

What Do Directors Do?*

Carol Bredemeyer**

Ms. Bredemeyer reports on the results of a questionnaire designed to identify the duties that are typically performed by today's law school library director.

¶1 Very little has been written about the duties of an academic law library director. In 1978, Roy Mersky briefly cataloged the qualities a dean should seek in a director as a result of the wide-ranging expectations for the position,¹ but his chief focus was on duties related to law library budgets. I think we can all agree that much has changed since then. In the late 1970s, for example, bibliographic utilities were the new kid on the technology block, and only a very few research libraries had online catalogs. Full-text computer-assisted legal research systems were just coming into existence, and the Internet as we now know it was just a gleam in Al Gore's eye. A personal computer was not found on every librarian's desk—Wang word processors were “high tech” equipment. And the curriculum presented in library schools bore little resemblance to that which today's information school student experiences.

¶2 Even a recent work like *Leadership Roles for Librarians*, which discusses the many roles a director is required to handle and juggle,² does not deal with daily tasks and basic “job description” duties. While deans, judges, and partners might be considered interchangeable parts of the puzzle, the academic director has a more varied constituency to deal with (i.e., law students and faculty, undergraduate and graduate students and faculty, as well as attorneys and the general public) than does the law firm library director.

¶3 This article began to take shape in my mind when the staff of the Salmon P. Chase College of Law Library discovered that it would shortly face the reality of searching for a new director. Since we would be replacing someone who would be retiring after more than twenty years as director,³ it was natural to ask: “How is the

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1. Roy M. Mersky, *Everything You Always Wanted to Know About Law Libraries But Were Afraid to Ask or The Care and Feeding of Law Librarians or Libraries Are Too Important to Leave to Librarians or Ubi libri ibi scientia (Where There Are Books, There Is Knowledge)*, 29 J. LEGAL ED. 139, 146–47 (1978).

2. See generally LEADERSHIP ROLES FOR LIBRARIANS (Herbert E. Cihak & Joan S. Howland eds., 2002) (describing various roles for leaders such as that of coach, innovator, manager, marketer, mediator, teacher, builder, mentor, and visionary).

3. Carol B. Allred served as director of the Salmon P. Chase College of Law from 1981 to her retirement in 2002. She is currently professor emeritus.

position different from 1981 when we last searched for a new director? What has changed in the past twenty years?" It was clear that we would be seeking a very different person for a library with different needs. But just what were the differences? It occurred to me that surveying directors already in place about what they did—and how that differed from their duties and activities when they started—might help us to answer these and related questions.

¶4 Unfortunately, other issues put the survey—and the article that I hoped to produce as an ultimate result—on the back burner until we had successfully completed our search. However, in April 2002, I sent a questionnaire about the duties of their position to 169 library directors at law schools accredited by the American Bar Association (ABA).⁴ One hundred nine directors completed the questionnaire—a 64% return rate—showing there was an obvious interest in the topic. The compiled responses to the survey are provided in the appendix of this article. For questions where comments were invited, selected representative responses are presented when the answers as a whole were repetitive. I hope that the information contained in this article and the accompanying appendix will be of use to other libraries and law schools as they think about the position of library director. Given the number of today's directors who have served in their positions for more than twenty-five years, it is likely that many more searches will soon be underway.

Results

Technology

¶5 In analyzing the responses to one of the survey's key questions—"If you have been a director for more than five years, how has the job changed"⁵—it is not surprising that most answers mentioned technology in some fashion. Advertisements for academic library directors in 1982 say little about technology.⁶ What technology existed for law libraries at that time was primitive by today's standards. Clumsy, dedicated dial-up terminals were the norm for LEXIS, Westlaw, and OCLC. Word processors, which were mostly glorified typewriters with some memory capacity, were used by secretaries. The idea of a computer on every employee's desktop was a dream for most of us, and CD-ROM was an unknown technology.

¶6 Today, nearly 40% of the responding directors have responsibility for all law school technology.⁷ Many have had assistant or associate dean added to their title,⁸ usually in reflection of additional duties related to technology. However, not

4. While there are more than 169 ABA-accredited schools, the survey was only sent to institutions at which a permanent director was currently in place.

5. See *infra* appendix (question 14).

6. See, e.g., Larry B. Wenger, *Placement List*, 14 AM. ASS'N L. LIBR. NEWSL. 14-21 (1982); Larry B. Wenger, *Placement List*, 14 AM. ASS'N L. LIBR. NEWSL. 56-63 (1982).

