

## **Legally Bound: Advancing the Competencies of Academic Law Librarians in the Philippines**

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### Abstract

Law librarianship, in and of itself, is a particularly challenging field within the profession of librarianship. When law librarians must catch up on trends and developments necessary to perform well in the academic library setting, the challenges intensify. This research aims to develop the field of academic law librarianship in the Philippines by analyzing the competencies and training needs of these specialist librarians in the country. The results of this study indicate that academic law librarians are highly competent in performing tasks under *core competencies, library management, reference, research and client services, collection development, and cataloging*. But these same professionals are just competent in tasks related to *information technology*. The respondents perceive that *continuing professional development* and *benchmarking* are necessary to the furthering of their careers. Recommendations are made here to prioritize training programs on the following topics: (1) basic understanding of relevant legal systems and areas of law, (2) library instructional materials design, and (3) knowledge and navigation of legal information sources. It is these skills that are the most pressing competencies, for upskilling, identified by the librarians participating in this research. This study gathered data using a survey questionnaire, with the results analyzed using descriptive statistical tools, such as extracting means and percentages, and the use of Pearson's Correlation Coefficient.

**Keywords:** Academic law librarians, competencies, training needs analysis, library standards

## Introduction

The emergence of the study of law simultaneously birthed the field of academic law librarianship, a sub-field in law librarianship that concentrates on supporting legal education. Academic law librarians (ALLs) “shepherd law students through their research and writing courses” (Stouffer, 2015, p. 11). The Faculty of Civil Law at the University of Santo Tomas was the first law school established in the Philippines on 2 September 1734 (“About the faculty”, 2018). Per the Legal Education Board (LEB)’s recent update, there were one hundred and fifteen (115) law schools operational in the country for the school year 2017-18 (LEB, 2019).

This number varies year by year, depending on the compliance of a law degree-granting institution to the accreditation standards set by the LEB. The library is crucial in this accreditation process. The LEB Memorandum Order No. 16 issued in 2018 (LEBMO No. 16-18) states that the provision of an academic law library, separate from the main and/or other unit libraries of a higher education institution, is a requirement to maintain the operational status of a law school. Apart from the library’s physical facilities, such as its seating capacity and the presence of a faculty reading room, there are provisions in the memorandum order regarding the print and digital collections, the classification system, the observance of the Intellectual Property Code, Internet access and, of course, the library personnel’s education requirements, training, and development needs.

The majority of ALLs in the Philippines have passed the librarian licensure examination given by the Philippine Regulatory Commission (PRC) and, thus, are licensed librarians. However, in cases when the main or chief librarian of an institution also stands as the law librarian, a library support staff member, who is not necessarily licensed, works full time at the law library (LEBMO No. 16-18). Obtaining a master’s degree prior to working at a law school library is not required in the Philippines, neither is a Juris Doctor (JD) degree for those planning to become a law librarian. In contrast, in the United States, the benchmark country of the Philippines when it comes to academic law librarianship because of its concrete philosophy and practice, the majority of law library directors of American Bar Association (ABA)-accredited law schools are, themselves, JD graduates because a library director also carries a faculty status, which, in turn, requires a law degree. Additionally, the majority of reference librarian positions in US law schools tend to require a JD because they teach legal research and writing through information literacy and library instruction programs (Butterfield, 2007). In the Philippines, legal research and writing are being taught by law professors, while information literacy and library instructions are being taught by academic law librarians, sometimes as regular library programs, but more often, as requested by law professors to enhance student skills in legal research and writing.

Information literacy is one of the fundamental competencies that public and private legal institutions are looking for in lawyers. In 1989, ABA established the Task Force on Law Schools, which conducted studies that were designed to help narrow the gap between the skills of law graduates and active legal practitioners (Hinderman, 2005). The task force came up with a final report, titled MacCrate Report’s Fundamental Lawyering Skills, which enumerated “ten fundamental skills and four values that every lawyer should acquire before tackling legal matters on behalf of clients” (p. 14). Some of these competencies are problem-solving, legal analysis and reasoning, legal research, factual investigation, and communication. All of which fall under the banner of Information Literacy and can be acquired through effective training and instruction by law librarians.

