

Librarians' Satisfaction with Faculty Status

Marjorie A. Benedict

In 1982 and 1989, librarians with academic faculty status in eight institutions of a large state university system responded to a questionnaire that probed their opinions on faculty status for librarians. A majority of the respondents in both surveys expressed satisfaction with and support for faculty status. The evidence suggests that librarians' satisfaction with faculty status correlates with institutional compliance with the ACRL Standards for Faculty Status for College and University Librarians.



If the many articles published on the subject of faculty status for librarians, most have been either opinion pieces or descriptions of conditions of faculty status in various institutions. While these studies have been useful, few of them have elicited librarians' perceptions of faculty status. In a 1987 article reviewing thirty-six faculty status surveys published between 1971 and 1984, Janet Krompart and Clara DiFelice indicated that only eight had asked for the respondents' opinions.¹ The purpose of the present study is to document the feelings about faculty status of a selected group of practicing librarians.

BACKGROUND AND METHODOLOGY

This study consists of a survey conducted in 1982 and again in 1989. Questionnaires were administered to the librarians at four types of institutions in the State University of New York (SUNY) system: two-year community colleges, four-year colleges of arts and sciences, university centers (doctorate granting), and graduate and professional schools

(medical schools). Two institutions of each type were identified for the surveys. Other than including representatives from different parts of the state, the only selection criterion was the availability of a cooperating librarian in each library to distribute, collect, and return the questionnaires. One hundred four questionnaires were returned in 1982 and 88 in 1989, representing response rates of 69% and 62%, respectively. When the responses had been tallied, the results were computerized and analyzed using the Statistical Package for the Social Sciences (SPSS). Copies of the questionnaire are available from the author.

The investigator conducted the 1982 survey with a collaborator, Hanan C. Selvin, and reported the results in an unpublished paper presented at the 1982 annual conference of the SUNY Librarians Association. In order to update the findings of that survey and to discover whether any significant changes had occurred during the intervening years, the investigator administered the survey again in 1989, polling the librarians at the same institutions, except for one of the two-year colleges. As the nation's

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TABLE 1
RESPONDENTS' PERSONAL CHOICES OF STATUS

	All Respondents	
	1982 % (N)	1989 % (N)
Academic faculty status	68 (71)	65 (57)
Nonteaching professional	21 (22)	23 (20)
Special category, manager, or civil servant	11 (11)	9 (8)
No preference or no response	0 (0)	3 (3)
TOTALS	100 (104)	100 (88)

largest higher education system whose librarians have been academic faculty members for many years, SUNY provided a useful population to study.

FINDINGS

Respondents' Satisfaction with Faculty Status

The participating librarians demonstrated their approval of faculty status in both 1982 and 1989 in response to the question: "If you had a choice in your present job, what kind of status would you choose for yourself?" About two-thirds stated that they preferred academic faculty status to any other kind of status (see table 1). Some of these respondents commented about the benefits of being part of a larger, more powerful group; one wrote, "As part of the faculty, we have more clout; [there is] strength in numbers."

In both surveys, among the one-third of the respondents who said they would not prefer academic faculty status, most indicated that they would prefer nonteaching professional status. In the SUNY system, all professional employees have faculty status, but the academic faculty consists of only the librarians and the teaching faculty. Certain perceived advantages (salary discrepancies in favor of the nonacademics, for example) may account for a preference for nonacademic status among some of the librarians.

Ten percent of the 1982 respondents and 19% of the 1989 respondents said they did not think that faculty status for

librarians was at all fitting (see table 2). One of them commented, "Librarians have most of the responsibilities; few of the perks. Nominal [faculty] status seems to be more trouble than it's worth." Some librarians do not welcome the professional responsibilities that academic faculty status entail, but the comments of these respondents suggested that very often the real problem is not faculty status, but the lack of adequate administrative support for librarians' professional and scholarly activities.

