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Technology Management Trends in Law Schools

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Technology Management Trends in Law Schools[*]

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This article discusses the role of librarians in law school technology management and analyzes technology staffing survey results for 2002, 2006, and 2010. While survey results indicate a trend toward establishing separate information technology departments within law schools, librarians are and will continue to be actively involved in law school technology.

Introduction

¶1 Technology in law schools has exploded over the past two decades. Once exclusively the domain of the law library, technology now permeates every law school department and every endeavor of legal education. Technology has challenged not only the way law schools are managed but also the traditional paradigm of law school pedagogy. All of this growth raises the question of how best to manage technology in law schools. Historically, technology in law schools was more often than not managed by the law library director.[1] This model of technology management made sense because the technology was located almost exclusively in the law library. But does this model of librarian-as-technology-manager still make sense in today's law school? Or has technology expanded to the point that it has

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    1. Janice C. Griffith, *The Dean's Role in Managing Technology*, 33 U. Tol. L. Rev. 67, 74 (2001) ("In the past, technology functions frequently fell under the direction of the dean or the law librarian. Today, a trend is developing to employ an IT director who reports to the dean and manages technology throughout the law school. . . . Placing technology under one director facilitates integration in the use of technology throughout the law school.").

outgrown the law library?[2] The latest in a series of technology surveys conducted by the University of Georgia (UGA) Law Library seeks to shed light on this question. Information was collected from law schools around the country on how technology in law schools is managed, and what, if any, trends in technology management can be gleaned from the survey results. The UGA information technology (IT) staffing survey has been collected annually since 1999. For purposes of this article, snapshots of data at four-year intervals (2002, 2006, and 2010) were analyzed. While not conclusive, the survey does suggest a trend away from technology management by the library director and toward technology management by a separate technology department within the law school.

Defining Technology

¶2 To provide context for the discussion of technology in law schools, it is important to define what technology is. ABA Standard 704 requires that "a law school shall have the technological capacities that are adequate for both its current program of legal education and for program changes anticipated in the immediate future."[3] Stephen Burnett has noted that the framework of technology services every law school provides includes communications infrastructure, classroom technology, the school's web site, multimedia and video services, help desk support, and administrative systems.[4]

¶3 Burnett defines the communications infrastructure as "e-mail, high-speed Internet access, a local area network with print and file service, and telephone support."[5] He says classroom technology should include "smart podiums that allow instructors to operate all of the functionality of the classroom from a touch screen panel," and that it can include technology such as "projectors and screens, digital video cameras, videoconferencing equipment, microphones, lighting, VCR, DVD and CD-ROM equipment." Also, "every seat [may be] equipped with Ethernet

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2. *See* Mary Kay Kane, *Technology and the Law School Librarian of the Twenty-first Century*, 95 Law Libr. J. 427, 429–30, 2003 Law Libr. J. 31, ¶ 10 ("In many law schools, the librarian has been wearing two hats, heading the effort to build the research collection (whether books or technological resources) and overseeing the school's technology developments outside the library, including classroom and other teaching technology, and word processing and other support for faculty, journals, administrative staff, etc. Obviously in that environment, the emphasis is on technology development, with the library as just one piece of the puzzle. The model has its tensions and problems, and in some instances . . . is not viable at all because the need for administrative technology (e.g., records, admissions, fiscal, etc.) is too great to blend both positions.").

3. Am. Bar Ass'n, Section of Legal Educ. & Admissions to the Bar, 2010–2011 Standards for Approval of Law Schools 46, *available at* http://www.americanbar.org/groups/legal_education /resources/standards.html. Interpretation 704 provides that: "Adequate technological capacity shall include: (1) sufficient and up-to-date hardware and software resources and infrastructure to support the teaching, scholarship, research, service and administrative needs of the school; (2) sufficient staff support and space for staff operations; (3) sufficient financial resources to adopt and maintain new technology as appropriate." *Id.*

4. Stephen Burnett, *The Need for ABA/AALS Standards for Technology Infrastructure*, *in* The Future of Law Libraries 18, 19 (2005), *available at* http://west.thomson.com/pdf/librarian/Future _Law_Libraries_White_Paper.pdf.

5. *Id.*

access and power as well as [having] wireless access throughout the building."[6] Law schools are unique in that they may have courtrooms in addition to classrooms. Courtroom technology may include the technology traditionally found in class-rooms, although the recording and conferencing equipment may be more sophisticated and software may allow for annotation of documents that display on wall-mounted flat-screen televisions. There may be computers, video screens, and audio equipment at the plaintiff's and defendant's tables as well as at the judge's bench and the witness stand.

