Faculty Status—
A Comprehensive Bibliography

This bibliography represents the results of a thorough literature search through Library Literature, Dissertation Abstracts, Library and Information Science Abstracts, and ERIC. I attempted to include all articles, books, letters, and news items directly pertaining to the topic of faculty status.

A perusal of the literature reveals a broad spectrum of opinion concerning faculty status. Although it would be somewhat difficult to detect a general consensus concerning the subject, most authors agree that the major problem confronting the instigation of faculty status exists in the lack of a precise definition of all that the term implies. The majority of librarians who have addressed the topic advocate some sort of improved status, whether it be toward identification with the teaching faculty or merely a recognition of librarianship as a worthwhile profession in itself. The individual institutions must dictate the type of status given to their librarians, since most operate under different administrative policies and pressures. Often librarians may possess the same educational level and responsibilities as the teaching faculty, while in other institutions they fall far short of the faculty’s qualifications. It becomes obvious that librarians must devise a single and descriptive definition of the term “faculty status” before administration will classify librarians in such a bracket.

The subject of faculty status for academic librarians continues to command a great deal of attention; thus, this bibliography will be outdated in a matter of months. However, it is hoped that it will serve as a guide to the literature concerned with the foundations of faculty status and the major issues involved.


AAUP has defined eligibility requirements for membership which allow any professional librarian who holds at least a half-time appointment at a college or university library to belong to the organization.

“Academic Status for Librarians,” Bookmark (Idaho) 20:212 (June 1968).

Reports that the Faculty Council Committee on Library Affairs at the University of Idaho approved academic rank for librarians. The librarians must be judged by the same criteria as other faculty members.


News note relating that librarians at Pennsylvania State University received academic status.


News note stating that Penn State librarians received full academic status. When evaluation is made for promotion, competence as librarian is a criterion in addition...
to general characteristics expected of faculty.


News note reporting the outcome of a survey conducted among eighty-two academic libraries in the East to discover the prevalence of faculty status.


News note reporting the granting of academic status to librarians at Pennsylvania State University. Librarians receive the same rights and privileges as the teaching faculty.

"Alfred University Librarians Gain Faculty Status," Library Journal 93:4686 (1 Nov. 1968).

News note stating that on September 8, 1968, full faculty status was achieved by professional librarians at Alfred University in New York. Benefits included the nine-month appointment period, comparable salaries, review by a promotion and tenure committee, and titles.

"All That Rumbling and Only a—Mouse?" The UPC Advocate 3:16 (April 1973).

Briefly reviews the attempt by California State University and Colleges librarians to attain full faculty status. States that in March 1973, the chancellor's office announced its decision pertaining to the status of librarians. Discusses changes to be made by the chancellor's decision. Faculty status was not granted; alterations were made only in titles assigned to librarians; salaries remained the same and benefits were not added.

Allen, P. S. "In the Liberal Arts College—The Reference Librarian, a Professor?" School and Society 39:231-36 (24 Feb. 1934).

Proposal for subject specialists in the field of library science, and for closer contact with professors and their duties.


Presents a list of standards pertaining to faculty status.


Presents the revisions in the October 1970, ACRL standards for faculty status.


Emphasizes the importance of librarians to the academic community and strongly recommends academic status with corresponding faculty privileges. Lists the reasons why faculty status should be granted to librarians.


The report states that since all professional library staff members contribute to the educational program of the institution, they should possess academic rank commensurate with deans, teaching staff, and departmental assistants. Librarians should enjoy academic privileges; salaries should therefore be equal to teaching staff with the same education and background. The report concludes by outlining the duties required for each library position.

American Library Association. Committee on Classification of Library Personnel. Budgets, Classification and Compensa-

This report presents the qualifications of professional librarians, relating the positions to the corresponding grades of the faculty.


Joseph H. Reason discusses the approved resolution suggesting that personal members of ACRL be assessed $5 and institutional members be assessed $10 above their regular dues for the support of the proposed Office for Academic Status.


Allan Dyson spoke against the concept of "faculty status" and opposed the joint statement as twisting definitions to make librarians the teaching faculty they are not. Dyson proposes that the librarian should instead be seeking his rightful place on the campus by working toward a meaningful academic status, rather than by attempting to ape the faculty.


Report on the proceedings of the annual ALA conference of 1969. Contains the report of the Academic Status Committee, which proposed a list of standards to be approved by ACRL concerning faculty status. ACRL adopted the standards for faculty status, led by David Kaser, despite the vote of the membership to defeat it.


Discusses the threat of removal of faculty status for librarians in New Jersey colleges and universities.


Bergen discusses the chasm between librarians and professors, and states that the initiative for convergence of the two groups must come from the librarian.


News note concerning union bargaining terms. States that most of the demands are for increased status and pay; librarians want vacations equal to the faculty.


Blackburn identifies the sources of conflict between the teaching faculty and the academic librarian. One of the problems stems from the ambiguous status of academic librarians.


Blake states that although faculty status is in a state of confusion, librarians seem to be moving actively toward it. Because the librarian's work has changed, he needs the same conditions, protection, and responsibilities which the teaching faculty needs. The author gives reasons for the librarian's need for faculty title and rank, tenure, academic work year, and career and promotion structure.


