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**Specialized Legal Research Courses: The Next Generation of
Advanced Legal Research**

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Submitted to
Professor Penny A. Hazelton
to fulfill course requirements for Current Issues in Law Librarianship, LIS 595,
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Specialized Legal Research Courses: The Next Generation of Advanced Legal Research

I. INTRODUCTION

Since the inception of law schools, formal legal education has focused on doctrinal lessons. Students of law learned the canons of torts, civil procedure and the like and completed strenuous exams to show that they both know the rules of law and how to apply them. Still to this day, nearly all law students across the country continue in this format by taking the same first year course load. This doctrinal focus illuminates the long understood concept that law students do not necessarily learn to be lawyers, but learn *how to think* like lawyers.¹

In addition to this long-standing tradition, a first-year doctrinal course load is usually paired with the first year legal research and writing course. However, despite this seemingly practice-oriented course, the typical legal research and writing course focuses very little on actual research. Instead the legal research and writing course more often emphasizes the writing portion. For example, a student of this course, at least in recent years with modern computer-assisted legal research, learns the basics of Westlaw and LexisNexis. The student then applies these online searching skills to a hypothetical legal problem. In this context, the real learning goal is to properly create a piece of legal writing, usually resembling a court memorandum that would be attached to a pleading before the court. Upon completion, the student utilized very few legal research methods or materials, sticking primarily to the major electronic research systems and focusing almost exclusively on case law. Therefore, despite taking this required course that may seem practice-oriented, the research skills performed in this first year legal research and writing course actually pale in comparison to the research required in actual practice.

Fortunately, many scholars and practitioners have recognized that such a doctrinal focus has done little to prepare graduating students for the actual practice of law. In response, over at least the last ninety years, scholars and educators alike have placed demands on the American legal education system to rethink whether doctrinal traditions are enough for today's law students.² For example, the popular *MacCrate Report* from 1992 demands that clinical education is essential to produce a well-rounded and practice ready student.³

¹ See WILLIAM M. SULLIVAN et al., EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW 87 (2007) [hereinafter the *Carnegie Report*].

² See Peter A. Joy, *The Cost of Clinical Legal Education*, 32 B.C.J.L. & SOC. JUST. 309, 323 (2012), (also available at: <http://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=1011&context=jlsj>).

³ AM. BAR ASS'N, SECTION OF LEGAL EDUC. & ADMISSIONS TO THE BAR, LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT—AN EDUCATIONAL CONTINUUM:

Since this report and others, law schools have in fact done much to adjust their curricula in favor of clinics and other practical skills courses in addition to their long-standing doctrinal courses.⁴ This paper will examine some of those reports and highlight some of the innovative programs that schools have created in response. Primarily, I will show that while these new programs are worthwhile and usually necessary, they can be costly in both time and money.

Essentially, the recent additions of experiential learning courses have often meant high price tags. Additionally, law schools across the nation are facing lower than usual enrollment rates. These two scenarios give law librarians the opportunity to show that their legal research skills can be taught to students in often less financially costly ways. One such way has been the increasingly popular Advanced Legal Research (ALR) course. Since its introduction, librarians have also been curious about the trends of this course, i.e. whether throughout the years more law schools are adding this course to its curriculum. This curiosity yielded regular surveys beginning in 1992 to determine just how many schools were offering the course. However, in light of the greater current trends to rethink legal education, it is time for law librarians to likewise rethink the ALR course.

The goal of this paper is to update the past surveys on ALR trends but to also determine how many schools are currently offering specialized legal research (SLR) courses.⁵ Additionally, this data should ultimately provide law librarians with the knowledge necessary to market themselves as a cost-effective option for implementing practical skills courses that are in high demand. Part II of this paper provides a brief review of the research and reports of the past that have advocated for a shift towards a skills-focused legal education. In Part III, the past ALR course surveys will be examined with suggestions about how future surveys on ALR trends can be more accurate. This section will also describe the methodology used for this first survey on SLR trends. Part IV will explore some of the most recent attempts of law schools to overhaul their curriculum outside of ALR opportunities to produce practice ready students. Part IV will also demonstrate how expensive these overhauls can be, but that offering a SLR course may be a quicker and/or a more cost-effective way to meet some of the demands for practical skills classes. Finally, Part V will then provide various data points on SLR courses including how many law schools are offering the course

REPORT OF THE TASK FORCE ON LAW SCHOOLS AND THE PROFESSION: NARROWING THE GAP (1992) [hereinafter the *MacCrate Report*].

⁴ Oliver R. Goodenough & Rebecca Purdom, *Reimagining Legal Education*, HUFFINGTON POST (Sept. 5, 2012), http://www.huffingtonpost.com/oliver-r-goodenough/reimagining-legal-educati_b_1859395.html.

⁵ For purposes of this paper, an “SLR” course is an advanced legal research course beyond the first year curriculum that has a *narrow, topical focus*. For example, a SLR course may be titled “Advanced Legal Research in Foreign and International Law.” A SLR course is *not* a general Advanced Legal Research course.

and in which topics. If it is time to rethink the format of legal education, it is likewise time for law librarians to rethink the classes they teach by reaching beyond the ALR course and exploring the many SLR topics available.

II. WHAT LAW STUDENTS SHOULD BE LEARNING: DECADES' DEMAND FOR PRACTICE-READY STUDENTS

In 1913, the Committee on Education of the American Bar Association addressed the Carnegie Foundation and urged the Foundation to undertake an investigation into the “conditions under which the work of legal education is carried on in [the United States].”⁶ In 1921, on behalf of the Carnegie Foundation for the Advancement of Teaching, Alfred Zantzing Reed wrote that “[o]ur contemporary American system of legal education. . . is generally recognized to be defective in many respects.”⁷ Noting that legal education post-antebellum was still mainly devoted to case law, *The Reed Report* acknowledged that schools were gaining a “general tendency to broaden the student’s education” and then described what he believed were the three component parts of a complete preparation for legal practice.⁸ These are: 1) *practical training*; 2) theoretical knowledge of the law; and 3) general education.⁹ Notably, *The Reed Report* demanded that:

First, the training must be, primarily and fundamentally, a training in and for legal practice as such, and not a training that provides the student merely with theoretical acquisitions that he may be unable to turn into practical account. Its object must be to develop skill or discipline, as distinguished from information or knowledge.¹⁰

Since the *Reed Report* findings in 1921, many other groups have consumed their time with further research into the ways in which legal education must begin to transition from mere knowledge and into skill. Several decades later, the void of practical training in legal education drove creation of another important analysis. The 1992 *MacCrate Report* echoes the *Reed Report* by noting that current law schools “often fail to provide the competence training required by new lawyers.”¹¹ In addition, the *MacCrate Report* outlines sets of values and skills.¹² Among the skills note, the most relevant to law librarians is the skill of

⁶ TRAINING FOR THE PUBLIC PROFESSION OF THE LAW: HISTORICAL DEVELOPMENT AND PRINCIPAL CONTEMPORARY PROBLEMS OF LEGAL EDUCATION IN THE UNITED STATES WITH SOME ACCOUNT OF CONDITIONS IN ENGLAND AND CANADA, Alfred Zantzing Reed, xvii (1921) [hereinafter the *Reed Report*].

⁷ *Id.* at 1.

⁸ *Id.* at 276 (emphasis added).

⁹ *Id.*

¹⁰ *Id.* at 277.

¹¹ The *MacCrate Report*, *supra* note 3, at 45.

¹² See generally the *MacCrate Report*.

legal research. Although the *MacCrate Report* has received criticism since its development, it would be difficult to identify any lawyer or student who believed legal research was *not* a fundamental skill. And as a result, schools have in fact initiated new ways for students to develop legal research and the other fundamental skills identified by The Task Force, such as new clinical opportunities.