LEB also sees legal research as an important skill that Filipino law students must imbibe, making it part of their mission to “hone the research skills of legal scholars who will advance understanding in the science of jurisprudence” (LEB “Vision and Mission”, n.d.). Section 3(b) of the Philippine’s *Legal Education Reform Act* 1993 mandates the enhancement of “[the law students’] legal research abilities to enable them to analyze, articulate and apply the law effectively, as well as to allow them to have a holistic approach to legal problems and issues.”

The academic law library is an “integral and indispensable part of law schools” (LEBMO No. 16-18, Section 1. Policies, par. 1). In this age when information appears in volumes and in various formats, information-seekers may easily feel overwhelmed and overloaded. Tice (2011) identifies law librarians as mediators to resolve potential problems in information access between legal sources and end-users. In order to become effective information facilitators, academic law librarians must be fully equipped with the competencies and skill sets to perform their roles as “shepherds” of the nation’s future lawyers.

This study primarily aims to assess the competency levels and identify the training needs of academic law librarians in the Philippines. To achieve these objectives, four specific questions have been addressed: 1) What is the level of competencies of academic law librarians in terms of the skill sets corresponding to *core competencies, library management, reference, research and client services, information technology, collection development, and cataloging*; 2) What are the correlations between the academic law librarians’ perceived competencies to their length of service and their geographic location; 3) What are the training needs of these specialist librarians, and; 4) How can academic law librarians improve their current competency level?

It is a policy of legal education “to prepare law students for advocacy, counseling, problem-solving, and decision-making” (*Legal Education Reform Act* 1993). Because the academic law library is an integral part of this mission, it is a national duty to ensure that the skills and competencies of academic law librarians are adequate to support the students’ legal research needs and to develop information literate lawyers. It is thus necessary to understand how the competencies of academic law librarians fare with established standards and to find the gaps where the skills of these professionals need development.

LEBMO No. 16-18 Sec. 8 states that law librarians shall “**possess training in legal bibliography, legal research, and law library management** conducted by a professional association of law librarians” and that they shall “**keep abreast with the developments and trends in the management of law libraries** by maintaining membership in at least one professional association of law librarians, and regularly **attend relevant training**” [emphasis original]. The concerned training providers, such as librarians’ professional organizations, or library institutions, should ensure that these provisions are met through keen research and analysis of the needs of its current and prospective members, hence this paper. Figure 1 illustrates the authors’ conceptual framework upon which this study is based.

Figure 1: Analyzing ALLs' competencies to improve Philippine legal education



### Methodology and Findings

This study has focused on the competencies of librarians in the Philippines who are working in law school libraries. It follows a quantitative research paradigm that uses a descriptive method in presenting its findings and analyzing its results. The researchers designed a survey instrument and employed purposive sampling to 72 selected respondents, which included all ALLs with valid email addresses, all over the country. The directory of participants in the past five conferences of the Philippine Group of Law Librarians (PGLL) served as the primary reference for these email addresses. The researchers also consulted the *Basic Law School Directory* of the LEB in validating the authenticity of the law school where the potential respondents worked as ALLs. In order to get the uniform situation of their competencies, the researchers limited the data gathering to just three months, that is, from June to August 2019. And to include all academic law librarians from the different provinces in the country, the researchers used the online technology in gathering data.

The survey instrument had three parts: 1) Demographics; 2) Competencies; and, 3) Training Needs. The part on Demographics was answerable by checking the items that best corresponded to each respondent's answers while the Competencies part used a Likert Scale, from 1–5, in determining the level of competence of each respondent. The questionnaire also included Not Applicable (NA) as one of the options, in case the respondent did not perform the competency referred to in a particular question. All NA responses are included in the analysis of findings. Questions featured in this part are based on the 2010 Competencies of Law Librarianship formulated by the American Association of Law Libraries (AALL). The last part of the questionnaire, which is based on the 2018 Body of Knowledge of AALL, is the identification of the training needs of the respondents.

