

Research Notes

Researching Faculty Status: A Selective Annotated Bibliography

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The literature of librarian status, faculty status in particular, has a long history of continuous publication that shows no sign of abating. In 1984, Patricia Ohl Rice recorded that "the literature of librarianship now contains hundreds of articles and several books on [this] subject . . . One conservative estimate, based on searches of Library Literature, ERIC, DAI, and Huling's (1973) [comprehensive] bibliography, places the figure well in excess of three hundred items."¹ Karl E. Johnson's 1992 comprehensive bibliography, which supplements Huling, contains more than three hundred entries. He records a high of 219 faculty status titles published in the 1970s and more than one hundred in the 1980s.²

Although this voluminous literature has been mapped by bibliographies and reviews, it remains time-consuming to master for either practical applications in libraries or further research. First of all, faculty status literature contains a variety of data and views. Fred Batt has identified nine categories (bibliographies, surveys, position papers, etc.) into which it can be divided.³ No matter how it is analyzed, this literature includes at least four kinds of information:

- A record of the Association of College and Research Libraries' long-term effort

to establish a strong role for academic librarians;

- The experiences of librarians who seek appropriate status in their institutions;
- Survey reports which quantify academic librarians' working conditions and views and record traditional faculty members' and others' assessments of librarians' contributions to academe;
- The views of those who support or oppose faculty status, advice to librarians, and other expressions of opinion.

In addition, faculty status is difficult to limit by subject. It is, in fact, not possible to determine the total number of faculty status publications because this topic is inseparable from related subjects: research, salary, and other contents of the nine standards, as well as academic status and wider issues regarding libraries, career development, women's professions, etc. While this characteristic may enrich and keep librarian faculty status in the wider contexts of academe and professionalism, it also precludes its containment as a subject.

Despite this diversity and the breadth of approaches which have been applied to status problems, these issues persistently defy resolution; and statements of frustration over librarians' undefined and under-recognized role also are common in the literature. Faculty status, as defined by the

nine standards, has not been realized fully; neither have writers who decry librarians' interest in faculty status proposed alternatives that attract much support.

In sum, faculty status literature is vast and diverse; its subject boundaries are indeterminate; and the issues it addresses remain unresolved. It is, nevertheless, the record of academic librarians' efforts to secure the authority their responsibilities require. Research and thought on status must continue and must be fortified by awareness of this history if librarians' right to make decisions about library programs is to be asserted successfully. The purpose of this bibliography is to help users of faculty status literature confidently apply its recorded experience to librarian status questions.

COVERAGE

This bibliography covers faculty status and, more selectively, its related subjects. It lists:

- Bibliographies and review articles, current and retrospective;
- Titles recommended as worth examining on the basis of the following criteria:
 1. Have historical value; aid understanding of the background of status issues;
 2. Are frequently cited;
 3. Present unique topics or innovative views or approaches;
 4. Contain substantial references to publications of significance as described in criteria 1 to 3.

Related subjects are represented in the bibliography, primarily by titles that are cited often or contain references equal to a basic bibliography of the subject. Geographic coverage, generally, is limited to North America.

ARRANGEMENT

The bibliography has three sections:

A bibliography of bibliographies and reviews. The literature of faculty status is well-covered by bibliographies and review articles from its beginnings in the nineteenth century to the present, and

bibliographers have taken reasonable care to assure full coverage. The large, general bibliographies that substantially cover faculty status literature are Huling (No. 4), coverage through 1973; Johnson (No. 5), 1974-1991; and Werrell and Sullivan (No. 8), selective coverage, 1974-1985. Annotations of titles in this bibliography also cited by any of these large bibliographies are followed by H, J, or W.

Selective recent publications, 1985-1992. Titles in this section aid understanding of status issues (criterion 1), introduce new perspectives (criterion 3), or contain useful references (criterion 4). In addition, this section includes recent notable faculty status titles that do not appear in other bibliographies.

Early, frequently cited titles, published through 1985. Titles that have historical value or are frequently cited (criteria 1 and 2) appear in this final section.

SOURCES

This bibliography grew from the interest of the Academic Status Committee, Association of College and Research Libraries, in facilitating association members' use of faculty status literature. The committee has a "consulting role in working with individuals or groups in addressing faculty status issues in individual institutions,"⁴ and is mindful of the need, sometimes urgent, for academic librarians to be aware of librarian status documents and other materials.

The basic sources examined in the preparation of the bibliography are those traditionally consulted by researchers and bibliographers in librarianship and information science: *Dissertation Abstracts International*, *ERIC*, *LISA*, and *Library Literature*. In addition, browsing in the Information and Library Studies Library, University of Michigan, revealed useful unindexed items. Familiarity with faculty status literature developed during an examination of faculty status surveys⁵ and making and remaking the case for full faculty status for librarians at Oakland University⁶ also supported this project.

