

Faculty Services 4 Conversations in 4 Days 2024

Faculty Services 4 Conversations in 4 Days – Day 1 (Monday, Feb. 26th)

Welcome to the ALL-SIS Faculty Services Committee's annual 4 Conversations in 4 Days discussion, and the topic for today is support for faculty publications and scholarly impact! **How do librarians track faculty publications and scholarly impact? Has the current situation with the U.S. News Rankings impacted the way that the library tracks scholarly impact?**

1. Hi everyone,

This is a great question to start out the week. Here is how we approach this at [redacted], broken down into a few distinct issues:

- **How do we learn what our faculty are publishing and posting?** As I'm sure many of you know, just finding out about what faculty are doing is hard enough. Our authors all have their own communities, social feeds, and outlets to publicize their own new works, and some tend to toot their own horns more than others. While some things still do fall through the cracks, the following strategies have enabled us to collect a very comprehensive picture of our faculty scholarship:
 - **Raising awareness of library services:** The biggest challenge is making sure that faculty are aware that the library is interested in all of their published work, as scholarly communication in law libraries has been evolving quickly in the past 5-10 years. We do what we can to get the word out broadly to the faculty that they should send us updates about new publications so that we can add/update records in our repository, or post to SSRN as needed. We've also been gradually meeting with our faculty individually to talk about our services and learn more about their research interests and publication preferences.
 - **Do the work for them, if you can:** For a long time, our library has offered to post new works to SSRN on behalf of our faculty. This can take a lot of time, but it gets the faculty to engage with us directly, and gives us information about forthcoming and published works that we may not already know about.
 - **Periodic reviews of publications and platforms for new content:** Setting up alerts in Westlaw/Lexis and checking Hein periodically is a good way to make sure you are seeing the newer publications. SSRN does provide RSS feeds that provide updates on new works by authors (sometimes inconsistently). Also, we do periodic checks through all works we know are "forthcoming" in specific journals to see if they have come out yet.
 - **Faculty CVs:** Also, if your faculty are in the habit of updating their CVs regularly (and you have access to the CVs), those can be a great way to ensure you are catching publications you may not have heard about.
 - **Show your work:** We send out a monthly newsletter to the faculty that lists all of the new publications and posted works that we are aware of from the previous month. In addition to letting the faculty know what their colleagues are publishing, this sometimes prompts faculty to tell us about pieces we missed.
 - **Make it easy for them to reach out:** If possible, direct the faculty to a single email address for anything involving their publications. Then, create an information campaign to advertise the new email address, and be prepared to politely remind them multiple times to use it.

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- **How do we keep track of faculty publications internally?** Keeping all of the data on faculty publications organized and in a useful format can be a real challenge. There are often multiple data sources to pull from, items duplicated in different places, varying levels of detail in metadata, and questions as to what kinds of publications should be included on a master list.
 - **Make a comprehensive list of faculty publications that you control:** My experience here when I started and at other institutions is that many law schools don't have their own complete lists of faculty publications. Sometimes the assumption is that the repository (or SSRN) is the list, but I don't really like delegating this work to third parties.
 - At Penn, we use a paid instance of Airtable to house our internal database of faculty publications. This platform gives us the power to link tables, and is very easy for multiple collaborators to work on together, and we are working on a way to feed each professor's publication lists directly to their profile pages on the website via API.
 - Microsoft Access or another accessible database application is another great option, or even just Excel/Google Sheets to make sure the lists are written down in a format that you like and that can be exported to other systems as needed down the line. Basically any way you can create a list with standard formatting that can be sorted by multiple fields.
 - **Decide what metadata is important to you:** Compiling, editing, and reviewing this list is going to take time and effort, and a lot of that depends on how much metadata you plan to store for all of these publications. Fundamentally, each publication should include citation info such as document type (article, book chapter, other, etc.), author(s), title, publication name, and publication date (or your best approximation). We also list all of the links to each work, including the publication itself (either a DOI or other web link directly to the content), Repository URL, and SSRN URL if applicable. If you are downloading and saving copies of all these works internally (also a good idea), then include an internal link if you can.
 - **What questions do you need to answer with the data?** Beyond the basic metadata, anything else you choose to collect should be based on the kinds of insights you want to draw from. For example, I added a checkbox field to our articles table that tracks whether each article can be downloaded in full without a paywall (a loose definition of open access), as I am very interested in the public accessibility of our scholarly output. If you have similar questions that you might want to answer, then think about how to incorporate data fields in your list that would help. Just keep in mind that this will add more time to the compilation and data entry, and if you're not the only one entering the data, you'll need to be clear about rules for entering data to avoid mistakes and inconsistencies.
- **How do we track and report on scholarly impact?** There's a lot of debate and discussion about what "scholarly impact" really means, especially in the legal scholarship context. Ideally, impact tracking should be based on the questions you (and the law school) want to answer, and what the faculty want to know about their potential

