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## A Review of Arguments Regarding Faculty Status and Tenure for Librarians

By Sara Smith

The issue of whether or not academic librarians should be awarded faculty status with the same status and similar responsibilities given to teaching professors has been debated for more than thirty years among librarians, professors, and administrators alike, and it is still a relevant topic. The popularity and continued relevance of this issue is evident in the number of articles written on this issue—from the 1970s to 2009, more than 100 articles have been published in academic journals exploring, arguing against, or defending the faculty status of librarians.<sup>1</sup> The majority of the articles published about faculty status by librarians are written in favor of the practice.

Alan Bernstein (2009) noted that as college attendance rose in the 1960s and 70s, the need for academic librarians increased, which led to innovations and revisions of the role of the librarian and the way librarians were classified, which in turn led to “a profusion of articles and other scholarly works on the subject—a profusion that continues to the present day. The subject of classification for academic librarians remains a mainstay theme in many respected library journals.”<sup>2</sup> The continuing presence of this issue in library literature “is testimony to its persistent interest and importance both philosophically and grammatically in the hearts and minds of many librarians.”<sup>3</sup> This issue has been, and continues to be, a fiery, sometimes emotional debate.

In 2010, several articles were published in library academic journals regarding faculty status, including an ardent defense of the practice published by

*College and Research Libraries* in September of that year. The authors of “Seeking Full Citizenship: A Defense of Tenure Faculty Status for Librarians” claim to justify “why academic librarians need tenure” and prove “that tenure and faculty status for academic librarians are an absolute necessity.”<sup>4</sup> Their strong defense of librarian faculty status inspired an impassioned blog response from Karen G. Schneider, Director of the Cushing Library at Holy Names University,<sup>5</sup> who argued just as strongly against the practice.

The issue of faculty status and tenure for academic librarians is a particularly relevant and divisive topic today as many universities and libraries face budget cuts.<sup>6</sup> Tenure and faculty status for librarians is being scrutinized and questioned by university administrators and faculty in other departments.<sup>7</sup> Many librarians are faced with the prospect of losing their tenure and faculty status and are thus seeking to defend their right to have the same privileges and respect as teaching professors. Other librarians are seeking to obtain these privileges in the first place.

This issue is relevant at Brigham Young University as well. BYU librarians are granted faculty status, and the institution is seeking to better understand the issue of why librarians merit faculty status and what exactly faculty status should entail. Library leaders at BYU’s Harold B. Lee Library have been researching and exploring the issue to better understand the arguments for—and against—the faculty status of academic librarians. For about a year or so the Human Resources department in particular has been involved in research and studies to better understand why academic librarians value their faculty status and the impact it has on them.

This paper is a component in the response to questions posed about the purpose of faculty status for librarians, and it is one of the several studies written by the Lee Library's Human Resource department. The purpose of this paper is to provide a basic introduction to the issue of faculty status and a summary of the arguments that have been written both for and against faculty status for librarians. This literature review will focus primarily on the most recent and influential publications about faculty status. This summary is by no means comprehensive; so much has been written on this topic that an exhaustive review of the literature would be redundant and, well, exhaustive. The purpose instead is to provide an introduction and summary of the issue to BYU and Lee Library administrators, librarians, and researchers. It is intended to provide the frame and groundwork for further studies and original research.

This paper will first give some basic definitions and background information on faculty status. It will then summarize and analyze several oft-quoted and influential papers written on the issue of faculty status, suggest areas for further research, and provide a list of articles that can be consulted for a more in-depth study of the issue.

## **Background**

The debate surrounding faculty status for librarians has been around for years, dating back well over one hundred years.<sup>8</sup> The driving issue behind seeking faculty status for librarians seems to be the desire for librarians to be respected in the university and to attain equality with teaching faculty.<sup>9</sup> In 1972, the Association of College and Research Libraries (ACRL) issued a joint statement with the

Association of American Colleges and the American Association of University Professors on faculty status, and the statement was reaffirmed in 2001 and 2007 by ACRL. The statement says that

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties.

Where the role of college and university librarians . . . requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.<sup>10</sup>

The statement further asserts that librarians should have faculty status and tenure similar to that of teaching professors, including the same standards and review process: "Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members."<sup>11</sup> These ideals are evident and drawn upon in much of the literature arguing for librarian faculty status and tenure.