REFERENCES

1. Patricia Ohl Rice, *Academic Freedom and Faculty Status for Academic Librarians: A Bibliographical Essay* ERIC, ED 246 917, 1984, p.5.
2. Karl E. Johnson, *An Annotated Bibliography of Faculty Status in Library and Information Science*. (Champaign, Ill.: Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 1992).
3. Fred Batt, "Faculty Status for Academic Librarians: Justified or Just a Farce?" *Issues in Academic Librarianship: Views and Case Studies for the 1980s and 1990s* ed. Peter Spyers Duran and Thomas W. Mann, Jr. (Westport, Conn.: Greenwood, 1985), p.115-128.
4. American Library Association. Association of College and Research Libraries. Academic Status Committee, *Academic Status: Statements and Resources* (Chicago: ALA, 1988), p.iii.
5. Janet Krompart and Clara DiFelice, "A Review of Faculty Status Surveys, 1971-1984," *Journal of Academic Librarianship* 13:14-18 (Mar. 1987).
6. Janet Krompart and Richard L. Pettengill, "Eight-month Contracts for Oakland University Librarians," *College & Research Libraries News* 51: 976-78 (Nov. 1990).

ABBREVIATIONS

ACRL Standards—*Standards for Faculty Status for College and University Librarians*, 1971 (No. 51) and 1992 (No. 12)

H—Cited in N. Huling's bibliography (No. 4)

J—Cited in K. Johnson's bibliography (No. 5)

W—Cited in E. Werrell and L. Sullivan's bibliography (No. 8)

DEFINITIONS

Academic Status—"An official recognition by an institution of postsecondary education that librarians are part of the instructional and research staff, but normally without entitlement to ranks and titles identical to those of faculty, and frequently without commensurate benefits, privileges, rights, and responsibilities." (*ALA Glossary of Library and Information Science*. ALA, 1983, p.1.)

Faculty Status—"An official recognition by an institution of postsecondary education that librarians are part of the instructional and research staff by conferment of ranks and titles identical to those of faculty, and commensurate benefits, privileges, rights, and responsibilities." (*ALA Glossary of Library and Information Science*. ALA, 1983, p.9.)

A BIBLIOGRAPHY OF BIBLIOGRAPHIES AND REVIEWS

1. Batt, Fred. "Faculty Status for Academic Librarians: Justified or Just a Farce?" *Issues in Academic Librarianship: Views and Case Studies for the 1980s and 1990s*. Ed. by Peter Spyers-Duran and Thomas W. Mann, Jr. Westport, Conn.: Greenwood, 1985. 115-28.

Reviews faculty status literature dividing the topic into nine categories that include bibliographies, surveys, and policies; analyses by geography, institution, etc.; broader topics in academe; subtopics of faculty status; and position papers. "Optional faculty status" for individual librarians is an alternative to "force-fitting" librarians into the faculty mold. 40 notes. J.

2. DeBoer, Kee, and Wendy Culotta. "The Academic Librarian and Faculty Status in the 1980s: A Survey of the Literature." *College & Research Libraries* 48 (May 1987): 215-23. Reprinted in *Academic Status: Statements and Resources* (No. 9).

A "composite profile of the current academic librarian" as reflected in the literature. Topics covered include faculty versus academic status, tenure and other provisions of the ACRL Standards, publishing pressure and productivity. 97 notes. J.

3. Harring, Mark Y. "A Race between Education and Catastrophe: The MLS and Beyond: Tenure and Faculty Status." *Controversial Issues in Librarianship: An Annotated Bibliography, 1960-1984*. New York: Garland, 1987. 282-86.

A selective list of 20 journal articles on various aspects of faculty status. Nine of these articles, mostly dating from the late 1970s, make forceful arguments pro and con.

4. Huling, Nancy. "Faculty Status: A Comprehensive Bibliography." *College & Research Libraries* 34 (Nov. 1973): 440-62.

The basic annotated bibliography of librarian faculty status, 1878-1973. Lists 218 titles. Supplemented by Werrell (No.8) and by Johnson (No. 5). J.

5. Johnson, Karl E. *An Annotated Bibliography of Faculty Status in Library and Information Science*. University of Illinois, Graduate School of Library and Information Science. Occasional Papers 193. Champaign, Ill.: Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 1992. 66 pp.

A supplement to Huling (No. 4). This comprehensive bibliography cites over three hundred English-language items published 1973-1991, including a few pre-1973 titles not listed by Huling. Each citation is followed by the original abstract or a brief annotation.

6. Krompart, Janet, and Clara DiFelice. "A Review of Faculty Status Surveys, 1971-1984." *Journal of Academic Librarianship* 13 (Mar. 1987): 14-18. Reprinted in *Academic Status: Statements and Resources* (No. 9).

A review of thirty-six surveys published since adoption of the ACRL Standards 1971. The surveys document disparity and confusion between stated goals of the profession and actual circumstances of librarians. 20 notes. J.

7. Werrell, Emily, and Laura Sullivan. "Faculty Status for Academic Librarians: A Review of the Literature." *College & Research Libraries* 48 (Mar. 1987): 95-103. Reprinted in *Academic Status: Statements and Resources* (No. 9).

Summarizes trends in opinions about faculty status in the literature, 1974-1987. Also reviews writings on publication/scholarship, governance and collegiality, librarians as teachers, and collective bargaining. 56 notes. J.

8. ———. "Faculty Status for Academic Librarians: An Annotated Bibliography." 1985. ERIC, ED 274 364. 57 pp.

A selective list of 121 titles, 1974-1985. "General or view pieces on faculty status or an aspect of it." Supplements Huling (No. 4) and is supplemented by Johnson (No. 5). J.

SELECTIVE RECENT PUBLICATIONS, 1985-1992

9. American Library Association. Association of College and Research Libraries. Academic Status Committee. *Academic Status: Statements and Resources*. Chicago: ACRL, 1988. 58 pp.

