Faculty Status, Tenure, and Professional Identity: A Pilot Study of Academic Librarians in New England

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abstract: Faculty status, tenure, and professional identity have been long-lasting issues for academic librarians for nearly forty years, yet there is little agreement on the benefits of faculty status. This paper examines faculty status and tenure for academic librarians and presents the results of a survey inquiry into professional identity, current and expected roles, views on faculty status and tenure, and personnel status of academic librarians in the New England area. The study affirms that 45 percent of the respondents have some combination of faculty status, tenure status, and faculty plus tenure status, and that 65 percent of academic librarians do not have tenure. While all academic librarians perceive strong professional development support, only those with faculty status and tenure (and librarians involved with new and emerging areas of study) see themselves having more career advancement and development opportunities. This research concludes that librarians’ professional identities are closely matched with five traditional roles. Four new or emerging roles, which may be referred to as “educator,” “teacher,” “information professional,” and “facilitator of learning,” reveal significant differences across personnel status.

Introduction

Everywhere in the world, the role of libraries and librarians is changing due to ubiquitous Internet and digital media. This observation is particularly true for academic libraries and librarians. By 2015, almost half of the currently working librarians in the United States are expected to retire as new librarians join the workforce. By 2015, almost half of the currently working librarians in the United States are expected to retire as new librarians join the workforce. By 2015, almost half of the currently working librarians in the United States are expected to retire as new librarians join the workforce. This

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A Pilot Study of Academic Librarians in New England

The conditions under which librarians are hired set the tone for their professional standing in academia, their comportment in the institution, and their treatment by academic colleagues.

academic librarians’ salary, position, and rank in the employing institution. If there is a faculty union, the librarians’ personnel status used by the human resources department as faculty rank may be different from the faculty union’s status. The library may use an entirely different classification, either by job title (such as systems librarian, technical
services librarian, and collection development librarian), and the librarians’ employing institution may use a different classification, for example, staff or faculty.

An academic librarian’s professional identity is demonstrated by roles performed, much like her or his counterpart in the teaching faculty. When an individual’s personnel status may be categorized in several ways and administrators may belong to a different union than librarians, the question arises whether academic librarians have secure and adequate support for their career advancement and professional development. Much of the needed collegial support for academic librarians may vary depending on their personnel status.

Librarians at an early stage in their careers need to understand the norms and expectations about academic status, which could be critical to success in matters of promotion and tenure. For mid-career librarians concerned about how to contribute to their institution while also thinking about being promoted accordingly, a firm understanding is needed to consolidate and promote the librarian’s objectives.

Literature Review

The misunderstanding of academic librarians’ identity and of librarianship itself goes back more than one hundred years. In 1878, H. A. Sawtelle articulated the intellectual role of librarianship and libraries in academia and proposed faculty status for librarians. Sawtelle asserted, “Librarianship ought not to be annexed to a professorship, but be a professorship itself.”8 For the last forty years, scholarly debates over faculty status and tenure issues, for and against, have appeared in library and information science literature. Unlike other professionals, such as medical doctors, lawyers, and accountants, librarians’ rank and academic status are not automatically recognized from one institution to another. Therefore, rank and status may not transfer from one institution to another. Considering the importance of career promotion and continuing employment status, such as tenure, throughout the career of an academic librarian, some librarians have longed for and sought roles and recognition comparable to those of their counterparts on the teaching faculty.

There is little in library and information science literature on the professional identity of academic librarians. The existing studies of professional identity are included in the realm of professionalism and faculty status and rank.9 Don Bosseau and Susan Martin refer to librarianship as an “accidental profession” that people adopt “while detouring from some other planned career.”10 This description implies that librarians lack a distinct professional identity in academe.

Academic librarians’ roles have been typically described as support activities, despite the Association of College and Research Libraries (ACRL) Joint Statement on Faculty Status of College and University Librarians, which outlines why academic librarians should hold faculty status and rank.11 Steven Bell observes that librarians are “grouped in with administrators or support staff—not instruction (faculty) staff,” even though they engage in “teaching” and “instruction” in a hallway, in a classroom, or at the frontline desk.12 This is true for academic librarians regardless of position and title as “professor.” Bell further laments the librarians’ identity conflict, saying, “All the things academic librarians do to contribute to student academic success, may have shed some
additional light on our role in the academy and the resolution of the identity conflict.” Michael Gordon Jackson notes that faculty and administrators perceive librarians to be service providers, not scholars, let alone true colleagues. He suggests librarians must become comfortable with research, theory building, and scholarly publishing to become true “librarian educators” and partners with faculty and administrators.13

Debate over the librarians’ role as teachers in information literacy efforts has stirred much debate. Pauline Wilson declares that any attempt by librarians to define themselves as teachers is doomed to failure owing to the gulf between the professional responsibilities of librarians and those of teaching faculty.14 In addition to the professional identity problems and lack of cohesive professionalism that academic librarians have experienced, modern librarians face the ambiguity of their educative role in teaching. The evolving roles of librarians become matters of concern as their role shifts to that of “information professional.”15 The role conflict experienced by academic librarians is compounded by the changing nature of their roles and responsibilities.