The questionnaire was presented to a group of academic law librarians in Metropolitan Manila for validation. The reliability was measured using the Cronbach's Alpha test, a statistical tool used in measuring internal consistency. Deploying this test generated an Alpha equivalent to 0.896873 after testing the responses of 20 respondents. This means that the questions in the instrument can be considered highly consistent and reliable. The final instrument was distributed to respondents' email addresses, social media accounts, and through text messaging. Descriptive statistics tools, such as summation, weighted averages and percentages, as well as correlations, were used in analyzing the findings from the instrument.

The LEB listed a total of one hundred thirty-one (131) law schools in the Philippines in December 2018. Out of the 131 law schools, this study found only seventy-two (72) academic law libraries had law librarians with a web presence. Web presence, in this context, includes valid email addresses or social media accounts. Out of the 72 potential respondents, 45 academic law librarians (62.5%) responded to the questionnaire. The said questionnaire was sent together with a cover letter which asked for each respondent's cooperation to participate in the survey and their permission to include their answers in this research, with strict compliance to data privacy law.

### **Demographics**

Of the 45 respondents, 40 were female and 5 were male. Academic law librarians under the age range of 41–50 cover the largest percentage of the whole population at 29%. Librarians under the age range of 31–40 are equivalent in number, to the librarians under the age range of 51–60, with each of these age groups comprising 24% of the whole population. Very young academic law librarians make up 18% of the population. Only around 5% of the respondents belong to librarians above 60 years old, which makes the whole population of academic law librarians relatively young in contrast to other types of law librarians. The presence of the younger population of academic law librarians may mean that a lot of them need starter training to ensure a successful career in law librarianship.

When responses were filtered according to the geographical location parameter, the results show that academic law librarians from the National Capital Region (NCR) posted the highest percentage of respondents, followed by the Luzon group, while respondents from Mindanao posted the lowest percentage of responses. This result may be influenced by the medium used by the researchers in gathering data. Online surveys need good internet infrastructure, thus, librarians from areas where internet access is poor may choose not to respond or be unable to respond easily. Added to that, respondents who are open in doing research are bound to cooperate in other's research activities. Lychagin and Pinkse (2010) said that there are more researchers in urban areas than in rural areas because communication with people with information and information resources is more easily achieved in metropolitan settings.

Despite their busy schedules, there are exceptional ALLs who have been able to take PhD units, and some have even completed a doctoral degree. A large percentage of the population falls under the group of ALLs who have undertaken master's units with many who have completed their master's degree. Both groups posted 33.33% per group, while the group of librarians whose highest educational attainment so far is the completed bachelor's degree posted 24.44% of the total respondents. Looking at the age groups of ALLs, those belonging to 41–50 had attained higher education than the rest of the group. This is followed by the 31–40 age group. This result presents a positive outlook as far as the attainment of higher education is concerned. More ALLs in the younger age groups are already earning units for master's and doctoral studies. Completing their degrees will, we believe, inspire other ALLs to continue their studies and achieve more. Table 1 presents summary demographic descriptions of respondents.

Table 1: Summary of demographic descriptions of respondents

Age	Gender		Geographic Location				Highest Education Attainment				
	F	M	NCR	Luz	Vis	Min	BS Degree	MS Units	MS Degree	PhD Units	PhD Degree
21-30	4	4	6	1	0	1	5	3	0	0	0
31-40	10	1	7	1	2	1	1	5	4	1	0
41-50	13		6	2	3	2	1	4	6	1	1
51-60	11		5	4	1	1	3	3	5	0	0
61 Above	2		2	0	0	0	1	0	1	0	0
Total	40	5	26	8	6	5	11	15	15	2	1

### Competencies

As mentioned, this paper adopted AALL's 2010 *Competencies of Law Librarianship* in determining competencies of academic law librarians. Said publication identified a total of 45 different tasks, which the AALL strategically divided per domain of competencies: 16 tasks for the Core Competencies domain; 10 tasks for Library Management; 8 tasks for Reference, Research and Client Services domain; 5 tasks each for Collection Development and Cataloging domains; and, 9 tasks for Information Technology domain. The authors did not include the last competency listed on the publication, which is the Teaching competency, because, during the preliminary surveys conducted by the authors, majority of the academic law librarians do not perform the skills under said competency.