In spite of the drawbacks of nominal faculty status, most of the respondents felt that academic faculty status is appropriate for librarians and that librarians should continue to strive for equitable status as faculty members. Their responses to two questions particularly demonstrated this conviction. One question asked: "All things considered, do you think that it is fitting for librarians to have academic faculty status resembling that of instructional faculty?" Eighty-eight percent of the 1982 respondents and 80% of the 1989 respondents agreed that such status was fitting, with replies ranging from "somewhat" to "completely" (see table 2). The other asked to what extent the respondents agreed with the statement: "It would be in the best interests of academic librarians to work harder to achieve equitable status as faculty members." Sixty-seven percent of the respondents in 1982 and 58% in 1989 agreed, most of them strongly (see table 3).

Several authors have rejected faculty status and have advocated a separate

TABLE 2
SUNY LIBRARIANS' OPINIONS ABOUT FACULTY STATUS

Opinion Questions	Completely		A Great Deal		Somewhat		Not At All		No Response Or Doesn't Apply	
	1982 % (N)	1989 % (N)	1982 % (N)	1989 % (N)	1982 % (N)	1989 % (N)	1982 % (N)	1989 % (N)	1982 % (N)	1989 % (N)
All things considered, do you think it is fitting for librarians to have academic status resembling that of instructional staff?	35 (36)	41 (36)	28 (29)	17 (15)	25 (26)	22 (19)	10 (10)	19 (17)	3 (3)	1 (1)
Generally speaking, are you satisfied with faculty status as it is defined and practiced in your library?	11 (11)	9 (8)	13 (14)	30 (26)	43 (45)	33 (29)	33 (34)	24 (21)	0 (0)	5 (4)
In general, for you as an individual, do the benefits of faculty status outweigh the costs?	15 (16)	24 (21)	21 (22)	27 (24)	30 (31)	15 (13)	28 (29)	26 (23)	6 (6)	8 (7)
Do you think that faculty status enriches the careers of academic librarians? (1989 survey only)	x	25 (22)	x	31 (27)	x	25 (22)	x	17 (15)	x	2 (2)
To what extent do you feel like a full-fledged member of the academic faculty?	11 (11)	7 (6)	24 (25)	26 (23)	45 (47)	48 (42)	17 (18)	16 (14)	3 (3)	3 (3)
Are you generally satisfied with the criteria in the ACRL <i>Standards for Faculty Status for College and University Librarians</i> ?	10 (10)	23 (20)	30 (31)	36 (32)	37 (38)	23 (20)	5 (5)	8 (7)	19 (20)	10 (9)
Do you believe that faculty status has upgraded the profession of academic librarianship? (1982 survey only)	13 (13)	x	27 (28)	x	37 (38)	x	22 (23)	x	2 (2)	x

1982: N=104

1989: N=88

Responses are reported as percentages rounded to the nearest whole number.

TABLE 3
RESPONSES TO THE STATEMENT: "IT WOULD BE IN THE BEST INTERESTS
OF ACADEMIC LIBRARIANS TO WORK HARDER TO ACHIEVE EQUITABLE STATUS AS FACULTY MEMBERS."

	Agree Strongly		Agree Moderately		Can't Decide		Disagree Moderately		Disagree Strongly		No Valid Response	
	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989
% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
44 (46)	40 (35)	23 (24)	18 (16)	8 (8)	5 (4)	9 (9)	15 (13)	14 (15)	17 (15)	2 (2)	6 (5)	

Responses are reported as percentages rounded to the nearest whole number

status for librarians as more appropriate or beneficial.² The SUNY librarians surveyed expressed little interest in status of that kind; in 1989, only 8% indicated that this was the sort of status they would prefer.

Satisfaction with Faculty Status by Type of Institution

Cross-tabulations enabled the investigator to examine the responses of subgroups within the sample population. The first variable studied was type of institution (see table 4).

The librarians working in the medical school libraries recorded the least satisfaction in response to every question. In 1989, a majority responded positively to only three of eight opinion questions, in contrast to the other respondents, of whom most gave positive replies to all of the questions (see table 4). The medical librarians also showed precipitous drops in rates of satisfaction in the 1989 survey.

