

What's in a Name: Are We Fish or Fowl?

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What's in a Name: Are We Fish or Fowl?

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The Problem

As important as faculty status and tenure is for academic librarians, we hope you are as shocked as we are to read of several recent cases where librarians' faculty status was swiftly and unexpectedly taken away. The most recent case was in the Alamo Colleges system in Texas which lost librarian faculty status as recent as April, 2011. The pressure of the economic reality of losing massive state funding was reported as the reason thereby saving \$300,000 by not providing faculty status for newly hired librarians.

A similar case in the same year happened at Mount Hood Community College in Oregon, in an effort to save \$380,000, laid off its academic librarians. At the University of Louisville Kentucky, librarians had tenure from 1966 to 1992. For newly hired librarians, the tenure was not given for five years, 1992-1997. A new dean of the libraries in 1997 gradually regained tenure status in July 2005, according to Gail Gilbert (2007).

The University of Oklahoma experienced a tenure attack which resulted in creating two tracks for librarians: one for librarians with faculty status and one track for professional librarians. Wayne State University and SUNY, Buffalo went through similar attacks and reconsidered and regained the tenure system for its librarians. The University of Alaska system offers two types of faculty appointments. The library offers new hires their choice of bipartite or tripartite faculty appointments. A bipartite faculty member has responsibilities for teaching and service. A tripartite faculty member has responsibilities for teaching, research, and service (Ruess, 2004).

Most discouraging are those academic libraries in which faculty appointments are situational. Bolger and Smith (2006) discovered that 21.6% of the liberal arts college libraries they surveyed reported hiring some librarians into faculty positions and other librarians such as catalogers into non-faculty positions within the same library.

Introduction

Academic librarians have longed for and sought a role and recognition that are comparable to our counterpart of teaching faculty in academia. For the last 40 years, scholarly debates over the faculty status and tenure issues for academic librarians for and against have appeared in our literature. In a search conducted in the database Library, Information Science and Technology Abstracts (LISTA) on September 28, 2011 using the phrase "faculty status" resulted in 243 results dating back to 1968. Massman (1972) contributed so much to the American Library Association book *Faculty Status for Librarians*. Rachel Applegate is continuing our discipline's conversation with her 2010 book *Managing The Small College Library* and throughout the years over 300 items such as books, Internet sites, archival documents, and audiovisual material, have been cataloged in the WorldCat database on the subject of librarians and faculty status. The ongoing debate is largely based on the educative role of librarians, which is more likely similar to teaching faculty.

Throughout our academic career as academic librarian, nothing is more important than the aspect of career promotion and continuing employment status as evidenced by the volume of literature written on this topic in our professional literature. As beginning librarians who have a long career years ahead of them, or mid-career librarians with promotion concerns or near retirement librarians who may be concerned about the legacy, faculty status and tenure factors affect our career significantly. These factors may be about union issues, governance decision making at our respective institution or your particular situation, be it salary level and promotional steps. Every situation appears to be different and it is difficult to look across our discipline to find a common policy and procedure existing for these topics.

Not surprisingly, the subject and debate regarding how librarian is classified in the academic institution date back over 100 years. The traditional librarian's role as a technician and book-shelver was chal-

lenged in the late 19 century, Sawtell articulated the intellectual role of librarianship and libraries in academic and proposed faculty status for librarians in 1878 in his assertion, “librarianship ought not be annexed to a professorship, but be a professorship itself” (American Library Association, 1975). Librarian scholar, Janet Swain Hill (1994) asserted that librarianship relates to the faculty model in that the profession 1. Is a distinct academic discipline, 2. Engages in intellectual work, 3. Serves the community, 4. Engages in research, 5. Collaborates in scholarship, 6. Cooperates in developing disciplinary standards, 7. Actively practices in a profession, and 8. Administers their domain (the library).

