

Embedded Librarians: Teaching Legal Research as a Lawyering Skill

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I. Introduction

Embedded librarians' work in research settings of all kinds in academia. They have moved out of libraries and into the research laboratories of science and medical departments, and also into traditional and online courses.² Although there is widespread agreement about the need to reform the teaching of legal research as a lawyering skill,³ the concept of embedding librarians in law school courses and clinics has not yet taken hold, but it has been tried in some law firms' practice groups.⁴ A review of the literature has not revealed any embedded librarians in law school clinics, yet there is a strong argument

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This paper was presented at the Association of American Law Schools' (AALS) Annual Meeting, January 5-8, 2011; and at the American Association of Law Libraries (AALL) Annual Meeting, July 23-26, 2011. The authors extend heartfelt appreciation for editorial insights from Professor Lisa C. Ikemoto, University of California, Davis School of Law; Professor Michael A. Olivas, University of Houston Law Center and Director of the Institute for Higher Education Law and Governance; and Professor Joseph B. Tulman, University of the District of Columbia David A. Clarke School of Law.

1. In the context of libraries, the term "embedded librarianship" is widely used in library and information scholarship. David Shumaker & Mary Talley, *Models of Embedded Librarianship: Final Report*, Special Libraries Ass'n, June 30, 2009, at 4, *available at* www.sla.org/pdfs/EmbeddedLibrarianshipFinalRptRev.pdf.
2. *See, e.g.*, Gary Freiburger & Sandra Kramer, *Embedded Librarians: One Library's Model for Decentralized Service*, 97 J. Med. Libr. Assoc. 139 (2009) (discussing placing librarians from the Arizona Health Sciences Library in a new multidisciplinary research building); Michael F. Moore, *Embedded in Systems Engineering: How One Organization Makes It Work*, 10 Information Outlook 23 (2006).
3. *See, e.g.*, Barbara Bintliff, *Legal Research: MacCrate's "Fundamental Lawyering Skill" Missing in Action*, 28 Legal Ref. Serv. Q. 1 (2009).
4. American Lawyer's 2010 annual survey of law firm librarians asked "are any librarians embedded in practice area groups?" The response showed that 9% surveyed said "yes." For free online access, go to <http://bit.ly/dwNhzo>.

to be made for bringing law librarians into clinical programs as legal research teachers and advisors.

This paper examines how law schools can maximize the contributions of law school libraries and their librarians' expertise to instruct and support students as they wrestle with finding and applying the information necessary to represent clients competently, diligently, and ethically.⁵ It focuses, in particular, on the experiment conducted at the University of the District of Columbia David A. Clarke School of Law (UDC-DCSL) of embedding law librarians in legal clinics in order to combine teaching advanced legal research with development of professional acumen and expertise in research planning and application.

The legal research environment of lawyers is undergoing wide-ranging change as a result of technological development and the masses of new information and resources that attorneys must now manage. The need to reform the teaching of advanced legal research is abundantly clear, as evidenced in surveys of law practitioners and firms,⁶ the emergence of law school librarian programs to provide bridge-the-gap training for students going into summer jobs,⁷ ABA measures to emphasize the importance of legal research skills,⁸ and as documented in the legal research literature.⁹ There is especially a renewed interest in providing more practical experiences, as early as the first year of law school,¹⁰ in line with the MacCrate Report's¹¹ focus on lawyering skills twenty

5. See the Model Rules of Professional Conduct, available at http://www.abanet.org/cpr/mrpc/mrpc_toc.html, especially Rules 1.1, 1.3, 3.3, and 4.1.
6. See, e.g., Patrick Meyer, Law Firm Legal Research Requirements for New Attorneys, 101 *Law Libr. J.* 297, 306-07 (2009) (discussing the results of his and prior law firm surveys indicating significant legal research deficits among new associate attorneys); Carolyn R. Young & Barbara A. Blanco, What Students Don't Know Will Hurt Them: A Frank View from the Field on How to Better Prepare Our Clinic and Externship Students, 14 *Clinical L. Rev.* 105, 116-17 (2007) (citing survey revealing inadequacy of legal research skills of students in clinics and externships).
7. For example, the New Jersey Law Librarians Association sponsors an annual "Bridge the Gap" training program for rising summer associates. 98 *Law Libr. J.* 783, 796 (2006).
8. In 2005, the ABA amended Standard 302(b)(2)(i) to include the learning outcome of legal research skills ("[L]earning outcomes shall include competency as an entry-level practitioner in...legal analysis and reasoning, critical thinking, legal research, problem solving, [and] written and oral communication in a legal context.").
9. Sarah Valentine, Legal Research as a Fundamental Skill: A Lifeboat for Students and Law Schools, 39 *U. Balt. L. Rev.* 173 (2010); Meyer, *supra* note 6 (citing additional sources).
10. Antioch Law School, the predecessor of the University of the District of Columbia David A. Clarke School of Law, established in 1972 by Edgar Cahn and Jean Camper Cahn, was prescient in its development of a law school curriculum that incorporated clinics in the first year for all students. Katherine S. Broderick, The Nation's Urban Land-Grant School: Ensuring Justice in the 21st Century, 40 *U. Tol. L. Rev.* 305 (2009).
11. A.B.A. Task Force on Law School and The Profession, Legal Education and Professional Development—An Educational Continuum 135 (West 1992) [hereinafter MacCrate Report] (including legal research as a fundamental lawyering skill of identifying legal issues and researching them "thoroughly and efficiently").

years ago, and as recently re-emphasized in the Carnegie Foundation's report, *Educating Lawyers: Preparation for the Profession of Law*.¹²

Educating Lawyers, however, omits discussion of the critical legal research and analysis lawyering skills that the MacCrate Report emphasized.¹³ In fact, there is little or no mention of the law school libraries and their professionally credentialed legal research librarians,¹⁴ who are trained in both technological skills and legal research. Law librarians, in fact, are the most highly skilled law school experts in both the technologies of legal research and in legal research and analysis, with masters degrees in library and information science, juris doctor degrees, and often significant experience in legal practice. Fortunately, scholars have, in recent years, been addressing the need to improve legal research skills of law students and lawyers by developing a pedagogy for teaching legal research.

