



ALL-SIS
Academic Law Libraries
Special Interest Section

ALL-SIS LEGAL RESEARCH & SOURCEBOOK COMMITTEE

2010-2011 LEGAL RESEARCH
SURVEY RESULTS & REPORT

Prepared by:
Alissa Black-Dorward
A. Hays Butler
Lucie Olejnikova
Colleen Ostiguy

TABLE OF CONTENTS

I.	INTRODUCTION	3
II.	METHODOLOGY	4
III.	GENERAL OVERVIEW	6
IV.	FIRST YEAR LEGAL RESEARCH AND WRITING	11
V.	ADVANCED LEGAL RESEARCH.....	20
VI.	OTHER CLASS OFFERINGS.....	28
VII.	CONCLUSION.....	33
VIII.	RECOMMENDATIONS.....	35
IX.	APPENDIX.....	36

I. INTRODUCTION

In 2010, a four-member Subcommittee¹ of the ALL-SIS Legal Research and Sourcebook Committee² was charged with developing and administering a survey and compiling report that would gather data about legal research instruction in the U.S. law schools. The purpose of the survey and subsequent report was to continue collecting information about legal research instruction at law schools across the United States. The ALL-SIS Legal Research and Sourcebook Committee has conducted similar surveys in 2002³ and 2004⁴ and the corresponding reports are available on the Committee's website.⁵ The goal of these surveys is to capture the evolution of legal research instruction by law librarians.

The 2010-2011 survey was distributed to a total of 240 ABA accredited and non-accredited law school libraries. Respondents were asked to submit only one response per law school and were given approximately one month to answer survey questions before the survey closed. The Subcommittee received a total of 126 responses from law school libraries. The Subcommittee used Zoomerang online survey software⁶ to collect the data.

This report represents the collected data and the Subcommittee's efforts to analyze legal research trends, discuss emerging issues, draw conclusions, and provide suggestions for future surveys. It has been the Subcommittee's goal to compile a report based on reliable data that would provide information benefitting all law librarians teaching in legal research programs.

The Subcommittee would like to take this opportunity to thank all the law libraries and law librarians who took the time to participate in this survey. The Subcommittee would also like to thank the members of the 2010-2011 ALL-SIS Executive Board who have been instrumental in providing guidance during the drafting phase of the survey. Finally, we would like to express our gratitude to our employers who allowed us to take time out of our work schedules to volunteer for the ALL-SIS Legal Research and Sourcebook Subcommittee, and to complete the survey and write the report.

¹ The subcommittee (hereinafter referred to as "Subcommittee") consisted of Alissa Black-Dorward (Fordham University Law Library), A. Hays Butler (Rutgers University Law School Library), Lucie Olejnikova (Pace Law Library), and Colleen Ostiguy (Albany Law School Library).

² Hereinafter referred to as "Committee."

³ See Rebecca Trammell et al., *2002 Advanced Legal Research Survey Results*, ALL-SIS: LEGAL RESEARCH AND SOURCEBOOK COMMITTEE (July 8, 2003), <http://www.aallnet.org/sis/allsis/legalresearchcommittee/ALL-SISALRWebSourcebookReport.pdf>.

⁴ See *2004 LexisNexis and Westlaw Instruction Survey*, ALL-SIS LEGAL RESEARCH AND SOURCEBOOK COMMITTEE (last visited March 20, 2012), <http://www.aallnet.org/sis/allsis/committees/relationswithvendors/SurveyonCALRInstruction2004.pdf>.

⁵ See ALL-SIS: LEGAL RESEARCH AND SOURCEBOOK COMMITTEE, <http://www.aallnet.org/sis/allsis/legalresearchcommittee/index.asp> (last visited March 20, 2012).

⁶ See ZOOMERANG, <http://www.zoomerang.com/> (last visited March 20, 2012).

II. METHODOLOGY

The Subcommittee started its work by brainstorming about what information should and could be sought through this survey. The goal was to collect a reliable snapshot of what legal research instruction is like in law schools today. Initially the members of the Subcommittee met via conference calls to brainstorm about potential questions for the survey. The Subcommittee used Google Docs to begin drafting the survey. Google Docs was an excellent choice because it allowed for collaboration in a single real-time version of the document, which proved to be advantageous because changes could be made while on a conference call.

The finalized questions were then divided into four categories:

- 1) General Overview Information;
- 2) First-Year Legal Research Instruction;
- 3) Advance Legal Research Instruction; and
- 4) Other Legal Research Offerings.

The survey was reviewed and approved by the 2010-2011 ALL-SIS Executive Board before being distributed to the respondents.

The Subcommittee decided to send the survey to academic law libraries around the country. First, the Subcommittee considered contacting the person(s) in each law library that could speak to the library's teaching program. However, because each law library has its own unique organizational structure, we felt that there might not be a single person in charge of the teaching program at each school or it might not be self-evident who that person is. Therefore, the Subcommittee decided to contact the director of each law library instead, asking each director to assist by passing the survey on to the appropriate person(s) in his/her law library for completion.

The Subcommittee created a list of all law schools with the goal of identifying the library director and/or another contact person at each school that would know to whom to forward the survey. The list was divided into 4 groups of 80 schools. Each member of the Subcommittee was responsible for finding the library director or contact person and their information. Some law schools did not have a physical library, in which case the Subcommittee contacted the person listed on the law school website as being in charge of library resources. In some instances, no information about the library was available and the law school only listed an email address where inquiries for general information about the law school could be sent. In those situations, the distribution email enclosing the survey was sent to that email address listed on the law school website.

A copy of the survey was sent out to the 240 schools during the week of February 28, 2011. A follow up reminder email encouraging completion and submission of responses to the survey was sent out during the week of March 21, 2011. The survey closed on March 31, 2011. The Subcommittee received total of 137 responses after sending out 240 initial email requests, which amounted to a 52.5% response rate. After eliminating 23 duplicates, the Subcommittee

worked with 114 responses. Schools that provided duplicate or inconsistent responses were eliminated from the totals. Throughout the report, we indicate where responses were removed in a particular section.

The survey included a total of 33 questions, out of which 15 were in an open-ended format. Each open-ended question received a wide range of responses, which provided for a number of interesting conclusions and also served as a source of inspiration. Question 1 asked the respondents to identify their school. The rest of the open-ended questions were intended to solicit specific information about the kind of instruction, in and out of class assignments, and the topics covered in teaching first year, advanced, as well as subject specific legal research courses.

The first part of the 2010-2011 survey, titled General Overview, consisted of 7 questions. Here the respondents were asked to list their school and whether or they are ABA accredited. This part also included a question asking whether law librarians teach legal research. If respondents answered NO, they were directed to the end of the survey. Questions 1, 4, and 5 included an open-ended component.

The second part of the 2010-2011 survey, titled First-Year Legal Research and Writing, consisted of 12 questions out of which 6 had an open-ended component. Here again, the respondents were first asked whether law librarians participated in the first-year legal research and/or writing instruction. An answer of NO directed respondents to the next section of the survey.

The third part of the 2010-2011 survey, titled Advanced Legal Research, consisted of 8 questions out of which 4 had an open-ended component. The respondents had the option to indicate that law librarians at their respective institutions do not teach in the advanced legal research program, which directed the respondents to the end of the survey.

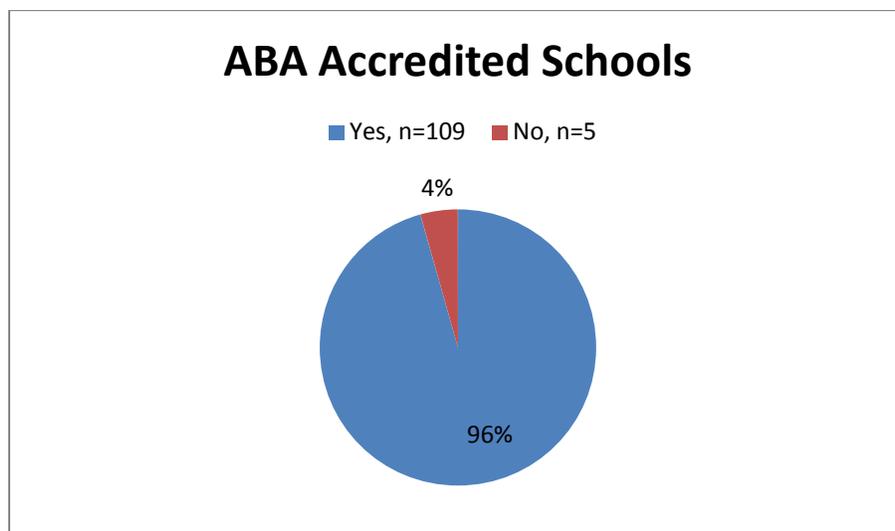
The last part of the 2010-2011 survey, titled Other Class Offerings, consisted of 5 questions out of which one had an open-ended part to it. Respondents also had the option to move directly to the end of the survey if they answered NO to the question asking whether subject specific legal research courses are offered at their institution.

III. GENERAL OVERVIEW

The first part of the 2010-2011 survey aimed to solicit general information about the respondents, including which school the respondent is from; whether the school is ABA accredited; whether law librarians are involved in teaching legal research at all; whether librarians share teaching materials amongst each other; what technology law librarians have used during their legal research instruction, if any, during the year prior to completion of the survey and/or plan on using within the upcoming year from the time the survey was completed; how much emphasis is given to legal instruction on Lexis and Westlaw compared to other legal research instruction; and whether print legal research instruction is included.

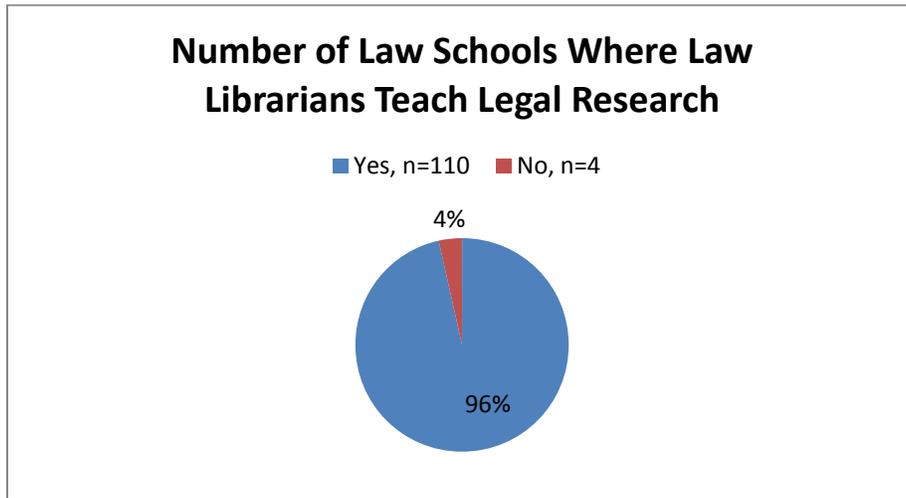
Question 1 asked the respondents to identify their respective schools.

Question 2: Is your institution ABA accredited?



A total of 114 responses were received, out of which 109 indicated they are ABA accredited and 5 indicated they are not ABA accredited. After removing duplicates, results show that the majority of respondent schools are ABA accredited.

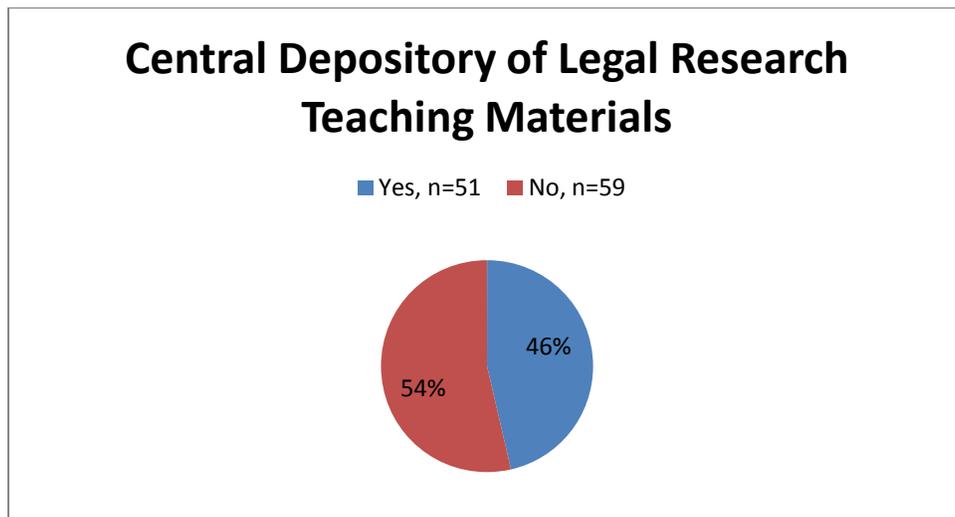
Question 3: Are law librarians at your law school involved in teaching legal research?



