

Tenure, Faculty Status, and Law Librarians - A Bibliography

Prepared by Members of the
AALL ALL-SIS Continuing Status/Tenure (CST) Committee

<http://www.aallnet.org/sis/allsis/cst/>

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(Key to CST Abstract writers follows the Bibliography)

Articles Specifically on Law Librarians and Tenure and/or Status

_____ *Status of Academic Law Librarians*, 73 *Law Libr. J.* 882 (1980) (panel discussion)

From a program at the 73rd AALL Annual meeting, this panel discussion started with a presentation about the librarians at SUNY Buffalo. A second speaker discussed faculty status and tenure in general, and a third presented the results of a survey aimed specifically at non-director law librarians. Of the 145 academic law libraries surveyed, 35 of the 99 responses (35%) indicated that non-director law librarians had “faculty status or rank” and 32 of 101 responses (32% - not every survey responder answered every question) were eligible for tenure. (BH)

_____, *Proceedings of the 80th Annual Meeting of the American Association of the Law Librarians Held in Chicago, Illinois; Business Sessions, July 6-8, 1987*, 79 *Law Libr. J.* 791 (1987)

At pages 831 to 833 a resolution in support of tenure (or a “form of security of position reasonably similar to tenure”) is introduced, briefly discussed, and adopted by the Academic Law Libraries SIS. (BH)

John B. Attanasio, *The Research Librarian in the Educational Mission of the Law School*, 81 *Law Libr. J.* 143 (1989)

Abstract/summary needed.

James F. Bailey & Mathew F. Dee, *Law School Libraries: Survey Relating to Autonomy and Faculty Status*, 67 *Law Libr. J.* 3 (1974)

A survey dealing with librarian status and the autonomy (or lack thereof) of law libraries was distributed to the 151 head law librarians listed in the 1972 AALS Directory of Law Teachers. Of the 133 responses, 115 (86%) of directors had faculty status and tenure-track positions and 36 (27%) indicated that the non-director law librarians at their institutions also had faculty status and tenure-track positions. (BH)

James F. Bailey and Oscar M. Trelles, *Autonomy, Librarian Status and Librarian Tenure in law School Libraries: The State of the Art, 1978*, 71 *Law Libr. J.* 425 (1978).

LISA Abstract: Gives an account of the progress and results of a survey of law school libraries carried out in 1973. Describes an updating survey undertaken in 1978 and analyses in great detail the questions and answers from both parts of the questionnaire, the first on the subject of the autonomy of law libraries and the second on that of the faculty status of law librarians. Includes representative comments from the completed questionnaires as well as statistical analysis. Identifies a strong recent trend towards autonomy for law libraries, draws 16 other specific conclusions from the survey and ends with a list of the participating law school libraries.

Sharon Blackburn, Robert H. Hu, Masako Patrum and Sharon K. Scott, *Status and Tenure for Academic Law Libraries: A Survey*, 96 *Law Libr. J.* 127 (2004)

LLJ Abstract: The authors developed, distributed, and compiled a survey instrument in 2001 focusing on status and tenure for academic law librarians who are not directors. They describe the results of the survey with the goal of helping nondirector law librarians make their best argument toward obtaining status and tenure.

Richard A. Danner and Barbara Bintliff, *Academic Freedom Issues for Academic Librarians*, 25 *Leg. Ref. Serv. Q.* 13 (2005)

The authors discuss academic freedom and tenure and issues related to their application to academic libraries and libraries. (BH)

James Donovan, *Do Librarians Deserve Tenure? Casting an Anthropological Eye Upon Role Definition within the Law School*, 88 *Law Libr. J.* 382 (1996)

LISA Abstract: Anthropological analysis reveals a divide within the law school between the formal and informal status accorded to law librarians. The two can converge optimally only when the librarian performs functions and meets standards within the university analogous to those required of a traditional teaching and research faculty. Examines the issue of tenure. Presents a study quantifying the impact of the library upon academic success by examining library use by students through circulation checkouts at the Tulane Law School.

The author takes an anthropological perspective to this issue and suggests that tenure is appropriate for law librarians who have formal classroom instruction as part of their professional responsibilities. (BH)

Christopher Hoepfner, *Trends in Compensation of Academic Law Librarians, 1971–91*, 85 Law Libr. J. 185 (1993)

LLJ Abstract: Mr. Hoepfner analyzes inflation-adjusted salary data for academic law librarians from 1971 to 1991, noting a disparity between the growth rates for salaries of library directors and other librarians. To explain the disparity, he discusses the influences of educational attainment, faculty status and tenure, librarians' professional image, and the status of women in the profession.

Katherine E. Malmquist, *Academic Law Librarians Today: Survey of Salary and Position*, 85 Law Libr. J. 135 (1993)

Sections D and E cover faculty status and tenure and cites to surveys from the 70s and 80s. (BH)

Charlotte L. Levy, *In Re Law Library Miscellany*, 67 Law Libr. J. 32 (1974)

Examined statistics from a 1973 survey that represented 58% of law school libraries. Many subject from the survey are discussed, one of which is status and tenure of directors and non-directors. (BH)

M. Minnette Massey, *Law School Administration and the Law Librarian*, 10 J. Legal Educ. 215 (1957)

A survey and discussion of academic law library directors and their position in the law school that covers several issues, including faculty status of library directors. (BH)

Oscar M. Trelles II and James F. Bailey III, *Autonomy, Librarian Status and Librarian Tenure in Law School Libraries: The State of the Art, 1984*, 78 Law Libr. J. 605 (1986).

LISA Abstract: Presents the results of a survey of 153 law school libraries assessing measures of library autonomy and of the status and tenure of law librarians. The survey follows up on the results of similar studies published in 1974 and 1978. The report includes representative comments from the survey and analyses of the data.

Robert Wheeler, Jr., *Ruminations on Tenure*, 24 RIPS L. Libr. 4 (Spring 2002)

Abstract/summary needed.

Articles on Librarians in General and Tenure and/or Status

_____, *A Guideline for the Appointment, Promotion, and Tenure of Academic Librarians:*

Approved at ALA Annual Conference, June 2005, 66 C. & Res. Libr. News 668 (2005)

Abstract/summary needed.

_____, *Dons Slate Loss of Staff*, 4 *Library & Information Update* 2 (2005)

Abstract/summary needed.

_____, *A Guideline for the Appointment, Promotion, and Tenure of Academic Librarians: A Draft by the ACRL Committee on the Status of Academic Librarians*, 66 *C. & Res. Libr. News* 308 (2005)

ASP Abstract: This article presents the guideline for the appointment, promotion, and tenure of academic librarians. The guideline is intended for use where librarians have faculty status and for application within the context of two Association of College & Research Libraries policy statements on faculty status for academic librarians. The objective of the guidelines is to propose criteria and procedures for appointment and promotion in academic rank for use in academic libraries.

_____, *Guidelines for Academic Status for College and University Librarians*, 63 *C. & Res. Libr. News* 664 (2002)

LISA Abstract: Looks at the final version of the Guidelines for academic status for college and university librarians prepared by the Committee on the Status of Academic Librarians and approved by the Association of College and Research Libraries Board on 18 Jun 2002 and the American Library Association Standards Review Committee in the USA in summer 2002. These relate to: professional responsibilities; governance; contracts; compensation; promotion and salary increases; leaves and research funds; academic freedom; dismissal or non-reappointment; and grievance.

_____, *Faculty Status and Collective Bargaining Statements: Final Versions*, 62 *C. & Res. Libr. News* 304 (2001)

LISA Abstract: Presents the final versions of Standards for faculty status for college and university librarians and of Guidelines on collective bargaining approved by the Association of College and Research Libraries and the American Library Association in Jan 2001. The Standards relate to the following: professional responsibilities; library governance; college and university governance; compensation; tenure; promotion; leaves; research and development funds; and academic freedom.

_____, *Guidelines for Academic Status of College and University Libraries: A Draft*, 62 C. & Res. Libr. News 920 (2001)

LISA Abstract: Lists documents in support of 'Standards for faculty status of college and university librarians' (revised 2001), which have been developed by the Association of College and Research Libraries (ACRL) in the USA. Sets out the following guidelines for academic librarians without faculty status: Professional responsibilities; Governance; Contracts; Compensation; Promotion and salary increases; Leaves and research funds; Academic freedom; Dismissal or non-reappointment; and Grievance. Outlines the background to the development and revision of the guidelines.

_____, *Faculty Status and Collective Bargaining: Drafts*, 61 C. & Res. Libr. News 704 (2000)

LISA Abstract: Sets out the position of the Association of College and Research Libraries (ACRL) in the USA, on Standards for faculty status for college and university librarians. These relate to: professional responsibilities; library governance; college and university governance; compensation; tenure; promotion; leave; research and development funds; and academic freedom. Sets out a guideline on collective bargaining developed by the ACRL Academic Status Committee.

_____, *ACRL Joins National Initiative on Faculty Roles and Rewards; Seeks Member Input*, 58 C. & Res. Libr. News 6 (1997)

Abstract/summary needed.

_____, *The Redefining Scholarship Project: A Draft Report*, 58 C. & Res. Libr. News 414 (1997)

LISA Abstract: Discusses the draft report on the Institutional Priorities and Faculty Rewards project by the Association of College and Research Libraries Institutional Priorities and Faculty Rewards Task Force. This incorporates: background information on the movement to gain faculty status for US academic librarians; the teaching, scholarship and service roles of academic librarians; and recommendations which include the fact that higher education institutions seek the means of recognizing and rewarding collaborative accomplishments rather than continuing to focus on individualistic conceptions of faculty work.

_____, *Faculty Status: 2001*, 54 C. & Res. Libr. News 338 (1993)

LISA Abstract: With each succeeding generation of librarians, there is concern that the values of faculty status are being forgotten. Describes an agenda prepared by the Association of College and Research Libraries' Academic Status Committee for strengthening faculty status for those

institutions that have chosen that model for their librarians. Discusses reasons for faculty status to endure and flourish, outlines assumptions which underlie the vision statement and future of faculty status for librarians and sets out an agenda which can be adapted to respond to local situations.

_____, *Standards for Faculty Status for College and University Librarians*, 53 C. & Res. Libr. News 317 (1992)

LISA Abstract: Considers the reasons why college and university librarians should be equated with other academic faculty in terms of rights and privileges and discusses standards put forward by the Association of College and Research Libraries Academic Status Committee which its members urged to adopt if they are to formally recognise the importance of faculty status for academic librarians. The standards relate to: professional responsibilities; library governance; college and university governance; compensation; tenure; promotion; leave; research and development funds; and academic freedom.

_____, *ACRL Guidelines for Academic Status for College and University Libraries*, 51 C. & Res. Libr. News 245 (1990)

LISA Abstract: In 1971 the Association of College and Research Libraries (ACRL) adopted the ACRL Standards for faculty Status of College and University Librarians. ACRL supports faculty rank, status and tenure for librarians and has developed guidelines, approved at the 1990 ACRL Midwinter Meeting, in support of this concept. These relate to: professional responsibilities; governance; contracts; compensation, promotion and salary increases; leaves and research funds; academic freedom; dismissal or non-reappointment; and grievance.

_____, *ACRL Standards for Faculty Status for College and University Libraries: A Draft Revision*, 51 C. & Res. Libr. News 402 (1990)

LISA Abstract: Presents a draft revision by the Association of College and Research Libraries (ACRL) Academic Status Committee of the 1971 Standards for faculty status for college and university librarians. The standards relate to: professional responsibilities; library governance; college and university governance; compensation; tenure; promotion; leaves; research and development funds; and academic freedom.

_____, *Hearings to be Held on Standards for Faculty Status*, 50 C. & Res. Libr. News 976 (1989)

LISA Abstract: The ACRL Academic Status Committee will be holding the First of 2 open hearings on the Standards for Faculty Status for College and University Librarians document. The document originally adopted in 1971, has never been revised. The

standard as it is now written is presented.

_____, *Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank and Tenure for College and University Librarians*, 48 C. & Res. Libr. News 247 (1989)

LISA Abstract: Revised version of the 1973 Model Statement of criteria and procedures for appointment, promotion in academic rank, and tenure for use in academic libraries, prepared by the Association of College and Research Libraries Academic Status Committee. Criteria and procedures are presented under the following headings: appointment; promotion in academic rank; tenure (continuous appointment); termination of appointments; grievance; dismissal procedures; action by the governing board; procedures for imposition of sanctions other than dismissal; terminal salary or notice; academic freedom and protection against discrimination; complaints of violation of academic freedom or of discrimination in non-reappointment; administrative personnel; and political activities of faculty members.

_____, *Hearings on Academic Status and Certification*, 49 C. & Res. Libr. News 305 (1988)

LISA Abstract: Presents the Association of College and Research Libraries (ACRL) statements on 'Guidelines for Academic Status for College and University Librarians' and 'Certification and Licensing of Librarians'. ACRL continues to support faculty rank and status as the appropriate designation for librarians, and opposes the certification or licensing of academic librarians.

_____, *U of Wyoming Proposals Ask Librarian Status Change*, 110 20 (1985)

Abstract/summary needed.

_____, *Status of California State College Librarians: ALA Report*, 1 Amer. Libr. 57 (1970)

Abstract/summary needed.

