

**ALA Midwinter 2006
San Antonio**

Draft Meeting Schedule

****Please check the ALA
website for final schedule**
<http://www.ala.org/> [click on
Events & Conferences]**

SAT. JANUARY 21

LPSS All Committee

**LPSS General
Membership**

**Marta Lange/CQ Award
Committee**

*Closed meeting for
committee members only*

SUNDAY JANUARY 22

**Library Instruction
Discussion Group**

MONDAY JANUARY 23

Weblogs Discussion Grp.



Lynne Rudasill, LPSS Chair; Merle Slyhoff, Award recipient; Kathryn Suarez, CQ Press; Binh Le, Award Chair. Photo by Lisa Norberg

Slyhoff Receives Marta Lange CQ Press Award

At the 2005 ALA Annual Conference, more than 40 colleagues honored the ACRL LPSS Marta Lange CQ Press Award recipient Merle Slyhoff, Document Delivery & Auxiliary Services Librarian and Lecturer in Law, Biddle Law Library, University of Pennsylvania.

Slyhoff holds an exemplary record of leadership and service in the American Association of Law Libraries (AALL), ALA, and LPSS, as well as scholarship and research. Her other significant contributions include the creation of the AALL's Document Delivery Caucus in 1994; the Video and DVD collection at the University of Pennsylvania's Biddle Law Library; and a web site to support a distinctive law school course entitled Law and the Holocaust. She has also been the General Editor of *Law Books in Print* since 2001.

The Marta Lange CQ Press Award was created in 1995 in honor of the late Marta Lange who chaired LPSS, 1990-91. The award, sponsored by CQ Press, recognizes an academic or law librarian who through research, service to the profession, or other creative activity, has made distinguished contributions to bibliography and information service in law or political science. It consists of a \$1000 stipend and certificate.

The Committee is accepting nominations for the 2006 award to be presented at the annual meeting in New Orleans. Nominations are due December 2, 2005. Information on the award can be found at <http://www.ala.org/ala/acrl/acrlawards/martalangecq.htm>. If you have any questions, please contact Binh P. Le at BPL1@psu.edu.

Chair's Message

This report will be brief and cover highlights of the section successes in the past year and future endeavors for the coming year.

As of July 2005 the section membership is 612 members up 2.34% from July 2004. Please do your part to recruit new LPSS members and encourage them to volunteer for one of the committees. Contact Vice-Chair Kathi Carlisle Fountain for more information at kfountain@csuchico.edu.

The 2006 annual program was a tremendous success and drew a good audience. Thanks to co-chair Bruce Pencek for inviting the speakers and Lexis-Nexis for partially underwriting speaker expenses.

Congratulations to Merle Slyoff, the 2006 Marta Lange/CQ Award recipient. Thanks to CQ Press for underwriting the luncheon and chair Binh Le for his coordination of the nominations.

Kelly Janousek, Chair of the Membership Committee, is recommending a redesign of LPSS's website in response to a preconference on how Millennials find information. The focus should be to highlight products produced by LPSS, which will then serve as a marketing tool to recruit new members. A big thanks for her leadership and continued efforts to grow the section.

Thanks to Jan Lewis for confirming the slate of nominations for the 2006 ACRL ballot.

Susan Parker, Chair of the Review & Planning Committee, will present a draft of a new strategic plan at the next midwinter meeting. Members should review the strategic plan and consider what they would like to do in the future. A copy can be found at the LPSS website-- <http://www.ala.org/ala/acrl/aboutacrl/acrlsections/lawpolisci/lpssstrategic.htm>.

The Vendor/Publisher Committee chaired by Fadi Harissi Dagher is planning to review Hein Online, Gallup Brain, and PRO (Political Research Online). If you have an interest, attend the mid-winter meeting to find out more about how you can participate.

The two task forces -Education and Virtual Meeting- have submitted copies of their work. Thanks to Chair Barbara Norelli the Education Task Force has submitted a shortened draft of "Political Science Research Competency Guidelines." Plans are being made to host a discussant group with political science faculty at the 3rd annual APSA Teaching and Learning Conference to get more input. Bruce Pencek and I attended the American Political Science Association conference in DC in early September and continued the dialogue about these guidelines with members of the Undergraduate Education section.

