Introduction

Barbara Bintliff
Nicholas Rosenbaum Professor of Law and Director of the Law Library
University of Colorado at Boulder

_Censeo, Toto. Nos in Kansa esse desisse._¹ This saying, purportedly in Law Latin, is the motto of the Law Library at the University of Colorado at Boulder. Roughly translated, it says, “Quiet, Toto. We’re not in Kansas anymore.” At least two generations of law students at UCB have taken this saying to heart as they entered the law library and began their studies in the strange new world of the law.

The motto is just as applicable to the law library today as it has been to the law students. Law libraries also are entering a new world, a world in which many things we previously took for granted are no longer true. Decreasing funding and increasing costs have been a part of our lives for many years, although the law library often occupied a privileged place in the law school when resources were allocated. But with the advent of the electronic revolution, and fueled by the urban myth that “it’s all on the Internet and it’s all free,” many law librarians now find the law library subject to the scrutiny of an increasingly skeptical administration, faculty, and student body. We cannot assume reasonable funding or support will be automatic for library collections, space, and staff anymore. Our strong services and comprehensive collections alone will not protect us from budget cuts in today’s environment. We must have solid support from administrators, faculty and students, who understand our purpose and recognize our contributions. We must actively educate our patrons and promote our services and collections. Law librarians must market their libraries.

Marketing, at its core, deals with establishing a relationship with an institution’s customers. Basic components of marketing include the identification of customer needs and wants, and the development of products and services to meet those demands. Marketing programs define how the organization’s products and services will be promoted, how their use will be monitored and evaluated, and how future activities will be shaped by customer response. Long considered the backbone of commercial enterprises, marketing recently has become indispensable to the not-for-profit sector, including higher education.

¹ Author unknown, probably on purpose.
Libraries that sell services and memberships have long engaged in marketing. They understand that non-responsive services will not bring repeat customers. Most law libraries, however, have not had an active or consistent practice of promoting themselves. Mandatory legal research training and extensive computer labs kept the library full for years. Marketing has been considered unnecessary and somewhat un-genteel in our academic world, and our culture has not accepted it readily. This has to change, just as the ways in which our faculty’s and students’ use of the library has changed. The benefits of marketing far outweigh any perceived drawbacks.

Surveys and statistical compilations can give library administrators invaluable information about usage patterns, awareness of services and resources, and patron needs from and attitudes towards the library. This allows for informed decision-making, and librarians can structure their services and communications to meet better their users’ current needs and anticipate future directions. As changes are made to library operations in response to user input, the users develop a sense of buy-in to the library and an appreciation of its responsiveness. Mission statements and annual reports describe how the library operates and chronicle its accomplishments. Using these vehicles to deliver a consistent message to faculty, students and administrators can lead to a greater understanding of the library’s purposes. Use of the facility and its services often grows as a result of a sound marketing strategy. Marketing can lead to an increase in the “moral support” for a library, which often translates into backing for the library’s budgetary and operational requests.

The activities identified with marketing are not unfamiliar to law librarians. Many law library staffs develop mission statements, issue annual reports, collect statistics and conduct surveys, and communicate their activities to the law school and beyond on a regular basis. These are the foundations of marketing activities. What is often missing in our efforts, however, is a coordination of the activities, a strategy or a plan, to ensure that the library truly understands its patrons, designs its services accordingly, and conveys a consistent message in all its communications.

It is our hope that the information in this “marketing toolkit” will help law librarians develop their own materials to convey their message to constituents. In designing the toolkit, we concentrated on providing substantive information regarding law libraries. This is where our expertise lies. The articles in the collection fall into two categories: those that will assist in the development of specific types of information (mission statements, annual reports, statistics, and surveys) and those that provide content for your own documents (the unique role of law libraries, the importance of both print and electronic sources, and how academic law librarians add value to the law school). The bibliographies include both types of information, and often cite to general library literature in addition to specialized law library resources. The question and answer section will be dynamic, with new materials added as issues arise.

The logistics of marketing have been left to the experts. The bibliography on marketing information cites numerous resources that guide and explain marketing decisions. The Academic Law Libraries SIS materials were developed with the structure of ACRL’s
marketing generally goes hand-in-hand with strategic planning. The two activities inform each other as law librarians manage change and make sure that the law library remains flexible and responsive in its operations. Library strategic planning is a discrete process that is covered well in the existing literature, including a comprehensive approach in Strategic Planning: A Law Library Management Tool for the 90's, by Richard A. Danner (Glanville Publishers, 1991). Because it is an established part of library management, the Academic SIS toolkit does not include information on strategic planning.

We encourage law librarians to use the materials included in the ALL-SIS toolkit and to adapt the information to their own use. We hope that the information found here assists many academic law libraries in their marketing efforts. Further, we recognize that there is strength in communicating the same message, albeit in a variety of ways, across the country. As deans and faculty members receive consistent information from law librarians, they will realize that the academic law library community nationwide is guiding and shaping its presence in the new world.

We're not in Kansas anymore.
INTRODUCTION

Although the focus of this bibliography is on library marketing, a small amount of non-library resources are included in order to offer a more complete marketing resource. Even so, this is not an exhaustive list of resources and with few exceptions sources were not included if published before 1995. Types of resources include journal articles, books and manuals, audio recordings, videotapes, listserves and discussion lists, software, and a variety of Internet resources to include online classes, major organizations and a wealth of library marketing materials. This bibliography is a great starting place for those who realize the importance of marketing in their library, while it also offers advanced resources that help explain the more complex marketing tasks.

A wide variety of sources were consulted in compiling this bibliography, to include Books in Print, LegalTrac, IndexMaster, Wilson ILP, WorldCat, JSTOR, LLRX.com, Emerald Online, Haworth Press Journals, ArticleFirst, Amazon.com, Google.com, and AALL Annual Meetings: An Annotated Index of the Recordings. In addition, the following LexisNexis databases were searched: News, Libraries & Information Services Stories, ABA Journals, Combined, News/Magazine Stories, Combined. Finally, the following Westlaw databases were searched: DIALOG – Information Sciences Abstracts in Library Literature, Journals & Law Reviews.

ARTICLES


This article contains many insights regarding how to anticipate information needs, integrate services to meet client needs, and demonstrate value. A bibliography is included.


Solo librarians may find this article helpful. Suggestions include categorizing your patrons to identify their specific needs and prioritizing your services.

The author summarizes an award-winning university library marketing campaign, complete with the actual budget and pictures of marketing materials.


While re-branding their library’s identity, the authors found what worked. Discussed are methods used to attract users to a promotional event, how to increase usage, presentation tips, and how to craft text for online promotion.

Brown, Suzan A. *Marketing the Corporate Information Center for Success*. 21 Online 74 (July 1997).

Practical advice for the marketing of corporate libraries is offered, to include having a sense of mission, assessing customer satisfaction, defining market segments, defining your products, knowing the competition, establishing objectives, measuring progress and selling and promoting.


This detailed article covers the community profile, internal reviews, and evaluating data. The author explains the SWOT method of data analysis: Identifying strengths, weaknesses, opportunities and threats.


One public library’s $100,000 advertising campaign is analyzed in this article.


The author recaps a large and successful electronic resources marketing campaign.

Discussed here are the steps involved in creating a marketing plan and basic marketing strategies.


The major players are covered here: Return on Investment, usage statistics, annual reports, user surveys, internal surveys, and benchmarks.


The author discusses a marketing plan created while adhering to the additional rules and challenges associated with being a government librarian.

Keyes, Alison M. *The Value of Special Libraries: Review and Analysis*. 86 Special Libraries 172 (Summer 1995).

This scholarly and practical article evaluates techniques used to value the wealth of services provided by special libraries. Measurement techniques discussed are time-saved methods, productivity gains, and cost-benefit analysis. Relevant library literature is reviewed. An annotated list of additional resources is included.


A practical read, this article explains how to develop a mission statement, how to analyze your patron base, and how to develop a marketing strategy. Although using examples from the public library setting, this article should provide sufficient insight for law librarians.


Advocated here is the use of the library scorecard (a modified balanced scorecard) to communicate a library’s worth. The scorecard analyzes four areas: Customer perception, core responsibilities, possible areas of improvement and finances.

The authors review a successful public relations event – the promotion of their library’s electronic resources before a major college football game. Suggestions include the importance of carefully choosing the marketing opportunity and the selection of give-aways, and allowing for plenty of lead-time.


The author recognizes the growing need for library staff to compile accurate usage statistics as a means of measuring the value of their resources, as such statistics as provided by vendors is often incomplete. Only with accurate usage statistics may a library be sure that its money is best spent to meet the needs of its constituencies. Two case studies where electronic usage statistics were compiled are discussed, and the results interpreted.


Presented here are the successes and drawbacks of a college library’s tightly-funded marketing campaign. You may find the marketing committee’s list of objectives to be helpful.


This fairly detailed read discusses defining the organization, conducting a marketing audit, marketing strategy, action plans, and evaluation – all in the context of the special library environment.


This easy to understand article explains how to implement a marketing plan, as well as how to focus on goals and strategies.


Here the focus is on the general concepts of library marketing. The value of this article lies in the section on practical things to do and in the bibliography of useful marketing resources.

Promotion – one of the four Ps in the Marketing Mix – is explained in this article, which also includes how to determine common objectives, and how to select communication channels.


Perception is key – from how your policies are viewed by your patrons to the public relations events you choose. Are your policies punitive or dismissive in effect? Is your event something that your patrons care about? These topics are among those discussed in this practical article.

BOOKS/MANUALS


Topics discussed include the evaluation and selection of, and costs pertaining to, the library collection. Library promotion is also discussed. This book contains good detail: 364 pages, to include lists of additional references at the end of each chapter.


The value of this handbook is in its examples of how companies from several industries successfully perform public relations.


This is a short, practical introduction into library marketing, to include brief case studies and tips on the use of promotional aids. This book is not for the intermediate or advanced marketer.


The author has written an entry-level text that explains the basic marketing principles as applied to various types of libraries. This is a good read for marketing beginners and library students.

This popular training manual focuses on public relations at the individual level: How to speak at conferences, conduct interviews, lead panel discussions and write various library communications.


This 208 page manual takes archivists and special collections staff through the basics of public relations, from utilizing volunteers and providing patrons with more valuable interpersonal interaction, to working with the media and organizing fundraisers. Case studies and sample forms are included in this manual.


This long-time library media specialist tells media specialists how to market to students, administrators, faculty, other staff members, the Board of Education, and the public. It’s written in an easy to understand informal style.


Benchmarking can help improve any service that a library offers. This book is an introduction to benchmarking by one of the pioneers. Topics covered include types of benchmarking, what should be benchmarked, data collection and analysis, and a step-by-step explanation of the process. There is a chapter devoted to helpful hints as well as a chapter on success stories.


This basic public relations book includes chapters on targeting clientele, using print media, creating special events, creating publicity, working with press kits, using research, using video, budget planning, and event sponsoring. Most chapters end with a list of reference materials.

This detailed 480 page manual describes the steps that libraries may take to develop sound marketing strategies. Topics include how to better meet customer demands, identifying the competition, and securing funding.


This 54 page book offers a quick public relations guide for libraries with limited budgets. Techniques for creating cost-effective announcements and fliers as well as for effective announcement placement are some of the subjects discussed.


This 86 page guide explains how to inform constituencies of your worth via news releases, public service announcements, publications, exhibits, interactive multimedia, and special events. Each chapter ends with a list of additional resources and there is a final annotated list as well.


This third such book by the author, a library science professor, starts with marketing basics and then utilizes her significant experience to apply the basics to the various types of libraries. The author discusses current library marketing practices as well as what other marketing techniques could be utilized in the library setting.


The first portion of this book discusses marketing theory and how it should benefit the library and information science profession. Of particular value is the chapter that reviews existing literature on marketing in our profession. Part two is more practice oriented, and includes articles on marketing electronic resources, marketing for archivists, and marketing for public libraries.


The author explains four methodologies that may be used to measure the value of library services: Return on investment and cost benefit analysis, “knowledge value added”, intranet team
forums, and intellectual capital valuations. Appendix C offers a detailed, lengthy explanation (over 40 pages) of intellectual capital valuation measurements.


This is part of the Public Relations Society of America’s (PRSA) Professional Practice Center Profolio Series. The PRSA is the world’s largest public relations association and, as such, this work covers a wide range of topics: Clipping services, campaign evaluation, corporate positioning, qualitative research, research and internal communications, benchmarking, and focus groups.


The author offers a seven step process to effective, succinct communication directed at the various constituencies served by non-profits.


The author, a public library director, discusses how to create, deliver and sustain a powerful message for your library. This work includes actual library marketing samples.


This is a practical book that focuses on strategies to overcome typical non-profit difficulties, such as fundraising and effective communication to constituents.


It’s impossible to market your library without sound interpersonal communication techniques. The authors explain the basic elements of communications: Nonverbal behavior, listening, speaking, and writing. Part II of the book applies those elements by taking the reader through a series of common library situations. The newer communications methods of e-mail, teleconferencing and Netiquette are discussed.

This practical source draws on several experts for advice on how to market libraries. Topics discussed include publicity, advocacy, public relations, marketing, and customer service. Case studies are included, as is a list of additional resources.


As the title suggests, this book emphasizes identifying and distributing new products. Also discussed are how to conduct a cost-benefit analysis, how to perform a marketing audit, and how to evaluate existing services.


This 187 page book covers forming a marketing team, the mission statement, the marketing audit, action strategies, evaluation of data and more. This source includes lists of additional resources at the end of each chapter.


This public relations professional and former library employee discusses basic public relations techniques applied in a library setting, to include the development of the public relations plan, defining your message and identifying your audience, creating communications, special events, and evaluation of data collected. Chapter 13 discusses public relations challenges encountered in various types of libraries. Included are sample public relations plans and a list of additional resources.

**AUDIO RECORDINGS**

Doherty, Austin and Kathy Shimrock-Vieweg. *Promoting the Value of Law Librarians: Delivering the Message to Your Organization*. Chicago, IL: AALL, 1996 (89th Annual AALL Meeting (F-1)).


**VIDEO TAPES**

The author explores three new ways to measure public relations programs in today's relationship management world of communications: Behavioral, awareness, and tactical. Practical case studies are examined.


Find out how effective your communications programs are by learning how to conduct a communications audit.

INTERNET RESOURCES

*AALL Public Relations Committee*, at http://www.aallnet.org/committee/pr/ (last visited 1/14/04).

This site links to several public relations resources, to include the AALL Public Relations Clearinghouse Index.


This site tells you all about this popular ALA program, and provides public relations resources for libraries.


The ALA Campaign is meant to promote research libraries. The ACRL Advertising Campaign is designed to promote research and teaching services performed by librarians. Promotional materials are available here.

*American Library Association Media Relations Tools*, at http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Public_Information/Media_Relations_Tools/Media_Relations_Tools.htm (last visited 1/14/04).

Here you’ll find several short how-to promotional documents.

Resources on this site include articles, tools, templates, books and upcoming training sessions. It’s not a library-specific resource.


Here you’ll find links to marketing associations, legal marketing newsletters and discussion groups.

Legal Marketing Association, at http://www.legalmarketing.org/ (last visited 1/14/04).

Three-fourths of the largest law firms are part of this association, which discusses timely marketing issues as they relate to law firm marketing.


Here’s a wealth of articles about such topics as strategic planning, fundraising, and creating surveys and polls, and links to news stories and upcoming events.


The popular Law Library Resource Xchange site contains recent online articles, links to general marketing websites, and marketing book reviews.

Marketing Library Services, at http://www.infotoday.com/MLS/default.shtml (last visited 1/14/04).

This is perhaps the seminal online newsletter, from Information Today.


Receive marketing training online at this Website.

This is a good summary of the makeup of successful marketing departments in companies from fields other than the law, contrasted against that of the typical law firm marketing department. The author makes a strong argument that law firm management needs to empower marketers with the ability to make decisions before the greater potential of marketing is realized.

*Public Relations Society of America (PRSA)*, at http://www.prsa.org (last visited 1/14/04).

This Website, from the world’s largest public relations organization, has news, press releases, an e-newsletter, and lists helpful books, newspapers, magazines and videos.


This site links to popular marketing publications, a discussion list, upcoming events and their online newsletter.

*Virtual University – Online Marketing Courses*, at http://www.vu.org (last visited 1/14/04).

Here, several online courses are offered, including those in marketing and writing.


Here’s a detailed workbook that covers all the basics: Assessing the current situation, developing a marketing plan, choosing your tools, and result analysis. A list of additional resources is included.

**LISTSERVS/DISCUSSION LISTS**

*The American Bar Association’s LPM-Counselor’s List (Law Practice Management Section)*, at http://groups.yahoo.com/group/lpm-counselors/ (last visited 1/14/04).
The LPM site provides, among other things, a discussion of legal marketing issues in the areas of real estate, estate and trusts, intellectual property, tax or business. It’s open to all legal professionals.

*Law Marketing Listservs, at* http://www.lawmarketing.biz/ (last visited 1/14/04).

Join either the classic listserv, or the strategic marketing listserv, the latter of which is geared toward the discussion of high-level marketing strategy.

*Library Advocacy Now! (American Library Association), at*
http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Public_Information/Electronic_Discussion_Lists/Electronic_Discussion_Lists.htm (last visited 1/14/04).

You guessed it – this list is for librarians interested in the latest news and legislation concerning library advocacy issues.


Ask marketing-related questions here and view the archive of questions and answers compiled by subject area.

*PR Talk (American Library Association), at*
http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/Public_Information/Electronic_Discussion_Lists/Electronic_Discussion_Lists.htm (last visited 1/14/04).

This list discusses library public relations issues.

*Special Library Association Advertising & Marketing Division, at*
http://www.sla.org/division/dam/list.html (last visited 1/14/04).

Non-members may subscribe to this list.

**MARKETING PLANNING SOFTWARE**

*Marketing Plan Pro 6.0.* Eugene, OR: PaloAlto Software.

Marketing Plan Pro 6.0 is useful for beginners or professional marketers. There are over 70 sample marketing plans, and beginners can use the planning wizard to work their way through
them all. The software includes a function that checks for errors. Microsoft Windows 95 or newer is required.

*Plan Write for Marketing.* Austin, TX: Business Resource Software.

Plan Write for Marketing comes with explanations and examples of marketing tasks, along with sample business plans. Microsoft Windows 95 or newer is required. It has been reported to work on Macintosh computers, however support for Macs is not offered.


This software comes with templates to guide users, as well as a comprehensive marketing planning guide. Microsoft Windows 98 or newer and Excel 97 or newer are required.

*MarketingBuilder 2.2.* Mill Valley, CA: JIAN.

MarketingBuilder guides the user through all aspects of a comprehensive marketing plan, to include forecasting and budgeting. It comes with sample marketing plans, and was developed by marketers from many fields.

*Publicity Builder 2004.* Mill Valley, CA: JIAN.

Publicity Builder 2004 offers over 40 editable public relations documents: Press releases, worksheets, agreements, checklists, and letters. A 166 MHz or better IBM compatible PC with Microsoft Windows 95 or newer, Word 97 or newer and Excel 97 or newer are required. Sixty four Megs of RAM is the suggested minimum amount of memory needed.
THE LAW LIBRARY MISSION STATEMENT

Virginia J. Kelsh
Law Librarian and Professor
University of San Francisco School of Law, Zief Law Library

Introduction

At a point in Alice in Wonderland, Alice inquires of the Cheshire Cat, “…which way should I walk?” The Cat queries, “That depends …on where you want to get to.” Alice replies, “I don’t really care much where …so long as I get somewhere.” “Then it doesn't matter which way you walk,” responds the Cheshire Cat. The importance of a Mission Statement might be summed up similarly: “If you don’t know where you are going, ‘then it really doesn’t matter which way you go’.”

The objective of the academic law library mission statement differs in no respect from the goal of any other business or nonprofit organization’s mission statement. Mission statements articulate the goals, visions, values, and strategic behavior of the institution or organization. In The Seven Habits of Highly Effective People, author Stephen Covey suggests that, “An organizational mission statement –one that truly reflects the deep shared vision and values of everyone within that organization – creates a great unity and tremendous commitment. It creates in people’s hearts and minds a frame of reference, a set of criteria or guidelines, by which they will govern themselves.” Successful academic law library mission statements are well-conceived, carefully-worded ideas that incorporate operational and ethical principles to guide the library’s work. The mission statement projects a sense of confidence about the law library’s stability, uniqueness, and ability to achieve its goals. It forms the basis of the academic law library’s marketing strategies and promotional plans. The mission statement may also justify and explain library activities that come under question by the law school’s faculty or dean. If used when making library decisions, mission statements can serve as road maps to consistent and principled action.

Developing the Mission Statement

How does a law library staff go about developing a mission statement for its particular library?

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1 Lewis Carroll, Alice in Wonderland, (Mount Vernon: Peter Pauper Press, 1940).
2 Id. at 78-79.
4 Stephen Covey, The Seven Habits of Highly Effective People, 143 (New York: Simon and Schuster, 1989).
Since academic law libraries exist to support the mission of the law school, the best starting place for developing a mission statement for the law library is a review of the law school’s mission statement. Ideally, there will exist such a document from which the library staff might glean some ideas about what its law library’s mission is or should be. Every ABA approved law school is required to have a mission statement, although many institutions have not drafted one, or have not made it publicly available if they have one.6 If the law library is able to rely on a law school mission statement, then the library mission statement may be crafted to reflect support of the law school’s mission.

Example:

Harvard Law School Library Mission Statement
The mission of the Harvard Law School Library is to provide information resources and research services that will assist Harvard Law School in becoming the premier center in the world of legal scholarship and training in the twenty-first century. An important subsidiary mission is to deal responsibly with the extensive collections acquired to date, whatever their current level of use.

If the law school is part of a university, the university’s mission should also be examined and incorporated into the law library’s mission statement, if appropriate. The University of San Francisco Law Library staff recently revised its mission statement to reflect support of the university’s mission of “educating minds and hearts to change the world,” and the law school’s mission of pursuing excellence in education, supporting a diverse learning community, and contributing to social justice. The original USF law library mission statement existed before the law school and university mission statements were drafted. A desire by the library staff to align itself more closely with the university and law school missions prompted the revision of the library mission statement.

Example:

University of San Francisco Law Library Mission Statement
The USF Law Library staff provides legal information resources, instruction and an environment designed to enable the USF Law School Community to pursue excellence in education, build a supportive, open learning community, and contribute to social justice as we strive to educate minds and hearts to change the world.
• Information Resources
The USF Law Library Staff selects from, describes, organizes, creates, preserves, maintains and delivers information resources in a variety of media to ensure that the USF Law School Community has access to relevant legal and interdisciplinary information.
• Instruction
The USF Law Library Staff instructs, directly and in partnership with USF Law Faculty, and guides students, faculty and staff in practical skills and research techniques to foster critical thinking and independence in the evaluation and use of legal and interdisciplinary information.

6 Id.
• **Environment**

The USF Law Library Staff provides a supportive and flexible atmosphere that balances community and study. In this environment, USF Law Library staff furnishes the most appropriate tools to enable the USF Law School Community to best utilize information and accomplish its educational goals. To create this setting, the Law Library Staff plans, anticipates, explores and provides the most current, efficient and cost effective information resources, technologies and facilities.

Patricia Jones and Larry Kahaner, in their book *Say It and Live It*, advise keeping the actual mission statement, while not necessarily short, simple, so that elements of the statement are easy for others to comprehend. In just a simple wording, the law library mission statement might communicate the essence of the specific institution to its patron base and to the public.

**Examples:**

**Valparaiso University Law Library Mission Statement**

The Valparaiso University School of Law Library seeks to provide the highest quality service in support of learning, teaching, scholarship and research at the School of Law.

**Duke University Law School Information Services Mission Statement**

To provide an innovative and comprehensive information environment for study and scholarship to prepare Duke Law students for responsible and productive lives in the legal profession and to support the Law School's national and international leadership in improving the law and legal institutions through teaching, research, and public service.

**University of Nevada Las Vegas Mission Statement**

The mission of the Law Library is:

1. To support the instructional function of the School of Law and the broader university.
2. To provide the information resources necessary to support the research efforts of the faculty and students of the School of Law and the broader university.
3. To provide access to legal materials and information to the outside community in the Las Vegas metropolitan area and the entire state, including members of the practicing bar and the general public.

Often though, the law library wishes to convey more about the institution… what it is doing and why it is doing it. Within the mission statement, the library seeks to incorporate enabling or supporting documentation of values, vision, and behavior that helps the institution accomplish the mission statement’s goals.8

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8 *Id.*
Example:

University of Missouri-Columbia Law Library Mission Statement
The law library is an indispensable partner with the law school in preparing competent lawyers, advancing legal scholarship, and improving the law. Our highest priority is to design and deliver outstanding and innovative collections and services relevant to the law school curriculum and to the scholarship and service of the law faculty and law students. As a publicly supported academic institution, the law library also strives, to the extent that resources permit, to meet the legal information needs of the university, the bench and bar, and the public.

Strategic Directions
1. Collection
   The law library collects, organizes and preserves recorded legal knowledge, integrating print and digital resources.
2. Facility
   The law library provides an environment for effective legal research and law study, including the availability of research experts, access services and technology.
3. Reference/Instruction
   Law librarians provide critical expertise on finding, evaluating, and conveying legal knowledge.
4. Technology
   The law library integrates educational and research technology in creative and practical ways for the benefit of law faculty and law students and extends the availability of legal resources and library services through its presence on the world wide web.

The appropriate approach for some institutions may not be provided by any of the foregoing examples. Jones and Kahaner suggest that “outsiders can bring clarity and a fresh perspective” to the mission statement process. The mission statement’s guiding principle in this instance might seek as its goal one set of ideas that is articulated, understood, and supported by all institutional stakeholders: library staff, campus administration, dean, faculty, law students, staff, alumni, local bar, governing boards, collaborating partners, and donors. The following mission statement suggests that it was drafted mindful of various stakeholder perspectives.

Example:

University of Michigan Law Library Mission Statement
The University of Michigan Law Library is “maintained and administered as part of the instruction and research operation of the Law School.” (Board of Regents Bylaw 12.02)
The Law Library’s purpose is to build collections and provide services to support the teaching and research needs of the Law School faculty and students. Therefore, the

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9 Id. at 265.
Law Library’s collections, services, and policies are primarily designed to benefit the Law School’s faculty and students, and others officially connected with the Law School.

The Law Library’s secondary users—whose needs are met only after those of the primary users—are other University of Michigan faculty and students who have legitimate need to use the collection, and attorneys. The Law Library accommodates others only so long as their use of the facilities does not interfere with use by primary and secondary users.

When developing a mission statement, the drafters should determine the library’s purpose and articulate that purpose in a written document to inform others and to guide current and future library action. Each mission statement will be unique to its institution simply because each institution and law library staff share differing values, perspectives, and goals. The mission statement offers the fundamental reason for a particular law library’s existence.11

Importance of the Mission Statement

The importance of the mission statement is that it serves as the reflection of the actions, goals and beliefs of its drafters and as a road map for future action. Furthermore, the statement provides a sense of stability and reassurance for employees and institutional stakeholders. The document may be referred to at times when library activities are called into question.

The actual mission usually can be stated succinctly in a preamble sentence. Supplemental language enumerates how staff will accomplish the mission and articulates guiding principles or values that direct employee work in the present and the future.12

Example:

University of North Carolina Law Library Mission Statement

The Katherine R. Everett Law Library supports the education of Carolina Law students, acts as a research partner with the faculty and students, and serves the legal information needs of University students and faculty, the legal community, and the residents of North Carolina.

To that end, the Law Library’s mission is:
• To research, develop and implement innovative services, instruction and creative uses of technology to access, manage and communicate knowledge;
• To collect, organize and preserve legal resources, and provide access to information to enhance and support legal and law related research and scholarship;
• To maintain a physical environment conducive to study, research and scholarship, and;
• To foster research, education, and leadership in law librarianship, legal research and information and library science.

11 Butler, supra note 5, at 240.
12 Jones and Kahaner, supra note 7, at 264.
Failure to clearly state and communicate the law library’s mission may result in negative consequences,\(^\text{13}\) including,

- law library staff may waste time and energy on activities that do not forward the “mission” of the library or law school, or on activities that are low priority,
- law library staff may not think imaginatively enough about action alternatives if the mission statement is not clear or not broad enough in scope,
- law library staff may not realize when it is time to change or evolve to meet changing external circumstances.
- other law school administrators or faculty may not understand or value activities library staff undertake.

**Drafting the Mission Statement**

A mission statement may be difficult to write just because so many stakeholders are charged with determining the core reason for the library’s existence. Participants in the drafting process may differ as to what is really important.\(^\text{14}\) Once agreement is reached as to the core concepts of the business of the organization, disagreement often evaporates and is replaced by enthusiasm and energy for drafting the statement.\(^\text{15}\)

Jones and Kahaner suggest that the top manager or management team draft the initial mission statement and then send it out to other managers and employees for review and comment.\(^\text{16}\) The more widespread the participation in developing the mission statement, the more acceptance it is likely to garner from those who will live the ideas it embodies.

Once drafted, the law library mission statement may need approval by the law school faculty, or another group governing library policies and procedures, before it becomes effective. At the very least, a copy should be sent to the law school dean for comment and consideration. The wider acceptance gained for the mission statement at its adoption, the more credibility the document will have when it is relied upon to support future library activities.

**Content of the Mission Statement**

Karl Albrecht stresses that the effective mission statement should address:

1. The *customer* – defined not in terms of some market segment or statistical category, but in terms of a basic defining *need premise* that leads that person (or entity) to consider doing business with your enterprise.
2. The *value premise*-defined not in terms of what your organization does, makes, sells, or delivers, but in terms of the fundamental *value* it represents in matching the customer’s need premise.

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\(^{13}\) Nonprofit Online News, supra note 3 at 2.


\(^{16}\) Jones and Kahaner, *supra* note 7, at 265.
3. *What makes you special* – your special *means for creating value*, in order to win and keep the customer’s business.\(^{17}\)

Albrecht gives an A grade to Rodale Press’ (publisher of health and self help books) mission statement that reads “Our mission is to show people how they can use the power of their bodies and minds to make their lives better. ‘You can do it,’ we say on every page of our magazines and books.”\(^{18}\) Albrecht commends Rodale Press for putting the customer value premise up front in its mission statement, explaining how the company does that, and identifying the business the company is in.\(^{19}\)

In an academic law library example, the customer might be a law student patron who needs training in evaluating legal information sources. Instruction and training in evaluating legal information is an example of Albrecht’s “need premise” that defines the customer, a patron seeking out a particular law library service because she believes it will meet her need. That training provided by the law library is an example of what Albrecht means by “value premise” – that is, the law library’s fundamental value achieved through its ability to deliver on the student’s need premise by offering the training desired. What makes the library special is that the librarian possesses the expertise and ability to help students develop critical thinking and independence in the evaluation of legal materials.

A mission statement incorporating the needs and values in the law library example outlined above might read as follows:

*XYZ academic law librarians, specialists in evaluating legal information sources, impart this knowledge to law students through formalized instruction as part of the professional training designed to equip XYZ law students for the practice of law.*

Law library mission statement drafters might incorporate the following components to achieve a customer-based, value-premised mission statement that reflects the uniqueness of their institution.

**The “Purpose” Component of the Mission Statement**

The “purpose” component of the mission statement articulates clearly and concisely what the academic law library seeks to accomplish. It answers the questions: “Why does this law library exist?” “What is the ultimate achievement of this library’s activities?” \(^{20}\)

Purpose statements usually include two phrases:\(^{21}\)

1. an infinitive indicating a change in status,\(^{22}\) such as “to provide services and resources,” “to support the curriculum,” “to provide legal research instruction,” “to foster learning, research and service activities of faculty, staff and students,” etc.
2. an identification of a problem or condition to be changed,\textsuperscript{23} such as “to prepare students for responsible and productive lives in the legal profession,” “to teach students to retrieve, evaluate and manage information in an efficient, professional and ethical manner,” “to serve the public welfare through cooperative efforts to collect and preserve information at the regional, national and international levels”, etc.

In defining purpose, one should focus on outcomes and results rather than methods.\textsuperscript{24} What will change? How will this academic law library make a difference to its patrons? Thus the purpose of the academic law library is not simply to provide legal research services as that describes a method. Rather, the mission purpose might be “to produce lawyers competent to perform complex legal research using print and online resources.”

Most law libraries creating a mission statement have, at minimum, established a “purpose” component. A few examples are set forth below.

Examples:

\textbf{Syracuse University College of Law, Barclay Law Library Mission Statement}

\textit{The Mission of the H. Douglas Barclay Law Library is to promote and to serve the educational and research needs of the College of Law Community and to advance the development of legal scholarship and law librarianship. The Law Library creates, develops, and supports appropriate services, resources and facilities; promotes the dissemination of information and the creation of knowledge; and serves as a gateway to information sources beyond the scope of its collections.}

\textbf{William and Mary Law Library Mission Statement}

\textit{The mission of the Law Library is to provide access to law and law-related resources and a wide range of services to support Law School curriculum and programs, to promote the advancement of legal scholarship, and to fulfill the information needs of library users. The Law Library provides resources and services to its users in the following order of priority:}

\begin{enumerate}
\item Law School faculty, students and staff
\item The College of William and Mary community;
\item Law School alumni;
\item The Virginia bench and bar; and
\item other library patrons.
\end{enumerate}

\textbf{University of North Dakota Mission Statement}

\textit{The mission of the Thormodsgard Law Library is to provide resources and services necessary to support the curricular, research, and service goals of the faculty and students of the University of North Dakota School of Law. We also serve as a source of legal information for the University of North Dakota community, the practicing bar, the bench, and other law-related professionals, governmental entities, and the general public.}

\textsuperscript{23} Id.
\textsuperscript{24} Id.
There are additional parts of a mission statement that might further flesh out the library activities and values driving the mission purpose. These components are the “business” and “values” statements in the mission statement.

The “Business” Component of the Mission Statement

The “business” component of the mission statement outlines the activities or programs the law library selects to accomplish its purpose. It is evident in the Cornell and Georgetown mission statement examples set forth below that not only have the staffs stated the purpose of each law library but also the activities that accomplish that purpose.

The business statement would select the activity or program that best exemplifies the law library’s approach to accomplishing its purpose. In writing this component of the mission statement, drafters should answer, “What activities do we engage in to accomplish our purpose?”

For example, there are several ways to teach legal research skills—
- to establish web-based research tutorials
- to participate in the first-year legal research and writing program
- to instruct students one-on-one on how to conduct a specific search
- to provide online research training sessions

Business statements often include an action verb such as “to provide” or “to establish” that links the purpose statement with the words “by” or “through.” For example, “to develop competent research attorneys by providing online LEXIS and WESTLAW training.”

Examples:

**Cornell Law Library Mission Statement**

The mission of the Law Library is to support legal scholarship and education by providing outstanding and innovative information services and resources to the Law School, University, and the worldwide research community.

**Georgetown University Law Library Mission Statement**

The mission of the library is to support fully the research and educational endeavors of the students and faculty of the Georgetown University Law Center, by collecting, organizing, preserving, and disseminating legal and law related information in any form, by providing effective service and instructional programs, and by utilizing electronic information systems to provide access to new information products and services.

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25 Id.
26 Id.
27 Id.
The “Values” Component of the Mission Statement

Values are common beliefs held by the law library staff members that they attempt to practice on the job. Values guide staff in performing its activities, services and programs. In developing a mission statement, law library staff members should first determine what values they share or what values the law school administrators, faculty and students share that they will adopt and attempt to foster.

Values might include: “pursuit of excellence in education and service”; “diversity among staff, faculty and students”; initiative, innovation, globalization, social justice, integrity, etc.

Values come alive only when people are involved in executing important tasks. Hopefully, an employee’s personal values will align with the articulated and unarticulated values of the law school and law library. Staff members have an opportunity to contribute to the articulation of these values by developing a written statement of the institution’s values. During this process individual staff members will also be able to evaluate how well personal values and motivation match the institution’s values and belief.

The Pace Law Library Mission Statement provides an example of a mission statement that includes values, business statement and purpose:

“The Pace University School of Law Library is a gateway to information. As an essential component of legal education, the Library collects and organizes information to support the curriculum and programs of the Pace University School of Law, makes effective use of all available resources to promote student and faculty scholarship, and teaches Pace University School of Law students, faculty and staff how to retrieve, evaluate, and manage information in an efficient, professional, and ethical manner.”

The wording and tone of the mission statement should reflect the actual or desired public image of the law library. The personality and shared values of the California Western School of Law Library staff shine forth in its mission statement:

Example:

California Western School of Law Library Mission Statement
The Library of the California Western School of Law exists as an educational and cultural resource supporting the Law School’s mission to train ethical, competent, and compassionate lawyers who are creative problem solvers committed to the improvement of our legal system and society. Reflecting the diversity of the educational, research,
and public service goals of the School, the Library conceives its basic mission to include the following:

1. To select and acquire or provide effective access to those resources, in whatever format, that support the current and anticipated instructional and research needs of its users;
2. To organize and bring under bibliographic control the materials acquired;
3. To interpret the collection to users, to assist them in utilizing the resources of the Library, and to provide access to needed information located elsewhere;
4. To make the collection available to users while at the same time preserving materials for the future;
5. To provide library users with instruction in the use of information resources both through interaction with individual patrons and formal training in the classroom;
6. To provide and support the equipment and technology to enhance scholarly activity;
7. To cooperate with other libraries and organizations for the advancement of scholarship and the effective utilization of resources.

The Texas Tech Law Library offers another value-centered mission statement.

Texas Tech School of Law Library and Information Technology Mission Statement
We will provide library services in the highest standard of excellence while pursuing continuous quality improvement in order to:

- Serve and support the educational, instructional, and research needs of the Law School
- Provide the University, the legal profession, and the people of Texas with full access to legal information

We will accomplish this through Teamwork, Service, and Innovation

Law libraries that currently possess mission statements might evaluate them against the criteria set forth above. Does your mission statement set forth behavioral direction that will change the institution? Does your mission statement encompass both Technical Services and Public Services unit activities of the law library? Does your mission statement identify your uniqueness and differentiate you from other academic law libraries? Is your mission statement as relevant today as the day it was originally written? Is your mission statement inspiring and exciting for both library staff and patrons? Does it help you make strategic decisions for the library? If not, this might be the time to update your mission statement.

