Faculty Services Roundtable

2016 AALL Annual Meeting, Philadelphia – Sunday, July 17, 2016, 12:45 p.m.

Contents

How to Say "Yes" – Taking on Projects Outside of Traditional "Librarian" Work

Moderator – Sherry Leysen

Question 1: In what ways are librarians taking on projects outside of traditional "librarian" work?

- Many participants have found ways to serve their law school communities in non-traditional ways.
    - In particular, *publication support* is an explosive growth area.
        - The scope of services provided by the library varied from article-length to book-length publication support.
        - At several schools, cite checking and Bluebooking were offered as a service
        - One school, with support (budget and personnel) from the Dean, offers two staff members that are dedicated to publication support.
        - Some librarians oversee the work of RAs on these projects while others do the work themselves.
    - There can be *downsides* to always saying yes.
        - Agreeing to assist with one part of a project can turn into something much larger than anticipated. This can place great time and resource constraints on staff and limit their ability to assist other faculty members with research needs.
        - Participants agreed that we all try to find a way to say yes, but it can be challenging to manage the research queue and expectations with stretched resources (for example, one school supported 17 clinics).
    - There are *benefits* to having a culture of saying yes.
        - Saying yes prevents a scenario where our constituents are self-censoring their requests. We want our constituents to freely ask for the help they actually need, not just what we think they need.
        - Often saying yes to a new service or project will give rise to a new policy that better explains the contours of the service offered. It can take getting into the weeds on a project for these necessary guidelines to arise.

Question 2: What higher level of services should we consider offering?

- Participants either currently provide, or provided at one time, services related to:
    - Managing, overseeing, or expanding the school's digital repository. One school worked with their development office to expand their offerings. Repositories need not be limited to faculty scholarship; they often include things like the law school's history (e.g., yearbooks)
    - Empirical work and compiling data sets
    - Copyright clearance

Question 3: What are some ways we can promote and expand our role in non-traditional services?

- It was discussed that extensive goodwill can be created by going the extra mile. Word of mouth among faculty members about library services leads to new projects.

- As a way to be proactive rather than reactive to faculty requests, a participant shared a suggestion (gleaned from the keynote) to identify a faculty member's research "pain point" and ask: what is one area in your research where you could really use some help? This may help identify a gap or need that the library can fill.

The Continuing Evolution of Faculty Services
Moderator – CJ Pipins

Question 1: What new services are we debuting at our institutions??
- Most participants agreed that the trend seems to be an increase in complex requests and a decrease in easy requests like document retrieval.
- While not completely new, but continually developing, Reference Analytics and LibGuides were discussed.
- Some participants were particularly interested in learning about programs that libraries are using to track large research projects that might be assigned to multiple people.
    - Participants also considered how those programs might be able to analyze and provide data about a number of faculty research projects over a period of time.
    - The FSC welcomes *your* advice on what is out there and how to use it. *We'd love to hear from you!*

Question 2: How can we re-energize old services?
- A few schools are trying to provide more services to their law school's clinics by devoting a librarian to clinic services or including them in the liaison program.
    - Unfortunately, there weren't any examples of a law school clinic really embracing or getting involved in this idea.
- Empirical Researchers are not spelling success in all law libraries.
    - Often Empirical Researchers want to be treated as regular law faculty rather than law library staff/faculty which means regular attrition.
    - Some schools have found it helpful to farm out empirical research to data science students or other groups better equipped to analyze the data once they are found.
    - Another suggestion was to have the law school create a department for empirical researchers.
- Libraries are using several models to fulfill faculty needs.
    - Fellowship programs for recent law grads.
    - Work study programs for current law students.
    - Involvement with the Faculty Research Assistants.
        - This runs the full spectrum from almost no involvement to full oversight and QC of the RAs' work.
- Some libraries are fortunate enough to have full time positions devoted to bluebooking and cite-checking faculty publications.
- How faculty send requests to the library briefly was discussed.