¶4 The demand for videoconferencing technologies has increased among law schools, particularly as law schools search for ways to reduce costs. For example, many law schools are experimenting with distance education. There is a greater need for support of videoconferencing software tools such as GoToMeeting, WebEx, and Elluminate for both daily business and training webinars. There has also been an increase in demand for streaming of conference presentations to the web.[7]

¶5 In addition to instructional technology, IT staffs generally provide some level of support for student laptops, particularly when it comes to the wireless network, and for law school exams. It is now quite common for law students to take their exams on laptops using software designed specifically for that purpose. Installation and maintenance of that software, as well as instruction in its use, must be supported. Support for law student laptops may include both traditional PC models and Apple models, which have been increasing in popularity among students, driving demand for support.[8] In fact, the average law school technology user has become so tech savvy that there is often demand for support for web applications such as Skype as well as hardware such as smartphones (BlackBerry, iPhone, Android), iPads, and webcams.

¶6 Hardware outside of the classroom may include office equipment such as computers (desktops, laptops), printers, copiers, scanners, and fax machines—all of which are essential to the daily functioning of the law school. In addition to providing faculty and staff with standard office software, IT staff must support e-mail, Internet browsers and their peripheral add-ons, and a wide variety of tools that are now needed as faculty explore new types of scholarship and support staff assume new administrative tasks. Also, faculty and staff expect remote access to resources and work data when they are not on campus.

¶7 Administrative systems and other software applications make the hardware useful to the various departments of a law school. Software may be standard issue (e.g., Microsoft Office suite) or it may be customized (e.g., a special admissions modeling system). As empirical research has assumed a more prominent role

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6. *Id.*

7. *See generally* Catherine Arcabascio, *The Use of Video-Conferencing Technology in Legal Education: A Practical Guide,* 6 Va. J. L. & Tech. 5 (2001), http://www.vjolt.net/vol6/issue1/v6i1a05 -Arcabascio.html (discussing technology that can be used for distance education).

8. Philip Elmer-DeWitt, *Big Macs on Campus*, Apple 2.0 (Aug. 7, 2010), http://tech.fortune.cnn .com/2010/08/07/big-macs-on-campus. *See also* Ben Stevens & Rick Georges, *Mac v. PC: Can Lawyers Score More with Apples?*, A.B.A. J., Mar. 2008, at 32 (debating whether lawyers should switch from PCs to Macs).

within legal scholarship,[9] law schools have purchased statistical software that must be supported. Intranets and collaboration tools such as SharePoint, Google Docs, and Zoho have also become increasingly important as faculty engage in more collaborative, interdisciplinary scholarship.[10]

¶8 The web site includes the law school as well as the law library web sites, which are likely integrated with the university web site. The web site will require management of both design and content:

> Most law school web sites have grown to the point where a webmaster must be employed to manage and design how information is displayed. As more and more law school applications become web enabled, management of the web site requires attention to ensure connectivity among all of the users who access the site over the Internet. The webmaster must ensure the development of the web site in a manner that conveys information to all law school constituencies. Because a law school's web site serves a marketing function, the webmaster must be skilled in design and communication. Further, the webmaster must possess the communication skills that will enable her to coordinate with every sector of the law school community.[11]

¶9 The web site may be managed through a content management system (CMS), which may be either closed- or open-source, allowing for a greater degree of customization. The degree of independence in web site content and design varies greatly, with some universities requiring uniformity of design and content management and others allowing for greater control by the law school and law library. Each department within the law school is likely to have its own web page and is likely to have some degree of control over the content through the CMS. The library's web site will likely include an information portal for access to electronic databases as well as an online catalog.

Technology Staff

¶10 Support from IT staff is required at every level, from network support to classroom technology support, including audio and video recording and conferencing, to support of the physical hardware as well as software applications and administrative systems. Most law schools have some level of technology support from in-house staff, but may also receive additional support from a university technology department.

> Once the network goes down, law school professors, administrators, and staff members become non-functional. Greater dependence upon technology accentuates the importance of its reliability. Without adequate staff support to maintain the law school's hardware, a law school cannot operate.
>   Technology support must extend beyond the purchase and maintenance of hardware. Professors, students, librarians, and staff members need software assistance as well. Staff support must be available to train users in software applications and to troubleshoot problems caused by software glitches.
>   Staff support for the use of technology in the classroom is also critical.[12]

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9. Tracey E. George, *An Empirical Study of Empirical Legal Research: The Top Law Schools,* 81 Ind. L.J. 141 (2006).

10. *See* Darla W. Jackson, *Collaboration Versus Communication: Selecting the Appropriate Tool*, 102 Law Libr. J. 315, 2010 Law Libr. J. 18.

11. Griffith, *supra* note 1, at 74.

12. *Id.* at 73.