Lorena O'English, Chair of the Virtual Meeting Task Force, shared their final report which recommends using Instant Messaging software to conduct electronic meetings. Several committees have volunteered to try it in 2006. Thanks Lorena for your presentation of the recommendations for providing alternatives to conference travel for conducting important section business.

Last but not least a great big KUDOS to Lynne Rudasill past Chair for her leadership in 2004/05. I look forward to seeing you at the committee and general membership meetings in January 2006 in San Antonio.

Connie Salyers Stoner

LPSS Minutes--ALA Annual 2005

The draft minutes of the 2005 LPSS meeting at ALA Annual have been prepared. They will be available for review at ALA Midwinter 2006. They will also be available on the LPSS listserv, or from the LPSS Secretary, Kathleen Fountain at KFountain@csuchico.edu. See excerpts throughout this newsletter.

Review: *HeinOnline*

William S. Hein & Co., Inc,

mail@wshein.com

<http://heinonline.org>

HeinOnline is an online product available from William S. Hein & Co., Inc. Hein is one of the largest and oldest distributors of legal periodicals. Subscribers to HeinOnline include more than 60 countries - including law schools and top law firms in the U.S. and also many universities, corporations, courts, high schools, and other institutions in 2800 locations worldwide. In 2002, Hein worked closely with Cornell Information Technologies (Cornell University), and set out to create the largest collection of electronic, image-based legal periodicals from inception. After close consultation with JSTOR, as both publishers developed their respective databases, the project moved forward and HeinOnline was born. Today, at least 80 million pages of material are available in electronic format to the research community.

Research areas covered in HeinOnline include History, Law, Political Science, Business, Public Policy, Government, and Criminal Justice. All material from inception, fully-searchable, and in PDF format, including all charts, graphs, pictures, photographs, and footnotes are available. There are also 650+ journals, with more than 1,000 periodicals under contract for inclusion.

Currently, HeinOnline has six major library collections: the Law Journal Library, the Federal Register Library, the Treaties and Agreements Library, the U.S. Supreme Court Library, the U.S. Attorney General Opinions, and the Legal Classics. Hein is also planning to make the Presidential Library, the Code of Federal Regulations, and the Federal Legislative Histories Collection accessible soon. HeinOnline Collections include the following:

1. The Law Journal Library: Provides information regarding law and law-related developments and issues, as well as analyses of important legal decisions. HeinOnline's Journal Library is inclusive, beginning with the first issue of a periodical title. This Library is divided into several sections that provide the institutions with flexibility of subscribing to the entire Library or one or more of the collection's subsets. These subsets - which include the Most-Cited law journal, Law Journals, the Core U.S. Journals, American Bar Association Journals, and International & Non-U.S. Journals, and criminal justice journals. The HeinOnline "Journals Collection" is a relatively new and growing collection of exact page images of law review articles. Currently somewhat more than half of all U.S. law reviews are included in HeinOnline. The publisher's goal is to have all pages of all volumes (except the most current) of every American law review.
2. The Federal Register Library: This section includes a complete historical Federal Register. The coverage is from the 1936 inception of the Federal Register in an image based searchable format. The section includes the official publication for all rules, proposed rules, notices of federal agencies and organizations, and executive orders and other presidential documents.
3. The Treaties and Agreements Library: Treaties and Agreements Library includes all treaties - whether currently in-force treaties, expired treaties, or yet-to-be published treaties. This section also includes explanatory documents issued by the Department of State spelling out the ramifications of each as they are officially published. This section is very user-friendly and in-depth collection. Multiple searching options enable the researcher to search for a treaty using treaty number, country, parties to agreement, and signature date. This collection includes the official United States Treaties and Other International Agreements set (commonly referred to as "the Blue set"), the Treaties and International Acts Series (TIAS), and all unpublished treaties that Hein has been able to obtain through the Freedom of Information Act. The HeinOnline Treaties and Agreements Library also contains earlier treaty sets (such as Bevans's Treaties & Other International Agreements), treaty guides and indexes (including the complete set of Treaties in Force), and treaty books and texts.
4. The U.S. Supreme Court Library: Includes all published U.S. Supreme Court decisions as it appears they appear in the official U.S. Reports. HeinOnline's U.S. Supreme Court Library also includes books and periodicals on the Court. This database provides a backfile of all the official U.S. Reports volumes and all preliminary print volumes and slip opinions, which remain in the collection even after they have been published in the official bound volumes.
5. The U.S. Attorney General Opinions: This section includes the Official Opinions of the Attorneys General of the United States (1791-1982) and the Opinions of the Office of Legal Counsel of the United States Department of Justice (1977-1996).
6. The Legal Classics Library: The Legal Classics Library includes major works written on the law. Initially based on the titles listed in Morris Cohen's award-winning Bibliography of Early American Law (Buffalo; William S. Hein & Co., Inc.; 1998), the Legal Classics Library contains major monographs that are listed in Cohen's set. In addition to Cohen's selections, the Legal Classics Library consists of additional "A"-rated titles (according to the AALS Law Books Recommended for Libraries), plus many early British and Commonwealth titles. Other works from various key sources have been located, and in subsequent years, approximately 500 new legal classics have been released annually to this online anthology.