7. See *infra* appendix (question 2).

8. See *infra* appendix (question 1).

every director with assistant or associate dean in their title is a faculty member.⁹ Even those who do not have responsibility for law school technology must still work closely with the person who does to make sure the library's needs are met.

¶7 Eighty-two percent of the libraries have restructured staff in the last five years—46% of those have done so to devote more staff time to technology.¹⁰ This has been done in a variety of ways, including the addition of more professional or support staff, realignment of current staff duties, or a combination of both.

Day-to-Day Activities

¶8 Questions 4–12 were designed to determine what directors do on a day-to-day basis. How active were they, for instance, in the daily operations of the library? How involved were they in committee work? What about the other “expected” areas of their job such as scholarship and community service?

Committee Work

¶9 All respondents reported serving on law school committees,¹¹ and many also have served on university committees on a regular basis.¹² Library directors have served on every committee imaginable. Several have also been involved in campus governance by serving on faculty senates. During the 2003–2004 school year, for instance, at least two directors served as president of their university's faculty senate—Barbara Bintliff at the University of Colorado and David Ensign at the University of Louisville. Ensign also served as the faculty representative to the university's board of trustees by virtue of his position.

Library Administration

¶10 It is not uncommon, at least in smaller law libraries, for directors to have all the librarians report directly to them, and, in a few cases, even all the support staff as well. However, most directors do not have more than two support staff directly reporting to them.¹³ This does require the director to set priorities and to delegate responsibilities to other librarians. Otherwise they risk spending a great deal of time on small details. For instance, while nearly a third of the respondents work

9. Interestingly, although the ABA standards state that “[e]xcept in extraordinary circumstances, a law library director shall hold a law faculty appointment with security of faculty position,” SECTION OF LEGAL EDUC. & ADMISSIONS TO THE BAR, AM. BAR ASS'N, STANDARDS FOR APPROVAL OF LAW SCHOOLS, stand. 603(d), at 46 (2003) [hereinafter ABA STANDARDS], 21% of the respondents are not tenured or tenure-track members of the law school faculty. See *infra* appendix (question 3). Interpretation 603-3, which accompanies this standard, states that “[t]he granting of faculty appointment to the director of the law library under this Standard normally is a tenure or tenure-track appointment.”

10. See *infra* appendix (question 17).

11. See *infra* appendix (question 5).

12. See *infra* appendix (question 7).

13. See *infra* appendix (question 16).

regularly at the reference desk,¹⁴ 88% delegate the scheduling details of the reference and circulation desks to others.¹⁵

¶11 Directors must not only manage, they must lead. That leadership can take many forms—advocating for the library in faculty meetings (and with the dean on an individual basis), being proactive to keep the library at the forefront of law school activity, and being a colleague to the members of the teaching faculty—to name a few. Directors who spend all their time in the library with little faculty interaction can be as ineffective as directors who spend all their time with the faculty and little to none with the library staff. If the library is left to run itself, it may go adrift without the rudder of leadership. An effective director will find ways to integrate library services and activities with the law school's core values and strategic plan, and find the balance between being the library director and a faculty colleague.

Scholarship

¶12 Faculty members must remain cognizant of the fact that the library director has a dual role as a faculty member and as manager of the library.¹⁶ While scholarship is an important responsibility, the director is supervising professional and support staff on a daily basis, a time-consuming duty that is not required of most teaching faculty. The faculty is hiring a colleague, but it also is hiring the library's boss—the person who will determine duties, working conditions, salary increases, and the like for members of the library staff.

¶13 Given this reality, most of the respondents spent no more than 5–15% of their work time on scholarship.¹⁷ Many conduct their scholarship activities outside the normal work schedule. However, although 59% of the respondents have worked at home during workday hours, most (77%) do not do so on a regular basis.¹⁸ One respondent noted that the dean had decided that scholarship was not a priority for her. Finding time for scholarship can also depend on how much work a director is willing or able to delegate to others and whether he or she has access to student research assistants.

Community Service

¶14 Some faculty are required to do community service. Some institutions require this service to be in the faculty member's discipline. In such a case, the law library director has two options—library-related service or legal service. Some institu-

14. See *infra* appendix (question 8).

15. See *infra* appendix (question 9).

16. ABA STANDARDS, *supra* note 9, stand. 603(a), at 46 (2003) (“A law library shall be administered by a full-time director whose principal responsibility is the management of the law library.”).