Academic Status Committee, American Librarian Ass'n, *Status of College and University Librarians*, 20 C. & Res. Libr. 339 (1959)

Abstract/summary needed.

S.N. Ali, H. C. Young, and M. A. Nasser, *Determining the Quality of Publications and Research for Tenure or Promotion Decisions: A Preliminary Checklist to Assist*, 45 Libr. Rev. 39 (1996)

LISA Abstract: Develops a series of factors to be considered when developing criteria for determining the quality of a research article, as well as the quality of a publication (journal) for tenure or promotion decisions.

Discusses ways to measure the quality of a particular publication and the research article using a checklist format. Raises commentaries on each perception and variable to enlighten the novice regarding philosophical and ethical issues. The process described is not prescriptive but explorative, allowing the institutional evaluators to compare their individual evaluations using a standardized format and rating scale. The values assigning to each exclusive factor can be varied according to the institutional objectives.

Anna E. Altmann, *The Academic Library of Tomorrow: Who Will Do What?*, 45 *Can. Libr. J.* 147 (1988)

Abstract/summary needed.

Lou Anderson and Donnice Cochenour, *Merit Salary Criteria: One Academic Library's Experience*, 1 *Portal* 465 (2001)

Abstract/summary needed.

H. William Axford, Eli Oboler, Beverly Toy, R. Dean Galloway, C. James Schmidt, Lawrence C. Powell, E.J. Josey, Maurice P. Marchant, Virgil F. Massman and Robert M. Pierson, *The Three Faces of Eve: Or The Identity of Academic Librarianship: A Symposium*, 2 *J. Acad. Libr.* 276 (1977)

LISA Abstract: Suggests that current uncertainties and frustrations are creating a possible turn-about by many academic librarians from their 1969 position of demanding equal status with faculty. The situation is now one of identity crisis. One problem is that library education today is still basically vocational, whereas academic institutions place most weight on scholarship. 3 options open to the academic librarian are identified and discussed: (1) muster the discipline necessary to accept the values of the academy and work to meet them; (2) accept the view that librarianship is a highly skilled vocation and not a profession; (3) establish a quasi-professional category between civil service and faculty status. The essay is followed by reactions to Axford's comments made by: Eli Oboler; Beverly Toy; R. Dean Galloway; C. James Schmidt; Lawrence Clark Powell; E.J. Josey; Maurice P. Marchant; Virgil F. Massman; and Robert M. Pierson.

Rachel Applegate, *Deconstructing Faculty Status: Research and Assumptions*, 19 *J. Acad. Libr.* 158 (1993)

LISA Abstract: Traditional arguments for faculty status have been based upon a comparative model: librarians want their roles to be compared to those of faculty not administrators. there is no empirical research on the status, role, and benefits of faculty, librarians, and administrators to support this model. Puts forward alternative approaches

to the faculty status issue.

Shelley Arlen, Nedria A. Santizo, *Administrative Support for Research: A Survey of Library Faculty* 4 Libr. Admin. & Mgmt, 208 (1990)

Abstract/summary needed.

Martha J. Bailey, *Some Effects of Faculty Status on Supervision in Academic Libraries*, 37 C. & Res. Libr. 48 (1976)

LISA Abstract: Considers several areas of responsibility of the academic library professional, and explores the effects of faculty status and tenure on supervision in libraries, library organisation, promotion, and participative management. Although faculty status has many professional benefits for the individual academic librarian, it may have disturbing effects on various areas of academic library management.

Inga H. Barnello, *Librarians As Authors: Take the Plunge*, 7 C. & Undergraduate Libr. 71 (2000)

Abstract/summary needed.

Anne K. Beaubien, *Image Counts*, 53 C. & Res. Libr. 97 (1992)

Abstract/summary needed.

Joan M. Bechtel, *Academic Professional Status: An Alternative for Librarians*, 11 J. Acad. Libr. 289 (1985)

Abstract/summary needed.

Marjorie A. Benedict, *Librarians' Satisfaction with Faculty Status*, 52 C. & Res. Libr. 538 (1991)

LISA Abstract: In 1982 and 1989, librarians with academic faculty status in 8 institutions of a large state university system responded to a questionnaire that probed their opinions on faculty status for librarians. A majority of the respondents in both surveys expressed satisfaction with and support for faculty status. The evidence suggests that librarians' satisfaction with faculty status correlates with institutional compliance with the Association of College and Research Libraries Standards for Faculty Status for College and University Librarians.

Marjorie A. Benedict, Jacquelyn A. Gavryck, and Hanan C. Selvin, *Status of Academic Librarians in New York State*, 44 C. & Res. Libr. 12 (1983)

LISA Abstract: A survey of 188 head librarians in all types of college and university libraries in New York found that all or most of the librarians in 90% of the responding libraries are said to have faculty status. Public institutions and 2-year colleges had the highest rates. The Association of College and Research Libraries' Standards for Faculty Status for College and University Librarians tend to define faculty status in the responding libraries, but librarians have acquired more of the responsibilities of faculty status than the traditional rewards.

Candace R. Benefiel, Jeannie P. Miller, Pixey Anne Mosley and Wendi Arant-Kaspar, *Service to the Profession: Definitions, Scope, and Value*, 73 Reference Librarian 361 (2001)

LISA Abstract: Contribution to a thematic issue devoted to some of the perennial issues in reference librarianship. Notes that for academic librarians with faculty status in the USA, service to the profession often forms part of the requirements for promotion and tenure. Raises the question of what specific activities qualify in this regard. Presents an analysis of standards and promotion and tenure documents from a number of US research libraries. Argues that these reveal inconsistencies between institutions and great flexibility in interpretation by most.

Stella Bentley, *Collective Bargaining and Faculty Status*, 4 J. Acad. Libr. 75 (1978)

LISA Abstract: Questions the effect of the presence of a bargaining agent on faculty status, and asks whether being a part of a bargaining unit affects the way academic librarians perceive their role.

John N. Berry, *But Don't Call 'em Librarians*, 128 Libr. J. 34 (Nov. 1 2003)

Abstract/summary needed.

William K. Black and Joan M. Leysen, *Scholarship and the Academic Librarian*, 55 C. & Res. Libr. 229 (1994)

Abstract/summary needed.

Fay M. Blake, *Faculty Status - Where It's At*, 1 Amer. Libr. 767 (1970)

Abstract/summary needed.

Fay M. Blake, *Tenure for the Academic Librarian*, 29 C. & Res. Libr. 502 (1968)

Short article, points out that the university suffers if the librarians with their unprotected status are too afraid to order extreme left or right - wing publications out of fear for retribution from the wider academic community. (BH)

April Bohannon, *Acculturation Problems: An Alternative Remedy*, 19 J. Acad. Libr. 284 (1995)

LISA Abstract: Examines an article in *College and Research Libraries* which alleged that academic librarians are not prepared to accept the same rights and responsibilities as their faculty colleagues and in particular that they are ill-prepared to carry out research. Critiques the six recommendations made in this article to remedy this situation and proposes an alternative solution to improving the quality of master of library science education.

Robert Boice, Jordan M. Scepaniski and Wayne Wilson, *Librarians and Faculty Members: Coping with Pressures to Publish*, 48 C. & Res. Libr. 494 (1989)

LISA Abstract: Report of a study examining librarians' concerns about faculty status as they relate to publishing. Addresses the issues of how librarians spend their time, if they have time for scholarship, and if scholarship can be accomplished without undermining services to library clientele. 12 university librarians with faculty status and 12 faculty members were studied by weekly observation and self-report forms. The results indicate that librarians and their faculty colleagues are similar in their approaches to scholarly writing.

Christian M. Boissonnas, *Desperately Seeking Status: Acquisitions Librarians in Academic Libraries*, 15 Libr. Acquisitions: Practice and Theory 349 (1991)

Abstract/summary needed.

Pamela S. Bradigan, and Carol A. Mularski, *Evaluation of Academic Librarians' Publications for Tenure and Initial Promotion*, 22 J. Acad. Libr. 360 (1996)

LISA Abstract: Academic library directors ranked publication evaluation criteria for relative importance in the tenure and promotion process. For books, the most important criteria were assessments from subject experts, awards, and book reviews. For journal articles, the most important criteria were publication in refereed journals, nature of articles, journals' prestige, and subject experts' assessments.

A.N. Brandon, *Academic Status for Medical School Librarians*, 58 Bull. Med. Libr. Ass'n. 1 (1970)

Abstract/summary needed.

Catherine Tyler Brody, *Faculty Status for Academic Librarians: The Dream and the Reality*, 45 The Bookmark 42 (1986)

Abstract/summary needed.

Mary Jane Brustman, and Barbara J. Via, *Employment and Status of Part-Time Librarians in U.S. Academic Libraries*, 14 J. Acad. Libr. 87 (1988)

Abstract/summary needed.

A.C. Bubb, *Changing Status and Its Effect on Library Services*, 71 Libr. World 347 (1970)

Abstract/summary needed.

M.A. Burns and Jeanette Carter, *Collective Bargaining and Faculty Status for Librarians: West Chester State College*, 36 C. & Res. Libr. 115 (1975)

Abstract/summary needed.

John Buschman, *Speaking Out: The Real Issues of Faculty Status for Librarians*, 61 Catholic Libr. World 220 (1990)

Abstract/summary needed.

John Buschman, Janet Krompart, and Clara DiFelice, *The Flip Side of Faculty Status*, 50 C. & Res. Libr. News, 972 (1989)

LISA Abstract: Presents a comparison of results from a review of faculty status surveys with 14 years of data carried out by Krompart and DiFelice and a regional survey of non faculty librarians. While the regional survey was small in scale, the results indicate areas of common ground. The survey reached a specific population that Krompart and DiFelice noted were likely not to have faculty status and it addressed a specific weakness in the surveys they reviewed. Examines areas of common ground: institutional variance; self-governance; compensation; librarian comments.

Mary C. Bushing, *Academic Librarians: Perceptions of the Acculturation Process*, 19 *Libr. Acquisitions: Practice and Theory* 33 (1995)

LISA Abstract: Presents a project which investigates librarians in an institution where faculty status is the norm in order to identify factors in the actual experiences of faculty librarians in a particular environment. The experiences and perceptions of a dozen librarians, tenured and not yet tenured, provided a framework within which to make recommendations concerning specific ways that library administrators and individual librarians might actively contribute to the acculturation of new faculty librarians. Many of the differences identified between instructional and library faculty have a basis in the stereotypical characteristics of those traditionally attracted to the library profession.

Greg Byerly, *The Faculty Status of Academic Librarians in Ohio*, 41 *C. & Res. Libr.* 422 (1980)

LISA Abstract: Summarizes a survey conducted among academic library directors in Ohio to determine the extent to which librarians in institutions of higher education have achieved faculty status as defined by the US Association of College and Research Libraries (ACRL) Standards. Very few academic librarians have full faculty status; of the 9 standards mandated by the ACRL, only 4 are met by more than 1/2 the institutions; and the degree to which academic librarians have the 'rights and responsibilities' of faculty status varies by demographic characteristics.

Jerry D. Campbell, *An Administrator's View of the Negative Impact of Tenure on Librarians*, 6 *Tech. Services Q.* 3 (1988)

LISA Abstract: Tenure came into being to protect the academic freedom of scholars who intellectually venture into new or unapproved areas of knowledge, but the work of librarians does not cause them to run this risk and consequently a tenure requirement is not reasonable for librarians in academic institutions. Also addresses the conduct of research by technical services librarians, librarian salaries in relation to teaching faculty and the concept of holistic librarianship in this context. For an opposing viewpoint see *Technical Services Quarterly* 6 (2) 1988, 11-16, by Irene B. Hoadley. Xxx

E. Cargill, *Academic Status for College and University Librarians - Problems and Prospects*, 31 *C. & Res. Libr.* 7 (1970)

Abstract/summary needed.

Jennifer S. Cargill and Diane J. Cimbala, *Professional Status Within the Institution*, 3 *Libr. Personnel News* 40 (1989)

Abstract/summary needed.

Shannon Cary, *Faculty Rank, Status, and Tenure for Librarians*, 62 C. & Res. Libr. News 510 (2001)

LISA Abstract: In 1990 the Association of College and Research Libraries in the USA adopted 'Guidelines for academic status for college and university libraries' and, while there was much support for the academic model, there were also detractors. Reports the key findings of a questionnaire survey of academic libraries conducted in 1999 to ascertain the extent to which institutions offer faculty status to academic librarians. Notes the extent to which institutions offer each of the 9 conditions that constitute faculty status; discrepancies by type of institution and faculty; and the still evolving role of the academic librarian.

Gary Mason Church, *In the Eye of the Beholder: How Librarians Have Been Viewed Over Time*, 78 Reference Libr. 5 (2002)

Abstract/summary needed.

Dorothy H. Cieslicki, *A New Status Model for Academic Librarians*, 8 J. Acad. Libr. 76 (1982)

LISA Abstract: The Dickinson College, Pennsylvania, library staff has, in the past 6 years gone through an evolutionary change from a hierarchically organised professional staff of 6 with faculty status to a collegially organised professional staff of 7 with the status of librarian, distinct from that of faculty or administrator. The process and results are presented as a case study to be examined and considered by other college library staffs of similar size and their administrative superiors, many of whom are presently wrestling with the problem of faculty status for librarians.

