

Status of the Profession: A 1989 National Survey of Tenure and Promotion Policies for Academic Librarians

Betsy Park and Robert Riggs

A questionnaire surveying institutional tenure and promotion criteria sent to 469 academic libraries yielded 304 usable responses. Findings show that job performance continues to be the most widely recognized factor for evaluating academic librarians' performances, examined in virtually every institution. Research, publication, and service play significant roles, particularly at institutions where librarians hold faculty status. Graduate degrees in addition to the M.L.S. are frequently necessary for promotion in academic rank. Approximately half of the responding institutions judge academic librarians by the same tenure and promotion criteria as other faculty.



he tenure and promotion processes are unique aspects of the professorate in American higher education. Tenure is a historical practice that protects the academic freedom of a faculty member in an institution of higher education and prevents the faculty member's dismissal without adequate cause and due process. When an institution grants individuals tenure, it presumes their professional excellence as scholars and teachers, as well as the promise of their long-term contribution to the institution's mission and programs. Tenure is "the most reliable means of assuring faculty quality and educational excellence, as well as the best guarantee of academic freedom."¹

Similarly, the process of appointment and promotion through the academic ranks is basic to the professional lives of American

academics. Promotion in rank is an aspect of recognition of past achievement, as well as recognition of promise, and a signal of institutional confidence that the faculty member is capable of accepting and discharging greater responsibilities.

Academic librarians have been concerned with faculty status and its concomitant right to tenure and promotion for more than 100 years. Suggestions that librarians should have academic rank date from 1911.² While tenure has been an academic issue since Harvard's President Charles Eliot's 1873 statement that job security would provide dignity to the teaching profession, tenure was not officially endorsed for librarians until 1946.³ The movement toward faculty status for librarians gained acceptance and accelerated during the 1970s and 1980s. However, debate continues on

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whether the faculty model is appropriate for academic librarians. Gemma DeVinney and Mary Reichel summarize the issues involved:

The literature reveals continuing controversy as to the appropriateness of librarians being designated faculty on their campuses. Some librarians are philosophically opposed to adopting the identity of another profession. Others take issue with granting librarians faculty rank on more pragmatic grounds. For example, it is difficult for librarians to demonstrate national visibility as well as evidence of scholarly research and publication in tenure dossiers, when they generally have calendar year appointments and little free time to undertake research projects in their highly-scheduled work weeks.⁴

When academic librarians apply for tenure or promotion, they are judged as faculty, not as librarians. Surveys of the literature of the faculty status movement conclude that academic librarians remain ambivalent in their support for full faculty status. Some advantages exist in faculty status, but writers also recognize that faculty status may involve additional performance expectations (such as publication), often without appropriate adjustments in current responsibilities. Librarians should consider looking to a career model that is different than that of teaching faculty.

The principal professional organization for academic librarians, the Association of College and Research Libraries (ACRL), has monitored and responded to concerns throughout the evolution of the status issue. In particular, the ACRL Academic Status Committee developed the "Standards for Faculty Status for College and University Librarians" (adopted 1971, revised 1990) and the "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians" (1987) as statements of principles against which librarians may review and assess procedures at their own institutions.⁵ The ACRL documents are based on the 1940 statement on principles on academic freedom and tenure, developed jointly by the American Association of University Pro-

fessors and the Association of American Colleges. The 1940 statement serves as a baseline for virtually every tenure policy in the United States.⁶

This study responds to concerns and issues identified from the literature. Do academic librarians have faculty status? On what criteria are they judged in tenure and promotion decisions? Are standards for academic librarians similar to or different than those for teaching faculty? Can generalizations be made about academic librarians at institutions where librarians have faculty status as opposed to those at institutions where they are without faculty status?

