

# ORALL NEWSLETTER

OHIO REGIONAL ASSOCIATION OF LAW LIBRARIES

SEPTEMBER, 2013

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*President's Column – Emily Janoski-Haehlen*

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## President's Column - Change

Greetings ORALLiens! This is my favorite, but also busiest, time of the year which I am sure is the same for most of us in academia. At my library the faculty and students have returned and classes are in full swing. I love having the students back in the building and this year I get to hear them react to the new renovations in our library. We recently updated our main level by adding new carpet, paint, a new soft seating area with powered tables and tablet arms, and we added a substantial collection of art from our University Art Museum. These changes have really freshened up the place and make me feel like I work in a completely different library when I come to work in the morning.

Like many law schools across the nation, this year we also have a new curriculum which includes a three semester, three credit hour legal research course. The course involves much more hands on training including

legal research labs where students spend the class period working on assignments in the library with their classmates and getting feedback from all the librarians. This past week was the first of a series of labs on secondary sources and it was fun to watch the students work through the different terms to search in an index. I think I could write a fifty page article on the different terminology the students came up with from the fact patterns and how they ultimately chose the paths to the answers. It was an interesting exercise to watch unfold.

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# ORALL

## Ohio Regional Association of Law Libraries

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### Membership

**Members: 285**

**Dues: \$20 per year**

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### Newsletter

**The ORALL Newsletter is the official publication of the Ohio Regional Association of Law Libraries. Published quarterly in March, June, September, and December.**

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**Unsolicited contributions are encouraged; contributions submitted for publication are subject to editorial review. For extra copies, contact the editor.**

**Deadlines for submissions: Feb. 15, May 15, Aug. 15, and Nov. 15**

**Advertising (per issue) : \$150 for full page, \$90 for half page, \$55 for quarter page, and \$35 for eighth page.**

### **Profile**

ORALL is a 4-state chapter of the American Association of Law Libraries [Ohio, Indiana, Kentucky, Michigan]. It was formed in 1949 "to further the development and usefulness of law libraries and to stimulate a spirit of mutual helpfulness among law libraries of this region." An annual conference is held each fall. ORALL publishes or sponsors the following publications: *Core Legal Collection* [bibliographies for Ohio, Indiana, Kentucky, Michigan], ORALL Membership Directory, ORALL Newsletter, Ohio Legal Resources Annotated Bibliography & Guide 3rd.

## **President's Column *continued***

The research lab also allowed each librarian to interact with more students which the students seemed to enjoy. Teaching the class over three semesters also gives the librarians time to slow things down and really focus on developing the students' research skills. After reading the recent white paper published by Lexis on legal research skills of new attorneys, I believe this class will continue to help better prepare our students for research in the real world.

Enough about legal research! Here is your reminder that it's that time of year again! The Annual Meeting and Conference in Toledo, Ohio is just around the corner. This year's meeting sounds like it is shaping up to be another great event. The Local Arrangements committee has been working diligently to plan an amazing opening event at the Glass Pavilion at the Toledo Museum of Art. And the Education Committee has put together another great program full of trending topics and updates. If you are thinking of attending but are not sure you can get your trip funded, make sure you apply for one of the four \$250 grants to attend. The Grants Committee is currently accepting applications. I look forward to seeing you all in Toledo in October!

I'm sad to say that this will be my last "letter" as President of ORALL. I have thoroughly enjoyed representing ORALL and hope to continue to be active in this wonderful organization. If you haven't ever served ORALL as a chair or member of a committee, newsletter article author, or on the Executive Board, I would encourage you to get involved if you have the time. The wonderful benefits of working with the members of ORALL make every bit of the time and effort worth it. See you in October!

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## ***Membership Votes for a New ORALL Logo*** **by, Sue Altmeyer, Cleveland Marshall College of Law**

One hundred and three ORALL members voted, and 71% favored the logo depicted below. The new logo contains the outlines of the three states where ORALL members are primarily located. As one member put it, "I really like the three states represented. Most outside ORALL believe ORALL is made up of only Ohio law librarians."

