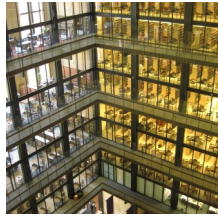




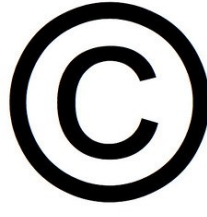
Top stories in this newsletter



From the President



SCALL Fall Meeting Recap



Navigating Copyright During COVID-19



Education Update



Reflections from the 2020 Virtual Leadership Academy

From the President



I've been thinking about engagement a lot these last few months. As the pandemic has forced us to remain isolated, we have had to confront new challenges to keep our students, stakeholders, and members engaged. Likewise, keeping our members of SCALL engaged with the association has been at the forefront of my discussions about programs and the upcoming Institute. If the events are virtual, will we have the same level of engagement? Happily, I am realizing the answer is "yes," we can keep our members engaged...

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SCALL Fall Meeting Recap



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Education Update



The annual conference is educational and inspiring every year, chock-full of great programming. Sometimes a program comes along that stands out from the rest because it inspires immediate action from attendees. This year we were very fortunate to have such a program in Beyond Orientation: Using Onboarding to Build Attorney Engagement and Maximize Value...

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Reflections from the 2020 Virtual Leadership Academy



When I heard about the AALL Leadership Academy (the "Academy") I jumped at the chance to attend. Although I'm a native Californian who is averse to the cold, a weekend in Chicago in March learning about leadership sounded magnificent! I had no idea what to expect. Could the Academy transform me into an exceptional leader over the course of a long weekend? Teach me to give inspiring speeches? Probably not. Nevertheless, I was eager to participate...

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From the President

*By Margaret Hall
Associate Director of the Law Library
Southwestern Law School*

I've been thinking about engagement a lot these last few months. As the pandemic has forced us to remain isolated, we have had to confront new challenges to keep our students, stakeholders, and members engaged. Likewise, keeping our members of SCALL engaged with the association has been at the forefront of my discussions about programs and the upcoming Institute. If the events are virtual, will we have the same level of engagement? Happily, I am realizing the answer is "yes," we can keep our members engaged.

Just a few weeks ago we had an amazing SCALL Fall Program. Members from our different types of libraries offered advice, strategies, and ideas for handling the challenges of the pandemic. The program was fantastic, but what was more striking was the number of our members who attended. Because of the virtual setting of the meeting, many of our members, who normally are not able to attend a weeknight meeting, were able to attend. Librarians from Riverside and San Diego to Orange County and Los Angeles were able to ask and answer questions of fellow librarians. While it may be easier to look at the scary and sad realities of Covid, there is an opportunity to look at some positives. I do not think it is a stretch for me to say we might do more of these virtual meetings in the future, even after Covid is in our rearview mirror. If one of our goals is to be an organization where Southern California librarians can share and learn from one another, why wouldn't we want to do more virtual events which allow involvement from even more of our members?

Just as our Fall Program welcomed some unfamiliar faces, since March, many of our members have been able to attend other chapters and organization's conferences we normally would not attend and bring ideas back to SCALL. Not only are our SCALL members attending other California and West Coast meetings, but we are also attending seminars and annual conferences on the

East Coast and Mid-America. Virtual meetings, often with their lower registration costs and no travel expenses, are a perfect way to learn from other AALL chapters and committees on a much wider range of topics. They are also



a great way to reconnect with former colleagues and network with our peers, without leaving the comfort of our living rooms. Many virtual conferences are spreading the programs out over a longer period, thus allowing librarians to not only attend and learn, but also keep up with their own institutional work.

I am no longer apprehensive about the number of participants we will get at our upcoming Institute. I will even venture to guess that it may be one of our most attended Institutes. Patrick Sullivan is forging new ways in which to make sure SCALL members get the most out of the experience. He is also aware of the interesting possibilities we have this year of promoting the Institute to the larger AALL organization. I am very excited to see how he will handle speakers, vendors, and the ever-popular trivia contest. While I am looking forward to gathering in person again, I remain energized about our virtual Institute.