According to the 2011 ACRL Standards for Faculty Status for College and University Librarians, “librarians with faculty status” means librarians having both faculty status and tenure eligibility, as shown in the ACRL’s study.15 Faculty status entails for librarians the same rights and responsibilities given to other members of the faculty. The librarians should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. The ACRL also published in 2011 “Guidelines for Academic Librarians Without Faculty Status” to support the “rights, privileges, and responsibilities” of librarians employed by institutions that do not offer them faculty status.16

In 2008, Mary Bolin studied the status of librarians at land-grant universities, which receive federal support under the Morrill acts of the 1800s. She found the following: (1) 42 percent of librarians were considered professional, with no faculty status or tenure; (2) 28 percent held faculty status and tenure; (3) 10 percent held other academic ranks without tenure; and (4) 20 percent held tenure status only without faculty rank.17 Nathan Hosburgh examined librarians’ faculty status in 2011 and concluded, “All eight standards [the ACRL’s Standards for Faculty Status for College and University Librarians] are rarely seen implemented at any given institution.”18 Instead, he found various manifestations of faculty status across academic institutions in the United States. Shannon Cary’s 2001 study asked librarians about the conditions provided by each institution and reported that almost all libraries granted academic freedom, even though the respondents said that academic freedom was only partially granted.19 Additionally, librarians were gaining sabbatical leave and research funding equal to teaching faculty members on campus.

Dorita Bolger and Erin Smith studied the employment status of academic librarians in a survey of 125 liberal arts colleges. They concluded that the higher the tier assigned to the college in the annual ranking by U.S. News and World Report, a commonly used indicator of prestige, the less likely librarians were to hold faculty status and rank, the less likely they would have a formal review process, and the less likely they would have
access to research funds or be eligible to serve on faculty committees. Earlier research by Charles Lowry reported, “The oldest and largest research institutions are less likely to grant faculty status to librarians.”

The library director, dean, and vice president of academic affairs also play extremely important roles in the achievement and maintenance of a desirable professional identity. Comments from library administrators include that academic librarianship should be concerned with “service” and that “librarians are not teaching faculty.” The comments and studies from such researchers as Blaise Cronin, Karen Schneider, and Steve McKinzie indicate that library administrators oppose more than they support librarians’ quest for professional identity. A study by Bruce Kingma and Gillian McCombs examined the opportunity costs of faculty status for academic librarians and concludes that, whatever the benefits, faculty status is costly, though not uniquely so to library faculty.

For this study, the academic status classifications are grouped into four categories and renamed AL1 to AL4 to make it easier for reference throughout the analysis. For those librarians with faculty status only, without tenure (AL1), do they receive time off for research and scholarly pursuits as their teaching colleagues do? For those librarians with faculty and tenure status (AL2), do they have salary and benefit parity with their counterparts in teaching? If librarians have tenure status only (AL3), do they have access to research funding as their teaching faculty colleagues do? Lastly, do academic librarians with neither faculty status nor tenure status (AL4) have institutional governance participation, access to research funding, and sabbatical leave like other types of academic librarians? Additionally, a librarian’s status is not automatically transferrable across academic institutions, resulting in a considerable impact on a librarian’s career. This study aims to explore these issues.

**Purpose of the Study**

The purpose of this study is to explore professional identity, roles, and academic status for academic librarians in New England. The objectives are to describe the relationship between professional identity and the roles performed by academic librarians, specifically:

1. What is the professional status of academic librarians in the New England area?
2. How do librarians in New England describe and self-define their role professionally?
3. How are librarians’ expected roles defined and what are their expected roles?
4. What is the relationship between the academic librarians’ identity and roles?

The survey examines the ambiguous identity of academic librarians by exploring what they perceive their roles to be and how they carry out their roles and responsibilities. The study investigates whether library administrators and institutional administration support what academic librarians do and who librarians are and whether there are any differences in professional development and support for librarians according to their employment status.
Theoretical Frameworks

The conceptual framework of Robert Stones’s strong structuration theory (SST) and social identity theory (SIT) guided this study. Strong structuration theory holds that human behavior and social structures are intertwined. Moreover, human agency and social structure have a recursive relationship—that is, each influences the other, such that the repetition of the acts of individual agents reproduces the structure. SST explains that structure is both external (“out there”) as social structure and internal (“in here”) as embodied and enacted by people. Traditions, norms, moral codes, and customs strongly influence our behavior but then gradually change when we depart from, replace, or alter them.

Social identity theory says that people define themselves in terms of their membership in particular groups. Social identity is described by Richard Jenkins as “the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities.” In other words, identity can be explained, Jenkins says, as “our understanding of who we are and of who other people are, and, reciprocally, other people’s understanding of themselves and of others.”

Sabine Hotho proposes that SST combined with SIT can be used to analyze changing professionalism and professional boundaries. Judith Broady-Preston extends Hotho’s use of SST and SIT to explore the evolution of professions and professional identity in information science. Institutional employers have powerful influences on librarians’ lives, especially librarians’ identities, because what a librarian does and who the librarian is are situated in the larger social context. Librarians’ professional identity has shifted dramatically due to technological advancement and utilization in the academic library environment. Major drivers for change in the information profession in the twenty-first century may include social networking tools, content creation, and analysis. These changes are key themes in the professional identity challenges librarians face. An increasing focus not only on information literacy but also on data literacy by academic librarians working with biomedical scientists and social scientists has resulted in librarians changing their roles or their perception of their roles from traditional service providers to teachers and information professionals.

Methodology

A survey design was used to measure academic librarians’ attitudes and perceptions toward professional identity, role performance (current and expected), and views on faculty status and tenure in New England area academic libraries. The New England area was chosen for the pilot study in view of the large number of academic institutions and libraries in the area. The survey consisted of sixteen questions on professional identity, roles, research requirements, and views on faculty and tenure status with three
open-ended questions (see Appendix). The institutional research board (IRB) from the investigator’s institution approved the study. Survey participants were identified from the ACRL/New England Chapter (NEC) membership list. The ACRL/NEC board approved the survey, and the ACRL/NEC communications team posted the survey directly to members. Responses were delivered to the researcher.

