

AALL 2012 Faculty Services Round Table

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Table of Contents

Topic: Different Classes of Faculty	2
Question: What do we mean by different classes?	2
Question: What do we do for full-time tenure track that we don't do for adjuncts, clinical professors, etc.?	2
Question: Full time faculty visiting elsewhere – do you still help them even while they are away?	2
Question: Does anyone do anything different for clinical faculty?	3
Question: How are liaisons assigned in schools that have programs?	3
Question: What are the limits of what we do for research/writing faculty versus substantive law professors?	3
Question: Acquisitions - how do we differentiate between classes of faculty in what we collect?	3
Topic: Providing Faculty Services in an Age of Declining Budgets: What to Keep or Cut	4
Question: What would be cut first? What are first services to be cut? Across the board or divisions in services provided to faculty?	4
Question: When are you enforcing faculty research budgets?	5
Question: Not routing copies for current awareness saves costs – How to encourage faculty to switch to online versions? What strategies have been successful?	5
Question: Is there other technology that has helped with saving money?	6
Question: Do you ever have to explain to faculty members that cuts have been made and why those cuts had to be made?	7
Question: How do we work with faculty to help them understand changing library services so that we don't wean them off library services? Can we go too far?	8
Question: How do we be colleagues and not employees?	8

Topic: Different Classes of Faculty

Question: What do we mean by different classes?

- tenure v non tenure track, adjunct v full time etc.
- Georgia State- Emeritus faculty- treated mostly like standard faculty, but don't usually have many demands - need to prioritize between current working faculty and those no longer teaching --> deal with current working faculty first
- Michigan State - no major differentiation among classes, serve them all as best as possible
- visiting faculty can be demanding

Question: What do we do for full-time tenure track that we don't do for adjuncts, clinical professors, etc.?

- Yale - no liaisons for visiting faculty, too complicated to keep track of who is liaison to whom, try to differentiate a little bit with faculty who may end up staying as a full time position after visiting year, no liaisons for adjuncts
- Georgia State - most adjunct requests are document delivery style requests not major research questions - How do you know if their requests are something for their practice or something for the class?
- Michigan State - warning flag based on nature of request if something came up that was more litigation based rather than curriculum
- Michigan State - library has their own RA's and fewer faculty are hiring their own RA's to use library RA's instead
- University of Oregon - Faculty flyer with fulltime and visiting with liaison info but not for adjuncts, Westlaw & Lexis passwords for adjuncts semester teaching and the semester prior to course
- Oregon - email to new faculty and permanent and visiting faculty, with a list of what the library can do for them, visiting faculty have a slightly shorter list
- Georgia State- Visiting Assistant Professor - book purchase requests considered much more carefully than for full time faculty
- Oregon - visiting and adjunct faculty tea once they arrive, library included on hiring process, brief tour

Question: Full time faculty visiting elsewhere – do you still help them even while they are away?

- Nova - helps everyone, and continues to help as they reach back to you to promote the profession
- Michigan State - it can never hurt to help someone including firms. most faculty are appreciative but can occasionally be abusive
- Communicating policies - through email with contact person for liaison program with allotted budget information to use on collection development
- Georgia State - **does anybody else use library budget to purchase office copies?** Mostly have moved away from it. But many do "long-term loans"

- Oregon - at one point needed to go through and see books that had been out for a long time and offered an amnesty period for books, but faculty required to return books after a new policy set in place
- Michigan State - for faculty once book is returned no fee attached –
- Georgia State - no fines at all for faculty. Items come back in noticeably bad condition - happens once, ok, happens again, need to deal with it --> faculty marking with highlight -- one faculty did it to an ILL book and the faculty member wanted the exact same copy back again
- Consensus - we help everyone with in varying degrees

Question: Does anyone do anything different for clinical faculty?

- Syracuse - liaison assigned to various departments including clinic
- University of Houston - only the "noisy" clinical faculty have an assigned liaison, the others have no assignment.
- Michigan State - no liaison program

Question: How are liaisons assigned in schools that have programs?

- Chicago Kent - specialization, personal affinities, etc.
- Syracuse - subject area for collection development, personal affinities
- Houston - split by heavy user for equal distribution
- Oregon - occasionally look to redistribute based heavy users
- Oregon - collection development and liaison correlate to some extent but not always, Bibliographic Instruction is assigned based on subject area

Question: What are the limits of what we do for research/writing faculty versus substantive law professors?

- Georgia State - they don't ask for anything
- Oregon - helps with their scholarly research that extend beyond Legal Research and Writing
- Michigan State - most aren't involved in their own scholarly research but do get other questions on occasion especially revolving around writing program development and the curriculum - treated the same as everyone else but not the heaviest users
- Houston - all LWR requests go through the library director
- Oregon – a lot of interacting as far as vetting the assignments, making sure that the library still owns all of the material involved in the assignment

Question: Acquisitions - how do we differentiate between classes of faculty in what we collect?

