

Matthew E. Braun. A Study of the Relationship Between Faculty Status and Job Satisfaction Among Academic Law Librarians. A Master's Paper for the M.S. in L.S. degree. July, 2005. 52 pages. Advisor: Laura N. Gasaway.

Abstract:

The paper addresses the relationship between faculty status and job satisfaction among academic law librarians in the United States. A review of relevant refereed literature in both academic librarianship generally and law librarianship specifically is provided as background. The paper culminates with the results and analysis of a twenty-item survey sent electronically by the author to academic law librarians across the country gauging their current faculty status and aspects of their job satisfaction. The results support the hypothesis posed in the paper: that faculty status does relate favorably with and makes a difference in job satisfaction among academic law librarians.

Headings:

Law Librarians—Status

Law Librarians—Aims and Objectives

Law Libraries and Collections—Administration

Law Libraries and Collections—Staff

Surveys—Law Librarians

College and University Librarians—Status

A STUDY OF THE RELATIONSHIP BETWEEN FACULTY STATUS AND JOB
SATISFACTION AMONG ACADEMIC LAW LIBRARIANS

by
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of the School of Information and Library Science
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Approved by

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Part One: Introduction

Since the middle part of the 20th Century, a number of scholarly works in the area of library and information science have explored the relationship between academic librarianship and faculty status and rank.¹ Since that time, these works, in many cases, have focused on two main aspects of faculty status: the benefits and opportunities that such status can bring to academic librarians, and the difficulties academic librarians have had in garnering such status from their employer institutions.

Not surprisingly, in the particular discipline of academic law librarianship, the matter of faculty status has consistently been a hot topic. The related literature of the past two decades has in many instances emphasized the connection between faculty status and increased salary and benefits, improved relations with law school faculty, and greater job security and academic freedom through the tenure process. Many works have also, however, alluded to the fact that faculty status can lead to increased demands and stress on law librarians, primarily through formal publishing and teaching requirements. Indeed, this double-edged sword effect has led some academic institutions to implement a type of “pseudo” or “nominal” faculty status for law librarians, where the benefits and the burdens of such a designation are significantly toned down. Still many institutions, moreover, do not offer any form of faculty status to their law librarians.

Thus, focusing on academic law librarians themselves, a key question regarding faculty status is: Does such status, in and of itself, lead to increased job satisfaction for academic law librarians? Naturally, such a question begs many other questions. For instance, what exactly is faculty status? Is there some appreciable uniformity in faculty status from institution to institution? What is the exact relationship between faculty status and faculty rank? Is it even possible to make generalized observations and to draw broad conclusions when each academic law library and each college and university seem to address the employment status of professional librarians differently?

While these questions have been addressed in past literature and no doubt will influence both legal and library science scholarship in the future, the purpose of this particular paper is to explore through the elucidation of empirical data whether faculty status, in its various forms, inherently leads to increased job satisfaction for academic law librarians.

The relationship between faculty status and job satisfaction has been explored in-depth for general academic librarianship, most notably through Bonnie Horenstein's 1993 article "Job Satisfaction of Academic Librarians: An Examination of the Relationships between Satisfaction, Faculty Status, and Participation;" but has not been addressed for academic law librarianship in any refereed publication. This research paper attempts to fill this void and presents empirical data and analysis on the relationship between these two variables in the academic law librarianship setting.

Part Two: Literature Review

Two main categories of articles have been reviewed to provide background to this study. The first category concerns faculty status and related issues as they regard academic librarianship generally. The second category of articles concerns various matters of academic law librarianship specifically, with the particular focus being on non-director law librarians because these librarians are far more likely not to have faculty status than directors. The motivation behind reviewing articles of these types is two-fold. First, the articles related to academic librarianship in general speak holistically to the effects faculty status has had on individual librarians, ranging from increased productivity, to time pressures due to required participation in professional societies, to aspects of job satisfaction.² Second, the articles related to academic law librarianship, while often not directly concerned with job satisfaction, give insight into aspects ranging from librarian relationships with non-librarian law school faculty, to the debate on whether law librarians should be eligible for tenure or continuing appointments, to the historical salary gap between law library directors (who nearly always have faculty status) and non-director law librarians (who may or may not have faculty status).³

These articles provide data acquired through both empirical research conducted by the authors and content analysis of previously collected statistics. Each of the articles is taken from a refereed publication in either the area of academic librarianship or law librarianship. Official standards and guidelines cited in the paper are linked to three professional organizations: the American Association of Law Libraries (“AALL”), the American Bar Association (“ABA”), and the Association of College & Research Libraries (“ACRL”).

Section One: Literature Related to Academic Librarianship Generally

Bonnie Horenstein's 1993 article "Job Satisfaction of Academic Librarians: An Examination of the Relationships between Satisfaction, Faculty Status, and Participation" is perhaps the best starting point for understanding and appreciating the connection between faculty status and job satisfaction in academic librarianship. Horenstein's methodology involved usage of a fifty-five-item survey, and the response rate of 42.6 percent from librarians at 300 U.S. college and university libraries, accomplished without the benefit of funding to provide stamped return envelopes, indicated that the sample population was indeed interested in the subject of the study.⁴

In analyzing three groups of academic librarians, those with both faculty status and rank, those with either faculty status or rank, and those with neither faculty status nor rank, Horenstein found that the top levels of job satisfaction were held by those with both status and rank, the middle levels of satisfaction held by those with either status or rank, and the lowest levels of satisfaction held by those without status or rank.⁵

Likewise, Horenstein found that librarians that actively participated in aspects of library management, often indicative of some faculty status and/or rank, replied that they were happier with their positions than those who did not participate in management.⁶ Summarizing her findings, Horenstein claimed, "Librarians with faculty status and rank have more overall job satisfaction than other librarians and are more satisfied with most aspects of their jobs, including salary, opportunities for promotion or other advancement, and other recognition for accomplishments, which are generally weak areas of satisfaction in the profession."⁷

While this study is twelve years old and is not specific to academic law librarians, its findings clearly support the hypothesis in this study that faculty status among law librarians does positively relate to job satisfaction. Additionally, although variations in faculty status among institutions were not delineated in the Horenstein work and faculty rank was included as a separate variable in the study,⁸ the strong and repeated positive relationship between faculty status and job satisfaction found by Horenstein is likely enough to support the hypothesis in a study encompassing multiple versions of faculty status (as is the case with academic law librarianship).

Both prior to and after the publication of Horenstein's article, there have been few studies in refereed publications focusing on the relationship between faculty status and job satisfaction among academic librarians. Nevertheless, these select studies have yielded some interesting results. Writing nearly twenty years ago, Judith Hegg found that, in studying 120 academic libraries in four Midwestern states, "job satisfaction as a single variable is not related to faculty status"⁹ and "the factors that draw librarians to an institution for employment and keep them there once they've been hired are much more complex than whether the individuals are eligible for faculty status."¹⁰ Hegg did find, however, that salaries were definitely more apt to be higher at institutions that offer faculty status to their librarians.¹¹

Five years later, in 1991, Marjorie Benedict released her findings from two separate surveys of public academic libraries in New York State, which showed that two-thirds of respondent librarians agreed that the benefits associated with faculty status outweigh the costs associated with it.¹² The highest levels of satisfaction with faculty status came from respondents who held professorial ranks and titles, as opposed to those

who held librarian ranks and titles.¹³ Benedict explained that such results illustrated institutional compliance with the ACRL Standards for Faculty Status for College and University Librarians, first approved in 1971 and last revised in 2001, which “recognize formally the importance of faculty status for academic librarians” and, specifically, call for “sabbatical and other research leaves...[to] be available to librarians consistent with campus standards.”¹⁴ Benedict highlighted the importance of recognizing librarians as full, regular faculty members when she quoted the views of one survey respondent: “At our college, faculty status is a farce. [It] gives us the right to participate on committees and vote—that’s it. [We have] no released time for courses or research; it must be charged to our vacation time.”¹⁵

Similarly, Michael Koenig, Ronald Morrison, and Linda Roberts noted in 1996 that after surveying the directors of seventy-eight Association of Research Libraries (“ARL”) member libraries, “it appears [with the exception of nominal faculty status] that faculty status for library professionals, rather than adversely affecting the job satisfaction of academic library directors, is correlated positively with job satisfaction.”¹⁶ The authors emphasized that their findings show that release time to conduct research and pursue scholarly endeavors, often not a part of nominal faculty status (or faculty status that is “in name” only), is the most important specific factor in determining job satisfaction for academic library directors. The authors also noted that release time exists where “library professional staff are treated as functional faculty equivalents”¹⁷ and, presumably, on a similar level as professors and instructors in other academic departments. This more egalitarian structure may help, as Jean Major found, in “creating opportunities [for

librarians] to develop collegial relationships [with non-librarian faculty] through campus service.”¹⁸

