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Research, Publication, and Service Patterns of Florida Academic Librarians

by

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Abstract

In an effort to establish benchmarks for comparison to national trends, a web-based survey explored the research, publication, and service activities of Florida academic librarians. Participants ranked the importance of professional activities to the tenure/promotion process. Findings suggest that perceived tenure and promotion demands do influence research productivity.

Introduction

Several studies have explored the patterns of publishing by academic librarians.¹ Incentives, support, and rewards for publishing have also been examined.² Many of these studies explore national trends by examining articles published in leading library journals or through the use of surveys. Several studies examine research and publishing trends of academic librarians on a regional basis, by subject discipline, or at a single institution.³ Researchers suggest that more benchmarks of this sort would be helpful in identifying and clarifying factors that influence the research and publication productivity of academic librarians.⁴

Florida is an interesting case study with seventy-three public and private institutions of higher education that are accredited by the Southern Association of Colleges and Schools (SACS) including ten state universities and twenty-eight state community colleges.⁵ The Florida Library Association collaborates with the Florida Chapter of the Association of College and Research

libraries (FACRL) to encourage presentations and publishing opportunities for state academic librarians.

Anecdotal evidence suggests that many academic institutions in Florida are increasingly emphasizing the need for research and publication activities with regard to promotion and tenure. However, promotion and tenure opportunities and guidelines are not uniform among the public and private colleges and universities in Florida. This project explores the patterns of research, publication, and service activity of Florida academic librarians with respect to librarian status and requirements and thus sets a benchmark by which to compare trends to both national and other regional patterns. There have been very few, if any, studies of this size or scope of practicing academic librarians. As Joswick⁶ stated, "...mapping the characteristics of librarian authors helps to define the dynamics and vigor of the discipline..."

Literature Review

Various studies have researched the effects of faculty status where granted to academic librarians, especially with regard to publication expectations. The results are mixed. In 1985, Watson⁷ examined journals from eleven library publications to investigate whether article publishing by practicing academic librarians and library school faculty was affected by institutional requirements. She reported that publishing requirements do affect productivity, with practicing librarians contributing more to the literature overall but faculty teaching in library and information science programs publishing more articles per person. By examining twelve library journals, Krause and Sieburth⁸ reported an increase in publication productivity by academic

librarians over a ten year period (from 1973 to 1982), which they attributed, in part, to the need to publish, especially on the part of librarians at larger research institutions or where faculty status was granted to librarians.

In the early 1990s, Budd and Seavey⁹ reported inconsistencies in requirements for publishing and actual performance by librarians, at least with regard to publishing in national publications. They studied authorship in thirty-six library related journals over a five year period. They then used a survey to gain additional information from what appeared to be the most productive libraries. Park and Riggs,¹⁰ using a questionnaire method, found that job performance was most frequently a criterion for promotion and/or tenure but that research and publication, though encouraged, were not universally required. A clear cut picture of the relationship between faculty status, promotion and/or tenure requirements did not emerge.

More recently, Zemon and Bahr¹¹ suggested that college librarians do not publish for reasons of promotion and tenure. Weller et al.¹² proposed that the size and reputation of an institution may influence the research productivity of librarians. Mitchell and Reichel¹³ believe that there has been an increase in the importance of scholarly output in tenure review for academic librarians but that actual requirements may vary considerably.

Other studies have concentrated on specific populations of librarians, such as Stewart's¹⁴ review of publication trends in Alabama libraries. In 1996, Rogers¹⁵ found that, in Tennessee academic libraries, greater emphasis is being placed on research and publication. In additional studies, Mularski et al.¹⁶ examined patterns among health science librarians, Hart¹⁷ performed an in-

depth study of publishing requirements and activities at Penn State University, and Joswick¹⁸ examined the article publication patterns of Illinois librarians.

Methodology

This study investigates the research, publication, and professional activities of Florida academic librarians. It also seeks to reveal more about the various promotion, tenure, and professional advancement processes and opportunities available to this population. Where applicable, correlations are made between professional activities and/or the opportunity for promotion and tenure. The authors designed the survey found in Appendix 1 based on previous surveys and questionnaires that have appeared in the literature.¹⁹

Survey questions also investigate whether there is a perceived difference in the importance attached to various types of research and publications, i.e., how do Florida academic librarians rank the importance (for tenure and promotion) of a book publication, refereed journal articles, magazine articles, poster sessions, or in-house documents? The survey also explores where librarians are publishing—are they limiting their work to traditional library publications or are they expanding into other academic disciplines?