Out of 114 responses, only 4 institutions reported that they did not have law librarians teaching. Thus, 96% of respondent institutions have librarians involved in teaching legal research. Only the responses from the 110 institutions that indicated that law librarians were involved in teaching will be considered in the rest of the survey.

Question 4: Do you have a central depository of legal research teaching materials?

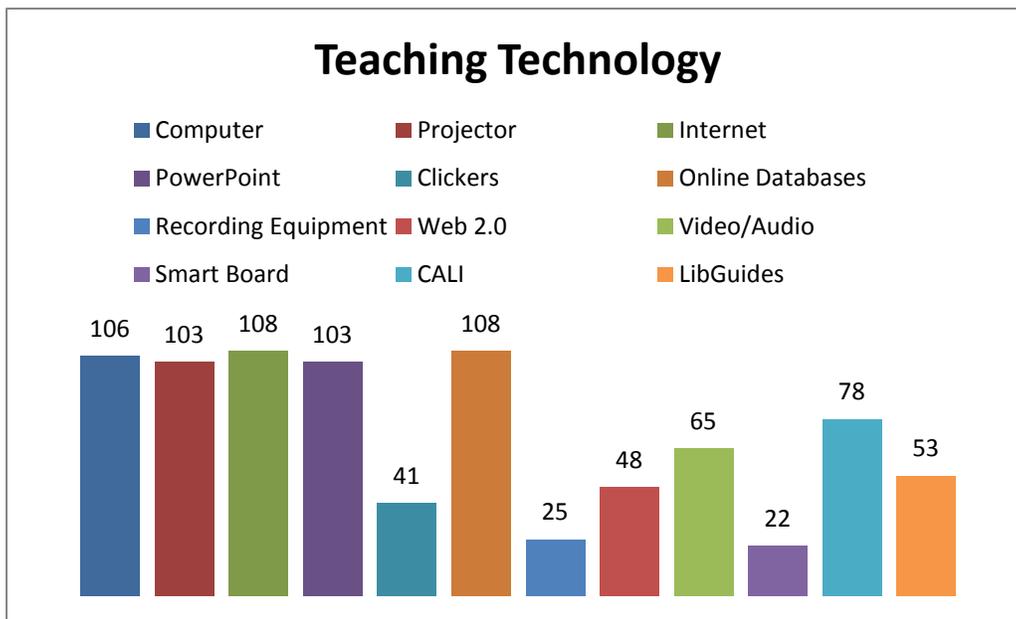
Question 4 asked whether librarians involved in teaching share their teaching materials, perhaps in some form of central depository. This question allowed the respondents to provide additional information about whether librarians share materials and in what way.



Results showed that close to half of the respondent law schools keep some type of central depository for legal research teaching materials upon which all teachers can draw. The additional 26 open-ended responses included an interesting breakdown: 6 respondents indicated they informally share teaching materials; 13 said they share teaching materials; one responded that at his/her institution librarians don't share teaching materials at all; one responded that they only partially share teaching materials; and one responded that they share teaching materials only when they teach jointly. Two respondents indicated that this question was unclear. One respondent indicated that it is the Library Director only who teaches so there is no need for sharing. One respondent indicated that his institution is an online school and as such they use Westlaw or their online library only. One respondent mentioned that teaching materials are in the classroom ready to use. Responses show that approximately half the schools have some sharing of teaching materials, which was surprising because the Subcommittee expected that most librarians would collaborate when teaching and share their plans with each other.

Question 5: Which teaching technologies have you used in the past year or are planning to use in the near future?

Question 5 aimed to solicit information about which teaching technologies librarians have used in the year prior to completion of this survey and/or plan on using in the future. The survey listed 12 different technologies and respondents were asked to indicate all applicable. In addition, respondents were given the opportunity to list technologies that were not already listed.

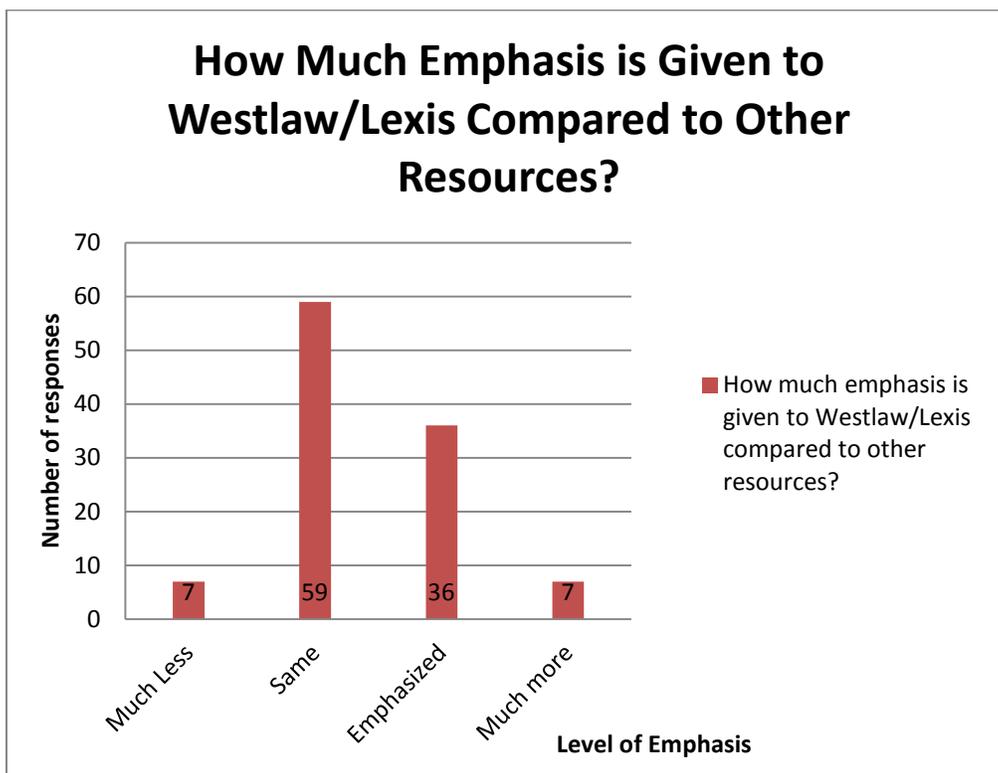


Results showed that technologies such as computers, projectors, the Internet, PowerPoint slides and online databases could be easily considered as standard teaching tools. Other

technologies such as Smart Boards, Clickers, Video/Audio and/or Libguides are not used as much. The open ended part of this question rendered a total of 22 responses indicating additional technologies other than those listed, including TWEN (3), Blackboard (5), other CMS such as Blue Line or Synchroneyes (2), screen capture such as Captivate or Camtasia (3), Web Exams or Quizzes (2), Document Cameras (1), Online Demos or Video Tutorials (4), E-polls (1), iPad (1), Written Exams (1), and Print Resources (1).

Question 6: How much emphasis is given to Westlaw and LexisNexis instruction compared to other resources (print resources, free resources, other databases, etc.)?

This question aimed at finding out whether Westlaw and LexisNexis databases are in some way preferred or emphasized in legal research instruction compared to other available resources. This question did not include an open-ended part.



After eliminating invalid responses, the Subcommittee received 109 valid responses to question 6. The majority of respondents (54%) place the same emphasis on Westlaw and Lexis as they do on other resources in the course of research instruction. Thirty-three percent of respondents emphasize Westlaw and Lexis more than other resources.

Question 7: Do you include print resources instruction in legal research and/or legal research writing courses?

With the growing availability of resources in an electronic format, the natural query is whether legal research instructors still include print resources instruction or not. This was a straightforward yes/no question and did not include an open-ended part.



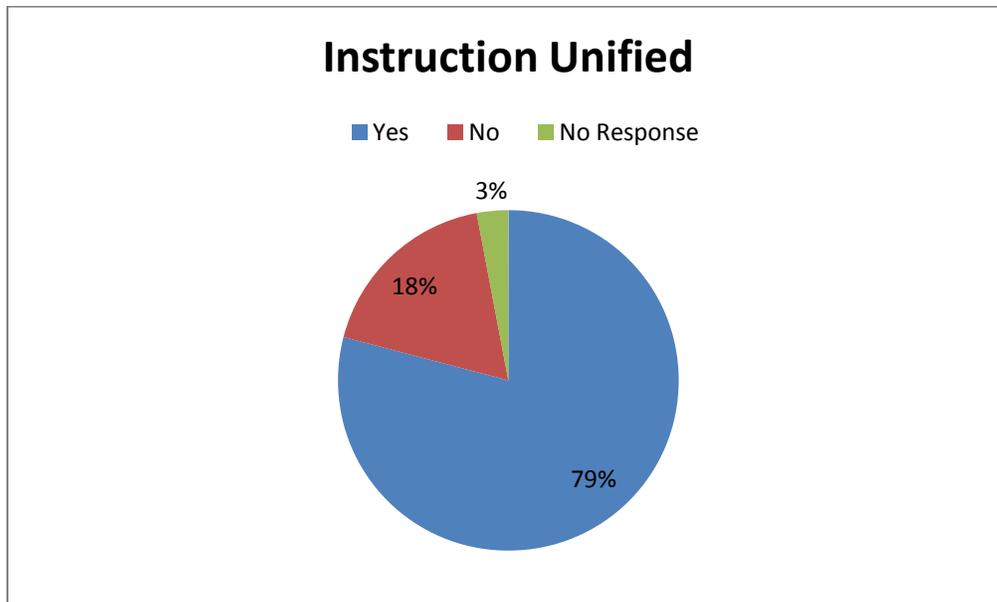
After eliminating duplicate responses, there were 109 total number of response to this question. Out of the 109, two indicated that law librarians do not include print resources in their legal research instruction while 107 indicated that they do include print resources in legal research instruction. Thus, it is clear; law librarians teaching legal research continue to include instruction on print resources.

IV. FIRST YEAR LEGAL RESEARCH AND WRITING

Question 8 asked whether law librarians formally participate in teaching basic legal research and/or legal research and writing courses. This question was incorporated into the survey allowing for respondents to move to another section of the survey if questions in the first-year-legal research and writing section were inapplicable. If respondents chose NO, they were directed to the advanced legal research section of the survey. If respondents indicated NO in response to question 8 but continued answering questions in the first year legal research and writing section, their responses were removed. After reviewing the data and removing duplicate, blank, or faulty responses, the total number of respondents in this section was 67.

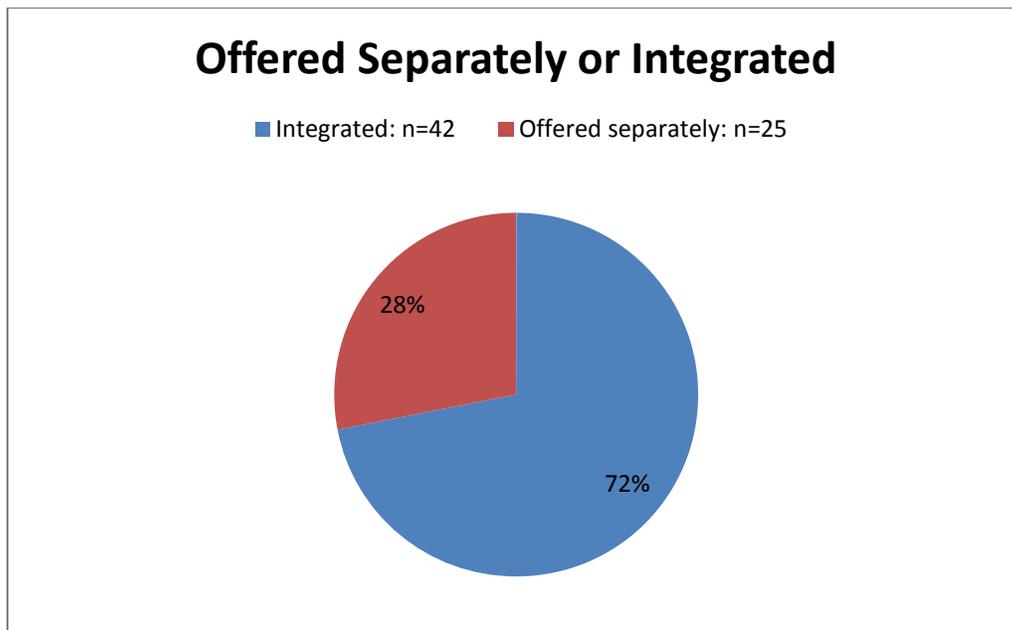
Question 9: In first year legal research, is your basic legal research instruction unified? (same syllabus, course materials, plan, assignments, etc.).