However, analysis of the future of legal education has not stopped. One of the more recent and oft-cited reports comes yet again from the Carnegie Foundation for the Advancement of Teaching. In 2007, the Foundation published *Educating Lawyers, Preparation for the Profession of Law*, more commonly referred to as *The Carnegie Report*.¹³ *The Carnegie Report* ultimately posits that clinical education can play a key role in preparing students for the practice of law.¹⁴ Although the report's main emphasis is upon clinical education, legal research skills in particular are not overlooked. In fact, providing clinical education strengthens the need for students to maintain advanced legal research skills if for no other reason than the fact that their clinical practice requires them to represent real clients with real legal issues. This is true for essentially any clinic type, whether a live clinic or not. Regardless, *The Carnegie Report* urges that legal education must recognize that traditional focus on legal analysis and thinking like a lawyer must give way, at least to some extent, to some level of practice and actual lawyering skills.¹⁵

Most recently, the American Bar Association Section of Legal Education and Admissions to the Bar published *A Survey of Law School Curricula: 2002-2010*.¹⁶ Regarded as the most comprehensive survey of law school curricula, this undertaking by the ABA broadly illustrates the continuing concern over the development of legal education and its trends. The survey documents the changes law schools have made to their curricula in order to produce practice-ready professionals.¹⁷ And in fact, the results of the 2012 survey do indicate that schools are creating and implementing courses for the purpose of producing practice-ready graduates.¹⁸ The Survey indicates that schools are offering: more areas of specialization and respective certificates; greater externship placement; and

¹³ *The Carnegie Report*, *supra* note 1, at 95.

¹⁴ *Id.* at 197-198; *see also* JOY, *supra* note 2, at 325.

¹⁵ *See* the *Carnegie Report*, *supra* note 1 at 87.

¹⁶ *Curricula Changes Highlighted in 2010 Study*, SYLLABUS, (Summer 2012), http://www.americanbar.org/publications/syllabus_home/volume_43_2011-2012/summer_2012/section_releasescurriculumsurvey.html.

¹⁷ *See id.*; *see also* Southwestern Law School News Release, *Dean Garth and Professor Carpenter among "Most Influential People in Legal Education*, (Nov. 29, 2012), <http://www.swlaw.edu/news/overview/newsr.7hRrLz1tUV>.

¹⁸ Catherine L. Carpenter, *A Survey of Law School Curricula: 2002-2010, Executive Summary*, AMERICAN BAR ASSOCIATION SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR (Summer 2012), http://www.americanbar.org/content/dam/aba/publications/misc/legal_education/2012_survey_of_law_school_curricula_2002_2010_executive_summary.authcheckdam.pdf.

heightened pro bono requirements. However, the survey lacks information about the trends of advanced legal research courses beyond the first-year curriculum. Essentially, this “comprehensive” survey lacks formal recognition that advanced legal research courses or specialized legal research courses can help meet the demand for skills-oriented courses. Enter: law librarians.

III. A LAW LIBRARIAN’S HISTORICAL RESPONSE: ALR COURSES

A. Previous Surveys and Their Methodologies

While the main focus of this paper is to advocate for SLR courses and aims to provide information on the trends in SLR course offerings, to be discussed below, it is important to continue updating the previous research on ALR course trends. Such updates can show the true developments in *research*-oriented courses which amount to a type of practice-oriented class that *The Reed Report* and followers have urged. Further, it is unlikely that schools will offer a SLR course unless the school already offers an ALR course.¹⁹ So, for law schools lacking both courses, data on ALR course offerings can be a beneficial start before embarking on the creation of either an ALR or SLR course.

Before I review the past surveys on ALR courses, I would like to lay a foundation as to why these surveys, and particularly the methodologies previously employed, are particularly important to this paper. As already noted above, ALR courses have been the historic response by law librarians to legal educators’ demand for more research-focused courses. Incidentally, the methodologies used tend to reflect their time period: most are incomplete and therefore less accurate than desirable, likely due to the fact that many of the surveyors lacked electronic access to course catalogs which are now readily available. Therefore, while it is important to update the results of these past surveys for contribution to studies on legal education trends, it is likewise important to examine the methodologies so that in moving forward, we may create a methodology fit for the digital age. A new methodology capable of utilizing electronically available information may then be applied to both updating ALR surveys and surveys on the newer SLR courses that are gaining momentum.

For purposes of this paper, an ALR course is defined as a legal research course beyond the first year curriculum.²⁰ Most course catalogs simply refer to these courses as “Advanced Legal Research”²¹ and are often taught by member(s)

¹⁹ See *infra* p. 19.

²⁰ Ann Hemmens, *Advanced Legal Research Courses: A Survey of ABA-Accredited Law Schools*, 94 *Law Libr. J.* 209, 217 (Hemmens’s definition of an advanced legal research course is “a course offered in the law school curriculum, beyond the first year, for academic credit in which the primary focus is teaching legal research skills”).

²¹ Although most courses are titled “Advanced Legal Research,” some schools catalog these classes under different titles such as Legal Research Methods or the like. Therefore,

of the law school's library staff or the law library director. The structure of such courses often varies but the ALR course usually involves delving into research databases and print materials not typically covered in first year legal research. Additionally, the courses tend to sources beyond case law such as legislative histories, secondary sources, and municipal codes.²²

It is this ALR course that law librarians historically referred to as their contribution to the demands for practice-ready graduates. Law librarians first began undertaking research into the existence of ALR courses in 1983. In this year, Robin Mills sought to determine how many law librarians among the then 144 law schools were providing advanced legal research instruction.²³ She sent a survey to the directors of each of these schools and received a response from 28 directors.²⁴ Thus, Mills's survey yielded a 19.4% response rate. These responses showed that nine of the 28 law schools responding had offered an ALR course, or that 32% of those law schools responding offered an ALR course at the time.²⁵ While the limited availability of Internet and school websites no doubt played a factor in the methodology chosen by Mills, the low response rate highlights the need for an updated methodology that can yield responses from more, if not all, law schools.

Three years later, S. Blair Kauffman surveyed each law library director from all 151 ABA-accredited law schools.²⁶ His results showed that from the 151 schools surveyed, twenty-seven reported that an ALR course was offered during the 1985-86 academic year, or 17.8%.²⁷ This would appear to be a decrease in the popularity of the course compared to Mills's original 1983 survey. However, such percentage-to-percentage comparisons should be performed cautiously because the Mills survey did not reflect a response from the same percentage of law schools as Kauffman's survey. Among just these two surveys, it can be seen how important a complete methodology is in order to accurately determine the trends of ALR courses; a higher response rate provides greater confidence which shows that an absolute response rate should be sought if possible.

Following the Kauffman survey, Penny Hazelton updated the ALR research in her 1992 article, *Advanced Legal Research: An Update*.²⁸ In this

careful eye must be taken to course schedules when looking to determine whether such courses are offered.

²² See generally HEMMENS, *supra* note 20, at 210 (refer to Hemmens's *Background* section for brief history of advanced legal research courses and their structure).

²³ Robin K. Mills, *Legal Research Instruction After the First Year of Law School*, 76 LAW LIBR. J. 603, 605-604 (1983).

²⁴ *Id.* at 603.

²⁵ *Id.*

²⁶ S. Blair Kauffman, *Advanced Legal Research Courses: A New trend in American Legal Education*, 6 LEG. REF. SERVS. Q., 123 (1986).