Thus, this paper measured the competencies of academic law librarians according to six different domains, namely: 1) *Core Competencies*; 2) *Library Management*, particularly the management of a law library; 3) *Reference, Research and Client Services*; 4) *Information Technology*; 5) *Collection Development*; and, 6) *Cataloging*.

Table 2: Summary of competency levels per area

Competencies	GWM	NA
Core	4.35	1
Library Management	4.20	17
Reference, Research and Client Services	4.09	2
Information Technology	3.89	20
Collection Development	4.19	11
Cataloging	4.32	14
<b>General Weighted Mean Across Competencies</b>	<b>4.15</b>	<b>65</b>

Results in this study show that academic law librarians perceive themselves to be most competent in possessing traits and skills under the domains of Core Competency (4.35) and Cataloging (4.32). This is not surprising, because law librarians are assumed to have already imbibed the foundations under these competencies in library schools. Honing their skills and perfecting the execution of the tasks under these domains is therefore, relatively, easy.

Academic law librarians rated themselves a little lower in competency level in Library Management (4.20) and Collection Development (4.19). These results are understandable because academic library structures differ from one another. While there are law libraries, like the UP College of Law Library, that operate independently, operations in the majority of academic law libraries in the Philippines are dependent from their main libraries (NALL, 2019). Library management and collection development may be handled primarily by the main librarian or the library director and not the academic law librarian.

What is surprising here, are the low results of their competency level on Reference, Research and Client Services, specifically, 1) monitoring trends in specific areas of the law; 2) aggregating content from a variety of sources and synthesizing information to create customized products for users; and, 3) monitoring and participating in trends in library resource sharing. All academic law librarians perform these tasks every day, thus, their skills under this area must have been honed every day. Apparently, because technology is injected in the tasks composing this domain, especially on the use and management of online legal databases, academic law librarians find themselves a little lacking in the knowledge and skills needed to operate to a high level of competence in this area in law libraries and beyond. It is important, therefore, to train them in using technologies in synthesizing information and in assisting clients during reference work to increase their level of competency under this area.

As expected, academic law librarians rated themselves the lowest under Information Technology, with a general weighted mean (GWM) of 3.89 in competency level. Most of the tasks involved in this domain are highly technical, which must be too much for one-man-librarians to tackle and focus on. Added to that, most law schools have their Information Technology department who are in-charge of technology-related issues in the academic law library (NALL, 2019). This results in IT competency for academic law librarians being lower than in other areas of competency.

The presence of NAs or *Not Applicable* responses per domain means the absence of specific tasks in an academic librarian's job description. As shown in Table 2, Information Technology competency presents the highest number of NAs, proving that tasks involved in IT competency are not commonly included in academic law librarian's duties and responsibilities. And as mentioned earlier, structures of academic libraries differ in each law school. The majority are parts of academic library systems where most decision-making and technical services activities are centralized, making some tasks in each area of competency absent in their duties and responsibilities. A group of academic law librarians, therefore, should attempt to formulate Academic Law Librarians' Competencies specific for the Philippine setting, to accommodate diversity in the different systems the academic law libraries are situated within.

As a cohort, academic law librarians graded themselves 4.15 in overall competency. Standard performance ratings of several universities classify this GWM as "exceeds expectations", which means that the overall competency level of academic law librarians is above average. Table 2 shows the general competencies of academic law librarians per domain in law librarianship.

Table 3: Tasks with the highest competency

Task	GWM	Competency
Assists users with legal research using information resources in a variety of formats best suited to the user's needs.	4.71	Reference, research, and client service
Demonstrate commitment to working with others to achieve common goals.	4.67	Core
Ensures the optimal use of library facilities to accommodate the evolving needs of users and staff.	4.58	Library Management
Actively pursue personal and professional growth through continuing education.	4.58	Core
Act within the organization to implement the principles of information management.	4.56	Core
Adhere to the Ethical Principles of the Philippine Librarians Association, Inc. (PLAI) and supports the shared values of librarianship.	4.56	Core
Share knowledge and expertise with users and colleagues.	4.51	Core
Recognize and address the diverse nature of the library's users and community.	4.51	Core
Demonstrate knowledge of library and information science theory and the creation, organization, and delivery of information within its technological context.	4.49	Core
Ensures the optimal arrangement of and access to the library's resources to meet the needs of users.	4.43	Cataloging

Moreover, academic law librarians stand out in many tasks that make them highly competent in most areas in law librarianship. Among the tasks that they are highly competent with involve assisting users in their legal research activities. This is understandable because user assistance is a typical job of librarians across types. It is also one of the activities they do every day, which hones them to become competent in the said task. On the other hand, among the top ten highest competency levels, academic law librarians exhibit more competencies on tasks under the core competency domain. This means that they understand the basic tasks expected from them, and they execute these tasks accordingly. Table 3 shows the ten tasks that posted the highest competency level for academic law librarians.

