AMERICAN ASSOCIATION OF LAW LIBRARIES

102ND AALL ANNUAL MEETING AND CONFERENCE

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ADVOCACY | LEADERSHIP | EDUCATION   OPPORTUNITY | ACCESS | NETWORK | CHANGE | COMMUNITY

WASHINGTON, D.C. JULY 25-28, 2009

PROGRAM PLANNER'S HANDBOOK

Innovate

Innovate. Create. Inspire. Build. Think back over your life this past year - or maybe even just this past week - and calculate the number of times you used innovation and creativity to solve a problem or help someone. Law librarianship is constantly changing, and we must innovate as a profession to stay current. New challenges and opportunities appear on a daily basis, requiring us to innovate, create, inspire and build. Every new computer database, cataloging rule or web site provides the opportunity for innovation, allowing us to take the full advantage of those changes and incorporate them in our work.

Certainly every challenge brings new opportunities, and our ability to meet these challenges makes us all better librarians. Blogs, Webinars, federated searching and Second Life are revolutionizing how people access information, and libraries are meeting these challenges with innovative solutions. These innovations may take the form of an updated Web site, new staffing arrangement or new responsibility. We are also developing new technologies, establishing new paradigms for service, forming new communities and repositioning ourselves as library information leaders.

The AALL Annual Meeting and Conference is one of the most appropriate times to celebrate our creativity and innovative spirit. It is a time where we come together as a community to learn from each other, share in our commonalities and rejoice in our differences. Those who attend the Annual Meeting typically go home with the thoughts "I'm glad I learned that," or "I can do that," or even "I can do that better!"

Washington, D.C. is the perfect city for the 2009 Annual Meeting and its theme – Innovate. The city itself was an innovation - designed as a completely new city for the capital of a new, innovative country. Washington's monuments and museums can excite us and inspire our creative ideals. The vitality of the city is a perfect complement to the innovative spirit of AALL and its members.

We hope that many of you have enterprising ideas for programs on the theme - Innovate. We want to hear about your challenges and your creativity. This Program Planner's Handbook is the first of many resources that will provide you with help, suggestions and guidance to turn those ideas into program proposals. You need to use the online Program and Workshop Proposal Collection site to submit your program or workshop proposal. It will enable you to develop your proposal in your own workspace, share it with your colleagues and submit it online by the August 15, 2008 deadline.

We look forward to your program and workshop proposals and to meeting with everyone in Washington, D.C. as we celebrate and innovate together!

James E. Duggan   Paul George, Chair
AALL Vice-President/President-Elect   2009 Annual Meeting Program Committee

2009 Quick Glance – Program Planner's Handbook

SELECTING A TOPIC
1. Any entity can propose a program or workshop: SISs, committees, caucuses, individuals and even groups outside of the Association. Multi-sponsorship alone will not improve a program's chance of acceptance. The Annual Meeting Program Committee looks primarily at program content and strength. (pp. 10-11)

2. Programs should address the needs of AALL members in the workplace and employers' concerns as employers pay fees for 90% of the registrants. (p. 7)

3. Registrants at the Annual Meeting are highly experienced. Although basic programs are useful, members prefer more advanced, in-depth programs. (pp. 7, 16)

4. Use the Competencies of Law Librarianship and/or the 2005-2010 Strategic Directions as a starting place for program topics. (p. 10)

CHOOSING THE RIGHT SPEAKERS
5. Having speakers from the three types of libraries does not improve the chances of a proposal's acceptance. Evaluations are based on content and whether a program meets the needs of AALL members. Use 30 minutes per speaker as a guideline. (pp. 9, 21-23)

6. Select speakers who are the most qualified to address your topic. Outside speakers are welcome. Consider locating speakers from the area where the meeting will be held. AALL works within an established budget. Consider asking an SIS or chapter to share honoraria and other expenses for speakers and consider working with chapters or SISs to invite VIPs who might also serve as speakers. On the proposal form, provide as much information as possible on speakers (bio, background, etc.) and any other information to assist the AMPC in evaluating programs. (pp. 8-9, 12, 21-23)

7. Contact potential speakers before submitting a proposal and ask them to reserve the dates, July 25-28. **Do not confirm speakers at the proposal stage**. (pp. 8, 21-23)

DRAFTING THE PROPOSAL
8. If your SIS or group is proposing multiple programs, strategically select time slots; try to vary the length of your programs. There are a limited number of slots for each program length. It is better to submit fewer but more highly developed programs. (pp. 10, 11, 26)

9. Descriptions and learning outcomes need to be clear and concise (110-125 words). If a proposal is accepted, the proposed language becomes the published description. Learning outcomes need to be observable, measurable, and must be performable by attendees. (pp. 7, 14-15)

10. Think creatively about format. Consider different formats for adult learners. Ask your AMPC liaison if you have a question about program format. (pp. 18-20, 25)

ABOUT THE SELECTION PROCESS
11. Attention SISs: Do not rank proposals online. A member of the AMPC will contact your SIS Chair **after** August 15th to determine rankings of all proposals sponsored (or joint-sponsored) by your SIS. (pp. 10, 42)

12. Submit your program proposals online: http://proposals.aallnet.org/. Work on your proposal in your own virtual workspace, saving your work in progress and sharing it with colleagues. (pp. 34-44)

PROPOSAL SUBMISSION DEADLINE is August 15th. (Handbook p. 27)

INTRODUCTION

The Annual Meeting and Conference of the American Association of Law Libraries is a crucial component of the Association's overall educational mission. Each Annual Meeting Program Committee (AMPC) meets early in the spring of the current year to begin planning for the next year's Annual Meeting programs and to discuss the program selection process. The AMPC relies on the ideas and evaluations of AALL members, information from membership surveys, experience of AMPC members, and information from AALL headquarters program staff.

To assist program planners in identifying the educational needs of the membership and in developing programming to address those needs, the 2009 AMPC presents this 2009 handbook. The 2009 handbook has two major sections: one that deals specifically with the 2009 Washington, D.C. meeting and a second section dealing with general programming information. The 2009 AMPC hopes that this handbook answers many questions that you might ask about the process, but you are also encouraged to direct other questions and requests for information to AMPC members and AALL staff directly. for names, addresses, and telephone numbers.

All program and workshop proposals will be submitted online, through the 2009 Program & Workshop Proposal Collection site (http://proposals.aallnet.org/). Once you create your proposer profile, you can work on your proposal(s) in your own virtual workspace, saving your work as you go in order to come back to it later by simply logging back in. You can share your draft proposal with colleagues prior to submission. You can upload supplemental materials (speaker biographies, etc.). You can keep track of proposals "in progress" and proposals already submitted. to view sample web pages.

Q 1: **How many programs will be offered at the 2009 Annual Meeting?**

A: The tentative 2009 Annual Meeting schedule includes 11 time blocks for programs of varying lengths. Program blocks include: one 90-minute slot, two 75-minute slots, five 60-minute slots and three 30-minute slots. Each slot permits scheduling of six concurrent programs. Thus, a total of 63 programs will be selected, not including the guaranteed slots for the Annual Legislative & Regulatory Update, AALL/LexisNexis Call for Papers, and Hot Topic.

Q 2: **Who can propose a program or workshop for an AALL Annual Meeting?**

A: Any individual or group can propose programs or workshops; this includes any member, chapter, committee, caucus or SIS. Individuals and groups outside the Association membership may also propose programs. The AMPC encourages everyone to think beyond the "type" of library and to propose programming that helps law librarians as they face their many and diverse responsibilities and/or programming that addresses concerns of the broader librarian and legal community.

Q 3: **I have never submitted a program or workshop proposal. What is the basic process?**

A: *A. Proposals*:
Program and workshop proposals are due to AALL on August 15, 2008. Because this date closely follows the Annual Meeting, begin planning as soon as possible. Begin formulating your proposal with your ideas and the ideas of those with whom you talk and work. This handbook contains the information that you will need to propose a program or workshop, including suggestions, guidelines and criteria (p. 13). After you have completed the proposal, ask a colleague to review it to ensure that your description, learning outcomes (p. 14) and other information are clear. Be sure that the topic is focused sufficiently for the allotted time. Please refer to page 25 for the name and contact information for your AMPC liaison. Your liaison is available to answer questions about developing a program and the program proposal process.

B. Selection:
There are ten individuals on the Annual Meeting Program Committee: six AALL members, the current chair, the Vice President/President-Elect, and two AALL staff liaisons. After the proposal deadline, all program and workshop proposals are distributed to committee members who review, evaluate, offer comments and suggestions about the proposals and assign a score to each proposal. The average score for each proposal is calculated and is used by the committee members during the selection meeting. The committee meets and sorts through all the proposals (typically in order by score) to determine the most appropriate programs and workshops for the upcoming Annual Meeting.

C. Coordination:
Once the selections are made, an AMPC member will notify each proposer by phone as to whether his or her proposal has been accepted or declined and confirm the contact information for the coordinator (in some cases the same individual who proposed the program). If phone contact cannot be made after two tries in seven-day period, an e-mail will be sent to the proposer. The AMPC member will also contact the SIS or Education Committee Chair, as to which SIS sponsored proposals were accepted so that the SIS can move ahead with other program opportunities.

