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## Faculty Research Services For a New Era of Law Librarianship

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### Abstract

Despite recent changes in legal education, American law schools continue to prioritize faculty scholarship, and support for faculty research is still a primary function of academic law libraries. Based on survey responses from 38 of the top-ranked U.S. law schools' libraries, this article discusses the different administrative models used to organize faculty services, innovative research services being offered, library research assistant pools, and best practices for organization, tracking time spent on faculty research requests, and receiving feedback on work, so as to best communicate the value of the library to the law school administration.

### Introduction

Before an exploration of how law libraries are bringing faculty research services fully into the twenty-first century, it is interesting to start with a look back at the development of one of the key organizational models of faculty services.

A short article in a 1976 volume of *Law Library Journal* described the development of the Faculty Liaison program at the Tarlton Law Library at the University of Texas. The article stated that the "Faculty Liaison program was designed by Harry S. Martin and Roy M. Mersky so that each law school faculty member is assigned a librarian as a personal contact point in the library."<sup>1</sup>

In a recent email<sup>2</sup>, Martin told the story of the creation of the country's first faculty liaison program:

I started as a reference librarian... at Tarlton in January 1972. At that time, UT [had] a pretty active summer school. Many of the summer school students were from out-of-state as were many of the faculty. [Mersky] was always very strong on providing faculty service and he wanted the summer visitors to have such good service that they would return to their schools, make unreasonable demands, and, when denied, say, "Well, I got that at Tarlton!" ... We assigned each visitor a personal librarian and told the visitors not to try to figure out how to get what service or information they wanted, but just to call their liaison. Their liaison would figure out who could provide what they needed... Most of the summer visitors taught daily and had little time for research... The visitors loved the program and told [Mersky] so. Then [Mersky], as was his wont, had to brag to the regular

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<sup>1</sup> Ann Van Hassel, *The Faculty Liaison System at the Tarlton Law Library Reported*, 69 *Law Lib. J.* 102, 102-03 (1976).

<sup>2</sup> Email from Harry S. Martin, Professor Emeritus, Harvard Law Sch., to Mariana Newman, *Research Paper question- Creation of Faculty Liaison Program at Tarlton* (May 2, 2017, 2:41 PM PDT) (copy on file with author).

UT faculty about how successful this innovative program was. Then the regular faculty got miffed that *they* did not have a personal librarian. So of course, we expanded the program to include all full-time and emeritus faculty. That program continues to this day.

Despite ongoing changes in legal education, American law schools continue to prioritize faculty scholarship, and like Martin and Mersky at the Tarlton Law Library, academic law librarians still consider providing excellent service in their support for faculty research as one of their primary roles. Based on survey responses from 38 of the top-ranked U.S. law schools' libraries, this article will discuss the different administrative models used to organize faculty services, innovative research services being offered, and best practices for organization, tracking time spent on faculty research requests, and receiving feedback on work, so as to better communicate the value of the library to the law school administration.

## Literature overview

The scholarly literature in the area of faculty services has focused on describing the current landscape of faculty services in general, detailing programs offered at specific law libraries as exemplars, and making recommendations for improvements. My study of the literature has influenced the development of my survey and discussion of the extent and range of faculty research services offered by law libraries today.

In her 2007 article "Faculty Services in the 21<sup>st</sup> Century: Evolution and Innovation," Margaret A. Schilt discussed the results of two surveys of faculty services provided in an earlier era, exploring the services offered by law libraries to faculty in 2000 and 2005.<sup>3</sup> Writing ten years ago, in 2007, she then made predictions for how law librarians' work with faculty would change and develop as the 21<sup>st</sup> century continued.<sup>4</sup>

Schilt describes three main organizational models used by law libraries for faculty services: the traditional model, the liaison model, and the faculty services librarian model.<sup>5</sup> Many schools use a hybrid: for example, a faculty services librarian is in charge of the work of faculty liaison librarians. Under the "traditional" reference model, faculty send their research queries to a centralized email for the reference office or desk. Then the reference librarian on duty responds to the requests or the reference staff divide them up in some way.<sup>6</sup> With a faculty library liaison model, the reference librarians are each responsible for the research requests of several faculty members, which allows librarians to develop special expertise in particular subjects and long-term relationships with faculty.<sup>7</sup> Under the faculty services librarian model, one librarian takes the lead role in communicating with the faculty about library services and current awareness and also makes sure that faculty research requests are handled by a team of reference librarians and/or student research assistants.<sup>8</sup>

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<sup>3</sup> Margaret A. Schilt, *Faculty Services in the 21st Century: Evolution and Innovation*, 26 Legal Ref. Servs. Q. 187 (2007).

<sup>4</sup> *Id.*

<sup>5</sup> *Id.* at 193.

<sup>6</sup> *Id.*

<sup>7</sup> *Id.*

<sup>8</sup> *Id.*

According to Jon S. Schultz in his article “The Faculty Services Department: Fine-Tuning the Research Engine,” one of the benefits of a system with a faculty services librarian is the sense of certainty it provides: “whenever faculty need research support, they know exactly who to call and who will accept responsibility for getting the job done.”<sup>9</sup>

In her 2002 article “A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment,” Sheri H. Lewis emphasized the importance of having a method of accountability to ensure that faculty are satisfied with the services the library provides.<sup>10</sup> She recommends periodic interviews with faculty members (at which librarians can also inquire about new developments in the faculty member’s research interests and inform him or her about new library services), surveys, and informal conversations.<sup>11</sup> Currently, many of these informal conversations take place in the faculty’s reply to the librarian’s emailed research answer rather than while passing in the hallway of the law school. I will explore more formal methods of gauging faculty feedback such as interviews and surveys later in this paper.

The Faculty Services Committee of the American Association of Law Libraries Academic Law Libraries Special Interest Section (“ALL-SIS Faculty Services Committee”) has compiled a “Faculty Services Toolkit,” available online to American Association of Law Libraries (“AALL”) members.<sup>12</sup> The Toolkit provides an overview of the organization, administration, and variety of faculty services offered by law libraries, as well as the minutes of the past several years of the Faculty Services Roundtables that took place at the AALL annual meeting.<sup>13</sup> These minutes provide useful insight into new developments in the services provided and help to forecast trends for the future.

In 2015 Allison C. Reeve and Travis Weller undertook an extensive study of the empirical legal research support services offered by law libraries.<sup>14</sup> After developing a definition of empirical legal research and discussing the reasons for an increase in that kind of research by law faculty, Reeve and Weller outlined the methodology of their survey and their findings.<sup>15</sup> While only ten percent of the respondent libraries had a staff person whose sole focus is empirical legal research support (with all of these positions at law schools ranked in the top fifty according to *U.S. News & World Report* rankings), one-third of the respondents expressed a plan to increase empirical legal research services over the next five years.<sup>16</sup>

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<sup>9</sup> Jon S. Schultz, *The Faculty Services Department: Fine-Tuning the Research Engine*, 83 *Law Lib. J.* 771, 774 (1991).

<sup>10</sup> Sheri H. Lewis, *A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment*, 94 *Law Lib. J.* 89, 95 (2002).

<sup>11</sup> *Id.*

<sup>12</sup> *Faculty Services Toolkit*, ALL-SIS Faculty Services Comm., <http://www.aallnet.org/sections/all/storage/committees/faculty/toolkit> (last visited May 22, 2017).

<sup>13</sup> *Id.*

<sup>14</sup> Allison C. Reeve & Travis Weller, *Empirical Legal Research Support Services: A Survey of Academic Law Libraries*, 107 *Law Lib. J.* 399 (2015).

<sup>15</sup> *Id.* at 407-10.

<sup>16</sup> *Id.* at 413-14.

## Methodology for survey

The ALL-SIS Faculty Services Committee has not conducted a survey of the range and manner of faculty services offered by law libraries since 2013<sup>17</sup>, so I developed a new survey to facilitate understanding of the current landscape of faculty research services. Based on a review of the literature, previous surveys, the information compiled in the Faculty Services Committee's online Faculty Services Toolkit, and conversations with law librarians, this survey was designed to discover the ways that law libraries organize their faculty research services, the perceived advantages and drawbacks of the organizational models, and any new or exemplary research services being offered to faculty.