- Oregon - try to buy everything asked for unless prohibitively expensive but almost all requested monographs - not always databases --> spot on website where anyone can request a purchase but it won't necessarily be purchased unless it's a permanent faculty member
- Nova - book give-aways are treated as an event and outreach
- Michigan State - RA program - hire "4L's" as research assistance - those who graduated but are waiting for bar results or haven't found a job yet - found to be really helpful - treat it as a real job - last only a couple of months but add maturity and professionalism to the program - work a regular work week

Topic: Providing Faculty Services in an Age of Declining Budgets: What to Keep or Cut

Question: What would be cut first? What are first services to be cut? Across the board or divisions in services provided to faculty?

- Right now, no limit on how long projects are (though policy is for 20 hours) - start enforcing policy
- More apt to do the research project (though more time) than BB - enough time right now
- don't do BB (UNC); substantive projects have 20 hour limit too - for when professors trying to take advantage (i.e. if past project takes 100 hours)
- appropriateness for library to take on or for RA - faculty who doesn't have own RA, needs to "freshen" up casebook - can be more hard-line; maybe draw time limits
- librarians do it themselves
- use Research Specialists but expectation that other librarians pitch in
- lucky that UNC has library school too - target that pool; typically need those because RAs failed in the past
- at USC, used general model that whoever was on Reference would pick up and work with RA - but Specialist experience much better; otherwise, would have to redo RA work
- in last year, had gap in good RA work - more stringent about 20 hour limit
- drawing line on types of projects to take on; working on types of faculty - for full faculty, take on whatever, adjuncts would be lowest
 - Some adjuncts who push; others don't have that situation
 - Policy for adjuncts is that needs to be for class, not for research
- buffer between librarian and faculty - faculty RAs trained by librarian - if RA has trouble, go to librarian for help - if can't find something, then librarian and prof works together
- hard with clinics because their research is going to be presented in court and for clients - liability issues if relying on research
 - most for papers, but always ask up front if for research (clinical faculty can be tenured at UNC) or for court
 - if for court, can do only with understanding that can't rely - put it in writing
 - can't do anything that involves atty-client privilege
 - clinic request to update CT law with CA law
- biggest cut in UNC budget this year by legislature
 - doing so much to alter collections budget
 - pulling up list of what is routed to faculty and subscriptions - \$250K just for faculty access - pushed hard this year to go see faculty liaisons to bring faculty routing list, faculty office list - some faculty have been pretty understanding of budgetary reality but a few want what they want - able to save quite a bit of \$ that way by how doing current awareness
 - some just don't know that can have same journal email everyday rather than routed in print - easier for faculty too
 - some professors are like "what is email?"
 - one flipped out because didn't have hard copies of Annals of Research which nobody has
- don't hardly route anymore

- no office copies and no routing policy from the beginning
 - Faculty come from institutions where they've had that
 - some really understanding and happy to see that can have access other way; others just insist to have their own - that's why have own research budget - library doesn't exist to fund your independent research needs - public institution - separate line item in university funding (not from law school funding!) - should make a hard and fast rule about it - public \$ shouldn't be supporting one private person
 - complete autonomy from University library system - determine own policies
 - but director is also tenured faculty so boss is also Dean

Question: When are you enforcing faculty research budgets?

- not appropriate to take on - one wanted specialized database - take out of research account
 - pretty expensive
 - if would've been cheap, probably would've gotten over open access
- faculty who do FOIA requests - want library to pay for that but 25 cents per page
- should go to library if benefits more than just one faculty
- but if just benefit one faculty - then personal benefit and nobody else will have access
- if something only for one faculty member or one faculty offer - always comes out of research budget
 - ProQuest Historical Newspapers - warn them that will wipe out research budget for next 4 years and find something cheaper
- mostly for projects that faculty can use own RAs for, or expensive acquisitions, negotiate with law school to have law school help fund
 - i.e. Making of Modern Law - law school helped pay over time
 - haven't ever had faculty use own research funds - usually try to help out
 - if library doesn't feel appropriate to take on, go to Dean and say X wants this, can you help support
- at Irvine, library does not pay for faculty members' ILL that comes with cost
 - part of UC system - have access for all UC books - free
 - the ones that have a charge - bill those back to faculty research account
- ILL stuff gets lost by faculty - delivered to faculty box and faculty says "lost" 2 hours later
 - so library eating ILL cost and lost fee and buy new book
- for first year, faculty busy building and institutionalizing so not as much research - see how it is going forward

Question: Not routing copies for current awareness saves costs – How to encourage faculty to switch to online versions? What strategies have been successful?

- set it up for them
- email them and tell them that is available - give them link
- tells them straight up how much it costs; then go to their office and show them how to use; teach RAs if don't know how to use
- took print version and went through online version - showed section by section that it is the same thing
 - eventually went with it
 - one decided to purchase himself

- see any issues with losing Westlaw printing and ask us to print?
 - not really; have own faculty assistants upstairs and they should have to deal with it
 - gets some
 - one very old professor (in 90s, adjunct) - bring her a citation and ask her to print because can't print though he knows that it's in Hein
- everyone pretty much online for stable content; still photocopy and scan ToC and also send electronically; don't think anybody asks for print routing anymore
- went down a lot this year - made such a concerted effort
- sent faculty a notice that Westlaw printing going away
 - just heard about it now
 - told them starting next January
 - told starting next June
- some benefits of being a start up
 - got to set some policies ahead of time
 - we do not print anything for the faculty
 - work with IT department
 - each faculty member has a folder in shared folder - library, faculty assistant, and faculty only have access - work saved into that folder
 - faculty can control files - print, move around, save elsewhere, etc.
- anybody used drop boxes?
 - used at Arizona
 - used for faculty in China - visiting China for one year
 - if attachment to email, couldn't open
 - drop box was only option
 - good option for people who want to access remotely
 - like cloud system - send things to drop box and have shared folder and can access anywhere
 - wants to follow up - some might like and some might be frustrated (another place to go)

Question: Is there other technology that has helped with saving money?