REVIEW OF RELEVANT LITERATURE

Recently, several excellent articles have reviewed the faculty status literature.⁷ Therefore, the authors will not attempt a comprehensive literature review and will focus more narrowly on issues addressed in this study. ACRL's "Standards for Faculty Status" states that librarians should have the same rights and responsibilities as teaching faculty, including the rights of self-determination, peer review, membership in the academic senate and university committees, equal salary scale, opportunity or tenure, promotion, research funds, and sabbatical leave.⁸ Estimates of the percentages of academic librarians who have faculty status vary considerably. John DePew found that 78.8% have some degree of faculty status, while other estimates range from 35% to 59%.⁹ Even with faculty status, academic librarians do not necessarily have the same rights and privileges as teaching faculty. Librarians are rarely paid on the same salary scale; they may not be eligible for tenure and promotion through the academic ranks, or for sabbatical leave and research funds; and they routinely work 35 to 40 hours per week with 12- rather than 9-month contracts.¹⁰

According to ACRL's "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians," the library faculty member "who is a candidate for tenure shall be reviewed according to procedures set forth in estab-

lished institutional regulations as applied to other faculty on the campus."¹¹ Areas of evaluation for faculty generally are anchored in effectiveness of teaching, scholarship, and service. For librarian faculty, evaluation is based on librarianship, scholarship, and service.

Librarianship or job performance appears to have top priority in the evaluation process and usually is defined to include such activities as reference duties, cataloging, or acquisition. In a weighted scale, job performance may count as 70% of a total evaluation score.¹² Karen Smith, Tamara Frost, Amy Lyons, and Mary Reichel state that job performance is the "single most important criterion in awarding of tenure."¹³

Much of the literature concentrates on research and publication requirements. "Publish or perish" challenges and threatens both academic librarians and teaching faculty. Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching asserts that it is a myth that all professors are researchers and, notes that professors "often felt trapped in a system where the work load and the reward system were disconnected."¹⁴ Do librarians also suffer from an emphasis on research and publication? Smith and her colleagues found that research and publication are gaining increasing importance for tenure decisions.¹⁵ Paula De Simone Watson theorized that publication requirements may hinder academic librarians in achieving tenure.¹⁶ Research and publication appear to be important factors in the review process. In researching publication requirements and tenure approval rates for academic librarians, W. Bede Mitchell and L. Stanislava Swieszkowski found that inadequate research/publication was the most frequently cited reason that tenure was denied. However, lack of publication disqualified only 35 of the 329 librarians who had applied for tenure in the last 5 years, and these authors reject the premise that publication unduly hinders academic librarians in the tenure process.¹⁷ The study questions the ultimate role of research and publication, and the importance of this activity remains unclear.

Studies on whether research and publication are actually required for tenure and promotion add to the confusion. Estimates of the percentage of institutions with pub-

lication requirements vary greatly. Whereas Jack Pontius reported that 97% of Association of Research Libraries (ARL) institutions with faculty status required research and publication, Ronald Rayman and Frank Goudy found this requirement in only 42% of these same libraries.¹⁸ When Joyce Payne and Janet Wagner repeated this study with librarians at large non-ARL universities, they found that 7% required publication, while 84% encouraged it.¹⁹ Publication does not appear to play a pivotal role in the tenure and promotion process. It is one factor, but its importance is not clearly defined.

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Service is traditionally a third factor considered. Higher education's involvement in public service dates from the 1862 Morrill Act, which founded land-grant colleges with a commitment to education and public service. For librarians, public service most often means working outside the academic community with users such as high school students, business people, and other researchers. Professional service applies to active participation in university and professional associations and learned societies. Although service is frequently mentioned as a criterion for tenure, the literature does not discuss it extensively, probably because, as Smith and her colleagues have found, service occupies a netherland, being neither the most nor the least important of the criteria.²⁰ This factor is frequently mentioned, but its impact as a criterion is not clear.

An additional concern is the necessity of a graduate degree beyond the Master of Library Science (M.L.S.). University faculty traditionally acquire a doctorate before their initial appointment or are required to do so before they advance in rank. For academic librarians, as for faculty in disciplines such as nursing or the studio arts, the terminal degree is not so clearly defined. At the 1975 Midwinter meeting of the American Library Associ-

ation (ALA), the ACRL board of directors approved as policy the following statement: "The master's degree in library science from a library school accredited by the American Library Association is the appropriate terminal professional degree for academic librarians."²¹ This policy was reaffirmed in the 1987 "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians."²²

Like their teaching counterparts, academic librarians are judged on job performance, research and scholarship, and service.