²⁷ *Id.*

²⁸ Penny A. Hazelton, *Advanced Legal Research Courses: An Update*, 1 No. 2 Persp.: Teaching Legal Res. & Writing 52 (1993).

update, Hazelton posted a survey to a list-serv of law librarians.²⁹ Her results indicated a definite increase in the popularity of these ALR courses: fifty-two schools indicated that such a course had been currently offered and another thirty-six were identified as schools that offered the course in the past or were considering the course for the future.³⁰ These responses come from only 88 schools which she lists at the end of her report when in fact 177 ABA-approved law schools existed at the time. Thus, although 59% of the schools responding offered such a course, the survey data reflects only a 49.7% response rate.³¹ However, Hazelton's research does shed light on sets of information that future surveys should take into account: not only should law librarians and educators alike be concerned about the number of ALR courses currently offered during the survey year, but there should also be insight into which schools may be *considering* the course for future semesters. This element of the research caused me to adopt a methodology that both surveys all laws schools but also seeks in-depth information about the curricular choices of some schools.

In 1997, Mr. Gary Hill of Brigham Young University surveyed librarians from academic law libraries among other libraries such as those of firms and governments.³² Hill's survey examined a wide array of data including who teaches ALR courses, the content of such courses, and student workload among other points.³³ In conducting this survey, he determined that 26 academic law schools taught an ALR course.³⁴ He received 133 responses from the 181³⁵ law schools at the time. This amounted to a 74.3% response rate.³⁶ Hill's survey showed that only 19.5% of law schools responding offered an ALR course. This percentage is much lower than results from Hazelton's previous survey.

Finally, Ann Hemmens conducted the latest analysis on ALR courses in 2002.³⁷ Hemmens also utilized a survey method and mailed a survey to the then 181 ABA-approved law schools where she received a total of 111 responses, or a

²⁹ *Id.*

³⁰ *Id.*

³¹ *Id.* (I counted her list of schools as total number of responses); See also *ABA-Approved Law Schools by Year*, ABA SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR, http://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools/by_year_approved.html (for a list of schools ABA-Approved by 1992; the list totals 177 schools by that time).

³² Gary L. Hill, *Survey on Legal Research Instruction*, 2 Briefs in Law Librarianship 1 (1998).

³³ *Id.*

³⁴ *Id.* at 8-9.

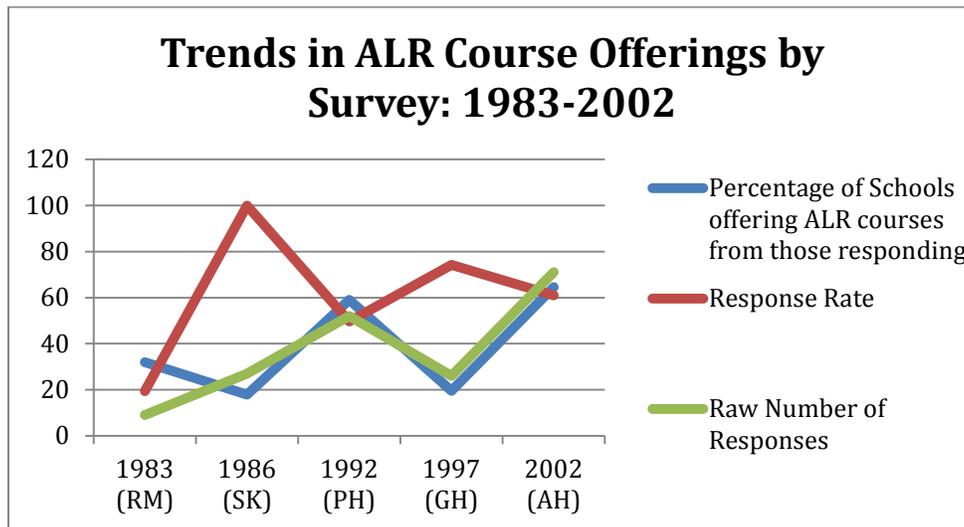
³⁵ *ABA-Approved Law Schools by Year*, ABA SECTION OF LEGAL EDUCATION AND ADMISSIONS TO THE BAR, http://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools/by_year_approved.html (for a list of schools ABA-Approved by 1997).

³⁶ HILL, *supra* note 32, at 8-9.

³⁷ HEMMENS, *supra* note 20.

61% response rate.³⁸ Despite an incomplete response rate, the Hemmens survey achieved the greatest number of responses utilizing the survey method. Additionally, her analysis involved several important comparisons. For example, Hemmens organized her findings by U.S. News & World Report rankings, size of the student population, and library staff size.³⁹ Further, Hemmens also received data showing that in 1992, the majority of ALR courses with a topical focus were about tax research.⁴⁰ Thus, the Hemmens survey was the first ALR survey showing that some schools were offering advanced legal research courses in specialized research topics. This kind of detailed parsing of the data sparked my interest in this topic. Similar to the continued curiosity in ALR course trends, should law librarians be likewise interested in the trends of *specialized* legal research courses?

Reviewing the prior ALR course surveys, the following graph illustrates the trend in ALR courses from Mills’s 1983 survey through Hemmens’s 2002 survey:



As the above graph illustrates, incomplete data can significantly skew an analysis of the trends. For example, when response rates were higher, the percentage of schools offering the courses was at its lowest; and vice versa. Therefore, it is difficult to determine whether the number of courses was really going up amongst all ABA-approved law schools. Future surveys need to show how many law schools *of all ABA-approved law schools* offer the course. With this information, we can more accurately understand whether more students have the opportunity to graduate and enter practice with legal research skills.

B. My Methodology

³⁸ *Id.* at 217-18.

³⁹ *Id.* at 219-226 (see Tables 2-9 for these analyses).

⁴⁰ *Id.* at 231 (see Table 12).

Taken together, the prior ALR surveys help to illuminate a methodology fit for the digital age. Recognizing that the majority of the prior surveys lacked a 100% response rate, it became apparent that the reason for this is the survey method. By “survey method,” I mean the process of submitting the question to libraries either via U.S. postal mail, e-mail, or message board and then waiting for responses. However, directors are busy professionals and it is reasonable to understand how some directors may put the survey questions on the back burner and fail to ever respond. The solution to this issue rests in the simple fact that the Internet has developed more widely since the first ALR survey. Thus, future surveys of ALR trends should shift from reliance on personal and individual response to a situation where a surveyor can guarantee a response from every law school; the online-based course schedules provide such a solution. Now, nearly every law school has made available their course catalogs, course schedules, and/or course descriptions on their respective websites. Therefore, instead of submitting questions to libraries or their directors, I decided to personally review every law school’s electronically available course information to determine whether ALR courses are being offered. Placing the “survey” into my own hands, I could more closely approach a 100% response rate.⁴¹

Next, I had to determine how I could positively identify ALR courses among the other courses listed. I identified ALR courses by applying the “find” (or control + f) function to the course schedules and first searched for “research.” I also searched for “methods,” “techniques,” and “advanced.” Where these searches returned ambiguous results, I cross-referenced the course description pages to determine whether the course is more like a seminar and students performed research for a specific paper topic, or if the course was in fact more like an advanced legal research class where the students instead focus on research methods and the practice of these methods through short exercises and/or memos.

Finally, I needed to decide just how many years of course schedules I would review. Although I initially sought to review course schedules from the 2011-2012 *and* the 2012-13 academic years, the availability of such data was very limited. Most course schedules were only available for the current academic year. Additionally, I noticed that the Kauffman survey used data from just one academic year and thought about doing the same.⁴² Because the purpose of my update on ALR trends was to achieve a method resulting in 100% accuracy, or as close as possible, I decided to similarly restrict my analysis to this 2012-2013 academic year. By implementing this restriction, each law school could essentially only “respond” once. I did not want to tally courses from one school

⁴¹ I caution, however, that while this approach more closely ensured a thorough response rate, such a method is time-intensive. Not every law school makes available this information to the general public, which requires some additional legwork in calling schools individually. Further, even where this information is available, it is not always easy to find. Extra time should be allotted for future surveys using this method.

⁴² KAUFFMAN, *supra* note 26.

over multiple years simply because this information was available when other schools had only made available course schedules from the current academic year; this kind of tabulation would skew the results.