Prior to distribution, local colleagues tested the survey for clarity and ease of use. In addition, the University of South Florida's Institutional Review Board approved the research plan and survey. The survey instrument was posted to the web site of the Nelson Poynter Memorial Library. Using the *American Library Directory*, the SACS list of accredited institutions in Florida, the

Carnegie Classification listing for Florida, and institutional web sites, an attempt was made to locate the email address of every academic librarian at SACS accredited institutions in Florida. While it was not possible to locate addresses for every librarian (because of changes in employment, incomplete or outdated web listings, etc.), a substantial directory of email addresses was created. On October 16, 2003, email invitations were sent to 820 librarians at sixty-eight different institutions encouraging participation in the survey. Five institutions could not be reached due to non-working or unavailable email addresses. After the initial request, additional messages were sent on November 3 and November 17, 2003, reminding potential participants that the survey was still available.

The survey remained available for approximately six weeks, from October 15, 2003 to December 5, 2003. To aid in confidentiality, the library server stripped the header and address from the email responses before the messages were placed in the investigator's mailbox. Participants had the option to skip any questions that did not apply to his or her situation. Comments and remarks were also welcomed. Answers to the survey questions were then transferred to a database for tabulation and evaluation.

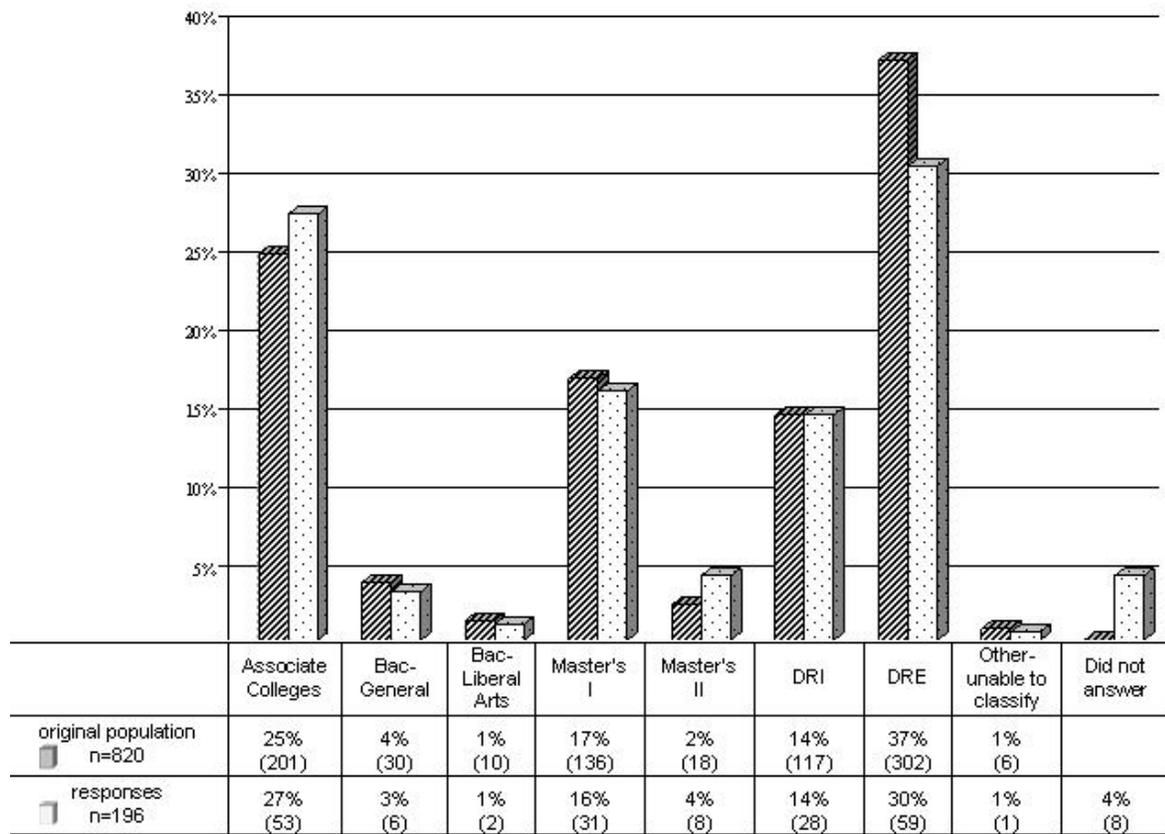
Results

Of the 820 invitational emails distributed, 196 usable replies were received for a response rate of 24%, which is higher than the normal rate described by Alreck²⁰ for large mail surveys. Since this was a population study rather than a sampling, all respondents had an equal chance to participate. To be sure that the distribution of responses to the survey were diverse, the Carnegie

Classification²¹ of the respondents were compared with the original population. Figure 1 illustrates that the distribution of the respondents correlates well to the original population. Participants were also given the option of giving their institutional name or selecting the appropriate Carnegie Classification. Thirty-six respondents provided their institutional name, allowing the authors to confirm that at least 53% of the sixty-eight institutions surveyed were represented in the final response.

