

# July 14, 2013 – Faculty Services Roundtable – AALL Annual Meeting, Seattle, WA

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## Topic: Role of Librarians in Assisting with Substantive Course Content for Faculty: Technological, Copyright and Logistical Concerns

Question 1: Who is responsible for handling technology related issues related to course content and online course content? Is the library an intermediary with resolving technological issues? Do we actually load documents on course websites for them?

- Library handles course reserves through the library system
- Library creates research guides and/or packets; handles TWEN issues; manages E-reserves; more often used by younger faculty
- Library is not responsible for handling course content technology, instead handled by IT
- IT and the Library recently merged; library is responsible for uploading content to Blackboard
- Library handles issues related to course management programs; will load content for professors and adjuncts if requested; faculty support uploads documents as well

Question 2: What is our obligation when it comes to copyright concerns (in the wake of the Georgia State case and others) when it comes to online course content? Do we bear the responsibility or do faculty?

- The Georgia State decision is helpful to keep faculty in check with copyright concerns
- The University of Georgia system's copyright policy is very helpful for guidance with copyright concerns
- Faculty support handles copyright clearance
- Library reviews and checks for copyright issues for course reserves
- Copyright right issues are referred to the University's copyright officer
- Faculty have the final decision of fair use

Question 3: What are the faculty's expectations for the libraries when it comes to course content? Do they expect us to have all casebooks, etc.?

- More document retrieval than anything else
- Open source casebooks – Harvard's project – are used by some faculty
- Using faculty's connections to the authors to obtain content
- Casebooks on course reserve
- Scanning chapters of recommended materials
- Faculty copies are treated as gifts

Question 4: What is our role in actually creating course content? Do we find assigned readings? Help in creating assignments (particularly for research/writing faculty)?

- Interacting with Substantive Faculty
  - Working with faculty on teaching tips on tracking docket and incorporating docket documents into course; YouTube videos
  - Complete bibliography; research memo incorporated into course
  - Use of clickers
    - Some libraries buy; some students are required to buy
- Interacting with Research & Writing Faculty
  - Only vendors teach 1Ls research
  - Work with the Writing Faculty and have a good/healthy relationship
  - A 12-week program for Ph.D./SJD students with the librarians
  - Reference librarians hold required sessions and annual research lunch
  - 14-week program over two semesters; shared blackboard with writing and librarians teach research

Question 5: Do we help with all classes that have a research component, like seminar classes?

- Typically done by guest lectures
- More often done with clinics
- Law review course every semester
  - Includes copyright training, tax, FOIA, library-based assignment
- Extensive LibGuide which is developed by working with the faculty
  - Faculty are often surprised by the number of resources available
- Reference department takes care of them through the liaison program

## Topic: The intersection of libraries and distance education

We began the round table talking about how different schools are supporting faculty with their course sites. We went around the table and compared the courseware that various schools were using. Cincinnati uses TWEN. Georgetown uses TWEN and Coursecare. AU uses a course site that was similar to Sharepoint. BU uses Blackboard. BU reaches out to faculty to include a Library tab on the course site, but this requires buy-in from the faculty. BU is lobbying to get an automatic Library tab on every course site. GT puts their research guides on TWEN so that students have access to them there. AU and Cincinnati have no library presence on course sites. The idea of being on the course sites is to increase traffic to the library and maximize usage of course appropriate databases. It was mentioned that social media is another access to accomplish this goal.

We then talked about the increasing use of online learning especially in LLM programs. How do libraries offer support to faculty by training their students in research. Getting to distance students is hard because they are never physically at the library or even the law school. It is possible to offer tutorials on the coursesites, or even webinars for remote training purposes. We talked about what different schools used for creating tutorials. Cincinnati used Adobe presenter for the flipped classes they have started to offer. Georgetown uses Captivate. AU uses Captivate and Screener/Jing. We discussed whether tutorials were an effective means of accomplishing remote instruction. We worried that they were too asynchronous. It would be impossible to anticipate learning needs and respond to questions. It is hard to teach research without an immediate connection, preferable in person. So we concluded perhaps webinars would be the answer.

Next we talked about faculty RAs because they are also often no longer physically present at the law school. Increasingly they have second jobs or are working from home. Georgetown has a library RA program, so those students can be trained on site. They do also have summer RAs. Cincinnati trains RAs via appointments. AU has traditional faculty RAs. BU has summer faculty RAs and is finding it a challenge to train them. BU has begun assigning liaisons to the RAs so that they have a library contact. We talked about Google Hangout and Skype as possible methods for doing synchronous training. This would apply to both RAs and distance students.