With all the Zoom meetings we are all attending, many of us are experiencing Zoom fatigue. But I am going to advocate we lean into it and plan for even more virtual meet-ups. I feel it is important for us to carry on our gatherings with our fellow librarians. Over the last few weeks, I have intentionally increased my one-on-one and small group conversations with other SCALL members. It reminded me how much I have missed talking with my fellow librarians not just about library

issues, but more importantly, about their day to day lives. We chat about tea and the Great British Bake Off, great 80s movies now streaming on Amazon, and new recipes to try during our quarantine baking. These conversations keep us connected. It is up to each of us to remain engaged with our work friends and colleagues, especially now as we have all grown used to our new temporary normal. But, in this new normal due to the nature of virtual meetings and conferences, our ability to engage in the profession and with our fellow librarians has grown by leaps and bounds.

SCALL Fall Meeting Recap: Best Changes in Your Library Since COVID-19

*By Sherry L. Leysen
Hugh & Hazel Darling Law Library Director
Chapman University Fowler School of Law*

On November 10, SCALL members gathered—virtually, of course—to share information and learn about some of the new initiatives and proactive projects in our remote work environments due to the global pandemic.

Following a brief update from Patrick Sullivan on plans for the virtual 49th Annual Spring Institute (Save the Date: February 18, 2021) on the topic of "Current Developments in Data Privacy Law," several colleagues shared some of the best changes that have come about since the move to substantially remote services and instruction earlier this year.

Southwestern Law School, Leigh H. Taylor Law Library

Dinah Minkoff, Reference Librarian and Adjunct Associate Professor of Law, highlighted how the Taylor Law Library is engaging with students in a remote environment. The Library launched a new research guide to serve as a hub to advertise and promote its remote services during the pandemic closure, Remote Access to Library Services (COVID19 Response). To help facilitate group study in a remote environment, the librarians prepared a Virtual Group Study guide for students (and even provided recommendations for "Virtual Study Sounds") explaining the various

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continued from page 2 (SCALL Fall Meeting)

platforms available. The guide offers essential information and instructions (“What You Need to Know” and “What You Need to Do”). The librarians also developed new guides to promote specific collections (Anti-Racism Resources and Public Interest Law) and implemented a system to facilitate remote appointments with the reference team.

LA Law Library

Ryan Metheny, Members Program and Educational Partnerships Librarian, presented on LA Library’s new and expanded services. Ryan shared that many people continue to require assistance with legal resources and need help with increasingly complex problems. The Library’s very busy reference service continues Monday through Saturday, with two librarians on duty for every shift to provide phone, email, and chat services. The Library expanded its electronic delivery service to facilitate access to needed resources, providing one free e-delivery request per day (up to 25 pages). It also initiated a will-call book pickup service. Patrons may call 24 hours in advance to reserve material for pickup on Wednesday and Thursday afternoons. The Library expanded its instruction, offering several online classes covering both self-help topics (landlord-tenant, probate, family law, and more) and many new classes that qualify for MCLE credit. Its Lawyers “in” the Library program transitioned to a phone appointment model with more than a thousand people helped since March.

Sidley

Erik Y. Adams, Research Analyst, shared an especially challenging empirical request using publicly available government data files that required the use of statistical applications, not accessible on a restricted network, to retrieve and analyze the data. Erik explained the workaround necessary to answer the question (before Covid-times), which included writing a computer program to generate answers responsive to the questions. Erik observed that one of the best changes is greater flexibility and control over computing needs and applications that are necessary to answer reference and research questions in a remote work environment.

USC Gould School of Law, Asa V. Call Law Library

Paul Moorman, Senior Law Librarian for Research Services/Foreign and International Law and Adjunct Assistant Professor of Law, mentioned one change resulting from going remote is having everyone together in Library staff meetings (a positive outcome appreciated by other libraries too). The Library also engaged the School of Law community with its miniature pumpkin decorating contest. The contest, open this year to all Library and School of Law staff, was judged by law school staff and students. Paul shared some of the highly creative and entertaining entries, including winning entries by Senior Law Librarian Cindy Guyer and Cataloging/Serials Assistant Tommy Beane. The Library also implemented remote reference and instruction and developed new research guides.