Living and Marketing the Law Library Mission

Jones and Kahaner state that the most difficult part of developing a mission statement is disseminating, adopting, and sharing it. Once the mission statement is in place it forms the basis for your library to market its unique services, staff and collection. Linda K.

32 Jones and Kahaner, supra note 7, at 266.
Wallace, recently publishing about marketing the library as a valued organization, advises librarians that they should distinguish their institution’s role and contribution as unique from the competition. The effective mission statement forms the basis of a successful library marketing effort, designed to consistently project a “clear and distinctive image.” Wallace claims that shorter mission statements have become the norm in the past decade, so the shorter the mission statement for communication purposes, the better. While the “T-shirt” type slogan, using a few words to communicate the essence of a library, is still the exception, Wallace says that it should be possible to distill the core of your mission into a few words or sentences that is sometimes called a “branding statement” or “tagline” statement. Wallace’s main point about turning mission statements in marketing tools is to keep the statement succinct, dynamic and evocative.

Law libraries have many “tools” and opportunities at hand to succeed in the marketing effort. Post the mission statement on the library web site, disseminate it on bookmarks, inscribe it on employee notepads, post it in staff work areas, refer to it in presentations and library reports. Tie the mission statement to annual work plans, performance evaluations and annual reports. Use the mission statement to justify legitimate library activities that non-library personnel might question. Use it when recruiting new library staff to give candidates a sense of excitement about your operation and to provide some criteria to determine who is the best fit for your law library.

Giveaways such as pens, pencils, pads of paper and brochures might announce a “sound bite” version of the law library’s mission. For example, the University of San Francisco identification card is inscribed with the university mission of “educating minds and hearts to change the world.”

The main challenge for staff is to “live” the library mission statement, relying on it for guidance in the daily activities of the library, basing collection development and operational decisions on it, using it as a benchmark for performance and evaluation of that performance, and revising it as necessary to keep it relevant and vibrant. The mission statement is the reflection of a particular law library staff’s shared values and committed activities, the guiding beacon to where that library wants to be positioned in the academic law library profession. The dissemination of this message is a powerful marketing tool to both internal stakeholders and external constituencies.

Law library staff should refer to the mission statement when formulating library policy, when creating procedural manuals, when constructing new facilities or renovating current libraries, when creating new programs and services, when drafting annual library priorities, and when marketing library services to others. Virtually every activity undertaken by library staff can be benchmarked against the mission statement.

34 Id. at 6.
35 Id. at 8.
36 Id. at 9.
37 Id. at 10.
The mission statement can be just a statement, or it can be a statement to live and work by. Unlike Lewis Carroll’s Alice, an academic law library staff that has articulated its values, vision, and desired behaviors in a mission statement will have a clear road map to guide its steps to successful achievements.
Preface

A review of the literature suggests successful mission statements are not developed, and do not exist, in a vacuum. Rather, they are an extension of the goals, values and purpose of an institution or organization. They are a result of careful and considered planning and are created as part of an institution’s or organization’s overall strategic objectives.

This bibliography is structured in accordance with the above-referenced concepts. More specifically, the bibliography is divided into two major sections. Section I provides selected references to materials relating to “Mission Statements” in general. Section II provides selected references to materials relating to “Strategic Planning” and to the “Strategic Management” process as a whole.

For the most part, this bibliography was compiled utilizing materials published from the period January 1, 1994 to December 31, 2003. However, selected older materials directly related to the topic are also included. Broad spectrums of sources from a variety of disciplines were reviewed to generate materials of interest and relevance to academic, public and private libraries. Source materials include books, journals, newspapers, websites and videotapes from the United States, Canada and Great Britain. The following represent the databases, indexes and search engines consulted in producing this bibliography:

- ABI-Inform (Proquest)
- ArticleFirst
- CILP (Westlaw)
- Dow Jones Major Newspapers (Westlaw)
- ECO
- ERIC (OCLC)
- Expanded Academic ASAP
- Google
- ILP (Westlaw)
- Journals and Law Reviews (Westlaw)
- LISA
- Library Literature & Information Science
- LRI (Westlaw)
- SSCI
- Yahoo!
- WorldCat
I. MISSION STATEMENTS

BOOKS


**JOURNAL ARTICLES**


Krohe, James Jr. *Do You Really Need a Mission Statement?* 32 Across the Board 16 (July/August 1995).


Mullane, John V. *The Mission Statement is a Strategic Tool: When Used Properly.* 40 Management Decision 448 (2002).


White, Herbert S. *Do We Want to be Knowledge Workers? Fundamental Role and Mission of Librarians.* 121 Library Journal 41 (September 1996).
NEWSPAPER ARTICLES


INTERNET RESOURCES/ARTICLES


**VIDEO CASSETTES**

Covey, Steven R. *First Things First: Beyond Time Management – This is Life Leadership*. Provo, UT: Covey Leadership Center, 1996.


**II. STRATEGIC PLANNING/MANAGEMENT**

**BOOKS**


**JOURNAL ARTICLES**


Cavalier, Jamie C. *The Forgotten Question in Information Technology Strategic Planning.* 31 Planning for Higher Education 5 (September – November 2002).


Riggs, Donald E.  *Plan or Be Planned For: The Growing Significance of Strategic Planning.* 58 College and Research Libraries 400 (September 1997).


Rowley, Daniel James and Herbert Sherman.  *Implementing the Strategic Plan.* 30 Planning for Higher Education 5 (Summer 2002).


Shoaf, Eric C.  *The Effects of Consortia Membership on Library Planning and Budgeting.* 13 Library Administration & Management 196 (Fall 1999).


Zimmerman, Michael C.  *Your Library’s Strategic Plan: Plan the Writing Before You Write the Plan.* 1 Information Outlook 40 (December 1997).
**NEWSPAPER ARTICLES**


Pounds, Marcia Heroux. *Strategic Planning is a Thought Process, Not a Rigid Schedule*. Sun Sentinel (Ft. Lauderdale), January 4, 1998, at 3F.


**INTERNET RESOURCES/ARTICLES**


VIDEO CASSETTES


Franklin Covey Co.  *The Seven Habits of Highly Effective People.*  Salt Lake City, UT: Franklin Covey, 1998.

Hayes, Robert M.  *Strategic Planning for Information Services in the University.*  Dublin, OH: OCLC, 1986.

Introduction

"No single publication of a library can do more to enhance its reputation and increase its budget than its annual report." [1]

Annual reports come in all shapes, sizes, and formats, and often include: [2]

- objectives for the year just completed
- accomplishments or significant occurrences
- statistical and narrative summaries of departmental activities
- financial reviews
- summaries of staffing or other personnel issues
- discussions of problems, issues or concerns
- future goals
- comparative data with other libraries
- major gifts

Is an annual report appropriate for your library? Although an annual report can be a powerful tool within your marketing arsenal, you will need to gauge how effective it will or will not be in your particular institutional setting. While some directors favor periodically scheduled meetings with the dean and faculty, others find that an "on the spot discussion" approach or monthly/quarterly reports summarizing the
library's activities works best in their institutional setting. Operational or strategic plans that include an overview of the year's achievements, but which have a forward focus on short- and long-term goals, are another option to consider in lieu of generating a formal report.

However, for many an annual report can be an excellent medium to disseminate your message, to tell your "story," to a selected audience. What information you choose to include in your annual report will depend to a large extent on the goals and objectives of your report and to whom the report is directed. So it is important at the onset to

1. determine what you are trying to accomplish by generating this document (i.e., what are your goals and objectives?), and
2. identify your target audience.

**Annual Report Objectives**

The goal or purpose of your annual report can be general in nature (e.g., provide a summary of the year's activities), or specific (e.g., educate reader regarding the library's role in achieving the law school's mission). Annual reports generated by academic law libraries are often a combination of both general and specific objectives.

An annual report can function as a vehicle to:

- showcase major accomplishments and special projects -- transition to new bibliographic system completed; teaching responsibilities doubled in the past year; faculty liaison program fully implemented;
- highlight significant library events – new library inaugurated; hosted a major conference/reception; received award or professional acknowledgement;
- introduce future endeavors – expansion of document delivery capability; create Friends of Library group; offer a spring summer associates workshop.

It can also serve as a tool to educate your target audience regarding what it is that you do, how your services benefit them and what resources are necessary to accomplish your objectives. By identifying future goals, you can alert your audience to significant challenges that your library is facing (e.g., budgetary, personnel, space), and thereby lay the foundation to discuss these future needs.

In addition to serving as a communications and educational tool, your annual report can also fulfill a variety of managerial purposes. As a compendium of the year's activities, the report's data provides a mechanism for the library director to objectively review the year, analyze statistics, gauge accomplishments and reallocate resources. Comparisons to previous years' data allows the director and/or supervisor to identify trends (e.g., public patron usage has increased each year for the past three years) and can serve as a benchmark to measure service activities and performance (e.g., number of online reference interactions reflect a 60% increase since new website unveiled; implementation of new interlibrary loan system has resulted in a 38% increase in student/faculty borrowing requests). As a
historical record, the annual report may prove a useful tool in long range planning for both library and law school administrators as well as provide present and future library staff with a valuable overview of library operations.

**Audience**

Once you have determined the goals of your annual report, it should be fairly easy to identify your primary audience, which may include one or more of the following:

- deans and administrators within law school or university
- faculty
- staff
- students
- alumni
- donors
- general public

Most annual reports are quasi-public or public documents and are distributed to a variety of audiences. However, in certain instances annual reports are written to a one-person audience (e.g., dean requests report addressing specific personnel and salary issues). Because your report may necessarily contain confidential or sensitive information it's important to determine as best you can who will eventually read this report and the future use of that information. Comments pertaining to personnel situations are inappropriate if the report will be read by staff, students, etc. In most instances, situations involving confidential or sensitive information are better addressed in a "special purpose" memo, rather than included in a more widely disseminated annual report.

**Organization of Annual Report**

As goals change from year-to-year, so will the content and organization of your annual report. For example, an inaugural annual report might focus on providing more general overview and background library information, while the next year's report may highlight technology's integral role in library operations. Annual reports can be organized in whatever way suits your needs. Some typical organizational structures include: [4]

- departmental headings, such as Administration, Public Services, Technical Services, etc.;
- topical subject headings, including Financial Summary, Library Collection, Library Services, Staffing, etc.;
- genre headings, like Highlights of the Year, Review of Objectives, Budgetary Review, etc.;
- headline headings, for instance Library Resources Meet Community Needs, Who Uses our Library, etc.

What organization structure you choose for your report will be shaped by your particular goals, your readers, and your institution. [5]
Compiling and Producing Your Report

The size of your staff and, consequently, the amount of time that can be allocated to this project will often influence how you approach compiling an annual report. Drafting this document need not be a one-person venture, although an overall organizer should be designated. Many schools use the individual librarian/departmental report method to compile their annual report. Under this method, the organizer meets with librarians and department heads at the beginning of the year to determine who is responsible for supplying what types of information at the end of the year. Individuals then have the opportunity to compile this information as the year progresses. At the year’s end, the designated organizer then serves as an editor/compiler of these separate reports.

Libraries are not static organizations and as living entities their goals change from year to year. Depending on the number and diversity of goals, the library may find that several audience-specific report versions are necessary. For example, although all of your report versions include a summary of that year's library activities that highlight major accomplishment and special projects, the Dean's version may additionally include more specific budget and expenditures information, a discussion of need for additional staffing, an assessment of current services, etc.

Until recent years, the idea of generating multiple versions of an annual report was unthinkable, if not impossible. However, the technological resources now available in most, if not all, academic law libraries provide the capability to produce online annual reports geared to a variety of audiences. Each reader can choose to view the basic summary and highlights version of the report or, when desiring additional information, expand the report to include more detailed discussion, supporting tables and charts, etc.

The physical appearance of your annual report can be as important as the information it contains. You may ultimately decide that the variety of goals and diversity of audiences will require producing an annual report in several formats. While an online version may play well with your students and faculty, a more formal print publication may prove more effective with your alumni. While not all libraries may have the resources to create a detailed online version or pay for outside production, it is paramount that your annual report be an accurate, professional looking document.

As you can see, an annual report's content and design will vary greatly from one institution to another. What information you ultimately choose to include in your document and the way you present that information will be based on what you think will best achieve the goals of your report. [6] When you are assessing your report, it may be helpful to consider the following: [7]
The following examples reflect the diversity of content, structure and presentation found in academic library annual reports. Many court libraries, as well as public, county and state libraries, produce annual reports which are available on the web and can also serve as examples of what types of information you may want to include in your annual report. (Caveat: These examples reflect reports available in 2003; more current versions may be available at the time of this article’s publication.)

Click here to see examples of Annual Reports.


[5] Id.

[6] Id. at 352.

[7] Id.
Annual Report Examples
**Brief Report** (approx. 10 pages or less). This summary-style report often highlights that year's projects and activities, major issues, remaining challenges, future goals. Brief-style annual reports can be advantageous when 1) you have a small staff; 2) your report is for internal distribution only; 3) your report has a theme or focuses on specific issues; 4) your target audience has limited interest and/or limited time. Brief reports may rely on selective use of charts and graphs to effectively and succinctly portray what would otherwise take pages to describe.

**Examples:**
Thomas L. Cooley Law School Library.
Audience: Distributed internally to Dean and Faculty; available at reference desk for student review.
Physical Description: Begins with mission statement followed by brief description of that year's accomplishments, significant yearly statistics and future plans.

AR, Cooley.doc
AR, Cooley.pdf

Fordham University, Leo T. Kissam Memorial Library.
Audience: Dean and faculty
Physical Description: Administrative overview, followed by departmental highlights and goals. Identifies issues/concerns, e.g., space, staffing, physical maintenance; lays groundwork for future discussions.

AR, Fordham.doc
AR, Fordham.pdf

University of Houston, O'Quinn Law Library.
Audience: Faculty and Staff
Physical Description: Brief overview of activities; concentrates on those activities that are most apparent to the users, i.e., outreach efforts, new dual degree hires, implementation of remote access, shifting of the collection, newly established off-site storage and retrieval service. Encourages feedback.

AR, Houston.pdf

Widener University School of Law Library.
Audience: Dean
Physical Description: Synopsis of the year's highlights, followed by extensive departmental reports (not included in example). Information from the library's report is incorporated into the Dean's annual report.

AR, Widener.doc
AR, Widener.pdf

In-Depth Annual Report (print). This more detailed version provides a department by department overview. Each section is often generated by department heads which divides the workload making annual report compilation less onerous. Typically includes supporting statistical data, graphical analysis, projections, etc.

Examples:
Howard University Law Library.
Audience: Distributed to all law faculty, the dean, main campus library directors, the Provost and the University President.
Physical Description: Includes departmental activities and statistics as well as reports from individual librarians. The Dean incorporates data extracted from the library's report into the law school's report to the Provost.

AR, Howard.doc
AR, Howard.pdf

University of Iowa Law Library.
Audience: Dean and faculty
Physical Description: Bound annual report consists of three parts - main report, appendices, departmental reports. Appendices contain statistical tables and other historical data. (See copy of appendices table of contents.) Individual departmental reports include acquisitions, bibliographic processing, cataloging, circulation, government documents, reference, special services, and student computing.

AR, U of Iowa.doc
AR, U of Iowa.pdf

University of North Carolina at Chapel Hill, Katherine R. Everett Law Library.
Audience: Dean; copies in faculty lounge.
Physical Description: Print report with appendices. Organizational Categories include - Introduction, Administration, Collections, Public Services, Technical Services, Personnel, Conclusion. Uses color and graphics to highlight in-house statistical data and institutional comparisons. Appendices provides additional supporting data. (Due to length, only the first sixteen pages of the report are included in the example.)

UNC Report.doc
UNC Report.pdf

University of Melbourne Law School, Legal Resource Centre.
Audience: Dean and faculty
Physical Description: Highlights the year's achievements and challenges. Staff section includes information regarding continued academic studies (working on or attaining additional degree), professional development (training, conferences), memberships, as well as individual and team projects. Charts and graphs provide statistical data.

AR, Melbourne.pdf

In-Depth Annual Reports (online). Web-based annual reports are visually engaging and allow wide dissemination. Use of hyperlinks provides the reader with additional information.
Examples:

Cornell University Law Library.
Audience: Unrestricted web access.
Physical Description: Use of hyperlinks allows reader the option of viewing basic report information and expanding to more information as desired. Highlights categories include: Faculty Services, Student Services, Outreach, Awards, Publications, Budget, Planning & Collection, Gifts and Endowments, Staff, Special Guests, Law Library in the News, Legal Research Instructional Programs.


University of Nevada, Las Vegas, Wiener-Rogers Law Library.
Audience: Unrestricted web access.
Physical Description: PDF format. Example of an "inaugural" annual report. As a first time annual report showcases events from the past five years as well as chronicles the current year's highlights.


University of Texas, Jamail Center for Legal Research, Tarlton Law Library.
Audience: Unrestricted web access; bound print version distributed on campus and mailed to list of individuals/institutions.
Physical Description: PDF format. Includes two fiscal years of information; provides separate overview of each (2000-2001, 2001-2002). Design variety (photos, text boxes, text overlay, varying print sizes and fonts) highlights information and provides visual stimulation. Organizational theme - To Serve, To Educate, To Lead.


Updated 6/24/04
This bibliography was compiled by Tobe Liebert, Director of Special Projects at the Tarlton Law Library, University of Texas at Austin School of Law. It consists of books and articles published from 1980 forward. The bibliography addresses literature addressing the creation and use of annual reports in libraries of all types. Searching in both online and print resources produced a relatively small number of entries, although it is quite easy to find actual copies of library annual reports on the Internet.

The following resources were consulted: Index to Legal Periodicals, Current Law Index, Expanded Academic ASAP, Academic Search Premiere, RLIN, Library and Information Science Abstracts and general searching on the Internet.

The citations include searching completed through the end of January 2003.

**Articles:**


The author provides information on creating annual reports for library media centers. Includes discussion of reports that can be arranged by instructional objectives or program missions and goals.


Article takes issue with the typical corporate annual report, which only provides the information required by law. The author believes that the corporate annual report should be “sooner, sharper, and simpler.”

Holcomb, Jean M. *The Annual Report: An Overlooked Opportunity to Tell the Library’s Story.* 7 AALL SPECTRUM 10 (June 2003)

In addition to the obvious benefits of publicity, this article stresses the annual report as a way of justifying its budget in times of fiscal scarcity. Discusses the steps to take when producing a successful annual report, including defining the audience, creating a theme, assigning tasks and editing. The author uses the King County Law Library’s experience with annual reports as a guide.
Inglis, Kari. *How Did That Year Stack Up?* 53 Ohio Media Spectrum 28 (Summer/Fall 2001)

Discusses the value of compiling an annual report for a school library. Emphasis is on libraries that serve media patrons.

Siess, Judith. *How to Write an Annual Report.* 15 One Person Library 3 (December 1998)

The author discusses the mechanics of writing an annual report for the solo librarian and the uses the report might serve.


Provides advice to the solo librarian on how create and use an annual report for a variety of purposes, including marketing, planning and budgeting.


Discusses the use of the annual report as a product of a year-long planning process. The finished product should be both a public relations tool and a document to help in planning for the next year. The entire staff should be involved in the process of producing the report.

**Book chapters:**


Chapter VI provides sample reports from state, county and court law libraries. There are sections on financial reporting, proposed budgets and reprints of full annual reports. The libraries featured include the Jenkins Memorial Law Library, the Social Law Library, the U.S. Sixth Circuit Court of Appeals Library System, the San Diego County Law Library, and the Merced County Law Library. This resource does not offer much in the way of analysis of the annual report, but is valuable for showing the variety of approaches that may be considered when drafting annual reports.

The authors present an entire chapter for the annual report, using the following divisions: (1) purposes for annual reports; (2) determining your purposes for annual reporting; (3) understanding your audience; (4) developing your approach to annual reporting; (6) developing the content of your annual report; (7) organizing your annual report; (8) test your skills; and (9) checklist for writing annual reports.

Bryson, Jo. *Managing and Communicating Information in the Corporate Environment*, in *Effective Library and Information Centre Management* (Brookfield, Vt.: Gower, 1999)

A portion of a chapter is dedicated to examining the creation and usefulness of the annual report in a corporate library setting.


The author discusses the role that the annual report can play in the public library, emphasizing the importance it can play in communicating with public library patrons.


Professor Mersky discusses the uses of the annual report in an academic law library and makes suggestions about what information to include. First, the annual report can be used as a way to increase the visibility of the law library by showcasing the library’s achievements and services. Second, the annual report may be used as a method for justifying requests for additional budgetary support for the library when statistics and other library measures are set forth and contrasted with other institutions. The audience for the annual report is not just the wider library and university community, but also the administration that is responsible for allocating resources for the library.


Discussion focuses on the use of the annual report for as a formal means of communication within a library. Provides a review of the suggested range of information to include in a report.
Using Statistics to Market Academic Law Libraries

Susan Lewis-Somers
American University
Washington College of Law Library

Introduction

The judicious use of statistics is one of the most effective ways for an academic law library to make its case to law school administration for more resources and to market itself to the law school community. The old saw that “statistics don’t lie” means that a library may use statistics to present concrete evidence of its case. A demonstration that the available seating in the library per student is below the average of peer institutions will make a more compelling argument to the dean for additional seating than a generalized complaint that the library is too crowded.

Law library statistics may also be used very effectively to toot the library’s own horn to the law school community, by showing how valuable library services are and how productive the library staff has been. Such numbers may publicize the fact that the library conducts substantial amounts of research for faculty members, assists students and faculty with countless reference needs and obtains a growing number of interlibrary loans for law school patrons.


The statistics a law library chooses to keep may depend on the politics of its own institution, whether it is a public or private institution and its particular needs in a given year. The comparative time periods covered in each tally will depend on institutional needs, as well. Year-to-year, five-year or other comparisons may be appropriate, depending on the topic. In addition, a library may compare its own numbers with those of peer or area libraries to show the need for adequate funding to compete for students with other law schools, to attract high-caliber faculty and to carry out the law school’s mission.

Peer or area library comparisons, in competitive environments, may be particularly effective for convincing law school administrators of the need for additional library resources. For instance, the Washington College of Law Library at American University contrasted its own rather modest acquisitions spending with other DC-area law school library acquisitions
statistics to argue that its acquisitions budget should be increased to more closely approximate the per-student spending of its competitors. See *Continuing Toward Excellence: A Strategic Plan for the WCL Library*, prepared by The Strategic Plan Committee of the WCL Library Faculty, 2001.

Collecting statistics need not be terribly difficult or time-consuming. It may be as simple as having reference librarians note each reference question with a quick hash mark. Furthermore, libraries are so automated today that many, if not most, statistics may be automatically generated by acquisitions, cataloging, circulation and interlibrary loan systems. Automated statistics may be especially above reproach where the credibility of statistics is an issue. In any event, the documentation of statistics collection must be preserved to meet any potential challenge to the credibility of those numbers and the methods used to collect them.


Where shorter-term statistics have been acquired, librarians may be able to use techniques, such as sampling and statistical inference, to draw longer-term conclusions about those results. See Hafner, *supra*, for a discussion of sampling strategies and Janes, Joseph, *The Logic of Inference*, 19 Library Hi Tech 96, 2001.

Academic law libraries already collect many kinds of statistics and these may be used again for other purposes. Law libraries collect statistics for annual submission to the American Bar Association and other accrediting bodies. See http://www.abanet.org/legaled/questionnaire/questionnairefiles/library.doc for the ABA annual questionnaire for libraries. Many also collect annual statistics for the Association of Research Libraries and other membership and consortial organizations. See http://www.arl.org/stats/lawmed/ for recent editions of *ARL Academic Law Library Statistics*. In addition, academic law libraries gather statistics for the growing number of publishers who market law school rankings to prospective students. Finally, many universities collect their own statistics, which include numbers obtained from their libraries.

Statistics may be presented as prose or more visually in tables, graphs and charts. The visual impact of a statistical graph may be particularly persuasive, especially where comparisons with other libraries are being drawn. And it is often easier for a reader to quickly grasp the implications of a statistical argument when presented in a colorful “at-a-
glance” pie chart. See Hafner, supra, for a discussion of the presentation of statistics in tables and charts. Another helpful guide to presenting statistics in visual formats by the Skidmore College Sociology Department is at http://www.skidmore.edu/academics/sociology/resources/writing_statistics.html.

Public services statistics

Law school deans and other administrators may not be aware of the many reference and circulation services the library provides, nor the frequency with which such services are performed for the law school community. The use of such statistics to show the variety of public services offered by the library may be one of the best ways to impress administrators with the value the library provides to law school patrons.

Reference, circulation and interlibrary loan statistics may also be used to demonstrate that more staffing is needed in these high-demand areas, that better technology is needed to keep up with the high user demand, or that the specific operational costs of a service have increased, given the high demand for those services. Examples of some public services statistics that might be gathered are listed below. Finer breakdowns of each, such as how many reference queries are handled each hour, may be appropriate, as well.

1. Reference
   a. Directional queries answered
   b. Short answer queries answered
   c. Research performed – for whom?
      i. Time spent on each research request
   d. Electronic searches run – for whom?
      i. Cost of each search
   e. Research classes/sessions taught
      i. Topics

2. Circulation
   a. Items circulated to patrons
   b. Items reshelved per month/year
      i. Number of items reshelved per library area
      ii. Types of items reshelved
   c. Number of holds placed for patrons
   d. Number of successful recalls placed for patrons
   e. Amount of overdue and lost book fines collected

3. Interlibrary Loan and Document Delivery
   a. Materials received from other libraries this year/last year
      i. Cost to obtain ILLs for patrons
   b. Materials sent to other libraries this year/last year
      i. Cost to send outgoing ILLs
c. Materials copied or retrieved from collection for faculty this year/last year
d. Serials routed to faculty this year/last year

Library user statistics

A good way to argue for additional funding for staff and collection budgets, or an expansion of library hours and staffing, is to show that library usage is increasing or that the library is used more heavily than other area or peer institutions. In addition, user numbers can show how valued an asset the law library is to the law school, and the larger legal, communities, especially if it is a public library that must justify itself in a more political environment. User statistics used by some libraries include those listed below.

1. Visitors per month/year
   a. Law school users
   b. Local legal community
   c. Non-law school university community
   d. Public users (if open to the public)

2. New/total visitor borrower registrations (non-law school community)
   a. Local legal community
   b. Non-law school university community
   c. Public users (if circulation to the public)

Collection development and expenditures/pricing statistics

Statistics that relate to a law library’s collection are already kept by academic libraries who report such statistics to the ABA and other bodies each year. In addition, the ABA, ARL, OCLC and other organizations will generate a more tailored set of statistics based on a library’s reported or automatically-generated numbers, for a fee. Other collection and expense numbers may be gathered by a library to document its collection and its growth (or stagnation), how patrons use the collection, and the rising cost of library materials, particularly serials and electronic titles. When compared to peer institutions, these statistics may be useful to show the need for an increase in the collection budget. Collection development and expense statistics a library might want to collect include those listed below.

1. Collection Development
   a. Titles held this year/last year
      i. Titles added
      ii. Titles withdrawn
   b. Active subscriptions held this year/last year
      i. Subscriptions added
      ii. Subscriptions withdrawn
c. Volumes and volume equivalents held this year/last year
   i. Volumes added
   ii. Volumes withdrawn
d. Titles/subscriptions/volumes added
e. OPAC searches per subject heading
f. Usage per electronic title
g. Items reshelved per month/year
   i. Number of items reshelved per library area/call number
   ii. Types/formats of items reshelved
h. Serials titles borrowed via interlibrary loan more than 5 times per year

2. Expenditures and pricing
   a. Amount spent on new titles this year/last year
      i. Amount spent on new monographs
      ii. Amount spent on continuations
   b. Percent increase in spending from previous year
      i. Monographs
      ii. Continuations
      iii. Electronic titles
      iv. Other lines
      v. Faculty research/office collections costs
c. Total expenditures
   i. Expenditures per student
   ii. Expenditures per subject heading

Library staffing statistics

If a law library is understaffed, staffing statistics, when compared to peer or area institutions, can be particularly effective. Staffing directly affects the levels of service a library can deliver to faculty and students, so this is a good way to argue that with increased staffing, service levels could be increased. In addition, prospective students who review the law school rankings in the various published surveys, such as the annual *U.S. News & World Report* survey, may focus on the levels of service available at law schools. Low levels of library staffing may catch their notice and influence their decisions to attend other law schools. Staffing statistics used by many libraries include those listed below.

1. Number of FTE librarians
   a. Per student
   b. Per faculty

2. Number of FTE library staff
   a. Per student
   b. Per faculty
3. Professional activities of librarians and staff
   a. May present as prose report if impressive, rather than as numerical chart or table

Library space and facilities statistics

Like the argument over library staffing, space statistics may be especially noticeable to prospective students and may drag down a law school’s ranking in the growing number of surveys reviewed by prospective students. If space statistics do not compare favorably with area or peer institutions, a library director may have an effective argument to make for additional space, if any is available, or for additional funds for more aggressive space planning. Examples of space statistics may include the following:

1. Square footage per student
   a. Seating per student
      i. Numbers of tables, carrels, lounge seats per student

2. Number of computer lab terminals per student
   a. Percentage of students who own law school-networked laptops

3. Number of group study rooms per student
   a. Group study room use
      i. Type of patrons using (JD, LLM, SJD, etc.)
      ii. Use for particular purposes (exams, group, moot court, etc.)
      iii. Number of hours used by each

4. Linear footage of shelving
   a. Total
   b. Occupied

Conclusion

There are no rules for statistics collection. What one library might find useful to compile might be meaningless to another. Thus, it is incumbent upon any librarian thinking about statistics collection to consider the needs of the library. What kinds of facts and figures might best make the case for additional resources? What statistics would present the library in the most favorable light? What comparisons with other academic law libraries would be useful to draw? It is a carefully tailored use of statistics that will make the winning case for an academic law library.
STATISTICS FOR MARKETING:
A SELECTED ANNOTATED BIBLIOGRAPHY

Prepared by
George L. Wrenn
Assistant Head of Cataloging
UCLA Hugh & Hazel Darling Law Library
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Preface

This bibliography includes material on library statistics and their use as a marketing tool. Although the literature on the use of statistics for marketing is limited, many authors discuss the subject tangentially. Many of the citations pertain to academic libraries, though I have included items on non-academic libraries as well. The citations reflect topics that have become important in recent years: E-metrics, benchmarking, and performance assessment.

I have focused on statistical practices in the United States and divided the material into three parts: U.S. Law Library Statistics, U.S. Library Statistics, and General Statistics. Within the first two parts, all statistical compilations are grouped together regardless of material type.

This bibliography covers items published from 1995 to 2003 (I completed searching in December, 2003), with significant law-related materials published prior to 1995, such as statistical compilations and AALL annual meeting program tapes, also included. Material types include books, book chapters, serials, periodical articles, Internet resources, computer files, and sound recordings.

I consulted the following sources:

- ABI-Inform
- ArticleFirst
- Emerald
- FirstSearch
- HeinOnline
- Google
- LexisNexis Academic
- Library Literature & Information Science
- LISA: Library and Information Science Abstracts
- Social Sciences Citation Index
- WestLaw
- WorldCat

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I would like to thank the following people: Leonette Williams, coordinator of the Marketing Toolkit bibliographers, Susan Lewis-Somers, who shared drafts of the statement accompanying this bibliography, Pauline Aranas, who brought the project to my attention, and Laura Cadra, who helped with searching.
I. U.S. Law Library Statistics

Statistical Compilations

This annual publication reports on collections, expenditures, staffing, and user services in the law libraries of ARL university institutions. Chiefly tables, it includes the questionnaire sent to member libraries. From 1992 to 1998 it was issued with the title: ARL Academic Law and Medical Library Statistics.

AALL Biennial Salary Survey and Organizational Characteristics. Chicago, IL: The American Association of Law Libraries, 1995-.
The American Association of Law Libraries reports on salaries at Academic, Private Firm/Corporate, and State, Court and County Law Libraries. Also available online to AALL members.

Issued annually, this State of California publication includes statistics on public, academic, special, and county law libraries.

A report prepared for the National Center for Education Statistics by the Governments Division, Bureau of the Census. Ninety law libraries or information centers are represented in the survey.

From the publisher: “This report presents data from 80 American law libraries including 55 from major American law firms and 15 from American law schools.”
From MarketResearch .com: “Law Library Benchmarks presents detailed data for academic, law firm, corporate law office, courthouse, federal and other legal libraries concerning their use of emerging electronic information resources and their strategy for exploiting and purchasing these resources. The report includes chapters on databases, legal web sites, CD-ROM, new and used legal books, electronic and print journals, electronic and print directories, site licenses, legal info web sites, and much much more. The report examines the attitude of law firms, law schools and government bodies towards the future of their legal libraries, and looks at the level of virtual and physical user traffic in law libraries. The report presents data for government, law firm and law school law libraries and also breaks out data on a per partner basis. 80 law libraries participated including many from major law firms and law schools.”

From the publisher’s web site: “The Law Library Budget & Expenditure Report looks at spending, acquisitions, and information delivery in college, government, and private law libraries throughout North America. Our comprehensive survey of 88 randomly-chosen law libraries provides detailed spending and other information on books, journals, audio and video materials, CD-ROM databases, the internet, cataloging systems, and computer workstations. The report helps librarians to adapt to the changing economics of database acquisition and leasing, emerging internet strategies, and more.”


**Law Library Comprehensive Statistical Table.** Indianapolis, IN: Office of the Consultant on Legal Education, American Bar Association, 1990-.
Before 1989, this American Bar Association report on the annual questionnaire was titled *Law School Library Statistics.*

Three editions were issued from 1988 to 1991. Surveys for 1988 and 1990 were conducted by Altman & Weil for the American Association of Law Libraries, Private Law Libraries Special Interest Section. The 1991 survey (3d ed.) was conducted by the Special Libraries Association.

This compilation by the AALL Statistics Committee under Alfred J. Lewis is based on the first ABA statistical survey of law school libraries.

Publisher’s description: “The Survey of Academic & Special Libraries is based on detailed surveys of 20 law libraries, 23 corporate libraries, 22 hospital and healthcare libraries and 65 academic libraries in the USA & Canada. The report's more than 500 tables of data present an extraordinary statistical map of the purchasing policies and technology practices of academic & special libraries in North America. Among the issues covered are spending on and negotiating with major commercial online services, the use of web-based niche information suppliers, use of CD-ROM, traditional and electronic document delivery services, use of various search engines, and spending on books, cataloging systems, training, electronic and print journals and much more. Data is broken out by size and type of library with separate presentations for academic, medical, legal, corporate and government libraries.”

This annual survey report has been published for thirty-one years and includes statistics on compensation of library personnel.
Books


From the Introduction: “This handbook was designed to help law librarians collect the statistics and financial measurements that can help advance their overall goals. […] Contents include: Tips for getting started in statistics collection, Examples of the types of statistics that can be compiled and how they can be used, Sample library budgets and statistical tables.”

The handbook was prepared by the American Association of Law Libraries Task Force on the Value of Law Libraries.


Publisher’s description: “ARL Academic Law and Medical Library Statistics 1992-93 to 1994-95 is the sequel to ARL Academic Law and Medical Library Statistics 1977-78 to 1991-92. It presents data on a wide range of topics for academic law and medical libraries including collections size and growth, materials and operating expenditures, staffing, and public service activities. The report compares law and medical libraries to the larger research collections in each research university. It also includes a trend analysis of monograph and serial prices in law and medical libraries, along with trends in the growth of collections, expenditures, and interlibrary loan activities.”


For a project funded by the U.S. Department of Education, Rhea presents the results of a county law library user survey and provides data collection forms so that “comparable, valid data can be collected by libraries in the future.”

Articles


The authors, from the Georgetown University Law Library, discuss the implications of a 10-year decline in the Library’s traditional use statistics (circulation, shelving, and photocopying). They show that new measures of electronic resource use would permit a more inclusive evaluation of library services.


A history of academic law library statistics focusing on efforts to improve the usefulness of the statistics gathered.

A report prepared by the Office of the Consultant on Legal Education to the American Bar Association.

Hu, Robert H. *ROIs Can Validate Your Library’s Value*. 7 AALL Spectrum 20 (October 2002). The author shows how a return-on-investment assessment may be used to demonstrate a library’s value.


**Internet Resources**

*Academic Library Peer Comparison Tool*  
http://www.nces.ed.gov/surveys/libraries/academicpeer/ (last date accessed 01/12/04). The National Center for Education Statistics (NCES) web site provides a history of this comparison tool: “The Academic Libraries Survey (ALS) produces descriptive statistics on about 3,700 academic libraries in the 50 states, the District of Columbia, and the outlying areas of the United States. NCES surveyed academic libraries on a three-year cycle between 1966 and 1988. Between 1988 and 1998, the ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was collected on a two-year cycle. Beginning with FY 2000, the Academic Libraries Survey is no longer a component of IPEDS, but remains on a two-year cycle. Beginning with the collection of FY 2000 data, the ALS changed to web-based data collection. The FY 2002 data collection closed in March 2003, and are scheduled for release in 2004.”


*ARL Academic Law Library Statistics Questionnaire, 2002-03*  
http://www.arl.org/stats/mailing/m03/03lawsurv.pdf (last date accessed 01/14/04). The latest ARL questionnaire is available on the Web.
The Minnesota State Law Library: Website Statistics for the Year 2000

http://www.lawlibrary.state.mn.us/ar2000/webstat.html

The Minnesota State Law Library created a web page to show the number of hits received by the Library’s web pages in 2000, with links those pages.

Phipps, Shelley. Beyond Measuring Service Quality: Learning from the Voices of the Customers, the Staff, the Processes, and the Organization

http://www.arl.org/libqual/events/oct2000msq/papers/Phipps/phipps.html (last date accessed 01/12/04).


From the abstract: “As ARL libraries begin seriously to assess how well they are anticipating, meeting, and delighting students and faculty, the primary focus should be on understanding customers' needs, learning quick and clean methods of data gathering and analysis, improving critical processes, and developing internal capacity to be successful in the future. […] The purpose of sharing macro data among ARL libraries should be to provide benchmarking information for the overall improvement of academic libraries. The purpose of gathering service quality data should be to identify what is working well and what is not and to increase knowledge of customer requirements. Data gathering must be easy, meaningful, and clearly related to customer satisfaction for staff to commit to using performance measures. […] Methodologies, such as LibQUAL+, can work as "pointers" to the need to study specific processes. Gathering data from the process itself is one of the most efficient methods for measuring performance and is also useful for helping staff recognize the need to change and enhance services. Using these data to develop performance and learning goals supports continuing customer focus. As the customer perspective is integrated into planning and decision-making, practicing the disciplines of the learning organization will ensure the development of the organizational capacity to respond to this new picture of reality.”

