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).
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. 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, 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. Twelve percent teach law librarianship courses for a library school.

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, a high figure considering that 55% of the respondents have been in their current positions ten years or less. 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.

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
Agency
Air and Space Law
American Legal System (for international LL.M. students)
American Indian Law
American Legal History
Animal Law
Appellate Briefwriting
Bioethics
Business Planning
Conflicts
Copyright
Criminal Procedure
Cyberlaw
Disability Law
Domestic Relations
Energy Law
European Union
French Law
Health Law
Intellectual Property

International Transportation Law
International Law
Introduction to Civil Law
Jurisprudence
Law and Literature
Law and Development in the Hispanic World
Law and Emerging Technologies
Law Library Administration (cross-listed with library school)
Law and Accounting
Law and Film
Legal History Seminar
Legislation
Professional Responsibility/Ethics
Property
Public Land Law
Public Policy
Torts
Trademarks
Wills/Trusts

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

Library 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:


26. Library and Information Technology committees are combined at some schools.
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]
- Faculty Senate [15]
- Computer Advisory Committee [13]
- University Library Committee [10]

Other entities less frequently listed were:

- Academic Affairs Budget Committee [1]
- Academic Technology Advisory Board [1]
- Academic Council [1]
- Academic Leadership Forum [1]
- Academic Senate Library Committee [1]
- Accreditation [2]
- Active Directory Committee [1]
- Alcohol and Drug Policy [1]
- Athletics [1]
- Center for Instructional Learning Technology [1]
- Committee on Committees [1]
- Compliance [1]
- Conflict of Interest [1]
- Distance Education [2]
- E-commerce [1]
- Educational Policy [1]
- Educational Support Services [1]
- Employee Giving [1]
- Faculty Judicial Committee [1]
- Faculty Budget and Planning [1]
- Genomics [1]
- Graduate Research Council [1]
- Honors and Awards [1]
- Information Resource Policy [1]
- Institutional Priorities [1]
- Instructional Computing [1]
- Intellectual Property [1]
- International Travel Grant [1]
- Law and Medical [1]
- Library Automation [2]
- Parking [1]
- Ph.D. Review Committees [1]
- Provost’s Advisory Council [1]
- Residence Hall Contract Exemption Appeals [1]
- Residency Appeal [1]
- RPT Standards and Appeals [1]
- Scheduling and Registration [1]
- Security Task Force [1]
- Skills [1]
- Space [1]
- Special Collections [1]
- Strategic Planning [3]
- Student Technology Fee [1]
- Task Forces [1]
- Teaching [1]
- Triangle Research Library Network [1]
- Tuition and Budget [1]
- University Senate [1]
- University Facilities [1]
- University Library Policies [1]
- University Planning and Budget [1]
- Web Policy [3]
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 currently27 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]
- ACLU [1]
- AIDS patient services [1]
- Alcohol counseling [1]
- Alumni groups [2]
- Attorney General’s Statutory Advisory Committee [1]
- Board of Trustees, law school alma mater [1]
- Board member, State Book Festival [1]
- Boy Scouts [2]
- Career Days [1]
- Chief Justice Advisory Committee on Judicial Technology [1]
- City Planning Commission [1]
- City Ethics Commission [1]
- City Council [1]
- CLE presenter [2]
- Client Intake [1]
- Democratic Party Election Committee [1]
- Food bank volunteer [1]
- Friends group for parks [1]
- Habitat for Humanity board [2]
- Historical Society volunteer librarian [1]
- Homeowners Association [1]
- Hospice volunteer [1]

- Jersey Animal Coalition Board [1]
- Land Loss Prevention Project Board [1]
- Law Library Microform Consortium Advisory Board [1]
- Legal Research workshops at public library [1]
- Library school Board of Visitors [1]
- Literacy [1]
- Mentoring [1]
- Moot Court judge/coach [1]
- Newsletter editor [1]
- Opera trustee [1]
- PBS Telethon [1]
- Private school trustee [2]
- Second Harvesters [1]
- Serve meals at shelter [2]
- Speaking and training [1]
- Speaking to library groups [1]
- St. Vincent dePaul [1]
- State Supreme Court Historical Society [1]
- State Commission for Humanities [1]
- Transit Authority Board [1]
- Urban tree planting [1]
- Walkathons [1]
- Work with local schools [2]

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

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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

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

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</tbody>
</table>

28. Support staff includes computing staff who are not librarians.
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?

<table>
<thead>
<tr>
<th>No. of Deans</th>
<th>Percentage of Respondents</th>
<th>[No.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
<td>[22]</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
<td>[33]</td>
</tr>
<tr>
<td>3</td>
<td>18%</td>
<td>[20]</td>
</tr>
<tr>
<td>4</td>
<td>16%</td>
<td>[17]</td>
</tr>
<tr>
<td>5</td>
<td>7%</td>
<td>[8]</td>
</tr>
<tr>
<td>6</td>
<td>4%</td>
<td>[4]</td>
</tr>
<tr>
<td>7–10</td>
<td>5%</td>
<td>[5]</td>
</tr>
</tbody>
</table>

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.