The concept of tenure began in Germany as a means to seek freedom within the teaching profession in the 19th century under the concept of *Lehrfreiheit*, a scholar’s or professor’s privilege or right to conduct research. In the United States, the American Association of University Professors (AAUP) was formed in 1915 and incorporated the concepts of *Lehrfreiheit* into its 1915 Declaration of Principles. The association followed up by issuing its *Statements on Principles of Academic Freedom and Tenure* in 1940. At this time, our own professional association, The American Library Association, failed to see the importance of faculty status to academic librarians. This led to the founding of the Committee on Academic Status of the University Libraries Section of the Association of College and Research Libraries in 1958. The Association of College and Research Libraries (ACRL) developed guidelines based on the AAUP principles in 1971. Together AAUP, ACRL and the American Association of Colleges, AAC, adopted a joint statement on the *Faculty Status of College and University Librarians* in 1973. Realizing its importance, The American Library Association published *Faculty Status for Academic Librarians: A History and Policy Statements* in 1975. Since then ACRL has developed, approved and updated several documents pertaining to faculty status for academic librarians including the original *Association of College and Research Libraries Joint statement on Faculty Status of College and University Librarians, Standards for Faculty Status for College and University Librarians*, and *A Guideline for the Appointment, Promotion, and Tenure of Academic Librarians*. As a result, academic librarians have been writing about faculty status or lack thereof since. (See American Library Associa-

tion (1975), Bryan (2007), and Coker, van Duinkerken, & Bales (2010) among many other articles that provide an in-depth look at the history of faculty classification and status throughout the years).

There are four different colleges and universities. They are, Model 1: Professorial; Model 2: Similar type with tenure; Model 3: Similar type without tenure and lastly, Model 4: Administrative professional staff. As identified here, not all librarians with faculty status are tenured, and large number of private liberal arts universities and colleges give librarians titles such as professional or administrative staff which has neither faculty nor tenure status. As described in the *Association of College & Research Libraries Guidelines for Academic status for College and University Librarians* (2007), there are nine guidelines that even those academic librarians without faculty status should strive to attain. These are similar to tenured teaching faculty insofar as:

1. Professional responsibilities matched to educational competencies
2. Participation in the governance of the institution
3. Appointment by written contract
4. Equitable compensation with equivalent academic categories
5. Promotion and salary increases
6. Eligibility for leaves, faculty development monies, and research funds
7. Protection of academic freedom
8. Dismissal or non-reappointment for just cause only
9. Access to grievance procedures

In an effort to ascertain exactly how many academic libraries have faculty status or tenure for academic librarians, historical research results were analyzed for the last 20 years. The research study on tenure statistics over 20 years have shown varying degrees as described in the historical research perspective. Park and Riggs (1993) surveyed research libraries in 1989 and reported that 20 % of ARL have tenure status and 56% of comprehensive universities have tenure. 80% of have faculty status. The Alabama academic librarians’ survey by Darby and Weatherford (2002) reported 86% (n=30) of all Alabama academic librarians have tenure. Lowery’s 2006 ARL survey for doctoral granting ARL libraries found that

37 % of ARL libraries have tenure status. Bolin's 2008 research on ARL universities reported that 68% of land grant libraries in her survey were found to have tenure status. Conversely, Lee's 2008 published survey reported 44% (n=98) of ARL libraries granted tenure in her 2001 study. Gilman's 2008 article reported that of the 664 doctorate-holding librarians who responded to our survey, slightly more than 50 percent indicated that they hold non-faculty positions (administrative/professional status), 37 percent said they hold tenure-track status as faculty members, and 13 percent said they are considered non-tenure-track faculty members. Gilman's study results differ from a 1991 survey of 99 institutions by the Association of Research Libraries.

It found that only 31 percent of ARL libraries used the administrative/professional model while 35 percent offered tenure to librarians and 9 percent considered them non-tenure-track faculty members. The range of tenure status reported a range from 20% to 68% is a direct result of the sample size, type of libraries within ARL libraries, and sample characteristics of the study group applied.

The following describes case studies of two universities where Framingham State University has tenure status for academic librarians and Marymount University has faculty status for academic librarians. We will review and discuss based on the issued identified.

Issue 1: How do we identify ourselves?

Framingham State University	Marymount University
Librarians with Tenure (Model 2)	Librarians with Faculty Status (Model 3)
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I am an academic librarian at a comprehensive university. My job title at hiring was "acquisitions and serials librarian" and I use the title, 'Head of Acquisitions & Serials.' Librarians belong to a faculty union and we pay the same union dues every year. According to our union rank, I am an Associate Librarian. My library director describes my job function in the area of Acquisitions only; however, I have been performing many roles including reference, electronic resources, technical services and instructional librarianship. On my business card I sometimes used the title Head of Collection Management and Development, but most often I use Head of Acquisitions and Serials	My title on my annual faculty contract reads Distance Education Librarian. I introduce myself as the Extension Coordinator, Service Group Leader for the Access Service Group, Reference Librarian, and Information Literacy Instructor, Collection Selector, and Liaison Librarian to the School of Business Administration for all programs except Information Technology and Management Science to new faculty. To the students in my 3-credit freshman Inquiry course I am Professor Dursi. The University's telephone directory, Undergraduate Catalog faculty directory and the Graduate Catalog faculty directory lists me as Librarian (Associate Professor). Is there any wonder why I have to pause and think when someone new asks me what I do for a living?