Multiple scholarly works have also explored the relationship between faculty status and other dependent variables, such as tenure and job security, institutional productivity, and professional obligations. In reproducing a statistical model aimed at showing the relationship between librarian status (in regards to tenure) and the overall productivity of academic institutions, Richard Meyer found a strong positive relationship between faculty status and the research and teaching quality of an institution, student graduation rates, and graduate school attendance by students (among other variables).¹⁹ However, Meyer tempered his findings in two main ways: (1) by emphasizing that his findings apply only to those institutions that make teaching a high priority and are not strongly research-oriented, and (2) by noting that faculty status, and especially tenure, is most often applied judiciously and only out of a thorough review process. Meyer suggested that it is desirable to reward librarians in ways other than with faculty status; with, namely, promotion and recognition more congruent with traditional bibliographic functions but not including rigorous professional review.²⁰

Meyer is certainly not alone in his analysis that faculty status is, to a degree, a misplaced goal for academic librarians. Herbert White articulated his concerns with the traditional notions of faculty status for librarians particularly well:

Do librarians get credit for all of the unique things they do and the time they spend doing it? It should be obvious that our schedules cannot produce the same volume of research and publication without limiting our formal job assignments to between five and ten hours per week. Since that won't happen, we must stress to faculty that judging us by their standards is absurdly unfair. Instead, we should emphasize that we are entitled to all of their benefits and all of their status, not because

we are exactly like them, but because what we do is just as important and our contributions are just as significant.²¹

Indeed, Pamela Bradigan and Carol Mularski solicited survey feedback from academic library directors and concluded that in order to achieve faculty status, librarians often must produce original works publishable in highly respected academic periodicals, and not simply practice-based articles applicable to relatively small communities of academic librarians.²² Likewise, Candace Benefiel, Jeannie Miller, Pixey Anne Mosley, and Wendi Arant-Kaspar examined promotion and tenure documents for thirty-two academic libraries in the United States and emphasized that faculty status often results in requirements for librarians to take leadership, not just membership, in professional societies; as well as in other requirements that are often not explicitly stated but yet still expected to be met.²³

Additionally, teaching students, while commonly cited as the primary function of college and university faculty, is often marginalized when compared to research and scholarly writing. Herbert White emphasized this, stating that “[r]esearch continues to outrank teaching, if only because the first will impress a far more prestigious constituency...[g]ood teaching impresses primarily students, and students are only transients.”²⁴ Donald Riggs, in an editorial, added: “The ‘teacher of the year’ recipients at some [major research] universities have lost their jobs because they did not have sufficient publications to qualify for tenure.”²⁵

Thus, some of the literature here presents data and accounts that highlight the “other side” of faculty status for academic librarians; and, while not unequivocally opposing the hypothesis in this study, perhaps offers reasons for why respondents in this study may not see faculty status as being linked to increased job satisfaction. It is

important to remember, however, that the majority of studies in this particular area have found widespread support for faculty status and that, despite both practical and philosophical reservations, faculty status continues to be a desired commodity for academic librarians across the country.

Section Two: Literature Related to Academic Law Librarianship Specifically

Turning more specifically to academic law librarianship and the situation of non-director librarians, James Donovan's 1996 article is particularly enlightening in that it analyzes the effect faculty status has on the relationships between law librarians and non-librarian law school faculty members. He provides examples of how librarians, namely non-directors, are often subordinated to more traditional law faculty, such as not being able to participate in the governance of the law school, attend special faculty functions, and submit "faculty articles" to student-managed law reviews and journals. Thus, Donovan offered compelling reasons as to why faculty status is, independent of financial reward, still such a desired commodity among law librarians.²⁶

Donovan opined that both director and non-director law librarians should be granted tenure, perhaps the ultimate prize emanating from faculty status, only if they are actively involved in educating law students and not simply facilitating library usage.²⁷ By advocating for a "place parallel standard" in awarding tenure to librarians, Donovan stated that tenure should only be granted if outsiders to the library (the tax and tuition-paying public, for example) could fully appreciate the education function of a librarian's occupation.²⁸ While such a standard appears difficult to analyze given its inherent subjectivity, it illustrates the very same dilemma found in the literature on academic

librarianship: that law librarians must both meet standards for good performance of their librarian duties and still be judged under the same or similar criteria as “more traditional” faculty when it comes to matters such as faculty status and tenure.²⁹

As with academic librarianship generally, expansion of the practice of granting faculty status to non-director law librarians arguably stands to advance the cause of the profession as a whole. Jonathan Franklin wrote that faculty status provides a “psychological boost to the position”³⁰ of a law librarian, and that “[h]olding faculty status or at least serving on law school committees...help[s] better integrate the goals of the library and law school by improving the frequency and depth of communication between the two.”³¹ In detailing initiatives taken to improve the role of non-director librarians at Notre Dame Law School in the late 1980s, Michael Slinger noted that the increased immersion of librarians in the law school community manifested itself in invitations to participate as judges and advisors in law school academic competitions, the ability to direct readings and independent studies for law students for academic credit, and full voting privileges at law school faculty meetings.³²

While greater parallelism to the law school faculty and greater acceptance from the law school community are key goals of many law librarians, pure financial reward is still likely to be one of the strongest determinative factors in whether faculty status relates positively to increased job satisfaction in the academic realm. This is particularly true since many academic law librarians hold both a Juris Doctor degree and a graduate library science degree, and consequently have incurred sizable educational debt.³³ Of course, not every non-director law librarian sees financial compensation as a paramount concern. Using twenty years of ABA surveys to explore the various realities surrounding

faculty status, Christopher Hoeppner duly noted the words of one survey respondent:

“[M]y status as administrative staff is the more desirable one. I have the advantages of faculty status (other than the higher pay) such as vacations, leave, etc., without having the worry of whether or not I will have my job if I do not publish, belong to so many committees, etc.”³⁴

Hoeppner’s research, however, showed a wide gap in salary between law library directors and non-directors. The operative fact here was that many directors are tenured faculty members and compensated as such, while non-directors often have no faculty status and are compensated similarly to other academic librarians.³⁵ Indeed, while law librarians as a whole have historically been marginalized figures in the law school community, Laura Gasaway noted that over the years “[i]t is true...that the status and image of academic library directors has improved.”³⁶ Tellingly, Chapter 6 of the ABA Standards for the Approval of Law Schools, which governs library and information resources, specifically calls for the law library director to “hold a law faculty appointment with security of faculty position;”³⁷ but the standards are silent as to faculty status for non-director librarians.

Writing eleven years after Hoeppner, Sharon Blackburn, Robert Hu, Masako Patrum, and Sharon Scott suggested that non-directors have not come that far in the last decade. Approximately half of all academic law libraries linked with the ARL offer some degree of faculty or academic status or rank with tenure to its non-directors, but a distinct minority of non-ARL law libraries offer any such status.³⁸ This lack of progress has led non-director law librarians to seek and accept faculty status and other perceived job benefits independent of the law school.³⁹ While many academic law libraries and

librarians desire to be both closely connected with the law school and autonomous from a college or university library system, Blackburn and her colleagues were clear that “[g]eneral university faculty would appear to be much more accepting of law library nondirectors as peers than would law school faculty.”⁴⁰

Blackburn and her colleagues conclude that “all [non-director] academic law librarians must journey farther if they desire to attain faculty status and/or tenure.”⁴¹ This statement echoed the conclusion of Katherine Malmquist a decade earlier, who noted that “[f]aculty status still eludes many law librarians. Close to one-third have some type of faculty status in the university system, and more than one-third have librarian status.”⁴² Importantly, Malmquist cited statistics on the percentage of non-director law librarians who held faculty status or rank, and found that the percentage had actually declined: from 42 percent in 1978, to 32.7 percent in 1984, to 24 percent in 1991.⁴³ Instead, Malmquist in her 1991 survey found that 44 percent of academic law librarians held librarian status and 25.8 percent held professional staff rank in the university system.⁴⁴

In full, this literature on academic law librarianship does not directly address the hypothesis of this study, but offers background as to why non-director law librarians may seek faculty status and why it is likely that there is some positive relationship between faculty status and job satisfaction among law librarians. The quest for faculty status is likely to continue for non-director law librarians, and will become more pronounced in institutions where these librarians have been and will be asked to shoulder increased roles in the direct education of law students and generation of respected scholarship.⁴⁵

Part Three: Background of Study

Section One: Purpose of Study

As the title suggests, the purpose of this study is to examine the relationship between faculty status and job satisfaction among academic law librarians in the United States. In order to investigate this relationship, an online survey, printed in Appendix A, was developed and sent to academic law librarians through multiple routes, which are detailed in Part Five of this paper.

