

Michael Schaffer. Law School Mission Statements and Librarians' Perceptions: An Analysis of Law School Library Practices. A Master's Paper for the M.S. in I.S. degree. April 2015. 43 pages. Advisor: William Cross.

This study examines the mission statements of three different law schools and compares those stated missions to the actual practices of the affiliated law school library. In an attempt to better understand the purpose of law school libraries and what influences their practices, librarians at three law schools with differing missions were interviewed regarding the practices, policies and priorities of the library and the results from those interviews were compared to the content of the libraries' related law school's mission statement. The findings in this study prove that the mission of a law school has a great influence on the practices of the school's library, and the practices of those libraries play a significant role in assisting the school in carrying out its mission. In addition, the findings of this study highlights ways in which law school library practices can both differ and be similar.

Headings:

Law School Libraries

Reference Services

Library policy

LAW SCHOOL MISSION STATEMENTS AND LIBRARIANS'
PERCEPTIONS: AN ANALYSIS OF LAW SCHOOL LIBRARY PRACTICES

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A Master's paper submitted to the faculty of the School of Information and
Library Science of the University of North Carolina at Chapel Hill in partial
fulfillment of the requirements for the degree of Master of Science in Library
Science.

Chapel Hill, North Carolina

April 2015

Approved by

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Introduction

In 1802, America's first Law Library opened in a room of Independence Hall in Philadelphia. The Jenkins Law Library, as it is now known, has operated ever since with the goal of "bringing people and information together within the legal community" by "providing value through its outstanding service, comprehensive access to legal and other information, relevant educational programs, the latest technologies, and a hospitable place to work and visit" (Jenkins Law Library, 2014). This stated mission of the Jenkins Law Library that emphasizes services, legal materials and academic programs is similar to standards followed by law schools and the law libraries that they maintain all across the country.

Today, according to the 2014-15 law school accreditation standards of the American Bar Association, "A law school shall maintain a law library that provides support through expertise, resources, and services adequate to enable the law school to carry out its program of legal education, accomplish its mission and support scholarship and research" (American Bar Association, 2014, p. 39). So according to these standards, there are two vital variables that influence the effectiveness of law libraries: the stated mission of a law school and the materials and services provided by the library itself. This paper will explore the relationship of these two variables by defining the aims, practices and uses of a law school library and its services, and clarifying the structure, meaning and

purpose of a school or law school mission statement before attempting the measure this relationship in several real law school library settings.

There is one overriding question for this research project: What is the perception of academic law school librarians and staff concerning the relationship between the institutional mission and the law school library collection and its services? While the American Bar Association's current standards clarify that an accredited law school must maintain an effective library that serves the purpose of the affiliated law school, it is important to explore how law school libraries carry out effective services exactly. For example, does a library affiliated with a law school that places a strong emphasis on legal studies and research as academic subjects have requisite materials and services to assist students in learning those subjects? Conversely, does a law school library at a law school whose primary mission is to train students for the legal profession have the proper academic support to prepare students for careers in their respective fields? Also, considering law school mission statements can potentially be quite multifaceted, do law school libraries' practices tend to reflect so?

In order to investigate these questions, this master's paper will conduct firsthand interviews with experienced law school librarians to provide a close look at what practices these librarians follow in an attempt to assist students and determine the degree to which law school libraries have differing philosophies and practices implemented to carry out a school's academic mission. Overall, measuring whether law school libraries have philosophies and practices shaped by the overriding missions of affiliated schools

can also determine how effective differing libraries are in assisting law schools in training students for the legal profession.

Literature Review

In order to clearly define a law library and its purpose, the definitions of a general library, a public library and an academic library should be made clear to distinguish specific types of libraries and to understand what differentiates those types of libraries.

When trying to define a general library, it is interesting to start by looking at the basic definition of what a library is in principle. According to the Oxford Dictionary of Current English, different definitions of a library include “a collection of books, public or private; room or building where these are kept; similar collection of films, records, computer routines, etc. or place where they are kept; series of books issued in similar bindings as set” (Allen, 1984, p. 421). It should be noted that these definitions do not define a single material type that a library is meant to hold. Actually, the definition emphasizes the purpose of a library, which is to make certain resources available for the public to borrow. While a library is often thought of as a building that houses materials, these definitions merely state that a library can be a “place,” meaning it could also be virtual. In a modern context, this aspect of the definitions is relevant. According to author J. N. Berry, “Libraries have always been the leaders in amassing the means of general information in any format they could get it. They have provided the forum where that information could be delivered by humans live, and where in-person programs and events could enable discussion and debate on the ideas collected online, in video and film, in print and in any other medium” (Berry, 2011, p. 2).

