PROFILES.

Background

In the fall of 2001, we were contacted by Leslie Lee, the editor of *Law Library Lights* regarding the possibility of our submitting an article about library support staff writing for publication. She had discovered that we would be presenting a workshop for a support staff group in Northern California and thought an article on support staff writing would be of interest to her readers.

As editors of *Library Mosaics*, the magazine for library support staff, we often give workshops on relevant topics to our readers and support staff organizations. In our workshop travels over the years (we began publishing in 1989), we have observed that support staff have much to say about their place in the library profession and few opportunities to share their thoughts and opinions. It is indeed because of this lack of a forum that our magazine came to be.

Initially, like most overworked staff, we were overwhelmed with just getting together a workshop and getting out another issue of our publication, let alone trying to write an article for another publication. All of this is in addition to our regular "real jobs" as library technician (Charlie) and public access librarian (Ed) at El Camino College, in Torrance, California. Despite our trepidation in getting involved in another project, we decided that we should accept this opportunity. As editors, we know exactly how hard it is to get contributions sometimes. Besides, how can we be offering writing workshops and encouraging others to write and contribute to the literary coverage of our profession when we do not jump at the opportunity ourselves?

We decided that one way we could contribute to *Law Library Lights* was to combine the request for an article with our actual workshop. The workshop was a part of the 7th *Annual Conference on Library Paraprofessionals*, held on February 23, 2002, in Santa Clara, California. Our program was entitled "Support Staff Writing for Publication: Further Adventures With the 'Write-ious' Brothers." The following is a description of our workshop.

The Workshop

The primary focus of our workshop was to inspire support staff to consider writing as an important part of their professional profiles. The program was a follow-up to a previous workshop that was presented at the annual conference of COLT, the Council on Library/Media Technicians (a national association for support staff), held in San Francisco in the summer of 2001. Our program description stated that we would "lead participants in a quest for the perfect paragraph. This workshop touches briefly on the fundamentals of writing and discusses the importance of support staff writing as a personal and professional tool."

It was our theory that coming up with a single "perfect" paragraph would be a natural progression from our previous workshop. It would provide us with a concrete example of the writing process and give us an actual final product by the end of the day. Since we were facilitating two back-to-back programs at this conference, we would actually have two separate and distinct products. We thought it would be interesting to observe how two separate groups would respond to the program's directives.

Charlie Fox, the editorial director of *Library Mosaics*, took the primary lead in the workshop by directing participants in the fundamentals of writing. He explained that we would be working on a real project to be submitted to *Law Library Lights*. Participants seemed eager to join in the process. (At least no one ran screaming out the door from fear.)

Ed Martinez discussed the importance of writing. He noted that staff have much to say and that before *Library Mosaics* there was no avenue by which support staff could participate in the literary side of the library profession. Efforts by support staff to be noticed by the librarian world went unnoticed. Back in 1989, support staff organizations were hard pressed to get coverage in librarian publications (or in the librarian world, period) despite efforts and pleas for some attention. Since then, librarian publications have finally started to notice this "invisible" side of the library world. Ed reminded participants of the importance of giving voice to their concerns. "If you (support staff) don't tell your story, who will? Librarians? No, they have their own issues, concerns, and publications." He explained that it was critical for all staff not only to have the forum for such concerns, but also for staff to take charge and do something about it. Writing is one way for that voice to be heard.

Next, Charlie reviewed the basics of writing for publication. He outlined the tools for writing and asked participants which tools they thought were necessary. Tools included: pens, computers, paper, time, space, vocabulary, etc. Once the tools are in place, Charlie explained how writers might begin to organize their thoughts via a process called "clustering." As a starting point, this is a method of simply writing ideas down on paper, linking and expanding related items of a central theme. Writers block is a problem all writers face. It is important to get past it. As Ed explained, a blank piece of paper is like a canvas on which your masterpiece will be painted; filling that empty space can be an intimidating task.

Charlie suggested that it is often good just to doodle, scribble, anything, just to get your right (write) brain in motion. Once you get that physical act in motion, then you can proceed to organize and express your thoughts on paper. He reminded participants that one of the first hurdles is the fear of writing and of exposing oneself on paper. Writers have to go beyond that fear and not worry about making mistakes or looking for a final product. It is more important just to start writing, scribbling, or doodling. As you work on drafts, there will be plenty of time for revisions.

Charlie announced the objective of our writing for the day: we had a mission to write the "perfect paragraph" on why it is important for support staff to participate in workshops. He reminded participants that this was indeed a real life exercise to be published in a real publication. The deadline was when our hour and a half programs concluded.

Charlie facilitated the clustering process, and Ed wrote the responses by the participants on a flip chart. Charlie's question, "Why is it important for support staff to participate in workshops?" was written and circled in the middle of the flip chart, with responses to the question surrounding it, like the hub of a wagon wheel. Each one of the responses could likewise be a hub of another wheel of thought. The hub included networking and meeting colleagues from other libraries, learning new technology, getting a free lunch, personal growth and enrichment, sharing ideas, and learning new ways to do things.

Armed with these clustered thoughts, participants were asked to write a perfect paragraph using these ideas. After approximately five minutes, Charlie asked for volunteers to write their paragraphs on the white board. We were somewhat apprehensive about this, since we did not know how brave staff would be to get up in front of an audience and share their paragraphs. We were gratified that in both groups many staff were not shy and, in some cases, were most anxious to join in the exercise.

After everyone had displayed their paragraphs, we asked the group to make a decision which paragraph they liked best and together we worked on revisions of the selected "best" paragraph, serving as editors for their respective group. Following are the two "perfect paragraphs" about the importance of support staff workshops.

Group #1[1]: *"Why, you ask, would we sit in a room with windows that didn't open, with a view of the gardens, on a day the sun was smiling? We wanted to learn more about each other and our profession, instead of enjoying the kind of day Californians boast about."*

Group #2[2]: *"A free lunch is not the only reason support staff workshops are important. You also network, share ideas, and develop new visions. These workshops offer opportunities to explore library trends in information technology and other areas for personal growth."*

Both groups were pleased with their paragraphs, and Charlie noted that these were great starts to what could potentially be articles for

IF YOU (SUPPORT STAFF) DON'T TELL YOUR STORY, WHO WILL?

"WRITERS BLOCK IS A PROBLEM ALL WRITERS FACE. IT IS IMPORTANT TO GET PAST IT."

publication. The groups had already performed the most difficult part of the writing process: getting started.

Charlie then briefly reviewed the marketing of articles. Marketing includes defining your work (*i.e.*, what is it you are writing about), matching your work with an appropriate publication (*i.e.*, using reference books and other resources to find the right avenue for your article's publication), submission guidelines (*i.e.*, where to find them, how to ask for them), the query letter (*i.e.*, making that initial contact, what to say and not to say in the letter), and, finally, submitting your article to the publication. At the conclusion of the workshop we shared copies of guidelines, a list of useful Web sites and other information.

Conclusion

The importance of workshops and writing is as critical to library support staff as it is for librarians. Not only do these events and exercises provide opportunities for professional growth but they also allow staff to express themselves and develop skills that are often untapped, lying dormant in the souls of those who play integral roles in our workplaces. It is critical for the well being of the profession to recognize and celebrate these partners in the mosaic of our library world.