The UDC-DCSL embedded librarians experiment embodies the 2009 Boulder Statement on Legal Research Education's recommendation that "students will experience a cognitive apprenticeship...[so as to] synthesize information about legal systems and resources to identify the best research plan for a given question" and to teach students to identify the "ethical responsibilities, the avoidance of plagiarism, and the fulfillment of the ethical duty to conduct adequate and thorough research."¹⁵

Recent scholarship focuses on how legal research is taught in the first year.¹⁶ Yet it is in law school clinics, in the second and third years, that students are

12. William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, & Lee S. Shulman, *Educating Lawyers: Preparation for the Profession of Law* (Jossey-Bass 2007) published by the Carnegie Foundation for the Advancement of Teaching in The Preparation for the Professions Series [hereinafter *Educating Lawyers*].
13. MacCrate Report, *supra* note 11, at 138, 157-63.
14. The position of law school librarian now typically requires both a Master's degree in Library and Information Science and a Juris Doctor degree. American Association of Law Libraries, *Careers in Law Librarianship*, available at http://www.lawlibrarycareers.org/education_lawdegree.html.
15. The Boulder Statement on Legal Research Education, developed at the Conference on Legal Information: Scholarship and Teaching, at the University of Colorado Law School in Boulder, Colorado, June 21-22, 2009, available at <http://www.colorado.edu/law/events/legalResearchEducation.pdf> [hereinafter 2009 Boulder Statement]. In 2010, the second Conference on Legal Information: Scholarship and Teaching produced the Boulder Statement on Legal Research Education: Signature Pedagogy Statement, available at http://www1.law.umkc.edu/faculty/callister/Pubs/BB-2010_Signature_Pedagogy_Statement.pdf [hereinafter 2010 Boulder Statement], which built on *Educating Lawyers*'s identification of four structures of legal education: the surface structure, deep structure, tacit structure, and shadow structure. The Signature Pedagogy Statement's structures include the modeling, scaffolding, iteration, and assessing components of a pedagogy for legal research that incorporates both objectives and procedures for teaching legal research. The two statements are hereinafter referred to collectively as the Boulder Statement.
16. See 2009 Boulder Statement, *supra* note 15; 2010 Boulder Statement, *supra* note 15. This has not always been so. Berring and Vanden Heuvel passionately contended that teaching legal research in the first year was teaching "the wrong people the wrong material at the wrong

for the first time exposed to a formal practice environment of legal problem solving requiring both knowledge of law and lawyering skills, including the skill of legal research.¹⁷ Here the opportunity arises for teaching students how to devise a research plan that is efficient and cost-effective; evaluate results from online research services that use databases relying on algorithms versus human indexed resources or vice versa;¹⁸ and learn how to research analogous law,¹⁹ extra-legal resources,²⁰ unwritten rules and practices or custom,²¹ and ethical practice.²²

The pedagogical challenge of teaching advanced legal research lies in the abundance of online information available to the researcher, both legal and nonlegal, fee-based and free.²³ For law students, the first year instruction in basic legal research methods and resources offers no guide to using the unorganized mass of information available to solve particular legal problems.²⁴ In contrast to the print information world where the West topic and key number system provided a guide and structure for research that correlated with the subject

time" and recommended instead that legal research education should begin in the second year of law school. Robert C. Berring & Kathleen Vanden Heuvel, *Legal Research: Should Students Learn It or Wing It?* 81 *Law Libr. J.* 431, 441-42 (1989).

17. See, e.g., Young & Blanco, *supra* note 6 (discussing the inadequate preparation of law students for externship and clinical experiences); Randy Diamond, *Advancing Public Interest Practitioner Research Skills in Legal Education*, 7 *N.C. J.L. & Tech.* 67, 132 (2005) (recommending librarians teach advanced research skills "in the classroom portion of the clinic").
18. Susan Nevelow Mart, *The Relevance of Results Generated by Human Indexing and Computer Algorithms: A Study of West's Headnotes and Key Numbers and LexisNexis's Headnotes and Topics*, 102 *Law Libr. J.* 221, 249 (2010) (concluding that "[w]here the search process has more human intervention, it appears to deliver better results").
19. For discussion of reasoning with analogous law as a lawyering skill, see Wilson R. Huhn, *Stages of Legal Reasoning: Formalism, Analogy, and Realism*, 48 *Villanova L. Rev.* 305 (2003); see also the discussion of reasoning from analogy in Marjorie D. Rombauer, *Legal Problem Solving: Analysis, Research and Writing* 43-44 (West, 4th ed. 1983); Neil Duxbury, *The Nature and Authority of Precedent* (Cambridge Univ. Press 2008); Lloyd L. Weinreb, *Legal Reason: the Use of Analogy in Legal Argument* (Cambridge Univ. Press 2005).
20. Valentine, *supra* note 9. See, e.g., *Brown v. Board of Education*, 347 U.S. 483 (1954) (for use of non-legal argument to change the law).
21. See, e.g., Andrea M. Seielstad, *Unwritten Laws and Customs, Local Legal Cultures, and Clinical Legal Education*, 6 *Clinical L. Rev.* 127 (1999); Thomas Michael McDonnell, *Playing Beyond the Rules: A Realist and Rhetoric-Based Approach to Researching the Law and Solving Legal Problems*, 67 *UMKC L. Rev.* 285 (1998).
22. See, e.g., Margaret Martin Barry, Martin Geer, Catherine F. Klein & Ved Kumari, *Justice Education and the Evaluation Process: Crossing Borders*, 28 *Wash. U. J. L. & Pol'y* 195 (2008); Jane Harris Aiken, *Striving to Teach "Justice, Fairness, and Morality,"* 4 *Clinical L. Rev.* 1 (1997).
23. Valentine, *supra* note 9; Ian Gallacher, *Forty-Two: The Hitchhiker's Guide to Teaching Legal Research to the Google Generation*, 39 *Akron L. Rev.* 151 (2006).
24. Gallacher, *supra* note 23.

matter courses taught in law school,²⁵ online information appears to be unstructured, confusing and unmanageable.