¶11 As technology has become more pervasive in law schools, information security has also become an issue of great concern. Since many law schools operate as a microcosm of their parent institutions, they often process a large store of sensitive data such as grades, social security and credit card numbers, medical records, and alumni donor information. Maintaining protection of sensitive data can be very time-consuming for IT staff, given that exposure of sensitive data can be devastating for an institution.[13] IT staff must be knowledgeable about federal and state data security legal protection requirements of the Family Educational Rights and Privacy Act of 1974,[14] the Gramm-Leach-Bliley Act of 1999,[15] and the Health Insurance Portability and Accountability Act (HIPAA).[16] At the same time, they must keep their arsenal of security tools current and their knowledge of intrusion tactics sharply honed.

History of Technology in Law Schools

The systematic implementation of digital information came to law first. Part of law's leadership in the realm of digital information can be explained by simple economics. The legal profession is large and it presents a desirable demographic for any enterprise to draw upon. More than that, law was uniquely ready to accept the advantages of digitized information. Using the Digest System, with its deep, layered indexing, prepared legal researchers for online systems that employed Boolean search parameters. Legal researchers were already trained to look deep into a volume and to use headnote tags to navigate among sources.[17]

¶12 Librarians have also historically been early adopters of technology, and so it makes sense that some of the first instances of technology in law schools occurred in the law library. Technology in the law library dates back to the 1950s, with the introduction of microfilm and microfiche.

Although microfilm and microfiche don't seem like technology today, just think of the impact this application of scientific knowledge had on law libraries—microformats have made it possible for newer law libraries to fill in their collections with important works that are no longer in print, and for law libraries with limited space to provide access to a richer collection.[18]

¶13 Technology in the law library quickly grew to include the online catalog, integrated library systems, and computer-assisted legal research. As the AALL Special Committee Report, *Toward a Renaissance in Law Librarianship*, describes:

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13. See Rodney J. Petersen, *Information Sharing for IT Security Professionals*, EDUCAUSE Q., vol. 31, no. 3, 2008, at 55, for a plan for creating an effective support system to share IT security information. *See also* Tammy L. Clark, *Securing Institutional Data: Let's Make It Everyone's Business*, RES. BULL. (Ctr. for Applied Res.), iss. 9, 2009, *available at* www.educause.edu/library/ERB0909.

14. 20 U.S.C. § 1232g (2006).

15. Pub. L. No. 106-102, 113 Stat. 1338 (1999) (codified in scattered sections of 12 and 15 U.S.C.) (also known as the Financial Services Modernization Act).

16. 42 U.S.C. §§ 1320d to 1320d-8 (2006).

17. Robert C. Berring, *Deconstructing the Law Library: The Wisdom of Meredith Willson*, 89 MINN. L. REV. 1381, 1398 (2005).

18. Diane Murley, *A Selective History of Technology in Law Libraries*, 101 LAW LIBR. J. 415, 416, 2009 LAW LIBR. J. 23, ¶ 6.

It all began in the mid-1970s with the introduction of computer-assisted legal research systems and online cataloging services. Soon after the advent of CALR and OCLC, academic and other large law libraries began automating their internal operations, in some cases through OCLC's online system and in others through turnkey systems, either autonomous or as part of a main library system. Now, public catalogs, serial records, acquisitions, circulation, and financial accounts are automated in most law libraries of sufficient size for this to be cost effective. Simultaneously with the introduction of internal automation, most law libraries contracted with online bibliographic services to provide various nonlaw indexes and other reference sources. By the early 1980s avant-garde librarians were experimenting with microcomputers, student computer labs (in academic libraries), and CD-ROMS. Now all three are commonplace in law libraries. Finally, the information highway in the form of the Internet has been routed through most law libraries. Electronic mail is now pervasive and web home pages are fast becoming so.[19]

¶14 Law libraries were also the first to develop web pages, often having a web presence long before law school web sites existed. Law librarians were often the first to experiment with technology such as networking CD-ROMs or taking responsibility for publishing court decisions online. Librarians have long been experts at preservation of born-digital materials,[20] and have been leaders in implementing institutional repositories. Recently, law libraries have strongly supported open access for legal materials by promoting the Durham Statement.[21]

¶15 The law library, in an effort to support access to and instruction in computer-assisted legal research, as well as to provide resources for tasks such as word processing and printing, began building computer labs. The wireless network, combined with ubiquitous laptops (and laptop requirements for students at some schools), has decreased demand for computer lab space.[22] However, demand for instructional space for computer-assisted legal research has increased.[23] As an extension of the services provided by the computer lab, law libraries began offering printing services, either supported by library staff or by university staff, or contracting with an outside vendor.