Were these the perfect paragraphs? The answer is in the eyes of the reader. One thing is certain: on this day, in this place, these support staff wrote and shared what they felt were the perfect paragraphs about why workshops are important.

Endnotes:

1 The following are the authors from Group #1: Daisy A. Argate, Ida Z. Daroza, Connie Funderburg, Michele Hitch, Hilda M. Jackson, Dorothy Morgan, Jeanie Mozeak, Wayne Owen, Guro Sigrid Anna Rendler, Margaret Salimi, Gertie Sargent, Barbara Sutton

2 The following are the authors from Group #2: Ricardo Antoni, Sunday Cho, Judy Coughlin, Phyllis Dibbe, Colleen Fawley, Gina Foster, Kathy Francesco, Britta Hammer, Robert Holmes, Paulette Kondos, Maggie Kuo, Eunice LeMay, Anne Marie Malack, Michele Mugnier, Diane Perry, Patricia Sankolewicz, Christie Vigo, Joy Williamson, Jutta Wilson, Sally Witters, Lucia S. Wong ■

IN MEMORIAM: ELIZABETH W. STONE

Susan Ryan
Georgetown University Law Library

Elizabeth W. Stone, 83, former dean of the School of Library and Information Science at Catholic University, died of pneumonia March 6 at Sibley Memorial Hospital.

Dr. Stone received a master's degree in library science at Catholic University in 1961 and joined the faculty of the Department of Library Science the same year. She became chair of the department in 1972 and in 1981 became dean of the newly established School of Library and Information Science. She retired in 1983.

Her awards included the Joseph W. Lippincott Award for Notable Achievement in Librarianship, the Presidential Medal for Distinguished Service to Catholic University and the CUA Alumni Achievement Award in the field of library science.

Dr. Stone was author of several publications, a former president of the District of Columbia Library Association, president of the Association of American Library Schools and co-chair and project manager of the First World Conference on Continuing Education for the Library and Information Science Professions. In 1981 and 1982, she was president of the American Library Association.

Contributions in her memory may be made to the Elizabeth Stone Loan Fund, c/o School of Library and Information Science, The Catholic University of America, 228 Marist Hall, Washington, D.C. 20064.

When Is It Okay to Say "Yes?"

Scott Pagel
The George Washington University Law Library

Last summer I was conducting research in a local university library when a tremendous thunderstorm swept into the area. I had finished my research so I sat near the entrance and read while I waited for the storm to subside. As with many academic libraries, access was limited at the institution because of the many potential users who could easily handicap the staff in delivering resources to its primary user group. As I sat there, I watched the guard (a woman whom I believe to have been a student employee) carefully administer the library's access rules, turning away anyone who was not eligible to use the facility.

At one point a group of soaked individuals, one of whom claimed to be an alumnae, sought refuge in the building. Although the guard did not permit them to go past her station, they remained in the building foyer and laughed loudly about their condition. The guard evidently was disturbed by the noise because she contacted a supervisor who asked that the group leave the building, and eventually a university security officer was contacted to enforce the request. Others in the area were shocked at the escalation of the situation and by the actions of the library personnel in asking the visitors to leave during such a severe storm accompanied by dangerous lightening. Upon arrival, the university security officer mediated the situation, informing the library workers that he would not evict the visitors from the foyer because of the weather and asking the visitors to remain quietly in the area until they could leave safely.

Eventually the storm passed, and I went on my way. The storm left more behind than soaked lawns and downed trees – it left in its wake two very dissatisfied groups: those who had negative impressions of the institution (both the visitors and those who witnessed the situation) and the employees who felt that they had not been supported in their efforts to enforce the rules. While I was thankful that this incident had not taken place in my library, I wondered if there was any way that such a situation could be avoided.

I concluded that the effort by a staff member to enforce a policy strictly in a situation where flexibility was needed was at the root of the problem. One could eliminate all rules so that a staff member would never have to displease a patron by saying "no," but libraries impose many of these despised rules (*e.g.*, loan periods, noise limits, food bans, etc.) for the benefit of the majority of users. I have found, however, that there are situations when I have been able to bend, or even break, a rule to better serve a patron while not harming other users or working against the goals of the institution. The real issue is whether or not a library staff member (unlike a library director, who can break rules with only limited fear of discipline) feels confident in making such a decision, or does he or she have no option but to apply rules in a draconian fashion?

I believe that it is in the best interest of the institution and its users that staff members learn when flexibility in enforcing library rules is appropriate. A director or supervisor should not expect a staff member to be able to discern automatically which rules are flexible and when flexibility should be applied. As with other areas in which supervisors have expectations of staff members, it is the supervisor's responsibility to train those dealing with the public to know when discretion should be used in enforcing rules. This training process also can be of value in that it often brings about an examination of a rule and may result in modifying it to conform with the current library environment. To assist library administrators in training their staff to recognize occasions when flexibility is appropriate, I have listed below seven suggestions. While these suggestions might not all be appropriate for every environment, it is hoped that they can be used to help to reduce the number of difficult situations created by unnecessarily strict adherence to library rules.

IF AN ADMINISTRATOR WANTS A BUNCH OF ROBOTS ON THE STAFF, HE OR SHE WILL GET A BUNCH OF ROBOTS ON THE STAFF.

1. Encourage staff members to think independently. If an administrator wants a bunch of robots on the staff, he or she will get a bunch of robots on the staff. In some ways, such an environment is delightful for a supervisor – staff members with fewer options for decision making will not ask questions that might expose the faults in a policy or force the administrator to face thorny issues. However, they will probably not be able to provide a level of service equal to that available from staff members who have been encouraged to "think outside of the box." They will not act in a truly service-oriented manner because their focus in applying rules will not be on the patron, but on the rule. This process must be initiated long before a situation calling for independent thinking is encountered. If the guard and her supervisor in my example had not felt required to apply the rule about the presence of non-students in <u>any</u> part of the facility at <u>any</u> time, they could have considered other ways to handle the situation while still meeting institutional goals.

2. Encourage staff members to discuss questions that have arisen and decisions that have been made. It is amazing that, for a profession that has the dissemination of information as one of its primary goals, librarians so often fail to share critical information with their own colleagues. This can be a particularly unfortunate practice when seeking to develop a staff of individuals able to implement library policies with an appropriate degree of flexibility. As with a court that looks to decisions of other jurisdictions for opinions involving similar fact patterns, it can be useful for a staff member called upon to make a decision to know how colleagues (and, in particular, his or her supervisors) have interpreted a rule in the past. Not only will this provide guidance for the individual, but also it will reduce the likelihood of patrons becoming confused or angry because of inconsistent treatment.

. . . IT IS THE SUPERVISOR'S RESPONSIBILITY TO TRAIN THOSE DEALING WITH THE PUBLIC TO KNOW WHEN DISCRETION SHOULD BE USED IN ENFORCING RULES.

Information regarding decisions can be disseminated in a variety of ways. Staff meetings could provide a forum for a regular discussion of interesting or difficult situations. Libraries could also develop online discussion groups where staff members are encouraged to share questions that caused problems and seek input from others. If library administrators had provided the door guard and her supervisor in my example with information whenever questions about the access policy had come their way in the past, the guard might have realized that this was a situation in which the policy could be applied more leniently.