This article addresses how law school librarians can teach advanced legal research beyond simply offering courses, individual conferences or workshops, research guides and portals. Part II begins with a brief overview of the current methods used in teaching legal research to first year law schools, where the foundation is laid for this important lawyering skill, and the influence of Marjorie D. Rombauer's groundbreaking process approach to teaching legal research in her 1973 text, *Legal Problem Solving: Analysis, Research and Writing*.²⁶ Part III examines some recently published work on developing pedagogies for legal research instruction, particularly Callister's Adapted Taxonomy,²⁷ based on Bloom's Taxonomy,²⁸ to see how their categorization of knowledge acquisition can be used together with Rombauer's process method²⁹ in the practice setting of law school clinics. Part IV proposes a model for teaching advanced legal research by embedding law librarians in law school clinics based on the experiment conducted at the UDC David A. Clarke School of Law, of embedding librarians in three clinics and a seminar.³⁰ This article concludes that embedding librarians in law school clinics is a very effective and practical avenue for teaching advanced legal research consonant with the recommendations of *Educating Lawyers*³¹ and the *Boulder Statement on Legal Research Education*.³²

II. Technology and Legal Information

Successful legal researchers continue to be changed and challenged by developments in information technology. Legal materials are now more accessible online through fee based databases, court sites, federal and state government sites, and other free databases. The proliferation of information creates a situation that requires the researcher to be more effective and efficient at the research process. In addition, changes in government publication,

25. *Id.*

26. Rombauer, *supra* note 19.

27. Paul D. Callister, Time to Blossom: An Inquiry into Bloom's Taxonomy as a Hierarchy and Means for Teaching Legal Research Skills, 102 Law Libr. J. 191 (2010).

28. Taxonomy of Educational Objectives: The Classification of Educational Goals (B.S. Bloom ed., Longman Group 1956).

29. MacCrate Report, *supra* note 11 (including legal research as a fundamental lawyering skill of identifying legal issues and researching them "thoroughly and efficiently").

30. The project began in the fall semester, 2010, with one librarian embedded in the Juvenile & Special Education Law Clinic. In the spring semester 2011, a second librarian was embedded in the Community Development Clinic, and a third librarian was simultaneously embedded in the Criminal and Social Justice Seminar (taught once a year) and the Legislation Clinic. All these projects are continuing into the present.

31. See *Educating Lawyers*, *supra* note 12.

32. See *Boulder Statement*, *supra* note 15.

globalization, and reliance on Internet-based sources have expanded the types of materials relied on by courts in their decisions.³³ Practitioners in the field do research in ways that are quite different from the research methods they learned in law school and these changes are strictly based on technological developments.³⁴ As a result, law students are at a disadvantage in the way they acquire legal research skills because the process of analysis and reasoning they learn does not create the proper scaffolding for the reality of legal research.³⁵

Because of the high level of access to general information, legal research has expanded to include nonlegal resources.³⁶ A study conducted in 2000 noted that citations to nonlegal sources by judges in their decisions had increased dramatically in the preceding ten years while the total number of citations in decisions had remained practically constant.³⁷ Increased reliance on the Internet as a source of information, the emphasis placed on computer assisted legal research (CALR), and automation of access to the law may be creating, as a consequence, a paradigm shift in the present form of legal education.³⁸ Legal analysis is based on principles and methods developed in the 19th century reflecting the idea that law is based on a knowable, reliable, and predictable structure.³⁹ Boolean and Natural Language database searching, as well as algorithm-based searches, bypass the carefully constructed categories of legal knowledge as typified, e.g., in the West topic and key number system.⁴⁰

Research materials available on the Internet fall into six categories: 1) primary source materials available, e.g., on Lexis, Westlaw, Loislaw, and non-commercial alternatives such as Google Scholar; 2) court docket and case information services; 3) secondary sources for topical legal research, legal periodicals, and other legal materials; 4) financial and business news; 5) public records; and 6) non-legal and legal-related general sources.⁴¹ It is

33. Valentine, *supra* note 9, at 174.

34. Marjorie Crawford, Bridging the Gap Between Legal Education and Practice: Changes to the Way Legal Research is Taught to a New Generation of Students, AALL Spectrum, April 2008, at 10.

35. Valentine, *supra* note 9, at 175.

36. *Id.* at 186.

37. Frederick Schauer & Virginia J. Wise, Nonlegal Information and the Delegalization of Law, 29 J. Legal Stud. 495, 497 (2000).

38. *Id.* at 190.

39. *Id.*

40. The last category of non-legal and legal-related general sources is an ever expanding universe that runs the gamut of divergent sources from free-access online knowledge bases, such as Wikipedia, to general access search engines like Google. Robert C. Berring, Legal Research and the World of Thinkable Thoughts, 2 J. App. Prac. & Process 305, 311 (2000); Collapse of the Structure of the Legal Universe: The Imperative of Digital Information, 69 Wash. L. Rev. 9 (1994); Full-Text Databases and Legal Research: Backing Into the Future, 1 High Tech. L.J. 27 (1986).

41. Laura K. Justiss, A Survey of Electronic Research Alternatives to Lexis and Westlaw in Law Firms, 103 L. Libr. J. 71 (2011).

not surprising, then, that practitioners turn to online sources, especially free, general information sources, as a means to conduct cost effective legal research.⁴²

One of the primary issues with the use of electronic resources is the relationship between precision and recall. Precision is measured as the number of relevant sources returned in a search.⁴³ Recall is the number of relevant materials retrieved compared to the number of relevant materials in the source database;⁴⁴ the higher the precision, the poorer the recall. This inverse relationship is “a universal principle of information science.”⁴⁵ Moreover, the inverse relationship between precision and recall does not alter with the level of experience of the researcher. Regardless of experience level, the more precise the search, the lower the level of returns.⁴⁶ The proliferation of sources available online creates the problem with recall. Because the volume of material is easily available, it becomes impossible to determine the number of relevant materials that could be accessed.⁴⁷ Thus, technology, as internalized by new generations of law students, has drastically eroded the internal structure of legal analysis⁴⁸ and with it the research methods associated with that structure.

Surveys of law firms since 1987 reveal that new associates are deficient in the skills necessary to conduct effective legal research.⁴⁹ These surveys also show that law firms favor an integrated approach to teaching legal research, an approach that combines the use of fee-based and free online resources as well as print materials interchangeably.⁵⁰ To face the challenges created by the explosion in access to resources, legal research instruction must evolve to fit the new paradigm, acknowledging how practitioners actually access information.

Practice based and integrated approaches can provide law students with the right tools to succeed in practice. This approach has been used with success at a few law schools throughout the country, including IIT Chicago-Kent, Loyola University of Chicago, Thomas Jefferson School of Law, and Loyola Law School (Los Angeles).⁵¹ The next step is to use this integrated approach

42. Deborah K. Hackerson, Access to Justice Starts in the Library: The Importance of Competent Research Skills and Free/Low-Cost Research Resources, 62 Me. L. Rev. 473, 481 (2010) (citing Sanford N. Greenberg, Legal Research Training: Preparing Students for a Rapidly Changing Research Environment, 13 J. Legal Writing Inst. 241, 246-47 (2007)).