The survey was sent via the Web to the membership of ACRL/NEC at the end of March 2012 with an e-mail invitation letter; the survey was open for three weeks. A reminder e-mail was sent in the third week of the survey period. The survey subjects comprised two categories: academic librarians and library administrators, including directors and deans.

Qualitative data analysis was applied for the three open-ended survey questions and narratives. An overview of keywords, data visualization, and a tag cloud—that is, a visual depiction of words that characterized the answers—were applied to ensure the completeness of qualitative analysis. The answers were downloaded from the survey and examined using NVivo 9 software tools, such as word analysis, word frequency, and word cluster. The analysis of the most frequently used words was done using line-by-line coding examination to ascertain the frequency of usage.

Findings

Participation in Survey

A total of 235 academic librarians and library administrators responded out of the 685 who received the survey, and 193 participants completed the survey. For the analysis, only the completed responses were counted and used. The survey yielded a 28 percent completed response rate. Forty-five percent (n = 87) of the participants had some combination of faculty status, tenure status, and faculty plus tenure status. This finding is similar to the pattern of a national study by the Association of Research Libraries (ARL) in which 44 percent of librarians had faculty status.

Gender, Ethnicity, and Work Experience

Seventy-four percent (n = 143) of the respondents were female, and 26 percent (n = 50) were male. Fifty-five percent (n = 107) held positions at private institutions. The ethnicity of the respondents was 94 percent white, with 6 percent from minority groups, consisting of 1 percent Asian (n = 2), 1 percent Latino (n = 2), 1 percent African American (n = 1), and 3 percent (n = 6) mixed heritage. The demographics represented a seasoned population in terms of their work experience. Only 11 percent (n = 23) had worked as academic librarians for three years or less; the majority of the respondents were veteran librarians, with 26 percent (n = 50) having “21 years or more” of experience working at libraries in institutions of higher education. Regarding professional library experience, almost half of the respondents (48 percent, n = 92) had worked at only one library, whereas 2
percent (n = 4) had experience in more than four institutions. Two-thirds (n = 135) of the respondents had either no or one prior full-time library position.

Educational Background

The degrees held by the respondents were 13 percent (n = 24) doctoral degrees; 47 percent (n = 91) an additional or second master’s degree; and 49 percent (n = 95) a master’s degree in library and information science. AL4 librarians had the most advanced degrees beyond the master’s, followed by AL2 and AL3 librarians. Four times more female library administrators (36 percent, n = 8) had doctoral degrees than their male counterparts (9 percent, n = 1). Among academic librarians, male librarians (20 percent, n = 10) reported having doctoral degrees twice as often as did female librarians (10 percent, n = 14).

Professional Identity

In response to the question about professional identity—“How do you identity yourself at a conference?”—the most frequently cited professional identities were “reference librarian” (34 percent, n = 67), “instruction librarian” (20 percent, n = 40), and “other” (19 percent, n = 37). “Other” included digital services librarians, scholarly communication librarians, digital initiatives librarians, and the like. Most academic librarians reported two professional identities. Figure 1 shows the distribution of professional identities selected by librarian respondents.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Attributes</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support</td>
<td>Public</td>
<td>85</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>107</td>
<td>55%</td>
</tr>
<tr>
<td>Academic status</td>
<td>Faculty status only (AL1)</td>
<td>17</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Faculty status and tenure (AL2)</td>
<td>47</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Tenure status only (AL3)</td>
<td>22</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Professional status only (AL4)</td>
<td>107</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Dual tracks (AL5)</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Gender (n = 193)</td>
<td>Men</td>
<td>50</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>143</td>
<td>74%</td>
</tr>
<tr>
<td>Education</td>
<td>MLS only</td>
<td>95</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>Second masters’ degree</td>
<td>91</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>JD, EdD, or PhD</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Prior library experience</td>
<td>None</td>
<td>92</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>1 position</td>
<td>43</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>2 to 4 positions</td>
<td>54</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>More than 4 positions</td>
<td>4</td>
<td>2%</td>
</tr>
</tbody>
</table>
Survey participants were given the opportunity to further explain their responses; 80 percent of the participants who completed the survey provided a response to the question, “How do you describe your professional work to your family members or someone from outside the academic librarian profession?” One group described what a librarian is, and the other what a librarian does. Table 2 summarizes the responses.

### Table 2.
Self-defined professional identity

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number</th>
<th>Professional identity narrative examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>127</td>
<td>Described their identity in terms of what they do as “I manage, plan, and run the library . . .” “I teach, help students and faculty to do . . .” The words used were: I work with, I help, I buy or purchase books, I manage, I provide research assistance, I decide what books to purchase, I support, I teach or instruct faculty and students . . . coordinate.</td>
</tr>
<tr>
<td>35%</td>
<td>77</td>
<td>Identified their professional identity with a statement of “I am . . .” or “I am in charge of” or “I am an academic librarian.”</td>
</tr>
<tr>
<td>6%</td>
<td>14</td>
<td>Expressed ambivalence in self-identification of professional identity.</td>
</tr>
</tbody>
</table>
Table 3.
Ambivalence of academic librarians’ professional identity narratives

“People within academic usually have a grasp of the scope of my job. People outside academia may have an inkling of the changes taking place in libraries (e-books, Kindle, etc.) but few people in either domain are very much aware of the fundamental changes taking place in the library as a place, as a purveyor of content, and as a teaching/learning center.”

“Because all my family members are big library users and because I have worked together with them on various information-oriented projects, I find that I don’t have to do much explaining. I believe that library and librarian marketing has a long way to go. I think it is often poorly articulated and/or misunderstood—particularly by nonlibrary users.”

