

## A Three-Tiered Approach to Faculty Services Librarianship in the Law School Environment\*

Sheri H. Lewis\*\*

*Ms. Lewis focuses on the important role that academic law librarians play in the scholarship and teaching of law school faculties. She suggests a system for delivering library services that combines three approaches, arguing that while each can be effective for some faculty, none alone can succeed for an entire law faculty.*

¶1 If it can be said that the library is the heart of the law school, it follows that the law library is the center of support for law faculty scholarship. A primary function of the law library in the academic setting is to support the research and teaching needs of the faculty.<sup>1</sup> The task is a challenging one. The type of assistance that faculty<sup>2</sup> seek from the law library varies greatly. Some may avail themselves of a wide range of library services. Others may seek library assistance in a minimal or occasional way. And some faculty may not be aware of the benefits that might be gained from working with the law librarians and the library staff.

¶2 A pivotal role of librarians in a law school environment is to ascertain the research and teaching needs of the faculty and to assure that those needs are served by the library.<sup>3</sup> Academic law librarians are charged with ensuring that the faculty is informed about the extent of faculty support services available. Beyond that, librarians should make certain that each professor is receiving the type and amount of library assistance most appropriate for that individual and his or her work. This article suggests an approach to achieving these goals.

¶3 Specifically, this article will outline a three-tiered system for the delivery of library services to law school faculty. I shall refer to these three tiers as the information-gathering process, the reactive services method, and the proactive services method. Each can be effective as a means of achieving the principle goals of a fac-

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\*\* Associate Law Librarian for Public Services, D'Angelo Law Library, University of Chicago, Chicago, Illinois.

1. See generally John Attanasio, *The Research Librarian in the Educational Mission of the Law School*, 81 LAW LIBR. J. 143 (1989).
2. All references in this article to "faculty" or "faculty members" or "professors" are generic and include professors, instructors, adjunct faculty, professional staff, and any others who are engaged in research and teaching activities at a law school.
3. See Attanasio, *supra* note 1, at 144.

ulty services librarian.<sup>4</sup> None alone, however, will independently succeed for an entire law faculty. Law librarians should utilize all three tiers in this system to deliver faculty services.

### Law Faculty Culture

¶4 Before outlining the three-tiered approach to providing library services for law faculty, it is useful to make some observations about law faculty culture.<sup>5</sup> The environment in which law professors work may differ from what is familiar to law librarians.<sup>6</sup> I shall begin, therefore, by making four general observations about law professors taken as a whole.

¶5 The first observation is that law school faculty members have varied approaches to research and library use. In this vein, law professors are no different than many other professionals in that they choose an approach to work that suits their individual style. Some faculty work independently and rarely call upon support available to them through library services. Alternatively, some law professors choose to work collaboratively with colleagues in academia or with legal practitioners. Other faculty may use library services frequently and call upon librarians to perform research on their behalf, while still others may opt to work closely with student research assistants. Many faculty, of course, employ some combination of these methods. As a general matter, a law faculty member's work style usually will not be affected by library services. To the contrary, the academic law library will adapt to the needs of its faculty rather than the reverse.<sup>7</sup>

¶6 Second, legal scholarship is often a solitary endeavor. Professors may work collaboratively on research projects,<sup>8</sup> and they certainly work with colleagues in

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4. The title "faculty services librarian" is used as a generic reference to a librarian working directly with the faculty of a law school. Some law schools have librarians with that (or a similar) title whose direct and primary responsibility is to work with faculty members. Other institutions divide faculty work among more than one librarian. Those institutions that follow the latter approach may use a liaison system of assignments between librarians and faculty. For other approaches, see Jon S. Schultz, *The Faculty Services Department: Fine-Tuning the Research Engine*, 83 LAW LIBR. J. 771, 771-73 (1991) (describing a system where research assistants at the University of Houston Law Center work directly with a faculty services department supervised by a faculty services librarian); Harriet Richman & Steve Windsor, *Faculty Services: Librarian-Supervised Students As Research Assistants in the Law Library*, 91 LAW LIBR. J. 279, 282-84 (1999) (outlining the advantages of the faculty services department at the University of Houston Law Center); Robert S. Payne, *Answering Faculty Research Requests*, AALL SPECTRUM, Apr. 2000, at 10 (explaining a centralized process of handling all faculty requests via research assistants under the supervision of one librarian at the J. Reuben Clark School of Law at Brigham Young University).