¶16 LexisNexis and Westlaw revolutionized the legal publishing industry. Legal practitioners and scholars were conducting full-text searching long before those in other academic disciplines or professions. As legal publishing has increasingly

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19. Toward a Renaissance in Law Librarianship 4 (Richard A. Danner ed., 1997).

20. *See* Patricia K. Turpening, *From Sheepskin Binding to Born Digital: One Hundred Years of Preservation in* Law Library Journal, 101 Law Libr. J. 71, 90–93, 2009 Law Libr. J. 4, ¶¶ 76–90.

21. Durham Statement on Open Access to Legal Scholarship (Feb. 11, 2009), *available at* http://cyber.law.harvard.edu/publications/durhamstatement.

22. Dan J. Freehling, *Symposium on the Future of Law Libraries: An Introduction, in* The Future of Law Libraries, *supra* note 4, at 1, 4 ("It wasn't too many years ago that we all scrambled to find space to create computer labs to be used by staff as online training facilities and by students for online research and word processing. The need for online training facilities is arguably more important today than ever but many libraries have already started converting their word-processing labs to other uses. Notebook computers combined with wireless networks are quickly making the student research and word-processing functions in computer labs redundant.").

23. *See* Penny A. Hazelton, *Configuration of the Law Library of the Future, in* The Future of Law Libraries, *supra* note 4, at 44, 51 ("[N]ew legal databases and innovations in search techniques will require law schools to continue to provide training opportunities. Electronic classrooms can be located anywhere in a law school building, but since much of the training is handled by librarians, it would make sense to locate these spaces in or near the library.").

become digitized, libraries have struggled with how best to connect library patrons with the legal information they are seeking. Libraries have experimented with a number of different platforms including information portals, federated searching, and next-generation discovery systems. Federated searching allows library patrons to search across several databases from a single, simple search interface rather than visiting each database separately and having to learn the nuances of each database's interface.[24] Building upon the concept of streamlining user interfaces, next-generation discovery systems allow the user to seamlessly discover library materials without using sophisticated search strategies.[25] As the number of access points for digital legal information has increased, law librarians have been at the forefront of providing effective and meaningful access to disparate systems that are still in their infancy.

¶17 The transition of legal publishing from print to electronic format has revolutionized the way we access legal information. In March 2001, Bob Oakley, then the president of AALL, appointed a special committee charged with "consider[ing] the implications of electronic publishing for the future of law libraries and to prepare a report examining the issues and outlining different scenarios or models to describe the law library of the future."[26] The scenario describing a virtual law library of the future that this committee presented is today quickly becoming a reality. But even a virtual library takes up space and requires support.[27]

¶18 As technology expanded outside of the law library and into other law school departments such as admissions, records, and career services, the technology infrastructure became more complex.[28] Suddenly law librarians found themselves man-

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24. *See* Jerry V. Caswell & John D. Wynstra, *Improving the Search Experience: Federated Search and the Library Gateway*, 28 Libr. Hi Tech 391, 391 (2010).

25. Sharon Q. Yang & Kurt Wagner, *Evaluating and Comparing Discovery Tools: How Close Are We Towards Next Generation Catalog?*, 28 Libr. Hi Tech 690, 691 (2010).

26. *Future of Law Libraries in the Digital Age Special Committee*, Am. Ass'n of Law Libraries, http://www.aallnet.org/Archived/Leadership-Governance/Committees/Past-Committees/futureoflaw .html. *See also* Beyond the Boundaries: Report of the Special Committee on the Future of Law Libraries in the Digital Age 8–9 (2002) ("The virtual law library 'collection' is based on the principle of access rather than ownership. The collection development policy states that print will be acquired only when materials are not available in electronic form. The law library's legal information portal provides cross-platform access to a universe of digital resources, selected and organized utilizing values of coherence, relevance, currency, authority, stability and permanence. . . . The virtual collection includes all primary domestic, foreign and international legal texts; and secondary materials such as e-treatises, e-journals, unpublished materials such as scholarly discussion, images and sound (court proceedings, appellate arguments). Retrospective collections are premised on digital initiatives and collaborations.").

27. *See* Hazelton, *supra* note 23, at 47 ("[E]ven in a completely digital legal information world, the law library would need servers to provide access to and printing capability for all electronic resources. If, in this all-digital world, the law library wants to archive and preserve at least some of the digital content, more hardware and software would be needed to create, store, and access this content.").