Riverside County Law Library

Jenna Pontius, Public Services Librarian, introduced the Riverside County Law Library (RCLL) system and provided information about its remote services. Having closed in March, Jenna shared RCLL is offering reference help by phone, email, and a Google form, and is providing greater digital access to several databases.

Many virtual programming initiatives were launched, including numerous MCLEs, legal research classes, and tax clinics with Inland County Legal Services. Additional programming covered estate planning and voter education topics, and a program that Jenna developed and presented on media literacy.

FactSet

Elizabeth Osborne, Legal Account Representative, shared that FactSet transitioned to a new platform in March and developer APIs are available. With the transition to remote interactions, Elizabeth provided an update on the firm’s expanded customer support with the addition of more personnel and the establishment of a dedicated email to help law firm librarians directly.

University of San Diego School of Law, Pardee Legal Research Center (LRC)

Michele Knapp, Head of Collection Services, explained some of the positive changes that have taken place, particularly with assisting the student journals with their source collecting responsibilities for cite-checking. Before going remote, student journals were typically responsible for coordinating their source collects and interlibrary loans. The LRC implemented a new spreadsheet system that successfully streamlined the student journal process for material requests, resulting in reduced duplicate requests and more consistency with procedures.

A brief question and answer session followed the presentations. Discussion ensued about the delivery and handling of print materials and collection priorities and decisions in a remote environment.



Navigating Copyright During COVID-19

By Lisa Schultz
Reference Librarian, Loyola Law School

Understanding the boundaries and application of copyright law in a library context can be daunting under normal circumstances, but the shift to online instruction and remote library services has highlighted the need to understand what we can (and cannot) do under existing copyright law. What do we do when a professor asks us to scan multiple chapters of a textbook? Can we show video clips during Zoom classes?

Copyright law does not provide concrete answers to these questions, but it does provide guidance. Specifically, we should be looking to the fair use exception and the TEACH Act to determine the answers to the above questions.

Copyright's purpose is to "to promote the Progress of Science and the useful Arts."¹ Critical to that purpose is fair use. Fair use is often misunderstood. There is no "one chapter" rule or guidance that copying 10% of a book is fine, but 20% is too much. Instead, to analyze whether a use is fair, courts balance four factors:

1. The purpose and character of your use: When analyzing this factor, it is important to look at the preamble of the statute, which includes a list of permissible purposes, including, "criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research."² The character of the use refers to whether the work is intended for commercial or nonprofit educational purposes.
2. The nature of the copyrighted work: The relevant inquiry here is whether the work is factual or creative, published or unpublished. Creative works tend to receive more copyright

protection than factual works, and the scope of fair use is broader for published works than for unpublished works.

3. The amount and substantiality of the portion used: This factor is the most discussed and, possibly, the most misunderstood. Courts typically look at how much of the work is being used. The higher the percentage, the higher the likelihood that the court will find against fair use. However, larger percentages of the work can be justified if required to serve the permissible purpose.
4. The effect of the use upon the potential market: This factor looks to how much the use will affect the potential market or value of the work.

Because fair use is a balancing test, the final step is to add up the factors. There is no formula and no clear answers. Fair use is flexible, and there are some additional factors to consider, including whether the

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copies were made based on a reasonable, good faith belief that the use qualified as a fair use.

Unlike fair use, which is available to everyone, the TEACH Act³ provides protections specifically for online education. The purpose of the TEACH Act is to allow instructors to show copyrighted materials in their online classes, in the same ways they are allowed to do so in face-to-face instruction.

The TEACH Act allows:

1. Nondramatic literary or musical works may be performed in their entirety: This includes reading from a book or playing a song that is not part of a musical or opera.
2. Reasonable and limited portions of any other work may be performed: This covers clips from movies, TV shows, or musicals.

However, any work displayed must be “in an amount comparable to that which is typically displayed in the course of a live classroom setting.”⁴

The TEACH Act does not allow:

1. Performances of an entire dramatic literary or musical work: This includes plays, operas, musicals, TV shows, and movies.
2. Performances or displays of works that are created and marketed for use in distance education.
3. Textbooks, study guides, or other course materials that are normally purchased, licensed, loaned, or utilized under fair use.
4. Any works that were created or obtained illegally.