3. Explain to staff members the reasons for establishing particular rules. Absent a complete understanding of the rationale behind particular rules, a staff member should refer patrons seeking an explanation for the policy to the appropriate administrator. Unfortunately, staff members often respond to questions about policies with a simple "I don't know" and fail to make the appropriate referral, which leaves the patron frustrated at facing a brick wall of staff ignorance. Worse yet, a staff member might offer his or her own reason for a rule. Imagine the impression made on a patron who, upon asking for the rationale for a particular fine, is told by an employee that "the library needs the money" rather than "we are trying to get books back on time so that all patrons can use them." Whereas the latter response focuses on service to all patrons, the former leaves the patron with a feeling that the institution is trying to get more money from its users.

A better understanding of the rules also enables the staff member to know when flexibility is warranted. In the example of the door guard, if an administrator had emphasized that the access policy was in place to (1) ensure security of library users and/or (2) reduce the impact of non-students on available space for students, the door guard would have realized that visitors in the lobby neither compromised security nor reduced seating space. Knowing this, the door guard might not have insisted that the visitors depart.

4. Let staff members know that it is okay to make mistakes (occasionally). If employees called upon to implement rules are consumed with a fear of failure, they will probably seek to avoid criticism and punishment by applying those rules in a very rigid fashion. (Administrators who create such working environments risk additional negative impacts including the frequent departure of intelligent staff members who seek an atmosphere in which they are permitted to function more freely.)

While one certainly hopes that few errors are made by an employee, an administrator should realize that there are levels of seriousness involved in any decision and not heap an inappropriate degree of criticism on an employee when a relatively harmless mistake is made. While repeated errors and/or serious errors can be cause for initiating discipline, minor mistakes should be viewed as an opportunity for learning. In the case of a door guard, for example, making the mistake of granting access to someone (especially when it is a close call as to whether or not to do so) should not be handled in the same fashion as a guard getting into a fight, verbal or physical, with a patron. While the latter calls for discipline, the former calls for instruction (*i.e.*, an explanation of alternative courses of action) and encouragement to continue to interact with the library administrator.

5. Encourage staff members to seek input from other staff members. Related to the issue of the staff member who is afraid to make a mistake is the situation of the staff member who is afraid to let anyone know that he or she is uncertain as to how to proceed. Admitting that one does not know how to apply a rule appropriately could be interpreted as ignorance or inability. An administrator should seek to create an environment in which employees can seek advice without harboring a fear that the act will be seen as a weakness.

In most situations, the adage that two heads are better than one holds true, and a discussion of the situation at hand could lead the employee to realize that a particular rule must be applied either rigidly or with flexibility. The discussion could help an employee understand the rationale behind the rule and determine whether or not the goal would be achieved by applying it in this situation. While such an environment does not guarantee a satisfying result (in the case of the door guard, for example, consultation with a supervisor did not seem to help in achieving an appropriate outcome), over a period of time an environment of communication and shared interpretations of rules will be developed.

6. When a question has been referred to an administrator, he or she should inform the referring staff member of the decision made and the reasoning behind it. An administrator cannot expect staff members to know what "flexibility" means in the context of applying a library policy if they have not seen how the administrator applies the policy. When a staff member passes along a question or decision about library policy or refers to an administrator a patron who raises a question about a library policy, the administrator is provided with a great opportunity to teach by example.

If an administrator wants to retain flexibility while requiring staff members to apply all rules rigidly, it is not necessary to pass along these examples. Such an administrator should be prepared, however, to deal with staff members resentful of the fact that they are required to take the "tough" approach with patrons while the administrator is able to side-step such difficult situations by ignoring the rules. The situation of the door guard is a perfect example of the need for sharing information regarding decisions and the reasoning behind them. Even if an administrator does not feel comfortable giving every front-line staff member the power to make decisions because of limited experience or training, the administrator should give the supervisor of front-line staff members the information needed to act in accordance with the administrator's interpretations of the rules.

7. Question policies! If an administrator cannot explain the validity of a policy in any situation, maybe it should be modified. The final recommendation can be the most threatening. It calls for the administrator to be prepared to justify the validity of any rule and to be able to explain its rationale to patrons or staff members. Thorough and constant probing is the only way to ensure that rules not only relate directly to the desired goal but also have the least negative impact on patrons. Each time an administrator cannot explain the application of a rule to a given situation, the offending portion of the rule should be deleted or modified until the institution has a policy crafted with great delicacy. The resulting rule would be one that a staff member could apply without hesitation. In the example of the door guard, a flexible access rule might state, "Only persons affiliated with the institution shall be admitted *except in cases of emergency*." ■

WHILE REPEATED ERRORS AND/OR SERIOUS ERRORS CAN BE CAUSE FOR INITIATING DISCIPLINE, MINOR MISTAKES SHOULD BE VIEWED AS AN OPPORTUNITY FOR LEARNING.

Building the Legal Research and Training Center at King County Law Library

Rita Kaiser
King County Law Library, Seattle, Washington

We quickly divided up the responsibilities for writing the [Gates Foundation grant] proposal and spent the next two weeks writing furiously.

"I fought the law, and the law won." This is often the reaction we receive from our public patrons at the King County Law Library in Seattle. The pro se litigant, trying to find his or her way through the court system, feels like no one will help. The litigant is told that the court clerks cannot give legal advice, that they do not have the needed forms, that there are no attorneys in the courthouse to help, and then are directed to the law library to find the forms and some legal help. The patron walks into the library expecting us to solve all their legal problems including telling them what to write in each box of the form. We try to help, even though we cannot give legal advice. We lead the patron to sample forms, self-help packets, how to books, free or low-cost legal services, court rules, and treatises that will help answer their questions. Often, the forms they need are on the state or county court Web site or in an informational guide hosted at another Web site.

We can only tell the patron about a Web site, or ask if they have Internet access at home and then direct them to the best sources. Until recently, we had no public Internet access and no computers for the patron to use to fill out forms or do their legal research. We have talked about ways to remedy the situation, but it always came down to the money — money that we did not have. We are an institution supported primarily by a portion of filing fees, and these fees continue to go down each year.

Finding out about the grant and writing the proposal

When Jean Holcomb, the library director, received a message last fall telling her about the Bill and Melinda Gates Foundation Community Access to Technology (CAT) grant program, we found ourselves with a glimmer of hope. We thought that maybe we could qualify for a grant. We looked at the previous recipients of CAT grants, and while there were not any public law libraries on the list, we felt that our library was a viable candidate. Time was of the essence, as the proposal had to be submitted within a month. We quickly divided up the responsibilities for writing the proposal and spent the next two weeks writing furiously.

We addressed how the grant would enhance the capacity of the library to expand direct services to patrons through the addition of computers with word processing and Internet access. We emphasized the training that the patrons could receive in the center. We proposed to offer basic computer and word processing training as well as training on using Internet browsers for navigating the Web. The center would also provide general and subject-specific Internet legal research training. In addition, Jean quickly rounded up a number of community partners, who while they could not necessarily provide financial aid, would provide letters of support and eventually help us develop and present programs.

These community partners include the Administrative Office of the Courts of the State of Washington, the Northwest Justice Project and Columbia Legal Services, the King County Bar Association Board of Trustees, the Technology Bill of Rights Committee from the Washington State Bar Association Access to Justice Board, the Information School at the University of Washington, the King County Superior Court Ex Parte and Probate Committee, and others. Each of these institutions brings an expertise that can be used once the center is open. For example, the Administrative Office will provide access to the court's docket system, a great advantage, as the clerk's office closes at 4:30 P.M., but we do not close until 7:00 P.M. Northwest Justice Project, with its focus on self-help for the low income client, will assist with curriculum development and bring in its staff to help train patrons in the use of its great family law and other guides.