A copy of the logo is at [http://orall.org/?page\\_id=543](http://orall.org/?page_id=543) for your use. The ORALL colors (blue and white) could be added to the logo if something more colorful is needed.

Steve Probst was able to have the assistance of Valparaiso's marketing department in designing logos in preparation for the 2012 ORALL meeting. Thanks to Steve and the folks at Valparaiso (particularly Hil Albuquerque), and thanks to everyone who voted!

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***Instead of a Book, "Borrow a Librarian"***

**by: Kathleen M. Dugan, Cuyahoga County Law Library Resources Board**

**Introduction:** Our Law Library's traditional services have always included maintaining a legal research collection and circulating books to members. However, the most valuable service we offer has always been providing librarians to assist our members with their legal reference and research needs. Traditional customer service that we used to provide primarily in person has been gradually replaced with telephone assistance and virtual reference services via our web site, email, Skype, and chat. As a result, in this electronic and digital environment, we were surprised to learn from surveys we recently conducted that our members do not know about all of the services we offer and want personalized help with computer basics and online research at their offices. Although we already provide a robust web site, offer many ways for our members to communicate with us, and provide 24x7 access to various databases, we took a giant leap and created a new service called "[Borrow a Librarian](#)." Through this program, we lend a librarian to our members for free, face-to-face reference and research assistance at their offices. We believe that this program is the first of its kind in the United States, and our members really seem to like it.

**Strategic Planning Surveys and Results:** Like most law libraries these days, our Law Library is finding it difficult to predict the future of our industry and carve a path for us to follow. As a result, we began a strategic planning initiative to help us assess where we are and plan for the future. As part of this effort, we recently issued several surveys<sup>1</sup> to

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<sup>1</sup>I used an easy and powerful web-based tool called Survey Monkey to create and send our surveys and collect and analyze the data.

our private and statutory members,<sup>2</sup> local law firm librarians, law firm leaders, government leaders, former members, and members of the public. The data from these surveys not only helped us to gauge member awareness and use of our current services, but it also provided us with information we are using to create a few new services, including “Borrow a Librarian.”

Although survey responses provided high praise for our staff and collection, many of the suggestions we received were for services that already exist at our Law Library. It was evident that although our members knew about some of our services, they were not aware of the scope of what we have to offer. For instance, members asked for public records, docket, and jury verdict searching, all of which we already provide. They also asked for iPad training, which we just conducted earlier this year. More importantly, our members asked for:

- more outreach
- more information on the services we offer
- help with computer basics
- help using our remotely accessible databases, and assistance performing legal research

**Are We Doing Anything Wrong? Are We Doing Enough?** The foregoing survey responses made me think about how we are communicating with our members and the venues in which we currently provide services. Although I have no marketing background, I took a hard look at our web site and all of the information members can find there about our services, legal web sites, remotely-accessible databases, and legal research tips. I also considered the information we push to members through our Newsletters, email blasts about services and programs, blog posts, current awareness services, and Facebook, Twitter and LinkedIn updates. I also analyzed all of the training opportunities we provide for members through ‘on-the-fly’ reference, telephone assistance, in-house programs, and remote training over the Internet. Finally, as a former Ohio practitioner, I also considered the business of the practice of law and all of the demands on attorneys’ time.

Taking all of these factors into account, I realized that we were not doing anything wrong. We were just not doing enough, and we should try to do more. If we already delivered services on-site, by telephone, by email, on our web site, and via the Internet, where else could we reach our members? If our members are often too busy to come to us, the logical answer and a natural extension of our existing services would be to go

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<sup>2</sup>Like many courthouse law libraries in Ohio, our Law Library is a hybrid institution that services private attorneys, county officials and employees, and members of the judiciary.

to them. This realization provided the inspiration for our brand new “Borrow a Librarian” program.