28. *See* Donald J. Polden, *Planning and Decision-Making for Law School Information Technology*, 18 Santa Clara Computer & High Tech. L.J. 259, 261 (2002) ("IT systems can . . . promote the administration of the law school by facilitating class scheduling, recruiting and matriculating students, and developing institutional discourse . . . . These systems can further improve the delivery of professional services to law students and alumni, for example in the areas of student and law firm career services.").

aging not only information systems, but telecommunication networks that required highly specialized staff for support. Conflicts arose between library and technology staffs.[29] The division of labor between library and technology staffs could be described as the difference between content and connectivity.[30] Content and connectivity are not mutually exclusive, and in fact, for all practical purposes one is useless without the other.[31]

¶19 Technology in the classroom also became more pervasive. Law faculty, historically slow to adopt new instructional technologies,[32] have in recent years become more open to the use of technology to enhance classroom learning,[33] increasing the demand for educational technology hardware and support.

Technology Management Structure

¶20 As technology expanded outside of the law library into every department of the law school and into the law school classroom, deans began to reconsider the technology management structure within the law school.[34] Traditionally, four types of management structures have been used within law schools. Technology has been either (1) solely the province of law libraries, (2) managed by separate law school IT departments, (3) under a hybrid model of library and law school support, or (4) primarily provided by the university. However, as evidenced by the comments in the UGA IT Staffing Survey, the management structure is often not clearly delineated within law schools. In an effort to identify trends in law school technology management, we examined the results of the UGA Law Library's annual survey of IT staffing and its changes over time.

¶21 The most important aspect of technology management is to be certain that technology services are thoughtfully planned and support the strategic mission of the law school. The culture of each law school varies significantly, so a management structure used by one law school may not be suitable for another institution. The

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29. *See* Marc Eichen, *Oil and Water? Can IT and Library Staffs Work as One?*, *in* THE FUTURE OF LAW LIBRARIES, *supra* note 4, at 58, 61 ("[M]ost librarians are both more content focused and more oriented to providing good user service. Many IT professionals like to manage systems, but . . . few want to deal with either system users or the content on these systems. Many librarians would agree that IT professionals have a competence in managing the maintenance and upgrade of IT systems. Many librarians see this sort of systems management as a necessary, but not a very interesting, part of their job.").

30. *See id.* at 66.

31. During the past decade, many general academic libraries agreed with this principle and merged campus library and technology services, but these mergers have not been easy. *See* Andrea L. Foster, *Strains and Joys Color Mergers Between Libraries and Tech Units*, CHRONICLE HIGHER EDUC., Jan. 18, 2008, at A1.

32. *See* Stephen M. Johnson, *www.lawschool.edu: Legal Education in the Digital Age*, 2000 WIS. L. REV. 85, 89.

33. *See* Paul L. Caron & Rafael Gely, *Taking Back the Law School Classroom: Using Technology to Foster Active Student Learning*, 54 J. LEGAL EDUC. 551, 555–56 (2004).

34. *See* Polden, *supra* note 28, at 273 ("For many law schools . . . the traditional decision-making and governance structures are not appropriately designed for the rapidly changing world of IT. New structures must be designed, implemented, and funded to support the law school's investment in technology.").

question of technology management structure is not unique to the law school environment. Academic institutions as a whole are still struggling to find the right mix of centralized and decentralized reporting structures. Indeed the role of CIOs at academic institutions is also in flux; for example, should the CIO be a direct report to the academic institution's top leader or to one of the operating officers?[35]

¶22 Taking a closer look at the law school environment, are there distinct advantages to consolidating management of technology within the law library? The law library has often been at the forefront of legal technology developments, and as a result, many law school administrators are comfortable discussing technology issues with law library directors. Also, it is efficient to place technology staff members within the library reporting structure. This is particularly effective at institutions seeking to reduce the number of direct reports to the law school dean. Oftentimes, the dean does not have time to consider the details of running technology any more than the dean has time to micromanage the complexities of the library. The library director may be well-positioned to summarize the details of technology and make technology projects comprehensible to the administration. The library director can use his professional credibility to serve as an advocate or champion for technology with the administration.

¶23 However, managing technology for the entire law school requires a substantially different mindset from managing technology for the library. Suddenly, the library director must consider the needs of the various administrative departments as well as the foundation of the information infrastructure. This broad consideration can help the library become more integrated with the various law school departments, but it is a substantially different focus from the traditional responsibilities of the library. For example, in addition to considering the normal dilemmas of daily library operations, librarians must contemplate varied issues such as using technology to recruit prospective students, assisting the registrar and student affairs office with academic requirements, helping development officers automate their fund-raising tasks, and innumerable other strategies that are mission-critical for a successful law school.