5. See, e.g., Jane Thompson, *Teaching Research to Faculty: Accommodating Cultural and Learning-Style Differences*, 88 LAW LIBR. J. 280, 282-84 (1996).

6. *Id.* at 283. Thompson discusses how the law faculty has different cultural values and norms compared with those of law librarians.

7. See B. Anne Commerton, *Building Faculty/Library Relationships: Forging the Bond*, 45 BOOKMARK 17-18 (1986) (discussing the importance for a library to adapt its services based on the needs of its clientele).

8. Thompson, *supra* note 5, at 284 (observing that law faculty often choose to rely on colleagues instead of seeking a librarian's assistance with research).

matters related to course scheduling and the administration of the school, but it is safe to say that law faculty are accustomed to working on their own schedules. A law faculty member's schedule may mirror that of traditional library hours or it may be very different. Librarians must be cognizant of scheduling differences and preferences among the faculty in providing services to them.

¶7 Third, just as schedules may vary among the law faculty, their interest in learning about new resources and library services likely will vary as well. Many law school faculty exhibit the typical characteristics of adult learners: they are motivated to learn as specific interests develop, they have a need to be self-directing, and they learn at varied paces and in different styles.<sup>9</sup> As such, their interest in learning tends to be motivated by specific needs.<sup>10</sup> As a general matter, faculty will be more interested in a new library resource if that item can be immediately useful to them in their teaching or writing. In providing instruction to faculty members, librarians also should be cognizant of the fact that faculty are generally more familiar (and comfortable) with the role of teacher than that of student at this point in their careers. Consequently, they may be less receptive to training sessions that place them in the student role. Faculty members may be most interested in teaching encounters outside of a traditional classroom setting that let them quickly grasp the proffered knowledge and rapidly employ it.

¶8 Finally, in the last fifteen to twenty years, there has been a growing diversity in the nature of legal scholarship.<sup>11</sup> Traditional doctrinal research, which centers on precedent and focuses on the interpretation of primary law and commentary on that law, is no longer the only research pursued by law faculty.<sup>12</sup> The legal academy is engaging in more interdisciplinary research<sup>13</sup> which involves other disciplines and may require specialized research skills.<sup>14</sup> Today's faculty research also is more likely to be comparative in its focus, analyzing different legal systems and theories of systems. The increasingly diverse nature of legal scholarship places greater demands upon the academic law library. Librarians must consider collecting and borrowing resources beyond those supporting scholarship that is limited to the doctrinal study of the American legal system.<sup>15</sup> Additionally, librarians may

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9. *Id.* See also THE IMPORTANCE OF LEARNING STYLES: UNDERSTANDING THE IMPLICATIONS FOR LEARNING, COURSE DESIGN, AND EDUCATION 3–4 (Ronald R. Sims & Sebrenia J. Sims eds., 1995) (presenting different models for adaptable methods of instruction for adult learners at the college and university level).

10. Thompson, *supra* note 5, at 284 (referring to the “so what” factor when faculty do not feel that the training provided is relevant to their work).

11. See generally Albert Brecht, *Changes in Legal Scholarship and Their Impact on Law School Library Reference Services*, 77 LAW LIBR. J. 157 (1984–1985).

12. *Id.* at 158–59.

13. Attanasio, *supra* note 1, at 144–45; Brecht, *supra* note 11, at 158.

14. Attanasio, *supra* note 1, at 145 (discussing how research in various disciplines has become part of legal scholarship).