Blake attacks the program of the convocation, which she states "failed utterly in a number of vital areas of concern for American education." She concludes that the "academic world does not recognize the librarian as a colleague."

Blake disagrees with the observations on faculty status put forth by Ellsworth Mason in the November 1972 issue of *College and Research Libraries*. Mason inveighs against faculty status for librarians, while Blake believes that academic librarians without it suffer great disadvantages, which she enumerates.


Reviews the struggle of California State College librarians in the attempt to attain faculty status. Deprecates ALA for suggesting that California State College librarians accept all facets of faculty status except salary, which could be arranged when the conditions of the state's budget improve. Blake states that librarians must fight for the salary now or they will never receive it.


Blake outlines the purposes and history of academic freedom and tenure for teaching faculty and observes these values to the academic enterprise. She further points out the similar and growing need for such freedom and tenure for college and university librarians and cites examples of how the absence of these items can be detrimental to an institution.


Survey conducted to determine salaries, work week, vacations, and benefits and privileges of the academic librarian. Concluded that library salaries are not comparable to faculty, but status is improving with improving qualifications of academic librarians.


Since 1938, the libraries of each of New York City's five municipal colleges have been legally recognized as academic departments. Members of these staffs have been granted a status unique in academic library practice.


Author discusses the terms of the National Educational Defense Act and how its tenets relate to librarians once they are accorded academic status.


Results of a survey indicate that most medical schools grant a degree of academic status to their professional librarians. Faculty appointments and benefits are not always granted. To upgrade effectiveness and stature of medical school librarians, faculty status is desirable. The librarian must merit faculty rank on the same basis as the other teaching faculty.


The paper reviews the discussions and processes involved in the transferring of professional members of the library staff of the University of Illinois from the nonacademic university civil service to academic status. Author discusses the scheme devised by the University of Illinois to accomplish this task.


Most of this chapter deals with the college president's responsibility toward the librarian in bringing the librarian into the college educational program. States that the librarian should be a regular faculty member serving on regular faculty committees, with a voice in the organization of the curriculum.

Presents a number of essays discussing various facets of faculty status. Includes articles by such authorities as Arthur McAlasty, Robert Downs, Carl Hintz, David Weber, and Anita Schiller.


Because professional librarians are involved in intellectual tasks, they need an atmosphere of freedom. Branscomb outlines the librarian’s tasks, and states that they should have tenure to ensure free performance. He promotes faculty status, and outlines a tenure procedure for librarians.


Author promotes professional status rather than faculty status.


News note reporting the issuance of the 1968 California Library Association Position Paper on status and benefits for California academic librarians.


Paper purports that academic librarians are essential to the development of college and university libraries, and in order to fulfill their responsibilities and objectives, librarians must attain full faculty status.


Presents the sanctions against the California State College system for failing to implement faculty status for librarians.


News note announcing the adoption by the California Library Association of sanctions against the California State Colleges for failure to grant faculty status by July 1, 1969.


Sanctions against the California State Colleges were invoked by the California Library Association on July 1, 1969, because full faculty status and benefits were not granted to librarians in the system.


Presents recommendations pertaining to the classification and status of professional librarians. Outlines the duties of each position.


Author reviews the evolution of the trend toward recognition of the academic contributions of college librarians. Feels that the attendant assignment of faculty status and rank is important. Academic librarians are finally moving toward full acceptance as members of the academic faculty.


Based on the results of a survey addressed to 65 two-year colleges in California, the author urges that head librarians in these institutions be classed as all other college administrators or as instructors with a bonus.


To meet the responsibilities of faculty
status, librarians can become involved in the formal instructional programs of their own or other institutions. Author surveyed academic libraries in the Association of Research Libraries in the winter of 1968-1969 to determine how many librarians were actively involved in formal teaching programs. She discovered that only 2.75 percent participated.


This study aims to examine the type of employment agreements, tenure of appointment, salary and promotion schedules, participation by librarians in retirement and pension plans, sabbatical leaves, and other factors influencing the status of librarians.


Cottam comments on a letter by Richard Thompson, who deprecates faculty status. Whereas Thompson states that librarians have no teaching function, Cottam believes that he is involved in a personal kind of teaching.


States the important role of the university librarian. For the author, it is not a matter of academic status, but a question of recognition of equality with faculty, which is necessary to render the greatest service to institutions. States that academic librarians must be scholars and possess a degree recognized as the equivalent of the Ph.D. The education of the librarian must be commensurate with that of the professor.


Not available for review.


Author comments on the positions taken by those librarians opposing faculty status, and he believes that these librarians are overly concerned with status. He discusses reasons for this concern, and presents arguments in favor of faculty status; he feels that status should depend upon the direct contribution by the librarian to the academic program.


In an exploratory study, the author tested specific hypotheses concerning the relationship between status concerns and professionalization of individual university librarians. Status concerns were found to be an important socio-psychological determinant of professionalism. To improve status, the librarian must gain faculty status at both an explicit and an implicit level.


Author discusses the role of the librarian as a member of the faculty. However, the major portion of the article is devoted to a superficial discussion of the librarian's role in society. The author briefly states the major duties of a university librarian, and feels that if librarians want faculty status, they must act the part.