Specifically, the survey here was based in part on the excellent survey used by Bonnie Horenstein in her 1993 article. While the survey employed here did not include many of the types of questions Horenstein asked in her survey (particularly in the area of participation in management as it relates to job satisfaction) and included questions specific to academic law librarianship, the author utilized the general structure and orientation of Horenstein's survey as a model.⁴⁶ It was the intent of this study to explore some of the same issues explored by Horenstein in her work, applied specifically to the academic law library community in this country.

It was anticipated that the data from this survey would illustrate some appreciable connection between the two variables in the study, and, perhaps, serve as a starting point for research on whether faculty status relates to other related dependent variables in academic law librarianship, such as individual librarian productivity and law library reputation.

Section Two: Theoretical Perspective

There is no single overarching theory or analytical framework that has been utilized in exploring a potential relationship between faculty status and job satisfaction in this study. It is clear from the literature related to this topic, however, that faculty status and job satisfaction have related positively among academic librarians;⁴⁷ as well as that individual factors such as higher salaries, increased opportunities for release time, and greater involvement with activities of the parent college or university have related favorably to job satisfaction.⁴⁸

Likewise, refereed literature that examines faculty status among academic law librarians has indicated that there is a positive relationship between faculty status and factors such as higher salaries, promotion and tenure, and the advancement of law librarians as central members of law school communities.⁴⁹ Thus, in terms of this study, it is expected that the independent variable of faculty status will positively relate to the dependent variable of job satisfaction among academic law librarians.

Section Three: Research Question and Hypothesis

Research Question:

What is the relationship between faculty status and job satisfaction among academic law librarians in the United States?

Hypothesis:

Consistent with refereed literature exploring faculty status among both academic librarians generally and academic law librarians specifically, it is expected that the results of this study will show that faculty status does relate favorably with and makes a difference in job satisfaction among academic law librarians.

Section Four: Definition of Terms

Academic Law Librarian:

An individual who works in a law library affiliated with a law school accredited by the American Bar Association and who is considered to be part of the professional library staff. In most cases, an academic law librarian works in the administration, public/faculty services, or technical services area of the library, and is the holder of a graduate degree in library science. In many additional cases, an academic law librarian also possesses the Juris Doctor degree or equivalent.

Faculty Status:

The status of an academic law librarian who, in many cases, is compensated at a higher rate and given more professional benefits and opportunities than librarians without such status. Librarians with this status are often expected to teach formal law school courses and create scholarly works of publishable quality. In some cases, this status leads to tenure, increased job security, and release or sabbatical time, among other benefits.⁵⁰

“Nominal” Faculty Status:

A form of faculty status whereby an academic law librarian is recognized as a faculty member (often has some faculty rank), but is not, in most cases, required to teach and publish to the degree of full-time law school faculty members. In some institutions, this status might be known as “Academic Status” and may or may not include opportunities for tenure.⁵¹

Faculty Rank:

The official academic rank given to a law librarian, often resulting in the title of professor, associate or assistant professor, library professor, adjunct professor, lecturer at law, etc. Faculty rank, like status, may be conferred upon librarians by the law school or the college/university library system. The main difference between faculty rank and status is that while rank regards a job title and position within a system, status normally concerns the specific benefits associated with a job. Many librarians have faculty status and no specific rank, while some librarians have faculty rank but not

normal faculty status (see “Nominal” Faculty Status).

Job Satisfaction:

The degree to which an academic law librarian is happy and fulfilled with his/her current position. For the purposes of this study, job satisfaction is defined by survey responses to a selection of approximately twenty criteria that are commonly associated with job satisfaction for academic law librarians.

Part Four: Importance of Study

The importance of this study lies in the fact that in most any professional work environment, it is beneficial to understand how job titles and job descriptions affect employee satisfaction.

In this particular research question, only one independent variable, faculty status, and one dependent variable, job satisfaction, were presented for the purposes of narrowing the research topic. However, in academic law libraries, it is possible that faculty or nominal faculty status influences a librarian’s demeanor in multiple ways. From potential publishing requirements (or opportunities, depending on an individual’s viewpoint) to teaching requirements (or opportunities), to relationships between librarians and full-time law professors, a librarian’s title and resulting role potentially have significant effect on the individual librarian and thus on the library as a whole.

Such empirical research may influence how job descriptions and job titles are distributed to academic law librarians, especially if a consistent connection is established between the independent and dependent variables in this research question. Specifically, this research may aid library and law school administrators in determining whether

faculty status should be utilized in the library at all, and whether such status serves a purpose congruent with the missions of both the library and law school.

Library and law school administrators will be particularly interested in this research because faculty designation significantly affects operational aspects of both the library and law school. Indeed, such designation determines which individuals teach law school courses, are expected to produce scholarly works of publishable quality, and, in many cases, are financially compensated the most.

Non-director academic law librarians will be interested in this research because it very well implicates their own careers. It is not likely that a librarian has the ability to choose whether he or she is (or is not) granted faculty status, however, and thus it is unlikely that such research will, without the influence of higher powers or some direct movement to change the status quo, markedly alter a librarian's employment situation. Nevertheless, such research may change a librarian's view on how the presence or absence of faculty status affects his or her own job satisfaction.

In full, this research will contribute to: (1) the field of law librarianship, particularly in the academic realm; (2) the field of academic librarianship; and (3) legal academia.

Part Five: Methodology of Study

Section One: Research Approach

The primary goal of the survey was to gather as much raw data as possible regarding how academic law librarians view faculty status, and specifically, whether

acquiring and possessing faculty status, whatever the particular form, positively relates to job satisfaction. The survey incorporated twenty multiple choice responses, and was particularly useful given that statistical analysis could be performed for particular responses and particular groups of responses; thus yielding numeric data that helped determine whether there was a positive relationship between the independent and dependent variables in this study.

Of the first nineteen questions in the survey, seventeen asked for a single answer from the respondent. Two of the first nineteen questions, one on educational degrees and another on job benefits, permitted more than one answer. The last question of the survey asked respondents about their job satisfaction in twenty areas; and in employing a one-to-five point rating scale, provided much of the numeric data presented in Part Six of the study.

Section Two: Study Procedures and Participant Recruitment

The survey was drafted and submitted for approval to the Behavioral Institutional Review Board at the University of North Carolina at Chapel Hill. Once approval was granted, a professional account was opened at SurveyMonkey.com (<http://www.surveymonkey.com>) and the survey converted into a HTML file available to potential respondents over the Internet.

Electronic mail messages were sent with details on the survey to the Law-Lib listserv managed by the University of California, Davis (law-lib@ucdavis.edu), a general listserv to which all law librarians in the country may belong. It was also sent to the Academic Law Libraries Special Interest Section listserv managed by the American

Association of Law Libraries (“AALL”), and to the law library directors’ listserv managed by AALL. Messages with survey information were also sent to the highest officers of each regional AALL chapter, for distribution to chapter listservs. Each of these efforts was taken to increase the number of academic law librarians that would be exposed to the survey.

Section Three: Advantages/Disadvantages of Research Method

The main advantages of the research method adopted for this survey were that (1) physical meetings with the respondents were not needed; (2) the survey could readily be written for the respondents to complete within five to ten minutes and with little inconvenience to the respondents given the online format; and (3) the respondents were able to remain anonymous.

Admittedly, there were also some disadvantages to the format of the survey and limitations in its content. First, since the survey was submitted online through multiple channels and anonymity was promised to respondents, it is not possible to determine exactly who received the survey, who completed the survey, and if each respondent was an academic law librarian. Thus, calculating a response rate, often a hallmark of social-science research, was not possible. However, given the narrowness of the issue being explored and the opportunity for any anonymous survey to be abused, it is likely that the results are indeed reflective of the academic law library community in the United States.

Second, given the specificity in which academic law libraries address the matters of faculty status and faculty rank, the survey would have benefited if it had allowed respondents to give information on their own specific faculty status and/or rank. A

question filtering director from non-director law librarian responses would have also been helpful given the marked differences between the two groups on the particular matter of faculty status.