**How “Borrow a Librarian” Works:** Although the concept itself is simple enough, the design took a bit of pre-planning. The first major decision I made was to offer this program for free as a member benefit. After members get over the shock that we actually offer this service at their offices, the next question I receive is, “Is it really free?” Yes...it is really free. Although it would be nice, I do not expect a free lunch.

The second step was to come up with a list of services to include. Our program offers both legal research and computer training in the following areas:

<b><i>Legal Research</i></b>	<b><i>Computers</i></b>
Search engines	Computer basics & terminology
Database searching & strategies	Internet browsers
Finding Ohio cases for free	Email basics & terminology
What you can find at the Ohio Supreme Court web site	Types of computer files; Creating & saving files
Lexis	Working with PDFs
Westlaw and Westlaw Next	Word Processing (Word or WordPerfect)
Shepardizing & KeyCiting	Keyboard shortcuts & functions
Social media for lawyers	Screen captures
iPad training	Downloading & printing
iPad Apps	Screen savers & wallpaper
	Cutting & pasting
	Screen options & sizing
	Skype
	Shrinking long URLs/Sending big files

One service that I have already added to these lists at the request of a local law firm is library collection evaluation. As librarians, we are uniquely qualified to evaluate law firm print and electronic resources and make recommendations on what they should maintain, archive, recycle, or migrate to online products. We are also in an ideal position

to identify resources which are available at our law libraries, thus saving firms money and making us more essential to their legal practices.

Because there are only five (5) staff members at our Library, I am the currently the sole pilot of this beta program, and I was not sure how fast the service would take off, I decided to limit visits to half days. In consultation with staff, we also limited the geographic scope of our program to Cuyahoga County, where most of our members work, and others on a case-by-case basis. So far, I have been able to manage the program around my existing work commitments, and our Law Library's four (4) other staff members have been able to 'hold down the fort' well while I am gone.

**Is it Actually Working?** Despite some initial reservations that I might have gotten in over my head, "Borrow a Librarian" has been very well received by members. At the first small firm I visited, I evaluated their print collection, provided training on iPad basics and Apps, and showed the attorneys how to use some of the databases that we offer 24x7 through our Members Only page. My visit went so well that they have asked me to come back. As other examples, two solo practitioners have asked with help with a new Windows 8 computer and a Nook to download ebooks from the local public library. I had no idea when I started this program whether it would succeed or not, but I think it is off to a good start.

**Analogy to Law Firm and Academic Libraries:** Although it involves a bit more travel and some parking fees, this program is very much like the systems that already exist in law firms and academic law libraries today. By analogy to local firm librarians who attend practice group meetings, deliver research to attorneys' offices, and staff in-house satellite libraries with mobile devices, we will now be offering computer and research services to our members at their offices. Like academic librarians who work with professors and students, we will be embedding librarians where private practitioners, prosecutors, public defenders, and judges need our help the most. By making sure that our members know how to use the latest tools to conduct their legal reference and research, we hope to more directly support the practice of law and administration of justice in our legal community.

**PR Benefits of the Program:** In addition to fulfilling our members' needs, our "Borrow a Librarian" program has been a great public relations and marketing tool. Visiting lawyer and law firm offices gives me the chance to promote all of the services we have to offer. Since our surveys revealed a gap between what we offer and what our members know we offer, our program has increased service awareness and corresponding usage of our Law Library.

**Conclusion:** If you had asked me before we conducted our surveys, I would never have thought that there was a need for our library to offer live, off-site services at our members' offices. However, the surveys and the feedback I received proved me wrong. Even though our members are circulating fewer books, conducting more online legal

research, and using a variety of devices and technologies, they obviously still need and appreciate the help of real, face-to-face librarians where it is more convenient for them.

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## ***Statewide Consortium of Ohio County Law Library Resource Boards***

**by Angela T. Baldree, Lake County Law Library**

I am so excited to announce that the Statewide Consortium of Ohio County Law Library Resource Boards has a new leader. Beginning on September 1, 2013, Judith Maxwell from the Delaware County Law Library became the executive director. I have no doubt Judith will do an amazing job and I look forward to the future of consortium.

