2021

PERCEPTIONS OF COLLEGE LIBRARIANS ABOUT FACULTY STATUS IN LIBRARIES OF SINDH

Sara Khan
Karachi Institute of Medical Sciences (KIMS), Karachi, khanmss2013@gmail.com

Rashid Siddique
Services Institute of Medical Sciences, Lahore, rashidsiddique.lis@gmail.com

Khurram Shahzad
Government College University Lahore, Pakistan, knoor19april@yahoo.com

Aijaz Akhter Ahmedani
Govt. Boys & Girls Degree College Razzakabad, Karachi, ritelibrarian@gmail.com

Khan, Sara; Siddique, Rashid; Shahzad, Khurram; and Ahmedani, Aijaz Akhter, "PERCEPTIONS OF COLLEGE LIBRARIANS ABOUT FACULTY STATUS IN LIBRARIES OF SINDH" (2021). *Library Philosophy and Practice (e-journal)*. 6493.
https://digitalcommons.unl.edu/libphilprac/6493

PERCEPTIONS OF COLLEGE LIBRARIANS ABOUT FACULTY STATUS IN LIBRARIES OF SINDH

1. **Sara Khan, Senior Librarian, Karachi Institute of Medical Sciences (KIMS), Karachi**
   E-mail: khanmss2013@gmail.com

2. **Rashid Siddique, Librarian, Services Institute of Medical Sciences, Lahore**
E-mail: rashidsiddique.lis@gmail.com

3. **Khurram Shahzad, Senior Librarian, Government College University Lahore, Pakistan**
   ORCID iD: https://orcid.org/0000-0002-7562-9933
E-mail: knoor19april@yahoo.com

4. **Aijaz Akhter Ahmedani, Librarian, Govt. Boys & Girls Degree College Razzakabad, Karachi**
E-mail: ritelibrarian@gmail.com

ABSTRACT

The core objectives of the study were to identify the perceptions of library professionals about faculty status and to know the job and upgradation criteria for the faculty members of library sciences at college level. To meet the objectives, the study used a qualitative research approach and the survey method based on the interviews. Purposive sampling technique was used. The participants belonged to 29 Government sector colleges of Karachi, Hyderabad, and Sukkur divisions and working as chief or senior librarian. Twenty-two M.Phil. and PhD enrolled students were interviewed. The study reported that librarians can receive benefits as teachers were received, librarians might be designated teaching ranks rather than managerial ranks, faculty rank legally requires librarians to use the faculty title, privileges, and job, advancement, and duties terms and conditions if they get faculty status. The study highlighted major benefits of faculty status for

librarians including compensation, job satisfaction, honor-ship, improve the quantity and quality in research published by librarians. The majority of participants preferred the teaching faculty designations but significant number of participants backed the technical designations currently in use in Pakistan for librarians. However, some of the participants were supported dual designations for faculty librarians.

Keywords: *Faculty status of librarians, Criteria for faculty status, College librarians of Sindh, Govt. Colleges of Sindh*

BACKGROUND AND INTRODUCTION TO THE STUDY:

The institutional librarian is critical to every university's overall goal (Bell, 2000). This position is both obvious in the librarian's day-to-day engagement with students and teachers in the university and implicit in the librarian's ongoing knowledge of improvements in accessible services and technology to assist the campus population (Cardina & Wicks, 2004; MacAdam, 2000). Though the academic librarian is obviously an important part of the college population, his or her organizational position in the organization's structure can be blurry, and this fuzziness can have subtle and significant consequences on the librarian's mood, morale, and perspective on his or her chosen career (Hill, 1994; Julien & Given, 2002/2003).

Owing to the difficulties of locating a suitable applicant with the requisite technical and research qualifications, several universities have had to ease this requirement. It seems important to note here that research education and publication in LIS have risen significantly in Pakistan since 2005 (Samdani & Bhatti, 2011).

For a long time, problems surrounding classification rights for academic librarians have given material for research articles, novels, and theses. Around the other end of the continuum, some of those in the profession have demonstrated strong opinions (a well-known example is forthcoming) that faculty status is evidently unintuitive, ineffective, and should be discouraged at all educational institutions (Cronin, 2001; Kingma & McCombs, 1995).