During February 2017, I conducted this survey of the faculty research services being provided by the libraries at the top 45 ranked law schools in the United States, according to the U.S. News & World Report rankings for 2016.<sup>18</sup> I chose this method of selecting libraries to survey because rank would serve as an adequate proxy for a relatively well-resourced library at a school where faculty engage in extensive scholarship.

The survey, created using SurveyMonkey<sup>19</sup>, included a mixture of multiple choice and open-ended questions. Respondents were able to select one or many choices, as appropriate, select "other" and provide an explanation, or elaborate on their answers. A law library director reviewed the survey and provided feedback to improve it.<sup>20</sup>

The survey covered general questions about the research services provided (questions 2-4), the organizational model of faculty services employed by the library (questions 5-7), new services like citation support and empirical research support (questions 8-9), the administrative organization of the submission, division, completion, and tracking of faculty research queries (questions 10-15), library involvement with research assistants (questions 16- 19), recent changes made to faculty research services (question 20), general thoughts on advantages and disadvantages of the library's current offerings (questions 21-23), and any novel or unusual faculty services offered by the library (question 24).

After looking at the selected libraries' staff directories, I emailed a link to the survey, along with an explanatory email to the librarian who seemed to be in charge of faculty services, or else the head of reference or research services. I asked for the survey to be forwarded to the correct person if I had been mistaken. I sent the survey the week of February 6, 2017, and I followed up with a reminder email to those who had not yet completed the survey the week of February 20, 2017.

I received responses from librarians at 38 of the 45 libraries to which I sent my survey.<sup>21</sup> I received responses from libraries at 36 out of the top 37 ranked law schools, so this study represents almost complete coverage of the top 37 law schools by ranking.

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<sup>17</sup> *Faculty Services Toolkit*, *supra* Note 12.

<sup>18</sup> *Best Law School Rankings*, U.S. News & World Report (Mar. 14, 2017), <http://www.usnews.com/best-graduate-schools/top-law-schools/law-rankings>.

<sup>19</sup> *SurveyMonkey*, <https://www.surveymonkey.com/>.

<sup>20</sup> A complete copy of the survey questions can be found in Appendix A *infra*.

<sup>21</sup> Of the 38 law school libraries I surveyed, only one does not provide substantive research support for faculty (Washington University School of Law): this is due, they said, to their heavy teaching load.

## Results: models of faculty services

According to the survey, 12 out of the 38 respondent law libraries employ a faculty liaison model, five libraries use a standard Faculty Services Librarian model, six utilize the “traditional” model, and 15 use some hybrid of the models.<sup>22</sup> Most frequently, this hybrid approach is a Faculty Services Librarian who oversees the work of faculty liaison librarians. At one library, a liaison system exists, but requests sent to the centralized reference email, phone, or chat are answered by the librarian staffing the reference desk, unless they require expertise. Student research assistants employed by the library are also part of the mix. Another school uses a faculty liaison model for full-time faculty members, and a centralized reference email (more in line with the “traditional” model) for all other faculty.

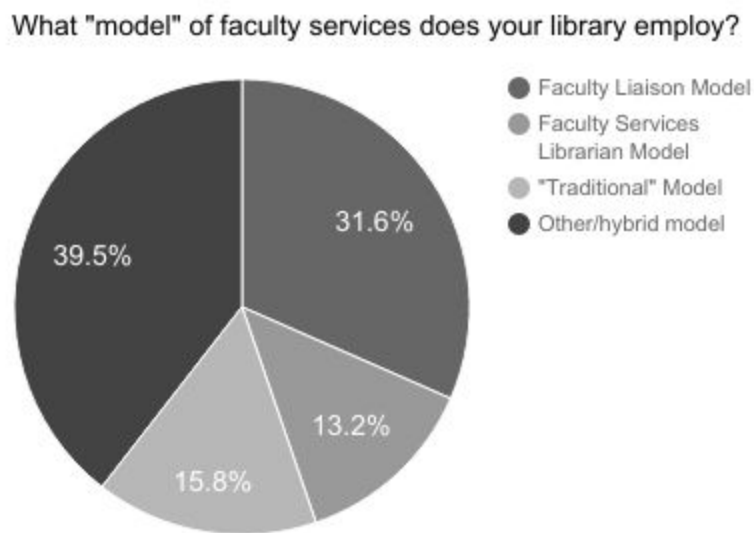


Chart 1

## Discussion

### *The benefits and drawbacks of the different models of faculty services*

#### **Faculty liaison model**

The majority of the libraries surveyed use the liaison model in some form. With this model, reference librarians are assigned particular faculty members for whose research requests they are responsible.<sup>23</sup> They also generally handle all outreach from the library to their liaison faculty.

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<sup>22</sup> This breakdown can be seen in Chart 1 *infra*.

<sup>23</sup> Schilt, *supra* Note 5.

Based on the survey responses, there are several benefits of this model. First, it is a set way to spread the research work around among reference librarians, not dependent on librarians' claiming assignments for themselves or a supervising librarian doling out the work. Next, librarians are able to develop long-term relationships with faculty, which can improve the quality of the work product since the librarian is very familiar with the faculty's previous scholarship and their research needs and preferences. This collaborative long-term relationship also might increase librarian satisfaction in the work he or she is doing. Finally, because liaison librarians always work with the same faculty members, they may be able to develop special expertise in particular subjects. Some law libraries group faculty with similar research interests together so that one librarian handles all of the tax-related research, for example.

Balancing workload is probably the biggest drawback of the faculty liaison model, according to survey responses.. Some faculty use the library for research requests frequently and some not at all. The head of reference or faculty services can make his or her best effort to distribute faculty assignments in an equitable manner. Another consideration to take into account is what to do when a liaison is away on leave or vacation. Librarians tend to cover for each other in some way, but it can lead to further imbalance and disruption of routine. More difficult can be what to do when a liaison librarian leaves the library, either for another opportunity or retirement. This transition can be eased if faculty are able to send requests to a centralized reference email, although this is not the most organized workflow.

### **Traditional model**

With the "traditional" model of faculty services, faculty send their research requests to a centralized email, telephone, or databases, and librarians split up the work amongst themselves in some way.<sup>24</sup>

At the UCLA Law Library, reference librarians keep the reference email inbox open alongside their personal inboxes so that they can claim the requests as they come in. Any remaining requests are assigned by the Head of Reference.<sup>25</sup>

The Gallagher Law Library at the University of Washington uses the traditional model, and recently revised its workflow for handling faculty requests.<sup>26</sup> In the past, the librarian or law librarianship student intern who was staffing the desk when the request came in would start on the request, and if he or she was unable to finish it during the shift, pass it off to the next librarian at the desk or continue to work on it in his or her office if desired. Now, if a faculty research request comes "in" to the reference office via email or telephone, and it appears that it might take longer than the length of the shift to complete, the librarian or intern will immediately post it to the Research Services department's SharePoint announcements page to be claimed by a librarian who has the interest and/or availability to complete it. That librarian might complete it himself or herself, or recruit and supervise an interested intern.

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<sup>24</sup> *Id.*

<sup>25</sup> Telephone Interview with Kevin Gerson, Law Library Dir., UCLA Sch. of Law (Feb. 1, 2017).

<sup>26</sup> This paragraph is based on my personal experience as an intern at the Gallagher Law Library from September 2016- June 2017.

At some law libraries surveyed, the requests are the responsibility of the librarian on duty at the reference desk when the requests are received. Those librarians complete the requests at the desk or in their offices.

A benefit of this model is that all librarians have the opportunity to work with all of the faculty members who send requests. Unlike with the liaison system, where for good or ill, a certain librarian always completes the requests of a certain faculty member, with the traditional model this work is spread amongst the librarians.

A drawback of the approach where the requests are the responsibility of the librarian staffing the reference desk is that this can lead to an unbalanced workload based on flukes of timing. It may make more sense to use an approach like UCLA's or the UW's where librarians can choose to complete requests based on their availability. Of course, that approach does rely on all librarians being equally dedicated to completing faculty work and volunteering to complete requests. It helps to have a supervising librarian overseeing the requests to make sure that librarians are claiming work in an equitable manner.