“I usually say, vaguely, that my work is technical, and behind the scenes. I did some of the software installs at my previous job, so sometimes I mention that. That way, they don’t engage me in discussions about checking out books or the latest thing they’ve read. I also say it’s somewhat specialized, and uses some of the several languages I’ve studied. When I was briefly unemployed one of my neighbors was convinced I needed to get a job at a bookstore. He even brought me a book about a woman who worked in one. It was exceedingly difficult for him to understand that this didn’t really relate to what I did for a living. I don’t think he ever really understood, actually. Even my older brother, who’s a publisher, has a pretty limited idea of my work.”

The self-described narratives in response to the question “How do you describe your professional work to your family members or someone from outside the academic librarian profession?” further clarified respondents’ ambivalence regarding their professional identity.

Primary Roles

In response to the question about primary role and responsibility, academic librarians reported, on average, performing 6.6 roles out of a possible 17 roles. Their primary responsibilities fell into five main areas: (1) reference, 65 percent; (2) instruction and teaching, 62 percent; (3) collection development, 60 percent; (4) outreach, 57 percent; and (5) subject specialty within an academic discipline, 51 percent. These responses were consistent across all academic statuses.
cataloging, 16 percent. Looking at primary roles by academic librarians, they reported their traditional functional responsibilities as library instruction, reference, cataloging, and collection development. Library administrators and academic librarians intersected in four primary roles: innovation, outreach activities, research and scholarship, and facilitator of learning.

**Expected Roles**

On the question “Which of the following roles are you expected to play in your current position on a regular basis?” survey participants reported that they performed, on average, 7.7 out of 16 different roles, slightly higher than the number of primary roles performed. Compared with primary responsibilities, librarians in the New England region viewed their five highest expected roles as (1) information professional (74 percent, n = 146), (2) educator (64 percent, n = 126), (3) reference (64 percent, n = 125), (4) instruction (62 percent, n = 121), and (5) collection development (59 percent, n = 116).

Figure 3 shows the expected roles of academic librarians. Respondents revealed that a number of new roles are expected of them in addition to their traditional responsibilities. Two new roles, “information professional” and “educator,” emerged as the two predominant roles expected of a librarian on a regular basis. In the “other” category, respondents reported new or emerging roles in digital initiatives, data analysis, and digital services. In addition, the role of “facilitator of learning” (54 percent, n = 105) was identified and notable.
An examination of the primary roles and expected roles according to the respondents' employment status revealed the following:

AL1 librarians: information professional (82 percent); instruction and reference (71 percent); educator, teacher (65 percent); and outreach, collection development, facilitator of learning (53 percent).

AL2 librarians: information professional (72 percent), educator (64 percent), reference/collection development (62 percent), and subject specialist and facilitator of learning (60 percent).

AL3 librarians: reference, collection development, educator (68 percent respectively), information professional (64 percent), and instruction/research consultancy (59 percent).

AL4 librarians: information professional (76 percent), educator (64 percent), instructor and reference (63 percent), collection development and subject specialist (62 percent), and outreach (58 percent).

The highest percentages of academic librarians adopting new and emerging roles in technology implementation and innovation were in AL2 (47 percent and 53 percent, respectively) and AL4 (39 percent and 53 percent) librarians. AL3 librarians reflected the lowest percentages (12 percent and 24 percent). AL2 librarians reported being facilitator of learning twice as frequently as AL3. AL2 reported this role at the highest rate, 59 percent, with AL4 41 percent and AL1 31 percent. AL3 librarians at 29 percent came in the lowest.

For research and scholarship roles, all types of librarians showed a similar distribution pattern. The highest percentages were reported by AL2 and AL4 (59 percent, 49 percent). Relatively lower percentages were from AL1 and AL3 librarians (42 percent, 41 percent).
For library staff education, the highest score was among AL4 librarians at 46 percent. The next highest rank went to AL1 and AL2 with 41 percent. The lowest were AL3 librarians with 18 percent.

A similar pattern in innovation and technology implementation was noted. AL3 librarians reported 18 percent, the lowest. AL1, AL2, AL4 came in at 42 percent, 41 percent, and 46 percent, respectively.

**Career Opportunities**

Forty-two percent \((n = 83)\) of respondents reported that they “disagreed or strongly disagreed” with the statement that “there is much career advancement opportunity.” Further breakdown by personnel status is as follows: AL4 librarians at 46 percent \((n = 49)\), AL2 40 percent \((n = 19)\), AL3 36 percent \((n = 8)\), and AL1 29 percent \((n = 5)\). Only 31 percent \((n = 61)\) of librarians “strongly agreed or somewhat agreed” with the statement, and 27 percent \((n = 52)\) provided a neutral response. By personnel status, 36 percent of all AL2 and AL3 librarians agreed with the statement, above the average of 31 percent. Thirty percent of AL4 librarians agreed, as did 24 percent of AL1.

On primary role identification, those who self-identified as “library administrators (LA),” “professor,” or “other”—a category that included new and emerging roles in management, digital services, and scholarly resources librarianship—“agreed” or “strongly agreed” that “there is much career advancement opportunity.”

**Professional Development Support**

Support for professional development was affirmed by an average of 85 percent in the “strongly agree” or “somewhat agree” categories. The variance in academic status was minimal, with all responses falling in the range of 82 to 91 percent.

**Academic Status**

The majority of respondents (54 percent) had professional or administrative status only; 24 percent had full faculty status and tenure; 11 percent had tenure status only, without faculty status; and 9 percent had faculty status only. For this study, dual status was not counted separately because it was essentially absorbed among AL1 to AL4. However, dual status remains a distinctive academic or employment situation available in New England higher education and academic libraries.