The coordinators locate and confirm speakers, help with program material submissions and work within established deadlines to carry the process through to the Annual Meeting. The coordinator may elect to serve as the program moderator but is not required to do so. The process is challenging but rewarding for proposers and coordinators. If you are a member of an SIS, contact the 2009 Annual Meeting Program Committee liaison assigned to your SIS (see page 25).

Q 4: **Are the process and the guidelines the same for proposing a workshop?**

A: Yes, this handbook applies to workshops as well. A workshop is longer – normally one-half day or a full day – but the selection process is the same. All members of the AMPC receive the workshop proposals from AALL staff, rate the proposals and offer comments, just as they do with the program proposals. The tabulated ratings and comments (separate from the program proposal rankings) are distributed back to the committee for review.

Note, however, that workshops are self-sustaining. The separate registration fees charged for workshops **must cover** all costs associated with the workshops including speaker fees, room charges and reproduction of handout materials. Associated costs will not be reimbursed by AALL. If your workshop proposal is accepted by the AMPC, AALL staff will work with you in October to build a budget and establish a registration fee for publication in the Program Announcement included in the December issue of *AALL Spectrum*. However, a substantively highly rated workshop proposal may not be selected if it is fiscally unsound.

Q 5: **What recommendations does AMPC have for individuals or groups who would like to propose education programming?**

A:
- ☑ Submit a proposal ***online*** by August 15th!
- ☑ Be clear and concise with your description and <u>learning outcomes</u>. If your proposal is accepted, the language from your proposal becomes the published description. Please limit your description to 110-125 words. Review and revise your proposal – be a careful editor.
- ☑ Identify the amount of time that you need for the program or workshop. Some subjects need more time to be developed fully; other topics can be covered sufficiently in one hour or less.
- ☑ Suggest speakers who are the best individuals to teach or discuss the issue. Consider carefully the number of speakers you want on the program or workshop. Fewer speakers who have the opportunity to speak in more depth about a topic might be more effective than a larger panel. (Note: You are encouraged to contact speakers, and *ask them to hold the dates [July 25-28]*, but **do not confirm speakers at this proposal stage**.)
- ☑ Consider proposing advanced level programming: almost three quarters of the membership have been in the profession more than ten years.
- ☑ AMPC is less interested in who is sponsoring the proposal than in well thought-out proposals.

Q 6: **Is there information about the AALL membership that might help me focus my program more appropriately?**

A: Recent AALL surveys and Annual Meeting data collection efforts provide information that should be valuable to program planners:

<u>Audience</u>:

- ☑ Registrants are highly experienced; 74% are mid-career; 67% have management responsibilities; 13.7 years is the average number of years as a librarian
- ☑ Annual Meeting attendance: 72% female; 28% male
- ☑ Division of AALL membership by institution: Firm - 31%; Academic - 41%; Government – 10%; Court - 7%; Corporate – 4%; Other 7%
- ☑ Average membership in AALL - 10 years
- ☑ 99% support the Washington Affairs Office and information policy involvement
- ☑ 99% support the consumer advocacy component
- ☑ 52% of firm librarians are in firms with fewer than 80 attorneys; 48% of firm librarians are in firms with 80+ attorneys
- ☑ 29% have JD degrees; 15% are members of a bar
- ☑ Employers pay fees for 90% of registrants; programming needs to address employers' concerns

Q 7: **How else might I be able to improve my proposal?**

A: Set realistic goals and fully develop your proposal. Focus on specific topics rather than broad themes. AALL members have indicated that they prefer in-depth, rather than basic, programming. Think creatively about format. Panels represent only one format for a presentation. Others might include a single speaker, a case study, a debate, etc. For example, at the 1998 AALL Annual Meeting a short, humorous and entertaining play was the format for examining the problems that arise among library departments when new procedures and equipment are introduced. Instead of using a lecture format, the information was presented in a way that made the program more interesting and informative. See Part II, page 18 for a list of other possible formats.

While creative presentations are encouraged, please keep in mind that actual meeting room logistics can be restrictive. Educational program room setups must be used for multiple programs during each day with very little time to change a setup. For this reason, rooms are set up to accommodate the maximum capacity – theater style – usually with a riser at the front of the room capable of seating six people at a head table, with a freestanding podium/microphone. Creativity for your presentation can be enhanced by using the riser space for a panel, a debate, an informal seating of chairs in a semicircle as a discussion group or as a "stage." Be specific about the type of program you envision when you write your proposals.

Finally,
- ☑ Pay attention to detail
- ☑ Be clear and concise
- ☑ Proofread your work – text submitted becomes published program description
- ☑ Have a colleague read it over before you submit it
- ☑ Plan ahead; give yourself plenty of time to make revisions and corrections
- ☑ Ask your AMPC liaison for help if you need it
- ☑ Submit it *online*, on time!

Q 8: **What about live Internet connections?**

A: Live Internet connections do not always provide the level of quality and reliability acceptable to speakers and audiences. AMPC strongly encourages program coordinators and speakers to use screen captures and video projection equipment to support a presentation. Additionally, the cost of live Internet connections is expensive – usually in the $800 - $1200 range. Overall costs of programs are taken into consideration in the evaluation and approval process. Under no circumstances will live Internet connections be added once a proposal has been approved.

Q 9: **Are there any specific things that I should consider about selecting and choosing speakers?**

A: There is a section of this handbook (p. 21) that deals with identifying and selecting speakers, but here are a few guidelines. Identify speakers who are the most qualified to discuss the topic and who are effective speakers. Ask your colleagues or members of AMPC for recommendations. AMPC works within an established budget for the Annual Meeting, so keep that in mind when selecting outside speakers. If it is practical, you might want to "share" a speaker with another program or have fewer speakers who can speak in depth about the topic. Consider working with chapters or SISs to invite VIPs who might also serve as speakers. Also, it helps to locate individuals in the area where the meeting is being held. Be sure to check the new AALL Speakers Directory for a list of good speakers and their topics of expertise at http://www.aallnet.org/bureau.

Q 10: **What about outside speakers (as opposed to AALL member speakers)?**

A: You should select speakers who are the most qualified to address an issue. AALL works within an established budget. Take advantage of the location in your planning. Contact local librarians to identify possible speakers from local bar associations, law firms, universities or law schools. *However, do not make commitments to speakers at the proposal stage.* Consider asking an SIS or chapter to share honoraria

and other expenses for speakers and consider working with chapters or SISs to invite VIPs who might also serve as speakers.

Let prospective speakers know clearly that the proposal must be approved prior to any commitments to speakers. of the handbook gives some guidelines for identifying and selecting speakers. Potential speakers should be available ALL days of the Annual Meeting (Sunday through Tuesday) until you know whether your program has been accepted and until the preliminary schedule has been determined, usually in October.

Q 11: **How do I handle requests for honoraria for speakers?**

A: The Annual Meeting budget normally includes a modest budget for honoraria for outside speakers, plus travel and hotel expenses. While budget is a concern, the quality of the program is the most important factor in the selection process. The AMPC Chair and AALL Director of Meetings will review all requests for nonmember speaker fees.

On occasion, a program proposer wishes to solicit a vendor or other resource for program speaker expenses. Before any solicitation is undertaken, you must notify the AALL Executive Director. The Executive Director will help coordinate the effort.

The AALL Expense Reimbursement Policy can be found at the following URL: http://www.aallnet.org/about/policy_expense.asp. There are other alternatives. For example, consider asking an SIS to pay an honorarium for your speaker if your program is more specifically geared toward that SIS.

The AALL Financial Policies read:
1. AALL does not pay AALL members for presentations at programs that are covered by the Annual Meeting Registration Fee.
2. AALL may pay program developers and presenters, whether or not they are AALL members, to develop and present all other education activities that are part of the Association's professional development programs [includes Annual Meeting workshops], and are not covered by Annual Meeting registration fees. Any fees paid for program development and presentation will be included in the budget for these education activities.

The AALL Expense Reimbursement Guidelines and Policy also state that "Association members speaking on Annual Meeting programs are not reimbursed for housing, registration, travel or incidentals. Honoraria are not provided to Association members."

Q 12: **Are proposals with speakers from all three types of libraries more likely to be accepted?**

A: No, program proposals are evaluated based on the content of the proposal and whether the proposal meets needs identified by AALL members. Ask yourself, "Do members need to hear this message and to know this information?" Or "Would I attend this program?" The proposal should have clear learning outcomes and information about qualified speakers.

Q 13: **Are there any specific things that I should consider about selecting and recommending program coordinators?**

A: The role of program coordinator is extremely critical to the success of your program. This individual is responsible for all the details of the program, including meeting all deadlines and submitting all paperwork, releases, requests for A/V equipment and handouts. This takes time and effort. Therefore, your program coordinator needs to understand what he or she is responsible for and be willing to follow through on those responsibilities.