When exploring the literature regarding the purpose of public libraries specifically, emphasis is still placed on libraries being a place for the people. As far back

as 1902, W. Brett stated: “the function of a public library is to supply books, for purposes of both entertainment and information, to its readers. It aims to supply the best books to the largest number. It seeks not only to supply the needs of the individual reader, but to supplement all other educational forces of the city and to aid any effort which is made for its good” (Brett, 1902, p. 76). However, unlike the general definition of a library, Brett describes a public library as a place for books, whether for entertainment or information, as opposed to a place for a variety of materials.

Next, when narrowing the scope to the definition of an academic library, author J. M. Budd states that “The academic library is not singular” (Budd, 1998, p. xiii), and elaborates that “there are different types of institutions of higher learning, with differing missions, differing governance structures, differing academic emphases, and differing student bodies” (Budd, 1998, p. xii). When defining the overarching purpose of academic libraries, Budd explains, “the libraries that support these colleges and universities take their cues from the institutions. The contents and services of the libraries are focused on the programs offered by the institution and the needs of the faculty and students” (Budd, 1998, p. xiii). Also, Budd describes the influences of practices and policies at academic libraries by saying “Additionally, the library exists within an organizational framework that is defined by the shapers of the college or university. The library is not an autonomous entity (in fact it should not be); it is responsive to the environment of which it is part” (Budd, 1998, p. xiii). According to Budd’s explanation of academic libraries, law libraries can be seen as a type of academic library. Law libraries are usually a part of a law school or legal organization, and certainly contain contents and services that focus

on programs offered by that institution. However, this leaves a question of whose cues law libraries follow: the cues of the law school itself, or the cues of the college or university as a whole?

When interested in understanding the mission of a law school library and its influences, one place to start is with the mission statement of the library itself. According to research on this topic, law school library mission statements seem to largely reflect or depend on the missions of the affiliated law school. Per research from V. Kelsh, “since academic law libraries exist to support the mission of the law school, the best way to start is to review the law school’s mission statement” (Kelsh, 2005, p. 324).

This question of law library influences can also be answered by the 2014-15 American Bar Association accreditation standards. The general provisions of the standards for law school libraries and information services states that “a law school shall maintain a law library that provides support through expertise, resources, and services adequate to enable the law school to carry out its program of legal education, accomplish its mission, and support scholarship and research” (American Bar Association, 2014, p. 39). In addition, a law school must maintain a library that “develops and maintains a direct, informed, and responsive relationship with faculty, students, and administration of the law school;” and “working with the dean and faculty, engages in a regular planning and assessment process, including written assessment of the effectiveness of the library in achieving its mission and realizing its established goals” (American Bar Association, 2014, p. 39). According to these standards, a library of an accredited law school must

largely follow the cues of the law school, its leadership and, ultimately, the mission of the law school.

Since law school mission statements are meant to largely influence the practice of law libraries, the structures, applications and meaning of mission statements, in addition to how they can differ, should also be discussed. First, according to a general definition of a mission statement from M. Keeling, “Mission statements define the nature, purpose, and role of organizations; focus resources; and guide planning. Some theorists maintain that mission statements drive strategy planning, while others claim they merely reflect institutional reality” (M. Keeling, 2013). Meaning, for a law school, a mission statement is likely to state what types of subjects are taught in the curriculum and what types of job fields or professional pursuits students are expected to go into.

When discussing academic mission statements and their effectiveness specifically, according to research from S. Stemler and D. Bebell, “A number of research inquiries in the area of school effectiveness have consistently shown that commitment to a shared mission is one of the leading factors differentiating more effective schools from less effective schools” (S. Stemler and D. Bebell, 2012, p. 11). This statement highlights the importance of a mission statement to an academic program, since institutions with clearly stated missions seem to be more successful in carrying them out and being a more effective school. This point is pertinent to law school libraries too since a more clearly stated law school mission is more likely to be understood by law school libraries, making the staff of the libraries better able to assist in implementing the mission of the school.

More specifically, when discussing law school mission statements and their importance to law schools, research from G. Butler starts by stating that “Examining law school catalogs, one sees that most schools address the important issues facing legal education. But what is difficult to determine is how intensely the school meets the issues and what are the core values that actually energize the program” (Butler, 2000, p. 240-241). In further explaining the necessity of mission statements to law schools’ existence, Butler states that “what is missing is a focused statement of the law school’s mission. To be sure, all law schools train lawyers and produce scholarship. But there needs to be an overriding purpose to guide these efforts and give a school its particular direction. The school’s existence must have meaning, and this meaning will form the heart of the school’s mission statement” (Butler, 2000, p. 240-241). So, specifically regarding law schools, mission statements do not merely state that a law school intends to educate individuals for the legal profession. Law school mission statements can be used to identify how a law school intends to educate individuals for the legal profession. This point regarding law school mission statements is important and relevant because law school libraries and their practices certainly have an impact on the ways in which law schools prepare their students for the legal profession.