Improvement of professional education, subject specialization, professional research, and the development of the Association of College and Research Libraries are suggested methods for improving the status of academic librarians.


Dorsey bemoans the fact that academic librarians are neither faculty nor office help. Promotes equality in pay with faculty members who have commensurate education
and experience. Must change status from “unclassified” to “classified.”


In 1946, the librarians at the University of Illinois were accorded faculty status. The article discusses the staff classification, stating that the salaries of librarians correspond to the teaching staff salaries. Librarians worked to attain faculty status due to the fact that they discovered that they were the only university group engaged in academic activities that did not have academic recognition.


Downs believes that librarians must be recognized as an integral part of the academic ranks and enjoy all of the rights and privileges of the faculty in order for the library to remain an effective institution. Privileges should correspond to responsibilities.


In this article, Downs reviews the present status of university library staffs (professionals only) and concludes with a summary of current opinion among library administrators as to the most desirable type of personnel organization.


Discussion of where the librarian belongs in the academic community, mostly in relation to the question of faculty status. Must define what is meant by an academic professional librarian, for on this hinges whatever claim librarians may have to faculty status.


In considering the status of librarians, Downs surveyed conditions of librarians in 115 American universities. Discusses three discernible patterns of how universities rank librarians. Argues for faculty status, stating that this will improve the quality of librarians. The librarian must offer commensurate qualifications. Downs states the reasons for awarding librarians faculty status, and urges librarians to obtain more degrees.


A century ago, few if any American academic librarians held faculty rank by virtue of their library work. Slowly some came to be recognized as responsible academic officers, usually at first without rank, and then in more recent years increasing numbers of them have been accorded full faculty status and rank. The struggle continues, but with more promise for acceptance.


Presents a series of essays concerning the status of the academic librarian.


National trend toward academic recognition of university librarians continues. Forms of recognition achieved differ. Article reviews break-throughs and describes current situation, based on the correspondence of the author. Librarians must accept responsibilities as well as privileges.


Article deals with sabbatical leaves for all types of libraries. Author says that the granting of sabbaticals is not correlated to faculty status in universities. Feels that a sabbatical program would encourage an attitude of professionalism.

Estes, R. S. “Challenge to College Librari-
Author states that it is difficult to determine the status of college librarians. This is chiefly the fault of the librarian. A need exists to become involved and lead the academic community. The librarian must attain definite status as a librarian rather than as faculty.

Estes, R. S. "Faculty Status in the City College Libraries," College and Research Libraries 3:43-45 (Dec. 1941).

A history of the change of the status of college librarians from clerical to instructional. Board of higher education in New York gave librarians faculty status.

"Faculty Status," Library Journal 65:497 (1 June 1940); Wilson Library Bulletin 14:735 (June 1940).

Faculty status granted to all professional librarians at the municipal colleges of New York City, announced on April 16, 1940, by the Library Association of the City Colleges of New York.


The New York Library Association passed a resolution backing academic status and rank for college and university librarians.


A news note relating the granting of faculty status to librarians at the University of Kansas. Outlines tenure policies.

"Faculty Status Granted to Librarians at the University of Kentucky," Library Journal 91:3160 (15 June 1966).

News note pointing out that the librarians at the University of Kentucky received faculty status. Assures librarians of membership in the senate, access to research funds, sabbatical leaves, tenure, and other privileges accorded to the teaching faculty.


News note announcing the attainment of full faculty status by the City University of New York librarians.


Academic librarians need the same benefits as the teaching faculty to further their education, which will eventually improve the status of the librarian.


Defines status as the "position an individual occupies with relation to a social group or organization." Also assigns rights, duties, and value. States that librarians are not granted social acceptance commensurate to faculty; rather, their positions are often nebulous. She promotes any satisfactory status rather than as faculty members. Author foresees the time when librarians will be accorded equal rights as faculty.


Discusses the ranking of the librarian.

"Full Faculty Status for Librarians?" The UPC Advocate 1:2-3 (12 April 1971).

In this news note, former San Jose State College library systems analyst Robert J. Duman comments on status discrepancies between the teaching faculty and librarians. He believes that full faculty status for librarians would help eliminate inequities between the two groups. Also states that collective bargaining could provide the needed advantage to attain full faculty status.


Author reports findings of a survey made to discern the status of academic librarians in thirty-five colleges of education.

Galloway, Louise. "Academic Librarians

On May 18, 1966, librarians at the University of Louisville were granted faculty status with the accompanying professorial rank. Article discusses the formulation of a separate library faculty and the election of a Library Faculty Selection Committee to search for and select a director of libraries to recommend to the university administration.


The quality of educational institutions is threatened unless librarians are accorded faculty status and benefits. Author believes that the work of the academic librarian is instructional in nature. Attempts to show that the granting of faculty status will benefit students, faculty, and the institution as a whole.


Letter discussing the California Library Association’s plan to invoke sanctions against California State Colleges for failure to grant full faculty status and benefits to librarians after the academic senate voted to grant such status.


Discusses the struggle of California State College librarians to obtain faculty status.


Librarians must examine the responsibilities of academic status. The nine-month contract is a necessity, as research cannot be carried on without it. Presents a plan to gradually implement the nine-month contract.