STATEMENT OF PROBLEM

Since its inception, the issue of faculty status for academic librarians has been a fiercely debated subject. There are some who argue that librarians have no business being classified as faculty, while others believe that librarians have earned the title and would do everything in their power to preserve it. Salary rate, privileges, and tenure length were the areas where librarians most often said that they are not on equal terms with their teaching counterparts. The librarians opined that they are also work like teachers i.e same working hours, same hard work; therefore they are eligible for same designation, financial, and status in the college. This study will investigate the perceptions of Govt College librarians about faculty status, designation, employment and promotion criteria. This will also highlight the problems faced by librarians in getting faculty status from the administration of the organizations.

It can be useful in raising awareness about the faculty status of college library professionals/librarians, as well as in developing a skills training / orientation curriculum for college libraries. This benchmark research could also assist with the design and implementation of faculty rank in college libraries.

RESEARCH QUESTIONS:

1. What are the perceptions of library professionals about faculty status?
2. What should be the criteria for the promotion and upgradation of library faculty?

LITERATURE REVIEW:

A literature review is an important component of any form of study. It enhances the researcher's comprehension of the chosen subject. It also provides background on previous study studies on a specific subject. An analysis of the literature may help a researcher identify gaps in the current literature. It offers more information and clarification on the topic "perception of college librarians about faculty status in libraries of Sindh". Furthermore, it helps in the creation

of the data collection instrument. The previous research studies conducted on librarian faculty status have been discussed below.

The discussion about faculty status for librarians began a long time ago, and a considerable amount of literature was being written on the matter. Previous scholars have discussed opportunities, readiness, advantages and disadvantages, credentials and citation standards, participation in organizational administration, tenure policy, rights, and incentives for library professionals. The portion that follows examines the collected research studies on the topic.

Librarians have the same privileges and obligations as all members of the faculty owing to their faculty status. They should be entitled to rank, promotion, pension, pay, leave, and study funds. They would go through the same assessment process to follow the same expectations as the rest of the faculty. Because of differences in the work situation and job circumstances, the above-mentioned definition of the term may have not been appropriate to the developing world, like Pakistan. For the conceptual basis of this analysis, the following Sri Lankan definition was used. Many people believe that faculty status favors librarians and the librarianship profession by offering acknowledgment, recognition, and some advantages. Via the tenure method, faculty status will offer financial incentives as well as the promise of career stability. (White, 1966). According to Hill and Hauptman, ''stature, rights, and salary do return to faculty in greater proportion than to staff.' Hill and Hauptman (1994, p. 26) Faculty status also ensures intellectual independence for the librarian, allowing unrestricted access to a wide range of collections produced without fear of bias, racism, or special pressures.

Accrediting university librarians as faculty members will also support educational institutions. These advantages, according to Muller (1970), include empowering librarians to make their practice ''more purely professional," promoting participation in scholarship and publishing, enhancing association with the agency, ensuring greater equity in pay, and offering official sanction to maintaining jobs by tenure.

The ACRL, AAC, and AAUP issued a joint declaration in 1972 that specified librarians' faculty status, which was reconfirmed by the ACRL panel in 2001 and 2007 (ACRL, 2007a). The

"ACRL Committee on the Status of Academic Librarians" published "A manual for the hiring, advancement, and tenure of academic librarians" in 2010 for librarians with faculty status. Bushing (1995) performed a research analysis to classify variables in the actual interactions of university librarians with faculty status. Bushing discovered that LIS schools did nothing to train librarians, that respondents' definition of the word "faculty status" was hazy, and that advancement and tenure were the most important factors in obtaining faculty status.

Many organizations consider their librarians to be quasi-faculty. They are often refused titles such as professor, associate professor, and so on; they can or may not even be worthy for tenure; and they have little access to other "perks" such as faculty development funds and sabbatical leaves. As per a survey conducted in the 1980s, more than 75% of American colleges and universities describe their librarians as professors (in some capacity), with the remaining 25% classifying librarians as support staff (DeBoer, K. & Culotta, W., 1987). Werrell and Sullivan (1987) stated that Academic librarians grew extremely agitated with their comparatively low rank as their functions became more nuanced, necessitating more schooling and specialization, and turned to the faculty model as a way of gaining the respect they thought they deserved.