The librarians in the four-year colleges showed some sizable fluctuations in opinions between the surveys. Although the greatest change was an increase in satisfaction with faculty status in their libraries, most of the more obvious changes indicated a decline in positive feelings about faculty status. A respondent from one four-year college expressed this feeling: "At our college, faculty status is a farce. [It] gives us the right to participate on committees and vote—that's it. [We have] no released time for courses or research; it must be charged to our vacation time. Yet, when it comes to promotion or renewal of contract, we are expected to show growth and participate on college and professional committees to the same extent as [teaching] faculty." This condition of nominal faculty status appeared to be the cause of most of the dissatisfaction expressed by the librarians who participated in these surveys.

Among the librarians at the university centers, most of the changes of opinion between 1982 and 1989 demonstrated enhanced satisfaction with faculty status. They showed higher rates of agreement that faculty status is fitting for

TABLE 4
RESPONSES TO OPINION QUESTIONS BY TYPE OF INSTITUTION

Opinion Questions (Short Title)	Two-Year Colleges				Four-Year Colleges				Universities				Graduate/Professional Schools			
	Agree 1982	Agree 1989	Disagree 1982	Disagree 1989	Agree 1982	Agree 1989	Disagree 1982	Disagree 1989	Agree 1982	Agree 1989	Disagree 1982	Disagree 1989	Agree 1982	Agree 1989	Disagree 1982	Disagree 1989
Is faculty status fitting?	86 (19)	93 (13)	5 (1)	7 (1)	94 (16)	76 (13)	6 (1)	24 (4)	84 (43)	87 (39)	14 (7)	13 (6)	93 (13)	42 (5)	7 (1)	50 (6)
Satisfied with faculty status in your library?	86 (19)	93 (13)	14 (3)	0 (0)	47 (8)	76 (13)	53 (9)	24 (4)	61 (31)	71 (32)	39 (20)	29 (13)	86 (12)	42 (5)	14 (2)	33 (4)
Do benefits of faculty status outweigh costs?	82 (18)	86 (12)	9 (2)	7 (1)	65 (11)	59 (10)	29 (5)	35 (6)	61 (31)	69 (31)	35 (18)	24 (11)	64 (9)	42 (5)	29 (4)	42 (5)
Does faculty status enrich careers?	x	100 (14)	x	0 (0)	x	65 (11)	x	29 (5)	x	87 (39)	x	11 (5)	x	58 (7)	x	42 (5)
Feel like faculty?	95 (21)	86 (12)	0 (0)	7 (1)	82 (14)	82 (14)	18 (3)	18 (3)	73 (37)	82 (37)	24 (12)	16 (7)	79 (11)	67 (8)	21 (3)	25 (3)
Satisfied with ACRL criteria?	68 (15)	93 (13)	0 (0)	0 (0)	82 (14)	88 (15)	12 (2)	0 (0)	78 (40)	80 (36)	4 (2)	13 (6)	71 (10)	67 (8)	7 (1)	8 (1)
Has faculty status upgraded profession?	95 (21)	x	5 (1)	x	59 (10)	x	41 (7)	x	73 (37)	x	25 (13)	x	79 (11)	x	14 (2)	x
Should librarians strive for equity?	73 (16)	93 (13)	9 (2)	0 (0)	76 (13)	53 (9)	18 (3)	47 (8)	61 (31)	51 (23)	33 (17)	36 (16)	71 (10)	50 (6)	14 (2)	33 (4)
Prefer academic faculty status?	95 (21)	93 (13)	5 (1)	7 (1)	65 (11)	53 (9)	24 (4)	47 (8)	61 (31)	67 (30)	31 (16)	29 (13)	57 (8)	42 (5)	29 (4)	42 (5)
(N)=	(22)	(14)	(22)	(14)	(17)	(17)	(17)	(17)	(51)	(45)	(51)	(45)	(14)	(12)	(14)	(12)

Responses are reported as percentages rounded to the nearest whole number.
Because of space limitations, tabulations for the "no response" and "can't decide" categories are not included.