A collection that contains the ACRL Standards 1971 (No. 51), other standards and guidelines related to faculty status, reprints of review articles on faculty status (Nos. 2, 6, and 7), and a select bibliography of 44 titles. J.

10. ———. "ACRL Guidelines for Academic Status for College and University Libraries." *College & Research Libraries News* 51 (Mar. 1990): 245-46.

Nine guidelines for "institutions which have not yet achieved faculty rank, status, and tenure for academic librarians." Approved by the ACRL Board at the Midwinter Meeting 1990. J.

11. ———. "ACRL Standards for Faculty Status for College and University Librarians: A Draft Revision." *College & Research Libraries News* 51 (May 1990): 402-04.

Discusses Academic Status Committee plans for revision of the ACRL Standards 1971 and invites those interested in influencing the reformulation of this draft revision of the ACRL Standards to attend a 1990 (ALA, Chicago) hearing or contact the ASC directly.

12. ———. "Standards for Faculty Status for College and University Librarians." *College & Research Libraries News* 53 (May 1992): 317-18.

The revised version of the ACRL Standards 1971 passed by the ACRL Board of Directors, July 3, 1991 and approved by the ALA Standards Committee, January 1992. Prefatory material presents rationale and history of this revision. Compare No. 51, ACRL Standards 1971.

13. Arlen, Shelley, and Nedria Santizo. "Administrative Support for Research: A Survey of Library Faculty." *Library Administration and Management* 4 (Fall 1990): 208-12.

A report on 56 surveys on release time and other support for research received by librarians with faculty status in 37 ARL libraries. Librarian scholarship is poorly supported, but there is a trend to repair this lack. This support is especially important for untenured librarians whose hire and training represent a considerable cost to the institution. 20 notes.

14. Atkins, Stephen E. "Academic Librarians and the University." *The Academic Library in the American University*. Chicago: ALA, 1991. 159-88.
Discusses problems facing academic librarians (technological change, difficult clientele, teaching and research demands, etc.). The major adjustment librarians must make is to increase their understanding of academe and the politics of working with traditional faculty and other elements of their university. 142 notes.
15. Benedict, Marjorie A. "Librarians' Satisfaction with Faculty Status." *College & Research Libraries* 52 (Nov. 1991): 538-48.
Results of two surveys of opinion (1982 and 1989) on faculty status conducted among librarians in eight institutions of the State University of New York system. Academic faculty status was preferred, but sentiment for equitable faculty status was also strong. Satisfaction was greater where conditions conformed to the ACRL Standards. 8 notes. J.
16. Blake, Fay M. "In the Eye of the Storm: Academic Librarianship in the Sixties." *Activism in American Librarianship, 1962-1973*. Ed. by Mary Lee Bundy and Frederick J. Stielow. Westport, Conn.: Greenwood, 1987. 61-72.
Describes librarians' traditional "handmaiden's" role, the recognition of the need for change which flourished with the social unrest of the 1960s, and improvements made in librarians' status at the University of California at Los Angeles. 17 notes.
17. Boice, Robert, Jordan M. Scepaniski, and Wayne Wilson. "Librarians and Faculty Members: Coping with Pressures to Publish." *College & Research Libraries* 48 (Nov. 1987): 494-503.
A study of librarians and traditional faculty, done by a professor of psychology. The two groups' competence and approaches to research and publication are similar. Both need to improve effectiveness of their use of time. 18 notes. J.
18. Brody, Catherine T. "Faculty Status for Academic Librarians: The Dream and the Reality." *Bookmark* 45 (Fall 1986): 42-47. ERIC, ED 287 479. 5 pp.
The perspective of a library director (New York City Technical College, City University of New York). Reports CUNY's experience with faculty status and calls for librarians to increase activity in their profession and to improve communication with university administrators and others in their institutions. J.
19. Cain, Mark E. "Academic and Research Librarians: Who Are We?" *Journal of Academic Librarianship* 14 (Nov. 1988): 292-96.
A demographic report: age, year of library degree, sex, geographic location, education, and language and professional skills of a 1986 sampling of 1,771 academic and research librarians in North America. Included here as useful information for faculty status research projects. 2 notes.
20. Clinefelter, Ruth W., and Jack E. Hibbs. "The Neglected Information Specialist." *Academe* 75 (July-Aug. 1989): 26-30.
Discusses barriers to salary equity between academic librarians and traditional faculty in terms of the uneven progress in realization of the ACRL Standards. 6 notes.
21. D'Amicantonio, John. *Evaluating Library Faculty*. 1989. ERIC, ED 311 787. 9 pp.
Describes modifications made by librarians to the California State University at Long Beach faculty retention, tenure, and promotion document. These changes included adding descriptions of librarian skills criteria. Peer review and other sections appropriate to librarians were not changed. 8 notes.
22. DeVinney, Gemma. "Academic Librarians and Academic Freedom in the United States: A History and Analysis." *Libri* 36 (1986): 24-39.
Traces the history of academic freedom and compares its application to traditional faculty and librarians. Academic freedom for librarians largely has had an intellectual freedom model, which focuses on library users' right to information, while the professional model for other faculty is centered on professional status. 74 notes. J.
23. ———. "The 1965-1974 Faculty Status Movement as a Professionalization Effort with Social Movement Characteristics: A Case Study of the State University of New York." Diss., State University of New York at Buffalo, 1987. 332 p.
State University of New York librarians made intense efforts to achieve full faculty status during the period 1965-1974. Their activities during these years included lobbying for academic ranks, establishing the SUNY Library Association, and participating in collective bargaining. Not seen: annotation based on Dissertation Abstracts International 48 (1988): 2481A.
24. DeVinney, Gemma, and Mary L. Reichel. "Faculty Status: Lessons from the Past." *Building on the First Century*. Proceedings of the Fifth National Conference of the Association of College and Research Libraries. Cincinnati, April 5-8, 1989. Ed. by Janice C. Fennell. Chicago: ACRL, 1989. 12-14.