Faculty rank doesn't really immediately make librarians equivalent allies with the academic staff. It also does not ensure adequate remuneration or intellectual freedom. Librarians need not be too confident about tenure's potential to preserve free expression (Kingma and McCombs 1995) According to Cronin (2001), it made little difference in terms of customer retention, and faculty responsibilities did not match librarians' working hours, left them with less uninterrupted time for study and publishing. These views reflect the contrasting viewpoints of librarians as faculty, and they have consequences for the preparation they require to be trained for the rigors of faculty role.

Partello (2005) discovered that the "professor librarian" concept had many advantages. The most critical advantage is that it helps teachers to consider library resources from a faculty perception and simultaneously improving the library's credibility. Hill (2005), a supporter of faculty status, acknowledges that a library science education "rarely prepares [librarians] well to think of themselves as faculty or to recognize what being faculty means." Bolger and Smith (2006) discovered a negative relationship between academic librarians' staffing status and organization's

overall efficiency, as measured by "US News and World Report's annual report" on America's schools.

Bryan (2007) addressed the benefits and drawbacks of university librarians having faculty status. He discovered that faculty status offers appreciation, prestige, certain rights, financial incentives, career protection. Chief librarians of institutional libraries were first given ex-officio membership on the university's academic council in the 1980s. In 2009, the "National Education Policy" announced that librarians will be considered for faculty status, but this has yet to be realized (Ministry of Education, 2009, p. 47). Ameen and Ullah (2013) investigated university librarians' perceptions about challenges in getting faculty status. They reported that majority of librarians have only a hazy grasp of the definition of faculty rank. Almost all of them wished for university librarians to be granted faculty status. However, they were split on the requirements for faculty status. The majority of them decided that staff librarians should be recruited and rewarded using the same requirements as teaching teachers.

A review of existing literature shows a variety of publications on the subject of academic librarian faculty status. However, the bulk of these studies have carried out in developing countries. Such studies have not been carried out in Pakistan. As a result, there seems to be an urgent need to discuss this problem at the local scale.

Research Methodology:

This section contains all necessary information related to methodology of this research opted by the researchers. It includes methods of research, specification about the target population, data collection technique, description about the instruments used to conduct this study, data validity and reliability, and data analysis procedure.

Research Approach

Qualitative research approach was applied in this study.

Research Method

A survey method was adapted to gathered responses from the participants because survey research method was suitable and appropriate method to conduct such type of research.

Population of the Study

The population of present study consisted of library professionals were working in Government colleges of Karachi, Hyderabad, and Sukkur as Chief and Senior Librarians. There were 29 Government colleges had designations of Chief Librarians and Senior Librarians.

Sampling technique

Purposive sampling technique was used for the selection of participants of the present study. The library professionals who were working in Govt. colleges of Karachi, Hyderabad, and Sukkur as Chief and Senior Librarians were selected as participants.

Sampling frame

The researchers collected phone numbers of library professionals from colleagues and contacted with them to draw a list of respondents. The researchers found that 29 library professionals were working in Government colleges located at Karachi, Hyderabad, and Sukkur Divisions as Chief or Senior Librarians.

Sample size

There were 29 Government colleges had designations of Chief Librarians and Senior Librarians. Nine participants were working as Chief Librarians while 20 were working as Senior Librarians.

Instrument for Data Collection

The researchers adopted a list of questions (Ameen & Ullah, 2013). The file of interview questions contained information to describe participants about the purpose of research and to

ensure the respondents that their information would only be used for research purpose. Fifteen questions were developed on the basis of objectives of the study.

Data Collection

The interview questions were prepared in MS word. The researcher got the cell numbers of Chief Librarians and Senior Librarians of Govt. colleges of Karachi, Hyderabad, and Sukkur divisions. The researcher called all the participants and requested them for interview. All interviews were recorded through telephonic call due to COVID-19 pandemic. The researcher conducted interviews of 29 library professionals.