John Olsgaard found that 91.9% of his sample of successful librarians had an M.L.S., while 34.6% had the M.L.S. plus a second master's, and only 7.5% had the M.L.S. plus a doctorate.²³ According to the study, the additional graduate degree does not indicate success, and the M.L.S. may be the appropriate degree. Job announcements, particularly for positions above entry level, frequently recommend or give preference to the additional graduate degree, and, in practice, the M.L.S. is not universally recognized as the terminal degree by many college and university administrators.²⁴ While the additional subject master's appears to be gaining recognition, and possibly wide acceptance, it is required for tenure in few institutions.²⁵ Further graduate work, as evidenced by the second subject master's, does not of itself ensure equality with other faculty. As one librarian stated, "We have a critical problem with the University administration in that they will not accept the MLS master's as terminal degrees—thus our staff is frozen at assistant professor rank."²⁶

A review of the literature indicates a continuing need for research on criteria and procedures for tenure and promotion. Kee DeBoer and Wendy Culotta write, "If librarians are to be evaluated on the same basis as are teaching faculty, we need to know more about what will be expected of

us."²⁷ The present study gathers information on tenure and promotion policies and procedures for academic librarians across the United States. A picture of where librarians are now can provide a base for future decisions and stimulate ideas for future research.

METHODOLOGY

The authors developed a questionnaire regarding policies for appointment, tenure, and promotion of academic librarians. The questionnaire was based on an extensive review of the literature—in particular, the 1987 ACRL "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians." The survey instrument contained 29 questions. The first section requested information about the institution itself: Carnegie classification, enrollment, number of volumes in the library, and rank and status of library faculty. For the purposes of this study, faculty status was restricted to those institutions at which librarians had eligibility both for tenure and for promotion through the academic ranks. The term "professional" was used to categorize professional librarians with administrative, academic, or another status.²⁸ A second section concerned appointment issues, including degree requirements and the role of peer review in the initial appointment process. The major portion of the survey concerned tenure and promotion criteria and procedures. Questions asked if job performance, teaching, research and scholarly activity, and service were evaluated in the tenure or promotion review process. Additional questions further investigated how each area, such as research and scholarly activity, was defined and evaluated. The survey also contained questions regarding review levels for tenure and promotion, educational degrees, similarity of criteria for librarians. A panel of academic librarians and institutional chief academic officers reviewed and critiqued the questionnaire to clarify language and to ensure its comprehensiveness. The authors made the recommended changes.

In the spring of 1989, the authors mailed the questionnaire to the directors of 469 academic libraries selected from

the 1987 Carnegie Foundation's *A Classification of Institutions of Higher Education*.²⁹ The authors selected the study population by drawing a systematic random sample of institutions listed in the classification. Questionnaires were sent to one-third of the institutions in the categories of research universities, doctoral-granting institutions, comprehensive universities and colleges, and liberal arts colleges. The total number of institutions in these classifications is 1,379. The sample size was 469 institutions, or one-third of the total population. A follow-up mailing three weeks after the initial communication urged non-respondents to complete and return the study questionnaire.

Three hundred twenty institutions responded; 304 responses were usable, yielding a 64.8% response rate. About 50 of the 304 respondents provided information only about their institution. For the most part, these were smaller libraries, with respondents indicating that tenure and promotion were not issues at the institution. Not all respondents answered every question. Institutions without faculty status answered questions primarily in terms of promotion through rank, although some respondents equated tenure with continuing appointment. Many of these respondents reflected the comment of one, which stated that "the rules for tenure and promotion are not just informal, they are positively vague, particularly where librarians are concerned."

Data gathered from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS). Two-way contingency tables, using procedure crosstabs, further analyzed the data. This article reports results only on the questions related to tenure and promotion criteria. For this paper, data are analyzed in terms of faculty status versus professional status.

DESCRIPTION OF THE SAMPLE

The sample included 35 institutions (11.5%) in the Carnegie classification of research universities, 30 (9.9%) in doctoral-granting universities, 95 (31.3%) in comprehensive colleges and universi-

ties, and 144 (47.7%) in liberal arts colleges. Public institutions accounted for 125 (41%) of the responses and private institutions, for 179 (58.9%). Academic librarians at somewhat less than half (41.1%) of these institutions have faculty status. Libraries in the survey serve institutions with enrollments of fewer than 5,000 to more than 20,000, have collections ranging from 25,000 to more than one million volumes, and have professional staffs of one to 87 (with 90% in the 1-to-30 range) (see table 1).