Article presents results of questionnaire survey in which seventy college librarians participated. Librarians and faculty members offered their conceptions of the place of the library in the college. Where faculty rank is accorded it is usually granted only to the chief librarian and one or two assistants. Most librarians received lower salaries than teaching personnel of similar academic rank.


Goode, a sociologist, describes the characteristics which identify a “profession.” He then examines how a librarian fits this description, and concludes that librarians fail to meet the qualifications. Contains a brief discussion of how professionalism is directly related to the question of faculty status.


Not available for review.


Subtitled “A Farce in One Scene.” Through a satirical and riotous play, Gore presents his main contention with faculty status: that librarians are not ordinarily teachers and are not likely ever to be regarded as faculty by anyone but themselves. Gore states that the librarian should be considered an academic administrator, and should receive increased benefits in this way.

In this essay, the author contends that because librarians contribute to academic study and receive special training, they should receive all of the rights and privileges of faculty status.


The author states that librarians themselves regard the library as a detached unit of the academic whole, and until this image changes, the status of the librarian will remain the same. Halverson suggests ways to achieve staff unity and cooperation, and methods by which to improve relations with the faculty. To attain faculty status, the librarian must aim for a higher goal and produce qualitative research. The article concludes with a discussion by other librarians on the topic of faculty rank and status.


Author states that the librarian should have the doctorate for the door to faculty status to open.


Article describes the classification and pay plan of the Louisiana State University library. Librarians have equivalent academic rank and are associated with the teaching faculty.


States that the librarian is central to the role of education. Therefore, the library staff must rank with the faculty. Suggests that librarians be termed “Professors of Books and Reading.” Discusses the failure of the Carnegie Foundation to accord benefits to librarians.


To determine the status of librarians in the university community, what it means, and how it is decided, questionnaires were sent to 100 major American academic institutions. There is a need for clarification and standardization of practice. Criteria used for determining promotions are discussed, and a draft statement of policy concerning the matter is proposed.


Author discusses the image of the academic librarian from the point of view of faculty members whom she surveyed. The final section of the study deals with the question of faculty status for librarians. Holbrook concludes that there exists a need for librarians to accept not only the privileges, but the responsibilities, and to realize exactly what status implies.


Discusses the need for a philosophy of librarianship, stating that there is too much emphasis on minutiae. He outlines a plan to form a philosophy and what to stress in a library school curriculum. Concludes by instructing librarians to cease worrying about faculty rank, since recognition will arrive unsought by concentrating on making librarianship a humane and live profession.


Horn suggests that there is little motivation for academic librarians fighting for faculty status. Librarians should form a faculty entrusted with the government of and instruction in the library. Academic titles should be used. If faculty status is to be achieved, many librarians need a Magna Carta declaring that the director is not the king, but the foremost baron.

Horn, Steven. “The Professional Ladder,”

Horn examines the report on "Position Classification and Principles of Academic Status in Canadian University Libraries." He deprecates it, wondering if the "professional ladder" is a risky step in the academic library organization.


Author states that the efficiency of a library is judged by its performance. Believes that India's academic librarians must achieve a higher status for service to be effective. He compares the situation of academic librarians in India to the situation of those in the United States and the western world.


James examines the difficulties confronting the professional librarian seeking faculty or academic status. This is actually a brief survey of the important literature in the field and includes a brief bibliography.


Members of the teaching faculty are expected to spend part of their working time in study and research. This paper examines the extent of comparable opportunities available to academic librarians, as revealed by questionnaires returned from fifty-two research libraries and fifteen college libraries. Presents a discussion of desirable library policies in regard to this topic. Dominating idea is that librarians should have commensurate privileges with the teaching faculty.


Comments on the proposed standards for academic librarians as they appeared in the October 1970, issue of College and Research Libraries News. Presents revised standards because of confusion in wording of the previous standards, especially in the section concerning education.


Presents a comment on an article by David Weber and disagrees with some of his specific points. States that the librarian must work for faculty status and insists upon a consideration of the problem.


Discusses various methods of rating librarians, based on results of a questionnaire returned by 138 university libraries. Asks whether the appraisal method for librarians is the same as for the teaching faculty. Discusses faculty status as it relates to appraisal methods.


Presents the text of the joint statement concerning faculty status for academic librarians formulated by the Association of American Colleges, the American Association of University Professors, and the Association of College and Research Libraries. Text states that the function of the library in the academic world is central and indispensable, and that librarians should therefore be granted faculty status.


Discusses the attainment of faculty status by the City University of New York Library Association. Describes formula for achieving status and discusses the structure of the university. Outlines the sequence of events which led to the new status and states current actions and plans.
States that the City University of New York librarians received faculty rank and that, as of 1968, salaries rose considerably.

States in a letter that the Library Association of the City University of New York is seeking to obtain more of the typical faculty privileges and responsibilities.

New Jersey State College librarians hold faculty status, but the governor still demands the twelve-month year. To solve the faculty status problem, librarians must not be passive, they must avoid clerical routines, and they must not resist change. Most of all, the librarian should feel that he deserves faculty status.

A report of a survey of New York State academic librarians concerning their views of the propriety and probability of achieving full faculty status. Librarians do see themselves as educators, and must attain a definite status within the academic community.