### **Faculty services librarian model**

The Law Library at the University of Michigan Law School uses a Faculty Services Librarian model.<sup>27</sup> As discussed above, with this model, one librarian takes the lead role in communicating with the faculty about library services and current awareness, and receives faculty research requests. The Faculty Services Librarian does not complete the research all by herself or himself but rather makes sure that they are completed by reference librarians and/or student research assistants, assigning them based on his or her knowledge of the librarians' availability and areas of expertise.

Virginia Neisler, the Faculty Services Librarian at Michigan, describes her workflow in her survey response:

All research questions come through me first. If another librarian receives a question they forward it to me. I keep track of all ongoing projects, due dates, and workflow. I assign projects out to my staff of RAs, and will only ask other librarians to step in and help if we are 1) already working at full capacity when another project arrives or 2) if the project is particularly complex or requires special knowledge. I will either give a librarian work because they have a special interest or skill (foreign language, love of bankruptcy law, etc.) or I will ask to see who has the time to help that day or that week.

The Alexander Campbell King Law Library at the University of Georgia School of Law also employs the Faculty Services Librarian model.<sup>28</sup> According to Faculty Services Librarian T.J. Striepe's survey response, faculty members are encouraged to send their requests to the Faculty Services Librarian. Again, the Faculty Services Librarian does not complete all of the research himself but rather utilizes the library's pool of research assistants to help complete the

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<sup>27</sup> *Services for Law Faculty*, Michigan Law Library, <http://www.law.umich.edu/library/services/Pages/For-Law-Faculty.aspx> (last visited May 22, 2017).

<sup>28</sup> *Law Library Faculty Services Brochure*, Alexander Campbell King Law Library, [http://www.law.uga.edu/sites/default/files/Faculty\\_Services.pdf](http://www.law.uga.edu/sites/default/files/Faculty_Services.pdf) (last visited May 22, 2017).



request. If the project is not suitable for the students then the Faculty Services Librarian assigns the project to other reference librarians.

The great benefit of this model is organization and control, which can lead to very high quality, consistent service to faculty. Because there is a librarian on staff who is devoted to Faculty Services but does not have to complete all of the requests himself or herself, much outreach can be made to faculty and an intimate knowledge of their areas of scholarship, needs, and preferences can be gained.

Of course the drawback, acknowledged by both the Faculty Services Librarians at the Universities of Michigan and Georgia, is that it can be tiring or overwhelming to be in charge of coordinating so much work. However, as Neisler remarked in her survey response, “I’ve found it to be challenging in a good way and my coworkers are always very happy to step in and help as needed. I never get push back if I say we need some extra help.”

### ***Innovative services and library positions***

The results of my survey emphasize that libraries are adding or redesigning positions in order to provide new research services to their law schools’ faculty. From librarians who specialize in empirical research to librarians dedicated specifically to clinical faculty or to citation support, more law libraries seem to be demonstrating their value to the law school through innovative services. Many libraries are using library-sponsored research assistants to further serve their faculty’s research needs. Each of these areas is addressed fully below.

### **Empirical research**

Law professors are increasingly focusing on research with an empirical bent. In their article *Empirical Legal Research Support Services: A Survey of Academic Law Libraries*, Reeve and Weller cite the increase in law professors with doctorate degrees in the social sciences and the existence of more law journals focusing on empirical legal research for this trend.<sup>29</sup>

At a 2008 panel discussion about the role of the law library in the 21<sup>st</sup> century law school, John Palfrey, then the Vice Dean of Library and Information Resources at Harvard Law School, remarked, “The challenge for us is to think about what it means to be a law library at our core, to be very, very good at that provision of the traditional services and not mess that up, and at the same time, to figure out what to do for somebody who is doing legal research in a way that is like a social scientist.”<sup>30</sup> Many law libraries with the means are now offering empirical research support to faculty.

Eight out of the 38 law libraries that responded to my survey answered “yes” to the question “Do you offer specialized empirical research support/ do you have an empirical research analyst?” At five of those libraries, empirical research support is a separate library position. Those job titles are “Empirical Services and Assessment Librarian,” “Statistician and Manager of the Empirical Research Services,” “Applied Research Statistician,” “Empirical

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<sup>29</sup> Reeve & Weller, *supra* Note 14 at 401.

<sup>30</sup> Richard A. Danner, S. Blair Kauffman & John G. Palfrey, *The Twenty-First Century Law Library*, 101 *Law Lib. J.* 143, 149 (2009).

Researcher,” “Empirical Research Analyst,” and “Empirical Research Specialist.”<sup>31</sup> Only two of those positions are currently held by people with a library degree.<sup>32</sup>

Librarians from two schools responded to my survey that they would like to be able to “hire an empiricist” or “offer empirical research support” at a higher level if possible in the future.

### *Marketing empirical research support at Yale, Harvard, and Duke*

The Lillian Goldman Law Library at Yale Law School employs an “Empirical Services and Assessments Librarian.”<sup>33</sup> According to the library’s website, this librarian can help with “finding data sets, cleaning data, performing statistical analysis, and conducting individual, small group, and class workshops and tutorials (e.g., Intro to Stata; Survey Research 101)” and provide research support for both quantitative and qualitative projects.<sup>34</sup> Despite employing an empirical research librarian, according to the survey, the law library would still like to be able to provide faculty with additional assistance for empirical research.

The law library at Harvard Law School has an Empirical Research Services department that employs two empiricists, neither of whom are librarians.<sup>35</sup> The department has an in depth website featuring research guides for empirical legal research. This site is aimed at helping both faculty members and students who want to design empirical studies of legal questions, offering “useful resources for designing, constructing and analyzing an empirical research study, as well as information regarding support services offered by Harvard Law School.”<sup>36</sup>

The Goodson Law Library at Duke Law employs an Empirical Research Analyst.<sup>37</sup> The library’s webpage about empirical legal scholarship advertises the analyst’s ability to assist faculty with “developing research proposals, acquiring data sets, determining the best statistical approach to use in analyzing data, and performing statistical analyses.”<sup>38</sup> The webpage also acts a research guide of sorts with links to recommended sources of data sets, options for storing data, and lists of law reviews and journals that publish empirical legal research.<sup>39</sup>

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<sup>31</sup> See *Library Directory*, Yale Law School Lillian Goldman Law Library, <http://library.law.yale.edu/people> (last visited May 22, 2017); *Staff Directory*, Harvard Law School Library, <http://hls.harvard.edu/library/about-the-library/staff-directory/> (last visited May 22, 2017); *Contact Us*, University of Virginia Arthur J. Morris Law Library, <http://libguides.law.virginia.edu/hours/contactus> (last visited May 22, 2017); *Staff Directory*, Duke Law Goodson Law Library, <http://law.duke.edu/lib/staffdirectory/> (last visited May 22, 2017); *Contact Us*, Fordham University Maloney Library, [http://lawlib1.lawnet.fordham.edu/libinfo/contact\\_us.html](http://lawlib1.lawnet.fordham.edu/libinfo/contact_us.html) (last visited May 22, 2017).

<sup>32</sup> *Id.*

<sup>33</sup> *Empirical Research Support*, Yale Law School Lillian Goldman Law Library, <http://library.law.yale.edu/empirical-research-support> (last visited May 22, 2017). See the job posting for this position in Appendix B *infra*.

<sup>34</sup> *Id.*

<sup>35</sup> *Empirical Research Services*, Harvard Law School Library, <http://hls.harvard.edu/library/empirical-research-services/> (last visited May 22, 2017).

<sup>36</sup> *Id.*

<sup>37</sup> *Empirical Research Support*, Duke Law Goodson Law Library, <http://law.duke.edu/lib/facultyservices/empirical/> (last visited May 22, 2017).