Expresses concern that librarians may forget the history of faculty status and become willing to relinquish gains, such as, access to academic promotions. Proposes an oral history project of interviews with pioneers of faculty status and a faculty status think tank to identify a future agenda. 11 notes.

25. Gamble, Lynne E. "University Service: New Implications for Academic Librarians." *Journal of Academic Librarianship* 14 (Jan. 1989): 344-47.
Emphasizes the critical importance of university service for academic libraries and librarians, using the California State University system as an example. Faculty status has opened the door to a librarian role in governance. 15 notes. J.
26. Gatten, Jeffrey N. "Professionalism Revisited: Faculty Status and Academic Librarians." *Ohio Library Association Bulletin* 57 (Apr. 1987): 30-35.
Opposes faculty status. Librarians should ally themselves with librarians in a unified profession instead of "declaring allegiance to the teaching faculty." 9 notes. J.
27. Germann, Malcolm P., Michael Kelly, and Rebecca Schreiner-Robles. "Faculty Status or Academic Status: Must We Choose?" *Building on the First Century*. Proceedings of the Fifth National Conference of the Association of College and Research Libraries. Cincinnati, Apr. 5-8, 1989. Ed. by Janice C. Fennell. Chicago: ACRL, 1989. 15-18
Librarians at Wichita State University have kept faculty status but revised their tenure and promotion document to incorporate features of academic status. 2 notes. Copy of rev. document appended. J.
28. Hall, H. Palmer, and Caroline Byrd, eds. *The Librarian in the University: Essays on Membership in the Academic Community*. Metuchen, N.J.: Scarecrow, 1990. 199 p.
A collection of 18 essays under the categories "The Librarian in University Governance", "The Librarian as Teacher", "Research, Publication and Networking...", and "The Librarian and the Student..." and a bibliographical essay which offers a starting point for librarians and other faculty to inform themselves about university participation beyond their libraries and academic units.
29. Herubel, Jean-Pierre V. M. "To 'Degree' or not to 'Degree': Academic Librarians and Subject Expertise." *College & Research Libraries News* 52 (July/Aug. 1991): 437.
A brief position paper that explores the pros and cons of additional graduate degrees for librarians. "Librarians should undergo this rite of passage" which enlarges their skills and contribution to academe. 2 notes.
30. Hill, Fred E., and Robert Hauptman. "A New Perspective on Faculty Status." *College & Research Libraries* 47 (Mar. 1986): 156-59.
A study of whether librarians deserve faculty status, done following a random survey of librarians which showed faculty status continues as an important issue. Similarities between librarians and medical school faculty are worth investigating to determine the most appropriate model for librarians. Only librarians who teach, perform research, and publish should have faculty status. 9 notes. J.
31. Jackson, Joseph A., and R. Wilburn Clouse. "Academic Library Status: A Review of Employment Opportunities." *Behavioral and Social Sciences Librarian* 6.3-4 (1988): 139-66.
A study of 527 *Chronicle of Higher Education* advertisements for librarian positions that covers some of the ACRL Standards: ranks, calendar, research, etc. Academic rank and tenure, research and publication requirements, and the 12-month calendar are among the common features of these advertisements. 13 notes. J.
32. Kellogg, Rebecca. "Faculty Members and Academic Librarians: Distinctive Differences." *College & Research Libraries News* 48 (Nov. 1987): 602-06.
Observations of an administrator (associate dean, College of Arts and Sciences, University of Arizona), who is also a librarian, regarding administrators' views of librarians and traditional faculty. Librarians should set aside the status question and focus on communicating librarians' unique knowledge and their contributions to institutional goals. J.
33. Kirkland, Janice J. "Equity and Entitlement: Internal Barriers to Improving the Pay of Academic Librarians." *College & Research Libraries* 52 (July 1991): 375-80.
Social and psychological research data are appropriate for an understanding of librarians' psychological barriers to attaining the rewards they deserve and for identifying the skills they need to gain equitable salaries. 16 notes.
34. Lawson, V. Lonnie. "Faculty Status of Academic Librarians in Missouri." *Show-Me Libraries* 38 (June 1987): 3-8.
A survey of ten public university library directors in Missouri which asks about the status of librarians at these schools and the directors' opinions of faculty status. Whether faculty

status is "contrived status" for librarians remains a debated question. 4 notes; bibliography of 8 items.

35. Leonard, W. Patrick. "More Librarians Should Consider Periodic Classroom Assignments." *Journal of Academic Librarianship* 15 (Mar. 1989): 28, 33.

Leonard, vice chancellor for academic services at Purdue University, Westville, Indiana, feels that, local conditions permitting, librarians should engage in classroom teaching. The benefits include ameliorating librarian isolation from mainstream teaching and learning. J.