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audience. However, we're limited by the data available from the platforms that we use, so I make the best out of the data I can find. Here are the kinds of data I've reported to faculty related to impact:

- **Institutional Repository:** # Works available, total downloads (if available per author)
- **SSRN:** # Works available, SSRN downloads (total, and within the last 12 months), downloads per paper
- **Google Scholar:** # Works available, citations (total and last five years)
- **HeinOnline:** # Works available, citations (total and last five years), downloads
- **Web of Science:** # Works available, total # citing articles, cites per paper
- **Other Highlights:** If the author is ranked in SSRN's law scholarship network, or by field, or has shown up on any other ranked lists of law authors / scholarship, I will highlight those as well in the report.
- It depends on the author, but in my experience, any numbers indicating relative impact within a given field (like rankings), are more valuable than the raw download and citation numbers. I will give the faculty whatever numbers they want if I can pull them, so I am always trying to gather feedback from our scholars about how they would like to gauge and measure their own impact.
- **Impact of the U.S. News Rankings:** For me, the USNWR's (flawed) flirtation with scholarship rankings has sounded the alarm that law schools should keep better tabs on their scholarly output. I have serious concerns about conflating citations with impact, but since we can't seem to escape the need to count and compare, we're at least on notice that more people are paying attention to these numbers as a measure of the institution. Law schools are now more motivated to make lists of their scholarship, so that they can compare actual published works to what is available on Hein/SSRN/Westlaw/etc. and make sure that their intellectual output is fully represented and accessible online. It's a good time to get into Scholarly Communication!

I'm looking forward to hearing about others' experiences and strategies!

2. I'm a day late, but I'm just getting to look at this now. We do a lot of things at [redacted] that [redacted] does, but maybe a little differently, so I'll just note the differences.

Law School Communications takes care of the internal and external communications. They put together the print scholarship book that lists all of the faculty's publications. They also create the internal newsletter of publications, media appearances, awards, presentations, and such. And then the library handles the repository and things like metrics. We have an internal mailing list where we can post things we find out about, so that everyone knows. Communications, a couple of librarians, and I think someone in the Dean's Office are all on it.

I track faculty publications in an Excel database, which I use for my entire workflow. I track publications, forthcoming publications, and posting permissions. I use it to export batch loads and batch revisions for the repository, print publication lists, and html publication lists. I'm keen to hear more about Penn's API push from Airtable, since the whole campus is slated to get access to that later this year.

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Our research dean set up a system years ago that requires faculty members to turn in an updated CV every year if they want summer research funding, so they're pretty good about keeping them updated. They go into a shared folder that we have access to. I go through them and add new and forthcoming publications to the database. I check the forthcoming publications every month to see if they've been published. Our research dean also suggested this year that we kick out an annual list of publications and throw them in a file somewhere so we have it when our next accreditation comes up. I was able to put together a publication list fairly easily from the database, but there is the additional wrinkle of faculty movement and he thought that if we did lists every year, no one would have to figure out exactly which publications count for faculty who left or arrived during the period in question. So, I did the first one of those this year.