The governing organization of college libraries, and, it seems, that of professors and universities, clearly and firmly supports the practice of giving faculty status and tenure to academic librarians. ACRL does not govern faculty status procedures nor require its member libraries to offer faculty status. However, in 2010 ACRL released guidelines to “propose criteria and procedures for appointment, promotion in academic rank, and tenure (continuous appointment) for use in academic libraries.” These guidelines attempt to streamline the process of granting and evaluating faculty status and performance among ACRL member libraries, but the document acknowledges that procedures may be adjusted to fit the policies of the academic institution.

In 1992 ACRL released a list of “standards” for faculty status outlining what a librarian’s faculty status should look like, urging “institutions of higher education and their governing bodies” to “adopt these standards.” This list was updated in 2001, and revised again in 2007. Many articles about librarian faculty status have referred to these standards as a basic definition of what faculty status should entail for librarians. The 2007 standards include:

1. Professional responsibilities
2. Library governance
3. College and university governance
4. Compensation comparable to teaching faculty of comparable rank
5. Tenure
6. Promotion based on professional proficiency and scholarship
7. Leaves and research funds

## 8. Academic freedom

The definition of exactly what faculty status and tenure is and what it entails tends to vary from author to author, institution to institution. As noted by Hilary Lemon, a Lee Library researcher who has been involved in studying faculty status among librarians, “though the ACRL standards for faculty status exist, rarely do two institutions maintain the exact same policies for their librarians, and some institutions try to make drastic changes to those policies or do away with them all together.”<sup>12</sup>

For example, Shalu Gillum notes that “at some institutions, faculty status refers to academic rank . . . and the same rights and privileges of teaching faculty, whereas at others it represents the availability of tenure. Tenure, one aspect of faculty status, is continuous appointment or a commitment by an institution to provide permanent employment where one can only be terminated or adequate cause.”<sup>13</sup> It is important to note, as Gillum does, that tenure is sometimes awarded separately from faculty status, and that tenure is sometimes offered by an institution that does not grant faculty status. However, because ACRL suggests that tenure is an aspect of faculty status, they will be considered together in this paper, although it is recognized that they are often separated in practice.

In 2001, Shannon Cary of ACRL suggested that the academic community has generally granted librarians research funding and academic freedom, but have been slow to offer tenure and compensation equitable to teaching professors.<sup>14</sup> A study of the implementation of the 1991 standards conducted in 1999 suggested that each of

the standards is implemented overall either partially or fully more than 50 percent of the time.<sup>15</sup>

However, ACRL's standards provide a framework with which all involved in this discussion of librarian faculty status are familiar. This definition has been used as a general guide by the Lee Library's research and studies regarding faculty status.

Not all libraries offer faculty status or tenure, including prestigious Association of Research Libraries (ARL) institutions like Harvard's library. However, according to one study conducted by researchers in the Lee Library's Human Resource department, more institutions are offering faculty status than 10 or 20 years ago. The number of institutions offering faculty status grew 13% between 1992 and 2000, with a smaller increase of 6% between 2000 and 2010.<sup>16</sup>

### **Articles published before 2009**

As stated, by 2009 more than 100 articles had been published on the issue of faculty status for librarians. Several of those articles have been reviews of arguments made by other librarians, and these articles will be summarized here to give a brief introduction to some of the basic arguments for and against librarians holding faculty status. This section will highlight two influential articles: One written by Blaise Cronin in 2001 against faculty status and the responses his editorial generated, and another written in 2003 summarizing the major studies, articles, and published opinions arguing both for and against faculty status and tenure for librarians.

*Cronin, 2001*



In 2001, Blaise Cronin of Indiana University wrote a strong editorial in the *Library Journal* adamantly arguing against library status.<sup>17</sup> His piece is significant because it resulted in a lot of discussions and responses,<sup>18</sup> and the article is quoted in many of the articles consulted as part of this paper. Cronin's passionate attack on faculty status for librarians also illustrates the strong feelings that exist on both sides.