36. Meyer, Richard W. "Earnings Gains through the Institutionalized Standard of Faculty Status." *Library Administration and Management* 4 (Fall 1990): 184-93.

An application of economic theory and methodology to salary and other data for librarians and faculty at Clemson and fifteen other universities. Faculty status raises librarian salaries collectively, but institutional productivity (i.e., doctoral degrees to total degrees granted, used here as a simple proxy) is lower where librarian publication rates are high. 23 notes.

37. Mitchell, Wilfrid Bede. "Faculty Status for Academic Librarians: Compliance with Standards, Opinions of University Administrators, and a Comparison of Tenure-Success Records of Librarians and Instructional Faculty." Diss., Montana State University, 1989. 173 p.

Reports a mail/telephone survey of academic administrators, library directors, and librarians active in the faculty status movement "to determine whether certain concerns about librarian faculty status are justified." Among the findings: there is no trend to or from application of the ACRL Standards; librarian and other faculty tenure rates are similar; most administrators favor an alternative to the Standards. Not seen: annotation based on *Dissertation Abstracts International* 50 (1990): 1827A.

38. Mullins, James L. "Faculty Status of Librarians: A Comparative Study of Two Universities in the United Kingdom and How They Compare to the Association of College and Research Libraries Standards." *Academic Librarianship Past, Present, and Future: A Festschrift in Honor of David Kaser*. Ed. by John Richardson, Jr., and Jinnie Y. Davis. Englewood, Colo.: Libraries Unlimited, 1989. 67-78.

Case studies of Oxford University and the University of Bristol conducted to determine to what extent their librarians' status fits criteria that parallel the ACRL Standards. Status for British librarians is less well defined, but their circumstances are similar to those of U.S. librarians. 29 notes.

39. Oberg, Larry R., Mary Kay Schleiter, and Michael Van Houten. "Faculty Perceptions of Librarians at Albion College: Status, Role, Contribution, and Contacts." *College & Research Libraries* 50 (Mar. 1989): 215-30.

A survey of Albion faculty asked for views of librarians' status, role, and contribution. Among the findings: faculty often do not distinguish librarians from support staff but the greater faculty contact with librarians is, the greater is their support for librarians' tenure, faculty rank, etc. 30 notes. Copy of survey questionnaire included. J.

40. Olevnik, Peter P. *A Study of the Organizational Implications of Faculty Status for Librarians in the College Library*. 1986. ERIC, ED 270 121. 24 pp.

A report on 235 responses to a random survey of directors in public and independent institutions with centralized and decentralized libraries and varying sizes of librarian staffs. Neither faculty status nor lack of it showed strong relation to organization structures, and faculty status was not more common in either bureaucratic or collegial organizations. 7 notes. J.

41. Page, Jacqueline Marie. "The Pursuit of Professional Identity for Librarianship within American Higher Education: A Study of Educational Programs and Work Requirements in Socialization for Academic Identity in the 1980s." Diss., Saint Louis University, 1990. 485 pp.

Exploration of the hypothesis that librarians are insufficiently enculturated to being faculty. A literature review and content analyses of library school catalogs and position advertisements demonstrated the lack of systematic preparation for this role. Not seen: annotation based on *Dissertation Abstracts International* 52 (1991): 10A.

42. Park, Betsy, and Robert Riggs. "Status of the Profession: A 1989 National Survey of Tenure and Promotion Policies for Academic Librarians." *College & Research Libraries* 52 (May 1991): 275-89.

A 1989 survey which yielded 304 responses from randomly selected academic libraries. The continued primacy of job performance as an evaluation factor and widespread emphasis on service in comparison with research are among the findings. Includes a review of the literature. 40 notes. J.

