ALL-SIS Faculty Services: 4 Topics in 4 Days, 2021 Discussion

March 15, 2021 – March 18, 2021

March 15, 2021:

Welcome to the ALL-SIS Faculty Services Committee's 4 Topics in 4 Days!

For today, our first topic:

How were your faculty services affected by temporary electronic access programs offered by vendors over the past year (e.g. HathiTrust, online study/treatise materials from W/L/WK, online Bluebook access, etc.)? Did you broadly promote temporary electronic access agreements to your faculty? Were faculty enthusiastic about such programs? Did they encounter difficulties accessing those materials, and if so, how did you address these difficulties?

Jacob Sayward
Director for Collections, Faculty & Scholarly Services
Cornell University Law Library
Ithaca, NY
(607) 255-5859
jes77@cornell.edu

Though well-utilized amongst our VU patrons, the HathiTrust Emergency Temporary Access Service has presented some challenges for us in law faculty services. We typically need to provide faculty guidance as to how to access requested materials via the catalog and HathiTrust records, and some of our faculty find the printing/download limits and short checkout periods to be limiting. As a result, we often opt to locate another print copy of these items that we cannot circulate per the program terms, whether via purchase or ILL. We did not broadly promote the program; instead the law librarians have discussed with faculty in their capacity as liaisons in the context of requests for impacted titles.

Meredith Capps
Foreign & International Law Librarian/Lecturer in Law
Vanderbilt University
Nashville TN
(615) 875-2860
meredith.a.capps@vanderbilt.edu

We have also had issues with the HathiTrust Emergency Access Service. We can't loan our print materials because they're blocked in the university's shared system. I've registered this problem with people at higher levels. HathiTrust can't or won't let us go campus-by- campus or library-by-library. It's all of Indiana University or none. So until the other libraries want to end emergency access, we're doing some checkouts the old fashioned way – written lists.

Susan deMaine, MSLS, JD
Director and Senior Lecturer in Law
Jerome Hall Law Library
Indiana University Maurer School of Law
211 South Indiana Ave.
Bloomington, IN 47405
sdemaine@indiana.edu

We promoted the temporary electronic access programs to our faculty along with much other information we were providing to them during the initial shutdown and summer. I wouldn't say that faculty were "enthusiastic" about the programs themselves, but they were consistently enthusiastic about our ability to provide resources. I don't think faculty pay very much attention to how we provide resources-just that we get what they need to them!

Although we didn't publicize it widely, library staff did direct a handful of faculty members to the HathiTrust Temporary Emergency Access program. For the reasons noted by Meredith (printing/downloading limitation and short borrowing periods), faculty members found this access cumbersome and we tried to find alternatives when possible. As print circulation and ILL started up again, our University Libraries decided to discontinue participation in the program in mid-August due to the limitations on lending print copies and the issues with user experience.

We already provided access to two of the major publisher's study aids packages and were pleased to be provided temporary access to the third. We promoted the three packages heavily (more to students than faculty). As we expected, the third package proved to be as popular as the original two and we ended up subscribing to it as well.

Connie Lenz
Associate Director for Research Services & Collection Development
University of Minnesota Law Library
Minneapolis MN
(612) 625-4301
lenzx009@umn.edu

March 16, 2021:

Welcome to the Faculty Services "4 Topics in 4 Days," Day 2 discussion!

Today's topic: Beyond temporary collections-related programs, how has your library provided remote support for faculty research and scholarship over the past year? What has worked, and what hasn't? What developments in this area do you plan to continue in the future? What have you learned?

Meredith Capps
Foreign & International Law Librarian/Lecturer in Law
Vanderbilt University
Nashville TN
(615) 875-2860
meredith.a.capps@vanderbilt.edu

Thank you, Meredith!

For us, this has meant a lot of support for research in online materials. There were still lots of research sources that our faculty had preferred in print, and they lost access to these pretty suddenly when the pandemic hit. We had to acquire, set up, and push online replacements/alternatives to our faculty as quickly as possible.

For many of those online acquisitions, there will be no going back to the print versions now that our faculty have been forced to adapt. We've now developed workflows for rush ordering ebooks and "delivering" them promptly upon faculty request.

We're also unlikely to go back to routing print journals to faculty members, which means being prepared to help faculty set up online current awareness options should they need those as a replacement service.

