

inula notes

Indiana University Librarians Association

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Faculty Status at IU, or...

The Adventures of Jethro as Brain Surgeon

by Frank Quinn

Ol' Jeb may have been a millionaire, but his nephew Jethro Bodine was "The Beverly Hillbillies'" patron saint of the ambitious underachievers. Jethro didn't have the sense God gave a June bug, but he was nothing if not ambitious. He had a number of career interests, among them brain surgeon, "double-naught" spy, Hollywood producer, and fry cook. Unfortunately for Jethro his highest educational attainment was a diploma from the sixth grade. Jethro was, notwithstanding, happy in the delusion that his diploma qualified him for work as a brain surgeon. For reasons I will make clear shortly, all this reminds me of the issue of librarian faculty status at IU.

In 1992 the Association of College and Research Libraries

(ACRL) issued its newest version of "Standards for faculty status for college and university librarians" (*C&RL News*, May 1992, pp. 317-18). The new standards endorse peer review; library self-governance; librarian participation in campus governance; the provision of tenure; sabbatical and research leaves; access to research funding; and academic freedom. Perhaps the most interesting recommendations of the new standards, however, are those under the rubric of "Compensation." Here the ACRL standards assert that librarians salaries should be "comparable" to those of other faculty of equivalent rank. In addition the standards say that "(t)he appointment period for librarians should be the same as it is for equivalent faculty."

Given the widespread institutionalization of faculty status (according to ACRL 67% of all academic libraries in the United States offer faculty status to librarians) and the seemingly supportive benefits that standards for faculty status imply, one would assume that faculty status is a popular and widely-accepted feature of academic librarianship.

But that may not be the case. In the past year I've encountered a number of colleagues who were supportive of IU's current not-quite-faculty status (called "academic status") but not particularly interested in furthering the cause of faculty status at IU. This apparent indifference comes in spite of the fact that the standards attached to "Compensation" and other elements of the ACRL

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Responses to Mentoring Proposal

*Editor's Note:
Many of the following
comments have been excerpted
from longer responses.*

...I think the following thing(s) would be extremely beneficial to a mentoring program: Provide a list of librarians, along with areas in which they have expertise, who are willing to talk to students. If a student would like to talk to someone who is a practitioner rather than a professor, they have no way of knowing who to approach. If the students are aware of IU's practicing librarians' expertise, and these librarians have indicated a willingness to share their knowledge, then it would be much easier and more comfortable for students to approach them.

Michelle Collins, 1994 SLIS graduate

I am graduating from library school in May and I am searching for my first professional job. I have been the Branch Coordinator at the Geology Library for the past three and one half years. I have been very lucky to have Lois Heiser as my boss. She has been my "mentor." Working for her has been as valuable as all my classes. She inspired me to go to library school and taught me by example what a librarian does. I cannot emphasize enough how important it is for a SLIS student to have a mentor! We want to be librarians. We

want role models. We want to be like you.

Patricia Doyle, 1994 SLIS graduate

I have been mentoring SLIS students for over 20 years through direct contacts, classes, practicums, etc. I think this is a marvelous way to give support, advice, and guidance to prospective librarians. At any given time, I am directly mentoring about 4-6 students.

BJ Irvine, Fine Arts Librarian

I feel that as an employer of SLIS students I act as a mentor. In addition, I request that a SLIS practicum student be assigned to the Education Library whenever possible. If the students are interested, I share many of the library reports and documents with them, discuss the promotion and tenure process at IU and make a copy of my dossier available to them. I share any insights that I may have in regard to decisions concerning IO. I discuss their coursework with them and in some cases act as an advisor.

While this may be an informal process I do feel that it is part of my job as a librarian to mentor SLIS students.

Gwen Pershing, Librarian

As someone who was quoted in one of the mentoring articles in the recent *InULA Notes*, I wanted to let you know that I think it's extremely important. I

was distressed to read that Kay had not witnessed any examples of mentoring while she was here at SLIS, because it does occur. ...One of the challenges you will have to face is that a mentoring relationship takes time to develop, which is one of the reasons that Mary Maack and I found they seldom occur in an MLS program. Students who only stay a year, students who are married and have other lives outside of SLIS, will not have as much time to invest in the mentoring relationship.

J. Passet, SLIS

I would strongly encourage SLIS students to participate in L596 (Practice work). In that setting the librarian and the student have enough time together for very substantial mentoring. A similar alternative is for SLIS students to get hourly jobs in the IU libraries. This takes place on an even larger scale than L596 (I am guessing) and again I know for certain students and their librarian supervisors have developed much more valuable relationships than a mentoring program can provide.

Steve C.

The InULA/SLIS Mentoring Program is a terrific idea — one I hope comes to fruition and succeeds. Count me in!

