MESSAGE FROM THE CHAIR

By Rosalie Sanderson, 2001-2002 ALL-SIS Chair
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Happy New Year to all of you. I am in the throes of greeting a new year and a new library. During the summer I moved with my family from Atlanta to New York. After a wonderful break to explore and enjoy my new city and environs I have returned to work at New York Law School. Many friends have bemoaned my timing arriving in New York City at such a tragic moment in history. In fact, it has been an incredible time to be here. I've had the chance to see "up close and personal" the courage, energy and caring of the people here.

New York Law School, my new employer, is an old and venerable law school set close to Wall Street. It is closer to Ground Zero than any law school in the country. The tragedy greatly affected the school and the students. The school was closed for two weeks immediately following the attack. An unscheduled two-week break early in the semester would challenge any law school. Couple this with attendant network, telephone, power problems, massive transportation and parking problems and you begin to get some idea of the daunting tasks faced by my new colleagues. In addition, this law school is surrounded by lawyers, law firms, federal and state courts and City Hall. The work of many nearby lawyers was disrupted by phone, network and power failures. New York Law School came to their rescue and provided use of library materials and facilities without requiring the normal registration and fees. You may read more about the aftermath of 9-11 at New York Law School by browsing the NYLS 9-11 Archives at http://www.nyls.edu.

What does this mean to you? Well, I do have a point. It is that all academics work to meet the particular needs of our own users. This fall at New York Law School that meant rising to the occasion and providing comfort, phones, materials and services to anxious students and lawyers. It also meant that librarians were busy teaching lawyers and law students how to do research using reliable print products when electronic products were impossible to access throughout the area. Faculty and students have different needs in our different law schools. How can we insure that our libraries provide the information resources, both current and retrospective which support their needs?

Hopefully most of us will never have occasion to replicate the experience of New York Law School. One challenge we face in common, however, is how
to keep our law libraries relevant in this electronic age. A recent article in the Chronicle of Higher Education ("As Students Work Online, Reading Rooms Empty Out -- Leading Some Campuses to Add Starbucks," Nov. 16, 2001) pointed out that "more and more students are entering libraries not through turnstiles but through phone lines and fiber-optic cables." While the article focused on undergraduates, law libraries are not immune to this issue. We all know that the library is more than a warehouse for books or a study hall. We provide information in many formats and students may often access it offsite. But, what specific steps are we taking to make our services relevant?

It is my fervent hope that committee activities this year as well as ALL-SIS programs will lead us to new and interesting ways to make our libraries relevant to today's students and faculties. This newsletter issue includes an article by Tim Coggins, ALL-SIS 2002 Education Committee Chair, describing ALL-SIS programs selected for this year's Annual Meeting. Tim describes some outstanding programs which should help in our quest for relevance. Jim Heller describes the CONALL program for new law librarians which Jim is chairing at this summer's meeting. There are several task forces which I hope are working feverishly to help us all tackle issues of interest. If you have ideas that have worked well at your institution, please share them with us. Drop me an email at rsanderson@nyls.edu and I'll plan to have a column in the next newsletter highlighting your ideas. Will look forward to hearing from you.

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**Academic SIS Presents Programs, Workshop, and Plenary at 2002 Annual Meeting**

Submitted by Timothy Coggins, Chair, ALL-SIS 2002 Education Committee

The Academic SIS will sponsor four programs, one workshop, and one plenary session at the 2002 Annual Meeting in Orlando. Join your colleagues to learn about teaching, privacy and civil liberties in this security conscious world, e-reference, budgets, public services/technical services interaction, and moving from one type of law library to another type of library.

Here's the schedule for workshops and programs sponsored by the Academic Law Libraries SIS at the Annual Meeting.

**Saturday, July 20:** Workshop - "Inverting the Classroom"

Deadline for Next Issue: April 12, 2002
Sunday, July 21, 10:00 - 11:30 a.m.:
"E-Reference Services:  Collaborating to Make the 24/7 Connection"
"Technology Acquisition:  Must the Library Budget Be Sacrificed?"

Monday, July 22, 10:15 - 11:45 a.m.:
"Technical and Public Services Connections:  Making the Most of Your Online Catalog"

Monday, July 22, 2:00 - 3:00 p.m.:
"From Town to Gown:  Law Librarians Connecting in a New Workplace"

Check out the Annual Meeting preliminary program for descriptions of these programs.

ALL-SIS also is sponsoring one plenary session, scheduled for Tuesday, July 23, 10:15-11:45 a.m., at the Annual Meeting. David Sobel is the General Counsel of the Electronic Privacy Information Center. He will address "Electronic Surveillance:  Recent Legal Developments." The focus of his presentation will be the many issues facing privacy advocates today, including those relating to the legal and privacy rights of citizens, anti-terrorism legislation, and the government's ability to initiate and conduct electronic surveillance without search warrants or court-appointed wiretap orders.

The ALL-SIS 2002 Education Committee members hope that you enjoy this diverse lineup of programs at the Annual Meeting. Committee members include Marlene Bubrick, Lynn Hartke, Carole Hinchcliff, Charles Oates, George Pike, Rosalie Sanderson, and Timothy Coggins. We look forward to seeing you in Orlando.

2002 AALL Annual Meeting/Workshop Grants
Deadline:  April 1, 2002

The AALL Grants Committee is now accepting applications for grants for the 2002 AALL Annual Meeting/Workshops. The AALL Grants Program provides financial assistance to law librarians or library school students who hold promise of future involvement in AALL and the law library profession.

Funds are provided by vendors, AALL and AALL individual members. Grants cover registration costs at either the Annual Meeting or Workshops. Preference is given to newer, active members of AALL or of its chapters.

For additional information, including the application form, see http://www.aallnet.org/services/grant_application.asp. The deadline for applications is April 1, 2002.

AALL CANDIDATE INTERVIEWS

AALL Vice President/President-Elect candidates Janis L. Johnston and Kathie J. Sullivan present some of their views about the profession in the following interview. We thank them for their participation.

1. A Managing Partner, Faculty Member, Board Member or Chief Information Officer is standing at the doorway of your library and makes the following observation. "Now that everything is available on the Internet, we don't really need all this space for books any more, do we?" How would you respond?