Q 14: **What are some sources that I might consider when looking for program topics?**
A: We encourage you to review the 2005-2010 Strategic Directions and the Competencies of Law Librarianship as a starting place for ideas (found in Appendix B, p. 28). Talk with your colleagues, your friends, and individuals in your organization, firm or institution. Review the welcome on p. 3 of this handbook for some suggestions from AMPC and the incoming President.

Try the following as well:
- ☑ Monitor legal and librarian listservs
- ☑ Take note of interesting issues and topics in journal and newspaper articles
- ☑ Review program brochures from other association meetings
- ☑ Consider good programs that you have attended at professional meetings
- ☑ Look at the AALL Annual Meeting programs presented in previous years and see if there is a new twist, different or advanced information or a need to repeat the same topic
- ☑ Think about frequently asked questions you hear in your daily practice as sources for program topics

Q 15: **What are my chances of having my proposal accepted?**
A: This year we are planning for 66 programs. Since thirteen SISs and a number of committees, chapters, caucuses and individuals will submit program proposals, we anticipate that all program proposals cannot be accommodated. Consider the various number of program time slots available. If your SIS or group is proposing multiple programs, strategically select time slots; try to vary the length of your programs. There are a limited number of slots for each program length. In past years, the percentage of acceptance has ranged between 30% and 40%. You should submit fewer, more highly developed proposals.

Q 16: **Will a proposal's chance for approval be better if the proposal has multi-sponsorship?**
A: The basic answer to the question is "no." AMPC looks primarily at program content and strength, development of concepts, and speakers in making their decisions. However, joint sponsorship (among SISs, committees, chapters, caucuses, individuals or any combination of these) may help strengthen the proposal if it results in more people with different perspectives reviewing the proposal prior to submission.

Q 17: **How many programs will the individual SISs get to present?**
A: AMPC strongly suggests that SIS program planners limit the number of proposals submitted. Statistically speaking, submitting a greater number of proposals does not ensure a greater number of *accepted* proposals. With 66 possible program slots, there is no guarantee that every proposal submitted by any one SIS will be accepted. The 2009 AMPC is seeking well-developed proposals that address the needs of AALL's members -- and this handbook provides a wealth of demographic information about our members.

Q 18: **What is the purpose of ranking programs submitted to AMPC?**
A: The rankings provided by the SISs aid the AMPC members in determining what the SISs view as important in their particular type of library, subject specialty or functionality. If possible, each SIS's number one ranked program will be accepted by AMPC. Other SIS programs may be selected based on a variety of factors including the rankings. The AMPC is primarily looking for quality programs that address the needs of the membership.

All SIS program proposals must meet publication deadlines to be included in the schedule. Speaker honoraria/support will go through the AMPC process and SISs seeking vendor support must coordinate with the AALL Executive Director. When submitting proposals, remember that the AMPC must monitor expenses, consider room requirements and manage the deadlines that are part of this huge educational undertaking.

Each SIS Chair should know the proposals submitted by his or her SIS. Each SIS has its own internal program proposal process and will need to coordinate efforts to submit its proposals to AALL by the August 15th deadline. SISs do not rank proposals on the online submission form. An AMPC member will contact the SIS Chairs after the August 15th deadline to determine the rankings of all proposals submitted by their SIS. Chairs should feel fee to contact the AMPC liaisons at any time during the planning process.

Q 19: **Can an SIS produce its own programs?**
A: The AALL Executive Board has approved the scheduling of SIS education opportunities concurrently with AMPC-selected Annual Meeting Programs. The scheduling of all SIS educational opportunities and meetings is subject to room availability on a first-come, first-served basis, and at no additional expense to the Association. The SIS must bear the cost of all equipment, honoraria and speaker expenses, if any, requested for these programs. The No-Conflict times for the AALL Business Meeting, Opening General Session and Exhibit Hall breaks still apply. AALL recognizes the importance of member participation in SIS educational opportunities and the significant role that SISs play in the educational objectives of the Association. AMPC is pleased to offer this flexible scheduling to SISs. Independently-produced SIS programs will be listed by SIS in the Preliminary and Final Programs under the heading "Other Special Interest Section Educational Opportunities," and also in the "Meeting and Events Index".

Q 20: **What is the role of the Annual Meeting Program Committee?**
A: AMPC is charged with selecting programs that are consistent with the theme selected by the Vice-President while addressing members' needs. AMPC works closely with the Vice-President and the AALL Director of Meetings to identify priorities and guidelines for the Annual Meeting, and with program proposers to ensure that the best programs possible are presented at the Annual Meeting. AMPC then oversees the implementation of selected programs by working with program coordinators, monitoring the progress of selected programs and assisting with meeting established deadlines.

Q 21: **What scheduling changes are new for the 2009 Annual Meeting?**
A: **This will be the third year of the shorter four-day meeting length.** In addition to the Tuesday afternoon 30-minute sessions, there will be one time slot of 30-minute sessions on Monday morning. Note that like last year, the 90-minute session is on Tuesday morning.

Q 22: **What are the Chapter and SIS VIP (Valuable Invited Participant) programs and how will they affect the 2009 Annual Meeting?**
A: The AALL Executive Board adopted Chapter and SIS VIP programs that encourage chapters and SISs to invite VIP guests to the Annual Meeting. VIPs are offered complimentary registrations and invitations will target individuals such as judges, attorneys and legal administrators who have a special interest in the types of programs offered at the Annual Meeting. AMPC encourages proposers to coordinate with chapters and SISs to invite VIPs who might also serve as speakers. Chapter VIP program information is available on AALLNET at http://www.aallnet.org/chapter/vipman.asp and SIS VIP program information is available on AALLNET at http://www.aallnet.org/sis/vipman.asp.

Q 23: **What other information can you tell me about the Washington, D.C. meeting?**
A: As always, the needs and interests of the members is preeminent in the selection of program content. AMPC uses past program evaluations and member-expressed interests in selecting programs and workshops. Program slots will be 30, 60, 75, and 90 minutes. This flexibility enables you to select a time period that is best suited for your program idea. Workshops may be offered on the Friday and Saturday before the meeting in half-day, full-day, 1 ½-day, or 2-day lengths.

Q 24: **If I have other questions, how can I get more information?**
A: Use the list of AMPC members and AALL staff in the handbook; do not hesitate to contact any person on the list with your questions.

There will be an Open Forum in Portland
to discuss the mechanics of proposing programs that you are encouraged to attend on
Monday, July 14, 12:00 p.m. – 1:15 p.m.
in the Oregon Convention Center, Room D133

When preparing a program or workshop proposal, you will be asked to provide the following information:

- **Information about your proposed program or workshop:**
    - An interesting, catchy title
    - Knowledge and skill level
    - Length
    - Competency addressed
    - Target audience
    - Two clear and measurable learning outcomes
    - A concise, yet fully developed description. This description becomes the text in the final program. Devote extra attention to your choice of words and "WIIFM" (what's in it for me?).

- **Program format:**
    - Equipment needed
    - Room setup

- **Information about your proposed speaker(s):**
    - Proposed speaker name(s) and contact information (or the type of speaker you have in mind), plus any applicable biographical information you'd like to include
    - Anticipated speaker expenses (if applicable)
    - Anticipated assistance with speaker expenses from Chapter VIP program (if applicable)

- **Information about the people putting the program together:**
    - Your own contact information
    - Proposed coordinator name and contact information
    - Component sponsoring proposal - individual OR group (chapter, committee, caucus or SIS)

When AMPC evaluates proposals during the selection process, it relies heavily on the stated learning outcomes. Clearly articulated learning outcomes increase the value of a proposal.

What are learning outcomes? [1]

- Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes.
- Learning outcomes should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition.
- Learning outcomes are statements that describe a desired condition – that is, the knowledge, skills, or attitudes required to fulfill the need. They represent the solution to the identified need or issue. Learning outcomes provide direction in the planning of a learning activity. They help to:

☑ Focus on learner's behavior subject to change
☑ Serve as guidelines for content, instruction, and evaluation
☑ Identify specifically what should be learned
☑ Convey to learners exactly what is to be accomplished

What is an educational need?

"An educational need is something individuals should learn for their own good, for the good of their organization or profession, or for the good of society." (Knowles, 1970). A need represents a gap between an individual's current level and some desired level of knowledge, skills, or attitudes.

What are some key questions that I should ask myself before writing learning outcomes?

Before outcome statements are written, the proposer should answer key questions about the intended audience. The questions listed below should be used to decide how a presentation should be tailored and to help focus planning and instruction.

☑ Does the potential audience's level of awareness need to be raised?
☑ Do they need to understand better the context in which the problem/issue exists?
☑ Are there ineffective practices that need to be addressed?
☑ What are the most essential things they need to know or be able to do?
☑ Do they need a strong rationale to buy into the issue?
☑ What specific skills or strategies do they need?
☑ How important is their level of confidence with this new learning?
☑ What are the obstacles they face in the workplace using this new learning?
☑ What are the most important things they need to be able to do when they finish?

What are the characteristics of good learning outcomes?

Learning outcomes have three distinguishing characteristics.

1. The specified action by the learners must be *observable*.

2. The specified action by the learners must be *measurable*.

3. The specified action must be *performed* by the learners.

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1 Dubuque, Iowa: Kendall Phillips, Louis. The Continuing Education Guide: the CEU and Other Professional Development Criteria. /Hunt Publishing Co., 1994.