continued on p. 4

HeinOnline searches are user-friendly and they are designed to be used with very little training. HeinOnline web-based browser interface was developed in consultation with a team of law librarians. All sections include "Collection Index", "Search", "Search History", "Help", and "Feedback" on the top left-hand side of the screen. To search by a known citation, you can use the "Citation Navigator" on the top right-hand side of the screen. For author/title search, search words in one or both of the "Search" input fields can be used. The Boolean relationship between multiple words in a search input field is a logical "AND". Use the "AND/OR" pull-down to select the relationship between search fields. There is also a "Full-Text Word and Phrase Search" that allows searches on volumes in the HeinOnline collection. Searches are performed against the uncorrected OCR text that was generated from the page images for each volume. In the Full Text Word and Phrase Search, one can also enter words and quotation marks. Words typed in the search are not case sensitive. The search can also be limited by date. Searches can be done in all journals or just selected journals.

A limitation and disadvantage of HeinOnline is that the search engine is relatively basic, and searches only uncorrected OCR text. Downloading and printing is slow. Also, due to the way HeinOnline's full text searching is performed, one can not retrieve all articles that meet search criteria. E-mail articles downloaded from HeinOnline can not be sent.

Features and advantages of HeinOnline is that this is an image-based and fully-searchable library collections, meaning that they provide exact page images and enable the researcher to view all pages as they originally appeared in hardcopy - including all charts, graphs, and photographs. Also, the libraries in HeinOnline provide comprehensive coverage from the inception of each publication. HeinOnline is the best online full-text coverage of pre-1980 legal articles. Page images reproduce the print articles exactly. For printing, you can have the option to either print the file using Hprint, HeinOnline's printing utility (but you will first have to download the utility) or download the file in Adobe Acrobat format. Downloading the file in Adobe Acrobat format is the easier option. There are various subscription models available. Annual subscription prices are based on the size of libraries. Access to HeinOnline is by an IP address range and/or username and password, allowing for simultaneous multi-user access.

HeinOnline received the Best Commercial Website Award from the International Association of Law Libraries in 2002 and the Best New Product Award from the American Association of Law Libraries in 2001. HeinOnline is built on the latest version of Dienst Technology, an open architecture for distributed digital libraries. The document structure of Dienst embraces documents of different types and is currently in use in such digital libraries as the Networked Computer Science Technical Reference Library, Open Archives Initiative, Cornell University Library's Making of America Collection, and others. William S. Hein & Co., Inc.'s reputation for producing the highest quality images has led the Library of Congress in Washington, DC to use the Company's images when developing their own collections.

