University of Oregon Libraries
University Library Committee (ULC)
Spring Meeting, 2017–2018 Academic Year
Friday, April 6, 2018
8:45 a.m.–9:45 a.m.
Law Library Staff Workroom (third floor in the alcove area next to offices 385 and 386)

AGENDA

Attendance: Megan Austin, Helen Chu, Juanita Devereaux, Chris Eckerman, John Bellamy Foster, Shelley Harshe, Mary Ann Hyatt, Katy Lenn, Adriene Lim, Michael Najjar, Suzanne Rowe, Chuck Theobald, Mark Watson

Absent: Blair Barnes, Michael Koscho, Courtney Munther, Larry Wayte

Library Assessment (Adriene Lim)
- Libraries are experienced with evaluating services and programs, using input/output metrics, usability studies, and user satisfaction types of efforts, but perhaps have not been as good as true assessment (i.e., measuring effectiveness in terms of how our work changes people's lives or actually results in the learning outcomes we want to achieve).
- In the past five to six years, Libraries have tried to address assessment vs. evaluation, but cause and effect are difficult to determine; this is the case regarding our collections impact for example—many factors are hard to quantify, so we're looking at qualitative data as well (e.g., more focus groups, etc.)
- "[The Impact of Information Literacy Instruction on Student Success: A Multi-Institutional Investigation and Analysis](#)" (Greater Washington Library Alliance, 2017): 2015-2016 study, based on large set of de-identified student registration data
  - o Tried to understand how the level of library instruction impacts student success
  - o Found a significant correlation: students had a better chance of having a higher GPA and graduation rate when they received library instruction
  - o The study's methodology has received some criticism
- Qualitatively, many students would say library instruction makes a big difference (time savings, etc.)
- Library teaching and outreach programs have been successful in terms of increasing levels of demand, but the demand is outstripping our capacity.
- Higher education accreditation standards address information literacy and information mastery, but will information literacy goals be included explicitly in the UO's revised general education standards?

Teaching by Law Librarians (Megan Austin)
- Working in a professional school; the skills law librarians teach are essential practice skills students need to do law; instruction is a more defined role in the [Law Library](#) than in other parts of the library

- Over the last ten years, the Law Library has focused on building its instructional program on legal research and communications, with the aim of helping students become ethical, competent professionals
- Work with legal writing and research program faculty to provide hands-on experience
- Teach an introductory research course for undergraduates
- Team-teach, and create a workbook for, an advanced legal research course (Law 624) for grad students; student learning outcomes for the course are:
  - By end of the course, be able to reach and analyze a set of facts, identify and articulate initial legal issues and associated areas of substantive law, formulate a research plan that identifies relevant primary and secondary legal authorities, and document and communicate that plan to research faculty, a colleague, or supervisor;
  - Locate, retrieve, and search within legal resources using indexes, tables of contents, and keyword searching; recognize the terminology associated with legal resources; and assed the relevance and authority of federal, state, and local legal systems that may impact on a given research issue;
  - Read, evaluate, analyze, and organize research findings (considering authority/credibility, current-ness, and authenticity) and communicate them through a research memo, summary, log, client letter, or other work product;
  - Reflect on the research findings and how they apply to the research issues, determine the accuracy and thoroughness of results, critically evaluate the efficiency of the research process, and determine strategies to modify the research process if necessary.
- Simulation Courses: (304a) practice being a lawyer before they become lawyers; to reason through hypothetical legal situations (a pretend client)
  - Moving toward a problem-based approach: incorporate information about different resources by working through the problem
- Developed student learning outcomes
- Potential for online courses
- Goal: transform a current meeting space into collaborative learning space to facilitate the pedagogical approach
- Guiding mission statements and standards
  - UO Libraries mission
  - Law Library mission: In partnership with the UO Libraries, the John E. Jacqua Law Library supports the legal education program of the School of Law by teaching research skills, assisting faculty with scholarship, creating enhanced learning spaces, and providing comprehensive legal collections
  - American Bar Association Standards and Rules of Procedure for Approval of Law Schools:
    - Objectives of Program of Legal Education (Standard 301): a law school shall maintain a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and

responsible participation as members of the legal profession; a law school shall establish and publish learning outcomes designed to achieve these objectives
- Learning Outcomes (Standard 302): a law school shall establish learning outcomes that shall, at minimum, include competency in a) knowledge and understanding of substantive and procedural law; b) legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; c) exercise of proper professional and ethical responsibilities to clients and the legal system; and d) other professional skills needed for competent and ethical participation as a member of the legal profession
- Curriculum (Standard 303): one or more experiential courses totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must: a) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302; b) develop the concepts underlying the professional skills being taught; c) provide multiple opportunities for performance; and d) provide opportunities for self-evaluation.
- Simulation Courses and Law Clinics (Standard 304): A simulation course provides substantial experience not involving an actual client, that a) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and b) includes the following: direct supervision of the student's performance by the faculty member; opportunities for performance, feedback from a faculty member, and self-evaluation; and a classroom instructional component
  - American Association of Law Libraries (AALL) Research Competencies and Standards for Law Student Information Literacy
    - Goal: ""To foster best practices in law school curriculum development and design; to inform law firm planning, training and articulation of core competencies; to encourage bar admission committee evaluation of applicants' research skills; to inspire continuing legal education program development; and for use in law school accreditation standards review"
    - Principle I: A successful legal researcher possesses fundamental research skills
    - Principle II: A successful legal researcher gathers information through effective and efficient research strategies
    - Principle III: A successful legal researcher critically evaluates information
    - Principle IV: A successful legal researcher applies information effectively to resolve a specific issue or need

- Principle V: A successful legal researcher distinguishes between ethical and unethical uses of information and understands the legal issues associated with the discovery, use, or application of information

Tour of Law Library (Mary Ann Hyatt)

Next meeting
- May 4, 2018 (Knight Library Rowe Conference Room, room 115)
- Topic: preservation lab, wrap up

Note: ULC minutes are posted to the [UO Scholar's Bank](#)