The ultimate test when writing a learning outcome is whether or not the action taken by the participants can be assessed. If not, the outcome probably does not meet all three of the characteristics.

How do you fix an unclear outcome?

Some program proposals include learning outcomes that are unclear or represent elements of curriculum rather than some action the participants will demonstrate. Note the following examples:

- Participants will understand the nine reasons for conducting a needs assessment.

- Participants will develop an appreciation of cultural diversity in the workplace.

In answer to the simple question, "Can it be measured?" you see readily that these learning outcomes have shortcomings because they are not measurable. Changing the action verbs can modify the same outcomes.

- Participants will be qualified to list nine reasons for conducting a needs assessment.

- Participants will be prepared to summarize in writing their feelings about cultural diversity in the workplace.

What is the importance of action verbs?

Since the learner's performance should be observable and measurable, the verb chosen for each outcome statement should be an action verb that results in overt behavior that can be observed and measured.

Sample action verbs are:

Analyze	Design	Rate
Apply	Discuss	Recite
Assess	Explain	Revise
Compile	Identify	Select
Compare	List	State
Compute	Locate	Use
Create	Plan	Utilize
Critique	Perform	Write
Demonstrate	Predict	

Certain verbs are unclear and subject to different interpretations in terms of what action they are specifying. Such verbs call for covert behavior that cannot be observed or measured. These types of verbs should be avoided:

Know	Learn
Become aware of	Understand
Appreciate	Become familiar with

Levels of Programs/Instruction

Each program at the 2009 Annual Meeting in Washington, D.C. will be assigned one of the following designations. Please use one of these designations to describe your program or workshop proposal.

Introductory	Programs that appeal to a broad audience and assume no specialized knowledge or expertise.
Intermediate	Programs intended for audiences with some awareness of the topic that are looking to develop and expand into a more in-depth understanding of the issue or topic.
Advanced	Programs designed for specific groups with substantial experience or familiarity with the topic.

The following is an example of program levels dealing with a subject track such as "Antitrust Law and Legal Publishing".

Introductory	"Introduction to Antitrust Law: Thomson Case Study" A law professor will describe antitrust law principles and how the U.S. Department of Justice & FTC get involved in potential mergers. A law librarian or other observer of the legal publishing industry will review the process as it worked in the Thomson case.
Intermediate	"Merger Mania – Acquisitions Nightmare" A publisher representative and a law librarian will discuss the effects of dealing with mergers in the legal publishing industry and effective solutions (if any).
Advanced	"Antitrust Law – Protecting the Public Interest" A debate type program focusing on whether the U.S. Department of Justice failed to protect the public interest and enforce the antitrust laws by allowing the Thomson merger.

The definitions are geared to an understanding of the subject matter and not to the number of years the participant has been a practicing law librarian. Thus, a library director might find himself or herself at an introductory program if the subject area is unfamiliar.

Learners take in information from their environments in three primary ways, commonly known as learning styles:

- Auditory - hearing of sounds
- Visual - observing by eyesight
- Kinesthetic - movement of the body or some part of the body

Individuals learn in a variety of ways. Therefore, instruction should include all three styles to enhance learners' understanding and retention of information.

Learners learn and remember only a fraction of material that is presented in the following formats.

Lecture – 5%

Reading – 10%

Audiovisual – 20%

Demonstrations – 30%

Discussion Group – 50%

Practice by Doing – 75%
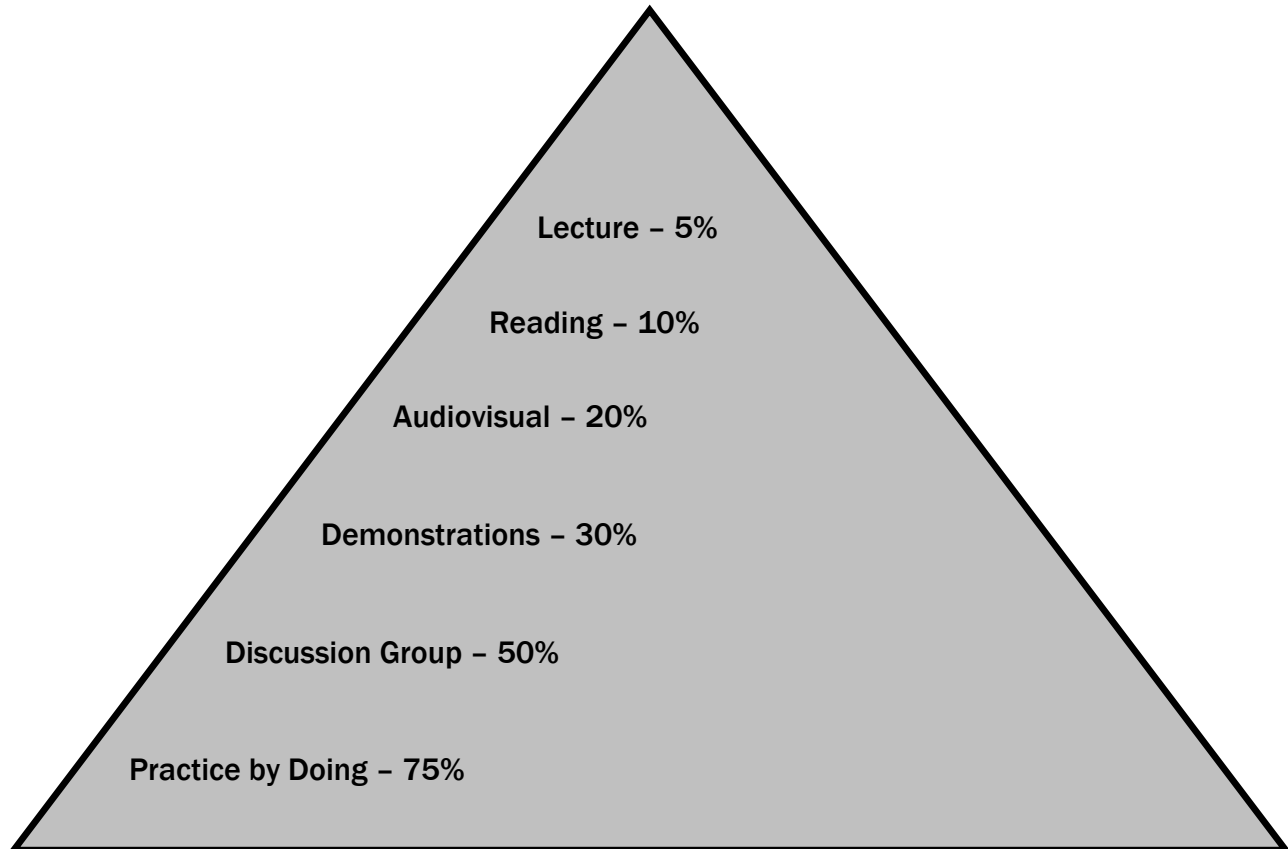
Listed below are some alternative formats for presentations and a brief definition of each format. Illustrations and recommendations for appropriate group sizes are provided in some cases.

Alter Ego. One participant observes another and then provides immediate or delayed feedback on the other's actions or style of communicating. This type of presentation could work well in front of a large audience with one or more individuals observing an actor and then reacting to his or her actions.

Audience Reaction Team. A small group of participants (about 5) is selected to listen to the speaker and then ask questions. They sit on the platform with the speaker or in the audience.   If they are expected to ask questions during the presentation, they are best positioned on the platform to the side of the speaker. If they are to ask questions at the end of the presentation, they can sit with the audience and come to the platform at the end of the speech. This strategy guarantees some interaction with the participants.

Brainstorming.   This format encourages the generation of ideas without a following evaluation. It can be used in conjunction with problem solving and various forms of creative thinking. Emphasis is on ideas, not on solutions, presented in a free-wheeling and non-judgmental atmosphere.

Buzz Group. A large group of participants are divided into small units, usually of no more than six participants, which meet simultaneously. The purpose of the group is to react to a topic or a charge given to them. Emphasis is on ideas, as time is usually limited to ten minutes or fewer. There must be time for feedback. This format can be used in a general session with an unlimited number of participants.

Case Study. An oral or written account of an event or situation is used to develop critical thinking skills and to discover new perceptions of concepts and issues. It could be used in concurrent sessions.

Clinic. A session, or part of a session, in which the participants react to some common experience they have shared earlier, such as a reading, field trip, or to another unique experience of one or part of the group.

Colloquy. A modification of the panel that uses six to eight persons - one-half representing the audience, one-half serving as resource persons or experts. They engage in discussion, usually under the guidance of a moderator.

Confrontation, search, and coping (CSC). A three-part experience in which the participant (1) is faced with a problem or a need (confrontation), (2) is responsible for seeking a solution (search), and (3) applies the solution to the problem (cope). It might be part of a conference design but requires a great deal in the way of preparation and resources.

Creative thinking. This session generates fresh patterns, new relationships, and unconventional kinds of thinking and can be used in small groups concerned with listing new ideas or new ways of thinking.

