Goal: This project aligns with Goal 2, Objective 2.2 of the Laura Bush 21st Century Librarian Program, focusing on creating opportunities for, and curricula in, graduate education that reduce equity gaps and address issues of diversity, equity, and inclusion in the recruitment, development, and retention of law library leaders from diverse and underrepresented backgrounds.

Summary: The University of Arizona's (UA) James E. Rogers College of Law, Daniel F. Cracchiolo Law Library requests $352,105 and will cost share $180,145 for a three-year project called "Expanding Pathways to the Legal Information Profession." The project will provide funding to expand and modify the Graduate Assistant experiential program (aka Law Library Fellows Program) at UA's Daniel F. Cracchiolo Law Library to meet a growing need for legal information professionals and increase the profession's diversity by lowering financial and educational barriers while increasing pathways to entry. The Law Library will collaborate with the UA School of Information (iSchool), the Knowledge River program, the UA B.A. in Law and Master of Legal Studies programs, and the American Association of Law Libraries, all of which have resources to support this project.

Project Team: Teresa Miguel-Stearns, J.D., M.L.I.S ('06, UA Knowledge River Scholar, cohort 3). Associate Dean, Legal Information Innovation; Director, Daniel F. Cracchiolo Law Library; Professor of Law; Affiliate Faculty, Center for Latin American Studies; Applicant for Affiliate Faculty, School of Information. Casandra Laskowski, J.D., M.L.I.S. ('17), Director, Law Library Fellows Program; Head, Research, Data, & Instruction; Technology & Empirical Librarian, Daniel F. Cracchiolo Law Library. Travis Spence, M.L.I.S. ('08), Head, Collection and Administrative Services, Daniel F. Cracchiolo Law Library.

Project Justification: This project aligns with Goal 2, Objective 2.2 of the Laura Bush 21st Century Librarian Program, as we (1) leverage existing educational pathways at UArizona that facilitate recruitment of non-traditional and diverse law library science students while reducing the historically high barriers to entry, and (2) develop curricula that reduce equity gaps through tailored opportunities for education, experience, mentoring, and professional development for future law library leaders from diverse and underrepresented backgrounds.

In 2021, nearly 300 jobs for legal information professionals were posted to the American Association of Law Libraries (AALL) Career Center, with an additional 262 posted through mid-August 2022. Many of these jobs went unfilled due to the lack of qualified applicants. Most positions require a Master of Library Science (M.L.I.S.), while only 20% of positions require both an M.L.I.S. and a Juris Doctor (J.D.).[1] Instead of a J.D., some jobs require data analytic skills, technological expertise, or foreign language skills. Only six percent of legal information professionals are from historically excluded groups (HEG).[2] UA College of Law is uniquely positioned to create pipelines of diverse students, thereby transforming the legal information profession by leveraging (1) UA's diverse student body, as a DOE Hispanic Serving Institution and a White House American Indian/Alaska Native Serving Institution, and many diversity initiatives which often include generous financial aid; (2) our innovative degree pathways; and (3) our M.L.I.S. Graduate Assistant training program, which is no longer exclusively for students with a J.D., and now with its intensive and varied experiential elements and structured, tailored professional development components.

(1) **UA has a range of initiatives and programs to lower the barriers to access education by historically excluded groups.** For example, undergraduate Arizona-resident Native American students attend UA tuition-free. Further, the iSchool's Knowledge River Program "focuses on discussion and action to improve services for BIPOC communities" in information environments. Additional student support is available at campus cultural and academic support centers. (2) **UA has created new degree pathways for legal informatics launching in January 2023:** a B.A. in Law accelerated M.L.I.S; a dual degree J.D./M.L.I.S; and a Master's of Legal Studies with a concentration in Legal Information (for information professionals who do not have a legal background). (3) **The Law Library Graduate Assistant training program, with a maximum of 2 new students annually, is the only law librarianship program in the country that provides full tuition remission and an intensive, salaried, experiential component.** Additionally, we are the only program not requiring

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[1] American Assn. of Law Libraries: https://www.aallnet.org/careers/about-the-profession/education/.
[2] Ronald Wheeler, *Let's Talk About Race*, 106 Law Libr. J. 267, 270 (2014).

students to have or earn a J.D. to participate. We removed the J.D. requirement in 2022 as a first step in making this unique opportunity available to non-traditional students of law librarianship. UA's Law Library graduate students enjoy a superb reputation for their ability to "hit the ground running" when they enter the profession.

