

Tech.
Serv.
K
1
.C2
17:1

ALL-SIS NEWSLETTER

Volume 17 Issue 1

Fall 1996

MESSAGE FROM THE CHAIR, Sara Robbins, Brooklyn Law School

Well -- it's another new academic year, so let me start off with a welcome to all of you. And a small but sincere thanks to you for putting me in this position of chair. I hope that, as a group with common interests, we will find some exciting or interesting or challenging issues to articulate, discuss, and share. I have two general themes that I would really like us to focus our efforts on this year.

First, it is truly important that this SIS must encompass ALL of us that work in the academic setting. While each of us may have a "specialty" that shapes our personal experiences in our libraries, we do this within a comparable institutional structure. The result is that there are many things that affect us all. And I would really like the ALL-SIS to address these concerns. In order to do this, though, we really have to bring our colleagues into the group. My first assignment to each of you, therefore, is to enroll at least one of your colleagues in the SIS. In order to make this work, you will need to think of some good reasons for them to spend their money. As you develop these reasons, please share them with the rest of us on our listserv (all-sis).

Second, I think it is definitely time for us to start to "crow" about

ourselves and what we do for our institutions. Between the listserv and this newsletter, we have two very good means for developing ideas and approaches to achieving this goal. What ways do you and/or your library promote the activities that your library staff performs? Have you thought of some great ideas that you've been afraid to suggest? What do you hear from other librarians that they do to show their communities why they are of such tremendous value? Let us all start to brainstorm and see if we can come up with some great ideas!!

In This Issue

Message from the Chair	p. 1
Correspondence of interest	p. 4
AALL Annual Meeting ALL-SIS	
Business meeting notes	p. 8
Member's column	p. 10

ALL- SIS Members! Interested in submitting an idea or an article to this Newsletter? Check out the Member's Column-your byline could be there soon!! Get involved!

K1 .C2
Academic Law Libraries
Special Interest Section
Newsletter
Received on: 09-23-96
SIU Law Library

**Academic Law Libraries Special Interest Section of the American Association of Law Libraries
1996-1997 Executive Committee**

Chair

Sara Robbins
Law Librarian and Professor of Law
Brooklyn Law School Library
250 Joralemon Street
Brooklyn, NY 11201
718/780-7980
Internet: srobbins.brooklaw
@pcm.brooklaw.edu

Vice-Chair/Chair Elect

Scott B. Pagel
Director of the Law Library and Associate Professor
George Washington University
Jacob Burns Law Library
716 20th St. N.W.
Washington, D.C. 20052
202/994-7337
Internet: spagel@burns.nlc.gwu.edu

Secretary/Treasurer

Faye E. Jones
Associate Librarian
University of California
Hastings College of the Law
Legal Information Center
200 McAllister Street
San Francisco, CA 94102
415/565-4759

Immediate Past Chair

Jacqueline M. Orlando
Associate Director for Public Services
Capital University Law Library
665 S. High Street
Columbus, OH 43215
614/445-8836 Ext. 159
Internet: jorlando@capital.edu

Newsletter Editor

Grace M. Mills

1996-1997 Publication Committee

Grace M. Mills
University of California School of Law Library
Boalt Hall
Berkeley, CA 94720

The ALL-SIS Newsletter is published three times an academic year and distributed to all ALL-SIS members. Editorial comments or submissions should be sent to:

Grace M. Mills
University of California School of Law Library
Boalt Hall
Berkeley, CA 94720
Voice: 510/642-4046
Fax: 510/643-5039

Internet: gmills@library.Berkeley.edu

Submissions may be made by hard copy, on 3 1/2" computer disk, or by electronic mail. Electronic mail is preferred. The opinions expressed in the columns are those of the authors and do not necessarily represent those of ALL-SIS. The editor reserves the right to edit or reject for publication any submission or advertisement.

Message, continued from p.1

I am currently in the process of developing various committees for this academic year. I want to thank all of you who have so generously offered to participate. I will be reaching out to you as soon as the start of the new school year settles

down. In the meantime, please feel free to contact me at any time.

