

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

8-24-2021

The Academic Status of Librarians in the University Libraries in Nigeria: Myth or Reality?

Clement Ajidahun
jideajidahun@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

Ajidahun, Clement, "The Academic Status of Librarians in the University Libraries in Nigeria: Myth or Reality?" (2021). *Library Philosophy and Practice (e-journal)*. 6225.
<https://digitalcommons.unl.edu/libphilprac/6225>

The Academic Status of Librarians in the University Libraries in Nigeria: Myth or Reality?

Abstract

The paper is a critical assessment of the faculty/academic status of librarians in university libraries in Nigeria in order to determine the level of parity with the faculty staff. The paper uses seven criteria that are comparable with the benchmark of the Association of College and Research Libraries (ACRL) for determining the academic status of librarians. It is argued that even though librarians enjoy parity with the lecturers in the areas of appointment, promotion, sabbatical, leaves, salaries to some extents, they are largely not accorded academic status that is comparable with the lecturers in the following areas: Headship of the faculty and the university library, academic departments, teaching staff, university governance, academic career, PhD Requirement and ASUU membership, recognition and governance which makes their academic status a myth. It is further argued that librarians could stand and form their own union if government is not ready to accord them full academic status. However, recommendations that could help the librarians to enjoy the full academic status are provided for urgent implementation.

Keywords: Academic libraries, librarians, status, Nigeria.

Introduction

Libraries in the higher institutions are generally classified as academic libraries because they support teaching, learning and community service for which the institutions were established to perform as their core duties. By implication, librarians working in the universities, polytechnics and colleges of education are thus regarded as academics just as the faculty staff. Therefore, they are expected to conduct research and publish academic papers in reputable local and international journals in addition to conference attendance as some of the conditions for promotion. According to Ochai (1998) as reported by Salaam and Onifade (2009), the National Universities Commission (NUC) in Nigeria had in 1993 directed that librarians in the federal universities be accorded academic status for the purpose of appointment and promotion as a follow up to the September 3, 1992 agreement reached between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria.

Prior to this time, librarians were categorised as non-academic staff. Today, some universities insist that the PhD degree is a requirement for promotion and appointment of librarians when in the 1970's a postgraduate diploma in librarianship and a first degree in any discipline were just the requirements needed to even become a University Librarian. According to Allen (1984), "the major movement towards faculty status however did not occur until the 1960s" in North American universities. Despite the faculty status accorded the librarians in Nigeria, there are still obvious gaps between the university librarians and the university teachers.

Benchmark for Faculty Status for Librarians

According to the Association of College and Research Libraries (ACRL), the following constitutes the standards for measuring the faculty status of college and university librarians:

1. Librarians perform professional responsibilities.
2. Librarians have an academic form of governance for the library faculty.
3. Librarians have equal representation in all college or university governance.
4. Librarians receive compensation comparable to that of other faculty.
5. Librarians are covered by tenure policies.
6. Librarians are promoted in rank based on a peer review system.
7. Librarians are eligible for sabbatical and other leaves in addition to research funds.
8. Librarians have the same academic freedom protections as other faculty. (ACRL, 2007).

However, Hosburgh (2011) reports that in spite of this ACRL's benchmark for measuring the academic status of college and university librarians, "in truth, all eight standards are rarely seen implemented fully at any given institution. Rather than being a yes/no dichotomy, it is clear that "faculty status" for librarians may be implemented in a variety of ways, with some facets

apparent and others absent.” It is this same scenario that the librarians in the university libraries in Nigeria are experiencing. That is why this study is examining the pattern of dichotomy between the faculty teaching staff and the university librarians in Nigerian universities.

According to Walters (2016), 52% of the US research universities give nominal faculty status to the librarians, and the situation has continued to decline since 2008. This is because

certain components of faculty status are substantially more or less common than faculty status itself, and nominal faculty status does not correspond to a clear-cut set of working conditions, rights, or responsibilities...the individual components that correspond most closely to the faculty status index are peer review and sabbaticals—not nominal faculty status.