<sup>38</sup> *Id.*

<sup>39</sup> *Id.*

*“Into the weeds” with data at UC Berkeley*

According to their survey response, at the law library at UC Berkeley, librarians go “deep into the weeds” to help their faculty with empirical scholarship. Michael Lindsey, the Director of Library Web Development, and Dean Rowan, the Director of Reference & Research Services, have worked with a Berkeley Law professor to scrape data from congress.gov’s Presidential Nominations database and put it into a spreadsheet for the professor to analyze.<sup>40</sup> Since there is no existing Application Program Interface, or API, available to retrieve that data, Lindsey wrote scripts that pulled the data from both the preliminary short display of results and the more detailed display of the individual records. Rowan and Lindsey reviewed the data and corrected earlier data scrapes when the Library of Congress’s legacy website THOMAS became congress.gov and as the database has evolved. Rowan remarked about this empirical research assistance, “Frankly, I think this work is a blast. We’re knee-deep in data, all of it readily accessible, but not in a form that’s amenable to the kind of careful study conducted by [the professor]. With [Lindsey] on board--he’s a credentialed librarian with rich experience in the deployment of technology to benefit all of our patrons--the library is well situated to address these kinds of real world information needs.”<sup>41</sup>

### **Clinical services librarian**

The Pritzker Legal Research Center at the Northwestern University School of Law added the unique position of Clinical Services Librarian in 2016.<sup>42</sup> The library had an open government documents position, but not enough work in government documents to be able to justify to the dean the maintenance of that exact position. Thomas Gaylord, the Faculty Services and Scholarly Communication Librarian, described how the library was looking for ideas for a new type of librarian to fill that position. Although they floated the idea of a librarian devoted to empirical work, they ended up seeing a need for a librarian to serve the clinical faculty, staff, and students. The clinics at Northwestern Law can feel isolated from the rest of the law school community because they are on the 8<sup>th</sup> floor, five floors away from the rest of the law school. The clinical faculty themselves were spread amongst different liaison librarians. The librarians did not think that they were meeting the needs of the faculty, and the clinical faculty were not entirely aware of the services offered by the library.<sup>43</sup>

To better address these concerns, the library created a Clinical Services Librarian position, who would serve as the faculty liaison to the clinical faculty, instruct and train clinical students, participate in collection development relating to clinical program needs, and provide general reference support to the rest of the law library community. Gaylord explained that the

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<sup>40</sup> Email from Dean Rowan, Dir. Reference & Research Services, Berkeley Law Sch., to Mariana Newman, *Follow up question from Faculty Research Services Survey* (Apr. 25, 2017, 10:39 AM PDT) (copy on file with author).

<sup>41</sup> *Id.*

<sup>42</sup> Telephone Interview with Thomas Gaylord, Faculty Services & Scholarly Communication Librarian, Northwestern Univ. Pritzker Sch. of Law (Mar. 31, 2017). See the job posting for this position in Appendix C *infra*.

<sup>43</sup> *Id.*

hiring committee decided not to require a JD for applicants because they thought some of the strongest candidates would come from court or law firm library backgrounds, where JDs are often not required. Northwestern, in fact, ended up hiring someone with court law library experience. The Clinical Services Librarian currently does a three-hour shift up on the clinical floor of the law school building every Friday, and there are plans to move some volumes from the library collection upstairs to create a small collection at the clinics.<sup>44</sup>

### **Citation support services**

#### *Citation support at Biddle Law Library*

The University of Pennsylvania School of Law's Biddle Law Library offers citation services for faculty at a level unparalleled by the other surveyed law libraries. Biddle Law Library is unique in that it has on staff two full-time librarians whose sole focus is citation support for faculty.<sup>45</sup> The idea for such a position was developed in 2008 after informal discussions with faculty and began as a two year pilot program to hire one non-JD librarian.<sup>46</sup> Perhaps crucially, the Library Director made the request to the Dean after polling the faculty.<sup>47</sup> After the "extreme success" of the pilot program, the library was given the approval to create an additional citation services librarian position in 2014.<sup>48</sup> Now these two librarians format faculty articles and publications to comply with Bluebook, MLA, or Chicago Style requirements.<sup>49</sup> They will also fill in footnotes as needed, tracking down sources to support the article's claims. These services are generally limited to faculty with standing appointments and research fellows at the law school.<sup>50</sup> The librarians at Biddle Law Library believe that the value of having these unique librarian positions lies in the fact that offering publication support services brings in institutional support from the faculty.<sup>51</sup>

#### *Varied approaches to citation services elsewhere*

Of the 38 law school libraries that responded to my survey, 11 say they offer no citation services. Other law libraries provide citation services to faculty to varying degrees. Ten libraries, including the University of Pennsylvania, say they do offer bluebooking services for their

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<sup>44</sup> *Id.*

<sup>45</sup> This piece of information comes from the survey response from Biddle Law Library.

<sup>46</sup> *2014 Faculty Services Roundtable*, ALL-SIS Faculty Services Comm., <http://www.aallnet.org/sections/all/storage/committees/faculty/roundtables/AALL-2014-Roundtable.pdf> (last visited May 22, 2017).

<sup>47</sup> *Id.*

<sup>48</sup> *Id.*

<sup>49</sup> *Supra* Note 45.

<sup>50</sup> Email from Timothy C. Von Dulm, Head of Reference Services, Univ. of Penn. Law Sch., to Mariana Newman, *Follow Up to Faculty Research Services Survey for University of Washington Law Librarianship Student* (May 23, 2017, 7:27 AM PDT) (copy on file with author).

<sup>51</sup> *Supra* Note 46.

faculty. The 17 remaining libraries chose the response “It depends” and provided elaboration about the extent of citation support they provide.

Many of the “it depends” responses stated that librarians will answer specific, pointed questions about the proper citation format for a particular type of resource. For example, the librarians at Tarlton Law Library at the University of Texas will “answer bluebook questions from faculty members if they have a question about the form for a particular source, but [they] wouldn’t bluebook the citation for an entire journal article.”

Other libraries stated that they generally do not offer bluebooking, but may make exceptions on a case-by-case basis. At the Heard Law Library at Vanderbilt University Law School, the librarians will accommodate what are “usually one-off requests for one or two citations, not for entire articles or books.”

The librarians at Goodson Law Library at Duke University School of Law and the D’Angelo Law Library at the University of Chicago Law School both explained that blue booking assignments would be given to the research assistants employed by the law library. Both of these law libraries have a library pool of research assistants, and the librarians deem the blue booking projects more appropriate for them than for librarians.

The Boston College Law Library, and the Jacob Burns Law Library at The George Washington University School of Law, two libraries who follow the faculty liaison model of faculty services, state that individual liaison librarians can accept bluebook projects at their discretion. Similarly, at the Cornell Law Library, the Faculty Services Librarian says he will do “some” citation support for “key faculty.”

There seems to be no discernible pattern behind which schools offer bluebooking and other citation services and which do not. A mix of top-ranked and lower-ranked schools bluebook, do not bluebook, or do so depending on the circumstances. It must come down to staff availability and tradition rather than a lower ranked school’s library needing to provide additional services to prove their value or a higher ranked school’s faculty being more likely to have more research assistants who can take on the job.

### **Library-controlled research assistant programs**

At all of the law schools whose libraries responded to my survey, professors hire their own research assistants. Twenty-one of the 38 have only research assistants hired by individual professors, but 16 of the 38 have a library pool of RAs in addition to those hired by professors.