As I write my last column, I would just like to reflect back over the last few years. I cannot tell you how exciting it has been creating a state agency from the ground up. Serving as the executive director was the culmination of years of work at the state level. I'm sure many of you remember going to Columbus on St. Patrick's Day, 2005 to testify on the importance of county law libraries, only to be told that a deal had already been reached. Of course that deal was HB 66. That was then followed by four years of work that resulted in HB 420. While not a perfect bill, it did establish this consortium and I am so very proud of the work we have done in the last two years.

Our cataloging project is moving along nicely. To date, 19 libraries now have online catalogs and several more will be finished soon. If you have not given us a shelf list of your library's holdings, please get that to Judith soon. If you would like to load your own catalog, we can make arrangements for that, too. The consortium did vote at their last meeting to renew the contract with Library World for another year. It would be great if we could have all 88 counties uploaded into Library World by the end of next year. Once that is done, we can start to discuss a more effective interlibrary loan system.

Most of you know my most frustrating task has been the creation (or lack thereof) of a consortium web site. I am happy to report, the web site is close to being finished. My goal is to unveil it at the ORALL meeting. I think this site will be a great resource for county law librarians.

The consortium will meet next during the ORALL meeting in Toledo. The meeting will take place on Wednesday, October 16 at 3:00 pm. See your ORALL registration for more information.

Finally, I would like to thank all the members of the consortium board – Judge Charles Schneider, George Baker, Kathleen Dugan, John Leutz, and Ken Kozlowski – for their support and hard work over the last two years. I would also like to thank everyone who has served on the advisory committee and anyone who has attended, either in person or over the phone, board meetings. This consortium's main purpose is to support county law libraries and we always welcome your suggestions for new endeavors. I know we always say there are 88 different ways to run a law library, but these last two years have shown our ability to work well as a library community.

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## ***AALL 2013 – Seattle Washington***

### ***Review of "It's All About the Money: Rethinking the Way We Teach Cost-Effective Legal Research" AALL Program*** **by Cheryl Niemeier, Bose, McKinney & Evans LLP**

This very informative 2013 AALL annual meeting program was wonderfully put together by Brooklyn Law School librarians Kathleen Darvil and Sara Gras. It sought and delivered insights from a panel of four law firm Library Directors on the interplay of online cost recovery models in law firms as relates to what is being taught in legal research courses and the challenges of making sure both groups are on the same page with respect to what should be communicated.

The program coordinators first shared some survey results showing the following:

- 95% of law school respondents said they do incorporate cost-effective research into courses on legal research
- Items included in the legal research discussion of cost effective research with law students are:
  - recovery of research costs
  - free/low cost research alternatives
  - law firm contract models
  - cost-effective strategies on Westlaw and Lexis
  - retail pricing costs of Lexis and Westlaw
- Results of a 2011 Lexis survey of law firms indicated that in the following 24 months the majority did not plan to stop billing clients separately for online research
- Teaching challenges include:
  - Constantly changing retail prices make it hard to keep up

- Firms employ a wide variety of cost recovery models making it difficult to know what to tell the students
- New research platforms (i.e. WestlawNext and LexisAdvance) and their retail pricing structures create new issues and questions

Following the report on the survey results, the panelists which included Caren Biberman, Mark Gediman, Cheryl Niemeier and Connie Smith, described their firm's cost recovery models and not surprisingly, each firm's approach was either slightly or in one case radically different from the others. All of the firm's with the exception of one, make great efforts to realize a reasonable level of cost recovery for the online research costs incurred by the attorneys, while over the years the "rebel" firm has moved to a model of treating the bulk of the online research costs as overhead. In the case of the firm with the overhead model, they are working to create savings by going single provider for online research and canceling library print subscriptions already included in or adding them to their flat-rate single provider contract.