With these considerations in mind, and the fact that surveys are in nature strong on reliability yet weak on validity, this imperfect research method was employed because of the ease in which it yielded empirical data and, practically, because it has shown to be the preferred research method in studies similar to this one. Any shortcomings in the format and/or content of the survey will shape the author's future research efforts on this topic.

Section Four: Anticipated Ethical Issues

Participation with any part of the survey was completely optional and all participants in the study remained anonymous, as was emphasized in the survey directions. Moreover, the study addressed topics solely concerned with the field of academic law librarianship, so there were no anticipated ethical issues associated with this study.

Part Six: Results of Study

The survey was open for twelve days (June 19-30, 2005) on a web page managed by SurveyMonkey.com. When the survey was closed at the end of the twelve-day period, no additional responses were accepted. The full survey results are produced in Appendix B-1 and B-2 of this study. The final results showed that 357 respondents had participated in some part of the survey, with 259 of the 357 respondents (72.5 percent) answering

both Question 3 on whether they held faculty status and each of the twenty subquestions in Question 20, rated on a 1 to 5 scale,⁵² addressing specific aspects commonly associated with job satisfaction for academic law librarians. Specifically, 334 of the 357 respondents (93.6 percent) answered both Question 3 and the last individual subquestion in Question 20, which asked, using the 1 to 5 scale, how satisfied respondents were with their “job as a whole.”

To establish whether there was a statistically significant difference in job satisfaction based upon the holding of faculty status, a series of significance tests (commonly known as a T-Test) were executed using SPSS software available to graduate students at the School of Information and Library Science at the University of North Carolina at Chapel Hill. The first test, reflected in Table and Chart Set 1 below, compared the independent variable of faculty status in Question 3 with the dependent variable of the mean values for the answers of the 259 respondents that answered both Question 3 and each of the twenty subquestions in Question 20.

The results of this T-Test are divided into two tables. The first table reflects the group statistics, and shows that the 167 respondents not holding faculty status had a mean answer of 3.49 for the twenty subquestions in Question 20, while the 92 respondents holding faculty status had a mean answer of 3.94 for the twenty subquestions. The standard deviation of 0.75 for those not holding faculty status shows that respondent answers in this group were less clustered around the mean than were the answers for those holding faculty status, for whom the standard deviation was 0.66.

The second table reflects the independent samples test, and specifically shows whether there is a statistically significant difference in job satisfaction based upon the

holding of faculty status. The key value in the test is labeled “Sig. (2-tailed),” which is also known as the p-value. The p-value shows the probability that a positive relationship between the independent and dependent variables is merely anomalous. In social science research, a p-value of .05 (five in 100 chance that results are anomalous) is the largest acceptable value to show that a positive relationship between variables is statistically significant.

The p-value in comparing faculty status to the subquestion means regarding job satisfaction was .00, which is the absolute highest level of statistical significance that can be computed by the SPSS software. Due to this result, the p-value for this test can be labeled as being less than .01; meaning that there is less than a one percent chance that the positive relationship between faculty status and job satisfaction as it is calculated in the entirety of Question 20 is merely anomalous.

TABLE AND CHART SET 1
Significance Test (T-Test): Faculty Status (Q. 3) and Job Satisfaction (all of Q. 20)

Group Statistics

	V1 (Fac. Status)	N	Mean	Std. Deviation
V23 (Q.20 avg.)	0 (no status)	167	3.4877	.75173
	1 (status)	92	3.9402	.65722

Independent Samples Test

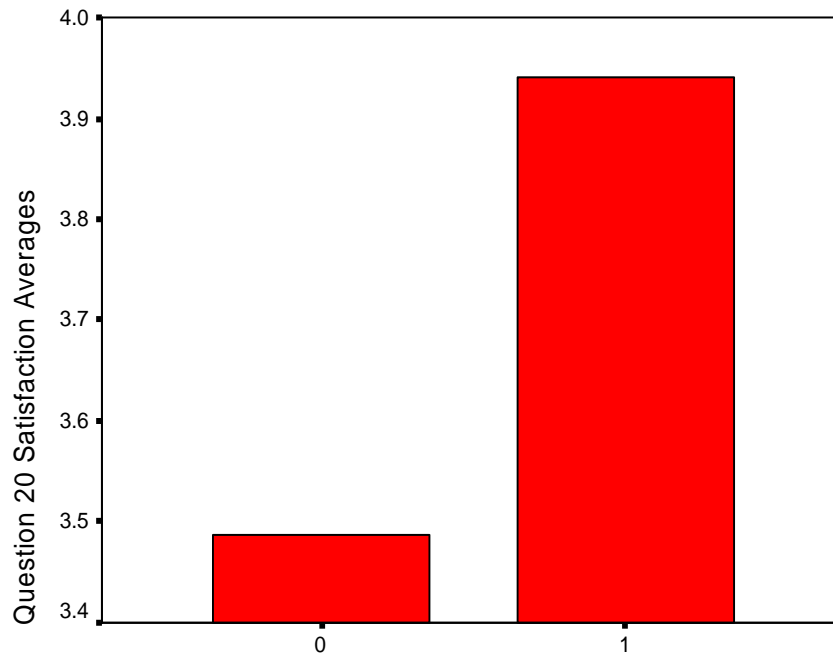
	T-Test for Equality of Means			
V23 (Q.20 avg.)	t	Df	Sig. (2-tailed)	Mean Diff.
Equal variances assumed	-4.842	257	.000	-.4525
Equal variances not assumed	-5.034	209.724	.000	-.4525

Significance < .01

$t(257) = -4.842, p < .01$

Df = degrees of freedom

*Note: The number of respondents (259) reflects the number of survey participants who answered both Question 3 and each part of Question 20. This differs from the number of participants completing some part of the survey (357).



0= No Faculty Status; 1= Faculty Status

The same statistical analysis was executed comparing the independent variable of faculty status in Question 3 with the dependent variable of the mean values for the answers of the 334 respondents that answered both Question 3 and the last individual subquestion in Question 20; the latter which asked how satisfied respondents were with their “job as a whole.”

The results reflected in Table and Chart Set 2 were similar to the first T-Test performed. In terms of group statistics, the 220 respondents not holding faculty status had a mean answer of 3.65 for the last individual subquestion in Question 20, while the 114 respondents holding faculty status had a mean answer of 4.15. Again, the higher standard deviation for those not holding faculty status (1.00) shows that the answers for this group were less clustered around the mean than were the answers for those holding faculty status (0.87).

In terms of the independent samples test, the p-value yielded was .00, meaning that there is less than a one percent chance that the positive relationship between faculty status and job satisfaction as it is calculated in the last individual subquestion in Question 20 is merely anomalous.

TABLE AND CHART SET 2
Significance Test (T-Test): Faculty Status (Q. 3) and Job Satisfaction “As A Whole” (last individual subquestion in Q. 20)

Group Statistics

	V1 (Fac. Status)	N	Mean	Std. Deviation
V2 (last of Q.20)	0 (no status)	220	3.65	1.002
	1 (status)	114	4.15	.865

Independent Samples Test

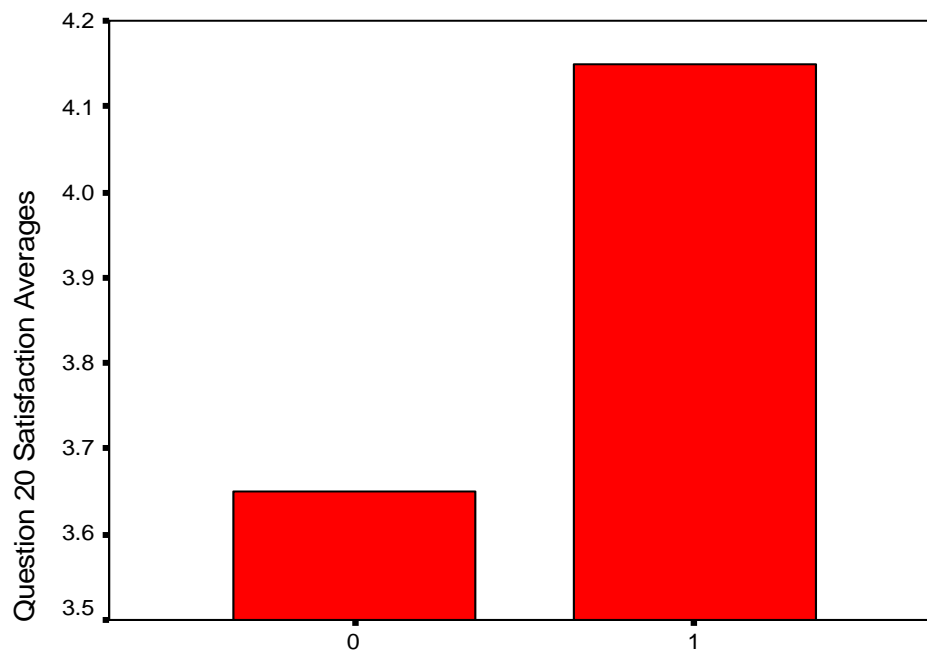
	T-Test for Equality of Means			
V2 (last of Q.20)	t	Df	Sig. (2-tailed)	Mean Diff.
Equal variances assumed	-4.516	332	.000	-.50
Equal variances not assumed	-4.732	260.127	.000	-.50

Significance < .01

$t(332) = -4.516, p < .01$

Df = degrees of freedom

*Note: The number of respondents (334) reflects the number of survey participants who answered both Question 3 and the last individual subquestion in Question 20. This differs from the number of participants completing some part of the survey (357).