However, I did have initial concerns about limiting the survey to only one academic year because some schools may not offer their ALR courses every year. Nevertheless, a survey of just one academic year can be particularly meaningful in light of the previous demands from the *MacCrate Report* and others. For example, employers seek practice-ready students, and students both use and market their research skills during summer employment. Therefore, it is important to know whether a student can market these skills with any given employer, or only upon graduation because the course had only been offered in the student's 3L year. Therefore, students with access to these classes every year can be said to be at a competitive advantage over the students attending schools which do not offer the courses every year. This is why I think it is important to examine trends in ALR and SLR courses on a year-to-year basis.

C. The Results

Turning to my research, I reviewed course catalogs for 198 ABA-approved law schools.⁴³ During the 2012-2013 Academic Year,⁴⁴ 106 schools offered an Advanced Legal Research course (separate and distinct from specialized legal research courses, to be examined below). This is according to the course schedules available online. This means that 53.5% of law schools are currently offering an ALR course.

What does this mean? Although I hesitate to compare these results to the past surveys that lacked a complete record of responses, comparisons can still be made, albeit with caution. Hemmens reported in her 2002 survey that approximately 65% of law schools were offering an ALR course at the time, based on the responses received.⁴⁵ My research therefore shows that the proportion of schools offering ALR courses has not increased. However, these percentages do not mean that fewer ALR courses are being offered because, as stated, the prior research did not have a response from every law school. Many law schools do not offer an ALR course. Therefore, there are still a number of law librarians who have an opportunity to not only market themselves, but to offer

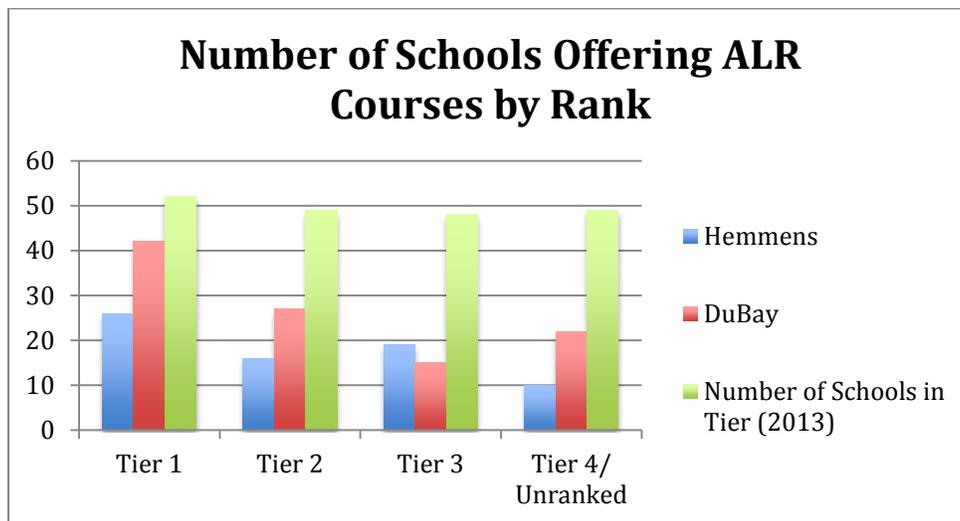
⁴³ The ABA indicates on their website that there are 202 ABA-approved law schools, including the three provisionally approved schools. However, I did not collect data on the provisional schools. Additionally, the ABA reaches 202 schools by counting the two Widener campuses separately. However, course information for Widener is listed together and therefore I counted this school only once, unlike the ABA. This is how I arrived at a total number of 198 ABA-Approved law schools.

⁴⁴ "Academic Year" is Fall 2012 through Spring 2013. This may include any special winter sessions. Summer sessions were not assessed as this data was scarcely available online. It is also irrelevant if a school is on the semester or quarter system.

⁴⁵ HEMMENS, *supra* note 20, at 220.

their legal research expertise to the countless students graduating without such exposure. With the information provided below in Part IV, law librarians can approach their respective curricula committees with this data to begin the process of offering an ALR course.

Although Hemmens was unable to survey each and every law school for ALR course offerings, her survey nonetheless offered other useful information. Mainly, Hemmens analyzed her responses to determine how the ALR courses stacked up against U.S. News & World Report rankings.⁴⁶ It is no secret that prospective law students often take into consideration a school's ranking and many of these students may even select their future law school based solely on this factor. Thus, a prospective student deciding between the #6 or #7 law school may find it useful to know that the #6 school may not offer an ALR course.⁴⁷ This is not to suggest that a student would actually change their entire decision on which school to attend based solely on whether the program offers an ALR course. However, perhaps a prospective student would take this information into consideration and use this information to explore what other kinds of research-focused courses their prospective schools do or do not offer. The following chart shows the number of schools currently offering an ALR course by 2013 U.S. News & World Report ranking tiers compared to the similar data collected by Hemmens in 2002:



This data shows that Tier 1 law schools are offering ALR courses at a greater proportion than their counterparts. The largest discrepancy is between Tier

⁴⁶ *Id.* at 220-21 (see Tables 4 and 5).

⁴⁷ The #6 and #7 schools were chosen hypothetically, although, coincidentally, #6 NYU did not offer an ALR course in the 2012-2013 academic year according to their online course schedules, while the #7 University of Pennsylvania did in the Spring 2013 semester.

1 schools and Tier 4 schools.⁴⁸ These Tier 4 school graduates are at a significantly greater disadvantage in terms of exposure to an ALR course. Perhaps worst yet, the number of ALR courses being offered appears to have reached a plateau since Hemmens's 2002 survey. In the decade after the *MacCrate Report*, law schools and law librarians alike seemed to have taken note that legal research is a fundamental skill to the practice of law. However, since 2002, there appears to be no greater interest in ALR courses. And setting aside the trends and past surveys, this current survey of course schedules shows that, at minimum, there are still many schools not teaching the course. And if this remains the case, where else will students receive these fundamental legal research skills? Some schools have their law librarians teach in the first year legal research and writing curriculum, but it is my belief that this is insufficient. Even in thorough first year legal research courses, most 1L students simply cannot absorb all of the legal research methods available beyond Westlaw and Lexis because of the intensity of their other first year courses. Some educators may also argue that students can learn these skills through clinical courses or externships, but these environments teach legal research only on a need-to-know basis instead of showing students the variety of legal research methods and sources that may be useful in future practice. Thus, law librarians and law schools should seriously consider adding ALR courses to the curriculum.

IV. CURRICULA OVERHAULS AND THE ASSOCIATED COSTS: A PERFECT OPPRTUNITY FOR LAW LIBRARIANS TO STEP IN

In recent years and in response to the MacCrate and Carnegie reports, law schools across the country have created and implemented new and innovative programs. Some of these programs border on complete overhauls of the school's curriculum and academic calendars. Others have chosen to implement new experiential learning opportunities in the form of clinics, externships, boot camps and other lawyering skills courses. Some schools have even started their own "law firms."⁴⁹

This is not to say that such programs should not be added to a student's legal education when possible. However, the truth of the matter is that these programs do carry costs and cannot be created and added to a curriculum perhaps as quickly as they should be. The following sections will highlight a few of the

⁴⁸ According to the rankings, and because of ties in these rankings, there are not 50 schools per tier. Rather, there are 52 schools ranked in Tier 1 law schools; 49 schools in Tier 2; 48 schools in Tier 3; and there are 49 schools in the remaining unranked tier (counting the two Widener campuses as one school). For the full list of schools noted as not offering the course during the 2012-2013 Academic Year, see Appendix A. This list also includes schools that have mention of the course in their catalogs, but lack specific date information/ last offered date. Those schools are marked with an asterisk.