This question asked whether first year legal research instruction is or is not unified at individual schools. It did not include any open-ended part. Results for this question indicate that a majority of respondents have unified instruction plan, including but not limited to syllabus, course materials, plan, or assignments, in the first year legal research course.



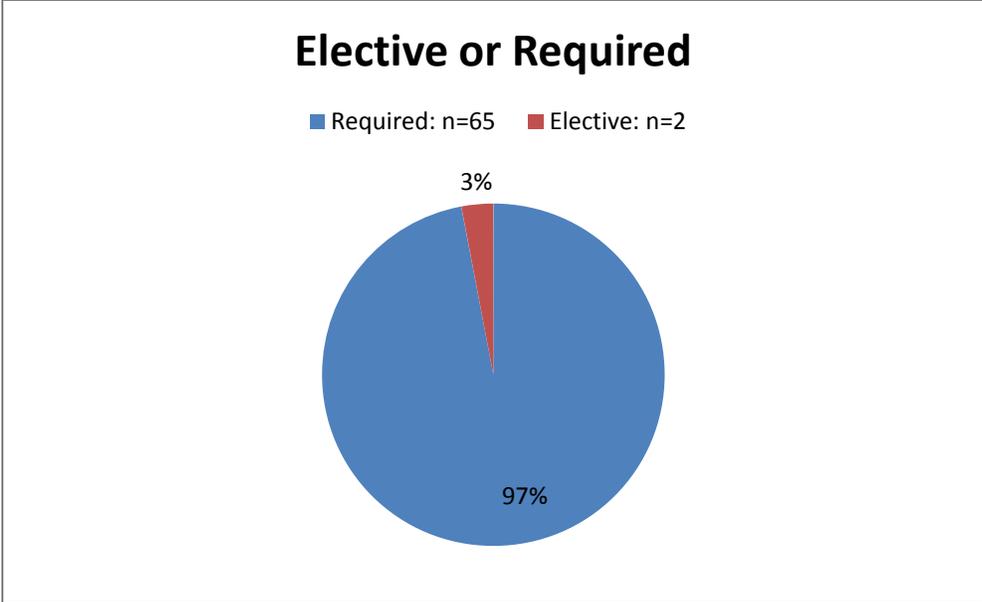
Question 10: In first year legal research, are the legal research and writing courses offered separately or integrated?

Question 10 asked the respondents to indicate whether, at their respective schools, legal research instruction is incorporated into the writing course and is an integral part thereof; or whether the legal research instruction is a stand-alone course offered separately from the writing course. Results indicated that most law schools offer integrated legal research and writing courses.



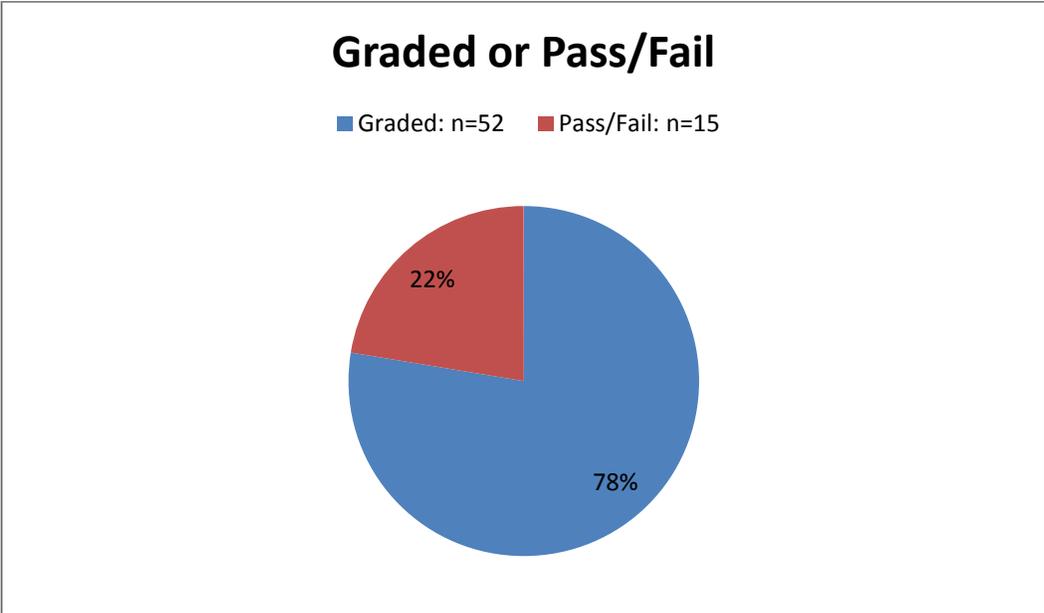
Question 11: In first year legal research, are the legal research and/or legal research and writing courses Elective or Required?

Question 11 asked the respondents to indicate whether first year legal research and/or the legal research and writing course is offered as a required course in the 1L curriculum or as an elective. Results indicated that the first year legal research courses were for the most part required.



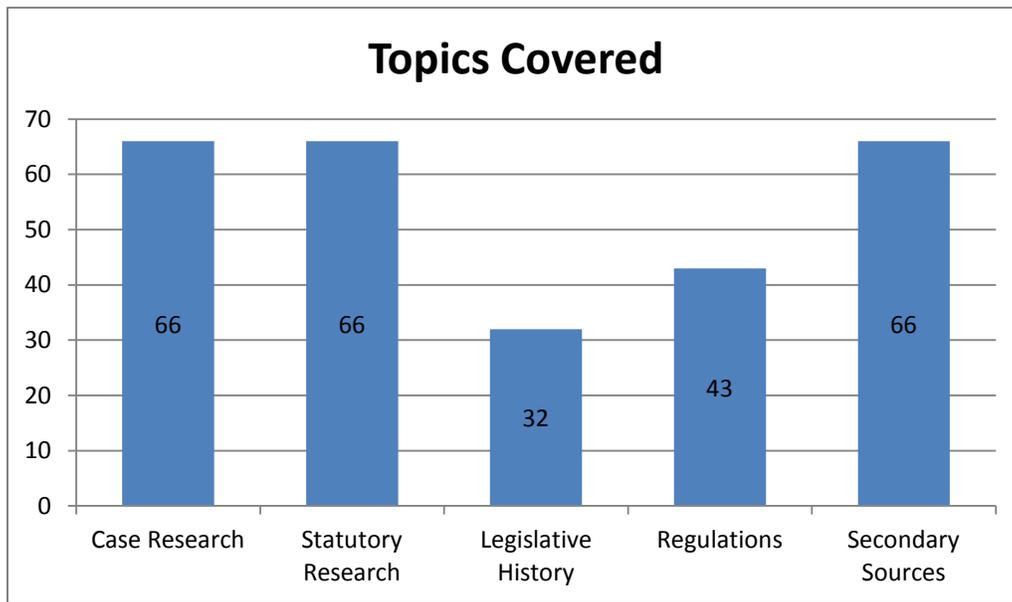
Question 12: In first year legal research, are the legal research and/or legal research and writing courses graded or pass/fail?

Question 12 asked the respondents to indicate whether their respective first year legal research and/or legal research and writing courses are graded or pass/fail. Results indicated that the first year legal research and writing courses were for the most part graded.



Question 13: What topics are covered in the first year legal research and/or legal research and writing courses?

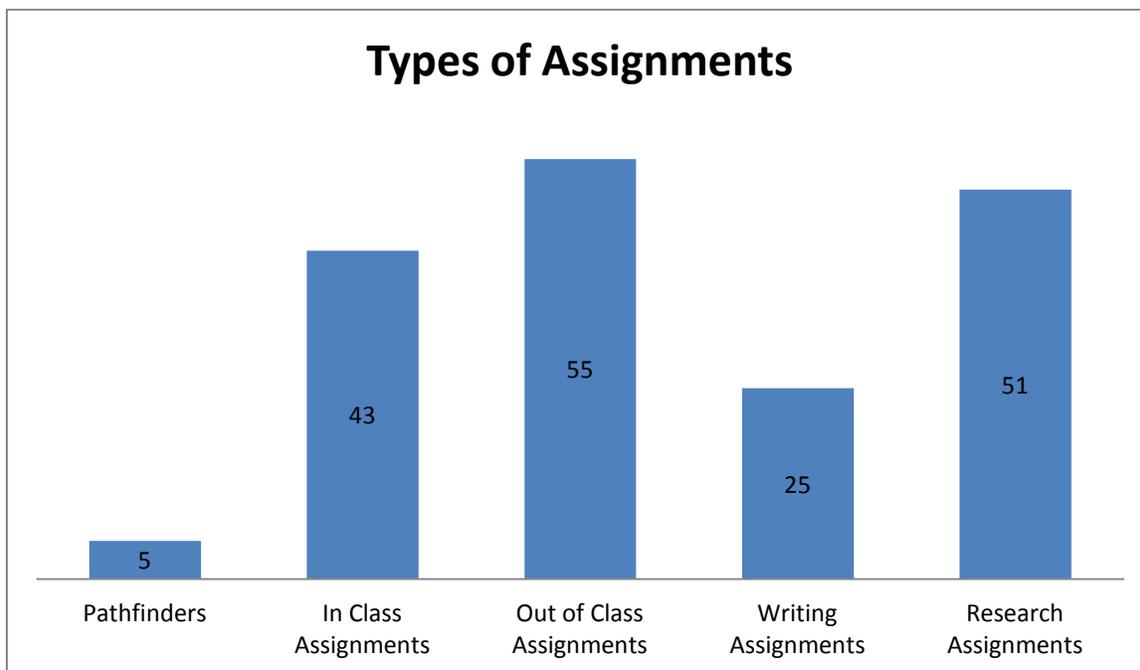
Question 13 asked the respondents to share which topics are covered in the first year legal research course. Five topics, including case research, statutory research, legislative history, regulations, and secondary sources were listed. Respondents were asked to indicate all that applied and to further specify any additional topics covered in the open-ended part of this question.



The results indicated that most law schools are teaching case law, statutory and secondary sources legal research. Fewer law schools also include legislative history and regulations research as part of the first year legal research course. Additionally, the open ended part of the question yielded interesting additional topics. 28 open-ended responses indicate the following additional topics: Citators (8), Cost-effective Research (6), Court Rules (2), Professional Responsibility (2), Internet and Free Resources (3), Research Methods (4), International Law (1), Research Planning (2), Note-Taking (1), State-Specific Research (3), Looseleaf (1), Westlaw and Lexis (1), CaseMap (1), FastCase (1), and one respondent indicated that the topics covered in the first year legal research course vary depending on the writing instructor.

Question 14: Which of the following assignments do you use in the legal research and/or legal research and writing courses?

Question 14 asked the respondents to indicate what type of assignments research instructors use in their courses. Four types of assignments, including in-class assignments, out of class assignments, writing assignments, and research assignments were listed. Respondents were asked to indicate all that is applicable and specify additional assignments in the open-ended part of this question.

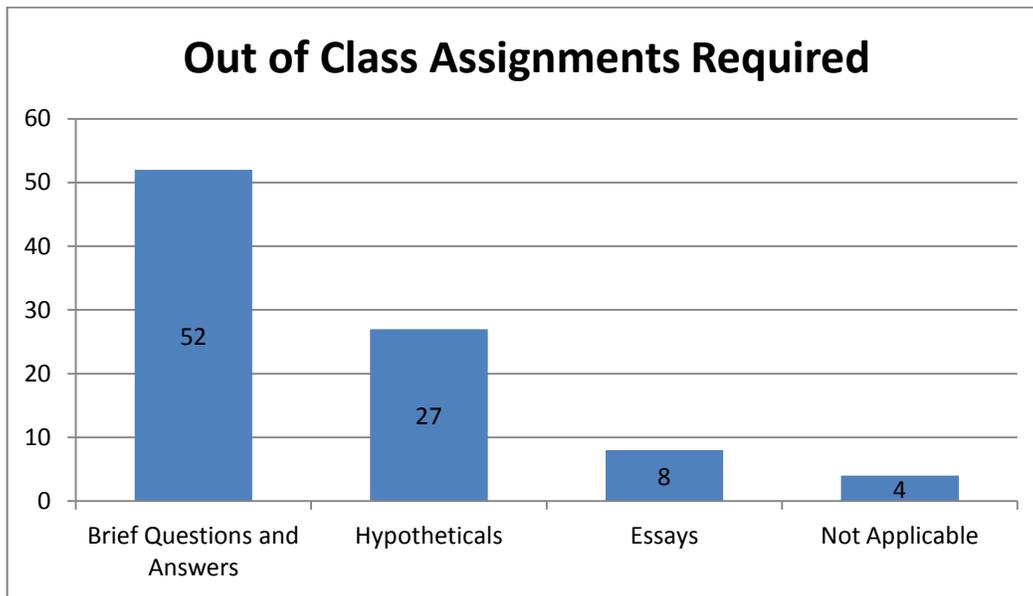


Results indicated that research assignments and outside class assignments are being used in the first year legal research and writing courses. Further, 19 additional responses show that the following assignments are being implemented: PowerPoint (1), Case Annotation (1), quizzes/drills (3), CALI lessons (2), ICW (2), keeping a research journal (1), final research exams (4), research assignments coordinated with the writing assignments (1), hands-on workshops (1), CALR (2), CaseMap (2), and creating tutorials or LibGuides (2). Three respondents indicated that the research instructors do not include any assignments in the course.