17. See *infra* appendix (question 6).

18. See *infra* appendix (question 10).

tions also count professional association activity as community service. The respondents, nearly half of whom are required to engage in community service, displayed a wide array of service activities.¹⁹ The nature of the service frequently determined whether or not it was done during traditional working hours.

Reference and Teaching

¶15 Contact with students frequently comes for law school library directors through either reference work, teaching, or both. While only 32% of the respondents work regularly at the reference desk,²⁰ usually no more than two to four hours per week, nearly half teach legal research, 21% teach advanced legal research, and 35% report teaching substantive or doctrinal courses covering a wide spectrum of the curriculum.²¹ Twelve percent teach law librarianship courses for a library school.²²

Relationship with the Dean

¶16 The library director's relationship with the dean of the law school is one of the most critical elements of the job. The director must be able to articulate the library's needs to various audiences, including the faculty and administration of the law school as well as the university administration. The director often has to educate a dean who knows little about what it really takes to have a library that serves the school's needs. This may require articulating these needs in a way that the dean can understand. And given the short tenure of most deanships, this may have to be done more than once, since it is likely that a library director will work with several deans during his or her tenure. Thirty-two percent of the respondents have served under four or more deans,²³ a high figure considering that 55% of the respondents have been in their current positions ten years or less.²⁴ Nonetheless, 65% of the responding directors felt that they were "in the loop" on issues that were important to the library and to their role in the law school, while another 33% qualified their affirmative response to this question in some way.²⁵

Conclusion

¶17 A search committee looking for a law library director should have an honest and frank discussion about the kind of person it is seeking. Committee members will need to decide how to evaluate the numerous aspects of the job as well as how

19. *See infra* appendix (question 12).

20. *See infra* appendix (question 8).

21. *See infra* appendix (question 4).

22. *See infra* appendix (question 11).

23. *See infra* appendix (question 18).

24. *See infra* appendix (question 13).

25. *See infra* appendix (question 19).

to evaluate the strengths and weaknesses of candidates in relation to the *current* needs of the library. Is there a need for someone to strengthen the use of and commitment to technology? Does the collection need to be bolstered in particular areas? Do services need to be overhauled to better meet student and faculty needs? Is the library in need of someone to lead the staff into the next incarnation of technology and services? Is it essential to hire someone with previous experience as a director? Of course, it is highly likely that even after answering these questions, the committee still will be unable to reach a consensus as to who can meet the defined needs—a search often results in the choice of the “best candidate available” and there are always surprises in the interview process.

¶18 The responses to the questionnaire described here clearly show that today’s directors are incredibly busy people. They serve on a multitude of committees, teach classes, and basically run a business that requires a high level of service. Given the myriad duties and today’s environment, directors need people skills for every aspect of the job as well as a working knowledge of technology that probably didn’t exist when they went to school. Being a librarian has always required a continuing commitment to learning. There is no doubt that it continues to be an essential part of a director’s job.

Appendix

Results of Survey on Duties of Law School Library Directors

1. What is your title?

The most common titles of respondents were Director of the Law Library (19%) [21] and Director and Assistant/Associate/Professor of Law (51%) [56]. The majority of the other responses was some permutation of Assistant or Associate Dean in combination with the terms library, information, and/or technology.

Does your title include Assistant/Associate Dean or Provost?

Twenty-three respondents (21%) have Assistant/Associate Dean/provost in their title.

If your title includes Associate/Assistant Dean or Provost, how many years has it been part of your title?

Less than one year	13% [3]
1–3 years	26% [6]
3–5 years	22% [5]
6–10 years	26% [6]
10+ years	13% [3]

2. Do you have responsibilities for law school technology outside the library?

Overall law school technology responsibility	39% [42]
Library maintains law school Web page	9% [10]
No responsibility for law school technology outside the library	47% [51]
Other	12% [13]

3. Are you a tenured or tenure-track member of the law faculty?

Yes	75% [82]
No	21% [23]

4. Do you teach law school courses?

Teach legal research	47% [51]
Teach all students	14% [15]
Librarians or adjuncts teach small sections	24% [26]
Teach advanced legal research	21% [23]
Coordinate those who teach legal research	21% [23]
Substantive/doctrinal courses	35% [38]

If you teach substantive courses, what subjects?

The following courses were listed by respondents:

Admiralty	International Transportation Law
Agency	International Law
Air and Space Law	Introduction to Civil Law
American Legal System (for international LL.M. students)	Jurisprudence
American Indian Law	Law and Literature
American Legal History	Law and Development in the Hispanic World
Animal Law	Law and Emerging Technologies
Appellate Briefwriting	Law Library Administration (cross-listed with library school)
Bioethics	Law and Accounting
Business Planning	Law and Film
Conflicts	Legal History Seminar
Copyright	Legislation
Criminal Procedure	Professional Responsibility/Ethics
Cyberlaw	Property
Disability Law	Public Land Law
Domestic Relations	Public Policy
Energy Law	Torts
European Union	Trademarks
French Law	Wills/Trusts
Health Law	
Intellectual Property	

5. What law school committees have you served on? (Include ex officio.)

Library ²⁶	60% [65]
Information Technology	52% [57]
Building	25% [27]
Curriculum	28% [31]
Admissions	22% [24]
Search Committees	17% [18]
ABA Self-Study	13% [14]
Faculty Recruiting	12% [13]
Reappointment, Promotion & Tenure	10% [11]

The following received fewer responses and are not calculated as percentages:

Academic Policy [1]	Academic Affairs [4]
Academic Standards [3]	Administration [1]
Academic Support [1]	Admissions Policy [2]

26. Library and Information Technology committees are combined at some schools.

All except Admissions [1]	Joint Degree [1]
All [6]	Journals/Electronic Publishing [1]
Art [2]	Law School Relations [1]
Awards [1]	Law Library Faculty Tenure [1]
Benefits [1]	Law Review [2]
Board of Review [1]	Legal Research & Writing [5]
Branch Campus Task Force [1]	Legal Writing Review [1]
<i>Brown @ 50</i> [1]	Legal Process [1]
Building Inclusiveness [1]	LL.M. Admissions [1]
Bylaws [1]	Long-Range Financial Planning [1]
Capital Improvements [1]	Long-ange Planning [6]
Centennial [1]	Management [1]
Civil Law [1]	Merit Pay Increases [1]
CLE [3]	Minority Affairs [1]
Clinic [1]	Nominations [1]
Community Life [1]	Personnel [4]
Comprehensive Planning [1]	Placement [1]
Copyright [1]	Planning [1]
Dean's Advisory [6]	Post-Tenure Review [5]
Dedication [1]	Readmissions [3]
Development [1]	Recruitment [4]
Disability [1]	Renovation [1]
Distance Education [1]	Retirement [1]
Diversity [2]	Scholarships [4]
Economic Welfare [1]	Skills [2]
Educational Programs [1]	Space [1]
Educational Policy [1]	Special Lectures [2]
Executive [6]	Standards and Evaluations [1]
Facilities [9]	Steering [1]
Faculty Evaluation [2]	Strategic Planning [3]
Faculty-Student Relations [2]	Student Grievances [1]
Graduate Studies [3]	Student Affairs [1]
High Achievement [1]	Summer Grants [1]
Honorary Degree [1]	Teaching [2]
International Programs [5]	Too many to list [1]
Introductory Program [1]	Web Advisory [1]

6. Approximately how much of your time is devoted to your own scholarly work?

There was a great range of answers. The most frequent responses were:

10% of time	19% [21]
5% of time	14% [15]
0% of time	14% [16]

7. Do you represent the law school on any university entities (committees, task forces) on an ongoing basis?

Yes	70% [76]
No	30% [33]

If yes, please name the entities.

The most frequent entities listed were:

Council of Chief Librarians [19]	Search Committees [6]
Faculty Senate [15]	IT Council [4]
Computer Advisory Committee [13]	Copyright/Policy [4]
University Library Committee [10]	

Other entities less frequently listed were:

Academic Affairs Budget Committee [1]	Law and Medical [1]
Academic Technology Advisory Board [1]	Libraries [2]
Academic Council [1]	Library Automation [2]
Academic Leadership Forum [1]	Parking [1]
Academic Senate Library Committee [1]	Ph.D. Review Committees [1]
Accreditation [2]	Provost's Advisory Council [1]
Active Directory Committee [1]	Residence Hall Contract Exemption Appeals [1]
Alcohol and Drug Policy [1]	Residency Appeal [1]
Athletics [1]	RPT Standards and Appeals [1]
Center for Instructional Learning Technology [1]	Scheduling and Registration [1]
Committee on Committees [1]	Security Task Force [1]
Compliance [1]	Skills [1]
Conflict of Interest [1]	Space [1]
Distance Education [2]	Special Collections [1]
E-commerce [1]	Strategic Planning [3]
Educational Policy [1]	Student Technology Fee [1]
Educational Support Services [1]	Task Forces [1]
Employee Giving [1]	Teaching [1]
Faculty Judicial Committee [1]	Technology Enhanced Learning & Research Coordinating Council [1]
Faculty Budget and Planning [1]	Triangle Research Library Network [1]
Genomics [1]	Tuition and Budget [1]
Graduate Research Council [1]	University Senate [1]
Honors and Awards [1]	University Facilities [1]
Information Resource Policy [1]	University Library Policies [1]
Institutional Priorities [1]	University Planning and Budget [1]
Instructional Computing [1]	Web Policy [3]
Intellectual Property [1]	
International Travel Grant [1]	

8. Do you work at the Reference Desk regularly?

Yes	32% [35]
No	67% [73]

If yes, how many hours per week?

Answers varied, but most respondents work two to four hours per week.

9. Do you approve Reference or Circulation Desk work schedules?

Approve	10% [11]
Delegate to others	88% [96]

10. Do you ever work at home during regular workday hours?

Yes	59% [64]
No	41% [45]

If yes, how often?

Once a week	18% [12]
Once a month	6% [4]
Not on a regular basis	77% [49]

11. Do you teach law librarianship courses at a library school?

Yes	12% [13]
No	79% [86]
Not currently ²⁷	7% [8]

12. Is community service required for your position?

Yes	45% [49]
No	51% [56]
Other ("professional service counts")	7% [8]
Other ("while not required, it is encouraged or expected")	5% [4]

If yes, please give some examples of your service.

The most frequent activities listed were:

ABA or local bar committees [10]	ABA site evaluations [4]
Church work [8]	Public Library Foundation or Board [4]
Local charities or nonprofits [7]	Speak at local organizations [4]
AALL and Chapter committees [7]	Library consortia [3]

27. Not given as an option in the survey

Other activities less frequently listed were:

AALS [2]	Jersey Animal Coalition Board [1]
ACLU [1]	Land Loss Prevention Project Board [1]
AIDS patient services [1]	Law Library Microform Consortium Advisory Board [1]
Alcohol counseling [1]	Legal Research workshops at public library [1]
Alumni groups [2]	Library school Board of Visitors [1]
Attorney General's Statutory Advisory Committee [1]	Literacy [1]
Board of Trustees, law school alma mater [1]	Mentoring [1]
Board member, State Book Festival [1]	Moot Court judge/coach [1]
Boy Scouts [2]	Newsletter editor [1]
Career Days [1]	Opera trustee [1]
Chief Justice Advisory Committee on Judicial Technology [1]	PBS Telethon [1]
City Planning Commission [1]	Private school trustee [2]
City Ethics Commission [1]	Second Harvesters [1]
City Council [1]	Serve meals at shelter [2]
CLE presenter [2]	Speaking and training [1]
Client Intake [1]	Speaking to library groups [1]
Democratic Party Election Committee [1]	St. Vincent dePaul [1]
Food bank volunteer [1]	State Supreme Court Historical Society [1]
Friends group for parks [1]	State Commission for Humanities [1]
Habitat for Humanity board [2]	Transit Authority Board [1]
Historical Society volunteer librarian [1]	Urban tree planting [1]
Homeowners Association [1]	Walkathons [1]
Hospice volunteer [1]	Work with local schools [2]

13. How long have you been a law library director?

No. of Years	Percentage of Respondents	[No.]
1-5 years	14%	[15]
6-10 years	20%	[22]
No. of Years	Percentage of Respondents	[No.]
11-15 years	18%	[20]
16-19 years	12%	[13]
20+ years	15%	[16]
25+ years	13%	[14]
30+ years	7%	[8]

How long have you been in your current position?

No. of Years	Percentage of Respondents	[No.]
1-5 years	29%	[32]
6-10 years	26%	[28]
11-15 years	11%	[12]
16-19 years	16%	[17]
20+ years	6%	[7]
25+ years	8%	[9]
30+ years	3%	[3]

14. If you have been a director for more than five years, how has the job changed?

Selected Responses:

- Must at least understand what everyone does in order to hire the right people.
- Answer own phone, type and print own correspondence, but have been able to delegate responsibility for budget and scheduling to middle managers that did not exist when I started the job. Have learned to use technology to advantage.
- More involved in law school committee work. General parameters of job are same, but technology impacts on specifics of what I do and how I do it.
- Technology has totally changed the way we operate; also a major shift of focus from collection building to information access; my job is broader and I'm not involved in as many day-to-day details.
- Complicated integrated library systems plus university HR and financial systems mean that I am less capable of doing much of the work my staff does.
- Technology has turned it into a nightmare administratively and financially; has doubled the work.
- Internationalization/interdisciplinary focus of legal research.
- Stability of library budget is no longer assured. With frequent changes in deans, the "agenda" each comes with can either add or subtract from our acquisitions and personnel budgets. If a dean is "clinical," then monies are shifted to clinics; if research-oriented, then monies often go to computer upgrades at the expense of acquisitions. Directors must be flexible and roll with changing tide. Otherwise, many of us "return to full-time teaching!"
- Larger staff—have delegated a great deal of what I did in '70s and early '80s. Technology has meant greater need for knowledge, hands-on experience and training, but permits faster, greatly expanded output. The work seems to expand—there's always something to do. Students are more belligerent. If we catch them *flagrante in delicto*, it's not *their* fault, it's ours!
- Student writing is also far worse than it was in the 1970s. I see it in my exam responses. Students also appear to be lazier. They come for assistance before they have done any initial work themselves. "Please give me my research on a platter!"

- My own student evaluations are fine, so this is *not* personal. I see this in the evaluations done on my librarian colleagues—students think they know exactly how to teach legal research. If instructor gives no initial “tour,” he or she is faulted. If library tour is given, it was “worthless.” Or, instructor should have taught this first, instead of that. And students don’t listen. We offer a “wind-up” research tour, and put out sign-up sheets. Then students claim they had no chance for a tour. There’s almost no assumption of responsibility.
- I became a director in 1975 before any U.S. law school had a computer. Still lots of use of books by faculty.
- Time needed to deal with technology leaves less time for other activities, especially scholarship.

15. What is the size of your staff? Librarians? Support staff?²⁸

No. of Librarians	No. of Respondents	No. of Support Staff	No. of Respondents
2	1	2	0
3	3	3	3
4	4	4	3
5	14	5	2
6	15	6	8
No. of Librarians	No. of Respondents	No. of Support Staff	No. of Respondents
7	16	7	10
8	14	8	11
9	16	9	9
10	8	10	14
11–14	8	11–14	31
15+	4	15+	20

16. How many people report directly to you? Librarians? Support staff?

No. of Librarians	No. of Respondents	No. of Support Staff	No. of Respondents
0	0	0	19
1	11	1	53
2	23	2	16
No. of Librarians	No. of Respondents	No. of Support Staff	No. of Respondents
3	29	3	6
4	14	4	1
5	14	5	0
6	6	6	1
7	6	7	0
8	0	8	2
9	6	9	0
10	2	10	0
11+	1	11+	3

28. Support staff includes computing staff who are not _____

17. Have you restructured your staff in the last five years?

Yes	82% [89]
No	17% [18]

If yes, what was the driving force behind the restructuring?²⁹

Additional professional positions needed or added	39% [42]
Additional staff positions needed or added	28% [30]
Need to devote more manpower to technology	46% [50]
Other (please describe briefly)	34% [37]

Most respondents noted a need to reconfigure existing positions. Other reasons given included providing better service, figuring out how to do more with less, flattening the organizational structure or changing the reporting structure. A few reported that duties changed when technology responsibilities were moved outside the library.

18. How many law school deans have you served under since you began your current position?

No. of Deans	Percentage of Respondents	[No.]
1	20%	[22]
2	30%	[33]
3	18%	[20]
4	16%	[17]
5	7%	[8]
6	4%	[4]
7-10	5%	[5]

19. Do you feel that you are kept "in the loop" on issues that are important to the library and to your role in the law school?

Yes	65% [71]
Qualified Yes	33% [37]
No	2% [2]

Selected Comments:

- No, but neither is the faculty.
- As much as other faculty and administrators are.
- My current dean could use some behavior modification in this area.
- Not unless I push to be included.
- As the school grows, no.
- And I am proactive about getting the information.
- Depends on the dean.

29. More than one response was possible; 36% [39] of the respondents gave more than one answer.

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