Data Analysis

The data collected from interviews was translated in English to recover the data's true meaning. The data was analyzed using descriptive statistics (frequency and percentage). The transcribed data were cross-checked, verified and coded. The data was analyzed with the help of Excel Sheet.

DATA ANALYSIS:

The core aim of the study was to investigate the perception of college librarians about faculty status in libraries of Sindh. This section discussed the details description of the results. The present study used qualitative research approach to attain the objectives. The data was conducted through interviews technique from 29 chief and senior librarians working in Govt. colleges of Sindh. The analysis of interview-based data is given below in detail.

Demographic Information

The interpretation about demographic information of participants of the current study is given below under different headings.

Gender

The findings (Fig. 1) showed that 20 participants of the study were male and 09 participants were female.
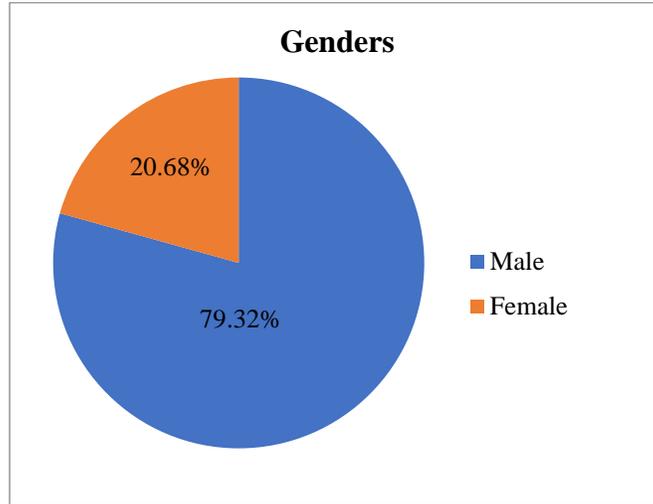
Genders

Fig. 1

Age

The outcomes (Fig. 4.2) revealed that majority of the participants 12 (41.37%) have age 50 years or above. The figure 4.2 showed that a large number of participants 7 (24.13%) were belonged to age group of 46-50 years. The results demonstrated that high number of participants 6 (20.68%) were from the age group of 41-45 years.
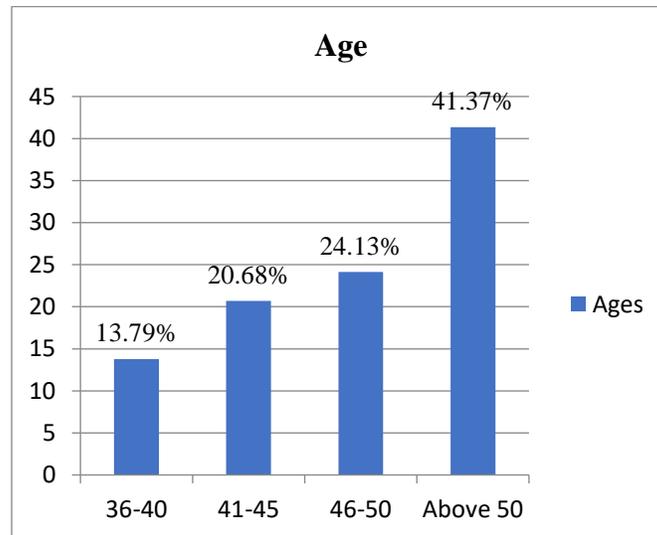
Age