M.B. Cassata, *Teach-in the Academic Librarian's Key to Status*, 31 C. & Res. Libr. 22 (1970)

Abstract/summary needed.

M Cathy Cook, *Rank, Status, and Contribution of Academic Librarians as Perceived by the Teaching Faculty at Southern Illinois University, Carbondale*, 42 C. & Res. Libr. 214 (1981)

LISA Abstract: A questionnaire survey was conducted to determine the teaching faculties' perceptions of the academic librarians at Southern Illinois University, Carbondale. Each question was analysed by academic unit and rank of the respondents. Service was perceived as the librarians' most important function, but many teaching faculty members indicated that librarians should conduct research if they are to be awarded faculty rank and status. Higher-ranking respondents used library materials and librarians' services most often. 57% of respondents favoured academic librarians at SIU-C having faculty rank and status.

John Cornelius Cosgriff, Donald J. Kenney, and Gail McMillan, *Support for Publishing at Academic Libraries: How Much Exists?*, 16 J. Acad. Libr. 94 (1990)

LISA Abstract: 97 Association of Research Libraries (ARL) libraries were surveyed to investigate the level and types of support for librarians to publish. Discusses the results especially in terms of requirements at ARL libraries with faculty status to publish in order to be granted promotion and/or tenure, and the kinds of support available for this activity.

Linda Newman Cox, Abbie Landry and Gail Stern Kwak, *Less Terror in Tenure: The Professional Advancement Group*, 61 LLA Bull. 233 (1999)

Abstract/summary needed.

Elizabeth Cramer and John Boyd, *The Tenure Track and the Parent Track: A Road Guide*, 69 Wilson Libr. Bull. 41 (1995)

Abstract/summary needed.

Sheila D. Creth, *Personnel Issues for Academic Librarians: A Review and Perspectives for the Future*, 50 C. & Res. Libr. 144 (1989)

LISA Abstract: For 50 years, the personnel issues of greatest concern to academic librarians have centered on professionalism, assignments and responsibilities, credentials and compensation, and status and role within the library and the academic environment. While positive changes have occurred regarding these issues during this period, many remain unresolved as librarians continue to struggle to define their place in the academic environment. The current environment in scholarly communication and higher education is providing an opportunity for librarians to define a future that will ensure their central role in the educational process and thus resolve these remaining age-old questions.

Blaise Cronin, *The Mother of All Myths*, 126 Libr. J. 144 (Feb. 15 2001)

Abstract/summary needed.

Bill Crowley, *The Dilemma of the Librarian in Canadian Higher Education*, 22 Can. J. of Info. and Libr. Sci. 1 (1997)

Abstract/summary needed.

Bill Crowley, *Redefining the Status of the Librarian in Higher Education*, 57 C. & Res. Libr. 113 (1996)

LISA Abstract: Presents an assessment of the place of academic libraries and the librarian within US colleges and universities. Drawing on the field of higher education, seeks to avoid 'individual blame' controversy through focusing on membership norms for the academic system and its librarian subsystem. Changes in the librarian subsystem are being advocated by influential higher education theorists. Concludes that, unless librarians secure peer status through adherence to core academic standards, the emerging era of electronic information will see a diminution in the librarian's influence over library affairs.

Della H. Darby and Kimberly C. Weatherford, *Academic Librarian Status and Benefits in Alabama*, 52 Ala. Libr. 13 (2002)

Abstract/summary needed.

Nancy Davey and Theodora Andrews, *Implications of Faculty Status for University Librarians, with Special Attention to Tenure*, 4 J. Acad. Libr. 71 (1978)

LISA Abstract: Faculty status and tenure are very important to librarians if they are to realize their full potential and take their place beside other scholars. Suggests that perhaps the next few years will show whether librarians can measure up as they should.

Russ Davidson, Connie Capers Thorson, and Diane Stine, *Faculty Status for Librarians: Querying the Troops*, 44 C. & Res. Libr. 414 (1983)

LISA Abstract: A survey assessing the views of academic librarians within the Rocky Mountain region regarding the benefits and responsibilities of faculty status. The results show that the issue is controversial for several reasons and that not only are the librarians themselves divided over the question, but also that their views are frequently at variance with those of their directors.

Russ Davidson, Connie Capers Thorson, and Margo C. Trumpeter, *Faculty Status for Librarians in the Rocky Mountain Region: A Review and Analysis*, 42 C. & Res. Libr. 203 (1981)

LISA Abstract: Responses to a questionnaire from 64 4-year colleges and universities in the Rocky Mountain region reveal that 62 of the schools grant some of their librarians faculty status, and that 40 grant faculty status to all librarians. The greatest discrepancy in benefits received by teaching and library faculty arises in length of contract year and publishing responsibilities. Directors of only 12 of the 40 libraries note controversy over

faculty status for librarians, yet comments on the questionnaire and the results themselves suggest otherwise. Also, respondents' uncertainty about their responsibilities and benefits indicates a lack of knowledge of what faculty status should mean to and for them.

Kee DeBoer and Wendy Culotta, *The Academic Librarian and Faculty Status in the 1980s: a Survey of the Literature*, 48 C. & Res. Libr. 215 (1987)

LISA Abstract: The status of librarians has changed over the past several years and continues to change. Provides a composite profile of the current academic librarian based on a survey of the library literature of the 80s. Specific topics considered were faculty versus academic status, criteria used for evaluation, tenure, support for research, sabbaticals and released time, pressure for publishing, and productivity in publishing. Librarians' attitudes toward faculty status at the present time were considered, as were some questions about the future.

John N. DePew, *The ACRL Standards for Faculty Status: Panacea or Placebo*, 44 C. & Res. Libr. 407 (1983)

LISA Abstract: The Association of College and Research Libraries (ACRL) standards for Faculty Status were designed to help forward the role of academic librarians as information facilitators. While gains have been made in the years since their adoption, the standards requiring tenure and faculty rank are unrealistic and counterproductive to the growth of librarianship as a profession. Standards 5 and 6 should be modified to remove artificial requirements and misleading labels that inhibit the profession from developing on its own merits. Includes suggestions for revision.

R. DePriest, *That Inordinate Passion for Status*, 34 C. & Res. Libr. 150 (1973)

Abstract/summary needed.

Gemma DeVinney, *Academic Librarians and Academic Freedom in the United States: A History and Analysis*, 36 Libris 24 (1986)

Abstract/summary needed.

L.C. DeWeese, *Status Concerns and Library Professionalism*, 33 C. & Res. Libr. 31 (1972)

Abstract/summary needed.

Gaby Divay and Carol Steer, *Academic Librarians Can Be Caught by the Pressure to do Research*, 40 *Can. Libr. J.* 91 (1983)

LISA Abstract: The road to professional status has been an arduous one for librarians. To attain this elusive quality, academic librarians have aligned themselves with faculty members. This has created problems-donning this mantle, with its 'publish or perish' credo, has forced a re-evaluation of the librarian's role. There are inherent responsibilities as well as rights in assuming faculty status.

Richard M. Dougherty, *Faculty Status: Playing on a Tilted Field*, 19 *J. of Acad. Libr.* 67 (1993)

This one-page editorial briefly states the basic issues involved and the arguments for and against faculty status for librarians as well as the obstacles faced by librarians seeking to achieve faculty status.

Ronald F. Dow, *Academic Librarians: A Survey of Benefits and Responsibilities*, 38 *C. & Res. Libr.* 218 (1977)

LISA Abstract: As part of an action plan to obtain faculty status for the librarians at Hamilton and Kirkland Colleges (New York State), the local chapter of the American Association of University Professors conducted a survey of US academic institutions granting librarians faculty status. Results, based on replies from 166 librarians in 41 colleges and universities, are summarised. Although such benefits as tenure and academic rank do exist for most librarians surveyed, only 3.6% have 9-month contracts. Librarians who have the opportunity to exercise greater governance responsibility also receive a greater proportion of the benefits associated with teaching faculty status.

Robert B. Downs, *The Role of the Academic Librarian, 1876-1976*, 37 *C. & Res. Libr.* 491 (1976)

LISA Abstract: Traces the rise of the librarian to academic status. Training for librarianship began in 1887 with Dewey's School of Library Economy at Columbia University. The early library schools ran an apprentice-like system, with emphasis on library routines. Most university librarians in the 1900s lacked professional training. In 1925, a survey showed that the status of academic librarians varied widely between institutions and generally compared unfavourably with that of faculty members. Advanced education began in 1928 with Chicago University's Graduate Library School. Examines the current positions on faculty status, the growing involvement of librarians in research and publication, and their participation in professional associations. Concludes with a consideration of the changing roles in academic libraries.

Claire Dygert, Marsha Seamans, and Markel Tumlin, *Tools for Tenure Trailblazing: Planning Productive Paths for Green Serialists*, 46 *Serials Libr.* 253 (2004)

LISA Abstract: Claire Dygert and Markel Tumlin presented an overview of the tenure process by providing definitions, history, and factors for success. While stressing that the process and requirements vary from institution to institution, they outlined six factors for success which included: (1) succeeding in the application process; (2) putting a file/dossier together; (3) developing your academic career; (4) finding a mentor; (5) the importance of collegiality; and (6) understanding the political culture of your institution.

M. Foote, J. Mayo, A. Abdulla, L. Olszak, and J. Haug, *Encouraging Research Among Untenured Faculty: One Library's Experience*, 55 *N. C. Libr.* 134 (1997)

LISA Abstract: Library faculty must often meet research and publication requirements to be awarded tenure at their institutions and they frequently find the prospect of performing research very daunting. 5 untenured faculty in the Academic Library Services, East Carolina University describe how they successfully met and overcame this challenge of research and publication while allaying their fears about the process.

Kathleen Carlisle Fountain, *Perceptions of Acceptance: Evaluating World Wide Web Projects in Performance Reviews*, 62 *C. & Res. Libr.* 260 (2001)

LISA Abstract: Recent literature reveals that World Wide Web projects are beginning to receive more respect and acceptance from administrators as the basis for academic staff tenure. Reports results of a survey of 151 Web sites, selected from among 6,200 Web sites available through the Librarians' Index to the Internet (LII), in order to study the perceptions of librarians and teaching faculty Web creators in universities around the USA to see if user acceptance is on the rise. These indicated that respondents generally are satisfied with the recognition granted to their Web projects. Further findings indicate that institutional factors largely influence satisfaction levels. Librarians and teaching faculty can improve acceptance of Web projects only when submitting external reviews of their work to the evaluators.

Thomas G. English, *Administrators' Views of Library Personnel Status*, 45 *C. & Res. Libr.* 189 (1984)

LISA Abstract: Describes a questionnaire survey of the opinions of 47 university administrators (non-librarians) on the issue of faculty status for academic librarians. An analysis of the survey results suggested that academic institutions lack a clear rationale for granting librarians faculty status. Opinions expressed by administrators tended to confirm that presently, there are no substantive advantages to an institution for granting librarians faculty status and that the terms and conditions of faculty appointments are largely unsuited to the day-to-day activities and responsibilities of librarians.

Administrators see professional competence, technical expertise and service as the principal concerns of academic librarians.

Thomas G. English, *Librarian Status in the 89 U.S. Academic Institutions of the Association of Research Libraries: 1982*, 44 C. & Res. Libr. 199 (1983)

Abstract/summary needed.

Jody Fagan, *Students' Perceptions of Academic Librarians*, 78 Reference Libr. 131 (2002)

Abstract/summary needed.

Valerie Jackson Feinman, *Faculty Status Reaffirmed: We are Faculty*, 10 Urban Libr. J. 13 (1997)

Abstract/summary needed.

Robert K. Flatley and Michael A. Weber, *Professional Development Opportunities for New Academic Librarians*, 30 J. Acad. Libr. 488 (2004)

Abstract/summary needed.

Barbara L. Floyd and John C. Phillips, *A Question of Quality: How Authors and Editors Perceive Library Literature*, 58 C. & Res. Libr. 81 (1997)

Abstract/summary needed.

R. Dean Galloway, *Status or Stasis: Academic Librarians 10 Years Later*, 10 Amer. Libr. 349 (1979)

LISA Abstract: Contribution to a special feature on the changes in librarianship in the USA since 1969. At the 1969 ALA conference in Atlantic City, a rebellion broke out which fundamentally changed the ALA and academic librarianship. Among the malcontents were 600 academic librarians seeking faculty status. Describes the support lent by the ALA through its Staff Committee on Mediation, Arbitration and Inquiry (SCMAI). More degrees and other credentials are apparent than ever before, although librarians in many cases have to use their spare time to pursue higher qualifications. Reviews research and publication activities, improved benefits, and the problems of learning the job for beginning librarians. Despite increasing respect for librarians in the eyes of the faculty, in terms of benefits and opportunities they still have a long way to go before achieving equality on campus.

Lynne E. Gamble, *University Service: New Implications for Academic Librarians*, 14 J. Acad. Libr. 344 (1989)

Abstract/summary needed.

Jeffrey N. Gatten, *Professionalism Revisited: Faculty Status and Academic Librarians*, 57 Ohio Library Association Bulletin 30 (1987)

Abstract/summary needed.

J. A. Gavryck, *The SUNY Librarians' Faculty Status Game*, 1 J. Acad. Libr. 11 (1975)

Abstract/summary needed.