Table 4: Tasks with the lowest competency

Task	GWM	Competency
Diagnoses and resolves library hardware, software, local area network, website, and Internet connectivity problems.	3.37	IT
Determines the technology training needs of users through observation, discussion, and the use of needs assessment tools, and provides training to meet those needs.	3.6	IT
Evaluates, purchases, implements, and tests software and hardware necessary for accessing electronic information.	3.6	IT
Manages all financial resources, including planning and implementing budgets.	3.61	Library Management
Develops, creates, and maintains the library's online presence.	3.73	IT
Conducts long-range planning and policy formulation for technology services and training needs.	3.9	IT
Monitors trends in specific areas of the law.	3.91	Reference, Research and Client Services
Demonstrate knowledge of the legal system and the legal profession	3.93	Core
Understand the social, political, economic, and technological context in which the legal system exists.	3.93	Core
Aggregates content from a variety of sources and synthesizes information to create customized products for users.	3.95	Reference, Research and Client Services
Monitors and participates in trends in library resource sharing.	3.96	Reference, Research and Client Services
Selects, supervises, and evaluates library personnel, and provides for their training and development.	3.98	Library Management

Lastly, important points to ponder on the results are the tasks where respondents rate themselves lower. Most of these tasks are under the Information Technology domain. This is understandable since IT is not one of the core subjects in the library science course taken by around 60% of the respondents (respondents aging 40 and above) who took the bachelor's degree when IT was not yet incorporated in the Bachelor of Library Science curriculum. However, it is also noteworthy to mention that the academic law librarians scored themselves low on the items that focus on the knowledge of the legal system. This task should be the first objective for a law librarian to accomplish. Thus, if training needs for academic law librarians are to be enumerated, introduction to the legal system, specifically the Philippine legal system

should be first on the list, followed by an in-depth course on information technology. Table 4 presents the ten tasks where academic law librarians are relatively least competent.

Table 5: Relationship of length of service and competency domains

Relationship	Correlation Coefficient
Length of service - Core Competency	0.2986
Length of service-Library Management	0.4236
Length of service - Reference, Research, Client Services	0.4237
Length of service - Information Technology	1.0000
Length of service - Collection Development	0.1219
Length of service – Cataloging	0.2988

In providing training, it is necessary to determine the relationship between the length of service of academic law librarians and the level of competency to provide the right training needs to the right group of participants. Homogenous groupings during training facilitate better learning. Using Pearson's Correlation Coefficient, this study found out that the length of service of academic law librarians positively affects their competency level in all areas or domains. This means that those academic law librarians who are newer to the field need more training than those who are already seasoned. And because the degrees of correlations vary depending on the domain of competency, it is necessary to point out that length of service and competency on Information Technology presents a perfect linear correlation, which means the length of service is a very strong determinant of needs in IT training. Table 5 shows the set of correlation coefficients per area of competency.

Table 6: Relationship of location and competency domains

Relationship	Correlation Coefficient
Location - Core Competency	-0.014
Location - Library Management	0.298
Location - Reference, Research and Client Services	0.223
Location – IT	0.100
Location - Collection Development	0.081
Location – Cataloging	-0.046

Further, because of the archipelagic characteristic of the Philippine jurisdiction, this study welcomed the idea that academic law librarians from different geographic locations may have different training needs. Correlating geographic locations of academic law librarians and their competencies revealed that the geographic location of academic law librarians has weak correlations with all competencies for law librarians. This means that provision of training on all competencies should not be influenced by geographic location and should be given