Survey Methodology

¶24 Ann Puckett, former director of the UGA Law Library, began surveying law libraries annually about IT staffing in August 1998. Originally, she received responses from only fifty-nine libraries in response to her posting on the law library directors' listserv. She followed up by mailing individual letters to library directors who did not respond to the listserv query. By 2000, the number of responses had increased to 157 libraries. From 1999 until 2006, data were gathered regarding the number of FTE employees, whether they were assigned to the library or law school, the number of FTE faculty and students, and the titles of IT supervisors. In 2006, Puckett updated the survey questions to include the number of supported workstations and laptops and IT budget information.

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35. *See* Jeffrey R. Young, *College 2.0: The Incredible Shrinking CIO*, Chronicle Higher Educ. (May 9, 2010), http://chronicle.com/article/College-20-The-Incredible/65442/.

¶25 In 2010, Carol Watson, current director of the UGA Law Library, updated Ann Puckett's survey in order to identify trends in law school IT staffing. The 2010 survey was posted to both the Teknoids and law library director listservs. Respondents from 148 law schools completed the survey. In addition to asking questions about which department is responsible for IT implementation, Watson adapted the Educause survey model to request information on the types of responsibilities that each school managed.[36] Watson continued to ask about the titles of the technology administrators and their reporting structure.

Survey Results

¶26 In order to identify trends in technology management, we examined the data in four-year intervals: 2002, 2006, and 2010.[37] In 2002, the law library was substantially more responsible for IT than it was in 2010. In 2002, fifty-nine law library directors indicated they were responsible for IT, as compared to thirty-seven in 2010. Conversely, in 2002, only thirty institutions indicated that they had separate law school IT departments solely responsible for technology. The number of separate law school IT departments solely responsible for IT doubled to sixty-one by 2010.

¶27 In 2006, responsibility for IT was evenly split among the law school, the law library, or a combination of the two departments (see figure 1). Among law libraries, forty-one indicated they were responsible for IT support for the law school. Survey respondents indicated that forty-two IT departments were solely within the law school. And finally, forty-eight IT departments were split between the law school and law library. Combining law libraries with sole responsibility and schools with split departments, eighty-nine law libraries had some sort of responsibility for IT support. When asking which department is responsible for IT, Puckett gave libraries the option of choosing "a combination of the above." In figure 1, those answers were discarded. Only clearly defined roles are included in the results there.

¶28 By 2010, responsibility for IT support shifted in favor of a separate law school department. However, overall IT is still somewhat evenly divided between the law school and law library. Of 148 survey respondents, sixty law schools administer IT support through the law school as compared with forty-two in 2006. The number of libraries with sole responsibility for IT support remained about the same. In the 2006 survey, forty-one libraries were solely responsible for IT support as compared to the 2010 survey, where thirty-seven respondents said libraries solely administer law school IT. In 2010, fewer schools split responsibility between the library and the law school. In the 2010 survey, forty-one schools split responsibilities as compared with forty-eight schools in 2006. In conclusion, libraries with sole responsibility for IT remained about the same. Law schools with sole responsibility slightly increased while law schools with split departments decreased.

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36. EDUCAUSE Core Service Module 1: IT Organization, Staffing, and Financing (2011), http://www.educause.edu/visuals/shared/cds/pdfs/EDUCAUSE_Core_Data_Module_1.pdf.

37. The surveys from 2002, 2006, and 2010 are included as appendixes. All survey results are on file with the authors.
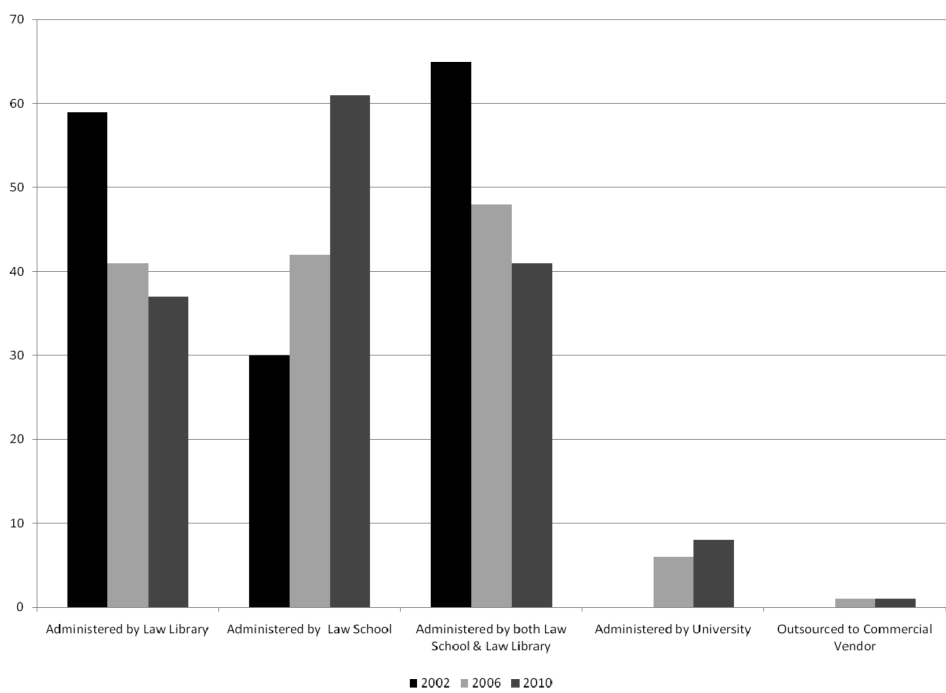
Figure 1. Law School IT Management Models