TABLE 5A
RESPONSES TO OPINION QUESTIONS
BY ACADEMIC RANK

TABLE 5B
RESPONSES TO OPINION QUESTIONS
BY PROMOTION HISTORY

Opinion Questions (Short Title)	Librarian Ranks				Professorial Ranks				Percent Giving Favorable Responses							
	Agree		Disagree		Agree		Disagree		Successful		Unsuccessful		Mixed		Doesn't Apply	
	1982	1989	1982	1989	1982*	1989	1982*	1989	1982	1989	1982	1989	1982	1989	1982	1989
Is faculty status fitting?	88 (73)	77 (59)	11 (9)	21 (16)	86 (18)	90 (9)	5 (1)	10 (1)	85 (33)	86 (36)	100 (4)	67 (4)	77 (10)	40 (2)	91 (42)	86 (25)
Satisfied with faculty status in your library?	63 (52)	68 (51)	37 (31)	28 (21)	86 (18)	100 (10)	14 (3)	0 (0)	67 (26)	79 (33)	75 (3)	50 (3)	54 (7)	40 (2)	72 (33)	69 (20)
Do benefits of faculty status outweigh costs?	61 (51)	64 (48)	34 (28)	28 (21)	86 (18)	80 (8)	5 (1)	10 (1)	67 (26)	79 (33)	75 (3)	33 (2)	69 (9)	80 (4)	67 (31)	62 (18)
Does faculty status enrich careers?	x	77 (58)	x	20 (15)	x	100 (10)	x	0 (0)	x	90 (38)	x	50 (3)	x	80 (4)	x	76 (22)
Feel like faculty?	76 (63)	80 (60)	22 (18)	17 (13)	95 (20)	90 (9)	0 (0)	10 (1)	85 (33)	86 (36)	100 (4)	50 (3)	85 (11)	80 (4)	74 (34)	79 (23)
Has faculty status upgraded profession?	71 (59)	x	27 (22)	x	95 (20)	x	5 (1)	x	74 (29)	x	75 (3)	x	77 (10)	x	76 (35)	x
Should librarians strive for equity?	64 (53)	53 (40)	28 (23)	37 (28)	81 (17)	90 (9)	5 (1)	0 (0)	69 (27)	67 (28)	75 (3)	67 (4)	69 (9)	20 (1)	65 (30)	52 (15)
Prefer academic faculty status?	61 (51)	60 (45)	39 (32)	37 (28)	95 (20)	100 (10)	5 (1)	0 (0)	74 (29)	76 (32)	75 (3)	67 (4)	85 (11)	40 (2)	57 (26)	59 (17)
(N)=	(83)	(75)	(83)	(75)	(21)	(10)	(21)	(10)	(39)	(42)	(4)	(6)	(13)	(5)	(46)	(29)
	*Non-librarian ranks, most of which are presumed to be professorial								Successful: All attempts successful Unsuccessful: All attempts unsuccessful Mixed: One or more successful attempts and one or more unsuccessful attempts Doesn't Apply: Promotion not attempted							
	Responses are reported as percentages rounded to the nearest whole number Because of space limitations, tabulations for the "no response" and "can't decide" categories are not included.															