Issue 2: What does academic librarian status mean at our respective campus? What issues do you encounter?

<i>Shin Freedman (from Model 2)</i>	<i>Marcia Dursi (Model 3)</i>
My colleagues from the teaching faculty often confided in me that they do not know what a librarian	Librarian faculty at my university appear more fully accepted by teaching faculty than those at Shin's

does on our campus. This issue came up at the Promotions and Tenure Committees. At times, this inquiry implies whether librarians are eligible or need to be tenured at all.

As a tenured librarian, we have one designated university wide committee, the Academic Policies Committee that requires one seat from librarians. Some other committees, from the decision-making governance are being neglected. They are the Curriculum Committee, the Promotions Committee, the Tenure Committee and All College Committee. There are committees where our library director can join without being elected such as the Academic Policy Committee and the Information Technology Council where a certain number of seats are designated for the administration.

All librarian positions at FSU are tenure track and in fact we are considered as a member of faculty. The full-time librarian's job posting is advertised as faculty position. This is not a well-known fact for most of us. I was never told during my hire that my position was a tenure-track, academic rank position. Areas of responsibilities that were discussed included the acquisitions work and serials librarianship tasks. That's all we talked about. Had I known about the tenure track position, how would I be different? More closely, how would my career trajectory be different? Would I have behaved differently in my first year at the university?

I would have started research and publication preparation much earlier. I would have sought research mentors either on campus and beyond or through the library associations. Although the status of my school has been recently changed to university status, thus the emphasis on research is rather young in relation to the teaching aspect; I would have enjoyed learning the entire research process with mentors. There are no specific requirements of research and publication for the librarians at FSU. Whenever I participate in an Author event for published authors on campus, I see certain reactions from my teaching faculty colleagues that accompanied the statement "thanks for the librarians who helped our research project."

university. When I am introduced by the Dean of the School of Business Administration (SBA) at the bi-annual SBA Graduate Orientation sessions, he always tells new students that "at Marymount, all librarians are faculty members on the same level as the professors who will be teaching you". All nine Faculty Council University Committees, all 4 Board of Trustee Committees, all five Faculty Ad Hoc Committees, and the seven University Committees, which require faculty participation have a librarian faculty member attending including the Faculty Council Leadership Committee which meets with the University President and Provost. Librarian faculty and teaching faculty must follow the same scholarship requirements and luckily, the university follows the Boyer model of Scholarship so the scholarship of teaching and learning features largely in our scholarship requirements. However, librarian faculty are not granted tenure, only rank. I am currently an Associate Professor and could proceed up to the rank of Full Professor yet I would still be on a yearly contract.

I graduated from my MLS program in 1998 and never had a course in scholarly writing or publishing. For help in this area I participate in two faculty writing group. One is a long time writing group which developed into strong friendship throughout the years. The second is a more recent group in the School of Business Administration. I was asked by the SBA new faculty to mentor them through the process of developing a lasting faculty writing group. I was very touched by the confidence they showed in me.

All faculty are guided by our Faculty Handbook which contains information on faculty appointments, professional evaluation and performance levels and criteria, policies on advancement in rank and tenure, faculty obligations, rights, academic freedom, and a code of ethics, as well as descriptions of faculty development opportunities such as development grants and sabbaticals. The handbook provides this description of faculty:

1.1 DEFINITION OF FACULTY

The faculty of the University comprises all persons holding academic rank whose principal responsibility at Marymount University is to directly provide or administer academic instruction or services. Faculty responsibilities are classified according to the following categories: those whose

	<p>principal responsibility is teaching, designing curricula, and advising students; those whose principal responsibilities are administering academic programs and courses of studies; those whose principal responsibilities are providing library and learning services.</p> <p>As much as I would like to say librarian faculty are similar to teaching faculty in every way I cannot. Librarian faculty have 12 month contracts with 208 hours of annual leave and 480 sick leave hours. We have to physically work at our desk in the library 40+ hours a week. We are not allowed to work on scholarship during work hours so that leaves only evenings and weekends to do what is required of us according to our handbook. All faculty as defined above are required to conduct scholarship following the same "Unified Scholarship Criteria Document" containing a list of "A" levels of scholarship performance and "B" levels. All faculty are required to complete either 2 "A's and 3 "B's for an outstanding level of scholarship performance or 3 "B"s for an expected level of scholarship performance.</p>
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Issue 3: Are there areas of librarian faculty responsibilities or job descriptions that are unusually difficult for teaching faculty to understand? What do our counterparts (including librarians) not understand about us?