Question 15: What out of class assignments are students required to complete?

Question 15 asked the respondents to indicate what kind of out of class assignments, if any, students are required to complete as part of their first-year legal research instruction. Three types of assignments, including brief questions and answers, hypotheticals, and essays were

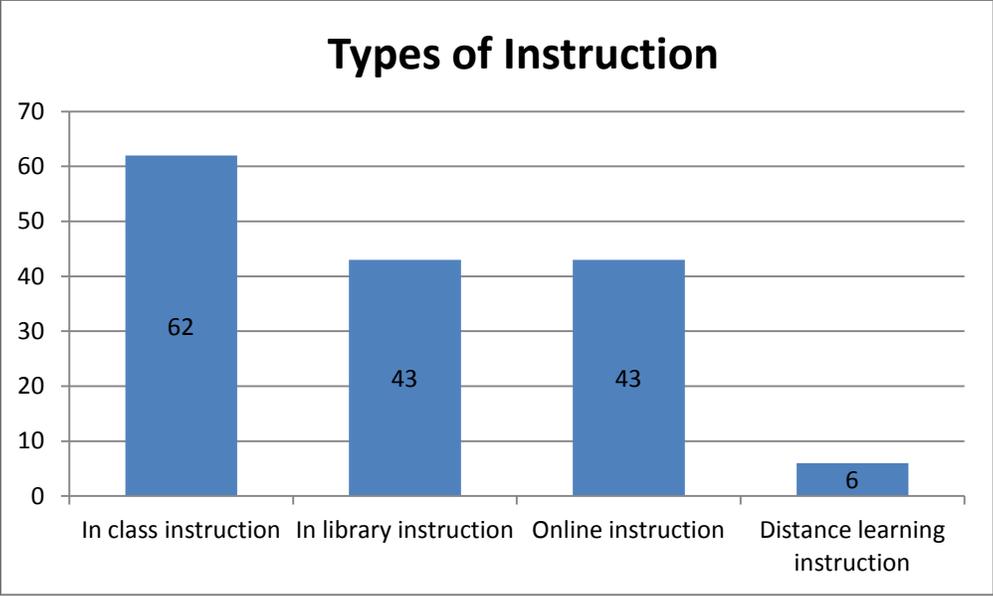
listed. Respondents were asked to indicate all applicable and to specify any additional out-of-class assignments in the open-ended part of this question. Also, respondents could indicate that this question did not apply to them if students at their respective schools were not required to complete any out-of-class assignments.



Results indicated that an overwhelming majority of survey respondents use brief questions and answers as their out of class assignment. Additionally, 16 open-ended responses listed the following assignments that instructors use: research logs or journals (4), memoranda (5), briefs (2), motions (1), letters (1), questions and answers for research (1), midterm (1), final (1), simulations (1), scavenger hunt (1), library tour (1), statutory analysis (1), multiple choice questions (2), quizzes (1), and research plan (1).

Question 16: What types of instruction do the legal research and writing courses involve?

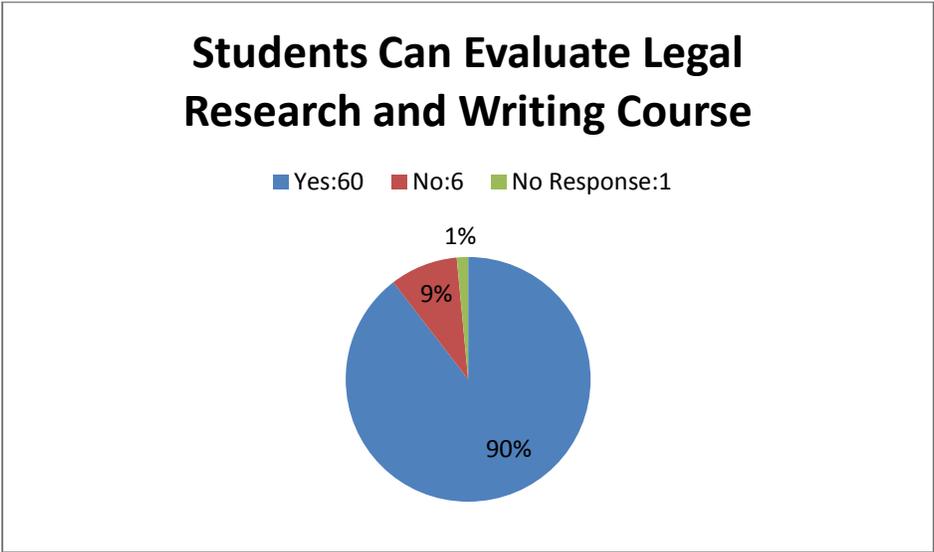
Question 16 asked the respondents to indicate what type(s) of instruction is being used in the first year legal research and writing courses. Respondents were to check all applicable and further specify any additional types of instruction that were not listed in the open-ended part of this question. The four basic types of instruction listed were: in class instruction, in library instruction, online instruction, and distance learning instruction.



Results indicate that in class instruction is the preferred type for first year legal research and writing. In addition to the types of instruction listed, four respondents listed podcasts, workshops, smaller classes, and group assignments.

Question 17: Do 1L students who take first year/basic legal research have a chance to evaluate their legal research instructors?

Question 17 aimed to find out whether legal research instructors are being evaluated by their students. There was no open-ended part to this question. The question did not ask about how students evaluate legal research instructors.



Question 18: Total hours spent (instruction, preparation etc.) teaching legal research and writing.

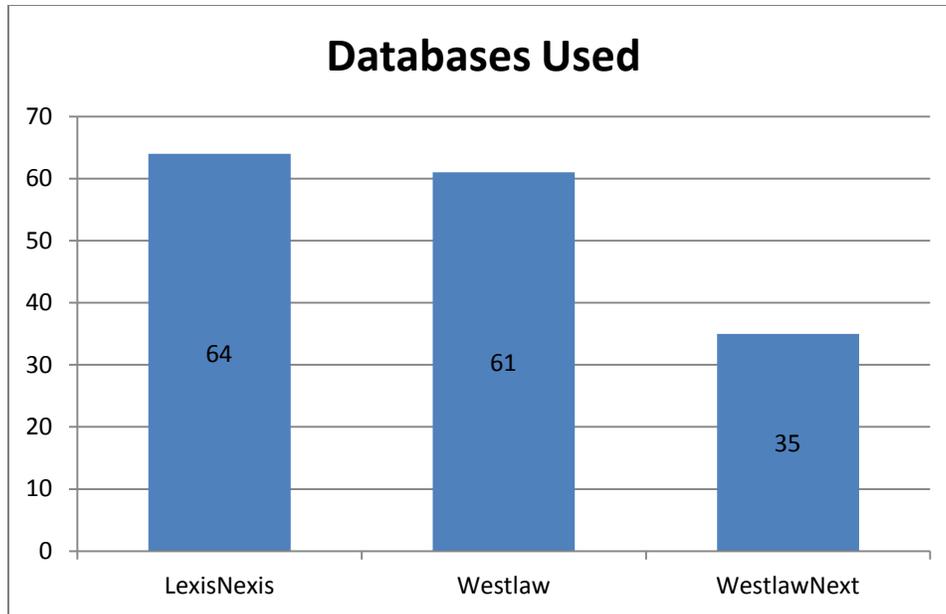
Question 18 was intended to gather information relating to the amount or length of time legal research instructors spend teaching research each semester. The Subcommittee's goal with this question was to determine how many hours (60 minutes in length) a single law librarian that teaches legal research spends each semester teaching, excluding preparation time. There were a total of 67 responses to this question but the results were not reliable because, based upon the responses received, a majority of respondents found this question unclear and confusing. Some respondents indicated credit hours, some indicated regular hours, some indicated the total of hours all librarians teach in a semester, some indicated a time that also included preparation and grading time, and some did not know what we were asking for.

As a result, the Subcommittee was unable to determine whether respondents indicated only hours spent in the class room per single librarian, or whether respondents indicated credit hours per single librarian, or whether respondents indicated hours and/or credit hours per all librarians teaching, or whether respondents also indicated hours spent on preparation and/or teaching. Therefore, the data collected for this question was unreliable. This area, however, is important and the Subcommittee would be interested in seeing the differences and similarities among law schools with respect to the amount of time spent on teaching legal research. Thus, the Subcommittee recommends that this particular topic should be addressed with more specificity in a future survey.

Question 19: In first year legal research, which of the following do you teach?

Question 19 inquired about the instruction law librarians provide, if any, on the use of LexisNexis, Westlaw, and/or Westlaw/Next as part of the first year legal research course. This question also included an open-ended part which asked the respondents to specify whether librarians provide instruction on additional databases, and if so, what kind. Results indicated that both Westlaw and LexisNexis are taught in the first year legal research course.

Further, because this survey was distributed before the release of Lexis Advance, no data indicating the use and/or instruction of Lexis Advance is included. Soliciting information on the use and/or instruction of Lexis Advance may be a good addition to future legal research surveys.



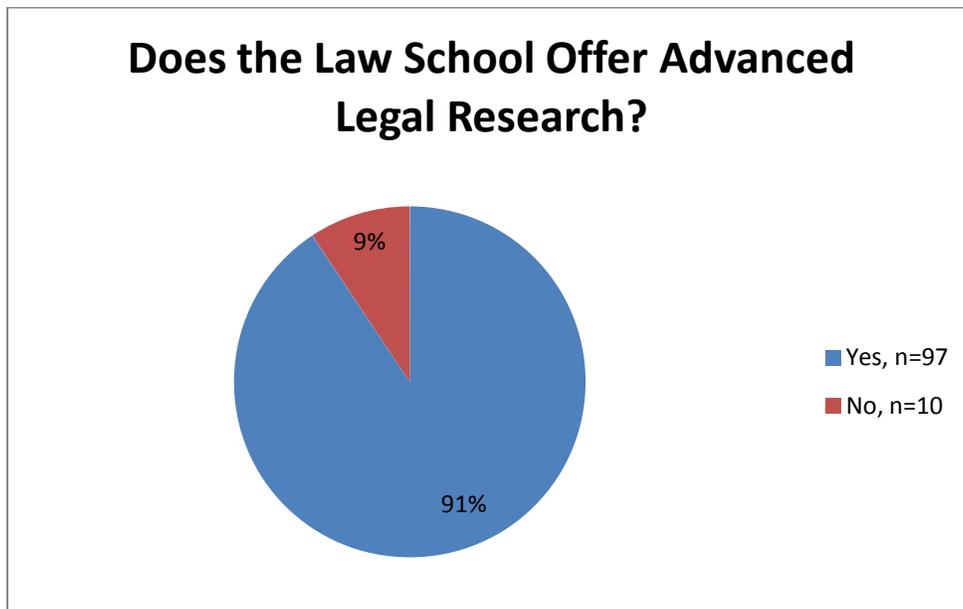
The 25 open-ended responses indicated the following additional resources being covered as part of the first year legal research instruction: HeinOnline (9), free internet resources including state websites such as OSCN or Legal Hubs such as Thomas or FedSys (12), Fastcase (7), BNA (4), Case Maker (6), ILP&B (2), Legal Trac (2), LexisNexis Congressional (1), Loislaw (6), Versus Law (2), Find Law (1), Lexis One (1), Pacer (1), CCH (1), Print Resources (1), Google Scholar (1). One respondent indicated that at their respective school the vendors are teaching electronic resources, and two respondents indicated that this question was not applicable to them.