Rush, Mila. What Do ABA, ARL, and NCES Want to Know; a Crosswalk

http://www.aallnet.org/sis/allsis/statxw.html (last date accessed 01/13/04).


Todd, Heather and Lisa Kruesi. E-Statistics—Are We Comparing Apples and Oranges? Getting a Grip on E-Statistics to Measure our Performance: A University of Queensland Cybrary Perspective


The authors describe efforts to collect e-resource usage statistics at the University of Queensland.
Computer files

ARL Machine-Readable Data since 1977-78 [ftp://www.arl.org/stat/law/] (last date accessed 01/12/04).

Sound Recordings

A program from the 96th AALL Annual Meeting. Participants: Ajanye Bloomstone, Pauline M. Aranas, and Leonette Williams.

A program sponsored by the Private Law Libraries Special Interest Section. Co-coordinators: Anne Ellis and Mark Estes; speakers: Jose Marie Griffiths, Holly Moyer, and Patricia Paterson. Griffiths discusses the value of information and libraries in terms of the cost of acquiring information.


This program from the 80th AALL Annual Meeting was sponsored by the Statistics Committee, the Standards Committee, and the Academic Law Libraries Special Interest Section. Moderator: Bob Nissenbaum. Speakers: Marie Wallace, Jen Gabriel, Susan Borner, Richard Palmer, Kathleen Grove, and David Thomas. Perspectives on the use of library statistics by law firm libraries, state agency libraries, and academic law libraries.

A program from the 79th meeting of the American Association of Law Libraries.
This program from the 89th AALL Annual Meeting was sponsored by the Technical Services SIS
and the Reader Services SIS. Coordinator: Celeste Feather.
II. U.S. Library Statistics

Statistical Compilations


ARL Statistics Interactive Edition. Geospatial and Statistical Data Center of the University of Virginia Library http://fisher.lib.virginia.edu/arl/index.html (last date accessed 01/12/04). From the web site: “This site will allow you to: review the library data collected by ARL, generate rankings of institutions by selected criteria, create graphs from the data, generate summary statistics for all ARL libraries, download the data by year in spreadsheet format, review the ARL index and membership criteria.”

ARL Supplementary Statistics. Washington, D.C.: Association of Research Libraries, 1985-. Publisher’s description: “The supplementary statistics questionnaire serves as a testbed to collect information on new measures and has yielded information on public services, government documents, and electronic measures. Questions are either finalized and moved into the main statistics questionnaire, or determined not to be of value and removed from consideration.” This publication has been issued annually since 1983-84 and is available at http://www.arl.org/stats/sup/ (last date accessed 01/12/04).


NCES Library Data Publications http://www.nclis.gov/statsurv/NCES/index.html (last date accessed 01/12/04). From the web site: “The links in this section are to the Web site at the US National Center for Education Statistics (NCES), which collects and publishes statistics on various types of libraries. The NCES site arranges its material by publication number rather than
by library type while the pages linked to here are by type of library, type of publication, and these are in chronological order.”

**Books**


From the Introduction: “This manual serves as a beginning point for the development, collection, and reporting of public library network statistics and performance measures.”


Publisher description: “This report presents a description of the status of academic libraries in 1996, a time of rapid technology-related change and increased introduction to electronic services. This report also presents detailed tabulations for 1996 and historical comparisons since 1990.”


Abstract: “This is the second in a series of articles describing assessment activities at the National Institute of Standards and Technology (NIST) Research Library and their role in decision-making and strategic planning. A previous article described activities centered on the development, administration, and interpretation of a customer survey. A third article will discuss how the results of the customer survey and benchmark study were incorporated into the Library's operational and strategic planning.”


This is an introductory text. Part 1 covers data gathering, sampling, and measuring scales; Part 2 covers descriptive statistics; and Part 3 covers inferential statistics.


Hafner is a both a University Library Director and a mathematician, and this widely-cited work is both textbook and reference manual. Contents: (1) "Introduction to Statistics;" (2) "Basic Methods for Data Analysis;" (3) "Data Comparisons in the Library Environment;" (4) "Presenting Numerical Data in Tables and Charts;" (5) "Measures of Central Tendency;" (6) "Measures of Variability;" (7) "Linear Regression and Correlation Analysis;" and (8) "Sampling Strategies and Tallying a Survey."

Reviewed every five years, ANSI/NISO standard Z39.7 defines “useful quantifiable information to measure the resources and performance of libraries.”


In this CLIR-commissioned report, the author identifies some of the critical issues that face librarians as they seek to obtain meaningful usage data from publishers of electronic journals. The author interviewed both librarians and publishers to determine how and what statistics are collected.


The purpose of this manual is to identify measures that can be used to assess and improve digital reference services. Sample forms, worksheets, logs, and surveys are provided in an appendix.


These guidelines, drawn up by an IFLA working group, describe how to measure quality through discrete performance indicators. The focus is on user-based performance measures.


The authors describe each statistic or measure (19 in all) according to the following criteria: definition, implementation, collected by, frequency, procedures, special consideration, and related issues.


A comprehensive introduction to the collection and use of public library statistic, primarily for those collecting data reported through the Federal-State Cooperative System for Public Library Data (FSCS).


The topics covered by the conference papers include performance measures, service quality, data collection methods, ARL’s Statistics and Measurement program, LIBQUAL+, and electronic resource statistics.


From the publisher’s web site: “Vaughan clearly explains the statistical methods used in information science research, focusing on basic logic rather than mathematical intricacies. Her emphasis is on the meaning of statistics, when and how to apply them, and how to interpret the results of statistical analysis. Through the use of real-world examples, she shows how statistics can be used to improve services, make better decisions, and conduct more effective research.”

Book Chapters


The author, ARL Director of Information Services, describes the ARL E-Metrics Project.


Use of statistical data in libraries varies widely. As the data collected grows, libraries "are unsure what the data mean and how to analyze and use this information in library management." The author, Library Assessment Coordinator, University of Washington Libraries, provides an overview of the University of Washington's efforts to develop measurements of library performance and service quality.


The author shows how libraries can apply sampling procedures to the collection of reference statistics.


The author briefly describes how the Public Relations Committee of the Texas Library Association created a pamphlet to present statistical data about Texas libraries.

Abstract: “Library managers must respond to institutional demands for the justification of maintaining or supplementing resources and services. The difficulty of assigning costs and values to library and information services and resources is magnified by the advent of a broad variety of computerized and electronic modes of library service. This article provides a general discussion of the issues relating to costs of library and information services in the library in transition, reviews the functional cost analysis method, and presents selected data gathered from a larger study on the costs and value of various library services. The results of applying functional cost analysis to reference service show great variation in unit costs, within and across libraries, indicating that there are substantial challenges remaining in determining the sources of these variations, and in understanding the cost basis of library services.”


The author briefly looks at academic libraries that have rebounded after experiencing declining usage statistics.


The Informatics Librarian at Yale’s Cushing/Whitney Medical Library demonstrates how to use an index (similar to the Consumer Price Index) to measure changes in use of print and electronic collections over time.


The author briefly explains the basics of web server log files and reviews three log analysis software packages: Analog (v.3.3), WebTrends Log Analyzer, and NetIntelllect (v.4). She notes that log files can provide "useful information about the relative usage of pages on your web site, other sites that refer visitors to your site, and how search engines help people find your site, among other important data."


The author describes the efforts of the International Standards Organization, the Association of Research Libraries, and U.S. public libraries to develop library network statistics and performance measures.

Abstract: “The networked environment offers libraries challenges and opportunities in a number of areas including management, service provision, and collection development. A particular challenge that libraries face in the networked environment is that of measuring and evaluating network-based services. This article offers a number of statistics and performance measures that libraries may find useful in determining the overall quality of their network-based services; identifies a number of service quality criteria; and provides a framework to assist librarians in selecting statistics and performance measures based on service quality criteria. The statistics and performance measures, criteria, and framework are the result of a number of current and past research projects conducted by the author and others across library types.”

The article discusses the types of vendor-supplied data available and the problems associated with comparing data from different vendors. The authors conclude with a number of recommendations for vendors and libraries.

The authors provide a brief description of the LibQUAL+ survey instrument, which “undertakes to measure library users’ perceptions of service quality and identifies gaps between desired, perceived, and minimum expectations of service.” This number of the IFLA Journal is devoted to library statistics.

Abstract: “The severe financial and supply constraints currently experienced by many libraries has highlighted the need for careful and thorough evaluation of the services provided and the application of evidence based management techniques bolstered by appropriate performance indicators. Evidence is needed to support the work of refining methods, redefining existing services and developing new ones, but what is most important is the intelligent use and interpretation of suitable evidence by those who determine policy, allocate resources and manage. Every organization needs three kinds of performance metrics for measuring: its success in mobilizing its resources; its staff’s effectiveness on the job; and its progress in fulfilling its mission. The three major functions to which statistics can be put include: monitoring operational effectiveness; providing a basis for strategic planning; and demonstrating the value obtained by users. An appropriately constructed evidence base offers the potential to support managers in a range of activity. It can form the solid underpinning for: policies; strategies; tactics; processes/operations; and advocacy. The application of library statistics is discussed with particular reference to the data collected by the Library and Information Statistics Unit, Loughborough University and the use of such data for benchmarking applications. Concludes that the collection and interpretation of evidence can not only lead to
significant service quality and improved management, but it can also enhance the level of professional satisfaction and involvement.”

An overview of web log files and web log analyzers, and a discussion of what web logs can and cannot reveal.

Abstract: “Vendor-provided electronic resource usage statistics are not currently standardized across vendors. This study investigated the feasibility of using locally collected data to check the reliability of vendor-provided data. Vendor-provided data were compared with local data collected from the NCSU Libraries' Web servers. The study finds that the two types of data correlate well in terms of use patterns, but that actual usage values differ for many products.”

Abstract: “The Association of Research Libraries (ARL) E-Metrics project sought to understand how academic libraries might specify, produce, and assess institutional outcomes. This paper reviews the findings from a discussion forum, site visits, an analysis and review of accreditation standards, and a survey of ARL member directors, and offers a framework for approaching the outcomes assessment process. The paper concludes by suggesting that much work remains to integrate outcomes assessment successfully in a university setting. Moreover, multiple approaches to assessment, of which outcomes assessment is but one, are still needed for a comprehensive assessment of libraries in the broader university and societal context.”

This 1999 IFLA Conference paper highlights uncontrolled variables that can interfere with the objectivity of data and contaminate the analysis and interpretation of data. The author advocates “context-sensitive, sense-making collecting and analytical techniques.”

From the abstract: “Accreditation agencies, higher education institutions, and professional organizations all emphasize the importance of measuring and assessing the impacts of effects of teaching, learning, and other valued institutional activities. Academic libraries […] also are expected to document how their performance contributes to institutional goals and outcomes. Using accreditation and ACRL sectional standards/criteria, higher education outcomes assessment research findings and recent
findings from performance effectiveness studies, this article identifies important institutional outcomes to which academic libraries contribute; describes specific performance indicators whose measures of impacts and outputs provide evidence about progress and achievement; and offers a conceptual framework of assessment domains for the teaching-learning library.”

The author discusses the benefits of benchmarking, how to develop a benchmarking process, and what to benchmark.

Abstract: “Library professionals spend much of their budgeting time focused inward, allocating scarce resources among worthy competing priorities. Considerable time and skill is focused on the acquisition of the best print and electronic resources and in planning for competing infrastructure. However, less attention has been given in the literature on advice for those wishing to increase budgets for the services and programmatic offerings that are equally important for library clientele. This article attempts to address that gap.”

The author explains the chi-square test for relationship between two categorical variables. From a regular column, On Research.

The author briefly explains the concept of causality, and how it relates to statistical correlation. From a regular column, On Research.

The author explains how the t-test can be used to answers questions such as: “Is there a difference in usage between materials received as gifts, as opposed to those purchased by a library?” From a regular column, On Research.

Using IPEDS data, the author provides a brief introduction to descriptive statistics, discussing variables, graphs, mean, median, mode, range, and standard deviation. From a regular column, On Research.

The author briefly discusses the logic of statistical inference. From a regular column, On Research.
Koontz, Christine M. and Persis E. Rockwood. *Developing Performance Measures within a Marketing Frame of Reference*. 102 New Library World 146 (2001). Written from a public library perspective, this article discusses measures that emphasize service outputs such as percent of population served, staff time per transaction, and cost of services per capita. The author advocates "formulation of a strategic marketing plan that incorporates the library's general information services' mission, environmental influences, target users markets, marketing strategy, and measures of productivity."


Liu, Yan Quan and Douglas L. Zweizig. *The Use of Public Library Statistics by Public Library Directors*. 71 Library Quarterly 467 (October 2001). The authors discuss the results of a survey designed to assess how library directors use the statistical data reported by the Public Library Data Service and the Federal-State Cooperative System for Public Library Data (FSCS). Highlights the managerial use of statistics.


The author, Director of the Center for Library Initiatives, Champaign, Illinois, examines the practical benefits to be derived from usage statistics. He discusses the “e-resource usage analysis movement” and provides advice on how to get involved.


From the abstract: “Traditional performance indicators were meant for libraries with print collections and lending services. […] The paper describes the problems of data collection and gives definitions for electronic collection and the different steps of using electronic services.”


Abstract: “Teaching some kind of research methodology takes place in nearly all departments of library and information studies. Often the units or courses do not embrace more than the simplest introduction to statistics. Teaching methods differ quite a lot and it is not usual for a person to obtain a degree without the slightest knowledge about numbers and their properties. This article describes how statistics can be used in practical situations in all types of library activities.”


Abstract: “The article summarizes the attempts to define and measure quality and effectiveness in academic libraries, from traditional evaluative studies to Total Quality Management (TQM) and new research on user-defined criteria. Focusing on the organizational analysis of the library as a whole and the contribution it makes to the university or college, the article outlines a number of fundamental concepts and tools common to models of evaluation. Particular attention is then given to assessment in higher education as a whole and ways in which determinants of library quality must be linked to educational outcomes. The concluding sections suggest several areas for future research and for collaboration among library managers, educational administrators, scholars, and measurement theorists.”


The author examines use of benchmarking as an evaluative statistical tool.


Abstract: “Examines 88 academic member libraries of the Association of Research Libraries (ARL) to determine their relative cost efficiency, using stochastic frontier regression and data envelopment analysis (DEA) methods. Both methods give average
ARL cost efficiencies of around 80 percent. This places academic ARL libraries in the same range of efficiency as other institutions, including for-profit and non-profit institutions. Many libraries are above 80 percent efficiency. For those below, some speculation is given for the lower efficiency. The lack of an output measure for the use of electronic sources may contribute to lower efficiency for a few libraries. Large staff size and a large number of serial subscriptions do predict lower efficiency, but this is not a necessary consequence. The DEA model allows us to determine increasing, constant, or declining returns to scale for research libraries. From this, it appears research libraries with expenditures between $10,000,000 and $20,000,000 are operating at the most efficient scale. Since the methods used are outside the repertoire of most LIS research, a conceptual explanation is provided.”

Jones reports on a workshop held at the North American Serials Interest Group’s annual meeting in 1997, at which Steve Savage described five components of a plan developed at Wayne State University to improve serials processing statistics.

Briefly describes the history of Project COUNTER and the first release of the Project COUNTER Code of Practice.

The authors examine the results of the ARL E-Metrics project, a survey of twenty-four ARL libraries designed to gather information about data collection activities. Finds that a "number of libraries are not well prepared to collect, analyze, and report data related to networked resources and services."

The authors present “one approach for describing and measuring some of the resources, uses, and expenditures for supporting networked services in a research library setting.” The report is a product of the ARL E-metrics project.

A four-page overview of several new assessment tools: the ARL New Meaures Initiative, LIBQUAL+, E-Metrics, the Project for Standardized Assessment of Information Literacy Skills (SAILS), the Technical Services Cost Study, the Inter-Library Loan/Document Delivery (ILL/DD) Performance Measures Study, and the Performance Effectiveness Management System (PEMS).
Looking at U.K. public libraries, the author shows how usage statistics can be used to assess marketing initiatives and policies. A special issue of the IFLA Journal devoted to library statistics.

From the abstract: “The article examines the importance of understanding how and why libraries are changing, analyzes the limitations and difficulties of traditional library performance measures, and explores environmental factors that may help account for why library use is changing. It concludes with an overview of research designed to develop an understanding of how user behavior and preferences affect demand for and use of library collections, services, and facilities, and a call to contribute conscientiously to the legacy of academic libraries and librarianship.”

This paper delivered at the 63rd IFLA Conference discusses the difficulties in measurement of electronic services, approaches to measurement, and standards for measurement. The author is Chief, Cataloging Distribution Services at the Library of Congress.

The author provides an overview of publications and projects of use in measuring and assessing networked resources and services. Reviews past and present initiatives and discusses assessment efforts at California State Polytechnic University, Pomona.

**Internet Resources**

*ARL New Measures Initiative* [http://www.arl.org/stats/newmeas/newmeas.html](http://www.arl.org/stats/newmeas/newmeas.html) (last date accessed 01/12/04).
From the web site: “At the October 1999 Membership Meeting, the ARL Statistics and Measurement Committee and the ARL Research Library Leadership and Management Committee initiated the *ARL New Measures Initiative* in response to the following two needs: Increasing demand for libraries to demonstrate outcomes/impacts in areas important to the institution, Increasing pressure to maximize use of resources - benchmark best practices to save or reallocate resources.”

[http://www.projectcounter.org/code_practice.html](http://www.projectcounter.org/code_practice.html) (last date accessed 01/12/04).
COUNTER (Counting Online Usage of Networked Electronic Resources) was launched in March 2002 and is “an international initiative designed to serve librarians, publishers
and intermediaries by facilitating the recording and exchange of online usage statistics.”
Release 1 focuses on usage of journals and databases. Membership is required.

Gathering ARL Reference Data http://info.med.yale.edu/library/assessment/methods.html (last date accessed 01/12/04).
This web page from Yale University Library’s Assessment Group of the Service Quality Improvement Council describes procedures used to gather sample reference data at the Yale University libraries in 2000.

In November 1998, the International Coalition of Library Consortia (ICOLC) published concise guidelines on the data requirements of libraries, as well as guidelines on confidentiality, comparative statistics, and report formats and delivery mechanisms.

Library Assessment and Benchmarking Institute (LAB 2002) http://www.sla.org/content/learn/withcolleagues/LAB2002/index.cfm (last date accessed 01/12/04).

Abstract: “Much has been written on issues pertaining to licensing and archiving of digital information. Until recently, there has not been enough information to evaluate how these digital products, particularly journals, are being used. Furthermore, meaningful data are often difficult to obtain as some publishers and vendors supply little or no data or only information they feel supports the purchase of their products. As it becomes increasingly difficult to afford all digital content, librarians must be able to measure digital use of e-journals and books in order to make the best purchasing decisions for their institutions. Librarians must develop their own solutions as well as solutions in collaboration with publishers so that better evaluation of digital content use can occur.”

Comments on the draft standard were accepted through July 31, 2003. The status of Z39.7 and the work of the Standards Committee can be found on the National Information Standards Organization (NISO) web site: www.niso.org/committees/committee_ay.html (last date accessed 01/12/04).

University of Pennsylvania Library Data Farm
http://metrics.library.upenn.edu/prototype/datafarm/ (last date accessed 01/15/04). From the web site: “The Penn Library Data Farm is a repository of quantitative information developed to aid the measurement and assessment of library resource use and organizational performance. […] The Data Farm is a utility for staff who need quantitative information to manage resources, improve service, and assess library performance and impact. It is not a static warehouse of figures, but a more dynamic program that, to the greatest possible extent, equips staff to analyze and assess their work independently. The development of this site and the manner of its presentation are motivated by the need for empirical data that support planning and the achievement of goals, and will evolve according to this principal.”

Sound Recordings

III. General Statistics

Internet Resources

*Ethical Guidelines for Statistical Practice, Approved by the Board of Directors, August 7, 1999*
[http://www.amstat.org/profession/ethicalstatistics.html](http://www.amstat.org/profession/ethicalstatistics.html) (last date accessed 01/12/04).

Guidelines issued by the American Statistical Association, Committee on Professional Ethics. The Executive Summary states: “Statistics plays a vital role in many aspects of science, the economy, governance, and even entertainment. It is important that all statistical practitioners recognize their potential impact on the broader society and the attendant ethical obligations to perform their work responsibly.”

Books

This is a basic introduction to elementary statistics for college students and professionals.

Phillips explains the underlying logic of statistics and basic statistical concepts.

Originally published in 1983, this now-classic account by a Yale professor shows how graphics that convey quantitative information can be used and abused.
User Surveys: Libraries Ask, “Hey, How am I doing?”

Dwight B. King, Jr.
Head of Research Services
University of Notre Dame Law Library

“How am I doing?” was a question former New York City mayor Ed Koch often asked his constituents. In an effort to make sure he was meeting their needs, he was surveying their opinions constantly. Library decision makers frequently ask, "How is our library doing?" with surveys, usually with the same purpose in mind. Here are some tips on how to make your library’s next attempt to assess quality a success.

Why Do a Survey?

The academic law library is vital to the law school as the “workshop of professors and students alike.” Academic law librarians naturally want to provide the best workshop possible, and they can employ a variety of tools to “survey” how well the library is doing, including focus groups, interviews and survey questionnaires.

Focus groups are effective in drawing out users’ true feelings, but because the group is small, it is difficult to make generalizations from its responses. Interviews are good for obtaining in-depth information, but interviewing large numbers of people to get representative feedback can be very time-consuming. Survey questionnaires are often the best choice for “an economical method to reach a large number of people” with a large number of questions. Thus, this article will focus on how to create effective survey questionnaires.

The information gleaned from survey results can be invaluable to an academic law library in its attempt to fulfill a mission statement, goal or objective. Frequently cited purposes for conducting a survey include evaluating existing services, gauging the need for new services and preparing for strategic planning. Analyzing space problems, planning a new facility, or responding to budget cuts or user complaints are other reasons. Surveys can also provide “a ‘snapshot’ for comparison over the years.” Some academic law libraries survey returning summer associates to find out about the students’ research experience so that librarians involved in teaching legal research can adjust the instruction they provide accordingly. Many surveys are prepared as part of a self-study for accreditation purposes. Law libraries can submit a user survey in response to the ABA Site Evaluation Questionnaire’s queries regarding how library services are evaluated. In marketing terms, surveys can provide information that the academic library can use for greater marketing effectiveness—higher customer retention, more sales to existing customers and greater potential for recruiting new customers.

Planning for the Survey
First, contact the appropriate campus office to find out if you should “clear the survey with your parent institution.” Many universities require a review of any “human subject” research, including library surveys, to protect the “welfare and confidentiality of respondents.” Assuming you get the go ahead, call a meeting to prepare the staff. Everyone, “particularly those who will be directly concerned with the survey,” should be informed of its purpose and procedures. Even staff not involved in creation of the survey may need to know about its existence, especially those who might encounter users who have questions about picking up, completing or returning the survey.

Since most library surveys measure “user satisfaction with existing services,” those departments whose services are being evaluated should have input into the survey’s questions. Many surveys measure satisfaction with multiple services, so staff from many departments might be involved. Whether measuring satisfaction with one department or several, however, emphasize to staff who may feel nervous about survey results that services are being evaluated not individuals. “The more they understand, the less threatened staff members will be.”

Most likely the survey will be designed in-house by professional library staff with limited survey experience. They should ask these two basic questions as they plan: 1) “What difference will it make for us to have this information?” 2) “Which data will be most useful for the decisions that face us?” Asking these questions will lead to the creation of an effective survey instrument likely to produce worthwhile results for decision making. If your survey produces meaningless results, it will simply be placed on the shelf and the library will have wasted much time and effort.

**Designing the Questionnaire**

“Designing comprehensive, clear questions is difficult.” Many find it useful to look at examples and to adapt to their own needs successful surveys from other institutions. Hunt for samples on the Web, or ask for them through law library listservs such as AALL Research Instruction and Patron Services SIS rips-sis@aallnet.org or AALL Academic Law Libraries SIS all-sis@aallnet.org. Several examples of law library surveys are available. If outside assistance is desirable, campus research centers can offer valuable expertise. Books and articles can also provide design information. Here are further tips:

- Write an introduction for the survey which will bring cooperation from participants. A good introduction “engages the audience by welcoming them, educates them about the purpose of the survey, details how the results of the survey will be used, and assures that confidentiality will be maintained.”
- Researchers have suggested that asking users about their *awareness* of library services may be more telling than asking them about their *satisfaction* with services. That is because many patrons have “low expectations for library resources and services to begin with and will often report satisfaction with whatever they think is available.” By asking questions about awareness, your survey becomes not just a measuring tool, but a
marketing tool that alerts users to available sources.

- Once you have undertaken the task of creating a survey, it is tempting to stuff it with questions. “Some questionnaires give the impression that their authors tried to think of every conceivable question that might be asked with respect to the general topic of concern. The result is a very long questionnaire causing annoyance and frustration on the part of the respondents...” and resulting in a low return rate. Remember that surveys that are short, clear and focused are more likely to be answered and more likely to yield useful information. Divide long surveys into sections and avoid “something that might just be good to know” questions.

- You may need to do separate surveys for faculty, students or other members of your university community because each group has “distinctive needs and thus different perceptions of the quality of the library’s collections or services.” Also, “[it] may be better to do several short questionnaires at different times than one long questionnaire.” Remember, however, busy faculty and students may be reluctant to spend time filling out several library surveys. Determining the proper balance can be difficult, but it is very important to obtaining a sufficient number of responses.

- Do not ask for information without contemplating its usefulness beforehand. “Consider how...data will be analyzed before writing the survey.”

- Two basic formats are possible: open-ended questions and those with structured responses. “Allow for some open-ended responses, but not too many, because the results are difficult to compile...” and respondents are generally unwilling to spend time answering open-ended questions.

  “Structured response types include: yes/no or true/false items, multiple choice, check off or ranking lists, Likert (strongly agree to strongly disagree) and semantic differential (excellent to poor) scales....”

  Put response categories in progressive order, usually from lower to higher in left-to-right order, e.g.: 1) Never 2) Seldom 3) Occasionally 4) Frequently Avoid using too many categories, and combine them when possible (unless several questions will use the same scale): 1) Seldom or never 2) Occasionally 3) Frequently

  Avoid asking users to rank responses, and do not expect them to rank more than six things at a time.

- Items should be clear and brief and worded in neutral, balanced terms. Compound questions should be avoided because respondents may want to answer questions differently. Survey items should not be redundant, unless there is some reason to check the reliability of respondents.

- “Plan to pre-test your survey instrument with others, especially non-librarians” so that it will be understandable and free of library jargon. Some libraries pre-test a survey instrument on a sample of potential respondents. That group’s input can help library staff
identify areas of concern and find flaws in a survey draft. “Once a survey has been administered, changing the items or responses is no longer an option.” Pre-test survey procedures as well. Where should students pick up the survey and return it? Can students fill out a Web survey from home without encountering difficulties, or must the survey be completed on law school computers?

Survey Dissemination

What method will you employ to get your survey to users? Whatever method you choose, you want one that will provide an adequate response rate. “The response rate is the percent of people approached who returned completed and usable questionnaires.” “The goal is a response rate of at least 50 percent. Less may mean that your respondents are not representative of your entire user group.” Response rates in academic libraries “run about 50 to 90 percent.” And although you might think that today’s computer-savvy faculty and students would be more inclined to reply to an e-mail or Web-based survey, researchers have found that “response rates to Web surveys tend to be lower than for paper surveys.”

Distributing paper surveys

In many university libraries, with their large student populations, surveys are only distributed to a group of students large enough to create a representative sample. Consequently, “the number of paper questionnaires distributed depends on the number of responses needed.” In all but the largest law schools, however, law libraries need not be concerned with sampling. Traditional paper questionnaires should be put in the mailboxes of all students or faculty who are suitable respondents for the survey topic. When seeking faculty input, law libraries will probably want to canvass all faculty members because the law faculty is a relatively small group (as compared to all campus faculty) and the library’s central clientele.

Surveyors might also approach users as they enter or leave the library and ask them to answer questions or fill out a questionnaire. A face-to-face encounter allows the persistent surveyor greater control in assuring a respectable response rate because the surveyor can stop as many people as is necessary to get a sufficient number of responses. The face-to-face approach blurs the distinction between a survey and an interview, however, and interviews can be very labor-intensive and time-consuming. In addition, users might be hesitant to make negative comments to the surveyor/interviewer. They might be less reluctant to criticize, however, if instead of being questioned on the spot, they were simply handed a questionnaire to return anonymously. On the other hand, the encounter with a clip-board toting librarian or library representative does allow an opportunity for greater exploration of certain areas by the surveyor with follow-up questions.
The face-to-face encounter can be particularly useful for distributing specialized service surveys. For example, “the Reference Satisfaction Survey may be given only to people who asked reference questions, while the general Satisfaction Survey goes to all users.” At one university library, a librarian or student assistant with a clipboard buttonholed students as they left the reference desk to ask them questions about their level of satisfaction with a recent reference-desk encounter.

E-mail Surveys

E-mail surveys are easy, cheap and have a quick turnaround time. Almost anyone can do them with little or no formal training.” They are essentially “online paper-and-pencil surveys.” “[An] e-mail survey should be short (i.e., less than 20 questions)” because many respondents find them boring.

Early versions of text e-mail surveys did not have automated data accumulation. “[The] researcher had to receive the e-mails, print them out and re-enter the data into standard database format. Newer software allows the researcher to encode a survey for semi-automatic data accumulation as the return e-mail is received.”

Web Surveys

“There is no other method of collecting survey data that offers so much potential for so little cost as Web surveys.” One 2001 study found the average cost of a paper survey to be $2.07 compared to $.88 for a Web version. Further advantages of Web surveys include:

· “a faster response rate”
· it is “easier to send reminders to participants”
· it is “easier to process data [because] responses [can] be downloaded to a spreadsheet, data analysis package or a database”
· “complex skip pattern questions are easier to follow”
· “the graphic nature of the Web makes the addition of graphics, color and images quite inexpensive”

Despite the advantages associated with Web surveys, there can be problems as well:

· Designers must have Web page design skills and computer programming expertise. If librarians do not possess these skills, they will have to look elsewhere for help—perhaps to the law school’s or the university’s information technology staff.
· “Questionnaires do not look the same in different browsers and on different monitors.”
Respondents may have different levels of computer expertise. Lack of expertise can be a source of error or non-response.

“Since information can be collected about respondents without their knowledge or permission, respondents may be concerned with privacy of the data they are entering.” The surveyor can determine the time of day the survey was completed, how long the respondent took to complete each question, how long the respondent took to finish the survey, what browser was used and the respondent’s IP address.

“The surveyor is faced with concerns about data security on the server.”

Failure to complete Web surveys can be a problem because of “open-ended questions, questions arranged in tables, fancy or graphically complex design, pull-down menus, unclear instructions, and the absence of navigation aids.” Interestingly, “plain Web surveys gave a better response rate than those with a fancy design containing colors, graphics and tables.”

Several suggestions for designing any type of survey—paper, e-mail or Web-based—were mentioned above. Here are some additional suggestions for designing a “respondent-friendly” Web survey—one that “increases the likelihood that sampled individuals will respond to the survey request, and that they will do so accurately, i.e., by answering each question in the manner intended by the surveyor”:

- Notify students and faculty with an e-mail message (via law school listservs if possible) encouraging them to participate and including a link to the survey itself. Understand that the e-mail notification might miss those who are not reading their e-mail messages, so also post signs in the library and law school advertising the survey.

- “Use a welcome screen that is motivating,” i.e., contains a short, straight-forward message written in the style of “a conversation with a person with whom we hoped to maintain a mutually respectful relationship” that emphasizes the reason for the survey, the ease of responding, and that shows respondents how to move to the next page. “Be sure the first question is interesting, easy to answer and related to the topic of the survey.”

- “Use a conventional format similar to a paper questionnaire.” “Design the survey for the least compliant browser so that all respondents [will] have the same visuals.”

- “Limit line length. Respondents are less likely to skip words when lines are short.”

- “Provide instructions for the necessary computer actions, i.e., erasing radio buttons, drop-down menus and clearing open-ended questions.”
“Don’t make it necessary for respondents to answer each question before going on to a next one;"81 however, it may be necessary to make some questions “required” so that respondents do not return uselessly incomplete surveys. “Use a scrolling design that allows respondents to see all questions unless skip patterns are important.”82

“Make the survey simple, and have it take no longer than 20 minutes.” “Give an estimated time that it will take to complete the survey.”83 “Use symbols or words to give respondents some idea of their progress in the survey. Web survey respondents, like paper respondents, need some indication of how near they are to completion.”84

“Allow an alternate mode of completion if people are concerned about privacy, i.e., print out and [anonymously return] the survey.”85

Send “follow-up reminders by e-mail.”86

Speaking of Web surveys, a popular alternative to a home-grown Web survey being adopted by a growing number of law libraries is the LibQUAL+TM survey offered to the library community by the Association of Research Libraries (ARL). A law library can join with over 400 other libraries and subscribe to the LibQUAL+TM suite of services used “to solicit, track, understand, and act upon users' opinions of service quality.”87 The LibQUAL+(TM) Web page states: “The program’s centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library.”88

Ensuring a Good Return

Once you have developed a good questionnaire, you want to make sure that people will answer it! Boost the response rate by publicizing the survey with catchy notices posted in the building, in the library newsletter, or on a law school listserv. Emphasize the message, “Help us help you!” by explaining “to potential respondents how the survey findings will be used in decision-making.”89

“Provide anonymity or confidentiality to respondents. Respondents are anonymous when there is no way of knowing who returns a completed survey form.”90 Anonymity is easily maintained with paper questionnaires returned to a central drop box. As stated above, it is potentially possible for the surveyor to identify the respondent with e-mail and Web surveys, so when employing these types of surveys, maintain confidentiality by assuring respondents that “their individual answers will not be published or announced,”91 even though the surveyor may know who they are.

“There is no ideal time to do a survey,”92 but use common sense. Survey law students about their summer research experience soon after they return in the fall while the experience is still fresh in their minds. Don’t attempt to approach students with your survey when they are likely to be rushing off to class. No one stops for surveys during exam period! In general, conduct your survey at a time when users are least likely to have other demands on their time.93 And, conduct your survey during a typical week in a typical month to get representative results.94
Offer rewards, such as a chance to enter a drawing for food, clothing, or electronics to those who complete the survey. Preserve anonymity by allowing respondents to tear off a portion of the paper questionnaire with their name and return it to a separate location. Similarly, those collecting e-mail responses might print out returned questionnaires, manually detach the names and enter them into a drawing. With Web surveys, anonymity can be maintained if, when respondents submit their replies, a separate screen appears asking them for an e-mail address. Keep the survey responses and the e-mail addresses in separate databases.

Most law libraries can easily contact their entire patron base with a paper or Web questionnaire. An added benefit of contacting everyone is that you can also reach nonusers of the library for their comments, which could help in determining the overall needs of students and faculty. Finally, “be sure the survey instrument identifies prominently the due date and how or to whom it should be returned. Give telephone and fax numbers and e-mail addresses for anyone a potential respondent may call if he has questions about the survey.” “Monitor the response rate regularly,” and try to reach non-respondents with follow-up messages to everyone encouraging them to complete the questionnaire.

Collecting and Analyzing the Data

Most library surveys are self-administered with library staff also overseeing collection and analysis of the data. Again, an alternative to doing these tasks in-house would be to seek assistance from a campus research center. If a consultant, association or outside researcher was involved in creation of the survey questionnaire, that same person or entity would probably be involved with collection and analysis of results, too.

If collection is done in-house, the staff should “ensure the most accurate data” is used for analysis by reviewing and editing the survey returns before compiling the information. For example, inspect the returns for notes in the margins that might explain how a particular respondent understood a question. Try your best to correctly interpret open-ended responses handwritten on paper surveys. Some replies will not be clear, and a decision will have to be made whether to use the data.

For simple, short surveys with few responses, the results may simply be compiled by hand. The information from more substantial surveys may be entered into a computer file. You will need “an experienced data entry operator to ensure that this job is done quickly and accurately.” Again, someone from the IT department of the law school or the University may be able to offer assistance if needed. (An advantage of a Web-based survey is that the data can be collected automatically with no need for data entry.) “There is a wide variety of spreadsheet, database, and statistical software available for data entry and analysis. Spreadsheets such as Lotus 123, Excel, and Quatro Pro; database packages such as Dbase, Foxpro, and Paradox; and statistical packages such as SPSS and SAS will enable computer analysis and reporting.”
Several techniques are available for analyzing survey data:

1. “Tabulate the frequency of different responses and calculate percentages. Describing and interpreting the basic responses of the total sample are the most elementary forms of analysis.”

2. “Compare responses from different groups of respondents. Note how various groups of actual or potential users respond differently.”

3. “Analyze trends. Comparing responses to items in the latest survey with responses to similar items in earlier surveys is another frequently employed type of analysis.”

4. “Cross-tabulate items. Cross-tabulating two items may help to identify likely correlations.”

**Communicating the Results**

“Surveys are time-consuming and worthless if not used.” Obviously, results should be distributed to decision-makers and departments responsible for services or collections. Results should be communicated early on to all library staff whose services were evaluated. Their participation in designing questions, attending meetings before survey distribution (and sweating out the returns) should be rewarded by allowing them to see the results quickly. The statistics generated by the survey can be used to set baselines for future comparisons, plan for the future, demonstrate areas of needed improvement, or offer a morale-building pat on the back.

A common way to display the results of the survey is to add summary data to the survey form itself. “For more detailed findings, ranked lists, tables, and cross-tabulations will be helpful. Charts and diagrams illustrating findings may also be helpful for analytical as well as presentation purposes.”

Report your survey findings in a concise report describing the reasons for the survey, the survey instrument and the procedures used to administer it. It is usually a good idea to attach a copy of the survey as an appendix. Tell how the data was analyzed, mention the findings and any conclusions made from them. “Generally, the higher the rank of the audience, the briefer the report should be. If a lengthy document is unavoidable, provide a one to three-page executive summary.”