Reviewer: Atifa Rawan, University of Arizona Library
August 2005

Opportunity for Librarians 3rd Annual APSA Conference on Teaching and Learning in Political Science

February 18-20, 2006, Washington, DC

Consider attending the 3rd Annual APSA Teaching and Learning Conference This conference is organized around a "working group" model and consists of 12 tracks constructed around such themes as:

- Assessment/Learning Outcomes
- Internationalizing the Curriculum
- Diversity and Inequality
- Teaching Research Methods
- Community-Based Learning
- Simulations and Role Play

Teaching with Technology and APSA continues to promote greater understanding of cutting-edge approaches, techniques, and methodologies that can be applied in the political science classroom. It provides a forum to develop models on teaching and learning as well as to discuss broad themes and values affecting political science education.

Connie Salyers Stoner, LPSS Chair

For more information, visit the Teaching and Learning Conference webpage at http://www.apsanet.org/section_236.cfm or contact teaching@apsanet.org.

Excerpt from the LPSS minutes, ALA Annual, June 26, 2005

2006 Program: (Ann Marshall, Co-Chair) The working title for next summer's conference is, "What Do Faculty Want: Understanding How Faculty Do Research." The committee is asking Michael Brittnall, executive director of the American Political Science Association, to speak about how the profession sees itself and Wayne Parent, author of "Inside the Carnival: Unmasking Louisiana Politics" and professor of Political Science at Louisiana State University, to discuss his research process. The committee is looking for an additional presenter and is accepting suggestions. The goal of the program is to provide new information librarians can use in collection development.

APSA Preconference Short Course on Departmental Assessment, 31 Aug 2005

The session was devoted to helping faculty develop assessment on the department-wide level, though classroom assessment questions continually came up, especially in the afternoon session. Discussion may be difficult to generalize inasmuch as the attendees and presenters were skewed toward smaller, teaching-oriented institutions. The primary thrust was that programmatic assessment creates opportunities if departments are willing to approach it that way.

Presenters: E Fletcher McClellan, Elizabethtown College; John Williams, Principia College; Candace Young, Truman State University.

McClellan reviewed the history of the assessment movement, noting a convergence of internal and external motivations to assess outcomes, with classroom and programmatic assessment developing in parallel. Within political science, he called attention to the 1991 "Wahlke Report," which emphasized student outcomes in its call for revising curricula to cultivate general political literacy. On the state of departmental assessment within the discipline post Wahlke, he called attention to Marisa Kelly and Brian E. Klunk, "Learning Assessment in Political Science Departments: Survey Results," *PS: Political Science & Politics* (2003), 36: 451-455.

Williams presented a political scientist's interest-group analysis of misconceptions (and "misconceptions about misconceptions") about assessment. The core of his argument: departmental assessment *will* be mandated, so it is up to departments to protect themselves and their individual members from the misuse of the process. The best approach, he contended, is preemptive: departments should use the prospect of mandates to seize control of the agenda and create the assessment programs that reflect their vocation in the discipline.

- "Intrapreneurs" acting on behalf of the department to ensure that other parts of the institution do not grab the opportunity to encroach on the department's prerogatives and thereby induce faculty to resist assessment.
- Solidarity and cohesion in the public face of a department induce other units to take it seriously, whereas a piecemeal response to mandates invites them - and students - to play one part off against others.
- Keeping programmatic assessment separate from performance reviews of individual faculty is crucial. Formal statements to the contrary notwithstanding, some administrators *will* try to use assessment programs to compile data that can be used to bypass departmental deliberation to advance or retard a professor's promotion and tenure or otherwise preempt the department's allocation of resources.
- On the other hand, accountability of faculty for their students' learning is a matter of professional responsibility and the vocation of teaching, not a question of academic freedom. Assessment mandates are opportunities to think seriously about what the department and its members are doing. When departments obviously embrace assessment as a way to improve what they do, students notice.
- Programmatic assessment should be subjected to cost-benefit analysis. Losing control of the assessment system can impose costly inefficiencies in the use of department members' time and other resources, as well as the less tangible price in reducing their "ownership" of the system and the very principle of assessment.
- Classroom and programmatic assessments impose short-term implementation costs (e.g., redesigning classes) that will go away as they become routinized: the more classroom assessment is embedded in current practices and culture, the lower the marginal cost of departmental assessment and improvement of teaching.
- Department-wide assessment cannot be a static, rote process. Continuous process improvement is part of the idea of assessment and of the practical realities of what accrediting bodies expect to see documented in self-studies and progress reports. (The North Central Association has been especially aggressive about documenting ongoing improvements; its Academic Quality Improvement Plan includes repeated submission of evidence and unannounced site visits, outside the regulate ten-year cycle. The Southern Association has a similar initiative.)
- Accrediting bodies can drive assessment programs, though they are also quite capable of sending mixed messages about how assessment can fit within departmental self-study reports. Departments can fill these gaps

themselves, both in appearing forward looking in their assessment agendas and in identifying a few reasonable, achievable and measurable annual goals.