**Faculty Status and Tenure**

Academic librarians’ view on faculty and tenure status reflected the following as “extremely important” or “very important”: 54 percent for faculty status; 43 percent for tenure status; 41 percent for both faculty and tenure status. The neutral responses of 31
Figure 4. Professional development and career advancement opportunities

Figure 5. Support for professional development activities

Figure 6. Academic status of New England area college and university librarians
percent, 36 percent, and 38 percent for the respective categories were not as pronounced as library administrators’ view on the same question, where the neutral response to faculty status and tenure was nearly two-thirds (65 percent) of the total.

Library Administrators’ Views on Faculty Status and Tenure

The library administrators’ views on faculty status and tenure can be summarized as follows: the percentage of “neutral” responses increased from 39 percent for faculty status, to 58 percent for tenure status, to 65 percent for faculty and tenure status. In contrast, there was a decreasing percentage of “support” of 42 percent for faculty status, 23 percent for tenure status, and 19 percent for faculty and tenure status.

Requirements for Research

In response to a question about whether research seemed to be required for promotion and tenure, 8 percent (n = 15) of the respondents answered that research was required. Slightly less than half of 48 percent (n = 93) indicated that research was not encouraged at all, whereas 44 percent (n = 85) responded that research was encouraged on their campuses.

Slightly less than half of 48 percent (n = 93) indicated that research was not encouraged at all, whereas 44 percent (n = 85) responded that research was encouraged on their campuses.
A closer look by academic status reveals different pictures: two-thirds (67 percent) of AL2 librarians with both faculty status and tenure and 20 percent of AL1 Librarians with faculty status only responded that research is required. None of the AL3 librarians responded that research is required. Although research was not required for all academic librarians, respondents reported that research was encouraged in the order of highest to lowest as follows: AL4, 51 percent (n = 43); AL2, 27 percent (n = 23); AL3, 12 percent (n = 10); and AL1, 11 percent (n = 9). The data show that research was more encouraged for AL4 librarians with no faculty status and tenure than for librarians with faculty status and tenure.

Importance of Faculty Status and Tenure Attributes

Out of nine attributes of faculty status and tenure, three were identified as “extremely important” or “very important,” in this order: protection of academic freedom (85 percent), participation in faculty governance structure (75 percent), and salary and benefits compatibility (72 percent). On “access to research funds,” “eligibility for sabbatical leave,” and “have tenure system,” nearly twice (76 percent) as many librarians with faculty status and tenure indicated that access to research funding was important, compared to 37 percent of AL4 librarians. Faculty status and tenure librarians revealed three times more than AL4 librarians that “eligibility for sabbatical leave” was important. Over five times (77 percent) more faculty status and tenure librarians responded about the importance of the tenure system, compared to 15 percent of AL4 librarians.

Three open-ended questions were asked. The question “What change would improve your work situation?” revealed some emerging themes and identified some issues, including technology impact, stress associated with the expansion of a librarian’s role, need for library reorganization, infrastructure improvement, and leadership in action. According to the word analysis, the most frequently used word was more. It appeared sixty-eight times in relation to these themes: “more support,” “more time,” and “better relationships.” In particular, the theme of “more support” clustered around the words “information technology,” “faculty collaboration,” and “interesting project.”
In response to the open-ended question “What influenced you to get engaged in professional activities?” the following themes were identified, in order of frequency: (1) “self-motivated, curious, and interested,” (2) “learning opportunities, continuing education, and stay current,” (3) career goals for promotion and tenure. A small percentage of respondents described encouragement and support from the library and the institution, including mentor support.

Discussion and Conclusions

The survey results indicated that 45 percent of the institutions of higher education in the New England area offer academic librarians professional identity with faculty status only, faculty status and tenure, or tenure status. A similar pattern was noted in the ARL study by Deborah Lee, in which 44 percent of ARL member academic librarians have full faculty and tenure status. Mary Bolin’s study on librarian status at U.S. research universities found that 62 percent have faculty status, leaving 38 percent with only professional status.
Table 4.
Word analysis on *more*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Word clusters</th>
<th>Frequency</th>
<th>Desired outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>technology, tech savvy staff, information technology, conferences and training, faculty collaboration, interesting project</td>
<td>26</td>
<td>More integrated support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>More coordinated support from the IT department</td>
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<td></td>
<td></td>
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<td>More IT support</td>
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<td></td>
<td></td>
<td></td>
<td>More library technology support</td>
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<td>More support on a policy level on institutional repository</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>More support from faculty and collaboration; getting faculty to see us as colleagues, not as a service provider</td>
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<td></td>
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<td></td>
<td>Emerging technology experiment</td>
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<td></td>
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<td>More access to mobile technology</td>
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<td></td>
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<td></td>
<td>More guidance in creating surveys</td>
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<td></td>
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<td></td>
<td>More say in what kind of technology</td>
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<td></td>
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<td></td>
<td>More control over library Web site</td>
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<td>More integration of the various tools and make accessible</td>
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<td></td>
<td>More supportive, less intrusive</td>
</tr>
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<td></td>
<td>More support for change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Library leadership in action</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>More technical support for software issues, uploading ...</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Better relationships</td>
<td>Colleagues, administrator, intradepartmental</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Interesting project, getting involved in decision making</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Effective teaching</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>Skills, new knowledge</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Outreach</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

More time to plan, innovate the instruction program
Library team involvement
Better decision making
More opportunity for professional development
More active teaching
More equitable division of work responsibilities
Digital initiatives, digital archiving
More outreach
This survey indicates that 65 percent of academic librarians do not have tenure, which confirms the national survey of nontenure track positions accounting for 68 percent of all faculty appointments in American higher education. The results also suggest that the dual status of academic librarians is an often overlooked employment status. The majority of top-ranking private institutions typically favor the administrative or professional model of appointment for academic librarians in contrast to faculty status, tenure only status, or faculty and tenure status.33