⁴⁹ See e.g. Ethan Bronner, *To Place Graduates, Law Schools Are Opening Firms* (Mar. 7, 2013), NEW YORK TIMES, http://www.nytimes.com/2013/03/08/education/law-schools-look-to-medical-education-model.html?pagewanted=all&_r=1&.

recent innovations to a law school's curriculum. In turn, Part V will show that SLR courses may be an alternative to these innovations, at least in the short term, as a means of providing students research focused learning opportunities.

A. Short-term Boot Camps: Winter Intersession at Tulane University Law School

One such program recently introduced to a law school's curriculum is the intersession boot camp series at the Tulane University Law School. The intersession program was "designed as an intensive skills training experience, with the objective of helping students to learn the skills that will enable them to hit the ground running when they take on their first legal jobs."⁵⁰ The intersession offers 2L and 3L students the opportunity to take a weeklong for-credit course either in pretrial civil litigation, pre-trial criminal litigation, or transactional procedures.⁵¹ The boot camps offer students the opportunity to interview clients, preparing witnesses for depositions, and the opportunity to conduct portions of a deposition.⁵²

Having completed its second year, the Tulane Law Intersession program was only made possible because of a recent change to the law school's academic calendar.⁵³ The school compared its calendar year to other peer schools and determined that its students were in class more weeks than the peer schools' students. In turn, students advocated for shorter semesters and longer breaks so that they could have increased time to schedule interviews and the possible opportunity for the skills-focused intersession program. The research, negotiating, revising, and brainstorming involved countless hours by the curriculum committee on topics of pedagogy, logistics, and the likelihood that students would even register for such a program during their winter break.

Ultimately, the Tulane Law School adopted a new academic calendar that created the opportunity for the intersession curriculum.⁵⁴ In order to offer this kind of hands on learning, the law school relies upon nearly 75 local practicing attorneys and judges to donate their time.⁵⁵ Fortunately, the intersession program could be implemented with minimal financial cost because of the gratuitous volunteer hours of practicing professionals and alumni. But this does not mean

⁵⁰ Dean Krinsky, *Intersession!*, ABOUT TULANE LAW SCHOOL BLOG (Aug. 26, 2011, 3:09 PM), http://www.law.tulane.edu/tlsabout/about_blog.aspx?id=15714&blogid=25242

⁵¹ *Legal Skills Boot Camps Take Place This Week*, TULANE UNIVERSITY LAW SCHOOL NEWS (Jan. 9, 2012) <http://www.law.tulane.edu/tlsNews/newsItem.aspx?id=16225>.

⁵² TULANE LAW SCHOOL ACADEMICS: PRETRIAL CIVIL LITIGATION BOOT CAMP. [http://www.law.tulane.edu/tlsAcademicPrograms/courseDetail.aspx?id=15756 &__taxonomyid=50851](http://www.law.tulane.edu/tlsAcademicPrograms/courseDetail.aspx?id=15756&__taxonomyid=50851) (last visited May 13, 2013).

⁵³ This information comes from personal knowledge while serving as SBA president during the 2011-2012 academic year.

⁵⁴ *Supra* note 50.

⁵⁵ *See also* TULANE UNIVERSITY LAW SCHOOL FACULTY: INTERSESSION FACULTY 2012, <http://www.law.tulane.edu/tlsfaculty/index.aspx?id=16643> (last visited May 13, 2013).

that the program did not expend valuable resources in other areas. The time it took to draft and implement such a program required countless hours over the course of several months. Further, the program can only continue with the help of volunteers, which takes time and energy to solicit. Additionally, other costs must be considered such as the time required to adapt and maintain and continually develop the program. Finally, because students receive a pass/ fail grade and credit towards graduation, time must also be spent to supervise the volunteers and students' learning achievements. This is not to say that such a program's benefits do not outweigh the costs. In fact, participants of the program have consistently given it high praise.⁵⁶ However, all great programs incur costs, whether in money or in time, and other schools looking to implement similar programs should consider the above factors and costs to determine whether such a program is right for them at that time.

B. Law School Firms: The \$5 Million Dollar Firm at Arizona State University Law School

Where volunteers cannot be enough to sustain new programs, law schools are implementing other programs—programs that cost real money. For example, to mimic the hands-on learning afforded medical school students in their residency programs, at least one law school has developed their own school-run law firm.⁵⁷ This program is partly in response to the demands for hands-on learning, but it is also in response to the recent down spiral of employment statistics. In aid of graduates who leave their alma maters behind with no clients yet with hundreds of thousands of school loan debt, law school firms can be significant opportunities to right both students' unemployment and need for practical, supervised learning.⁵⁸

Most recently, a firm has been developed at the Arizona State University Law School. The ASU Law School Dean looked at the structure of medical school education and observed the students receiving hands on experience early on, particularly in hospital rounds with supervising physicians.⁵⁹ Realizing this kind of instruction could be beneficial to law students, ASU Law created a nonprofit law firm for upcoming graduates to “work under seasoned lawyers and be paid for a wide range of services”⁶⁰ The firm plans to employ five or six permanent attorneys who will both operate the firm and mentor the recent graduates.⁶¹ One large stressor on the current legal market is that firms are unwilling in this economy to hire untrained lawyers or spend the money to train them out of their pocket. The ASU firm, resembling a residency or teaching

⁵⁶ *Supra* note 50.

⁵⁷ Deborah J. Merritt, *Law School Firms*, LAW SCHOOL CAFÉ (Mar 7, 2013 9:22 PM) <http://www.lawschoolcafe.org/thread/law-school-firms/>.

⁵⁸ *See* Bronner, *supra* note 49.

⁵⁹ *Id.*

⁶⁰ *Id.*

⁶¹ *Id.*

hospital for lawyers, will help to pick up some of that slack in training in an encouraging environment.⁶² The end result will be huge if successful: producing graduates who can hit the ground running after their time at the school's firm.⁶³

Of course, this setup comes at a cost. The ASU Law's dean states that the firm will not cost the university any money.⁶⁴ However, the firm is not cost-free. Even though the University may not be the financial source for this endeavor, the firm will be initially funded by "different sources" such as donations.⁶⁵ The Dean also hopes for the program to eventually be self-sufficient through its own nonprofit foundation.⁶⁶ This is a hefty endeavor considering that the law school has recognized that "a commercial firm of comparable size would cost \$5 million per year to run."⁶⁷ Again, there is no doubt that such a program could be instrumental to a young lawyer's career, but not every law school will have a sizable foundation to rely upon and many schools have already tapped their alumni and community for donations in recent years.

C. More Clinics: New York Law School Offers 15 New Clinics

Certainly, then, law schools may choose to implement new clinics which have proven to be long-standing methods for providing hands-on learning for a variety of fundamental learning skills. Believing in just this, the New York Law School recently announced that it would double its clinical course offerings.⁶⁸ This kind of expansion amounts to 13 new clinics for a total of 26, which should allow every student to participate in a clinic if they want to, even for evening students.⁶⁹

The model for New York Law School's clinic expansion places students within area agencies.⁷⁰ Administrators hope that such placement will increase student employment prospects either through the agency directly or by other

⁶² Elise Young, *A Residency Program for Lawyers*, INSIDE HIGHER ED (Jun. 26, 2012 3:00 AM), <http://www.insidehighered.com/news/2012/06/26/arizona-state-plans-create-law-firm-hire-and-train-recent-graduates>.

⁶³ *Id.*

⁶⁴ *Id.*

⁶⁵ *Id.*; see also Bronner, *supra* note 49.

⁶⁶ Young, *supra* note 62.

⁶⁷ Bronner, *supra* note 49.

⁶⁸ Karen Sloan, *New York Law School Doubles its Clinical Offerings*, THE NATIONAL LAW JOURNAL (Apr. 10, 2013) http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1202595570035&New_York_Law_School_doubles_its_clinical_offerings&slreturn=2013031420190; for a list of the new clinics and their scope, see *New York Law School Undertakes Historic Expansion Of Its Clinical And Experiential Learning Programs, Offerings to Double in One Year with the Launch of 13 New Clinics*, (Apr. 9, 2013) [hereinafter *13 New Clinics*] http://www.nyls.edu/news_and_events/nyls_clinical_and_experiential_learning.