Cronin argues that faculty status is not appropriate for the profession of librarianship, suggesting that librarians are wasting their time by vying for faculty status. Cronin begins the article by making clear his stance on the issue: "I cringe every time I hear the dreaded words *library faculty status*."<sup>19</sup> He further states that tenure and the "paraphernalia of the academic calling have nothing whatsoever to do with the praxis of librarianship." Cronin argues that the "rot" that is faculty status has no evidence supporting the arguments for it, and that any benefits, such as productivity or respect, don't necessarily derive from faculty status. "Good librarians are good librarians, with or without faculty status," he argues. Faculty status "will not compensate for mediocre professional skills, nor materially improve the application of already honed skills." Promotions or status will not greatly change or encourage librarians, and "wrapping the mantle of faculty status around oneself" does not benefit library users, but it does "invite the quiet mockery of the professorate."

As an editorial, the piece does not draw on research but primarily on Cronin's experience and opinions. This doesn't mean his opinions should be discounted, especially when considering the strong feelings and opinions that this

issue generates on both sides of the debate. Cronin's article inspired a slue of responses and letters to the *Library Journal*, some supporting his stance, and others accusing him of turning librarians into the "'help' on campus."<sup>20</sup> Cronin's own colleagues disagreed with him: Robert Eno, also of the University of Indiana, wrote that Cronin missed the point because faculty status offers opportunities for governance and academic protection: "Without academic freedom protection against dismissal at the whim of administrators, professional librarians cannot represent faculty interests that may conflict with short-term administrative targets."<sup>21</sup>

*Hoggan, 2003*

In 2003, Danielle Bodrero Hoggan published an article in *Portal: Libraries and the Academy* attempting to summarize what had been published in library literature about faculty status for librarians. Her literature review included studies showing that libraries that implement faculty status. Hoggan discusses several studies that show various positive and negative results of faculty status for librarians. She uses the ACRL standards (a version written in 2003; the standards were updated in 2007, but are still very similar) as a basis for her definition of faculty status. Her purpose is to objectively discuss the advantages and disadvantages to faculty status to help "individual librarians decide whether a faculty status position is right for them." Her article is important to literature regarding the librarian faculty status debate because it is a summary of influential studies and arguments and neatly outlines the arguments both for and against faculty status.

Hoggan's literature review shows that when faculty status, according to the ACRL standards is implemented, libraries and librarians experience better "job satisfaction, improved status, higher salaries, and more opportunities for professional development."<sup>22</sup> In addition, "faculty status for librarians is positively correlated with indicators of student achievement, such as graduation rates and pursuit of graduate-level education." However, she notes that the responsibilities of faculty status, including publishing, research, conferences, and meetings "detract from time spent on traditional librarianship duties and often from personal time as well." She notes a study that shows that librarian faculty status is associated with "decreased research output of the institution as a whole."

Hogan acknowledges the raging debate about library faculty status, noting that "the debates are heated and often personal."<sup>23</sup> She does not suggest why the debate has so many emotions wrapped up in it, nor why it has become so personal and has often resulted in name calling and strong language as librarians debate not only in academic journals, but in online comments and letters to the editor.

Hoggan discusses the following advantages of librarian faculty status:

- **Improved status:** Many librarians believe (and some studies show) that librarians gain better respect, status, and recognition in the university community, including among both professors and administrators, when they have faculty status. "The majority of published opinions support the idea that faculty status improves the stature and image of academic librarians."<sup>24</sup>

- **Compensation:** The general opinion among librarians is that those with faculty status are paid more. However, Hoggan cites one study that found no difference in salaries of faculty and nonfaculty librarians in ARL libraries, but another that found a 6 percent increase in salary for faculty librarians in other institutions. A 1990 study shows that the salaries of librarians at one institution are consistent with the salaries of teaching faculty.
- **Continuous appointment:** Tenure associated with (but not always a part of) faculty status offers librarians job security.
- **Representation:** Faculty status librarians have more of an opportunity to influence policy in the library and the institution as a whole.
- **Job satisfaction:** Hoggan cites several studies of individual institutions showing that the majority of librarians were satisfied with having faculty status. One study found a direct correlation between adherence to the ACRL standards for faculty status and job satisfaction, and others showed that time for research and sabbaticals, both associated with faculty status, increased librarian job satisfaction.<sup>25</sup>
- **Teaching goals:** A 1999 study showed that faculty status of librarians “has a small but positive correlation with graduation rates and a large, positive correlation with graduate school attendance rates of alumni.”<sup>26</sup>
- **Pressure to publish:** A popular argument for librarian faculty status is that the “pressure to publish” helps librarians publish more and better papers. A study of librarians at Pennsylvania State University, which

requires publication, showed that increased pressure to publish results in higher quality and quantity of published articles.<sup>27</sup>