The most frequently cited professional identities were reference librarian, instruction librarian, librarians with academic discipline responsibilities, and library administrator. Professional identity representation as “cataloging librarian” ranked lowest at 6 percent, just above the roles of “professor” and “scholarly communications librarian.” These low responses were below that of library administrator. Why were the ACRL/NEC cataloging librarians’ responses so low? This may be attributed to the fact that some cataloging librarians’ job titles were reported in their self-definition as metadata librarian, data management librarian, or data service librarian. The role of catalogers is changing to meet new demands. Many libraries are redefining the role of catalogers for themselves, trying to fill other needs.35 For example, AL2 and AL4 institutions and librarians used the “other” category to self-describe their professional identity as “metadata librarian,” “data management librarian,” “data service librarian,” or “digital initiative librarian.”

A distinctive expected role as “information professional” for academic librarians has emerged from the study. Most notably, AL1, AL2, and AL4 librarians indicated “information professional” as their most expected role. Only AL3 librarians differed from the rest in not selecting “information professional” as their primary expected role. The next expected role as “educator” consistently ranked second for all types of institutions and libraries. The expected roles of academic librarians differ across all personnel statuses.

Librarians’ views on career advancement opportunities were not as optimistic as those of library administrators, despite strong professional development support from the library and the institution.

On faculty status and tenure for academic librarians, library administrators and librarians held contrasting views. Library administrators reported a high percentage of being “neutral” or “against” tenure and faculty status and tenure. In contrast, librarians showed the importance of having faculty status and tenure with greater responses in the “extremely important” and “very important” categories.
Librarians’ views on career advancement opportunities were not as optimistic as those of library administrators, despite strong professional development support from the library and the institution. Library administrators may have a stronger career advancement outlook than academic librarians because administrators may have reached their peak while librarians are still climbing their career ladder. This differential gap between library administrators and librarians may be based on their lifetime work experience and their educational background. More library administrators than librarians held advanced doctoral degrees.

It is worth mentioning that some librarians do not want to move onto the library administrator’s career ladder even though they know that it is a clear option for professional advancement. Some librarians choose not to work at institutions that have faculty status or tenure to avoid the promotion and tenure process with peer review. Janet Swan Hill reported in 2005 that not all librarians are cut out for faculty status and rigorous tenure standards. If they are not, she concluded, or if they do not enjoy what is required, librarians should seek career opportunities elsewhere. Only a handful of institutions offer dual status for academic librarians who want nontenured faculty options. These factors may contribute to the lack of career flexibility and movement for academic librarians.

On the topic of equity of salaries and benefits for academic librarians, research on salaries and benefits indicates that they actually accrue from unionization, not faculty status per se. Irrespective of their own academic status, respondents prioritized and reported the following three attributes as important: “the protection of academic freedom”; “librarian’s participation in the governance structure”; and “salaries and benefits equal to the teaching faculty.” These priorities not only imply that, as Todd Gilman says, “The ability to participate in campus governance alongside professors makes librarians feel as though librarians are truly integral to the direction, policy formulation, and fabric of the parent institution,” but also show that collegiality in action matters to academic librarians. Only AL3 librarians indicated a higher importance of salary and benefits compatibility over participation in the faculty governance structure. Contrary to our belief that the faculty status and tenure librarians would have more commonalities, the responses from AL1, AL2, and AL4 librarians exhibited a similar pattern with a varying degree of importance for all three attributes.

The above response is notable considering that the majority of respondents are AL4 librarians with nonfaculty status and tenure identity. The responses from two opposing academic statuses, one having full faculty status and tenure (AL2) and the other having nonfaculty status and tenure (AL4), had more in common than that of faculty status and tenure librarians in the areas of “technology implementation” and “innovation” of their expected roles. This result may reflect the institutional employer’s power and influence over what a librarian is and what a library does according to the theoretical framework of strong structuration theory.

It seems clear that the recursive relationships between academic librarians and library administrators and between the library and academics establish that librarians are bound by the norms, moral codes, and established practices in their own institutions. Furthermore, the library director, dean, and vice president of academic affairs play extremely important roles either to enhance or to hinder efforts to achieve and maintain
the desirable faculty status and tenure or professional and administrative status for academic librarians.

The expansion of librarians’ roles, particularly in the new area of digital scholarship and collections, has resulted in stress in the workplace. It would seem that librarians are experiencing anxiety and not demonstrating leadership in embracing these new and emerging roles in a timely fashion. AL3 librarians said their status was least affected by technology. It is possible that AL3 librarians are behind the curve of technology innovation since they are tenured and not pressured to take on new challenges. Their status may also have been impacted by the institutional and library organization leadership and direction-setting.

At the same time, some librarians find it difficult to initiate a new project given the current environment, which is characterized as a machinelike bureaucracy in which basic, standardized tasks take priority. Fleming-May and Douglass argue:

Communicating the needs and contributions of the academic library to university level administrators is left to the library dean or director. As the concerns and priorities of higher education institutions shift and change, it is imperative that all academic librarians be given a voice and recognition that they, too, are partners in the academic enterprise.

Qualitative data analysis suggests that lack of leadership on the part of library administrators may affect information technology related support, integration, and training to improve librarians’ work environments. The major themes related to improving the work environment clustered mainly in the areas of integration, involvement in decision making, and coordination. Ironically, library administrators noted similar themes in information technology related support and intradepartmental support.