Figure 1: Response rate analysis by Carnegie Classification.

(DRI and DRE represent Doctoral/Research Universities – Intensive and Doctoral/Research Universities – Extensive, respectively. Associate Colleges represent two-year institutions. Bac-General and Bac-Liberal Arts refers to Baccalaureate-General and Baccalaureate-Liberal Arts institutions.)



Although the final response was not as large as hoped, these criteria indicate that it is large enough and representative enough of the entire population to provide some general insights into publishing and service activities of Florida librarians. The authors will then be able to use the preliminary data found here to perform follow-up studies that address these issues in greater detail.

In the discussion that follows, it should be noted that not all 196 librarians responded to every question; therefore, results for some questions will be discussed in terms of the number of responses to that particular question rather than the total number of survey participants. Sample sizes are included; percentages are rounded to the nearest whole number.

Demographics

Questions from Part I of the survey helped to describe the participants. Overall, female librarians made up 78% (152) of the total 196 respondents. Interestingly, 89% (39 of 44) of the male participants hold promotion or tenure earning positions compared to 74% (111 of 151) of the female group. The majority of the librarians work with twelve-month contracts (83%, 161 of 193) as opposed to 9 months (4%, 8 of 193) or other contractual agreements (12%, 24 of 193). The twelve-month contract appears typical when compared to librarians working in Alabama (72%) and Tennessee (88%) as reported by Darby and Rogers, respectively.²² Other agreements were not described. All of the nine-month contractees hold tenure-track positions with 79% (127 of 161) of the twelve-month contractees being in promotion or tenure earning tracks. The majority of the librarians (98%, 193 of 196) who responded identified themselves as full time.

Graduate degrees beyond the Master’s of Library Science (MLS) are sometimes considered for promotion and/or tenure. In this group, sixty-nine (35%) of the 195 respondents identified themselves as having a second master’s degree and/or a doctorate. In this population, the two most popular areas for advanced studies are education and English/literature. Degrees in history, law, and business were also cited multiple times. As expected, responses from academic law librarians indicate the J.D. (Doctor of Jurisprudence) is a valuable asset. Table 1 illustrates the most frequently listed subject specialties. It would appear from this survey that advanced degrees in science, math, and certain other disciplines are not as common.

Table 1: Most frequently cited subject specialties

Subject Specialty:	Number of responses:
Education	14
English/Literature	9
History	7
Law	6
Business	4
Library Science (PhD or advanced certificate)	4
Fine Arts	3
Music	3

Promotion and Tenure Eligibility

As illustrated in Table 2, most respondents (74%, 145 of 195) are considered faculty at their institution (either as library faculty or faculty at a graduate library/information studies school), with nearly all of the faculty librarians (95%, 138 of 145) eligible for promotion and/or tenure. A majority (77%, 150 of 195) of the total respondents are eligible for tenure and/or promotion regardless of their title. This compares favorably to the status of librarians from other southern states. According to Darby, 74% of the librarians in Alabama hold faculty rank with 60% eligible for promotion; Rogers reported 80% of Tennessee librarians hold faculty rank.²³

Table 2: Position classification of respondents (n=195)

Position title:	% of Respondents answering this question:
Faculty (143)	73%
Professional (34)	17%
Administrative (13)	7%
Library and Information Science Faculty (tenure-earning) (2)	1%
Other, not defined (3)	2%

Participants were also asked whether a written institutional policy existed that quantitatively described the requirements for promotion and/or tenure processes. These requirements are not uniform among the academic institutions in the state of Florida. Out of the 150 librarians who indicated they were eligible for promotion and/or tenure, only twenty-five (17%) said that institutional guidelines were quantitatively described. For the remaining majority (83%), institutions may have policies that suggest what activities apply towards advancement but are open to interpretation as to what is sufficient (quality and quantity) to achieve promotion and/or tenure success. This condition doesn't appear to have changed much since a 1989 survey published in 1991 by Parks and Riggs²⁴ who stated that "research and publication generally are considered in the evaluation process, but in practice, the expectation may not be explicitly defined."

Promotion-earning librarians constitute 38% (75 of 195) of the survey group with an additional 38% (75 of 195) of the librarians as tenure track. A total of 23% (45 of 195) of the librarians identified themselves as not eligible for either promotion or tenure.