Further requirements include:

1. The performance or display must be “made by, at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of the systematic mediated instructional activities of a governmental body or an accredited nonprofit educational institution,”⁵
2. The performance or display must be “directly related to and of material assistance to the teaching content of the transmission,”⁶

3. The transmission must be limited, to the extent technologically feasible, to students officially enrolled in the course,⁷
4. The institution must institute policies that “promote compliance with” copyright law and provide such notice to students that the course may contain materials subject to copyright laws,⁸ and
5. The institution must use technological measures that reasonably prevent students from retaining or engaging in unauthorized further use of the materials.⁹

Copyright law is difficult under normal circumstances, but applying it to an online, remote post-Covid world introduces new layers of complexity. Thankfully, there are resources that can help. When navigating a copyright problem, you should always look to your institution or organization’s policy first.¹⁰ For further guidance, library copyright specialists have released a joint statement on fair use and emergency remote teaching,¹¹ and Kyle Courtney, Copyright Advisor at Harvard University, has written a series of helpful blog posts on copyright and the Covid crisis.¹²

¹ U.S. Const. art. I, § 8, cl. 8.

² 17 U.S.C. § 107

³ 17 U.S.C. § 110

⁴ 17 U.S.C. § 110(2)

⁵ 17 U.S.C. § 110(2)(A)

⁶ 17 U.S.C. § 110(2)(B)

⁷ 17 U.S.C. § 110(2)(C)

⁸ 17 U.S.C. § 110(2)(D)

⁹ 17 U.S.C. § 110(2)(D)

¹⁰ See, e.g., University of California Intellectual Property Policies, <https://policy.ucop.edu/advanced-search.php?action=welcome&op=browse&subject=11>

¹¹ Public Statement of Library Copyright Specialists: Fair Use &



Emergency Remote Teaching & Research, <https://tinyurl.com/tvnty3a>

¹² Kyle Courtney, COVID-19, Copyright, & Library Superpowers, <https://kylecourtney.com/2020/03/11/covid-19-copyright-library-superpowers-part-i/>

Education Update

By Erik Y. Adams
Sidley Austin LLP

With all of us working from home, and most (if not all) opportunities for continuing education being online, it makes sense to use this space to describe some recent “virtual” educational events.

Tableau Conference-ish 2020

In October I attended the annual Tableau conference, called “Conference-ish.” This is the annual trade show and educational event for users of the popular data visualization software. This conference is similar in scale to AALL’s annual meeting, and is filled with educational seminars and social events. Like AALL, this year the conference was held virtually, and at steep discount over the usual event. In fact, for 2020 was conference was offered free of charge.

The three-day conference ran from October 6th through the 8th. Each day had multiple sessions in multiple tracks dedicated to aspects of data science and visualization. Many sessions were the kind of nuts-and-bolts information I prefer, such as how to implement “level of detail calculated fields.” There were also sessions broader in scope, including

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“Closing The Great Data Literacy Gap” and multiple sessions titled “Data + Diversity,” which discussed how data can be used as a positive force for change.

And there was a short concert by Grammy winning artist John Legend.

The highlight of the annual Tableau Conference, however, is the “Iron Viz” competition. Consciously presented as a cross between the television show “Iron Chef,” the competition has three teams of Tableau users create complex data visualizations live in one hour, while Tableau experts provide sports-style play-by-play and do color commentary. At the end of one hour, the teams present their results to a group of judges, and one is crowned the winner, receiving a cash prize and a sizable donation to the charity of their choice.

If you are at all interested in Tableau, or data science more generally, it is worth checking out the videos of the conference, which are available for free on the conference web site, <https://tc20.tableau.com>.

PEGA-SIS “So You Wanna...Put on a Virtual Conference”

On November 18th AALL’s Professional Engagement, Growth & Advancement SIS (PEGA-SIS) hosted an event on the challenges of holding a virtual conference, a topic of great interest those of us in SCALL working on the next year’s SCALL Institute.

The event speakers were Matthew Braun, Mari Cheney, and Christine Sellers Sullivan. Matthew just finished putting on the virtual annual meeting for the MAALL chapter of AALL; Mari planned the three-day Instructional Design for Law Librarians workshop held in July; and, Christine chaired the committee that put on the virtual PLLIP Summit prior to the AALL Virtual Annual Meeting.