The library director may want to forward favorable responses to law school or university administrators to make them aware of significant achievements the law library has made towards fulfilling its responsibilities. Doing so will allow the director an opportunity to further market the library as a worthwhile investment to those with budgeting power. Should library administrators need to respond to negative comments from respondents, be prepared to offer justifications for unpopular actions that have been taken or to show concrete ideas for improving criticized collections, services, policies or facilities. Remember, too, that negative comments may serve to bolster requests to administrators for additional funding for needed improvements.
Also, consider reporting survey results back to the respondents. Reporting back shows respondents that you appreciate the time they took to complete the questionnaires and allows them to learn their peers’ overall opinions about the library. Favorable survey results, like positive word-of-mouth communications, can fulfill the marketing goals mentioned previously of attracting new students who had not realized that reference librarians were so eager to help; keeping up good relationships with long-time faculty who were not aware of new electronic services and print collections; and encouraging new and long-time users to keep coming back to the library for more super service.

Conclusion

A 1988 NBC survey of voters leaving the polls showed that most New Yorkers did not want Ed Koch to run for an unprecedented fourth term as mayor in 1989. Mayor Koch ignored the survey results and ran again anyway—losing to David Dinkins. Let’s hope that your survey shows continuing confidence in the performance of the law library, because, let’s face it, the law library must run again! It is vital to the life of the law school. Just remember that whether survey results leave the library staff with good news, bad news or a mix of the two, the library now possesses much more information than it had before. So use it to your advantage ... and run with it!


5. Adams, supra note 2 at 2.


9. See Adams, supra note 2 at 2.

10. See Dean Albert Brecht’s survey, “USC Legal Research and Writing Questionnaire.”

11. See Adams, supra note 2 at 2.

12. See “Site Evaluation Questionnaire” section VII (11) at http://www.abanet.org/legaled/questionnaire/questionnairedocuments.html: “Describe how the library services are evaluated, the conclusions drawn from these evaluations, and actions taken as a result of the evaluations.” (last visited Jan. 6, 2004).


15. Id.

16. See Brekke, supra note 8.

17. See id.


19. See Van House, supra note 14 at 27.

20. Cooper, supra note 6.

21. See Van House, supra note 14 at ix. See also Gothberg, supra note 7 at 554. (“Anyone who is considering a library survey should first ask themselves what difference it will make and what action will be taken based on the survey results.... “To the clarion call to do a survey, the first response should be, “to what purpose?” and the second, “with what effect?”

22. See Gothberg, supra note 7 at 554.


24. See Brekke, supra note 8.

additional survey construction software packages.

26. Faculty and student web surveys from the law libraries of Northwestern University, University of Notre Dame, University of Southern California, University of San Francisco and University of Texas are available at http://www.nd.edu/~lawlib/surveys

27. See Brekke, supra note 8.


30. Susanne E. Gaddis, How to Design Online Surveys, 52 Training and Development 68 (June 1998). Gaddis provides this example from a survey of dental patients:

   Welcome! The questions in this survey focus on the perceptions and feelings of the typical patient (YOU!) when you take a trip to the dentist. The answers you provide will be used to develop an overall picture of how the public thinks dentists meet their needs, specifically how service oriented they are. This information will be used to help educate dentists as to how patients feel about the manner in which dental services were provided to patients in 1996 and to further help dentists recognize and meet the needs of their patients (and isn’t this what the Net is all about— gathering and sharing information for everyone’s benefit!). By the way, please be assured that all information is strictly confidential— we thank you for your participation!

31. Schlichter, supra note 28 at 259 (citing Vernon E. Palmour, Planning in Public Libraries; Role of Citizens and Library Staff, 13 Drexel Library Quarterly 33-43 (July 1977)).


33. See Brekke, supra note 8; Adams supra note 2 at 16.

34. Gunn, supra note 29 (citing Gaddis).

35. Frary, supra note 32.


38. See Brekke, supra note 8.

39. Adams, supra note 2 at 15.

40. See Cooper, supra note 6.

41. Id. at 16.

42. Cooper, supra note 6.

43. Frary, supra note 32.

44. Id.

45. Cooper, supra note 6.

46. Id.

47. See Adams, supra note 2 at 6.

48. See id. at 2.

49. Cooper, supra note 6.

50. See Van House, supra note 14 at 28.

51. Id.

52. Id.

53. Id.


55. See Brekke, supra note 8.

56. Van House, supra note 14 at 28.

57. See Brekke, supra note 36 at 180.

58. See Van House, supra note 14 at 30-31 for instructions on how to approach users when distributing a survey.

59. Id. at 29.
60. See Wittkopf, supra note 18.


62. Id.

63. Id.

64. Id.

65. Gunn, supra note 29 (citing Don A. Dillman, Mail and Internet Surveys: The Tailored Design Method 400 (2d ed. 2000)).


67. Gunn, supra note 29 (citing Elaine Zanutto, Web & E-mail Surveys (2001), at http://www.stat.wharton.upenn.edu/~zanutto/Annenberg2001/docs/websurveys01.pdf, (last visited by Gunn on Nov. 6, 2002)).

68. Gunn, supra note 29 (citing Mick P. Couper, Web Surveys: the Questionnaire Design Challenge, Proceedings of the 53rd session of the ISI (2001), at http://134.75.100.178/isi2001/, (last visited by Gunn on Nov. 6, 2002)).

69. Gunn, supra note 67.


73. Id.

74. Dillman, Mail and Internet Surveys 159 (2d ed. 2000).

75. Gunn, supra note 72. For an example of a “motivating introduction” see Figure 1 of

76. Gunn, supra note 67.

77. Gunn, supra note 72.


79. Gunn, supra note 72.

80. Id.

81. Id.

82. Id.

83. Gunn, supra note 67.

84. Gunn supra note 72.

85. Gunn, supra note 72.


88. Id.

89. Cooper, supra note 6.

90. Id.

91. Id.

92. Van House, supra note 14 at 29.

93. See Adams, supra note 2 at 6.

94. See Van House, supra note 14 at 18.

95. See Brekke, supra note 8.
96. Cooper, supra note 6.

97. Id.

98. See Van House, supra note 14 at 33-39 for advice, worksheets and forms describing how to tabulate questionnaires by hand or by computer.

99. See Cooper, supra note 6.

100. Id.

101. Id.

102. Id.

103. Adams, supra note 2 at 16.

104. See Cooper, supra note 6.

105. Id.

106. Id.

107. Id.

Introduction

This bibliography was compiled by June Kim and John Wilson, Reference Librarians at the University of California at Los Angeles School of Law, Hugh and Hazel Darling Law Library. It is comprised of source material published from 1995 forward, and includes citations to books, chapters in books, articles and Internet sources. Our searching focused primarily on the literature of the Library and Information Science field and the Business field. We believe the citations included will inform the development, conduct and evaluation, of a survey. We did not search the Mathematics or Science literature as we believed that they would contain material of a theoretical nature.

We searched the indexes, ABI/INFORM, Expanded Academic ASAP, LISA: Library and Information Science Abstracts, Library Literature, Social Science Citation Index, Social Sciences Index, Sociological Abstracts, the union catalogs WorldCat and RLIN and the Internet. When the indexes have provided an abstract we have included it. The citations included reflect searching completed through the end of November 2003.

Books


Contents: Does the public have a role in evaluation?: surveys and democratic discourse / Gary T. Henry -- Sources of survey error: implications for evaluation studies / Marc T. Braverman -- Satisficing in surveys: initial evidence / Jon A. Krosnick, Sowmya Narayan, Wendy R. Smith -- Understanding differences in people's answers to telephone and mail surveys / Don A. Dillman ... [et al.] -- Household-level determinants of survey nonresponse / Mick P. Couper, Robert M. Groves -- Applications of the Rasch model to evaluation of survey data quality / Kathy E. Green -- Translating survey questionnaires: lessons learned / Ruth B. McKay ... [et al.]


Denise Troll Covey conducted interviews with library professionals engaged in assessment concerning the evaluation of online library services and user behavior. Her interviews covered "why digital libraries assessed the use and usability of their online collections and services; what aspects of those collections and services they were most interested in assessing; what methods the libraries used to conduct their assessments; which methods worked well and which worked poorly in particular kinds of assessments; how assessment data were used by the library, and to what end; what challenges libraries faced in conducting effective assessments. The result is a report on the application, strengths, and weaknesses of assessment techniques that include surveys, focus groups, user protocols, and transaction log analysis.... For each method she covers, she is careful to supply a definition, explain why and how libraries use the method, what they do with the results, and what problems they encounter." pref.


Contents: Introduction to Tailored Design -- Writing questions -- Constructing the questionnaire -- Implementation procedures -- Limiting error from coverage and sampling -- Tailoring to sponsorship, population, and special situations -- Mixed-mode surveys -- Delivery of questionnaires in-person, to groups and through publications -- When speed is critical: diary, customer satisfaction, and election forecast surveys -- Surveys by government of households and individuals -- Business and other organization surveys -- Internet and interactive voice -- Response systems -- Questionnaires that can be scanned and imaged.


Contents: v. 1. Survey handbook by Arlene Fink -- v. 2. How to ask survey questions by Arlene Fink -- v. 3. How to conduct self-administered and mail surveys by Linda B. Bourque, Eve P. Fielder -- v. 4. How to conduct telephone
surveys /by Linda Bourque, Eve P. Fielder -- v. 5. How to conduct in-person interviews for surveys by Sabine Mertens Oishi -- v. 6. How to design survey studies by Arlene Fink -- v. 7. How to sample in surveys by Arlene Fink -- v. 8. How to assess and interpret survey psychometrics by Mark S. Litwin -- v. 9. How to manage, analyze, and interpret survey data by Arlene Fink -- v. 10. How to report on surveys by Arlene Fink.


Contents: Comparative research by Janet Harkness, Peter Ph. Mohler, and Fons J.R. Van de Vijver -- Questionnaire design in comparative research by Janet Harkness, Fons J.R. Van de Vijver, and Timothy P. Johnson -- Questionnaire translation by Janet Harkness -- Communication and social cognition by Michael Braun -- Developing comparable questions in cross-national surveys by Tom W. Smith -- Culture-sensitive context effects: a challenge for cross-cultural surveys by Norbert Schwarz -- Background variables by Michael Braun and Peter Ph. Mohler -- Sampling and estimation by Sabine Häder and Siegfried Gabler -- Errors in comparative survey research: an overview by Michael Braun -- Bias and
equivalence: cross-cultural perspectives by Fons J.R. Van de Vijver --
Nonresponse in cross-cultural and cross-national surveys by Mick P. Couper and
Edith D. de Leeuw -- Data collection methods by Knut Kalgraff Skjåk and Janet
Harkness -- Social desirability in cross-cultural research by Timothy P. Johnson
and Fons [J.R.] Van de Vijver -- Bias and substantive analyses by Fons J.R. Van
de Vijver -- Multidimensional scaling by Johnny Fontaine -- Cross-cultural
equivalence with structural equation modeling by Jaak Billiet -- Multitrait-
multimethod studies; Response function equality by Willem E. Saris -- Using
published survey data by Jan W. van Deth -- Documenting comparative surveys
for secondary analysis by Peter Ph. Mohler and Rolf Uher -- The use of meta-
analysis in cross-national studies by Edith D. de Leeuw and Joop J. Hox

Hatry, Harry P.  Customer Surveys for Agency Managers: What Managers Need to

Hayes, Bob E.  Measuring Customer Satisfaction: Survey Design, Use, and Statistical

Hernon, Peter and Altman, Ellen.  Assessing Service Quality: Satisfying the Expectations

Contents: Understanding ends and means -- A look in the library mirror -- "Your
mission, should you choose to accept it..." -- Measuring and assessing the
components of service quality -- What can go wrong with numbers -- Compliment
and complaint management -- Listening to customers through surveys -- Listening
to customers through focus group interviews -- Customer-related indicators and
requirements -- Satisfaction and service quality: separate but intertwined --
Interpreting findings to improve customer service -- Embracing change -
continuous improvement.

Hernon, Peter and Whitman, John R.  Delivering Satisfaction and Service Quality:
a Customer-based Approach for Libraries.  Chicago, IL: American Library

Houtkoop-Steenstra, Hanneke.  Interaction and the Standardized Survey Interview:
The Living Questionnaire.  Cambridge; New York: Cambridge University Press,
2000.

Jackson, Mary E.  Measuring the Performance of Interlibrary Loan Operations in North
American Research and College Libraries.  Washington, DC: Association of

Junior-Metz, Gail and Metz, Derrek L.  Instant Web Forms and Surveys for Academic

Junior-Metz, Gail and Metz, Derrek L.  Instant Web Forms and Surveys for Public


A selection of his key research papers, chosen for their relevance for survey research, published between 1949 and 1999, and augmented by commentaries of colleagues.


Contents: Introducing survey research. Sampling techniques; Survey types -- Introduction to the Internet and the Web -- Introduction to web-based surveys. State law enforcement survey; Local law enforcement survey; University survey - - Survey design in Microsoft Frontpage -- Web search exercises. Keyword searches using Alta Vista; Web directory exercises using Yahoo.


Contents: Practical surveys -- Cornerstones of a quality survey -- Deciding what information you need -- Choosing a survey method -- When and how to select a sample -- Writing good questions -- Questionnaire design -- Setting your survey in motion and getting it done -- From questionnaires to survey results. Reporting survey results -- Advice, resources, and maintaining perspective.


Libraries devote serious resources to user-education programs and need to measure their effectiveness with hard data. This guide was designed to simplify the evaluation planning process and the making of evaluation instruments. The material was developed from hundreds of survey instruments used by librarians around the country. The handbook contains: (1) a guide to developing, conducting, and tabulating a survey or evaluation; (2) 14 sections of sample questions; (3) four appendices containing a sample cover letter, sample attitudinal and measurement scales, pre- and post-instruction checklists, and sample evaluation forms; (4) a glossary of terms; (5) a 66-item bibliography; and (6) a mail-in evaluation form for the handbook itself.


Contents: An introduction and a point of view -- Respondents' understanding of survey questions -- The role of memory in survey responding -- Answering questions about dates and durations -- Factual judgments and numerical estimates -- Attitude questions -- Attitude judgments and context effects -- Selecting a response: Mapping judgment to survey answers -- Editing of responses: Reporting about sensitive topics -- Mode of data collection -- Impact of cognitive models on survey measurement.


(From the publicity materials) Survey research is one of the most widely used research methodologies across the social and behavioral sciences. Two trends that have had a major impact on the development of survey methods over the last decade are (1) the application of techniques and theories from cognitive psychology to the understanding and reduction of survey measurement error, and (2) the application of new computer and telephony technologies to data collection and analysis. These trends and other emerging issues from the 1990’s literature on survey research methods are captured here in 617 detailed annotations to monographs, journals, government documents, dissertations, and ERIC documents. Annotations include examples from business, criminology, education, health and medicine, law, library science, mass media, work, religion, and women’s studies.


Contents: The nature of survey research -- The survey process -- Sampling procedures -- Questionnaire construction -- The data collection stage -- Coding practices -- Designing survey -- The process of data analysis -- Single-variable statistics -- Statistical inference for means -- Two-variable tables -- Measures of association -- Control tables -- Correlation and regression -- Writing survey reports -- Evaluating surveys -- The ethics of polls.


**Book Chapters**


When performed properly, a survey becomes an integral part of the customer relations process, according to Daniel Kanouse, COO of Take Charge Consultants Inc. He recommends 7 steps that companies can take to improve their surveying process and customer relations. They include: 1. Know your objectives. 2. Identify the survey population. 3. Verify your database. 4. Assemble the best qualified team. 5. Develop a strategic plan and timeline.

Data collection is typically the most expensive aspect of a survey. Collecting the data requires contact with respondents, and that can be accomplished by speaking with them in person, by reaching them on the telephone, or by mailing them a questionnaire to be completed and returned. To select the most appropriate of these 3 methods, the researcher should first decide whether or not interviews are required. If interviews are required, the next step is to decide whether personal or telephone interviews would be most appropriate. Personal interviewing provides the most complete contact with respondents because face-to-face interaction permits both audible and visual communication with respondents. Contact and interaction requirements, the nature of the inquiry and information sought, and the timing and geographic circumstances of respondents are important considerations for making the choice.

Post-survey regret is the feeling of regret, following the collection of information, that certain questions were not asked or were not asked differently. There are 6 steps to help supervisors avoid post-survey regret and to make sure the results of the market research are both valid and reliable: 1. Ask managers to predict important data outcomes. 2. Determine comfort zones of managers prior to conducting the research. 3. Identify early the likely areas of uncertainty after the
research is completed. 4. Develop simulated data. 5. Perform action audits. 6. Anticipate unwelcome results.


Rapid advances in computer technology and more specifically, with the Internet, have spurred the use of e-mail surveys for data collection. But questions remain as to whether e-mail is a viable means of data collection. The results of a recent study that duplicated an earlier analysis weighing the effectiveness of e-mail surveys against traditional mail surveys are examined. While the more recent study confirmed many of the earlier findings favoring e-mail surveys for data collection, it also produced evidence that weakens support for e-mail surveys, particularly in their response rates.


In today's business environment, companies cannot afford to lose a single profitable customer. By leveraging results from a customer satisfaction survey, an organization can respond to its customers' needs in ways that increase revenue as well as improve customer and employee satisfaction and loyalty. The following principles can be used to get the most out of customer surveys: 1. You cannot manage what you do not measure. 2. Any measurement that does not hold an individual responsible is not an effective metric. 3. No one should ever be held responsible for a measurement that they cannot influence. 4. The importance of a measurement is determined by how high in an organization it is consistently reviewed. 5. Every measurement must have clear and rational goals. 6. If a "carrot and stick" is not clear, measurement will fall into disuse.


The National Commission on Libraries and Information Science (NCLIS) commissioned the authors to conduct a national survey of public library use of the Internet in the Fall of 1995. The purpose of this study was to assess the change in public library involvement with the Internet from NCLIS' 1994 national study (McClure, Bertot, and Zweizig, 1994). For the 1995-1996 study, the authors used a World-Wide Web (Web)-based version of the survey in addition to a printed
questionnaire, providing respondents the option to reply to the survey through traditional print media as well as over the Internet. The authors surveyed Web-based and print-based questionnaire respondents concerning the use of Web-based questionnaires for survey research, yielding results both in favor of and in opposition to further Web-based survey research. This paper identifies several factors that contributed to these mixed results and presents recommendations for future Web-based survey research.


This paper compares the responses of consumers who submitted answers to a survey instrument focusing on Internet purchasing patterns both electronically and using traditional paper response methods. The results of a controlled experiment within a larger data collection effort are presented. The same survey instrument was completed by 416 Internet customers of a major office supplies company, with approximately 60% receiving the survey in paper form and 40% receiving the electronic version. The findings suggest that electronic surveys are generally comparable to print surveys in most respects, but that there are a few key advantages and challenges that researchers should evaluate. Notably, the sample indicates that electronic surveys have fewer missing responses and can be coded/presented in a more flexible manner that offers researchers new capabilities.


Brown, Carolyn M. *Measuring What Your Customers Think.* 28 Black Enterprise 45 (June 1998).

Many businesses realize they must spend time, energy and money not only to get customers to buy but also on evaluating and improving their products or services. This requires putting in place systems for communicating with customers, managing customer service programs and measuring customer satisfaction. In order to keep customers satisfied, companies must train employees to be both product- and customer service-driven. Companies cannot rely on just one method to gather customer responses; they have to use several, including: 1. customer surveys, 2. telephone polls, 3. focus groups, and 4. product sampling.

Article discusses how companies can improve their customer satisfaction surveys by implementing a strategic customer driven action process (CAP). Accordingly, customer satisfaction is a result of the CAP, which asks customers what needs to be improved, rather than asking customers how happy they are with the past performance of an organization.


One of the problems using Gap Analysis is our partial understanding of customer expectations. A survey of Chinese university library students' expectations of service quality was compared to a similar survey done previously in New Zealand. Marked similarities in results show that there is perhaps a global set of customer expectations that can be used to measure academic library service quality. Three dimensions that concern staff attitudes, the library environment, and services that help the customer to find and use the library's materials efficiently, are found in both studies. A secondary study investigated national culture as a source of attitudes to customer service. Using Hofstede's dimensions, Library and Information Science (LIS) students in China and New Zealand were compared. Apart from some variation in the role of the manager in setting service standards, little variation appeared. The two surveys both suggest that national culture is not a major precursor of attitudes to service quality, so it will not impede efforts to set international measures of service quality for libraries.

Calvert, Philip. J. and Hernon, P. Surveying Service Quality within University Libraries in New Zealand. 23 The Journal of Academic Librarianship 408 (September 1997).

This article builds on work by Peter Hernon and Ellen Altman in creating a generic service equality questionnaire. It shows the steps taken in New Zealand to adapt the questionnaire to local conditions and terminology. It concludes that items ranked highly in terms of importance in service quality by library users in the United States were paralleled in the New Zealand pilot survey instrument. A copy of the questions and their average (mean) scores is included. This research was conducted before the ARL initiative that led to the development of the LibQUAL+ instrument.

Canning, Cheryl S. et al. Using Focus Groups to Evaluate Library Services in a Problem-Based Learning Curriculum J. Otto Lottes Health Sciences Library. 14 Medical Reference Services Quarterly 75 (Fall 1995).

Chase, Nancy. Your Guide to Electronic Data-Acquisition Products. 36 Quality 44 (August 1997).
Quality's 2nd annual Electronic Data-Acquisition Selection Guide is provided. The guide is a source of the latest information on who to contact for hardware and software products to help companies acquire and analyze data generated by electronic devices. Nearly 100 manufacturers of data-acquisition hardware and software responded to the 1997 survey.


Cook, Colleen et al. *A Meta-Analysis of Response Rates in Web- or Internet-Based Surveys*. 60 Educational and Psychological Measurement 821 (2000.)

Response representativeness is more important than response rate in survey research. However, response rate is important if it bears on representativeness. The present meta-analysis explores factors associated with higher response rates in electronic surveys reported in both published and unpublished research. The number of contacts, personalized contacts, and precontacts are the factors most associated with higher response rates in the Web studies that are analyzed.


Reports on the British Library, Research and Innovation Centre (BLRIC) supported stakeholder project, conducted by Glasgow Caledonian University Library, to apply the stakeholder method to the design of a set of user chosen performance measures to assist British academic libraries in improving customer service. Reports results of a questionnaire survey, involving 15 institutions and 10 stakeholding groups, consisting of 91 performance measures organized in four
categories: assistance from library staff; provision of study space and equipment; access to materials and equipment; and management and administration, Identifies similarities and differences between groups and describes their principal characteristics. Compares pre-and post-1992 universities and suggests questionnaires for user surveys which would yield qualitative information on library services. Compares this research with similar work carried out in New Zealand, with recent reports on academic library evaluation and with Leeds Metropolitan University Library's service level agreement. The project ran from July 1995 to November 1996.


The attractions of a low-cost, easy to administer survey medium which provides sound and fast response rates are obvious. E-mail, either combined with the World Wide Web (WWW) or on its own, is that medium. Yet, despite e-mail's established use in a range of information and commercial areas, researchers are only just beginning to explore the possibilities of carrying out on-line data collection. This paper describes an application of the new survey medium showing how it can be used for rapid and highly cost-effective data collection. Recommendations are made concerning the most suitable circumstances for this kind of data collection.

Dinerman, Gloria. If You Don’t Know, Ask: The Art and Craft of Survey. 6 Information Outlook 6 (July 2002).


When a market researcher needs to obtain information or opinions from business decision-makers, they may collect more data from more people by using telephone in-depth interviewing than by conducting focus groups. Telephone interviews can be done at a time convenient for each respondent and do not require anyone to travel anywhere.


One of the most difficult aspects of deriving an information management plan for a large knowledge-based enterprise is to determine what information people require to do their various tasks as well as help them expand and update their existing knowledge. Achieving this goal can be time consuming. To speed up and yet effectively define information needs, an electronic survey tool was designed to survey the employees of a large government organization. This paper concentrates on the development and implementation of the electronic survey including survey preparation, distribution, and data collection and processing, and data analysis and evaluation. Practical, tested, guidelines are included. In addition, alternative means, tools and techniques to conduct the electronic survey are discussed.


The use of the Internet for social science research is becoming increasingly common. This paper outlines practical, methodological, & ethical issues for researchers to consider when using Web-based questionnaires. This is illustrated by consideration of the authors' own experience of conducting a study into the phenomenon of self-harm.


Raosoft's SurveyWin 3.2 data-gathering and analysis software is reviewed. This product eases the job of designing questionnaires and reporting survey responses. SurveyWin is not for those who need more advanced survey analysis, however.


The biggest challenge for customer satisfaction process owners is to get internal employees to respond to and use the data. Unfortunately, research has shown that most customer satisfaction programs are not accomplishing this goal. While many
firms are doing an adequate job of collecting data, the problem lies in turning data into information and acting on that information. Customer satisfaction audits can provide valid, data-driven answers to questions and help practitioners improve their customer satisfaction process. Before implementing a customer satisfaction audit, managers must first follow 3 steps: 1. Define best practices. 2. Develop internal measurements. 3. Partner with audit teams. Steps in the auditing method are discussed.


This article discusses a secondary analysis of a user survey from 13 public libraries to isolate factors that contribute to high levels of performance by reference librarians and to identify reliable indicators that can be used to measure and evaluate reference services. It also examined user ratings of reference services by transaction type, either self-generated or imposed.


The University of Oklahoma administers a student survey annually. The satisfaction rating of the library had steadily declined for five years. The library wanted a more detailed analysis of user satisfaction, so administered 12 surveys with the help of students in a marketing class to students, faculty and staff. Based on the results signage was both increased and changed to avoid library jargon, reference service points were integrated. Simultaneously the automated catalog system was upgraded. Their conclusion: "Anecdotal observations and the satisfaction survey suggest that following through with customer recommendations does produce measurable changes in the perceptions of users as determined by user surveys."


"This survey explored faculty members' satisfaction toward the Web as a research source. Results indicate that, although faculty members are generally satisfied
with the Web, they question the accuracy and reliability of much Web-based information and the sufficiency of Web resources for research. Attitudes also vary by academic discipline." It includes a good example of a mailed survey. It was sent to faculty in 30 different Alabama institutions, staggered by proportion of faculty found there so that 15% were from community/junior colleges, 13.1% from 4-year colleges and 71.9% from universities. Community/junior college faculty and science faculty found the web most authoritative and useful while literature and humanities faculty found it the least and used it less. Implications for traditional print and electronic collection development are discussed.


Discusses methods used at the University of Washington libraries to assess user needs, satisfaction, and library performance. Describes the triennial user surveys used in the past as well as the new ARL's (Association of Research Libraries) LibQUAL+ methodology that focused on quality of service and library support through a Web-based survey.

Hodges, Kris. *Ask a Silly Question*.... American Demographics 20 (May 1997).

Survey results are often the primary, if not sole, vehicle for making important marketing decisions. Therefore, it is critical that every effort be taken to ensure valid, accurate and unbiased results. An important component of the research process is the development of the survey instrument - a set of questions designed to evoke useful answers. It is a market researcher's role to ensure that the sponsor's inquiries are accurately translated into appropriate questions for respondents and that respondents correctly interpret the questions. The researcher must then correctly interpret the survey results and translate the findings into meaningful marketing terms. Guidelines for creating effective market surveys are:

1. Remember who your respondent is.
2. Remember respondent constraints.
3. Offer appropriate response choices.
5. Offer intuitively appropriate response choices.
6. Beware of "and."
7. Be specific.
8. Eliminate irrelevant questions.
9. Remember the logical little things.
10. Review and pre-test.


When devising survey questionnaires it is often useful to reuse questions.
and other questionnaire objects from previous, similar surveys. The notion of reuse leads us to consider the creation of searchable libraries of standard questions. However, a major problem is how to represent routing and specialization information in a question outside the scope of the original questionnaire. This paper describes a set of representations and methods that have been conceived to aid in the construction of libraries of standard questions and other questionnaire components. The computational inspiration behind these arose in work on object orientation and reusable components. The library components contain embedded knowledge of particular survey domains and our method simplifies the management of that knowledge. This paper introduces the notion of context tokens to provide a mechanism for encapsulating knowledge about the applicability of individual question objects. In so doing, context tokens form flexible links between the stock questions which may be used to direct the construction of questionnaires. Furthermore, they ensure that the questionnaires constructed are organized and that the conditional routing paths within them are both complete and correct.


Conducted properly, customer satisfaction surveys can provide a wealth of information directly related to an organization's strategic plan. Improperly conducted, such surveys do little more than provide interesting but not very useful information. There are 3 major reasons why customer satisfaction survey programs do not provide strategic value. 1. Customer surveys are viewed as merely a performance appraisal tool. 2. The wrong people are involved. 3. Management engages in analysis paralysis. There are 7 general guidelines to help a company establish a useful customer satisfaction survey program: 1. Establish clear, quantifiable objectives related to strategic plans. 2. Involve senior management. 3. Make certain that customer perspectives are included in the survey. 4. Do everything possible to encourage customers to respond. 5. Develop an action plan implementation process. 6. Communicate the results widely. 7. Make the survey process ongoing rather than a one-time event.

Kilgore, Mike. Survey Savvy. 52 Successful Meetings 28 (February 2003).

In conducting market research, a critical but often overlooked element is the importance of a good survey. Ask the wrong questions, or ask them of the wrong people, and you have worthless data. A few tips to help create a good survey that
delivers solid information are discussed: 1. Ask clear questions. 2. Focus on a single point in each question. 3. Be sure the correct response is available. 4. Consider how the data from the survey will be used. 5. Ask the right number of questions.


While preparing for its 1999 study, Giving and Volunteering in the United States, Independent Sector was told by its contractor that starting in 2000; it could no longer conduct the survey using in-home interviews. Independent Sector contracted with another company to do a parallel study in 1999 by telephone to identify issues related to changing the survey mode.

Krysan, Maria et al. Response Rates and Response Content in Mail Versus Face-to-Face Surveys. 58 Public Opinion Quarterly 381 (1994).


A recent national survey polled public library directors and local government officials concerning the value of public library services and outlook for local tax support of public libraries. This article focuses on procedures used in planning the study sample, and broader issues to be considered in designing a national sample for public libraries.


The wireless marketing survey is a new data collection technique that conducts marketing surveys on standard wireless phones. In practice, researchers can implement the survey in text-based or voice-based formats or combine both formats in a multi-modal survey. Wireless marketing surveys could help researchers better understand factors that influence consumers' purchase decisions, especially the influences of situational factors. Using Web-based survey management software, researchers can design the survey questionnaire, monitor survey processes, and interact with respondents from anywhere convenient to them. Data also can be transferred, stored, and analyzed immediately from the Web. More companies are starting to realize they can gain a competitive edge by making sure their products/services fit in consumers' lives. The value of wireless marketing surveys lies in their ability to develop a rich understanding of consumer natural behaviors in daily lives.

Web-based surveys offer tremendous potential to the business community. They are potentially faster to conduct, generate more accurate information and are cheaper by several magnitudes. You only need to follow a few steps to successfully conduct a Web-based survey. They are: 1. Understand clearly what questions you want answered. 2. Know who you want to talk to. 3. Write a questionnaire and put it on the Web. 4. Build traffic to that questionnaire. 5. Analyze the data.


"Understanding user needs has always been the key to building relevant collections and designing appropriate services. The availability of electronic resources and the many choices of format and access methods have made understanding library users even more critical. Librarians can use formal and informal methods to gather information about users. Formal methods include surveys and focus groups. The information gathered can be used for selection and service. It should also be used to reshape the scholarly information system to better meet the needs of undergraduates and researchers, beginning users and sophisticated users' and users who are doing in-depth research and those who just want a small amount of information quickly." Interesting list of what the students said they wanted and didn't want in information products. Also points out that there is a continuum among users of how much information they want. Not all service point transactions are "teachable moments."


According to research conducted exclusively for Marketing by Portable Software Solutions among client companies, 77% equip their field marketing teams with field computers. Nearly 60% have introduced them in the past 5 years, citing increased productivity and improved field force information as the major benefits. Although there is a growing recognition of the value of new technologies, some argue that marketers are in danger of drowning in a sea of information.


Surveys are in the forefront of total quality management. Many process action teams conduct surveys to establish baseline data from which improvement trends can be seen. However, many people are unaware of basic considerations in developing and conducting surveys. There are eight points for more useful surveys: 1. Clients and customers are not the same. 2. Surveys raise customers' expectations. 3. How one asks a question will determine what one gets. 4. The more specific the question, the better the answer. 5. One has only one chance and only 30 minutes. 6. The more time one spends in survey development, the less time one will spend in data analysis and interpretation. 7. Whom one asks is as important as what one asks. 8. Before the data are collected, one should know how one wants to analyze and use those data. These eight points are not intended to supplant traditional theory, but rather to optimize survey efforts and make survey data more relevant and useful to clients.


Parang, Elizabeth. *Using Focus Groups to Match User Expectations with Library Constraints at the University of Nebraska Medical Center Library; Workshop Report from the 1996 NASIG Conference.* 31 The Serials Librarian 335 (1997).

Parker, Elizabeth. *Inside the Organisation Interviewing Potential Users to Determine What They Need.* 101 Library Association Record 586 (October 1999).


Western Kentucky University Libraries developed a survey similar to its Web-based library satisfaction survey, with identical content for library Web and exit
patrons to compare these groups' responses. Focuses on the collection of Web and exit survey responses in a two-week period, transformation of response data for analysis, comparison of the two samples, and discussion of potential use of results.


Surveys are legitimate and necessary instruments for data collection and compilation without which many organizations and individuals would be working in a vacuum. The steps in a survey can be aided by computer software of various kinds. Different software packages can be selected for each project task, or an integrated package that will support the entire survey process and data analysis can be selected. Small surveys can easily be accommodated with a word processor and some forms development skills. However, a large number of individuals or items may indicate that a database management system is in order. If complex analysis of the data is required, a statistical analysis package is probably in order. Data processing requirements should be defined well ahead of making a selection decision on the software required to support a project.


Pope, Jeffrey L. *Practical Marketing Research.* 19 Small Business Reports 58 (January 1994).

The right market research can tell a company a lot about customers' potential response to a new product or service, concept, or advertisement. Steps to designing a survey questionnaire that can help a company collect reliable and cost-effective answers to research questions are presented. Interviews, the cornerstone of marketing research, come in 3 varieties: 1. in-person, 2. telephone, and 3. mail. In-person interviews offer several advantages, including flexibility and the ability to show things to interviewees and observe them. Telephone interviews enable the company to reach a large, geographically diverse sample, even in remote locations, and to complete hundreds of interviews in one day. Although mail interviews are less expensive per person than telephone and in-person interviews, the response is usually low. Once the preliminary planning is completed, the questionnaire should be composed. It is a good idea to pretest the questionnaire with a group of interviewees. Once the survey is completed, the answers should be coded, totaled, and cross-tabulated.

Quiney, Lynn V. *If It Moves.* . . . 26 The Law Librarian 295 (March 1995).

Until recently, online surveys represented only 5% to 10% of all market research conducted in the US. Academics and practitioners alike, however, are recognizing the potential for using the Web as a communication medium to conduct survey research, partially because of the sheer number of potential respondents now online. While survey methodology itself remains constant, technology now gives improved access to target populations, design flexibility, and data-handling capabilities as never before. Technology has been used increasingly in survey research over the past decade in the form of computer-administered surveys such as CATI (computer-assisted telephone interviews), CATS (completely automated telephone surveys), disks-by-mail, e-mail surveys, and computer-based fax. The next natural transition was to the real-time medium of the Web and the lure of more accurate data, fast data collection, and reduced costs.


This article details a British library's experience with a survey to measure staff satisfaction with the library. The institution does an annual student survey which consistently rates the library's service highly. The conclusion was that "...users' perception of the Service would appear to be higher than that of its staff. The instrument is of some value in eliciting the views of staff. It does provide an opportunity to communicate to University management information derived from a formalized self-assessment."


Abstract: The use of the survey method in management information systems is critically evaluated with the aim of overcoming some of its potential weaknesses. A research project employing the survey method was used to study the causes of user information satisfaction. The results showed that by carefully developing instruments and questionnaires, criticisms to surveys can be countered. Moreover, ensuring that the survey has a well-developed theoretical framework and clearly defined constructs will lead to reliable and valid collection of data.

Rowley, Jennifer. E. *Knowing Your Customers.* 49 Aslib Proceedings 64 (March 1997).


Rubin, John. *Online Marketing Research Comes of Age.* 41 Brandweek 26 (October 30, 2000).

Scarlett, Joanna. *Internet Use Survey.* 28 Law Librarian 101 (June 1997).


Marketing research is performed by means of surveys. The market researcher's potential error sources are more varied and many of them are not errors relative to physical reality.


End-result planning is the easiest part of the survey design process to overlook, but if you know what questions you plan to ask in a survey, you can hypothesize about the results and set a plan for action. The analysis of data is enriched by industry expertise because the numbers have greater implications to the analyst who knows your industry.


As data owners increasingly use electronic channels to capture data, the risks are likely to rise. While postal responses continue to produce the high volumes needed for lifestyle databases, Web, email and telephone channels are being used increasingly. According to the DMA, response rates to postal surveys have fallen by 40% in the past decade, says Andrew Greenyer, director of customer relationship management at Group 1 Software. Consumers are wising up. They are no longer giving away their personal data for nothing, and, as a result, an increasing number of lifestyle surveys are being "incentivised." Rewarding respondents lifts response rates, but it also creates its own danger: consumers can "upgrade" their responses, either deliberately or unconsciously, if they think it will yield a better gift. Where prize draws are used, some consumers believe they improve their chances if they appear to have a better profile.


In one of the latest books on survey errors and costs, Groves (1989) reports that, to achieve optimal gains in response over the traditional nonresponse reduction method, a double sampling scheme should be employed. This, however, requires a knowledge of various design parameters prior to the survey. Such parameters are rarely available and, hence, the use of such techniques is rare. It is obvious that successive calls to a sample member incur costs that increase with each call. A case for a rationalization of the call pattern both to achieve maximum response and minimal costs is provided. The Welsh Inter Censal Survey was conducted between January and June 1986 by a consortium of 5 market research companies in the UK. The results show that: 1. there is a fairly clear interviewer preference for Monday-Thursday calling, 2. there is an unexpectedly higher correlation between the times for the first and 2nd call, and 3. a greater probability of successful outcomes can be achieved by controlling interviewer's time of calling on any particular day than might be achieved by controlling the day of calling.