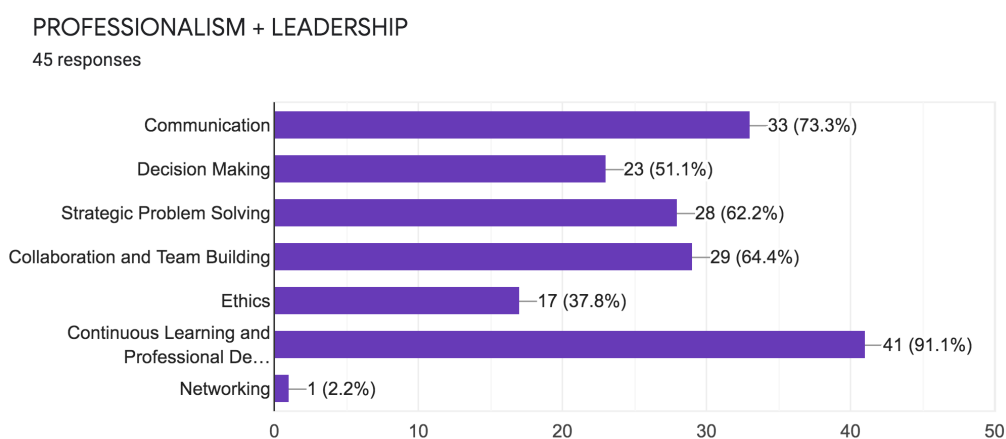
uniformly across all locations in the Philippines. Thus, consideration on the provision of training in upskilling academic law librarians lies only on the length of service, regardless of their geographic location. Table 6 presents the itemized correlation coefficients between academic law librarians' locations and the different areas of competencies.

### Training Needs

Findings from the Training Needs survey revealed the competencies that ALLs deem important to upskill on so they can further their career (see figure 2). The five top-ranked training needs are (1) continuous learning and professional development (CPD; 91.1%); (2) basic understanding of relevant legal systems and areas of law (90.9%); (3) library instructional materials design" (85.7%); (4) knowledge and navigation of legal information sources (81.8%); and, (5) benchmarking (81.8%).

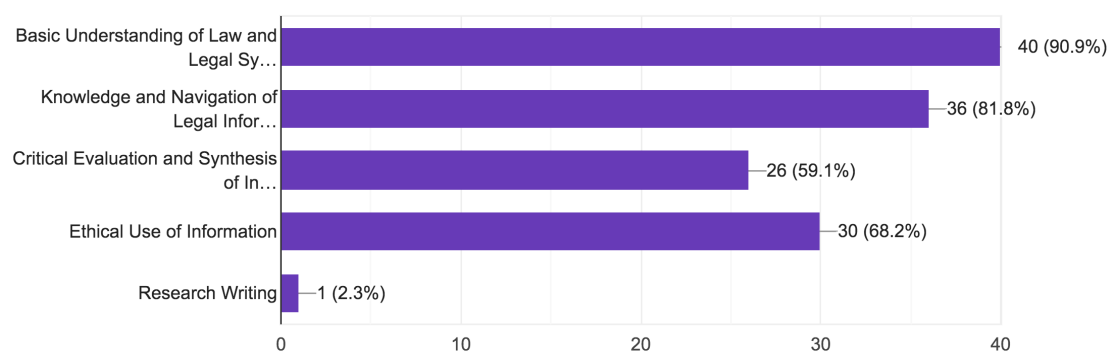
It is surprising to note that two of these competencies (i.e. understanding legal systems and knowledge of legal information sources) fall under just one domain, which is the Research and Analysis category. This is a telling criticism of the academic law librarianship as a profession because what should set it apart as a specialized subfield is the knowledge of its librarians in legal systems and legal resources, even basic and foundational. Understanding legal systems and knowledge of legal information sources are two subjects to be taken to complete a Certificate in Law Librarianship program in the University of the Philippines School of Library and Information Studies. The fact that these subjects are being taught specifically for law librarians makes them unique and important skills for law librarians. These skills are critical when assisting clients in their legal research endeavors. It is thus necessary for training providers, such as professional organizations and library schools, to address these gaps by designing CPD programs that will develop the above-mentioned competencies. Law school deans and library directors may likewise encourage their law librarians to (1) take up units in law, particularly on legal research and legal bibliography, or (2) to complete a paralegal training program that will provide the foundational knowledge on Philippine legal systems. These are some of the alternative ways to upskill law librarians on legal research and legal bibliography if taking up a JD degree is too great a commitment, or expense, for a law librarian. In any case, Section 8 of LEBMO No. 16-18 stipulates that the law librarian, unless he/she possesses a law degree, must be "[trained] in legal bibliography, legal research, and law library management".