V. ADVANCED LEGAL RESEARCH

After removal of duplicate answers, the total number of responses to the survey was 114. The Subcommittee first looked at the responses to Question 20 which asked whether institutions offered advanced legal research. This question was intended to move respondents to the next section of the survey if this part of the survey was inapplicable. For the purposes of analyzing the responses to Questions 21-27, only those institutions that answered “yes” to the question of whether advanced legal research is offered at their respective schools were considered. The number of schools that answered “yes” to question 20 was 97 and 10 indicated “no.” A total of 107 responses were collected for this question. Thus, 107 responses will be considered in this section of the survey.

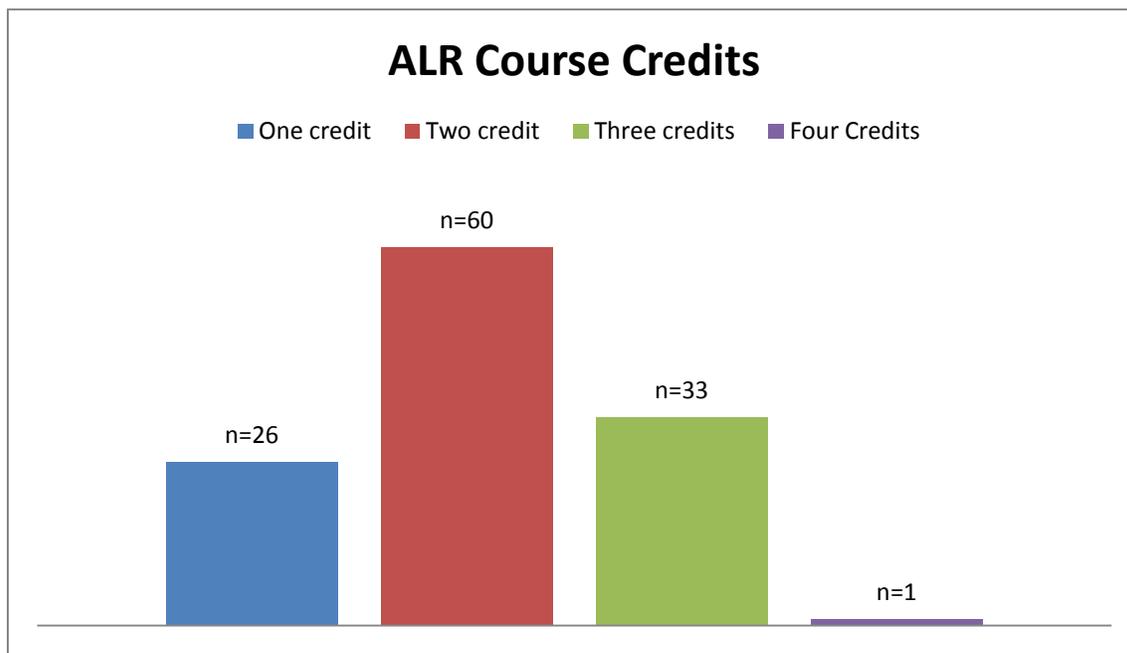
Questions 20: Does your law school offer an advanced legal research class?

This question aimed at moving those who do not offer Advanced Legal Research courses at their institution to the next part of the survey. The results show that most law schools offer Advanced Legal Research. Out of 107 institutions, 97 indicated they offered Advanced Legal Research, while 10 did not.



Question 21: Institutions offering Advanced Legal Research courses for a variety of credit hours.

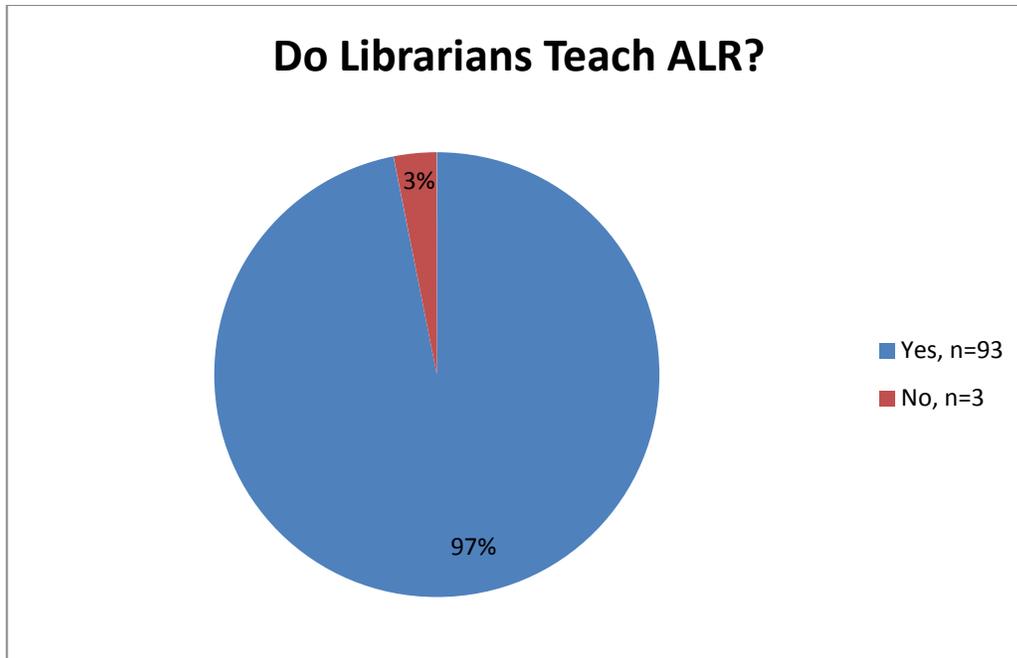
This question asked whether Advanced Legal Research courses are offered for one, two, three, or four credits.



Respondents to this question were allowed to choose all options that applied to them. There was no open-ended part to this question. The results show that institutions offering Advanced Legal Research offer such courses for a variety of credits. The most popular choice is to offer this course for 2 credits, with almost twice as many respondents choosing that option compared with any other.

Question 22: Do law librarians teach Advanced Legal Research?

Question 22 asked whether law librarians teach Advanced Legal Research courses. The total number of responses to this question was 96, after subtracting duplicates and those who answered “No” to Question 20. Out of the 96 valid responses, 93 respondents indicated that law librarians teach Advanced Legal Research courses, while three do not.



Question 23: Topics covered as part of the instruction in Advanced Legal Research courses.

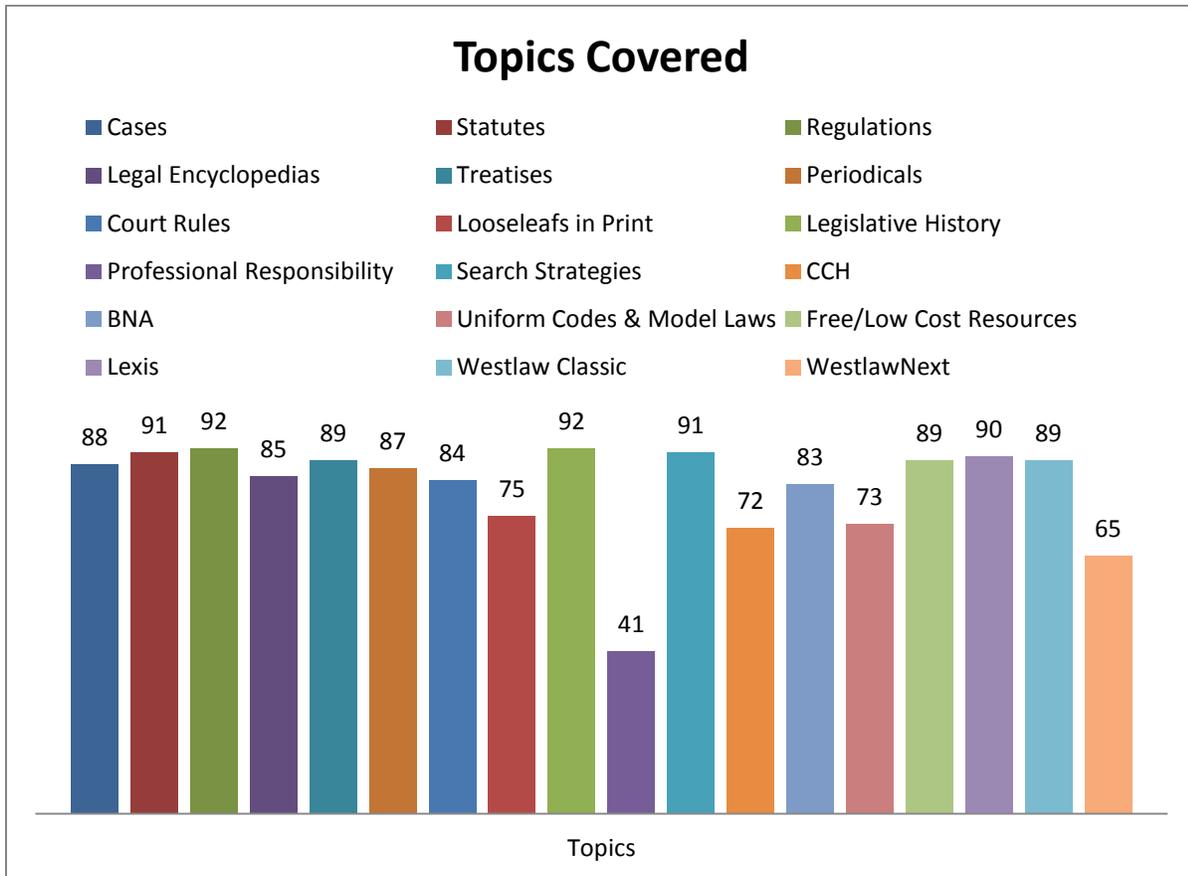
The responses to this question varied. Respondents were asked to check all applicable topics covered in Advanced Legal Research including cases, legal encyclopedias, court rules, professional responsibility, BNA, Lexis, statutes, treatises, looseleafs in print, search strategies, Uniform Codes and Model Laws, Westlaw Classic, regulations, periodicals, legislative history, CCH, free/low cost resources, and WestlawNext. Further, respondents were asked to indicate any additional topics, not listed, that were covered as part of the Advanced Legal Research courses.

In the “other” category, there were a total of 33 additional responses to this question including:

- A. *Specific Electronic Resources* such are Casemaker (1), Bloomberg (1), Versus Law (1), Loislaw (2), PACER (4), Courtlink (1), Bieber’s and Ulrich’s Guide to Periodicals (1);
- B. *Specific Type of Resource* including court documents (1), executive and agency materials (1), Restatements (1), dockets (1), non-legal sources (3), practitioner aids such are forms or jury instructions (2);
- C. *Online and Web Resources* (2) namely Google and Google scholar (2);
- D. *Subject Specific Research Classes* (7) including business research (2), medical research (2), social science (1), criminal law research (1), tax law research and tax law resources (2), competitive intelligence (1), and two respondents indicated that topics change each term;

- E. *International Law Research* (12) and *Foreign Law Research* (4) including namely the UN (2), EC (1), NGO (1), European Law (1), and treaties (2);
- F. *Local State and Municipal Law* (6); and
- G. *Other Related Topics* including research plan (1), archives (1), memoranda (1), law firm research (1), pricing and cost of research (1), format (1), research management tools (1), empirical resources (1), and fact-finding for lawyers (1).

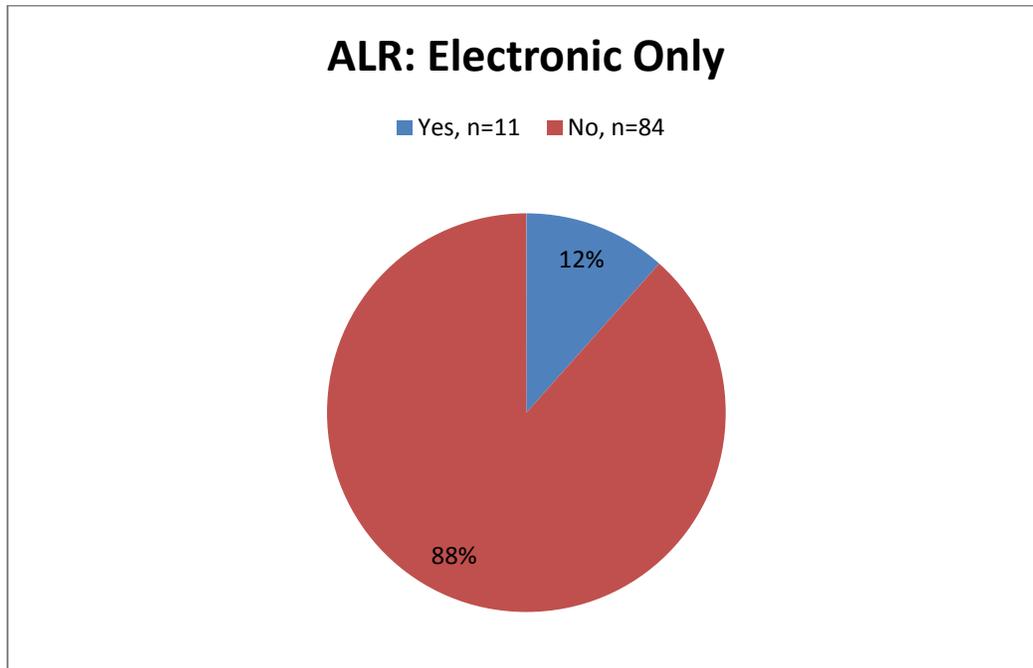
Two respondents indicated that this question was not applicable.