Hoggan also discusses the following disadvantages of library faculty status:

- **Resentment from other faculty:** Hoggan suggests that some professors may not respect librarians, faculty status or not, because they may feel that “librarianship is not a true science and that the Master’s in Library Science (MLS) provides a vocational rather than an academic education.”<sup>28</sup> Other librarians argue that respect must be gained by providing effective services rather than by being awarded faculty status. These arguments represent opinions and in Hoggan’s article are not supported by studies or research.
- **Pressure to publish:** This requirement of faculty status is used as fodder for argument on both sides of the faculty status issue. Some librarians have argued that publishing is not, or should be, a requirement of librarians, that librarians are not sufficiently trained to perform academic research in master’s degree programs. Some argue that the pressure to publish is a major source of negative stress for librarians.<sup>29</sup> They may feel more pressure to write an article than to pursue their interest in, for example, a technology-based project.
- **Publication quality:** Related to the argument about the pressure to publish is the idea that because publishing is required, the library field is “constantly going to have a plethora of dubious material churned out because people have to do it.”<sup>30</sup> Hoggan cited Rodger Lewis: “Libraries

would have done just as well had the majority of the articles never been written.”<sup>31</sup> Clearly there seem to be some strong opinions about this issue. Several studies have since evaluated the quantity of publications produced by institutions with faculty status,<sup>32</sup> but I have been unable to find one evaluating the quality of articles.

- **Lifestyle issues:** The time required of tenure-track librarians to research, write, and attend conferences to keep their jobs may dip into personal time and create problems with work/life balance for some librarians. This is an area where further original research could provide some insight.
- **Nominal faculty status:** Hoggan also brings up the point that was mentioned earlier in this paper about the definition of faculty status, which varies from institution to institution. Hoggan notes that this can lead to “nominal faculty status,” a “situation where librarians are called faculty but are not extended all the privileges and responsibilities of the teaching faculty.”<sup>33</sup> Hoggan suggests that librarians who desire faculty status positions should find out how faculty status is applied at a particular institution.
- **Diversion of time and energy:** Some feel that the responsibilities of faculty status will interrupt the traditional work of librarians.<sup>34</sup>
- **Research goals:** Hoggan cites Meyer’s 1990 study, which measured productivity of ARL parent institutions and found that the publication rate of librarians was negatively correlated with research productivity of

the institution. Faculty status itself does not affect research output, but “where librarians are required to publish, research productivity of the institution as a whole is 9 percent lower.”<sup>35</sup> Hoggan suggests that “librarians who want to promote the research goals of their institutions may find that faculty status is a hindrance to this objective.”<sup>36</sup>

### **Articles Published after 2009**

The debate over the benefits of faculty status for librarians still continues up to today; the battle did not lessen in intensity, and articles continue to be published on this issue. These articles build on the arguments discussed by Hoggan and others and provide studies and research to further support these arguments. Others are impassioned arguments and opinions persuading administrators, teaching faculty, and other librarians to see the benefits—or disadvantages of—faculty status for librarians. This section will look at two articles, *Academic Librarians and Faculty Status: Mountain, Molehill or Mesa* by Alan Bernstein and *Seeking Full Citizenship* by Catherine Coker, Wyoma vanDuinkerken, and Stephen Bales, and will then provide brief summaries of the most recent articles published in 2009 to 2011.

#### *Bernstein, 2009*

Like Hoggan’s 2003 paper, Bernstein’s “Mountain, Molehill or Mesa” is primarily a review of literature and a study of the trend of literature regarding faculty status, which serves the purposes of this article in building understanding of the issues surrounding faculty status for librarians. Unlike Hoggan, however, Bernstein’s purpose is to examine “job satisfaction, sense of worth and place, and commitment both to the librarian profession and to the educative mission of the

librarian's academic institution."<sup>37</sup> It was Bernstein who noted that from the 1970s to 2009, more than one hundred articles have been published in peer-reviewed journals regarding faculty status for academic librarians—and that does not even consider the number of non-peer review articles, opinion pieces, and blog postings that have expressed opinions on the issue.