The newest methods of survey data collection to emerge have reduced the role of the interviewer or eliminated it entirely, allowing the respondents to interact directly with the computer. The new modes of self-administered data collection include Web surveys and a technology referred to as interactive voice response (IVR) in which the computer plays a recording of the questions to the respondents over the telephone, who indicate their answers by pressing keys on the handsets. The Gallup Organization uses IVR to collect data for a broad range of clients. In 1999 alone, Gallup completed more than 1 million IVR interviews, generally brief ones assessing customer satisfaction. In addition, it has carried out several experiments comparing data collect by IVR with data from other modes of data collection. This paper describes the results of four experiments done at Gallup in 1998 and 1999 comparing data collected by IVR from other modes of data collection. Three of the four studies focus on the impact of IVR on reporting; the fourth focuses on the effects of IVR on nonresponse.


Over the past five years staff at every level at the University of Arizona Library have begun drastically improving services and increasing customer satisfaction with the Library. Without the data collection and analysis methods from Total Quality Management these changes would not have been possible. Creating and analyzing Pareto and control charts, customer satisfaction surveys, needs assessment focus group interviews, and other data methods have since become an integral part of everyday work at the Library.


Four methods of collecting survey data are compared and it is revealed that newer methods have significant but not overwhelming advantages over older methods, such as mail. While conventional mail and fax continue to garner slightly higher response rates than e-mail and Web forms, they are of course slower and more expensive. Unlike most earlier studies on this issue, fixed and variable costs of the methods were looked at and an argument was made that for an increasing proportion of the North American population, the cost and convenience advantages of the newer methods can often make up for lower response rates and inaccurate e-mail addresses.


Yacano, Frank. *Handheld PCs Save Time in Field Surveys*. 44 Research & Development 22 (July 2002).

Researchers collecting survey data in the field can save time and headaches by using handheld PCs rather than traditional paper and pencil. For many researchers, the challenge when considering handhelds is how to create suitable forms for conducting interviews and collecting data without making a major programming investment. These were the issues facing Jane Swanson, research social psychologist at the University of Washington. Swanson decided to investigate whether it was possible to input data directly into some kind of
computer in the field. She elected to go with handhelds rather than laptops, both for device size as well as battery life. For the handheld unit, Swanson selected the NEC Mobile Pro 770. She opted for Visual CE, a software tool that allows users to create customized tables and forms without programming experience.


With so many individuals linked to the Internet and so many possible ways to reach them, the debate for organizational scholars is no longer whether Internet self-administered surveys are possible but rather over the comparative understanding and the relative advantages and disadvantages of these surveys. Because relative research has generally been fragmented and narrow in scope, making comparisons difficult, the authors review and assess the research on Internet self-administered surveying modalities of electronic mail and the World Wide Web. Then, they provide recommendations that address problematic and controversial aspects of these modalities, including ways to increase the representativeness of samples, construct sampling frames, increase response rates, and manage anonymity and confidentiality.


**Internet Resources**

American Statistical Association, *Brochures about Survey Research*
http://www.amstat.org/sections/srms/whatsurvey.html (last date accessed 11/25/03)

The American Statistical Association’s “What is a Survey?” series, includes nine eight-page (pdf files) brochures on such topics as “How to Plan a Survey,” “Judging the Quality of a Survey,” and “Designing a Questionnaire.”

http://www.amherst.edu/library/assessment/facilities/ (last date accessed 10/22/03)

This document provides the methodology and results of an assessment process used by Amherst College Library to use the ACRL college library standards to assess their college library buildings.

Frary, Robert B. A Brief Guide to Questionnaire Development. Office of Measurement and Research Service, Virginia Polytechnic Institute and State University
http://ericae.net/ft/tamu/vpiques3.htm (last date accessed 11/25/03)

National Service-Learning Clearinghouse. *Tools and Methods in Evaluating Service-
From introduction: As with any pedagogy and/or program, a variety of tools and methods can be used to evaluate service-learning. What follows are a discussion of issues to consider, a summary of websites, and a list of publications that provide background, tools, and resources. Remember, new tools and resources are being developed all of the time-use the resources below to get started and check your favorites for updates on a regular basis.


Despite increased use of Web surveys, relatively little is known about standards for designing Web questionnaires. Since there is no help from an interviewer for the respondent taking a Web survey, the design of self-administered Web questionnaires is even more important in order to achieve high data quality. Question wording, form and graphic layout of the questionnaire are particularly important. This paper presents some basic experiments to address these issues: one vs. multiple-page design, use of logotypes, and survey topic. The research was performed within the national RIS – Research on Internet in Slovenia - project (http://www.ris.org) in extensive testing since 1996.


Electronic mail (e-mail) has been used to distribute surveys and collect data from online users for almost fifteen years. However, some have suggested that the use of e-mail is becoming obsolete. This study analyzes response rates to e-mail surveys undertaken since 1986 and examines five influences to response rates: the year the study was undertaken, the number of questions in the survey, the number of pre-notification contacts, the number of follow-up contacts and survey topic salience. Response rates to e-mail surveys have significantly decreased since 1986. Correlation and regression analyses suggest that year that the survey was undertaken and number of follow-up contacts had the most influence on response rates. A discussion of other influences and future research into this area is provided.
This site has been set up and is maintained by Frederic D'Astous. It was originally available in French only but now has an English language page. The web site is concerned with all aspects of creating and using questionnaires and surveys. The articles are available on their own page when first published, as new articles are added the older ones are archived into one of five categories. These categories are attitude and ethics, behavior of groups and populations, data collection, lists and sampling. All current articles are available in both French and English but some older articles may be available in French only.

The Survey System
http://www.surveysystem.com/sdesign.htm (last date accessed 10/22/03)

This is the Survey Design chapter from The Survey System's Tutorial, revised June, 2003. This chapter is intended primarily for those who are new to survey research. It discusses options and provides suggestions on how to design and conduct a successful survey project. It does not provide instruction on using specific parts of The Survey System, although it mentions parts of the program that can help you with certain tasks. It is reproduced here as a service to the research community.
As providers of access to information within the academy, academic libraries of all types share many common characteristics and operational requirements. In many situations, it is advisable and expedient for the academic law library to take advantage of these commonalities to align with other campus libraries to present a united voice. Otherwise campus decision-making may fail to take note of factors affecting the libraries in significant ways. For example, decisions may be made about the format of the campus ID card without taking into account the uses to which the card is put by the library system[s]. Or campus libraries may have to join to advocate about their common needs before those who manage the university’s technology and telecommunications systems, particularly when the libraries share an online public access catalog. In these and similar cases, library administrators need to communicate and collaborate to point out their similar concerns and inject themselves into these decision-making processes.

There are, however, instances where the academic law library administrator is called upon to emphasize and demonstrate distinctions that may require differences in funding, staffing, resource allocation, and other treatment between the law library and other campus libraries. Furthermore, occasions arise when law librarians seek to market their libraries’ unique holdings and services separately from those of other campus libraries. For instance, the law library may wish to celebrate a collection milestone or sponsor a lecture or symposium to highlight a special collection, such as a concentration in human rights or Native American law materials. In these instances, the law library administrator must make a strong case for the unique role of the law library.

An academic law library is different in its content, organization, and use than other types of academic libraries. Providing bibliographic access to scholarly research in general relies heavily on subject matter expertise and familiarity with specialized resources. As bibliographers, librarians must possess sufficient levels of these qualifications to organize and manage information and to guide researchers to ample and appropriate information. In the field of legal research, however, these requirements are compounded by the structures of common law and statutory research. Information must be organized and presented according to the interlocking hierarchies of precedent and jurisdiction. These additional constraints affect every aspect of the law library, from the assistance offered at the reference desk and the research training provided in the classroom to the organization of physical space and the collection. Furthermore, law librarians must possess highly specialized knowledge, expertise, and experience in providing services that affect the property, lives, and liberty of their ultimate end users.
When considering aspects of library practice that are special to law libraries, those bulleted below are normally accepted as most salient. Which unique characteristic[s] of academic law libraries in general, or of your library in particular, will prove significant or persuasive will, of course, depend upon the situation in which you find yourself arguing for special treatment distinct from that of your campus library colleagues. Thus, they are presented in no specific order, and you are invited to select from among them according to your needs and judgment:

- **Heart of the law school – Laboratory:** American legal education has developed around the model of the law library as the core of the students’ legal study experience. Still heavily reliant on developing legal reasoning skills through the Socratic method, legal education renders the law library a research laboratory where students must perform the “experiments” of identifying the building blocks of successful legal analogies. From the first year on, students must be trained in navigating the law library. To graduate truly marketable professionals, the law school must develop within each and every student the capacity to use law library resources with skill and competence, so that they will be fully prepared to defend the property, life, and liberty of their clients. To this end, there must be a complete, well-organized, and well-maintained collection at hand, as well as expert, articulate, and approachable professionals to guide the students in the use of the collection.

- **Special qualifications and expertise of the law library director and staff:** The accreditation standards of the American Bar Association require that the law library director possess a Juris Doctor degree from a law school accredited by the A.B.A. and a Masters degree from a library school accredited by the American Library Association. The Membership Statement of the American Association of Law Schools designates similar qualifications in its guidelines. While many academic library directors have advanced degrees, the vast majority of law school library directors hold not only the advanced degrees of the library profession but also the equivalent professional degree to the faculty who rely on the library for research support. In addition to the directors, many of the other law librarians, particularly those serving in reference departments, are also dual degreed. Having mastered the same academic rigors as the law students and faculty, and in many cases having passed a bar examination and practiced law, these highly skilled and specialized library professionals offer an exceptional level of credibility and expertise.

- **Unique reference issues:** Law librarians must walk a fine line: the special nature of their resource materials and of the questions patrons bring to the Reference Desk calls upon law librarians’ professional expertise and judgment to avoid crossing over from providing reference assistance to engaging in the unauthorized practice of law. The legal reference services provided by these highly skilled and specialized professionals are unique in that they can actually affect the property and liberty rights of their patrons. They must develop and practice extraordinary reference skills to serve their patrons while avoiding the pitfalls of potential misinterpretation and misuse of legal information.
• **Maintenance of depository collections:** Many academic law libraries choose to accept their statutory prerogative to serve as federal (and state) depository libraries. In so doing, they often function as the only depository library on campus, if not in the geographic region. Because of the obligation that depositories make their depository materials accessible to the public at large, these libraries undertake an increased commitment of public service. They make significant collections of government materials available to their patrons. They accept the considerable responsibility for acquiring, maintaining, and staffing these collections and for providing access to the public. They comply with government rules regarding the preservation of these materials. They retain staff with expertise in the classification of government documents and specialists in government documents reference. They often provide non-legal government materials to neighboring institutions through shared housing agreements, thus offering an important community service beyond the walls of their own facilities.

• **Classification schedules:** Almost all United States law school libraries classify materials according to the Library of Congress (LC) classification system. This complex and comprehensive system of standardized intellectual organization of library materials allows customization for local use as necessary. Applying this classification system to the physical arrangement of materials in the library, highly skilled and specialized library professionals assist in the research process and help guide researchers to the materials that are most relevant and useful to their individual pursuits. These library professionals must survey, understand, and be sensitive to the search behaviors and requirements of legal researchers in order to help them avoid wasted research time and labor.\(^1\) In addition, knowledge of the way the law is produced and then published is an absolute necessity for technical services law librarians to understand complex supplementation and publishing patterns of unique legal materials. This specialized knowledge is essential to maintaining the currency and accuracy of materials that are continually updated by the publishers and to organizing these items logically on the shelf for researchers, thus enabling researchers to locate the latest versions of the law.

To successfully catalog legal materials requires knowledge of jurisprudence, legal systems and concepts, legal literature, comparative law, and international law. The endeavor involves frequent consultation of sources such as legal dictionaries, glossaries, encyclopedias, periodical articles on recent developments in the law, and specialists in legal bibliography, particularly legal reference librarians.\(^2\) Furthermore, legal catalogers must comprehend the special rules for cataloging laws and treaties and must be able to apply these rules correctly. As the legal system develops and changes, legal catalogers have worked collaboratively to reflect those changes within LC, not only within the KF (American law) classification schedules, but also more recently within the fields of foreign and international law. Not only do specialists in law libraries, mostly academic

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law libraries, across the nation contribute to these advances in classification, but also once the new classifications are developed, highly skilled and specialized professional catalogers and collection managers in each law library must work intensively to incorporate the new classifications. Entire sections of the library’s catalog must be updated, an extremely technical and specialized type of work, and often major portions of the library’s physical collection must then be shifted. The result of these massive undertakings is invariably improved access and increased research efficiency for legal scholars and researchers.

- **Attract consortium partners to campuses with otherwise modest library collections:** As the costs of specialized library materials continue to burgeon, libraries within adjoining regions have increasingly turned to shared collection building and interlibrary lending partnerships. To facilitate these partnerships, library consortia are often built around joint electronic catalogs through which patrons can identify and access the holdings of all consortium members. While this type of resource sharing can provide great long-term savings, the initial outlay for the construction of the shared catalog may be considerable and beyond the means of smaller universities. However, equally important as the economic contribution of a potential consortium member may be unique holdings that will add materials to the joint collection that no or few other consortium members possess. Thus, a smaller university that has a law library will find that its legal collection enhances its candidacy for membership, especially to the extent that its legal materials are specialized or unique in the community. Typically neighboring campus (non-law) libraries’ legal holdings will be limited to selected primary materials, often in incomplete runs, and to intermittent acquisitions of secondary and scholarly materials scattered throughout the collection in areas devoted to history, political science, social science, and other subjects upon which the law has ancillary bearing. As these general academic collections, substantial though they may be, are not devoted specifically to legal research and are not organized, maintained, or managed by law specialists, they offer neither the depth nor the ease of access required by researchers of the law. The academic law library, on the other hand, can provide a broad and complete spectrum of primary materials from federal, state, local, foreign, and international jurisdictions, as well as a variety of sophisticated finding aids and a comprehensive trove of scholarly materials, managed by a cadre of highly skilled and specialized professionals to facilitate access to these materials. Hence, both administrators and users of even the most prestigious university libraries will seek to partner with their more modest academic neighbors if access to a law library collection is a benefit of the partnership. Membership in these consortia enhances the prominence and visibility of the entire campus in the regional academic community.

- **Depth of faculty support:** Traditionally, highly skilled and specialized law library professionals provide law faculty with the utmost in customized research support for their teaching and scholarship, a level of research support that is unavailable in general academic libraries. Examples of personalized service that faculty may receive from law librarians include: annotated subject bibliographies in the faculty member’s field of research or specialization; research guides for a professor’s seminar class; guest lectures on advanced or specialized research in professors’ classes; private assistance and support
with electronic research and web page construction; downloading, printing, copying, and delivery of research materials from all formats according to the faculty member’s specialized needs; customized electronic access to services such as the Legal Scholarship Network or the Current Index to Legal Periodicals. Many law libraries have formal or informal faculty liaison programs to provide individualized service to specific faculty members, and law librarians are particularly proactive in directing newly acquired materials and news of late breaking developments in their areas of specialization and research.

- **Technology leadership:** Law librarians have been working with electronic legal research resources for over 30 years, most notably since Lexis emerged in the 1970s as the pioneering full-text research database. Thus, technology has been integral to legal bibliography for so long that law libraries have naturally been at the forefront of the introduction of computer systems into American law schools. In most law schools, the library was the first department to designate specific technology responsibilities to one of its staff members. Although many different models now exist, some where law school information systems and the law library are combined and some where they are separate, it is still generally recognized that library staff are among the most technologically capable in the entire school. They use the greatest range of computer systems, including the many modules of the library catalog, cataloging and bindery systems, spreadsheets, word processing, interlibrary loan systems, and countless research databases, on a daily basis. Consequently, these highly skilled and specialized professionals have a well-developed perspective on when it is appropriate to rely on online or CD-ROM legal research resources and when it is best to turn to resources in print or microform formats. Law librarians, therefore, are the best equipped to guide students, faculty, and support staff in making choices about which formats to use in which research situations. Because of their expertise in both legal doctrine and legal bibliography, law librarians can distinguish between the factual and conceptual aspects of research problems and can assess the impact of format and resource selections in addressing these different types of issues. Law students, faculty, and staff also frequently seek law librarians’ assistance on hardware and software issues and their advice about electronic research, computer purchases, and Internet connectivity.

The law school’s computer lab[s] are usually located in the law library and maintained by librarians and staff members. Research classes, often taught by librarians, are regularly scheduled in these labs. This training goes beyond expanding the students’ Westlaw™ and Lexis™ skills. Students are introduced to many specialized databases, some licensed through special subscriptions, some available to the public but not widely known. They are trained in tax research, foreign law research, location of treaties and international documents, and creation of legislative histories using online sources. They are also trained to assess the credibility and authority of these sources and to weigh the efficiency and costs of online research against the other information formats available to them in the library.

- **Teaching roles:** The law library is far more than a research center where students and faculty come to study and to find information. Highly skilled and experienced law
library professionals are actively engaged in formal and informal instruction on many levels. Some teach courses offered for credit on law schools’ curricula; others offer voluntary enrichment sessions or guest lectures for law school and other campus classes. At the reference desk and in private reference consultations, librarians provide research instruction from the most elementary to the most complex and esoteric. In the computer lab, librarians and database representatives offer training in the use of electronic research resources (see “Technology leadership,” supra). Tours of the library combine location information with research instruction. Dimensions of our teaching roles include:

- **Legal research:** Within the law school, the library is the laboratory in which students learn core skills of the legal profession. Law librarians, many of whom have undergone the same rigorous training as our students, provide instruction in that laboratory. While many general librarians offer bibliographic instruction, law librarians, regardless of whether or not they are also members of the law faculty, teach courses or participate in teaching: the first-year legal research and writing program; advanced legal research courses; specialty courses, such as tax research or foreign and international law research; introductory research sessions prior to the beginning of the first year; refresher research sessions for students beginning summer clerkships or for graduates starting in their first jobs.

- **Interdisciplinary research:** Automated information resources, with their widespread availability, have tended to dissolve the boundaries between legal and non-legal information as appropriate authority for judicial as well as legislative decision making. As exemplified by the Brandeis brief, non-legal information has influenced courts from the early 20th century on, but the mere fact of the enormous enhancement of access via the Internet, electronic databases, and CD-ROM products has promoted judicial notice of scientific, economic, and social science “facts” by the courts and an explosion of cross-disciplinary work in legal academia. Consequently, law librarians are called upon to offer access and instruction in more than just classic legal information sources. Fortunately, law librarians are educated, skilled, and experienced professionals with extraordinary capacities for finding, customizing, and integrating all types of information. They are skilled in retrieving resources associated with all disciplines and fields of inquiry and in integrating the use of recently developed electronic information sources with more traditional formats such as print and microform. Law librarians regularly teach research sessions in medical, business, statistical, and social science resources, particularly in upper level seminar classes.

- **Critical thinking:** As bibliographic educators, law librarians’ challenge is to go beyond merely training students to find sources of legal information. In doing their research, students must learn to analyze and assess the relative authority and credibility of the sources that they find. Law librarians must teach students not only how legal authority is located within published electronic and print sources, but also how to select the most reliable, cost-effective, and efficient research strategies and sources. Because of the demanding nature of legal practice and the impact of legal research on life, liberty, and property, law librarians are called
upon to impart these analytic skills and techniques much more than are general academic librarians in order to meet their responsibility to the legal community that their students are destined to join. Law librarians must continually educate students to apply critical criteria to electronic research tools and techniques so that these future lawyers are able to protect their clients’ interests effectively with sound legal research.

- **Formulating search queries:** Over and above their responsibility to instruct law students about legal information resources, law librarians must also attempt to develop in students a greater richness of legal and general vocabulary and an appreciation of linguistic variety in order to improve students’ abilities to construct successful search queries that take into account the variety of ways and contexts in which legal doctrines may be expressed. Without highly developed language skills, legal researchers may fail to uncover important legal authority, especially in the full-text online research environment found in the most heavily used legal databases, Westlaw™ and LexisNexis™. With their rich educational backgrounds and innate linguistic abilities as well as their knowledge of and facility with aids such as legal dictionaries and thesauruses and Words and Phrases indexes, law librarians are extraordinarily expert in imparting skills and resources for formulating successful legal search queries.

- **Resource for the legal community:** In addition to faculty, students, alumni, staff, and the university community, the law library has a remarkable constituency unlike those of other academic libraries—the legal community, including local practitioners, law firm staff, corporate counsel, judges, and court personnel. Even if these legal professionals rely primarily on in-house, courthouse, or public law libraries, almost all turn to the law school library periodically because of the greater depth of its collection and access to the scholarship of the academy. Many law firms, even if they have their own libraries and librarians, rely on academic law librarians for their access to extensive resources and specialized expertise. Local bar associations often tap academic law librarians as speakers in continuing legal education programs. The abiding respect of the legal community for the law school depends in great part on the ongoing ability of the law library to provide the specialized resources and expertise not available in the more practice-oriented collections found elsewhere in the local community.

- **Library web services as marketing tools:** In addition to turning to the physical library, the law library’s constituency relies on the scholarship, expertise, and resources displayed on its web site. Law libraries have capitalized on the power of the Internet by using their web sites to publicize their services to the campus community, to colleagues, and to the community at large. Without even visiting the physical library, the community can take a virtual tour of the facility; browse special library collections; search the library catalog; initiate borrowing and delivery of materials; get information any time of day or night from a virtual reference service; acquire bibliographies, research guides, and interactive tutorials; and discover previously unimagined library features and services. As alumni and other members of the community find themselves increasingly reliant on this
convenient access to the library’s special services, a new avenue is opened to fortify the law school’s outreach and development efforts.

- **Advocacy to improve legal practice and scholarship:** As a profession, law librarians collaborate to bring about reform on issues within their purview that affect legal research and the legal profession at large. Examples include the following:

  - **Leadership in citation reform:** As judicial opinions, statutes and administrative regulations have become officially available in myriad formats, the traditional page-based citation forms prescribed by *The Bluebook: A Uniform System of Citation* have proven awkward to adapt easily to apply to all formats. Law librarians have developed and promoted a *Universal Citation Guide*, published by the American Association of Law Libraries, with citation forms that apply equally well to primary legal sources in print or digital formats. The guide’s recommendations have been adopted by some jurisdictions and are under consideration by others.

  - **Advocacy and partnering with legal publishers, vendors, courts, and legislatures to control costs and improve access to legal information:** Through their regional and national associations, law librarians lobby and negotiate with purveyors of legal information to give feedback that will encourage these entities to improve the quality and control the costs of legal materials and databases. For example, the American Association of Law Libraries Committee on Relations with Information Vendors has consistently influenced legal publishers to adopt fair and cost-effective practices. The Association’s *Guide to Fair Business Practices for Legal Publishers* is the accepted industry standard for self-regulation and for effective and productive customer relations. Negotiation and publication of these guidelines has benefited the entire legal community. By their participation in these joint efforts, law school librarians help control the budgets of their institutions and keep publishers and vendors aware of the special information needs of the students and faculty.
The Unique Role of Academic Law Libraries in Legal Education:  
A Selected Annotated Bibliography

Compiled by

Diana C. Jaque1 and Jennifer S. Murray2

This bibliography compiles select materials that discuss the unique role of academic law libraries in legal education. Ruth Levor’s statement for the ALL-SIS Marketing Toolkit serves as the foundation of this annotated bibliography. On account of the broad topic and the large number of academic law library-related materials available, the bibliography is highly selective. The citations are comprised of both scholarly works as well as more practically-oriented publications intended for the academic law library audience. The sources include a wide scope of subtopics including law library administration, technology, and legal education. Also included are a small number of audio cassettes from pertinent association programs as well as a list of materials available on the Internet. The websites contain practical justification tools, standards, and recent association publications related to academic law libraries. However, due to the frequent revision of content and organization of website materials, the citations for Internet resources are listed without annotations.

The compilers conducted online searches in September and October 2003 and used the following databases to locate materials for this bibliography:

Information Science Abstracts (produced by ISI/Plenem Data Company; searched via Westlaw)

The Internet (searched via Google; Librarians’s Index to the Internet; Yahoo)

Journals and Law Reviews (Westlaw database)

Legal Resource Index (produced by Information Access Co.; searched via Westlaw)

Library & Information Science Abstracts (produced by Bowker-Saur; searched via SilverPlatter)

WorldCat (produced by OCLC Online Computer Library Center, Inc.; searched via OCLC FirstSearch)

1Senior Law Librarian–Head of Collection Development and Acquisitions, USC Law Library, Los Angeles, California.

2Assistant Librarian, Ross-Blakley Law Library, Arizona State University, Tempe, Arizona.
The bibliographers emphasized current works with the majority of items published after January 1, 1995. A small number of classic books and articles published prior to this date have been included to give an historical overview of the topic. Due to the many discrete subjects and the highly selective nature of the bibliography, the organizational scheme is divided by material type: books, articles, audiotapes, and Internet resources.

The citations in this bibliography use a hybrid citation form combining *The Bluebook: A Uniform System of Citation* and the *Chicago Manual of Style*.

**Books**


*The History of Law School Libraries in the United States* is one of the few book-length projects chronicling the history of law libraries. As such, it is a must-read for those interested in the evolution of collection development and staffing. Ahlers reprints relevant Association of American Law Schools (AALS) and American Bar Association (ABA) documents within the text and in an appendix.


This publication contains anonymous sample tenure documents for law librarians from private and public law schools. The compilers also included pertinent policy documents and reports from the American Association of University Professors.


This title is a compilation of reprinted articles previously published in the journal *Legal Reference Services Quarterly* as volume 21, numbers 2/3 and 4 in 2002. The contents of this title specifically address the unique aspects of collection development in a law library. These aspects include electronic availability of print publications, digital publishing, electronic journals, the legal publishing industry, and vendor relations.


Danner has assembled an important collection of articles that consider the law library profession in light of technology and public policy changes. In addition to Danner, contributors to this
volume include: Margaret Maes Axtmann, William R. Mills, Roy M. Mersky, and Peter C. Schanck. Authors discuss all aspects of academic library administration and operation from staffing and training to library facilities and funding opportunities.


This contribution to the AALL publication series provides a wide breadth of information about the history of law librarianship. The publication includes chapters on the histories of specific law libraries, individuals, AALL and various chapters, and the profession of law librarianship in general.


In an update to Byrnes and Bintliff’s A Representative Sample of Tenure Documents for Law Librarians, Harhai and Bintliff have collected tenure, continuing appointment, and other professional status documents from thirty-seven academic law libraries. Although the schools remain anonymous, volume count is included and a distinction is made between public and private institutions. This book gives an overall idea of librarian status and criteria for promotion. Any institution revising their promotion document should examine this collection.


A part of the AALL publication series, this title discusses the unique aspects of law librarianship in relation to the changing technology and times. The title’s chapters include such topics as law library administration, collection development, and cataloging. The title looks at these topics from the perspectives of private, academic, and public law libraries.


This doctoral dissertation analyzed the growth rates of the seventy-five ABA approved law libraries that existed in 1932. The empirical analysis studied such factors as administrative structure, funding, new buildings, and influence of law deans, law librarians, or directors of university libraries. The author concluded that the main factor in promoting the growth of a law library is the influence of an important individual such as a law dean, law librarian or director of a university library.


This classic book includes organization charts, job descriptions, and advertisements from
academic law libraries in the late-1980s. Although this work includes materials collected before the advent of most computing positions, Saltalamachia and Tracy’s book is like a time capsule and would be useful for the scholar researching changes in law librarian position descriptions and library organization over the last fifteen years.


This title is a compilation of reprinted articles from the journal *The Acquisitions Librarian*, number 26 in 2001. The chapters included in this title discuss the publishing industry from a legal perspective. The articles touch on such topics as copyright, constitutional issues, tax, tort liability and antitrust. Several of the chapters are either written by law librarians or discuss the legal publishing industry.


Svengalis has put together an important tool for law library acquisitions and collection development. In addition to listing the seminal in print resources across a variety of major legal subjects, Svengalis offers cost saving tips for purchasing library materials and contact information for most legal publishers.

**Articles**


Anderson sets forth the special challenges inherent in the legal reference interview. Chief among these is a reference librarian’s desire to avoid the unauthorized practice of law. An analysis of current communication theories and library science literature is provided and the article serves as a review of the literature and its relationship to the legal reference interview.


This article provides a fundamental outline of the opportunity and means for legal research instruction during transactions at the reference desk. The guidelines contained in the article give insightful analysis regarding how to approach legal research instruction when dealing with various library patrons including law students, the public, and attorneys.

Axtmann, Margaret M. *From the President: AALL and the Pricing of Legal Publications*. 4 AALL Spectrum 4 (June 2000).
In this AALL President’s column, Axtmann discusses AALL’s efforts concerning the legal publishing industry. This article details the efforts of the Committee on Relations with Information Vendors and the AALL Special Committee on the Pricing of Legal Publications. Axtmann includes information about the Federal Trade Commission’s decision to rescind the *Guides for the Law Book Industry*. In 2003, AALL published the *AALL Guide to Fair Business Practices for Legal Publishers*.


Balleste and Russell discuss the implementation of a virtual reference program at an academic law library. The article does not discuss the use of the program by librarians, but, rather, it discusses the decision-making process by the library director in selecting and administering such a program.


By way of a hypothetical example, Boeringer details the many issues an academic law library must consider before dropping out of the Federal Depository Library Program (FDLP). Boeringer shares the staffing, acquisitions, and interlibrary loan challenges for a library dropping their depository status. This short article lists most of the topics a library must consider when evaluating their membership in the FDLP.


This short article provides direction in ways that library directors can improve their own salary as well at that of their employees.


Callister begins with an historical overview of legal research instruction and then turns to a discussion of the various methods now in use. While the author proposes a new pedagogical model, he also encourages librarians to tailor their pedagogy to their own law school environment.

Canick, Simon. *Availability of Works Cited in Recent Law Review Articles on LexisNexis, WESTLAW, the Internet and Other Databases*. 6 AALL Spectrum 12 (October 2001).

This article outlines the limitations of online database content. Canick examines seven recently published law review articles and checks the online availability of works cited therein. Not
surprisingly, the author finds that the majority of post-1990 legal periodicals cited are available on Lexis and/or WESTLAW. For pre-1990 articles, Lexis and WESTLAW contain only a relatively small amount—24 or 25%. The other 75% of items are not located in another database or on the Internet. Canick also looks at non-legal articles, books, reports and working papers, and a variety of primary legal materials.


After studying collection use in academic law libraries, Chiorazzi concludes that 80% of an academic law library’s collection accounts for 20% of all legal materials that are available online. The article then analyzes how this conclusion affects library budgets and expansion or building of new library facilities.


Clark and Alsbury analyze payments made by the University of Florida Legal Information Center during three fiscal years from 1996-97 through 1998-99 for materials that are purchased by virtually all law libraries: reporters, citators, statutes, and periodicals. The authors conclude that there is no consistency in the price increases for any of these legal publications.


In order to assist library administrators in marketing the skills of the library in light of ever-increasing technology, this article discusses how to best market those skills. These means of marketing the skills of librarians include planning and negotiating, making the collection accessible, marketing the collection, and providing instruction.


The measurements for law libraries in the ABA standards for accreditation need to be reevaluated. Three factors make this reevaluation necessary: technological advances, budgetary exigencies, and legal pressures. Daly contends that the reevaluated standards should focus on the library’s success in implementing its mission as opposed to measures of size and statistics.


Danner examines the literature of the professions for insight into the workplace relationships among librarians and other information professionals. He focuses on our ever-increasing reliance on technology and how it will impact the future of the information profession. In
addition, he discusses the merging of responsibilities and practices for librarians and other
information-related professions.

Danner, Richard A.  *Strategic Planning for Distance Learning in Legal Education: Initial
Thoughts on a Role for Libraries.*  21(2/3) Legal Reference Services Quarterly 69 (2002).

Danner outlines current opportunities in distance education for law schools and how this
ultimately will impact law school libraries.  This articles discusses Duke Law School’s use of
education technology and the ABA regulations concerning distance learning.  Danner provides a
broad picture of the current state of distance learning in legal education.

Davis, Jean, et al.  *Perspectives on Teaching Foreign and International Legal Research.*  19(3/4)

In this article, Jean Davis, Victoria Szymczak, Katherine Topulos, and Stefanie Weigmann
discuss teaching foreign and international research in an academic law library.  The authors
outline teaching techniques, course formats, and resources available in beginning such
instruction.  The article is intended to assist academic law libraries in establishing foreign and
international training sessions and courses.

Legal Reference Services Quarterly 123 (2002).

Dethman provides a description of the legal publishing industry in the United States as it
currently stands.  Beginning with a history of legal documents and moving through the publisher
consolidations of the 1990s, Dethman recounts the background of the three major legal
publishers and discusses antitrust issues related to their mergers.

Donovan, James M.  *Do Librarians Deserve Tenure? Casting an Anthropological Eye upon Role

The author looks at the tenure and promotion of law librarians through an anthropological lens.
His analysis reveals three factors in the granting of tenure and promotion to law librarians: (1)
what is the library’s role in education? (2) is the library’s role in education a function of the
nature of books or the actual duties of a librarian? and (3) do librarians need academic freedom
to fulfill their roles?  The author also provides a case study to demonstrate the use of the first
factor identified above.

Ebbinghouse, Carol.  *Library Standards: Evidence of Library Effectiveness and Accreditation:
For Law School Libraries.*  7 Searcher 20 (September 1999).

Ebbinghouse shares a first-hand perspective of the law library’s role in the ABA and the Western
Association of Schools & Colleges accreditation processes.  The article includes a literature
review on library standards in general and for law school libraries more specifically.  The author
describes each step of the accreditation process from the self-study though the site visit and the library's overall role in the process. This article is a useful starting point for those beginning their research about the accreditation process.


Edwards discusses the challenges presented to a library director in planning and constructing a new library building. He outlines some key considerations to give insight to administrators, architects, and contractors and to prevent them from becoming a victim of common pitfalls.


In tough economic times, autonomous academic law libraries may consider developing a collaborative collection development model with their central university library. Fisher and Alexander detail the process by which the Westminster Law Library at the University of Denver developed such a collection development plan. The authors share how to implement a similar program.


Furnish discusses the results of a 2000 regional survey on electronic instruction in academic law libraries. Respondents include law school libraries in Indiana, Kentucky, and Ohio. This article provides a useful model for future surveys and a description of present practices in electronic instruction.


This annotated bibliography focuses on the impact of computer technology on law schools and legal education. The author limits entries to English language articles published between 1970-2001, and gives a comprehensive bibliography of the topic. Goldman includes the following categories: curriculum, distance education, pedagogical effectiveness, and the future of technology in legal education.


In this article, Hazelton reprints her report given at the AALL Space Planning and Technology for Academic Law Libraries workshop held at Duke University School of Law in March 1999.
In her report, she concludes that only 13% of the Gallagher Law Library’s collection is duplicated electronically.


Healey examines the current state of the law library job market. Research indicates that there are fewer qualified candidates for a greater number of positions. To remedy this situation, the author suggests ways to increase recruitment to the profession.


In 2000, Anne Hemmens conducted a survey of advanced legal research courses in ABA accredited law schools. This article describes these survey results regarding the state of advanced legal research instruction and specifically how they relate to the Kauffman report which predicted that most law schools would begin offering such instruction. Hemmens concludes that, while advanced legal research is regularly offered at most law schools, the instructors face numerous problems such as labor-intensiveness and devaluation by students and other faculty.


Hibbits discusses the history of the transition from print to electronic publication of law journals. He then analyses the future of academics independently publishing law journals and sharing scholarly information through knowledge networks. Hibbits argues that knowledge networks are the likely future of scholarly electronic publishing.


In this article, Howland gives an analysis of several historic articles about discriminatory hiring practices within librarianship. Although illegal hiring practices are less prevalent in the present day, law librarians are urged to make themselves aware of the lack of diversity within the profession and work to increase minority recruitment.


Johnston explains that it is in the best interests of an employee to manage his or her boss and then offers a set of principles that can help one do so effectively.

Among the many recent technological enhancements to U.S. law schools has been the addition of a wireless local area network. Kaufman shares her firsthand experience at Nova Southeastern University and their decision to go wireless. The article closes with a useful set of considerations for librarians deciding to add a wireless network.


The authors conducted a survey to determine how law libraries manage library tours in the information age. In analyzing the results of this survey, they conclude library tours are an even more critical component to library relations now than in the past. The opportunities that library tours offer include marketing the library and its services, reinforcing library services with handouts and informing patrons of training opportunities.


The authors present results from a 1992 survey of AALL minority law librarians. With the ultimate goal of helping the association increase diversity within law librarianship, the survey addressed the following three topics: the overall racial distribution of minority law librarians in comparison to the general library profession and library student graduation rates; the type of library settings in which minority law librarians work; and the current level of participation by minority law librarians in professional organizations. The authors provide an analysis of the data within the text and reprint the survey data in an appendix.


This article, written by the director of the North East Law Library Consortium, discusses the benefits of a national consortium for law libraries. In addition, Klaiber proposes a structure for such an organization and addresses some of the concerns that a library director might have about a national consortium.


In this short article, McKenzie discusses the job responsibilities of a law library director. She reflects on the administrative matters handled by a library director as well as the more holistic matters, such as integrating the library mission statement into the library policies and procedures.


After nearly twenty years as a selective federal depository library, the Suffolk University Law
Library left the FDLP in 1998. *Leaving Paradise* describes the library’s rationale for dropping out of the depository program as well as the steps involved in deaccessioning and redistributing the collection. A short bibliography is included in an appendix.


Molina outlines fundamental principles to use in establishing the organizational structure of a law library and technology department. He stresses the importance of maintaining communication and encouraging teamwork.


Nicholson offers a comprehensive list of tips for space planning in technical services departments. She encourages administrators to consult with staff members about work processes prior to reconfiguring space. The article includes a brief bibliography on the topic.


This article identifies the process for withdrawing from the FDLP. In addition, it analyzes the costs and benefits of withdrawal and discusses possible alternatives to withdrawal.


Percy discusses the pros and cons of user fees in academic libraries. The article includes results from a survey of fifty-eight public and private academic law libraries concerning five types of library services: computer printing, document delivery, reference services, borrower privileges, and library access. Percy lists the major issues a library must address when implementing new fees.