15. See Brecht, *supra* note 11, at 159–60 (discussing the impact of interdisciplinary research on a library's collection policies).

need to become better versed in researching information beyond traditional legal doctrines.<sup>16</sup>

¶9 Law school librarians must recognize the faculty culture they serve in developing appropriate research and instructional support. As the number of law professors with diverse and interdisciplinary research interests and approaches grows, librarians must be ready to address that diversity. Law librarians should also consider support aimed at a variety of work styles, interests in library use, and research skills. And similarly, they should develop practices to keep informed of faculty needs. The three-tiered system described in this article suggests one approach to faculty support services aimed at the law faculty culture of today.

### First Tier: The Information-Gathering Process

¶10 The first tier in the three-tiered system, the information-gathering process, is the cornerstone of any faculty services program offered by an academic law library. The focus of this process is to learn as much as possible about each faculty member's interests and projects as well as to identify the professor's specific library requests. The ongoing goal is to obtain and maintain current information on each faculty member. Four different devices should be used as part of this first tier in the system.

#### *Periodic Meetings*

¶11 The first device is to meet periodically with each individual faculty member.<sup>17</sup> Such periodic meetings will provide valuable information about a particular faculty member's reliance on library support.<sup>18</sup> The meetings should be relatively short to minimize any perceived intrusion upon a faculty member's schedule. The purpose of these meetings is twofold. First, they keep the librarian informed of a faculty member's need for library assistance. Additionally, they inform the faculty member of new library services and resources. Prior to the meeting, the librarian should prepare an interview form<sup>19</sup> to guide the meeting. The form should cover a variety of topics, from basic information<sup>20</sup> about the faculty member to detailed inquiries about preferences<sup>21</sup> in library services. It should include a list of items to

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16. See *id.* at 160 (arguing that interdisciplinary research will result in a greater reliance upon reference librarians by law faculty).

17. See Schultz, *supra* note 4, at 772 (describing a system of periodic interviews with faculty members at the University of Houston Law Center's faculty services department); Brecht, *supra* note 11, at 163 (emphasizing the importance of librarians keeping informed about faculty research projects).

18. See, e.g., Laurel R. Clapp, *Faculty Privileges and Abuses: A Librarian's Dilemma*, 86 LAW LIBR. J. 605, 614 (1994) (describing the value of periodic inquiries regarding materials checked out to faculty members as a way of combating circulation abuses).

19. See *infra* appendix for a sample faculty interview form.

20. Basic questions include those about office hours, materials recently published, changes in courses taught, names of current research assistants, and new projects.

21. Questions might explore a faculty member's preferences about the format of document delivery, print versus electronic; use of LexisNexis or Westlaw; use of a particular e-mail software or account; how

review based both on current library services provided<sup>22</sup> and on anticipated needs<sup>23</sup> of the faculty member. By going through this list with the faculty member, the faculty services librarian can ascertain if the library services currently offered should remain the same or be changed. During this meeting, the librarian should provide the faculty member with a list (either orally or in print) of new resources or services available in the library. Ideally, the faculty services librarian should meet with each faculty member in this way once a semester, but, at a minimum, it should be done on an annual basis.

### ***Database of Faculty Profiles***

¶12 The second task in the information-gathering process is to produce and maintain a database of profiles<sup>24</sup> based on meetings with and ongoing services provided to faculty members. The database should include all of the categories of information covered in the interview form during meetings with faculty. It should also include a bibliography of publications by the faculty member, a list (with links to documents if available) of research tasks and library projects completed for the faculty member,<sup>25</sup> and a list of dates of meetings between the faculty services librarian and the faculty member. It is also useful for the database of profiles to be searchable so as to provide statistical information on faculty research as it relates to the use of library services.<sup>26</sup>

### ***Assistance Protocols***

¶13 The next step in the first tier is to create a set of protocols for guiding the library assistance provided to faculty members. The information gathered during the periodic meetings with faculty will help determine these protocols. These pro-

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and where materials are routed; reactive versus proactive library services; and how and when to be contacted.