I recently started compiling a quarterly report for Communications and the research dean from my Westlaw alerts. It contains all of the publications and citations from the last quarter's reports. I get the alerts monthly and throw them in a Word document. I haven't had time to break them out for faculty yet, but I'd like to start that this year. I would also like to figure out how to automate parts of it so I can include more sources, but I haven't gotten there yet.

I keep a bunch of metadata on publications; more than what goes in the repository. I keep almost full publication information on books, and as much as I can get on journal articles, including issue numbers and abstracts. I also keep journal (and book publisher) posting policies in the database, and track permission requests. I keep DOI or links to the article on the journal's website as appropriate. I have recently added SSRN links in anticipation of pulling download counts. I'm also planning on adding citation information when I can find a spare couple of weeks to figure out how I want to do it.

3. I'm also a day late, but I wanted to chime in.

At [redacted], we work closely with our associate dean of faculty and Communications department to maintain a list of faculty publications. Recently the library has taken over management of the publications database that feeds into faculty bibliographies on our website, which encourages some (but not all!) faculty to alert us about their publications.

Like others, our library also offers to post to SSRN for faculty as a way of keeping in the loop, and we compile scholarly impact statistics for the entire faculty at least once a year.

One more unusual way that our law library keeps informed about faculty publications is with our Faculty Publication Services program, through which we provide citation formatting, cite-checking, and above-the-line editing for our faculty members on request. Over the years, this service has led to close working relationships between the librarians and many of our faculty members. Over 2/3 of our faculty members now use our library's editing services. Many of them now send the librarians their in-progress articles with highlighted research questions embedded in the article, which truly makes us partners in the writing and research process -- and gives us a heads up on future publications. And the faculty members also tend to keep librarians in the loop when they get offers of publication for the articles we helped edit or research.

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4. Joining the day late train here. Our mix of strategies is fairly similar, with a couple of unique additions:
 - Our research dean a few years ago started a monthly "call for accomplishments" where faculty can enter their new publications/awards/presentations/etc. on a Google doc. This then gets used by communications, and we take a look at it to add in publications.
 - Last year we started an annual faculty publications celebration. I'm actually about to send out a message to each of our faculty asking them to verify/correct our list of their publications for 2023.

As far as scholarly impact is concerned, I'm available for consultations and to provide advice, but we don't track citations for our faculty. We used to, but it was more difficult than we anticipated, particularly since we have so many faculty who publish in interdisciplinary source.

5. I don't have much to add to [redacted]'s fabulous description. I will say, I wonder if we should change the focus from scholarship impact to scholarship accessibility. Access to information is one of our professional goals. I dare say that there is a fair amount of scholarly law professor material behind paywalls and we should find ways to skirt around them, like posting pre-prints etc. It is probably a fair bet that access is going to drive impact anyway by whatever metric you choose to use.

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Faculty Services 4 Conversations in 4 Days – Day 2 (Tuesday, Feb. 27th)

Continuing our Faculty Services 4 Conversations in 4 Days, today the focus is on how you and your institution are supporting faculty use of generative AI tools.

All law school faculty and most students have had access to the Lexis+ AI tool since at least January 1st of this year, and schools with a Westlaw Practical Law Dynamic subscription have had access to the Ask Practical Law AI tool for about a month now.

How are you supporting your faculty's use of these, and other, AI tools? Are you providing training or leaving that to the vendors? Has there been demand from your faculty for support of their own use of AI tools, or requests for librarian-provided guidance to students in their classes on the use of the tools?

- We are continuing to learn about AI and practical applications, and there is some interest from our writing faculty in providing guidance to students as they prepare for their summer jobs. We are still very much in the planning stages for how we might introduce this to first-year students (once they gain access to Lexis's AI mid-Spring) in the context of their Legal Analysis, Research, and Writing course.