One specific example of law school mission statements defining their purpose and influencing the practices of law school libraries can be seen in a research piece by C. Lenz. Lenz believes public law school libraries have a distinct public mission, arguing that “State-supported academic law libraries play a significant role in supporting and fulfilling their law schools’ public mission. As part of its primary mission the library

provides support for the curriculum and for the research and service activities of law school faculty who use their expertise to benefit the local, state, national and international communities” (Lenz, 2013, p. 43). In addition, regarding other ways in which public law school libraries can support the general population, Lenz states that “the library also directly fulfills the law school’s public mission by educating lawyers, sharing resources with other institutions, providing access to services and collections to both the bench and bar and the general public” (Lenz, 2013, p. 43). Lenz makes a clear argument that a certain type of law school with a distinct mission, public law schools in this case, have libraries that both share that mission and assist the law school in carrying out that said mission. While no literature could be found regarding a distinct type of mission for private law schools, this piece can be seen as an example of law school libraries complying with American Bar Association standards.

After exploring past research related to libraries, law libraries, mission statements and their purposes, the significance of this research project must be clarified. While previous research has explored the definitions, purposes and relationships of law libraries and their mission statements, there is little evidence of research comparing differing law school library practices. In addition to providing a first-hand perspective regarding what ways law school missions can affect law school practices and philosophies, this study also intends to explore how those missions and philosophies can vary at law schools with differing missions.

Methodology

In order to answer the overriding research question, there are two variables to be analyzed: the mission statements of the law schools and the testimonies of law school librarians regarding their perception of the relationship between the institutional missions and the practices of the library. The research performed for this project will very much be qualitative research and rely mostly on interviewing the staff or administration of the libraries and analyzing the content of the school mission statements.

First, basic content analysis will be performed on the brief mission statements available on the websites of the three differing law schools: One large private university law school, one large public university law school and one smaller regional public law school. This analysis is merely meant to gain a clearer, more simplified idea of the schools' missions before conducting interviews and asking library employees about them. When analyzing these statements, it is most important to highlight elements, whether descriptive words, nouns or phrases, that differentiate the statements from one another (Morphew and Hartley, 2006, p. 460-461). The text of these statements are included in Section B of the appendix.

After reading and examining the schools' mission statements, qualitative research interviews were conducted. Qualitative research interviews are described as "an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (Kvale, 1983, p. 174). In the case of this research project, descriptions of interpretations of the relationship between law school mission statements and law library practices were

gathered from library employees. The interviews are not set questionnaires with simple short answers. These interviews are standardized, as the same approach was used with every subject, but also semistructured (Ayres, 2008). By definition, a semistructured interview is “a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions. The researcher has more control over the topics of the interview than in unstructured interviews, but in contrast to structured interviews or questionnaires that use closed questions, there is no fixed range of responses to each question” (Ayres, 2008).

When creating a semistructured interview, researchers typically “develop a written interview guide in advance. The interview guide may be very specific, with carefully worded questions, or it may be a list of topics to be covered” (Ayres, 2008). For every interview, a general subject guide beginning with the school mission statement was read to the interviewee, before asking the interviewee if they understood and agreed that it is what they have long perceived the mission of the school to be. Next, regardless of whether they answered yes or no, interviewees were asked additional questions about the practices of the library, and whether they could give examples of how the school’s mission statement is carried out through those practices. Questions for this semistructured interview are meant to be open-ended and generate long, conversational answers that can also lead to follow-up questions (Ayres, 2008). The semistructured questionnaire used for these interviews is included in Section A of the appendix.

Since the information is gained directly through these conversations with the employees, it was best to perform these interviews in a manner that is synchronous

(Opdenakker, 2006). Meaning, these interviews needed to be conducted in a setting where questions for interviewees were posed and responded to immediately (Opdenakker, 2006). The easiest way to conduct interviews in this manner is to hold them in person, in a setting such as the law schools themselves. As the interviews were conducted, notes were taken to keep track of information cited by the subjects, and audio recordings were kept as a backup source of information. Since the information needed from these interviews must be objective, information kept in the notes to be examined were specific programs, policies, initiatives and practices that are mentioned by the subjects. Statements that are less objective or involve a matter of opinion will be considered less significant than objective information provided.