The most interesting conclusion to be drawn here is the uniformity of topics covered in Advanced Legal Research classes. Most respondents covered all the topics listed with the exception of Professional Responsibility. It appears that there is a consensus amongst librarians about what topics should be covered in Advanced Legal Research. Another interesting fact is that 72 schools are including WestlawNext in their Advanced Legal Research courses. Because this survey was distributed prior to the release of Lexis Advance, Lexis Advance was not included in this question. However, it should be included in future surveys.

Question 24: Does your law school offer an Advanced Legal Research course that is focused only on electronic resources?

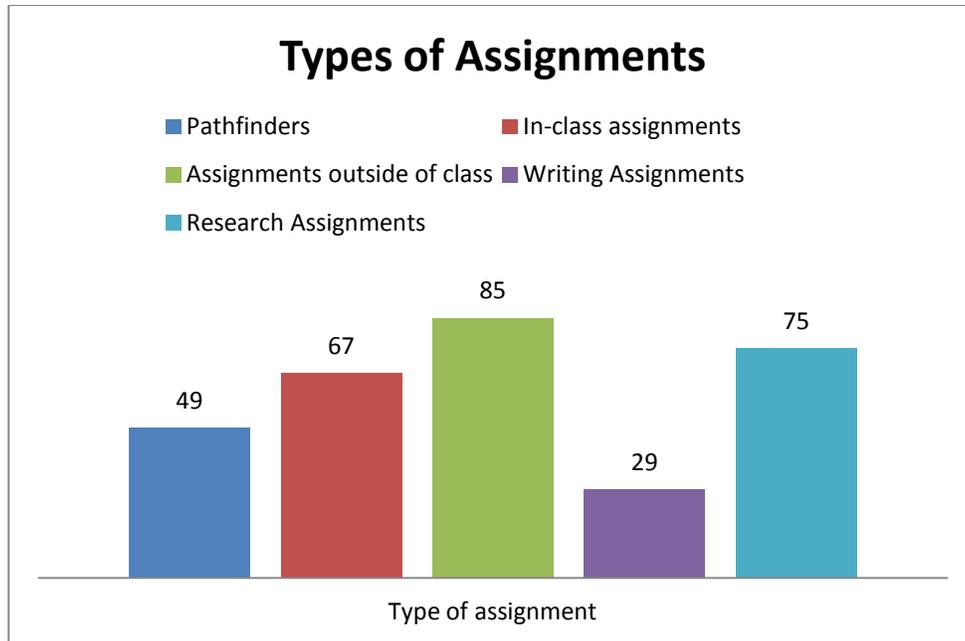
This question aimed to obtain general information about Advanced Legal Research Courses and whether the instruction focuses on electronic resources only. Interestingly, only 12% of law schools offer courses that focus solely on electronic resources.



Question 25: Which types of assignments do you use in Advance Legal Research?

Question 25 asked the respondents to indicate what type of assignments students are required to complete in Advanced Legal Research courses. Respondents were asked to check all applicable assignments listed, which included pathfinders, in-class assignments, out-of-class assignments, research assignments, and writing assignments. The respondents were also asked to specify any additional types of assignments in the open-ended part of this question.

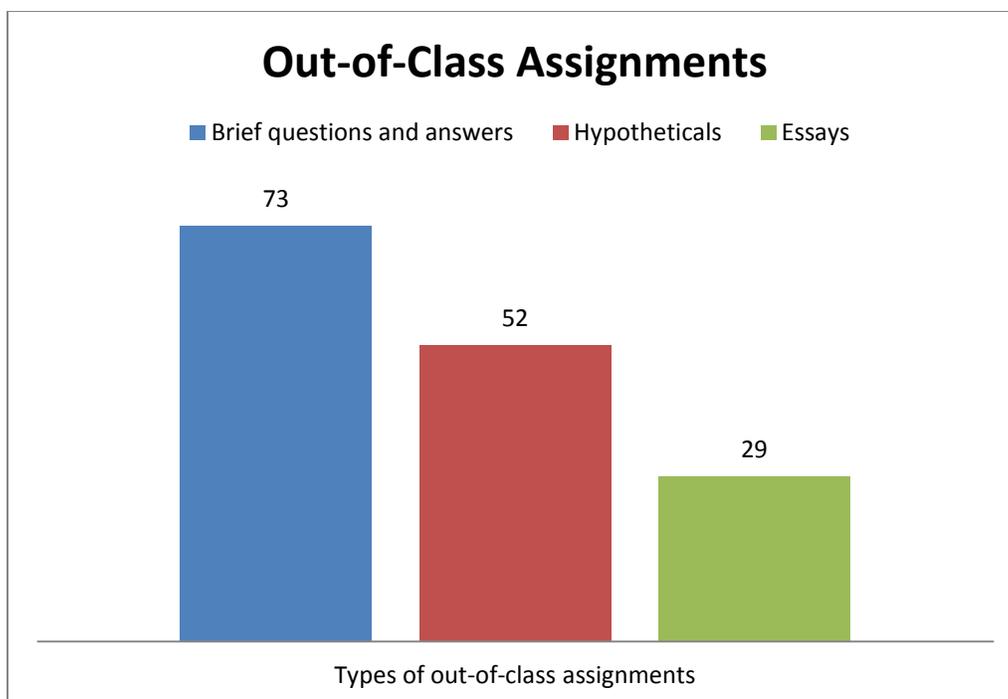
Research assignments, in-class assignments and assignments outside of class were the most popular types of coursework.



Twenty-eight respondents listed a number of additional types of assignments: student presentations (6), research journals or logs (3), research outlines (1), research guides or LibGuides (2), group or individual projects (3), research papers (1), case annotation (1), bibliographic essays (1), CALI lessons (2), in-class exams on Westlaw and Lexis (1), quizzes (2), oral assignments (2), in-class assignments (1), midterms (1), discussions (1) critiquing other students' presentations (1), website evaluation (1), one on one online test (1), and online practicum (1). One respondent indicated there are no assignments in the Advanced Legal Research course, one respondent indicated N/A, one respondent implied that because this course is an online course, there are no assignments, and one respondent indicated that each Advanced Legal Research course is different and incorporates different assignments.

Question 26: What type of out-of-class assignments are students required to complete?

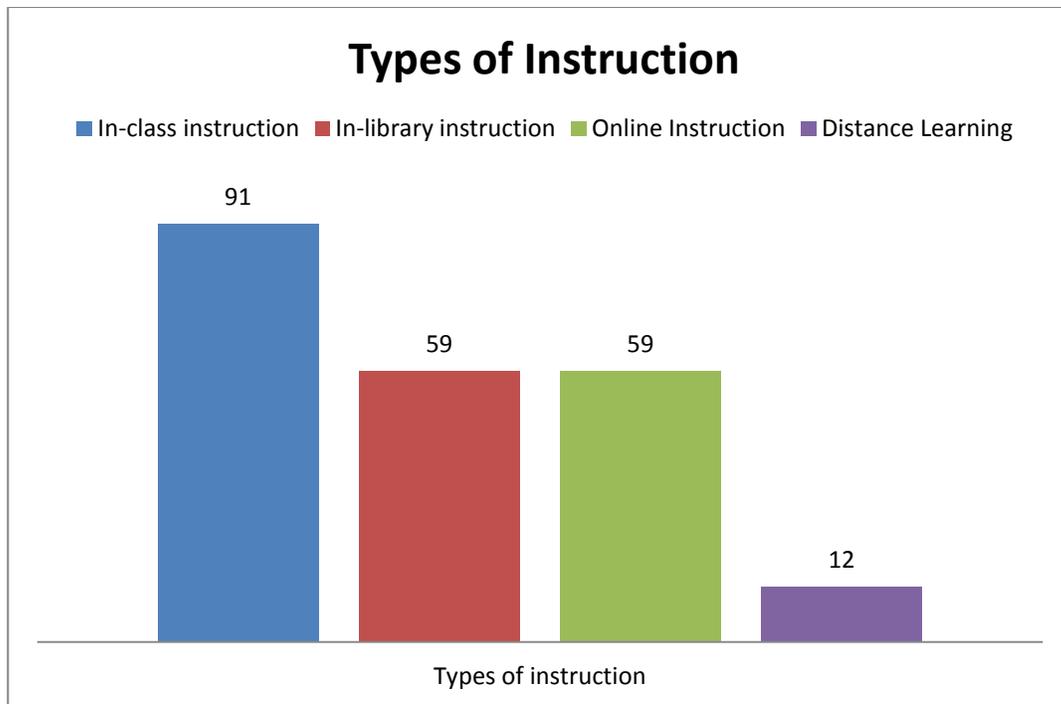
This question asked the respondents to indicate what out-of class assignments are required in Advanced Legal Research courses. Respondents were asked to indicate all applicable from the list of brief question and answers, hypotheticals, and essays, and they were also asked to indicate any additional assignments in the open-ended part of this question.



A total of 21 open-ended responses indicated the following additional assignments: research logs or journals (5), pathfinders (3), LibGuides or research guides (2), memoranda (4), legislative history (2), problems (2), CALI lessons (2), worksheets to explore resources (1), comparative law assignment (1), research process paper (1), wikis (1), library tour (1), online tutorials (2), presentations (1), opinion memo (1), real research problems submitted by practicing attorneys (1), build your own library (1), conferences with instructor (1), quizzes (1), 10-minute writing exercise (1), reading (1), research outline (1), complaint (1), and visit of another local law library and write up a paper (1).

Question 27: What types of instruction do librarians use in Advanced Legal Research courses?

Question number 27 asked about the kinds of instructions used in Advanced Legal Research courses. Respondents were asked to indicate all applicable from the list of instruction, including in-class, in-library, online, and distance learning instruction. Additionally, respondents were asked to indicate any additional instruction in the open-ended part of this question.



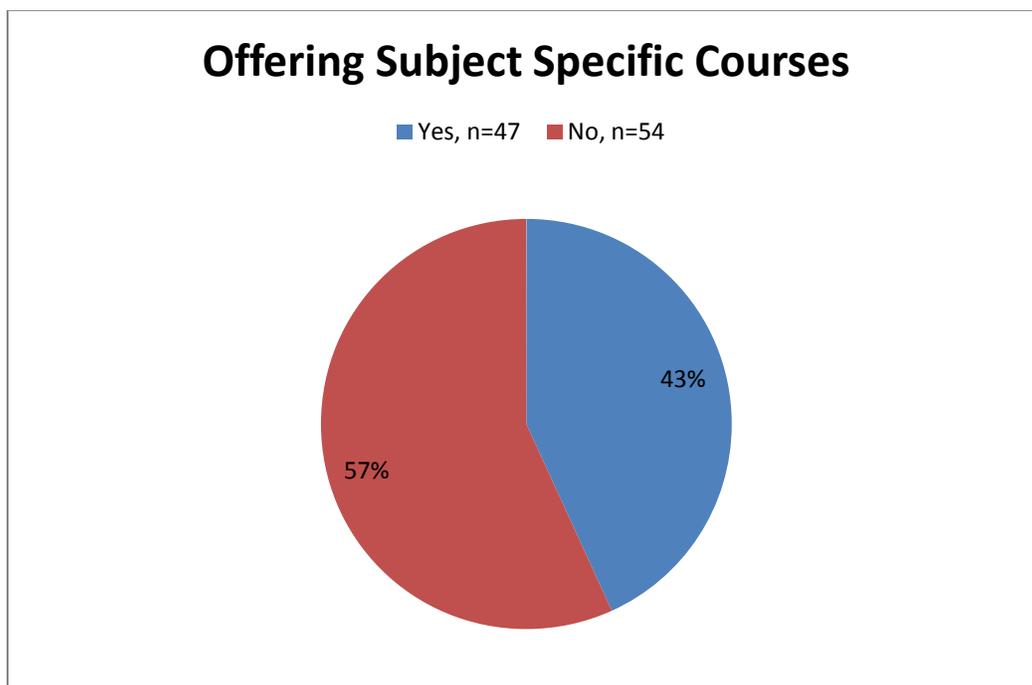
A total of 7 additional open-ended responses indicated in-class instruction (1), online instruction including distance learning (5), online tutorials (1), research videos (1), and CALI lessons (2).