The "predominant view" in these articles seems to be that "academic librarians ought to be classified, remunerated, and respected in the same manner as their compatriots teaching in classrooms around the campus," with some notable exceptions, such as Blaise Cronin's infamous editorial.<sup>38</sup> These articles supporting faculty status primarily study and support "the contentions that faculty status increases librarians' opportunities for positional advancement and better pay."<sup>39</sup> Bernstein notes that these more concrete results of faculty status are more frequently discussed in the literature, but there is little analyzing the less-concrete but no-less-important issues of "motivation and initiative, the greater sense of commitment both to the institution and the library profession, and the facilitation of a higher level of involvement with the educative mission of both the library, specifically, and the college or university, generally."<sup>40</sup>

Bernstein asks if there are connections between a librarian's involvement with the mission and research goals of the institution and job satisfaction, motivation, and commitment. These things are generally made possible through faculty status, and this issue is particularly interesting in light of Hoggan's observation that faculty status may get in the way of promoting an institution's research goals.<sup>41</sup> There is definitely room for some original research in the



connection between job satisfaction and motivation and the granting of faculty status.

Based on the literature, Bernstein classifies the three common stances that academic librarians take in the issue of librarian faculty status:

1. They desire faculty status because “it is both philosophically, as well as pragmatically, appropriate given their role in promoting and participating in the educative mission of the college or university.”<sup>42</sup> Bernstein says that this is the majority opinion.
2. They desire not to be classified as faculty status because it means additional duties like publication in order to obtain equal pay and job security. This camp has a small but vocal following.
3. They do not care about classification as faculty status or not, so long as they have equitable benefits and pay. “Research indicates this to be the least chosen option, yet there is strong anecdotal evidence for its popularity.”<sup>43</sup>

Bernstein is ultimately supportive of faculty status, saying that it is “not merely appropriate but obligatory” because of the role that academic librarians play on a college campus.<sup>44</sup>

*Coker, vanDuinkerken, and Bales, 2010*

In September 2010, the prestigious journal *College and Research Libraries* published Coker et. al.’s defense of faculty status for librarians. They attribute what they perceive as an “attack” on faculty status by university administrators and teaching faculty to incorrect perceptions of the work of librarians.<sup>45</sup> They claim to

justify that tenure and faculty status are a necessity for academic librarians. They call arguments that many within the profession use against faculty status “a fallacy,”<sup>46</sup> especially the idea that tenure allows librarians to become unproductive. This is a bold claim, and this is where Coker et. al.’s paper differs from the others discussed: the others, with the exception of Cronin’s, acknowledge the individual preferences of each librarian and his or her right to choose a tenure/faculty status institution depending on his or her preferences, while Coker et. al. suggest that faculty status is “an absolute necessity” for every academic librarian.<sup>47</sup>

Coker et. al. note that modern academic librarianship “is still a comparatively young and misunderstood profession” that has undergone a lot of changes in role, duties, and status in the academic world in the past decades. Librarianship has emerged as an academic discipline, and the librarians themselves are a type of “academic professionals”<sup>48</sup> on par with teaching faculty.

Coker et. al. seem particularly concerned with the issue of “teaching vs. non-teaching,” meaning the issue of whether librarians can be considered equal with teaching faculty if they do not teach. They argue that the other duties and purposes of librarians are equivalent to teaching, that the professional duties of professors includes teaching and the professional duties of librarians includes information science, but that both also contribute to scholarship and the research goals of an institution. In an attempt to define the role of an academic librarian, Coker et. al. state that academic librarians support the educational and research requirements of the faculties and students and engaged in both education (either directly or indirectly) and original research, all the while actively administering the entity of

the library (both internally and as it relates to the wider educational institution,” and the best librarians make contributions to scholarship and learning through publications and other means.<sup>49</sup> Librarians contribute to the pursuit of scholarship equally with professors, but are generally denied “full citizenship within the academic community at large.”<sup>50</sup> Coker et. al. argue that greater communication between librarians and teaching faculty will help them greater respect each other and open the door for greater equality and status for librarians. For example, librarians need to show faculty that requirements for publication are similar to those in other disciplines.

