Faculty Services Roundtable

2014 AALL Annual Meeting, San Antonio – Monday, July 14, 2014, 11:45 a.m.

Contents

New Generation v. Old Generation Faculty
Moderator – Candle Wester

Question 1: When introducing new technologies, do you prepare different approaches for the different generations of your faculty? If so, what are they and how do you implement them?

- Not based on whether the faculty member was new or experienced, but rather they tailored such interactions to individual faculty member based known preferences. Some faculty members prefer print but the librarians inform the faculty member when an electronic version is available.
- No difference in approach and that their library has been having discussions about doing more—like setting up homepages for older faculty.
  - New faculty do these things on their own
  - One school switched course management from home grown to university system to a commercial system—Old system was often inadequate, Library used TWEN—then whole college had to use same course management system
- With new faculty their library does individual orientation with new faculty whether they are first starting out or transfers from other institutions.
  - Responses again are very individual—some handle all the electronic resources themselves—others will ask for all the electronic resources to be handled by others. Many have other channels to find technological information.
- Difference in practice in how new v. old faculty submit to SSRN
  - New faculty does it themselves
  - Old faculty submitted through library staff member
    - Prefer that faculty submit through the librarian because:
      - The librarian adds standard title page & formatting
      - Can correct any inconsistencies at the time of submission (title, etc.)
    - Single person managing faculty scholarship database helps with consistency
      - Magic website—Drupal
- Q: Many young faculty are self-sufficient—when new products are released and we have faculty training, if nobody comes, what can be done?
  - Offer food
  - Individual sessions (no embarrassment by asking for help etc.)
  - Have vendors do training because:
    - Faculty will ask questions of vendors they would not ask librarians
    - Vendors often provide better food where library is limited to campus catering

Question 2: How did you handle the migration from Westlaw Classic to WestlawNext? Did the age of your faculty factor into your approach?

- Some just figured it out
- A lot of faculty aren't around so we'll find out next month
- When they come back they will be surprised
- One faculty member deletes everything (communications) from the library
- A lot of complaints about changes in the password interface

- - - Many more experienced faculty still prefer print
- Sent out a email to show how to do other things
  - 10 minute videos
  - Carefully crafted emails
- Had four drop in sessions about the change in Westlaw with no response.
- 1-on-1 trainings
- We had the vendor come in beforehand and we'll have more visits
- Brought vendor in.
- Q: is there any hesitance to bring in vendors
  - There really isn't that much vendor interaction (three times per year)
  - Bloomberg has access—stop faculty from using PACER
  - Don't use vendors b/c questions are not vendor-neutral (vendor answers biased)
  - Mixed results—
    - Westlaw not so good (since Westlaw recently restructured its representatives)
    - Lexis quite active
    - (Bloomberg reps are shifting too)
- Q: Faculty know Lexis & Westlaw, but are reluctant to ask for help—how to encourage them?
  - Old faculty—can't get them to use RAs they come to librarians instead
  - New faculty members are hit or miss—some heaviest library users, others not so much.
  - New dean has a faculty scholarship agenda—
    - Rigorous enforcement of publication requirements (or penalties apply) – leads to more library interaction ("what can you find about this topic?")
    - LibGuides for research
  - Younger faculty need publications to get tenure
    - They might be wasting time doing own research
  - Our faculty need to write about what they are researching for stipends—we use this info to help find topics and make suggestions
  - Faculty resists liaison programs
    - Faculty wants to go to who they want to go to
    - We don't have program—they come to me I farm the assignments out to librarians with expertise
    - Q: If faculty members choose who they want to work with how to get faculty to use new librarians?
      - Have new librarian work with chosen librarian then have new librarian bring the item to the faculty member
  - Q: Do professors visit library?
    - Sometimes call
    - Sometimes visit
    - New faculty reluctant to ask for help
    - Older faculty ask for items or research more easily
- On our campus—a very collegial group of faculty—now emeritus hung out at law school
  - New faculty do not
  - They are worried about the loss of the law school culture
  - No longer are attorneys at the office all day
  - Our younger faculty are expected to come in because they need tenure
    - Older don't hang around in the law school because they have tenure and don't have to come in anymore

Question 3: Have you noticed the younger generation more accepting of new technologies than the older? Or vice versa? Any surprises – either with acceptance or resistance?