43. Mart, *supra* note 18, at 228.

44. *Id.* at 227.

45. *Id.* at 228, citing Paul D. Callister, Working the Problem, 91 Ill. B.J. 43, 44 (2003).

46. Gallacher, *supra* note 23, at 184.

47. Mart, *supra* note 18, at 227.

48. Valentine, *supra* note 9, at 190.

49. Meyer, *supra* note 6, at 302.

50. *Id.* at 303.

51. *Id.* at 310.

with an emphasis on librarians teaching in the law clinics, at the point of need. This progression will necessitate refining legal research instruction pedagogy.

III. Legal Research Instruction

For at least the last forty years, legal research has been taught by either of two competing models, the process and bibliographic methods. The two methods are not mutually exclusive. Although legal research can be taught as a stand-alone course, it is frequently taught as part of a process of legal problem solving, i.e., as a component of a combined legal research and writing course, often with a much heavier emphasis on legal writing. The bibliographic method of teaching legal research relies more on learning the legal resources available and how to use them. Although seldom used in first year research courses, many of the pre-eminent legal research treatises and manuals express a bibliographic approach in their titles such as *Finding the Law*⁵² and *How to Find the Law*.⁵³ In stand-alone courses or workshops, the bibliographic teaching method has often relied simply on rote learning of sources through simple finding exercises in the library and databases.⁵⁴

Current methods of teaching legal research in the first year, as expressed in the titles of some textbooks, characterize legal research as part of a process including problem-solving, research, and development of written work products such as briefs and memoranda. The dominance of this teaching method reflects the influence of Rombauer's innovative 1973 text, *Legal Problem Solving: Analysis, Research and Writing*.⁵⁵ Rombauer's work, and that of her successors,⁵⁶ recognizes that the lawyer's expertise and skill in analysis, legal research and reasoning are inextricably combined in the legal problem-solving process, as it is performed at the professional level. Rombauer explicitly sets forth this concept in the first part of *Legal Problem Solving*, titled "Interpreting and Predicting the Controlling Law."⁵⁷

52. Robert C. Berring & Elizabeth A. Edinger, *Finding the Law* (West, 11th ed. 1999).
53. Morris L. Cohen, Robert C. Berring & Kent C. Olson, *How to Find the Law* (West, 9th ed. 1989).
54. Berring & Vanden Heuvel, *supra* note 16 (arguing that an "integrated bibliographic method" is an excellent way to teach legal research).
55. Rombauer, *supra* note 19. Prof. Rombauer developed her process of teaching legal research, analysis, and writing in the 1960s at the University of Washington, where she taught creditor-debtor law, legal drafting, and secured transactions. Mary S. Lawrence, An Interview with Marjorie Rombauer, 9 *Legal Writing: J. Leg. Writing Inst.* 19 (2001) (hailing Rombauer as the founder of teaching legal research and writing as a professional discipline). Rombauer was honored with the University of Washington School of Law Distinguished Service Award and the Association of American Law Schools Award for Distinguished Service to the Profession. *Id.*
56. See, e.g., Christine Kunz, Deborah A. Schmedemann, Ann Bateson & Mehmet Konar-Steenberg, *The Process of Legal Research* (Aspen Publ. 2004); Amy Sloan, *Basic Legal Research* (Aspen Publ. 2006); Diana Donahoe, *Teaching Law.com*, available at <http://www.teachinglaw.com>.
57. Rombauer, *supra* note 19, at 29.

A. The Rombauer Method

Rombauer meticulously provides instruction on how to analyze, evaluate and synthesize case law; analyze and construe statutes as well as the cases construing the statutes; and develop and carry out a research plan, incorporating instruction on finding and using the major legal resources as part of this process. This method assumes that students will learn the complexities of legal research as they work through problem solving and produce a written document. This model is still hotly debated as many academics believe that first year students need to master the broader concepts of the law before tackling the finer details of research⁵⁸ while others believe that the first year is the time when students are more malleable and better able to internalize the concepts of research as it relates to the law.⁵⁹

The methodology and underlying pedagogy of Rombauer's process approach to legal research instruction are similar to those advocated in the Carnegie Report. Students are introduced to model documents characteristic of professional trial practice. They are coached in how to analyze law, perform research and produce similar legal documents. Concepts are reiterated with every assignment as students move from simple case briefs for classroom preparation through analysis of a published casenote and preparation of trial and appellate documents. In other words, the Rombauer method and its progeny appear to anticipate the pedagogical techniques advocated in the Carnegie Report, including modeling, coaching, scaffolding, and fading.⁶⁰ Rombauer's course book includes the most detailed and sophisticated presentation of legal analysis from precedent necessary to perform research at the professional level of practicing attorneys. It is not a book or method widely used in first year legal research and writing programs, although Rombauer's influence is detectable in the nods to process in current research and writing texts and manuals, as is demonstrated in the examples reviewed in the next section.

B. Selected Current Texts for Teaching Legal Research

Publications for teaching legal research and writing in law schools are so numerous as to be impossible to review in their entirety here. The selected printed materials chosen here are used in enough law schools to be representative of both the bibliographic method and Rombauer's method. The one e-book or online program for teaching legal research and writing is also briefly examined as following in the wake of Rombauer's approach.

58. See, e.g., Berring & Vanden Heuvel, *supra* note 16.

59. See, e.g., Educating Lawyers, *supra* note 12.

60. *Id.* at 61 (describing modeling as "making cognition visible," coaching as "providing guidance and feedback," scaffolding as "providing support" as needed, and fading as "encouraging students" to go forward "on their own").

1. The Process of Legal Research

As the title implies, *The Process of Legal Research* by Christine Kunz and others⁶¹ encapsulates a process-based approach to legal research. The book presents its user with the “Canoga case,” a hypothetical situation in which a flutist for a small orchestra seeks resolution over her termination from that orchestra. The user of this system is cast in the role of Ms. Canoga’s attorney and begins the process of walking through resources for legal research using the “Canoga case” as an anchor point and as a thread of continuity in the process. As the user progresses through the sections on commentary, case law, enacted law, administrative law, and rules of procedures and legal ethics, the resources and materials presented are applied to the hypothetical. Each chapter utilizes a series of templates illustrating and instructing students on how to apply the pertinent resources and materials to the fact pattern. The book concludes with a short unit on research journals. This thorough process-based pedagogy focuses on developing research practices to solve a single, unified, complex problem and integrates print and electronic research strategies. One possible drawback to this text is that while the one case example unifies the process it also creates an artificial research environment for the student.