FINDINGS

Of the 304 respondents, 125 (41.1%) indicated that professional librarians at their institutions have faculty rank and status. This percentage closely parallels other reports by Thomas English (46.1%), Rayman and Goudy (35%), Payne and Wagner (59.2%), Judy Horn (48%), ACRL (44%), and Mitchell and Swieszkowski (36.2%),³⁰ indicating that faculty status, with its privileges and responsibilities, affects the professional lives of about half the academic librarians in the United States.

Like their teaching counterparts, academic librarians are judged on job performance, research and scholarship, and service (see table 2). Activity in each area is considered at almost every institution; however, research and scholarship are not included as criteria at one-fourth of the institutions surveyed. Each evaluation area is discussed separately below.

Job Performance

Librarianship or job performance is clearly an important factor in staff evaluation at all academic libraries. Of the 256 responses to this question, 243 (94.9%) indicated that job performance is evaluated for tenure or promotion or both. Analysis by status shows that 123 (98.4%) of those institutions with faculty status consider this factor in evaluation, as do 131 (91.6%) of those with professional status (see table 3). Job performance is most frequently a component of the review process for promoting of librarians with professional status and for both tenure and promotion for those

TABLE 1
 INSTITUTIONAL CHARACTERISTICS
 (N=304)

	Total Population	Sample No.	% Total	% Sample
Type of Control				
Public	497	125	25.0	41.1
Private	882	179	20.3	58.9
Carnegie Classification				
Research univ. I, Research univ. II	104	35	33.7	11.5
Doct.-granting I, Doct.-granting II	109	30	27.5	9.9
Comprehensive I, Comprehensive II	595	95	16.0	31.3
Liberal arts I, Liberal arts II	571	144	25.2	47.7
FTE Enrollment, Fall 1988				
Fewer than 5,000		202		66.4
5,000 to 9,999		48		15.8
10,000 to 14,999		23		7.6
15,000 to 20,000		11		3.6
More than 20,000		20		6.6
Volumes in Library				
25,000 to 49,999		6		2.0
50,000 to 99,999		43		14.1
100,000 to 249,999		122		40.1
250,000 to 499,999		70		23.0
500,000 to 749,999		10		3.3
750,000 to 1,000,000		9		3.0
More than 1,000,000		44		14.5
Librarian Status				
Faculty rank and status		125		41.1
Professional status		179		58.9

librarians with faculty status. Chi-square analysis (.05 level of significance) indicates that the number of institutions with professional status at which job performance was not reviewed is significantly greater than predicted by chance. Those with faculty status marked this option significantly less than predicted by chance. The authors had expected that librarians at institutions without faculty status would be more likely to be evaluated on job performance than librarians at those with faculty status, but this does not appear to be the case. These results may be subject to a variety of interpretations. Librarians who do not hold faculty status may have less clearly

defined criteria for promotion, there may be no written evaluation process, or tenure or promotion may not be an option at the institution.

The centrality of job performance is evident in that it is considered at more institutions than any other single factor.

Smith, Frost, Lyons, and Reichel have also stressed the importance of librarianship as a factor in evaluation, and published library faculty evaluation documents assign a 70% weight to job

TABLE 2
TENURE OR PROMOTION EVALUATION CRITERIA

	Not Reviewed		For Tenure Only		For Promotion Only		For Tenure and Promotion	
	No.	%	No.	%	No.	%	No.	%
Job Performance (N=256)	13	5.1	6	2.3	87	34.0	150	58.6
Research and Scholarly Activity (N=254)	65	25.6	5	2.0	60	23.6	124	48.8
Service (N=253)	32	12.6	6	2.4	69	27.3	146	57.7

TABLE 3
JOB PERFORMANCE
(N=256)

	Total		Faculty Status		Professional Status	
	No.	%	No.	%	No.	%
Not reviewed	13	5.1	2	1.6	11	8.4
For tenure only	6	2.3	0	0.0	6	4.6
For promotion only	87	34.0	1	0.8	86	65.6
For tenure and promotion	150	58.6	122	97.6	28	21.4

performance.³¹ It is tempting to equate job performance with the teaching function of other faculty and to note that what many librarians, like other teaching faculty, consider to be their primary role is only one of many factors reviewed in the evaluation process. Although the present study did not attempt to weigh the importance of the various factors involved, the centrality of job performance is evident in that it is considered at more institutions than any other single factor.