We then talked about offering course design assistance to professors with their course websites. BU has recently switched to Blackboard Learn and is considering linking some of the features of the course site to pedagogical techniques so that faculty can see how they might want to use the many features of the software. This led us to a discussion of MOOCs and what they might mean for library research instruction. Colorado has a TWEN banner which links back to the library. They and Georgetown said that TWEN was very receptive to working with the library to put their research guides and banner on the TWEN website.

Next we began talking about marketing at a distance: services, databases and the library in general. Colorado uses Twitter and Facebook, but said it was hard to leverage this into actual library use. We suggested building a chat service into the course sites as one way to gain library presence. We then turned back to the question of how to help faculty with their course sites. One suggestion was embed a librarian with the faculty. We discussed how infrequently faculty come to the reference desk, and some

libraries like Colorado no longer even have a reference desk. So the question is how to reach the faculty. The idea is to build a bridge between pedagogical innovation and the faculty. The library seems well situated to be a repository or conduit for these developments.

We then turned to who helps the library with substantive course content on their websites. Georgetown uses their RA pool to support substantive course content and also offer syllabus prep services. Cincinnati helps with videos and TWEN logistics. BU uses both reference and circulation to support anything from document delivery to course design, depending on the needs of the faculty. Colorado offers course preparation support to adjuncts.

We circled back to the increase in distance projects. Some law schools are beginning to collaborate on distance projects – what is the role of the library in that situation. How can we ensure that these distance programs include the library? Cincinnati mentioned that they have an online certification program. The question came up of what we would do if these online students want a physical resource like a book – how do we help them in that situation.

In the end we had a lot of questions about the role of libraries in distance education. With regard to getting the library onto course sites for on campus courses, this is still in the very early stages and needs to be given thought in the future. Reaching out to RAs is increasingly difficult and has the same challenges as reaching out to any student who is not onsite. And getting professors to make the most of their course sites is something libraries haven't ventured very far into. It was a very interesting discussion raising a lot of questions.

## Topic: Changing Access to Traditional Library Systems

(MI=Michigan, SM=St. Mary's, H=Hofstra, W=Wyoming, USC=USC, GA=Georgia, R=Richmond)

Intro

MI - We do intake through a single librarian, then distribute faculty requests between 10 student RA employees.

SM - I am the primary contact. I do in-class lectures and work as the faculty assistance liaison as well.

H - We have a very strong liaison program. We also use two library RA as well. The requests are filtered through the librarians, who delegate the work.

W - We have 3 librarians total, including the director. The faculty approach who they would like. Often this means techy go to techy people. The librarians are law faculty as well, so we have continual contact with the faculty.

USC - We have a basic liaison program that we try to be creative with.

? - What experiences have you had with your catalog recently?

MI - We rolled out Encore recently but decided to keep Classic available as well for the functionality. We created a committee that determines the specifics, such as the filters to use, etc.

SM - Stuff comes down from the top and we are forced to adopt it. We basically have no control or input. An example is that our website was just replaced. We have to keep a repressed version of our old site to get info.

USC - We moved to Encore a year ago. We also decided that we needed to keep Classic.

H - We haven't made the transition to Encore quite yet, but we did get a new website. It came down from the top, but we have the ability to make limited tweaks. It is tricky because we have a unified catalog.

W - We adopted the University catalog as a scope(?). Our patrons don't really use the catalog though as it doesn't get them where they need to go. Students just default to Westlaw when they get frustrated. The faculty seem to have a better grasp of the catalog.

MI - We adopted Encore hoping it would appeal more to the students. It seemed to be in line with the current trends with Westlaw Next and Lexis Advance.

W - Are the student unsatisfied?

MI - Faculty are frustrated with the site. We have a lot of things sitting in the queue.

SM - For us, IT just pushed us aside. All the focus now is on the alumni magazine.

MI - Encore does link to HeinOnline and brings up the 3 articles in every search.

USC - Embedding it with the book search makes it seem so strange. When we rolled it out there was no real announcement beyond a simple email.

SM - We were given minimal notice and there is no official save of our old website. It really has resulted in the dumbing down of the search process.

H - The firms want us to push back from the dumbing down process.

USC - We can't rely on one search in both systems.

? - What experiences have you had with new projects or trainings?

MI - We train at the outset when faculty arrive and try to offer more but there is low faculty interest.

H - We do annual TWEN and Westlaw trainings. This year we also did Bloomberg Law so there was some additional interest from the faculty associated with business law. Whenever we change something we try to warn them over and over again.

W - Our Lexis representative works really well with our faculty. The representative has to travel 3 hours from Denver to we have to plan accordingly. Westlaw has not been nearly as proactive. We give special attention to new faculty. Basically Bloomberg Law has let us know that we are not a priority for them.

H - Our Bloomberg representative is not bad, but we recognize that NY may be more of a priority.

USC - We haven't had any training at all with them.

W - We got a new representative lately so maybe things will improve.