Librarians in the US research universities enjoy faculty status only in the areas of peer review and sabbaticals. They are exempted or discriminated against in other areas such as Senate representation, tenure, professorial rank etc. That is why most university libraries in the US have mixed models of faculty status for their librarians. The following models have been identified to be existing in the US: |

1. Librarians with full faculty status and tenure,
2. Librarians with faculty or academic status but no tenure,
3. Librarians with mix of professional statuses,
4. Librarians without faculty or academic status
5. Librarians without faculty or academic but status familiar to tenure.

[\(https://academiclibrarianstatus.wordpress.com/2018/03/22/academic-librarian-status/\)](https://academiclibrarianstatus.wordpress.com/2018/03/22/academic-librarian-status/).

Similarly, Bolin (2008) studied the typologies of librarian status at land grant state universities in America who had the same mission of teaching, research and community service like most public universities. Her study shows that librarians were categorized as professorial 42%, other ranks with tenure 28%, other ranks without tenure 10%, and non-faculty 20%. The study further

shows that librarians have the option of being categorized into either the professorial group which is the universal group or the professional group for those who choose not to have faculty status.

In line with the opinion of Weaver-Myers (2002), university librarians can perform their professional duties adequately without being accorded any academic/faculty status if the implementation of their faculty status becomes evasive and ambiguous.

According to Allen (1984)

If librarians in academic libraries, whether they have some form of academically defined status, or whether they are termed professional, are to play their full part in the intellectual life of the institution, they must establish their credentials by performance. Certainly service comes first, but only some of the librarians can work at activities where the service is provided directly to the students, faculty or administration. It is therefore important for librarians to have the opportunities to serve on institutional, including academic, committees. For this, if for no other reason, an academic background and qualifications in a subject relevant to the institution must be an advantage if not actually a requirement.

Objectives

The objective of this paper is to

1. Assess the academic/faculty status of librarians in Nigerian universities with a view to determining the level of its parity or otherwise with the faculty staff.
2. Establish whether or not the well touted faculty status of librarians is indeed real or nominal.
3. Generate a benchmark that is comparable to that of the Association of College and Research Libraries (ACRL) for measuring the faculty/academic status of university librarians in Nigeria taking into cognizance the peculiarities of the Nigerian system.

Methodology

The paper uses the following parameters of faculty or academic status to assess or critique the present status of librarians in Nigerian university libraries:

1. Election of Dean of faculty and the appointment of University Librarian.
2. Academic Departments
3. Teaching Staff
4. University Governance
5. Academic Career
6. PhD Requirement
7. ASUU Membership, Recognition and Governance.

Headship of the Faculty and the University Library.

The Dean of Faculty is elected by the Faculty Board members with an Electoral Board constituted by the Vice Chancellor. The Board is headed by a Professor from another faculty, while the Faculty Officer of the faculty serves as the Returning Officer. The Dean serves for a term of two years in the first instance. He/she can contest for another term of two years making a maximum of four years in office. On the other hand, the University Librarian is appointed by the Governing Council of the University for a period of five years. Although both the University Librarian and the Dean of the Faculty are responsible to the Vice Chancellor for the running of the University Library and the faculty respectively, if we accord the University Librarian with a faculty status, it is tantamount to demotion. This is because the University Librarian is a Principal Officer in the University and a core management staff while the Dean of faculty is not.

If the University Library has a faculty status, it means the librarians have the same academic status with their colleagues in the faculties. While this appears reasonable, that of the University Librarian is highly illogical. The question therefore to ask is that is it the University Library that has a faculty status or the academic staff in the University Library including the University Librarian who is the number one? If it is only the University Library beside the University Librarian, why is the appointment of the University Librarian treated like that of the academic staff in the faculties?

Academic Departments

Every faculty has various academic departments. For instance, a typical Faculty of Arts may have the following:

1. Department of English Studies,
2. Department of History and International Studies.
3. Department of Performing Arts,
4. Department of Religious and African Culture
5. Department of Linguistics and Languages
6. Department of Foreign Languages etc.