0= No Faculty Status; 1= Faculty Status

This statistical analysis was also executed comparing the independent variable of faculty rank in Question 4 with the dependent variable of the mean values for the answers of the 338 respondents that answered both Question 3 and the last individual subquestion in Question 20. This was done mainly to explore whether faculty rank related with job satisfaction in a different way than faculty status, given that the literature relevant to this study has often lumped faculty status and faculty rank together as one singular construct.

Again, the results in Table and Chart Set 3 were similar to the first two T-Tests performed. In terms of group statistics, the 226 respondents not holding faculty rank had a mean answer of 3.67 for the last individual subquestion in Question 20, while the 112 respondents holding faculty rank had a mean answer of 4.17. Again, the higher standard deviation for those not holding faculty rank (1.00) shows that the answers for this group were less clustered around the mean than were the answers for those holding faculty rank (0.82).

In terms of the independent samples test, the p-value yielded was .00, meaning that there is less than a one percent chance that the positive relationship between faculty rank and job satisfaction as it is calculated in the last individual subquestion in Question 20 is merely anomalous.

TABLE AND CHART SET 3
Significance Test (T-Test): Faculty Rank (Q. 4) and Job Satisfaction “As A Whole” (last individual subquestion in Q. 20)

Group Statistics

	V1 (Fac. Rank)	N	Mean	Std. Deviation
V2 (last of Q.20)	0 (no rank)	226	3.67	1.002
	1 (rank)	112	4.17	.815

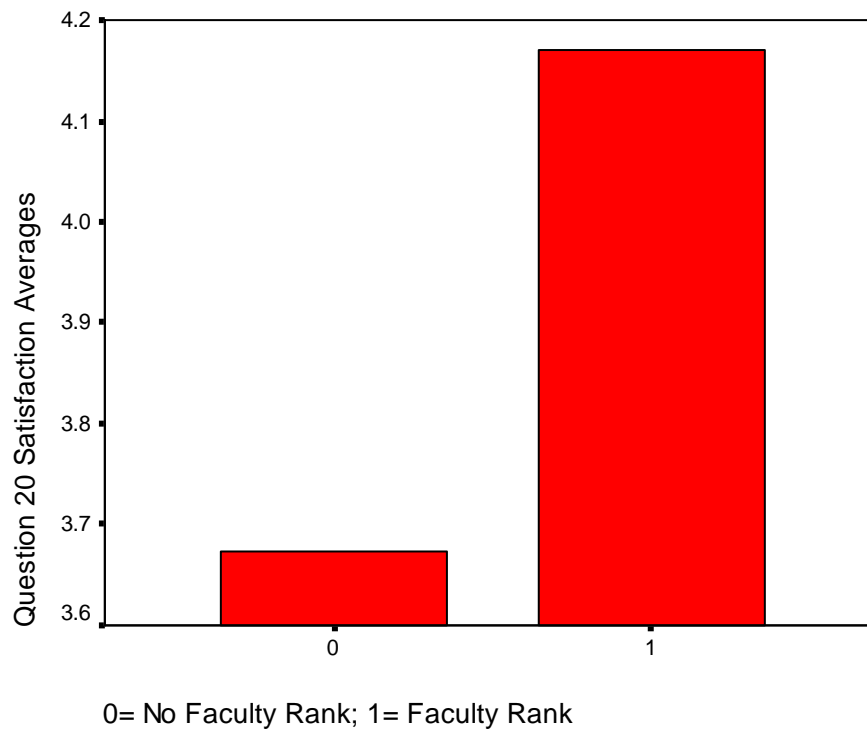
Independent Samples Test

	T-Test for Equality of Means			
V2 (last of Q.20)	t	Df	Sig. (2-tailed)	Mean Diff.
Equal variances assumed	-4.556	336	.000	-.50
Equal variances not assumed	-4.880	265.820	.000	-.50

Significance < .01

$t(332) = -4.556, p < .01$

*Note: The number of respondents (338) reflects the number of survey participants who answered both Question 4 and the last individual subquestion in Question 20. This differs from the number of participants completing some part of the survey (357).



In addition to calculating whether the primary variables in the study had relationships that were statistically significant and, thus supportive of the hypothesis posed in the study, descriptive statistics were compiled using SPSS software to illustrate the job satisfaction of various survey respondent categories. This was done because faculty status is related to a number of other matters, such as the particular department in which an academic law librarian works and the particular philosophy a library takes in regards to publishing requirements. For instance, it seemed logical given the results of the T-Tests displayed above that library administrators, 67.4 percent of who hold faculty status in the survey, would have higher job satisfaction results than librarians working primarily in public services, only 16.3 percent of who hold faculty status in the survey.

Table and Chart Set 4 show descriptive statistics comparing multiple arrangements of faculty status and faculty rank (Questions 3 and 4) with mean responses to the subquestions addressing aspects commonly associated with job satisfaction for academic law librarians (entirety of Question 20). While those who responded to Questions 3 and 4 on faculty status and faculty rank did not always answer every subquestion in Question 20, the percentage of subquestions answered is high, ranging from 93.4 to 97.0 percent. Thus, it is with confidence that these statistics are presented.

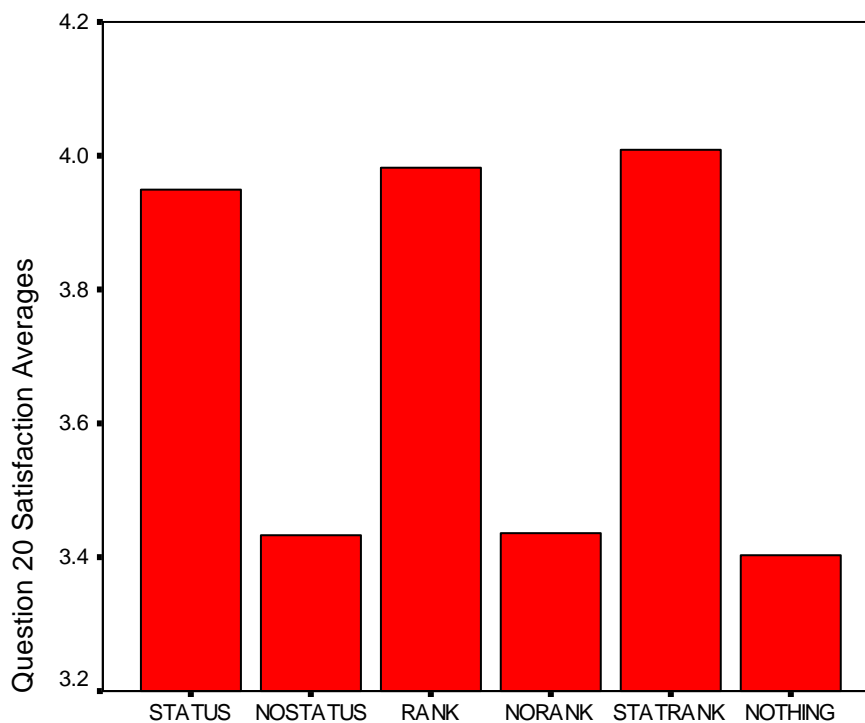
Consistent with the results of the T-Tests above, the highest mean responses came from those holding faculty status (3.95), those holding faculty rank (3.98), and those holding both faculty status and rank (4.01). Consequently, the lowest mean responses came from those not holding faculty status (3.43), those not holding faculty rank (3.44), and those holding neither faculty status nor rank (3.40).