Williams continued with suggestions about developing a departmental assessment plan that stressed the unique characteristics of political scientists.

- Appropriate the language of the institution's own vision, mission, and strategic planning documents: "If it's in your university's mission statement, you darn sure better be ready to assess it. And if you're going to assess something, it ought to be in your mission statement."
- Despite assessment statements that treat goals, outcomes, objective, vision, and mission as mushy, practically interchangeable terms, they don't mean the same thing within or among campuses. Crucially, outcomes describe what the graduate will be able to do. They are operationalizable; they should be amenable to the offering of evidence. Otherwise they are merely goals.
- Schmooze the assessment functionaries on your campus.
- Seize the initiative and highlight your department's strengths. The first department on campus to develop an assessment plan sets the terms of debate for the campus. It's good gamesmanship for a political science department in its own interest to be first and define its turf against other encroachments from the administration, other departments, and the service/general education responsibilities. More important, the discipline already has a repertoire of tools to navigate and interpret the process, and its measurement tools can make the political science department the place on campus that other departments will turn to for advice. As an academic discipline, it provides an alternative to corporate-world techniques that may be unsuited to the academy and that stick in the craws of academics.
- Programmatic assessment plans should mirror what we have learned through classroom assessment: to be useful and credible, they should offer feedback-centered processes at every stage: study, review, act, review, and act anew. It may be useful to create programs from the bottom up: course outcomes, to those of required courses, to the major.

While Williams emphasized the desirability of political science departments exploiting their unique abilities to influence assessment turns on campus, Candace Young (coming from a very structured curriculum) dealt more with campus-wide dialog and projects.

Ascending from only classroom assessment (which does not in itself meet accreditors' requirements) can create quite exciting opportunities for departments because it raises the core question from the Wahlke Report: what kinds of student does the department aspire to create?

The less exciting but vital question is: How do we know how well we have succeeded? Young noted sources of assessment data:

- Campus offices from Admissions to Development gather and analyze" lots of data you don't know about." These traditional data regularly gathered by the institution "take none of our time to gather but don't address other things we wish to address." Transcript analysis, for example, allows one to see if students over five or so years tend to choose "desserts or the main course" to build their GPA in the conventional cafeteria-line approach to major and distribution requirements.
- Nationally recognized exams -- even the free samples from ETS's Major Field Assessment Test can be used as quick and dirty pre-test/post-test assessment instruments to -- place one's students in a national context.
- Locally developed tests and surveys offer compensating advantages and deficiencies for generic instruments.
- Qualitative practices can add value, such as team grading and mandatory exit interviews (both permitted by Truman State's integrated, sequential curriculum without electives), or the increasingly common use of student portfolios. Working with these qualitative tools, especially outside the immediate departmental context, can be a tremendous faculty development experience. Capstone classes - "introductions to political science at the senior level" - are great places on which to center assessment.
- Course evaluations by students are problematic as assessment tools, not least because they can contribute to the "creep" toward using student learning data for personnel decisions.

Multiple measures are desirable, but for every one added, one should be deleted in order to maintain realistic goals and preserve perspective; assessment tools themselves should be assessed by measures such as time on task spent by students and faculty. Williams added that cycling through the departmental goals to assess is appropriate: of 8-12 goals identified by the departmental self-study, emphasize only 3-5 a year.