Placzek outlines the job responsibilities of a reference librarian in an academic law library and offers advice on how to manage both time and stress in such a position.


In a discussion of spatial needs, Puckett examines the average number of books added at ABA approved law schools and collection growth before and after the introduction of Computer
Assisted Legal Research. Although evidence shows that the overall rate of volume growth is slowing, Puckett argues that a bookless library is still very far off. Many users continue to prefer books as a medium of information storage. The author reminds readers to convince decision makers of the distinction between a work collection and a research collection whose total contents may never be replaced by technology.


This brief article provides a basic discussion of licenses and what it means to negotiate them. Reddy also identifies additional publications of use to a librarian interested in this topic.


Richman and Windsor examine the benefits of staffing law library faculty service departments with law student workers. The authors include findings from their 1996 survey of 184 academic law libraries on library personnel and the employment of law students in a research role. The faculty services department at the O’Quinn Law Library at the University of Houston is used as a case study to show the advantages of such a program.


Rumsey discusses the various technologies and means with which to assist disabled library patrons. She also provides a cursory review of steps a library should take to ensure Americans with Disabilities Act (ADA) compliance.


Many law libraries collect reference statistics on a daily basis. Rumsey illustrates how best to collect reference statistics by giving examples of how statistics can be mishandled. This article includes a short list of “don’ts” applicable to all library statistics, not just reference statistics.


In Russell’s response to *How Much of Your Print Collection is Really on Westlaw or LexisNexis*, he posits that academic librarians cannot use statistics stating little of a print collection is available electronically as a justification for building larger and more expansive library spaces. Russell argues that library design should embrace and incorporate technology not merely house print publications. He then discusses means of incorporating technology into a library design.

Many law librarians complain about recent price increases by legal information vendors. Ryan isolates an unmentioned type of price increase, page reductions in serial volumes, implemented by West Publishing. Between the end of 1997 and 2000, West reduced the number of pages in their reporter volumes by in some cases as many as 200 pages per volume. Many U.S. law libraries may not be aware of this article as it appeared in a British publication.


Schanck argues that the law library profession should take greater care in its dealings with vendors. He proposes that accepting gratuities or serving as paid consultants for vendors violates the AALL Code of Conduct. In addition, Schanck argues against vendor support of AALL events sponsored by vendors.


Slinger discusses how to use changing research patterns and technologies as an opportunity to integrate the academic law library and its services into the law school infrastructure. The article uses the Notre Dame Law School Library as an example of such a successful integration.


Smith, Dean of the Suffolk University Law School, offers practical tips for law library directors on how to contribute to the priorities of their dean. This article is a must-read for newly appointed academic law library directors.


The author details the benefits of annual job evaluations for law library directors. After discussing the wide variety of evaluation instruments and the advantages of each, Studwell considers the most effective evaluation methods for a law library director.


This article provides an introduction to the literature on faculty culture. Thompson brings together works from the fields of higher education and sociology to give readers grounding in faculty culture as a means to improve legal research instruction to faculty.

Tice examined job data samples for the years 1989 to 1999. The findings indicate that the job market remained stable for law librarians through the time period and that the overall quality of law librarian job applicants is not suffering a steep decline. Tice’s research on law library job data is unique and few other articles on the topic exist.


This article provides a concise annotated bibliography of literature published from 1990 to October 1998 dealing with distance education in law. The bibliography provides citations for such distance education issues as accreditation, copyright, law schools, and library services.


Triffin and McKenzie cover the basic implications of the ADA in the law library setting. They treat all facets of the topic from defining disability to specific accommodations. This article provides readers with pertinent, practical information about a library’s access obligations under the ADA.


Turpening provides a review of the fundamentals required to establish a preservation program in a law library. Focusing on practicality and efficiency, the article discusses the institutional hurdles to implement a preservation program and the educational requirements to preserve books appropriately.


Turpening visited and surveyed thirty academic, private, and government law libraries in four states about their preservation activities. The author has spoken at numerous AALL annual meetings on the topic of preservation and her article is followed by an appendix detailing current preservation efforts at the libraries surveyed. Turpening gives a check list of preservation issues that must be considered in the building and renovation process as well as recommendations for AALL to increase preservation awareness among the association membership.

This article describes the challenges faced by the technical services department of the Pritzker Legal Research Center of Northwestern University School of Law over a three year period. These challenges included staffing, name changes for the department and the law school, and a new library management system. In describing these challenges, Vondruska provides unique insight into the technical services department of an academic law library.

**Audiotapes**


This 30 minute program at the 2003 AALL Annual Meeting discusses the progress of the ALL-SIS task force on creating a resource for academic law libraries to use in developing procedures and policies in serving law reviews and journals.


This program presented at the 2000 AALS Annual Meeting discusses how to handle organizational change and redesign in the academic law library. Maureen Sullivan, Joan Howland, and Sharon Hamby O’Connor address how to deal with change within the library organization from the perspective of administrators, employees and library patrons. Boston College Law Library is used as an example of successful changes implemented in the library.


Janis Johnston and Anne Matthewman discuss how to secure funding for a law library and how to manage funding once it is obtained. In this hour long program from the 2002 AALL Annual Meeting, Janis Johnston informs the audience on how to lobby and market for funding and how to make budget requests. Anne Matthewman provides information on how to manage money and deal with a budget.


Within this AALL session, librarians demonstrate innovative strategies and teaching pedagogy in the context of an advanced legal research class. This program also gives a list of tips for
designing effective legal research exercises.


This program gives an overview of the ABA reaccreditation process and the law library’s role. Librarians recently completing reaccreditation share their experiences and offer helpful hints.


Academic law libraries face new challenges resulting from the increasing number of electronic materials. This 2002 AALS presentation explores issues surrounding access, consortial purchasing, copyright, licensing, ownership, and usage statistics.

**Internet Resources**

http://www.loyno.edu/~bhuddle/cst/top.html (last date accessed 01/13/04)

http://www.aallnet.org/products/pub_salary_survey.asp (available only to members; requires login) (last date accessed 01/13/04)

http://www.aallnet.org/products/pub_fair_practices.asp (last date accessed 01/13/04)

http://www.aallnet.org/members/price_index.asp (last date accessed 01/13/04)

American Association of Law Libraries (Drafted by the Committee on Public Relations). *Statement on the Value Added to Organizations by Law Librarians.*
http://www.aallnet.org/committee/pr/resources/valuestmt.htm (last date accessed 01/13/04)

American Bar Association: Section of Legal Education and Admissions to the Bar. *Standards for Approval of Law Schools and Interpretations: Library and Information Resources.*
http://www.abanet.org/legaled/standards/chapter6.html (last date accessed 01/13/04)


http://www.arl.org/stats/lawmed/lawindex.html (last date accessed 01/13/04)

McCabe, Mark J. *Law Serials Pricing and Mergers: A Portfolio Approach.*
http://www.prism.gatech.edu/~mm284/bepress.pdf (last date accessed 01/13/04)

Rush, Mila. *What Do ABA, ARL, and NCES Want to Know; a Crosswalk.*
http://www.aallnet.org/sis/allsis/statxw.html (last date accessed 01/13/04)

http://www.rilawpress.com/orall_presentation.ppt (last date accessed 01/13/04)
Why Print and Electronic Resources are Essential to the Academic Law Library

Michelle M. Wu
Director of the Law Library
Hofstra University

Introduction
With the advent of the web and the proliferation of electronic information, law libraries are more frequently confronted with questions from their administrations and their patrons on the present and future value of the printed book. On the other hand, other law library constituencies argue that the rapidly changing technological environment should cause librarians to turn their backs on existing technologies until they have matured. The library director’s responses to these questions have wide reaching impact, from space allocation, to budgeting, to the content of the library’s permanent collections, to general user education.

The following information is designed to provide the respondent with data to support the proposition that a 21st century library needs traditional print materials as well as technology. The bibliography attached is selective and only covers resources from the mid-1990s to present.

Why do we still need books?

Not everything is online. A common fallacy is that all information is available on the Internet, whether free or through a fee-based service. Despite tremendous strides in electronic publishing and in digitization technologies, the majority of the world’s published materials remain in physical (print or microform) formats only. Since the invention of the Gutenberg press, the publishing world has produced over five centuries’ worth of materials, and recent efforts to digitize scholarly historical publications2 have covered only a small proportion of these. For law

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1 At the time of drafting, I was employed by the University of Houston Law Center (UHLC) as Acting Director of the O’Quinn Law Library. I would like to thank UHLC for its support of my research and writing.
schools, this historical component is particularly worth noting, as much of legal research depends
on analyzing law’s evolution. This does not deny that there are enormous amounts of
information online, but rather recognizes that, to a great extent, that which is in print is not online
and that which is online is not in print.

Further, the printed book has not been made obsolete by e-publishing. In fact, in 2003, the
output of print publishers outpaced that of previous years, and most of the produced titles were
not available in electronic format. These numbers demonstrate that libraries seeking to serve
their patrons must continue to examine and collect print materials. Notably, most legal
monographs are not found in e-book format.

Materials in electronic format may not be free or reliable.

Free. In looking at availability, users who do not directly authorize purchases will
frequently overlook the cost component involved in selecting a library resource. With so
much information available to web surfers, it appears as if no-cost is the norm for e-
resources. However, many online resources can be made available at a user’s desktop
without user awareness of costs. Patrons may not realize that libraries can arrange for
seamless authentication processes that eliminate the requirement for individual user
passwords and identification information; this makes a resource appear “free” to the end-
users. Docket information and Bureau of National Affairs (BNA) newsletters are
eamples of added costs to basic academic subscriptions. Both sources of data are
available through Westlaw, but are not included as part of the base academic contract.
Additional fees must be paid by academic users in order to access them. What looks like
just another Westlaw database is, in fact, an expensive extra acquisition. A law library,
even the most well endowed one, has a finite budget, and its resources must be
judiciously allocated among a range of interests and needs.

Reliable. The greatest strength of the Internet is also one of its greatest weaknesses.
Anyone with a computer and the necessary rights to a web server can post data on the
Internet. This greatly increases accessibility and availability of information on a limitless
range of topics. It also means that anyone with such access can remove or edit
documents and disseminate false information, actions which cannot necessarily be

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that over 150,000 new print or hard copy titles were issued in 2003. According to OpenEBook
(www.openebook.org), only 3,614 titles were published in the for-profit market during the same year. Even if all of
these online titles were also published in print, there would still be 146,386 titles available only in hard copy.

4Penny A. Hazelton, How Much of Your Print Collection is Really on Westlaw or Lexis-Nexis? 18 LEGAL
REFERENCE SERVICES Q. 3 (Winter 1999).
detected by the user. Unlike most printed resources, many free online ones are not routinely reviewed, edited, or checked for accuracy prior to publication. After publication, electronic resources may cease to be updated or may disappear without notice. In one study of scientific literature, it was found that the half-life of Internet postings averaged 55 months.\(^5\) Though the study does not include legal information, it does demonstrate the instability of Internet resources in an established and respected field.

### Uncertainty

One core purpose of an academic law library is to serve the needs not only of today’s users but also tomorrow’s. It follows that the academic law library must have an enduring resource collection that is accessible to both current and future scholars. The current unreliable nature of electronic databases does not allow an academic law library to rely solely on e-resources. This weakness is one of the reasons why printed text remains a constant in today’s technology-driven world. Many electronic documents are fleeting, ephemeral. They may be removed from databases by the publisher for reasons ranging from disinterest in maintaining a low-use resource, to fear of litigation over database copyright issues, to objections of a political nature.\(^6\)

One issue that affects electronic legal resources relates to the manner in which legal documents are drafted. Statutes, regulations, restatements, model laws, and many other important and essential legal documents go through numerous drafting stages, producing working documents and recorded deliberations. In law, examining these successive versions is often critical to understanding a policy’s evolution. However, in many cases, the preservation of these multiple materials may not be of economic interest to a publisher, or the documents may be made available for a limited period only. Only a few publishers, like GPO Access, consciously and actively preserve records of deliberations and drafts. Uncertainties over the preservation of electronic resources often lead libraries and users to print out important documents for future use.

### Changing laws or interpretations

The Internet, and digital information in general, are developing technologies that are, as yet, barely regulated by federal and state laws. The application of existing doctrine, such as copyright and trademark law, to Internet and electronic resources, is just beginning. Therefore, the contents of databases and web sites may well be significantly affected by attempts at regulation, changes in legal interpretation, or both.

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\(^5\)See John Markwell and David W. Brooks, *Broken Links: Just How Rapidly Do Science Education Hyperlinks Go Extinct?* [http://www-class.unl.edu/biochem/url/broken_links.html](http://www-class.unl.edu/biochem/url/broken_links.html). In this analysis, it was found that approximately half of science education hyperlinks disappeared within 55 months of initial discovery.

For one example of how information, or access to it, can fall victim to legal stratagems, libraries need only look to the New York Times Co., Inc. v. Tasini. Prior to the Supreme Court’s decision in Tasini, the New York Times, and other information providers, sold electronic versions of their publications to vendors such as LexisNexis and Westlaw, which then included them in their database subscriptions. The issues sold included articles by free-lance writers. Some libraries, relying on the stability of Westlaw and LexisNexis, cut their subscriptions to the print or microform equivalent of the information providers’ products.

The Court found, however, that the New York Times and the other information providers had violated the non-employee authors’ copyright in their articles, which were not included in the collective work copyright that the publishers owned. Following the decision, the New York Times and other information providers purged their databases of the affected documents, and both users and libraries found formerly complete electronic archives filled with unpredicted gaps. Had the libraries retained the print or microform equivalent, their collections would have remained intact, even after the decision was rendered.

Today, most publishers have carefully assembled their databases and drafted their contracts to protect against this kind of legal challenge. However, the Internet is a fluid entity, and digital information is a relatively new format. Libraries have enjoyed the stability of legal doctrines surrounding print publications for many years. In contrast, with regard to e-resources, legislation has already been enacted, limiting access to digital information in the form of the Digital Millennium Copyright Act, a statute that was strongly opposed by many information user groups from reasons ranging from loss of privacy, to concerns about technology overriding traditional copyright protections. Multiple bills to further restrict e-resource distribution have been proposed in the 108th Congress, and libraries anticipate many more challenges before the laws regulating e-documents will be predictable.

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Changing standards. Unlike print, electronic documents are not readable by the human eye. The ability to access them is dependent on equipment and technology, both of which become important considerations when examining the acquisition of information stored in electronic form. Vinyl records, 8-track-tapes, betamax cartridges, and 5 ¼ “ floppy disks have aptly demonstrated that reliance on any one technology, especially intermediate ones, can require significant future expenditures. To keep the data on such formats accessible, information must be migrated to new format(s). Only ten years have passed since the World Wide Web, as currently known, came into being. In that time, we have seen multiple changes in “markup languages” (e.g. HTML, XML) used to prepare documents for web publication, and in our information format choices (e.g. JPEG, TIFF, PDF). In evaluating a resource, libraries must consider whether the data is of permanent or only temporary value to the collection, and factor in future costs for migration or preservation if the data has permanent value. Print titles also have a longevity element, determined by the quality of paper and the elements that touch it, but the measurement there is mostly a matter of centuries and not single years or decades.

Licensing and the splintering of databases. Once purchased, print materials belong to a library, which then has access to the material in perpetuity. On the other side of the spectrum, many electronic products are licensed, not owned. A library has access to their contents only so long as it maintains an annual subscription. This distinction plays a significant role in the analysis of the long-term value of a resource to a library.

Licensing. Licensing brings with it a host of complicated issues, which will only be briefly addressed here.10 Use of a book is governed by copyright. Rights to photocopy materials, use them in classrooms and for research, place them on reserve in the library, and use the materials in other ways, are well understood under federal copyright law. Use of a licensed database is governed by contract, however, and can be subject to terms that limit or even prevent typical copyright protection. One common example is a license provision that prohibits the use of a database for interlibrary loan purposes. While the print equivalent, under existing copyright law, could be used in interlibrary lending, the exact same title in electronic format would be unavailable for such purposes. Every vendor of electronic information has different licensing terms, and frequently the same vendor has different terms for its various publications. In general, the more limited the license, the less useful an online resource becomes to the library and its users.

Licenses also typically permit the publisher to change database content without informing the subscriber. Even major providers like Lexis and Westlaw frequently drop and add databases and materials without prior warning. Libraries relying solely on electronic

10 For further discussion of licensing issues, see http://www.library.yale.edu/~license/index.shtml or http://www.arl.org/scomm/licensing/licbooklet.html
information could easily find themselves at a disadvantage when unpublicized changes are made to databases. For instance, a user may be unable to locate the same document she found a month ago. Additional expenses may be incurred in re-obtaining the document for research purposes if, indeed, it is even available.

Another aspect of licenses that comes under scrutiny is the continuing availability of materials, or the lack thereof. Payment for hard copies results in ownership. Licenses, by definition, provide merely temporary access.\(^{11}\) Each year, a library purchases access to a database, even if the new, current information added each year is only a very small subset of the entire database. The library pays for access to “old” information as well as “new” information each billing cycle. Failure to pay for a license in any single year results in the loss of not only the current data, but also the archives of previous years. Absent express agreement in the license by the vendor, libraries can lose access to many years’ worth of electronic resources, including periodical subscriptions, newsletters, newspapers, and supplements, when a current year’s license is not renewed. On the other hand, terminating a print subscription would impact only current access. The library’s print collection for earlier years remains accessible.

Splintering of databases. Ten years ago, e-publishing required a tremendous investment of resources and expertise not readily available at the time. Small companies, therefore, leased their products to high scale data providers like Lexis and Westlaw for the monies it brought them and for a distribution outlet. Today, however, the ease of e-publishing makes it economically feasible for those who once leased their information to large data brokers to construct, mount and independently charge for their own services. Concurrently, they terminate their contracts with data brokers. The consequent unpredictability of “database cohesion” affects the library’s e-collection and budget. For instance, libraries once paid lump sum amounts to Lexis and Westlaw for access to a variety of databases from several publishers. Today, for access to the same databases, they would contract with multiple vendors at a much higher overall cost. Law libraries are affected more by this phenomena than their other academic libraries, for two reasons.

First, long before Internet delivery of data, law libraries had Lexis and Westlaw. For an extended period of time, both of these services were stable, adding new services without

\(^{11}\)Recent developments in e-resources have introduced the concept of “perpetual” licenses, which typically have lower ongoing costs. Unlike standard licenses, which require full payment each year, a perpetual license relies on a substantial initial investment, followed by modest annual fee in subsequent years. However, in substance, these instruments are still licenses; failure to pay the nominal continuing fee results in forfeit of the entire database. Some publishers have taken the final step, by allowing libraries to purchase, not license, e-materials. NetLibrary is one such vendor, having both licensing and purchasing options. The purchase option, guaranteeing perpetual access for a one time payment, is typically higher than the licensing option.
significant loss of data. Reliance on the databases for research grew as students, faculty and staff were systematically exposed to the convenience of online searching in a variety of publishers’ electronic resources. Recently, though, smaller vendors have launched their own e-services, and removed data from aggregator databases like Lexis and Westlaw.\textsuperscript{12} Law libraries, which had long budgeted on Lexis’ and Westlaw’s steady pricing and consistent databases, were suddenly faced with huge bills for electronic resources that were previously available at no additional charge.

Second, rapid legal publisher consolidation has meant the accelerated removal of licensed data from the databases of long-time hosts. One example is the disappearance of Shepard’s from Westlaw, which happened when Shepard’s was acquired by LexisNexis and became an exclusive Lexis service.\textsuperscript{13} Overall, as legal publishers consolidate, competition is lessened. This leads to higher prices in both print and online materials, as mini-monopolies develop in legal publishing.\textsuperscript{14} The combination of licensing (i.e. non-ownership) and monopolization can be extraordinarily detrimental to the library budget, as unpredictable spikes in prices result in cancellations of databases with current and retrospective coverage.

Archiving and preservation. For the purposes of this section, archiving refers to saving data in any format, and preservation refers to saving the original, physical format. The printed word, once printed, is fixed and unchangeable. The content of a book is archived as soon as the book is printed. The book itself is a stable, self-preserving format that can last for centuries. But an electronic document, by definition, is not permanent. Unless its contents are actively backed up and/or consistently converted to current technologies, an e-resource may not be accessible later by a user. Until standards are reached on issues such as (a) archival responsibility and methodology, and (b) format preservation, electronic-only collections jeopardize a library’s long term obligations to build a collection for the future.

Further, web sites and information stored thereon change constantly. Even if standards on archiving and preservation are universally adopted soon on specific web-based documents or databases, much of the information previously published on the web, including most of that available today, will not be saved. A news article, on a single site, can change multiple times in

\textsuperscript{12}Bureau of National Affairs removed content from base Lexis and Westlaw academic contracts and introduced a self-supported e-service in 2002.

\textsuperscript{13} While that particular move spurred the development of another citator service (KeyCite), improving the options for researchers, removal of other resources has not resulted in the same positive outcome.

\textsuperscript{14}“During the period from 1973 to 1996, for example, when the Consumer Price Index showed an increase of 253%, the average cost of legal serials rose 495%... In the past four years alone, the prices of legal continuations rose nearly 72%...” KENDALL F. SVENGALIS, LEGAL INFORMATION BUYER’S GUIDE & REFERENCE MANUAL 2003 15 (2003).
Electronic modifications are not easily identifiable, and patrons seeking to find a former version may be unable to do so. Though ventures like the Wayback Machine (http://www.archive.org/web/web.php) are archiving selective free pages and materials, they cannot archive every version of every page on the web. They are also unable to preserve fee-based resources, for obvious reasons, thus leaving extraordinary amounts of valuable information to disappear without a trace.

Ease of use. The evolution of e-documents has just begun, as is most evident for the struggling e-book reader. Studies have shown that users continue to prefer paper for certain types of materials. The reasons vary from desire for familiarity to ease of use. For example, readers have learned to recognize a book’s chapters in relation to each other. In a printed text, they can easily find a particular reference by this tactile and cognitive association. A data file, which is without physical form, cannot support that type of reference. A new manner of association will develop as the e-book matures, but its present format is not yet ideal (or even very useful) for legal research, which relies heavily on such associations.

Instructional. Not all employers of law school graduates will have access to online sources. Even when they do, they may restrict access and not permit researchers to rely solely on them. Practitioners have always relied on academic libraries to provide less frequently needed or esoteric documents; now, as their costs of business increase, they are also downsizing their basic print collections and turning more to their local law libraries for their information needs. Law libraries, therefore, must keep their physical collections to ensure that their students have training in, and access to, all types of legal information formats.

Summary. Technology, still in its infancy, has not yet mastered the arts of preservation and reliability. The publishers of e-materials continue to adjust price formulas and delivery methods as they expand from the print world to the digital one. The long history of publishing makes it impossible to provide all materials in online format in short order. For all of these reasons, print materials will continue to be necessary for their predictability, continuity, and stability.

Why is technology important?

Technology permeates everyday life, from email to remote database access to computers in our cars, microwave ovens and cell phones. In terms of information, technology brings many important benefits to the researcher and to libraries. The amount of information — the good, the

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15 The same peculiarity can be found in print. However, in print, users are still able to identify the “evening edition” version from the “morning edition.”

bad, and the ugly (!) — being produced electronically is growing exponentially each year. In 2003, a Berkeley study estimated that five exabytes\(^\text{17}\) of information was generated in 2002, 92% of which was stored electronically.\(^\text{18}\) Law firms have moved increasingly towards digital libraries, and they expect new clerks, associates, and partners to be comfortable in such an environment.\(^\text{19}\) As educators of future practitioners, academic law libraries must provide students with education on the e-resources that they will need to practice.

**Currency.** For obvious reasons, technology allows for rapid updating of information. Print requires gathering, assembling, printing and distribution, the latter two steps of which require physical delivery to the subscribing institutions. Online databases eliminate the delay in delivery and allow information to be posted online even as it is created. Shepard’s and Keycite illustrate the beauty and appropriateness of electronic delivery. They are resources designed to advise the practitioner of recent rulings or legislation affecting his/her case or statute. Using the online version, when available, instead of the print volumes saves researchers time and effort; the print version often requires consulting three or more different books or supplements, and is still weeks if not months out of date. The online citators are updated daily and all information is incorporated into one display. Failure to use the online version of a citator could even be seen as malpractice.\(^\text{20}\)

**Convenience.** Technology has transformed libraries and the manner in which they provide their services. Proxy servers and virtual private networks allow users to connect to library resources remotely; hyperlinking in integrated library systems publicizes the location of resources, regardless of format; electronic journal management programs like TDNet can combine or divide aggregator databases to facilitate searching; adaptive hardware and software, such as voice recognition software, enables disabled patrons to “read” resources without requiring the library to provide a human reader or interpreter. Technology expands a library’s collection to beyond just purchases or licenses, dissolves the physical boundaries of the library, and permits its users to access resources independent of location.

\(^{17}\) How big is five exabytes? If digitized, the nineteen million books and other print collections in the Library of Congress would contain about ten terabytes of information; five exabytes of information is equivalent in size to the information contained in half a million new libraries the size of the Library of Congress print collections.” University of California at Berkeley’s School of Information Management and Systems, *How Much Information, 2003?* at http://www.sims.berkeley.edu/research/projects/how-much-info-2003/execsum.htm

\(^{18}\) Id.

\(^{19}\) “… lawyers' use of online legal research is competing directly with print. The respondents to the ABA's 2002 Legal Technology Survey reported that 37% (mean) of the time they used fee-based online legal services while 34% of the time they used print.” Catherine Sanders Reach, David Whelan, and Molly Flood, *Feasibility and Viability of the Digital Library in a Private Law Firm, 95 L. Libr. J. 369* (2003).

Malleability. Legal researchers quote texts and cite data to support their assertions. When that data is in electronic form, it becomes easier to export into the researcher’s work product, and easier to massage the information so that it can be easily incorporated into the work-in-progress. The need to take copious notes while reading, or to make photocopies of each referenced page, is reduced when a citation can be “cut” directly from its electronic source and dropped into the citing author’s text (and appropriately attributed).21

Sum of the parts greater than the whole. A printed book or set of books is self-contained. When a book refers to another source, the user must locate the referenced item on the shelf. E-documents facilitate the delivery of information, regardless of source, to the user. They can link to other databases or e-resources. The user needs only to click on the hyperlink to view the cited document. Examples include RIA’s tax library and the BNA newsletters, which contain references to other vendor publications as well as to outside resources such as GPO Access. E-resources frequently also have multiple delivery formats. While print texts can only be copied, either by hand or by machine, databases permit printing, emailing, multiple format choice (e.g. PDF, HTML), saving, etc. In addition to being faster than photocopying, this enhances the malleability function above.

User expectations. Considering all of the benefits listed above, it’s unsurprising that users have adapted to technology and have demanded greater availability.22 Those accustomed to conducting research at odd hours or searching across multiple databases with a single query find print resources constraining. Access independent of location is necessary in today’s legal education, as faculty and students work at home, travel, and visit other institutions. Despite the justified reservations over the longevity of e-databases, the fact remains that many, if not most, users now look first towards online access and second to physical formats when researching.23 Libraries need to meet that expectation while educating the user on the advantages and disadvantages of each format.

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21 The frequently neglected factor in this approach, and the one requiring frequent repetition, is that even though technology makes it easier to transfer or copy text, the use of data is still protected by copyright. Whether the documents are in print or online, the same laws apply, and users should be respectful of them.


23 Id.
Online only publishing. The number of resources published exclusively online is increasing. The growth is due to publisher pricing\(^ {24} \), lower distribution costs, technology's evolution, and user demand, among other reasons. For example, several law reviews have resorted to online publication only, and many reviews and journals are available online at no charge to the library.\(^ {26} \) A significant amount of unique and/or free information is available only in digital format, whether at no charge or in the vast subscription databases. This includes docket information and records,\(^ {27} \) law reviews, journals\(^ {28} \) and newspapers, scientific and technical reports and studies, legislative information, and audio files.\(^ {29} \) New technologies make materials previously accessible only to a few available to anyone with the technology to access it. They expand libraries' "collections" to items that cannot be purchased or are not published in the traditional manner.

Lower costs and fewer space needs. In some cases, electronic databases are less expensive than books and in almost all cases they require less space. In researching the costs of titles included in Lexis and Westlaw, it becomes apparent that the costs of purchasing every title represented by these aggregators would be far greater than the annual licensing fees charged academic law libraries. The space analysis yields similar results. Even taking into account the area needed by machinery, the amount of floor space occupied by shelving for the same resource in print form is significantly greater. Where a publication has no historical research purpose, and relies entirely on currency, an electronic product will save room and staff time, thus costing less than its print equivalent even if their purchase price is the same. E-resources free up shelf space for materials that cannot be found in electronic format or which are not easily accessed in electronic format.

Instructional. Even as print publishing expands, electronic resources are becoming more prominent in research. Students must be prepared to research both in any format, and an academic law library is responsible for ensuring that the necessary skills are learned. Law firm


\(^ {25} \)[e]mphasis should be on streamlining the distribution of traditional paper copies of publications, which may include providing online access and less expensive electronic formats."’ H. REP. NO. 106-796 (2000).

\(^ {26} \)It should be noted that in some cases, these open access journal publishers have transferred costs from libraries and end-users to the authors.


\(^ {28} \)For example, Journal of Online Law, E-law : Murdoch Electronic Journal of Law, selected issues of the Journal of Science and Technology Law.

\(^ {29} \)See the Oyez Project at www.oyez.org.
research encompasses both print and electronic resources,30 and hiring partners have a reasonable expectation that new attorneys will be proficient in using both. Both Lexis and Westlaw have produced online products tailored to the needs of each type of law practice, and a survey of legal publishers reported that “Internet publications making up about a third of total production and CD-ROM, 15%.”31

**Summary.** Advances in technology will continue to open doors for researchers. Libraries, continuing to serve as information brokers, are required to develop expertise in these emerging instruments as to better guide their users to the best resource for any given topic, independent of format. Standard 606 of the American Bar Association’s Standards for Approval of Law Schools clearly states that the collection must contain not only tangible materials, but also access to electronic information.

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30 “When asked to speculate on the total percentage of each format in their library's collection, 34% of the responding librarians indicated that 61-80% of their collection was in print, while 29% responded that fee-based online access was closer to 21-41% in their library.” *Supra* note 19, at 376.

31 *Id.* at 375.
Do We Still Need Books? How Important Is Technology?

A Selective Bibliography

compiled by

Paul E. Howard, Foreign and International Law Librarian
Loyola Law School Library, Los Angeles
and
Renee Y. Rastorfer, Law Librarian
University of Southern California Law School Library

Introduction

To say that the world of librarianship is in the throes of a sea change is to be guilty of understatement. That being said, the purpose of this bibliography is to help us understand from where we have journeyed, where we might be going, what some of the problems are that we have encountered and may yet encounter along the way, how to think about, and in some few instances, how to solve those problems.

In reviewing the many thoughtful and sometimes provocative articles that ended up in this bibliography, it became clear to us that the number one issue on the minds of librarians and other information professionals is – who is minding the archives? While there is little debate that e-materials have earned their place in our law libraries, we are well-troubled by the complexities of the archival, and thus, future access issues. This concern underlies many of the debates over whether to e- or not to e-, and prevents us from coming to easy answers to the ubiquitous question – do we really need materials in both formats?

Although the topic of this bibliography is complex, the mechanics were straightforward: the time scope is limited to 1995 and after and the databases searched are those usual to library and information science. The entries are organized alphabetically by author within each category and accompanying each entry is a brief summary of the subject matter. Although we have sought to capture the most noteworthy pieces, this bibliography is not a comprehensive listing of all pertinent sources. It is current as of December, 2003.

The authors wish to thank Loyola Law School Library and the University of Southern California Law School Library for their invaluable support of our work on this bibliography.

Legal Resource Index, Index to Legal Periodicals, Information Science Abstracts, Wilson Library Literature, ERIC, WorldCat, ArticleFirst, Chronicle of Higher Education, Libraries and Information Services Stories (LexisNexis), and Combined Law Reviews and Legal Newspapers in both Westlaw and LexisNexis.
The answer to whether we still need books is – yes. Barry Fast, one of the authors listed below, compares reading a book in print and reading a book online and he reminds us of Lilly Tomlin’s remarks about heaven: “I’m sure you can have sex there but I doubt if you can feel it.” In the same vein, Fast says “books will last because they fulfill some basic human needs, not only in what they convey but how they convey, how they feel, and how they fit into our lives. Like the wheel [with us from prehistoric times], books carry us from here to there, and like the Internet, they carry us sometimes with awe and mystery.”

**Books**


This study was commissioned by the National Digital Information Infrastructure and Preservation Program, whose mission is to develop a national strategy “to collect, archive, and preserve the burgeoning amounts of digital content, especially materials that are created only in digital formats, for current and future generations.” Essential reading for any institution or group grappling with digital preservation issues. Written by leaders in various areas, the study covers preserving: (a) digital periodicals; (b) e-books; (c) the World Wide Web; (d) digitally-recorded sound; (e) digital television, and concludes with a section on digital video archives and mapping through metadata.


Compilation of papers presented at a conference held at Emory University in 1997 under the auspices of the Andrew W. Mellon Foundation. The twenty-five essays included in this work focus on the impact of digital technology on scholarly communication, considering possible ways of facilitating this process and the costs associated with different methods. The papers deal with a number of topics, including: technological issues such as digitizing techniques; evaluation of different electronic publishing ventures; examination of how electronic journals and books are actually used; and the exploration of possible models for electronic publishing in the future.


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3With apologies to Gordon Russell, annotated below.
This work of collected essays considers how digital initiatives are affecting library services. Some of the topics covered include: the positive and negative features of both digital and print formats; the economic dilemmas faced when acquiring digital resources; the future of the e-book; the impact of digitization on reference services; and the evaluation of digital collections.


A collection of papers presented at the 35th Annual Clinic on Library Applications of Data Processing, sponsored by the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign (UIUC) in 1998. UIUC was the site of a NSF/NASA/ARPA-funded Digital Libraries Initiative. The organizers encouraged presenters to not only talk about those aspects of their digital library projects that went well, but also to discuss problems that arose throughout development, in the belief that “if the development of better systems is to proceed optimally, it is just those problems that should be aired publicly.” Some of the projects or issues discussed include “Processing and Access Issues for Full-Text Journals,” “Semantic Issues for Digital Libraries,” “A Publisher’s Perspective: More Successes Than Failures,” “Lessons Learned from Full-Text Journals at OCLC,” and “The Future of Annotations in a Digital (Paper) World,” the last referring to the time honored practice of readers and scholars writing comments in the margins of text.


Sul Lee, Dean of the University Libraries at the University of Oklahoma put together this volume of papers presented by national library leaders at the 2002 University of Oklahoma Libraries’ annual conference, the theme of which was electronic resources and collection development in academic libraries. As Dean Lee points out, “while diverse in content and conclusions, all of these papers share common ground in that they offer new insights on how libraries are meeting the challenges of reshaping collection development programs with electronic resources.” Some notable entries: Keven M. Guthrie, JSTOR president, presents data JSTOR has collected about who uses e-journals, how they are used and what disciplines favor e-resources, and Anne Marie Casey, Central Michigan University’s Director for off-campus services reviews the issues and challenges inherent in collection development for distance learning programs.


An interesting range of articles brought together by Suzan McGinnis, Assistant Head of Information Service for Liaison and Collection Development at Texas Tech University Libraries, Lubbock, Texas. Addresses some of the more talked about topics in electronic
collection management, such as “Information Technology and Collection Development Departments in the Academic Library: Striving to Reach a Common Understanding,” and a review of the impetus for and status of SPARC, the Scholarly Publishing and Academic Resource Coalition.


Not intended for the reader who wants practical day-to-day information on how to choose between electronic or print resources, but rather for someone interested in the long view of what it means for those in academia to flow closer to an electronic environment. Although written in 1996, the ruminations of leaders in this area such as Clifford Lynch are always interesting.


A collection of presentations and workshops from the North American Serials Interest Group’s 2002 Annual Conference. While some of these entries are not addressed to electronic issues exclusively, enough are to make this volume a rich source of both information and anecdote. Some examples: “Everything You Always Wanted To Know About Electronic Journals But Were Afraid to Ask,” “Get Hip to E-Journals and Forget About the Print: Inciting a Faculty Revolution?”

Articles

Anderson, Iris W. To Bind or Not to Bind: Pros and Cons of Maintaining Paper Periodicals in the Library’s Collection. 3 Information Outlook 24 (November 1999).

Considers the future of paper periodicals in libraries – whether paper collections should be maintained once electronic versions become available and, if so, how to provide access to these materials. Observes that there is not yet a critical mass of electronic periodicals on the market, and therefore libraries need to continue to acquire and maintain print journals. Includes a list of some of the benefits and drawbacks of each format. Provides a summary of responses from an online discussion held on SERIALST about the pros and cons of binding paper periodicals.


This article examines some of the issues librarians face as they manage electronic journals. The authors conducted a literature review to identify issues related to electronic journals and then contacted librarians in North America and the United Kingdom to
ascertain how these matters were addressed. Discusses issues such as the promotion of electronic journal usage, methods of evaluating levels of usage, cost of electronic journals and consortia purchasing, the relationship between libraries and electronic journal publishers/suppliers, and the changing librarian skills required to manage electronic journals. Includes survey results detailing the different ways libraries approach these issues.


Discusses whether information in electronic form will supplant print format materials. Compares the advantages and disadvantages of print and electronic resources, discussing factors such as financial cost, ease of use, and reliability. Axelroth concludes that the ideal mix of media will depend on many factors, and that often the print medium is still the most efficient.


Addresses the paradox that while the electronic revolution is extolled for its expansive distribution of information, the darker side of this revolution is the threat to access to information since content owners have the ability to control and restrict access to their “informational wares” in a manner not possible with the print medium. The goal of this article is to articulate the necessity of establishing for individual library patrons minimum standards of access to electronic resources consistent with “pre-Internet” real space access. The author advocates the benefits to library patrons of creating statutorily-guaranteed rights to library use of copyrighted materials in any form.


The authors explore the effect that computer-assisted legal research (CALR) is having on legal thinking. They assert that the paradigm of legal research is changing from an approach based on the print digest to a paradigm centered on CALR. Bast and Pyle discuss the concept of a paradigm shift and examine the characteristics and use of digests. They also describe the CALR and print research process and how legal research is likely to change in the future.