⁶⁹ Sloan, *supra* note 68, *13 New Clinics*

⁷⁰ *Id.*

employers who are impressed by their real-world experience.⁷¹ Students will also gain a variety of experience by rotating through several of the clinics 10 weeks at a time during their 3L year.⁷²

As noted however, these clinics are largely conducted outside of the law school. While this kind of structure is beneficial for the students' employment prospects, the director of clinical programs at the New York Law School bluntly put it that "the model of running clinics internally is just way too expensive."⁷³ So, although clinics can be a sure way to provide students the kind of hands-on, experiential learning they need, clinics are nevertheless often costly to operate. To begin a new clinic, there must be institutional commitment to maintain the clinic in the long run.⁷⁴ This is so that potential clients are not abandoned and so that students can carry out their obligations. Other costs include a director or supervisor of the clinic and a physical location where students can meet with clients and to house files or other materials.⁷⁵

As an indication that clinic startup and maintenance costs can add up, the federal government makes available grants or reimbursement awards under the federal Equal Access to Justice Act.⁷⁶ Clinics are likewise time-consuming to initiate.⁷⁷ Clinics must usually go through initial internal approval procedures likely with a curriculum committee and administrators. Even where current faculty members donate their time as supervisors of the clinics, these faculty members are potentially teaching fewer classes which may result in the need to hire new teaching professors anyway. External approval must also be obtained from the local Bar and State Supreme Courts for students to practice on a conditional or student basis. There must also be time devoted to such items as: space setup and maintenance, creation of client lists, creation of policies and procedures for case management, and general guidelines.⁷⁸ Clinics provide great real-world experience for law school students but intense preparation must be performed to develop them. Therefore, when quick solutions are needed to meet the demands for more lawyering and skills-oriented courses, clinics may not be the quickest solution. And while clinics and the other innovative programs listed above are superior examples of what law schools should be offering students in their legal education, such programs are not always time suitable or economically viable. Therefore, law librarians looking to market their skills and prove their

⁷¹ *Id.*

⁷² *Id.*

⁷³ *Id.*

⁷⁴ *Start a Clinic*, THE VETERANS LAW CLINIC AT WIDENER LAW SCHOOL, <http://www.veteranslawclinic.org/start-a-clinic/> (last visited May 13, 2013).

⁷⁵ *Id.*

⁷⁶ *Id.*

⁷⁷ Janet A. Spragens, *A Checklist For Starting A Law School Clinic*, THE COMMUNITY TAX LAW PROJECT, http://www.ctlp.org/school_clinic.htm (last visited may 13, 2013).

⁷⁸ *See generally id.*

value have an opportunity to show how they can relay research skills to students in potentially less costly ways: by teaching a specialized legal research course.

V. A SURVEY OF SPECIALIZED LEGAL RESEARCH COURSES: THE METHODOLOGY AND RESULTS

Since *The Reed Report* and those that followed, law schools have looked for ways to provide experiential learning so that their graduates may be prepared for the real life of practice. Law librarians have fortunately stepped up to help fill that void, at least partially. Historically, law librarians have offered their legal research expertise to law students in the format of ALR courses. These courses may not directly prepare students for real-world practice, but they enlighten students about the vast world of legal research possibilities beyond just Westlaw and Lexis, which sadly, are sometimes the only legal research sources students are exposed to in their first year legal research and writing courses. However, as the legal world expands and greater demands are placed on students to be not just practice-ready but knowledgeable of all the great number of specialized practice areas, it is time for law librarians to likewise expand the types of courses they can teach. Now is the perfect time to teach a SLR course.

A. The SLR Course Survey Methodology

In setting out to determine the number of law schools offering SLR courses, the methodology used largely resembled the one adopted for the update on ALR courses above. One difference is that when searching the course catalogs, schedules and course descriptions, I added the search term “specialized” and “topic.” The research also involved determining: the most popular specialized topics; how many schools are offering the SLR courses by U.S. News ranking tiers; the most popular SLR course topics by tier; and how many schools offer both ALR *and* SLR courses. Further, I sought to determine *why* certain schools either have not yet added a SLR course to their curriculum or, for those schools that do offer such a course, what factors led those schools to add the SLR course(s). For this information, I contacted the library directors of several schools. Their responses are discussed below in Part V.C.

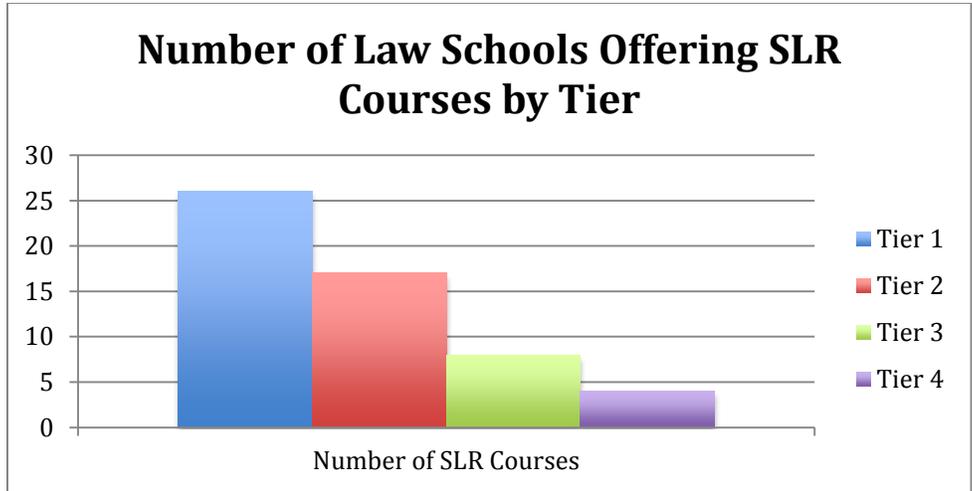
B. The SLR Course Survey Results

Using the course schedules for the 2012-2013 academic year, it appears that 55 Schools are offering at least one SLR course.⁷⁹ This amounts to 27.7% of the 198 ABA-approved law schools reviewed. This number amounts to approximately half of the number of schools offering ALR courses. Many academic law librarians therefore have opportunity around them to teach SLR courses and therefore further market their value. In an economy where law schools and libraries are facing consistent budget cuts, law librarians are likewise

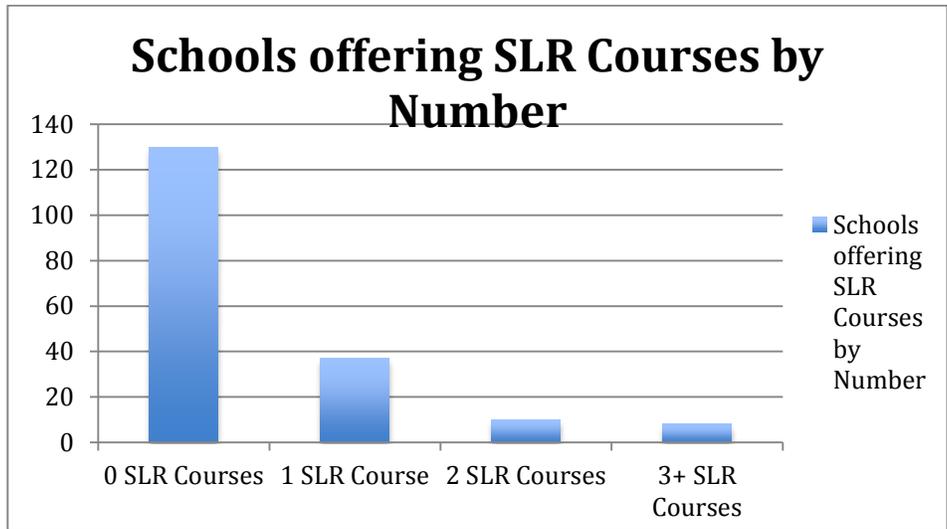
⁷⁹ See Appendix B for the full list of schools that offered a SLR course in the 2012-2013 Academic Year.

consistently seeking to prove their exceptional value and skills. So, while this low percentage might prove disappointing, law librarians can actually view this as an opportunity to show their school's administration how they can further help students to improve their research and practice-ready skills.