Coker et. al. look at several arguments against faculty status and try to debunk them. The authors address the issue of academic freedom, arguing that librarians need the job security that comes with tenure so they can have the freedom to “voice opinions and publish in areas were they are trained and without the fear of dismissal for going against what university administration and/or certain segments of society agree with.”<sup>51</sup> They also note that some believe faculty status is not appropriate for librarians because the terminal degree, the MLS, does not adequately prepare librarians for academic research, but in turn argue that Ph.D. programs do not adequately prepare professors to be teachers because the emphasis is too much on research. Thus both professors and librarians learn the skills missing from their educations on-the-job: “both librarians and teaching faculty, therefore, face similar problems when starting the tenure process.”<sup>52</sup> The authors conclude by encouraging librarians to take steps to claim “full citizenship” in the academic community.

Just as Cronin's 2001 strong editorial decrying faculty status inspired an impassioned response, so Coker et. al.'s equally bold article generated some responses, most notably a contribution to the Association of College and Research Libraries' blog. In October, Karen Schneider, a library director, wrote a lengthy blog guest blog response entitled "Earning Full Citizenship: A Response to 'Seeking Full Citizenship.'" Schneider's central argument is that Coker et. al. seem to ignore their responsibility to student patrons in the university system. Schneider searched the text of "Seeking Full Citizenship" and could nowhere find the word "student": "Every student who walks through the doors of this university deserves the very best service our library can provide, and that is our true north, the direction in which our compass-arrow quivers. Even our service to faculty, which we also take very seriously, is an extension of that primary responsibility to students." By this standard, Schneider claims, Coker et. al.'s arguments for faculty status remain unfounded.

Schneider also argues that in an educational institution, all employees, faculty or not, should regard themselves as peers, and that librarians do not need to seek to elevate themselves above other non-faculty academic staff: "It is highly advantageous to be a peer with the other non-faculty academic staff, all of whom play central roles in the work of recruitment, retention, revenue generation, strategic direction, information technology, infrastructure management, and the other services and initiatives that keep a university as an entity fueled and on-track. That peer relationship is crucial for achieving our objectives, particularly in an environment of competing priorities. I would be embarrassed to learn that my peers

in other departments had stumbled across an article insisting that librarians, lone among the academic bureaucracy, are endowed with numinous, ineffable qualities that justify their 'elevation' to faculty status." She argues that librarians should instead focus on continuing to make libraries relevant to the digital age and making the shift from physical to digital resources. She says that librarians are already "full citizens" and urges them to "not do everything you can for the rest of your career to warrant that status."

Coker et. al.'s article and Schneider's response illustrate the strong emotions and feelings regarding faculty status for librarians that continue today.

#### *Notable recent articles about librarian faculty status*

The following articles are the most recent written about library faculty status and represent the kinds of ideas and research that are continuing to contribute to the debate. The Bernstein and Coker, vanDuinkerken, and Bales articles are excluded from this list.

- Susan E. Higgins and Teresa S. Welsh, "The Tenure Process in LIS: A survey of LS/IS Program Directors," *Journal of Education for Library and Information Science Education* 50, no. 3 (2009): 176–188.
  - The analysis of a survey given to MLS program directors regarding how tenure and promotion is established for library faculty. The most prominent factor was research productivity evidenced through peer-reviewed publications, followed by service and teaching.

- June Garner, “Images of Academic Librarians: How Tenure-Track Librarians Portray Themselves in the Promotion and Tenure Process,” *The Serials Librarian* 56, no. 1 (2009): 203–208.
  - This article focuses on how requirements for promotion and tenure vary among institutions and provided demographic information and the positive and negative aspects of tenure.
- Paul Alan Wyss, “Library School Faculty Member perceptions Regarding Faculty Status for Academic Librarians,” *College and Research Libraries* 71, no. 4 (July 2010): 375–389.
  - Professors in ALA-accredited MLS programs were surveyed regarding their opinions about faculty status for librarians and whether they feel MLS programs prepare librarians for the requirements of faculty status such as research and publishing. Responses were varied—faculty members neither agreed nor disagreed that the MLS degree should be recognized as a terminal degree, and they disagreed that the MLS is sufficient to prepare students for library faculty status.
- Shalu Gillum, “The True Benefit of Faculty Status for Academic Reference Librarians,” *The Reference Librarian* 51, no. 4: 321–328.
  - This article looks at arguments against faculty status, namely that focusing on publishing and researching detracts from the mission of librarianship, and suggests that these arguments can be turned in favor of library status. Gillum focuses particularly on the quantity and

quality of library science and the contributions of academic librarians to the literature.