In terms of who was interviewed, intended subjects were full-time library employees with a significant amount of work experience at each of the settings. Different types of job positions for targeted research subjects included library director, reference librarian, collection development librarian, acquisitions manager, cataloging librarian or circulation manager, among other full-time librarian positions. While any experienced full-time librarians were eligible subjects for this study, the subjects ultimately recruited came from three different fields at each library: library management, reference services and technical services. In terms of the number of subjects, the two law school libraries at larger major universities had three interview subjects each, while the law school library at a smaller regional university, with a library staff approximately half the size of the other two law schools, had one interview subject since only one subject was able to be recruited.

In reporting and analyzing the findings of this study, first, confidentiality has been maintained throughout the process as the employees' names are not used in the paper, nor is there mention of any potential unique identifiers regarding the subjects and the law schools being examined are not being referred to by their actual names in the findings sections (Code of Federal Regulations, 2009). The content discussed in the findings and analysis sections of this paper is the content of the mission statements and the content of the subjects' answers to questions asked in the interviews. To go back to the overriding research question of this study, this analysis looks for the overall general philosophy stated in these law schools' mission statements, what librarians think regarding their law schools' overriding philosophy and what each of these variables have in common. In addition, the findings and analysis report and discuss any other trends or similarities found among the mission statements and testimonies that are believed to be of note.

Findings

After reviewing and analyzing the mission statements and conducting in-person interviews at three differing law schools, the findings from an analysis of those mission statements and the findings from those interviews must be discussed and compared. In this section, observations related to both the content of the law school's mission statements and the content of the interviews will be explained for each of the schools before exploring both the differences and similarities between the practices and priorities of these law school libraries. The text of the mission statements analyzed in this research are included in Section B of the appendix while notes from the interviews are included in Section C of the appendix.

Law School #1: Large Private University

Mission Statement

The first law school to be discussed, which will simply be referred to as Law School #1 throughout this discussion and in the appendix, can be described as a law school located at a large private university. The mission statement of this law school starts out by describing itself as “an innovative institution whose mission is to prepare students for responsible and productive lives in the legal profession.” In addition, when explaining the goals and purposes of the law in terms of preparing people for the legal profession the mission states: “the Law School also provides leadership at the national and international levels in efforts to improve the law and legal institutions through teaching, research, and other forms of public services.” Overall, the mission statement also makes a point that “students and faculty experience academic rigor in an

interdisciplinary environment where creativity and innovation rule. Bold, strategic expansions in faculty, clinics, interdisciplinary center, law journals, public interest opportunities, and high-tech facilities ensure that the Law School stays on the cutting edge of legal scholarship.” The full text of this mission statement can be found in Section B of the appendix.

So, in terms of the priorities of this school, there is certainly a strong emphasis placed on scholarship, research and preparing students for practice and leadership in the legal profession on both a national and international level. In addition, this law school seems to have an interest in modernity, placing emphasis on terms such as “innovation, “ambitious”, “forward-thinking”, “high-tech”, and “cutting edge.” For each of these traits emphasized in the law school mission statement (modernity, scholarship, and a focus on national and international law) the subjects cited explicit programs and practices of the school’s library that reflect these priorities.

Interviews

Compared to the stated mission of this law school, the actual testimonies regarding this law school library’s practices provided many specific instances and examples of this mission being carried out. In regard to the emphasis placed on innovation and modernity, the interviewed subjects cited multiple programs and initiatives involving the use of technology. First, a digital repository of legal and research materials is maintained through the library. In addition, with teaching both inside and out of the library, research subjects pointed to the idea of “extending the classroom”,

meaning, offering online forums and reference services, making books available as ebooks and providing lectures through forms of video conferencing technology.

Secondly, in regard to an emphasis placed on scholarship and research by the mission statement, the interviewees all pointed to a liaison program maintained via the library services. In this liaison program, library staff assists faculty members in performing academic legal research. In addition, librarians serve as lecturers for subjects related to research methods in addition to providing research training and tutorials via the library. And overall, with the subjects at this law school's library, the fact that all librarians have law degrees while also being active and collaborative with faculty members, it is very clear that this law school library is quite active in assisting the school in educating students and performing research.

Lastly, when discussing the fields of research and legal information that are commonly subscribed to and used through the library, library staff members frequently mentioned fields of business-related legal fields, such as taxes, arbitration, acquisitions and banking, to name a few. Significantly, all of these legal fields are areas relevant on a national and international level. Additional legal fields relevant on both a national and international level, such as human rights, were also mentioned. Other than the content of the collection itself, the librarians also pointed to the existence of a visiting international librarian and the fact that the library serves numerous foreign students.