Research and Publication

Several items on the questionnaire addressed research and publication requirements. An initial question asked whether librarians were evaluated on research and scholarly activities. Of the 254 respondents, 189 (74.4%) indicated that these activities were considered in the process. About half (122 responses, or 48%) had faculty status, and half (132 responses, or 52%) had professional status. One hundred three (almost 85%) of those institutions with faculty status reviewed research and scholarship, while 86 (65%) of those in the professional category did so. In addition to asking if this activity was evaluated, questions in the

survey asked if publication was required or encouraged. It is required by 38 (30.4%) of the respondents with faculty status, but by a significantly lower number (16 responses or 11.7%) of those with professional status. About one-third of the faculty status institutions require that librarians publish for tenure or promotion. Publication is more likely to be encouraged than required in all institutions. One hundred fifty institutions (58.6%) reported that publication is encouraged. Again, a significant difference exists between institutions with and without faculty status. Publication is encouraged at 88 (70.4%) of the responding institutions with faculty status, but at 62 (47.3%) of those without faculty status. Research and publication play a prominent and defined role in faculty status institutions (see table 4). The data do, however, indicate that research and publication are not universally required, even at faculty status institutions. Nineteen (15.6%) of the responding faculty status institutions did not consider research or publication in the tenure and promotion process. Only one institution reported requiring or encouraging a specified number of publications.

TABLE 4
RESEARCH AND PUBLICATION ACTIVITY

	Total		Faculty Status		Prof. Status	
	No.	%	No.	%	No.	%
Research and Publication						
Reviewed (N=254)	189	74.4	103	84.4	86	65.2
Not reviewed	65	25.6	19	15.6	46	34.8
Publication						
Required (N=262)	54	20.6	38	30.4	16	11.7
Not required	208	79.4	87	69.6	121	88.3
Encouraged (N=256)	150	58.6	88	70.4	62	47.3
Not encouraged	106	41.4	37	29.6	69	52.7
Type of publication*						
In-house (N=303)	100	0.33	52	41.6	48	27.0
Book reviews (N=304)	143	47.0	80	64.0	63	35.2
Book chapters (N=304)	154	50.7	89	71.2	65	36.3
Monographs (N=304)	155	51.0	88	70.4	67	37.4
Local regional journals (N=304)	157	51.6	90	72.0	67	37.4
National journals (N=304)	161	53.0	91	72.8	70	39.1
Refereed journals (N=304)	157	51.6	92	73.6	65	36.3
Nonrefereed journals (N=304)	137	45.1	79	63.2	58	32.4
Library science only (N=246)	14	5.7	5	4.0	9	7.4
All disciplines (N=246)	138	56.1	83	66.9	56	45.1

*Totals add up to more than 100% (respondents checked more than one response).

Respondents were asked to mark the types of publications accepted for use in the promotion and tenure process at their institutions. Virtually all types of publications are recognized. Publications that remain in-house are less widely accepted at both faculty and professional status institutions. For this question, respondents were instructed to circle the types of publications accepted. Respondents that did not circle a response may have been indicating that publication was not a consideration at their particular institutions, rather than commenting on the acceptability of the publication. Not all librarians at faculty status institutions are evaluated on the basis of research and publication. For example, 92 (73.6%) of the faculty status institutions accept publications in refereed journals. The remaining 33 (26.4%) that did not choose this answer may be indicating that publication was not important,

rather than expressing dissatisfaction with refereed journals.

Rayman and Goudy found publication to be required in 14.7% of the institutions, encouraged in 60%, and neither required nor encouraged in 25%.³² In Payne and Wagner's replication of the study, 7% required publication, 84% encouraged it, and 9% neither required nor encouraged it.³³ Mitchell and Swieszkowski correlated publication with tenure approval rates. Of the 81 institutions where librarians were eligible for tenure, 46.9% required evidence of research and publication for tenure, but 53.1% required no such evidence.³⁴ While the present study supports other investigations indicating that research and publication are factors in the tenure and promotion process, it points more emphatically to the problems encountered by academic librarians looking for guidance in this process. Research and publication generally are

TABLE 5
SERVICE ACTIVITY
(N=304)

	Total		Faculty Status		Prof. Status	
	No.	%	No.	%	No.	%
University CMTE	193	63.5	106	84.8	87	48.6
Reg./Nat. CMTE	173	56.9	91	72.8	82	45.8
Elected office	158	52.0	85	68.0	73	40.8
Consultation	125	41.4	69	55.2	56	31.3
Other	52	17.1	27	21.6	25	14.0

considered in the evaluation process, but in practice, the expectation may not be explicitly defined.