Marymount University has a small number of librarian faculty members, eight, so it is very easy to know what each of us are working on. Our jobs are not misunderstood or devalued by other librarian colleagues. Also, because our Collection Librarian and our Cataloger librarian are also information literacy instructors and program liaisons, it is not difficult for their teaching faculty to make the connection that these librarians are faculty too.

However, at other libraries it can be very difficult for teaching faculty to understand how Technical Services Librarians, Catalogers, or Public Service (Access) Librarians can possibly be considered faculty. Teaching faculty appear to be better able to accept a Reference Librarian or Library Instruction/Information Literacy Librarian as a peer than a Librarian who catalogs or is responsible for the quality of the library collections. As a Reference Librarian and Library Instruction Librarian, teaching faculty experience

firsthand the "teaching side" of librarianship. How often do teaching faculty experience creating a good catalog record or negotiating for wider access for an electronic resource with a license from a vendor and equating those experiences with teaching? Searches conducted in numerous databases fail to retrieve any scholarly articles written from a teaching faculty point of view of the necessity of these actions for the contributions they make "to the academic community and to higher education itself" (see ACRL and AAUP statements).

Searches conducted in databases on October 4, 2011 show the dilemma facing "behind the scenes" librarians and the teaching which teaching faculty understand clearly. In a search in the Library, Information Science & Technology Abstracts database conducted using "reference librarian" and teaching there were 294 results. In a search conducted using "technical services librarian" and teaching there were 4 results from 2001 through 2011. Searches in ERIC or Education Research Complete did not fare any better.

Due to the many different roles librarians have and the many different names by which these roles are called is there any wonder why teaching faculty are confused by our librarian faculty roles? When someone states that s/he is a professor at a university teaching mathematics most faculty members instantly know what that means, what a typical day's workload might be like, and can sympathize with all those pesky advisees and annoying faculty council or senate committee meetings. But when someone states s/he is an Electronic Services Librarian, E-Resources Cataloger, Digital Library Programmer, Resource Sharing Librarian, U.S. Government Information Librarian, Associate Librarian (Scholarly Communication), Digital User Experience Librarian, Public Services Librarian, Emerging Services Librarian, Metadata Specialist, Non-Print Catalog Librarian, Digital Initiatives Librarian, Assessment Librarian, or a Global Network Librarian, who knows what these people do! (All titles from the ALA Joblist web-site <http://joblist.ala.org/modules/jobseeker/controller.cfm?search=showall> accessed 9/28/2011). Teaching faculty are instantly put in a position of not knowing what their peer does and not knowing makes teaching faculty nervous. Yet Welch and Mozenter (2006) state that librarians should not have to "disguise" what they do. Instead, librarians are encouraged to follow Hill's (1994) recommendation that the "accomplishments of individual librarians can be described in terms that teaching faculty will understand, that draw appropriate parallels, and that treat differences clearly but without apology." (p.71)

Issue 4: What support systems exist to promote rank and tenure among librarians in the library and on our respective campuses?

At Framingham State University, we have research and travel funding support from the Vice President of Academic Affairs office. The Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS) was established in 2006 to promote these activities on campus. Although funding through the administration by the CELTSS existed for five years, librarians were not officially included until three years ago after the persistent personal crusade by one librarian. The guidelines for the CELTSS funding application officially state that eligibility is for faculty AND librarians. I am currently serving on the Funding Committee to review all funding applications on campus for the last 2 years.

In terms of Promotion and Tenure Guidelines, we refer to the contracts, the Massachusetts State College Association (MSCA) Contracts (www.mscaunion.org/contacts) which specify the criteria for promotion and tenure in the three areas: Librarianship, Continuing Scholarship and Service which applies to all Massachusetts state colleges and universities. Annually the Office of the Vice President of Academic Affairs sends the Annual Personnel Actions (PA) timetable to teaching members under the contract, faculty and librarians. There are workshops conducted by the Vice President of Academic Affairs twice a year about the guidelines for all faculty members. Other than these timetable guidelines, it is up to an individual librarian to figure out how to compile the promotion and tenure dossier. The MSCA Union web site is included in the Academic Affairs department.