VI. OTHER CLASS OFFERINGS

This part of the survey listed additional questions related to law librarians teaching legal research that did not fit under either the First-Year or Advanced Legal Research sections. This area may be further explored by future legal research survey committees. Here, the Subcommittee was interested in determining whether law schools were offering legal research courses in specific topic areas such as foreign and international law, tax, business, or state-specific resources.

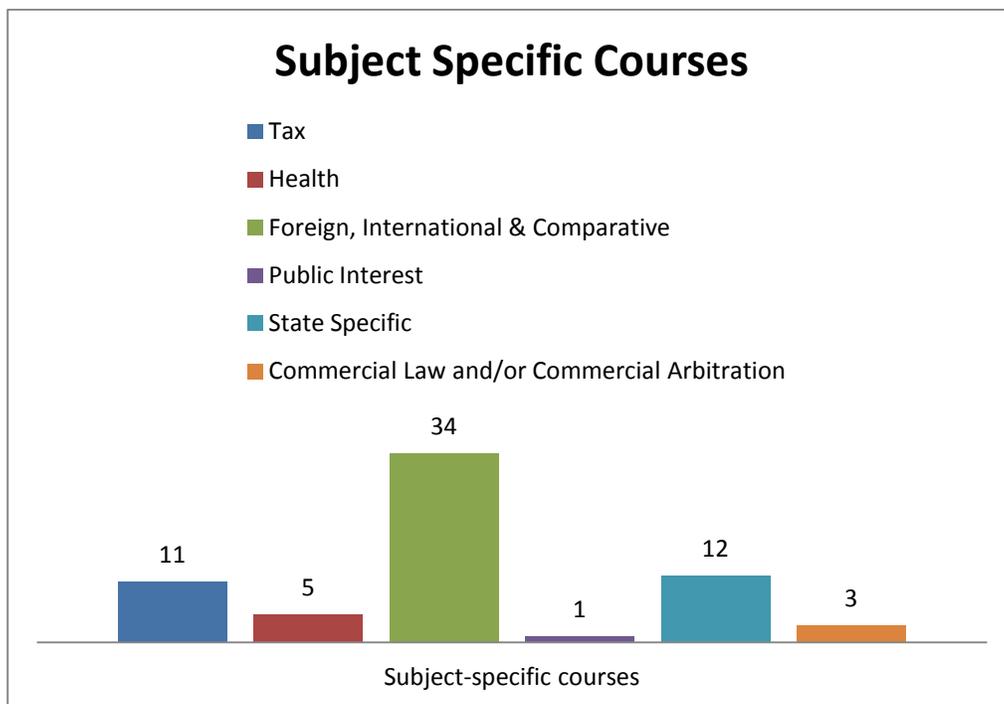
Question 28: Does your law school offer subject-specific legal research courses?

The responses to question 28 show that a majority of law schools do not offer subject-specific legal research courses.



Question 29: If your law school offers subject specific courses, what subjects do you offer?

This question aimed at finding what subject specific legal research courses are being offered at various law schools. Respondents were asked to indicate all applicable from the list, including Tax, Health, Foreign, International, and Comparative Law, Public Interest Law, State Specific Law, Commercial Law and/or Commercial Arbitration. Respondents were also asked to indicate any additional subjects that are covered in specialized research courses in the open-ended part of this question.

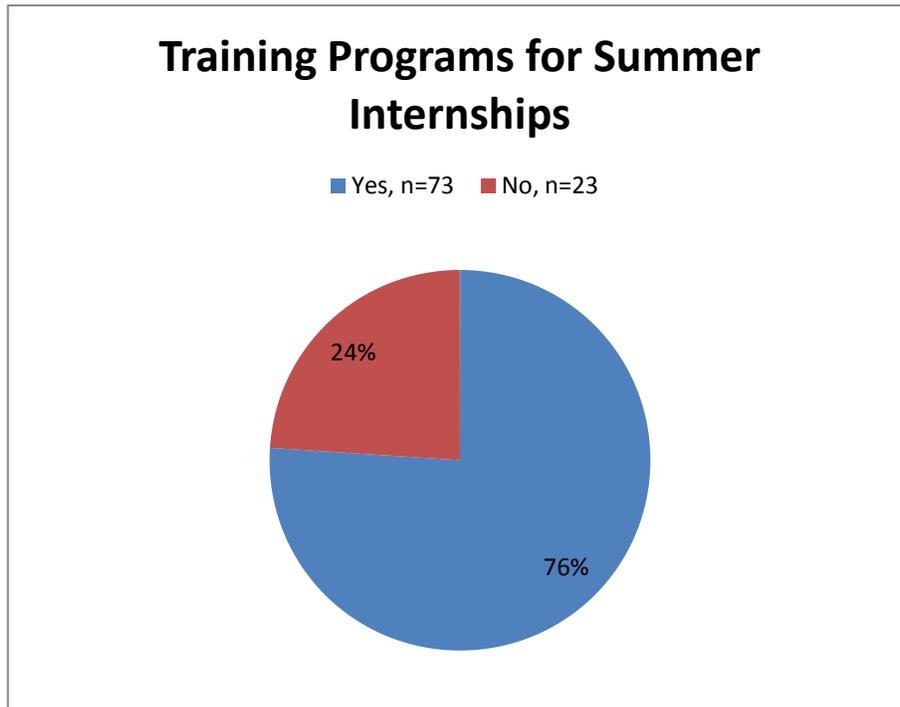


A total of 23 additional open-ended responses indicated the following subject specific legal research courses: Intellectual Property (7), Environmental Law (6), Business Law (4), Litigation (2), Administrative Law (3), Securities (3), Criminal Law (2), Labor Law (1), Federal Law (2), Legislative Research (2), Family Law (1), Real Estate (1), Maritime (1), Sports Law (1), Indian Law (1), and Banking (1). One respondent indicated that subject specific legal research courses are not full-semester long courses.

Question 30: Does your law school have any research training programs for students that are about to begin summer associate/internship/research assistant positions?

This question solicited information about law schools and librarians providing timely research instruction for students who are about to start a summer internship, externship, research assistant position, or any other position. Out of the total of 96 responses to this question, 73

indicated that some form of training programs for summer internships is offered. Here, the Subcommittee recommends that this question be explored in more detail in the future. For example, it may be of interest to find out what these training programs offer, how well they are attended, and when they are scheduled.



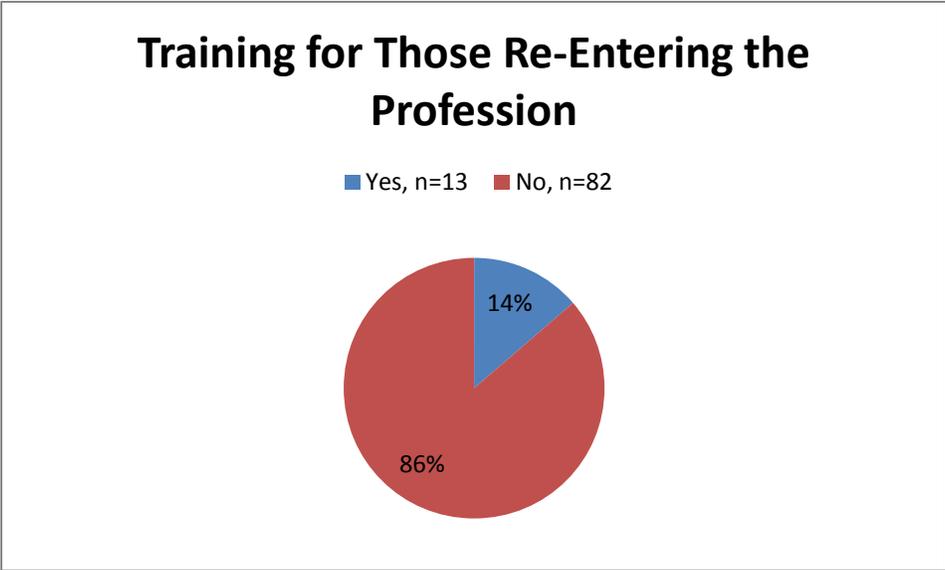
Question 31: Does your legal research department cooperate with any law firms to create practice-oriented legal research courses/trainings?

This question was meant to elicit information about the possible cooperation between law schools and law firms. Because of the “practice ready attorneys” trend and the claim by many law schools of engaging in such instruction, the Subcommittee sought to find out whether law schools collaborate with law firms in legal research training of students. The results for this question were surprising because only small fraction of the schools that responded to this question have some kind of cooperation with law firms in preparing students for the real world. Coordinating with law firms with respect to research training happens only in a minority of institutions, 20 out of 96 total responses. Should there be more cooperation between schools and firms with respect to educating rising lawyers?



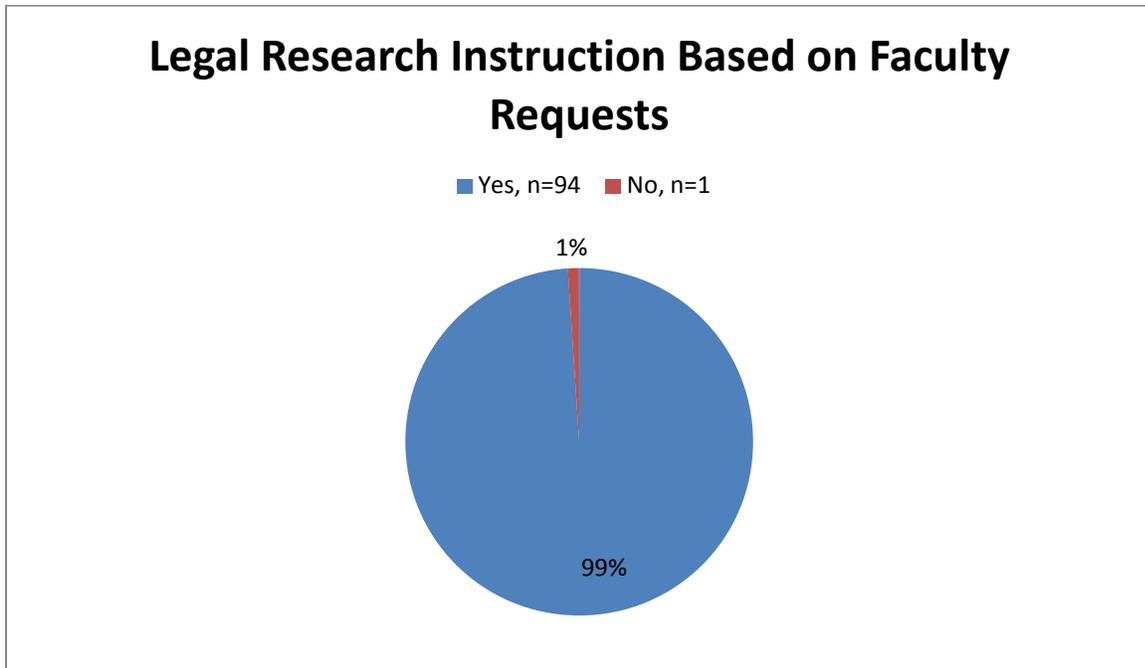
Question 32: Does your law school offer any legal research training session for attorneys re-entering the profession?

This question solicited information about law schools having legal research programs helping those who were out of job or out of profession for a period of time to re-enter the legal profession. To the Subcommittee’s surprise, only 14% (13 out of 95 total responses for this question) of those who responded to this section of the survey indicated that their schools offer such programs. Is this another market worth tapping into?



Question 33: Do librarians that teach legal research also participate in legal research instruction based on faculty requests?

This question intended to elicit information about whether law librarians teaching in the legal research program also conduct ad hoc classes at the request of a professor. Based on the responses, it can be concluded that librarians who teach legal research are also called upon to do bibliographic instruction based upon faculty requests at almost all institutions.