We needed to provide a detailed plan for the center, a timeline for completing the project, a proposed curriculum, a budget and a list of computer equipment. Rita Dermody, our collection access librarian, became the construction manager and drew up the proposed room plan. We debated long and hard as to where to put the room and how large it would be. In addition, we looked at the materials we would need to remove from the shelves to fit the room into the library. Rick Stroup, our public services librarian put together the budget, the timeline and the list of computer equipment. I, the reference services librarian, planned the curriculum, the training schedule, and the evaluation tools. We each wrote our portion of the plan – in detail – and sent our contributions to Jean for final editing.

Once Jean submitted the proposal, we waited. We hoped that we would be the first public law library to get a grant — and we are! We found out in early December that the Gates Foundation would give us money for the technology portion of the center. We have to pay for the construction of the room, but the computers, the wireless network, the projector and other equipment would be covered by the grant. We started our project in earnest.

Planning for and Building the Center

Rita worked with the King County facilities team on building the new room. Construction began in late March and is near completion. Carpeting the space is the last step before installing the doors and locks. Rita suggests that in planning and building, to talk about everything – in detail – again and again. We all gave her suggestions about where to place the outlets, where to put in the windows, what material needed to be moved or weeded to find the space for the room, which furniture to buy, and which carpet sample we liked best. However, no one remembered that we needed a separate light switch for the room; that is a change we cannot afford.

Our new reference librarian and Webmaster, Kim Ositis, designed and developed an intranet and a list of implementation issues for the new Legal Research and Training Center (LRTC). We have worked through the list and have written new computer use policies, Web linking policies, and training center room use policies, along with deciding what software to mount and how the patrons can use it.

Rick, our network guru and public services librarian, started testing a wireless network for the center by building one in our branch library. Rick and I worked together to design a security and computer system that every staff member can work with and understand. The initial idea included individual IDs for each new patron, but that proved much too complicated a task for our non-technical staff. In the end, Rick developed a design we think everyone will be able to use. The computer equipment is on order, and as soon as it comes he and I will be busy ghosting the basic set up. Rick will do the network related work. I am still pretty much his nuts and bolts and basic computer software assistant. Although, much to my pleasure, he has added a second gremlin to his Network Gremlins logo to represent the two computer staff members he and I now comprise.

I started assigning subject research guides to our part-time reference librarians, Kerry FitzGerald and Bill Logan. They rewrote and expanded our research guides with more material and integrated Internet links for use on the intranet. I created additional content for the intranet page: a basic guide to using Word, how to print and save documents, and how to use the legal databases we would include in the new center. Because we want to provide good basic legal databases for our patrons, we contracted with QuicklawAmerica and Loislaw to provide low-cost alternatives for comprehensive legal research. We continue to provide a Washington state and federal Lexis database and Westlaw's KeyCite and Find service on two standalone computers near the reference desk. I am still working on the operating procedures and the staff training tools to be used for the center.

Adjusting the Timeline

The Legal Research and Training Center will open in mid-June. The first six weeks will be our beta test period. We are going to have the center open for limited hours during the beta period to see how much staff time will be needed to run the center smoothly. We hope to get a student intern from the Information School in the fall to staff the center and train the patrons. We know that it will take time for everything to operate smoothly.

In hindsight, the timeline should have included more time for basic planning, and we are already past a couple of our deadlines. We are adjusting the timeline as needed. The opening ceremonies are scheduled for the beginning of August. Our regular attorney and public patrons are anxiously anticipating the opening. They cannot wait: finally, there will be a place to fill out and print a form, do legal research on the Internet, and get the training they need to use our resources more effectively. The library staff is excited to have a place to send the pro se litigant within our own library, and we will be there to help. The law will still win, and it will be a fair fight! ■

WE HOPED THAT WE WOULD BE THE FIRST PUBLIC LAW LIBRARY TO GET A [CAT] GRANT — AND WE ARE!

OPPORTUNITIES TO VOLUNTEER

Aside from needing volunteers for society activities, the LLSDC has been involved in a number of volunteer efforts with other groups, including regular support for membership drives at WETA, a local independent, non-profit television station. The LLSDC welcomes members to volunteer time for committee work or various society projects and tasks as needed. If you are interested in volunteering, please check the LLSDC Web site for committee and contact information.

GLOBAL SECURITIES AD

PRESIDENT'S COLUMN

Ann C. Green
Sonnenschein, Nath & Rosenthal

I WOULD LIKE TO DEDICATE MY FINAL LIGHTS COLUMN TO SEVERAL IMPORTANT PEOPLE IN MY LIFE. MANY OF THEIR NAMES BEGIN WITH "M." First, there is my mother, Louise Mary. Mom always said, "If you are going to join an organization, don't just be a bump on the log, but really give of yourself and you will get something back." They say that Mom is always right, and in this case she was. Serving as president of the AALL's largest chapter has been a daunting job. I worked hard at the position, but I gained a lot in return. It has been a privilege to be your president these past two years. Next is my twin sister, Mary, who read more e-mail about LLSDC issues than a non-LLSDC member should ever have to read. Mary, by the way, is now the president of the New Jersey Chapter of the Mothers of Multiples. She listened to Mom's advice, too.

Then there is Michelle Wollmann. Michelle is the reference specialist here at Sonnenschein, Nath & Rosenthal, but she is so much more than that to me. Without Michelle behind the scenes, I could not have served my terms as effectively. Michelle managed to do her job — and sometimes mine as well — without a complaint. Her moral support took many forms, including stuffing envelopes, answering the telephone, coding *Law Library Lights*, and countless other tasks.

I cannot forget the other Michelle in my life, either; Michelle Wu served as my vice-president last year. Although she left the D.C. area for a new position in Houston, Texas, she has been only an e-mail away. Michelle stood electronically at my side, a virtual LLSDC supporter, through yet another year.

Less by name and more by reputation, "M"stands for Magnificent as I describe the efforts of *Lights* editor, Leslie Lee and assistant editor, Barbara DesRosiers. It is with great pride that I no longer need to explain in this column about "who turned out the *Lights*." *Lights* has never shone more brilliantly than under their tutelage. "M" also stands for Mr. By-Laws and I could not have gotten through the presidency without the able guidance of by-laws chairs past and present. I extend a heartfelt thank you to Bill Grady and Bob Oaks. Finally there is "M" for the Management Company and for Millie Gallaghan, who does much of the work for the LLSDC. Debbie Trocchi and her staff at PSI, including Millie, have served the LLSDC faithfully for over ten years. We have just signed a renewal contract with PSI to work with us until May 2004. I thank PSI for its hard work and for keeping the institutional memory of the LLSDC alive. There are too many others to thank — new colleagues I have met, and new friends I have made — but know that you are all in my thoughts.

The second year of my presidency began with the shock of the September 11, 2001, terrorist attacks. The shock continued with the anthrax scare in our mailrooms across the entire metropolitan area. LLSDC members overcame many obstacles to conduct "business as usual," and I applaud everyone for that. Our opening meeting was held over breakfast on October 11, 2001. Members had the opportunity to meet each other and to learn more about the LLSDC. The society welcomed resident AALL dignitaries, Bob Oakley, AALL past president, and Elmo Dattalo, AALL executive board member.