TABLE 6
RESPONSES TO OPINION QUESTIONS BY LIBRARIANS' PRIMARY AREA OF RESPONSIBILITY

Opinion Questions (Short Title)	Reference/ Collection Development				Administration/Supervision				Technical Services				Other Services			
	Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989	1982	1989
Is faculty status fitting?	84 (47)	79 (26)	13 (7)	21 (7)	93 (14)	93 (14)	0 (0)	7 (1)	85 (17)	87 (20)	15 (3)	13 (3)	100 (13)	59 (10)	0 (0)	35 (6)
Satisfied with faculty status in your library?	63 (35)	76 (25)	38 (21)	24 (8)	80 (12)	93 (14)	20 (3)	7 (1)	65 (13)	74 (17)	35 (7)	22 (5)	77 (10)	53 (9)	23 (3)	12 (2)
Do benefits of faculty status outweigh costs?	68 (38)	61 (20)	23 (13)	30 (10)	73 (11)	93 (14)	20 (3)	0 (0)	50 (10)	65 (15)	50 (10)	30 (7)	54 (7)	53 (9)	46 (6)	35 (6)
Does faculty status enrich careers?	x	82 (27)	x	18 (6)	x	100 (15)	x	0 (0)	x	78 (18)	x	17 (4)	x	65 (11)	x	29 (5)
Feel like faculty?	79 (44)	79 (26)	20 (11)	18 (6)	87 (13)	93 (14)	7 (1)	7 (1)	80 (16)	78 (18)	15 (3)	17 (4)	77 (10)	76 (13)	23 (3)	18 (3)
Has faculty status upgraded profession?	79 (44)	x	20 (11)	x	80 (12)	x	20 (3)	x	70 (14)	x	25 (5)	x	69 (9)	x	31 (4)	x
Should librarians strive for equity?	64 (36)	61 (20)	23 (13)	33 (11)	80 (12)	73 (11)	0 (0)	13 (2)	60 (12)	61 (14)	40 (8)	35 (8)	77 (10)	35 (6)	23 (3)	41 (7)
Prefer academic faculty status?	68 (38)	67 (22)	32 (18)	33 (11)	73 (11)	87 (13)	27 (4)	7 (1)	65 (13)	61 (14)	35 (7)	39 (9)	69 (9)	47 (8)	31 (4)	41 (7)
(N)=	(56)	(33)	(56)	(33)	(15)	(15)	(15)	(15)	(20)	(23)	(20)	(23)	(13)	(17)	(13)	(17)
<p>Responses are reported as percentages rounded to the nearest whole number. Because of space limitations, tabulations for the "no response" and "can't decide" categories are not included.</p>																

librarians and that it enriches the careers of academic librarians. They also expressed increased satisfaction with faculty status in their libraries.

The participants from the two-year colleges reported the highest levels of satisfaction in response to all of the questions in 1989 and to most of them in 1982. This result correlated with the findings of an earlier survey, published in 1983, of conditions of faculty status in 188 public and private academic libraries in the state of New York.³ That study, conducted by this investigator and two collaborators, found that the two-year colleges had the best record of compliance with the *ACRL Standards for Faculty Status for College and University Librarians (ACRL Standards)*.⁴ Although type of institution appeared to be the most significant variable among those examined in the longitudinal study (1982 and 1989), this probably had more to do with the extent of institutional adherence to the *ACRL Standards*. The evidence provided by the findings of this investigator's three surveys on faculty status leads to the hypothesis that librarians' satisfaction with faculty status correlates with institutional compliance with the *ACRL Standards*.

Satisfaction with Faculty Status by Academic Rank

When responses to opinion questions were cross-tabulated with the librarians' academic ranks and titles, no consistent relation emerged between levels of ranks and levels of satisfaction. Nevertheless, respondents with professorial ranks and titles expressed greater satisfaction than respondents with librarian ranks and titles (see table 5a).

These results suggested a similar relation between ranks and titles identical to those of the teaching faculty and the highest levels of satisfaction with faculty status. Evidence of this relation also was reported in the survey published in 1983 of 188 academic libraries referred to above.⁵ A factor analysis done as part of that study revealed that professorial titles and academic-year appointments were among the rarest rewards of faculty status given to librarians by institutions

of higher education in New York.⁶ That survey also found that these rewards were more often accorded to the librarians at the community colleges than to the librarians at the other institutions. Thus, it was probably no coincidence that the SUNY respondents at the community colleges, where this benefit and other benefits were more likely to be available to librarians, reported the highest levels of satisfaction with academic faculty status in the 1982 and 1989 surveys.

Satisfaction with Faculty Status by Promotion History

A cross-tabulation of the respondents' replies and their experiences as candidates for promotion revealed that a majority of both successful and unsuccessful candidates in the 1982 survey reported satisfaction. In the 1989 survey, respondents who had experienced only success reported increased satisfaction with faculty status, whereas the other respondents reported chiefly decreased satisfaction. Unfortunately, these results may not be significant because of the small number of unsuccessful candidates for promotion. It would be interesting to poll a larger population to test the implications of these findings (see table 5b).