Jacob Sayward

Director for Collections, Faculty & Scholarly Services
Cornell University Law Library
Ithaca, NY
(607) 255-5859
jes77@cornell.edu

As part of our faculty-librarian liaison program, we provide training and meet individually with faculty research assistants. Normally, we would meet in person to discuss the specific research projects but, because of COVID, we held these meeting via Zoom. Although we contacted the research assistants directly to set up the meetings, the faculty were informed that we were conducting our individual meetings as we had done in the past. Many people feel that they are "over-zoomed" but I feel we are so fortunate to have it available given the current circumstances. I imagine this was similar to what other Law Libraries did to support faculty research projects.
Marcia Zubrow

Marcia Zubrow
Information Services Coordinator
University at Buffalo Law Library
O'Brian Hall
North Campus
Buffalo, NY 14260
716-645-2160
llmarcia@buffalo.edu

Our support for faculty has not changed radically-we've continued to offer fundamentally the same services that we offered pre-pandemic-but it's accelerated transitions to online-only subscriptions that were already underway, and we are now mailing print materials (both borrowed and acquired) directly to their homes at their preference.

Specifically regarding faculty research, there has been something of a drop-off in the number of projects we've been asked to work on. It's unclear whether this is pandemic-related-maybe faculty have spent less time on research and more time adapting courses for remote teaching?-or merely coincidental. In contrast, our publications services program (a cite-checking and manuscript editing service performed by library staff which runs in parallel to our research services) has been as busy as ever; perhaps our faculty have focused on finishing existing projects rather than researching new ones?

David Isom
Faculty Services Librarian
University of San Diego
San Diego CA
(619) 260-4542
disom@sandiego.edu

March 17, 2021:

Welcome to the Faculty Services "4 Topics in 4 Days," Day 3 discussion!

Today's topic focuses on support for faculty teaching: How has your library provided remote support for faculty members' instruction responsibilities over the past year? What has worked, and what hasn't? What developments in this area do you plan to continue in the future? What have you learned?

Connie Lenz
Associate Director for Research Services & Collection Development
University of Minnesota Law Library
Minneapolis MN

(612) 625-4301
lenzx009@umn.edu

Thank you, Connie!

Early in the pandemic, our library put together a LibGuide on Remote Teaching Resources for Law Faculty.

Our library also hosted a workshop for our faculty explaining the pandemic-related shifts in our course reserve practices. We have decreased the number of coursebooks we've purchased in print, and that's likely to continue post-pandemic.

Jacob Sayward
Director for Collections, Faculty & Scholarly Services
Cornell University Law Library
Ithaca, NY
(607) 255-5859
jes77@cornell.edu

I've noticed an uptick in requests seeking streaming video options for courses, especially as vendors place restrictions on streams shared over Zoom. Other instructional support we offer has remained largely the same, as faculty continue to ask that we prepare course research guides, and offer guest research instruction (though virtually, rather than in-person). Overall, however, it seems that we are receiving fewer requests than usual for more in-depth instructional support (guides and lectures), mirroring the decrease we've seen and others have noted for support on substantial research initiatives. I suspect that we'll see an uptick in both types of requests when we return to a more typical classroom environment, but perhaps with a greater willingness on both our and our faculty's part to explore and utilize online and virtual tools to supplement in-person classroom activities.

Meredith Capps
Foreign & International Law Librarian/Lecturer in Law
Vanderbilt University
Nashville TN
(615) 875-2860
meredith.a.capps@vanderbilt.edu

We were able to transition our instructional support online without too many hiccups. We also tried to look for opportunities to strengthen relationships with faculty/courses with the goal of improving our services to students. For example, every spring we receive numerous reference requests from students taking a particular undergraduate law course. This year, in an effort to bring clarity to what resources are available to undergraduate students and in recognition of the challenges of providing remote reference services, particularly to students beyond the law school, we prepared a detailed research guide tailored to that course. The professor was delighted, and the students really appreciated the written guidance. We also have been more targeted in marketing our library workshops to faculty teaching related classes. These efforts have been successful and we anticipate them continuing.

In addition, the Library partnered with the law school's IT group to create and maintain a remote instruction resources guide for law school faculty and students. The guide covers a wide range of topics, including how (and why) to use various features in Zoom; online etiquette; equity, inclusion, and accessibility; and resources for virtual clinical education. The guide links to a wide variety of internal and external resources and lists selected articles on remote instruction for faculty members wanting to take a deeper dive into the pedagogy of online instruction.