- I can't detect a pattern—many younger faculty are bad with tech and vice versa
    - Biggest problem with switch from Westlaw Classic to WestlawNext
- New old divide—eBooks
    - University library has gone to eBooks only and law faculty hates it
    - Economics—main library buys no print law school doesn't like this
- Some are in tech law or IP and thus have a lot of stuff going on
- Some faculty who come from practice
- All classrooms are video capable—
    - They just tell us when and we set up filming
- Some new faculty object to video recording of their classes
    - Some faculty restrict laptops b/c students misuse them
- Q: does your faculty do video or podcasts?
    - One guy in IT handles it
    - We're starting to have online classes via WebEX?
        - We don't see the students b/c they are at home
    - We wanted to install instant polling everywhere?
        - Some don't use PowerPoint (clickers are big innovation)
        - Undergrads used them
        - Sometimes hard to get older generation of law faculty to utilize such new technology
        - Sometimes a certain amount of "handholding" is required with older faculty to adopt new tech
- Q: Do you train faculty about tech tools?
- Introducing digital commons?
    - Faculty worried about ruining SSRN hits
    - I used to put stuff on SSRN and put links to other places - One faculty member killed it
    - BePress?
        - We did it and were starting to put the law review it
    - SSRN v. Digital Commons
        - Consistently faculty worries that putting stuff in more than one place will ruin statistics
        - .edu might be more credible than .com posting
    - Expresso account—Scholastica—school is not paying for it
        - We got Scholastica and it took a lot of convincing

Question 4: Has your faculty made any suggestions or recommended new technologies?

- One of our faculty members has given presentations to other faculty who loves iPad
- One of our visiting profs used podcasting
- One of our profs are interested in analytical tools
- Q: Do where faculty offices are located influence faculty usage of library services?
    - One faculty member keeps his snacks in library break room and as he walks through to get coffee etc. he asks for services
    - A few profs prefer to bring books personally
    - Some profs prefer to come to desk to ask for research services

- ▪ Visual confirmation
- ▪ Follow-up questions immediately
  - o Where faculty workshop lounge is
  - o Free coffee draws faculty
- Faculty lunch interaction
  - o Faculty meetings
  - o See how they think
  - o See how they interact
  - o Learn about current work
- Q: How to provide services to bachelor of law students

Conclusion:

There are not categorical differences between rookie and experienced faculty members with regard to these questions and differences are cognizable on an individual basis.

Innovative New Approaches to Providing Faculty Services – Who, What and How
Moderator – Tim Von Dulm

Question 1: How does the interaction with other law school departments occur?
- Informal contact that then creates a feedback loop.

There were some questions about the whether there was any territorialism from other departments with projects outside of regular library work
- Specifically relating to creation of database of alumni
- Our research presentations about professional development resources
- This did not seem to happen at Penn
- Others mentioned having to make sure that you don't ruffle feathers of other departments.

Discussed the Faculty Citation Services at University of Pennsylvania.
- They perform Bluebook, MLA and Chicago Style formatting on law school faculty articles and publications; also fill in footnotes as needed
- Benefit-level position that was filled with a non-JD Librarian.
- Created out of informal discussions with the faculty and was started as two year pilot program.
- Extremely successful and have been given the go-ahead to continue the program and to hire another librarian
- It took a special type of person to fill the position
- The faculty made the funding request not the library
- It is limited to faculty with standing.
- Brings in institutional support from the faculty

San Diego is also starting a cite checking pilot
- Important factor is manage expectations of the faculty especially time required.

Using Grads
- A lot of work upfront, probably takes a month till students are trained and capable
- creates relevant work experience and contact with students
- some libraries are hiring their grads

Other items mentioned
- Support for adjuncts
- Embedded librarianship programs
- Institutional Repositories

I Didn't Know the Library Did That! Non-Traditional Faculty Services

Question 1: What do you think is one of the most unique or uncommon services that your library provides to the faculty?

Question 2: Have you or your library experimented with unique faculty services that did not end up working (too time consuming, too underused, etc.)?

Question 3: General discussion on pros, cons, and how different libraries provide faculty service through:
   a. Scholarship submission and visibility: ExpressO, Scholastica, SSRN.
   b. Plagiarism check tools (Turn It In).
   c. Creating unique web content for specific faculty and courses.
   d. Competitive intelligence regarding alumni for teaching, scholarship, and development for administrative faculty.
   e. Monitoring for faculty members in the news, create newsletters/reports to celebrate faculty achievement.
   f. Completing full cite checks/sources for articles prior to submission to journals.
   g. Other ideas as suggested by participants.

Question 4: With the ABA's increased emphasis on practical skills training, do you see an enhanced opportunity for librarians to support faculty in either the design or execution of more skill-oriented coursework? Is this an opportunity for some new, next-generation library support? Collaborative course development? Discuss experiences and opportunities.

Question 5: I would really like to try _____, but _____. Do you have an innovative faculty service in mind that you fear can't or won't be done due to various factors inside and outside the library's control?