(www.framingham.edu/academic-affairs/msca/) A New Faculty mentoring program was established this academic year; however, librarians are excluded from participating on our campus. Collegial and social activities among librarians and teaching faculties are random. If it happens at all, it is based on individual relationships and informal settings. Socialization with teaching faculty colleagues through the faculty orientation and other official gatherings and other campus activities rarely occurs. The librarian's participation is on a volunteer basis. Librarians are included in the email distribution list for faculty. Apparently, the Faculty distribution includes, in addition to teaching faculty, all other support service personnel (IT service desk, campus publications office, etc.) along with the librarians. Support systems can range from none at all to a strong support system like the support system available to all new faculty at Marymount University. At Marymount, new faculty are mentored for the first year by the Center for Teaching Excellence (CTE). The CTE brings in all new faculty before classes begin for a week long orientation process. Then the Center follows up with monthly luncheons to discuss issues that new faculty are facing throughout the semester on a wide variety of topics. New librarian faculty are included in the orientation and luncheons. As a School, Library and Learning Services has a Rank Task Force that meets with new librarians to ensure compliance with rank criteria throughout the years prior to applying for rank. Each new librarian is also assigned a mentor out of

the pool of existing librarians who work with the new librarian to guide scholarship or answer questions that may arise. Learning communities, developed through our CTE, are available to all teaching and librarian faculty as well as the services of a faculty writing specialist. Teaching faculty who receive rank and tenure status often place their rank and tenure binders on reserve at the library for all faculty to review. Meetings are held once a semester for faculty interested in pursuing rank and tenure hosted by the Provost/Vice President of Academic Affairs and the Faculty Council's Rank & Tenure Committee of which one of the members is a librarian faculty member. However, librarians are not eligible for tenure, only rank. Yet we must follow all scholarship and service criteria that teaching faculty follow. We have our own criteria for expected and outstanding librarianship responsibilities that must be followed for rank.

Preliminary Conclusions

Considering the growing crisis over tenure and faculty status for librarians partially prompted by economic pressures in higher education, the support systems in and out of our libraries and on campus is crucially important. Freedman (2009) study noted that mentoring relationships play a vital role in terms of career stages in academe and the mentoring support system is closely tied to an academic librarian's professional development goals during promotion and tenure processes. Academic librarians need to take full advantage of available support structures to cope with the stresses. In the absence of a clear support system for faculty status with tenure for librarians, we will need collegiality and respect from our teaching colleagues for those librarians from Model 1, Model 2, and Model 3 institutions.

The library director, dean and the vice president of academic affairs also play extremely important roles either to enhance or to hinder our drive to achieve and to maintain the desirable faculty status and tenure. The comments and studies found from literature reviews (Cronin, 2001; Schneider, 2010; McKenzie, 2011) indicated that they are more adversarial than our allies in supporting our identity. The collective comments from library administrators include that academic librarianship should be concerned with 'service,' 'Librarians are not teaching faculty,' 'the opportunity costs of faculty status for

academic librarians' (Kimgma & McCombs, 1995). On a telephone interview, one library director from a Model 1 institution summed it up this way; "... having faculty status and tenure for librarians is helpful for our image, but *nothing else*. Being called as 'Professor so-and-so' would not guarantee that you will get respect from students and other faculty members. But, being a good librarian will get respect from them irrespective of what we are called." Without taking any side, we need to challenge these comments and further understand what and how we have contributed to this contentious situation which is still not resolved in our own home front.

We recommend that academic librarians strongly encourage ACRL and ALA to advocate on our behalf. Their advocacy should focus on securing the similar, if not the same, benefits as teaching faculty across the United States understanding that even those benefits for teaching faculty differ from university to university, college to college. As a rule, however, these benefits are not so different than the benefits mentioned by Massman (1972):

1. Commensurate salary with teaching faculty
2. Eligibility for the same faculty development monies and opportunities as teaching faculty
3. Access to research grants
4. Rank and Tenure opportunities
5. Participation in the college or university's governance
6. Eligibility for election to all faculty committees
7. Similar contract months

To this list we would add:

1. Ability to conduct scholarship during work hours
2. Academic Freedom statement

As more librarians lose faculty status as mentioned earlier, the more difficult it will be to promote the benefits of faculty status on a case-by-case basis. This is why we need the support of our professional organizations advocating for us. It is no longer sufficient to post guidelines and position papers on a website. A uniform voice must be heard across

campuses as soon as possible or we all run the risk of losing our existing status.

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