Bauer explains how Yale University's Cushing/Whitney Medical Library compiles statistics on the relative usage of print and electronic resources in that library. The library has created two indexes, the Electronic Usage Index and the Print Usage Index.
The Electronic Usage Index is based on the frequency with which the library's e-textbooks and Ovid electronic journal full-text database are accessed, while the Print Usage Index data is derived from circulation and photocopier statistics. The indexes showed that usage of electronic resources increased rapidly in 1998-1999 relative to the 1997-1998 data, while print usage declined.


Chronicles the results of an informal poll taken of academic law librarians’ efforts to wean law review editors from exclusive reliance on print sources for cite checking to reliable electronic resources when available and appropriate. Analyzes the friction between “tradition” on law reviews and the reality of readily available, reliable, online documentation against which to check citations. Concludes that resolution may await *Bluebook* intervention.


Berteaux and Brueggeman discuss the results of a survey by U.C. San Diego's Scripps Institution of Oceanography Library comparing the timeliness of electronic journal issues with their print counterparts. The study was conducted over two six-week periods in 1999 and 2000 and found that electronic journal issues were usually available before the receipt of the print equivalent. In 2000 only 6% of the print issues were received prior to the availability of its online version, in comparison to 16% in 1999.


The interesting part of this short article is on page 52 where Boalt Hall Librarian Kathleen Vanden Heuvel discusses by means of a useful example the perils of relying solely on print, when it makes the most sense to use online searching, and when print resources may be the way to go.


Evaluates the impact of the Internet and digital products on use patterns at Georgetown University Law Library by evaluating traditional quantitative library data on photocopying, circulation check-out, and shelving from a ten-year period. Correlating fairly dramatic changes in these statistics in approximately the mid-1990s with various electronic and Internet developments, the authors suggest not only that data “strongly indicates law students at Georgetown are using electronic resources rather than printed
materials as their primary source of information,” but also that traditional collection-use measurements no longer reflect a complete picture of the quantity or quality of the research activity within a library collection.


Explains the process used by the Higher Education Library Information Network Consortium to select a full-text database for acquisition by its member institutions. Describes the criteria and guidelines used to compare four databases: Expanded Academic Index, Proquest Direct, EBSCOhost, and Wilson-Web2. Reports on the advantages and disadvantages of each service, including completeness of coverage relative to the print version of journals.


The authors propose a methodology for comparing and evaluating the title coverage of full-text periodical databases and explain how this approach has been used at the University of Hawaii at Manoa. This methodology considers the quantity and quality of titles available through different databases, and the relative merit of different databases when considered in relation to a library's print journal collection and the information seeking habits of undergraduate students.


While new electronic technologies and networks offer scholars enormous opportunities, they also make the research library’s role of preserving recorded knowledge for future generations of scholars more complex and costly. This article discusses the unique issues raised by the digital format, new ways to think about digital preservation, and the various groups working on national preservation models for preserving our digital cultural heritage.


Assesses the scope of coverage of various online databases by examining a group of law review articles to determine the proportion of cited resources that are easily located online. Searches were conducted in LexisNexis, Westlaw, the Internet, and several other databases for the full-text version of each source cited in seven randomly selected articles. Canick divides the citations into thirteen categories, such as “Legal Periodicals 1990-present,” “Books,” “Federal Cases,” and “Foreign/International Law,” and provides
the relative availability of each. Of the 1,984 citations searched, 77% were available online. Canick concludes by discussing several reasons why this percentage is likely to increase in the future.


The impetus for this study stemmed from diminishing hopes that publishing in electronic form would be less expensive and that journal prices would actually decrease after converting from print to online. Contemplating the fact that there is no escape from “the relentless upward march of journal subscriptions prices,” the authors devised this study to examine whether print journal price increases varied according to the type of electronic access available. The author’s findings reveal, *inter alia*, that price increases for print journals were higher if a type of electronic access was offered. Additionally, aggregated collections currently represent the electronic option whose percentage price increase for print was lowest. The authors recommend continued research in this area.


Chen explores the completeness of several full-text databases from various perspectives. The article critiques the content available through five database aggregators – EBSCO, Gale, H. W. Wilson, LexisNexis, and ProQuest. It examines the number of embargoed (intentionally delayed) titles on these aggregators and how these services handle the embargo issue, the number of articles deleted because of the U.S. Supreme Court's *Tasini* decision, and identifies some important titles that are not available in any aggregator database. She concludes that the quality of aggregators' full-text databases seems to have decreased, and that librarians should be cautious before canceling print subscriptions in favor of these resources.


An interesting review of the history of JSTOR, launched in 1995 by William G. Bowen as a pilot project with funding from the Andrew W. Mellon Foundation, and the actual process undergone to get those reproduced pages on your computer screen.


The author builds on Hazelton’s article “How Much of Your Print Collection Is Really on WESTLAW or LEXIS-NEXIS?” While Hazelton examines the question from the

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perspective of space occupied, Chiorazzi is concerned with collection use. He argues that “over 80% of the use of all legal materials is accounted for by the 20% of all legal materials that are available online.” Examines the implications this may have when doing cost-benefit analyses in connection with library budgetary decisions.


Cox investigates the proposition that electronic journals provide enhanced value for their costs when compared to their print counterparts. He reviews the pricing policies of two different journal publishers (Emerald and the Institute of Physics Publishing) at the journal, article, and use levels. Based on his findings and a literature review, Cox concludes that electronic journals offer greater value relative to traditional print journals.


The author queries what effect a particular discipline’s discourse habits have on its ability to not only adapt but also to thrive in an electronic environment? Discusses the development of the Web-based Legal Scholarship Network, as well as open archiving alternatives for law scholarship such as LEDA (Legal Education Document Archive), and concludes by asking whether initiatives such as LEDA “resolve some of the long-standing shortcomings of the law review system, while preserving the institutional benefits of traditionally school-based publication?”


This article contends that based on the results of a study done at the University of Toronto, although undergraduates typically begin assignments and essays using online sources, they still value books and print journals because of the print sources completeness, accuracy, and in-depth nature. The authors argue that perhaps present trends to cast academic libraries in a format that competes with Barnes & Noble and Starbucks miss the point that the really unique thing the library has to offer is print resources that can contribute to academic success.


Evaluates the pros and cons of binding print journals or archiving e-journals with an eye to the ultimate decision of whether to cancel print subscriptions. Also makes the point that with an e-version we may have more access, but will we have continued access?

Provides the results of a user study comparing Early Canadiana Online, a digital collection of pre-1900 Canadiana material available through the Internet, with the same material in its paper and microfiche formats. The study, which included a survey, focus group sessions, and server log analysis, evaluated use and user satisfaction across all three formats. While many people liked the paper format best, over half of the respondents that had used all three formats felt the Web-based version would be most useful in their work.


Easton reviews several instances where institutions did in-depth studies before implementing programs to discontinue print subscriptions in favor of electronic. See, for example, Henebry, below, and Sprague and Chambers, below. One of the overarching conclusions from these studies is that “libraries need to be educated consumers of full-text databases, particularly if they consider replacing print subscriptions with database content,” especially in the post-*Tasini* environment.


Edmonds and Axtmann explain the decision making process used during the creation of a new law library at the University of St. Thomas School of Law. Among the topics explored was their approach to balancing print and microform resources with electronic access. They also provide a general discussion on how they chose the appropriate format when initially developing their collection.


Faerber argues that the print medium has many advantages relative to digital materials, and that movement towards a paperless society is fraught with problems. He discusses the benefits of paper, observing that paper is surprising durable and has a reassuring physical immediacy not found with electronic documents. Faerber points out that digital hardware and software are more fragile than paper, and that they rapidly become obsolete due to technological changes, often resulting in data becoming inaccessible after a comparatively short time.

Mr. Fast, Senior Vice President at the Academic Book Center, presented this graceful paper at a conference in Crimea in 1998, but its musing are as fresh today as then. He notes that “as the information universe expands, books, good old-fashioned paper books, will become more important, not less. Just because a technology is old does not mean it is less valuable. Buggy whips disappeared because motors replaced horses, but our auto-buggies still use the ancient technology known as wheels.”


Fascinating article based on the author’s premise that for “research libraries, the long-term preservation of digital collections may well be the most important issue . . . keeping digital resources accessible for use by future generations will require conscious effort and continual investment.” The article discusses one such conscious effort, an initiative spearheaded by the Council on Library and Information Resources, funded by the Andrew W. Mellon Foundation, to collaboratively formulate underlying assumptions for e-journal archiving guidelines (i.e. time frames, licensing, and redundancy issues). Also covers some of the difficult issues this project has thus far raised (“dark” archives, access triggering events, content choices).


Provides an introduction to electronic books. Explains the basic characteristics of e-books, describes four models of e-book readers, and discusses the advantages and disadvantages of electronic books compared to their print counterparts. Also reviews a number of e-book publishing ventures and concludes by speculating about the future of the electronic book.


Discusses concerns related to the increasing availability and reliance on digital versions of legal documents. Observes that while there are advantages to the use of electronic materials, there are also problems arising with digital legal information, including: rapid obsolescence due to changes in hardware and software technology; text authenticity issues inherent to the electronic medium; and the lack of a plan to archive digital legal information to ensure its long-term accessibility. Germain examines these issues and considers some potential solutions.

Germain examines a possible role for libraries in ensuring the preservation of primary legal information available through the Internet. She discusses some of the difficulties faced when trying to maintain long-term access to digital legal information, with particular focus on the risk of content being lost due to changing or disappearing Web sites. Germain offers a possible solution to this problem: the creation of Web mirror sites. Through partnerships with the issuing governments and organizations, databases of official information currently on the Web can be loaded and maintained on local servers, ensuring their accessibility and preservation far into the future. She describes Cornell Law Library's experience maintaining two mirror sites – those of the International Court of Justice and the International Labor Organization. Germain proposes that law libraries collaborate in the establishment of mirror sites, with each participating library responsible for archiving and making publicly available a portion of the official primary legal information on the Internet.


The author discusses “emulation” as a preservation strategy. Emulation is defined as the ability to access or run original data/software on a new/current platform by running software on the new/current platform that “emulates” the original platform. Emulation as a strategy preserves the objects look and feel, which some believe should be an essential goal of any digital preservation project. The author reviews at length the theory on emulation posited by Jeff Rothenberg, its staunchest proponent, taking into consideration some of emulations’ strongest critics as well.


Explores the challenges associated with electronic archiving and identifies principles that must be addressed in order to maintain reliable long-term access to electronic content. Guthrie, the president of JSTOR, discusses JSTOR's archiving experience and some of the lessons that were learned. He observes that decisions must be made in five broad areas when establishing an archive: technology, backup and preservation, relationships with content owners, relationships with content users, and economic stability. He also argues that the discussion about archiving should focus less on the method used and more on having the proper organizations take on the responsibility.

Haigh contends that shortcomings inherent to the computer limit the degree to which technology can improve the quality of legal work. He compares electronic research with the use of print resources using scenes from Umberto Eco’s *The Name of the Rose* as catalysts for his analysis. Haigh concludes that in many instances print resources may be preferable.


This article describes a study conducted by the University of the Pacific in 1995 comparing the relative cost of their print periodical subscriptions to titles provided in full-text through IAC's Business ASAP. The study found that purchasing access to Business ASAP while simultaneously canceling those print subscriptions contained in the database would result in access to more than twice the number of titles for only a 15% increase in expenditures. Hawbaker and Wagner also discuss the increased demand for full-text electronic resources and the potential savings and risks associated with relying on electronic materials as an alternative to print subscriptions.


Hazelton’s well-known study, done to answer her Law School Planning Committee’s question – do we really need to dedicate all that space to the Law Library? – concluded that 13% of the University of Washington’s Law Library’s volumes were on Westlaw and LexisNexis. Analyzes such questions as – how fast will your print collection grow in the future? What role do microforms play in the future of law libraries? If Westlaw and LexisNexis services were available to all library users (including the public), would the Law Library need any print resources? Should be read in conjunction with Gordon Russell’s article, below.


As a prelude to eliminating duplicate formats in its journal collection, the University of Texas at Dallas did a title-by-title comparison of approximately 300 to 400 journals. The authors found many electronic journals differ significantly from their print counterparts. Discrepancies included timeliness, color and graphics, content, and service issues. Despite these discrepancies, this evaluation permitted the library to cancel approximately 70 print subscriptions. The methodology for conducting this type of an evaluation is described.

Hoeflich argues that there is an iconographic convention of associating lawyers with books. He examines the role books have played in the portrayal of lawyers from the early Middle Ages to the twentieth century.


This article represents a second perspective, written by another Australian (compare Colin Webb’s “Towards a Preserved National Collection of Selected Australian Digital Publications,” below) who warns that failure to devise effective digital preservation strategies runs the risk of losing essential aspects of our collective past. A clear recitation of the differences between preserving paper as opposed to digital forms, and the specific issues faced in the effort to preserve digital matter. Includes twelve recommendations for preserving digital information.


The authors’ explore the impact that electronic resources have on two issues: serial cancellation and the placement of print materials in remote storage. They identify suggested criteria for these decisions and discuss the unique issues that arise due to the complex nature of electronic resources.


This article makes an interesting companion to the Carolyn Henebry article, above. It describes Seton Hall University Library’s approach to the examination of overlap between its print and electronic subscriptions. The article addresses the fact that the challenge facing librarians is to develop strategies that provide guidance in the transition from print to “information resources in newer formats.” Kalyan considers whether the switch to e-journals saves money and if so, how much. Good review of recent contributions to this area of inquiry.


Investigates the factors that affect scholars' acceptance of journals published solely in electronic form. Examines the feasibility of scholarly electronic journals in terms of their economic, sociological, technological and cognitive aspects. Kim concludes that while most factors support a successful transition from print to electronic journals, their lack of credibility is a major stumbling block that currently limits acceptance.

Explains an economic model that librarians can use to analyze questions faced everyday concerning print and electronic resource choices, such as, reliance on one or the other format, single article demand for certain journals, and whether one should deal with intermediaries or directly with publishers. “These complex decisions require a sound economic underpinning as well as good judgment in applying economic information metrics,” and this article provides such an underpinning.


Explores how the law governing electronic resources is affecting traditional library services. Provides an overview of copyright, licensing and other information laws applying to digital resources and explains their impact on the following areas of library operations: acquisitions and collection development; gifts, exchanges, and sales; archiving and preservation; circulation; interlibrary loan and document delivery; reserve services; and research, reference, and instructional services.


Kranich discusses different approaches to the preservation of digital documents and their shortcomings, particularly focusing on the currently favored technique of migration, which is used to prevent data loss from technological obsolescence. He proposes an alternative approach to the preservation of electronic documents – the use of digital preservation tablets. Digital tablets would include not only the documents themselves but also the hardware and software necessary to ensure that the documents continue to be accessible. Kranich explains how this might be accomplished and calls for increased research efforts in this area.


The premise of this article is that not all digital materials have equal potential for preservation due to variations in their construction and organization, and consequently digital repositories should be designed with this in mind. Materials lacking the characteristics for optimal preservation can still be included in digital collections, but accessibility will be more limited. LeFurgy discusses the conditions governing the persistence of digital materials and suggests that digital repositories should adopt a
strategy of providing different levels of service for different parts of their collections based on a document's characteristics.


This article considers the future of electronic journals by examining graduate students' expectations and perceptions of e-journals relative to their print counterparts. Presents the results of a questionnaire administered to eighty-three graduate students inquiring about their usage of print and online journals, their preferred medium, and their expectations and concerns with regard to the future of electronic journals. The data showed a strong acceptance of electronic journals, although there were some reservations.


Provides the results of a study comparing print and electronic book usage in Colorado academic libraries. The study examines data from nine academic institutions using statistics reported in Colorado’s Academic Library Survey and information furnished by netLibrary. The results show that print and electronic book usage was comparable on a per volume basis in six of these institutions, although total circulation levels per student were much higher for print resources.


Study measuring the impact of library instruction on business students' perceptions and use of three formats for research: the Web, online bibliographic and full-text databases, and print materials. The participants were ninety undergraduate students enrolled in a business course who were provided instruction on the benefits and problems of each format and on the importance of using a variety of resources when engaging in research. Using questionnaires to assess the impact of the research instruction, the study found that it resulted in greater acceptance and use of print resources.


Reflects on the conundrum that librarians rely on usage statistics to make all kinds of acquisition-related decisions, but that with e-journals, there is “no agreement on how to produce data that can be compared and analyzed.” In a study commissioned by the Council on Library and Information Resources, the author reviews how and what statistics are currently collected and identifies the issues that must be resolved before
librarians and publishers feel comfortable with e-journal usage data and confident about using it.


The authors write that part of the problem we face now about preserving electronic information is our uncertainty regarding who is supposed to do it. While our Library of Congress serves as a national library in some respects it has no “universal preservation charge for the nation.” “There is not now, nor has there ever been, a national library ... that takes responsibility for the preservation of American publications overall.” While not particularly useful in terms of offering solutions, the article has an interesting narrative on the history of libraries’ preservation efforts throughout the nineteenth and twentieth centuries.


In 1998 the Hagerty Library at Drexel University made migration from print to electronic journals a key component of its strategic plan, and by 2000 the periodical collection consisted of 800 print subscriptions and 5000 electronic journals. This article describes the changes in the library’s operational costs as a result of this shift. Issues examined include costs associated with shifts in staffing, resources, materials, space and equipment.


This paper reports the results of a study conducted at Drexel University designed to examine one of the basic assumptions that preceded the University’s transition to an e-journal oriented collection; that is, that “maintaining the print journal collection takes significant resources that can be better used elsewhere – to provide more access, for example.” The preliminary conclusions found that electronic journals are used more heavily than print journals and the initial results of measuring staff time indicated information services and systems operation departments constitute the majority of personnel costs for electronic journals.

Reports on the outcome of a study exploring the impact on staff and costs resulting from a shift from print to electronic journals by Drexel University’s Hagerty Library. The study, which was funded by the U.S. Institute for Museum and Library Services, was designed to capture all costs associated with the shift. The article provides a summary of the various costs for each format broken down into categories such as space, systems, supplies and services, and staff. The results suggest that electronic journals are more cost effective than print on a per use basis. A readership survey was also conducted which indicated that there was broad user acceptance of electronic journals.


The authors conducted a study in an academic biomedical library setting, having in mind that “while libraries struggle to balance competition between print and electronic journal collections, librarians have a pressing need to know how these collections are used in order to maximize their investments in acquisitions funds and staff time.” The study sought to answer the questions – how fast is the transition to electronic journals occurring and to what extent do patterns of use of journals in electronic form duplicate the patterns of use of their print counterparts? In addition to answering these questions, the authors found there was an “overwhelming preference ... for electronic access when it is available ... especially when [the user] can link directly from databases to the full-text of the articles indexed.”


A seminal article that gracefully serves as “an introduction to electronic journals in the academic law library and to the questions librarians face and must respond to as they provide timely access to legal scholarship in an increasingly electronic environment.” Issues such as licensing, use statistics, the hidden costs of e-journals, how do you count these journals, reference linking, user education and the preservation of digital formats are covered. The author also peers into the future to consider whether the “serials crisis,” and “scholarly communication crisis,” experienced in other libraries, like medicine and the social sciences, has any implication for the academic law library environment. One of the most worthwhile articles to read from this list.


Considers whether print citator instruction is still necessary due to the ascendancy of the online citator. Discusses the University of Southern California Law School’s decision to continue to provide print citator training in its first-year legal research program and how it reached that conclusion. Provides a summary of the responses to a query posted by
Murray to the AALL Academic Law Libraries Special Interest Section electronic
discussion list, in which she inquired as to the status of print citator instruction in other
schools.

Neacsu, E. Dana. *Legal Scholarship and Digital Publishing: Has Anything Changed in the Way
We Do Legal Research?* 21(2/3) Legal References Services Quarterly 105 (2002).

“Legal scholarship depends on the existence and reliability of accessible materials to
verify the accuracy and validity of the ideas advanced in the source.” The growth of
digital publishing threatens “the established reliability of source materials.” The authors’
examination “of 20 law review articles, all containing at least four citations to the
Internet, found that 12 of the 20 contained an online source which could no longer be
accessed within a year of the online source’s publication” (emphasis added).

Neri, Martha. *Putting the Cart Before the Horse: Understanding the Pros and Cons of Digital

Offers an overview of the digital preservation process and the dilemmas posed by the
various possible methods. Briefly explains some of the problems resulting from different
technical strategies, including refreshing, migration and emulation. Includes a list of the
steps involved in digital preservation.

Okerson, Ann. *Are We There Yet? Online E-Resources Ten Years After.* 48 Library Trends 671
(2000).

An interesting review of past trends in publishing on the Internet – “Internet History” –
designed to keep librarians, as well as others, from losing their bearings. Concludes with
predictions in these areas through 2005.

Potter, Theodore A. *A New Twist on an Old Plot: Legal Research Is a Strategy, Not a Format.*

Potter argues that legal research training methods should be adapted to reflect the reality
that most students will default to using computers whenever possible. He contends that
research skills will improve by providing computer database instruction first, with print-
based techniques taught later when appropriate. Potter offers suggestions on how to
teach legal research, and emphasizes that the focus should not be on format, but on good
research strategy.

Preston, Laurie A., et al. *“Full-Text” Access Evaluation: Are We Getting the Real Thing?*

This article presents the highlights of a workshop that examined the differences between
selected print journals and their full-text electronic equivalent. Seventy-five journals
from several disciplines were compared to the online version available through Information Access Corporation's Expanded Academic Index ASAP. The study found that most of the electronic titles were missing some content available in the print versions. A model for assessing the value of full-text electronic subscriptions was also provided.


The author takes aim at the prediction that the “entire editorial process, particularly for scholarly journals, will be re-engineered, so that journals will become available on the World Wide Web for a fraction of the cost of paper journals or even for free.” Noting that this is nowhere near realization, the bulk of the article explores the reasons for this lagging, and concludes that the prediction of the paper journals demise is vastly exaggerated. Nor does the author believe that the “increasing dominance of electronic publications will ease the economic plight of libraries in the short run.”


This article focuses on the reactions of vendors to customer inquiries about the impact of the *Tasini* decision on the content of their full-text databases. The author criticizes the vendors for a lack of responsiveness to these questions, and proposes steps that they should take in dealing with the *Tasini* challenge. Includes a brief summary of how several different newspaper database providers – such as LexisNexis, Dialog, and Gale Group – have responded to the situation.


Randolph explores the benefits and possible uses of electronic books and considers whether they have a future in libraries. She observes that e-book technology provides the reader with greater information access capabilities than is possible with print books. The article also examines the various types of e-book technology and the different vendors in this area. It also includes discussion about the experiences of several public libraries with assorted forms of e-books.


Defining a digital library as “a virtual library, where all services rendered by staff are electronic, not only the collection,” the authors conducted a survey in 2002 to study the feasibility and viability of a digital library in the private law firm. In their definition, the information professionals “may or may not be physically located in one place or even be employees of the business served by the virtual library.” Results indicate that the day of the virtual library in private firms is not yet here, and for some surprising reasons.

Describes the LOCKSS Program (Lots of Copies Keeps Stuff Safe), whose mission is to “build tools and provide support to research libraries so they can easily and affordably create, preserve, and archive local electronic collections.” This program is based on the premise that it is in society’s best interest for libraries to own rather than lease electronic information, and thus libraries would retain their traditional custodial role for scholarly information. The LOCKSS Program also provides support to publishers so they can, without risk to their business model, distribute e-journals to libraries and relinquish responsibility to provide perpetual access. Test pilot participants include Stanford, Harvard, Columbia and the University of Tennessee and development is supported by the Andrew W. Mellon Foundation. The program is soliciting library and publisher participation.


Offers an overview of the various factors that have a direct impact on the ratio of print to electronic resources in libraries. Among the topics explored: the effect of financial pressures and changing purchasing models on acquisitions; the role of collaborative networked environments in resource sharing and its impact on the library as a physical space; new publishing models and the increase in born-digital information; and the changing expectations and preferences of library users.


Many libraries have incorporated electronic serials into their collections while continuing to subscribe to their print counterparts. The authors observe that this practice may not be financially sustainable, and as a consequence libraries may have to reconsider what they are receiving and in what format. This article proposes potential criteria that may be used by libraries when developing policies to guide their format cancellation decisions.


Responds to Hazelton’s article, annotated above, and seeks to rebut her rationale for the present-day space needs of one particular mortar and brick law school library. Russell
addresses each of five areas to which he reduces Hazelton’s position, pressing his point that “today’s librarians must be prepared to serve users who believe that if everything they need is not on the Web it should at least be available online .... We have quickly arrived at the point where the library can and must be re-engineered.” Readers will have to judge for themselves who presents the most persuasive arguments, but both articles raise questions that must be addressed by anyone facing library renovation or construction-related decisions in the near future.


The authors investigated the impact of electronic journals on research processes by conducting a pilot journal-use study to test the hypothesis that medical library patrons use print and electronic journals differently. The findings have several uses. They (1) provide an introductory step in examining how e-journals affect the research process; (2) inform collection development decisions; and (3) may surprise publishers and educators. The study concludes that current electronic formats do not facilitate all types of uses and may be changing learning/research patterns.


Sheaves observes that there is an ongoing conflict on college and university campuses over the appropriate role of print and electronic resources in the library of the future. These "acquisitions culture wars" revolve around the proper place of digital technology in libraries, with some faculty arguing that libraries' investment in technology comes at the expense of the book and is a betrayal of the fundamental mission of the library. He examines a range of views that characterize this debate, and argues that librarians have played insufficient attention to the political and rhetorical dimensions of this conflict and need to communicate more effectively with all sectors of the academic community.


A preliminary attempt to fill the gap in the literature of any material that explains how to examine and compare the costs associated with providing library resources and services in the print book and electronic book formats. This study evaluates systematically the costs of both types of libraries in terms of labor, space, material, equipment allocation, cataloguing, maintenance, circulation, warehousing and storage, and de-selection of print books and e-books.

This article explores a variety of aspects of the evolving electronic journal format that one should consider “before traveling too far down the electronic subscription trail,” specifically addressing pricing issues, access, archiving, and future developments based on the author’s experience at the W. B. Roberts Library at Delta State University in Cleveland, Mississippi. Also contains several helpful suggestions for where to go for more information, for example, for licensing issues.


Provides the results of a study that investigates the implications of replacing print journal subscriptions with their electronic full-text counterparts. The study compares seventy-nine print journals and their full-text versions available through five databases: ABI/Inform, Periodical Abstracts and WilsonSelect through OCLC's FirstSearch, and Expanded Academic Index ASAP and General BusinessFile ASAP from Gale Group. It examines the following topics – currency, coverage, graphics and stability – and finds that the electronic versions have many deficiencies in these areas.


Summarizes the key findings of Columbia University’s Online Books Evaluation Project, a study examining scholars’ reactions to online books and their costs relative to print materials. The study tracked usage of an online book collection that, as of June 1999, contained 168 texts. It found that the online books appeared to be used more heavily than their paper counterparts, although users often sought a print copy for extended reading. The life-cycle cost to libraries from online books was found to be lower than their print equivalent.


The author’s intention in this article is to highlight the series of issues we face with regard to digital archiving – the who, what, where, how and when? She believes that we are faced with a lot of work to do on what is probably one of the biggest collaborative efforts in the information community to date.

Warner, Dorothy. ‘*Why Do We Need to Keep This in Print? It’s on the Web... ’ : A Review of Electronic Archiving Issues and Problems*. 19/20 Progressive Librarian 47 (Spring 2002).
Although this article addresses preservation issues largely in the context of government electronic resources, the author notes that concerns about electronic government information certainly relate to other forms of digital information. “Although there are groups working at the state, national and global levels to determine the best practices for digital archiving, the problems are complex and the stakeholders are many. Understanding the issue of digital archiving is important for librarians at all levels as local collection development and preservation decisions are being made.” Useful overview of existing governmental and non-governmental digital archive collaborations.


This article discusses Australia’s National Library’s (NL) efforts to devise a national approach to building an archive of online publications and developing a national model for digital archiving. The NL of Australia, charged by statute “to retain in perpetuity a copy of all material published in Australia,” is also committed to preserving and making accessible a national collection of Australian digital publications. The article describes the NL’s progressive efforts to assess and to devise strategies to deal with the unique issues associated with digital artifacts (inadequate identification, technological obsolescence, unidentified diskettes containing potentially important information in unknown formats). Further discusses some of the controversial principles upon which its digital archive objectives are based; such as, selectivity rather than comprehensiveness, and a focus on selecting titles available in online format only.


Webster considers the consequences of converting from print to electronic reference tools. He examines the advantages of adopting electronic reference sources and the difficult new challenges that they sometimes create. The article also explores some of the factors that are causing the pace of conversion to quicken, such as evolving publisher priorities and changing user demands.


The subject of this article is an evaluation of licensed, fee-based or subscription electronic resources, by means of presenting sample criteria used by libraries for these types of resources. The criteria focuses on content, access, technology issues, and include sources for more evaluation help.

This article is based on a presentation made at the Conference on Electronic Resources and Collection Development, held at the University of Oklahoma, Oklahoma City, in 2002. In it Younger discusses the impact of electronic resources on libraries and how it is changing access to information. She asserts that electronic resources have overtaken print materials in their importance to library collections. Younger also explores the question of how e-resources will be archived and their effect on collection development.


Makes the point that “where early manuscripts and printed books have survived because they are made of durable materials, electronic records are vulnerable to alteration and data loss.” This, of course, has enormous impact on scholarly research since so much information about the past is conveyed not only by the actual information transferred, but also by the mode of transmittal. At a minimum, questions of authenticity often are resolved by examining “originals.” The author makes the interesting observation that “we are witnessing difficulties with electronic texts not unlike those faced by the first European printers in the latter half of the fifteenth century” – that is, questions of corruption of text, authenticity, etc. All this by way of saying that in order to preserve electronic records in an environment safe from tampering and other storage pitfalls, archivists need to apply traditional principles of records management to electronic documents, if these records are to survive for use by future scholars.

**Newspapers**


Explores the aftermath of the U.S. Supreme Court's decision in *Tasini*, which ruled that publishers did not have the right to republish freelance articles into online databases without the authors' permission. As a consequence, many publishers removed these articles from their databases. Interviews scholars and librarians for their views on how this decision impacts scholarly research, and notes that it is unclear how many articles have been removed.


The author reviews several libraries undergoing remodeling and chronicles the various struggles and philosophies governing the decision about how much space to devote to the print collection and how much to devote to new media and other objects to make the
library setting more “current.” Interesting article to read in conjunction with the Dilevko and Gottlieb article, above.


A brief article summarizing the results of a study on the information gathering habits of students and professors. The study, which was conducted for the Digital Library Federation, included interviews with more than 3,200 faculty members, undergraduate and graduate students. Among its findings – almost 90 percent of researchers went to online sources first, although most found print sources to be more trustworthy.


As the publishing world contracts, e-journal prices increase, and library budgets decrease, librarians increasingly resent “being asked to provide our patrons with things that we don’t want.” This article reviews some of the recent publication consolidations, price increases and pricing programs, and criticisms of e-journal bundling requirements. The implicit tie-in between the profitability of a unit such as ScienceDirect to the bottom line of its parent corporation, Reed Elsevier, is made explicit.


Examines concerns regarding the dependability of digital information, especially in connection to authenticity and preservation issues. Observes that electronic documents have authenticity problems not found with print materials, because digital documents are not inextricably bound to a physical medium and are more subject to decay and alteration. Also discusses archiving issues related to digital publications.


This short article describes the findings of an OCLC survey of 1,050 college students. The report, entitled “OCLC White Paper on the Information Habits of College Students,” found that most students begin their research on commercial search engines, with almost 80 percent using Internet search engines for “every” or “most” assignments. However, half of the surveyed students also said that the information on the Web was not sufficient for their assignments. The report is available on the Internet at http://www.oclc.org/research/announcements/2002-06-24.htm.

A study conducted by Ball State University and supported by a $20 million four-year grant from the Eli Lily Foundation found that e-book technology needs improvement before students will be willing to use them instead of textbooks.


Watson addresses the contention that the proliferation of electronic research resources makes law firm libraries unnecessary and will result in their elimination.  She argues that firm libraries and their staffs are necessary – that it is frequently more efficient to leave online research to librarians rather than attorneys, and that print resources often have advantages over their electronic counterparts.  As a consequence, firm libraries will continue to exist.

Internet Resources

Council on Library and Information Resources
http://www.clir.org

CLIR works to expand access to information, however recorded and preserved, as a public good.  The projects and activities of CLIR are aimed at ensuring that information resources needed by scholars, students, and the general public are available for future generations.  The CLIR Board of Directors has identified six interrelated themes – all focused on the long-term accessibility of scholarly resources – that deserve immediate attention.  Those themes are discussed at this Web site, where the viewer will also find information about available reports, tutorials, newsletters, and other potentially useful information.  It is also the administrative home of the Digital Library Federation.

Digital Library Federation
http://www.diglib.org/preserve/criteria.htm

The Digital Library Federation, operating under the administration of the Council of Library and Information Resources, is a consortium of libraries and related agencies that are pioneering in the use of electronic-information technology to extend their collections and services.  Find out about various preservation projects and initiatives at this site.

Digital Preservation Commons (DPC)
http://www.oclc.org/digitalpreservation
OCLC and RLG have developed this Commons to promote discussion about digital preservation and archiving issues. The goal of the DPC is to identify best practices for preserving digital objects.

Library of Congress, National Digital Information Infrastructure and Preservation Program  
http://www.digitalpreservation.gov

This is the Web site for the Library of Congress' National Digital Information Infrastructure and Preservation Program (NDIIPP), funded by the United States Congress. Descriptions of NDIIPP's programs, reports, and grants available for research projects in three identified areas may be found at this site.

University of California, Office of the President, Collection Management Initiative  
http://www.ucop.edu/cmi

This is an interesting initiative spearheaded by the UC system: funded by the Andrew W. Mellon Foundation, from October 2001 through September 2002, selected print journals in UC libraries for which electronic access was available through the California Digital Library were temporarily removed from the shelf. During the study, researchers relied primarily on the electronic version of these journals. If a researcher needed to consult the print version, the volume was temporarily brought back for use or a photocopy was provided. Usage data has been gathered, and researcher experiences and preferences are being assessed. After evaluating the study results, the University will use what has been learned to develop strategies, policies and programs for the future management of library collections consisting of both digital and print formats. The methodology is described at this site, and it also has some useful “related activities” links.

**Video Cassettes**


A recording of a teleconference on collection development held on April 13, 2000. Sponsored by AALL and West Group, the conference had two goals: "to help develop a framework for collecting and organizing the data required to make collection development decisions," and to aid librarians in making decisions “in the context of an ongoing collection development plan.” The presentation particularly focuses on the influence of new technologies on the collection development process.
AALL Annual Meeting Audio Cassettes


Discusses partnership programs created between the Government Printing Office and other institutions as part of an effort to archive and provide permanent public access to digital government documents. Using the partnership between the GPO and the University of North Texas as a case study, it also analyzes the benefits and costs to libraries from engaging in such an endeavor.


Examines ways of achieving a successful digitization/preservation project. The program focuses on the importance of conducting a feasibility study before beginning a project and on how to restructure a documents department to accommodate the project.


Representatives from the Government Printing Office, National Archives, Congressional Information Service, Inc., and an academic library consider which institution is best suited to preserve government electronic information based on technical and budgetary considerations and their respective missions.


Participants debate how the preservation of library materials should be prioritized, focusing on whether print collections should be preserved in their original format or digitally.


Examines different strategies aimed at ensuring the preservation of digital documents. Reports on the Law Library of Congress’ approach to preservation and considers a proposal for libraries to create a consortia to serve as digital archives.


This program explores a wide variety of issues related to electronic publishing. It addresses topics such as the use of e-publishing in scholarly communication, archiving, permanency, security, and impact on library budgets.


Describes ways of digitizing, storing, and publishing legal information in an electronic format. Reviews standards for digital publishing and how to plan and finance electronic publishing initiatives.


Offers an overview of the major electronic book readers, their various features and capabilities, and information access issues related to these devices.


Examines the reasons why law libraries should purchase electronic book readers and how to approach this decision. Reviews the types of legal content that is available on electronic book readers and user reactions to this format.

Explores methods used by law libraries to address the potential threat posed by digitization to legal scholarship. Discusses issues such as authorship, accessibility and reliability.


Addresses the current state of preservation of print and digital legal information and assesses a draft national plan for preserving legal materials developed in the conference, “Preserving Legal Information for the 21st Century,” held in Washington DC, March 6-8, 2003.


Considers the legal framework of electronic licensing agreements and how to assess the key issues of an institution’s needs. Discusses how to develop relevant negotiating skills.


Addresses issues that arise from libraries shifting from print to digital serials. Explores topics such as acquisitions, license management, control of electronic serials, and how to maintain the holding statement for serials that are not physically owned by the library.
Marketing Toolkit for Academic Law Libraries
Academic Law Libraries Special Interest Section
American Association of Law Libraries

Why We Need Academic Law Librarians: Adding Value to the Law School

Virginia J. Kelsh
Law Librarian and Professor
University of San Francisco School of Law, Zief Law Library

Introduction

The American Association of Law Libraries Executive Board, in April 2003 adopted the “Statement on the Value Added to Organizations by Law Librarians,” earlier drafted by the professional organization’s Public Relations Committee. This statement defines the main contributions of law librarians to their organizations in terms of their roles as “information managers, resource evaluators, access facilitators, expert researchers, teachers and trainers.” The academic law librarian will remain an “active and responsive force in the educational life of the law school” by emphasizing these and other valuable contributions to legal academia and the profession.

A qualified librarian understands the complexity and nature of law library operations, the need for coordinated library polices and procedures, and the involved process of legal research. These professionals provide “effective support of the law school’s teaching, research and service programs” through a “direct, continuing and informed relationship” with members of the law school community. Academic law librarians are expected to possess knowledge and skill in the areas of management and budgeting, information resources, information access, technology use and management, and teaching or training. They are expected to employ these competencies while managing units within a prominent department of the law school, as well as while providing information services and instruction to the academic and practicing legal community. Law librarians are skilled in evaluating, selecting and delivering resource materials needed for both legal and interdisciplinary scholarship. To maintain their role as valuable contributors to the vitality and quality of the law school, academic law librarians must remain committed to

2 Id. at 1.
3 American Bar Association Section of Legal Education and Admissions to the Bar, Standards for Approval of Law Schools and Interpretations, Chapter 6, ABA Standard 601(a), at http://www.abanet.org/legaled/standards.html (latest revision 2003), (hereinafter ABA Standard).
4 A “qualified librarian” is used in the context of the institution’s hiring requirements for academic law librarians. In most cases, an MLS or equivalent degree is required and in many cases, a JD degree is also required or preferred.
5 ABA Standard, supra note 3, ABA Standard 601(a).
6 Id.
demonstrating and refining excellent service and administrative skills and to learning new 
competencies throughout their careers.