Each of these faculties is headed by a Head of Department appointed by the Vice Chancellor on the recommendation of the Dean of the Faculty. According to the *Rules and Regulations Governing the Conditions of Service of Senior Staff* at Adekunle Ajasin University, Akungba Akoko and Ekiti State University, Ado Ekiti like other universities in Nigeria, the appointment of a Head of Department “shall be made by the Vice Chancellor on the recommendation of the Dean of respective Faculties... The Head of Department shall be responsible through the Dean to

the Vice Chancellor and Senate for the smooth running of his/her Department.” The appointment of a head of department in the faculty attracts some remuneration on monthly basis.

A typical University Library may have the following units/departments:

1. Readers Services
2. Technical Services
3. Research and Bibliographic Services
4. Law Library
5. Faculty Libraries etc.

In the University Library, it is the University Librarian who chooses the Heads of Unit or Department in the library without the input of the Vice Chancellor, without any specific duration of office and without any remuneration unlike his/her so-called colleagues in the faculty because the university does not have any existing policy on the appointment of the Head of Unit/Department in the University Library. By implication, the Head of Department in the Library is lower in status than the Head of a Department in the faculty.

Besides, the Head of Department in the faculty has some level of formal interaction directly with the Vice Chancellor whom he is responsible to on the running of his department, and that boosts his morale and increases his productivity and efficiency unlike the librarian who heads a department in the library who barely recognises the Vice Chancellor because he is responsible to the University Librarian directly and not to the Vice Chancellor. From a personal experience, I was privileged to be the Head, Technical Services of my University’s Library for four years and the Head, Readers’ Services of that same library for many years. Yet, I had no formal or informal interaction with the Vice Chancellor of the university and he had no acquaintance with me

whereas he virtually knew my colleague Heads of Department in the faculties. The purported faculty status for University Libraries and by implication the academic librarians is skewed.

Teaching Staff/Teaching

Each department in the faculty is staffed with qualified academic members of staff having their different areas of specialisation. Their duties majorly involve teaching, research and community service. Whereas the University Library is manned by professional librarians with special skills to provide information and bibliographic services for their clientele unlike the lecturers whose primary duty is to teach the students. All lecturers must teach their students and with that they have to interact with their students as often as the university opens whereas there are librarians who do not have to interact with the library users apart from the librarians who provide readers services. The cataloguers and the acquisition librarians, who are glued to their seats, do not necessarily have to see the library users on regular basis.

The primary contacts of university teachers are students but the primary contacts of librarians are books. This has some effects on the self-esteem of librarians. Although both the librarians and the lecturers in the faculty are regarded as academic staff, their skills and callings are disparate. Bibliographic and information skills acquired by librarians are different from the teaching and scholastic skills required from a university teacher. An academic is an educator as well as a scholar with proficiency in academic debate; a librarian is a bibliotheca, a curator, a bibliographer and an information broker. Academics are primarily and essentially teachers and then researchers into which university teachers perfectly fit. Librarians belong to the service profession while lecturers belong to the teaching profession as hinted by Lee (2007). Without

disparaging the librarians, they are not primarily teachers. Therefore, their faculty or academic status, as it is now, is cosmetic, superficial and unpersuasive.

The Medical Consultants in the University Teaching Hospitals teach the clinical students and make them medical doctors. The services they render do not change their careers as non-academic staff to academic staff simply because they teach clinical students. The teaching hospitals do not agitate to have a faculty status because they are located on the university campus or attached to a university. Also, they do not ask to be called academic staff because they teach. These Consultants were trained as medical doctors and not as lecturers. The medical doctors who trained as lecturers are in the faculty of health sciences of the College of Medicine as academic staff. Librarians who desire to be called academic staff should be allowed to go to the department of library studies to pursue a teaching career there. Staying with books and providing information services to library users should not transform librarians to the status of academic staff as they are not being recognised as such now.

The National Universities Commission (NUC), the regulatory body for the university system in Nigeria, in its bid to give credence to the academic responsibility of librarians, says in its *Manual on University Management* that the librarian's teaching responsibility includes "the teaching of courses in the university in any subject in which he has the academic qualification, if invited and is willing to do so." According to the NUC, the librarian can only be seen in the faculty teaching only if he is invited. Faculty colleagues and students recognise and respect those who teach in the faculty regularly. The teaching of Use of Library Course by librarians does not in any way confer academic status recognition on them. To make things worse, the Use of Library Course that used to be a separate course handled by librarians before has now been merged with the Use of English course giving prominence to English and Communication aspects.