Discusses the need for faculty status, the dangers and pitfalls on the road to obtaining it, and urges support of the ACRL standards for faculty status.

A questionnaire was distributed to the directors of all members of the Association of Research Libraries and to all other state university libraries inquiring about their attitudes and practices regarding library staff participation in professional and community activities. Seventy-two respondents showed preponderantly favorable attitudes to such activities, research and publication, consulting, and participating in the work of professional groups. Although there appear to be explainable differences between such activities by librarians and by teaching faculty members, it is clear that more university librarians have reasonable opportunity to engage fully in the educational enterprise.

Points out the diversity between the rank of teachers and that of librarians. Urges that librarians be placed on par with teachers in schools, colleges, and universities.

Kirkpatrick first reviews the status of librarians at the University of Utah from 1917 to 1947. He concludes that librarians should receive the same privileges and benefits as the teaching faculty with commensurate training. The librarian must work for these privileges.

Includes a lengthy discussion of interviews which the author conducted with various faculty members to determine their concepts of the academic librarian's role. Discovered that most faculty members felt that librarians deserved faculty status.

The author served as the head of a committee to study the problem of faculty status. The article presents the results of their survey, which encompassed all types and sizes of academic institutions. Discovered that the question of faculty status seldom
has a clear policy at the official level.


Discusses the status of the librarian in general, and the attempt to improve it. College librarians work the hardest to ameliorate their status. The author believes that academic librarians should improve their own profession rather than becoming professors.


News note discussing issues of the first state-wide meeting of the United Professors of California Librarian’s Advisory Committee in San Francisco on March 11, 1972. The primary topic of concern was faculty status; members discussed problems in its attainment.


Author promotes faculty status. Outlines conditions in California State College libraries. Believes that librarians can attain faculty status only through membership in the United Professors of California, which would act as the bargaining agent.


Based on September 1968, article in College and Research Libraries. Out of 183 libraries answering a questionnaire, only 26 libraries reported having equal status with the faculty.


Presents a list of college and university libraries which attained full faculty status by 1969.


This is basically an advertisement urging California academic librarians to join the United Professors of California. However, it lists the duties of academic librarians, states their qualifications and other pertinent activities, and enumerates the provisions of a UPC sample contract agreement which includes the following points: abolition of second class status, full academic rank, establishment of a new academic department, professional ranks, equal compensation, nine-month schedule, and full academic employee benefits.


News note stating that librarians at the City University of New York were promoted to full faculty status, including titles and salaries. Article provides salary figures according to rank. Librarians were not accorded equal annual vacation.


Librarians at Delhi University were granted faculty status, including equal pay, but they protested the fact that junior librarians, many with twenty years of experience, were informed that they must get an MLS to receive the privileges. They were not told of this decision until after faculty status had been instigated.


Article reports a study of the current status of professional librarians in the twenty-six university libraries of the Association of Southeastern Research Libraries. Relates the status patterns of the ASERL librarians to the criteria used for appointment and promotion. Argues for faculty status with salaries, benefits, and responsibilities commensurate with those of the faculty at the same level of academic contribution. Based on the study, ASERL presents recommendations for faculty status.

Lundy, F. A. “Faculty Rank for Professional Librarians.” Unpublished Master’s the-
Univ. of California, 1948.
Reports the findings of a questionnaire concerning faculty rank of librarians sent to thirty-five large colleges and universities.
Part I outlines the reasons for librarians’ attainment of faculty status. Points out the important role the librarian plays in the educational function of the university. States that faculty status would bring the faculty and the librarian closer. Rank should correspond to teaching faculty with the same education. Part II discusses faculty status in several institutions which associate the professional librarian with the teaching and research staff.

This book is primarily a discussion of the relationships between the three groups mentioned in the title and their responsibilities to each other. Lyle wants librarians to place less emphasis on status. Although he expresses belief in academic status, he feels that status should be a byproduct of the librarian’s work.

An analysis of factors and processes in decision-making at the university level as it relates to the acquiring of faculty status by staff librarians.

A discussion of the components of faculty status and what it means to the librarian.

McAnally discusses faculty status and the obstacles confronting its adoption. Espouses a favorable opinion of faculty status.

The authors discuss the ways in which the role of the library director has changed and the different sources of pressure acting upon him, one of which is the push for faculty status.

Paper presented at the 1941 annual meeting of the Minnesota Library Association. Discusses what status college librarians want and how they can achieve it. McEwen is more concerned with the college rather than the university librarian. To attain faculty status, librarians must prove that they share the faculty’s interest in teaching and research. This would bring librarians a sense of belonging in the academic world and lend significance to their work.

Presents the results of a survey conducted among thirty-five institutions to ascertain regulations and rules concerning the status of librarians. Found that few universities had regulations regarding status. Librarians must be accorded a status of some sort in order to recognize their places in the institutions and to give proper dignity to their work.

A study which developed from the efforts of librarians at the four-year campuses and university centers of the State University of New York to gain complete faculty status. Paper based on replies from a question-
naire sent to 321 four-year state colleges and university centers across the United States. The compilation of statistics is based on a 57 percent return. Status of librarians was equated with that of the academic faculty in regard to rank and titles, promotion criteria, tenure, sabbatical leave, rates of pay, holidays and vacations, participation in faculty government, and fringe benefits. Reports that conditions of the librarian have not changed significantly over the past decade. Authors promote faculty status.