Law School #2: Large Public University

Mission Statement

In comparison, the second law school, which can be described as a law school located at a large public university, has a mission statement that places emphasis on differing legal fields and areas. This law school begins its mission statement by stating that it “aspires to be a great public law school.” The statement then enumerates four main points regarding how it intends to be a great public law school. First, specifically in terms of the school’s academic programs, it is a goal of this law school to “prepare outstanding lawyers and leaders for the bar, the bench, all public and private law settings and public service” and “to make national and internationally significant legal and policy contributions through an ambitious agenda of research and scholarship.” Secondly, more in terms of the values of the program, it is the mission of this school “to instill lifelong ethical values, dedication to the cause of justice and a lasting commitment to pro bono and public service” and “to serve the legal profession, the people and institutions of [the state], the nation and the world.” So while this law school’s mission statement makes some points similar to the first law school’s, such as emphasizing the legal profession and academic research, this mission statement also places a primary emphasis on serving the people and institutions of the state level, in addition to placing a secondary emphasis on serving on the national and international levels. So, there are once again three overriding themes to this law school’s mission statement: academic legal research, preparing students for the legal profession and serving the state and its citizens.

Interviews

Once again, when interviewing employees of this law school library, many traits of the school mission statement were found in their testimonies. First, when discussing

the law school's mission of performing academic legal research, the subjects once again pointed to the library's liaison program that assists faculty members in performing research and the fact that its librarians have law degrees and teach numerous courses related to legal research, similar to the previous law school discussed.

In relation to the mission statement placing an emphasis on educating students and preparing them for the legal profession, specific training programs to prepare students for the bar exam were mentioned in addition to the fact that the library staff places a strong emphasis on teaching. Also, in terms of what the library's collection contains, the library seems to be very dedicated to providing expertise and preparation for the state bar too. All interview subjects mentioned that the collection places emphasis on state-specific law, some subjects even going as far as calling this library "the law library of the state."

Lastly, other than the role this library plays in educating students and assisting faculty in performing research, the library also plays a role in directly assisting the community and the state as a whole. One interesting service that was mentioned multiple times was the fact that this law library provides library services to the state prison population, making legal information accessible to citizens even if they are imprisoned. Also, to provide legal services to the population, both local and statewide, the library is open to the public and provides online digital legal information for free (including state laws, state supreme court briefings and legal journals) via the library's website, so people who do not live close to the law school can gain legal information. In addition, the library

offers additional services to the local population such as tax advice and pro bono legal counsel.

Law School #3: Small Regional Public University

Mission Statement

The last law school examined, which is meant to serve as a secondary example of a law library with a public mission, is a smaller law school located at a smaller, regional historically black university. Overall, this law school describes its overriding mission with the motto “Truth and Service.” In explanation, the statement elaborates that it is the mission of this law school “to provide a challenging and broad-based education program designed to stimulate intellectual inquiry of the highest order, and to foster in each student a deep sense of professional responsibility and personal integrity so as to produce competent and socially responsible members of the legal profession.” Similar to the previous two law schools, this mission statement clearly emphasizes preparing students for the legal profession. However, this statement also places an increased emphasis on morals and services, using terms such as “integrity” and “responsibility,” while also mentioning academic priorities of the school with a term like “intellectual inquiry.” So, overall, while this mission certainly expresses a goal of educating students in the field of law, this statement also seems to place an increased emphasis on properly preparing students for an active and effective career in the legal profession. Going back to the motto of this law school, “Truth and Service,” this law school emphasizes two overriding priorities: educating and instilling students with a sense of justice and integrity and serving the local community.

Interview

The interviewee at in this setting once again agreed that the school's overriding mission statement influences the practices of the library. In relation to the first overriding theme of preparing students for the legal profession in the mission statement, this librarian described the library, along with its collection and policies, as being very "practice oriented." Meaning, the library helps to make lawyers ready to practice in the legal profession upon graduating. When discussing popular fields of law amongst the student body, the librarian pointed to fields of trial law such as criminal law and anti-discrimination law, which are also fields strongly represented in the library's collection. Also, in relation to the school's emphasis on truth, justice and integrity, the fact that these legal fields are emphasized in the collection can be seen as the library playing its role in instilling these traits in students.

Other than what the library does to assist the school in carrying out its academic mission, the library is also meant to serve the public community, especially on a highly local level. For example, the library also provides members of the local community with pro se advice in addition to providing resources to local attorneys, who are usually civil practitioners. The previously mentioned fact that the fields of criminal law and anti-discrimination law are strongly represented in the library and that this library is meant to prepare students for the legal profession can also be seen as the library preparing students to serve the local community and its citizens.