VII. CONCLUSION

The survey responses offered a number of conclusions about the involvement of law librarians in teaching legal research. Overall, 90% of the respondents indicated that law librarians are involved in teaching legal research at their institutions. Given the enormous efforts of law librarians to advance the teaching of legal research in law schools in recent decades, the results of this survey is an incredible testament to this effort.

Librarians are involved in three distinct areas of legal research instruction: first year legal research and writing, advanced legal research and specialized legal research. Of those responding to questions regarding first year legal research and writing courses, the majority of respondents indicated that the research and writing classes are integrated. Further, these classes are required for all first year students and they are graded. Of those who responded to questions regarding first year legal research, most respondents indicated that case law, statutes, and secondary sources are the primary subjects taught in the first year legal research and writing courses, whereas administrative law or legislative history are subjects much less focused on.

The majority of law librarians surveyed indicated that law schools do offer advanced legal research courses and that these courses are primarily taught by law librarians. There was a consensus on the topics covered in these advanced classes, including cases, statutes, regulations, legal encyclopedias, treatises, periodicals, court rules, looseleaves in print, legislative history, professional responsibility, search strategies, CCH, BNA, uniform codes and model laws, free/low cost resources, Lexis, Westlaw classic, and WestlawNext. Moreover, a majority of respondents indicated that print resources are taught along with electronic ones.

About 43 % of those who responded to questions about subject specific courses indicated that their respective schools do offer subject specific courses, including Tax Law, Health Law, Foreign, Int'l & Comparative Law, Public Interest Law, State Specific Law, Commercial Law and /or Commercial Arbitration, Intellectual Property Law, Environmental Law, Business Law, Litigation, Administrative Law, Securities, Criminal Law, Labor Law, Federal Law, Legislative Research, Family Law, Real Estate, Maritime, Sports Law, Indian Law, and Banking. The results showed that teaching subject-specific courses is frequent. Further and to the Subcommittee's surprise, law schools cooperate relatively little with law firms in offering legal research instruction. This is an area that might bear exploration in future surveys.

With the growth of technology and integration of electronic resources in research, it seemed natural to survey how print resources are taught in comparison to the electronic ones and whether any schools place an emphasis on one over the other. Based on the results, it seems that both print and electronic resources remain important for teaching legal research, whether first year, advanced, or subject specific. The results offered a consensus that students need to be trained to do research in both mediums. Further, in the first year legal research classes, LexisNexis and Westlaw are both being taught more often than WestlawNext. Some schools even include instruction on HeinOnline, free internet sources, Fastcase, BNA, Case Maker, Legal Trac, Loislaw, Pacer, CCH, and others. Moreover, respondents were asked whether an emphasis

is given to electronic resources, such as Westlaw or Lexis over other resources. Fifty-five percent indicated that all resources are being emphasized the same and 34% indicated that Westlaw and Lexis resources are being emphasized over others.

VIII. RECOMMENDATIONS

Since the Subcommittee began the survey process, many additional and/or new questions have come to light. Based upon the survey responses received, the Subcommittee would like to take this opportunity to mention some of the issues that might be of future relevance, interest, and importance. We recommend the following topics for future exploration.

- Determine how many credit hours each law librarian spends teaching legal research per semester.
- Determine whether Lexis Advance and other new legal research technologies (e.g. Bloomberg Law, mobile apps) are being used to teach legal research.
- Determine whether law librarians are cooperating with law firms in teaching legal research and preparing students for summer internships.
- Determine whether law librarians are exploring ways to incorporate legal research instruction into regular courses offered in the law school curriculum.
- Determine whether law librarians are exploring opportunities to teach legal research to clinical students.
- Determine what other resources are being taught in first year legal research courses, besides Westlaw and Lexis.
- Determine reasons for including print resources in legal research instruction, since print resources continue to be a part of legal research instruction at law schools.
- Determine what methods/ways are implemented in respective law schools to effectively evaluate legal research instructors.

IX. APPENDIX

A copy of the 2011-2012 ALL-SIS Legal Research Survey.

A copy of the cover letter accompanying distribution of the survey.

ALL-SIS Legal Research Survey for 2011

Created: March 11 2010, 6:30 AM
Last Modified: February 07 2011, 1:16 PM
Design Theme: Basic Green
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

ALL-SIS Legal Research Survey for 2011

Page 1 - Heading

General Overview

Page 1 - Question 1 - Open Ended - One Line

[Mandatory]

Please enter the name of your institution.

Page 1 - Question 2 - Yes or No

[Mandatory]

Is your institution ABA accredited?

- Yes
- No

Page 1 - Question 3 - Yes or No

[Mandatory]

Are law librarians at your law school involved in teaching legal research?

Answering NO means that law librarians at your law school are not involved in any way in legal research instruction. In that case, please check NO and click SUBMIT on the bottom of the page to be directly moved to the end of the survey.

- Yes
- No [Skip to End]

Page 1 - Question 4 - Yes or No

Do you have a central depository of legal research teaching materials for the librarians?

- Yes
- No
- Additional Comment if Needed

Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

Which of the following technologies have the law librarians that teach legal research used in the past year and/or are planning on using in the near future in any legal research instruction? (Please indicate all applicable).

- Computer
- Projector
- Internet
- PowerPoint
- Clickers
- Online Databases (i.e. Westlaw, Lexis, Loislaw)

- Recording Equipment (i.e. Echo360)
 - Web 2.0 (i.e. wikis, blogs)
 - Video/Audio
 - Smart Board
 - CALI
 - LibGuides
 - Other, please specify
-

Page 1 - Question 6 - Rating Scale - One Answer (Horizontal)

How much emphasis is given to Westlaw and LexisNexis instruction compared to other resources (print resources, free resources, other databases, etc.)?

Much Less



Same



Emphasized



Much More



Page 1 - Question 7 - Yes or No

Do you include print resources instruction in legal research and/or legal research and writing courses?

- Yes
- No

Page 2 - Heading

First Year Legal Research and Writing

Page 2 - Question 8 - Yes or No

[Mandatory]

Do the law librarians formally participate in teaching the basic legal research and/or legal research and writing courses?
If your answer is NO, please check NO and click SUBMIT on the bottom of the page to be directly moved to the advanced legal research section.

- Yes
- No [Skip to 3]

Page 2 - Question 9 - Yes or No

In first year legal research, is your basic legal research instruction unified? (same syllabus, course materials, plan, assignments, etc.).

- Yes
- No

Page 2 - Question 10 - Choice - One Answer (Bullets)

In first year legal research, are the legal research and writing courses

- Offered separately
- Integrated

Page 2 - Question 11 - Choice - One Answer (Bullets)

In first year legal research, are the legal research and/or legal research and writing courses

- Elective
- Required

Page 2 - Question 12 - Choice - One Answer (Bullets)

In first year legal research, are the legal research and/or legal research and writing courses

- Graded
- Pass/Fail

Page 2 - Question 13 - Choice - Multiple Answers (Bullets)

What topics are covered in the first year legal research and/or legal research and writing courses? (Please indicate all applicable.)

- Case Research
 - Statutory Research
 - Legislative History
 - Regulations
 - Secondary Sources
 - Other, please specify
-

Page 2 - Question 14 - Choice - Multiple Answers (Bullets)

Which of the following assignments do you use in the legal research and/or legal research and writing courses? (Please indicate all applicable.)

- Pathfinders
 - In Class Assignments
 - Assignments to be completed outside of class
 - Writing assignments
 - Research assignments
 - Other, please specify
-

Page 2 - Question 15 - Choice - Multiple Answers (Bullets)

What out of class assignments are students required to complete? (Please indicate all applicable.)

- Brief questions and answers
 - Hypotheticals
 - Essays
 - N/A
 - Other, please specify
-

Page 2 - Question 16 - Choice - Multiple Answers (Bullets)

What types of instruction do the legal research or legal research and writing courses involve? (Please indicate all applicable.)

- In class instruction
 - In library instruction
 - Online instruction
 - Distance learning instruction
 - Other, please specify
-

Page 2 - Question 17 - Yes or No

Do 1L students who take first year / basic legal research have a chance to evaluate their legal research instructors?

- Yes
- No

Page 2 - Question 18 - Open Ended - One Line

How many hours (a semester) do law librarians spend teaching first year legal research. (Please insert a number.)

.....

Page 2 - Question 19 - Choice - Multiple Answers (Bullets)

In first year legal research, which of the following do you teach? (please indicate all applicable).

- LexisNexis
 - Westlaw Classic
 - WestlawNext
 - Other, please specify
-

Page 3 - Heading

Advanced Legal Research

Page 3 - Question 20 - Yes or No

[Mandatory]

Does your law school offer an advanced legal research class?

If you answer NO, please check NO and click SUBMIT on the bottom of the page to be directly moved to the last section of the survey.

- Yes
- No [Skip to 4]

Page 3 - Question 21 - Choice - Multiple Answers (Bullets)

At our institution, we offer advanced legal research courses for the following number of credits: (Please indicate all applicable.)

- One credit
- Two credits
- Three credits
- Four credits
- N/A

Page 3 - Question 22 - Yes or No

Do law librarians teach the advanced legal research class?

If your answer is NO, please check NO and click submit on the bottom of the page to be directly moved to the last section of the survey.

- Yes
- No [Skip to 4]

Which of the following is covered in the Advanced Legal Research course? (Please indicate all applicable.)

- Cases
 - Statutes
 - Regulations
 - Legal Encyclopedias
 - Treatises
 - Periodicals
 - Court Rules
 - Looseleaf in Print
 - Legislative History
 - Professional Responsibility
 - Search Strategies
 - CCH
 - BNA
 - Uniform Codes & Model Laws
 - Free & Low Cost Resources
 - LexisNexis
 - Westlaw Classic
 - WestlawNext
 - Other, please specify
-

Does your law school offer Advanced Legal Research course that is focused solely on electronic resources?

- Yes
- No

Which of the following assignments do you use in the advanced legal research courses? (Please indicate all applicable.)

- Pathfinders
 - In Class Assignments
 - Assignments to be completed outside of class
 - Writing assignments
 - Research assignments
 - Other, please specify
-

What out of class assignments are students required to complete? (Please indicate all applicable.)

- Brief questions and answers
 - Hypotheticals
 - Essays
 - N/A
 - Other, please specify
-

What types of instruction do the legal research or legal research and writing courses involve? (Please indicate all applicable.)

- In class instruction
 - In library instruction
 - Online instruction
 - Distance learning instruction
 - Other, please specify
-

Other Class Offerings

Does your law school offer subject specific legal research courses?

- Yes
- No

If your law school offers subject specific legal research courses, please indicate all that applies. Otherwise indicate N/A.

- N/A
 - Tax Law
 - Health Law
 - Foreign, International & Comperative Law
 - Public Interest Law
 - State Specific (i.e. New York, Florida, California, etc.)
 - Commercial Law and/or Commercial Arbitration
 - Other, please specify
-

Does your law school offer any legal research programs / trainings (other than classes for credit) that target students who are about to begin summer associate / summer internship / research assistants positions?

- Yes
- No

Does your legal research department cooperate with any law firms to create effective practice-orientated legal research courses / trainings?

- Yes
- No

Page 4 - Question 32 - Yes or No

Does your law school offer any legal research courses / classes / training sessions / programs / reviews / other opportunities for attorneys re-entering the profession?

- Yes
- No

Page 4 - Question 33 - Yes or No

Do librarians that teach legal research and/or legal research and writing courses also participate in legal research instruction based on professors' requests?

- Yes
- No

Thank You Page

Thank you very much for taking the time to complete this survey!

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

Standard

LETTER TO DIRECTORS DISTRIBUTING 2011 SURVEY:

Dear _____,

The Academic Law Libraries Special Interest Section (ALL-SIS) of the AALL is collecting data on the involvement of law librarians in teaching legal research in law schools. The Subcommittee entrusted with this task prepared a brief on-line survey designed to elicit this information. This survey, which can be completed in just a few minutes, contains a list of questions concerning the first year, advanced, as well as other legal research instruction offered at your school. It is available at <http://www.zoomerang.com/Survey/WEB22ACH3UF74A/>¹ and will stay open for submissions **starting on February 23, 2011 and ending on March 31, 2011.**

The goal of this survey is to receive one submission from each school. The idea is to collect comprehensive data mapping current trends in legal research instruction in U.S. law schools. The results of this survey will be published in a report and available for all of us to learn from. We kindly ask you to please forward the survey to the appropriate instructors in your law library or law school who can best answer questions about legal research instruction at your school.

We very much appreciate your time and cooperation. Should you have any questions, please feel free to contact us.

Thank you very much.

Sincerely,

[NAME]

ALL-SIS Legal Research & Sourcebook Committee Member

¹ This URL is no longer live.