Sara Robbins
Brooklyn Law School
718-780-7980
718-780-0369 (fax)
Internet: srobbins.brooklaw
@pcm.brooklaw.edu



The following letter was sent by one of our colleagues to LEXIS-NEXIS concerning the service provided to law school customers. Many of you will have read the letter on law-lib or all-sis, but for those who do not have access to these discussion groups, it is reprinted here with the permission of the author. The reprinting of this letter is not intended to embarrass, ridicule or harass either party for the events described; it only serves this newsletter's purpose as a forum for all academic law libraries and members of the ALL-SIS to express concerns and developments of interest to ALL-SIS members. *Editor's note.*

Colleagues,

Below is a rather long letter to Nicholas Terry which will be mailed today. The letter describes the various problems that we have been experiencing with Lexis-Nexis service here at Mercer. Since I know that these problems are common for many of us, particularly those of us in academia, I wanted to share this correspondence with you and encourage you to write Mr. Terry with your similar experiences and complaints. Also, I would hope that this letter will spark some meaningful discussion on these listservs about our common problems with Lexis-Nexis.

Thank you for your attention.

Sheri

!!
! Sheri Lewis---Associate Law Librarian !
! Mercer University Law Library !
! Macon, GA 31210 (912) 752-2625 !
! lewis_sh@mercer.edu !
!!

August 26, 1996

Nicholas Terry
Director, Legal Education
Lexis-Nexis
P.O. Box 933
Dayton, Ohio 45401

Dear Mr. Terry:

I am writing to inform you of significant concerns and problems that we are experiencing at our law school with the educational service we receive from Lexis-Nexis. These concerns and problems have made it extremely difficult for us to effectively educate our students, faculty and staff as to the value of Lexis-Nexis as an information service. I would like to point out, at the

outset, that this letter should in no way reflect negatively upon those individual employees and representatives from Lexis-Nexis with whom we have worked over the years. Rather, we feel that the substandard service that we have experienced is reflective of staffing and funding shortages in the law school educational division for our region. I write with the certainty that once you are made aware of the difficulties we have experienced, you will work to correct these deficiencies and improve our service.

The first issue which I will address in this correspondence is staffing. Our current Lexis-Nexis assigned staff includes Lori Lesser, our account manager who resides in the Miami, Florida area. Lori is significantly overburdened in her educational assignments. She is currently assigned to 18 schools in Florida, Alabama, Georgia and Puerto Rico. While we have assignments found Lori to be generally responsive to our needs, she is unable to visit our law school on a frequent basis and to actively work with us to improve Lexis-Nexis service and keep us informed of new developments and projects. In fact, since Lori became our account manager in April of 1995, she has visited Mercer Law School on only one occasion.

The educational specialist, or trainer, for all of the Georgia law schools is Lisa Kaplan. Lisa is new to Lexis and we initially have found her to be sensitive to our needs. Again, however, Lisa is a part-time employee who is responsible for all four Georgia schools (Emory, Georgia State, University of Georgia and Mercer). You will note that these schools are located in different parts of the state and require approximately two-hours of travel time to visit. Accordingly, Lexis-Nexis is relying on an unrealistic expectation that a single part-time employee can effectively service all four.

The final component to our Lexis-Nexis staff is a student representative. Unfortunately due to your severe restrictions of late in the number of hours allotted for student representatives, this individual is only able to work a maximum of 8 to 10 hours in a given week. You should note that this is by contrast to the student support which we receive from Westlaw, which is a third or more hours at 14 hours a week. This reduction in student-assigned hours is exacerbated by the fact that the two permanent Lexis-Nexis employees assigned to Mercer can provide us with onsite service only a few hours each month.

Accordingly, the severely limited staffing which Lexis-Nexis has assigned to this law school has resulted in a series of service problems which we have experienced over the last year or more. What follows are just some examples of such difficulties which, again, we believe are almost entirely related to financial deficiencies in service for this region.