43. Parker, Diane C. "Librarians: An Element of Diversity within the Faculty." *College & Research Libraries News* 50 (Sept. 1989): 675-77.
A succinct answer to the question "Why are librarians faculty?" presented by a library director (Western Washington University). Lists fundamental similarities and differences of the two groups and concludes that they collaborate closely and are equally important to the academic enterprise. J.
44. St. Clair, Gloriana, and Irene Hoadley. "The Challenge to Faculty Status: A Call to Militancy." *Wilson Library Bulletin* 63 (Dec. 1988): 23-24, 26.
Describes challenge to faculty status at Texas A&M University when a new provost was installed in 1986, how that crisis was met by librarians, and some positive results from the experience. J.
45. Schwartz, Charles A. "Research Productivity and Publication Output: An Interdisciplinary Analysis." *College & Research Libraries* 52 (Sept. 1991): 414-24.
An examination of library science research productivity. Several factors (e.g., available time) are less significant than often assumed. Suggests new perspectives on the study of librarian productivity. 54 notes.
46. Simon, Matthew J. "The Library Director's Role in Colleges and Universities Where Librarians Are Faculty." *Urban Academic Librarian* 5 (Fall 1987): 20-30.
Faculty status for librarians places library directors in the position of balancing librarians' expectations with those of the university administration. Among the ways directors can maximize faculty benefits are commissioning in-house research projects and redefining assignments to exclude clerical tasks. 15 notes. J.
47. Smith, John Brewster. "Faculty Status of Librarians in Three ARL Member Research Libraries in New York State: A Case Study." Diss., Columbia University, 1991. 369 p.
A multifaceted study of faculty status at three New York State ARL libraries which includes surveys of governance leaders and administrators, an examination of governance documents, and on-site visits by the investigator. Among the findings: librarians prefer faculty status but are ambivalent about some aspects of it, e.g., practical problems in the application of personnel review criteria. Not seen: annotation based on *Dissertation Abstracts International* 52 (1992): 2743A.
48. Turner, Bonnie L., and Ellen I. Watson. *Promotion and Tenure for Library Faculty*. 1989. ERIC, ED 331 504. 7 pp.
An example of an internal document (Bradley University) that makes a case for faculty status for academic librarians on the basis of the ACRL Standards and establishes criteria for tenure and promotion of library faculty.
49. Walden, Winston Allen. "Academic Status of Librarians in State-Supported Nondoctorate-Granting, Four-Year Colleges and Universities (Faculty)." Diss., Southern Illinois University at Carbondale, 1985. 471 p.
A report of a survey of 284 libraries' compliance with the ACRL Standards which presents the percentage of libraries in full compliance with each standard. Few libraries met all nine fully, but librarians' rights and responsibilities were found similar to those of other faculty, and library faculty are more likely to work under Standards conditions than librarians not considered faculty. Not seen: annotation based on *Dissertation Abstracts International* 47 (1986): 698A.
50. Winter, Michael F. *The Culture and Control of Expertise: Toward a Sociological Understanding of Librarianship*. Westport, Conn.: Greenwood, 1988. 154 p.
Application of particular sociological theories to the question of whether librarianship as a profession is too limited. Wider exploration of sociological research (studies of professions and occupations, issues of autonomy and control, etc.) can lead librarians to think about their work in new ways.

EARLY, FREQUENTLY CITED TITLES PUBLISHED THROUGH 1985

51. American Library Association. Association of College and Research Libraries. "Standards for Faculty Status for College and University Librarians." *College & Research Libraries News* 33 (Sept. 1972): 210-12 and 35 (May 1974): 112-13. Reprinted in *Academic Status: Statements and Resources* (No. 9). Compare No. 12, ACRL Standards 1992.
The nine standards that "recognize formally the college or university librarian's academic status," adopted by the ACRL membership in Dallas, Texas, on June 26, 1971. H.
52. ———. Academic Status Committee. *Faculty Status for Academic Librarians: A History and Policy Statements*. Chicago: ALA, 1975. 55 pp.

A compilation of basic faculty status documents and a reprint of a key article on the historical development of faculty status (No. 66). J W.

53. Association of Research Libraries. Office of Management Services. SPEC Kit, 61. *The Status of Librarians: An Overview*. Washington, D.C.: ARL, OMS, Feb. 1980. 105 p.
A 1979 survey of ARL libraries: type of status, promotion, tenure, and other benefits equivalent to those of traditional faculty. Results are reported on a copy of the questionnaire. Documents on appointment, promotion and tenure, ranking structure, etc., of eleven universities are included. J W.
Axford, H. William. See No. 77.
54. Bailey, Martha J. "Some Effects of Faculty Status on Supervision in Academic Libraries." *College & Research Libraries* 37 (Jan. 1976): 48-52.
Faculty status makes the competition among librarians' major commitments (expertise, administration, and professional status) so acute that these conflicting responsibilities become detrimental to academic library management. 12 notes. J W.
55. Bechtel, Joan M. "Academic Professional Status: An Alternative for Librarians." *Journal of Academic Librarianship* 11 (Nov. 1985): 289-92.
Since 1981 Dickinson College librarians and other academic support personnel have had the title "academic professional." For Dickinson librarians, formerly out of contact with faculty and "horrified at the notion of service on committees" or teaching, academic professional status has provided clear responsibilities and improved rewards. 2 notes. J W.
56. Bentley, Stella. "Collective Bargaining and Faculty Status." *Journal of Academic Librarianship* 4 (1978): 75-81.
Reports on a survey of librarians at six libraries, three with collective bargaining. Librarians without a bargaining agent are more likely to have to meet scholarship criteria without the necessary time and money to do so; and those with collective bargaining tend to be less satisfied with their economic status. 8 notes. J W.
57. Branscomb, Lewis C., ed. *The Case for Faculty Status for Academic Librarians*. ACRL Monograph, No. 33. Chicago: ALA, 1970. 122 p.
Fourteen papers in support of faculty status by Robert B. Downs, Arthur M. McAnally, David C. Weber, and others associated with the ACRL Ad Hoc Committee on Academic Status, 1958-1969. Historic statements of the views that led to adoption of the ACRL Standards. H.
58. Cook, M. Kathy. "Rank, Status, and Contribution of Academic Librarians as Perceived by the Teaching Faculty at Southern Illinois University, Carbondale." *College & Research Libraries* 42 (May 1981): 214-23.
A survey of teaching faculty views on librarians' contribution to teaching and research. More than half the respondents favored faculty status for librarians. Many saw professorial ranks as inseparable from research, but many also felt librarians should resolve the research issue themselves. Copy of survey questionnaire included. 8 notes. J W.
59. DePew, John N. "The ACRL Standards for Faculty Status: Panacea or Placebo." *College & Research Libraries* 44 (Nov. 1983): 407-13.
A proposal to achieve an appropriate and attainable standard for librarians by modifying ACRL Standards five and six (tenure and faculty rank). Librarian, not faculty, status would help librarians to their goal of providing better library service. 23 notes. J W.
60. DePriest, Raleigh. "That Inordinate Passion for Status." *College & Research Libraries* 34 (Mar. 1973): 150-58.
Analyzes the antifaculty status arguments of Kenneth Kister, Daniel Gore, Lawrence Clark Powell, and others. Librarians' desire for status is serious and not "inordinate" because of their professional responsibility to maintain the library and resist detrimental political pressures. 21 notes. H.
61. Divay, Gaby, and Carol Steer. "Academic Librarians Can Be Caught by the Pressure to Do Research." *Canadian Library Journal* 40 (Apr. 1983): 91-95.
A research requirement is not apt for librarians. Some reasons: librarians are not employed to teach or do research and they have less need to keep up with research trends in their field, which is technical rather than subject-oriented. If research is required, institutions must allow librarians to meet this requirement in realistic terms. 18 notes; bibliography of 32 items. J W.
62. Downs, Robert B., ed. *The Status of American College and University Librarians*. ACRL Monograph, No. 22. Chicago: ALA, 1958. 176 p.
A collection of papers by Downs, Patricia B. Knapp, Arthur M. McAnally, and others published to provide "practical assistance to librarians and institutions struggling with