The Use of Library Course that should have presented the librarians, at least, as academics if left as a single course and domiciled in the University Library is an appendage to a Faculty Course although taught by librarians, it is domiciled in the GST Unit supervised by a Director who is a Faculty staff and not a librarian to whom all librarians who teach the Use of Library Course report. The relegation of the Use of Library course as an adjunct to a Faculty course all in the name of minimum standard is a bold attempt at making librarians to be subservient to their colleagues in the Faculty. The so-called academic status of librarians has been eroded with this development. Students accord those who teach them regularly with respect and see others who provide them ancillary support like the librarians as the non-teaching staff who are expendable. (Ajidahun, 1997). Thus, the University library is a service unit.

University Governance and Representation.

The university policy in Nigeria provides that the University Librarian is a member of the University Senate and all the Professors and Heads of Department in the faculties among others. This is because the University Senate, as the highest academic decision making body, should comprise purely academic members of staff. The policy excludes the Heads of Department in the University Libraries and yet they are called academic staff with some of them having PhD degrees. Where then is the academic status of librarians here? A Senior Lecturer with PhD on CONUASS 5, who heads a department in the faculty, is a member of the University Senate, whereas a Deputy University Librarian with PhD on CONUASS 6 who heads a department in the University Library is excluded from Senate membership and yet the librarians have academic status. Where is the status? Both the Dean and all his Heads of Department are in Senate to canvass for the development of their departments whereas it is only the University Librarian who

attends Senate meeting and speaks all the time in support of the University Library. His colleagues are not there to support him.

The exclusion of the Heads of Department in the Library from Senate membership while their colleagues in the faculties are members is precariously worrisome as it endangers, besmears and makes a mockery of the academic recognition loudly given to librarians in university libraries. It also casts an aspersion on the status of librarians in the university system. The University provides a great opportunity for senior academics to be involved in very serious intellectual discourse and academic engagements which often lead into research collaborations. Besides, it is in Senate that academic representatives of Senate to various University Committees and Boards such as Council, Appointments and Promotions Board (A&PB) and Ad Hoc Committees are elected and constituted.

Apart from the University Librarian who has the opportunity to enjoy any of this, all the other librarians are schemed out of all this. In fact, the University Librarian is a permanent member of the Appointments and Promotions Board (A&PB) just as the Deans of Faculty are but there are still two other representatives of Senate as members. We notice here that there are more academic members of staff from the faculty on this Board than librarians. The membership of the A&P Board only recognises the office of the University Librarian. If there are issues that bother on the promotion and welfare of his staff in the library, he is there alone to face the fire whereas the Dean of a faculty is there with other Deans and two other academic staff from the faculty representing Senate who, presumably, are not likely to oppose one another at meetings detrimentally.

While referring to the lopsidedness in the representation of academic librarians on university statutory boards and committees, the Association of College and Research Libraries Standards for Faculty Status for Academic Librarians (2007) and expressed by Ajidahun (2015) opined that “librarians should have the same degree of representation as other academic departments in university governing bodies such as Senate, Faculty Boards etc.” This is further accentuated by the CAUT Policy Statement on the academic status and governance for librarians that says that

As academic staff, librarians have both a right and a duty to participate in collegial governance of the academic institution. They must therefore be eligible to serve as elected or appointed members on all governing councils and committees...all librarians should be eligible to serve as elected members of the senate, or equivalent body, and its committees.

Academic Career

The ultimate goal of a librarian in any university, by design, is to become the University Librarian, whereas the lecturers in the faculty are designed to become Professors and then become the Vice Chancellor. The University Librarian cannot become the Vice Chancellor unless he is a Professor. Even though we know that both the Vice Chancellor and the University Librarian are Principal Officers in the University, the Vice Chancellor is the boss of the University Librarian. Where then is the equality in the academic status of librarians? Both the Registrar and the Bursar are Principal Officers in the University, the Registrar is never the boss of the Bursar and the Bursar is never the boss of the Registrar. Both of them are non-academic staff.