Analysis

As has been noted, the practices and philosophies of each of these law school libraries are reflective of the law schools' stated missions and assist in carrying out that mission. However, in order to further clarify how law school library practices can be influenced by the differing missions of certain law schools, it is important to note the differences in practices at these libraries. First, when discussing the library practices intended for educating enrolled students at these law schools, there are noticeable differences in the sorts of legal materials present in the collections. While law school #1, a large private law school, noted a strong collection of legal materials devoted to international and national fields of law, the two public law school libraries' collections seemed to place far greater emphasis on state-specific legal material. Also, when comparing the two public law schools, subjects at law school #2, the larger public university, mentioned the presence of legal material pertinent to national and international law while the subject at law school #3, a smaller regional public university, solely placed emphasis on state-specific and federal law materials, with no mention of international-specific legal materials. Law school #3 made a point of existing to serve the public on an even more local level than law school #2. Also in the case of law school #3, the strong emphasis placed on legal fields pertinent to human rights and civil rights by the law school curriculum and the library collection could also relate to the fact that this school is a historically black college.

In regard to what each of the libraries sees their purpose to the school being, there were differing perceptions. Subjects at law school #1 placed a greater emphasis on the

library's role in educating students in the fields of law while subjects at each of the public law schools further mentioned legal and information services intended to serve citizens of the state in addition to students of the school. For example, the library at law school #2 in particular, which was described as being the flagship law library of the state, emphasized its mission to make legal information accessible statewide via digital resources. And while the library at law school #3 also placed emphasis on giving legal advice to citizens, it mentioned the local community as the population it wished to serve, using outreach to local public libraries and providing physical legal materials to civil practitioners in the area as a means to achieve this service.

In addition to what differed between the practices of these law school libraries, it is important to mention similarities in the practices of these law school libraries along with various factors and trends affecting them in both positive and negative ways. First, all of the interview subjects at each of the libraries made a point that it has grown far more common for law librarians to teach courses in addition to providing specific services for their respective libraries. Also, at each of the libraries, services devoted to assisting students and faculty members in performing research (such as a liaison program) were also mentioned.

Second, all of the subjects also pointed towards digital initiatives intended to make legal information more widely available. However, the reasons for these initiatives seem to differ. The first law school mentioned, located at a large private university, seemed to be taking advantage of new technological innovations as a way to carry out its academic mission of being "cutting-edge" and technologically advanced. Each of the

public law schools, however, pointed to differing reasons. In the case of the larger, major public university, the subjects pointed to the fact that digital technology enables citizens statewide to access legal information online. The subject at the other smaller, more regional public law school stated that the adoption of digital material was part of a larger project at the library to transform the space from less of a repository for physical materials into more of a study space for law students. Regardless of the reason, increased usage of digital material is clearly a trend at each of these law libraries.

So, after observing the similarities and differences in the observed practices of these law school libraries and answering the overriding research question of this study, another question must also be posed: what is the significance of the findings of this study? First, when speaking of the findings from the two public law schools, the practices of those libraries demonstrated a distinct “public mission” like what is discussed in the Lenz article (Lenz, 2013). Discussing that distinct public mission, Lenz stated “The library also directly fulfills the law school’s public mission by educating lawyers, sharing resources with other institutions, providing access to services and collections to both the bench and bar and the general public” (Lenz, 2013, p. 43). Each of the public law schools examined in this study were shown to fulfill this mission by obviously providing an education to aspiring lawyers, in addition to providing services to share information to the public and provide services to the legal profession and the general, legal information-seeking population.

So, after demonstrating that each of the public law school libraries fulfills a distinctly public mission, it must be asked what kind of distinct mission does the private

law school library fulfill. Since there is no research to be found regarding a distinct mission that private law school libraries fulfill, only the American Bar Association standards can be used as a guideline for what sort of mission private law school libraries ought to fulfill. As a reminder, the current American Bar Association standards state “A law school shall maintain a law library that provides support through expertise, resources, and services adequate to enable the law school to carry out its program of legal education, accomplish its mission and support scholarship and research” (American Bar Association, 2014, p. 39). Meaning, this library is allowed to have any practices or philosophies as long as those philosophies assist and enable the academic program in carrying out its mission. These findings demonstrate that not only does the large private law school fulfill this requirement, but the two public schools also do while carrying out their own mission to serve the public. Regardless of whether these libraries exist to serve differing populations in differing ways, all of them were seen to be supportive of their respective law school’s missions and goals and, therefore, serving their purpose as an effective law library.