Many of the problems the panelists confronted arose from shifting from an in-person event to a virtual one. For example, most of these events had already planned out AV and catering requirements, all were simply discarded once the decision was made to go virtual.

An interesting problem with switching to virtual for a national event was scheduling for attendees in different time zones. If everyone is in the same time zone, a program can be scheduled during

normal business hours without problem. But with people on different coasts, you have to be mindful of not scheduling things too early or too late. To keep the time requirements manageable, PLLIP shrank their program from four or five sessions to three.

One panelist discussed how they were concerned about “Zoom Bombing,” which Wikipedia drily describes as “the unwanted, disruptive intrusion, generally by Internet trolls, into a video-conference call.” Ultimately this was not a problem, but program organizers made sure that there were people on each Zoom conference whose job was to make sure there weren’t any technical problems or “unwanted, disruptive intrusions.”

Overall, however, my impression was that although there are technical issues to work out, and somewhat unusual restrictions to deal with, ultimately the biggest challenge for a virtual conference is the same as putting on one in person: you have to have interesting and engaging programming. From what I’ve heard, SCALL is moving in the right direction there.

Reflections from the 2020 Virtual Leadership Academy

*By Tiffani Willis
Reference Librarian & Lecturer
LMU Loyola Law School*

When I heard about the AALL Leadership Academy (the “Academy”) I jumped at the chance to attend. Although I’m a native Californian who is averse to the cold, a weekend in Chicago in March learning about leadership sounded magnificent! I had no idea what to expect. Could the Academy transform me into an exceptional leader over the course of a long weekend? Teach me to give inspiring speeches? Probably not. Nevertheless, I was eager to participate.

Then of course, came the pandemic,

I had no idea what to expect. Could the Academy transform me into an exceptional leader over the course of a long weekend?

throwing a wrench into everyone’s plans. The pandemic made travel and large group gatherings an impossibility. Demonstrating great leadership and an ability to pivot, the organizers of the Academy came up with a new plan. Instead of meeting in Chicago in March, Academy participants would meet virtually in August. There were a few hiccups. Many participants, including myself, did not receive materials for the conference until after the conference ended, due to problems with the U.S. Postal

Service. Despite such minor issues, the 2020 Virtual Leadership Academy was a fantastic experience.

We began learning about leadership by looking inward. Our first assignment was to complete the DISC (Dominance, Influence, Steadiness, and Conscientiousness) personality test to determine what our predominant personality traits are in work settings. To be honest, I was skeptical. Personality tests are too binary for my taste. I dislike having to choose one thing that describes me best or worst. (I wonder if there is personality profile for people who dislike personality tests.) But I was there to learn, so I took the test despite my misgivings.

While I am still not sold on personality tests, it was illuminating to learn about different personality types and how they influence the way a person leads. In a smaller breakout

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group session, we also learned that there can be a wide disparity between how personality types view themselves how others view them. For example, “D” personality types might see themselves as people with big ideas who get things done while others might see them as getting very little done due to a tendency to skip over details. “S” personality types like myself tend to be calm under pressure, but our calmness sometimes means we forget to advertise our accomplishments and those of the institution we work for.

Another takeaway from the personality test exercise was that there are different ways to lead. Public speaking skills and extroversion are traits I have a long associated with leadership, but the discussions about different personalities reminded me that there is no one way to be a leader. Some are charismatic and can command a room with a smile. Others are diplomatic consensus builders. Still others pay attention to the details that make success possible. Further, different personality types can complement each

other. The goal is to recognize and accept our own and others’ strengths and weaknesses.

The Academy also addressed defining and building a leadership identity. The first step is to articulate one’s core values. This is much harder than it sounds. We were given a long list of words and asked to pick the words that best represent our core values. This list included words like justice, trust, creativity, resourcefulness, resilience, exploration, honesty, respect, freedom, and many more. Then we had to narrow our list to just four words. I confess that I couldn’t quite manage to pick only four words to represent my core values, but the exercise did help me and others articulate what was important to us and why.