Debate. Two individuals, or teams, take opposing sides of a clearly specified issue. Participants observe, unless other strategies are used for involvement. It requires a high level of oral ability, an ability to think quickly, and stage presence.

Demonstration. A demonstration shows how to perform a task or procedure. It can be a live presentation or a prepared media, such as film or videocassette, and it should be brief and allow for interaction with the participants. Demonstrations are normally not effective in front of large audiences.

Dialogue.   This conversation between two individuals in front of the participants involves invited presenters or participants, who discuss an assigned topic in some depth, based on prior learning or experience. The dialogue is most effective in a smaller group and when there is sufficient time for audience questions and responses.

Dyad. This is another name for a pair, when two participants work together or talk together. The dyad can remain in the room or move to another convenient place. There should be some form of feedback when using a dyad.

Exercise. A structured experience, usually using some form of instrumentation or guide sheet, may be used to introduce a new topic, for skill practice, review, or evaluation. Exercises are most effective with small groups or when a large group can be conveniently broken into small groups.

Feedback mechanisms. A response system (mechanical or non-mechanical) provides feedback on how a session is going. If mechanical systems are not available, one alternative is to provide colored cards that participants hold up as appropriate. White can mean that "everything is OK," red that "you have lost me," and blue, "I have a question."

Fishbowl. This type of discussion group is divided into two segments—an inner circle that discusses an issue and an outer group that observes. Members of the outer group may "tap in" or exchange places with a member of the inner group. It is commonly used in groups of twenty or fewer.

Forum. A type of question-and-answer period can be used after a formal presentation, when all participants are encouraged to ask questions of the presenter(s). Interaction is between the participants and the presenter(s).

In-basket. This is a simulated, reinforcing exercise in which the participant responds to a collection of memos, directives, and problems that force the participant to prioritize, make decisions, and handle the difficulties that might be faced in a real situation.

Interview. The presenter is asked questions by an interviewer while the participants listen. The questions may be spontaneous or prepared in advance. Likewise, the presenter may respond spontaneously or prepare answers to questions received in advance.

Lecture. A speaker addresses the audience (participants), although it can be supplemented with other strategies. The lecture has been much maligned, as some lecturers do not know how to focus a strictly oral presentation so that it is a stimulating experience. The lecture should be limited in time and in content.

Listening groups. Participants are divided into several groups, and each group is assigned the task of listening to an assigned part of a speech, demonstration, panel, or other type of presentation. Each listening group is then provided with time to report or process their task.

Observation. The participant observes and reports on an action or incident. It can be used in connection with exhibitions and field trips.

Panel. A group of several persons presents different aspects of an assigned topic in the presence of participants.

Project. This format includes a specially assigned task in which the participants work independently or in small groups on an assignment, such as producing a report or a position paper.

Question. This is an inquiry designed to test, stimulate thought, or clarify.

Role-play. Two or more individuals interact on a given topic or situation. It often is used to give participants the opportunity to practice previously presented materials and has many variations including multiple role-play and role reversal. Role-play requires a skilled person to administer successfully the presentation.

Seminar. Each participant is expected to be at a required level and to participate actively. A resource person is utilized to facilitate interaction, but all the participants are responsible for interaction during the seminar.

Simulation. Participants experience an actual situation without incurring the risks associated with the real-life situation.

Skit. A short, rehearsed, dramatic presentation, involving two or more people, usually acted from a prepared script. It dramatizes an incident that illustrates a problem or situation.

Still pictures. Photographs usually offered in a sequence to illustrate a point or show the participants a view that would not ordinarily be seen.

Symposium. This is a series of related speeches by several people qualified to speak with authority on different phases of the same topic or closely related topics.

Work group. Participants interact with the purpose of producing a product. Each participant should be involved highly in the process and the product.

Never underestimate the value of handouts to reinforce the impact of presentations . . . .

Annotated Reading List. A list of readings on a particular subject characterized by short descriptions, explanations, or evaluations of the entries. This is a useful aid in preparing participants who have only limited knowledge of the conference topics or issues. An annotated reading list is also an excellent enhancement to other types of programs and should direct participants to other books and resources dealing with the subject matter of the presentation.

Bibliography. A list of publications and non-printed resources that relate to the specific topic of a conference, meeting, or learning experience. The list should contain sufficient information for the participant to obtain a desired resource. A bibliography can be placed separately in the participant packet or included in the participant book. It also can be used as an enhancement to other types of programs in order to encourage participants to read more about the subject matter of the presentation.

Contract. (By participants). A written document developed by the participant that contains the objectives, methods for reaching them, and evaluation. Although it can be time consuming, it can result in improved participation at a small conference.   The contract must be carefully developed and can be included in the participant book or the participant packet.

Readings. Assigned readings in textbooks, manuals, periodicals and other printed media, followed by some form of feedback. This strategy is usually part of preconference work, in that texts, papers from resource people, or documents, must be distributed to participants before or during the conference.

Workbook. A book of questions or written exercises that provides space on which the participant can write. It can highlight items that the participant should be looking for during the conference, or it can provide material for participants to take home at the end of the conference. It can also be part of the participant packet.

Identifying qualified speakers who are also effective communicators is often the most challenging part of developing a program proposal.

Here are some suggestions:

☑ Use the online AALL Speakers Directory at http://www.aallnet.org/bureau/.

☑ Ask your colleagues if they have heard someone speak on the topic they would recommend as a speaker for the Annual Meeting.

☑ Look at program/conference brochures from other organizations on topics of interest and peruse the lists of speakers. Call colleagues in those organizations for recommendations and reviews.

☑ Locate "experts" on a particular subject by doing a literature search. Find out who is writing and speaking about the topic. Although there is no guarantee that someone who writes well will be a dynamic speaker, chances are good that he or she will be able to discuss the topic adequately if he or she is a noted expert in the area.

☑ Think through the topic. What would this speaker offer our members? Does he or she have a fresh perspective?

AALL values and encourages the perspectives of nonmembers as well as members' perspectives. Both should be represented in AALL programming. The Annual Meeting can provide a valuable forum for AALL members interested in speaking opportunities. The AMPC encourages the development of programs that provide members with opportunities to learn and to improve their presentation skills. The overarching guideline for program proposers is to select the speaker who is the "expert" on a particular subject and who has excellent presentation skills.

Program evaluations from past Annual Meetings are available from AALL. You are encouraged to call and request copies of evaluations when considering speakers from past meetings.

Once you have identified the potential speaker, contacting that person is the next step. Here are some guidelines to keep in mind:

☑ Tell the person that you are proposing an educational program or workshop for the Annual Meeting and that you would like to consider him or her as a speaker. **Make no promise or commitment**, but ask if the person would be amenable to speaking at the Annual Meeting AND if the speaker will hold the dates of July 25-28 until you are notified if the program has been accepted. Speakers must be available Sunday through Tuesday until the final schedule is completed.

☑ For non-AALL member speakers, ask, **"Do you require an honorarium? If so, exactly what is it?"** We are interested in having the best possible speakers at the programs, but we must also accomplish this within the available budget. (AALL does not pay honoraria or cover travel or hotel expenses for AALL members.)

☑ To keep costs down, consider inviting speakers in the region where the meeting will be held or consider sharing a speaker with another program if the speaker is appropriate for more than one program.

☑ When submitting your program proposal, include a brief biography or a short bibliography to illustrate your speaker's expertise.

☑ Remember: select effective communicators and knowledgeable speakers and not just "names" you think will influence AMPC members.

There is, of course, considerable flexibility regarding the number of speakers necessary to present the program appropriately. Think about the length of the program and consider how best to use the time. Is it better, for example, to have one speaker discuss a topic in 60 minutes or two speakers in 90 minutes? The guidelines are:

- maximum of one speaker per 30 minutes
- maximum of three speakers per program for a panel presentation

Remember that it is important NOT to overload the program with speakers, especially if you intend to allow for a question and answer period.

Look for speakers with fresh (provocative) perspectives or maybe speakers whom AALL members have not heard. Consider the presentation skills of the speakers as well.

While it is not absolutely necessary to recommend speakers on the proposal form, it does strengthen the proposal if AMPC sees that you have identified experts in the field. The more information that the AMPC has, the better the ability it has to differentiate between competing program proposals on similar topics. In past years, proposers have included a seminal article by a speaker or a book review of a work to give the committee some additional information.

Proposals may be targeted to specific groups. They **do not** have to represent or appeal to the three types of law libraries, or the 13 functional SISs in order to be approved.