Service

Public or professional service is service to the academic or professional community. Of the 253 responses, 221 (87.4%) evaluated public or professional service. Of the 125 institutions with faculty status, 121 (96.8%) indicated that service was evaluated for tenure and promotion, while 100 (78.1%) of the professional status institutions included this criterion. Only 32 institutions (12.6%; 4 or 0.16% with faculty status, 29, or 11.5%, with professional status) indicated that service was not reviewed. Of the entire sample (304 institutions), "service" included university committees in 193 (63.5%), participation on regional or national committees in 173 (56.9%), holding an elected office in 158 (52%), and consultation in 125 (41.4%). Other service categories mentioned by respondents included advising, community service, and related activities. A breakdown of these figures (see table 5) indicates that this criterion, like that of research and scholarship, is more prominent in faculty status institutions.

Smith, Frost, Lyons, and Reichel recognized and discussed the service component in tenure decisions. Their respondents were somewhat inconclusive about the importance this factor played, ranking it as neither the least nor the most important of the criteria.³⁵

In examining institutional use of the traditional evaluation triad for tenure and promotion decisions—librarianship, research and publication, and service—a hi-

erarchy emerges. Currently, librarianship and service appear to be more fully integrated into the tenure and promotion evaluation process. Librarianship, or job performance, is at the top, evaluated at almost 95% of the institutions surveyed. Service is evaluated at 87% of the institutions. Research and publication occupy a lower status, being a factor at 74% of the institutions.

Educational Requirements

An additional factor often considered is graduate degrees beyond the M.L.S. Three survey questions addressed this issue. One asked if the M.L.S. was sufficient for tenure and for promotion to assistant professor, associate professor, or full professor. Two other questions asked if a second master's or a doctorate was required for tenure or promotion. Respondents were requested to mark all options that applied.

More than half of the institutions surveyed do not require a second master's to meet tenure and promotion criteria.

For the total population, the M.L.S. was sufficient for tenure at 144 institutions (37.7), for promotion to assistant professor at 143 (47.2%), to associate professor at 103 (34%), and to full professor at 27 (8.9%). One hundred eighty-one (59.5%) of the respondents reported that a second master's was not required. Significantly, more than half of the institutions surveyed do not require a second

TABLE 6
EDUCATIONAL CREDENTIAL REQUIREMENTS:
FACULTY STATUS INSTITUTIONS
(N=125)

	M.L.S.		M.L.S. Plus Other		Doctorate	
	No.	%	No.	%	No.	%
Tenure	87	70.2	19	15.2	2	1.6
Instructor	84	67.7	3	2.4	0	0.0
Asst. prof.	81	65.3	17	13.6	2	1.6
Assoc. prof.	62	50.0	25	20.0	8	6.4
Professor	47	37.9	19	15.2	31	24.8
Not required	1	0.8	85	68.0	92	73.6

master's to meet tenure and promotion criteria, although the second master's becomes more important as a criterion at the higher academic ranks.

The question of whether a doctorate was required yielded similar results. Only 4 institutions (1.3%) reported that a doctorate was required for tenure, 3 (1%) for assistant professor, 15 (4.9%) for associate professor, and 45 (14.8%) for full professor. Again, a majority (195, or 64%) of the respondents stated that a doctorate was not required at any level. Table 6 breaks down these figures for faculty status institutions. These figures indicate a slight trend toward requiring of additional graduate degrees in the promotion process, a trend more marked for librarians with faculty status. Many respondents noted that if a particular degree was not specifically required, it was encouraged and would strengthen the faculty member's application for tenure or promotion. Additional graduate work appears to be helpful to, rather than required for, candidates' applications for tenure or promotion.

