Name of Strategy: Library & Technology

# What will the law school library and information technology look like in 2017?

The library and information technology will have:

* shifted from a print to a digital environment and from ownership to licensed materials;
* shifted from emphasis on locating information and authority to filtering information and authority;
* shifted from a primarily library science approach - emphasizing bibliographic analysis - to more consideration of the information sciences and knowledge management-- emphasizing environments, behaviors and networks of human expertise;
* shifted from measuring resources (such as title and volume counts) to measuring outputs and impact (such as information usage, competencies, incorporation of best practices, and information-seeking behaviors);
* shifted from a pedagogy of legal bibliography and *some* problem solving to address a broader array of creative problem solving and practice skills, the value of lifelong learning, advances in the pedagogy of research instruction and information literacy, technology literacy (basic applications, database architecture, security, forensic digital discovery, document assembly, presentation and courtroom technologies, etc.) and advances in education technology;
* shifted from a conception of the library as stacks to the library as portal, networks (both human expertise and institutional), services, self and group-directed learning space with ubiquitous access to information, and “communal place”, defining respective communities of the legal profession, academia, and urban resource providing access to justice;
* shifted from cataloging books and periodicals to proactively promoting scholarship, providing metadata, and enriching the scholarly web through semantic linking

Other factors in the information environment affecting the law school and library include:

* the shift from traditional doctrinal analysis and legal scholarship to interdisciplinary, comparative, and empirical research
* the importance of metadata, hyperlinking, and the semantic web
* the flattening of cognitive authority (folksonomy/wikis/mavens/comparative) among the next generation
* the rise of open source, open access, and protocols (as opposed to hierarchical codes) affecting the structure of institutions and access to information
* the shift from copyrighted materials with certain privileges for libraries, permitted educational uses and a large public domain to a licensed environment that often restricts or eliminates the privileges the public domain

# Strategic Objectives

**Librarians take an active role in instruction**

* Improve pedagogy for legal research instruction
* Move beyond bibliographic research skills to address problem-solving skills, practice skills, the value of lifelong learning, and advances in the pedagogy of research instruction and information literacy
* Establish instruction addressing technological literacy (basic applications, database architecture, security, forensic digital discovery, document assembly, presentation and courtroom technologies, etc.)
* Understand, promote, provide and use a full array of classroom and class management technologies, including distance education technologies
* In harmony with the Strategic Objectives of the Curriculum Committee, the Librarians will facilitate the development and implementation of research and technology assessments connected to upper-level courses. These assessments will include teaching time by the librarians and focus on problem-solving, research and technology tools for each area, but will not be courses. These assessments will not take class time from the upper-level course, but will require outside course hours. These assessments will better prepare our students for their externships, clinics and clerking positions in the second summer of law school and beyond.[[1]](#footnote-1)
* Support research elements of the Intensive Writing Experience in conjunction with proposals of the Strategic Objectives of the Curriculum Committee. Librarians may provide support in terms of assessment, research instruction and planning, directing student pathfinders supporting the topic, etc.

**Library Becomes a Robust Portal: A Complete Access Point**

* Supports other instruction with the appropriate tools, e.g., LibGuides, re-designed web pages, audiovisual tutorials, simulations, etc.
* Develops “Just-in-time” delivery of information and information resources

**Library Becomes Self and Group-Directed Learning Spaces and a Communal Center**

* Becomes self and group-directed learning space with ubiquitous access to information and more multi-purpose space and high-tech classrooms
* Becomes “communal place”, defining respective communities of the legal profession, academia, and urban resource providing access to justice
* Economizes on space devoted to print materials in relationship to the library’s other roles and the changing information environment
* Dedicates more space for client consultation and training on digital resources
* Develops and promotes utilization of Access to Justice /A2J modules
* Builds Walden zones, i.e., places for quiet and intense concentration

**Library Develops, Promotes and Maintains Human Expertise and Institutional Networks**

* Moves beyond cataloging books and periodicals to proactively promoting scholarship, providing metadata, and enriching the scholarly web through semantic linking
* Supports the shift from traditional doctrinal analysis and legal scholarship to interdisciplinary, comparative, and empirical research
* Develops expertise of librarians and staff through professional service, scholarship, conferences, special projects, partnerships, etc.
* Promotes law school programs through development of strategic partnerships within its own academic and professional domain

**Library Has More Impact**

* Develops new strategies for assessing impacts and outcomes (such as information usage, competencies, incorporation of best library practices, and information-seeking behaviors of users)
* Proactively responds to assessments and communications from users and evolves with developments in the profession

# Relationship to Strategic Plan Goals

This strategy relates directly to the Library’s imperatives I.D. and II.B.3. It also supports various other imperatives throughout the strategic plan.

It also generally supports a number of other plan goals which relies on the information infrastructure.

Action Plans Steps

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| --- | --- | --- | --- |
| Action Step or Outcome | Person(s) Responsible | Deadline | Law School Resources Required |
| **Active role in instruction** |  |  |  |
| Create pedagogy of research instruction and information literacy | Paul Callister/Michael Robak/Lawrence MacLachlan/Kathleen Hall/Barbara Glesner- Fines | May, 2013 | Additional Librarians and Staff to assist |
| Establish instruction addressing technological literacy (basic applications, database architecture, security, forensic digital discovery, document assembly, presentation and courtroom technologies, etc.) | Michael Robak/Rick Thomas/ Jeff Ellis/ Jeff Henderson | May, 2013 | Additional Librarians and Staff to assist |
| Develop roadmap to classroom and class management technologies, including distance education technologies | Michael Robak/Rick Thomas/ Rachelle Leutzinger | May, 2013 | IT staff; campus resources |
| Develop research and technology assessments connected to upper-level courses. | Lawrence MacLachlan/Michael Robak/Barbara Glesner-Fines/Paul Callister/Kathleen Hall | May, 2013 | Additional Librarians and Staff to assist |
| **Portal: A Complete Access Point** |  |  |  |
| Develop appropriate LibGuides | Kathleen Hall/Lawrence MacLachlan/Paul Callister/Michael Robak/Cindi Ernst/Nancy Stancel/Nancy Morgan | January, 2013 | Additional Librarians |
| Develops new strategies for assessing impacts and outcomes (such as information usage, competencies, incorporation of best library practices, and information-seeking behaviors of users) | Paul Callister/Michael Robak | May, 2013 | Additional Librarians |
| **Self and Group-Directed Learning Space and Communal Center** |  |  |  |
| Develop plan to redevelop space | Dean Suni/Paul Callister | Fall, 2013 | Donors and Dollars |
| **Develops, Promotes and Maintains Human and Institutional Networks** |  |  |  |
| Metadata development for enriching the scholarly web through semantic linking | Paul Callister/Nancy Stancel | Fall, 2014 | Training and instruction on new technologies and techniques |
| Support interdisciplinary, comparative, and empirical research | Paul Callister/Lawrence MacLachlan/Kathleen Hall | Fall, 2014 |  |

# Outcomes & Measures

**TBD**

1. Temm, Strategic Objectives… [↑](#footnote-ref-1)