Last spring semester, student IDs were canceled before the end of the semester. This error resulted in our law students' inability to use the service for projects during the last week or two of class. Clearly, this type of error is reflective of the lack of understanding of the curricula and schedule at our school. Such a lack of understanding is directly attributable to the lack of time, and indeed attention, provided to Mercer by representatives of your company.

Recently we were informed by our account manager, Lori Lesser, that Lexis-Nexis would no longer be distributing copies of the Directory of Online Services (formerly Library Contents) in sufficient quantities to law schools. In fact, we, an institution with over 400 law students, 30 full-time equivalent faculty and additional staff, have received less than 10 copies of the Directory of Online Databases. And indeed, when I say informed, I describe a frequent scenario in which we only find out about a new Lexis-Nexis policy in response to an inquiry. I learned about this new policy upon my request for a shipment of such directories for our new faculty and students. We were told that the text of this directory would be made available widely on the new Lexis-Nexis software package through Folios. However, it is not available on the new software loaded on our Lexis machines and we have received no training or other

information which would explain this significant change in the way users locate information about libraries and files and how they are to adapt to this change.

A related incident involves Lexis-Nexis' recent "Equipment Partnership Program." We initially heard about this proposal through a third party and had to nactively seek out information from our account manager. To date, we still have not been adequately informed about the time table for this proposal and when we must make a decision about participating in the program. Mercer has a Lexis-Westlaw designated computer lab with 7 Lexis and 9 Westlaw computers. Accordingly, this proposal represents a significant change in our equipment set-up. If the Lexis-Nexis representatives assigned to Mercer were more attuned to our needs (and indeed had the time to be attuned), they certainly would have known that such a decision as networking 7 new machines could not be made quickly and would require reasonable notice.

This fall semester we were initially informed that the law review student orientation would not include a Lexis or Westlaw training component. However, our Westlaw representative (who is based in Atlanta and who is able to visit our school several times a month on average), was able to convince the editorial board to include a Westlaw component during a personal contact with the editor-in-chief. In our attempt to give equal time to both services, we requested that a Lexis training session be held as well. The editorial board, of course, was pleased to include one. However, our part-time trainer's schedule would not permit scheduling a session during the law review orientation. Accordingly, Lexis training will be noticeably secondary in its inclusion in the law review operations.

I should point out that the above incidents are only some examples of the difficulties which we have encountered in Lexis-Nexis service recently. I could certainly provide you with additional and more lengthy illustrations that would do nothing to add to this other than to waste both of our valuable time. I trust that the above sufficiently describes our institutional problems and concerns, and will encourage you to take prompt action.

Please inform me at your earliest convenience how the legal education division can work towards addressing our ongoing concerns here at Mercer. You may contact me at your convenience at (912) 752-2625 or by electronic mail at lewis_sh@mercer.edu. I appreciate your attention to this correspondence and look forward to your reply.

Very truly yours,

Sheri H. Lewis
Associate Law Librarian for Research Services

cc: Michelle Darcy
Regional Manager for the Southeast, Legal Education
Lexis-Nexis
Suite 307330
5114 Balcones Woods Drive
Austin, Texas 78759

Lori Lesser, Account Manager

Lexis-Nexis
1320 Park Avenue
Boca Raton, Florida 33486

Patricia A. Cervenka
Director
Mercer University Law Library
Walter F. George School of Law
1021 Georgia Avenue
Macon, GA 31201