2. Basic Legal Research

Basic Legal Research by Amy Sloan⁶² follows the bibliographic approach to teaching legal research. The book covers primary and secondary sources, illustrating those resources as well as explaining how to use them. Even though Sloan includes examples of electronic materials in her earlier chapters covering primary and secondary resources, she addresses the topic of electronic legal research as a separate issue later in the book. *Basic Legal Research* provides step-by-step instructions on using legal resources but it does not integrate those resources into a process. A legal research instructor using these materials would need to create a cohesive plan of implementation to make the materials presented have any relevance to students.

3. Teachinglaw.com

TeachingLaw.com, by Diana Donahoe,⁶³ is the e-book (electronic book) twist on legal research and writing texts. This e-book follows a bibliographic approach to legal research but it exploits the flexibility of the electronic medium by offering a series of companion exercises and tutorials for each topic, giving the whole effort a process method flavor. The approach here is more legal writing centered with short research exercises that reinforce the materials described there. There are also links to Georgetown Law Library-produced tutorials on several topics allowing the users to have a more interactive experience with the material. The true emphasis of this work is on legal writing and it appears to

61. Kunz, *supra* note 56.

62. Sloan, *supra* note 56, at 22.

63. Donahoe, *supra* note 56.

be a very effective tool but a more process centered method would have made it even stronger.

C. Critiques of Legal Research Teaching

Despite its promise, the process approach to teaching legal research has not produced law graduates with a high level of skill.⁶⁴ There is a consensus in the practice community that these pedagogies are not accomplishing the desired results.⁶⁵ Most law students, after a full year of instruction in research and writing, still do not know enough about how to use basic resources. They certainly do not acquire a professional level of expertise, but neither can they identify legal research as an essential lawyerly skill informed by legal ethics.

Too often these courses focus on legal writing, require application of too few sources, and employ only a basic research strategy. Little or no attention is given to some challenging aspects of legal research, such as learning how to evaluate online results produced by algorithms versus results from indexing by human beings, how to conceptualize legal problems in order to extract and organize terms for research,⁶⁶ or how to organize research into manageable units, researching first the general issues and then “moving to narrower and narrower issues.”⁶⁷ And little or no attention is given to strategies that call for finding useful policy or analogous precedent or research that can support creation of new legal theory. In sum, what first year research and writing courses teach is insufficient for law students to graduate with the skill set of professional researchers, as called for in the MacCrate Report.⁶⁸

D. A Response

Current methods of teaching legal research, as expressed in some textbooks, view legal research as a process including problem-solving, research, and development of work products such as briefs and memoranda. In practice, they

64. See *supra* notes 6–7.

65. *Id.*

66. Callister, *supra* note 27, at 206.

67. *Id.*; Brooke Bowman, Researching Across the Curriculum: The Road Must Continue Beyond the First Year, 61 Okla. L. Rev. 503, 554 (2008) (noting that unless students have taken advanced legal research courses they will not be “introduced to the resources that attorneys actually use in the real world; resources such as loose leafs, form books, treatises, continuing legal education materials, advanced database content, and interdisciplinary materials”).

68. MacCrate Report, *supra* note 11. The report states:

In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

3.1 Knowledge of the Nature of Legal Rules and Institutions

3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research

3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

still rely most heavily on explaining how to use basic legal resources, giving scant attention to the process of research and analysis described in the *Boulder Statement on Legal Research Education*⁶⁹ and as analyzed in the recent taxonomy proposed by Paul D. Callister.⁷⁰ In contrast, Rombauer's conception of legal research as an integrated problem-solving process of analysis, research and writing stands out as an early (1973) exemplar of just this kind of teaching. Her text, *Legal Problem Solving*, however, has neither been adopted generally by legal research nor writing programs and is not discussed in the research and writing literature.

One of the issues that has hindered understanding and appreciation of the Rombauer method is the intellectual complexity of *Legal Problem Solving* and selection in the first editions of archaic cases as examples. Rombauer's method has also been criticized because she wrote before the advent of generalized electronic research and is not therefore adaptable to online research media.⁷¹ But the Rombauer method is just that, a method or schema to teach legal research as a lawyering skill in an effective, cohesive manner and it is adaptable to any variety of legal resources. The argument that first year students cannot use this method because they can't digest the masses of case law, persuasive precedent, and minor cases that they can now retrieve does not hold up. If taught correctly, the Rombauer method provides the framework to synthesize that can be applied no matter the volume or type of resources available or media used.

IV. Legal Research Pedagogy

First year writing courses teach students how to use the most commonly used research sources, along with some brief instruction in research problem solving. But they do not address what Callister has called higher order thinking in solving research problems.⁷² Legal research in practice settings provided in the second and third years should expose students to more complex research problems. The research process taught in first year courses is primarily confined to legal reasoning from precedent—discovering the law and custom applicable to the problem. In practice settings, students use legal analysis skills, develop knowledge of legal systems and legal resources, and learn bibliographic skills such as evaluating sources and differentiating between sources mediated by human beings versus computer algorithms.⁷³

69. See *supra* note 15.

70. Rombauer anticipates the emphasis in Callister's taxonomy on the need for a conclusion, stating "[a] prediction will not be sufficient to solve most problems.... Advice must be communicated and implemented, which may require writing, drafting, counseling, negotiation, litigation, lobbying, or other activities." Rombauer, *supra* note 19, at 2.

71. See Valentine, *supra* note 9.

72. See Callister's discussion of lower order thinking in conjunction with his discussion of the progressive levels of thinking in his Adapted Taxonomy. Callister, *supra* note 27, at 198–211.