Key takeaways for both academic and law firm librarians as well as the law students include:

- Firm librarians need to be certain to inform summer associates and new attorney hires of the firm's policy on cost recovery
- Students need to be encouraged ask their firm librarian questions about the policy and seek their help before starting a research project
- Academic librarians need to continue to include, or if not yet doing so, incorporate discussions about cost recovery and cost-effective research issues in law firms into their legal research courses

Bottom line is that the wide variety of cost recovery models utilized by law firms creates a gap in what the students need to know from their legal research course instructors re/effective research skills and how it relates to cost recovery. Thus it behooves both academic and law firm librarians to educate each other about their models, so that the students can be well informed on these important yet disparate law firm models and the issues surrounding cost-effective research.

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### ***Flipping Classes: Can It Work for You?***

**by Susan M. Boland, University of Cincinnati Robert S. Marx Law Library**

In teaching, no one size fits all. This is especially true in legal research instruction where teaching can range from a CLE class taught to attorneys, a class offered to people with no law background, a one-off research session in a substantive law class, or a semester long Advanced Legal Research class. Flipped classes are all the rage now, but can they work in the diverse environments in which we teach legal research? This article will introduce the

flipped classroom model and discuss some of the advantages and disadvantages involved.

Two of the early adopters and evangelists of the flipped classroom model were Colorado high school chemistry teachers Jonathan Bergmann and Aaron Sams.<sup>1</sup> The two define the flipped classroom as “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.”<sup>2</sup> Although flipped classroom materials and styles differ, this usually means that the old classroom model of the instructor lecturing while the students take notes is replaced by students viewing materials (such as videos) before class and completing exercises in class. For example, in my flipped classrooms, students will view a webinar and maybe do a short reading before class. At the beginning of class, I cover any questions they might have on the material. During class, students will complete hands-on exercises, usually in small groups. Rather than lecture or show and tell during class, I provide personalized, just in time teaching as I float from group to group.

One of the core tenants of the flipped class is the move from teacher-centered, passive learning to learner-centered, active learning.<sup>3</sup> Learner-centered teaching “shift[s] the role of instructors from givers of information to facilitators of student learning or creators of an environment for learning.”<sup>4</sup> Active learning involves the student in the learning process, giving him or her, a stake in their own learning.<sup>5</sup> Empirical studies support the effectiveness of active learning techniques in the classroom.<sup>6</sup>

Using flipped classroom techniques present many advantages over the traditional lecture format. One of the most important advantages to a flipped classroom is that class time can now be allocated on active learning. The focus can be on the application, analysis, synthesis and evaluation of concepts learned. This presents the chance to promote the higher levels of thinking and learning as represented in Bloom’s Taxonomy. Other advantages to a flipped classroom involve the ability of students to review what they need when they need it, the ability of instructors to provide individualized help, the ability to provide instant feedback on exercises, and an increase in instructor-student interaction.

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<sup>1</sup> Noora Hamdan et. al, *A Review of Flipped Learning*, FLIPPED LEARNING NETWORK 3 (2013), [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview\\_FlippedLearning.pdf](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf).

<sup>2</sup> JONATHAN BERGMANN & AARON SAMS, *FLIP YOUR CLASSROOM: REACH EVERY STUDENT IN EVERY CLASS EVERY DAY* 13 (2012).

<sup>3</sup> Hamdan, *supra* note 1, at 3.

<sup>4</sup> PHYLLIS BLUMBERG, *DEVELOPING LEARNER-CENTERED TEACHING : A PRACTICAL GUIDE FOR FACULTY* 3 (2009).

<sup>5</sup> See Michael Prince, *Does Active Learning Work? A Review of the Research*, 93 J. ENG’G ED. 223 (2004).

<sup>6</sup> *Id.*; Hamdan, *supra* note 1, at 7.