Resources for Finding Speakers

The AALL Speakers Directory has posted the following list of additional resources for finding speakers:

Sharon Blackburn, "Resources for Finding, Contacting, Promoting, and Keeping the Right Speaker," in *Selecting & Developing Speakers* 22, 26-28 (Council of Chapter Presidents, Chapter Leadership Roundtable: Professional Development, AALL Annual Meeting, San Antonio, Texas, July 16, 2005)
http://www.aallnet.org/chapter/leadership_training/Chapter_Leadership_Roundtable_2005.pdf

"Identifying and Choosing Speakers," in *Program Planner's Handbook* 21-22 (AALL, April 2005, for 2006 Annual Meeting in St. Louis, Missouri)
http://www.aallnet.org/events/ProgramPlannersHandbook.pdf

Marie Wallace, "Tips on Finding a Speaker," in *Guide on the Side* (LLRX.com, September 1, 1999)
http://www.llrx.com/columns/guide31.htm

Marie Wallace, "The Care and Feeding of Speakers," in *Guide on the Side* (LLRX.com, October 1, 1999)
http://www.llrx.com/columns/guide32.htm

"Speaker Index," in 2 Frank G. Houdek & Susan D. Goldner, *AALL Annual Meetings: An Annotated Index of the Recordings* (Littleton, CO: F.B. Rothman, 1989-)(programs and workshops)
http://www.wshein.com/Catalog/Product.aspx?sku=37

AALL Chapter & SIS VIP Program (Valuable Invited Participant)
http://www.aallnet.org/chapter/vipman.asp and http://www.aallnet.org/sis/vipman.asp

ASCLA/OLOS/RUSA Directory of Peer Consultants and Speakers (ALA)
http://cs.ala.org/ra/speakers/

What Is A Good Speaker?

Qualities of a Good Speaker:

Dynamic. Expert. With fresh (provocative) perspectives and excellent presentation skills. Effective communicator. Knowledgeable. Never heard before. Funny. Sense of humor. Entertaining. Visionary. Compelling. Passionate. Insightful. Dedicated. Interesting. Smart. Experienced. Dedicated. Brilliant. Articulate. Well-organized. Able to customize/tailor presentation to audience. Well-received.

See also "Key Elements of Educational Success," in *Report of the AALL Educational Summit* 2 (September 23-24, 2005, Oak Brook, IL)(participants also suggested bringing in outside, non-AALL, non-member speakers, and speakers who are not experts in law librarianship) http://www.aallnet.org/services/Education-Summit-Final-Report.pdf

How to Be a Good Speaker:

Sandra Yancey, "Connecting with Your Audience" (AALL Annual Meeting, Orlando, Florida, July 2002) http://www.aallnet.org/chapter/llne/LLNENews/v22n3/connect.htm

Jennifer Murray, "Ten Steps to Releasing Your Inner Public Speaker" (RIPS SIS newsletter) http://www.aallnet.org/sis/ripssis/fall2005.pdf

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American Association of Law Libraries

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The 2009 AMPC members are assigned specific SISs to work with because historically most of the Annual Meeting programs originate with SISs. AMPC members will contact the program planners of the various SISs to see if they have questions about the program planning process. The AMPC Liaison assignments are:

2009 AMPC Liaison Assignments

Academic Law Libraries SIS	Ronald E. Wheeler, wheeler@gsu.edu
Computing Services SIS	Barbara L. Fritschel, Barbara_Fritschel@ca7.uscourts.gov
Foreign, Comparative and Int'l. Law SIS	Holly M. Riccio, hriccio@omm.com
Government Documents SIS	Holly M. Riccio, hriccio@omm.com
Legal History and Rare Books SIS	Judith Meadows, jmeadows@mt.gov
Legal Information Services to the Public SIS	Barbara L. Fritschel, Barbara_Fritschel@ca7.uscourts.gov
Micrographics and Audiovisual SIS	Ronald E. Wheeler, wheeler@gsu.edu
Online Bibliographic Services SIS	Mary Lu Linnane, mlinnane@depaul.edu
Private Law Libraries SIS	Jeffrey J. Berns, jeff.berns@spiegelmcd.com
Research Instruction and Patron Services SIS	Paul George, pmgeorge@law.upenn.edu
Social Responsibilities SIS	Jeffrey J. Berns, jeff.berns@spiegelmcd.com
State, Court and County Law Libraries SIS	Judith Meadows, jmeadows@mt.gov
Technical Services SIS	Mary Lu Linnane, mlinnane@depaul.edu

AALL's committees, chapters, caucuses and individual members should contact Paul George, pmgeorge@law.upenn.edu

The following is a **tentative** schedule for the 2009 Annual Meeting. If you have suggestions or recommendations about the tentative schedule, please contact an AMPC member.

SATURDAY — JULY 25	
Morning and afternoon events 6:00 p.m. – 8:15 p.m. 8:30 p.m. – 10:30 p.m.	CONELL, Leadership Training, Workshops, Diversity Symposium & Reception, SIS and Chapter Presidents Councils, AALL Committee meetings and SIS Sub-Group Meetings Dine-around and reception opportunities (including AALL VIP reception) Opening Event

SUNDAY — JULY 26	9:00 a.m. – 5:00 p.m. Exhibit Hall Open
7:00 a.m. – 8:45 a.m. 9:00 a.m. – 10:00 a.m. 10:15 a.m. – 11:45 a.m. 12:00 p.m. – 1:15 p.m. 1:30 p.m. – 2:45 p.m. 3:00 p.m. – 4:00 p.m. 4:15 p.m. – 5:15 p.m. 5:30 p.m. – 6:30 p.m. 6:30 p.m. – 10:00 p.m.	Type of Library SIS (ALL, PLL, SCCLL) Breakfasts/Business Meetings Exhibit Hall Ribbon Cutting and Break – **No Conflict** Opening General Session/Keynote Speaker – **No Conflict** Committee, SIS, Chapter & Caucus Meetings (open scheduling) Annual Meeting Programs (A) *(SIS open scheduling)* 6* Annual Meeting Programs (B) *(SIS open scheduling)* 6 Annual Meeting Programs (C) *(SIS open scheduling)* 6 Committee, SIS, Chapter and Caucus Meetings (open scheduling) Open Scheduling (reception opportunities)

MONDAY — JULY 27	9:00 a.m. – 5:00 p.m. Exhibit Hall Open
7:00 a.m. – 8:30 a.m. 8:45 a.m. – 9:45 a.m. 10:00 a.m. – 10:30 a.m. 10:45 a.m. – 11:45 a.m. 12:00 p.m. – 1:15 p.m. 1:15 p.m. – 2:15 p.m. 2:15 p.m. – 3:45 p.m. 4:00 p.m. – 5:15 p.m. 5:30 p.m. – 6:30 p.m. 6:30 p.m. – 10:00 p.m.	Committee, SIS, Chapter and Caucus Meetings (open scheduling) Annual Meeting Programs (D) *(SIS open scheduling)* 6 Annual Meeting Programs (E) *(SIS open scheduling)* 6 Annual Meeting Programs (F) *(SIS open scheduling)* 6 Committee, SIS, Chapter and Caucus Meetings (open scheduling) Exhibit Hall Break – **No Conflict** AALL Business Meeting / Members Open Forum – **No Conflict** Annual Meeting Programs (G) *(SIS open scheduling)* 6 Committee, SIS, Chapter and Caucus Meetings; receptions (open scheduling) Open Scheduling (reception opportunities)

TUESDAY — JULY 28	9:00 a.m. -3:00 p.m. Exhibit Hall Open
7:00 a.m. – 8:45 a.m. 9:00 a.m. – 10:30 a.m. 10:45 a.m. – 11:45 a.m. 12:00 p.m. – 1:30 p.m. 1:30 p.m. – 2:30 p.m. 2:45 p.m. – 3:15 p.m. 3:30 p.m. – 4:00 p.m. 4:15 p.m. – 5:15 p.m. 6:00 p.m. – midnight	Committee, SIS, Chapter and Caucus Meetings (open scheduling) Annual Meeting Programs (H) *(SIS open scheduling)* 6 Annual Meeting Programs (I) *(SIS open scheduling)* 6 Committee, SIS, Chapter & Caucus Meetings (open scheduling) *(AALL Recognition Luncheon)* Exhibit Hall Break – **No Conflict** Annual Meeting Programs (J) *(SIS open scheduling)* 6 Annual Meeting Programs (K) *(SIS open scheduling)* 6 Committee, SIS, Chapter and Caucus Meetings (open scheduling) Closing Reception, Banquet and Dance

	indicates number of concurrent sessions offered at that time

Committee, Chapter and Caucus Meetings and SIS Business Meetings will not be scheduled during the Opening General Session, Educational Programs, AALL Business Meeting, or Exhibit Hall break No-Conflict Times

All Annual Meeting Programs are scheduled by the Annual Meeting Program Committee

IMPORTANT DATES TO REMEMBER

July 14, 2008	2009 Annual Meeting Program Committee (AMPC) Open Forum
12:00 p.m. – 1:15 p.m.	Oregon Convention Center, Room D133
August 15, 2008	All program and workshop proposals due (submitted online at
11:59 p.m. (CDT)	http://proposals.aallnet.org/)
September 19-20, 2008	AMPC meets in Chicago to select programs and workshops for the 2009 Annual Meeting in Washington, D.C.
October 1, 2008	All proposers will be contacted by this date regarding as to whether their proposals have been accepted or declined. If phone contact cannot be made after two tries in a seven-day period, an e-mail will be sent. The AMPC member will contact the SIS or Education Committee Chair as to which SIS-sponsored programs were accepted so that the SIS can move ahead with other program opportunities. Shortly after this date, coordinators for accepted programs and workshops will be provided with information regarding deadlines.