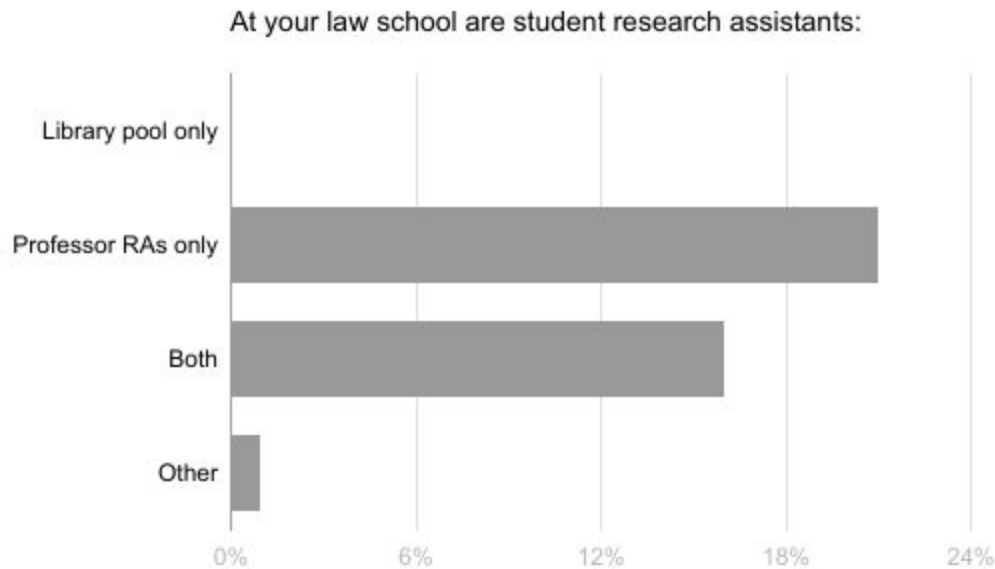


Chart 2

*The research assistant program at UCLA Law*

The Hugh and Hazel Darling Law Library at the UCLA School of Law has a research assistant program that is unique amongst all law libraries. According to law library director Kevin Gerson, “Our program includes the recruiting, interviewing, hiring, training, and supervision of nearly all of the RAs for the tenure-stream law faculty.”<sup>52</sup> Unlike at most law schools, it is fairly rare for UCLA professors to hire their own research assistants apart from the library pool. They will occasionally hire their own RAs if they are looking for a graduate student with an empirical research background rather than a law student.<sup>53</sup>

Gerson describes the library’s involvement with the hiring process:

The process begins in March of each year. Email advertisements for RAs are sent to the law students, and poster advertisements are posted on library bulletin boards. Simultaneously, we ask the faculty to provide us with information about their summer research projects, including the nature of the RA work (e.g., case law research, writing, historical research, cite checking, or manuscript editing), the desired RA background or skills (e.g., ability to do financial or data analysis, archival research, special technical skills, or foreign-language knowledge), and the estimated time for project completion.<sup>54</sup>

The research assistants undergo a week of extensive training:

<sup>52</sup> Kevin D. Gerson, *Faculty Research Services at the UCLA Law Library*, 18 Trends L. Lib. Mgmt. & Tech. 55, 59 (2008).

<sup>53</sup> Telephone Interview with Kevin Gerson, Law Library Dir., UCLA Sch. of Law (Apr. 23, 2017).

<sup>54</sup> Gerson, *supra* Note 52 at 59.

The training includes an introduction to the library staff and services and tips on how to be an effective RA. It also includes the basics of online catalogs, online searching techniques, statutory and regulatory research, legislative histories, and indexing and citator services. The RAs must complete a test on each topic. The librarians are all present to offer assistance while the RAs engage in the testing. At the end of the training week, the RAs are given their faculty match. Each RA is also paired with a reference librarian.<sup>55</sup>

Throughout the summer, RAs check in with their assigned librarian, but deliver finished work directly to their faculty member. Librarians check in with the faculty member to make sure the match is working out. Gerson describes one of the benefits of such a program: “The RAs get more thorough training and can take full advantage of the librarians and library resources; consequently, their work product is superior.”<sup>56</sup>

For the summer of 2017, the library has hired 30 research assistants.<sup>57</sup> This is down from a peak of 40-50 RAs in previous years, likely due to an increase in the availability of public interest summer grants and messaging from the career services office presenting the research assistantship as a “backup” option.<sup>58</sup> However, there is still a great draw in the ability to work directly with a professor for an extended period of time and the potential reference that can be used for future job applications. In general, about two-thirds of the research assistants stay on for the fall semester, and additional RAs are hired by the library to meet faculty demand during the school year.<sup>59</sup> In all, about 100 students are hired to work as library RAs over the course of the year.<sup>60</sup>

#### *Varied approaches to library pools of research assistants elsewhere*

In addition to the traditional faculty-hired research assistants, many law schools’ libraries hire their own pool of research assistants. 16 out of the 38 law library respondents to my survey hire their own research assistants to work on faculty research requests. These pools vary in size, with most, except the pools at UCLA and the University of Michigan, consisting of two to four research assistants. Research assistants are often assigned by the library to shorter term or more digestible faculty projects, although one library stated that they would like for their librarians to do more research for faculty members in the future; currently most research requests are given to the library pool of research assistants.

Harriet Richmond and Steve Windsor have argued that student research assistants help “illustrate a part of the law library in action” to faculty and administration who might not always appreciate the importance and role of the law library.<sup>61</sup> They see library RAs as being superior to

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<sup>55</sup> *Id.*

<sup>56</sup> *Id.* at 60.

<sup>57</sup> Telephone interview, *supra* Note 53.

<sup>58</sup> *Id.*

<sup>59</sup> *Id.*

<sup>60</sup> *Id.*

<sup>61</sup> Harriet Richman & Steve Windsor, *Faculty Services: Librarian-Supervised Students as Research Assistants in the Law Library*, 91 *Law Lib. J.* 279, 284 (1999).

those hired directly by faculty because “the library-supervised student research spends less time chasing rabbits, or worse, simply ‘winging it.’”<sup>62</sup>

According to the survey responses, at the University of Michigan Law Library, the Faculty Services Librarian assigns projects to her staff of library research assistants first, only turning to librarians if it’s a complex topic, if it requires special knowledge, or if the research assistants’ schedules are filled with other faculty projects. Similarly, at the D’Angelo Law Library at the University of Chicago, the library research assistant program provides support for faculty projects that are “out of scope” for librarians, but not appropriate for the faculty members’ own research assistants. At the Duke Law Library, the library’s research assistants are “loaned” to faculty for short-term research projects and are also called upon by the faculty’s library liaisons as needed for research assistance.

When asked in the survey about improvements to faculty services that they would like to make in the future, a few librarians responded that they would like to hire research assistants for small faculty projects or to help with empirical research. Several librarians who work at libraries that already have a pool of research assistants cited a desire to hire more RAs if budgets allowed. One school would like to hire a library pool of research assistants, but assign them to work directly for individual faculty members, which would follow the UCLA model described above. This desire for direct contact was reflected by another law librarian who remarked that the current RAs would like it if they worked more directly with faculty members.

In my opinion, one of the benefits of having a pool of library-hired RAs is the advertisement it offers for the profession of law librarianship. My work as a library RA at UCLA School of Law was my first exposure to the profession and the spark that lit my interest in the area of faculty research services.

## **Recommendations**

Based on the survey results, I can make a number of recommendations to libraries looking to innovate in their approach to faculty research services.

### ***Consider adding new services such as empirical research/clinical services/citation support***

Libraries contemplating how they can increase and improve their research services to law school faculty might consider creating new positions or recharacterizing positions to include support for empirical research, citation support, or the clinical faculty. When hiring new reference librarians, hiring committees could also advertise for candidates who have experience with empirical research.

### ***Tracking statistics***

According to my survey, 18 of the respondent law libraries track hours spent by librarians on faculty research and 20 do not. Only four of the libraries at the top ten-ranked schools track hours spent on faculty research.

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<sup>62</sup> *Id.*



Libraries track in different ways: While many libraries track the total number of hours spent on faculty research requests, others track in terms of time increments. For example, at the Notre Dame Law School Kresge Law Library, research librarians track the number of questions and what percentage of those took zero to 15 minutes, 15-60 minutes, or more than 60 minutes to answer.

Given these results, one might wonder why so many law libraries do not track the time they spend on faculty research. I regrettably did not survey the librarians on their institution's reasons, if any, for not keeping this data. It can take time for librarians to track the minutes they spend on research projects: perhaps some law libraries do not think it's a valuable use of librarian time if they do not feel that they have to justify their work and the value of the law library to the law school administration. Perhaps inertia is another reason. However, one of the respondent librarians whose library does not currently track statistics cited as an improvement she would like to make to her library's faculty service approach that she would like to "design and implement a better system of keeping track of work done for faculty."