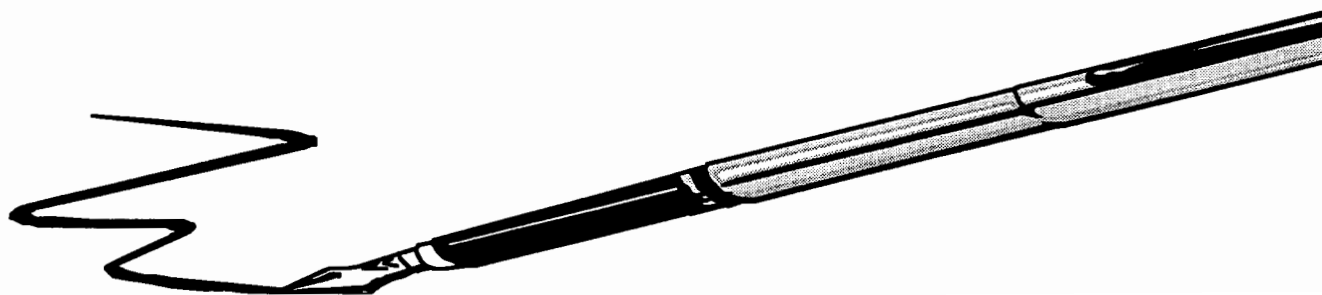
We have a followup communication, reprinted with thanks to the author:

Colleagues,

You may recall that I posted to this discussion group on August 26, 1996, my letter to Nicholas Terry outlining the problems that we have been experiencing with Lexis-Nexis service here at Mercer. Today I received a response from the vendor. During a telephone conference call with our account manager and the acting regional manager, I was informed that Lexis would be increasing the staffing for our region by creating a new account manager position based in Atlanta. This person would cover the four Georgia schools as well as the two Alabama schools (and possibly a school or two in Florida). The position could be filled as early as October. This is certainly great news for our region.

I would encourage those of you who have had problems similar to those we have experienced at Mercer (which we believe have been a direct result of limited staffing from Lexis-Nexis) to consider taking similar action. I would be happy to make my original letter available to anyone who has not read it and would like to.

Sheri



**ACADEMIC LAW LIBRARY SPECIAL INTEREST SECTION
MINUTES OF BUSINESS MEETING, JULY 21, 1996**

The meeting was called to order at 9:10a.m. by Jacqueline Orlando, ALL SIS Chair. Approximately, 175 members were present.

REPORTS OF OFFICERS AND NEWSLETTER EDITOR

The Minutes from the 1995 business meeting were approved as printed in the ALL SIS *Newsletter*. The Treasurer's report was given. The balance as of the date of the report was \$8,164.29.

Grace Mills, Newsletter Editor, gave a report on the *Newsletter* in which she called for articles and other input from members. She prefers to have items in MAC format. (Although Sara Robbins, incoming Chair, indicated that we would probably stick with the standard DOS/Windows format.)

Jacqueline Orlando, the Chair, gave an overview of the past year. She promoted the use of the ALL SIS listserv. She also suggested that it might be useful to re-establish the inactive Roundtables and called for those interested to contact her.

COMMITTEE REPORTS

Ellen Platt, of the Public Relations Committee, reported that once again there was an article on ALL SIS in each issue of the *AALL Newsletter*.

Rich Leiter, of the Education Committee, reported that the SIS was very successful in having six programs, several of them two-part programs, chosen for inclusion in the Annual Meeting program. Suggestions for programs for the 1997 Annual Meeting were solicited.

The Chair reported on the work of the Nominations Committee. She thanked them for their quick work. She also expressed appreciation for the SIS members who agreed to stand as candidates for the offices of Vice-Chair/Chair-Elect and Secretary/Treasurer. Scott Pagel is the new Vice-Chair/Chair-Elect and Ellen Platt is the new Secretary/Treasurer.

The Chair also reported on the Membership Committee's work. There has been a surge in membership over the past year. The Chair expressed an interest in expanding ALL SIS membership to include more technical services librarians. She wished to make it clear that ALL SIS is not just a "directors & associates" SIS, nor just a public services SIS but is for all academic law librarians.

Pauline Aranas spoke on the plan of the Statistics Committee to compile a survey instrument for collecting information that is no longer collected by the ABA, particularly salary information for law library directors. It is possible that the survey could be conducted every five years. Pauline suggested that it may be helpful to hire a consultant on construction of the survey instrument. She also asked for comment and input from ALL SIS members.