Lucy Eleonore Lyons, Northwestern University Library

Archival Sources and Legislative Research

A Report from the
101st Annual Meeting of the American Political Science
Association

On August 31st, 2005, the American Political Science Association (APSA) provided a “Short Course” at the National Archives and Records Administration (NARA), in Washington D.C., on “Using Archival Sources in Legislative Research: Choosing the Road Less Traveled.” Although the archives of Congress are frequently accessed by historians, the subtitle of the course refers to the under-use of these resources by political scientists. The aim of this course and tour of NARA was to introduce, educate, and encourage the latter to recognize the archives of Congress as “a gold mine” of “untapped resources” (Richard Hunt, Director, Center for Legislative Archives, NARA).

It began with a short security clearance and the escort of approximately 15 speakers and 30 attendees to the “Staff Only” conference area of NARA. The keynote speaker (Professor Sarah Binder, George Washington University) described the successes of archival research in political studies to date. Most of such research has relied upon roll call data and has in fact increased our knowledge of Congress (e.g., the impact of campaign contributions on voting behavior). On the other hand, “the law of available data” (Binder) has also influenced the theories and outcomes of political studies. Roll call data, for example, cannot measure alternative opinions or the internal development of party positions. In short, the speaker expressed a belief that roll call data has been mined and there is a need for political research to seek other sources in the search to uncover both the historical developments as well as the contemporary dynamics of government.

Six panels followed the keynote address. One of the best included four political science faculty from different institutions who described their personal experiences in archival research during “Archives, Political Science, and the Process of Discovery.” The outcomes of such research were seen as very positive—e.g., archival material may open up decision-making mechanisms that are not revealed in vote counts or via interviews with political elites. In addition, archival material may be both quantifiable (e.g., the number of committee assignment requests) as well as qualitative (e.g., letters revealing a senator’s motivation for requesting a particular assignment). Verbatim transcripts of conversations, diaries, staff memorandum, and other materials often provide colorful evidence of events. Frustrations and limitations were also described. These included the lack of finding aids and aids that lack analytical content, under-funding for the processing of archives of major politicians, and the fact that too many documents are destroyed or not made available. An example of the latter was the response by Tom DeLay, said by a staffer to be “both unprintable and negative in tone,” to a professor’s request for Whip-vote data.

It was also noted, importantly, that unlike history students, political science students are generally not taught, advised, or asked to consider using archives as a methodology for their research.

Good advice provided by the panel on “Locating Materials and Collections” included the adage that researchers should begin by investigating the Serials Set and other resources at government depository libraries before committing time and money to travel to places such as NARA. Much information about archives can also be got through phone calls or by looking on the Internet. The “Finding Aids and Search Strategies” panel followed-up by providing information on what to expect from aids, how archives are sometimes arranged, and how to maximize the benefits of archival searching while minimizing one’s costs. The “House and Senate Historians’ Office as a Resource” panel also described ways of locating papers through, for example, the website of the “Biographical Directory of the United States Congress.” This was a fascinating panel from which the Senate Historian and the Director of the House’s Office of History and Preservation described their archives and work.

Two additional panels—“Using Archives as Teaching Tools” and “Funding Archival Research: The Endless Cycle”—as well as useful handouts contributed to the success of the goal to introduce and instill enthusiasm toward archival research. This report has provided just a few of the highlights—which, unfortunately, mirrors a few criticisms. There were too many speakers, the moderators did not control those who strayed from the timeline, and no breaks were scheduled (one had to be imposed) within the four-hour-plus timeframe. As a result, some of the most lively and interesting speakers had little time and others set the schedule back so far that by the third panel the course was forty-five minutes off-schedule. Such problems, however, could be easily rectified in the future. And it is this reporter’s hope that this (free) course returns in the future. It was very useful, interesting, and engaging and can be highly, highly recommended to both political scientists as well as political science librarians.

Lucy Eleonore Lyons
Northwestern University Library

Excerpt from the LPSS minutes, ALA Annual, 6/26/05

Nominating Committee – Lynne Rudasill, LPSS Chair

- Jan Lewis will chair the committee in 2005-2006.
- Congratulations to elected officers: Kathi Fountain, Ann Marshall, and Lorena O’English.
- Nominations for elections can be submitted to Jan Lewis or Kathi Fountain.
- Kathi will also be responsible for committee appointments, so members should contact her if they wish to volunteer for an assignment.

LPSS News
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