Malcolm P. Germann, Michael Kelly and Rebecca Schreiner-Robles, *Faculty Status or Academic Status: Must We Choose?*, 3 Library Personnel News 46 (1989)

Abstract/summary needed.

Ronald L. Gilardi, *The Representational Rights of Academic Librarians: Their Status as Managerial Employees and/or Supervisors Under the National Labor Relations Act*, 51 C. & Res. Libr. 40 (1990)

Abstract/summary needed.

Beverly Goldberg, *AAUP Sues Montgomery College Over Librarians' Rank*, 19 Amer. Libr. 5 (1988)

Abstract/summary needed.

Tyler Miller Goldberg and Neal D. Nixon, *Periodic Career Review for Librarians at the University of Louisville*, 65 Kentucky Libraries 14 (2001)

Abstract/summary needed.

Michael Gorman and Mark Y. Herring, *Do Librarians with Tenure Get More Respect?*, 34 Amer. Libr. 70 (2003)

LISA Abstract: Reports an interview with Mark Y. Herring and Michael Gorman, deans of library service at Winthrop University, North Carolina and California State University at Fresno, California, respectively, to weight the pros and cons of faculty status and whether its achievement is worth the effort.

P. R. Goswami, *Academic Status and Pay Parity Issues of Senior Library Professionals Working in Colleges and Universities*, 40 *Herald of Library Science* 248 (India) (2001)

Abstract/summary needed.

Dennis K. Grumling and Carolyn A. Sheehy, *An Exercise to Test Perception of Expectations for Tenure and Promotion*, 52 *C. & Res. Libr. News* 300 (1991)

LISA Abstract: In an attempt to explore perceptions of how professional activities are valued, 3 librarians at the University of Illinois at Chicago developed an exercise to measure, contrast and compare individual and aggregate perceptions of institutional values assigned to professional services of various kinds. Questions explored included: the impact on library operations of librarians required to establish national and international reputations; participation in local and state activities; publications activities; professional services; and campus and community services. This ranking exercise allows perceptions to be measured and provides a natural forum for contrasting and comparing those perceptions. Outlines other benefits of the exercise.

Becky Bolte Gray and Rosalee McReynolds, *A Comparison of Academic Librarians With and Without Faculty Status in the Southeast*, 44 *C. & Res. Libr.* 283 (1983)

LISA Abstract: Describes a survey to compare responsibilities and benefits of academic librarians in Louisiana, eastern Texas, Mississippi, Alabama, Georgia and Florida who have faculty status to those who do not. The standards for faculty status for college and university libraries have not yet been met by many institutions that state that they have faculty status for librarians. Appointments for the academic year, extended pay research leaves and tenure are still unavailable to some librarians who seem to be faculty in name only. Classroom teaching and publishing are not widely demanded of librarians with or without status. Concludes that the continual efforts of academic librarians to be likened to teaching faculty have had nominal results. Ironically, with the exception of paid research leaves, those without faculty status may enjoy better fringe benefits and fewer pressures.

James M. Gravois, *Poster Sessions, Promotion, and Publishing: Is There a Connection?*, 25 *J. of Acad. Libr.*, 38 (1999)

Article provided a statistical examination of poster sessions at annual ALA Conferences from 1994 to 1996 and examined the relation between poster sessions, support at the home libraries of the poster session presenters, and the status and publication rate of

librarians at the academic libraries responsible for the majority of these sessions. A survey was conducted and a strong majority of respondents (88.1%) credit the poster sessions with helping the librarians to achieve tenure or other professional status. The survey also noted that over half of the poster sessionists produced an article or some other sort of non-poster session presentation.

R. Hafter, *Academic Status - the Wrong Name, the Wrong Game*, 39 APLA Bulletin 9 (1975)

Abstract/summary needed.

H. Palmer Hall, *Honoring the Contractual Responsibilities of Faculty Status* 16 J. Acad. Libr. 230 (1990)

Abstract/summary needed.

Richard L. Hart, *Collaborative Publication by University Librarians: An Exploratory Study*, 26 J. Acad. Libr. 94 (2000)

Abstract/summary needed.

Richard L. Hart, *Scholarly Publication by University Librarians: A Study at Penn State*, 60 C. & Res. Libr. 454 (1999)

Abstract/summary needed.

Rebecca Hankins, Michele Saunders and Ping Situ, *Diversity initiatives vs. residency programs: Agents of change?*, 64 C. & Res. Libr. News 308 (2003)

Abstract/summary needed.

Richard L. Hart, *Co-Authorship in the Academic Library Literature: A Survey of Attitudes and Behaviors*, 26 J. Acad. Libr. 339 (2000)

Abstract/summary needed.

Kathleen M. Heim and J. Keith Ostertag, *Sources of Institutional Power: An Analysis of Faculty Policy Participation as an Agent of Influence and Domain*, 61 Library Quarterly 282 (1991)

LISA Abstract: Discusses the positioning of the academic unit within the university and ways that members of the unit can extend the unit's influence and domain. Focuses specifically on the prospects of US library and information science faculties based upon a survey conducted in 1986 that sought to characterise the level of participation of these faculties in policy roles.

Judith L. Hegg, *Faculty Status: Some Expected and Some Not-So-Expected Findings*, 6 J. Libr. Admin. 67 (1985)

LISA Abstract: A survey of academic libraries in 4 Midwestern states was analyzed to discover the relationship of faculty status to participation in 4 specific continuing education activities and to satisfaction on 20 job dimensions measured by the Minnesota satisfaction Questionnaire. Findings indicated a positive relationship between faculty status and continuing education activity. However, an unanticipated relationship emerged when the satisfaction scores on several job dimensions were compared for those librarians who were employed in faculty status granting institutions and those who were not.

Deborah B. Henry and Tina M. Neville, *Research, Publication, and Service Patterns of Florida Academic Librarians*, 30 J. Acad. Libr. 435 (2004)

Abstract/summary needed.

Elizabeth C. Henry, Dana M. Caudle, and Paula Sullenger, *Tenure and Turnover in Academic Libraries*, 55 C. & Res. Libr. 429 (1994)

LISA Abstract: Examines the relationship between tenure and turnover rates for librarians in academic libraries. Questionnaire survey forms were sent to 124 US college and university library directors. Results indicated no significant correlation between the two types of library but did show a relationship between scholarly publishing requirements and turnover rates. Directions for future research pointed to: the effects of faculty status and tenure track requirements on professional librarians in college and university libraries.

Jean-Pierre V. M. Hérubel, *To "Degree" or Not to "Degree": Academic Librarians and Subject Expertise*, 52 C. & Res. Libr. News 437 (1991)

Abstract/summary needed.

Jean-Pierre V. M. Hérubel, *To "Degree" or Not to "Degree": Academic Librarians and Subject Expertise*, 10 Indiana Libraries 90 (1991)

Abstract/summary needed.

Rodney M. Hersberger, *The Challenges of Leading and Managing Faculty Status Librarians*, 14 J. Acad. Libr. 361 (1989)

LISA Abstract: Does the academic status of librarians influence the readership and management of a library? Faculty status for librarians is an important consideration for the library director when developing and articulating the leadership and management themes to carry out the library's program successfully.

Fred E. Hill and Robert Hauptman, *A New Perspective on Faculty Status*, 47 C. & Res. Libr. 156 (1986)

LISA Abstract: If librarians are to deserve faculty status they must comply with standards of excellence that are similar to those of the instructional faculty. The teaching roles of librarians at Evergreen State College and St. Cloud State University, Minnesota are cited. The role of medical school faculty are discussed and the similarities to library faculty are viewed as worthy of further study.

Fred Hill and Robert Hauptman, *Faculty Status for Librarians? A Response*, 55 C. & Res. Libr. News 26 (1994)

LISA Abstract: A response to Beth J. Shapiro's article 'The myths surrounding faculty status for libraries' in *College and Research Libraries News* (Vol. 54, page 562) presenting reasons why librarians should not give up faculty status.

Janet Swan Hill, *Constant Vigilance, Babelfish, and Foot Surgery: Perspectives on Faculty Status and Tenure for Academic Librarians*, 5 Portal: Libraries and the Academy 7 (2005)

LISA Abstract: Faculty status and tenure for academic librarians are topics of continuous discussion. The rationales for having a tenure system have relevance for librarians but affect librarians differently than they do other faculty. A well-conceived tenure system can enhance a library's vitality and effectiveness, but maintaining the system requires commitment by faculty and administrators, understanding differences in faculty cultures, documentation, communication, understanding peer review, and support for scholarly work. Several idiosyncratic perspectives on tenure for librarians, including lessons to be learned from single-sex colleges, computer translation programs, and figure skating are offered.

Janet Swan Hill, *Wearing Our Own Clothes: Librarians as Faculty*, 20 J. Acad. Libr. 71 (1994)

Based on the author's experiences at the University of Colorado at Boulder Libraries, this is a very good article that enumerates the duties, responsibilities, and work of librarians in language designed to enlighten teaching faculty in a university setting and draw analogies to their own academic responsibilities.

Irene Braden Hoadley, *The Role of Professionals in Technical Services*, 6 Tech. Services Q. 11 (1988)

LISA Abstract: All academic librarians, including technical services librarians, should have faculty status. Meeting tenure and promotion qualifications provides benefits of improved morale and more innovation for the library and time and financial support can be provided while maintaining services. Holistic librarianship does not contribute to library efficiency and effectiveness. For an opposing viewpoint see Technical Services Quarterly 6 (2) 1988, 3-9, by Jerry D. Campbell

Danielle Bodrero Hoggan, *Faculty Status for Librarians in Higher Education*, 3 Portal 431 (2003)

Abstract/summary needed.

Robert P. Holley, *Academic Librarianship: Intersection of Multiple Worlds*, 9 Journal of Library Administration 111 (1988)

Abstract/summary needed.

Bonnie Horenstein, *Job Satisfaction of Academic Librarians: An Examination of the Relationships Between Satisfaction, Faculty Status, and Participation*, 54 C. & Res. Libr. 255 (1993)

LISA Abstract: Examines job satisfaction of academic library staff as it relates to faculty status and participation of librarians in library planning and decision making, university academic affairs, and professional library activities. A questionnaire survey was carried out, covering 300 US academic libraries at a random sample of universities and colleges in the USA with enrolments exceeding 2,000 students. An SPSS (Statistical Package for the Social Sciences) data analysis of 638 responses focused on job satisfaction of 3 groups of librarians: librarians with no faculty status or rank; librarians with either faculty status or rank but not both; and librarians with both faculty status and rank. Academic librarians with both faculty status and rank were more satisfied than librarians in the other 2 groups. They also perceived themselves as more involved in library planning and decision making, more frequently consulted, better informed about matters affecting the library, and more involved in the university. The best predictors of overall satisfaction

were perception of participation, salary, and possession of academic rank.

Harold V. Hosel, *Academic Librarians and Faculty Status: A Role Stress-Job Satisfaction Perspective*, 5 J. Libr. Admin. 57 (1984)

LISA Abstract: Although faculty status for librarians has been widely discussed in the literature, neither proponents nor opponents provide a conceptual basis for an analysis of the effects of faculty status on the provision of library services. The role stress-job satisfaction is offered as one such conceptual basis. The attempt by the individual librarian to live up to the demands of full faculty status may lead to role stress. Role stress has been associated with low job satisfaction, which has a negative impact on some aspects of organizational effectiveness.

Roger Horn, *The Divine Right of Kings: Academic Status Viewed*, 2 Amer. Libr. 625 (1971)

Abstract/summary needed.

Robert L. Houbeck, *Leveraging Our Assets: The Academic Library and Campus Leadership*, 15 The Bottom Line 54 (2002)

Abstract/summary needed.

P. C. Howze, *Collegiality, Collegial Management, and Academic Libraries*, 29 Journal of Academic Librarianship 40 (2003)

LISA Abstract: Discusses the composition of the elements comprising collegial management style (CMS), how they relate to faculty librarians in academic libraries and the importance of collegiality and CMS in the award of tenure to tenure track librarians. Since collegiality involved the willingness to share authority among colleagues, collegiality will always tend to play an important role in the power structures of academic libraries and their relationships with other academic staff members.

Nancy Huling, *Faculty Status - A Comprehensive Bibliography*, 34 C. & Res. Libr. 440 (1973)

A detailed 63 page bibliography from 1973 that includes articles date back to at least the 1920s. The author provides a short summary note for each entry.

Mary M. Huston, *Research in a Rotating Librarian/Faculty Program*, 46 C. & Res. Libr. News 13 (1985)

LISA Abstract: Describes how the policy at Evergreen State College, Olympia, Washington State, of allowing librarians with faculty status to exchange their library

responsibilities with someone on the general college teaching staff has helped to stimulate research and publication by the college librarians.

Ruth Hyman and Gail Schlachter, *Academic Status: Who Wants It?*, 34 C. & Res. Libr. 472 (1973)

Abstract/summary needed.

Joseph A. Jackson and R. Wilburn Clouse, *Academic Library Status: A Review of Employment Opportunities*, 6 Behavioral & Social Sciences Librarian 139 (1988)

Abstract/summary needed.

Ross M. Johnson, *Faculty Status for Academic Librarians – What Do "Nonteaching Faculty" Teach?*, 49 Tennessee Librarian 8 (1997)

Abstract/summary needed.