Our SISs and committees held a multitude of programs, seminars, and special events. Many LLSDC members and committees published this year. The Federal Law Libraries SIS, chaired by Mary Grady, produced the *Directory of Federal Law Libraries in the D.C. Metropolitan Area*. LLSDC members produced a two-part edition with federal agency pathfinders for *Legal Reference Services Quarterly*. Mindy Klasky continues to publish her books and short stories. Rick McKinney continues to update the *Legislative Source Book* on the LLSDC Web site, and Emily Carr "publishes" the congressional sales information daily. Thanks to all who worked tirelessly on behalf of *COUNSEL* and the *GLP*, including Susan Lewis-Somers, Keith Gabel, and Laurie Green.

The LLSDC highlighted many other events in the 2001-2002 year. The Legal Research Institute was held in a new venue at Howard University's law library on March 21, 2002. The LLSDC sponsored at least two programs with other library associations, including the DCLA Spring International Program on Legal Research on March 4, 2002, and the Joint Spring Workshop featuring Gray Price on April 16, 2002. Marie Wallace gave us her views on life and librarianship at a lecture in honor of Sandy Peterson on April 3, 2002. The elegant forum at the National Women's Democratic Club and Marie's insightful speech about what we should expect out of our lives at ages 30/50/70 was delightful. Over 70 members participated in the annual town meeting, held at the historic Charles Sumner School. The year closed with elections for new officers for the

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NEWS OF MEMBERS

Hillary C. Rubin
Hogan & Hartson

Librarians rock! On April 17, 2002, we welcomed the new LLSDC members with a luncheon in their honor at the Hard Rock Cafe. Officers, board members, and SIS chairs were there to greet our newest members and encourage them to get involved with the LLSDC. It was a great event thanks to everyone who attended.

Speaking of librarians who rock, **Elaine Clark Jones**, D.C. knowledge manager of Venable LLP, will release an album of indie-rock music that she co-wrote with her husband Rick. The album, entitled "The First Time," was produced at SweetTown Studios in Silver Spring, MD, and is being mastered at Abbey Road Studios in London, U.K. The album will be released on August 1, 2002, and will be available for purchase through their Web site: http://www.semilunarvalve.com.

Mindy L. Klasky has written a new short story, "Catalog of Woes," that will appear in SPACE, INC. This mass-market paperback anthology is scheduled to come out in 2003. All the anthology stories involve jobs in space.

Angie Foley has left Kilpatrick Stockton LLP to take a position as librarian at the National Association of Home Builders Research Center in Upper Marlboro, MD. Her last day at Kilpatrick Stockton was April 12, 2002.

Kevin Hall is moving from the Boston office of Bingham Dana LLP to the D.C. office as of June 1. He will be the branch librarian. In preparation for his move, he has signed on to the LLSDC listserv, and he is looking forward to attending the events that we publicize through it.

The UDC Law Library is pleased to announce two recent hires. In August 2001, **Barrett Graham** joined the staff as the electronic services/reference librarian. Mr. Graham received his JD from Case Western Reserve and his MLS from the University of Wisconsin. In April 2002, **Rick Apgood** joined the staff as a reference librarian. Mr. Apgood received his JD from the American University and his MLS from Simmons College.

Lee Passacreta has a new job as the information retrieval specialist at Oliff & Berridge in Alexandria, VA. Lee can be reached now at 703/836-6400 or lpassacreta@oliff.com.

In June, **Kimberli A. Morris**, formerly the electronic services librarian at the University of Maryland School of Law, joined the staff of The George Washington University Law Library as the head of electronic services.

Natalie Sager is not just the librarian at Banner & Witcoff, Ltd., she also serves as the director of Arte Flamenco, a dance company. The company will be making its second appearance at the Kennedy Center Millennium Stage on May 18, and will also be appearing at Gaithersburg City Hall Concert Pavilion on June 15. Admission to both events is free.

After 25 years at Covington & Burling, **Charlotte White**, the assistant librarian for legislative and special collections, will be retiring on July 15, 2002. After taking a few months off, she plans to rejoin the work force.

Connie Dickson has been selected by the LLSDC Grants & Scholarships Committee to receive a free full registration to attend the AALL Annual Meeting in Orlando, Florida.

The Air Transport Association (ATA) recently named **Marion G. Mistrik** as the first recipient of its Nancy L. Cunningham Award of Excellence. Marion has served as the ATA librarian for 37 years.

Welcome to

Kaleem Abdus-Samad – circulation manager at George Mason University Law Library
Alanna M. Dalton – reference librarian at Bryan Cave
Shannon Hein – manager of sales at William S. Hein & Co., Inc.
Susan Maloney – librarian/research assistant at Scribner, Hall & Thompson
Luz Sadak – law librarian at Inter-American Development Bank
Charles Scott – library consultant at Oceana
Kendra Swe – branch librarian at the United States Department of Justice
Beverly E. Walker – student at Catholic University of America
George H. Walser – library assistant at Reed Smith Hazel & Thomas
Thaddeus Weddle – reference assistant at Kirkpatrick & Lockhart ■

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LLSDC and its SISs. The gavel passed at the closing banquet on May 14, 2002, where we presented our leaders with certificates of appreciation. The Academic and Foreign & International SISs continued to celebrate the ties of the LLSDC membership with the annual Bowie Baysox baseball outing on June 11.

I sign off now as president. You will hear from me more quietly in the future, but please do not hesitate to contact me with your ideas and concerns. ■

Board Meeting Summary

Emily Carr
Law Library of Congress

Present: Ann Green, Lisa Harrington, Barbara Fisher, Steve Mellin, Scott Pagel, Susan Ryan, Debbie Trocchi.
Absent: Emily Carr, Mary Alice Durphy, Mike Petit, Susan Lewis-Somers.
Call to Order: Vice-President/President-Elect Lisa Harrington called the meeting to order on April 11, 2002, at 12:40 P.M.

The minutes of the March 14, 2002, meeting were approved. In the absence of Emily Carr, Ann Green will take today's minutes. Lisa Harrington will run today's meeting.

Reports

President A. Green reported that the LLSDC ballots were mailed. All ballots must be returned to the LLSDC Recording Secretary c/o the Management Company by April 29, 2002. She also mentioned that there are several key committees that will need to be staffed for next year including an editor and assistant editor for *Law Library Lights*. She reported that the ILL SIS had a good turnout and discussion at their meeting on April 10.

At the end of that meeting, the consensus was that a second listserv exclusively for interlibrary loans was not the ILL SIS's preference. The ILL SIS guidelines for interlibrary loans will be updated to include use of the LLSDC listserv for ILL requests. This topic will be discussed, with opportunity for comments from the floor, at the April 23 Town Meeting.

Vice President L. Harrington spoke about the New Members' Lunch on April 17, 2002, at the Hard Rock Cafe. Board members and SIS chairs were invited. She reported for Hillary Rubin that responses by new members were light so far, but that Hillary would contact those she had not heard from again. Lunch was planned for thirty people.

Treasurer B. Fisher presented the board with an account statement as of April 10, 2002.