In fact, in the University Processions, the University Librarian comes last after the Bursar. The University academic procession begins with the Vice Chancellor, Deputy Vice Chancellor, Registrar, Bursar and then ends with the University Librarian. Both the Vice Chancellor and the

Deputy Vice Chancellor are academic staff and they are well respected but the Registrar and the Bursar who are non-academic staff come after them while the University Librarian who is designated as an academic staff comes last after his non-academic Principal Officer colleagues? Why is the University Librarian coming last despite his academic status? Where are the benefits of this supposed academic status accorded librarians? This is curious!

PhD Requirements

A PhD in library studies or information studies is now fast becoming a requirement for the appointment of a University Librarian in some university libraries in Nigeria. Even for the appointment of a Deputy University Librarian, a PhD is required at Adekunle Ajasin University, Akungba Akoko, Nigeria. This is to prove the academic status of librarians. This is based on the premise that for an academic staff in the Department of English Studies for instance to become a Professor of English, which is the equivalent of the position of the University Librarian; he must have a PhD in English. Again, for an academic staff in the Department of Mathematics to become a Professor of Mathematics, he must have a PhD in Mathematics. Therefore, for an academic librarian to become a University Librarian (CONUASS 7) which is the equivalent of the position of a Professor (CONUASS 7), he must have a PhD in library studies. This argument sounds logical and right.

This paper contends that the argument is bereft of reason and rationality. This paper wonders whether or not a PhD in library studies or in a related discipline is the ideal requirement for being appointed as a University Librarian. Even though, the university library is about libraries and whoever heads the place should have a PhD in librarianship to show that he has a very deep

knowledge of librarianship. It is the contention of this paper that a PhD in librarianship is not compulsory to head a university library.

First, a Professor of Mathematics teaches and conducts research only in Mathematics because that is his area of specialisation. Similarly, a Professor of Dramatic Criticism teaches and focuses only this area of his discipline. So, he knows so much about a little aspect of literature but a librarian deals with all disciplines offered in the university. He acquires books and journals in all the disciplines offered by the university. He interacts with the entire undergraduate and the postgraduate students across all the faculties and departments in the university. The library may not acquire books in library studies if it is not a discipline in the university except for the sake of the librarians who may want to update their knowledge in that area. To catalogue library books, a librarian must have a fair knowledge of most disciplines. That is why some libraries today employ librarians with subject backgrounds to enable them to be able to catalogue proficiently. For instance, a librarian with a first degree in the sciences will be better in cataloguing science books than a librarian with arts background. That is why a librarian with a law degree is more suitable in managing a law library than a librarian without a law degree.

In advanced countries, we see a PhD holder in law heading the Government Documents Section. In essence, a librarian is expected to know a little about a lot, while his colleague in the faculty is expected to know a lot about a little. If a student of Biochemistry comes to the librarian for the information resources available in Biochemistry and how he can carry out his research, for the librarian to do justice to this, he needs more than the knowledge of librarianship. He needs to be familiar with the different research methods available in the different disciplines and the various citation styles that are peculiar to individual disciplines or else the research student who has come to see him will be disappointed.

Librarians are cerebral and highly knowledgeable people who should be very versed in academics. He should be familiar with all the relevant books and journals that are required for teaching and learning in all the faculties and most especially for the purpose of the NUC Accreditation exercise. A PhD in any discipline that is being offered in the university where the library is situated is a better requirement than a PhD in library studies. For instance, Dr Jessica Gardner is the University Librarian of Cambridge University, UK. She holds BA Hons, English, MA, Commonwealth Literature and PhD in English Literature. Martha Whitehead is the University Librarian, Harvard University, USA. She holds BA in English and MLS in Library Studies, while Richard Ovenden is Bodley's Librarian, University of Oxford, London since 2014. He holds Bachelor of Arts, MA and a Professorial Fellowship at Balliol College, Oxford.