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Faculty Services 4 Conversations in 4 Days – Day 3 (Wednesday, Feb. 28th)

Since COVID and the emergence and popularity of generative AI, the needs of faculty seemed to have changed. What changes are you seeing at your institution in the ways faculty are interacting with the library and what, if anything, are you doing to meet those needs?

No responses.

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Faculty Services 4 Conversations in 4 Days – Day 4 (Thursday, Feb. 29th)

Thank you all for your participation in the "Faculty Services 4 Conversations in 4 Days" conversation this week!

Last question for the week, which is, of course, another one about our chatty chatbot friends!

How are you personally using generative AI to support faculty? How have you used it for faculty research? Have you typed in a faculty's email and asked ChatGPT et al. to draft a response? Used it for proofreading faculty services request answers?

If so, are there specific use cases or best practices you've discovered? Additionally, have you had any privacy concerns when using them for faculty research?

- We've used generative AI (ChatGPT) to assist with writing Python code, and a colleague used it to generate session titles for his "Statistics for Non-Statisticians" faculty development series. Other than that, I don't use it much, and I'm very skeptical about it. In fact, most of my use of Lexis AI is asking it to do stuff like write a musical about the earned income tax credit, or a western one-act play about adverse possession. (It did both.)
- I have used ChatGPT and Claude 2 to research a complicated asylum law question. The question did not involve anything confidential, so there were no privacy concerns, so I did not alter the fact pattern during my research. Although I was initially unfamiliar with the subject so I didn't know it at first, but it turns out that both systems produced fairly accurate answers and pointed me towards relevant countries for further research. Still, while the chatty chatbot answers were helpful, it still took hours of conventional research to fully address the question.

I find the systems more helpful when I have prior knowledge of the subject I'm researching, enabling me to better quickly evaluate the generative AI results. Starting with little knowledge about the subject still required the usual amount of time to understand the structure of the law and conduct conventional research.

Another time, I had a question about which companies were involved in sustainability practices. Web information was scarce and confusing, so I turned to these sources to uncover any relevant business information. Although I didn't find much new, I did come across some news stories about some of the businesses.

AND.... This is not incredibly related to faculty services, but I dictated the above into my phone and then asked ChatGPT-4 to proofread the text and "correct errors only" (because otherwise the proofreading fluffifies it to much). Also, I just used ChatGPT-4 to generate this picture! Seems to think we are children hahahaha.

- Last time I used the premium \$20 of a month version of Claude 2, it could do it. It started to go down a bit in other ways, so I cancelled it so I can't try it now.. :(

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- A lot of the uses that I have for it are less to do with the actual research (frequently in Hein or somewhere that doesn't have an AI plug-in). I tend to use it more to focus my efforts during the research process, like a little assistant. "Summarize these 5, 30-page articles" so that I know which 2 are the most relevant to read. I also did a lot of interdisciplinary research so tools that plug-in to large, public databases like PubMed would be really useful for that.

You can do this a few ways depending on your level of comfort (and how much time/money you're willing to spend):

- Pay for a premium subscription to like ChatGPT and make a custom GPT, use Premium Claude which has a high token limit, pay for a service like <https://customgpt.ai/>, ChatPDF.com, etc.
- NVIDIA's [Chat with RTX](#) - if you have enough memory and a supported GPU. It's a fantastic no-code option for you to do it locally.
- Get something like AnythingLLM where you are doing everything locally (no code) and can add your own documents but make a call to OpenAI's API & embeddings.
- Find a Youtube tutorial that walks you through how to use OpenAI's API call and use it on a local folder: <https://www.youtube.com/watch?v=RIWbalZ7sTo>
- Run everything locally with something like <https://llmware.ai/> or LMStudio

Lots of options but some of them are kind of a hassle to set up.

- There are two pieces to the localLLM puzzle, the software that manages the LLM model and the software that manages the RAG (uploaded documents and provides the chat interface in many cases). These could be rolled into one and I expect they soon will be. For now, there are native Windows solutions for both of them.