### ***Why track time?***

Why, then, should already pressed-for-time law librarians make the effort to keep track of the number of hours they spend on faculty research requests? Most importantly, having this data available helps the library demonstrate its value to the law school administration. Since the recession of 2008, the economic downturn and its concomitant effects on law schools' and, therefore, academic law libraries' budgets, has often put pressure on library directors to prove the value of the library to the law school administration.<sup>63</sup> In addition, the ever-increasing digitization of legal information and ubiquity of Google has compounded this need to demonstrate the worth of the law library.<sup>64</sup>

Despite the changes in law schools brought about by the recession, law schools still highly value scholarship. One study of scholarly impact written in 2015 reported: "the data we have gathered strongly suggests a robust ongoing commitment to faculty scholarship. For these law schools, the question about whether faculty should continue to be active and impactful scholars looks to have been answered strongly in the affirmative."<sup>65</sup>

As Lewis points out in her article *A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment*, "A primary function of the law library in the academic setting is to support the research and teaching needs of the faculty."<sup>66</sup> Faculty research services help faculty produce scholarship. By tracking the amount of time they spend supporting faculty research, reference librarians can show how their work fulfills one of their most important functions and reasons for existence and continuance.

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<sup>63</sup> See, e.g., Taylor Fitchett et al., *Law Library Budgets in Hard Times*, 103 *Law Lib. J.* 91, 95 (2011); Carol Tenopir, *Measuring the Value of the Academic Library: Return on Investment and Other Value Measures*, 58 *The Serials Librarian* 39, 40 (2010).

<sup>64</sup> Betsy Kelly, Claire Hamasu & Barbara Jones, *Applying Return on Investment (ROI) in Libraries*, 52 *Journal of Lib. Admin.* 656, 657 (2012).

<sup>65</sup> Gregory Sisk et al., *Scholarly Impact of Law School Faculties in 2015: Updating the Letter Score Ranking for the Top Third*, 12 *U. St. Thomas L.J.* 100, 108 (2015).

<sup>66</sup> Lewis, *supra* Note 10 at 89.

In addition, it seems that it would be useful to know quantitatively which faculty members are the most frequent users of library research services, so the library knows which faculty members would be likely to go to bat for the library if necessary. The data gathered could also be used to justify the need to hire an additional research services librarian or increase an existing librarian's hours.

### **Tracking faculty research statistics at the Gallagher Law Library and elsewhere**

At the University of Washington School of Law's Gallagher Law Library, hours spent on faculty research are tracked through the Microsoft web-based application Sharepoint.<sup>67</sup> The reference librarians at Gallagher memorialize their research work in memoranda, which they attach to an email or distill into simpler form in the body of the email for faculty members. The memos are then circulated amongst all of the librarians and law librarianship students who work shifts at the reference desk.<sup>68</sup> Reference librarians keep track of the time they spend on substantive faculty research requests in 6 minute increments and then add the total time to the "properties" of the memo on Sharepoint. (Time spent on routine reference requests like locating an article, book, or pulling documents from a docket are tracked separately.)

Some libraries reported that the work done for faculty members is kept by the individual librarians who worked on the request on their computers. One benefit of using a system like SharePoint is that the work is accessible to and can be consulted by all of the reference librarians. One library reports using folders in the centralized reference email account to store faculty research work; this has the benefit of being accessible to everyone but lacks the statistics tracking capability made possible by the "properties" metadata on SharePoint.

Other libraries reported using LibAnswers<sup>69</sup>, Gimlet<sup>70</sup>, Google Drive<sup>71</sup>, Microsoft Access<sup>72</sup>, and Knowledge Tracker and Desk Tracker<sup>73</sup> to keep track of faculty research work product and the hours spent on it. At the UC Berkeley School of Law Law Library, librarians have created a "homegrown ticketing system database" that allows librarians to record progress notes and the time they spend on each request.

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<sup>67</sup> This paragraph is based on my personal experience as an intern at the Gallagher Law Library from September 2016- June 2017.

<sup>68</sup> See Mary Whisner, *Re: Memos*, 95 Law Lib. J. 601 (203). In a response to my survey, one librarian remarked that the library's reference librarians could share more information with each other about the research work they do: "We could communicate a little better among librarians, letting each other know what we're working on and learning from each other's experiences a little more." This a benefit of Gallagher's rotating memos system.

<sup>69</sup> *LibAnswers*, <http://www.springshare.com/libanswers/>.

<sup>70</sup> *Gimlet*, <http://gimlet.us/>.

<sup>71</sup> *Google Drive*, <http://drive.google.com>.

<sup>72</sup> *Microsoft Access*, <https://products.office.com/en-us/access>.

<sup>73</sup> *Knowledge Tracker*, <http://www.compendiumlib.com/knowledge-tracker/>.

## Searching for an integrated system at the University of Michigan Law Library

Virginia Neisler, the Faculty Services Librarian at the University of Michigan Law School, has spearheaded her library's search for an integrated system for faculty research that would "streamline the workflow and minimize administrative inefficiency."<sup>74</sup> Acknowledging that "it's a tall order," Neisler developed a rubric to help evaluate all of the project management system options that are available.<sup>75</sup> Neisler is looking for a system that can track projects as they move through the library from receipt to faculty feedback, including an ability to track time spent by research assistants on each project, offer tools for the Faculty Service Librarian to provide feedback to and communicate with the RAs, archive old projects in a single location, and track statistics. The law library has considered law firm practice management systems, non-legal project management systems, database systems, and a program aimed at law firm libraries to manage attorney research. None met all of the library's needs such that a change from the current system would be worth the effort. The systems tested would require too many adjustments and workarounds to be worth adopting.

### *Faculty feedback*

The surveyed law libraries report soliciting and receiving feedback on the research assistance they provide from faculty members in a variety of overlapping ways. Of the 38 respondents, eight law libraries conduct surveys to obtain faculty feedback on satisfaction with library research services. Six conduct interviews with faculty members. Thirty-three law libraries say they receive feedback from faculty in their replies to the librarians' emails, and thirty-six of the respondent law librarians say they receive feedback from informal conversations. Three law librarians cited other methods of feedback. For two of these libraries, the director or head of reference reaches out to faculty for feedback on liaison librarians as a part of the annual performance review and evaluation.

Two law librarians noted in their survey comment that it can be challenging to determine whether the faculty are getting good service from the law library, and that they would like to have a formalized system to survey faculty satisfaction. Richard Danner, the Senior Associate Dean for Information Services at Duke Law, made reference, at the 2008 panel discussion about the role of the law library in the 21<sup>st</sup> century law school, to a paper he wrote in library school "about how reference librarians could collaborate with faculty and others in order to make their jobs more fulfilling and also to provide better support and create better relationships with the researchers with whom they are working."<sup>76</sup> If a library were concerned with having tangible evidence of faculty feedback to share with law school stakeholders, perhaps they could copy and paste or otherwise make note of faculty feedback in a database or shared document. Additionally, as only six of the respondent libraries conduct interviews with faculty members, something

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<sup>74</sup> Email from Virginia Neisler, Faculty Services & Reference Librarian, Univ. of Mich. Law Sch., to Mariana Newman, *Follow Up to Faculty Research Services Survey for University of Washington Law Librarianship Student* (Mar. 30, 2017, 11:51 AM PDT) (copy on file with author).

<sup>75</sup> See Appendix D *infra* for the rubric Neisler designed.

<sup>76</sup> Danner, Kauffman & Palfrey, *supra* Note 30 at 150.

Lewis recommended in her article on the “three-tiered approach” to faculty services<sup>77</sup>, it would likely be worth the effort to make time to speak with faculty members directly and specifically about the research services they are receiving from the library. One on one meetings are surely likely to elicit more in depth and valuable comments than passing remarks or brief replies to emails. As Danner remarked, “Particularly in law schools, librarians aren't necessarily as ready as we might like to say to a faculty member: ‘I want to meet with you for an hour about your research. Let's have lunch together and see how I can collaborate with you.’”<sup>78</sup> It would likely be worth it for librarians to make that effort.