TABLE AND CHART SET 4
Descriptive Statistics: Faculty Status and Faculty Rank (Q. 3 and 4) and Job Satisfaction
(all of Q. 20)

Descriptive Statistics

	N (of Q.'s)	% subquestions answered*	Min.	Max.	Mean	Std. Deviation
Faculty Status	20	94.6	3.39	4.27	3.9480	.21860
No Fac. Status	20	96.8	2.74	3.95	3.4315	.33405
Faculty Rank	20	95.9	3.37	4.29	3.9835	.22850
No Fac. Rank	20	97.0	2.74	3.96	3.4345	.33024
Status + Rank	20	93.4	3.42	4.29	4.0100	.21863
No Status or Rank	20	96.7	2.70	3.94	3.4015	.33533

*Note: The percentage of subquestions answered was calculated by taking the total number of respondents to any part of Question 20 for each status/rank category, and multiplying the number of respondents by 20 to find out how many total subquestions in Question 20 could have been answered. The number of subquestions actually answered in Question 20 by each category was then divided by the number of subquestions that could have been answered in Question 20 by each category to find the percentage of subquestions answered.



Similarly, Table and Chart Set 5 show descriptive statistics comparing the library departments in which respondents primarily worked (Question 12) with mean responses to the subquestions addressing aspects commonly associated with job satisfaction for academic law librarians (entirety of Question 20). The percentage of subquestions answered is high for administrators (96.3 percent) and librarians in student/public services (98.6 percent), but inexplicably lower for those librarians in technical services (85.8 percent).

Not surprisingly, the highest mean response came from respondents who primarily work in administration (3.95), followed by those who primarily work in student/public services (3.48), and those who primarily work in technical services (3.43). Such findings are consistent with the notion that faculty status and its related job satisfaction is more available to law library administrators than to librarians who work in either of the service-based departments.

TABLE AND CHART SET 5
Descriptive Statistics: Library Department (Q. 12) and Job Satisfaction (all of Q. 20)

Descriptive Statistics

	N (of Q.'s)	% subquestions answered*	Min.	Max.	Mean	Std. Deviation
Administration	20	96.3	3.24	4.37	3.9450	.26229
Public Services	20	98.6	2.83	4.04	3.4795	.34968
Technical Services	20	85.8	2.82	3.98	3.4300	.33828

*Note: The percentage of subquestions answered was calculated by taking the total number of respondents to any part of Question 20 for each of the three categories, and multiplying the number of respondents by 20 to find out how many total subquestions in Question 20 could have been answered. The number of subquestions actually answered in Question 20 by each category was then divided by the number of subquestions that could have been answered in Question 20 by each category to find the percentage of subquestions answered.

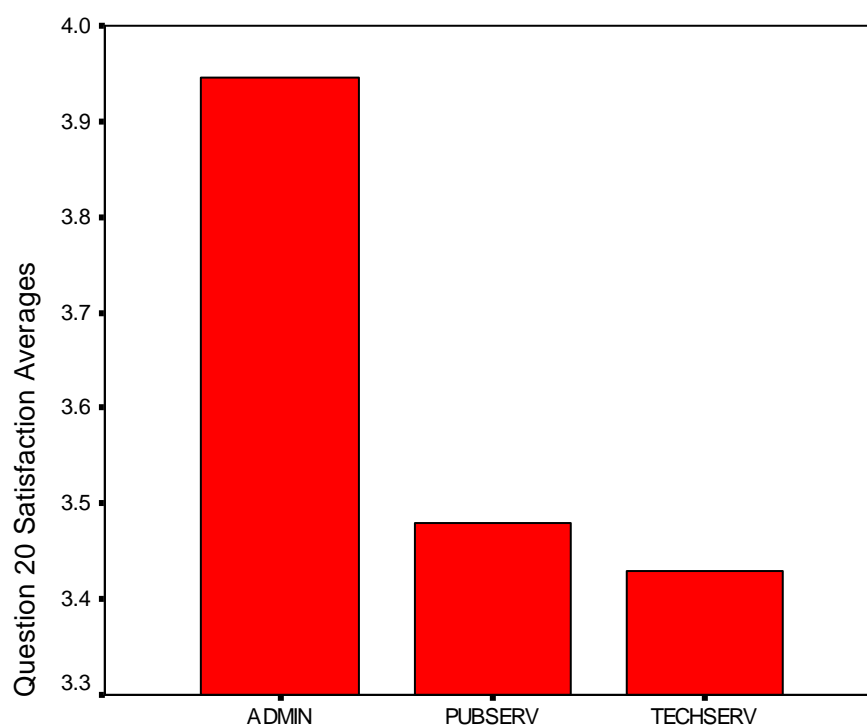


Table and Chart Set 6 show descriptive statistics comparing the publishing requirements of the libraries in which respondents worked (Question 11) with mean responses to the subquestions addressing aspects commonly associated with job satisfaction for academic law librarians (entirety of Question 20). This particular category was explored to determine how publishing requirements, seemingly a burden of faculty status in many institutions, related with job satisfaction. The percentage of subquestions answered is high for each of the three respondent categories, ranging from 96.8 percent to 99.1 percent.

Interestingly, the highest mean response came from respondents who work in libraries where some degree of publishing is required (3.79), followed by those who work in libraries where publishing is encouraged but not required (3.72), and followed, finally, by those who work in libraries where no publishing is required (3.41). Thus, it seems that defined publishing requirements, present at 47.2 percent of the institutions of respondents who hold faculty status but at only 20.5 percent of the institutions of respondents who do not hold faculty status, do not hinder job satisfaction among academic law librarians.

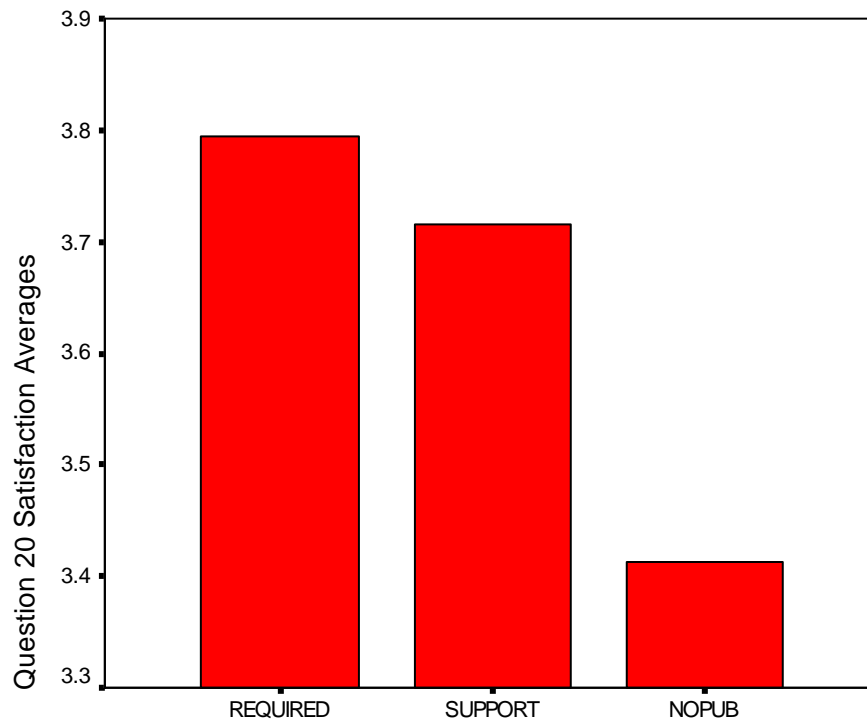
TABLE AND CHART SET 6

Descriptive Statistics: Publishing Requirement (Q. 11) and Job Satisfaction (all of Q. 20)

Descriptive Statistics

	N (of Q.'s)	% subquestions answered*	Min.	Max.	Mean	Std. Deviation
Publishing Required (REQUIRED)	20	96.8	3.33	4.12	3.7935	.20987
Publishing Encouraged (SUPPORT)	20	98.4	3.19	4.15	3.7160	.26317
No Publishing Required (NOPUB)	20	99.1	2.61	3.89	3.4125	.37949

*Note: The percentage of subquestions answered was calculated by taking the total number of respondents to any part of Question 20 for each of the three categories, and multiplying the number of respondents by 20 to find out how many total subquestions in Question 20 could have been answered. The number of subquestions actually answered in Question 20 by each category was then divided by the number of subquestions that could have been answered in Question 20 by each category to find the percentage of subquestions answered.



Finally, Table 7 shows descriptive statistics comparing thirty respondent categories with the last individual subquestion in Question 20, which asked how satisfied respondents were with their “job as a whole.” This analysis was done to determine whether any distinct patterns emerged in regards to this last subquestion, which is holistic in nature and is the most direct question on job satisfaction in the survey. The response percentage for the last subquestion ranged from 88.4 percent to 100 percent, with the mean response percentage being 97.1 percent.