Kathie Sullivan:  The web can be our best friend or our worst enemy. Much information is on the Internet but we can't always trust its accuracy, authority, or comprehensiveness. Each search engine works differently, sites disappear daily, agencies change their names and design of web pages: we can't put all of our trust in a media that is still developing and evolving. We have relied on the printed word and books for centuries; we don't need to discard them because they are no longer "new." I'd hate to rely completely on a media that is dependent on external power, the vagaries of progress, or obtuse web design when assisting our user groups. After all, we still
use flashlights despite the invention of the light bulb!

However, some information, as we all know, is best found on the web, but ALL information may not be there at any one time or ever. It's a situation similar to the educational principle of "least restrictive environment;" in this case, the web may be the best place to put some documents and not the best for others. We have to think of the economics, the ease of access, the reliability, and the users when we talk about books vs. the Internet. The Internet is one of the tools we use to manage and navigate through information but it won't be the only tool we use.

**Janis Johnston:** You know, that's true, there is a lot of great information on the Internet, but not everything the legal researcher needs is there. There are some very good sites available but much needed information is still not in digital form. Many other sites aren't always accurate, current or permanent. As yet no one has figured out how to archive digital information for the long term.

The virtual law library may be coming, but it hasn't arrived just yet. Law librarians are working on creating standards for digital libraries to insure necessary information, whatever its format, is never lost or made inaccessible by limitations or changes in technology. But as information experts, we struggle with the basic question of whether access to information controlled by others is a viable substitute for permanently owning information. You just never know if an important database or file will simply disappear from the web.

Even with the advantages of electronic sources, many users still prefer books for many types of research. There are real advantages to seeing the hierarchy and organization of information that books are better able to provide. Have you ever done extensive code research online? I'll take books for that task anytime!

**2. Others have been sounding the death knell of our profession for several years, and yet, with the advance of information technology, most of us see a need for librarians now more than ever.**

- **How do we redefine ourselves?**
- **How do we continue to inspire and bring new people into the profession?**
- **How do we create diversity?**

**JJ:** Librarians will always be around because ours is a necessary profession that adapts well to change. But occasionally we do need to redefine ourselves, and in my mind that is a process with two dimensions. First, let's analyze thoughtfully our core functions in a way that does not connect us to a particular information medium or a physical place. Then we can develop new terms and concepts to describe our expertise - not jargon or trendy phrases - but terminology that ties us more firmly to the future and reduces perceptions that we are pertinent only to the past. We know that whatever descriptors we use, our fundamental skills of gathering, organizing and accessing information will still be in demand. But a new way of talking about what we do might change attitudes as well as energize us for the future.

Secondly, it is time to examine further our training. We have skills of continuing importance, but we need additional skills that will heighten our public profile. We can and should teach users more about the research process and the complexity of information sources. Our communication skills could improve to insure our voice is heard when decisions concerning libraries and legal information are made. Individually and collectively we need to better understand the economics of legal information and build our influence in the marketplace. Expanding skills is critical to claiming our place in the future.

On a practical level, three things are needed to attract others to our profession: we have to make better salaries, we have to promote law librarianship at every opportunity, and we have to increase scholarship dollars. But inspiring others to join us takes additional tactics. I believe the most inspiring aspect of our profession is our commitment to service and to affordable legal information. We didn't become law librarians for the big bucks, the high status or the glamour! We're here because of our dedication. To inspire let's expose others to our core values and to the importance of our profession to society.

We must seek diversity through aggressive activity. Our nation's demographic makeup is changing and we want law librarianship to reflect the society we serve. Let's begin working with career counselors in high schools, colleges, library schools and law schools. Increased scholarship funds, grants and awards will encourage diversity, but additionally, law librarianship should be presented as a great career option when young men and women first think about their futures. And for those of us already in the profession, we need to insure that our community is a welcoming environment for all.
KS: Information is a commodity and a business needs information to sell itself. If we're visible, supporting the business goals of our employer, marketing, communicating, and creating connections between library users, we become an integral part of the parent organization. It's no accident our job titles have started migrating to "Knowledge Manager," "Chief Information Officer," and "Vice-president" or "Executive Director." Librarians who have these job titles lead our profession by example and pass along their insights and best practices. Mentoring is synonymous with diversity; networking, mentoring, and seeking out people with specific skills helps strengthen our roles in our jobs but also strengthens our profession in general. Mentoring a diverse population of librarians and information workers and encouraging the sharing of skill sets ensures our profession will continue to flourish and produce leaders in the business of information.

The health of our profession and our association is part of a huge cycle: we learn a skill, we share it, we pass it on, we learn from others, we share it, etc. We need to give back to our profession to help it grow and stay healthy. We do this by encouraging a wide population of people with diverse backgrounds, experiences, and interests. I'm not sure we can CREATE diversity but we can encourage the INVOLVEMENT of a diverse population, achieving the same end results.

3. Librarians have been called gatekeepers of information, but many of our library users are receiving information directly from publishers and service providers. How can we demonstrate our value to our employers? How do we convince them that we are the information experts?

KS: Being an information gatekeeper can have a negative connotation of "withholding information," but I rather think we are "information consolidators" who package and synthesize information from a wide variety of sources and media to help our decision makers be more effective. Moreover, by anticipating the information needs of our users and being proactive, we demonstrate our value as the "keeper" of the institutional history. We provide the continuity in the information stream.

We, as the inside information professionals, know the value and limitations of attorney time. As gatekeepers, we make informed decisions to filter information to save key business people time and money. Of course, it's difficult to quantify the synergistic relationship between the information professional and user, but knowing the needs of users before the questions are asked creates our value and sets us apart from the outside entities that don't know the business.

JJ: No one knows better than we how to find and evaluate legal information - no one. Waiting for our users to come to us seeking assistance is part of a bygone era. We must create opportunities to demonstrate our expertise. For users who want to be direct consumers, offer training and techniques that show mastery of electronic resources. Develop high quality web pages as portals to the best sites. Impress users with your ability to wade quickly through the mass of available information. Anyone can find abundant information these days, but it is law librarians who have the expertise to order the chaos. I think the term "gatekeeping" is far too passive to describe all we do. We're more; we're the experts!