When sorted by tier, Tier 1 law schools appear to be offering SLR courses in greater proportion than schools in tiers 2 through 4. The following chart shows a steady decrease in number of SLR courses offered as the schools enter lower tiers:



Although the majority of schools have not offered a SLR course in this academic year, many schools that do offer such a course actually offer more than one course. The following chart shows the number of schools offering 0, 1, 2, or 3 or more SLR courses:



The data collected shows that 131 schools did not offer a SLR course in the 2013-2014 academic year; 37 offered one course; 10 schools offered two courses; and 8 schools were able to offer three or more courses.⁸⁰ Thus, this table shows that of schools offering a SLR course, most schools only offer one course. Only very few schools teach more than one course; in fact, all schools combined that offer two or more courses is less than half of those offering just one course. The schools teaching more than one course tend to be those schools ranked in the first tier; this is especially true for the schools teaching three or more courses.

Although less than half of the current law schools appear to offer a SLR course, the variety of topics covered in these courses is quite impressive. Schools are teaching SLR in topics from tax and foreign and international law to more unique courses such as animal law, health law, and even space law research. The following table shows the topics in order of most to least popular⁸¹:

<u>SLR Course Topic</u>	<u>Number of Courses Offered in this Topic among ABA-Approved Law Schools</u>
Foreign, Comparative & International Law	37
Tax Research	9
State-Specific Research	8
Administrative Law	4
Intellectual Property	4
Business/ Corporations-Related	3
Statutory/ Legislative Research	3

⁸⁰ In calculating these numbers, several factors were considered. First, I did not count online or Internet research courses as a SLR course because these topics can cover a wide range of *substantive* topic within. Second, I excluded schools listing the course in their catalogs or descriptions without a last offered date. Thus, the number of schools offering SLR courses may actually be higher. I counted 16 schools that listed a topical SLR course without a date. This would mean that up to 71 schools may have offered a SLR course last year, or 35.8%.

⁸¹ Some courses were counted more than once if the course title referenced more than one topic. For example, “Insurance and Civil Litigation Law Research” at Boston College Law School was added to both the litigation column and the insurance column.

Human Rights	2
Litigation	2
ADR	1
Animal Law	1
Criminal	1
Environmental	1
Family	1
Health	1
Indian Law	1
Insurance	1
Natural Resources	1
Real Estate	1

Finally, I reviewed the data to determine whether there a school offering the ALR course has any correlation to whether a SLR course is taught. It is much more likely for a school to offer a SLR course where a ALR course is already being offered. Of the 106 schools offering an ALR course, 43 also teach SLR. Alternatively, only 12 schools teach just a SLR course. All totaled, 118 schools offer *either* an ALR or SLR course.

C. SLR Course Case Studies

It is apparent most law schools have not yet offered SLR courses. Some schools, however, may be interested in exploring these courses in the future. For the schools and librarians alike that are still unsure whether a SLR is right for their curriculum, I had conversations with several law library directors to shed light on the role SLR courses play in their schools.⁸² My hope is that this information will illuminate the role some libraries have had in advocating for SLR courses, if at all, so that libraries still debating the class can make a more informed decision on whether to proceed.

First, among schools not already offering a SLR course, the responses varied. The library directors responding have covered the range of considering the course in the past to not at all. One school responded that the library presented to the curriculum committee a desire to teach a SLR on foreign, comparative and international research; however, the class was ultimately rejected because of the curriculum committee's concerns over the class syllabus, proposed text, and assignments. Even for a generally well-accepted topic of foreign and international research, proposals of SLR courses must not be taken lightly. However, with the

⁸² I sent personalized e-mails to approximately twenty law library directors. The directors targeted are from schools across all four tiers. Additionally, I chose schools that offer one SLR course, none at all, and some of the schools that offer three or more SLR courses. I received approximately 10 responses with varying detail. Most of the directors wished to remain anonymous.

advice of fellow law librarians across the country and detailed up-front preparation, law librarians may have better success for the future of a SLR course.

Some directors responded that they neither considered a course in the past or plan to for the future, while others simply do not see the need for such a course. Thus, while a SLR course can be beneficial to many law students, it may not be the right course for all schools. One library responded that a SLR is simply not necessary because students already receive a heavy emphasis on legal research from day one in law school. The point is, a law school curriculum should emphasize legal research as an important skill, but the curriculum provided must strike a balance between legal research and the other valuable skills MacCrate and others emphasized. So, where a hard look is given, and schools find there to be a minimal gap in legal research instruction as compared to other skills, perhaps a SLR course can be placed lower on the priority list. In turn, law librarians can try to offer their assistance in the other, current legal research settings.

As for libraries that are currently offering a SLR course, factors cited most often referred to current certificate programs and student interest. For example, I asked Tami Gierloff, the Director of the Lewis & Clark Paul L. Boley Law Library, why the school is offering such a unique topic, animal law research. Gierloff stated that the law school offers an LLM in Animal Law and is host to the Center for Animal Law Studies. Additionally, Lewis & Clark offers a SLR course in foreign and international law research. Gierloff indicated that students may opt into a Certificate in Global Law which requires them to take the foreign and international legal research course. The director of the University of Georgia law library, Carol Watson, cited similar reasons for their international legal research course: the UGA law school has many international law programs, and the course fits nicely into the school's current curriculum. And for one school able to offer SLR courses in a wide variety of topics, the library cites student interest and librarian expertise as the leading factors. I believe the takeaway from these responses, from schools already offering SLR courses, is that student interest and current certificate programs are most likely to lead to successful approval of a new SLR course. Law librarians interested in a future SLR course should look at the current certificate options and determine whether these certificate students may find interest in a topical legal research course as part of their certificate. I believe the response would be overwhelmingly yes, at least from my experience as a law student.

VII. CONCLUSION

The state of legal education is in flux. Applications to law schools are down while current students are demanding that more money be found and spent on practical training. In response, law schools are exploring and developing new, sometimes highly innovative, programs for hands-on practical experience. However, the time and financial costs needed to create these innovative programs can exceed available funds. Simultaneously, law librarians are rethinking their

value and exploring their options to offer their valuable skills. Therefore, as lawyers become especially specialized and students increasingly find interest in highly specialized practice areas, law librarians may find opportunity in SLR courses. Current skills-focused programs such as clinics, externships and boot camps are undoubtedly valuable and should no doubt find a place in legal education. Additionally, the time required of a law librarian to teach a SLR can be high as well. However, after analyzing costs and examining student interest, some schools may find that SLR courses taught by the current law librarians may be the right step towards offering more skills-focused classes.

APPENDIX A: SCHOOLS THAT DID NOT OFFER AN ALR COURSE IN THE 2012-2013 ACADEMIC YEAR.

The following is a list of schools noted as not offering the course in the last 2012-2013 academic year. Schools noted with an asterisk have listed the course in their catalog, but are schools which specific offer date could not be found. I welcome any corrections to this information, especially from schools where the offer date could not be found.