Satisfaction with Faculty Status by Primary Area of Responsibility

The results of this cross-tabulation showed that the respondents who identified themselves as administrators or supervisors registered the strongest support for faculty status (see table 6). In both surveys, a majority of technical services and reference and collection development librarians recorded high rates of affirmative replies. Among the technical services librarians, the greatest difference between the 1982 and 1989 surveys was their more strongly expressed belief in 1989 that the benefits of faculty status outweigh the costs. Among the respondents working in reference and collection development, the most noticeable change was a 13-percentage-point increase in satisfaction with faculty status in their libraries. In the 1982 survey, the responses of collection development li-

brarians were not separable from those of reference librarians. In 1989, separate tallies revealed that support for faculty status was stronger among the former than it was among the latter.

Satisfaction with Faculty Status by Years of Experience

The librarians with more than ten years of experience were somewhat more satisfied with faculty status than those with fewer than ten years, though a majority of the respondents favorably replied to all of the questions in 1982 and to all but one in 1989. In that exceptional case, 54% of the 1989 respondents with five to ten years of experience disagreed that the benefits of faculty status outweigh the costs. Tenure reviews usually take place during the sixth year, so this anomaly may have been related to the timing of that event.

Satisfaction with Faculty Status by Tenure Status

A majority of both tenured and nontenured participants expressed satisfaction in the 1982 and 1989 surveys. In general, those with tenure expressed slightly more satisfaction than did their nontenured colleagues. In response to the question "To what extent do you feel like a full-fledged member of the faculty?" Eighty-six percent of the tenured librarians in 1982 responded positively compared with 71% of the nontenured librarians—a difference of 15 percentage points. By 1989, however, the replies to this question by both groups were almost identical—81% of the tenured and 80% of the nontenured respondents replied affirmatively.

Satisfaction with Faculty Status by Gender

The differences between the responses of the male and female participants were not significant in most cases. In both surveys, large majorities of each group said they preferred academic faculty status, felt like faculty, believed that faculty status had upgraded the profession, and thought that faculty status enriched the careers of academic librarians. In 1989, the women showed a decrease and the

men an increase in agreement that the benefits of faculty status outweigh the costs and that librarians should strive harder for equitable status as faculty members.

Changes in Collective Results between 1982 and 1989

Despite some rather sharply defined differences among some subgroups in their responses to certain questions, the changes between the collective results of the two surveys were not significant. The replies by the entire cohort to most of the questions generally showed variations of no more than two or three percentage points. There were a few exceptions, however (see table 2). Higher levels of positive responses in 1989 suggested that more of the librarians were enjoying both increased satisfaction with faculty status in their libraries (up 15%) and growing appreciation for the benefits of faculty status (up 15%). The respondents also were more satisfied with the ACRL *Standards* (up 18%). The latter results may very well reflect expanded recognition of the ACRL *Standards* as defining a satisfactory kind of status for college and university librarians.

The evidence . . . leads to the hypothesis that librarians' satisfaction with faculty status correlates with institutional compliance with the ACRL *Standards*.

Although a large majority of the respondents agreed that academic status resembling that of instructional faculty is fitting for librarians, favorable responses decreased by eight percentage points in 1989. This decrease appeared to be attributable to the steep decline in satisfaction reported by the medical school librarians. The respondents' degree of commitment to striving for equity declined by nine percentage points, perhaps reflecting a discernible change of opinion among some of the women respondents. Possibly, some respondents felt less need to work for equitable status as faculty members in 1989 than in 1982.