What the university library does essentially is to support teaching and research. A PhD in library studies is suitable for librarians who want to become fulltime lecturers in the Department of Library Studies. This is in tandem with the finding of Salaam and Onifade (2009) when they said that

In Germany, the first step for an academic librarian is a PhD in a subject field, followed by additional training in librarianship. In Australia, graduates with a doctorate in library and information science usually become teaching faculty members in schools of library and information science or directors or deans of university libraries ("Librarian," 2007).

ASUU Membership/Leadership

The Constitution and Code of Practice of the Academic Staff Union of Universities (ASUU) of 2012 under Article 3 recognises academic librarians in a university as full-fledged members of the union and they are entitled to equal membership rights and status like their faculty colleagues who are lecturers as well "articulated in the same ASUU constitution under Appendix I: Code of

Practice [2-3]” (Ajidahun, 2015). The table below shows the names of the Presidents and Vice Presidents of ASUU from 1980 to 2020:

S/N	President	Institution	Vice President	Institution	Year	Job Title
1.	Dr. Biodun Jeyifo	OAU	Dr Mahmud Tukur	ABU	1980-1982	Lecturing
2.	Dr. Mahmud Tukur	ABU	Dr. Festus Iyayi	UNIBEN	1982-1986	Lecturing
3	Dr. Festus Iyayi	UNIBEN	Dr. Attahiru Jega	BUK	1986-1988	Lecturing
4	Dr. Attahiru Jega	BUK		BUK	1988-1990	Lecturing
5.	Period of ASUU Ban	-	Dr. Maurice Iwu	UNN	1988-1990	Lecturing
6.	Period of ASUU Ban	-	Dr. Sola Olukunle	UI, Ibadan	1990-1994	Lecturing
7.	Dr. Assissi Asobie	UNN	Dr. Tanimu Abubakar	ABU	1994-2000	Lecturing
8.	Dr. Dipo Fashina	OAU	Dr. Sule Kano	UNISOK	2000-2004	Lecturing
9.	Dr. Sule Kano	UNISOK	Dr. Offiong.E. Offiong	UNICAL	2004-2006	Lecturing
			Dr. Ogbam Nyam	UNN	2006-2008	Lecturing
10.	Prof. Ukachukwu Awuzie	IMSU	Dr. Nassir Fagge	BUK	2008-2012	Lecturing
11.	Dr. Nassir Fagge	BUK	Prof. Biodun Ogunyemi	OOU	2012-2016	Lecturing
12.	Prof. Biodun Ogunyemi	OOU	Prof. Emmanuel Oshodeke	MOU	2016- 2020	Lecturing
13	Prof. Emmanuel Oshodeke	MOU	Dr Chris Piwuna	UNI JOS	2021-	Lecturing

For about forty years of the existence of ASUU, no academic librarian has been elected either as the National President or the Vice President of ASUU. All the past and the present National Presidents and Vice Presidents of the union are lecturers. This is curious! One wonders,

therefore, how the welfare of the academic librarians will be handled when there is no librarian at the national level to speak for them. Yet librarians pay their check off dues monthly and all the required payments as mandated by the National Executive Council of ASUU from time to time. It is also very rare for a librarian to be the Chairman of the local chapter of ASUU in any Nigerian university. What is the essence of being a member of a union when one cannot occupy any leadership position in the union? This is symptomatic of lack of proper recognition of the academic status of librarians even by their colleagues.

Recommendation

In line with the observations made in this paper, the Nigerian Library Association (NLA) should discuss the following benchmark for measuring the academic status of university librarians for full implementation with government and the Committee of University Librarians of Nigerian Universities (CULNU) if indeed librarians have academic status or else they should pull out and be reclassified as academic librarians and not as administrative staff:

1. Librarians perform both professional duties which are not inferior to the academic duties of their colleagues in the faculties.
2. Librarians have equal representation in the university governance at all relevant levels.
3. Librarians receive equal salaries and allowances comparable to that of other faculty.
4. Librarians enjoy sabbatical and other leaves such as annual leave, research leave, etc. just as their other colleagues in the faculty.
5. Librarians enjoy equal promotion that is based on the same peer review system.
6. The University Librarian should be recognised as the third Principal Officer and not as the last Principal Officer coming after the Registrar and the Bursar.