Fig. 2

Qualification

The participants were asked about their qualification. The results (Fig. 3) indicated that all participants 29 (100%) have Master Degree in the field of Library & Information Sciences (LIS).
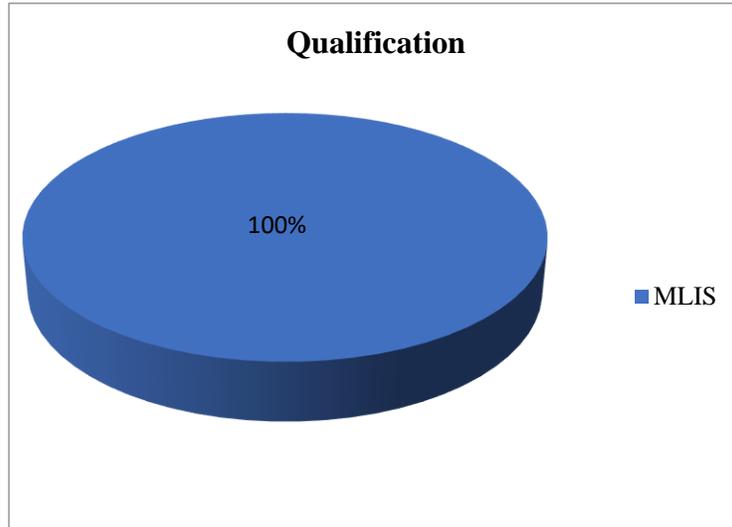

Qualification

100%

■MLIS

Fig. 3

Perception/Value of Faculty Status

The participants were asked their perceptions and opinions about faculty status. The findings mentioned in Table 1 revealed that majority of the participants 18 (62.06%) opined that if librarians get faculty status, then they can receive benefits as teachers were received. One of the participants pressed his lips and expressed that teacher felt more respect than a librarians because they imagined status of librarians' designation equal to clerical staff.

The outcomes indicated that a high number of participants 05 (17.24%) librarians might designate teaching ranks rather than managerial ranks. Two participants expressed very excitingly that if they received rank of assistant professor or professor then it will enhance the respect in the society. The results showed that three participants (10.34%) faculty rank legally requires librarians to use the faculty title, privileges, and job, advancement, and duties terms and conditions.

Table 1

Perception/value of faculty status (N=29)

Sr. No	Faculty status understanding	Frequency	Percentage
i)	Librarians would be candidates for advantages and rights previously reserved for teaching faculty only.	18	62.06
ii)	Librarians might be assigned to teaching faculty rank rather than management.	05	17.24
iii)	Faculty rank legally requires librarians to use the faculty title, privileges, and job, advancement, and duties terms and conditions.	03	10.34
iv)	Librarians can work in the same manner as professors do.	02	6.89
v)	Librarians will be active in both academia and management.	01	3.44

Advantages of faculty status

The participants recorded their opinions regarding advantages of faculty status to college librarians. Table 2 indicated the response recorded by participants of the study. The findings showed that greater part of the participants 08 (27.59%) agreed that compensation is the major advantage of faculty status. One of the participants explained aggressively that teachers receiving high salary, better promotion structure, and facilities than librarians, however duty hours of librarians are same or more than teachers. Moreover, he expressed that if he gets faculty status then definitely it will be compensation for me.

The outcomes revealed that a high number of participants 06 (20.70%) opined that faculty status can create more job satisfaction in them and they will work hard honestly. One of the participants confidently elaborated that if administration distribute benefits equally among the teachers and librarians then definitely it will increase job satisfaction but administration granted

incentives to faculty. The results indicated that a reasonable number of participants 05 (17.25%) faculty status will increase the honor ship of librarians. Four participants (13.80%) told that to get faculty status research publications needed for high posts; if librarians received faculty status, then they have to publish their research papers and it will bring quantity and quality in research.

Table 2

Advantages of faculty status (N=29)

Sr. No	Advantages	Frequency	Percentage
i)	Compensation	08	27.59
ii)	Job Satisfaction	06	20.70
iii)	Increase the respect and honor of librarians	05	17.25
iv)	Publication Quantity and Quality	04	13.80
v)	Leave	02	6.90
vi)	Professional Development	01	3.44
vii)	Improve interaction/relation with students	01	3.44
viii)	Improved image of librarians and libraries	01	3.44
ix)	Strong bonding with the organization	01	3.44

Disadvantages of faculty status

The participants recorded their perceptions regarding disadvantages of faculty status for librarians. Table 3 indicated response of participants. The findings (Table4.3) showed that the majority of the participants 11 (37.93%) opined that present librarians who didn't hold research degree i.e M.Phil. or Ph.D. will face problems because research degree helps the teachers to teach their students. One of the participants cut his nails and expressed that no librarian in Govt. colleges of Karachi had M.Phil. or PhD degree in the field of Library & Information Science (LIS).