- Blessinger, K., et. al., “The Effect of Economic Recession on Institutional Support for Tenure-Track Librarians in ARL Institutions,” *The Journal of Academic Librarianship* 37, no. 4 (July 2011) 307–11.
  - A study of how the national economic recession affected tenure track for ARL member libraries based on a survey of library deans and university librarians. All said that budget reductions led to increased workloads for faculty and reductions to support for professional development, but that the requirements for tenure and promotion have not changed.
- Carol A. Parker, “The Need for Faculty Status and Uniform Tenure Requirements for Law Librarians,” *Law Library Journal*, 103, no. 1 (2011): 7–38.
  - This article discusses uniform and standard processes for faculty status and promotion for law librarians.

### **Conclusion: Opportunities for further research**

While much has been written on the topic of faculty status for academic librarians, there is still plenty of opportunity for further original research in this area. As stated, the Lee Library’s Human Resources department is currently working on several projects that address areas where these opportunities for more research exist.

One question that is unanswered is exactly how many institutions offer faculty status and/or tenure, how this number has changed over time, and what faculty status looks like at different institutions. This has been studied before, but the available data is outdated. One Lee Library project, which has already been cited in this paper,<sup>53</sup> summarizes more current data gathered in formal and informal survey. This project is currently being revised and will soon be submitted for publication.

Another important issue that has not been directly addressed by the literature is what arguments for or against faculty status are most important to librarians. Which of all these arguments discussed is most important or meaningful? How do average academic librarians, the ones who are not publishing or blogging about faculty status, feel about the issue? A survey designed by researchers in the human resources department, including the author of this paper, is currently being administered to various academic libraries to address this question. The survey asks librarians to rank common arguments for or against faculty status and provides data about which benefits or negative aspects of faculty status are most meaningful to librarians. This is a good way to measure the effect that the storm of debate and literature is having on the profession in general and on the lives of the individual librarians in particular. A related question also draws on a question asked by Bernstein: how does faculty status affect the work-life balance, job satisfaction, and motivation of librarians? This is also a research question posed by the Human Resources department at the Lee Library and is currently being studied through questions on the same survey.



There is certainly a lot more to learn about how faculty status and tenure can affect individual librarians. All of the issues being investigated by the Lee Library are important to understanding not only the role of the librarian within the university, but how to improve job quality and satisfaction for all academic librarians. Beyond the ideological arguments, beyond the politics of academia, the issue of faculty status and tenure has the potential to affect the lives and interests of individual librarians who have interest in keeping their jobs, improving their skills, and bettering their institutions and their lives.

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<sup>1</sup> Alan Bernstein, "Academic Librarians and Faculty Status: Mountain, Molehill or Mesa," *Georgia Library Quarterly*, Spring 2009, 13.

<sup>2</sup> Bernstein, 12; see also Catherine Coker, Wyoma CanDuinkerken, and Stephen Bales, "Seeking Full Citizenship: A Defense of Tenure Faculty Status for Librarians," *College and Research Libraries* 71, no. 5 (2010): 407–408.

<sup>3</sup> *Ibid.*, 14.

<sup>4</sup> Coker et. al., 406.

<sup>5</sup> Karen G. Schneider, "Earning Full Citizenship: A Response to "Seeking Full Citizenship?" ACRLog (blog), October 26, 2010, <http://acrlog.org/2010/10/26/earning-full-citizenship-a-response-to-%E2%80%9Cseeking-full-citizenship%E2%80%9D/>.

<sup>6</sup> See Blessinger, K., et. al., "The Effect of Economic Recession on Instructional Support for Tenure-Track Librarians in ARL institutions," *The Journal of Academic Librarianship* 37, no. 4 (July 2011) 307–11.

<sup>7</sup> Coker, et. al.

<sup>8</sup> Bernstein, 12; Coker et. al., 406.

<sup>9</sup> See Bernstein, 13.