22. Examples of questions relating to library services include asking whether any changes should be made in the materials routed to the professor, if the professor still needs materials checked out to him or her, and whether the professor still requires research that is ongoing.
23. Examples of questions relating to anticipated faculty needs include inquiring about current and new research projects, whether the professor would like a librarian to work with his or her research assistant, whether instruction in the use of any resources is needed, whether the professor anticipates the need to buy or borrow any particular materials, and whether research instruction by the librarians is needed for any of his or her courses.
24. Thompson, *supra* note 5, at 286 (explaining the use of a database of faculty profiles at the University of Colorado). The database I am suggesting in this article would be similar in nature to that described by Thompson, but based on the content derived from the interview form in the appendix. *See also* Lillian R. Brazin, *The Faculty Research Interests Roster*, MED. REFERENCE SERVICES Q., Fall 1987, at 33, 34–36 (describing the use of faculty research profiles to deliver library services at Thomas Jefferson University).
25. Payne, *supra* note 4, at 11 (discussing the use of a Microsoft Access database containing a faculty request and project log at the J. Reuben Clark School of Law at Brigham Young University).
26. For example, useful information that might be gleaned from such a database includes faculty preferences for print versus electronic document delivery, the number of faculty projects completed by the library in a given year, and the number of faculty members using LexisNexis rather than Westlaw.

ocols should be part of each faculty member's database profile so that the library staff will be sensitive to identified preferences when working with faculty. Examples of typical<sup>27</sup> protocols include:

- contact protocol—The contact protocol assists the faculty services librarian in determining how and when to best reach a particular faculty member. This protocol should indicate a preference for contact by phone, e-mail, note, or secretary. It also should include information as to those days or times when a professor is more likely to be available as well as when the faculty member is generally unavailable.
- document delivery protocol—The document delivery protocol is useful for library staff members in fulfilling faculty requests for documents. Some faculty members work best with photocopies from printed materials and others might be able to use printed documents from LexisNexis, Westlaw, or another electronic resource. Additionally, the document delivery protocol should indicate whether document delivery may be sent electronically, both as a general matter, as well as for particular resources.
- Internet protocol—The Internet protocol indicates such elements as whether a faculty member has a personal e-mail account and if the individual has a preference for a particular browser or e-mail software. In identifying Internet preferences for a faculty member, the librarian should also know whether to simply provide the address to useful Web sites or if it would be more helpful to provide printed pages of information from that site. Generally, the faculty services librarian should have a good understanding of the level of use, and interest in use, of the Internet by each faculty member.
- research assistant protocol—The research assistant protocol includes the names of all research assistants working for the faculty member. It is also useful for the librarians to have some information concerning the project on which the research assistant is working and whether they might benefit from research instruction or will need any special printing, photocopying, circulation, or other library privileges.
- library materials protocol—The library materials protocol addresses whether the professor gives permission for a secretary or research assistant to check out materials in the faculty member's name. It should cover the faculty member's use of other campus libraries and indicate whether that professor prefers to check out materials directly from those libraries or go through the law library to request materials from elsewhere on campus.
- library services protocol—The library services protocol describes the faculty member's interest in periodic meetings with the faculty services librarian. This

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27. Protocols will vary from library to library depending on the particular types of faculty assistance provided by an individual academic law library.

protocol also addresses the amount and level of services that the faculty member prefers, topics more fully discussed later in this article under the reactive services method<sup>28</sup> and proactive services method.<sup>29</sup>

### *Accountability*

¶14 The fourth and final component of the first tier relates to accountability. The faculty services librarian should establish a system of quality and timeliness checks for the library services provided to the faculty. One method of accomplishing timeliness is by using a tickler system. Such a system could work through each individual librarian or, alternatively, it could be established globally for all faculty services. Depending on the particular library environment, a tickler system may be set up with paper files or by use of database software.