A.E. Jones, *Faculty Status for Librarians*, Twenty seventh Annual Conference American Theological Library Association, June 18-22, 1973

Abstract/summary needed.

William Goodrich Jones, *The Education of Academic Librarians: How Many Degrees are Enough?*, 52 C. & Res. Libr. News 584 (1991)

Abstract/summary needed.

E. J. Josey, *Full Faculty Status this Century*, Libr. J., March 15 1972, at 984

This article outlines the findings of a survey designed to determine how reference librarians in New York feel about the *Standards for Faculty Status for College and University Librarians*. The majority of respondents support the principles set forth in *The Standards*. (EA)

E. J. Josey, *Faculty Status for Librarians*, Libr. J., April 15 1971, at 1333.

The author of this article, a member of the ACRL Academic Status Committee, urges librarians to acknowledge that they deserve faculty status and to support the ACRL's *Standards for Faculty Status for College and University Librarians*. Power, independence, academic freedom, and tenure are enjoyed by faculty and are deserved by librarians. Josey insists that academic librarians stamp out stereotypes of passivity, embrace change, deserve faculty status, avoid clerical duties, and reject rigidity. (EA)

Kathleen E. Joswick, *Article Publication Patterns of Academic Librarians: An Illinois Case Study*, 60 C. & Res. Libr. 340 (1999)

Abstract/summary needed.

Cynthia Stewart Kaag, Nancy Shepard and C. Stewart Kaag, *Time Grants*, 50 C. & Res. Libr. News 834 (1989)

LISA Abstract: One of the recurring questions faced by academic librarians in tenure-track positions is where to find the time to do the research and writing necessary for promotion and tenure. Describes a plan devised by staff at the Owen Science and Engineering Library at Washington State University that would allow individual librarians time off from reference desk responsibilities for the purpose of working on special projects. Outlines the projects proposed for time grants. Claims that time grants have proved an effective way to encourage scholarly and professional research and publishing and to offer the library and its patrons both immediate and long-term benefits.

Rebecca Kellogg, *Faculty Members and Academic Librarians: Distinctive Differences*, 48 C. & Res. Libr. News 602 (1987)

LISA Abstract: Article based on a speech given before the Wisconsin Association of Academic Librarians at their Spring Conference, 24 Apr 87, and published here as a follow-up to 'Beliefs and realities', C. & Res. Libr. News, Sept 86. Attempts to show how faculty members and academic librarians are perceived differently by administrators. Examines conceptions of administrators about the importance of the discipline of the faculty member along with his research and teaching activities. Suggests that librarians are seen by administrators as being concerned with the application and not the advancement of knowledge and that it is up to academic librarians, by means of their activities, to convince administrators of their value to the greater good of the institution. Only then will they be accorded the high status which they will be seen to truly deserve.

A. L. Kemper, *Faculty Status of Theological Librarians in the American Library Association*, 2 J. Religious & Theological Info. 1 (1994)

LISA Abstract: Reports the results of a questionnaire survey, of all institutional members of the American Theological Library Association (ATLA), to discover the present faculty status of librarians working in theological libraries. The purpose of the study was to determine how many institutions belonging to the ATLA offer full faculty status as defined by the American Library Association. Tables of data are presented for: ATLA institutions and 9 types of faculty status; qualifications of ATLA librarians; and institutional setting and faculty status.

Aubrey W. Kendrick, *A Comparison of Publication Output for Academic Business Librarians with and without Faculty Rank*, 17 J. Acad. Libr. 145 (1991)

LISA Abstract: Faculty rank for academic librarians continues to be a topic of interest to the profession. Considers whether faculty rank has any effect on the scholarly activities of librarians? Survey results indicate that, in the area of publications, faculty rank and eligibility for tenure do not have the desired effect of increasing the scholarly activity of academic business librarians.

Donald J. Kenney and Gail McMillan, *Librarians in Academic Limbo: Support for Scholarship*, 39 The Southeastern Librarian 139 (1989)

Abstract/summary needed.

Dana Keyse, Elizabeth W. Kraemer and Julie Voelck, *Mentoring Untenured Librarians: All It Takes is a Little Un-TLC*, 64 C. & Res. Libr. News 378 (2003)

Abstract/summary needed.

Bruce R. Kingma and Gillian M. McCombs, *The Opportunity Costs of Faculty Status for Academic Librarians*, 56 C. & Res. Libr. 258 (1995)

LISA Abstract: Although faculty status for academic librarians is a topic which has consumed the attention of the library and information science profession for over 40 years, very little of the discussion has focused on the costs that this status imposes on the institution. Reports results of a study to determine the economic costs of faculty status, while at the same time encouraging campus managers and library managers generally to employ economic principles as a methodology by which to analyze their institutions.

Jim Kinnie, *Making a Case for the Tenure Banjo*, 33 Amer. Libr. 58 (2002)

Abstract/summary needed.

Michael Koenig, Ronald Morrison and Linda Roberts, *Faculty Status for Library Professionals: Its Effect on Job Turnover and Job Satisfaction Among University Research Library Directors*, 57 C. & Res. Libr. 295 (1996)

LISA Abstract: Reports results of a questionnaire survey of library directors of all Association of Research Libraries (ARL) libraries to investigate the relationship between job turnover and job satisfaction of ARL university

library directors relative to faculty status. Results indicated a positive relationship between job satisfaction and faculty status. The provision of staff release time to pursue scholarly endeavours was correlated positively with directors' reported job satisfaction, whereas 'hollow faculty status,' defined as nominal faculty status but without the provision of release time, was correlated negatively. Job turnover by itself was quite unrelated to the issue of faculty status.

Janet Krompart, *Researching Faculty Status: A Selective Annotated Bibliography*, 53 C. & Res. Libr. 439 (1992).

LISA Abstract: Selective bibliography of reference to faculty status of library staff in academic libraries arranged in 3 sections: Bibliography of reviews and bibliographies; selected recent publications (1985-92); and early, frequently cited titles published through 1985.

Janet Krompart, and Clara DiFelice, *A Review of Faculty Status Surveys, 1971-1984*, 13 J. Acad. Libr. 14 (1987)

LISA Abstract: A study of 36 faculty status surveys, published since the establishment of the 1971 ACRL Standards for Faculty Status for College and University Librarians, found a complex variety of librarian benefits and responsibilities in academia. Survey results, reviewed as a whole, present a documented picture of the realities of academic librarianship in relation to stated goals, and provide information useful for reevaluation of faculty status.

Janet Krompart and Richard L. Pettengill, *Eight-Month Contracts for Oakland University Libraries*, 51 C. & Res. Libr. News 976 (1990)

Abstract/summary needed.

LISA Abstract: Libraries at Oakland University, Rochester, Michigan, have through collective bargaining achieved their long-term goal of equity with faculty in the form of 8-month contracts. Explains the background of and factors leading to the achievement of equity and discusses advantages, disadvantages and implementation plans.

Abstract/summary needed.

Karen G. Lawson, Nancy L. Pelzer, *Assessing Technology-based Projects for Promotion and/or Tenure in ARL Academic Libraries*, 60 C. & Res. Libr. 464 (1999)

LISA Abstract: Reports results of a questionnaire survey, of library administrators at 109 Association of Research Libraries (ARL) academic libraries (69 respondents (63 per cent)), to determine how technology based projects (computer software, articles in electronic periodicals, Internet based materials, videotapes and audiotapes) are reviewed for promotion and/or tenure purposes in academic libraries. Issues included the components used to evaluate technology based projects and the criteria used to determine their merit and credibility. The Internet and World Wide Web was found to dominate technology based projects during the past three years. Although ARL academic librarians recognize the importance of technology based projects and consider them suitable for promotion and/or tenure reviews, there has been little initiative to regularize its consideration and evaluation and little has been done to develop a core set of measures.

V. Lonnie Lawson, *Faculty Status of Academic Librarians in Missouri*, 38 Show-Me Libraries 3 (1987)

Abstract/summary needed.

Gloria J. Leckie and Jim Brett, *Job Satisfaction of Canadian University Librarians: A National Survey*, 58 C. & Res. Libr. 31 (1997)

LISA Abstract: Reports results of a questionnaire survey of university libraries in Canada which investigated the job satisfaction of Canadian university librarians and which replicated the techniques used by Bonnie Horenstein's 1993 US study (College and Research Libraries, 54 (3) May 93, 255-69 (LISA ref. 9305573)) so as to facilitate international comparisons. The study explored the relationships between faculty status (academic status), administration, and the participation of librarians in library planning and decision making, university affairs, and professional activities. Data analysis concentrated on comparisons between faculty status librarians and non faculty status librarians, and between administrative librarians and non administrative librarians. Although academic status librarians were significantly more satisfied with their involvement in university affairs and promotion and tenure processes, they were not more satisfied with other dimensions of their work, such as workload and salary. Administrative librarians, on the other hand, were significantly more satisfied with most of the major aspects of work being measured, and perceived themselves to be much more involved in library planning and university affairs than did non administrative librarians.

Gloria J. Leckie, *Academic Status for Canadian University Librarians: An Examination of Key Terms and Conditions*, 20 *Canadian Journal of Information and Library Science* 1 (1995)

LISA Abstract: The attainment of faculty or academic status by university librarians has generated a great deal of controversy in both the USA and Canada. The status of Canadian academic librarians, however, is not identical to that of their American colleagues. Explores the academic status model for university librarians that is recommended in guidelines laid out by national organizations in Canada. Examines key terms and conditions of employment as enacted in a representative sample of collective agreements from campuses across the country. Indicates that despite the guidelines, there are numerous inter-institutional differences in how major elements of the academic status model are interpreted and implemented. These differences may indicate that a greater clarity and unit of vision about the implications of the academic status model for university librarians is required.

Edward F. Lener, Bruce Pencek and Susan Ariew, *Raising the Bar: An Approach to Reviewing and Revising Standards for Professional Achievement for Library Faculty*, 65 *C. & Res. Libr.* 287 (2004)

LLIS Abstract: The committee revising the retention, promotion, and continued appointment policy in the Virginia Tech libraries took a broad view of its task in articulating its goal, gathering information from internal and external sources, allocating drafting responsibilities, and winning support. The committee's work revealed an unexpected need and led to an explicit affirmation of professional obligations of librarians to one another. Thus, adoption of the new policy and the principles it embodied became a lever for changes in the organizational culture.

W. Patrick Leonard, *On My Mind: More Librarians Should Consider Periodic Classroom Assignments*, 15 *J. Acad. Libr.* 28 (1989)

Abstract/summary needed.

Thomas W. Leonhardt, *Faculty Status*, 24 *Technicalities* 3 (2004)

LISA Abstract: Reviews the issue of faculty status for academic librarians, based on personal observation of the debate over the past 30 years. Concludes that the progress of academic librarianship would be better served if more emphasis were put on the many specialist skills which librarians are uniquely equipped to offer, and less attention given to concerns over status.

Rodger C. Lewis, *Publish or Perish? Looking at Publication for Tenure from the Other Side of the Street*, 61 C. & Res. Libr. News 606 (2000)

Abstract/summary needed.

Charles B. Lowry, *The Status of Faculty Status for Academic Librarians: A Twenty-Year Perspective*, 54 C. & Res. Libr. 163 (1993)

LISA Abstract: In 1990, data on the employment status of librarians was collected from 2 groups of academic libraries: a random sample of all institutions in the USA and all academic members of the Association of Research Libraries. This data provides a 20 year retrospective of librarians' status and indicates that 67 per cent of higher education institutions grant them faculty status. In general, faculty status for librarians has been vigorously expanded during this period, though the process has slowed down in recent years.

Joan M. Leysen and William K. Black, *Peer Review in Carnegie Research Libraries*, 59 C. & Res. Libr. 512 (1998)

Abstract/summary needed.

Beverly P. Lynch and Jo Ann Verdin, *Job Satisfaction in Libraries: Relationships of the Work Itself, Age, Sex, Occupational Group, Tenure, Supervisory Level, Career Commitment, and Library Department*, 53 Libr. Q. 434 (1983)

LISA Abstract: The study is guided by an interest in job satisfaction within the work setting. The chief hypothesis is that differences in job satisfaction will be found among library units and among occupational groups within libraries. The relationships of sex, age, and tenure to the job satisfaction of library employees also were explored. The results suggest that further library studies of job satisfaction will be more useful to the profession if placed within the context of the work environments in which librarians find themselves.

Jean Armour Major, *Mature Librarians and the University Faculty: Factors Contributing to Librarians' Acceptance as Colleagues*, 93 C. & Res. Libr. 463 (1993)

LISA Abstract: In an exploratory study, 18 mature librarians who are considered colleagues of teaching faculty were interviewed to understand actual instances of acceptance within an institution. Participants demonstrated that, performing the role of librarian and exploiting the campus governance activities contributed significantly to collegial acceptance and were used to advantage more often than a common interest in research. The most important factor, however, was self confidence as a librarian. Models

and mentors helped subjects learn to be colleagues with other faculty; library schools often did not.