In summary, the following practical implications are drawn from this study:

Professional identity is highly contextualized depending on where one works. This survey identified the dominant professional identity of academic librarians in New England as professional/administrative status without faculty status and tenure. Fifty-five percent of the respondents belonged to this category. A significant relationship was found between librarians’ educational background and their academic status. For example, AL4 librarians held more advanced degrees beyond the required masters in library science. Combined with the general higher academic reputation of AL4 librarians, their institutions offer neither faculty status nor tenure status for librarians. This suggests that the librarian’s professional identity may be related to the structures of universities and university libraries.
The identity of academic librarians is defined by and enmeshed in their current roles. Across all academic statuses, many librarians defined their professional identities in a traditional manner. The most frequently cited professional identities were reference librarian, instruction librarian, librarians with academic discipline responsibilities, and library administrator. Notably, cataloging librarians employed where digital collections are active report their professional identity has been changed to “metadata librarian,” “data management librarian,” and “digital initiatives librarian.”

The new professional roles as information professionals, educators, facilitators of learning, and teachers are challenging because academic librarians are still fulfilling the traditional roles of reference, instruction, outreach, subject specialist, and collection development work. It is estimated that an average academic librarian has four emerging roles added to the traditional roles, resulting in a combined seven to eight role assignments per librarian. The emerging roles are typically related to a technology base in the digital era of today’s academic library. Keeping up with traditional roles and duties limits ability to adapt changes in the library. This relationship leaves little room to embrace any new and emerging roles in the coming years without support or intervention from library and institutional administrators. Academic librarians’ tight connection between professional identity and their current roles and an inability for some librarians to initiate new projects are challenges that might not resolve by themselves. A recent Ithaka study on the changing roles of the library stated, “The library must evolve to meet these changing needs. To do so effectively requires awareness of how faculty members evaluate different existing library roles and react to potential changes in library services.” Otherwise, the challenges of identity and role ambiguity of our profession will further develop and prevail.

For new and early career librarians, it is important to understand the underpinning structure, namely librarians’ employment status beyond the job title, duties, and responsibilities. To manage career development strategically, it is imperative to examine what is required to be a successful academic librarian and to develop career plans accordingly. The salary compensation and overall benefits, including research funding and sabbatical, cannot be completely understood without understanding the employment framework of where academic librarians work. Professional roles and identity build a career and facilitate mutual support and reciprocity from the library and its employing institution. The preliminary findings of this study enhance our knowledge about the critical interplay of professional identity, role performance, and employment status.
Limitations and Suggestions for Future Study

There is no way of gauging the accuracy of institutional standards since the professional identity, primary roles and responsibilities, and expected roles were self-reported. Follow-up research on academic status may lead to a seminal study in terms of structural analysis. In addition, a comparative study of the library administrator and academic librarians on the same questions (research requirements, faculty status and tenure issues, professional development opportunities, and career development) may bring practical insights to bridge the gaps in our understanding.

Acknowledgments

This research project was carried out with support from the author’s university and library. Special thanks to the people who guided and encouraged me to the completion of this paper: first, to those anonymous reviewers who provided invaluable feedback and to the individual librarians participating in this study for their time and contributions. The author would like to gratefully acknowledge Jim Freedman, Dr. Sharon Weiner, Tony Greiner, Dr. Mark Shelton, Lisa Palmer, Dr. Ruth Remington, and Dr. Michael Wong-Russell for their time, insight, and expertise.

Shin Freedman is a librarian and head of acquisitions and serials at Framingham State University Library in Framingham, MA; she may be reached by e-mail at: sfreedman@framingham.edu.

Appendix

Survey Instrument

Questions About Librarians: Our Identity, Role Performance, and Professional Status*

Dear Colleague,

This study, Questions About Academic Librarians, attempts to collect information on academic librarians’ professional identity, role performance, and professional status—which seeks to understand whether a relationship exists between the professional status of librarians and their professional identity and what influence the relationship would have on the role(s) we carry out as academic librarians. You are receiving this e-mail because you’re engaged in professional, scholarly, and research work and you work full-time as an academic librarian. If these assumptions are correct and if you choose to participate, please read on and complete the survey. The survey will take you about 10–12 minutes for completion. Your participation is voluntary and there are no consequences associated with not participating in this study. A participant may withdraw from the survey at any time without penalty. There is no known risk to participating in this study. Your responses will be strictly anonymous. All information will be confidential. You will not be identified in any report on this study. Data gathered will be presented without identifying information. The collected data will be kept in a secured locked file cabinet in my office drawer until it is destroyed by the principal investigator. There is no direct benefit for the survey participants. However, there is a more general benefit to the
profession by learning more about the relationship of professional identity to academic librarians’ roles and academic status. Your response will help us better understand the ecology of the workplace for academic librarians, and may contribute to facilitating professional development of academic librarians. If you have any questions about the study or procedures, please feel free to contact Shin Freedman, principal investigator, associate librarian, at Framingham State University. Shin Freedman may be contacted sfreedman@framingham.edu or call 508.626.4666. Should you have questions regarding your rights as a participant, please contact the Institutional Review Board (IRB) at Framingham State University, Jonathan Lee, Jlee8@framingham.edu or 508.626.4697.

I have read this document and wish to participate in this research.

☐ Yes
☐ No

How do you identify yourself professionally at a conference or on campus?

☐ Library director, dean, university librarian, associate director, administrator
☐ Collection development librarian/coordinator
☐ Serials/periodical librarian
☐ Reference librarian
☐ Instruction librarian/coordinator
☐ Circulation/access service librarian
☐ Electronic resources librarian
☐ Archivist/preservationist/special collections librarian
☐ Cataloging librarian
☐ Outreach librarian/coordinator
☐ Librarian with academic discipline responsibility
☐ Scholarly resources librarian
☐ Research consultant
☐ Professor
☐ Other ____________________

How do you describe your professional work to your family members or someone from outside the academic librarian profession?

