

# Librarians Who Teach— Overloading With Pay or Without

**Gary Wiggins**

*(Gary is the Head of the Chemistry Library at I.U. Bloomington.)*

At Indiana University the question of whether an academic rank should be given to a librarian who teaches a course in an academic department has never been decided. Nevertheless, the *Academic Handbook* allows several possibilities including:

#### Lecturers

This title normally is used in the appointment of a full-time instructional position of an individual who lacks some of the credentials (often the terminal degree) usually expected of a tenured or tenure-probationary faculty member within the unit (p. 30)

Concerning part-time academic appointees, the *Handbook* states:

Where ranks are included in the title, appointment should be at the rank which would be given were that individual appointed as a lecturer, faculty member or librarian. Where an individual is employed in these positions on a continuing or recurrent basis, promotion in rank must go through normal University procedures. The term "adjunct" precedes the designation of rank. It is often used to signify that the individual's primary employment is not with the University or the unit giving the adjunct title. The term "part time" follows the designation of rank. The appointees devote only part of their time to the duties of lecturer, faculty member, or librarian. (pp. 30-31)

I believe that it is appropriate for a full-time librarian who is teaching a course in an academic department, whether as part of the normal 1.00 FTE appointment or as an overload appointment, to be granted the faculty rank of Adjunct [rank], Part-Time. Library tenure and promotion decisions should be affected by the teaching only if the teaching is part of the 1.00 FTE job description. Promotion in the adjunct, part-time capacity should follow the rules and procedures of the appointing academic department. Librarians who regularly teach in academic departments should have regular written reviews of their teaching.

The Library Faculty attempted in 1976 to formulate a policy statement for Library Faculty who teach. The statement dealt with most of the issues involved in teaching by librarians. Unfortunately, the document was never moved beyond

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# Notes From the Editor

**Julie Bobay**

*(Julie is the Instruction Librarian, IU-Bloomington)*

With this third issue of the *Innuendo*, we welcome the new slate of InULA officers for 1984-85 (see "Notes from InULA"). We wish them the best of luck, and hope they have as much fun in their new positions as we on the Publications Committee have!

It seems we need to offer an apology to those InULA members who did not receive the first two issues of the *Innuendo*. Unfortunately, our mailing list was incomplete. If you would like copies, contact me and I'll send them along. We are sending this issue, and the next, to all library faculty on the university mailing labels, in the hope that we can entice you non-members to cough up the two bucks and join us. We'll include a membership form in the next issue.

Do you have an idea for an interesting article? A funny story? A usual or unusual opinion? Drop me a note or give me a call—we'll put it in print!

The InULA *Innuendo* is a publication of the Indiana University Librarians Association. Letters and comments should be addressed to Julie Bobay, Instruction Librarian, Library E172, Indiana University, Bloomington, Indiana 47405. Publications Committee: Julie Bobay, editor, Rosanna Blakeley, Kris Rinella Brancolini, Anne Rimmer, Maudine Williams.

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A candid shot taken at InULA's annual business meeting, June 5, 1984.

Photo by Kris Brancolini

# NOTES FROM InULA

## Gail Oltmanns, President

(Gail is a reference librarian in the Undergraduate Library, IU-Bloomington)

This is the last column I will write for the *Innuendo* as the InULA President (or maybe in any other capacity, who knows?). It has been an interesting and fun year. I have particularly enjoyed working with all of the enthusiastic and friendly people who have contributed time and effort to InULA's various activities. I want to thank everyone, especially the other Board members, Pat Steele, Anne McGreer, Emily Okada, Barbara Dewey, Pat Riesenman, Andrea Singer, and Lou Malcomb for their interest, support, and hard work. Their reliable attendance at Board meetings was no less than remarkable! It was also a pleasure to work with the committee chairs: JoAnne Bailey, Julie Bobay, Larry Griffin, Nels Gunderson, and Cheri Johnson. They accomplished so much and did not abandon InULA even during the busiest, most stressful times of the year. (A reward to anyone who can identify those periods.) Thanks, too, to all of the InULA members who served on these committees. I'm afraid that it too often goes without saying how much we appreciate your help.

August is the time to turn the association over to the new officers.