matters of status." Includes studies of librarians' circumstances and views on faculty status, discussions of librarians' role, descriptions of personnel programs at specific institutions, etc. H.

63. English, Thomas G. "Librarian Status in the Eighty-Nine U.S. Academic Institutions of the Association of Research Libraries: 1982." *College & Research Libraries* 44 (May 1983): 199-211.

A detailed presentation of the results of a 1982 faculty status survey of the eighty-nine ARL libraries. Over 60 percent of state-supported institutions grant faculty status to librarians, but the trend to faculty status seems to have slowed and, to some extent, reversed. 11 notes. J W.

64. Josey, E. J. "Full Faculty Status This Century: The Report of a Survey of New York State Academic Libraries." *Library Journal* 97 (Mar. 15, 1972): 984-89.

A survey of New York State academic librarians' attitudes to faculty status and the ACRL Standards. Ninety percent saw themselves as faculty, but librarians must struggle for status and institutions of higher education must respond positively to make it a reality by the twenty-first century. 8 notes. H.

65. Keys, Marshall. "Faculty Status: An Heretical View." *Mississippi Libraries* 43 (Summer 1979): 76-77.

Librarians' affinity is to other administrators. It is librarians' unique ability to deliver information that is worthy of respect. Emulation of faculty is a futile search for "false gods" and "illusory ends." J W.

66. McAnally, Arthur M. "Status of the University Librarian in the Academic Community." Ed. by Jerrold Orne. *Research Librarianship: Essays in Honor of Robert B. Downs*. New York: Bowker, 1971. 19-50. Reprinted in *Faculty Status for Academic Librarians: A History and Policy Statements* (No. 52).

A brief history of academic librarianship from the late nineteenth century to 1970. The prognosis for acceptance of faculty status is good; and projections of how librarians' educational role, changes in library organization, application of academic freedom and tenure to librarians, etc. might work out indicate that faculty status is feasible for librarians. 60 notes. H.

67. Mason, Ellsworth. "A Short Happy View of Our Emulation of Faculty." *College & Research Libraries* 33 (Nov. 1972): 445-46.

Opposes faculty status on the ground that librarians have more to lose (e.g., freedom from "publish-or-perish") than to gain. The most important goals (high regard for the library and attraction and retention of excellent librarians) can be achieved without faculty status. H.

68. Massman, Virgil F. *Faculty Status for Librarians*. Metuchen, N.J.: Scarecrow, 1972. 229 p.

A review of faculty status literature and a report on surveys of librarians and traditional faculty at nineteen state institutions of higher education in three midwestern states. The surveys compared education, professional activities, working conditions, etc., of librarians and faculty. Faculty status is essential for full librarian participation in academe. H.

69. Mitchell, W. Bede, and L. Stanislava Swieszkowski. "Publication Requirements and Tenure Approval Rates: An Issue for Academic Librarians." *College & Research Libraries* 46 (May 1985): 249-55.

A report of a survey of 189 Center for Research Libraries academic library members (94.5 percent return) on research and publication requirements for librarian tenure. The most frequent cause of denial of librarian tenure is insufficient research, but the librarian tenure rate (81.5 percent) is higher than that of traditional faculty (58 percent). Copy of survey questionnaire included. 10 notes. J W.

70. Powell, Lawrence Clark. "Shoe on the Other Foot: From Library Administrator to User." *Wilson Library Bulletin* 45 (Dec. 1970): 384-89.

A postretirement personal and experiential view of librarianship by the former dean of the University of California at Los Angeles Graduate School of Library Service. Higher status for librarians must come from what librarians do; if they do what faculty do they are faculty, not librarians. Librarians gain status by hard work and study of their own field.