All is not wine and roses with flipped classrooms, however. Flipping a classroom can be very labor intensive. For example, if you create your own videos, you must choose the software you are going to use, learn the ins and outs of it, make the recordings, and edit them. You must rethink the way that you present material and adapt it to the new class room format. In addition to recording the videos, you must prepare the in-class activities and test them carefully. Just adding activity for activities' sake is not enough. The activities need to be tied to learning outcomes and the type of activity used influences retention.<sup>7</sup> If you also assign homework, you add that onto your list of things to create.

Technology can also be an issue with a flipped classroom, particularly when dealing with students from diverse backgrounds with diverse equipment. For example, should you create videos that are best viewed on mobile devices or use formats that are best viewed on larger screens? Students also have to be willing to watch the videos you create. If you are teaching in a structured class or you have the support of the faculty member in a one-off session, you can attach carrots and sticks to class preparation. For one-time classes where an instructor has no real control of the students outside of class, there is a good chance that your students will not come prepared.

Flipped classrooms can also be chaotic. The instructor relinquishes quite a bit of control in the flipped classroom. Students, not the instructor, drive the instruction in the classroom. If your classroom activities involve collaborative work, which many active learning techniques do, the classroom can be noisy, with students moving around and discussing the material. Finally, many students resent both the outside work and being forced to engage in the classroom. Many do not like the chaotic atmosphere. It is not unusual for students to give a flipped classroom instructor less favorable classroom evaluations.<sup>8</sup>

Flipped classrooms may not work in every situation. They present substantial advantages but also some distinct challenges and disadvantages. Keep in mind, however, that your classroom doesn't have to be an all-or-nothing flip. For those situations where the disadvantages to a flipped classroom outweigh the advantages, consider incorporating some flipped classroom techniques into your more traditional lecture. Provide videos and other training materials for after-class review. Incorporate active learning components in your lecture. Give it a try!

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<sup>7</sup> Michael Prince, *Does Active Learning Work? A Review of the Research*, 93 J. ENG'G ED. 223, 226 (2004).

<sup>8</sup> Dan Berrett, *How 'Flipping' the Classroom Can Improve the Traditional Lecture*, CHRON. HIGHER ED., Feb. 19, 2012, available at <https://chronicle.com/article/How-Flipping-the-Classroom/130857>.

## **ORALL Announcements**

### **Grants Available for the ORALL Annual Meeting!! (October 16-18, 2013 in Toledo, Ohio)**

The 2013 ORALL Annual Meeting in Toledo is certain to be one of the best, offering an exciting array of educational sessions! The ORALL Executive Board would like to encourage members to attend the Annual Meeting, if possible. To ensure this possibility, the ORALL Board is pleased to offer **four \$250** grants to ORALL members to attend the AALL Annual Meeting.

These grants are open to all ORALL members, regardless of the type and size of your organization. The ORALL Executive Board requires that the grant recipient(s) prepare a short article for the ORALL Newsletter. Details will be provided along with notification of the grant awards. The ORALL Board encourages application for the grants no matter the type or size of your organization.

Submissions are due by **Monday, September 23<sup>rd</sup>** and should be sent by email or mail to:

**Email:**

[shannon.kemen@uc.edu](mailto:shannon.kemen@uc.edu)

**Mail:**

Shannon Kemen  
University of Cincinnati College of Law  
P.O. Box 210040 Cincinnati, Ohio 45221-0142

### **ORALL's on Facebook!**

**By: Judy Maxwell, Delaware County Law Library**

Did you know that the Ohio Regional Association of Law Librarians has a Facebook page? We do and we would be delighted if you would "like" us. On your home Facebook page, look to the left side, under Pages, click on Pages Feed. In the search box under Recommended Pages enter Ohio Regional Association of Law Librarians and hit enter. When you reach the page please click on "Like". You will then be linked to the page and will receive the updates to the page.

***New Law Librarian at Valpo!***

Debra Denslaw is the new Faculty Services Librarian at the Valparaiso University School of Law. Previously, she was a Reference and Instruction Librarian at the Robert H. McKinney School of Law in Indianapolis.