ALL-SIS Newsletter Columnists Sought

Have you ever wished you had a place to talk about all the things you do in your own little corner of the academic law library world? I hope that we can begin regular columns dealing with the variety of topics we as academic law librarians encounter. Do you have experience in or thoughts you want to share in public services (including perhaps, reference, circulation, electronic services, legal research instruction) or technical services (including, perhaps, cataloging, acquisitions, preservation, or government documents? How about library administration and management? Amidst all the tensions and deadlines we face, do you still find some humor in the work we do day to day that you would like to share in a regular column? We only produce three issues of the Newsletter each year, so the duties of an ALL-SIS Newsletter columnist will not be too taxing. Anyone interested in undertaking a column, please contact me - Shaun Esposito, ALL-SIS Newsletter Editor, Head of Public Services, University of Arizona, James E. Rogers College of Law, Law Library, P.O. Box 210176, Tucson, AZ 85721-0176, (520) 626-5551, shaun.esposito@law.arizona.edu.
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The New SIS Task Force on Library Support for Law Journals

"What's the proper (i.e. Bluebook) way to cite [insert your least favorite legal source]?" "I need a paper copy of the New York Times from 18 years ago to verify a quote." "Can you interlibrary this unpublished book for me that my author cited?"

How many times have you heard these questions at the reference desk? Providing services to a school's law review students, whether for their own articles or for their cite-checking activities, can be one of the more frustrating aspects of an academic librarian's work. The moment you get one group of students trained in the appropriate research skills, they make room for a new group of neophytes. Last year's new program (your own personal stroke of genius) that solved all your service problems has now been rejected by the new editors who think they have a better system. And now you hear that the school has decided to start yet another journal.

A new ALL-SIS task force has been appointed to examine the services provided by libraries and librarians to the student-edited journals in their respective law schools. The project arises from often-expressed concerns by librarians about problems in providing services to the journals. The committee's goal is to investigate what types of services are being provided as well as what difficulties arise in providing these services. From this information,
we hope to be able to develop and propose suggested levels of services that libraries may wish to adopt, facilitate the sharing of information about services, and, if possible, identify potential means to help solve some of our common problems.

Of course, we need to hear from as many of you as possible in order to insure that we have correctly identified all the issues as well as the creative services some of you may have already devised. Please help us by completing a survey. Responses may be sent by e-mail to pgeorge@law.harvard.edu or by regular mail to Paul George, Harvard Law School Library, Areeda 526, Cambridge, MA 02144.

Members of the Library Support for Law Journals Task Force include Paul George, Harvard Law School; James Duggan, Southern Illinois University Law School; Will Haines, Emory University School of Law; Kathleen McLeod, Fordham Law School; Miriam Murphy, Indiana University School of Law at Indianapolis; Lisa Peters, Case Western Reserve University Law School; Merle Slyhoff, University of Pennsylvania Law School; and Duane Strojny, Thomas M. Cooley Law School. Please let us hear from you. (And don't be surprised if one of us calls you to help you complete the survey!) We will report our findings in a later issue of the ALL-SIS newsletter as well as at the SIS meeting at the AALL annual conference. Thank-you.

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Academic Law Libraries Special Interest Section
Task Force on Library Support for Law Journals
Survey

1. Name of Library/School:

2. Name of person responding to survey:

3. How many journals/law reviews does the school published?

4. How many, if any, are not edited by students?

General Access and Space:

5. Does the journal have office space within the library perimeter (i.e., entrance is through the library)?
   ____ Yes
   ____ No

6. Does the library provide the journal with shelving within the library for cite checking materials?
   ____ Yes
   ____ No

7. Does the library provide journal students with carrel space not otherwise available to students?
   ____ Yes
   ____ No

8. Do students on journals have after hour privileges not otherwise available to students? If yes, please describe.
Circulation and access to materials:

9. Are the journals permitted to check out materials that do not otherwise circulate to students?
   ___ Yes, to offices outside the library
   ___ Yes, to offices or assigned space within the library
   ___ Yes, to other locations (please explain.)
   ___ No

10. Does the library provide free interlibrary loan for cite checking materials?
    ___ Yes
    ___ No

11. Please check the types of materials you permit journal students to check out to their offices/shelving spaces:
    ___ Monographs
    ___ Reference materials
    ___ Looseleaf services
    ___ Primary materials
    ___ None

12. Are the materials in Question 11 checked out in the name of
    ___ the journal?
    ___ an individual student?

Reference services:

13. What types of instructional programs does the library offer for student journals?
    ___ Research classes
    ___ Cite-checking instruction
    ___ Library guides/handouts. Please provide copies.
    ___ Web-based materials. Please provide URL or describe.
    ___ Other. Please describe.

14. Does the library provide any sort of liaison program with the journals (e.g., each journal has a librarian assigned to it as a principal contact and problem solver.)?
    ___ Yes. Please describe briefly.
    ___ No
Service Issue

15. What particular problems do the student journal's cite checking activities create for the library?

16. What services would the library like to provide to the student journals that it currently does not provide?

17. If you have a faculty-edited journal at your school, does the library provide different services to this journal?
   ____ Yes. Please describe briefly.
   ____ No

18. If you have more than one journal and your services are different for the different journals, please describe the differences and the reasons for them.

Please send completed survey and any other comments to Paul George, Harvard Law School Library, Cambridge, MA 02138, pgeorge@law.harvard.edu.

CONALL and Darwin at the Annual Meeting

by Jim Heller

We are pleased to announce a program at the 2002 AALL Annual Meeting we are calling "Legal Research Meets Darwin: The Origin and Evolution of Research Courses at Two Law Schools." The program will take place on Sunday, July 21, 2002, from 11:45 am - 1:00 pm. The program is designed for the Conference of Newer Academic Law Librarians (CONALL), but anyone who teaches basic or advanced research courses is invited to attend.

Teaching and learning are dynamic processes: what you teach, how you teach, who you teach, and when you teach continually evolve over time. Law librarians at William & Mary and the University of Texas law schools will explain the development of our basic and advanced research courses working within our respective law school environments. Speakers from William & Mary include Jim Heller (coordinator and moderator), Chris Byrne, Fred Dingledy, and Jennifer Sekula. Kumar Percy and Beth Youngdale will speak about legal research instruction at Texas.