Jodi Kruger
Director, Reference and Research Services
UCLA Law Library

Los Angeles CA
(310) 794-5405
Kruger@law.ucla.edu

March 18, 2021:

Welcome to the Faculty Services "4 Topics in 4 Days" Day 4 discussion! Thank you for joining us this week. We are closing out the week's discussion by focusing on three topics: clinics, research assistants, and communication channels. Specifically, let's discuss what support does your library provide clinics and clinical faculty, and did this support change during the pandemic? What role does the library play in supporting faculty research assistants, and how does your library draw boundaries between the roles of librarians versus research assistants? Do you anticipate your library will continue new communications channels established with faculty, remote teaching, and any other pandemic-related changes to how you deliver faculty services?

To get the ball rolling, for our Library: Regarding clinics, we have a liaison program where every clinic is offered a reference librarian liaison who is available for classroom research instruction and student research consultations. Other than moving these services online, they were largely unchanged during the pandemic.

Regarding research assistants, our library runs a RA program, whereby the library hires and trains research assistants who are assigned to specific faculty and also are supervised by librarians. We tend to encourage faculty to rely on their RA for long term research projects and projects requiring substantial synthesis of information, such a preparing research memos, detailed annotated bibliographies, and sections of articles. Reference librarians are also available to faculty, and the work of reference librarians centers more on shorter term projects and projects where research strategy/information retrieval (rather than analysis) takes more of a center stage.

Regarding communications, the pandemic necessitated that faculty and RA communications be done remotely via Zoom meetings and greater reliance on e-mail. We've been tremendously pleased that Zoom has worked well for training RAs and meeting one on one with them for research support, and expect that we will calibrate our work and training in future based on successes we've had during this time.

Jodi Kruger
Director, Reference and Research Services
UCLA Law Library
Los Angeles CA
(310) 794-5405
Kruger@law.ucla.edu

Our clinic offices are located about a mile away from the law school itself. Pre-pandemic, we provided on-site reference service by having librarians in the clinic offices for a few hours each week. While students and staff working in the clinics could always ask questions through normal reference channels, we've found that physically being at the clinic offices has been very helpful for outreach and as a reminder that we're available to answer the types of questions which arise in clinics (often very different from other reference questions). We give a general reference orientation for all of the clinics as well as presentations to specific clinics at the request of clinical faculty- some, but not all, are interested in having us present regularly. Since the clinic offices have been physically closed due to the pandemic, all reference support to clinics has been remote, and clinic presentations have been done via Zoom.

During the pandemic, our regular orientation for research assistants also transitioned to Zoom. Regarding the boundaries between librarians and research assistants: no absolute rules, but as a starting point, the rule of thumb I use is whether the task in question is something that a research assistant could accomplish effectively with relatively little additional training-if not, it's usually in the best interests of everyone involved for a librarian to do it instead. Beyond that, it can be trickier, but I'm inclined to let research assistants work on more mechanical or ongoing requests that are within their abilities.

I think librarians, faculty, and students all miss being in classrooms and find remote classes tolerable under the

circumstances but certainly not ideal. I'd anticipate that the bulk of our faculty support that was done in-person will transition back to that when the pandemic ends.

David Isom
Faculty Services Librarian
University of San Diego School of Law
(619) 260-4759
disom@sandiego.edu

Some of our research presentations to clinics have continued as usual, but are simply being conducted via Zoom instead in person.

We did a training workshop for research assistants in early June, which was conducted via Zoom as well (also recorded and made available to research assistants who couldn't attend). There was also a LibGuide put together to accompany this workshop.

The Law Library also employs several research assistants directly, who may assist with whatever projects come up. One has been helping me populate some faculty members' ORCID profiles.

While I hope more ALL-SIS members chime in (especially those of you out West whose workdays haven't ended yet!), I want to take a moment to thank the ALL-SIS Faculty Services Committee for putting this together, as well as all ALL-SIS members who've participated this week. We'll be summarizing responses in our end-of-year report.

Jacob Sayward
Director for Collections, Faculty & Scholarly Services
Cornell University Law Library
Ithaca, NY
(607) 255-5859
jes77@cornell.edu

Hello Everyone,

It is great to see so many unique ways libraries are providing services during the pandemic.

In addition to many of the great services mentioned in previous posts, we have been working in conjunction with the clinics to provide tailored videos (about 10 or 15 minutes in length) highlighting resources that clinic students might find particularly useful. So far, the feedback has been very positive. We also always enjoy working with the students individually, remote for now but hopefully in person again soon.

Best,

Chris

Christopher Anderson
Collection Services & Digital Initiatives Librarian
St. John's University School of Law
Queens, NY
(718) 990-5074
andersc1@stjohns.edu