Results of a study conducted to determine the status of librarians and how many have faculty status. States that faculty status is desirable, but librarians must also raise their own standards.


Suggests that librarians be given faculty status to improve communications with the faculty.


A letter responding to Eli Oboler's letter concerning faculty status, which appeared in the January 1973, issue of College and Research Libraries. Mason again stresses his belief that the library profession is in better condition than the teaching profession. Mason states that all librarians are not teachers, and that librarians should work to better their own profession.


In this editorial, Mason deprecates the wish of some librarians to be associated with the teaching faculty. Librarians should be recognized as librarians. Derides the teaching profession for becoming "obscenely competitive." However, librarians can improve their status by gaining the respect of the faculty and by recruiting and retaining a staff of librarians possessing academic worth.


Massman, who promotes faculty status, addresses himself to the following questions: 1. How and why does academic freedom affect librarians? 2. Might it not be harmful to the cause of librarians to equate them with faculty members, because librarians do not have as much formal education as is expected of the teaching staff? 3. How does faculty status affect recruiting? 4. Should or should not faculty status be granted only to teachers?


Presents the results of a questionnaire sent to nineteen state colleges and universities in Michigan, Minnesota, and Wisconsin. Purpose of the study is to review the history of the struggle for faculty status for librarians and some of the arguments advanced in support of that objective; a second purpose is to gather information on the similarities and differences between librarians and faculty members in broad areas of preparation, contributions, and rewards. Author defines faculty status according to ACRL standards. This is the most comprehensive work available concerning faculty status, and contains an extensive bibliography.


The professor can assist the librarian and help to improve the library by supporting faculty status. This would bring professors and librarians closer together.

Massman, Virgil F. "Responsibilities and Benefits of Faculty Status for Librarians: A Review of Related Literature and a Survey of Librarians and Faculty Members in Nineteen State Colleges and Universities in Michigan, Minnesota, and Wisconsin." Unpublished Doctoral dis-
Massman’s recent book, *Faculty Status for Librarians*, is based on this work. Refer to the previous abstract for further information.


Discussion of the ACRL standards for faculty status and their implications for librarians.


Reports that ACRL members gave overwhelming endorsement to the "Joint Statement on Faculty Status of College and University Librarians."


Board approved the adoption of the April 26, 1972, “Joint Statement on Faculty Status of the College and University Librarian” presented by the Association of College and Research Libraries, the Association of American Colleges, and the American Association of University Professors.


News note stating that the Missouri Association of College and Research Libraries has detailed specifications for academic status in a position paper. Paper states that librarians should be commensurate with the faculty.


Report presented at the 1937 Pacific Northwest Library Association Conference. Suggested that college and university librarians work collectively and individually for: appropriate rank and recognition, improvement of the salary scale, tenure, pension allowance, adequate vacations, special privileges to continue study and opportunity to travel, and time for preparation.


When professional librarians achieve full academic status, they must accept all of the responsibilities. This includes all of the responsibilities of the faculty, including publication. Must have firm lines of communication to ensure benefits for the entire staff.


Presents the results of a questionnaire survey covering forty-nine medium-sized universities and colleges in the United States in April 1953. Many charts and tables are included.


Supports faculty status, stating that the librarian is involved in indirect teaching. Discusses what faculty status means to librarians. When faculty status is obtained, the librarian should use the privileges to the fullest.


The author states that librarians are vastly underrated. Need advancement of status to faculty rank; all librarians need advanced status.


News note stating that New Jersey academic librarians are appealing to ALA for financial aid in mounting a court fight against their demotion from faculty status.

News note reporting that Governor Cahill is attempting to strip academic librarians of faculty status and reclassify them in civil service positions.


Supports premise that all New Mexico academic librarians have faculty status commensurate with that of the teaching faculty.


News note reporting State University of New York Library Association’s gains toward improved status, and its problems in attaining full faculty status.


States that the university recognized and awarded academic status to those members of the library staff who hold positions which are chiefly of a teaching or research nature.


Presents the results of a questionnaire dealing with staff conditions at Catholic academic libraries, including questions concerning faculty status. States that there are differing conceptions of faculty status.


Evaluates and points out weaknesses of Ellsworth Mason’s editorial, “A Short Happy View of Our Emulation of Faculty,” in which Mason deplores faculty status. Oboler believes that Mason’s facts are consistently in error, and disputes his contention that the only faculty benefit denied librarians is a longer vacation. Oboler supports the “Joint Statement on Academic Status.” Mason responded to this letter in the May 1973, issue of College and Research Libraries.


Outlines the history of the struggle for faculty status by California State College librarians from 1951 when the Brakebill Committee was appointed until June 24, 1971.


Parker, a librarian at Stanislaus State College, discusses the results of a study conducted in the summer of 1970 to determine the status of librarians in 179 state-supported academic libraries of institutions comparable in size and structure to the California State Colleges and University system. The article includes many statistics, and Parker concludes that the academic work year stands as the most important benefit of full faculty status.


News note stating that full academic status was granted to librarians at Pennsylvania State University, completing a process started in 1967 by the Board of Trustees.