(Deadlines for speakers, equipment requests, handout materials, etc. will appear in the *Speaker's Handbook* and the *Coordinator's Handbook*.)

Saturday, July 25, 2009	AALL Annual Meeting in Washington, D.C. begins.

AALL 2005-2010 Strategic Directions

In July 2005, the AALL Executive Board adopted a new strategic plan (called "strategic directions") for the years 2005- 2010 at the Annual Meeting in San Antonio. These strategies for the future will strengthen our core purpose and values, and will give us the direction and flexibility needed to grow as an organization, while placing primary focus on our members.

Core Purpose of AALL

AALL strengthens the profession of law librarianship and supports the individual efforts of our members.

Core Values of AALL

AALL values:

- Lifelong learning and intellectual growth
- The role of the law librarian in a democratic society
- Equitable and permanent access to legal information
- Continuous improvement in the quality of justice
- Community

GOALS AND OBJECTIVES

GOAL I: LEADERSHIP

Law librarians will be recognized and valued as the foremost leaders and experts in legal information, research, and technology.

Objectives:

- Provide tools to increase members' abilities to position themselves as essential to the mission of their organizations
- Provide leadership training opportunities
- Expand mentoring programs and opportunities
- Increase AALL participation in organizations within the legal and library communities

GOAL II: EDUCATION

Law librarians will have the education and training they need to meet and leverage the challenges of the changing information environment.

Objectives:

- Expand the scope of educational offerings to meet the ever-changing needs of members
- Develop partnerships to increase the range of educational offerings
- Use a wide range of delivery means and opportunities to provide education beyond the Annual Meeting
- Increase the number of library school programs for law librarianship and increase awareness of law librarianship as a profession
- Increase the number and amount of grants and scholarships

GOAL III: ADVOCACY

Law librarians will influence the outcome of legal information, technology policy, and librarianship issues of concern to AALL members.

Objectives:

- Increase resources available for advocacy efforts
- Continue to expand international role
- Improve grassroots participation in advocacy efforts

Competencies of Law Librarianship
Approved by the Executive Board March 2001, Tab34A

The American Association of Law Libraries seeks to define the profession of law librarianship and its value to the legal field, today and in the future, by identifying, verifying, and actively promoting competencies of law librarianship. Competencies are the knowledge, skills, abilities, and personal characteristics that help distinguish superior performance. [1] These competencies may be acquired through higher education such as library and information science programs [2], through continuing education, and through experience.

The first section, "Core Competencies", includes those that apply to all law librarians, and will be acquired early in one's career. The subsequent sections are related to specific areas of practice. Some law librarians (for example, solo librarians or librarians in smaller institutions) may have multiple responsibilities and need to be proficient in more than one of the "Specialized Competencies." Other law librarians may specialize in just one area or in a subset of one area.

Individual librarians may use the AALL Competencies for coordinating their continuing education as they identify areas for professional growth. Employers may use the Competencies to make hiring, evaluation and promotion decisions, and to make recommendations for professional development. The American Association of Law Libraries uses the Competencies as a framework within which to structure professional development programs. This framework provides guidance to ensure that the programs offered will assist law librarians in attaining and maintaining the skills or knowledge necessary for their current and future work.

1 Core Competencies

Core Competencies apply to all law librarians and will be acquired early in one's career.

1.1 Demonstrates a strong commitment to excellent client service

1.2 Recognizes and addresses the diverse nature of the library's clients and community

1.3 Understands and supports the culture and context of the library and its parent institution

1.4 Demonstrates knowledge of the legal system and the legal profession

1.5 Understands the social, political, and economic context in which the legal system exists

1.6 Demonstrates knowledge of library and information science theory, information creation, organization, and delivery

1.7 Adheres to the Ethical Principles of the American Association of Law Libraries and supports the shared values of librarianship [3]

1.8 Exhibits leadership skills including critical thinking, risk taking, and creativity, regardless of position within the management structure

1.9 Demonstrates commitment to working with others to achieve common goals

1.10 Acts within the organization to implement the principles of knowledge management

1.11 Exhibits an understanding of the importance of a multidisciplinary and cross-functional approach to programs and projects within the organization

1.12 Shares knowledge and expertise with clients and colleagues

1.13 Displays excellent communication skills and is able to promote the library and advocate for its needs

1.14 Communicates effectively with publishers and other information providers to advance the interests of the library

1.15 Recognizes the value of professional networking and actively participates in professional associations

1.16 Actively pursues personal and professional growth through continuing education

Specialized Competencies
Specialized Competencies relate to specific areas of practice. Some law librarians may have multiple responsibilities and need to be proficient in more than one of the Specialized Competencies. Other law librarians may specialize in just one area or subset of one area.

2 Library Management
2.1 Engages in a continual process of long-range planning

2.2 Plans, prepares, and controls budgets and manages all financial resources

2.3 Selects, supervises, evaluates, and provides for the training and development of library personnel

2.4 Understands the principles of project management and organizes people to accomplish complex tasks

2.5 Measures, evaluates and articulates the quality of the library's services

2.6 Ensures the optimal use of library facilities to accommodate the evolving needs of clients and staff

2.7 Provides leadership within the parent organization to ensure that the library is vital to that organization

2.8 Maintains an understanding of trends and developments in publishing and the information industry

2.9 Tracks, anticipates, and influences changes in policy and legislation that impact the library and the profession

3 Reference, Research, and Client Services
3.1 Provides skilled and customized reference services on legal and relevant non-legal topics

3.2 Evaluates the quality, authenticity, accuracy, and cost of traditional and electronic sources, and conveys the importance of these to the client

3.3 Assists clients with legal research using both print and electronic resources

3.4 Assists non-lawyers in accessing the law, within the guidelines provided by the American Bar Association's Model Code of Professional Conduct and other applicable codes

3.5 Aggregates content from a variety of sources and synthesizes information to create customized products for clients

3.6 Creates research and bibliographic tools (handouts, aids, pathfinders, bibliographies) on legal and related topics

3.7 Monitors trends in specific areas of the law

4 Information Technology
4.1 Understands the practical application of creating, accessing, and managing information including databases, integrated library systems, client-server applications, hardware, software, networks, and electronic information resources

4.2 Evaluates the need for new and evolving technology and implements required changes

4.3 Conducts long-range planning and policy formulation for computer services and training needs

4.4 Evaluates, purchases, implements, and tests software and hardware necessary for accessing electronic information

4.5 Assists and educates clients and colleagues in the use of the library's information systems

4.6 Resolves library hardware, software, local area network, website and Internet connectivity problems

4.7 Develops, creates, and maintains the library Web site

5 Collection Care and Management
5.1 Creates collection development policies that are appropriate to the overall mission of the parent organization

5.2 Makes selection decisions, in consideration of all relevant factors, including the library's collection development policy, differences among formats, and costs of purchase and upkeep

5.3 Evaluates information resources in all formats, integrates them to meet the needs of library clients, and discards or archives them as appropriate

5.4 Understands the acquisition and management of a diverse collection of legal and non-legal resources in multiple formats

5.5 Ensures the optimal arrangement of and access to the library's traditional and electronic resources

5.6 Improves the power and scope of library services by ensuring accessibility to outside collections and databases through resource sharing

5.7 Selects and implements an appropriate level of descriptive cataloging, classification, and subject analysis to meet the needs of the institution and the nature of its legal materials

5.8 Creates and selects catalog records according to national standards and accepted practices

5.9 Selects, implements, and continually improves an integrated library system appropriate to the needs of the institution

5.10 Applies appropriate preservation practices to the library's collection

6 Teaching
6.1 Determines the educational needs of clients through observation, discussion with clients and colleagues, and the use of needs assessment tools

6.2 Effectively teaches library clients with differing needs and technological skill levels

6.3 Knows and applies the principles of adult learning

6.4 Designs curricula and methods to meet the educational needs of clients and evaluates the educational process for effectiveness

6.5 Educates clients in the methodologies of legal research

6.6 Provides training and guidance on the organization and use of legal resources in various formats

6.7 Acts as liaison to outside providers of commercial research databases to coordinate instruction on the effective use of these tools

6.8 Promotes the effective use of new technologies for the retrieval of information

6.9 Prepares and packages materials such as bibliographies, pathfinders, training scripts and handouts, utilizing a variety of formats

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[1] Kenneth H. Pritchaerd, CCP. Society for Human Resource Management White Paper, August 1997, reviewed April 1999.
[2] See "AALL Guidelines for Graduate Programs", November 1988; AALL Professional Development Policy, July 1996