A high number of participants 08 (27.58%) agreed that engagement of librarians in teaching and research would have an effect on their library jobs. One of the participants said that librarians will give more attentions towards teaching and research and definitely their responsibilities regarding as librarians will be suffer a lot. The findings showed that significant

number participants 4 (13.79%) stated that after getting faculty status librarians have to performed more roles and responsibilities which will require more energy and time. Four participants (13.79%) rightly pointed out that organizations have to bear financially responsibilities if faculty status allocate to the librarians.

Table 3

Disadvantages of faculty status (N=29)

Sr. No	Disadvantages	Frequency	Percentage
i)	Existing librarians who do not have a research degree will face problems.	11	37.93
ii)	Their engagement in teaching and research would have an effect on their library jobs.	08	27.58
iii)	They will be given more roles and responsibilities.	04	13.79
iv)	The organization will bear a financial responsibility as a result of this.	04	13.79
v)	Resentment from Other Faculty Members	01	3.44
vi)	Lifestyle Issues	01	3.44

Preparedness for faculty status

The outcomes presented in Table 4 showed participants' response regarding the preparation for faculty status. The findings Showed that majority of the participants 15 (51.72%) were of the opinion that librarians are not prepared for faculty status because our "LIS schools would not prepare the librarians for faculty status", "communication skills are weak", "teaching skills are weak" and "most of them did not have research degrees and research output".

Although all above mentioned problems librarians have but significant number of participants 14 (48.27%) opined librarians will face these problems but they have the ability to solve the problems.

Table 4

Preparedness for faculty status (N=29)

Sr. No.	Preparedness of librarians for faculty status	Frequency	Percentage
i)	No	15	51.73
ii)	Yes	14	48.27

Designation, Employment and Promotion Criteria for Faculty Librarians

The participants were asked about designations, employment and promotion criteria for faculty of library science. The majority of participants 12 (41.37%) preferred the teaching faculty designations of "Lecturer", "Assistant Professor", "Associate Professor", and "Professor". However, eight participants (27.58%) backed the technical designations currently in use in Pakistan for librarians, namely "Assistant Librarian", "Deputy Librarian", "Librarian", and "Chief Librarian". Significant number of participants 07 (24.13%) supported dual designations for faculty librarians, i.e "Assistant Librarian/Lecturer", "Deputy Librarian/Assistant Professor", "Librarian/Associate Professor" and "Chief Librarian/Professor".

The majority of participants 22 (75.86) settled to the same criteria for librarians as they did for teaching faculty members. Seven participants (24.13%) argued that M.Phil. and PhD and academic publications should be desired but not needed. It will be challenging for librarians to carve out research for study outside of their regular library duties.

CONCLUSION:

Faculty status, according to the participants in this survey, offers financial incentives, certain rights, stature, prestige, appreciation, and intellectual freedom. Participants have claimed that after getting faculty status librarians' visibility in the organization increases as a result of improved cooperation with faculty and contact with students. Pertello (2005) revealed almost

identical results. Any of the drawbacks of faculty status listed by the study's participants included an anticipated rise in their job load and demanding jobs and promotion requirements.

The majority of research participants decided that college librarians should be recruited and rewarded following the same requirements as teaching teachers. Some participants, however, wished for a relaxed in the academic credentials and research papers. The authors believe that the requirement for comfort is not warranted since the majority of the teachers still serve operational and other roles in their various departments. It has been noted that the majority of working librarians tend to move to faculty positions in LIS schools after obtaining study degrees. Furthermore, the librarians' position is mixed up with that of management and faculty. The role of librarian necessitates more educated, competent, and research-oriented individuals.

According to the findings, one of the main obstacles to gaining faculty status is the librarians themselves. The primary explanations revolve around their credentials and research output. Weaver-Meyers recorded the same stuff (2002). Getting faculty status, in the author's view, would create an environment in which research and publication are required and promoted.