7. A PhD in any discipline taught in the university system could be made a requirement for the appointment of a University Librarian rather than a PhD in Library Studies in view of the de-compartmentalization and the collaborative nature of the burgeoning information/internet highway and the academic world. However, a PhD in Library Studies must be a requirement for those who want to become lecturers in the University's Department of Library Studies or in a related department.
8. Librarians should have equal access to research funds, TETFUND etc.
9. Librarians must not just have the voting rights; they must be allowed to lead ASUU both at the local and at the national levels.
10. Librarians must have academic freedom like the teaching staff.

Conclusion

This paper clearly shows the discrepancies between the academic status of the academic librarians and their colleagues in the faculty. While librarians to a very large extent enjoy comparable promotion criteria and the peer review system, sabbatical leave, annual leave, salaries with their faculty colleagues, they are not accorded the same academic status with the faculty staff in university governance, representation at Senate and other Committees, appointment of Heads of Department in the library, and so on. The implications of all this is that we have two categories of academic staff in the university system with the faculty staff being given much more recognition than the academic librarians. This is a conflict between service and teaching professions and the battle of superiority.

Unless the professional services rendered by librarians are duly recognised either as academic or as indispensable to the teaching services rendered by lecturers, librarians will continue to clamour for proper recognition as academics. It is the view of this paper that university librarians

do not lose anything if they discountenance the phony and superficial academic label tagged them and classify themselves as academic librarians with their own distinctive academic union and vibrant policy statements on their career and accept their profession with dignity and put an end to this endless and unnecessary imbroglio and struggle for equal recognition with the faculty staff.

References

- Academic librarian status. <https://academiclibrarianstatus.wordpress.com/2018/03/22/academic-librarian-status/>
- Adekunle Ajasin University. (2013). *Rules and regulations governing the conditions of service of senior staff Adekunle Ajasin University, Akungba Akoko*. Akungba: Ajasin Varsity Investment Ltd.
- Agreement Between the Federal Government of Nigeria (FGN) and the Academic Staff Union of Universities (ASUU), October, 2009.
- Ajidahun, C.O. (2015) “Librarians in crisis of status, identity and marginalization”. *Journal of Balkan Libraries Union*. 3.(2), 40-47.
- Allen, G.G. (1984). “The proper status and functions of librarians in academic institutions.” *The Australian Library Journal*, 33 (4), 5-12, DOI: 10.1080/00049670.1984.10755506.
<https://doi.org/10.1080/00049670.1984.10755506>
- Bolin, M. K. (2008). “A typology of librarian status at land grant universities.” *The Journal of Academic Librarianship*, 34(3), 220-230.
- Canadian Association of University Teachers (2020). “Academic status and governance for librarians.” <https://www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-academic-status-and-governance-for-librarians-at-canadian-universities-and-colleges>.
- The Constitution and Code of Practice of the Academic Staff Union of Universities (ASUU) as amended by the National Delegates’ Conference (NDC) Held at the University of Abuja, Abuja, June 3, 2012.
- Hosburgh, Nathan. (2011). “Librarian faculty status: what does it mean in academia?” *Library Philosophy and Practice* (e-journal). 572. <https://digitalcommons.unl.edu/libphilprac/572>.

- Lee, D. (2007). "On the tenure track: Strategies for success." *College & Research Libraries News*, 68(10), 626-661.
- National Universities Commission (NUC) (1997). *Manual on university management*. Abuja.
- Ocahi, A. (1998). Publication output of libraries: The search for alternative justification. *African Journal of Library and Information Science*. 82(2) 89-96.
- Salaam, M.O., Onifade, F.N. (2009). "Academic status and the doctoral degree requirement for promotion of librarians in Nigerian university libraries." *Library Philosophy and Practice*. <http://unllib.unl.edu/LPP//salaam-onifade.htm>.
- Walters, William. (2016). "Faculty status of librarians at U.S. research universities." *The Journal of Librarianship*. 42 (2): 161-171. <https://doi.org/10.1016/j.acalib.2015.11.002>
[Get rights and content.](#)
- Weaver-Myers, P. (2002). Conflict resolution: A case study about academic librarians and faculty status. *College & Research Libraries*, 63(1), 25-34.