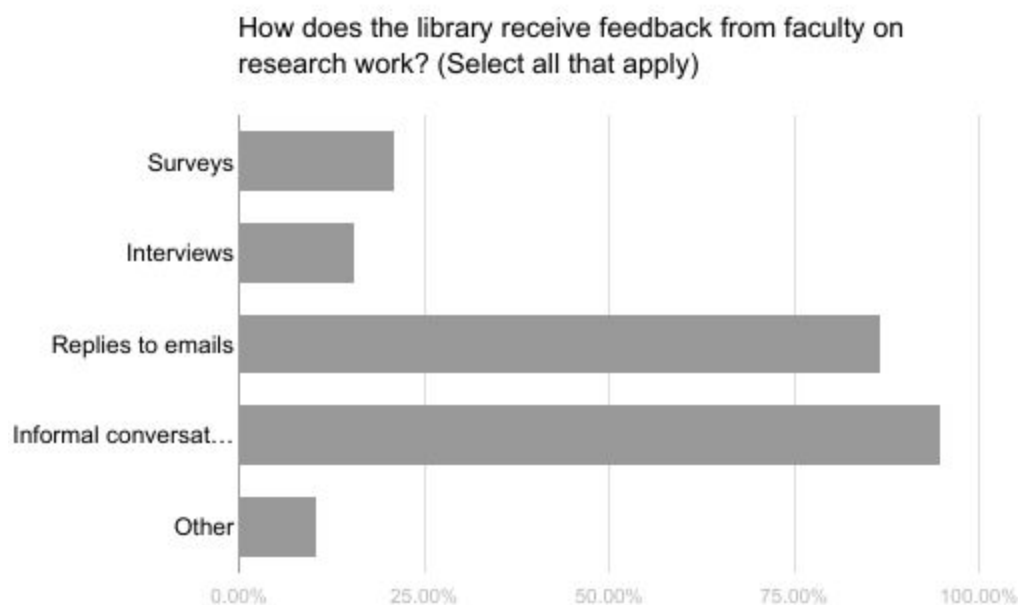


Chart 3

### ***Open question: balancing the librarian’s workload***

Sprinkled throughout the written responses I received to my survey questions was the issue of balance. A librarian from a library using the “traditional” model remarked that he wished his library had a better method to allocate faculty research requests amongst the reference librarians so that the librarians would have a more balanced workload. At libraries that have adopted a faculty liaison model, it can be difficult to assign faculty members to librarians in a balanced manner; equal numbers might not, of course, result in an equal amount of work, since some faculty members make much more frequent use of the library for research support. As another librarian pointed out, workloads can fluctuate in a way that can be difficult to predict. This remains an open question ripe for further discussion and collaboration: how best can law libraries balance their librarians’ workloads?

<sup>77</sup> Lewis, *supra* Note 10.

<sup>78</sup> Danner, Kauffman & Palfrey, *supra* Note 30 at 150.

## **Conclusion**

Just as Harry S. Martin and Roy M. Mersky at the University of Texas's Tarlton Law Library provided pioneering service in the face of demands from their patrons in the 1970s--creating a model for faculty services that has become the one most commonly used--law librarians in today's changing atmosphere must continue to innovate. Each library must choose the organizational structure for faculty services that works best for their institutions' needs, resources, and patrons. Law librarians can provide new services that meet the ever-changing requirements of today's law school faculty. Taking into consideration the benefits and drawbacks of the various models and new trends in faculty services, they will be better equipped to both survive and flourish in this new era of law librarianship.

## Appendix A: Faculty Services Survey

Author's note: These survey questions were imported into the cloud-based survey development software SurveyMonkey. Respondents were able to select one or many choices, as appropriate, select "other" and provide an explanation, or elaborate on their answers.

Name:

Title:

Law Library:

How many librarians who do at least some work on faculty research does your library employ?

\_\_\_\_\_

For whom are research services provided at your library? (select all that apply)

- a. Full-time faculty
- b. Part-time or adjunct faculty
- c. Law lecturers
- d. Full-time non-law faculty
- e. We do not provide research services.
- f. Other (please specify): \_\_\_\_\_

In response to a substantive legal question, does your library provide:

- a. a synthesized answer and supporting materials
- b. targeted materials but no synthesis
- c. a broad range of materials
- d. an indication of how relevant materials can be found
- e. Combination or other. Please explain: \_\_\_\_\_

What "model" of faculty services does your library employ?

- a. Faculty Liaison model
- b. Faculty Services Librarian model
- c. Traditional model (faculty research requests go to a centralized email or database; librarians split the work in some way)
- d. Other/hybrid (please describe briefly): \_\_\_\_\_

If you have a faculty liaison program, which librarians participate in it?

- a. All of the librarians
- b. Reference librarians
- c. Other librarians
- d. Paraprofessional staff
- e. Other (please specify): \_\_\_\_\_

May faculty members contact librarians other than their liaison to ask for research assistance?

- a. Yes
- b. No

Do you offer specialized empirical research support/ do you have an empirical research analyst?

- a. Yes
- b. No

Do you offer bluebooking services to faculty?

- a. Yes
- b. No
- c. It depends (please elaborate): \_\_\_\_\_

How are faculty members encouraged to submit research requests?

- a. Email (either to general reference email or to specific liaison or librarian)
- b. Website with form to fill out and submit? (“online research request system”)
- c. Other (please specify): \_\_\_\_\_

Please describe briefly how faculty research questions are generally assigned to librarians?

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Do you track hours spent on faculty research?

- A. Yes
- B. No

How many hours did your librarians spend on faculty research during the 2015-2016 academic year (or during 2016-- however you measure a year for tracking purposes)? \_\_\_\_\_

How does the library receive feedback from faculty on research work?

- A. Surveys
- B. Interviews
- C. Replies to emails
- D. Informal conversations
- E. Other (please describe) \_\_\_\_\_

Please describe briefly the system you use to keep track of the work you do for each faculty member:

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At your law school, are student Research Assistants:

- a. hired by the library
- b. hired by individual professors
- c. both (professors have RAs and there's a library pool)
- d. Other (please specify): \_\_\_\_\_

Does the library offer training to faculty-hired Research Assistants?

- a. Yes.
- b. No.

What kind of training is offered to faculty-hired Research Assistants? (select all that apply)

- a. Group training
- b. Individual training sessions or assistance with issues as they come up

Is this training:

- a. Mandatory
- b. Optional

What changes in services to faculty (what services are provided or how they are provided) have occurred at your library over the last two years?

What improvements would you make to your faculty services program if you could?

What do you think is a main advantage of the faculty services model at your library?

What is a disadvantage of faculty services model at your library?

Do you think your library is doing something novel or especially interesting when it comes to faculty services? If so, please tell me about it:



## **Appendix B: Yale Law Empirical Services and Assessment Librarian Job Posting**

Empirical Services and Assessment Librarian, Law Library  
Lillian Goldman Law Library  
Yale Law School  
Yale University  
New Haven, CT  
Requisition: 39640BR  
<http://bit.ly/2d2rx2K>

Yale University offers exciting opportunities for achievement and growth in New Haven, Connecticut. Conveniently located between Boston and New York, New Haven is the creative capital of Connecticut with cultural resources that include two major art museums, a critically-acclaimed repertory theater, state-of-the-art concert hall, and world-renowned schools of Architecture, Art, Drama, and Music.

**Position Focus:** As a member of the Law Library's Research Services team and reporting to the Associate Librarian for Research Services, the Empirical Services and Assessment Librarian consults with Yale Law School faculty, students, and staff, on research projects and issues requiring significant statistical or data research. Identifies, locates, and obtains statistical resources and data resources to meet the needs of our researchers. Provides consultation on study design and development and basic data manipulation. Coordinates with other library and university departments to ensure that the data collected by the library and faculty are appropriately archived and described. Collaborates with librarians throughout the university to develop scalable, sustainable, and domain-appropriate data services. Coordinates outreach to law faculty, students, and staff via the library website, office hours, workshops, guest lectures, and other efforts.

Provides general research and reference support to law school faculty, students, and staff, and to other members of the university community. Serves as a liaison to members of the faculty especially those interested in data/empirical research as well as other members of the faculty as assigned. May teach legal research classes within the department's for-credit and not-for-credit instructional program.

Provides leadership and vision for assessment, measurement, planning and analysis in the law library and strives to ensure that these activities are integral parts of the Library's programs, services, and collections. Oversees and participates in assessment efforts throughout the law library. Serves as an internal consultant for data-gathering and assessment activities conducted by other law library staff. Works with colleagues to analyze and report assessment data. Represents the law library in campus, regional, and national assessment efforts. Evaluates the effectiveness of law library assessment efforts and how they support the mission and strategic goals of the library and the Yale Law School. Recommends ways to strengthen the law library's assessment and measurement programs.