I have the pleasure of announcing those officers to you. The 1984-85 InULA Executive Board is:

President: Barbara Dewey  
Vice-President: Fred Musto  
Secretary: Roxanne Sellberg  
Treasurer: Joanne Bailey  
Representatives-at-large: Pat Riesenman,  
Andrea Singer  
Past President: Gail Oltmanns

We hope that you will continue to work with us.



## InULA SCHOLARSHIP RECIPIENT

The InULA Scholarship Committee has selected Sarah Ransom of Rochester, N.Y. to be the recipient of the InULA scholarship of \$1000. Ms. Ransom has the B.M. in music history from Eastman School of Music as well as the M.A. in musicology from Eastman. She will be in the music library specialization program.

# Librarians Who Teach

Continued

the draft stage, so many questions about the status of librarians who teach still were unanswered when I was asked to teach L524 in the School of Library and Information Science during the 1980/81 fiscal year. There was no problem in providing an adequate salary and appropriate rank for the fall 1980 semester. However, when the question of salary for summer session 1 1981 was addressed, a curious situation arose. There were 9 students who took L524 in the fall of 1980 and 28 who took it during the first summer session 1981. Nevertheless, if a strict interpretation of the *Academic Handbook* rule on salaries for overload appointments had been followed, I would have been offered about 1/3 the amount of money the second time I was to teach L524 as I received the previous fall! This proposition resulted from the *Academic Handbook* policy which states,

no faculty member should receive extra compensation which amounts in total to more than 20% of regular compensation during any academic year or during any summer session in which he or she is employed full-time by the University. (p. 90)

Since I was to teach only on two days of each week during the summer session, the limiting figure was seen as 20 percent of 2/5 times the weekly amount I would normally get as a full-time employee during the six-week session. After discussion with the Dean of Faculties Office, the following conditions under which summer session appointments would be approved for librarians were formulated:

1. Any overload teaching by librarians must be approved by the librarian's immediate supervisor and, in the case of librarians of special departmental libraries, the units served, so that there is full assurance that the librarian's regular responsibilities will in no way be impaired by the overload teaching assignment.
2. Reimbursement for overload teaching for a fiscal year must not exceed 20 per cent of the librarian's annual salary.
3. For summer sessions, we may approve an overload appointment whose stipend exceeds 20 per cent of the regular salary paid during that period if conditions 1. and 2. (above) have been met, and further, as long as the librarian has prepared for the course earlier in the year (normally in teaching it during a semester of the academic year). In other words, the rationale for the apparent departure from the University's overload policy for summer teaching is that the summer reimbursement and overload time spent is not solely concentrated within the summer session period
4. As usual, every case of overload teaching which exceeds the 20% rule for any period during which the librarian teaches (e.g., summer session) must be approved by the Dean of the Faculties on the basis of a recommendation in writing submitted well in advance of the appointment.

(May 15, 1981 Communication of Dean William W. Lynch to Deans Herbert S. White and Elaine Sloan)

I have some difficulty with rules number 1 and 3. What does the phrase "librarians of special departmental libraries" mean? Does that include only branch librarians or also subject and area librarians and extra-systems librarians? There is in the rule an implication that either the librarian (or supervisor) might sacrifice the quality of the normal job performance to make a few extra bucks teaching.



Gary Wiggins

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Photo by Kris Brancolini

The statement in rule number 3 about preparation to teach a summer session course having to occur earlier in the year is reasonable. One cannot begin to prepare to teach a course on the day it first meets. However, to make the normal criterion for satisfying that requirement the teaching of the course during a semester of the academic year does not make sense. What if the course is only to be taught during the summer sessions? I believe this is too rigid a statement. It should be assumed that sometime prior to the start of the summer session, the librarian has prepared for the course (presumably, while not subtracting from the time normally spent on the duties listed in the full-time job description).

In most instances, a librarian who teaches will do so in the School of Library and Information Science. It is normal to receive a rank in the School when that happens. Yet, there seems to be no logical pattern to the ranks held by the Associated Faculty (librarians) who teach in SLIS. The 1983-85 *Bulletin* of the School of Library and Information Science has fifteen IU librarians listed as associated faculty.