71. Query, Lance. "Librarians and Teaching Faculty: Disparity within the System." *Academe* 71 (July-Aug. 1985): 13-16.

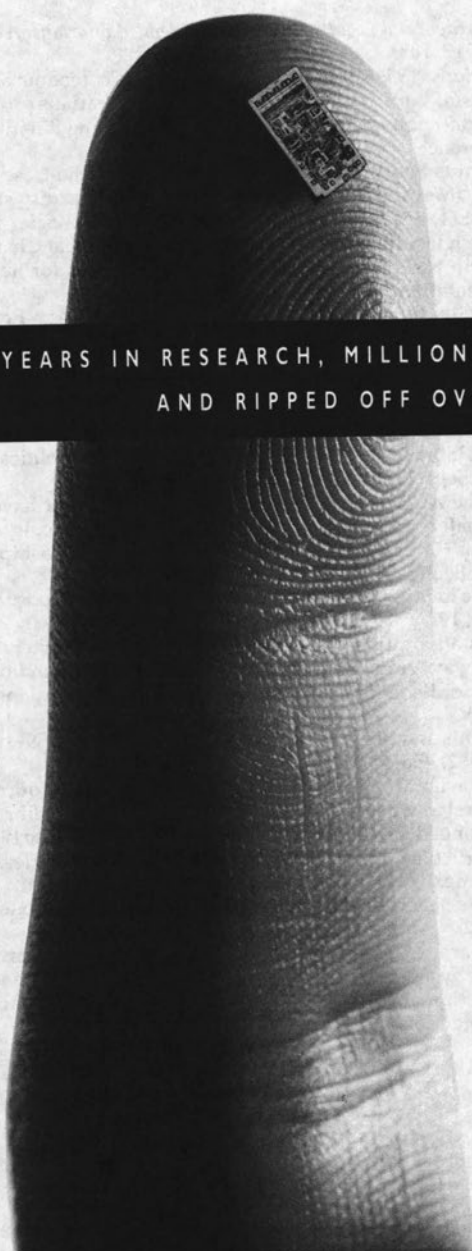
Reviews salary inequity and the failure of faculty and administrators to recognize librarians' unique role. No matter what type of formal status librarians have, they have second-class faculty status in terms of salary. J W.

72. Rayman, Ronald, and Frank Wm. Goudy. "Research and Publication Requirements in University Libraries." *College & Research Libraries* 41 (Jan. 1980): 43-48.

A report on a survey of ninety-four ARL libraries regarding academic librarian research and publication. Fifteen percent of these libraries require librarian research and publication

for favorable reviews. Whatever the requirement, however, librarian research is not well supported. 11 notes. J.

73. Rice, Patricia Ohl. *Academic Freedom and Faculty Status for Academic Librarians: A Bibliographical Essay*. 1984. ERIC, ED 246 917. 18 p.
A review of thirteen publications (1956-1975) which gives academic freedom as a rationale for librarian faculty status. The infrequent use of this argument by librarians probably is due to the ambiguity of the term *academic freedom* and to librarians' confusing it with intellectual freedom. 4 notes; 9 added references. J W.
74. Sewell, Robert G. "Faculty Status and Librarians: The Rationale and the Case of Illinois." *College & Research Libraries* 44 (May 1983): 212-22. The rationale for faculty status is embodied in three key principles: (1) academic freedom and tenure, (2) collegial governance, (3) evaluation criteria that match faculty ranks. The University of Illinois at Champaign-Urbana has been among the institutions most committed to faculty status for librarians and most successful in its implementation. 11 notes. J W.
75. Smith, Eldred. "Academic Status for College and University Librarians: Problems and Prospects." *College & Research Libraries* 31 (Jan. 1970): 7-13.
Predicts that trends in higher education, the information explosion, etc., will urge recognition of librarians' key role in teaching and research. Changes in the organization of libraries, recruiting of librarians, library education, and librarian professional activities must be pursued actively for librarians' best contribution to academe to be realized. 28 notes. H.
76. Sparks, David G. E. "Academic Librarianship: Professional Strivings and Political Realities." *College & Research Libraries* 41 (Sept. 1980): 408-21.
Summarizes the history of the ACRL Standards and the arguments that have been propounded pro and con, especially regarding tenure and collegiality. Faculty status still requires evaluation in terms of (1) professionalization, (2) power relationships in higher education, and (3) academic collective bargaining. 72 notes. J W.
77. "The Three Faces of Eve: Or, the Identity of Academic Librarianship, a Symposium." *Journal of Academic Librarianship* 2 (Jan. 1977): 276-85.
Ten short articles and letters advocating or opposing faculty status. Writers include H. William Axford, R. Dean Galloway, Virgil F. Massman, Robert M. Pierson, and others. Most of these pieces respond to Axford's lead article, which expresses reservations regarding faculty status for librarians. J W.
78. Wells, Mary Baier. "Requirements and Benefits for Academic Librarians: 1959-1979" *College & Research Libraries* 43 (Nov. 1982) 450-58.
A study of advertisements for librarian positions in three librarianship journals for the period 1959-1979. This study tested whether expectations of librarians' qualifications rose, the nature of librarian work changed, and whether salaries increased. In these two decades, educational expectations, in particular, increased, as did responsibilities; salaries, in general, followed fiscal trends in academe. J W.
79. Wilson, Pauline. "Librarians As Teachers: The Study of an Organization Fiction." *Library Quarterly* 49 (Apr. 1979): 146-62.
The assertion that librarians are teachers is an "organization fiction," i.e., an inaccurate view unquestioningly accepted by a group to serve a particular purpose, such as improving the group's self-image. This fiction about librarians impedes development of correct professional image and causes contention among librarians. 58 notes. W.



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