Again, the highest mean responses came from categories where faculty status was more likely to be held by respondent librarians. The complete mean response from all survey respondents was 3.82, and in only eight of the thirty respondent categories was the mean response 4.00 or higher. Within these eight categories combined, 72.7 percent of the respondents hold faculty status, compared to 36.5 percent for all survey respondents.

TABLE 7
Descriptive Statistics: Various Filtered Categories of Respondents and Job Satisfaction
Job Satisfaction “As A Whole” (last individual subquestion in Q. 20)

Descriptive Statistics

Respondent Category (N of respondents in category)	Response % for last Subquestion in Q. 20	Mean (complete mean = 3.82*)
Yes Faculty Status (125)	92.0	4.15
No Faculty Status (223)	99.1	3.64
Yes Faculty Rank (124)	90.3	4.17
No Faculty Rank (228)	100.0	3.67
Yes Faculty Status & Rank (103)	90.2	4.21
No Faculty Status & Rank (203)	99.5	3.63
Yes Special Library Status (127)	100.0	3.83
No Special Library Status (218)	94.5	3.81
Administration (127)	92.1	4.12
Public Services (134)	99.3	3.68
Technical Services (56)	100.0	3.77
Under \$40,000 (17)	100.0	3.29
\$40,000 to \$49,999 (54)	98.1	3.51
\$50,000 to \$59,999 (85)	98.8	3.63
\$60,000 to \$69,999 (49)	100.0	3.70
\$70,000 to \$79,999 (32)	96.9	3.97
\$80,000 to \$89,999 (15)	100.0	4.20
\$90,000 to \$99,999 (9)	100.0	3.67
\$100,000 and over (86)	88.4	4.30
0-2 years (37)	100.0	3.57
3-5 years (41)	97.6	3.23
6-10 years (52)	98.1	3.92
10-15 years (46)	100.0	3.89
16-20 years (46)	100.0	3.87
21 years and longer (132)	98.4	4.02
Yes Hold Tenure (102)	91.2	4.15
No Hold Tenure (248)	98.8	3.71
Publishing Required (104)	90.4	3.91
Publishing Encouraged (110)	98.2	3.92
No Publishing Required (127)	100.0	3.70

*Note: The complete mean was calculated with 96.7 percent (342 of 354) of those who responded to any part of Question 20 responding to the last individual subquestion in Question 20 (there were three survey respondents who did not respond to any part of Question 20).

Part Seven: Conclusion

The results of this study validate the hypothesis posed in the study; specifically that faculty status does relate favorably with job satisfaction among academic law librarians. In full, the results show that whether an academic law librarian holds faculty status does, indeed, make a statistically significant difference as to the degree the librarian is satisfied with his or her job.

This research merely represents an initial attempt to address the relationship between faculty status and job satisfaction for academic law librarians in the United States. The issues connected with such research are numerous and often complex. First, since the specifics of librarian status vary from institution to institution, it is difficult to define a “garden variety” faculty status and, thus, determine whether such status is nearly always a positive for an academic law librarian. Second, since faculty status is an umbrella incorporating many different aspects of a librarian’s position, such as teaching law students, writing articles of publishable quality, and holding tenure, more research is necessary to determine whether one or more of these different aspects are the true keys to finding job satisfaction.

Nevertheless, this research shows that faculty status is a sought-after commodity by academic law librarians, whatever specific qualities such status may entail. The opportunity to serve in many different roles, to be recognized as a true educator, and to be appreciated as a vital component of a law school community will likely continue to drive the quest for faculty status among this profession of highly-educated and highly-motivated individuals.

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Appendix A

Faculty Status & Academic Law Librarianship Survey Survey Instructions and Questions

My name is Matthew Braun and I am conducting research in the School of Information and Library Science at the University of North Carolina at Chapel Hill. I'm studying the relationship between faculty status and job satisfaction among academic law librarians.

If you have 5 to 10 minutes, I invite you to complete this survey, which asks you some questions about your position as an academic law librarian. There are 20 questions in the survey.

Your participation is voluntary. You may stop participating at any time. You may skip any question you choose not to answer for any reason.

Your answers are completely anonymous and confidential. The SurveyMonkey.com software used to administer the survey ensures that none of your identifying information will be available to me or to anyone else.

The Behavioral Institutional Review Board at the University of North Carolina at Chapel Hill has approved this study. Contact the IRB if you have any questions concerning your participation in this study (919-962-7761 or aa-irb@unc.edu).

I welcome you to contact me with any questions, comments or concerns that you have at 919-843-7890 or mebraun@email.unc.edu. You may also contact my advisor, Dr. Jeffrey Pomerantz, at 919-962-8064 or pomerantz@unc.edu.

Thank you very much for your participation!

- 1.) Are you a full-time law librarian at an ABA-accredited institution? ☐ Yes ☐ No
- 2.) Which educational degrees do you hold?
☐ J.D. ☐ M.L.S. (or equivalent) ☐ other master's degree
☐ Ph.D ☐ Other
- 3.) Do you currently hold law faculty status? ☐ Yes ☐ No
- 4.) Do you currently hold law faculty rank? ☐ Yes ☐ No

- 13.) In which range does your present annual salary fall?
- ☐ under \$40,000
 - ☐ \$40,000 to \$49,999
 - ☐ \$50,000 to \$59,999
 - ☐ \$60,000 to \$69,999
 - ☐ \$70,000 to \$79,999
 - ☐ \$80,000 to \$89,999
 - ☐ \$90,000 to \$99,999
 - ☐ \$100,000 and over
- 14.) What is your gender? ☐ Female ☐ Male
- 15.) Do the professional law librarians in your library have regular meetings (whereby both administrator and non-administrator librarians are present)? ☐ Yes ☐ No
- 16.) If so, how often do such meetings occur:
- ☐ Weekly
 - ☐ Biweekly
 - ☐ Monthly
 - ☐ Bimonthly
 - ☐ Other
- 17.) If such meetings occur, do you feel comfortable contributing original ideas or original reactions? ☐ Yes ☐ No
- 18.) If so, are your ideas generally validated by other librarians? ☐ Yes ☐ No
- 19.) Which model of decision-making and strategic planning best describes the law library in which you work?
- ☐ No participation by non-administrative librarians
 - ☐ Little to some participation by non-administrative librarians
 - ☐ Appreciable participation by non-administrative librarians
 - ☐ High participation by non-administrative librarians

Your working conditions	__1	__2	__3	__4	__5
Your current salary	__1	__2	__3	__4	__5
Your current faculty status and/or rank	__1	__2	__3	__4	__5
Your job as a whole	__1	__2	__3	__4	__5

Appendix B-1

TABLE 8
Survey Results, Questions 1-19 (357 respondents)

ISSUE	RESPONSE	NUMBER	PERCENTAGE
Full-time law librarian	Yes	349	97.8
	No	8	2.2
Educational degrees	Juris Doctor (or equivalent)	267	74.8
	M.L.S. (or equivalent)	343	96.1
	Ph.D	4	1.1
	Other master's degree	52	14.6
	Other	14	3.9
Hold faculty status	Yes	129	36.5
	No	224	63.5
Hold faculty rank	Yes	126	35.3
	No	231	64.7
If hold faculty rank, what title	Professor	48	32.4
	Associate/Assistant Prof.	47	31.8
	Library Professor	6	4.1
	Adjunct Professor	10	6.8
	Other	37	25
Special library status	Yes	128	36.7
	No	221	63.3
Benefits/Privileges	Tenure	141	46.5
	Sabbaticals/Paid leave	134	44.2
	Voting in law school faculty meetings	110	36.3
	Research grants	113	37.3
	Formal teaching opportunities	204	67.3
	Tuition waiver	236	77.9
Hold tenure	Yes	103	29
	No	252	71
To best of knowledge, librarians at parent institution all eligible for same faculty status/rank	Yes	164	48.7
	No	139	41.2
	Unsure	34	10.1
Years as law librarian	0-2 years	38	10.6
	3-5 years	41	11.4
	6-9 years	52	14.5
	10-15 years	48	13.4
	16-20 years	47	13.1
	21 years or longer	133	37
Publication requirement	No publication requirement	130	37.6
	Publication encouraged, but	111	32.1

	not explicitly required		
	Some publication required	105	30.3
Work department	Administration	132	36.9
	Faculty Services	27	7.5
	Student/Public Services	134	37.4
	Technical Services	56	15.6
	Other	9	2.5
Salary range	Under \$40,000	18	5.1
	\$40,000 to \$49,999	54	15.3
	\$50,000 to \$59,999	85	24.1
	\$60,000 to \$69,999	50	14.2
	\$70,000 to \$79,999	33	9.4
	\$80,000 to \$89,999	15	4.3
	\$90,000 to \$99,999	9	2.6
	\$100,000 and over	88	25
Gender	Female	244	68.5
	Male	112	31.5
Regular librarian meetings	Yes	299	84.2
	No	56	15.8
If so, how often meetings occur	Weekly	71	23.4
	Biweekly	38	12.5
	Monthly	112	37
	Bimonthly	20	6.6
	Other	62	20.5
In such meetings, are you comfortable contributing ideas	Yes	292	94.5
	No	17	5.5
Are your ideas generally validated by other librarians	Yes	297	94.9
	No	16	5.1
Decision-making, strategic-planning model in your library	No participation by non-administrative librarians	15	4.3
	Little to some participation by non-administrative librarians	66	18.9
	Appreciable participation by non-administrative librarians	128	36.6
	High participation by non-administrative librarians	141	40.3

