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Trends

IN LAW LIBRARY MANAGEMENT AND TECHNOLOGY

Edited by Mark E. Estes • For academic, firm, corporate, and government law librarians

Partnership with the Bar: A Law Library's Experience in Taking a Leadership Role in CLE Training on Legal Research

By MARSHA L. BAUM, University of New Mexico Law Library

In the spring of 1999, the UNM Law Library had a very positive experience in developing and co-sponsoring a legal research CLE with the New Mexico Bar's Center for Legal Education. The CLE developed from a string of programs offered by the law library. In 1996, the law library, working with its Friends of the Law Library organization on a fund-raiser, offered a one-day hands-on Internet CLE. In the fall of 1998, the UNM Law Library was invited to participate in a half-day CLE on the Internet in law practice. That hour-long presentation on legal research on the Internet was expanded a few weeks later to a separate half-day CLE program on Internet research requested by a local bar association in southeastern New Mexico. The positive response to these programs led to discussions with the Bar about a more extensive program. After several planning meetings and conversations between the Bar's Center for Legal Education and the UNM Law Library, a format and schedule for a

legal research program was decided upon. The library assumed responsibility for preparing the materials, determining content, and providing instructors while the Bar handled advertising and all administrative matters, including forms for CLE credit.

CLE Program Structure and Content

The UNM Law Library offered a two-part legal research program, scheduled on separate Saturday mornings. Part 1, "Legal Research in New Mexico and Beyond . . . Get Current on Library Resources," provided a review of legal research sources and services, particularly those available through the law libraries in New Mexico. The program included classroom presentations on the legal system and primary and secondary legal materials, concentrating on those of interest to New Mexico attorneys. The program also included a discussion of legal

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ethics, which looked at four or five cases involving failure to effectively research a legal issue, and offered a set of suggestions for ensuring current knowledge and competency with research tools and strategies (such as attending legal research CLEs!).

Part 1 concentrated on print and CD-ROM resources, saving the Internet for Part II of the CLE. The program, however, did include a very brief session introducing the Internet for those who had never used it, to ensure some familiarity before they attended the second part of the CLE.

The goals for Part 1 were two-fold: (1) to provide a review of legal research and (2) to get the bar members into the law library to alert them to the resources available to them at no charge, particularly new electronic products and research PCs. The classroom discussions and handouts were designed to meet the first goal. To meet the second goal, the program schedule set aside an hour to move small groups of the attendees from the classroom through demonstration "stations" in the law library itself. The three stations included: (1) a demonstration of the law library's CD-ROM products; (2) a demonstration of electronic resources offered by the UNM main library and available through law library PCs; and (3) walk-through demonstrations of updating the CFR and compiling a basic federal legislative history.

The second part of the CLE, "Legal Research in New Mexico and Beyond . . . Research on the Internet," was a hands-on computer training session designed to introduce participants to a variety of Internet resources and to offer search tips for specific sites. Attendees were provided with individual PCs in a computer classroom and were able to pull up the websites as the instructor discussed content and search strategies. The other instructors constantly moved around the room to provide guidance and support to attendees.

The sessions in Part 2 were structured to move from general searching using broad search engines and comprehensive legal websites into specific sources of primary and secondary legal documents on the Web. The program concluded with a research problem to be searched solely on the Web, to demonstrate the potential and the limitations of the Internet. This program also included an ethics component, which examined ethics sites on the web where articles and ethics opinions can be located, and addressed the ethical considerations of searching (or not searching) the Web for a client's

problem, and the ethical concerns of having a firm website with a review of various firm home pages.

The schedule for the program, with multiple offerings of both parts (Part 1 was offered twice—once in April and once in May; Part 2 was offered three times—once in April, once in May, and once in June), required the time of four to five law library staff members for five Saturdays. The multiple offerings allowed the program to reach more than 100 people in groups small enough to allow one-on-one assistance, demonstrations, and hands-on training. As a result of the response to the CLE, the law library has been asked to repeat the program next spring and to expand into specific topical offerings in conjunction with the sections of the New Mexico Bar.

New Mexico certainly is not alone in offering such programs. For example, Victoria Trotta and Kathy Shimcock of Arizona developed and presented a series of programs in 1997 for the Arizona State Bar, paralegal groups, and the county bar, which then was expanded into a three-hour, hands-on Internet workshop that was offered monthly in 1998. To staff the expanded program, Trotta and Shimcock turned to members of the local AALL chapter to serve as faculty, using the materials and the course structure prepared by Trotta and Shimcock. The significant time commitment required and the logistical difficulties of scheduling faculty, maintaining materials, and covering other local arrangement needs limited the chapter involvement to that one year. Shimcock now offers the monthly program as an independent content provider to the Bar. However, the benefits for the law librarians participating were realized. Faculty members were provided with an opportunity to hone their Internet/legal research skills and to contribute to a community project that gave them state-wide bar exposure. Additionally, the program brought in much-needed funds to the local law library chapter.

Potential Benefits of Offering a CLE

1. Train attorneys to become stronger researchers.
2. Develop stronger ties with the Bar and its sections.
3. Demonstrate law library staff competencies and develop reputation for expertise.
4. Demonstrate relevancy of the law library and law librarians to members of the Bar.
5. Demonstrate new library resources.

6. Bring potential donors/supporters into the law library.
7. Develop an interested and committed market group for obtaining information on user needs.
8. Enhance reputation within your larger organization.
9. Provide additional revenue to the library or larger organization.
10. Provide opportunity for improvement of teaching and training skills.

Potential Problems in Offering a CLE

1. Heavy time commitment from staff both to prepare and to present. Possible solution: Include other local law librarians as in Arizona or include Bar members as planned for New Mexico Bar section offerings.
2. Need to constantly update materials. Possible solution: Incorporate maintenance of handouts and guides and training materials into normal workflow to ensure staff knowledge is current and to improve reference service.
3. Administrative costs such as registration, advertising, and ensuring CLE credit. Possible solution: Partnership with the Bar in which the Bar handles all administrative matters for a share of the proceeds.

Suggestions for Developing a CLE Program

1. Develop relationship with CLE division of the bar and work with that division to co-sponsor programs. Share responsibilities and proceeds, allowing the Bar to handle administrative tasks.
2. Get involved on Bar committees where possible (especially technology, continuing education, and topical sections) to network with Bar leaders.
3. Utilize your Friends of the Law Library group (if you have one) to develop the program.
4. Begin with local or regional bar associations that are looking for programming ideas for their meetings. Offer to present programs to them and let the word spread!
5. Send out letters offering to put on programs for all kinds of groups (librarians, paralegals, community leaders) as well as the Bar.
6. Write for the Bar or Bar section newsletters and journals, demonstrating expertise and suggesting the need for legal research training and updates on new resources and techniques.
7. Attend CLEs and talk with attendees about the law library and legal research expertise.
8. Attend bar conventions as an exhibitor, showing CLE handouts and outlines and demonstrating resources.

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Tips for Beating Self-Doubt and Meeting Your Goals

By BOB BAKER, "The Creativity Coach"

The Power of Self-Doubt

Self-doubt; fighting it is an ongoing battle. You do your best to hone your craft and gain confidence, but that eerie feeling of self-doubt comes creeping back in. So you plod ahead, pump yourself up, find inspiration from any source you can, and pray that you've shaken off the para-

noia demons. Then, to your dismay, the fear of unworthiness smacks you across the face once more.

And that's exactly as it should be, says best-selling author Dean Koontz. During a recent radio interview, Koontz touched on the topic of artistic self-doubt. He said that he's confident about his ability to write and grateful for his success, but that

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