Similarity of Criteria with Teaching Faculty

Are criteria for library faculty the same as those for other teaching faculty? There were 246 responses to this question. Of this group, 118 (47.9%) said that criteria were the same for tenure, promotion, or both, while 128 (52.3%) indicated that they were different in some respect. The percentages were greater for institu-

tions with faculty status. Seventy-three percent (89) of the 122 responses indicated that criteria for librarians were the same as those for teaching faculty, while only 20% (24 institutions) relayed that they were somehow different (see table 7). In contrast, 23.4% (29) of the institutions where librarians had professional status indicated that the criteria were the same, and more than two-thirds (84 responses, or 67.7%) stated that they were different.

Previous research on this subject yields widely different conclusions. On the one hand, Davidson, Thornson, and Stine surveyed libraries in the Rocky Mountain region and found identical tenure requirements in 70% of their sample.³⁶ On the other hand, English's study yielded similarities in 16.9% of the ARL libraries, with further analysis indicating a mix of professional and faculty criteria. English concluded that criteria are never the same and that there are "two distinct sets of criteria: one set designed to measure performance as librarians, and the other set designed to measure performance as faculty."³⁷ The reader should note that this is certainly true for all faculty in any institution of higher education and might be reworded to recognize differences among faculty members in various disciplines. It is interesting to speculate on the variations in evaluation criteria attributable to different disciplines. For example, chemistry faculty may be judged against slightly different criteria than are faculty

TABLE 7
TENURE AND PROMOTION POLICIES:
SIMILARITIES BETWEEN LIBRARIANS AND TEACHING FACULTY

	Total (N=246)		Faculty Status (N=122)		Prof. Status (N=124)	
	No.	%	No.	%	No.	%
Same for tenure	4	1.6	1	0.8	3	2.4
Same for promotion	19	7.7	3	2.5	16	12.9
Same for both	95	38.6	85	69.7	10	8.1
Different	108	43.9	24	19.7	84	67.7
Other	20	8.1	9	7.4	11	8.9

in English, art, or the allied health fields. A number of respondents in this study recognized these differences.

SUMMARY AND CONCLUSIONS

The present study reports the findings of a 1989 survey sent to library directors randomly selected from colleges and universities across the United States. The purpose of the study was to elicit information regarding policies and practices for tenure and promotion in the academic ranks for librarians. In summary, the results of the study confirm significant differences in institutional policies and practices for tenure and promotion between faculty status and nonfaculty status institutions. Nonfaculty status institutions responded primarily in terms of practices for promotion of librarians, although a number of respondents equated continuing appointment with tenure. Virtually every institution evaluates on the basis of job performance. Institutions at which librarians hold faculty status, however, are more likely to review candidates on the basis of research and publication, professional or academic service, and graduate work beyond the M.L.S., in addition to job performance. Librarians at almost 85% (103) of the faculty status institutions are evaluated on research and scholarship. In contrast, only 65% (86) of the professional status institutions evaluate librarians by these criteria. Most respondents (208, almost 80%) indicated that while scholarship may be considered, it is not actually required. Service is a component at 97% (121) of the faculty status institutions, and at 78% (100) of the professional status institutions. It is interesting to note that at

both types of institutions, service is more frequently a factor than research and publication. Librarians, as members of a service-oriented profession, may more readily accept service as a component in the review process.

Faculty status is associated with stricter, more clearly articulated and defined criteria for promotion and tenure. However, even with these clearer requirements, many areas are still fuzzy. Publication, for example, is encouraged rather than required and virtually any type of publication may be acceptable. Service activity is similarly vague and encompasses a variety of activities on the university, local, regional, and national levels. While there should not be a checklist of tenure or promotion criteria, guidelines should be developed. These guidelines must be accepted by the individuals responsible for decisions, by the profession, and by the institution. Librarians entering the profession or changing employment should examine institutional practices to decide whether these practices inhibit or promote their own professional development.

The data reveal some interesting findings with regard to research and publication. Several survey respondents expressed concern about publication requirements. Indeed, research and publication has been hotly debated at conferences and in the library literature. The "publish or perish" trap is often directly associated with faculty status. Data gathered in this study suggest that this concern may be somewhat exaggerated, and earlier studies indicating that librarians have trouble achieving tenure or promotion because of an overemphasis on research and publication may overstate the