<i>Librarian's Rank 1983/84</i>	<i>SLIS Academic Rank (part-time)</i>
Associate Librarian	Assistant Professor
Associate Librarian	Associate Professor
Assistant Librarian	Adjunct Lecturer
Associate Librarian	Lecturer
Associate Librarian	Associate Professor
Librarian	Associate Professor
Assistant Librarian	Adjunct Lecturer
Associate Librarian	Adjunct Lecturer
Associate Librarian	Lecturer
Librarian	Professor
Librarian	Professor
Associate Librarian	Associate Professor
Associate Librarian	Adjunct Lecturer
Librarian	Lecturer
Assistant Librarian	Lecturer

... is appropriate for a full-time  
... is teaching a course in an  
... department. . . . to be granted the  
... Adjunct [rank], Part-Time."

A librarian who is asked to teach formal courses at Indiana University should consider the following:

1. The limits of the teaching responsibilities and their impact on promotion and/or tenure decisions should be clearly defined in writing and understood by all concerned.
2. The potential overload salary has a definite limit during any fiscal year of 20% of the normal 12-month salary for the librarian when an overload appointment is accepted.
3. There is at present no policy on the rank which should be offered to a librarian who teaches in an academic unit.

These are certainly areas which need better definition and better policy statements for librarians. Perhaps the Faculty Standards Committee should address the issue of librarians who teach. Despite the fact that a relatively small number of librarians are currently involved in teaching, there are policy matters surrounding the issue which have much broader implications.

# A Reasoned Rebuttal to Rimmer's 'Dilemma'<sup>1</sup>

Lois Heiser

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*(Lois is the Head Librarian, Geology Library, IU-Bloomington, and InULA's First President.)*

It is unfortunate that Rimmer based her criticism of faculty status for librarians on a few fringe benefits one had hoped librarians would have achieved by this time. However, job security and better compensation were certainly not the prime motives in the desire for faculty status. Rimmer failed to comment on two of the most important, though perhaps idealistic, aspects of library faculty status.

First is the inclusion of the academic librarian in the academic community. The franchise of librarians, enabling them to elect and participate in faculty senates or councils, was rarely available prior to faculty status. This has promoted a greater recognition of the librarian in the academic community and fostered increased interaction of "teaching" and "library" faculty. It has led to the education of faculty and administrators regarding library issues, and the education of librarians in the understanding of the issues which affect their campus. It has led to the inclusion of the library leadership in the highest levels of university discussions and administrative councils. At Indiana University-Bloomington, faculty status has allowed for the appointment and/or election of librarians to major subject-oriented task forces, search and screen committees, and administrative reviews. I think this total interactive educational process to be vital and only achievable through library faculty status.

A second and equally valid aspect of library faculty status is that of librarians having a voice in their own destiny. One of the goals of faculty status was to create a "library faculty" of educated, well qualified, and highly motivated individuals; a group of professionals who would work to increase their own knowledge and skills for the good of the individual as well as the collective good of the institution. Faculty status included the responsibility of the selection of members to be added to the faculty, and the responsibility of the establishment of the criteria by which colleagues would be promoted and/or tenured.

While I cannot speak to the reasons librarians at other institutions sought faculty status, the two reasons cited above were certainly uppermost in the hearts and minds of those at Indiana University. While we sometimes begrudge the time and effort it takes to maintain these two components of faculty status, they are most important concepts.

Now to address the issues of compensation and the academic year appointment which were the focus of Rimmer's remarks. Faculty status certainly led one to expect that future salary considerations would be based on qualifications, performance and achievement, and in truth, they did. While we might bemoan our current low salaries, in harmony with our "teaching" faculty colleagues, it must be pointed out that we have no way of knowing what library salaries might be like if we had not achieved faculty status and thus been included in the mandated faculty salary floors. Most librarians who have been with the university a number of years have certainly benefited from this. Where the library falls behind is in our lower rank positions. We could adopt the quasi-resolution of raising the requirements for these positions so that the rank of Affiliate Librarian will disappear (along with the minimum salary) just as is now happening with the rank of Instructor. On the other hand, we could continue to point out the problem to the university and continue to request additional funding until library salaries are raised to a more adequate level.

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The academic year appointment is a bit more difficult, and yet very challenging. Clearly we wish to encourage librarians to meet the criteria we have set for them, and thus, some further provision must be made for time to participate in the growth we demand. The time needed for research, revitalization, education, reflection, service and other activities, which the 10-month contract could provide, might be an acceptable point to present to the Board of Trustees. It is evident that through the years, time expectations of employees has been continuously reduced. Perhaps the time has come to negotiate this very condition.