Assistant Treasurer S. Mellin reported the monthly deposit totals. He reported that the PLL ballots were mailed and that the election results would be announced at the end of April.

Corresponding Secretary S. Ryan reported that memorials for several members who recently passed away would be published in *Lights*. She asked the board if we should publish a piece to commemorate Elizabeth Stone, former dean at the Catholic University Library School. The board agreed that this would be a good idea. Even though Ms. Stone was not a member of the LLSDC, many knew her when they were students at Catholic University. Susan also reported that the summer issue of *Lights* is moving along. She thanked the Board on behalf of the Scholarships & Grants Committee for passing the changes to the LLSDC Procedures Manual.

D. Trocchi of the Management Company presented her report dated April 11, 2002. As of April 11, the society has 744 total members and 104 subscribers to *Lights*. Returned ballots for the LLSDC election will be collected by April 29th and tallied by May 3, 2002. There were no new members to vote on.

New Business

President A. Green and D. Trocchi of PSI (the Management Company) signed a renewal agreement between the LLSDC and PSI in which PSI will offer full support services to the LLSDC through May 31, 2004. PSI will convert its current software to the Microsoft Office Suite. PSI is going to take over several key responsibilities formerly held by LLSDC volunteers. PSI will now set up and e-mail the monthly *Dates to Remember*. PSI will also handle all of the advertising for the LLSDC, including the ads for the membership directory and *Law Library Lights*. The board thanked D. Trocchi and PSI for their loyalty and support over the years.

In E. Carr's absence, L. Harrington stated that one LLSDC member who works at a government agency e-mailed that she had received an irradiated ballot where the envelope and the window melted, sealing the envelope shut. The board agreed that the member be presented with a new ballot.

GLP Chair Keith Gabel e-mailed the LLSDC listserv on April 10, 2002, to remind the LLSDC members that on a trial basis this year, the holdings list for each library will be e-mailed instead of mailed to the head librarian. Addition and deletion and other needed forms are available on the LLSDC Web site.

The closing banquet was discussed. Bruce Rosenstein, reference librarian at USA Today, will be the speaker. The program is titled "All News All the Time: The Never Ending World of On-Line News Searching." There will be a cash bar beginning at 6:00 P.M. followed by dinner, dessert and the speaker at 6:30 P.M. The gavel will be passed and certificates of appreciation will be distributed. The board discussed its gratitude towards West Group/Westlaw and the West Librarian Relations Group for sponsoring the closing banquet. The board agreed that West could provide a "present" at each member's place setting.

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Tech Talk: TECH TIPS

Christopher Reed
The George Washington University Law Library

So far in this volume of Law Library Lights, we have used this column to learn more about leading Web authoring tools, troubleshooting Web connection problems, and updating software on your computer. To finish the year on a useful note, I suggest a few simple technology tips that have solved problems encountered in many law libraries.

Tech Tip #1: Obtain a good text editor and use it often. Code writers have long praised the virtues of text editor software: they are simple, speedy, and svelte. These "coders" refuse to use full-featured, resource-intensive word processing programs when all they want to do is straightforward code typing. You do not have to be a coder, however, to enjoy the benefits of a good text editor. If you are drafting a memorandum (or perhaps an article for *Law Library Lights*), why endure the annoying auto-formatting features of Microsoft Word? If you are copying and pasting text from one program to another, why struggle with the carried-over formatting of the original text? If you are typing out a simple memorandum to a file, why wait for Corel WordPerfect to load? Using text editor software takes the pain out of each of these situations. Windows computers typically come with two text editors, Notepad and Wordpad, but many users opt for downloadable freeware or shareware with more useful features. Two popular Windows-based freeware editors are NoteTab Light and EditPad Classic. Others are available from CNET Download.com.

Tech Tip #2: Try out a freeware file searching utility. Most of us working in law libraries are carrying around many years' worth of computer files on our computer's hard drive, a network folder, or storage media such as floppy or CD-R disks. These files contain memoranda, reports, articles, archived e-mail, and various other creations. How do you locate a particular file containing a specific memorandum you wrote in 1997? Well, if you are incredibly organized, you may have placed the file in a well-labeled folder where you would be sure to look in 2002. On the other hand, if you are like the rest of us, you may have dumped the file into one of several catchall folders, trusting that if you really needed the file in the future you would be able to find it. If you fall into the latter group and you recall some of the memorandum's text or filename, you can attempt to use the advanced "Find" features of Windows Explorer to search in a particular drive, or a certain folder on a particular drive. A file searching utility, however, may improve your chances of success. For example, Agent Ransack is freeware that enables you to construct complex file searches and preview the contents of "found" files. This preview feature is especially useful: it provides an indication of how your search terms appear in the files returned by the search, allowing you to ignore misleading results or recognize an error in your search. Agent Ransack is available for download at, predictably, http://www.agentransack.com.

Tech Tip #3: Use Adobe Acrobat to grab that elusive Web page. Do you print many Web pages? How often have you encountered pages that just will not print properly? The rare Web designer is the one who contemplates the printability of the page, so we often have to find creative solutions to obtain a passable printout. Some tricks are easy: try the "other" browser (Netscape vs. Microsoft), or try printing in landscape layout rather than portrait. Other tricks are less intuitive: try changing the "Print Frames" settings on the print dialog box in Internet Explorer, or hit Control-P on the keyboard to initiate a print job when the toolbars and menus have disappeared from the window. One trick that I use when nothing else seems to work is to capture the Web page with Adobe Acrobat (the full program, not the reader) and convert it to PDF, which easily prints. In Acrobat 4 and 5, "Web Capture" is found on the "Tools" menu. One benefit of this method is that Acrobat includes the URL of the captured page at the bottom of the printout.

Tech Tip #4: Bribe your technology support staff. Just kidding. Problem solving is their job, after all. Yet giving them small tokens of appreciation (*i.e.*, food or notes to their supervisors) for a problem solved or job well done will likely help you grab and maintain their attention in the future. ■

LIGHTS DEADLINE

If you would like to write for *Lights*, please contact the editor at lights@llsdc.org. For the most up-to-date information regarding the 2002-2003 submission deadlines and issue themes, check the LLSDC Web site at http://www.llsdc.org.

EYE ON SERIALS

Susan Ryan
Georgetown University Law Library

PRINT PUBLICATIONS

Weil's Connecticut Government Register, 2001-

Published monthly by Weil Publishing Company, Inc., 150 Capitol Street Augusta, ME 04330; 800/877-WEIL; Fax: 207/621-0069; Web site: http://www.weilpublishing.com. Price: $295.00 per year.

This publication covers the administrative activities of the Connecticut state government. Contents include executive orders of the governor, rulemaking, lists of proposed and enacted bills, various state agency opinions, and reports of other regulatory actions. This publication comes with an annual cumulative index.

Legal Affairs, 2002-

Published bimonthly by Legal Affairs, Inc., P.O. Box 469050 Escondido, CA 92046; 800/406-5615. Price: $49.95 per year.

This magazine, associated with the Yale Law School, is designed to provide thought-provoking articles about the law to both a legal and general audience. Authors with differing points of view will present their perspectives on major legal issues of the day in an attempt to foster greater awareness of a wide variety of legal issues both to lawyers and to members of the general public.