Conclusion

So, to once again raise the overriding research question of this project, what is the perception of academic law school librarians and staff concerning the relationship between the institutional mission and the law school library collection? As the findings have shown, the librarians at the law school libraries examined view the affiliated law schools' mission statements as strongly influencing the practices of the library. Interviewees for this research project not only universally understood and agreed with the stated missions of the affiliated law schools, but also were able to cite specific practices and policies in the libraries that reflected these missions. In addition to this research demonstrating that law school library practices are influenced by the stated missions of their affiliated law schools, the findings of this research also show how those law school missions and the practices of their libraries can differ. While each of the public law school libraries carried out practices seen as indicative of a distinct public mission, the private law school library had its own unique mission strongly influenced by the specific mission of the affiliated law school. Overall, through the ways in which these law school libraries differ in their practices and policies, they all are united by a common practice: supporting the affiliated law school in carrying out its academic mission to support the legal community through training, scholarship and service.

Appendix

Section A: Interview Script

(This survey is meant to be semi-structured and these questions are meant to be open-ended)

1. This law school's mission statement states: [read mission statement of law school being discussed]
2. Do you agree with this statement and does this library follow a similar philosophy?
 - If yes, then how is this philosophy reflected in the policies, practices and materials of the library? Please provide examples if possible.
 - If no, then how does the philosophy of the library differ? Please provide examples if possible.

Section B: Mission Statements

Law School #1

“[Redacted] Law School is an ambitious, forward-thinking, and innovative institution whose mission is to prepare students for responsible and productive lives in the legal profession. As a community of scholars, the Law School also provides leadership at the national and international levels in efforts to improve the law and legal institutions through teaching, research, and other forms of public service.

“At [redacted], students and faculty experience academic rigor in an interdisciplinary environment where creativity and innovation rule. Bold, strategic expansion in faculty, clinics, interdisciplinary centers, law journals, public interest opportunities, and high-tech facilities ensure that the Law School stays on the cutting edge of legal scholarship...”¹

¹ About Duke Law (n. d.). Retrieved December 1, 2014, from <http://law.duke.edu/about/>

Law School #2

“[Redacted] School of Law aspires to be a great public law school. Toward this end, it pursues a fourfold mission:

- To prepare outstanding lawyers and leaders for the bar, the bench, all public and private law settings and public service,
- To make nationally and internationally significant legal and policy contribution through an ambitious agenda of research and scholarship,
- To instill lifelong ethical values, dedication to the cause of justice and a lasting commitment to pro bono and public service and
- To serve the legal profession, the people and institutions of [the state], the nation and the world”²

² About (n. d.), UNC School of Law. Retrieved December 1, 2014, from <http://www.law.unc.edu/about/>

Law School #3

“Keeping with the motto of ‘Truth and Service,’ the mission of the [redacted] School of Law is to provide a challenging and broad-based educational program designed to stimulate intellectual inquiry of the highest order, and to foster in each student a deep sense of professional responsibility and personal integrity so as to produce competent and socially responsible members of the legal profession...”³

³ About NCCU School of Law (n. d.). Retrieved December 1st, 2014, from <http://law.nccu.edu/about/>

Section C: Interview Notes

Law School #1

Subject #1

strategic plan of the this law library is in line with the school.

teaching is emphasized
proactive
empirical research

foreign and international librarian
duel degree in international
most students go national
only clinics are local

technology courses are taught through information services
training in technology for faculty
strong emphasis on search engines

fields of law influenced by faculty
international human rights, business and entrepreneurship

Subject #2

information services mission statement modeled after law school

open access repository (one of the first)
SJD students work in the library

Masters in Judicial Studies
Unique populations

New technology- data support, empirical, legal research, database, etc.

Extend The Classroom- online forums, website updated often, weekly tech talks, data-security and storage emphasized, data sources linked on the website

Large amount of material available online, multi-media support. Technology updated often.

Faculty research and publications, librarians are assigned as liaisons to assist faculty members in assisting research on a need basis. Law students are also assigned to faculty research projects.

Every month, staff and faculty meet to discuss new collection.

Arbitration, business, banking, taxes, etc. related international law is quite common. Students are also often involved in international

Law library staff often works with students from other schools or program in relevant fields (public policy, business). School of education from another school has visited to discuss education.

Arbitration, health law business law, environmental, human rights

eBooks are becoming more common, legal information vendors are trying to make search tools more user-friendly

Subject #3

Part of academic technologies, Law School information services, large law school repository, photo archive, one stop service desk, reputation for cutting edge technology

Liaison program to assist with research, library-based RA program, PhD in statistics program to assist

International librarian

All librarians have law degrees and are active in the legal field

Software training offered to all members of faculty and students, classes offered to Law community. Supports the Law clinic.