Overall, in 2010, seventy-eight libraries have some type of responsibility for IT, a decrease of eleven libraries since 2006.

¶29 Although hard numbers often appeal to higher administration, the number of staff and which department is responsible for IT does not paint the whole picture. It is also important to know the specific responsibilities that law school IT are undertaking. Consequently, the 2010 survey was designed to capture more qualitative information about the types of technology services offered within law schools in addition to gathering data about the number of staff members.

¶30 The results of the 2010 survey indicate that law libraries are primarily responsible for library systems and photocopiers. Responsibilities for end-user training are fairly evenly divided between the law school and law library. Survey results showed that libraries are involved in web services, instructional technology, and some end-user/help desk support. On the other hand, law school departments are clearly primarily responsible for administrative systems, IT security, and network infrastructure (see figure 2). These results are not surprising considering that law librarians, and librarians as a whole, tend to emphasize instruction, information delivery, and customer service.
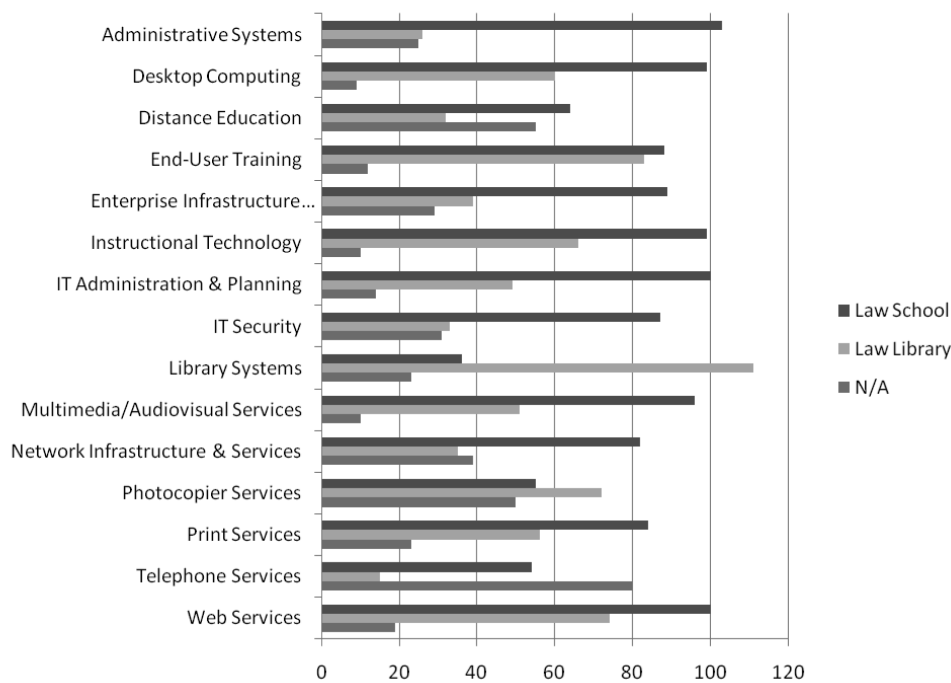
Figure 2. Responsibility for Specific IT Functions

Conclusion

¶31 Ultimately, the law library will remain relevant and essential to the legal academy whether or not the law librarian manages law school technology. In the words of Bob Berring,

> the soul of law libraries consists of law librarians.
> . . . Librarians have long played the role of the intermediary between information and the person who needed it. It was the librarian who explained how to use the card catalog, how to find the desired information, where to find the needed book, and how to use and understand it once it was in hand.
> . . . .
> The librarian, the living vital bridge between information and the user is still there and will remain there.[38]

Furthermore, the law library will continue to be a central gathering place for intellectual activity in the law school.[39]

¶32 There is no doubt that the law library is inextricably bound to technology, and this role will continue to evolve in the future. Although the survey results indicate a trend toward establishing separate law school IT departments, it is also quite clear that librarians are still very actively involved in many aspects of technology.