Figure 2: Academic law librarians' identified training needs and percentages



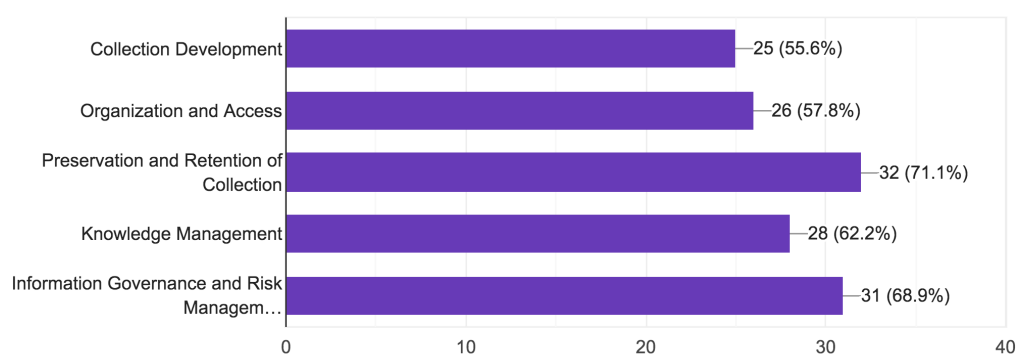
## RESEARCH + ANALYSIS

44 responses



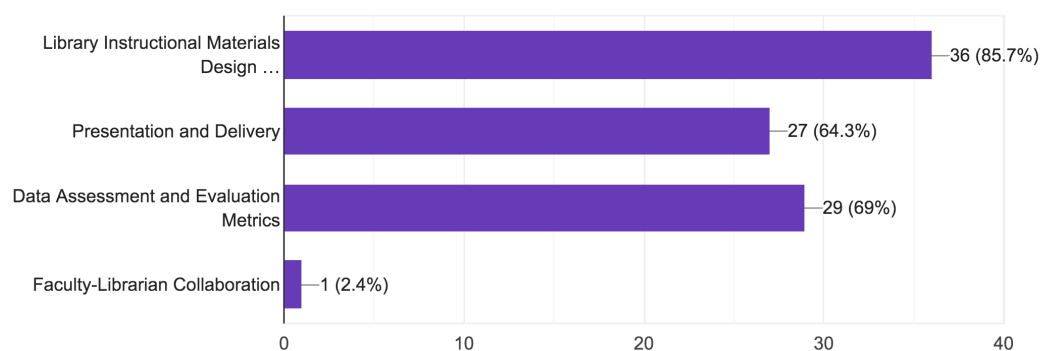
## INFORMATION MANAGEMENT

45 responses



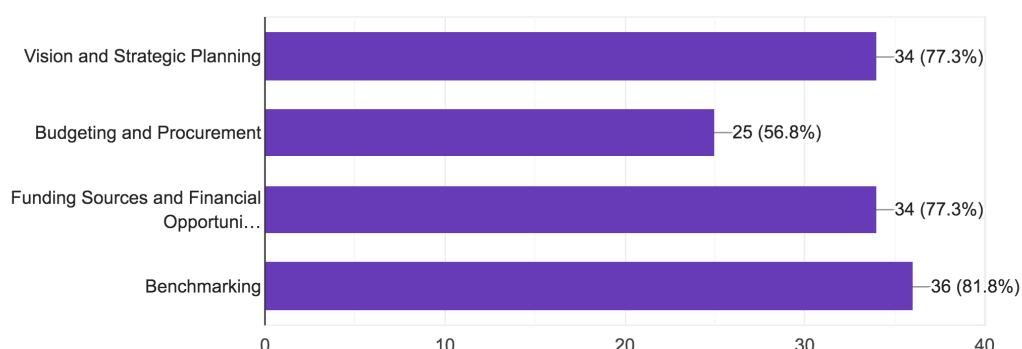
## TEACHING + TRAINING

42 responses

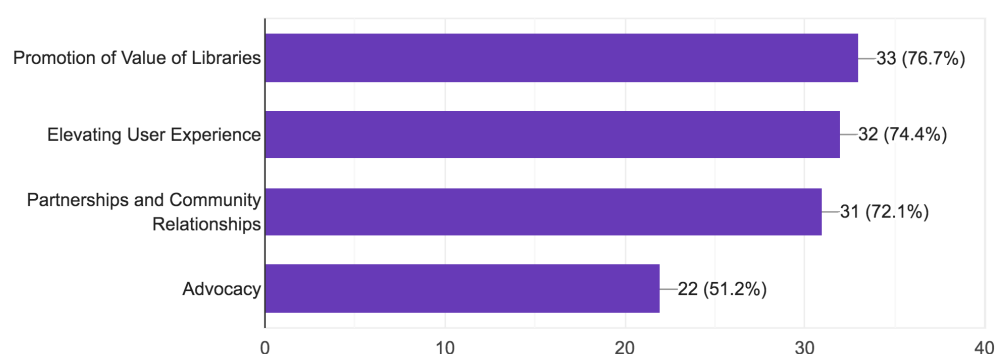


**MANAGEMENT + BUSINESS ACUMEN**

44 responses

**MARKETING + OUTREACH**

43 responses



On the other hand, only 37.8% of the respondents found the topic on Ethics as a law librarianship training need, which is not surprising at all because the majority of respondents assessed their competency to “*adhere to the ethical principles of the Philippine Librarians Association, Inc. (PLAI) and supports the shared values of librarianship*” as high. Many professional organizations and even book fair runners have provided seminars on this topic, such as PLA’s lecture-forum entitled “Ethical Considerations in Library Collection Development and Management” or the Academic Booksellers Association of the Philippines (ABAP) free seminar on “Ethics of Librarians” delivered by Ms. Elizabeth Peralejo during their 2018 event. Although academic law librarians still need to be up-to-date on issues and challenges regarding ethics and its effects in the profession, conducting training on this topic is not highly recommended.

**Conclusion and Recommendations**

Measuring the competency levels of academic law librarians in the Philippines is the first step towards improving their status in the area of law librarianship. It is also the library’s contribution to improving the legal education system in the country, especially if these law librarians are highly competent in performing their jobs.

This study found out that ALLs in the country possess a high level of competency in all areas, except in IT, where they rated themselves fairly competent. They are most competent in areas that require core skills as law librarians, especially on matters pertaining to career growth and