Collaborate with other university libraries by using shared electronic resources. Digital exhibits, assessment are shared tasks. Building things that can be shared. But have different electronic initiatives.

ILL, Pro Se, scholarship repository are publicly available for free.

Works strongly with the faculty to determine what should be purchased, lending technology, more emphasis on the library as a study space, all law journals are now electronic.

Recordings and relationship with web team, historical information available via website, online repository online scholarly research. More formalized assessment culture.

No IT department, cataloging and acquisitions instead which is typically run by interns. More evolved skills.

Law School #2

Subject #1

Special collections with state law, collaborate with university library system. Think of themselves as the flagship law library of the state.

Students often leave the state (or country) for employment too. Also international exchange for semester or year. "Visiting Scholar" program- request access to the library.

Pro Bono/Public Service one of the strongest in the country. Library hosts pro bono work (such as doing tax). Open to the public. Digital collections with public documents.

Collection largely reflects curriculum. Study guides. Lawyer Librarians. Librarians have a liaison role with faculty members. Research instruction provided by law librarians.

Supreme court, State Library, State Archive.

Lawyer Librarians have become far more common.

Largely collaborative with university campus. Works with other law school libraries in the area. Shares employee with another law school. "One Library"

Highest Goal: Serve Law School

Outreach: law school librarians assist public librarians with legal issues related to librarianship.

Subject #2

Services are provided to prisoners (photocopies, book loans)

Any new materials, made accessible to the public (large emphasis on state material), Westlaw, Lexis Nexis, etc. Accessible campus-wide. Bloomberg places emphasis on federal law.

Liaison model, keep faculty members aware of new material that may be of interest. Each librarian serves approx. 8 faculty members. Faculty publications linked and updated by the library. SSRN BE Press (?) Part of faculty meetings, faculty members discuss current research,

Summer orientation for research assistants to faculty. Student run law journals, reviewed by law students and edited by staff. Liaisons also provide instruction for students. Waive any charges for photocopies. Library also provides space for these.

Digitization project to make State Supreme Court briefings available.

State Legal materials authored by librarians. American Association of Law Librarians.

Large trends towards digital access via journals. Troubling because it hurts interlibrary loan. Less staffing now needed in technical services. Cataloging becoming less common. Jobs are trending towards more technical duties (electronic resources, etc). Digital initiatives librarianship, emphasizes state materials. Collection services librarian a new position, reviews new materials, largely digital.

Teaching more, providing first year classes. Law librarianship class taught by faculty member. Law technology course. Clinical faculty members. Advanced legal research taught at least one semesters.

Subject #3

For the bar, specifically, there are library sponsored training programs. Prep for practice trains students for the bar. All law students participate. Very focused on teaching. Most librarians have JD's and teach courses. This directly prepares students for the profession, and for research. More simulation with research courses.

With the collection, content is very useful for the local bar, meant to prepare students for that. Also to prepare students for a national level.

Collection is balanced between practical uses and academic research.

Libra research service, research assistant who have a higher level of research experience and expertise.

Faculty members perform research in international law. Provide academic support for such fields. Provide support for law journals, librarians are assigned as liaison for those journals' research.

Support provided to law clinic, which performs pro bono projects. Library helps via the reference desk, assisting in research. Pro se people often assist with research needs (but not council).

Collection is strongly tied to the state law, through budget cuts state material has been priority. Seen as the law library of the state (unofficial).

Member of TRLN, so a lot of collaboration between different triangle area libraries. Participating in training sessions. Split costs for subscriptions between law library and library system.

Smaller staff, many unfilled positions. More dependent on students, shorter hours. Increased emphasis on research instruction. More digitization to increase accessibility outside of the library. Overall, economy has forced law schools to be more efficient in educating and preparing students.

Legal vendors have increased control over legal materials (cost, availability).

Law School #3

Very practice oriented, also serves as the community with pro se advice. Attempts to make practice ready attorneys. Curriculum and resources of the library are tailored towards that.

Civil rights, equal opportunity, materials strongly related to human rights, very state specific. Government documents. Major federal resources. Uses Westlaw, Lexis Nexis, Bloomberg. Intellectual property.

Clinical program, library liaison program.

Criminal law is the most popular, anti-discrimination.

Currently undergoing renovation to make library more of a study space, less physical material.

All legal librarians teach as professors.

Assisting public libraries as a way to reach out to the community. Trying to work more with main library. For lending must be a student. Online resources accessible, on campus. Attorneys (civil practitioners usually) use the resources of the library. Treatises available online.

Overdrive, Epub serve as online resources.

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