These are just a few of the themes covered at the Academy. I learned a huge amount over the three days, but the sessions weren’t even the best part. I really appreciated meeting and getting to know new people. I was worried that personal

connection would be lost with a virtual conference, but my concerns were quickly laid to rest. While some sessions were broadcast to all Academy participants, other sessions were held in smaller breakout rooms. The breakout rooms made it possible for everyone to speak in a less intimidating atmosphere.

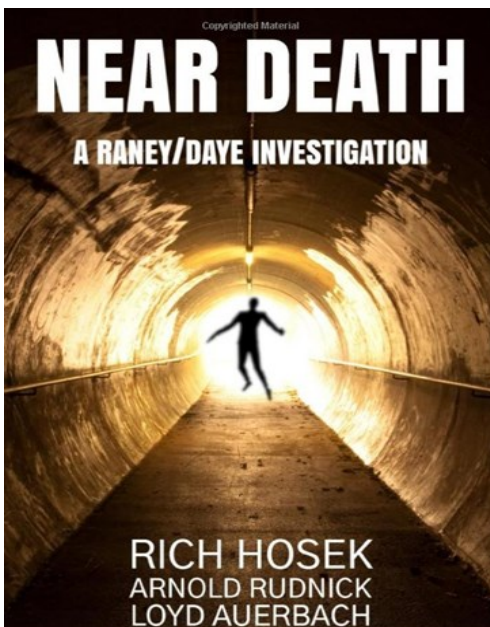
Finally, each participant was assigned a mentor to help us continue our leadership journey. The mentee-mentor relationship continues beyond the end of conference. Getting to know my mentor has been my favorite part of the Leadership Academy.

No one knows what will happen in 2021. Hopefully, the pandemic will have ended and we will be able to travel and gather in large groups once again. But even if in-person gatherings are still not possible, I would encourage anyone who is interested to try to attend the next Leadership Academy, whether it is held in-person or virtually. It was informative, fun, and you will get to be part of a great community.

Membership News

By Judy K. Davis and Karen Skinner

The Loyd Auerbach of LexisNexis co-authored a novel. *Near Death: A Raney/*



*Loyd Auerbach wrote a novel!
Congratulations, Loyd!*

Daye Investigation is the first in a series of mysteries featuring a parapsychologist and police detective and incorporating psychic/paranormal phenomena. Looks like someone was productive during the pandemic!

Judy Davis of USC braved the pandemic and traveled to the U.S. Virgin Islands. She explored the island of St. John, which is 75% national park, and found the only spot in what is now the Americas where Christopher Columbus actually landed. Advice to anyone needing to travel in the near future: Check the airline you plan to fly. They have very different policies on seat booking and planing and de-planing procedures. It can make a big difference to your personal comfort level!



Field of Light at Sensorio. (Photo courtesy of Cindy Guyer.)

Cindy Guyer of USC visited the Field of Light at Sensorio, an art installation by Bruce Munro near Paso Robles. The art installation is open through January 3, 2021 and tickets are required.

Jenna Pontious, who started working at the Riverside

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*Saint Croix in the U.S. Virgin Islands.
(Photo courtesy of Judy Davis.)*

County Law Library earlier this year, has been promoted to Public Services Librarian II. Congratulations, Jenna!

Tiffani Willis of **Loyola Law Library**, **Karen Skinner** of **USC**, and **Matthew Flyntz** of **UCI** attended the 2020 AALL Leadership Academy. Congratulations, Tiffani, Karen and Matthew! We'll expect great things from you!

Any corrections, changes, or additions to your membership information, as well as any announcements for Membership News, should be sent to:

Judy K. Davis
Co-Chair, SCALL Membership Committee
Law Librarian, Head of Access Services and
Adjunct Assistant Professor of Law
USC Gould School of Law
University of Southern California
Los Angeles, CA 90089-0071
(213) 740-2189
jkdavis@law.usc.edu

Karen Skinner
Co-Chair, SCALL Membership Committee
Law Librarian, Research Services, and
Adjunct Assistant Professor of Law
USC Gould School of Law
University of Southern California
Los Angeles, CA 90089-0071
(213) 740-2615
kskinner@law.usc.edu