user services. However, they need improvement in most aspects of information technology, including the application of IT in reference, research and client services. The level of competencies of academic law librarians is positively affected by the number of years of working as ALLs. The longer they work as academic law librarians, the more competent they become. Geographic location, however, fails to provide a conclusive relationship with the different competencies in the profession.

The findings of this study call for the following training programs for academic law librarians:

1. Foundations of law librarianship, targeting especially the younger ALLs;
2. Basic legal systems and legal information resources, especially for the Philippine setting;
3. Navigating through online legal databases, technological tools such as online citators and productivity suites, and educational technology aids for a more efficient library instruction program; and
4. Basic troubleshooting and maintenance of the library's workstations and IT infrastructure.

This study recommends that further research be undertaken where law school stakeholders are involved to identify their perception towards the competencies of their librarians. This minimizes the bias by taking the perspectives of the students and faculty members and not just the self-perception of the librarians. It would also be beneficial not just to the librarianship profession but also to all the key players in the legal education system if law librarians and/or professional library organizations were to conduct outcomes-based research studies that aim to analyze the worth of academic law libraries and the value the library services bring to achieve the goals of the institution.

Although statistically acceptable, this study yielded a small response sample. The researchers therefore recommend a follow-up study with a larger sample size to validate results and to strengthen the claims of the authors. Lastly, formulating a new set of competencies befit to academic law librarians in the Philippine setting would, this study suggests, be of great long-term value.

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