ONLINE SUBSCRIPTION

Privacy and Security Law Report, 2002-

Published weekly by the Bureau of National Affairs, 1231 25th St., NW, Washington D.C. 20037; 800/372-1033; Fax: 800/253-0332; Web site: http://www.bna.com. Price: $1,495.00 per year for up to two users at one location; $1,695.00 per year for up to five users at multiple locations.

This publication is updated weekly on the Web, with reports archived back to January 7, 2001. Major topics include online advertising and money laundering rules, identity theft, encryption, electronic data interchange standards, employee e-mail monitoring and network security.

TITLE CHANGE

ILSA Quarterly, 2001-

Published quarterly by the International Law Students Association Executive Office, 1615 New Hampshire Avenue, NW, Washington, D.C. 20009; 202/299-9101; Fax: 202/299-9102; Web site: http://www.ilsa.org; E-mail: ilsa@iamdigex.net. Price: $15.00 per year.

Formerly ***Ad Rem***, this new publication began with the fall 2001 issue. The last issue of the previous title was dated 2001. ■

INTERLIBRARY LOAN SIS NEWS

Michelle Wollmann
Sonnenschein, Nath & Rosenthal

THE ILL SIS HOSTED A DEMONSTRATION AT ITS MARCH MEETING BY LASERSHIP.COM. Chris Harney, senior account manager, showed us the bells and whistles of Lasership's new product "Desktop Deliveries," which can be ordered, tracked, and confirmed on the company's home page. Members of the ILL group discussed the exciting advantages of this product. Mr. Harney solicited ideas from attendees on how the product could be helpful in our jobs.

The topic of the April meeting was the creation of a second listserv specifically for interlibrary loans. This ILL listserv would help to control the number and frequency of ILL requests that appear on the LLSDC's current listserv. The pros and cons of adding a second listserv were discussed in great detail. On behalf of the ILL SIS, I want to thank all of those members who came and gave their opinions. Most of the ILL SIS members felt that a second listserv dedicated to ILL requests would not solve the problem of too many postings and postings for "easy" ILL requests. We have decided to revise the Interlibrary Loan Protocols to provide a set of guidelines for how and when to post ILL requests on the listerv. The Interlibrary Loan Protocols, approved at the 1993 LLSDC Town Meeting, are entirely voluntary, as are all interlibrary loan privileges. We plan to post the new guidelines on the ILL section of the LLSDC Web page and in other appropriate places. The ILL SIS strives to assist not only those who have questions about the use of the LLSDC listserv for ILL, but also newer LLSDC members who need information on basic ILL procedures within the community. The ILL SIS's final meetings focused on the selection of new officers and topics for the 2002-2003 year.

I would like to end my final column by thanking ILL SIS members for their loyalty and participation this year. I have enjoyed meeting all of you and serving as the ILL SIS president. I extend a special thank you to those who volunteered to host our meetings. To my vice-president, Patrick Hawkins, I thank you for your support this year. I wish you much success as president next year. ■

Legislative Research SIS News

Julia Taylor
Dickstein Shapiro Morin & Oshinsky, L.L.P.

The Legislative Research SIS had a very educational and productive quarter. We started with a program on D.C. legislative histories on February 21. It featured a presentation by David Lang of Wilmer, Cutler & Pickering on the D.C. code, and a talk by Pamela Lipscomb at Arent, Fox, Kintner, Plotkin & Kahn on compiling D.C. legislative histories. David gave a detailed history of the code and imparted tips for using it effectively. He also pointed out some of the difficulties in working with the D.C. code, especially in light of the recent publisher changes. Afterwards, Pam discussed the process of creating a D.C. legislative history. She explained how to obtain source documents from the Internet and the D.C. Legislative Services office, as well as giving samples of in-house compilations.

On March 21, we held the second part of a program we had started last fall on creating legislative histories using Adobe Acrobat. Mike Welsh of Shaw Pittman gave step-by-step instructions for creating histories, from downloading the source documents to formatting them for easier use. He also showed examples of histories he had compiled so that participants could better understand what the finished product could look like.

Please feel free to contact me if you are interested in learning more about either of these educational programs and "Thanks!" to David, Pam and Mike for giving such informative presentations.

We held a business meeting on April 2, 2002, to discuss the first supplement to the *Union List of Legislative Histories*, seventh edition. The first installment will be published in print as a back-of-the-book supplement. It will also contain an errata sheet with corrections from the seventh edition. We will be soliciting members for holdings information in the coming months through the listserv and *Lights*. We hope the supplement will be available by fall 2002. We held our final meeting in May to discuss other issues related to the SIS and to elect new officers. Congratulations to Christine Ciambella who was elected as the vice-president/president-elect.

As this is my last column as Legislative SIS president, I want to take this opportunity to say what an honor it has been to serve as an officer of the LLSDC. It has truly been my pleasure to work with so many knowledgeable and dedicated information professionals. I would particularly like to thank Ann Green for her leadership, David Mao for his guidance, and the entire Legislative Research SIS membership for their support and mentoring these past two years. Finally, my best wishes to our incoming president, Lorelle Anderson of Crowell & Moring. Thank you everyone for making this year such a great one. ■

Academic SIS News

Nancy Crossed
American University Washington College of Law Library

We had a very interesting tour of the National Library of Medicine in March. The NLM is truly on the cutting edge of technology. We shared the tour with a group of very enthusiastic library school students from New Jersey.

The international legal research program never came together, but we did co-sponsor another evening for LLSDC members to attend a Bowie Baysox game in June.

Elections were held. Congratulations to next year's vice-president/president-elect, Iris Lee from The George Washington University Law Library, and incoming treasurer, Jeffrey Bowen from Georgetown University Law Library. I wish the best of luck to Kristina Kuhlmann Tryon who will be president next year. She is currently on maternity leave taking care of Wilson Wesley Tryon. ■

Continued from page 33

Votes

The board voted not to renew the LLSDC's subscription to Zoomerang.com as no surveys are planned in the near future. The amendment to the LLSDC Procedures Manual regarding the Scholarships and Grants Committee was passed. The language was clarified to increase the amount awarded by the committee for new members. The board approved Mary Grady's request as chair of the Federal SIS to add $300 to the budget for that committee to pay for a year-end lunch. The board approved the renewal of the LLSDC's two-year contract with PSI.

Adjournment: The meeting was adjourned at 1:45 P.M.

Items Distributed: Agenda Monthly Board Meeting; Statement of the LLSDC Accounts as of April 10, 2002; Monthly Update Memorandum from Management Company dated April 10, 2002; Final Agreement between LLSDC and PSI of Alexandria, VA, dated April 11, 2002.

Next Meeting: The next meeting will be held on May 9, 2002, the offices of Holland & Knight, 2099 Pennsylvania Ave, NW, Suite 100. Contact VP L. Harrington at 202/457-5911. ■

Private Law Libraries SIS News

Scott Larson
Beveridge & Diamond, P.C.

The Spring has been a busy season for the PLL! The PLL Education and Social Committees sponsored many events and offered a variety of activities for the PLL membership.

With commuters in mind, the PLL Social Committee held three happy hours at locations in Washington, Virginia, and Maryland in February, March, and April. The February happy hour was held at the Starbuck's café inside the 12th street, NW Barnes & Noble bookstore, the March happy hour was held at the Rocky Mountain Brewery in Ballston, and the April happy hour was held at Clyde's of Chevy Chase. Each event attracted a diverse mix of PLL and non-PLL members. The members of the Social Committee should be applauded for all of their efforts this year. The Committee's membership included Chair Steve Mellin, Lisa Benjamin, Keith Gabel, Laurie Green, and Virginia Robinson.