**The Law Librarian Director-Faculty Member’s Contribution to the Law School**

The law librarian director/faculty member\(^7\) engages in planning, directing and 
implementing the activities of the academic law library for the law school. The law 
librarian and the dean, in consultation with the faculty, determine library policies.\(^8\) With 
input from other library professionals, the director establishes the library’s annual agenda 
and priorities. Academic law librarians plan, promote, and implement new programs, 
services and systems to facilitate library operations. The director guides, delegates, 
supports and appraises the activities performed by the professional staff. The director 
and the library administrative staff develop and revise operational policies, procedural 
manuals and staff training materials. Academic law librarians continuously assess the law 
library collection, the facility, the services, the personnel and the equipment in order to 
respond to current patron needs.

The law library director also serves as a fiscal manager, preparing, allocating and 
monitoring budgets in the $1.5-$3 million dollar range, often managing the second largest 
departmental budget within the law school. Successful directors alone, or with 
professional support, write and garner grant and donation money to augment the regular 
budget or fund special library projects.

The faculty member library director often contributes to the law school through teaching 
and faculty committee service. Some directors contribute to the university through 
committee or task force service, or by teaching in the Library Science or Information 
Science department. Since the law librarian is often the sole, or one of few, 
administrators serving on law school faculty committees, she or he may bring a new 
perspective to the issue at hand. Some faculty-library directors participate on 
‘educational programs’ or ‘curriculum’ committees so that they might remind other 
faculty members of the impact on the library when a new course or program is added to 
the curriculum, or in order to have a ‘heads up’ in forthcoming collection development.

A seasoned director might also add value to the institution by filling a leadership role 
within the law school or the university, serving as a capable problem-solver and decision 
maker when needed. Various law library directors have served as interim or regular law 
school deans or in other administrative capacities within the law school. Several have 
spent time as interim director of the general campus library and in other campus 
administrative capacities. They have planned and implemented technology 
infrastructures for both the library and the law school, and have served on university and 
law school hiring and staff reorganization committees. Some directors have also 
programmed, planned and guided the renovation or construction of library or law school 
facilities.

\(^7\) ABA Standard, supra note 3, ABA Standard 603(d).
\(^8\) Id., ABA Standard 602(b).
Managerial and Other Professional Librarians’ Contributions to the Law School

Experienced academic law librarians employ appropriate business and management approaches to develop annual work plans and budgets to support law school and library goals. They organize and preserve institutional data as archival material, thus contributing to the historical record of the law school. Law librarians participate in preparing short and long-term development plans and self-studies, and conduct formal appraisals of their supervisees. Librarian-administrators add value as they communicate the importance of information services to law school administrators and faculty through service, committee work and publication.

Administrative academic law librarians demonstrate managerial competency in hiring, supervising, disciplining and supporting the activities of their supervisees. They recommend and justify staff promotions and salary increases to the law school dean. They revise job descriptions, as well as engage in staff reorganization, when the need arises. The manager librarian writes and conducts formal performance appraisals and promotes and supports staff development training. Often times, the library is the single largest employer of student employees within the law school, preparing this work force to enter the professional business world.

The qualified law librarian participates in the development of the collection, its maintenance, housing and preservation. Today’s academic law librarian has a refined knowledge of the content of information resources, including how to critically evaluate and filter materials. For example, collection development professionals evaluate print, microform, CD-ROM, and electronic versions of information. Law librarians are trained to evaluate and negotiate the purchase of a myriad of legal content formats in order to select the best resources to support the curricular offerings of their law schools. These professionals add value when they monitor and evaluate information product costs to ensure that purchases are cost-effective and aligned with institutional needs. Skilled law librarians write collection development policies and prepare collection valuation documents for insurance purposes. These law librarians engage in the selection and deselection of library materials as well as in disaster planning and recovery planning and implementation.

Academic law librarians also develop and manage convenient, accessible and cost effective information services that promote the mission of the law school. They seek out challenges and new opportunities for service both inside and outside the library, taking on new roles as information literacy educators or technology specialists. A valued information services staff conducts intermediary searches, obtains documents for researchers, builds a core in-house reference and research collection, and analyzes or synthesizes information as required in order to enhance faculty productivity. Other skilled librarians organize efficient and effective access to these library materials. As information evaluators and managers, they monitor and share knowledge about new

9 AALL Statement, supra note 1, at 1.
10 Id.
11 Id.
modes of information delivery, such as just-in-time document delivery, or innovative information and technology resources with faculty and law school administrators.12

Academic law librarians provide value to the law school through their effective instruction and research support for faculty and students.13 They teach LEXIS/NEXIS and Westlaw search strategies not just to first year students but also to upper class students and faculty. They impart research techniques in specialized subject areas of the law, provide personalized research instruction, and teach Internet research strategies. Academic law librarians often teach substantive law courses in the legal research, writing and analysis area or in areas unrelated to legal research and writing. They develop, among the students they train, efficient researchers,14 competent to practice legal research as part of their future legal practice.

Academic law librarians actively seek opportunities for improvement and strive for ‘best practices’ regarding key patron services such as current awareness, reference, research assistance, and document delivery. These professionals assess information needs and design value-added services, such as guides and pathfinders, to meet identified needs. They conduct assessment needs using surveys and focus groups. They identify and meet information needs by becoming active members of project teams and faculty committees. They look for partnerships and alliances to optimize resource sharing and to improve the quality of the law school. They contribute unique assessment and analysis of library and legal issues in the professional literature. Law librarians monitor academic and legal practice trends, disseminating this information to key administrators in the law school.

Academic law librarians are knowledge managers who know how to compile and distribute valuable information within the parent institution. Their research expertise in locating the relevant documents, regardless or location or format, saves faculty and students the precious commodity of time. Academic law librarians digitize or otherwise preserve specialized institutional information they believe has value to their law school and often to other legal institutions. These professionals establish and maintain “response files” for FQAs and web blogs for journaling, linking and indexing important and timely legal information. They collaborate with their professional colleagues in order to remain “au courant” about court and legal developments that they know will interest their faculty and student patrons.

Experienced law librarians bring value to the law school in selecting and managing appropriate information technology to acquire, organize, and disseminate information.15 Examples of law librarian contributions include the selection and maintenance of an online catalog for the library collection, designing a library web site page for patrons, providing support service for electronic information users, or keeping current with electronic information product releases. These professionals also add value to the law school by working with other law school staff in recommending or selecting appropriate

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12 Id.
13 AALL Statement, supra note 1, at 2.
14 Id.
15 Id. at 1.
hardware and software for desktop access to the library catalog and other information
databases. Academic law librarians also provide trouble-shooting service for library
patrons and staff who have difficulty accessing information from a computer workstation,
reducing patron frustration.

The academic law librarian is capable of developing specialized information products for
use inside or outside the law school. Law librarians create in-house documents such as
reports, technical procedural manuals, and resource pathfinder materials. They create
searchable full-text document files and make available online training manuals. They
create and maintain home pages on the web and link the home page to other relevant
legal sites to save researchers time and effort. They participate in management activities
that create, capture, exchange, use and communicate the law school’s intellectual capital.

A relatively new competency required of the academic law librarian is that of marketing
or promoting the law library and the law school. When planning a new facility, the law
library director and professional staff often are asked to promote the project to faculty,
alumni and other potential donors. The director might recommend naming opportunities
in the proposed facility. Other professional librarians promote their instructional skills to
law or undergraduate faculty who invite them into the classroom to offer training in legal
research strategies. Marketing and promotion opportunities also arise from the work of a
librarian engaged in web site development for the law library. Responsive and helpful
service to future alumni and practicing attorneys using an academic law library also may
be viewed as a positive marketing effort.

Academic law librarians have always demonstrated qualities of intellectual creativity,
innovation, and leadership, traits highly prized in the legal community. These
professionals will continue to recommit themselves to learning new skills and embracing
new opportunities as the academic, legal and library professions evolve, and academic
law librarians will remain a valued and vital force within legal academia.
Why We Need Trained Law Librarians: A Selective Annotated Bibliography
by Brian M. Raphael¹ and Pauline S. Afuso²

This selective, annotated bibliography focuses on the topic of the importance of trained law librarians in the academic law library environment. Because many of the issues facing academic law librarians are the same issues facing both law librarians in other settings as well as general academic librarians, the bibliographers have included works that address law librarianship generally (not specific to the academic context) as well as works that discuss academic librarianship generally (not specific to the law context).

Included in this bibliography are citations to books, book chapters, articles, and audiotapes. Web site addresses are also provided within the bibliographic entries for related internet resources. Given the many changes that have taken place in law librarianship in the past decade, only works published since 1996 have been included in this bibliography.

The bibliographers searched the following databases for this bibliography:

INFOSCIABS (Information Science Abstracts (Dialog through Westlaw))
LRI (Legal Resources Index (through Westlaw))
Library and Information Science Abstracts (through SilverPlatter)
Library Literature (through FirstSearch)
JLR (Journals and Law Reviews (Westlaw))
TP-ALL (Texts and Periodicals - ALL (Westlaw))
WorldCat (through FirstSearch)

¹ Assistant Director, Gabriel and Matilda Barnett Information Technology Center and the Asa V. Call Law Library, USC Law School
² Legal Products Researcher, Technology Product Development, Thomson-West


**Books**


This white paper examines recruitment and retention issues in academic libraries in light of an increased demand for and a decreased supply of skilled library professionals. Offers strategies to enhance recruitment efforts and suggests the possibility of restructuring library education and the workforce to meet the needs of the library profession.


A collection of short essays written mostly by academic librarians about the knowledge, skills, and attitudes they expect and hope to find in new librarians. According to Leigh Estabrook, who wrote the forward to this collection, “[a]lthough each perspective is unique, these authors, read together, paint a portrait of intelligent, educated, creative, technologically savvy new librarians driven by a shared commitment to assist people in finding and using information effectively.”


Presents the Report and Recommendations of the AALL Special Committee on the Renaissance of Law Librarianship in the Information Age, which “redefine[s] law librarianship in light of radical changes in systems of information delivery.” The report discusses the technological, economic and social changes affecting law libraries and the values, knowledge, traits, attitudes and skills law librarians will need to adapt to these changes. The committee’s position is that “a library without walls does not mean a library without librarians.” Along with the report are transcripts from a town meeting on the future of law librarianship (held in Indianapolis on July 22, 1996) and a variety of papers presenting various views on the future of the profession. (The Special Committee Report is also available on the AALL web site <www.aallnet.org/products/pub_renaissance.asp> (last accessed 1/27/04).)

Examines what academic libraries and librarians need to do to meet the needs of their users (including students and faculty/staff). Focuses mainly on libraries, studies and reports from the UK. Addresses the different types of students in an academic setting as well as trends in student behavior. Discusses knowledge and skills that librarians must possess to fully meet their users’ needs. Concludes with a discussion of major changes occurring in academic libraries as a result of technological advances. The author believes that librarians need to consider these changes if they are to continue to play a vital role in the academic environment.


Contains materials from a study conducted in 1995 to assess training efforts being done in small and medium-sized academic libraries throughout the country. Includes the survey questionnaire used for this study as well as an analysis of the survey results. Contains sample guidelines, policies, and other documentation from many of the academic library institutions that provide ideas for training new academic reference librarians. The brief introduction succinctly describes the importance of training for reference librarians. A selected bibliography on academic reference librarian training is also provided.


Examines how reference services have been affected in recent years by technological and other societal changes. Focuses on reference in academic libraries. Each chapter is written by a different author, each of whom (according to the editors) “see[s] these changes as opportunities to create new ways of providing assistance and instruction, to reach out to new groups of library users, and to embrace new technologies, exercising skills and technological expertise traditionally considered to be outside the boundaries of the library profession.” The editors believe that librarians are moving away from a collection-based model to a more service-based model of reference services.

Provides perspectives on working in a research university library in the mid-1990s. Based on interviews and observations of 29 librarians at the Midwest Research I University (MIRI-U). Interviewees discuss their worklife and how they view their work. The four types of work covered are collection, cataloging, reference and “learning-teaching-training.” Includes an extensive bibliography.

**Book Chapters**


Considers whether academic librarians are still needed today. Discusses how the academic librarian’s role has changed considerably since the 1980s as a result of new technologies and student preferences. The author believes that librarians need to take on the role of a navigator rather than a broker, so that the student is more in charge of finding information. Describes this role of navigating in the context of cataloging and reference and emphasizes the importance of increasing the information literacy of students so they can be empowered. Concludes that academic librarians are well suited for the job of navigator but that they need to promote themselves to their patrons in order to be successful.


Describes the role that academic librarians need to play to make students competent, self-sufficient researchers. The author believes librarians can help to instill in students a feeling of comfort in using the library. She concludes that librarians need to both market their services (i.e., ascertain and serve the needs and interests of their users) as well as promote themselves (i.e., advertise their services and persuade that they are the best suited to assist their users in meeting those needs).

Lewis, David W. *Change and Transition in Public Services*. In Restructuring Academic

Considers the changing roles and skills of academic librarians as a result of technological and other fundamental changes facing academic libraries in recent years. While the author focuses on public services, he notes that the traditional line between public services and technical services is likely to vanish.

**Articles**


Although geared towards the law firm setting, this article sets out a framework for training lawyers. Key to this article is the section on adult learning and steps the trainer can take towards reducing anxiety and facilitating a good learning experience.


Describes a small research project that studied senior library and information service managers and their knowledge of various legal topics. The purpose of the study was to assess if it is worthwhile to include elements of law in the LIS curricula. The author concludes that while issues pertaining to copyright and data protection are common to librarians, other topics are more situational. The author concludes that a more extensive study needs to be done to confirm these conclusions.


Discusses some of the challenges faced by both U.S. and U.K. law libraries in this age of technology. Also identifies and describes the professional and personal competencies of special librarians, as identified in 1996 by the Special Libraries Association (SLA). The author believes that professional organizations have an important role to play in promoting law library competencies to employers. (The 2003 revised version of the SLA’s list of competencies for information professionals can be found at their Web site <http://www.sla.org/content/SLA/professional/meaning/comp2003.cfm> (last accessed 1/9/03).)

Discusses the importance of library professionals taking over many technology oriented tasks related to the information needs of their users. Examples of tasks the author believes are well suited for law librarians include making legal information available on the Web, helping with technical problems related to online research systems, and helping to navigate databases. Advocates that librarians need to work closely with technology staff to meet their users’ needs.

*Competencies of Law Librarianship.* 5 AALL Spectrum 14 (June 2001).

Describes and lists the competencies of law librarianship as identified by the American Association of Law Libraries (AALL). Competencies are defined as the “knowledge, skills, abilities and personal characteristics that help distinguish superior performance” (Kenneth H. Pritchard, CCP. Society for Human Resource Management White Paper, August 1997, reviewed April 1999). Included in the list are “core competencies” that apply to all law librarians as well as specialized competencies that apply to specific areas of law librarianship. (The list of competencies is also available on the AALL Web site <http://www.aallnet.org/prodev/competencies.asp> (last accessed 1/9/03).)


Discusses the challenges faced in establishing a credentialing system for law librarians. The author argues that law librarians possess unique skills, making certification and licensing legitimate goals. He questions however whether such processes are worth pursuing in light of the challenges and difficulties that credentialing poses for the profession.


Discusses the role of the law librarian in a “virtual law library” environment, in which print sources have been replaced solely by electronic and online databases. The author argues that law librarians are essential, even in an exclusively electronic environment, given that the skills needed to access print sources are also required to access electronic materials and given that librarians are still needed for acquiring, indexing, organizing, as well as teaching the use of electronic materials.

Examines the challenges that the law library profession faces as information becomes more accessible to library users and as other information professionals (e.g., information technologists) compete with librarians in the provision of library services. Compares the knowledge base, set of skills, and competencies required of librarians with those required of information technologists. The author stresses the importance of providing “context to the client’s process of information seeking.” He argues that librarians need to develop greater technological proficiency and play a larger role in the development of new finding tools (which he contends has largely been taken over by information technologists). He concludes that librarians must make an effort to adapt to the changes that have taken place in the information field.


In the past, law schools have been slow to use technology to encourage distance learning, preferring to maintain the interactive and social experience inherent to legal education. Conversely, law libraries, through budget and space constraints, have used technology to maintain collections and increase access to sources. However, the communal, social and personal aspects have diminished. The author predicts that as law schools gradually incorporate technological education models and become less interactive, it will be libraries and librarians that will fill the social and communal gap.


A summary of past certification efforts by the American Association of Law Libraries (AALL). Discusses pros and cons of certification and other methods of validating law librarian competence. The author’s conclusion is that the AALL scholarship program is the most efficient way to help new members gain the best education for the positions sought.


Describes the reader services provided by the law libraries at Columbia University Law School, New York University Law School, and Yale University Law School and compares and contrasts services offered at the University of London, Institute of Advanced Legal Studies Library. Although there were processes and programs specific to each library, the author found that all institutions had developed similar strategies to meet the changing needs of the different user groups.

Highlights and describes a number of important functions that academic reference librarians provide, including evaluating and filtering information for faculty, recommending research strategies, and teaching students how to use library resources. The author believes that these functions can better be served in an office setting and advocates that academic libraries move away from the “reference desk” model.


Examines some of the challenges and opportunities facing academic reference librarians in our technological age. Emphasizes the need for librarians to provide the proper balance between traditional and electronic reference resources, develop expertise in a broader range of disciplines, and make the best use of limited resources. Also stresses the importance of flexibility, long-term planning, and creativity on the part of today’s academic reference librarians.


Briefly describes and sets forth the text of the “Statement on the Value Added to Organizations by Law Librarians,” drafted by the American Association of Law Libraries (AALL) Committee on Public Relations and adopted by the AALL Executive Board in April 2003. (The Statement is also available on the AALL Web site <www.aallnet.org/committee/pr_statement.asp> (last accessed 1/27/04)).

Hu, Robert H. *ROIs Can Validate your Library’s Value.* 7 AALL Spectrum 20 (October 2002).

Does the library help the institution’s bottom line? Using ROI – Return on Investment, a cost-and-benefit analysis tool, libraries can demonstrate that library services do contribute to profitability, and this is even applicable to institutions in a not-for-profit setting. The article contains references to ROI resources.

Discusses the need for law librarians to have a formal legal education. The author believes that such education is important for reference librarians, selectors of library materials, original subject catalogers, classifiers, and top level administration and policy-makers. Also discusses the importance of a library science degree for librarians, focusing primarily on reference and computer services librarians.


Outlines seven areas involving technology where librarians can play a significant role in the law school environment. These areas are: Collection Planning, Budget and Cost Containment, Space and Library Configuration, Management of E-scholarship, Student Training in Technology, Faculty Training in Technology, and Technology Supervision Outside the Library. The author concludes that librarians do not have to be trained differently to meet these technology challenges and that the current educational path of law librarians (i.e., an M.L.S. coupled with a J.D.) offers the most useful training.


Examines the evolutionary role of the academic systems librarian, defined as one “in charge of managing automation in the library.” Discusses the activities, knowledge, and skills required of a systems librarian at the various evolutionary stages, with particular emphasis on the current stage, in which the duties of the systems librarian have greatly expanded as a result of the development of networking technologies. Describes current trends in higher education that may affect the role of the systems librarian in the future.

Leary, Margaret A. Library Support for Faculty Research. 53 Journal of Legal Education 192 (2003).

A retrospective look at the research and document delivery services provided to law school faculty at the University of Michigan. Discusses the roles and responsibilities of librarians in providing these services and how such services benefit the law school.

Law librarians play a large role in assisting law faculty with their scholarship and with their teaching. The author asserts that a one-tiered approach to offering library services will not deliver adequate services to law school faculty. Rather, the author advocates a three-tiered approach that includes obtaining and maintaining current information about faculty interests, providing various methods of contacting the library, and proactively providing both research and administrative support for the faculty’s research and teaching interests. The author believes this approach can greatly increase the value of the library in the eyes of the faculty.


Law schools are becoming more global and are developing more practice-oriented curricula. Consequently, the author asserts that it is the library, and in particular, the library director that will lead the school into the new technological era. The author provides standards and skills directors need to accomplish this important task.


Discusses the trend toward using more paraprofessionals for reference services. The author lists the skills and traits needed by paraprofessionals who provide reference service and identifies the components of both an effective training program and a policy/procedures manual for such paraprofessionals.


Discusses how present day library users have different expectations and needs regarding information access as a result of the electronic information environment. The author argues that users today want information quickly and place a premium on convenience; reference librarians must take this into account in providing reference services, and it is necessary for librarians to be trained and stay current in order to meet the needs of today’s users. Advocates the integration of user instruction and reference services so that both tasks are provided by librarians.

Reports the initial findings of a British study in which law librarians at six universities were interviewed to assess how the electronic revolution has had an impact on law librarians and what types of training and skills are needed in light of the electronic developments. Among the skills identified by the researchers as important include an understanding of HTML, the ability to use “Web editor packages,” written communication skills, and the ability to evaluate electronic resources. The interviewees also stressed the importance of training students and faculty on the use of electronic resources and that there was not sufficient formal training to assist law librarians in their roles as teachers. The authors stress that their study is a qualitative one “based on individual perspectives and experiences.”


Examines the changing environment facing law librarians and how the job of librarians has become more complex and demanding in the information age. The author believes that the demand for more skilled library staff will be even greater in the future to assist with different methods of research and critically evaluating resources. She observes that the dividing line between public services and technical services librarians is not as sharp as it used to be and that librarians are no longer just “information providers” but are also “information facilitators,” “knowledge management consultants,” “knowledge brokers,” and “knowledge navigators.”


Describes ways to prevent the library and its services from being dismissed as irrelevant to the mission of the law school. The author recommends that the director strengthen his relationship with the dean of the school by helping the dean accomplish his goals. Additionally, he describes some strategies for directors to develop a broader role for the law librarian.

Stanley, Deborah and Natasha Lyandres. The Electronic Revolution and the Evolving Role of the Academic Reference Librarian. 56 North Carolina Libraries 100 (Fall 1998).

Discusses the important role of the academic reference librarian in the electronic age. Examines the areas of reference instruction, cooperative teaching, electronic teaching, virtual and e-mail reference services, network technologies, and organizing electronic information. Concludes that librarians should be proactive in partnering with faculty and other colleagues on campus and that they should take a “life-long learning approach” in order to continue to develop their skills and knowledge in a dynamic virtual environment.

Discusses the reference interview in the law school setting. The author recalls good and bad reference interviews with a variety of library users and describes methods for using the reference interview to get to the patron’s underlying information need. (Published in a regular feature of *Law Library Journal* entitled “Practicing Reference.”)


Examines a book published in 2002 entitled *Understanding Reference Transactions: Transforming an Art into a Science*, by Matthew L. Saxton and John V. Richardson, Jr. This book takes a scientific approach to critique studies that have found that reference librarians are right only 55% of the time. Saxton and Richardson do not determine accuracy with a binary scale and they consider many factors and variables involved with reference services. The author of this article (who acknowledges that the study of the reference interview can be both an art and a science) highlights Saxton and Richardson’s conclusion that library education should focus more on the reference interview. (Published in a regular feature of *Law Library Journal* entitled “Practicing Reference.”)


Articulates specific duties of reference librarians that are accomplished while away from the reference desk. Many of these tasks directly support reference and research work for faculty or are administrative functions common to managers. (Published in a regular feature of *Law Library Journal* entitled “Practicing Reference.”)


Discusses how the role of the law librarian needs to change in this technological age. Divides the role of the law librarian into three categories: collecting and preserving; cataloging and organizing; and accessing and disseminating. Briefly discusses how these functions have changed and need to change in the age of the Web and online databases. The author sees an important role for law librarians in the future but believes that librarians must recognize and respect the desires of the end-user to be more self-sufficient and have direct access to the new sources of information that exist.

**Audiotapes**

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This AALL program focused on the collaboration between the University of Kansas School of Law and Emporia State University School of Library and Information Management in designing a new program that provides students with a Master of Legal Information Management degree. This degree program is designed to prepare students to work in law library settings. The participants stressed the importance of trained law librarians and discussed how their new program and others like it can help to remedy the expected shortage of trained information professionals in the library field. The speakers for this program were Robert Grover (from Emporia State University School of Library and Information Management), Joyce A. McCray Pearson (from the University of Kansas, School of Law Library), and Nancy P. Johnson (from Georgia State University College of Law Library).

This AALL program examined the viability of the concept of the virtual library. The first speaker, Michael Gorman (from California State University, Fresno), discussed some of the theories in his book *Future Libraries: Dreams, Madness and Reality*, which examines this topic. The two subsequent speakers, Richard Danner (from Duke University School of Law) and Kay Moller Todd (from Paul, Hastings, Janofsky, and Walker), addressed the issues raised by Professor Gorman as they relate to law libraries. Much of the discussion focused on the value and special role played by law librarians.
Frequently Asked Questions

1. Why do you need all those staff members?

   a. Work done behind-the-scenes
   The main reason that the library works so well for you is because of all the work done behind-the-scenes, from ordering, processing, and shelving materials to acquiring, upgrading, and maintaining equipment. These services require people and time. For example, ordering legal materials involves working with a variety of jobbers and lenders, as well as managing and recording financial transactions, tracking shipments, and dealing with customer service issues. Processing them takes knowledge of highly specialized classification systems and application of this expertise to each item to make sure that it is properly labeled, cataloged, and directed to the appropriate physical and electronic locations, *i.e.*, on the shelf and in the online catalog. Legal serials present particular challenges because of the frequent and unique methods and formats for keeping them up-to-date. Staff members are also charged with routing serial updates to faculty members according to their individual needs and interests. Routing involves multiple record-keeping, communications, delivery, and retrieval activities. Maintenance of the physical collection and facility entails yet another set of labor-intensive tasks. Before the library opens each morning and throughout the day, library personnel replace all materials that have been taken from the shelves and microforms cabinets and perform ongoing inventory monitoring to keep track of the collection. Other staff members boot up public computer terminals and check them for viruses, turn on photocopiers and printers and make sure that paper and ink are loaded, and troubleshoot for potential malfunctions. Throughout each day, library staff members carry out many other responsibilities, such as managing and delivering faculty requests for information and print-outs, assisting patrons at the reference and circulation desks, and mediating interlibrary requests to lend and borrow materials.

   b. Multi-task processing
   Information that patrons receive from the library is often handled by several people before it makes its way to the end user. For example, a patron’s reference request may be researched by a reference librarian, ordered and received by the interlibrary loan department, and delivered to the patron by a library assistant. Another example of the need for staff is the procedure for routing: For serial items such as law reviews and looseleaf updates to be routed promptly and appropriately to faculty, a routing list must be maintained and kept current by a supervisor; materials must be checked in by a library assistant; mailings must be prepared and delivered; fugitive materials must be diplomatically retrieved from faculty offices; and missing issues (whether lost or never received) must be verified, reordered, sometimes paid for, checked in, processed, and bound or shelved to ensure complete runs. It takes a combination of academically qualified librarians as well as trained support staff to provide services quickly, accurately, and efficiently.
c. Adapting to changing needs

As student enrollment and faculty size and demographics change, staff and librarians need to track these changes to adapt existing services and develop new ones to meet needs and demands. For example, the addition of a new faculty member may expand curriculum offerings into a field that has not previously been a focus of collection building. Bibliographic specialists in the library will explore the resources in that field and make recommendations to the acquisitions personnel and new faculty members for filling in collection gaps and for prospective collection building. The acquisitions staff may have to set up relationships with new vendors who carry materials in that specialty, and serials staff may have to order new subscriptions, set up payment procedures, and create new serials records for processing and for informing patrons of the serials holdings. Electronic services librarians and staff will also work with new faculty to identify, acquire, and implement subscriptions to online services that focus on their specialty. Setting up connections to new online subscriptions for proper access and operation is often complex and time-consuming. Similar accommodations will be made with development of new graduate or clinical programs. The library’s continued support of law school scholarship and academic offerings requires the input, efforts, expertise, and training of many librarians and staff members.

The law library remains one of the most important aspects of the law school for faculty scholarship and for faculty recruitment purposes. Strong, responsive libraries that meet, and anticipate, faculty needs, will further faculty research and writing projects; poorly supported or maintained libraries will hinder serious research. The existing faculty will be clear about library services in their discussions with candidates; a good library is a strong attraction for new faculty.

d. Responding to fiscal exigencies

Changes in budget allocations also require special staff attention: If the library acquisitions budget is increased, bibliographic specialists must cull catalogs and advertising material to make appropriate selections. Library staff must handle increased ordering and processing demands; they must also shift the physical collection to accommodate greater than anticipated growth. Interlibrary loan staff may have to handle an increase in borrowing requests as the collection expands. If the library acquisitions budget is cut back, bibliographic specialists need to assess which subscriptions to cancel and which areas of legal scholarship can be neglected with the least damage to the school’s curriculum and programs. Staff will have to modify many bibliographic records to reflect these changes, and they will also need to physically shift portions of the collection to accommodate changes in collection building emphasis. If the technology budget is increased to purchase more hardware and software or to upgrade or expand networks, demands on technology staff will similarly increase. They will need to monitor the operations of more computers and accessory equipment, load and troubleshoot more software, and handle increased traffic, all the while keeping current on the latest technological developments.

2. Hasn't technology saved on staff?

a. Meeting expanding service expectations

Whether the library has primary responsibility only for library computers, software, and
networks or for all law school technology, patron and staff needs cannot be met without efficient and competent human support. Library administrators and other professionals must consult with library, law school, and university computing personnel to plan for infrastructure design; purchase and upgrades of hardware, accessories, and furnishings; development and maintenance of computer labs and other computing facilities; and the interdepartmental responsibilities and communications processes for implementing and maintaining systems. While libraries have streamlined their procedures with the help of technology, librarians have found that the availability of electronic resources has increased patron expectations and demand for new services. Rather than decreasing staff workload, technology has increased the sophistication of staff tasks and the dependence on in-house technology support staff to keep all departments in operation. To keep their reference, circulation, cataloging, interlibrary loan, acquisitions, and inventory systems functioning, libraries now need additional staff to install and maintain new systems, system enhancements, and software programs; to protect against the ever-increasing barrage of worms and viruses; and to assist patrons with library equipment and with their own equipment so that it can interact with library networks, printers, and web sites. In addition, most libraries now have professional librarians who specialize in assisting patrons with the identification and use of appropriate electronic resources; many also assist faculty with adapting and applying technology for use in the classroom and in their scholarship. As libraries add more computer workstations or wireless capabilities, the need for this type of support also grows. To many of our patrons, these are the most important services that they receive from the library.

b. Building and maintaining web sites
Maintaining a useful, attractive, well-organized, and easily navigable website is no longer merely an option for academic law libraries; it is now an imperative for any law library that aims to function, remain competitive, and fulfill the research needs of its patrons in today’s electronic-dependent research environment. Maintenance of a credible web site is a labor-intensive endeavor. It requires constant attention from librarians and technology staff to keep information up-to-date and accurate; check that all links are operating properly and connecting to the intended sites; expand content and links to include material of current interest and topicality; improve design as new technology options appear on the market; make changes to pique viewers’ interest and curiosity; and especially to preserve security. If the web site is not kept fresh, appealing, and operational, the library’s reputation will be tarnished as surely as if the physical facility is allowed to become run-down. One potential danger of inadequate technology staffing is that prospective applicants who are making their initial “visit” to the law school online will receive a negative impression of the law school’s offerings and will gravitate toward those schools that put their best foot forward on the Internet.

c. Supporting faculty instructional technology needs
The availability of technology has expanded users’ expectations of the types of expertise that librarians can offer them. For example, faculty members look to librarians, who are adept in building web sites and using instructional technology to teach research, for assistance with their own web and course pages. Providing this assistance requires staffing levels that are adequate to avoid the neglect of traditional library services. In fact, most contemporary academic libraries have either rearranged the duties of existing librarians or created some iteration of an Electronic Services Librarian position to address this need.
d. Expansion of research training needs

The increase in quantity and complexity of electronic resources has multiplied the requests for qualified staff to train and assist users in doing effective and efficient electronic research. The need for staff to identify, acquire, and maintain access to those sources has also expanded. Furthermore, those students who have been out of school for many years and who do not work extensively with technology require a lot of individual attention as they acclimate back into an educational environment. Even students who have grown up with computers have often received little or no formal training in research and require extensive assistance with their online searches. The availability of legal resources online does not necessarily foster independence from seeking expert legal research support; in fact the minimization of access to traditional finding aids cuts legal researchers adrift from the structure of print publications and interferes with their awareness of alternate sources and techniques for locating relevant legal authority. Consequently, reliance on electronic legal resources broadens the scope of research training needs that librarians must address.

e. Heightened expectations of instant response

Computer-age students are an "instant gratification" constituency. They expect quick, knowledgeable responses to research questions and problems as a given, not as serendipity or extravagance. As they become faculty and deans in the years to come, these expectations will become institutionalized in law schools. However, even in the Information Age, in real time, information professionals can only provide one instant response at a time, and so staffing levels must keep pace with rising expectations.

3. Hasn't technology saved on space?

No, the need to integrate technology into the library’s services has increased physical facility demands, including the need for space to house computer labs and other computer facilities, such as servers, hubs, and public workstations. Effectively incorporating technology requires changes to every aspect of the library’s operations. Students and patrons demand more electrical outlets. Furniture needs to be replaced and rearranged. Lighting sources must be evaluated and usually modified. Shelving and storage space for equipment, books, CDs, DVDs, tapes, and other formats must be adjusted. Study spaces must accommodate sound and pictures as well as quiet study and reading. Specially trained staff members are necessary to support technology, and they need the space to do so. Moreover, the amount of material that we have been able to remove from our shelves because of its online availability is insignificant in terms of space savings. These items are chiefly hard copies of some Shepard’s sets and duplicates of some reporters, codes, and periodicals, and the space recovered by these cancellations has quickly been consumed by the growing body of scholarly monographs, very few of which are available electronically. Furthermore, it is risky for academic law libraries to remove even materials of questionable value. Until the statistics on law school libraries reported by the American Bar Association and by U. S. NEWS & WORLD REPORT de-emphasize volume count and focus on access, law school libraries are loathe to reduce their physical collections and risk falling behind in their competitive ratings.

4. Hasn't technology saved on costs?
The savings that may have been realized by canceling hard copies of some Shepard’s sets and duplicates of reporters, codes, and periodicals have been more than offset by the costs of purchasing or leasing and maintaining hardware and networking equipment, operating systems, and software programs. Furthermore, equipment and hardware require frequent upgrades to keep up with expanding capabilities. These upgrades involve additional expenditures. Individuals with technical expertise and qualifications had to be added to the staff to keep the systems running smoothly and to advise on technology acquisitions, thus placing greater strain on personnel budgets. While technology is necessary to maintain the law school’s competitive standing and to support efficient operations, it entails greater financial burdens than can be balanced by reducing the number of the library’s serial subscriptions. On the other hand, even the greater efficiency realized by automating library operations cannot outweigh the inflationary cost increases of those items that the library must continue to purchase for its collection.

5. **Can’t we just have a virtual library and provide everything to students electronically via LexisNexis®, Westlaw®, the Internet, and scanned materials?**

As an academic institution, the law school’s library supports scholarly research as well of the work of practitioners and future practitioners. The scope of the collection necessarily extends far beyond the basic sources of statutory, regulatory, international, and common law. Conservative estimates are that far less than 20 percent of the resources that are physically present in the library are available electronically.* Historic and scholarly materials are unlikely to be found online. Interpretation 606-3 of the American Bar Association’s Standard 606 for academic law library collections provides:

> At present, no single publishing medium (electronic, print, microform, or audio-visual) provides sufficient access to the breadth and depth of recorded knowledge and information needed to bring a law school into compliance with Standard 606. Consequently, a collection that consists of a single format may violate Standard 606.

Moreover, the stability of online resources is far from guaranteed, and the providers of online resources are under no obligation to warrant that access to them will continue indefinitely. Therefore, when we relinquish physical possession, we relinquish not only ownership and guaranteed access to the resources, but even control over their access and use. Even now, LexisNexis and Westlaw usage is strictly limited by the terms of our educational contracts with these vendors. We are prohibited from making the services available to patrons other than our faculty and students, and students are barred from using their school passwords to do research for their employers. Without being able to supply the alternative, unrestricted access offered by resources we own, we must curtail our service to our students, the campus and legal communities, and to the public.

6. Don’t a lot of students graduate and find jobs without ever having used the library?

Some students may avoid library use during their time in law school; others may avoid attending class or reading actual cases rather than canned summaries. However, students cannot reap the full benefits of their legal education by taking shortcuts, and we do not fulfill our obligation to them or to the legal profession by providing minimal resources. Just as we do not abandon the classroom experience in favor of videotaped lectures or limit the curriculum to subjects required for students to pass the bar examination, neither should we “dumb down” the legal research environment to the bare essentials. Legal education is more than a vocational training exercise; for some, it will be their last opportunity to grapple with the philosophy and ideals of the legal system and to consider how legal principles provide the infrastructure for the rule of law in a democratic society. The fact that some of our students fail to avail themselves of the opportunities offered by a fully equipped educational environment does not dictate the standards to which we should adhere. As stated in ABA Standard 601: “A law school shall maintain a law library that is an active and responsive force in the educational life of the law school.”

7. Shouldn’t we devote scarce personnel funds to technology staff rather than to library staff?

While automating our libraries, we must not lose sight of the primary functions that they serve. Law libraries are more than bookshelves and computer labs. The hallmarks of legal collections are (a) the classification of materials to provide the best access for legal researchers and (b) consultation with legal research experts about how to best navigate the wide array of legal resources available in diverse formats. These highly educated specialists do indeed rely on the latest technology to perform their responsibilities promptly and efficiently. However, while it is necessary to employ technicians to maintain the electronic operations of the library, it is also essential to retain the expertise of a full complement of library and legal specialists to guide and instruct patrons in their research. Without qualified librarians and trained library staff, students and other researchers would flounder in their efforts to find anything other than the most basic sources of legal information, and legal education would fail to fulfill adequately its missions of instruction and scholarship.