The latter may seem a rather unlikely explanation, but several things that could have mitigated some of the discontent over inequitable treatment occurred during the years between the surveys. For instance, salary inequity was addressed to some extent, and librarians' proposals for faculty research grants began to have successful outcomes. Probably the most significant change for the largest number of librarians was a contractual benefit negotiated by the faculty union, United University Professions (UUP), that provided financial support for leaves, travel, and study.⁷ Such programs help reconcile the demands of year-round responsibilities for providing library services with the requirement that librarians show records of publication and other professional involvement as academic faculty. However, the program did not provide a definitive solution to the pervasive problem of insufficient institutional support for librarians' professional and scholarly pursuits.⁸

SUMMARY AND CONCLUSIONS

These surveys yielded new and thought-provoking information about librarians' perceptions of faculty status. In both surveys, a substantial majority of the respondents expressed a preference for academic faculty status. An even larger majority affirmed that faculty status is appropriate for librarians and that it enriches their careers. A smaller majority felt that librarians should continue to strive for equitable status as faculty members. Two-thirds of the participants in each survey agreed that the benefits of faculty status outweigh the costs.

The highest levels of satisfaction in both surveys were expressed by administrators and supervisors and by the li-

brarians in the community colleges, where the conditions of faculty status tended to conform most closely with the *ACRL Standards for Faculty Status for College and University Librarians*. Moreover, satisfaction among the members of both groups increased during the seven years between the surveys. Support for and satisfaction with faculty status appeared to be similar, for the most part, among men and women, tenured and nontenured librarians, and those holding various academic ranks. Respondents holding professorial ranks and titles, however, expressed greater satisfaction with faculty status than those holding librarian ranks and titles. Years of experience seemed to have little effect on satisfaction.

This author offered the hypothesis that librarians' satisfaction with faculty status correlates with institutional compliance with the *ACRL Standards*. Librarians who are expected to do research, publish, participate in college or university governance, and take active roles in professional organizations must be allotted adequate time and other resources to meet these professional requirements.

This author encourages others to replicate these studies or to conduct similar studies and suggests that they poll larger and broader-based populations. Such surveys should elicit specific reasons for the respondents' opinions. Surveys including questions about librarians' satisfaction as well as questions about the degree to which the respondents' institutions observe the *ACRL Standards* would test the hypothesis offered here. Studies investigating whether insufficient institutional support is responsible for librarians' negative or ambivalent feelings about faculty status also would be useful.

REFERENCES AND NOTES

1. Janet Krompart and Clara DiFelice, "A Review of Faculty Status Surveys, 1971-1984," *Journal of Academic Librarianship* 13:14-18 (Mar. 1987).
2. The following article refers to some of these authors, such as Lance Query and John DePew, who have advocated a unique status for librarians: Emily Werrell and Laura Sullivan, "Faculty Status for Academic Librarians: A Review of the Literature," *College & Research Libraries* 48:95-103 (Mar. 1987). The following article describes a nonfaculty academic status used at a small college to accommodate employees, such as librarians and coaches, who are not part of the tenure-track faculty, but whose duties are not

- administrative or clerical: Joan M. Bechtel, "Academic Professional Status: An Alternative for Librarians, *Journal of Academic Librarianship* 11:289-92 (Nov. 1985).
3. Marjorie A. Benedict, Jacquelyn A. Gavryck, and Hanan C. Selvin, "Status of Academic Librarians in New York State," *College & Research Libraries* 44:12-19 (Jan. 1983).
 4. Association of College and Research Libraries, "Standards for Faculty Status for College and University Librarians," *College & Research Libraries News* 33:210-12 (Sept. 1972).
 5. Benedict, Gavryck, and Selvin, "Status of Academic Librarians," p.17-18.
 6. Thomas G. English reported similar findings in "Administrators' Views of Library Personnel Status," *College & Research Libraries* 45:189-95 (May 1984). His survey of 47 Association of Research Libraries (ARL) member institutions found that two of the three least reported benefits and privileges of faculty status were possession of faculty ranks and the option of nine-month appointment.
 7. UUP represents most of the respondents. Exceptions are those from community colleges and most library directors.
 8. Others also have noted this problem. See, for example, Darrell L. Jenkins, M. Kathleen Cook, and Mary Anne Fox, "Research Development of Academic Librarians: One University's Approach," *Journal of Academic Librarianship* 7:83-86 (May 1981), which stated that a lack of administrative support was typical, even in libraries where research is required for professional advancement. Library policies are "exemplified by the failure to provide released time, clerical assistance, and funding in adequate amounts."



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