OLD BUSINESS

The Chair asked if there was interest in recompiling the ALL SIS Membership Directory. During the ensuing discussion, it was reported that the Directory was paid for by Innovative Interfaces, Inc., and cost about \$400.00 to produce. It was suggested that the question as to

whether the Directory is useful and should be updated would be a good query to discuss via the ALL SIS listserv.

Katherine Malmquist reported that the suggested ALL SIS Bylaws revisions will be published in the ALL SIS Newsletter for comment.

NEW BUSINESS

Helena Lai spoke on the AALL Salary Survey. She described its production process and called for input on development of the 1997 survey. Specifically, she asked for comments on: format -- electronic or paper or both; substance; content -- what should be in and what not included; useful other questions for inclusion; clarifications needed; categories; methodology -- should the surveys be addressed to director only; timing; and cost -- presently set at \$60.00. A feedback period followed during which it was indicated that \$60.00 was too costly. Ms. Lai said that CCH underwrote the \$50,000 preparation cost and that it is AALL policy to recoup costs; thus, the \$60.00 cost was arrived at for this reason.

John Edwards said that he has posted a letter on the law-lib listserv about Lexis pricing. A discussion followed on pricing, Lexis' Internet and FolioViews partnership programs, and loss or reduction of student representative by Lexis and Westlaw.

Merle Slyhoff, Chair of the AALL Education Committee, reported that AALL is pursuing a two-tier strategy for collaborative work with other entities.

Sara Robbins, incoming Chair, reported that her focus for the upcoming year will be how to make ourselves known. She indicated an interest in communication to all levels of staff.

ANNOUNCEMENTS

The AALL Newsletter will now be a magazine called "AALL Spectrum." Two-thirds of each issue will be substantive articles of interest to law librarians and to those for whom we work.

It was announced that the ALL SIS reception, to be hosted by the Indiana University Law Library, was scheduled for Tuesday evening, July 23, 1996, at the School of Law.

The incoming Chair presented a plaque on behalf of the SIS to the outgoing Chair in recognition of her work during the year.

Dan Freehling announced that CONELL had just been held and he encouraged SIS members to welcome new librarians.

To conclude the meeting, a call for volunteers was issued by the new Chair, and a prize drawing was held.

The meeting was adjourned at 10:20.

Respectfully submitted,

Faye Jones, Secretary/Treasurer

Member's Column

We are fortunate to have an article submitted by Aletha L. Honsowitz, Lawyer/Librarian at Thomas M. Cooley Law School Library. Her submission didn't appear in the last volume and I apologize for the delay. I hope that you read with interest the results of her article and her survey concerning electronic training and access in law schools.

LAW STUDENTS, LAW SCHOOLS AND TECHNOLOGY*

by Aletha L. Honsowitz**

*This article is based on an article, written by the author, that appeared in the March 1996 *Ingham County Bar Briefs*.

**Aletha L. Honsowitz is a Lawyer/Librarian at The Thomas M. Cooley Law School. She also teaches Advanced Legal Research and Introduction to Computer Assisted Legal Research.

When law schools were first established in the early 1800's, technology as we know it today was non-existent. Computers, CD-ROMs and interactive video were non-existent. Telephones had not been thought of -- let alone the possibility of an Information Super Highway. Today, at law schools throughout America and throughout the world, technology is a vital part of a law student's legal education.

Technology however, comprises more than just access to computers, as students in law school are discovering. Computers provide researchers the means of accessing legal information in many different technological formats. WordProcessing, Computer Assisted Legal Research (CALR) -- usually meaning WESTLAW or LEXIS -- Litigation Support Software, CD-ROM, Interactive Video and access to the "Information Super Highway" (the Internet) are some of the current technological resources that affect the way researchers approach legal research and the practice of law.