The Tier 1 schools *not* offering an ALR course are:

1. Stanford
2. NYU
3. University of Michigan
4. Duke
5. Southern California
6. George Washington*
7. Indiana University at Bloomington*
8. University of Georgia
9. Wisconsin-Madison
10. Illinois (Urbana-Champaign)*

The Tier 2 schools *not* offering an ALR course were:

1. American University
2. Temple
3. Yeshiva
4. Tennessee
5. Penn State
6. Seton*
7. Arkansas-Fayetteville
8. Louisville (Brandeis)
9. Nevada-Las Vegas*
10. Oklahoma*
11. Brooklyn*
12. Hawaii
13. Catholic
14. Northeastern*
15. SUNY Buffalo
16. Tulsa
17. Rutgers-Camden
18. Marquette
19. Santa Clara
20. Indiana (Indianapolis)*
21. South Carolina
22. St. John's

The Tier 3 *not* offering an ALR course were:

1. Seattle*
2. FIU
3. Texas Tech*
4. Wayne State
5. DePaul*
6. Drake
7. Missouri-Kansas City
8. Stetson*
9. Arkansas-Little Rock*
10. Hofstra*
11. Montana
12. Samford
13. Cleveland State
14. Creighton*
15. New Hampshire
16. Vermont*
17. St. Thomas (Minnesota)
18. Campbell*
19. Chapman*
20. Drexel*
21. Howard*
22. Loyola-New Orleans
23. Southwestern*
24. Albany
25. CUNY
26. Idaho*
27. Maine*
28. Pace
29. Quinnipiac
30. William Mitchell
31. Duquesne
32. Memphis
33. South Texas.

Finally, the Tier 4/ Unranked schools *not* offering an ALR course were:

1. Appalachian
2. Ave Maria
3. Barry
4. Capital
5. Catholic U (Puerto Rico)
6. Charleston*
7. Florida A&M*
8. Inter-American
9. John Marshall*
10. JAG
11. Liberty

12. Mississippi College*
13. North Carolina Central*
14. New England School of Law
15. Puerto Rico
16. Regent
17. Roger Williams
18. South Dakota
19. St. Thomas (Miami)
20. Texas Southern
21. Thomas M. Cooley
22. Toledo*
23. Western State
24. Whittier
25. Widener
26. Williamette
27. Dayton

**APPENDIX B: SCHOOLS THAT DID OFFER A SLR COURSE IN THE
2012-2013 ACADEMIC YEAR, IN U.S. NEWS & WORLD REPORT RANK
ORDER**

1. Harvard
2. Columbia
3. University of Pennsylvania
4. UVA
5. California-Berkeley
6. Duke
7. Cornell
8. Georgetown
9. University of Texas
10. Vanderbilt
11. Minnesota-Twin Cities
12. Emory
13. Iowa
14. University of Washington
15. Boston College
16. Boston University
17. William & Mary
18. University of Georgia
19. Wisconsin-Madison
20. Ohio State
21. Fordham
22. Utah
23. Colorado
24. Hastings
25. Florida State University

26. Southern Methodist University
27. Georgia State
28. Lewis & Clark
29. Nebraska-Lincoln
30. Denver
31. University of New Mexico
32. Loyola-Los Angeles
33. Oklahoma
34. San Diego
35. Loyola-Chicago
36. Louisiana State University
37. Miami
38. Rutgers-Newark
39. SUNY Buffalo
40. Pittsburgh
41. Rutgers-Camden
42. Santa Clara
43. Syracuse
44. Drake
45. Missouri-Kansas City
46. Pacific (McGeorge)
47. Pace
48. William Mitchell
49. University of North Dakota
50. University of San Francisco
51. Suffolk
52. Cal Western
53. New York Law School
54. Texas Wesleyan
55. Thomas Cooley

The following schools mentioned a SLR course in their respective course catalogs, but lacked a specific offer date or were not shown in their 2012-2013 course schedules. These schools were therefore not added to the total calculation of schools offering a SLR course; however, if the following were added, the number of schools offering the course would increase from 56 to 71 (or from 28.3% to 35.9%).

1. Wake Forest
2. Northeastern
3. Brooklyn
4. Marquette
5. St. John's
6. Seattle
7. St. Louis
8. Texas Tech

9. Wayne State
10. Stetson
11. Chapman
12. Drexel
13. Quinnipiac
14. Washburn
15. North Carolina Central

APPENDIX C: QUESTIONS SENT TO SELECTED LAW LIBRARY DIRECTORS

The following questionnaire was sent to the library directors of law schools noted as offering at least one SLR course. Individual follow-up was conducted when desired.

My name is Cassie DuBay, and I am a Law Librarianship MLIS student at the University of Washington, Seattle. For my program's final paper, I have surveyed the 2012-2013 course catalogs for every ABA-approved law school to determine the trends in Specialized Legal Research ("SLR") courses being offered. After review of this data, I have chosen to contact several schools with follow-up questions in order to conduct small case studies.

After review of your school's 2012-2013 course schedules, I have determined that your school currently offers one or more SLR courses. The following questions are designed to determine what role, if any, the library has had in advocating for such courses and the teaching of them.

Please answer the following questions to the best of your knowledge. For purposes of this survey, an SLR course is an Advanced Legal Research course beyond the first year curriculum that has a narrow, topical focus; for example Advanced Legal Research in Foreign and International Law, but not merely a general Advanced Legal Research course.

1. In what topics does your school currently offer a SLR course in this 2012-2013 Academic Year?

2. What factors led to the selection of your current SLR course offerings?

For example: your school currently offers an LLM in that area; students have voiced interest in learning research in that area; a librarian is available with the necessary knowledge, etc. Please include all relevant factors.

3. Has the library ever considered removing the SLR course(s) from the course catalog?

If yes, please explain

4. Is the library currently considering adding another SLR course?

Yes, but the topic is undecided
Yes, and the topic is decided
No

5. If yes, for what topics is the library considering a future SLR course?

Please explain the factors for choosing that topic.

6. Who teaches the current 2012-2013 SLR course(s)?

The director
A reference librarian
A library staff member that is neither the director or a reference
librarian
A law school faculty member that is not a part of the library
Someone outside of both the library and the law school

7. Is there any additional information you wish to provide?

8. If your response is used, may I publish your name and school affiliation?

The following questionnaire was sent to the law library directors of schools identified as not offering a SLR course in the 2012-2013 academic year.

My name is Cassie DuBay, and I am a Law Librarianship MLIS student at the University of Washington, Seattle. For my program's final paper, I have surveyed the 2012-2013 course catalogs for every ABA-approved law school to determine the trends in Specialized Legal Research ("SLR") courses being offered. After review of this data, I have chosen to contact several schools with follow-up questions in order to conduct small case studies.

After review of your school's 2012-2013 course schedules, I have determined that your school does not currently offer any SLR courses. The following questions are designed to determine what role, if any, the library has had in advocating for such courses (if at all).

Please answer the following questions to the best of your knowledge. For purposes of this survey, an SLR course is an Advanced Legal Research course beyond the first year curriculum that has a narrow, topical focus; for example Advanced Legal Research in Foreign and International Law, but not merely a general Advanced Legal Research course.

1. Have you or your library staff ever voiced interest in offering a SLR course at your school?

Yes, but within the library only

Yes, and to the appropriate departments responsible for adding new classes to the curriculum.

No

2. Is a SLR course currently in consideration for a future semester/ quarter?

Yes, and a SLR course is already scheduled

Yes, but no specific course is scheduled yet.

No, not at this time.

3. Has a SLR course ever been proposed but then rejected? If yes, please explain.

4. Has a SLR course been offered in the past, prior to the 2012-2013 academic year?

No, not to my knowledge

Yes, and taught by the library director

Yes, and taught by a reference librarian

Yes, and taught by a member of the library staff that is not the director or a reference librarian

5. If a SLR course has been offered in the past, or is planned for the future, please provide the topic(s) for that course below.

Please include the relevant years for that course, if known.

6. Is there any additional information that you wish to include?

All thoughts are appreciated.

7. If your response is used, may your name and school affiliation be published?