[3] American Association of Law Libraries Ethical Principles, 1999

From this welcome page, you can create your proposer profile. In the future, you will log into your proposer homepage from this page as well, using your e-mail address and password.
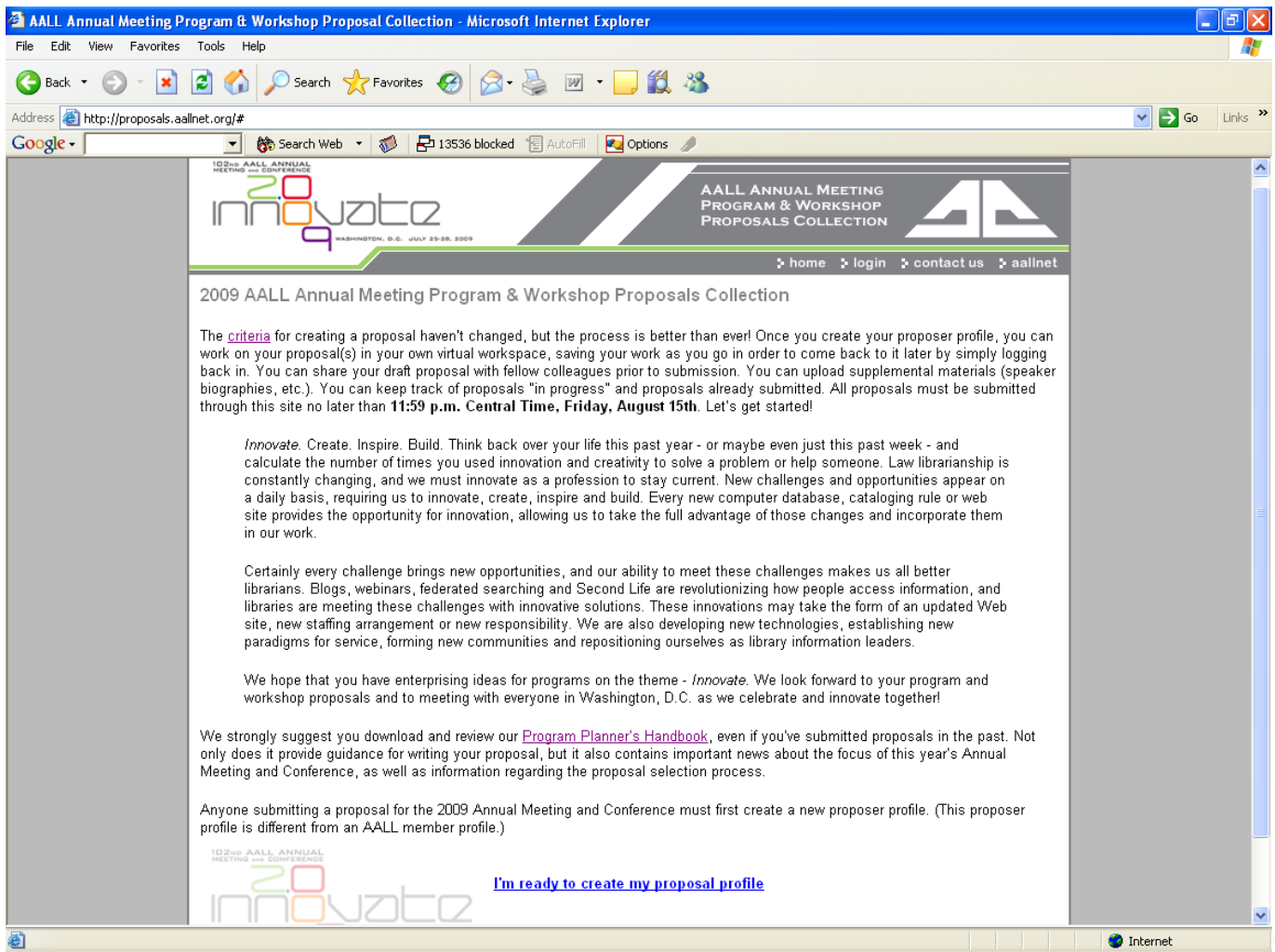
As proposer, you are the primary contact for your proposal(s), so please provide accurate information.

From your proposer homepage, you can create a new proposal, work on proposals in progress and view proposals you've already submitted.
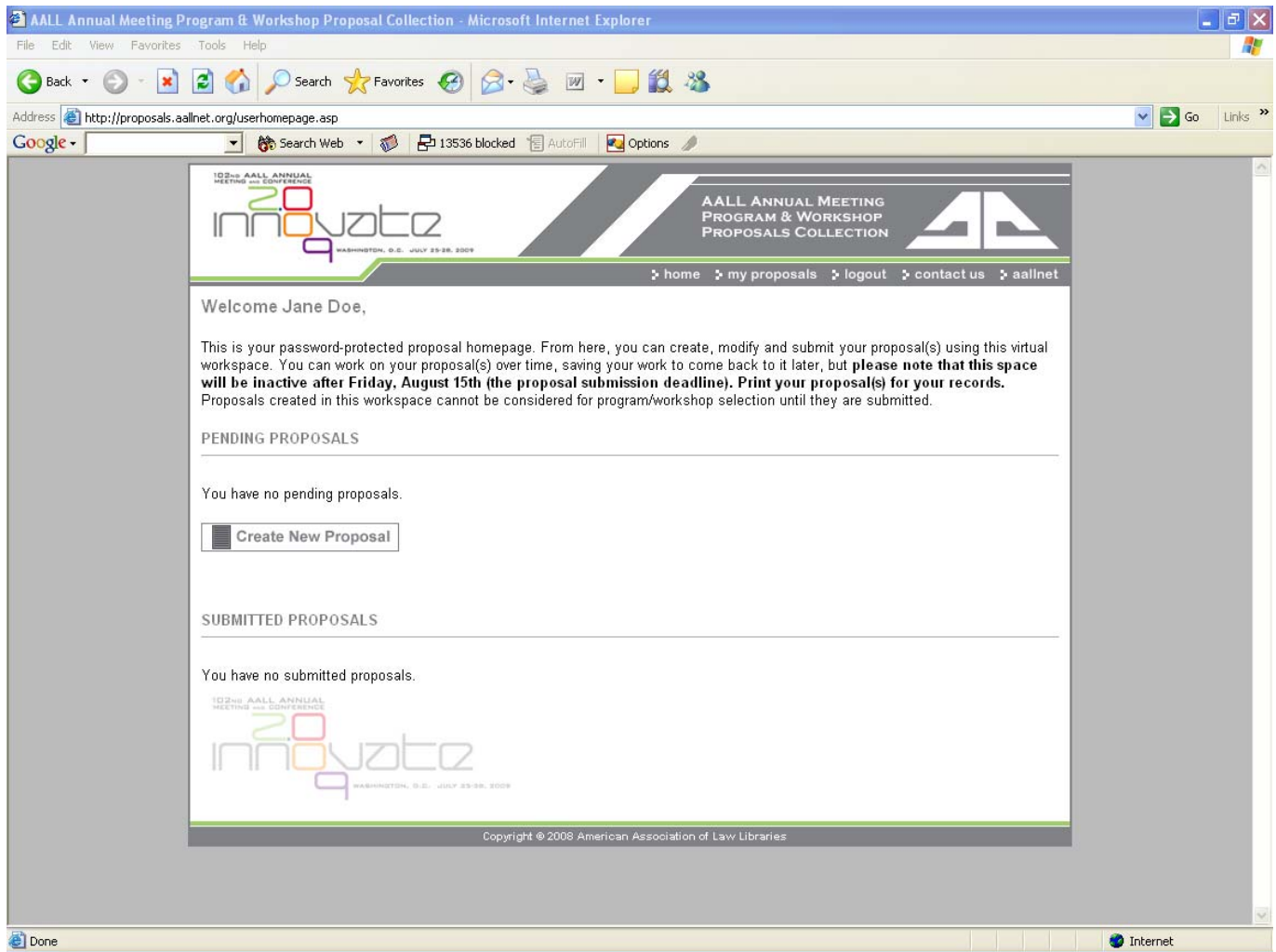
On this page you're asked to provide programming information for your proposal including title, length, level, competency addressed, target audience, learning outcomes, a description and any setup or equipment needs.

From this page, you can update the three components of your proposal: programming information, participant information (coordinator, moderator and speakers) and sponsorship information.

Here you'll be asked to provide as much information as possible for your proposal's participants. You must at least identify a coordinator for your proposal.

Identify any anticipated expenses for your proposal's participants. If you know what *type* of speaker you'd like to include, but cannot identify the speaker by name yet, please provide as much information as you can. You may upload any biographical or explanatory material for your participant here as well.

Returning to your proposal review page, you can see how many participants you've identified for your proposal. You can now move on to the third component of your proposal: sponsorship information, though you can go back and update any of the three components at any time before submitting your proposal.

A proposal can be sponsored by an individual or a group, or joint-sponsored by two groups. If your proposal is sponsored by an SIS, the chair of your SIS will be contacted by a member of the Annual Meeting Program Committee after August 15th to determine the rankings of all proposals submitted and sponsored (or joint-sponsored) by that SIS.

If you'd like to share what you've been working on with another colleague (perhaps other SIS members), you may do so from your proposal review page. The proposal can be edited only by the proposer.

After you've reviewed all the information you've provided for your proposal, you're ready to submit it. Once you've submitted your proposal, you will receive a confirmation that includes a link to view it. Your proposal cannot be edited once it's been submitted, and it must be submitted no later than August 15th.