During the program the speakers will make brief presentations on the basic and advanced research courses at their schools. Then we will move to a roundtable discussion. Issues to be discussed include:

- How we decide what, and what not, to teach in the respective courses
- How we balance what we think law students need to know with institutional "limitations" such as available time, course credits, and grades v. pass-fail
- How we motivate students in required and elective courses
- How we schedule courses, including offering compact credit-bearing mini-courses
- How we teach, including lectures, demos, and student assignments
- How we assess whether our courses are successful
- How we integrate newer law librarians into our teaching programs

At the conclusion of the program, we hope attendees appreciate that teaching research is a dynamic process - what you teach, how you teach, who you teach, and when you teach can -- and should -- change over time. Again, anyone who teaches research is invited to join us in Orlando.
Don't Know Your CONALL from Your CONELL?
Don't Worry; Here's the Scoop

by Shaun Esposito

The Conference of Newer Academic Law Librarians (CONALL) is the ALL-SIS annual program for those new to academic law librarianship (but oldtimers are welcome as well). The Conference of Newer Law Librarians (CONELL) is held every year at the American Association of Law Libraries annual meeting and is sponsored by AALL. The purpose of CONELL "is to welcome the newer members of the profession to the organization, introduce them to the Association and its leaders, and provide a setting for newer members to become acquainted with each other." <http://www.aallnet.org/events/am00/99_connell.asp> CONELL is normally held the day prior to the start of regular programming at the annual meeting, while CONALL normally takes place during the regular programming at the annual meeting.

First Call for Program/Workshop Ideas!
2003 AALL Annual Meeting
Seattle, Washington
July -12-16

The recently appointed ALL-SIS Education Committee’s major task is to propose program proposals for the 2003 Annual Meeting. The more ideas we have to brainstorm, the better our desired results -- high quality program proposals that are accepted because they are of interest and relevance to the lives of academic law librarians.

We are now seeking ideas - all ideas for speakers and program or workshop topics are welcome - whether they are small, grandiose, ordinary, crazy, recycled, cutting edge, offbeat or unusual. Academic law librarians are ravenous information seekers with eclectic reading tastes. Please let us know if you have attended presentations, or come across ideas or information that has the potential to be translated into AALL programs or workshops. Your Education Committee needs to know what type of programs are of best value to you!

At this stage, please jot down your ideas. You may use the form below if you wish, or otherwise email, fax or snail mail your ideas to the current Education Co-Chairs.

Idea for 2003 AALL Annual Meeting:

___________________________________________________________________________________________
___________________________________________________________________________________________

Proposer's Name & Email Address:
_______________________________________________________________

Thank you.

Ajaye Bloomstone
Associate Librarian, Acquisitions
Louisiana State University
Paul M. Hebert Law Center Library

Carole L. Hinchcliff
Associate Director
The Ohio State University
Moritz Law Library
Low-Cost Preservation Measures for you to Employ Today

Submitted by Patricia Turpening, Head, Preservation and Archives, University of Cincinnati Law Library

I was asked to write this article after Sally Holterhoff heard me speak at the ORALL Annual Meeting last October. I have been an academic law librarian for many years and I am very pleased to have this opportunity to write about a subject which is near and dear to my heart. As a brief introduction, I have been involved in library preservation since the early 1980s. The subject was never broached during my time in library school (I graduated in 1978), but I gradually became aware of what was then the "hot topic" by attending meetings in the Cincinnati area. What I learned was basically the product of self-education, much as many of you have taught yourselves about various subjects. I asked our library director at the time about setting up a book repair area, buying books on preservation and buying the hundreds of bookends we needed in our new building. I was given permission for all of it, and, later, a new position was created for me, Head of Preservation and Archives, which I have held since 1988.

Over the years I have not only served on and chaired preservation committees but I founded the first committee within AALL to address preservation issues. That occurred in 1983, and it was the Preservation Committee in the Technical Services Special Interest Section. That committee as well as the Special Committee on Preservation Needs of Law Libraries conducted surveys of law librarians to find out what was being done to preserve law books. The surveys were admirable efforts, but limited in the effect they had, because of the lack of follow-up with the librarians. In order to rectify that deficiency, I applied for, and received, an academic leave from the University of Cincinnati. During 2000-2001, I personally visited 30 law libraries in the Midwest, to conduct a survey of the libraries, conduct workshops, and to make recommendations to them. I have written about the sabbatical in the ORALL Newsletter and an article will appear in the Spring or Summer 2002 Law Library Journal (this article does not duplicate either of those). In addition, I will be speaking at a program next summer in Orlando along with a librarian I met on my sabbatical. I went to all types of law libraries, but the majority were academics. The reasons should be obvious - the largest law libraries are academics and they have a reputation as the libraries of last resort by librarians in other types of law libraries. By that I mean that it is frequently assumed that academic law libraries will purchase, retain, and preserve their volumes after others have found it necessary to dispose of them because of a lack of space or for other reasons.

I cannot stress how important the personal visits were in learning about the libraries' policies and habits regarding the care of their materials. There is no substitute for walking through the stacks, observing whether sunlight is shining directly on the books, whether the books are crowded or leaning, have an abundance of sticky tape on their spines, are housed in acid-free boxes or other types of housing, what types of bookends are used and whether or not they are effective, if there are any oversize books shelved spine-up, if there are enough stepstools for patrons and staff to reach the highest shelves, if the books are generally well-cared for or if their spines are torn, and if the books are close to the ceiling and light fixtures.

I was warmly welcomed at each of the libraries, with several even providing breakfast or lunch buffets. In addition to talking to the director or designated staff person to conduct the survey, I conducted workshops at eighteen of the libraries, reaching a total of 133 people. In the workshops, I started by talking about preservation in general, then I talked about the problems in some books I had pulled from the libraries' own shelves. At a couple of libraries, I found books with heavy layers of dust, and I also talked about books damaged by being forced into too-small spaces or by leaning at an angle for long periods of time, options to deal with torn headcaps.
and paper covers as well as the more problematic older books with brittle paper and inadequate bindings which need to be retained in hardcover. Some options for those are purchasing reprints, if available, enclosing each book in a phase box, or moving them to offsite storage to limit handling.