<sup>10</sup> "Association of College and Research Libraries Joint Statement on Faculty Status of College and University Librarians," *Association of College and Research Libraries*, June 2007, August 25, 2011, <http://www.ala.org/ala/mgrps/divs/acrl/standards/jointstatementfaculty.cfm>.

<sup>11</sup> *Ibid.*

<sup>12</sup> Hilary Watkins Lemon, "Librarian Faculty Status and Tenure: A Quick Glance at Where We Stand," unpublished paper, Microsoft Word document, 2011.

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- <sup>13</sup> Shalu Gillum, "The True Benefit of Faculty Status for Academic Reference Librarians," *The Reference Librarian*, 52: 321, 2010.
- <sup>14</sup> Shannon Cary, "Faculty Rank, Status, and Tenure for Librarians: Current Trends," *College and Research Libraries News* 62 (May 2001): 520.
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- <sup>16</sup> Lemon.
- <sup>17</sup> Blaise Cronin, "The Mother of all Myths," *Library Journal* 126, 3 (February 15, 2001): 144.
- <sup>18</sup> See Stephen Karetzky, "Blazing at Blaise," *Library Journal* 126 (April 1, 2001): 8; Lisa Dunn, "Cronin is 'Mything' the Point," *Library Journal* 126 (May 1, 2001): 8.
- <sup>19</sup> Cronin, 144.
- <sup>20</sup> Jane D. Schweinsburg, "20/20 Hindsight," *Library Journal* 126 (April 15, 2001): 8.
- <sup>21</sup> Robert Eno, "Colleagues Not in Arms," *Library Journal* 126 (June 1, 2001): 10.
- <sup>22</sup> Danielle Bodrero Hoggan, "Faculty Status for Librarians in Higher Education," *portal: Libraries and the Academy*, 3 no. 3 (2003), 431-445, 431.
- <sup>23</sup> Hoggan, 432.
- <sup>24</sup> Ibid., 433.
- <sup>25</sup> See Ibid, 435.
- <sup>26</sup> Hoggan, 435.
- <sup>27</sup> Ibid., 436.
- <sup>28</sup> Ibid.
- <sup>29</sup> Elizabeth Cramer and John Boyd, "The Tenure Track and the Parent Track: A Road Guide," *Wilson Library Bulletin* 67, no. 7 (1995): 41.
- <sup>30</sup> Mark Y. Herring, "Do Librarians with Tenure Get More Respect?" *American Libraries*, June/July 2003, 71.
- <sup>31</sup> See Rodger C. Lewis, "Publish or Perish? Looking at Publication for Tenure from the Other Side of the Street," *College and Research Libraries News* 61 (August 2000): 606-08.
- <sup>32</sup> For example, see Richard L. Hart, "Scholarly Publication by University Librarians: A Study at Penn State," *College & Research Libraries* 60 (September 1999): 454-62; John M. Budd and Charles A. Seavy ("Characteristics of Journal Authorship by Academic Librarians," *College & Research Libraries* 51 (September 1990): 469.
- <sup>33</sup> Hoggan, 438.
- <sup>34</sup> Anna M. Ferris, "Tales from the Tenure Track: A Cataloger's Ultimate Experience," published on LIScareer.com: The Library and Information Science Professional's Career Development Center (April 2002), <http://www.liscareer.com>; Hart.
- <sup>35</sup> Hoggan, 439; see Richard W. Meyer, "A Measure of the Impact of Tenure," *College & Research Libraries* 60, March 1999, 2.
- <sup>36</sup> Hoggan, 439.
- <sup>37</sup> Bernstein, 12.

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<sup>38</sup> Ibid., 13.

<sup>39</sup> Ibid., 14.

<sup>40</sup> Ibid.

<sup>41</sup> Hoggan, 439.

<sup>42</sup> Bernstein, 14.

<sup>43</sup> Ibid.

<sup>44</sup> Ibid., 15.

<sup>45</sup> Coker et. al., 411.

<sup>46</sup> Ibid., 412.

<sup>47</sup> Ibid., 406.

<sup>48</sup> Ibid., 407

<sup>49</sup> Ibid.

<sup>50</sup> Ibid., 408.

<sup>51</sup> Ibid., 411.

<sup>52</sup> Ibid., 412.

<sup>53</sup> Lemon.