Appendix B-2

TABLE 9
Survey Results, Question 20 (357 respondents)

The responses in Question 20 employ these answer values:

- 1 = Unsatisfied (range of 1.00-1.99)
- 2 = Slightly Satisfied (range of 2.00-2.99)
- 3 = Satisfied (range of 3.00-3.99)
 - 3.00-3.25 (satisfied low)
 - 3.26-3.50 (satisfied medium low)
 - 3.51-3.75 (satisfied medium high)
 - 3.76-3.99 (satisfied high)
- 4 = Mostly Satisfied (range of 4.00-4.99)
- 5 = Extremely Satisfied (value of 5)

JOB ASPECT	RESPONSE AVERAGE	AVERAGE RANGE
Daily job tasks	3.90	Satisfied high
Style of library management	3.52	Satisfied medium high
Relationship with library management	3.82	Satisfied high
Relationship with other law librarians	4.05	Mostly Satisfied
Relationship with law school faculty	3.62	Satisfied medium high
Relationship with law students	3.82	Satisfied high
Relationship with law librarians at other institutions	3.86	Satisfied high
Status of librarians in your law library	3.10	Satisfied low
Job benefits (tenure, sabbaticals, vacation, tuition waiver, etc.)	3.54	Satisfied medium high
Opportunities for promotion	3.04	Satisfied low
Opportunities for formal teaching	3.44	Satisfied medium low
Requirements for formal teaching	3.52	Satisfied medium high
Opportunities for publishing	3.54	Satisfied medium high
Requirements for publishing	3.44	Satisfied medium low
Opportunities to utilize your creativity, intuition, etc.	3.76	Satisfied high
Opportunities to do a variety of job tasks	4.00	Mostly Satisfied
Your working conditions	3.89	Satisfied high
Your current salary	3.37	Satisfied medium low
Your faculty status/rank	3.41	Satisfied medium low
Your job as a whole	3.82	Satisfied high

Part Nine: Notes

¹ See Benefiel et al. (2001, p. 363), noting that “[o]ver the last 40 years, literally hundreds of articles have been written on the topic [of faculty status for librarians], from opinion pieces on the validity of the whole concept to studies on specific requirements and surveys on the rate at which librarians are tenured.”

² Meyer (1999); Benefiel et al. (2001, p. 368); Horenstein (1993, pp. 260-264).

³ Donovan (1996, pp. 384-388); Hoepfner (1993).

⁴ Horenstein (1993, pp. 255, 257).

⁵ Horenstein (1993, pp. 260-261).

⁶ Horenstein (1993, pp. 260-263).

⁷ Horenstein (1993, p. 265).

⁸ It is important to emphasize that in Horenstein’s (1993) study, only 13.4 percent of the librarians who responded to the survey reported having faculty rank but not faculty status. Therefore, it is understandable why Horenstein generally treats faculty status and rank as the same designation or construct (see p. 264).

⁹ Hegg (1986, p. 78).

¹⁰ Hegg (1986, p. 77).

¹¹ Hegg (1986, pp. 72-73).

¹² Benedict (1991, p. 547).

¹³ Ibid.

¹⁴ Ibid; The 2001 revision of the ACRL Standards for Faculty Status for College and University Librarians is available at <http://www.ala.org/ala/acrl/acrlstandards/standardsfaculty.htm> (last visited June 25, 2005).

¹⁵ Benedict (1991, p. 541).

¹⁶ Koenig, Morrison, & Roberts (1996, p. 299).

¹⁷ Ibid.

¹⁸ Major (1993, p. 466).

¹⁹ Meyer (1999, pp. 115-119).

²⁰ Meyer (1999, pp. 117-119).

²¹ White (1996, p. 40).

²² Bradigan & Mularski (1996, p. 364).

²³ Benefiel et al. (2001, pp. 367-386).

²⁴ White (1996, p. 40).

²⁵ Riggs (1999, p. 305).

²⁶ Donovan (1996, pp. 383-388).

²⁷ Donovan (1996, pp. 392-397).

²⁸ Donovan (1996, p. 401).

²⁹ Donovan (1996, pp. 389-390) contains the operative language in terms of tenure standards, and the language is noticeably similar to that found in regards to faculty status for academic librarians:

Combined with the argument that there should be *no* difference in [tenure] standards, we reach a final conclusion that there should be only minimal and unavoidable differences between evaluation standards for teachers and librarians. The challenge, then, is to make such adjustments as are necessary, but *only* those which are *necessary*. Fail to go far enough and librarians are inherently disadvantaged in the competition for academic stature; go too far and the tenure won by librarians will be regarded by teachers as being “hollow” or nominal only, failing to signify the rigorous scrutiny they had to endure themselves.

³⁰ Franklin (1996, p. 369).

³¹ Ibid.

³² Slinger (1991, p. 703).

³³ Franklin (1996, pp. 359-360) supports this point: “The additional debt incurred in earning a law school degree may drive dual-degree librarians to seek promotions even if they are not particularly interested in increased administrative responsibility because of the large salary jumps between starting legal reference librarians, department heads, and directors.”

³⁴ Hoepfner (1993, p. 192).

³⁵ Ibid.

³⁶ Gasaway (1996, p. 511).

³⁷ The ABA Standards for Approval of Law Schools 2004-2005 Interpretations, Chapter 6, are available at <http://www.abanet.org/legaled/standards/chapter6.html> (last visited June 25, 2005). Specifically, it is Standard 603 that governs the law library director, with subsection “d” containing the operative language concerning faculty status.

³⁸ Blackburn et al. (2004, p. 149).

³⁹ See Blackburn et al. (2004, p. 133).

⁴⁰ Blackburn et al. (2004, p. 143).

⁴¹ Blackburn et al. (2004, pp. 150-151).

⁴² Malmquist (1993, p. 151).

⁴³ Malmquist (1993, p. 149) cited two studies conducted by O.M. Trelles II, & J.F. Bailey III, both entitled “Autonomy, librarian status, and librarian tenure in law school libraries: The state of the art.” The first article is from 1978 and is located in *Law Library Journal*, 71, 425-462, and the second article is from 1986 and is located in *Law Library Journal*, 78, 605-681.

⁴⁴ Malmquist (1993, p. 149).

⁴⁵ Bintliff (2004, p. 511-512) supports this idea:

The academic contributions of librarians already are recognized with an award of faculty status at many universities. We have seen law reference and research librarians’ scholarly and intellectual contributions to faculty research and the

law school's teaching mission increasing exponentially. Law librarians' need for academic freedom and the protections it ensures will become more evident as their work with classroom faculty on research projects and instructional programs takes on new importance.

⁴⁶ Horenstein (1993, pp. 267-269) includes this model survey in her Appendix, entitled "Questionnaire on Job Satisfaction, Faculty Status, and Professional Participation."

⁴⁷ See Horenstein (1993); Benefiel et al. (2001).

⁴⁸ See Horenstein (1993, pp. 262-263); Koenig, Morrison, & Roberts (1996).

⁴⁹ See Donovan (1996); Blackburn et al. (2004); Hoeppner (1993); Franklin (1996, pp. 368-370); Slinger (1991, pp. 702-704).

⁵⁰ See Donovan (1996); Hoeppner (1993).

⁵¹ See Blackburn et al. (2004).

⁵² For this scale: 1= Unsatisfied; 2= Slightly satisfied; 3= Satisfied; 4= Mostly satisfied; and 5= Extremely satisfied.