73. See Mart, *supra* note 18.

Callister has proposed using a taxonomy of educational objectives as an aid to planning how to teach and assess learning legal research. The taxonomy, Figure 1, shows the progress from simpler levels of knowledge and thought to more complex synthesis and analysis, concluding with a metacognitive assessment of the entire process.⁷⁴ For example, Callister sees the expert researcher as mastering “technical [bibliographic] language” and “controlled vocabularies,”⁷⁵ but will also be able to move “beyond the parts of the problem and look for relationships to other issues, resources, alternative scenarios for analysis, and possible options as solutions.”⁷⁶

Figure 1. Callister’s Adapted Taxonomy

The Knowledge Dimension	The Cognitive Dimension					
	Remembering	Understanding	Application	Analysis & Synthesis	Concluding	Metacognition
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Metacognitive Knowledge						

These are useful constructs for analyzing the knowledge required of an expert legal researcher. Consider a problem with no clear precedent available. Minority children from low income families are disproportionately represented in delinquency and criminal proceedings⁷⁷ and have untreated disabilities that contributed to the behavior that put them into the court system in the first place. When only the juvenile and criminal law is applied to their situation, without consideration of their disabilities, these children end up prosecuted and incarcerated at much higher rates than other children.⁷⁸ Creative lawyering in the UDC-DCSL Juvenile & Special Education Law Clinic, however, brings

74. Callister, *supra* note 27, at 198–211.

75. *Id.*

76. *Id.*

77. Joseph B. Tulman & Douglas M. Weck, Shutting Off the School-to-Prison Pipeline for Status Offenders with Education-Related Disabilities, 54 N.Y. L. Sch. L. Rev. 875 (2009) (citing Joy G. Dryfoos, Adolescents at Risk: Prevalence and Prevention 39 tbl.3.7 (1991)); Joseph B. Tulman, Disability and Delinquency: How Failures to Identify, Accommodate, and Serve Youth with Education-Related Disabilities Leads to Their Disproportionate Representation in the Delinquency System, 3 Whittier J. Child & Fam. Advoc. 3 (2003).

78. Robert B. Rutherford, Jr., Michael Bullis, Cindy Wheeler Anderson & Heather M. Griller-Clark, Youth with Disabilities in the Correctional System: Prevalence Rates and Identification Issues 10–19 (Office of Juvenile Justice and Delinquency Prevention 2002).

to the attention of schools and courts the fact that these children have rights under the Americans with Disabilities Act⁷⁹ that would equalize their treatment in the courts and criminal systems.⁸⁰ Furthermore, receiving educational treatment and assistance, as required by the Individuals with Disabilities Education Act,⁸¹ could resolve their behaviors and keep these children out of the criminal justice system.⁸²

This kind of lawyering requires the higher order of thinking expressed in Callister's taxonomy, and it is a skill that is or can be taught in law school clinics. The next part examines how to teach legal research as a lawyering skill by including librarians in clinic, a practice called embedding librarians, where legal research instruction is given spontaneously as the need arises.

V. Embedding Librarians in Law School Clinics

Because of the one-on-one assistance that the librarian can offer, the clinic setting is ideal for experiential education. When the librarian acts as the primary research educator in the clinic, he or she is doing what *Educating Lawyers* labels as scaffolding,⁸³ providing feedback, and assisting students "to continually re-evaluate their progress and results to arrive at the optimal answer"⁸⁴ to the legal problems they are assigned, as the *Boulder Statement* urges.

By their very nature, law librarians are the "most knowledgeable, experienced, and capable researchers at any law school or law firm...."⁸⁵ Many law librarians are dual degreed professionals, for example, holding both J.D. and Masters of Library and Information Science (M.L.I.S.) degrees. In addition, some have experience as practitioners and in law firm libraries, others have advanced law degrees, and still others have both. The embedded librarian ideally understands practitioners' needs and knows how to marshal legal resources to support them. The interaction between attorneys and law librarians in law firms is a good analogy since clinics are, in effect, mini law firms. In the firms, many law librarians do not have J.D.s, yet they work closely with the attorneys to support their needs and to train new associates. These law librarians are effective in their roles not because of the degrees they hold but because they have mastered the specific requirements of an area of practice.

79. 104 Stat. 327, codified at 42 U.S.C. § 12101 et seq.

80. Tulman & Weck, *supra* note 77; Joseph B. Tulman, Applying Disability Rights to Equalize Treatment for People with Disabilities in the Delinquency and Criminal Systems, vol. 8, American Bar Association, Children's Rights Litigation Committee, Spring 2006. p. 1.

81. Pub. L. No. 101-476, 104 Stat. 1142, codified at 20 U.S.C. § 1400 et seq.

82. Tulman & Weck, *supra* note 77, at 876-79.

83. See *supra* note 12.

84. The Boulder Statement, *supra* note 15.

85. Gallacher, *supra* note 23, at 173, citing Berring & Vanden Heuvel, *supra* note 16, at 438.

C. Preliminary Matters

To successfully embed law librarians, clinic directors and librarians must address a number of issues, including the allocation of work and responsibility, shared reference load, and assignments. Our experience at UDC-DCSL, drawing on the track record of embedded librarians in other settings, offers a useful example.⁸⁶

With eight active clinics⁸⁷ at UDC-DCSL and the law library's very small public services department, we had to launch our program in stages. Our first step was to consider the expertise of the law librarians assigned to the program so that we could best tailor those strengths with the needs of the particular clinics. The next step was to ensure that the assigned librarian became a permanent, active member of the clinical faculty team and that she was included in planning meetings and presentations to the students. Finally, we involved the other librarians in the process to prepare them for their turn in the clinic. This system allowed us to implement the program with our most experienced librarian and, at the same time, create a mentoring model for other librarians who will participate as the program develops.

We wanted to make this effort more than a simple collaboration with the clinical instructors in the program. We desired full immersion so that we could develop new services to meet both the ongoing needs of the clinic faculty and students but also address unforeseen needs as they arose. We anticipated that the librarian should be present at as many class and tutorial meetings as possible to share knowledge about how to find and analyze information relevant to the legal problem at hand. In other words, the embedded librarian would become a member of the clinic community, not just to provide information but to provide a model for students learning research methods and skills.

86. See, e.g., David Shumaker, *Who Let the Librarians Out? Embedded Librarianship and the Library Manager*, 48 *Ref. & User Serv. Q.* 239 (2009).

87. The UDC-DCSL clinics are the Community Development Clinic, the Government Accountability Clinic, the HIV/AIDS Clinic, the Housing and Consumer Law Clinic, the Immigration and Human Rights Clinic, the Juvenile Law Clinic, the Legislation Clinic, and the Low-income Taxpayer Clinic. See UDC-DCSL Clinic website, available at <http://www.law.udc.edu/?page=ClinicsMenu>.