Lynn Marko, *SCMAI Case Report: Librarians in Faculty Unions - A Case Study*, 10 *Amer. Libr.* 195 (1978)

LISA Abstract: Case study based on a request for action received by the American Library Association Staff Committee on Mediation, Arbitration, and Inquiry (SCMAI) in 1977. An assistant librarian at a midwestern college received a 7% salary increase for the 1976/77 academic year, compared to 10% for other librarians who consequently believed they had faculty status. Moreover, they believed their salaries to have been governed by a contract between a recently formed union and the Board of Trustees of the state college system. Discusses the details of the case and SCMAI's treatment thereof. The librarian was found to have been equitably treated.

Susan K. Martin, *Visions: Raising our Professional Expectations with a Two-Track Approach to Librarianship* 19 *J. Acad. Libr.* 24 (1993)

This one-page editorial proposes two tiers of librarians: "Professional" and "Occupational", both requiring a library degree but with individuals occupying the latter tier merely working in libraries but not pursuing activities such as publication and service in library-related organizations and the former tier occupying a higher track where publication and service are expected.

Jennifer Mayer and Lori J. Terrill, *Academic Librarians' Attitudes about Advanced-Subject Degrees*, 66 *C. & Res. Libr.* 59 (2005)

LLIS Abstract: Academic librarians have various opinions on the importance of advanced-subject degrees in addition to a master's in library science (MLS). The authors conducted an online survey to collect opinions from academic librarians on this topic. Arguments in favor of having advanced-subject degrees include development of research skills, credibility, and overall improved job performance. Arguments against it include the fact that the MLS is--and should continue to be--our terminal degree, inadequate salaries, and the validity of developing subject expertise via other means. The need for advanced-subject degrees may vary by many factors, including individual career goals and local institutional culture.

A. Rennie McElroy, Ken B. Swallow and Colin T. Harrison, *Realistic (That is, Academic) Gradings Mean Better Libraries*, 83 *Library Association Record* 136 (1983)

LISA Abstract: Argues for academic status for college librarians through a discussion of the intrinsic nature of academic work. Examines the role of the college librarian in depth, comparing it with definitions of academic activity, and contends that academic gradings

materially assist librarians in colleges to develop their libraries, and are entirely consistent with contractual patterns in other sectors of librarianship.

Sharon McCaslin, *Tenure and Continuous Employment*, 66 C. & Res. Libr. News 575 (2005).

ASP abstract: This article highlights the program of the Association of College & Research Libraries Committee on the Status of Academic Libraries at the 124th Annual Conference of the American Library Association. A speaker from the University of Nebraska-Lincoln (UNL) presented the viewpoint of a librarian who has gone through the process of achieving tenure and promotion to full professor. She described the scholar-practitioner model of UNL for faculty positions, including adjustments to leave and travel policies for nontenured faculty.

Julie J. McGowan and Elizabeth H. Dow, *Faculty Status for Academic Librarianship: Transformation to a Clinical Model*, 21 J. Acad. Libr. 345 (1995)

LISA Abstract: Faculty status for academic librarians is based on the teaching faculty model. However, the basic tenure and promotion constructs of teaching, research and service do not readily apply to academic library practice. The clinical faculty model is a more viable foundation of faculty status for academic librarians.

Rosalee McReynolds, *Trouble in Big Sky's Ivory Tower: The Montana Tenure Dispute of 1937-1939*, 32 Libr. & Culture 163 (1997)

LISA Abstract: An account of one of America's most publicized tenure disputes in the area of higher education which began with a censorship controversy. In 1935, the Montana Board of Education ordered the removal of 'offensive literature' from libraries of the state's public universities and thereby touched off a storm of criticism. Philip Keeney, the librarian at Montana State University in Missoula (now the University of Montana) became the most outspoken and visible critic of the decision. He also opposed the Board's choice for Montana State University's president and tried to form a chapter of the American Federation of Teachers. After he was fired without due process in 1937, his 2 year battle to be reinstated became a national 'cause celebre' and helped define the legal limits of academic freedom and tenure.

Linda Meiseles, *Faculty Status for Librarians: The City University of New York's Experience*, 7 Urban Acad. Libr. 57 (1989)

LISA Abstract: Part of a special issue celebrating the fiftieth anniversary of Library Association of City University of New York (LACUNY) 1939-89. Since 1965 the City University of New York (CUNY) has included its professional librarians within its faculty membership. As an integral part of the faculty, librarians are expected to fulfil the identical requirements for tenure and promotion as the teaching faculty and in return are

accorded many of the same benefits. Describes the history 1938-1989 of faculty rank and status for CUNY librarians, concluding with evidence that rank and status are slowly being eroded.

Teresa B. Mensching, *Still Hot: Faculty Status*, 7 *Research Strategies* 141 (1989)

Abstract/summary needed.

Susan L. Miller, Kaye Gapen, Irene B. Hoadley, Rosario Poli, *To Be or Not To Be: An Academic Library Research Committee*, 2 *J. Acad. Libr.* 20 (1976)

LISA Abstract: The rise of faculty status for librarians at the Ohio State University (OSU) is reviewed. Faculty status eventually leads to greater emphasis on research and publishing as requisites for tenure and promotion. The Advisory Committee on Research (ACR) was formed in response to the research emphasis in order to: (1) promote research; (2) fund research; (3) establish a communication network; and (4) develop a policy for Assigned Research Duty (ARD), a policy which eventually led to non-assigned time. Concludes that the primary role of ACR is to promote a climate conducive to research among the faculty of OSU Libraries.

Richard W. Meyer, *Earnings Gains Through the Institutionalized Standard of Faculty Status*, 4 *Libr. Admin. & Mgmt.* 184 (1990)

Abstract/summary needed.

Richard W. Meyer, *A Measure of the Impact of Tenure*, 60 *C. & Res. Libr.* 110 (1999)

LISA Abstract: Although prevalent on campuses, the rationale for tenure lacks an economic explanation of its influence on campus outcomes such as teaching. Because only half of US academic librarians are eligible for tenure, they comprise a sample appropriate for testing the qualitative impact of tenure. Reports the use of a model reported which shows that the quality of institutions is at least partially predictable by the number of librarians and their tenure status. Concludes that tenure appears to have an impact as a monitor of quality in academe.

Jeannie P. Miller and Candace R. Benefiel, *Academic Librarians and the Pursuit of Tenure: The Support Group as a Strategy for Success*, 59 *C. & Res. Libr.* 260 (1998)

LISA Abstract: Faculty status, with the accompanying quest for tenure, is a fact of life for 3 out of 4 academic librarians and achieving tenure is a difficult task. Most librarians have not received extensive training in research methodology, their work schedules lack flexibility and they usually have limited access to research funds. Given these constraints,

the support and assistance of colleagues is crucial and the establishment of an informal tenure support group can provide a mechanism for discussing common concerns and channelling efforts toward finding effective solutions.

Suzanne Milton, *Librarians: Key Players in Faculty Unions*, 21 *Alki* 5 (2005)

Abstract/summary needed.

W. Bede Mitchell and Mary Reichel, *Publish or Perish: A Dilemma for Academic Librarians?*, 60 *C. & Res. Libr.* 232 (1999)

LISA Abstract: Reports results of an examination of the influence of scholarly requirements on the ability and success of librarians to earn tenure or continuous employment, especially at institutions that require or encourage evidence of scholarship. Results of a questionnaire survey of 759 US academic libraries, classified as research, doctoral, and masters level institutions (690 respondents), 54.3 per cent employ tenure track librarians. Of these, over 60 per cent require some scholarship and 34.6 per cent encourage it. At these 374 institutions, 92.2 per cent of librarians who underwent tenure review during a 3 year period were approved. Summarizes survey information on librarians not granted tenure as well as those believed by directors to have resigned to avoid tenure review.

W. Bede Mitchell, *Institutional Priorities and Faculty Rewards Update*, 58 *C. & Res. Libr. News* 619 (1997)

Abstract/summary needed.

W. Bede Mitchell and Bruce Morton, *On Becoming Faculty Librarians: Acculturation Problems and Remedies*, 53 *C. & Res. Libr.* 379 (1992)

Abstract/summary needed.

W. Bede Mitchell and L. Stanislava Swieszkowski, *Publication Requirements and Tenure Approval Rates: An Issue for Academic Librarians*, 46 *C. & Res. Libr.* 249 (1985)

LISA Abstract: 138 members of the Center for Research Libraries responded to a survey designed to test the hypothesis that where tenure-track librarians are required to do research and publish, an inadequate research and publication record would be the most frequent cause for the rejection of the librarians' tenure applications. The hypothesis proved valid, but only for a small percentage of the librarians. The study revealed a generally high tenure approval rate (81.5%) for academic librarians compared to the national average for other academic faculty (58%).

William A. Moffett, *Reflections of a College Librarian: Looking for Life and Redemption this Side of ARL*, 45 C. & Res. Libr. 338 (1984)

Abstract/summary needed.

Richard E. Moore and Ray A. Kibbey, *Academic Rank for Librarians*, 2 Technicalities 8 (1982)

LISA Abstract: The professional librarians at Southern Oregon State College, Ashland, Oregon, have full academic rank, including 9-month contracts. In these 2 articles (Academic librarianship: a case study, by Richard E. Moore and An affirmation of full academic rank for librarians, by Ray Anne Kibbey) the library's director and a library faculty member review the role of the college's professional librarians and offer their opinions on the effectiveness of their somewhat unique library organisation.

Dale S. Montanelli and Patricia F. Stenstrom, *The Benefits of Research for Academic Librarians and the Institutions They Serve*, 47 C. & Res. Libr. 482 (1986)

Abstract/summary needed.

Barbara B. Moran, *Getting Ahead in Academic Library Administration*, 3 Library Personnel News (1989)

Abstract/summary needed.

J.H. Moriarty, *Academic in Deed*, 31 C. & Res. Libr. 14 (1970)

Abstract/summary needed.

Joan Mount, *Faculty Status at Laurentian - Two Years Later*, 35 Can. Libr. J. 427 (1978)

LISA Abstract: Outlines a number of concerns and unresolved issues associated with the granting of faculty status to librarians in Laurentian University, Sudbury, Ontario, in 1976. An investigative committee, comprising 2 teaching faculty members and 1 librarian, was appointed in Dec 77 to examine the situation; in Dec 78, it presented its recommendations (which are listed) to the Executive Council of the university's Faculty Association.

Janet Butler Munch, *Librarians with Faculty Status: Reassignment Leaves in the Libraries at The City University of New York (CUNY) as a Vehicle of Professional Development*, 12 Urban Libr. J. 34 (2002)

Abstract/summary needed.

Ed Neroda and Lana Bodewin, *Institutional Analysis for Professional Development*, 9 J. Acad. Libr. 156 (1983)

LISA Abstract: Most academic librarians have attained some degree of faculty status. Academic institutions, however, do not generally provide librarians with working environments which aid in the fulfilment of evaluative norms associated with this status. Suggests a scheme to assist librarians in defining those conditions which augur well for professional development in any given institution.

E.E. Nkereuwem, *Accrediting Knowledge: The Ranking of Library and Information Science Journals*, 46 Library Review 99 (1997)

LISA Abstract: Accreditation, tenure and promotion, among library staff who have attained academic status in Nigeria, depends heavily on the evaluation of the quantity and quality of articles published. This has stimulated recent attempts to rank library and information science periodicals to assist decision makers in evaluating articles and in assisting library staff in periodicals selection. Reports results of a questionnaire survey of a representative sample of librarians who were asked check off the titles of periodicals they read most often and to rate each periodical on a scale from poor to outstanding (0-10), in terms of their visibility and the quality of articles they publish. Some periodicals, such as Library Waves, Assistant Librarian and Library Journal were ranked low because of low visibility and irregular publication. Others such as: African Journal of Library Archives and Information Science; and Journal of Information Science were rated highly because of familiarity and accessibility. Argues that the results of the study should help librarians determine the quality of periodicals, those to send research papers for publication to, and will subsequently enhance their utilization and subscription.

Larry R. Oberg, Douglas Herman and Virginia Massey-Burzio, *Rethinking Ring and Shapiro: Some Responses*, 55 C. & Res. Libr. News 145 (1994)

Abstract/summary needed.

Larry R. Oberg, Mary Kay Schleiter and Michael Van Houten, *Faculty Perceptions of Librarians at Albion College: Status, Role, Contribution, and Contacts*, 50 C. & Res. Libr. 215 (1989)

LISA Abstract: Surveys faculty perceptions of the status, role and contribution of librarians at Albion College, a small, selective liberal arts college in Michigan. Examines the extent and nature of the contacts between the 2 groups and isolates the views of librarians held by a number of faculty cohorts. Explains the methodology used in the study, compares the results with prior surveys conducted at university level, and offers suggestions for further study. Suggests that faculty perceptions of librarians influence their status, the degree of isolation of the library within the organisation, how well or poorly it is funded, and how intensively and successfully its resources are exploited.

Stresses that if librarians are to achieve a status appropriate to their contribution, they will need to better define their role and communicate it more clearly to their clientele.

John N. Olsgaard and Frank William Summers, *Sources of Job-Related Tension Among Administrators and Faculty*, 27 *Journal of Education for Library and Information Science* 90 (1986)

Abstract/summary needed.

Betsy Park and Robert Riggs, *Status of the Profession: A 1989 National Survey of Tenure and Promotion Policies for Academic Librarians*, 52 *C. & Res. Libr.* 275 (1991)

LISA Abstract: 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 institution where librarian hold faculty status. Graduate degrees in addition to the Master of Library Science (MLS) 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.