Following the visits, I sent a personal letter to each library, detailing areas I had observed which needed improvement as well as areas they had identified themselves as in need of attention. For instance, if a library did not have a disaster plan, I gave them websites which contain forms to use in developing such a plan. (By the way, the SOLINET website [www.solinet.net] is especially useful for this.) Not only did I recommend that a library use phase boxes, but I told them where the boxes can be purchased. Quite a few of the libraries said they wanted to write a long-range preservation plan. For those, I sent cites for two titles useful for that endeavor.

I also set up a listserv for the librarians to communicate with me and with each other about preservation issues and concerns. Anyone reading this is invited to join the list. At the website for the listserv, I have created an extensive list of "bookmarks", which includes groups such as the Association for Research Libraries, the Library Binding Institute, the Northeast Document Conservation Center, University Products, and the Council for Library and Information Resources. The individual websites for the groups can serve as a tremendous resource in learning about or refreshing knowledge about preservation. Go to http://groups.yahoo.com/group/lawlibrarypres, and log in in order to view the "bookmarks" and be included in the listserv. Please take a look, and send me your comments!

These are some low-cost or no-cost ways to preserve the newer and older volumes in your own libraries:

Close all window blinds at least partway where sunlight shines on books, since damage from light is cumulative and irreversible. I witnessed dramatic fading of spines in a library where a large range was next to a 2-story window.

Designate one staff person to be in charge of stacks maintenance. Make sure that person understands the importance of the charge. Poor shelving practices can definitely contribute to the deterioration of volumes. In addition to points already mentioned, care should be taken concerning loose-leaf binders. Because of their odd sizes and their bulk, the books beside them can be damaged easily. If possible, the binders should be isolated and the books should be placed behind bookends. Especially vulnerable are pamphlets and paperbacks. Watch out for binders on the highest shelves. Because they are the hardest to reach, they lean over onto adjacent books and sometimes push bookends to the end of the shelf, before anyone notices or finds a stepstool to rectify the situation.

Write or update a contract with your commercial binder, if that is not already done regularly. Some libraries have informal agreements with their binders, but it is very important that the types of materials and leaf attachment methods used are within the latest standard (2000) from the Library Binding Institute/National Institute of Standards Organization. The standard is downloadable at www.niso.org.

Remember that all book repair must be reversible, unless you know that the books will definitely be superseded in a short period of time, less than 2 years. If there is a possibility that they may be retained longer because of changes in the collection development policy or faculty/attorney request, it's better to use reversible methods. That means no Scotch tape or other regular sticky tape. Only archival tapes should be used. One academic library I visited thought they were improving the appearance of torn spines by using sticky tape. However, those "improvements" were only temporary, since the tape has yellowed, is brittle, and either cannot be removed or it falls off easily and leaves a residue. Two companies which offer archival-quality supplies are University Products (www.universityproducts.com) and Gaylord (www.gaylord.com).

Take care with microforms. Fiche should be well supported but not squeezed together tightly. Once the fiche becomes distorted, it can be difficult to use. Dividers should be of acid-free materials.

Set up a schedule to dust all books and keep careful track of what was dusted when. Use One-Wipe dust cloths or Dust Bunny cloths since they are specially treated. Also dust empty shelves. Layers of dust form a
water-absorbing blanket around the books and accelerate deterioration. A goal may be to dust the entire collection
every five years.

In addition to the listserv and website already mentioned, I have copies of the 4-page handout from my
presentation at the ORALL Annual Meeting. It includes 27 print resources and several recommendations for
starting or expanding an in-house preservation program. I will mail it to anyone who requests a copy.

Determining policy, locating training workshops and incorporating book-friendly methods throughout the library,
though worthy endeavors, do take time. I encourage librarians to take all of those actions, but, in the meantime, it
is possible to take some relatively minor steps which will have a positive effect to help your print and non-print
materials be useful as long as possible.

MEMBER NEWS

James G. Durham, Publications and Reference Librarian at The Fred Parks Law Library of South Texas College
of Law in Houston, will be teaching a full-semester “Sexual Orientation and the Law” seminar at the college this
spring. James previously taught the seminar as an experimental course; now, the seminar has been added to the
college's permanent curriculum.

MY YEAR AS FACULTY SENATE PRESIDENT

Submitted by Carol Bredemeyer,
Asst. Dir. for Reference & Research Services,
Chase College of Law Library, Northern Kentucky University

During the 2000-01 school year, I served as Faculty Senate President at Northern Kentucky University. I was the
first librarian to hold this position. I thought you might be interested in my experiences.

The job comes with one-half reassigned time, so the library received money to hire extra help to compensate for
my time away. However, it's not all that easy to extricate yourself from half your job - the Reference Desk hours
part was easy, others were not. Part of the reasoning for the reassigned time is that the Senate President be
available to attend meetings. I served on nine university committees (some of which I hadn't known existed, one
referred to by my predecessor as the "slit my wrist" committee!).

The week after I returned from the 2000 AALL Annual Meeting, our office secretary (whom we share with the
Staff Congress) informed me she was taking another position. We had to get approval to replace her, plus go
through advertising, interviewing, etc. Bottom line - I had to get out the agenda for the first two Senate meetings
by myself and by begging help from other units - the Provost's Office was very helpful to us during this interim.
The secretarial transition was actually part of a two-step process. The secretary who left had only been on the job
a few months - she replaced a long-time employee who had been ill. Work in the office had not been done at a
normal pace for some time and no procedures manual existed. I spent a lot of time helping the new secretary get
things organized and caught up.