Charlotte Hess, Librarian

What's new at IU Southeast Library?

As part of a regular feature of InULA Notes, we have been contacting InULA members at regional campuses for information or projects happening in their libraries. This issue, we received an "update" from Jacqueline Johnson, at IU Southeast, New Albany.

The IUS Library is home to a new service, The Center for Cultural Resources. Focusing on the

theme "diversity in unity and unity in diversity," the Center is designated as an integral part of the IUS Curriculum Laboratory and its resources are supervised by the Library staff. Open to all IUS students, instructors of campus courses, public and private school teachers, and local parents, the materials in this collection are organized around twelve Unity Themes. Resource kits of

artifacts, curriculum guides, audio-visual and graphic media, and books make up the major part of the collection. Materials in this collection were made available for use beginning Fall 1993. For information on the development and organization of The Center for Cultural Resources, contact Jacqueline Johnson or Dennis Diener-Kreps, at the IUS Library.

Over 100 attend IU Librarian's Day

*Nonie Watt, 1994 Chair,
IULD Planning Committee*

Nearly 100 librarians from throughout Indiana University attended this year's IU Librarians' Day on April 29. Held at the Indiana Wesleyan University LEAP Center in Indianapolis, the event offered a variety of programs and presentations for the participants. Dean Neal kicked off the day with his informative (as well as entertaining) "State of the IU Libraries" address. In her report, InULA President Marianne Mason spoke of involvement and highlighted the organization's goals and efforts at revitalization. The morning ended with the Librarians' meeting which, of course, included our annual debate concerning

whether or not to include annual reviews in P & T dossiers.

Certainly one of the highlights of the day was the afternoon panel presentation entitled "On the Other Hand." Three faculty members, one from Bloomington, one from the Medical School at IUPUI and the third from IU-South Bend, shared their opinions on the Libraries in general, the services they provide and the online catalog. While a few librarians expressed surprise at what they heard, others felt many of the comments verified what they already suspected might be true of their users. In any event, all would probably agree the panelists' remarks were thoughtful and provocative.

The afternoon break-out sessions offered a wide range of presentations and topics for discussion. Participants learned of new and innovative procedures being implemented at libraries around the system. Facilitators led lively discussions concerning issues of professional concern such as research and faculty rewards. Coping with the influx of new online resources was addressed as well as methods of interpreting online statistics.

All in all, the 1994 IU Librarians' Day offered opportunities for learning, sharing viewpoints, and perhaps most importantly, a chance to renew old acquaintances and establish new alliances.

Jethro as Brain Surgeon

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standards are as yet unreached at IU. To me the issues of equivalent appointments (10- instead of 12- month appointments) and comparable salaries raise exciting possibilities. Indeed Krompart and DiFelice (*Journal of Academic Librarianship* 13, pp.14-18) report that the least frequently achieved provision of the old ACRL standards was the academic year contract, and that librarian salaries were lower than those of teaching faculty in at least half of the libraries surveyed.

Curious to see whether the national literature reflected this same apathy, I conducted a somewhat cursory survey of the recent library literature and found that, to large extent, it did.

Richard M. Dougherty, in an editorial in the May 1993 issue of the *Journal of Academic Librarianship* (p. 67), asks whether librarians really want to play the promotion-and-tenure game and states that "salaries and perks" are an insufficient motive for faculty status.

Beth Shapiro, in the November 1993 issue of *C&RL News* (p. 562-63), discusses "The myths surrounding faculty status for librarians." She states that faculty status is less important to academic freedom than the protection from abuses offered by existing state and federal laws. She also maintains that faculty status can be divisive in an environment where librarians, sup-

port staff, and other professionals work side by side.

These are just two out of a number of recent negative articles on faculty status. As I've already suggested, I'm beginning to wonder if this apparent backlash isn't something of a trend.

If that's the case, then I think it's a shame, and this is why I'm reminded of Jethro. I can't help but wonder if, in attaining some of the standards for faculty status, we're basically acting as nominative brain surgeons who have only managed to graduate from the sixth grade. It's only when we look at the brain surgeons next door and see that they're not only better paid but work fewer hours and have more flexible work schedules than we do that we think to ask ourselves, "how did we get to be fry cooks on the way to a career in brain surgery?"

Members welcome!

InULA welcomes new members anytime throughout the year. If you're interested in joining contact Michael Gago, Serials Dept., Main Library E-048, IUB (email MGAGO@UCS.INDIANA.EDU).

InULA Notes is a publication of the Indiana University Librarians Association. Letters and comments should be addressed to Karen Nissen, IUPUI-Columbus Library, email: KNISSEN@INDYVAX.IUPUI.EDU. To subscribe to InULA-L, send email to KNISSEN@INDYVAX