States that much discussion of academic status has proceeded from an emotional rather than a rational base. Attempts to
analyze the “formal environment” of academic status. Concludes that the librarian “is in a sense the academic environment himself, and is accordingly pre-eminently academic."


Disagrees with article by R. Dean Galloway, “Academic Benefits for Academic Librarians,” which supports faculty status. Pierson questions whether faculty status is really what librarians want; they may not want to meet the responsibilities. Need definition and recognition of the special character of librarianship.


Reaction to the 1970 ACRL standards for faculty status. Sets forth specific objections to ACRL proposal and offers general comments.


Presents results of a questionnaire concerning the status of library school librarians sent to library schools in the United States and Canada. Conclusions, based on twenty-seven replies, given under the following divisions: faculty benefits, role of faculty library committee, salaries. Library school librarians do not enjoy the same status as librarians in the classroom in terms of responsibilities and privileges.

Posey, Edwin D. “The Librarian and the Faculty,” Southeastern Librarian 18:152-61 (Fall 1968).

Outlines problems between librarian and faculty, the attempt to define professionalism in librarianship, and the obstacles to faculty status.


Author basically discusses the changing role of the librarian from preserver of the collection to the fulfillment of educational needs. Mentions that the librarian must be an important member of the faculty.


Discusses the relationship between the college administration and the college library. Author suggests that the college librarian’s fight for recognition be taken up by all library organizations.

“Professional Library Staff Accorded Faculty Rank,” Pacific Northwest Library Association Quarterly 33:40 (Summer 1969).

Reports the promotion of librarians at the University of Idaho to equivalent faculty rank on July 1, 1969.


Forty-nine responses to a questionnaire sent to 108 community college libraries showed great disparity between the salary of the college librarian and that of the faculty. Privileges desired were fringe benefits and faculty government participation, and academic status and tenure. The apathetic response to the questionnaire indicates that librarians are responsible for their low positions.


Author discusses the continual problem of the librarian’s status and classification within the academic structure. Librarians must broaden knowledge and gain respect as a profession.


ACRL membership meeting instructed the board of directors to establish the Office for Academic Status. Outlines the functions of the office. The ALA Council reject-
ed the plan, but plan remains to establish office, if it can go in the ACRL budget.


Discusses the fact that although librarians at Brooklyn College have full faculty status, the president attempted to change working conditions and tenure policy arbitrarily. Librarians filed grievances and won.


News note stating that sanctions would be applied against the California State Colleges by the California Library Association unless faculty status is awarded. They demanded the same salary schedule for librarians and teaching faculty.


Discusses the status of librarians and the obstacles blocking attainment of faculty status. As a result of a survey of fifty Catholic and fifty non-Catholic college libraries, the author concludes that there should be definite policies of tenure for librarians.


The good librarian must guide students in the use of library materials, a function which requires much skill. Author concludes, therefore, that librarianship itself should be a professorship.


In his study of 367 colleges, the author found that relations between the library and faculty members were good, and that librarians were generally accepted as faculty members.


Schiller includes a discussion of faculty rank. States that the status of librarians is too often ill-defined. Concludes that the question of full faculty status for librarians deserves wider and more affirmative institutional response.

Scrivener, J. E. “What’s in a Name?” Australian Academic and Research Libraries 2:30-32 (March 1971).

Not available for review.


To attain faculty status, librarians must be willing to meet the same qualitative standards, or their equivalents, as are expected of the faculty at large. Author outlines these standards—educational, professional, and institutional.


Letter reacting to the article in Lewis Branscomb’s ACRL monograph on faculty status concerning the status of California State College Librarians. States that the struggle is one of power. She was involved in the City University of New York’s struggle for faculty status for librarians. Urges the California Library Association to ignore the copout by ALA, and help librarians to achieve their goal.


Discusses librarians’ status at the City College of New York. States that faculty status is only nominal and does not extend to benefits. States that the statistics serve only to retain librarian in low status and poor pay.

Author looks upon the librarian as an educator and faculty member.


Academic librarians will achieve and deserve full academic status only after they cause changes in the bureaucratic structure of libraries and in library education, and when they provide professional service on a scholarly level.


Author states that there are three ways of grouping academic librarians. He answers some self-imposed questions concerning academic status. Believes that librarians must be concerned with the business of being librarians, and work for status in that light.


Investigation of status of librarians in 108 colleges and universities. Found that librarians enjoyed privileges comparable to those of teaching members in matters of meetings and committee work and discussions of tenure, but there are large discrepancies in salary, vacation, and leaves.


Members of ACRL voted to accept the standards. Item four, concerning education, was deleted.


Presents and explains the nine standards for faculty status which were adopted by the membership of the Association of College and Research Libraries in Dallas, Texas, on June 26, 1971.


Faculty status at Minnesota does not include all professional librarians, but only administrative positions. Librarians can be promoted as they are able to meet the qualifications expected of other faculty members for such appointments.


News note reporting demands of SUNY-LA for faculty status and the filing of a “class” action grievance asking SUNY to show cause why all librarians have not received the nine-month year appointment.


News note reporting that the State University of New York librarians attained faculty status.


Position paper on status and benefits of academic librarians in California. Outlines the privileges and responsibilities of faculty status.