Ollama for Windows - <https://ollama.com/download>

AnythingLLM for Windows - <https://useanything.com/>

Ollama holds the LLM and creates an API that AnythingLLM can call. A reasonable model to use is Mistral-7b, but the best model for you is machine and use dependent.

AnythingLLM has the RAG component built in to upload documents (such as cases, statutes, research memos, or whatever you want the LLM to consult as context) and also the interface so you can chat with or query the documents using the LLM hosted by Ollama.

Your query gets converted into a number by the embedding model. That number is compared to all the chunks of RAG in AnythingLLM. Then AnythingLLM sends your query and the most relevant chunks of content to Ollama/Mistral. Ollama/Mistral generates content based on your prompt and the context passed to

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it by AnythingLLM. Then Ollama passes the generated content back to AnythingLLM, which displays it for you. The process repeats itself for each statement, with the previous chat being part of the context for the next one.

For example, we are using a similar model with some different pieces to permit our staff and interns to consult with the past 20 years of reference memos and are adding other content like course catalogs to create an internal knowledgebase you can chat with.

The upsides of this solution is that these are open-source, free, and the content never leaves your computer.

The downside is that most computers cannot process nearly as fast as the cloud-hosted solutions, so for now they are slower.

- There's a paper from Anton Korinek called Generative AI for Economic Research: Use Cases and Implications for Economists (available from the author at https://www.dropbox.com/scl/fi/kk6duohtufsa8dhs3yat/LLMs_final.pdf?rlkey=bfadp97ej13ruceggcfeeyi&e=1&dl=0; linked from the author homepage at <https://www.korinek.com/>) which goes into some of the issues raised here. Basically, different LLMs have different "context windows," meaning different lengths of text that they will consider when formulating a response. ChatGPT had a context window of 4,000 tokens (basically around 3000 words), whereas Claude 2 had a context window of 100,000 tokens (75,000 words). The info in the article hasn't been updated since the fall, so it doesn't take into account Claude 2.1.

The paper is also interesting because it tests and critiques various uses for generative AI, including summarization, writing code, and creating figures.

- If people are interested in AI tools for interdisciplinary research, librarian Aaron Tay has been collecting them here (they're both being regularly updated):
 - [List of academic search engines that use Large Language models for generative answers](#)
 - [List of Innovative Literature mapping tools](#)
- I've used it a fair amount to help with faculty work, and have found it most useful in understanding something new. For example, to find some leading scholars in an unfamiliar area of law, or to give me a broad overview of what the issues might be.

Another thing I've done is ask what kind of sources I might use to answer an off-the-wall question. For example, I was just looking for a list of law libraries active in the 1800s, and I wanted to make sure I covered all bases, so I asked for some ideas of where to look.

I also use it for a million little things, such as:

- "I have a list of citations, can you reorder this alphabetically by authors last name? Chronologically? "

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- "My citations have all the titles in sentence case, change to title case "
- "Generate a one-sentence summary of each article from the cut and pasted abstracts "
- "I'm cutting and pasting from a PDF, but it has random line-breaks all over the place, remove line breaks from the text "
- "Here are my notes on articles/case law, put this into a chart with columns for title, citation, court, holding, etc. "
- I've experimented with help formatting Bluebook citations and it's not helpful. However, it does a decent job converting to APA (tho I'm not an expert in APA at all, which could be why I think it's good).
- "I'm thinking of a concept [give vague explanation], what is that called? "

Finally, for interdisciplinary scholarly research, some of the AI tools are really good. (Not so great for law as they don't have anything close to a full data set of law review articles). I particularly like Consensus and Semantic Scholar.

- I think that this is possibly faculty services related... Maybe everyone already know this, but yesterday I discovered for myself that Perplexity AI is arguably better than Google! I liked it so much that I just wrote a blog post about it comparing Perflexity AI and Google answers - <https://www.aialawlibrarians.com/2024/02/29/welcome-perplexity-ai-to-the-law-library-move-over-google/>.