Which of the following areas is part of your responsibility? (Please check all that apply)

☐ Library Web site management
☐ Library staff education
☐ Electronic resources management
☐ Facilitator of learning
☐ Technology implementation
☐ Innovation
☐ Research and scholarship
- Budget and business management
- Library administration
- Outreach activities
- Subject specialty
- Collection development
- Reference construction and teaching
- Circulation and access
- Library inss services
- Cataloging
- Other: ________________

How important are these attributes of employment status to you?

Which of the following roles are you expected to play in your current position on a regular basis? (Please check all that apply)

- Information professional
- Educator
- Teacher
- Facilitator of learning
- Technologist
- Innovator
- Research consultant
- Business manager
- Library administrator
- Outreach
- Subject specialist
- Collection development
- Reference
- Instruction
- Circulation services
- Cataloging
- Other: ________________

What change (in information technology, roles, tools) would help you do your role better? Please describe.
Please respond to the following statements about your professional role.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is much information sharing among librarians in the library.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Interdepartmental activities function in a collegial manner.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Professional development activities are supported in the library.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>There is much career advancement opportunity.</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
</tbody>
</table>

What type of academic librarian status do you have in your institution?
- ❑ Faculty status only, no tenure
- ❑ Faculty status and tenure
- ❑ Tenure status only, no faculty status
- ❑ Professional status, no faculty; no tenure
- ❑ Dual track: faculty status or professional

How important is it to have faculty status for an academic librarian? (Please answer even if your current institution may not offer this faculty status.)

<table>
<thead>
<tr>
<th>Extremely important</th>
<th>Very important</th>
<th>Neither important nor unimportant</th>
<th>Very unimportant</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty status</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Tenure status</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
<tr>
<td>Faculty status and tenure</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
<td>❍</td>
</tr>
</tbody>
</table>
How important are these attributes of employment status to you?

<table>
<thead>
<tr>
<th></th>
<th>Extremely important</th>
<th>Very important</th>
<th>Neither important nor unimportant</th>
<th>Very unimportant</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of academic freedom</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Eligibility for sabbatical leave</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Access to research funds</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Have a governance structure similar to other faculties on campus</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Have tenure system</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Participation in the governance of the institution</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Promoted through peer review system</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Salary scale, benefits, and appointment periods are comparable to the teaching faculty</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Assigned to professional responsibilities only</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Are you required to pursue research in your current position?

- [ ] Yes, it is required
- [ ] Yes, it is encouraged
- [ ] No, not encouraged at all

How often have you been engaged in the following professional activities in the last 3 years?

<table>
<thead>
<tr>
<th></th>
<th>More than 20</th>
<th>13 to 20</th>
<th>7 to 12</th>
<th>1 to 6</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus activities</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>(workshops,</td>
<td></td>
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<td></td>
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<tr>
<td>colloquiums, seminars . . .)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Local professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>meetings</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Regional professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International professional activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What influenced you to get engaged in professional activities?

What is your view on the academic status of a librarian?

<table>
<thead>
<tr>
<th></th>
<th>Support</th>
<th>Neutral</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty status and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tenure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you’re a library administrator, do you have faculty status?

- [ ] Yes
- [ ] No

If you’re a library administrator, do you have tenure?

- [ ] Yes
- [ ] No

In what type of academic library do you work?

- [ ] Public
- [ ] Private
- [ ] Other ____________________
How long have you been an academic librarian?

- 0–3 years
- 4–7 years
- 8–12 years
- 13–20 years
- 21 or more years

How long have you worked in your current position?

- Up to 3 years
- 4–7 years
- 8–12 years
- 13–20 years
- 21 years or more

What is your gender?

- Male
- Female

What additional graduate or doctoral degree(s) do you have besides the MLS? (Check all that apply)

- Second master’s degree
- EdD
- PhD
- None
- JD
- Other ____________________

What is your ethnic background?

- African American/Black
- Asian American/Pacific Islander
- American Indian
- Latino/Latina/Hispanic
- White/Caucasian
- Mixed heritage

In how many academic libraries have you worked prior to your current institution? (Please include full-time academic librarian experience only)

- None
- 1
- 2 to 4
- More than 4
Notes

2. The Association of College and Research Libraries (ACRL) partnered with the American Association of University Professors (AAUP) and the Association of American Colleges (later renamed the Association of American Colleges and Universities) to release a Joint Statement on Faculty Status of College and University Librarians in 1972.
11. ACRL, AACU, and AAUP, “Joint Statement on Faculty Status of College and University Librarians” (2012). In 2012, the three organizations updated the rationale for awarding librarians faculty status.
   a. Librarians perform professional responsibilities.
   b. Librarians have an academic form of governance for the library faculty.
   c. Librarians have equal representation in all college or university governance.
   d. Librarians receive compensation comparable to that of other faculty.
   e. Librarians are covered by tenure policies.
   f. Librarians are promoted in rank based on a peer review system.
   g. Librarians are eligible for sabbatical and other leaves in addition to research funds.
   h. Librarians have the same academic freedom protections as other faculty.


30. The New England area has 237 higher education institutions in six states (comprising Connecticut, 45; Massachusetts, 106; Maine, 29; New Hampshire, 27; Rhode Island, 11; and Vermont, 19); according to the 2012 Directory of New England Colleges and Costs, http://www.collegecalc.org/colleges/new-england/.


37. The dual status for librarians is offered in the following institutions: University of Oklahoma, University of Alaska Anchorage, and University of North Carolina at Charlotte.