- o There are a wide variety of modes from one central email address for all request to different people for different types of requests who can be contacted by phone, email, IM, etc.
- o This led to a question about whether faculty should expect to get a response from the library outside of normal business hours.

Question 3: What services are now obsolete and have been retired?
- Libraries are continuing to move away from offering print document delivery and printouts of new journal tables of contents to faculty.
- Some schools have found it helpful to farm out empirical research to data science students or other groups better equipped to analyze the data once they are found.

Strengthening Research Assistant Support
Moderator – Karen Shephard, Reporter – Jenna Fegreus

Question 1: How is research assistant support presently provided by your library?
- Each library represented at the roundtable discussion had a slightly different RA program.
  - o Some schools aid professor and library RAs.
  - o Other focus more heavily on supporting either faculty or library RAs.
- While some schools support funded RA programs, others give RAs credit for participating in the program.
- Training styles included providing one-on-one training for specific projects, and holding a group wide training workshop.
  - o While some schools make these training sessions mandatory, others prefer not to.

Question 2: In what ways can we strengthen existing research assistant support?
- Making library trainings mandatory was a strong consideration.
- Highlighting RA accomplishments and promoting programs via a faculty newsletters or website updates also were recommended.
- This topic discussion lastly focused on the need to closely follow up on RA work to make sure that deadlines and expectations are met, and that RAs are receiving the support that they need.

Question 3: What are the ups, downs, and in-between of managing and/or creating a library-run research assistant program?
- In this portion of the discussion, we talked about whether to inquire about a student's prior research experience during an interview and/or to request a student's transcript to learn of their particular skills and expertise.
- In gathering projects for research assistants to work on, some schools have created a project intake form that gives RAs information on when the project is due, and what databases they may want to try looking into first.
- Once a project is completed, it was recommended that faculty are either sent an automated feedback form, or an email asking for feedback.

Promoting Faculty Scholarship

Moderator – Cassie Rae DuBay

Question 1: How does your library promote faculty scholarship?

- This discussion focused on the use of social media for promoting faculty scholarship.
  - About half of the table said their library isn't using social media at all.
  - One librarian said their library teams up with the law school's communications department to push tweets and other social media posts about recent faculty scholarship.

Question 2: How does your library support the faculty article submission process?

- This question evolved into a discussion of New Tools used to promote scholarship, including:
  - http://theconversation.com/us: "We are a global media resource providing cutting edge ideas and people who know what they are talking about. Search our database of 36,000 experts. Plus, our content is used by 22,000 sites under Creative Commons. Absolutely free. That way, everyone gets better information."
  - www.researchgate.net: This resource provides many useful features for the researcher: Read and discuss publications; create exposure to your work at any stage of the research cycle; get statistics on your research; connect with colleagues and collaborate with others around the world from many scientific disciplines.
  - www.academia.edu: "Academia is the easiest way to share papers with millions of people across the world for free. A study recently published in PLOS ONE found that papers uploaded to Academia receive a 69% boost in citations over 5 years."

Question 3: Does your library host or support a repository? In what ways and through what platforms?

- Considering "All things repository-related," the spotlight was on:
  - Getting buy-in.
    - Letting faculty know that your school's repository has no financial gain or objective unlike what may become of SSRN.
    - Doing the work for them.
      - At one school, the repository librarian tracks faculty down in the halls and, using an iPad, helps them create an account. During this process, she explains that they need only create the account, add her as an authorized user, and she creates their profile page for them.
  - Other tips:
    - Provide faculty the *option to opt out* of having their materials posted, but otherwise promote and post scholarship by default.
    - Publication agreements – Collect them from the faculty after they've written an article and signed an agreement.
      - Offer to review it for them to determine whether their scholarship in other journals can be posted to your school's own repository.
        - If it's unclear, also offer to reach out to the respective journal's staff for them.