The law students of today are not the "technologically challenged" students of five or 10 years ago. Law schools and legal educators today find entering students demanding an education that reflects the world they live in and the way law is practiced today.¹ Most law students beginning law school in the mid-1990's are computer literate. Students in grade schools, high schools and colleges no longer are trained to write papers...they learn WordProcessing.²

"Books no longer are mere words with an occasional picture or graph; they are interactive with sound and links to other materials. Students brought up with this technology will need technology to learn. Thus, law schools not only will be pulled to change by the emerging changes within the legal practice, they will be pushed to the same by their students."³

¹ Richard A. Matasar & Rosemary Shiels, *Electronic Law Students: Repercussions on Legal Education*, 29 Val. U. L. Rev. 909, 910 (1995).

² *Id.*

³ *Id.*

In fact, many law students entering law school today have their own computers, and most students have mastered at least one WordProcessing system.

Law Librarians may wonder how their law schools compare to other law schools in providing access to and training in these new technologies. In writing an article for the March 1996, *Ingham County Bar Briefs*,⁴ I recently conducted an informal survey⁵ of 50 law schools (48 ABA accredited, one non-ABA accredited and one Canadian law school responded) and found that law schools provide their students varying degrees of training in the different technologies. Of the ABA accredited schools, 27% responded to the survey. Some law schools, like Chicago-Kent, are far ahead of most of the rest of us in providing technology access and training to their students. It is likely, however, that the results of this survey represent an accurate reflection of the state of technology access and training in most law schools.

Based on the results of this survey, I have drawn the following conclusions. Where respondents failed to answer specific question(s), those "no answers" were interpreted as: no we do not provide this technology or provide training in this technology. The raw data collected appears at the end of the article.

Few law schools provide WordProcessing training according to the informal survey. Fifteen law schools provide some WordProcessing training, either by means of a class or some other way. Four schools offer training within their University, while 31 schools do not offer WordProcessing training.

The majority of instruction in technology at most law schools, is in WESTLAW and LEXIS. Most schools provide some training, either as part of Research & Writing or through some other means. Forty-five of the responding schools generally provide training in both WESTLAW and LEXIS, although two schools do not provide LEXIS training, and four respondents did not answer this question.

Only three of the 50 schools responding to the survey offer an elective course in Computer Assisted Legal Research. However, many schools offer advanced CALR training as a component of an Advanced Legal Research elective.

What about training in the other new technologies? "Almost all large law firms...have installed local area networks that link [computers] to one another, as well as to network services like laser printing, file servers, CD-ROM jukeboxes, and Internet gateways. Lawyers [now] have access to computers and computer networks throughout the world."⁶ Even most solo practitioners have a computer, and with a modem, are easily "connected" to another law office or the Internet. Law schools provide access and training in these new technological wonders to varying degrees.

Many law schools provide access to some legal materials on CD-ROM, however, unless the library is networked -- access is limited by the number of CD-ROM stations and disk drives that are available. As far as law schools providing CD-ROM training, twenty-three survey respondents provide training within a class such as Advanced Legal Research or through informal training. Twenty-seven responding schools do not provide CD-ROM training.

The Internet, or the "Information Super Highway" as it is often called, is a very popular resource for all types of information, with federal, state, and local governmental bodies often using it to make available official records.⁷ In the very near future, lawyers and law students are

⁴ A newspaper published monthly by the Ingham County Bar Association, Lansing, Michigan.

⁵ In January 1996, academic law library subscribers to LAW-LIB responded to questions concerning the technology training provided to law students at their institutions.

⁶ Matasar at 912.

⁷ Id.

going to have to know how to locate and access information on the Internet, indeed, many law firms are doing so already. Many law schools provide their students with Internet access. Thirty-nine of the responding law schools provide Internet access to their students, compared to 11 responding schools that do not provide student Internet access (although three of the 11 schools have plans to provide Internet access within the next year).

Although many schools offer Internet access to their students, few schools provide training. Only 28 responding schools provide training.

Litigation Support Software is extremely useful to practicing attorneys. Many law firms, both large and small, use some type of litigation support software. These software programs allow firms to keep track of transcript information, billing, timekeeping, and accounting information as well as "fill in the blank" legal forms.⁸

However, few law schools offer training in Litigation Support Software. Only four responding schools provide formal training and two schools provide informal training. Forty-four responding schools do not provide training.