Project Work Plan: *Year 1* - Hire an Associate Director (AD) of the Graduate Assistant Program on a one-year contract to develop a tailored curriculum, plus new marketing strategies for our pathways. The AD will create a first-year curriculum that includes a training rotation in each of the Library's departments. The AD will research and build training materials for students' second year focused on various law librarianship positions (e.g., law firm knowledge manager, government law librarian, legal empiricist, etc.). The AD will collaborate with the Director of the Fellows Program to develop a technology and data science (TDS) path. The AD will develop an alumni engagement component to better track and match alums to students in the Graduate Assistant Program based on work history, skill sets, and current position. *Year 2* - We will recruit a new student for the Graduate Assistant Program from one of the non-traditional pathways to join that year's cohort. One of the students in the cohort will follow the TDS path. We will employ and track the progress of all students in the Graduate Assistant Program along the modified curriculum. We will interview all students in the Graduate Assistant Program to assess the program for improvement in year 3. *Year 3* - We will recruit another non-traditional student. The student recruited the previous year will become a senior in the Graduate Assistant Program. We will interview all students who finish the program to gather additional feedback on the curricula. All materials and results will be published under an open access license so other law library programs can replicate our process.

Sustainability - We are able to sustain this program as we already have funding for two students annually. This project will allow us the opportunity to develop, test, and improve the curriculum for non-J.D. students. Thereafter, we plan to recruit one J.D. and one non-J.D. student to the Graduate Assistant Program each year.

Diversity Plan: One of the largest barriers to entering the legal information profession, especially for students from HEG, is the cost of higher education. Students in the Law Library Graduate Assistant Program receive tuition remission for their M.L.I.S. The Law Library is strongly committed to DEIA: law librarians incorporate critical librarianship and concepts of DEIA into their courses; we have diverse collections including tribal law, antiracist, and social justice; and we seek partnerships that empower HEG communities like our Navajo Nation Department of Water Resources Library Preservation Project. Twenty-six percent of UA graduate students are from HEG, while law librarianship hovers around six percent. We have an opportunity to leverage our pipeline and alternative pathways to facilitate entry into the legal information profession by individuals that might otherwise be excluded. We will develop and implement a recruiting and retention plan that incorporates outreach and collaboration with the different organizations and communities on campus. These students are also eligible to participate in the Knowledge River program.

Project Results: IMLS funding for "New Pathways to the Legal Information Profession" will allow us to launch this program, create non-traditional and diverse pipelines to the profession, and help fill the vast number of open law library positions with diverse, experienced law librarians. Further, AALL's new strategic plan calls for diversifying the profession and we have invited them to partner with us. We also have colleagues at institutions without library science programs, such as the University of Richmond, who are eager to collaborate to expand the reach of our program beyond Arizona through opportunities for internships and residencies. Finally, once our curricula are developed and shared, our model can be replicated with minimal start-up costs at other universities.

Estimated Budget: Salaries, Wages and Fringe: Senior personnel's salaries, fringe benefits and indirect costs will be cost shared ($180,145) to mentor & train students in the Graduate Assistant Program. Sponsor funding for an assistant director for Year 1 to develop curriculum, a Graduate Assistant in Years 2&3, a second Graduate Assistant in Year 3 ($190,093) to participate in the program. **Travel**: Sponsor funds ($7,147) are request for travel to attend an annual conference. **Other Direct Costs**: Materials ($2,500) for a laptop with station and monitors, conference registration fees ($1,700), membership fees ($491) and graduate tuition remission ($42,141). **Indirect Costs** @ 53.5% MTDC ($108,033). **Minimum cost share amount required** is calculated by subtracting student support costs from the total requested funds: **$352,105 (total funds requested)** - $171,960 (student support: salary, fringe, tuition, and indirects) =$180,145.