As one who has worked to gain faculty status for librarians at Indiana University, and who tries to maintain the contacts and fulfill the responsibilities that such status entails, I would encourage librarians to look at all of the components of library faculty status carefully before they rush into print about what librarians might have "lost"<sup>2</sup> in their achievement of faculty status. In truth, we may only have lost our shackles.

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1. Rimmer, Anne. The dilemma of faculty status. In *ULA Innuendo*, 1:2/1984.

2. *Ibid.*, p. 3.



## InULA PEOPLE

**By Rosanna Blakeley**

The excitement of the 1984 ALA Annual Conference in Dallas is gone, but the memory lingers on. Who can forget the 100° temperatures, the good restaurants, the shuttle busses crowded with confabulating librarians? Some programs were memorable, some forgettable, but the overall impression was one of enthusiasm and professionalism. To those of us who are low on the totem pole, it is always interesting to see "live" the important people in our profession—the Librarian of Congress *Daniel Boorstin* and his associates, the deans of the large academic libraries, the officers of ALA.

In order to gain an idea of how our organization is run and to see the librarians who are leaders, a young librarian should take time between meetings and exhibits to attend one of the President's Programs and to drop in at a Council meeting. Our own dean, *Elaine Sloan*, will be one of the Council members next year. See you in Chicago in 1985!

# BOOKS, ETCETERA

## Librarians as Teachers: Where's the Literature?

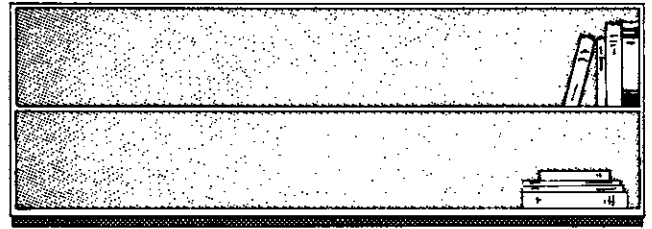
Barbara I. Dewey

(Barbara is the Director of Admissions and Placement, School of Library and Information Science.)

Although most of the sixty-seven ALA accredited library schools use librarians to teach courses there is very little in the literature concerning this phenomena. It is fascinating to note that in the numerous articles written on status and tenure concerns of librarians, the issue of teaching rarely comes up, particularly in terms of compensation. This is true both for librarians teaching library instruction courses and library school courses.

The lack of literature on librarians as teachers is found in journals directed towards library educators and library practitioners although a perusal of article titles in *Library Literature* and tables of contents is deceiving. For example, in "Librarians as Teachers: The Study of an Organization Fiction," one expects Pauline Wilson to directly address this topic, but instead we find a discussion of stereotypes of librarians and our misconceptions about ourselves which cause us to define librarians as teachers. She does point out that the emphasis on teaching for academic librarians has not bolstered their status (a fact we already know). Theophil Otto's article, "The Academic Librarian of the 21st Century: Public Service and Library Education in the Year 2000," predicts that the second major role of a librarian will be that of teacher, but he also fails to touch upon issues revolving around this role.

An article by Richard Derr, hitting upon the theory versus practice argument, points out that the



successful preparation of librarians requires combined talents of practitioners and educators. However, in this article he is referring to the role librarians play in practice work situations and not in teaching actual courses. Boyd Raywood, in his article, "Conflict, Interdependence, Mediocrity: Librarians and Library Educators," does acknowledge that library schools frequently recruit librarians as "adjunct or part-time staff to teach specialized courses lying outside the expertise of the regular academic staff." Most writers ignore this fact. Like Derr he does not go into issues related to the topic.

Given this appalling lack of research into the librarian as teacher it appears that there is much fertile ground to be covered by some ambitious researcher in such areas as compensation, status, recognition, etc.

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### References

- Derr, Richard, "The Integration of Theory and Practice in Professional Programs," *Journal of Education for Librarianship* 23:193-206 (Winter 1983)
- Otto, Theophil M., "The Academic Librarian of the 21st Century: Public Service and Library Education in the Year 2000," *Journal of Academic Librarianship* 8:85-88 (May 1982).
- Rayward, W. Boyd, "Conflict, Interdependence, Mediocrity: Libraries & Library Educators," *Library Journal* 108:1313-1317 (July 1983).
- Wilson, Pauline, "Librarians as Teachers: The Study of an Organization Fiction," *Library Quarterly* 49:146-162 (April 1979).