Required Education, Skills and Experience:

- Master's degree from an ALA-accredited library school. In selected instances, a post-graduate degree in a related discipline may be required or substituted for a master's degree in library science.
- Qualified individuals new to the library profession are welcome to apply.
- Demonstrated ability working with statistics and using software for statistical and spatial data analysis. Demonstrated skill navigating and utilizing online and network based information systems. Demonstrated skill in locating locally and externally available datasets and statistical material.
- Demonstrated excellent oral and written skills, interpersonal communication skills, and analytical ability.
- Demonstrated ability with the concepts, pedagogy, research, and scholarly trends in social science or empirical legal research. Demonstrated ability to communicate effectively with faculty and students about textual, numeric, and spatial data resources required. Record of strong service orientation.
- Demonstrated ability to work collaboratively and independently with diverse and varied groups within a complex organization and rapidly changing, team environment. Experience working collegially and cooperatively within and across organizations.
- Proven ability to use various database tools to provide faculty, students, and staff with reports and information as requested, including using queries and scripting tools to display reports in web interfaces.
- Demonstrated record of designing projects and bringing them to a conclusion in a timely fashion.
- The successful applicant for this position must possess strong analytical skills, a firm understanding of Library services and work processes, and strong interpersonal and listening skills.

Yale University assigns ranks to librarian positions based on a combination of professional experience and accomplishments. Librarian ranking information can be found at:

<http://www.library.yale.edu/about/departments/lhr/rank.html>.

Preferred Education, Skills and Experience: Law degree or graduate degree in related field. Experience working in a research library or other service organization. Ability to design social science research projects. Experience with an Institutional Review Board. Experience with survey design, data collection, and analysis. Ability to perform high-level business analytics, interpret data, and to deliver quality analysis.

- See more at: <http://connect.ala.org/node/258107#sthash.232QU2E1.dpuf>

## Appendix C: Northwestern Law Clinical Services Librarian Job Posting

### Clinical Services Law Librarian

#### Position Description

The Clinical Services Librarian focuses on providing dynamic and proactive research, teaching, and reference support to the Bluhm Legal Clinic's faculty, students and staff. The Bluhm Clinic provides unique challenges in that the Clinic operates in a variety of domestic and international disciplines, including juvenile and adult criminal law, appellate and exoneration practice, business law with an emphasis on entrepreneurial support, trial advocacy, negotiation and mediation, and international human rights. With both live-client and simulation programs, the Clinic as an important part of the experiential learning opportunities and obligations that are a critical and required part of a student's legal education, while providing a valuable and critical service to under-served members of society. The Clinic operates along lines similar to that of a practicing law firm, while also remaining fully engaged in the Law School's mission of teaching, research and service. For more information, see the Clinic's website at <http://www.law.northwestern.edu/legalclinic/>

Specific duties of this position include the following:

The Clinical Services Law Librarian provides research and reference services to faculty, students and staff of the Bluhm Legal Clinic, encompassing both programmatic and scholarly support; meets proactively with clinic faculty to ascertain research and reference support needs including scholarly, project or client oriented activities; collaborates with other librarians to address and respond to those needs as required; develops methods and processes to actively and effectively promote library resources and services to clinical faculty, staff and students; and performs in-depth, detailed research requiring substantive legal analysis.

Engages in non-legal research support, including social science, political and governmental resources, historic and archival research as needed.

Engages in proactive, formal and informal instruction with and to students in the Clinical programs, including training sessions, in-class presentations, webinars or other asynchronous learning, and other formats as required; engages with other teaching librarians as required.

While serving as the primary Faculty Liaison to the Clinical faculty, the CSLL will also collaborate with librarian colleagues and others in identifying and providing services to Clinical faculty, while sharing information about the Clinic's research needs with librarian colleagues.

Assist Clinical faculty, staff and students in utilizing law practice technologies including knowledge and case management and organizational tools, time and billing resources, and other software and services.

Participates in the collection development process with particular emphasis on identifying current and out-of-print resources, and practice-oriented resources that address needs identified by the Clinic's faculty and program needs.

Establishes and fosters contacts with other professionals and libraries by participating in committee work and activities of Law School, University, and professional organizations.

While the focus of this position is on providing support to the Bluhm Legal Clinic, will also provide support to the broader Northwestern Law and Northwestern University communities, through scheduled and back-up Reference Desk support.

Participates in library staff development activities.

Special projects and miscellaneous duties as assigned.

#### POSITION REQUIREMENTS:

This position requires an M.L.S or equivalent from an accredited institution. A J.D. or additional master's degree in a related discipline is preferred but not required.

The successful candidate will have experience working with practicing attorneys in a challenging multi-disciplinary environment. Must be able to demonstrate proficiency with non-legal and interdisciplinary research resources, particularly in the social sciences area, and in working with government and non-government scientific and technical research, in addition to an expected proficiency with legal research tools.

Must have experience working with law practice technologies including knowledge and case management tools, records capture and retention, analytics, and similar resources.

Must also demonstrate a strong service orientation, ability to respond creatively and effectively to faculty and other patron needs, and ability to work as part of a team and with minimal supervision and direction.

Excellent organizational, teaching, and oral and written communication skills are required.

Salary: Competitive and commensurate with qualifications and experience.

## Appendix D: University of Michigan Checklist for Selecting a Project Management System

### Project Management System Checklist

Rate each aspect of the project management software using the following rubric, by circling the appropriate letter. Use the Definition section as a guide for evaluation.

(F= Fully Met, P= Partly Met, N = Not Met)

Program and Description

Name:

Cost:

Description/URL:

Criteria	Rating	Description
Threshold Considerations		
Data Security & Confidentiality	F P N	The system should protect information from third party viewing, be encrypted and secure, regularly back-up data, and have a breach notification policy if the data is hacked or compromised.
Access	F P N	The system should have ways of limiting access based on user group through some sort of authentication (accounts, passwords, etc.)
Long-Term Access	F P N	The system should be available for long-term use (e.g. from a reliable company)
Initial Set-Up	F P N	The system should be relatively easy to set up and implement, requiring no programming expertise or IT support.
Ease of Use	F P N	The system should be intuitive and easy to navigate for a variety of users, making implementation and training low-impact.
Cost	F P N	The system should be affordable. This means a low license fee for users initially or low price for long-term use if a subscription is required.
Maintenance	F P N	The system should come with updates as software is developed

Support	F P N	The system should come with support from the underlying vendor by phone, email, chat, or other method. Support includes technical support in case of problems and updates to the system as needed.
Functionality		
Provides visual cues	F P N	The system provides clear, distinctive visuals of changes and deadlines
Notification of changes	F P N	The system provides notifications to the faculty services librarian when RAs make changes to research logs and memos. The system allows RAs to indicate the nature of the change.
Notification of feedback	F P N	The system notifies RAs when the faculty services librarian has left feedback.
Accommodates multiple administrators	F P N	The system accommodates occasional use of the system by other librarians.
Time recording	F P N	The system tracks the time spent on each project. The system produces reports of the time spent on each project.
Staff schedule	F P N	The system facilitates tracking student work schedules.
Assigning projects	F P N	The system allows the faculty services librarian to assign projects to students The faculty services librarian can set priorities for among projects.
Tracking deadlines	F P N	The project management system makes deadlines clear and prioritizable.
Professional tool	F P N	The system should be authentic to the tools used in legal practice.

Archiving	F P N	The system should have some method of saving old projects to an archive outside the system as well as inside the system.
Statistics	F P N	The system should allow download or export of information usable for compiling monthly statistics, or have in-system reports that may be saved/archived.

Other useful Features

- Integration with Google Calendar (Auto-export of due dates) OR
- Calendar interface for tracking project due dates
- Integration with Email (ability to create project/task/card with a simple email)
- Automatic Time Tracking (in-app)
- Allows duplication/creation of recurring projects (think Hathaway)
- Incorporates checklists

Negatives:

Important Considerations: