

POPULATION PROFILE:
LAW SCHOOL FACULTY AT THE UNIVERSITY OF TEXAS

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Introduction

The Tarlton Law Library (Tarlton) at the University of Texas (UT) Law School strives to meet the needs of its patrons. Users can be divided into subpopulations such as students, faculty, pro-se litigants, etc. Learning more about each subpopulation and their information-seeking behaviors enables librarians to craft services that will meet their specific needs.

This population profile identifies:

- 1) Roles of faculty members and their resulting research goals,
- 2) Primary specialties of the faculty,
- 3) Information seeking behaviors of legal academics, and
- 4) How knowledge of the faculty roles, specialties, and behaviors can benefit the Tarlton librarians.

This information will aid the librarians in their future planning for the institution and ensure they meet the needs of the law school faculty.

Demographics of UT Law Faculty

Faculty Roles

To truly understand the UT Law Faculty we must identify the characteristics of the population. These attributes will provide a context within which faculty information-seeking behaviors can be understood. The following traits of the faculty make up the framework through which the librarians should determine which services will best meet their needs.

There are 334 faculty members at the UT law school.¹ The role of faculty in an institution determines the type of legal research they are likely to perform. As can be seen in Table 1, many faculty members do not hold the tenured positions we might expect and the 159 adjuncts² are likely to perform research of a different nature than tenure-track faculty.

Table 1: Breakdown of UT Law Faculty Appointments

Appointment Title	Brief Appointment Description	# of Faculty with Appointment
Professors and Assistant Professors of Law	Tenured or tenure-track faculty members who teach and also work to complete academic pursuits necessary to achieve tenure.	76
Clinical Faculty	Faculty participate in a professional program offering clinical experience on a full-time or part-time basis. These positions are for a pre-set period of time and then must be renewed	30
Senior Lecturers	Professors who teach and whose experience is similar to the caliber of tenured professors but are not eligible for tenure.	7
Lecturers	Professors who teach and whose experience is similar to tenure-track faculty but are not tenure-track eligible.	18
Visiting Professors	Professors holding temporary positions who are either visiting UT from another institution where they have a similar position, or who are hired on a trial basis.	6
Adjuncts	Teachers who often have jobs outside of the institution and serve for a pre-defined period of time after which they have to be reappointed.	159
Emeritus Professors	Retired professors with lifetime academic appointments who retain faculty library privileges and might continue to research, study, or publish in their field.	8
Extended Faculty	Professors who hold any of the many positions listed above in other departments on the UT campus and who also teach at the Law School.	30

Sources: "About the UT Law Faculty."; "Handbook of Operating Procedures 2-2430: Emeritus Titles; Perquisites and Privileges of Emeritus Faculty, Emeritus Administrative Officials and Other Retired Faculty."; "Rule: 31001, Faculty Appointments and Titles."

1. "About the UT Law Faculty." University of Texas School of Law. Accessed March 31, 2014. <http://www.utexas.edu/law/faculty/>.

2. Ibid.

Implications of Faculty Roles on Research Goals

Faculty member appointments affect the types of legal research they perform and the ways they will use the information they uncover. Table 2 shows the types of information each classification of faculty is likely to investigate. Librarians can use this information to ensure they are providing services that effectively support the goals of the majority of the faculty.

Table 2: Research Objectives in Relation to Faculty Role

Faculty Role	Research Goals and Characteristics
Professors, Assistant Professors, Emeritus Professors	<ul style="list-style-type: none"> • Likely to perform scholarly legal research to attain tenure and maintain prestige for themselves and the institution • Might behave more like academic colleagues than other attorneys when performing research
Clinical Faculty	<ul style="list-style-type: none"> • Research like practicing attorneys due to clinical duties • Concentrate on the currency of information for use in clinic cases
Lecturers, Adjuncts	<ul style="list-style-type: none"> • Likely to focus on teaching responsibilities and what students should know about the specific area of the law they are teaching, so will complete high level topic research • Likely to perform research on educational pedagogy
Visiting Professors, Extended Faculty	<ul style="list-style-type: none"> • Likely to perform research behaviors in line with their appointment at their home institution or department.

Sources: Budd, *The Changing Academic Library*, 183-87; Davidson, "Way Beyond Legal Research", 567; Author's personal experience and knowledge.

Primary Faculty Specialties

The specialties of the faculty can inform the Tarlton librarians' collection management and public services decisions. The areas that the most faculty members consider their specialties are listed in Table 3.³ These are the topics that should be the focus of the library's efforts.

3. "Areas of Specialty, The UT Law Faculty." University of Texas School of Law. Accessed March 31, 2014. <http://www.utexas.edu/law/faculty/areas/>. A complete listing of the faculty specialties are listed here.

Table 3: Legal Specialties Held by the Most Faculty members

<u>Area of Law</u>	<u># of Faculty with this Specialty</u>
Civil Procedure	7
Criminal Law	7
Environmental Law	7
Torts	7
Trial Advocacy	7
Legal Research	9
Constitutional Law	17

Source: "Areas of Specialty, The UT Law Faculty."

Note: There are 108 different specialties listed,⁴only the topics held by the most faculty are listed here.

Information Seeking Behavior

After performing a study Stephann Makri, Ann Blandford, and Anna L. Cox identified a list of the “information-seeking behaviors” of “legal academics”⁵ they discovered while interviewing and observing lawyers in the academic environment. Table 4 specifies each of these individual behaviors.

Table 4: Information-Seeking Behaviors

Surveying	Monitoring	Searching
Browsing	Chaining	Extracting
Accessing	Distinguishing	Filtering
Selecting	Updating	Recording
Analyzing	Collating	Editing

Source: Makri, "Investigating the Information-Seeking Behavior of Academic Lawyers", 618-19.

4. Ibid.

5. Makri, Stephann, Ann Blandford, and Anna L. Cox. "Investigating the Information-Seeking Behavior of Academic Lawyers: From Ellis's Model to Design." *Information Processing and Management* 44, no. 2 (March 2008): 613-34.

Although some of these behaviors are universal to most researchers, the updating activity was found to be especially important to legal researchers. These behaviors highlight the steps that the UT Law School faculty undertakes to complete their legal research. Understanding these behaviors and the way they interplay with the other characteristics defined above will allow the Tarlton librarians to provide specialized research support to the faculty.

Utility of this Profile

This profile provides the Tarlton librarians with a contextual framework of the faculty research process based on the population's characteristics. This information can be utilized to:

- 1) Analyze the way information is published and made available in the primary research areas of the faculty to determine if :
 - a. Additional resources in these areas are required, and
 - b. Training on topic specific research tools would benefit the faculty;
- 2) Understand that updating information is a primary concern for legal researchers and to investigate and acquire current awareness tools for faculty use;
- 3) Identify and acquire sources that will help faculty meet their specific research goals (e.g. practice materials for clinical faculty or pedagogical resources for adjuncts);
- 4) Establish the types of sources (e.g. practice guides, statutes, regulations, journals, etc.) that are utilized by faculty in their roles to anticipate sources that will be in high demand; and
- 5) Reach out to faculty and offer research training specific to their research goals.

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