problem.³⁸ It is true that librarians at faculty status institutions are evaluated on research and publication, but there is nothing to indicate that there is an undue emphasis on this activity. More than two-thirds (87, or 70%) of institutions with faculty status do not require that librarians publish, and a small number of these (19, or 16%) do not review publication activity. Librarians are encouraged to publish (according to 88, or 70%, of the faculty status institutions) and it is considered in the evaluation process, but publication is only one among several factors. In addition, although publication may be associated with faculty status, many librarians who do not have faculty status are also expected to publish. A majority (86, or 65%) of the professional status institutions evaluate research and publication, although only a few (16, or 11.7%) actually require it. These data do not indicate that publication requirements represent major impediments to academic librarians seeking tenure or promotion. Furthermore, publication activity is not reserved for faculty status institutions. Publication appears to be gaining acceptance among librarians at all types of institutions, but it is not universally recognized. The concern expressed by many librarians that research and publication are over-emphasized and are attributes of faculty status is not completely supported by the current research.

Future research should move beyond the faculty/nonfaculty issue to examine other factors influencing tenure and promotion decisions. Not all faculty are the same, and their diversity may be attributed to the institutions and academic disciplines to which they belong. In an important study, Burton Clark notes that the 50 state systems of higher education and the 1,500 private institutions are not coordinated, with the result that "the evolution of the professorate's institutional setting has an unplanned logic born of the system itself."³⁹ This "unplanned logic" is reflected in institutional policies and procedures. Data gathered in the present study can, and should, be analyzed by type of control (public versus private) and by Carnegie classification to examine differences that might be attributable to the institutional level. Evaluation criteria are

different in large research universities than in small liberal arts colleges. Public and private institutions differ in their missions, which are reflected in institutional policies and practices. These differences should be as apparent in the evaluation of librarians as they are in the evaluation of other faculty.

Studies indicating that librarians have trouble achieving tenure or promotion because of an over-emphasis on research and publication may overstate the problem.

Even at a given institution, differences among faculty may be associated with their subject or discipline affiliations. For example, differences between faculty in the humanities and the sciences exist. On the one hand, a chemist at one university shares a professional identity with all chemists, whether associated with an academic institution or the industry. On the other hand, the chemist identifies with individuals in a specialty such as organic chemistry or biochemistry. Expectations and requirements in organic chemistry may be slightly different than those in biochemistry and are certainly different than those in sociology, English, or librarianship. Clark notes that "with the growth of specialization in the last century, the discipline has become everywhere an imposing, if not dominating, force in the working lives of the vast majority of academics."⁴⁰ Librarians function in academic, public, school, and special library settings. Each group has its own expectations of excellence and success. Academic librarians are still in the process of defining these professional expectations. How are academic librarians different from or similar to other librarians or other faculty? Criteria outlined in the ACRL Academic Status Committee's "Model Statement of Criteria and Procedures" and "Standards for Faculty Status" provide excellent general guidelines for librarians to establish their own criteria and to adapt these criteria to their particular institutions. Academic librarians need to acknowledge that they

are different than other faculty, just as history professors are different than engineering faculty. Almost half (118, or 48%) of the respondents to the question regarding similarity of criteria for librarians and other faculty stated that criteria were the same for both groups. Respondents with faculty status were even more positive, with almost three-fourths (89, or 73%) indicating that criteria were the same. One respondent wrote that the criteria differed in "the same sense as those [policies and procedures] applicable to faculty in Arts/Sciences, Law, Engineering, etc. differ. Each academic unit has specific requirements which amplify/expand general University guidelines." In any academic institution the broad criteria are the same for all faculty members, but the application of these criteria will differ somewhat for history faculty, chemistry fac-

ulty, and library faculty. Academic librarians are challenged to acknowledge and clarify these differences.

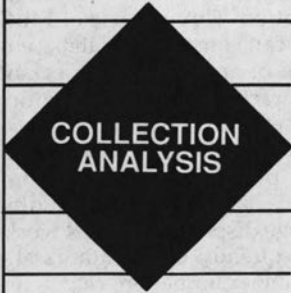
The results of the present study indicate that there are differences in evaluation practices between faculty status and non-faculty status institutions. Recognition of differences, however, does not imply a causal relationship, and further study should be performed to examine and identify other factors influencing this process. The role, function, and responsibilities of academic librarians have changed and will continue to change. With these changes comes the challenge to librarians to define their positions in the academic community and to develop guidelines for their profession. Librarians will be evaluated, and if the criteria are not defined by librarians, they will be defined by others.

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