Career Opportunities

Date Posted	Job Description	Location
December 14	Research Librarian; Jones Day	Los Angeles
December 14	International Law Reference Librarian; LAC Group	Los Angeles
December 9	Associate Director of the Law Library; Southwestern Law School	Los Angeles
December 4	Research and Library Manager; LAC Group	Virtual; eventually Los Angeles; Orange County or San Diego
November 5	Librarian; Law Firm	Virtual; eventually option of West Los Angeles
November 4	Research Analyst; Buchalter	Virtual; eventually Los Angeles or Irvine
October 30	Law Library Technician/Serials; Orange County Law Library	Santa Ana
September 29	Research Librarian; Troutman Pepper	Any U.S. Office
February 5	Research Analyst: Corporate; Morrison Foerster	Any U.S. Office

By Don Buffaloe
Chair, SCALL Placement Committee
donald.buffaloe@pepperdine.edu

View complete job descriptions at scallnet.org/career-opportunities/



Treasurer's Report

By Caitlin Hunter, Reference Librarian, UCLA School of Law

SCALL Balances

Bank Balance as of October 31, 2020	\$44,907.72
PayPal Balance as of October 31, 2020	\$200.00
Petty Cash Balance as of October 31, 2020	\$94.41
Total Balance as of October 31, 2020	\$45,202.13

Committee Income and Expenses since July 1, 2020

Committee	Budget*	Income	Expenses	Budget Balance
Archives	\$100.00	\$0.00	\$0.00	\$100.00
Awards*	\$500.00	\$0.00	\$0.00	\$500.00
Board	\$3,900.00	\$0.00	\$0.00	\$3,900.00
Government Relations	\$400.00	\$0.00	\$0.00	\$400.00
Grants**	\$8,000.00	\$0.00	\$0.00	\$8,000.00
IT	\$1,000.00	\$0.00	\$0.00	\$1,000.00
Institute	\$12,000.00	\$1,500.00	\$0.00	\$13,500.00
Inner City Youth	\$6,000.00	\$0.00	\$0.00	\$6,000.00
Library School Liaison	\$5,000.00	\$0.00	\$0.00	\$5,000.00
Membership	\$1,400.00	\$2,504.00	\$200.22	\$3,703.78
Newsletter	\$300.00	\$500.00	\$0.00	\$800.00
Professional Development	\$1,000.00	\$0.00	\$0.00	\$1,000.00
Programs	\$3,000.00	\$0.00	\$0.00	\$3,000.00
PALI	\$150.00	\$0.00	\$0.00	\$150.00
Public Relations	\$450.00	\$0.00	\$0.00	\$450.00
Secretary	\$1,000.00	\$0.00	\$154.14	\$845.86
Treasurer	\$500.00	\$0.00	\$80.00	\$420.00
Totals	\$44,700.00	\$4,504.00	\$434.36	\$48,769.64

Submission Deadlines

The SCALL Newsletter team welcomes submission of any articles of interest to the law library community. Contact Christina Tsou, SCALL Newsletter Editor: ctsou@law.uci.edu

All submissions should be received by:

Jan/Feb 2021	January 11, 2021
Mar/Apr 2021	March 15, 2021
May/June 2021	May 3, 2021
Sept/Oct 2021	September 7, 2021
Nov/Dec 2021	November 15, 2021

Executive Board 2020-2021

President

Margaret F. Hall
Southwestern Law Library
(213) 738-6851
mhall@swlaw.edu

Vice-President / President-Elect

Patrick Sullivan
Jones Day
(213) 243-2530
psullivan@jonesday.com

Treasurer

Caitlin Hunter
UCLA
(310) 206-3793
treasurer@scallnet.org

Secretary

Daisy De Anda
Sheppard Mullin
(213) 617-5429
ddeanda@sheppardmullin.com

Executive Board Members

Ryan Metheny
LA Law Library
(213) 785-2561
rmetheny@lalawlibrary.org

Tiffani Willis
Loyola Law School
Phone: (213) 736-1413
tiffani.willis@lls.edu

Immediate Past President

Erik Y. Adams
Sidley Austin LLP
(213) 896-6170
erik.adams@sidley.com



Newsletter Staff 2020–2021

Erik Y. Adams
Sidley Austin LLP
(213) 896-6170
erik.adams@sidley.com

Sherry L. Leysen
Fowler School of Law at
Chapman University
(714) 628-2546
leysen@chapman.edu