Following recommendation are stated in light of the study-findings:

- Library schools must develop their MLIS curriculum to better prepare librarians for the position of faculty. They must improve their primary research course work and incorporate literacy skills and interpersonal skills into the curriculum.
- In general, new LIS graduates are not qualified to do high-quality research. As a result, LIS colleges, organizations, and employers should initiate mentorship programs to prepare them to be successful educators, researchers, and authors.
- An academic library should be treated as though it were a college. Librarians with the requisite credentials should be granted faculty status at the college level. The new librarian recruitment process can be carried out under faculty terms of service.

Following topics for future research are recommended by the researchers of the current study:

1. The present study is conducted on Sindh; a further study may be conducted on whole colleges of Pakistan.
2. This study is carried out only Govt. College of Karachi, Hyderabad, and Sukkur Divisions; a further study can be conducted on other divisions of Sindh.

REFERENCES:

Ameen, K., & Ullah, M. (2013). Challenges of getting faculty status: Perception of university librarians in Pakistan. *The International Information & Library Review*, *45*(1-2), 83-91.

Bell, S. J. (2000). Creating learning libraries in support of seamless learning cultures. *College & Undergraduate Libraries*, *6*(2), 45-58.

Bolger, D. F., & Smith, E. T. (2006). Faculty status and rank at liberal arts colleges: An investigation into the correlation among faculty status, professional rights and responsibilities, and overall institutional quality. *College & Research Libraries*, *67*(3), 217-229.

Bryan, J. E. (2007). The question of faculty status for academic librarians. *Library Review*. *56*(9), 781-787.

Bushing, M. C. (1995). Academic Librarians: Perceptions of the acculturation process. *Library Acquisitions: Practice & Theory*, *19*(1), 33-41.

Cardina, C., & Wicks, D. (2004). The changing roles of academic reference librarians over a ten-year period. *Reference & User Services Quarterly*, 133-142.

Cronin, B. (2001). COMMENTARY-The Dean's List The Mother of All Myths. *Library Journal*, *126*(3), 144-146.

DeBoer, K., & Culotta, W. (1987). The academic librarian and faculty status in the 1980s: A survey of the literature. *College & Research Libraries*, *48*(3), 215-223.

Hill, J. S. (1994). Wearing our own clothes: Librarians as faculty. *The Journal of*

Academic Librarianship, *20*(2), 71-76.

Hill, J. S. (2005). Constant vigilance, babelfish, and foot surgery: Perspectives on faculty status and tenure for academic librarians. *portal: Libraries and the Academy*, *5*(1), 7-22.

Hill, F., & Hauptman, R. (1994). The Way I See It: Faculty status for librarians? A response. *College & Research Libraries News*, *55*(1), 26-26.

Jayasundara, C. C. (2011). Promotional avenues for university librarians in Sri Lanka. *Annals of Library and Information Studies. 58*, 100-108.

Julien, H., & Given, L. M. (2003). Faculty-librarian relationships in the information literacy context: A content analysis of librarians' expressed attitudes and experiences. In *Proceedings of the Annual Conference of CAIS/Actes du congrès annuel de l'ACSI*.

Kingma, B. R., & McCombs, G. M. (1995). The opportunity costs of faculty status for academic librarians. *College & Research Libraries*, *56*(3), 258-264.

MacAdam, B. (2000). From the other side of the river: Re-conceptualizing the educational mission of libraries. *College & Undergraduate Libraries*, *6*(2), 77-93.

Muller, R. D. (1970). Institutional dynamics of faculty status for librarians. *Report of the Committee on Academic Status, AM McAnally, Chairman. Chicago: American Library Association*.

Partello, P. (2005). Librarians in the classroom. *The reference librarian*, *43*(89-90), 107-120.

Sadiq, M. (2006). Development of university libraries in Pakistan. *Gomal University Journal of Research*, *22*(3).

Samdani, R. A., & Bhatti, R. (2011). Doctoral research in library and information science by Pakistani professionals: An analysis. *Library Philosophy and Practice (e-journal). 649.*

Werrell, E. L., & Sullivan, L. A. (1987). Faculty status for academic librarians: a review of the literature. 48, 95-103.

White, H. S. (1996). Faculty status for academic librarians: The search for the Holy Grail. *Library Journal*, *121*(19), 39-40.