¶15 In terms of accountability, the librarians should maintain information about the level of satisfaction with the services provided to faculty. The periodic interviews offer one vehicle for checking quality satisfaction. Surveys and informal conversations are other methods of determining if the faculty is satisfied with library support.

¶16 In sum, the information-gathering process provides a sound basis for library services at a law school. By following the four steps suggested—periodic interviews, database of faculty profiles, individual faculty protocols, and timeliness and quality assessments—the library will establish a strong foundation for the levels of services recommended in the second and third tiers.

## **Second Tier: The Reactive Services Method**

¶17 The second and third parts of the three-tiered approach to faculty services librarianship address the extent of services provided. The second tier—the reactive services method—governs scenarios where the faculty member takes the initiative and seeks assistance from a librarian or library staff member. The third tier—the proactive services method—addresses how and when the faculty services librarian should take the lead in ensuring that all faculty acquire the most beneficial level of library services.

¶18 Reactive services are provided on a demand or request basis. This has been the traditional way in which academic law libraries have supported their faculty.<sup>30</sup> I will focus on three avenues for approaching reactive services: the multiple contacts method, the offering of administrative support, and engaging in substantive research assistance.

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28. *See infra* ¶¶ 17–23.

29. *See infra* ¶¶ 24–29.

30. Robert Grover & Martha L. Hale, *The Role of the Librarian in Faculty Research*, 49 C. & RES. LIBR. 9, 9–10 (1988).

### *Multiple Contacts*

¶19 Although reactive library assistance might seem passive in nature, librarians can take certain initiatives in this regard. One way of approaching reactive services, therefore, is to establish various methods by which the faculty may contact the library to request assistance. These methods should include the ability to have personal contact either at the reference desk or in a librarian's office, to telephone a librarian or leave a voice-mail message via an answering machine, to submit an e-mail request,<sup>31</sup> and to seek help through a paper memo placed in an interoffice library box. Having such a variety of means for contacting the library serves to encourage faculty members to request assistance.

¶20 The faculty services librarian should also consider other methods for encouraging the faculty to request library services. One method is to identify one librarian for each faculty member to contact for all library requests.<sup>32</sup> Another method is to provide the faculty member with specific information on whom to contact for frequently requested services.<sup>33</sup> Finally, the library could adopt and advertise anticipated completion times for certain types of services. In this way, faculty might be more inclined to seek out assistance knowing the time frame under which the library normally operates.

### *Administrative Support*

¶21 When law faculty do seek assistance from their academic library, these requests tend to fall into two distinct categories. The first is administrative in nature; the second is for substantive research assistance. In the first category, a library may provide various types of administrative support for the teaching and research needs of the faculty. These types of reactive services are often handled by nonlibrarian staff members. They include checking out and routing library materials, providing document delivery of photocopied materials or computer printouts, arranging for interlibrary loans, purchasing and routing new resources ordered for a faculty member, and routing certain resources or tables of contents to resources.<sup>34</sup> Administrative support requests tend to comprise a significant amount of the ongoing library services provided to law faculty.

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31. Electronic mail requests for library assistance might be sent directly to a particular librarian, to a generic library e-mail account, or via an electronic form available on a Web site. For an example of the latter, see *Mercer Law Library's Email Reference Service*, Law Library, Mercer Law Sch., at <http://library.law.mercer.edu/refeml.htm> (last visited Nov. 11, 2001).

32. This approach may be called a Faculty Liaison Program. Such programs typically use a scheme in which every librarian involved with faculty services is assigned a certain number of professors. Hence, each professor has a particular librarian assigned to him or her as a primary contact for library services. The interview form in the appendix to this article was developed as part of a Faculty Liaison Program.