Lisa Schultz
Loyola Law School
(213) 736-1132
lisa.schultz@lls.edu

Editors

Judy K. Davis
USC Law Library
(213) 740-2189
jkdavis@law.usc.edu

Christina Tsou
UCI Law Library
(949) 824-1430
ctsou@law.uci.edu

Jessica Wimer
UCI Law Library
(949) 824-7293
jwimer@law.uci.edu

Compiler

Jimmy Pak
UCI Law Library
(949) 824-6421
jpak@law.uci.edu

Business Manager

Jimmy Pak
UCI Law Library
(949) 824-6421
jpak@law.uci.edu

Webmaster and Listserv

Suzie Shatarevyan
Loyola Law School Library
(213) 736-1147
suzie.shatarevyan@lls.edu

Committee Chairs 2020–2021

Archives

Christine Langteau
LA Law Library
(213) 785-2542
clangteau@lalawlibrary.org

Awards

Jennifer A. Berman
McDermott Will & Emery LLP
(310) 551-9360
jberman@mwe.com

Budget & Finance

Jessica Wimer
UCI Law Library
(949) 824-7293
jwimer@law.uci.edu

Bylaws

Amy Atchison
UCI Law Library
(949) 824-3203
aatchison@law.uci.edu

Government Relations

David McFadden
Southwestern Law School
Library
(213) 738-6726
dmcfadden@swlaw.edu

Grants

Matthew Flyntz
UCI Law Library
(949) 824-7087
mflyntz@law.uci.edu

Information Technology - Listserv & Website

Suzie Shatarevyan
Loyola Law School Library
(213) 736-1147
suzie.shatarevyan@lls.edu

Inner City Youth

Diana Jaque, Co-Chair
USC Law Library
(213) 740-6482
djaque@law.usc.edu

Sangeeta Pal, Co-Chair
UCLA Law Library
(310) 794-9671
sangeeta@law.ucla.edu

Institute

Erik Y. Adams
Sidley Austin LLP
(213) 896-6170
erik.adams@sidley.com

Institute Advisory

Jennifer Berman
McDermott Will & Emery LLP
(310) 551-9360
jberman@mwe.com

Library School Liaison

Stephanie Anayah
UCLA Law Library
(310) 206-4860
anayah@law.ucla.edu

Membership

Judy K. Davis, Co-Chair
USC Law Library
(213) 740-2189
jkdavis@law.usc.edu

Karen Skinner, Co-Chair
USC Law Library
(213) 740-2615
kskinner@law.usc.edu

Newsletter

Judy K. Davis
USC Law Library
(213) 740-2189
jkdavis@law.usc.edu

Christina Tsou
UCI Law Library
(949) 824-1430
ctsou@law.uci.edu

Jessica Wimer
UCI Law Library
(949) 824-7293
jwimer@law.uci.edu

Nominations

Pauline Aranas
USC Law Library
Phone: (213) 740-7179
paranas@law.usc.edu

Placement

Don Buffalo
Pepperdine University School of
Law Library
(310) 506-4823
donald.buffaloe@pepperdine.edu

Professional Development

Jennifer Berman, Co-Chair
McDermott Will & Emery LLP
(310) 551-9360
jberman@mwe.com

Mark Gediman, Co-Chair
Alston & Bird
(213) 576-2689
mark.gediman@alston.com

Programs

Alina Kelly, Co-Chair
Mitchell Silberberg & Knupp LLP
(310) 312-3779
aak@msk.com

Tanya Livshits, Co-Chair
Holland & Knight
(213) 896-2568
tanya.livshits@hklaw.com

Public Access to Legal Information

Elizabeth Caulfield
Court of Appeal, Second
Appellate District
(213) 830-7242
elizabeth.caulfield@jud.ca.gov

Public Relations

Jimmy Pak, Co-Chair
UCI Law Library
(949) 824-6421
jpak@law.uci.edu

Sofia E. Vazquez-Duran, Co-Chair
Loyola Law School
(213) 736-1419
sofia.vazquez-duran@lls.edu

Relations with Vendors

Lawrence R. Meyer
San Bernardino County Law
Library
(909) 885-4349
larrym@sblawlibrary.org