We took care that the working model for the program be one of collaborative effort among the law school's librarians, as the workload of supporting the clinic can quickly overtake a librarian's other duties. We created a completely accessible knowledge base system, similar to a searchable blog, an essential tool to share work load and avoid duplication of effort.⁸⁸ The knowledge base

88. Here is one example, where one clinic student, working on a joint assignment, emailed a request for reference help followed by the librarian's response:

Hi _____,

I just wanted to send you an e-mail regarding the research that I'm doing for the _____ Outline. The research that I'm doing is regarding third parties under the PLRA. Essentially, I need to find out whether a third party service provider, such as Monica [name changed], can use the PLRA as an exhaustion technique. I feel like my researching tactics have not been effective.

This is what I've been doing thus far:

- Researching on both Lexis and Westlaw
- Trying to find the actual statute where the PLRA is mentioned
- I took notes on civil actions against the BOP in general: 42 USCA 1983
- I also found the place where it says that inmates must exhaust the administrative remedies: 42 USCA 1997(c)
- I also tried searching within the DC Municipal Regulations, but was unable to search those online. I looked at the printed copy and was also unable to locate anything in regards to third parties.
- Through Lexis and Westlaw, I used the search terms "third party" and "exhaustion" and "inmates"

If you could give me some guidance, I'd really appreciate it. Thank you so much for your help! Enjoy your weekend!

I'm glad to see that you're keeping a record of your searches and search terms. That helps me analyze your search strategies so that I can make some suggestions. In summary, these are my suggestions:

1. Read the secondary sources first (e.g., AmJur or CJS legal encyclopedias) and then read a multi-volume treatise such as Wright & Miller, Federal Practice and Procedure, or Moore's Federal Practice. This is the most important step in your research; using W&M is what attorneys and courts do.
2. Scan the whole statute—as it was passed, in the Statutes-at-Large, plus any amendments to it, also in the Statutes-at-Large. When these statutes are codified in scattered sections of the U.S. Code by subject matter, you can easily miss some important part of the law. Now, this is how I recommend you research your particular question:

First, read the AmJur Penal and Correctional Institutions entries (vol. 60) listed below (and all the pocket parts for those sections):

- (a) for background information on the federal prisons generally, especially the "nature and basis of regulation," generally, § 9-10, and
- (b) federal institutions, in particular, § 11, and also "contract for state prisoners in federal institution," § 13.
- (c) Visitation: Communication generally (§§ 85 089) and "particular types of visits or visitors" (§§ 90-93), especially contact visitation, § 90.
- (d) Rehabilitation: education (but note there is no right to educ. for rehab but there is a right to special education under IDEA), § 111.

Second, scan the entire PLRA statute to see if any of the sections are relevant

is also usable as an assessment tool because all librarians have the ability to work together on any clinic project and fill the gaps where necessary. The work product included in the knowledge base creates a database of prior experience as well as a mentoring and teaching tool for the staff.

D. UDC-DCSL Librarians Embedded in a Law School Clinic

In August 2010, we began an experimental program of embedding a librarian in the Juvenile & Special Education Law Clinic. In the spring semester, 2011, we embedded two more librarians, in the Community Development Clinic and the Legislation Clinic. Each clinic enrolls 12 to 15 students per semester. In addition, one librarian was embedded in a seminar with 18 students who were required to write a 25 page paper of publishable quality. As of the spring semester 2012, the embedded librarian program is continuing in all three clinics and the seminar.

In setting guidelines and goals for the program, we followed David Shumaker's suggestions to start with an assessment of readiness with regard to staff members and the institutional organization, followed by implementation of a pilot program.⁸⁹ This pilot plan would then be reviewed as to how it worked, allowing for revision and expansion as necessary. He advises, however, to initially establish agreements with the institution relating to space, "inclusion in group communications and collaboration" and meetings, obtaining senior management sponsorship, and getting feedback for the project.⁹⁰

Our first step in this process was to assess how we might implement the project given the constraints of staff, time, and budget. We determined that one of the co-authors, Helen Frazer, could carve out enough time to become

to the rights, if any, of a third party service provider. To read a statute as it was passed, use the Public Law (P.L.) Number or Statutes-at-Large (Stat.) citation to find it online or in the print volumes of the Statutes-at-Large. The citation I found (and you need to verify) is P.L. 104-134, 110 Stat. 1321.

Third, for the exhaustion requirement, 42 U.S.C. § 1997e(a) and (b),

a) Look up "exhausting administrative remedies" in the index of Wright & Miller (W&M), [call number] KF 8840.W68. Look for a subtopic of Prison Litigation Reform Act. There is an entry Juris (for Jurisdiction) § 3573, 3655. Read those sections and note the cases cited (in the footnotes) and decide what further reading and research you need to do. Be sure to check the pocket part!

b) You might also read the Congressional Research Service Report (CRS) (but W&M is better), *available at* http://assets.opencrs.com/rpts/RS22617_20070306.pdf. (Note that it is 4 years old. So for all the cases cited, you would need to Keycite or Shepardize them. Next search for 42 U.S.C. § 1997e(a) and (b) on Lexis or Westlaw and read the annotations (the cases that discuss Section 1997e(a) and (b). Those cases will be the cases on point.)

I hope this helps. Feel free to come back with follow-up questions.
Good luck!

89. Shumaker, *supra* note 86.

90. *Id.*

embedded in one clinic, including learning the law that the clinic uses. If the program went well, we would be able to add a second librarian to another clinic in the following semester. Because we had just added another librarian position to our staff which would lighten the reference duties for all librarians, we were assured of time for the first librarian and, possibly, for the second embedded librarian. Next, we contacted the director of the clinic, Joseph C. Tulman, to come to an agreement as to what would be expected of the embedded librarian and the clinic. We decided to list co-author Helen Frazer in the syllabus of the course and the syllabus itself included the requirement that all clinic students meet with her regarding their individual research projects and submit a research log. In addition, she would prepare materials for the clinic related to legal research methods and techniques.⁹¹ During the semester she met with each student to provide guidance in finding appropriate resources for the individual research projects.

What we've learned from this experiment so far is that while individual research consultations with clinic students are effective for addressing their individual projects, all the students needed more foundational training in advanced legal research skills. The interviews revealed that while most students know how to perform elementary research such as finding statutes and caselaw (demonstrating they have achieved the skill the MacCrate Report labeled as "[k]nowledge of the nature of legal rules and institutions"⁹²), the concept of an overall research process⁹³ still seems ambiguous and amorphous to them. In other words, what they learned from the first year legal research education remains a series of separate research steps and they need assistance in constructing a research plan to achieve the skill the MacCrate Report calls "[u]nderstanding of the process of devising and implementing a coherent and effective research design."⁹⁴ Similarly, although they knew about keeping a research log or diary, almost all the students needed help in creating them to effectively document their results. In other words, they needed to learn to apply higher order thinking, what Callister defines as synthesis—moving “beyond the parts of the problem and look[ing] for relationships to other issues, resources, alternative scenarios for analysis, and possible options as solutions.”⁹⁵

91. See, e.g., Helen Frazer, Research Log Guide, Sample Research Log, and Research Plan Guide, UDC-DCSL Mason Library, Aug. 30, 2010, available at http://library.law.udc.edu/wp-content/uploads/2011/03/research_log.pdf.