33. For example, a faculty member who engages in a significant amount of borrowing from other libraries might be directed to the library's interlibrary loan coordinator.

34. Materials may be routed in paper or in electronic format. One example of an electronic resource that may be of interest to law school faculty is ACADEME TODAY, a daily e-mail alert of news in academia which is published by the *Chronicle of Higher Education*.

### **Research Assistance**

¶22 The second category of reactive library service is faculty requests for substantive research assistance from a librarian. These requests may involve locating a specific document or resource, performing electronic searches in a particular database, compiling bibliographies on a topic or person, or doing research to support a theory. Faculty may also request training for themselves in the use of a new resource or as a refresher. Similarly, professors may ask librarians to provide research instruction for their research assistants. Such substantive research services are typically the work of professional librarians.<sup>35</sup>

¶23 Academic law libraries can provide valuable assistance to their faculties by simply reacting to requests for assistance. If a law library is offering a number of ways for the faculty to make use of library services as well as handling the administrative and substantive requests it receives, then it is playing a significant role in faculty scholarship. Yet there remains an additional role for the academic law library beyond gathering information and providing services upon demand.

### **Third Tier: The Proactive Services Method**

¶24 The third component of the three-tiered system is the proactive services method of providing faculty services. In pursuing this method, the librarian anticipates the faculty member's needs by being familiar with his or her teaching and research interests and proactively supporting them.<sup>36</sup> There are four types of proactive services.

¶25 First, academic law librarians should engage in ongoing efforts to locate resources of possible interest to the faculty. For instance, librarians should routinely review acquisitions lists of new items added to the collection in order to be able to inform faculty members of any additions in their areas of subject specialty.<sup>37</sup> Similarly, librarians should keep faculty members' interests in mind when reviewing items for purchase. Another ongoing effort would be to perform electronic searches in databases that may contain materials in a faculty member's particular area of interest.<sup>38</sup> Finally, librarians should monitor current awareness

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35. However, some law libraries have student research assistants do substantive faculty research under the supervision of a librarian. For a fuller discussion, *see supra* note 4.

36. Grover & Hale, *supra* note 30, at 12–13. This method might also be described as “bird-dogging,” in that the librarian is always on the hunt for information of potential benefit for the faculty. This analogy was provided by Professor Harold S. Lewis, Jr., of Mercer University Law School, during a discussion with the author concerning the value of the faculty-librarian liaison program at Mercer.

37. In many law libraries, acquisitions lists are routinely routed to faculty members. However, librarians may find it useful to point out certain items on those lists.

38. For example, both LexisNexis (Eclipse) and Westlaw (WestClip) have services that allow electronic searches to be run automatically on a desired schedule.

services and route new resources, or descriptions of resources, to appropriate faculty members.<sup>39</sup>

¶26 Next, when librarians have identified new resources or information that they recognize as potentially valuable, they should provide it to the faculty in a manner that is most helpful to each individual. For example, if the librarian has discovered a new electronic resource or database that a particular professor might find helpful, he or she should provide that professor with a short guide for using the new tool. Additionally, faculty might find it useful for a librarian to read through and summarize or synthesize materials he or she has located to make it easier for faculty to determine how beneficial the material may actually be.<sup>40</sup> These extra efforts will greatly enhance the value of the services provided by the library.

¶27 In a similar vein, the law library should provide ongoing opportunities for the faculty to better familiarize themselves with resources and research tools. This is particularly true with respect to software and electronic sources of information. Librarians should offer one-on-one training sessions designed both to introduce new products and to enhance the faculty member's knowledge of a resource currently in use. Group sessions may also be effective when there is significant interest for a particular resource or topic.

¶28 Finally, proactive services should include extensive support for the work of research assistants. This support should include a refresher orientation to the library and its services. Also, research assistants may need training in using particular resources, especially those that pertain to the areas of interest of the faculty member they are assisting. Finally, research assistants may benefit from recommendations by the law librarians for ways to research issues or topics to which they have been assigned. The law librarians should work with the faculty to determine how much interaction with librarians will benefit research assistants.