Discusses the position paper on faculty status of the California Library Association’s College, University, and Research Library Section. Considers the points enumerated in the paper and their validity. Recommends that librarians in the State College System be granted full faculty status. Also makes recommendations concerning benefits.

States the ACRL reasons for the granting of academic status to librarians.


States that professional philosophy would improve with the granting of faculty status. Present status of academic librarians is ambiguous. Promotes faculty status and outlines the tenets of status.


News note stating that sanctions will be applied against the California State Colleges unless full faculty status is granted to librarians in the system by July 1, 1969.


Presents a statement on the work week of the librarian. Librarian must realize responsibility and contribute if faculty status is attained. Librarian should contribute more to the growth of the library if it is adopted.


Letter in response to Ellsworth Mason’s editorial “A Short Happy View of Our Emulation of Faculty.” Stevens agrees with Mason about the disadvantages of faculty status for librarians, and that adequate leadership can obtain full benefits specifically adapted to the librarian’s position and requirements.


This paper summarizes the results of a survey conducted in Texas to compare the academic status of librarians and teaching faculty at Texas institutions of higher education. Respondents were fifty-seven junior colleges, forty-one private senior colleges, and twenty-five public senior colleges. Faculty rank was defined as complete equality with the academic faculty in regard to rank and titles, promotion criteria, tenure, sabbatical leave, rates of pay, holidays and vacations, representation and participation in faculty government, and fringe benefits.


Presents a statement on faculty status adopted by the College Libraries Division of the Texas Library Association on April 15, 1950. States that the present status of college librarians is ambiguous, and proposes a solution promoting faculty status.


Presents the statement concerning faculty status, and reports the results of the meetings of the committee.


Discusses the evolution and general trends in the history of library education. Although there appears to be a movement toward the granting of academic rank to professional librarians, for the most part the general position of librarians remains ambiguous.


Author inveighs against faculty rank and status for librarians; supports professional status instead. Feels that librarians should rank with other college professionals, such as nurses, architects, and doctors.


Author sent questionnaire to eighty-five predominantly black institutions to determine the extent to which librarians partici-
attempted in a formal teaching program. Also attempted to discover actual status and benefits of librarians. Found the status of librarians to be ambiguous.


Reply to letter by Rose Sellers, “Statistics; The Earthy Approach.” Trent says that faculty status for librarians rarely means much, and never will until librarians stop recruiting and admitting to library schools the misfits, the failures, and the incompetents.


News note stating that University of Idaho librarians were granted faculty status. Criteria for faculty rank included contribution to overall teaching and research, research productivity within the individual’s area of competence, academic background, and administrative level and competence. Recommended that faculty status be related to individual’s scholarly contribution rather than an administrative position.


Reviews the status of the librarian in each regional library association. Discovered that standards of all but one of the regional accrediting associations specify faculty status for the head librarian.


Discusses why relations between faculty and professors are strained. Attributed in part to the low status of the librarian.


Letter discussing the faculty status situation in New Jersey.


Author believes that academic status would do much to make library positions attractive, and would go a long way to enriching the intellectual content of the profession.


Reply to letter by Rose Sellers. Wallace states that administrators cannot understand what faculty status involves because librarians have not yet decided upon a definition.


In an attempt to answer some questions about faculty status, the article deals with naming personal qualities required for success in academic librarianship, professional training, and collegiate conditions. Librarians, to deserve increased status, must be educators of students in thought and action. Weber is at variance with the California Library Association’s position on faculty status.


The justification for and the special nature of tenure for librarians is discussed. Reasonable grounds and procedures for dismissal are delineated. Although the formalities of faculty tenure work well for some libraries, a different program based on a sound pattern of appointments is described and considered preferable in other institutions. Tenure is not necessarily a component of faculty status, but can be attained on its own.


An anonymous reaction to R. Dean Galloway’s article “The Quiet Revolution.” Believes that the single factor against granting faculty status is the nonprofessional attitude of many librarians.

Not available for review.


By 1968, librarians at fifteen Canadian universities had been granted academic status. The desirability of this is outlined. There exists no evidence that academic status increases production of articles. For most university librarians, status represents a less than honest link with teachers and researchers.


Presents the results of a study to determine the extent to which Texas librarians have achieved academic status.


Wilkinson attacks Ellsworth Mason’s editorial “A Short Happy View of Our Emulation of Faculty.” States that Mason’s contentions are misleading. Defends tenure and longer vacation periods as necessary elements of scholarly development. Believes that librarians who are truly professional do want not only the privileges of faculty status, they also desire the responsibilities.


Paper reports the results of a survey on fringe benefits provided by college and university libraries. Benefits treated are vacations, sick leave, faculty rank, salaries, sabbaticals, yearly increments, raises on merit, time off for funerals, voting, and jury duty.


Author promotes faculty status for librarians. Discusses the functions of both the teacher and the librarian. Librarian should have scholarly interests and tastes.


Author expresses the need for librarians to attain faculty status. States that salaries are far below those of professors, even though librarians often teach formally. Librarians should be granted professorial rank and corresponding salary. Wyer supports his arguments by stating that academic librarians must have much more educational training than was required in previous years. Faculty status would be a benefit for all concerned with the university.