Betsy Park and Robert Riggs, *Tenure and Promotion: A Study of Practices by Institutional Type*, 19 *J. Acad. Libr.* 72 (1993)

LISA Abstract: Reports on a survey sent to research, doctorate-granting, comprehensive, and liberal arts institutions across the USA. Provides information on how evaluation criteria for academic librarians vary among different types of institutions. Job performance is almost universally considered; doctorate-granting and comprehensive universities are more likely to require evidence of publication than are either research or liberal arts institutions. Knowledge of the differences among institutions may help librarians in making career decisions.

Peggie Partello, *Librarians in the Classroom*, 89/90 *The Reference Librarian* 107 (2005)

Abstract/summary needed.

Joyce Payne and Janet Wagner, *Librarians, Publication, and Tenure*, 45 *C. & Res. Libr.* 133 (1984)

LISA Abstract: Describes a review of the literature on faculty status for academic librarians in order to determine if increased emphasis on research and publication for tenure and promotion is representative of a national trend. Briefly outlines a survey

conducted by Rayman and Goudy which was limited to research libraries. Describes the questionnaire/survey whose purpose was to examine librarians in another group of academic libraries to determine the extent to which publishing is a factor for them in obtaining tenure and promotion and to compare the results with those of Rayman and Goudy. The questionnaire was sent to 59 libraries.

David Peele, *Librarians as Teachers: Some Reality, Mostly Myth*, 10 J. Acad. Libr. 267 (1984)

Abstract/summary needed.

James C. Pakala, *Faculty Status and Theological Librarians, Arlington, Virginia, Educational Resources Information Center*, 1980, 27p

LISA Abstract: Findings of this study confirm that head librarians at theological libraries dominate the profession in terms of qualifications for and characteristics of faculty status, and that the possession of individual appropriate qualifications tend to be accompanied by faculty status. The status of the individual was the unit of analysis for completed questionnaires representing 65% of the members of the American Theological Library Association. For each librarian, faculty rank, such qualifications as professional degrees, and such characteristics as tenure were determined and analysed.

Diane C. Parker, *Academic Librarians' Quest for Faculty Status*, 55 PNLQ Quarterly 18 (1991)

Abstract/summary needed.

E. Popoe and K. Armitage, *Status of Library School Librarians*, 11 Journal of Education for Librarianship 340 (1971)

Abstract/summary needed.

Sherman E. Pyatt, Josephine B. Williamson, and Edgar Williamson, *Faculty Status in South Carolina*, 50 C. & Res. Libr. News 927 (1989)

LISA Abstract: Describes a study conducted to obtain information on feelings of librarians in institutions of higher education in South Carolina about tenure, faculty status, and publishing, and to show how they think they are perceived by their colleagues in academe, the teaching faculty. Results indicate a large degree of agreement among academic librarians, but it is suggested that further research is necessary with respect to attitudes concerning tenure, faculty status, and equality of treatment.

D.H. Reville, *Academic Librarians in Colleges of Further and Higher Education*, 13 J. of Libr. 104 (1981)

LISA Abstract: Argues that, as a generalisation, librarians who regard themselves as acting within an educational environment behave rather differently from those who stress their librarianship functions and that these differences are related to academic status. The award of academic status encourages the former by attracting and retaining those willing to adopt an extended educational role. Academic rank also elicits the internalisation, or self-ascription, by the librarian of educational roles.

Diane Richards and Paula Elliot, *How Others See Us: Examining the Image of the Academic Librarian*, 49 C. & Res. Libr. News 422 (1988)

Abstract/summary needed.

D. E. Riggs, *Faculty Status for Librarians: Force-Fitting Into An Inappropriate Mold or Not?*, 60 C. & Res. Libr. 305 (1999)

LISA Abstract: Although the literature suggests that fewer articles were published on the subject of faculty status (academic status) in the 1990s than in the 1970s and 1980s, it is argued that most librarians with academic status still firmly believe in the virtues associated with this standing. Presents some of the arguments in its favour and briefly notes the work of the Association of College and Research Libraries (ACRL) in strengthening the concept and promoting the practice of academic status for librarians.

Daniel F. Ring, *Searching for Darlings: The Quest for Professional Status*, 54 C. & Res. Libr. News 641 (1993)

Abstract/summary needed.

Daniel F. Ring, *Professional Development Leave as a Stepping Stone to Faculty Status*, 4 J. Acad. Libr. 19 (1978)

LISA Abstract: Faculty status for academic librarians implies a commitment to scholarship. Many of these librarians are still employed on a 12-month contract which diminishes their ability to contribute to scholarship and thus their role as faculty members. In Sept 73, Oakland University (Rochester, Michigan) introduced professional development leaves for librarians during which they could undertake graduate work, attend professional meetings, and in other ways expand their professional skills. By Apr 77, 15 leaves had been granted-11 for degree course work and 4 for research. Because of these positive results, the library faculty's willingness to contribute to scholarship was accepted and a 10-month contract introduced for them.

Steven E. Rogers, *Support for Research and Publishing in Tennessee's Academic Libraries; A Survey of College and University Librarians*, 48 *Tennessee Librarian* 35 (1996)

Abstract/summary needed.

Steven E. Rogers, *Meeting Library Publishing Requirements Through the Effective Use of Time and Computers*, 45 *Southeastern Librarian* 100 (1995)

Abstract/summary needed.

Steven E. Rogers, *Support for Research and Publishing in Tennessee's Academic Libraries: A Survey of College and University Librarians*, 48 *Tennessee Librarian* 32 (1995)

LISA Abstract: Colleges and universities in the USA now appoint the vast majority of academic librarians with some form of faculty status and the publishing activity of both teaching faculty and library faculty is taken into account when making promotion and tenure decisions. However, studies suggest that very few universities provide librarians with a work environment such that they can conduct professional research on an equal footing with their teaching colleagues. Outlines a personal writing programme that can give university librarians a framework to begin scholarly activities. This includes the acquisition of a flexible computer system for both home and office; the more effective use of small blocks of time; and petitioning the university for a discussion of publishing issues between library faculty and the academic administration.

Steven E. Rogers and Linda K. Butler, *Academic Librarians and Faculty Evaluations: A Case for Equity*, 45 *Tennessee Librarian* 11 (1993)

Abstract/summary needed.

Diane E. Ruess, *Faculty and Professional Appointments of Academic Librarians: Expanding the Options for Choice*, 4 *Portal* 75 (2004)

Abstract/summary needed.

Kristine Saloman, *Tenure and the Academic Librarian*, 8 *Libr. & Info. Sci. Res.* 1 (1986)

LISA Abstract: Faculty status for librarians has been the cause of much concern since librarians cannot be evaluated in the same manner as the teaching faculty because their job responsibilities are vastly different. An appraisal of the activities accomplished under the 3 major requirements of job skills, services, and scholarship may identify differences between the 2 groups. Library science will become a true profession only when emphasis is placed on quality scholarship and research.

Richard Sapon-White, Valery King and Anne Christie, *Supporting a Culture of Scholarship for Academic Librarians*, 4 Portal 407 (2004)

Abstract/summary needed.

Daniel A. Savage, Bibliography on Academic and/or Faculty Status for Librarian, ERIC #: ED344590 (1992)

ERIC Abstract: This bibliography lists 130 journal articles, reports, and monographs that discuss academic and/or faculty status for librarians in colleges and universities. Published between 1953 and 1991, individual items include faculty status guidelines and standards as well as information on appointments, tenure, and promotion.

Richard W. Scamell and Bette Ann Stead, *A Study of Age and Tenure as it Pertains to Job Satisfaction*, 1 J. Libr. Admin. 3 (1980)

LISA Abstract: Notes the importance of studying job satisfaction within the context of librarianship, and examines the relationship of age and tenure to the job satisfaction of librarians. Reviews some library literature on management, and discusses briefly the findings of 5 empirical studies concerned with the job satisfaction of library employees. Describes the methods and results of an empirical study designed to analyse the relationship between age, tenure, and job satisfaction for 64 US professional librarians. The results revealed that the librarians studied experienced relatively constant levels of job satisfaction across 3 different age and tenure categories. The primary job dissatisfaction noted related to age and satisfaction with supervision and co-workers.

Rebecca Schreiner-Robles and Malcolm P. Germann, *Workload of Reference-Bibliographers in Medium-Sized Academic Libraries*, 29 RQ 82 (1989)

Abstract/summary needed.

Julie Schroeder, *The Appropriate Bargaining Unit for the Academic Librarian*, 17 IPLO Quarterly 155 (1976)

LISA Abstract: Discusses the general policy of the labour relations boards in determining appropriate bargaining units as well as the application of this policy in several academic institutions throughout Canada. Refers to the boards' decisions with regard to public libraries when these decisions shed some light on the boards' thinking concerning academic librarians' status. Looks at the development of policy on bargaining units in Ontario and British Columbia.

R. Neil Scott and E. Lorene Flanders, *The Effect of the Devaluation of Librarians' Services on Status and Pay*, 43 The Southeastern Librarian 44 (1993)

Abstract/summary needed.

Scott Seaman, Carol Krismann, Fred A. Hamilton, *An Internal Equity Evaluation System Based on Merit Measures*, 60 C. & Res. Libr. 79 (1999)

Abstract/summary needed.

Jefferson P. Selth and Heidi L. Hutchinson, *Research Report from California*, 50 C. & Res. Libr. News 487 (1989)

Abstract/summary needed.

Robert G. Sewell, *Faculty Status and Librarians: The Rationale and the Case of Illinois*, 44 C. & Res. Libr. 212 (1983)

LISA Abstract: Faculty status for librarians was widely promoted during the late 50s and 60s; the topic is still discussed extensively in the literature. Many library administrators and librarians are of the opinion that the faculty model is inappropriate for academic libraries. Some libraries have persisted in the implementation of full faculty status. They have found the principles of collegiality, academic freedom and tenure, and the concept of the librarian as teacher and researcher to be viable and highly beneficial to the academic library environment. 1 such library is the University of Illinois at Urbana-Champaign Library.

Beth Shapiro, *The Myths Surrounding Faculty Status for Librarians*, 54 C. & Res. Libr. News 562 (1993)

LISA Abstract: Suggests that it is time to re-evaluate assumptions about faculty status for librarians arguing that it has outlived its usefulness. Discusses the myths surrounding the issue of faculty status for librarians: it is appropriate to the role of librarians; its protection is important for academic librarians; it benefits the academy, not just librarians; it provides a position of influence for the profession; and it has proven to be a benefit to academic librarians. Argues that librarians should be more concerned with salary equity between themselves and other campus professionals than with the faculty.

Prabha Sharma, *A Survey of Academic Librarians and their Opinions Related to Nine-Month Contracts and Academic Status Configurations in Alabama, Georgia, and Mississippi*, 42 C. & Res. Libr. 561 (1981)

LISA Abstract: Reports the findings of a survey of 267 academic librarians conducted in Alabama, Georgia, and Mississippi. Demographic and institutional characteristics and opinions of librarians with and without faculty status were studied. Publication, research, and proposal development activities and their relationship to the promotion of academic

librarians was examined. Opinions on nine-month contracts, faculty status, and a comparable system that recognises the unique nature of responsibilities of librarians were sought. The majority of the academic librarians, including those with faculty status, agreed with the statement that a comparable system would be a preferable mode of advancement.

Priscilla K. Shontz and Jeffrey S. Bullington, *Tips for New Librarians: What to Know in the First Year of a Tenure-Track Position*, 59 C. & Res. Libr. News 95 (1998)

LISA Abstract: Describes a strategy for new librarians embarking on the process leading to tenure review in years to come. This encompasses familiarization with all aspects of the job, networking and professional involvement, and planning publication ideas.

Lindsay L. Van Sicklen, *Demystifying the Tenure Process: A Panel Presentation*, 48 Christian Librarian 9 (2005)

Abstract/summary needed.

Matthew J. Simon, *The Library Director's Role in Colleges and Universities Where Librarians are Faculty*, 5 Urban Acad. Libr. 20 (1987)

Abstract/summary needed.

Charles E. Slattery, *Faculty Status: Another 100 years of Dialogue? Lessons from the Library School Closings*, 20 J. Acad. Libr. 193 (1994)

LISA Abstract: In the nature and duration of the divisive debate over faculty status are symptoms of potentially fatal weaknesses within academic librarianship. Library school closings offer confirmation of the devastation that results from their unchecked presence. Discusses survival strategies employed by surviving programmes and proposals for reform coming from within academic librarianship.

Karen F. Smith and Gemma DeVinney, *Peer Review for Academic Libraries*, 10 J. Acad. Libr. 87 (1984)

LISA Abstract: Focuses on the subject of the peer review system for purpose of determining whether librarians have faculty status and are eligible for tenure. Describes a survey of 530 tenured librarians at 33 Association of Research Libraries university libraries during which data were analysed in order to determine if Association of College and Research Libraries standards for faculty status, adopted in 1971, were being met and whether the peer review process promotes increased scholarly activity such as publication of articles and books.

Sidney B. Smith, *Looking Back: 1959; Status of Academic Librarians*, 53 *Kentucky Libraries* 20 (1989)

Abstract/summary needed.