¶29 Proactive library services are valuable devices to keep a faculty member up-to-date on topics of particular interest.<sup>41</sup> Proactive library services, however, are not recommended for all faculty. Some faculty members prefer not to have others engage in "bird-dogging" for them. These faculty may be inundated with information and may prefer not to add to that burden regardless of the potential useful-

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39. One example of a current awareness service is the *Current Index to Legal Periodicals* published by the University of Washington's Gallagher Law Library. This print publication is also available in electronic form and may be automatically sent to an individual's e-mail account through a service called SMARTCILP. SMARTCILP may be customized to cover certain topics or journals. Another example is from the Cornell Law School's Legal Information Institute. The institute produces the LIIBULLETIN which offers same-day summaries of opinions rendered by the U. S. Supreme Court via a free e-mail subscription.

40. An excellent example of proactively providing information on new library resources would be distribution of a periodic faculty newsletter. The faculty services librarian at the D'Angelo Law Library at the University of Chicago, Margaret Duczynski, publishes such a faculty newsletter several times a year.

41. See Brecht, *supra* note 11, at 164 (arguing that librarians should take the initiative and keep faculty members abreast of new information of relevance to their research by perusing new resources and routing materials to faculty).

ness of the material. Librarians should recognize that it may be an inefficient use of resources, and perhaps even counterproductive to pursue that method for some faculty.<sup>42</sup>

### Conclusion

¶30 It has been observed that “the library director’s job is to provide complete research for the students, special collections for the alumni, and private libraries for the faculty.”<sup>43</sup> While the three-tiered approach to faculty services librarianship will not create a private library to serve every need, it ideally will give the law faculty the illusion that it does. By keeping abreast of the law faculty’s work and providing reactive and proactive assistance, librarians can meet ongoing faculty demands as well as encourage professors to avail themselves of services offered by the library more frequently. If successfully employed, the result will be a greater level of faculty satisfaction with the law school library.

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42. See Attanasio, *supra* note 1, at 146 (explaining how law schools best utilize the talents of research librarians for faculty who find their work useful).

43. Commerton, *supra* note 7, at 17 (prefacing her comment with reference to the famous remark of Clark Kerr, former president of the University of California at Berkeley, that the university president’s job is to provide “sex for the students, football for the alumni, and parking for the faculty”).

**Appendix**  
**Faculty Liaison Program Interview Form<sup>44</sup>**

*Administrative Contact Information*

Faculty member:  
Librarian contact:  
Date of interview:  
Faculty member's office hours:  
Preferred method of contact (*GroupWise, pine e-mail, telephone, in person, paper*):  
Preference for frequency of contact by librarian:  
Best time to reach librarian liaison:  
Document delivery preference (*paper or electronic, LexisNexis, Westlaw, Internet*):

*Teaching and Research Information*

Courses taught:  
Research interests:  
Current projects or works in progress:  
Research assistants/names and projects:  
New additions to faculty bibliography:

*Faculty Needs and Library Services*

Review paper and electronic routing services currently provided:  
Specific librarian assistance anticipated:  
Need for training in electronic sources:  
Need for research instruction/bibliographies for courses taught:  
Need for periodic electronic searches on given topics/issues:  
Note additional/new library services which may be provided:  
Need for interlibrary loan or use of other campus libraries:  
Review materials currently checked out to faculty member to determine continued need for each:  
Plan for librarian assistance and next contact:

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44. This form is used by the librarians at the Mercer University Law School. The author wishes to acknowledge her former colleagues at Mercer Law Library for their collaborative efforts in creating this interview form: Patricia Cervenka, Suzanne Cassidy, Billie Olsen, Ismael Gullon, Robert Linz, and Sibyl Marshall.