One of the year's hot issues was actually library related. The university wanted to start a Faculty Development
Center to assist faculty in incorporating technology into their teaching and other teaching assistance activities.
Space is a precious commodity on our campus (One of those nine committees was the University Space
Committee) and one possible location was the Main Library. The Main Library's faculty was very unhappy about
this, plus they were in the middle of a director search. A good portion of a Senate meeting was spent discussing
this issue. In response to a message I sent to the ALL-SIS listserv, some of you shared what your campuses were
doing in this area, which was very helpful to me. The new library director was supportive of housing the center
and it should open soon.
A faculty task force was completing a proposal for a new General Education program. I thought this would be a
good year for this issue to come up because my department had no turf to protect in this battle. The issue never
made it to a Senate vote (and still hasn't), but many faculty were holding their venom for this issue, and most
other issues before the Senate passed with little debate. The agenda for our last meeting of the year had eight
voting items on the agenda and was over in one hour! Maybe it was the fact that some members hadn't finished
grading yet. Maybe I scared them when I said we only had the room for two hours. Our end of the year meeting
begins with a lunch - later I told the Provost we needed more money in our budget for food because we were
obviously more productive when we were fed. I had already decided that refreshments would have been served at
any meeting where General Education was on the agenda.

One new initiative of the Senate was the electronic distribution of the meeting agenda and minutes. Not only did
this cut down on our printing expenses, access to the faculty-all distribution list allowed us to distribute the
information to all the faculty. Senators and top-level administrators still get paper copies, but we still cut the paper
distribution by more than half. Blast e-mail also allowed us to solicit faculty input on issues such as employee
benefits rather than depend on word of mouth via department representatives. We also did our first online election
and introduced a pilot program for online evaluation of faculty by students.

Faculty Senate has always given me more of a university wide perspective on issues, but as president I had to deal
with some issues that weren't as important to the College of Law. I also attended many more university functions
than I would in other years (receptions, lectures, etc.). This year I feel very out of the loop. Although there were
some rough moments and difficult personalities to deal with, overall the experience was very positive. I found that
personal touches were always appreciated - sometimes a handwritten note is much more effective than an e-mail. I
also consider myself lucky that the only newspaper reporter I had to deal with was from the campus newspaper.
designed to provide that extra assistance to get an instructional program off the ground. They may include pathfinders, research guides, posters, lesson plans, lecture notes, research exercises; a myriad of instructional materials developed by law librarians for use by law librarians. One kit per institution is available free of charge from the West Group. Contact Marketing Support, West Group, by fax 1-800-854-1597 or email mkgsupport@westgroup.com. Be sure to provide your name, address, institution, telephone number, and, if available, your West Group account number.

PROMOTIONAL MATERIALS

A BIG HIT from last year is back by popular demand! Over 20,000 notepads were sent out to approximately 525 locations around the United States, Canada, and Australia, setting another new record! Colorful notepads designed with Teach-In committee assistance and produced by LEXIS-NEXIS, can help you promote your 2002 Teach-In activities. These notepads can be used by library staff or given away to patrons as an incentive to participate in your library events. An online order form will be available at http://www.lexis-nexis.com/infopro beginning February 1st and ending March 22nd or until quantities are depleted. If you are unable to access this online form, please contact via fax (937-865-1585) Melissa Engler, Marketing Manager, LexisNexis Librarian Relations Group with your name, full mailing address, email and quantity required. If deemed necessary, a limit will be imposed in order to accommodate as many requests as possible.

Orders for training kits or promotional materials should be placed by March 15, 2002, so you will receive them in time for your National Library Week events. Now is the time to make the commitment that your library will conduct some sort of event involving legal research during National Library Week 2002. With the vast amount of materials available to you, it’s easy to plan an educational event. If you need more ideas, descriptions of Teach-In kits from previous years can be found on the RIPS-SIS web page at http://www.aallnet.org/sis/ripssis/. Past years' kits can be obtained through AALL Headquarters. Contact: AALL, 312-939-4764.

Questions or comments about the 2001 Legal Research Teach-In should be directed to the coordinators for the event, Gail Partin, Associate Law Librarian, Dickinson School of Law, Penn State University, 717-4, gap6@psu.edu; or Karen Brunner, Library Manager, Riker, Danzig, Scherer, Hyland & Perretti, 973-538-0800, kbrunner@riker.com.

Professional Publications: Learning about the Literature of the Profession

By Kumar Percy, Ted Potter and Miriam Murphy

In an effort to introduce newer academic law librarians to the literature of the profession and to give them a head start toward successfully publishing an article, the 2000-2001 ALL-SIS CONALL committee spent some time talking with editors of law library publications. This article is a short summary of what we learned.

An Overview of the Publications

There are several different types of law library publications, each with its own audience and level of scholarship.

General Interest Publications

- The Law Library Journal is the official journal of AALL. It focuses on scholarly articles about legal issues and law librarianship. It also publishes bibliographies, pathfinders, and essays of interest to law librarians. Articles are written in a formal style with citations. Frank Houdek is currently the editor. For more information see the LLJ Website: <http://www.aallnet.org/products/pub_journal.asp>.
Legal Reference Services Quarterly is another scholarly journal devoted to the profession. While LRSQ focuses on issues of interest to working reference librarians, it also publishes bibliographies, pathfinders and essays. The articles are written in a formal style with citations. Michael Chiorazzi is currently the editor. For more information see the LRSQ Website: <http://www.haworthpressinc.com/store/product.asp?sku=J113>.

Legal Information Alert is a professional newsletter that focuses on current issues of interest to anyone regularly conducting legal research. In each issue the publication prints a feature article on new research techniques. It also prints book reviews, product reviews, industry news, reports from trade shows and other current awareness tips for law librarians. The publication pays for feature articles. Donna Tuke Heroy is the publisher and current editor-in-chief. For more information see the newsletter's Website: <http://www.alertpub.com/vitstat_lia.html>.

Perspectives: Teaching Legal Research and Writing. Perspectives is an aptly named newsletter that focuses on issues related to teaching lawyers or law students the skills needed for legal research and writing. The articles are written in an informal style. Mary Hotckiss is the current editor. For more information see the Perspectives Website: <http://www.westgroup.com/customerservice/newsletters/perspectives/>.

AALL Spectrum is the newsmagazine for AALL. It focuses on current news of the profession, as well as on short substantive articles of interest to law librarians. Articles are informal, written without citations and often include photographs. Paul Healey is the current Editorial Director. For more information see the AALL Spectrum Website: <http://www.aallnet.org/products/pub_spectrum.asp>.