Lothar Spang and William P. Kane, *Who Speaks for Academic Librarians? Status and Satisfaction Comparisons Between Unaffiliated and Unionized Librarians on Scholarship and Governance Issues*, 58 *C. & Res. Libr.* 446 (1997)

Abstract/summary needed.

Lothar Spang, *Collective Bargaining and Faculty Status: A Twenty-Year Case Study of Wayne State University Librarians*, 54 *C. & Res. Libr.* 241 (1993)

LISA Abstract: Faculty status for library staff has been an increasingly problematic issue in collective bargaining at Wayne State University, Michigan, for over 20 years. From the 70s through the early 80s, Wayne State University librarians achieved near parity with faculty in salaries, job security and governance matters. However, incursions on these gains began in 1984, and by 1992 librarians at the university were losing certain salary accomplishments, tenure options, and sabbatical and promotion rights. Documentation of the evolution of these successes and failures reveals the challenges for academic librarians in seeking faculty status through collective bargaining.

Lothar Spang, *Collective Bargaining and University Librarians: Wayne State University*, 36 *C. & Res. Libr.* 106 (1975)

Abstract/summary needed.

David G.E. Sparks, *Academic Librarianship: Professional Strivings and Political Realities*, 41 *C. & Res. Libr.* 414 (1980)

LISA Abstract: Considers the relationship between faculty status for librarians and professionalisation as an aspect of the sociology of librarianship, the power relationships within higher education where librarians work and the phenomenon of academic collective bargaining. Librarianship is not a profession since it lacks a theoretical base and adequate social recognition. The increasing tension in the power relationships between the professoriate and the administration has often encouraged the faculty in collective action.

L. Spang and W. P. Kane, *Who Speaks for Academic Librarians? Status and Satisfaction Comparisons Between Unaffiliated and Unionized Librarians on Scholarship and Governance Issues*, 58 *C. & Res. Libr.* 446 (1997)

LISA Abstract: Scholarship and governance have emerged as the 2 most problematic aspects of faculty status for academic librarians. Reports results of a questionnaire survey of 201 librarians (126 unaffiliated and 75 unionized), distributed to selected US libraries via listservs, to determine: how academic librarians perceive their present status; what importance they place on status; how important is the role of administrators in recognizing faculty status for librarians; whether librarians have the opportunity to maintain or achieve faculty status; and whether collective action is a constructive method for maintaining or achieving such status. The 34 item questionnaire focused on these issue, noting: librarians' status and title characteristics; representation means and institutional support for professional development; sabbaticals and leaves; travel; tuition; and participatory management. Salary information, as a measure of librarian equality to teaching faculty, was solicited. Results confirm that the absence of uniform representation on these status issues has profound implications for the future of the faculty status model as a standard for academic librarianship.

G. St. Clair, R. Miller and P. Michelle Fiander, *Academic Librarianship and the Redefining Scholarship Project*, 38 *Serials Libr.* 63 (2000)

LISA Abstract: Issues session at the North American Serials Interest Group's Fourteenth Annual Conference, held 10-13 June 1999 in Pittsburgh, Pennsylvania. Presents a brief discussion of scholarship and the tenured, academic librarian. The ACRL Redefining Scholarship Project provided a context for the discussion. Compares librarians' scholarship to that of teaching faculty, examines the impediments to scholarly research by librarians, and makes recommendations.

Gloriana St. Clair, *Elysian Thoughts on Librarians as Faculty*, 54 *C. & Res. Libr.* 7 (1993)

Abstract/summary needed.

Gloriana St. Clair, *Collegial and Administrative Interface in Faculty Governance*, 53 *C. & Res. Libr.* 377 (1992)

Abstract/summary needed.

Gloriana St. Clair, and Irene Braden Hoadley, *The Challenge to Faculty Status: A Call to Militancy*, 63 *Wilson Library Bulletin* 23 (1988)

Abstract/summary needed.

Sharon L. Stewart, *Publication Requirements for Academic Librarians: A Snapshot of the Big Picture*, 43 *Southeastern Librarian* 11 (1993)

LISA Abstract: Reports the results of a survey into the research and publication requirement for tenure at four research libraries in Alabama. Covers librarian's progress in fulfilling requirements, restraints experienced, time management, institutional support, funding and their attitudes to the requirement.

Susan A. Stussy, *A Need for the Professional Development of Academic Librarians*, 59 *Catholic Library World* 82 (1987)

Abstract/summary needed.

Wendy Tan, *Academic Librarianship: Traveling Across Time Lines*, 41 *Journal of Educational Media and Library Sciences* 431 (2004)

LISA Abstract: Many academic librarians hold the ranks as faculty. However, since they are not based in the classroom, their teaching status in the campuses sometimes causes some debate. The purpose of this article is to demystify the cultivation of a librarian by drawing an analogy with the long process of growing a tree, and also stress the importance of academic librarians in higher education in the 21st century.

Anthony G. Tassin, *Faculty Status for Librarians: Progress and Perplex*, 47 *LLA Bulletin* 83 (1984)

Abstract/summary needed.

Christine E. Thompson and Lucinda Dailey, *The Academic Librarian and Publishing*, 45 *Southeastern Librarian* 104 (1995)

LISA Abstract: Discusses the value to the profession of research conducted by academic librarians, who, however, have to weigh these benefits against the time and effort spent in writing for publication. Outlines the faculty status requirements for tenure and promotion of academic librarians in the USA and gives advice on choosing topics, finding the right publisher and working with an editor.

Ashley Thomson, *Five Years Later: Faculty Status at Laurentian*, 38 *Can. Libr. J.* 221 (1981)

LISA Abstract: In 1976 Laurentian University, Ontario, Canada granted full status to its librarians but they fared badly under the new promotion guidelines. In Aug 79 the faculty association began to negotiate a new agreement with the university governors. An appendix contains an excerpt from the new agreement, giving details on the promotion of librarians. The main features of the new agreement are: allowance is made for the fact that librarians get less release time than other faculty members; specific incentives are given for all librarians to undertake library management duties; and the former

requirement to research has given way to a wider definition of scholarly activity. Outlines structures established to apply the new promotion guidelines.

Cynthia Tysick and Nancy Babb, *Writing Support for Junior Faculty Librarians: A Case Study*, 32 J. Acad. Libr. 94 (2006)

Abstract/summary needed.

Annalisa R. Van Avery, *Facing Personal Evaluation: A Mentoring Program Supports Professional Staff Undergoing Tenure Review*, 38 Reference Libr. 121 (1992)

Abstract/summary needed.

Patricia M. Wallace, *Performance Evaluation: The Use of a Single Instrument for University Librarians and Teaching Faculty*, 12 J. Acad. Libr. 284 (1986)

Abstract/summary needed.

Rebecca Watson-Boone, *Beliefs and Realities: Libraries and Librarians from a Non-Library Administrator's Point of View*, 47 C. & Res. Libr. News 492 (1986)

Abstract/summary needed.

Maureen Martin Watson and Susan M. Kroll, *The Association of Visual Science Librarians' Professional Status and Salary Survey*, 83 Special Libraries 26 (1992)

LISA Abstract: The Association of Visual Science Librarians (AVSL) an international group of medical librarians working at optometry and ophthalmology institutions, surveyed its members to evaluate the professional and financial support by their institutions. The results of the professional status and salary questions are discussed and compared to the 1971 Association of College and Research Libraries (ACRL) standards for Faculty Status for College and University Librarians. Percentages for access to research monies, tenure, and promotions could be raised. Faculty status should be extended to all visual science librarians affiliated with schools. Peer evaluation, participation in institutional governance, and opportunities for sabbatical leave should be increased. Salaries could be improved with more academic year employee contracts.

J. Weatherford, *Librarians in Faculty Unions*, 99 Libr. J. 2443 (October 1974)

Abstract/summary needed.

Patricia L. Weaver-Meyers, *Conflict Resolution: A Case Study About Academic Librarians and Faculty Status*, 63 C. & Res. Libr. 25 (2002)

LISA Abstract: Oklahoma University Library, which has a long tradition of faculty status for its librarians, experienced a dramatic challenge to this faculty status in the 1990s. Reports the events that led to the retention of faculty status by the librarians and analyzes them in the context of conflict resolution research. The conclusions of the study suggest that a strong sense of service may help to unify academic librarians in future conflicts about their ambiguous status within the broader academic community. Third-party intervention and alternative options are also strategies discussed.

Paul Benjamin Wiener, *The Right Status – Tenure*, 57 *Catholic Library World* 112 (1985)

Abstract/summary needed.

Jeanie M. Welch, *Loosening the Ties that Bind: Academic Librarians and Tenure*, 67 *C. & Res. Libr.* 164 (2006)

LLIS Abstract: This article discusses the impact of faculty status and tenure on the professional lives of academic librarians. Included are a literature review, a discussion of the decline of tenure at academic institutions, and experiences at three universities. This article also includes the results of a survey that focused on the impact of faculty status and tenure on librarians' participation in institutional governance, opportunities for professional growth, and presence of a faculty library advisory committee. Based on the results of this survey, the authors conclude that only faculty status and tenure guarantee full integration in the university's governance and academic spheres.

Ann C. Weller, Julie M. Hurd and Stephen Wiberly, *Publication Patterns of U.S. Academic Librarians from 1993 to 1997*, 60 *C. & Res. Libr.* 352 (1999)

Abstract/summary needed.

Emily Werrell and Laura Sullivan, *Faculty Status for Academic Librarians: A Review of the Literature*, 48 *C. & Res. Libr.* 95 (1987)

LISA Abstract: The faculty status issue continues to hold considerable attention among academic librarians. Although it remains a contested subject, there have been changes in general opinion about faculty status over the past few decades. Aims to identify the most significant aspects of the topic, and to provide a general survey of the literature since 1974. An accompanying annotated bibliography of 121 items will be available through the ERIC Clearinghouse in early 1987.

Emily Werrell and Laura Sullivan, *Faculty Status for Academic Librarians: An Annotated Bibliography*, ERIC #: ED274364 (1985)

This fifty-six page bibliography provides an annotated listing of 121 articles and other documents related to faculty status of academic librarians and covers the years 1974 through 1985.

ERIC Abstract: This annotated listing of 121 items covering the period from 1974 through 1985 was compiled from a literature search of LISA, ERIC, and "Library Literature." Sources listed are those U.S. and Canadian monographs, articles, and ERIC documents that are directly pertinent to the topic of faculty status and its related subtopics. Primary emphasis is on the United States, but relevant articles on Canadian academic status are included. Coverage is selective rather than comprehensive; sources comprise general or viewpoint pieces on faculty status or an aspect of faculty status, surveys, and case studies. Articles treating the topic peripherally are excluded. Sources are grouped chronologically by year beginning with 1974 and alphabetically within each 1-year section.

Herbert S. White, *Faculty Status for Academic Librarians: The Search for the Holy Grail*, Libr. J., November 15, 1996 at 39.

LISA Abstract: Academic librarians should emphasize their entitlement to all of faculty's benefits and status not because they are exactly like them, but because what they do is just as important and their contributions are just as significant.

William Shah Wong and David S. Zubatsky, *The Tenure Rate of University Library Directors: a 1983 Survey*, 46 C. & Res. Libr 69 (1985)

LISA Abstract: Describes a study to determine the current length of service among library directors at Association of Research Libraries (ARL) and non-ARL libraries as well as to compare the findings with similar investigations completed in the early 1970s. In addition to tenure data, the survey sought responses on gender, ethnic background, position titles, internal promotion, professional experience, degrees and retirement and resignation information. Results indicate that the average tenure period for university library directors has been slowly rising since the mid-1970s. Suggests that this contrasts with earlier predictions that library directors would serve for shorter terms in the future because of continued difficult internal and external problems.

Pauline Wilson, *Librarians as Teachers: The Study of an Organization Fiction*, 49 Libr. Q. 146 (1979)

Abstract/summary needed

William Sheh Wong and David S. Zubatsky, *The Tenure Rate of University Library Directors: A 1983 Survey*, 46 C. & Res. Libr. 69 (1985)

Abstract/summary needed.

Joan H. Worley, *ARL Library Faculties and Their Meetings*, 44 C. & Res. Libr. News 324 (1983)

LISA Abstract: Librarians at the University of Tennessee, Knoxville (UTK) have held faculty status since 1950, and are involved in an advisory capacity in the administrative decision-making process of the faculty. Suggestions to review the purpose and scope of faculty meetings resulted in the circulation of a questionnaire to librarians at 39 Association of Research Libraries (ARL) reporting faculty status for librarians. Maintains that the survey was inadequate for close examination of faculty organization in libraries, but together with a 1979 survey of the UTK faculty, it provided useful ground for discussions and prompted recommendations. The results of the same survey sent to 49 non-faculty status ARL libraries were also inconclusive.

JoAnne Young, *Faculty Collaboration and Academic Librarians*, 66 Catholic Library World 16 (1995)

Abstract/summary needed.

Belle Zeller, *The Status of CUNY Librarians*, 7 Urban Acad. Libr. 34 (1989)

LISA Abstract: Part of a special issue celebrating the fiftieth anniversary of Library Association of City University of New York (LACUNY) 1939-89. Describes efforts made since 1938 to improve the status of librarians at City University New York. Details progress made and describes continuing inequities.

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