Using the computer for interactive teaching is a fairly recent development in law schools. One of the most widely used sets of programs is distributed by CALI (Center for Computer Assisted Legal Instruction). These interactive tutorial programs, written by law professors throughout the country, may be used as a class assignment or for student review of course material. "In 1982-83 CALI distributed twenty-three computer based exercises to nineteen member law schools. [In 1990-91], CALI distributed sixty-nine exercises to 125 member law schools."⁹

A more recent development in interactive training is interactive video technology. This technology uses a combination of a computer, TV, and videodisc to create simulations requiring student response. In one sequence, for example, students must determine what trial objection may be properly raised. The student states the objection by entering it in the computer, and the video judge responds. While some schools provide interactive video access, it is generally used in conjunction with a class such as Evidence or Trial Practice. Few schools provide formal training in the use of interactive video. Only four of the responding schools provide formal training, however, four additional schools provide one on one training or informal classroom demonstrations, while 42 schools provide no training whatsoever.

We have come a long way from "traditional law books" and "traditional law practice." Today lawyers and law students are continually bombarded with new and emerging technologies to enhance legal research and the practice of law.

"...lawyers must be prepared to use both manual and computerized legal-research tools. An older lawyer who takes pride in not knowing how to research by computer may not be providing the client with the best work-product. A younger lawyer who takes pride in never cracking a book is not only making the same mistake, but also may someday be in a situation where the only available legal-research tool is a book. Both lawyers are also missing out on something that in many situations will make their lives easier, because the more adept a lawyer is at both computerized and manual legal research, the easier and quicker that lawyer can research."¹⁰

⁸ Ronald W. Staudt, Does the Grandmother Come With It?

Teaching and Practicing Law in the 21st Century. 44 Case W. Res. L. Rev. 499, 515 (1994).

⁹ Robert A. Stein, The Future of Legal Education. 75 Minn. L. Rev. 945, 963 (1991).

¹⁰ David L. Lee, Best of Both Worlds: Computerized and Manual Research, 9 MAY CBA Rec 50 (1995)

Providing access to, and training students in the emerging technologies is expensive, requiring expansion of the present levels of technological access and facilities, as well as librarian staff time for providing training. In addition, staff often need training or brought up to speed as the various technologies evolve and change. Clearly most law schools, and most often law libraries provide some training and are looking at providing more student training in the various technologies that are emerging as an integral part of the legal profession.



Survey Data

1. Does your school offer a formalized elective course in CALR? (If CALR is offered as a component of another course i.e. ADV LR, please check no).

Yes:	3
No:	44
No Answer:	3

2. Does your law school provide Internet Access to your students?

Yes:	39
No:	8
No Answer:	3

3. Does your law school or the law library provide formal training (either as a component of another class or as a stand alone program in any of the following:

WESTLAW:

Yes, within a class	28
Yes, as a stand alone program	4
Yes, both within class & stand alone	14
No Training	0
No Answer	4

LEXIS

Yes, within a class	28
Yes, as a stand alone program	4
Yes, both within class & stand alone	12
No Training	2
No Answer	4

WordProcessing:

Yes, within a class	1
Yes, as a stand alone program	14
Do not offer	9
Provided by University	4
Stand Alone at undergrad	1
No Answer	21

CD-ROM

Yes, within a class	10
Yes, as a stand alone program	4
Yes, both within class & stand alone	5
Do not offer	9
Informal 1 on 1 or class demo	4
No Answer	18

Internet:

Yes, within a class	14
Yes, as a stand alone program	6
Yes, both within class & stand alone	8
Do not offer	7
No Answer	15

Interactive Video:

Yes, within a class	2
Yes, as a stand alone program	1
Yes, both within class & stand alone	1
No Training	16
Informal 1 on 1 or class demo	4
No Answer	26

Litigation Support Software:

Yes, within a class	2
Yes, as a stand alone program	2
Do not offer	21
Informal Training	2
No Answer	23