LLRX.com is a national Web journal that pays for articles on legal research and legal practice. It is dedicated to current legal research information. It focuses on Internet-based legal research and technology related issues. The journal includes guides for legal research, especially foreign and international law, articles about information policy, product reviews and other news of interest to law librarians. Sabrina Pacifici and Cindy Chick are co-publishers and co-editors. For more information see the journal: http://www.llrx.com.

**Subject-specific Publications: Special Interest Section Newsletters**

- AALL has established 13 Special Interest Sections, each devoted to a specific aspect of law librarianship. Each SIS publishes a newsletter with short practical articles, including program summaries. They are also often open to pieces that are more theoretical. For more information about each of the Special Interest Sections see http://www.aallnet.org/sis/. Additionally, each SIS Website can be found through the AALLNet SIS index: <http://www.aallnet.org/public/sis.asp>.

**Local and Regional Publications**

- AALL has also sponsored 31 local and regional chapters. Most publish newsletters, with short practical articles related to legal and library issues of that region. Like SIS newsletters, these publications are often also open to longer theoretical pieces. For more information about AALL chapters see the AALLNet Chapter index: <http://www.aallnet.org/public/chapters.asp>.

**Competitions**
• The AALL Call for Papers Award is not a publication but a competition to recognize law librarians who write scholarly papers. The winners of the competition receive a cash prize and earn the opportunity to present the paper during an AALL annual meeting. The winning papers are also forwarded to the editor of Law Library Journal for publication consideration. For more information about the competition see the Award's Website: <http://www.aallnet.org/about/award_call_for_papers.asp>.

Suggestions from the Editors

The most common question from newer law librarians is how to pick a topic. Frank Houdek of LLJ advises authors to read as much professional literature as possible. This may be the best way to learn about all of the new issues in law librarianship and see examples of good writing.

Editors also suggest that newer librarians start their publishing career by submitting short pieces to newsletters, especially SIS and chapter publications. Some recommended that librarians start by writing conference reviews, product reviews, book reviews, or research guides.

Regardless of the topic, Donna Tuke Heroy of Legal Information Alert warns all prospective authors that it is very important to submit articles on time, especially reviews. Submitting reviews before a deadline is a very good way to keep your editor happy.

Another suggestion for newer librarians is to publish short news pieces during the process of writing a large research article. For example, a newsletter might publish a short overview of an ongoing research project. The feedback from the shorter piece would help the author publish the final article in a scholarly publication.

It is also worthwhile to consider the relative merits of print and electronic publications. Both formats offer distinct advantages and pose unique difficulties. Many people still believe that printed journals are more prestigious and trustworthy than Web-based publications. However, some electronic journals have gained the reputation for publishing quality articles. Electronic journals are also usually able to publish articles much more quickly than print resources.

Each of the editors was interested in talking to newer law librarians and helping them pick topics and refine article ideas. The first step is to start reading the literature. The next step is to contact an editor.

--- Shaun Esposito, ALL-SIS Newsletter Editor, shaun.esposito@law.arizona.edu.

NEXT NEWSLETTER DEADLINE: April 12, 2002
Outside of the actual roundtable, the activities undertaken this year are the survey on statistics-gathering and the crosswalk tables.

The survey essentially asked three things: 1) what bodies we provide statistical reports to, 2) what measures not currently tracked could be useful, 3) what reports are automatically generated by ILSs (Integrated Library Systems). It was taken over a period of four months (March to June 2001). It was printed in the Spring issue of the ALL-SIS newsletter, posted twice on ALL-SIS listserv, posted on lawlibdir-l listserv, and finally faxed to directors/associate deans in June. Fifty-five responses were received. The compilation of the responses was offered to all respondents and distributed to those interested, as well as to the Roundtable participants.

To help visualize where there is overlap (and thus some potential harmonization) among the questions asked by the ABA Annual Questionnaire part 3, the ARL Academic Law Library Statistics Questionnaire, and IPEDS Academic Libraries Survey, two crosswalks were produced. They are on Access and on Resources. The crosswalks are printed in the Spring issue of the newsletter and mounted on the Web site at http://www.aallnet.org/sis/allsis/20_2/statwgsurvey.htm.

The 2001 Roundtable was held 5:15-6:15p.m., Monday, July 16 at the Minneapolis Convention Center. Sixteen members were in attendance. Marian Parker represented the ABA Section of Legal Education Law Libraries Committee.

The Roundtable primarily focused on the results of the survey and on what currently are under discussion about the ABA questionnaire.

About two-thirds of law school libraries responded to the survey. Not surprisingly, all fill out the ABA questionnaire, 67% fill out the IPEDS and the GPO biennial surveys each, 51% the ARL survey, 18% the Large Law Libraries cataloging survey, and 1-2 responses each for 28 other surveys.

The responses to Question 2 varied from "no more" to keeping track of "more and more" items or categories. There is some desire to have measures that will make comparisons feasible. Of the desired measures, the most cited is usage, e.g. in-house usage, usage of electronic resources, percentage of collection used. Some of the others cited are salaries, library traffic, circulation transactions, relationship between expenditures and acquisitions, space, technology categories, fund raising, etc.

The responses to Question 3 revealed that even with the same ILS, libraries don't always get the same types of reports. Much of what an ILS can generate is dependent on individual libraries' decisions on what to code, and on how accurately and consistently the coding is followed. A lot of "tweaking" happens in order to utilize some of the ILSs' report capabilities, and of course, some libraries find it easier to just gather their statistics manually.

The most common complaint in response to Question 4 is the lack of coordination and consistency in the questions asked and in the definitions furnished by the different bodies. Others are the "lack of timeliness" and no "advance notice when new questions will be added." Lastly, compliments were received about the simplified ABA questionnaire and our work on the issue of statistics.