- saving to shared drive
- sometimes with e-Books
 - will find in EBSCO - send them the link - saves from ordering the book
- piggyback off university resources
 - USC subscribes to eBooks
 - just canceled Lexis database that university subscribes to - doesn't need double subscription
- at UNC, libraries are more integrated
 - Business Law prof looking for empirical data - can refer to main library that already has - don't need to purchase on own
 - catalogs are put together into one giant catalog that is a mess - hard to find what looking for (what was nice at G'town that was distinct)
 - but nice to have interdisciplinary who know more than her
- try to build relationships over time with main library
 - next week doing workshop with business librarians and data librarians and social science librarians - share information on resources

- if resources purchased by them are law-related, will do cost sharing in fair and equitable way
- also trying to do cost sharing too
 - hard to work with them because structured differently
 - but do refer to them - right across the street and they have expertise
- main lib and law lib but also part of consortium
 - can send ILL request to consortium
- UC libraries have gotten really hit hard but because UCI budget stayed same because building
 - where can, try to contribute to what entire university has access to - we don't impact your budget - don't get \$ from university library, all from law school budget
 - university library budget and law library budget not connected
- some faculty get frustrated because different libraries have different loan periods
 - Health Sciences library only have 2 weeks even for faculty - turnover so much higher for quick info
 - Law circulation very generous
 - Some faculty would rather do ILL instead of getting from other library - but can't do that because of ILL cost - but maybe if bill back then can
- ILL person will go through ILL loan accounts - coming up due, renew or return?
 - doesn't fine faculty though main campus does
- prof has changed hundreds of items from main library and lost stuff
 - created buy on demand system - if almost as cheap to buy as to ILL, just buy it
 - if up to \$150 (?), just buy - easier than to not have to deal with processing, renewing, etc. and may lose, would have to buy too
- looking at ILL stats, some ILL'd like 5 times - basically bought 2-3 times
- some faculty upset that recalled - easier to do the purchasing

Question: Do you ever have to explain to faculty members that cuts have been made and why those cuts had to be made?

- used to have SFX - links to articles - but dead links
 - item listed in catalog but links don't work - explain to faculty that have to just look up in database
- was in process of cutting online journals - sent list of what journals to cut and ask them for input
 - some chimed in - appreciated having chance to have a voice
- send list out that going to cancel subscription - just let them know that planning to do, if have concerns let them know - don't respond or say fine
 - have not had to cut services; may have changed way done services
- had to cancel journals when can get current issue and archives online
 - made cuts to other types of serials and other types of things that need updating
 - send list out to librarians every week
 - if know faculty have particular interest, will send to them - but don't want to send weekly email because then they will ignore
 - review when go through invoices
 - faculty appreciate having input
 - show faculty the cost of maintaining subscription - they don't know most of the time, so when see cost, more supportive
- don't let faculty know unless drastically cut - would you rather have this material or the space?

- run the risk if tell them too much will get incensed about something that they don't really care about
 - if really need something and don't have anymore, can buy again
- don't collect whole sets of journals and really rely on Hein
 - one faculty can't understand how top library can't have every issue
 - or those who have edited journal don't understand as much
 - print collection focused on federal and states in 9th circuit and other states (i.e. Delaware)

Question: How do we work with faculty to help them understand changing library services so that we don't wean them off library services? Can we go too far?

- hardly ever say no; maybe only say "no" in that would come out of budget
 - don't know what would say
 - what we do: our mission to support the faculty - would be awkward conversation
- make them more self-sufficient
 - see that library is still involved behind the scenes
 - will know to talk to library because came from library (i.e. weekly ToC email)
 - make them feel more self-sufficient but also let them know that they can come to you for help
- continue to insert library in vital parts and let them know that things changed so that when change, can understand
- don't do BB, communicate to them why can't do - can work with RAs one on one - partner with them even on things that can't do - turns no into yeses
- need to stand up for yourself as an expert
 - if there are other resources - lead them to those - i.e. resources for cite checking
 - basic things aren't the best use of time - want to provide help on those that can't find

Question: How do we be colleagues and not employees?

- law librarians keep on getting better - in position to provide really good partnerships with faculty
 - how to redefine that?
- any faculty talk to you about using iPads or iPhones?
 - lunch meeting about using iPads - about 20 showed up which is good turnout
- focus on that stuff when send out faculty newsletter
- whenever do faculty newsletter, include if mobile app
 - see them use their iPads
- issued all incoming first year med students iPads