The PLL Education Committee's Spring Program focused on social networking, featured two professional speakers, and was held in two parts. The first half, entitled "Contacts Count: Networking Know-How for Business Success," featured Lynne Waymon and was held in March. The second half, entitled "The Power of Social Capital" was presented in April and featured Francie Dalton. Ms. Waymon's program focused on techniques that librarians can use when meeting new colleagues at conferences and social gatherings. Ms. Dalton's program dealt with understanding various personality types that can be encountered in the workplace. The entire program was organized by Jennifer Korpacz, and both parts were held at Covington & Burling. Also in March, the Education Committee sponsored "Surviving the Merger," a brown-bag luncheon about the effects of law firm mergers on libraries. The featured speakers were Pat Gudas-Mitchell of Piper, Marbury, Rudnick & Wolfe, LLP; Patsy Haley Stann of Pillsbury Winthrop LLP; and Matthew Mahaffey of Silverstein and Mullins, a division of Buchanan Ingersoll PC. The Education Committee's members should take a collective bow for their hard work and creativity. This year's Education Committee members included Chair Pete Vay, Jennifer Korpacz, Eva Nye, Laura Riley, Trina Warden, and Stephanie Young.

Much of the PLL Board's attention this Spring was focused on the various stages of the PLL elections. Laurie Malone chaired this year's Nominations Committee, and she worked very hard with members of the Board to make sure the election went smoothly and met all deadlines. The officers elected to serve in 2002-2003 are Vice-President/President-Elect James Walther, Secretary Lisa Benjamin, and Treasurer Tracy Fritz. I congratulate the new officers and have confidence that they will do an excellent job working with incoming PLL President Pete Vay. I would also like to thank everyone who ran as a candidate for a PLL office this year.

Finally, it has been a great pleasure serving as PLL president and working with the members of the 2001-2002 PLL Board: Vice-President/President-Elect Pete Vay, Treasurer Steve Mellin, and Secretary Adeen Postar. I thank them for their inspiring leadership and creativity and wish them an enjoyable year as they move on to new projects for the LLSDC. ■

Foreign & International Law SIS News

Herb Somers
The George Washington University Law Library

The Foreign and International Law SIS concluded a busy year of educational events on April 17, 2002, with a well-attended presentation on the United Nations Documentation Program. Jeanne Dixon, librarian at the United Nations Information Centre, introduced participants to the documentation and Web-based resources of the United Nations system and highlighted the resources and services available at the Information Centre. The Centre is located at 1775 K Street, N.W., Suite 400, Washington, D.C. 20006, and can be contacted at 202/331-8670 or info@unicwash.org.

The Foreign and International SIS, in cooperation with the Academic SIS, hosted a baseball outing at the Bowie Baysox on Tuesday, June 11, 2002. The owners' suite at Prince George's County Stadium was reserved for the game between the Bowie Baysox and the New Haven Ravens. The event included exclusive use of the indoor and outdoor seating in the suite located on the stadium upper level between home plate and third base, and an all-you-can-eat dinner buffet.

As this is my last column for *Lights*, I would like to acknowledge all the individuals who gave so generously of their time and expertise over the past year. Thanks again to Beverly Wharton-Lake and her staff at the Columbus Memorial Library of the Organization of American States, Dr. Christa McClure of the Library of Congress, Malo Bernal and Kersi Shroff of the Library of Congress and Jeanne Dixon at the United Nations Information Centre. ■

FEDERAL LAW LIBRARIANS SIS NEWS

Mary Grady
U.S. Environmental Protection Agency Law Library

THE TOPIC OF THE MARCH 20, 2002, SIS MEETING WAS THE USE OF CONTRACTOR SERVICES IN FEDERAL LAW LIBRARIES. I would like to thank Susan Glaize and Jane Sessa for agreeing to host this session at the beautiful and historic Department of Commerce Law Library and for providing tours.

Hearing the phrase "contracted out" can make almost any federal librarian uneasy, mainly because many of us have witnessed other federal librarians lose their jobs as a result of this process. The threat of an A-76 review (referring to OMB Circular A-76, "Performance of Commercial Activities") still looms over many federal law libraries, so the attendees were particularly interested in hearing speaker Diana Smith, chief librarian at the Federal Deposit Insurance Corporation Library, talk about the study that her library undertook in 2001 to determine if the library should become a contractor operation.

The FDIC is an independent entity and thus not subject to many of the same controls placed by the Office of Management and Budget on federal agencies in general. However, the FDIC's chief financial officer at the time had come from the OMB and was concerned that staffing levels at the agency were too high. The library was required to undergo a feasibility study to determine if costs to operate it could be reduced by contracting it out.

Diana and her staff drew on the resources and experience of many individuals both within her agency and from other federal libraries that had undergone A-76 reviews (such as NOAA, the Energy Department, and the Labor Department). She amassed information on staffing (contractor and oversight), salaries (including severance pay for departing federal staff), start-up costs, transition costs, and many other variables to present to the FDIC management. The result was a cost comparison matrix, which proved conclusively that if the FDIC Library were contracted out, it would take the agency twelve years to break even and make contractor services the most economical choice.

Faced with this information, and also with a constant stream of e-mails from concerned FDIC staff that did not want to see the library turned over to contractors, the FDIC management agreed to maintain the status quo and keep the library staffed with federal employees. Although staffing remained at basically the same level after the study, the library did lose a shelving/mail technician position whose work was shifted to another library employee.

Even though it is possible to prove, as the FDIC did, that contracting out all library services is not always the best option for an agency, there are many situations in which contractors can be very effectively used in federal libraries. Many agencies hire contractors to looseleaf file, shelve, process mail, and catalog. The Department of Justice Library has hired a contractor to evaluate and catalog its rare book collection since no one on its staff had the expertise to perform this function. Using contractors to perform very technical or specialized tasks works well in many agencies.

After the program, representatives from the William S. Hein Company demonstrated the Hein-On-Line system. Federal law librarians are very excited about the fact that the full run of the *Federal Register* (volume one to present) will eventually be available. Coverage will begin with 1970 and go forward and backward in time. Since Lexis and Westlaw only cover July 1980 to the present, Hein-On-Line will be a significant resource for many federal law libraries.

The final SIS activity of the year was the annual Agency Day program on May 7, 2002, at the Environmental Protection Agency. After the program, the SIS held its annual business meeting and election of officers. Joan Sherer from the State Department's Office of the Legal Advisor Law Library has agreed to become secretary-treasurer/president-elect for 2002-2003. She will serve with President Meldie Kish from the Small Business Administration Law Library.

I would like to thank all of the SIS members who graciously assisted me during my year as president by hosting meetings, volunteering for the directory committee, and speaking at programs. It has been a lot of fun, and I was pleased to be able to meet and talk to so many federal law librarians during the course of the year. ■

SEE YOUR NAME IN LIGHTS!

Law Library Lights welcomes submissions of feature and hot topic articles for publication. Authors whose articles are selected for publication will receive a gift compliments of the *Lights* Committee. Editorial inquiries or requests for additional information should be addressed to the *Lights* editor, at lights@llsdc.org.

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