The other focus of this year's Roundtable was the ABA questionnaire itself. Marian Parker told the attendees that ABA is dropping questions 13 and 19; is leaving unchanged 28A, 28B, 29, 30 and 34; will investigate the need to distinguish between carrel and non-carrel seating (31 and 32); will need to look further into 38, 40 and 41; and will further analyze questions pertaining to library expenditures. Marian repeatedly asked the group for ideas and suggestions, both generally and on specific questionnaire items, that she can take back to the ABA committee. An idea that came up is for measures that prospective students can find meaningful in comparing law schools.
Strategies for Implementing a Strategic Plan: Making Sure Your Plan Doesn't End Up on the Shelf

By Sally Holterhoff

Strategic planning...everyone is doing it: businesses, schools, churches, governments, charitable groups, not-for-profits, and professional associations. In the law library world, AALL is operating under its third consecutive strategic plan (www.aallnet.org/about/strategic_plan.asp), one that will take us through the year 2005. Turning to the 13 Special Interest Sections of AALL, a quick website check shows that most either have a strategic plan in place or are (like the ALL-SIS) in the process of drafting one. But in the case of AALL, its sections, and countless other groups following this popular management trend, the real question is: will all this planning actually result in an improved future?

I must confess that not so long ago, I was a strategic planning skeptic. I'd seen several groups (which shall go unnamed) put time and effort into a long-range or strategic plan. The completed plan was nicely printed and distributed, but then essentially forgotten until years later when someone noticed it had expired (in more ways than one!). But then, as part of my service on the AALL Executive Board, I was appointed to be a member (last year) and then to be Chair (currently) of the Board committee that oversees the AALL strategic planning process. In no time at all, I became familiar with the hierarchical format of a typical strategic plan, which starts with statements of mission and vision, goes on to set the stage with an environmental scan, and then identifies several broad strategic directions. Each direction leads to a list of desired outcomes. Set out under each outcome are specific initiatives intended to achieve it.

When I began my Board term, in July 2000, the new AALL Strategic Plan 2000-2005 had just been approved, with four major directions, each with multiple outcomes, and a total of 54 separate initiatives. I arrived too late to participate in the actual creation of this plan, but just in time to contribute some of the "blood, sweat, and tears" needed to implement it. As the old saying goes, "the devil is in the details." Implementation of a strategic plan means transforming carefully crafted phrases and lofty aspirations into tangible results. If you don't implement your plan, you've wasted the time you spent writing it. During my tour of duty with AALL strategic planning so far, I've picked up a few general suggestions about the implementing of strategic plans that could apply in a variety of situations. I offer these, not as expert advice, but as practical tips about putting a strategic plan into action, rather than "on the shelf."

Annotate each initiative in your strategic plan by stating five crucial points: who, what, why, when, and resources needed. This annotated version is now your implementation plan. Creating it will force you to assign discrete tasks to specific entities within your organization, to develop a good rationale for each initiative, to set deadlines, and to determine if funding is needed. In some cases, you may realize that a new group (ad hoc working group, task force, or special committee) is needed to accomplish a particular initiative. Such an implementation plan has proved to be very valuable for the AALL Strategic Planning Committee, despite all the work involved in its development. It identifies over 40 AALL entities that have some role in carrying out a portion of the current AALL Strategic Plan and answers the other questions mentioned above. This working document is consulted frequently by the AALL Executive Board and is revised and updated annually.

Prioritize the objectives of your strategic plan and set a realistic timetable. Strategic plans commonly are written to cover a period of three, four, or five years. If yours is such a multi-year plan, don't try to tackle everything in the first year. Plan to address some of your plan's initiatives in each of the years that it will be in effect, in order to avoid being overloaded or overwhelmed. Being too ambitious about what you can accomplish right away may cause burnout and frustration.

Communicate and motivate--keep your strategic plan on everyone's radar screen. Reprint it in your newsletter, post it on your website, and refer to it as often as possible in various ways. This will help you build and maintain momentum. One method that AALL has found useful in this regard is an annual memo sent by the Chair of the Board's Strategic Planning Committee to the leaders of the dozens of groups within the Association.
This memo reminds them about the current AALL Strategic Plan and asks for comments and suggestions from them and the members of the groups they lead. Many SISs began their strategic planning process with a member survey. It makes sense to go back to those members, the people whose input helped create the plan, and keep them involved in the follow-through.

**Have alternatives if some initiatives don't work out as you had hoped.** When you work with volunteers, not paid employees, you can't fire individuals who don't produce the anticipated results. You may have to try another approach to accomplish what is needed. Stay focused on your destination but be flexible about the path you take to get there.

**Do all you can to keep the planning process dynamic and ongoing.** Make an effort to bring the vision and goals of your strategic plan into the ongoing activities of your group, even though these regular activities are probably not specifically mentioned in the plan. Whenever possible, use the goals you've stated in the plan as a reference point for everyday decision-making. Referring to the plan can actually enhance your group's ability to respond creatively to new information or unforeseen circumstances, rather than being a limiting factor.

**Monitor progress and set up milestones.** Establish a system of accountability or a mechanism to measure progress. An assignment matrix or grid can be very useful to keep track of ongoing and completed activities. The AALL Strategic Planning Committee has developed several charts to match AALL entities with the initiatives they are tackling and to record contact names and current status of activities. These charts have also been useful to highlight initiatives that need more attention. Working from the charts, committee members made a series of phone calls to check with AALL groups which are (or could be) involved in activities to further goals of our plan. We found these personal contacts to be very productive. The information we gathered is now being used to produce an updated version of our implementation plan. And the calls gave us the chance to provide positive reinforcement that we hope will spur greater enthusiasm and further activity within the groups.

**Evaluate and acknowledge results.** (This is advice that I am looking forward to following myself, as various initiatives contained in the AALL Strategic Plan near completion.) If all has gone well, the results will match or come close to the original expectations expressed in your plan. In certain instances, a goal that hasn't been accomplished quite as intended may still bring some unexpected benefits. In any case, the tasks of this final phase are very enjoyable ones: recognizing and celebrating completed tasks, encouraging efforts that are ongoing, and showcasing the vision that has been realized by putting your strategic plan into action. Oh yes, and starting to think about writing your group's next strategic plan!
The Third International Conference on Digital Information Processing, Data Mining, and Wireless Communications (DIPDMWC2016) was held at Higher School of Economics (National Research University) during the period of July 06-08, 2016. DIPDMWC2016 is a major event in the area of Digital Information Processing, Data Mining, and Wireless Communications. It served as a forum for scientists and engineers to meet and present their latest research results, ideas, and papers in the diverse areas of Digital Information Processing, Data Mining, and Wireless Communications and other related fields.