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38. Berring, *supra* note 17, at 1402–03.
39. Hazelton, *supra* note 23, at 46.

Law librarians must understand complex technologies in order to evaluate the effectiveness and capabilities of information discovery, preservation, and delivery tools. One of the primary functions of the law library is to support the instructional and scholarly mission of the law school. Technology is an essential component of instruction and scholarship. Whether faculty members are using technology to conduct research or for instruction, they inevitably rely upon librarians to assist them in their endeavors. Regardless of which management structure is in place at law schools, librarians will continue to use, evaluate, and experiment with technology in all aspects of their daily work.

Appendix A

2002 Questionnaire

Question 1—How many employee hours, expressed in FTEs, does the law library devote to support of computing functions?

Include: software and hardware maintenance and troubleshooting; teaching and training on use of electronic resources; supervising computer labs and other electronic facilities; researching and planning for new or upgraded electronic resources; web page development and maintenance; scanning and imaging operations; network printing; administering magnetic or smart card programs; developing electronic services. *Do not include*: answering reference questions about electronic resources; using computers to perform routine duties like cataloging, reference, or word processing.

Question 2—Please provide the same information for the law school.

Question 3—Which statement is most true in your law school?

　　__ a. All computing staff report to the director of the law library.
　　__ b. All computing staff report to a separate department head independent
　　　　 of the law library.
　　__ c. The law library and the law school maintain separate computing staffs.
　　__ d. Other (please explain)

　　If you checked either a or b above, please indicate the full title of the person
　　to whom all computing staff report: _____

Question 4—Please note whether employees are full-time permanent or part-time/student employees.

Question 5—How many FTE J.D. students and how many FT faculty does the law school have?

Question 6—Titles of Computing Services Administrators

Appendix B

2006 Questionnaire

1. **How many employee hours, expressed in FTEs, does the law library devote to support of computing functions?**

2. **How many employee hours, expressed in FTEs, does the law school devote to support of computing functions?**

3. **Do the FTE figures in the above questions include educational technology support?**

    Y__ N__

4. **Which statement is most true in your law school?**

    __ a. All computing is administered through the law library.
    __ b. All computing is administered through the law school.
    __ c. Law library and law school computing are administered through two separate departments within the law school.
    __ d. All computing is administered through a university department.
    __ e. All computing is outsourced to a vendor (not the university).
    __ f. Some combination of the above choices (please explain).

5. **Approximately how many workstations and laptops does the computing services staff manage?** _____

6. **What is (are) the title(s) of the person(s) who supervise(s) computing services?**

7. **What is (are) the title(s) of the person(s) to whom the employee(s) in Question 6 report(s)?**

8. **Does the computing services department have a separate budget?**

    Y__ N__

9. **If the answer to Question 8 was yes, how much is the budget?**

    $_____

10. **Does the figure in Question 9 include personnel costs as well as equipment?**

    Y__ N__

Appendix C

2010 Survey

1. **[Demographic Information]**

2. **Which statement is most true in your law school?**

    __ a. All computing is administered through the law library.
    __ b. All computing is administered through the law school.
    __ c. Law library and law school computing are administered through two
          separate departments within the law school.
    __ d. All computing is administered through a university department.
    __ e. All computing is outsourced to a vendor (not the university).

3. **Approximately how many FTEs do the law school and law library devote to IT support?**

4. **Who performs the following IT functions at your law school? (Law School, Law Library, N/A)**

    - ADMINISTRATIVE SYSTEMS. Examples include: human resources, career services, registration, admissions
    - DESKTOP COMPUTING. Examples include: help desk and other user support services, end-user hardware and software support
    - DISTANCE EDUCATION
    - END-USER TRAINING
    - ENTERPRISE INFRASTRUCTURE AND SERVICES, IDENTITY MANAGEMENT. Examples include: portals, email
    - INSTRUCTIONAL TECHNOLOGY. Examples include: classroom equipment, course management systems
    - IT ADMINISTRATION AND PLANNING. Examples include: financial planning, IT communications, IT personnel management, IT facilities planning and management
    - IT SECURITY. Examples include: firewall management, incident response, vulnerability analysis
    - LIBRARY SYSTEMS
    - MULTIMEDIA/AUDIOVISUAL SERVICES
    - NETWORK INFRASTRUCTURE AND SERVICES. Examples include: wireless network, campus data network, remote access
    - PHOTOCOPIER SERVICES
    - PRINT SERVICES
    - TELEPHONE SERVICES
    - WEB SERVICES. Examples include: programming, content design and management, web server support

5.   **What is the title of the highest ranking technology administrator at your law school?**

6.   **What is the title of the individual that your highest ranking technology administrator reports to?**