92. See *supra* note 11.

93. See the diagram of a research process from the 2008 AALL-RIPS National Legal Research Teach-in documents, available at <http://www.aallnet.org/sis/ripssis/TeachIn/2008/GotschallResearchProcess.pdf>. The concept of a research process is articulated in the “Surface Structure” and “Deep Structure” process of the 2010 Boulder Statement, *supra* note 15.

94. See *supra* note 11.

95. Callister, *supra* note 27, at 208.

Our initial experiment, while successful, also convinced us that students need more formal research instruction before they start clinic work. For that reason, the clinic instructors and librarian offered a research workshop at the beginning of the next semester, spring 2011. This instruction reviewed how to begin research in a totally unfamiliar area of law and develop a research plan, how to conduct research efficiently in regards to time and cost (these students are billing their hours), and an in-library research exercise in law relevant to the clinic subject matter. Thereafter, individual research tutorials continued to meet students at their point of need for advanced research instruction. Much of this instruction also included the special resources and skills pertinent to the subject matter of the clinic, including the professional and ethical duties of competence, diligence, candor towards the tribunal, and truthfulness in statements to others; and the procedural rules requiring citations to supporting law.⁹⁶

What worked best in our program was for the research librarian to present a short legal research workshop at the beginning of the semester on the subject matter of the clinic. Without this instructional role, we think the students viewed the librarian present in the class as something of a teaching assistant rather than an information expert. All the librarians, however, found that attending the instructional classes of the clinics helped them provide better research assistance. They learned the clinic subject matter and students became comfortable interacting with them. All the librarians concur that it takes about a semester to become sufficiently expert in the subject matter of the clinics. The librarians very much enjoyed this.⁹⁷

96. See the "Tacit Structure" defined by the 2010 Boulder Statement, *supra* note 15, stating that the "surface structure models values, attitudes and norms of ethical professional behavior...." Attorneys also have explicit duties of "legal knowledge, skill, thoroughness, and preparation" which includes the duty of competent research. D.C. Rules of Prof'l Conduct, Rule 1.1(a) (2010); Candor to Tribunal...A lawyer shall not knowingly: (2) Make a false statement of fact or law to a tribunal or fail to correct a false statement of material fact or law previously made to the tribunal by the lawyer [with one exception],” *id.*, Rule 3.3(a)(1); “(3) Fail to disclose to the tribunal legal authority in the controlling jurisdiction not disclosed by opposing counsel and known to the lawyer to be dispositive of a question at issue and directly adverse to the position of the client,” *id.*, Rule 3.3(a)(3); “[i]n the course of representing a client, a lawyer shall not knowingly: (a) Make a false statement of material fact or law to a third person,” *id.*, Rule 4.1. The Federal Rules of Civil Procedure require that materials submitted to the court be supported by existing law or a good faith argument for the extension, modification or reversal of existing law. Fed. R. Civ. Proc. 11. The Federal Rules of Appellate Procedure similarly require supporting citations to law. Fed. R. App. Proc. 28.

97. Librarian Gail Mathapo wrote: “I enjoy working as an embedded librarian within the Community Development Clinic. It has given me the opportunity to ‘step out’ of the library and into a class environment where I sit in a lecture with a librarian’s perspective. As I am sitting in the classroom, I am not only absorbing the information but my mind is reeling about the types of resources that we have available to the students that may enhance their learning experience and make their lawyering more proficient.” Brittany Kolonay, embedded librarian for the Criminal & Social Justice Seminar, wrote: “I love doing this. Students seem to enjoy working with me and I really like getting a chance to get to know the students.... I think it is a good idea for students because the professor gets to focus on the substance of

The clinics and seminars where students were required to meet with the librarians to consult on research projects or papers had almost 100 percent compliance. Without the requirement, about half the students sought out the librarians for assistance. Sometimes they approached the embedded librarian “when they were in a ‘research rut,’ the professor told them to do so after a meeting or they heard about a certain resource that was mentioned by the professor or myself in class and wanted to take a look at it (e.g., the *D.C. Digest* or the *Housing and Development Reporter*).”⁹⁸

One advantage of teaching legal research in the clinic setting is that there is no need to plan simulated research issues to facilitate learning. Each student’s assignment has intrinsic learning motivation simply because their research products will be used to solve actual problems and, ideally, provide relief and justice for real clients of the clinic. In the Community Development Law Clinic, embedded librarian Gail Mathapo, worked with students whose clients’ legal issues included collecting payment of a judgment, starting a business in the District of Columbia, opening a museum, and writing policies and procedures for the board of a not-for-profit organization. In the Legislation Clinic, embedded librarian Brittany Kolonay helped students with research projects for the Council of the District of Columbia and the United States Congress. The research problems ranged from finding information about a small area of D.C. law to large, multi-jurisdictional research.

All of the embedded librarians have developed goals that include finding more free resources for students and practitioners, creating more targeted research guides and web portals with PowerPoints from class presentations and links to D.C. resources, federal resources, blogs, etc. They are also thinking of ways to do more assessment of student skills before and after interaction with the librarians. Both instructors and students have expressed enthusiasm for the program which is now in its fourth semester.

IV. Conclusion

This paper has explored the state of existing research skill training among law school graduates by examining the literature on the pedagogy of legal research instruction and the methods used to teach legal research generally. It has examined the recommendations for improving legal research instruction set forth in recent assessments of legal education. Finally, it discusses the experiment begun in the fall of 2010 at the University of the District of Columbia David A. Clarke School of Law, embedding law librarians in the school’s clinics. We conclude that the embedded librarian project successfully provides an avenue for achieving the recommendations of the Carnegie Report and other reports calling for improvement in teaching the lawyering skill of legal research.

the class but the students don’t miss out on learning new research skills or expanding on the skills they already have” (interviews on file with the authors).

98. Mathapo, interview, *supra* note 97.