USC - Our faculty proactively ask for help when they need it. We have Tuesday Soup days, so we have tied a lot of trainings to that event. Our librarians are also faculty, but they have no participation rights in voting, etc.

MI - We are faculty designates, so often it is harder to meet the faculty in person.

H - We get invitations to faculty events as administrators, not as faculty.

W - We are included in the faculty only to represent a higher faculty number and to be placed on University committees no one else has any interest in.

SM - We have lunches on Mondays where we do some presentations. It is a kind of informal way to meet the faculty. Basically we stay until they make any big decisions, for which we usually slip out of the room.

USC - It may be easier to approach the clinics.

MI - One way we teach new faculty is by establishing a culture where we try to meet each new faculty in person at least once, at which time we ask them for any work they may have.

H - We didn't expect Lexis.com to go away, so we heard a lot from the faculty when they ran into issues logging in.

SM - Not everything has been moved over yet, such as a lot of the international material.

H - Some of the new alerts set-up are not working as well.

USC - One of our faculty is not happy with Lexis at all. They are frustrated that you can't drill down into jurisdiction well anymore.

H - We recently gave a workshop on searching NY law. We understand it is difficult but faculty can't be expected to notice little changes in the databases.

? - When your website changes, how does (did) it happen?

USC - Our director is over IT so we have a lot of control.

H - Our director is over IT as well but the new site is coming down from the University level. It isn't setup like the old one but we do have some input. For example, we asked that microfiche be removed from under About -> Policies -> Microfiche.

W - We are given our own sandbox page for layout issues. We operate within our own scope, so it only searches within our law library.

MI - Our University has been big on branding lately, so a lot is being dictated to us. The new logo is hindering our attempts to brand recently.

H - The push for uniformity is coming from both the University IT and from the Law School.

W - The University only tries to control our top level law school page. There should be a best practices. It is a fine line area though.

GA - We switched recently to EBSCO all in one through the University. So far it has really worked out but the limited number of hits has been a recent issue. We are a separate library system from the main University.

R - We just transitioned to a new library website. Now we have just the one search box. We are using Viewfind and we just acquired Summon from Serial Solutions. It defaults to basic keyword currently. I dabbled a little with Google Analytics but maybe didn't get everything I needed to evaluate properly. We also did a survey at the end of the year for catalog and database use. Usually we get a pretty good response.

MI - We are very hands off in that respect.

H - We did a survey last year but it was so broad that it wasn't really useful.

R - We use Gimlet to keep track of reference statistics, tag databases, etc. We can mark faculty that used certain databases.

MI - Were the responses reflective of the active use?

R - It was interesting. For example, the Max Planck & Oxford database had only 2 hits the entire year. We sent out a survey asking the faculty to evaluate the database. The faculty said to get rid of it.

H - We got an expensive database a few years ago, not sure how much it is used.

R - Does anyone blog or actively use social media on their sites?

GA - We have Twitter, Flickr, any other one you can imagine, but they aren't used at all.

MI - We didn't feel like the value reflected the time spent.

H - We do it all, and have a blog. We have 7 posts per week. All 7 librarians have a day to post on the blog. We have library services librarian who really pushes us to do it. The students don't look at all.

USC - We used to have one but then we got busy and no one was there to push us. Now we have Facebook but we aren't sure it won't end up the same way.

R - I will go check other Law Library sites if they have it.

MI - We looked at many other sites to see examples.

R - Sometimes I do Google searches where blog posts by law librarians show up in the results.

H - Even if students are exposed or signed on at orientation, it doesn't last or really work. We try to push out info on the blog.

GA - Is it easy to get on the large email lists.

MI - Bloomberg Law ran into that issue here. Some of the LPP pushed the service but it isn't a default thing. Georgetown has a tool that aggregates blog posts of its faculty though.

GA - We probably don't have enough faculty blogging to populate a list like that.

R - Do you have instructional sessions?

MI - We hold formal trainings for classes when we are asked. We tried brown bags but there was very little attention.

H - It is the same for us. We pushed trainings on our website. Only 3 people showed up. All of them said the training was very helpful but no one attends still.

R - How do you market it?

H - We did everything we could think of.

GA - Lunch and learns work for us. We also have mandatory attendance for some of them.

H - The LPP ask us to come in and help. We use their class time to be able to really teach the 3 sessions.

USC - Who teaches Westlaw and Lexis. For us it is the representatives.

H - The problem is not all our LPP teach the same thing.

MI - Writing is the big focus so the research always feels so canned.

USC - We have a good relationship with the writing program, and I think that really helps.

H - This year is the first we have had where the RA training is mandatory.

R - We tried afternoon session but we had really low attendance. Our Bridge the Gap program was very successful though. We have asked the faculty if they are interested in having the RA's get training.

USC - Doing training earlier helped a lot with attendance.