Perception of promotion and tenure requirements

The librarians eligible for promotion and/or tenure rated different types of professional activities according to how important these activities were to the promotion/tenure process *at their individual institutions*. Respondents not eligible for promotion and/or tenure were instructed to move on to the next section of the survey. The survey language emphasized that this ranking process may be subjective, that is, based on the perceptions of the individual librarian, his or her current rank, experience, and personal philosophy. During the analysis of the data, it became apparent that the definition of tenure, which differs among institutions, needed to be considered in presenting results. In Florida, a number of community colleges define tenure as a continuing contract. Tenure is awarded if the faculty member meets criteria established by the Florida Department of Education and the Board of Trustees for the college. Emphasis is placed on the successful performance of teaching responsibilities.²⁵ Doctoral, master's and some baccalaureate institutions normally award tenure on the basis of successful teaching, research and service, with, depending on the institution, greatest emphasis on research and publication.²⁶ Although some of these institutions offer both tenure track and non-tenured library positions, "not eligible for tenure or promotion" was an option on the survey. The few respondents who appear to hold non-tenure track positions at tenure awarding institutions chose that option. Therefore, some tables and figures differentiate between the two types of tenured librarians for more accurate representations of the data.

Professional activities were divided into categories including Research/Publishing, Editorship, Posters/Presentations, Service, and a miscellaneous grouping that included Teaching, Grantsmanship, and other duties. Librarians were also given the opportunity to write in additional professional activities that were not otherwise defined by the survey. The rating scale

consisted of five qualities: required, strongly recommended, considered, considered but less value, or not considered.

Perhaps the most time and labor intensive of professional activities, publishing books and/or articles is perceived as being very important (97%, 35 of 36) answered required or strongly recommended) by tenure-earning librarians at baccalaureate, master’s or doctoral institutions (Table 3). Although publishing is perceived as being required by fewer promotion-earning librarians (24%), 35% feel it is strongly recommended and an additional 28% reported that it is considered. By contrast, only 6% of the tenured community college librarians deem publishing as strongly recommended; while over 50% place lesser or no value on publishing as criteria for advancement.

Table 3: Perception of the importance of publishing books and articles

	Required	Strongly recommended	Considered	Considered but less value	Not considered
Tenure (Baccalaureate Master’s or Doctoral) n=36	81%* (29)	17%* (6)	0% (0)	3% (1)	0% (0)
Promotion-earning (all institutions) n=74	24% (18)	35% (26)	28% (21)	4% (3)	8% (6)
Tenure (Community Colleges) n=36	0% (0)	6% (2)	42% (15)	22% (8)	31% (11)
Total Responses N=146	32% (47)	23% (34)	25% (36)	8% (12)	12% (17)

* Because of rounding, combined total = 97% (35 of 36)

When considering the total survey population, single authorship is highly valued by 27% of the respondents but 55% ranked it as only either considered and/or of less value. Eighteen percent

ranked single authorship as not considered in their process. Book reviews appear to be considered (50%), strongly recommended (8%) or required (1%) in many promotion and/or tenure processes. A large majority (79%) described in-house publications of marginal importance, rating them only as considered, less considered, or not considered at all in the tenure and promotion process (Table 4).

Table 4: Perceptions of respondents towards the value of selected professional activities

	Required	Strongly recommended	Considered	Considered but less value	Not considered
Single author (n=146)	4% (6)	23% (33)	45% (65)	10% (15)	18% (27)
Book reviews (n=145)	1% (1)	8% (12)	50% (73)	26% (38)	14% (21)
In-house publications (n=146)	8% (12)	12% (18)	33% (48)	28% (41)	18% (27)
Poster sessions (n=146)	1% (2)	23% (34)	50% (73)	14% (21)	11% (16)
National presentations (n=146)	1% (2)	42% (61)	41% (60)	5% (8)	10% (15)
State presentations (n=146)	2% (3)	27% (39)	52% (76)	10% (14)	10% (14)
Journal editor (n=145)	0% (0)	11% (16)	65% (94)	12% (17)	12% (18)
Newsletter editor (n=145)	0% (0)	5% (7)	55% (80)	26% (37)	14% (21)
Grants (n=147)	1% (1)	22% (32)	57% (84)	5% (7)	16% (23)
Teaching a credit-based course (n=147)	5% (8)	19% (28)	55% (81)	5% (8)	15% (22)

Poster sessions appear to be important contributions to the promotion and tenure process with 50% of the respondents rating the activity as considered with an additional 24% rating poster

presentations as strongly recommended or required. However, they do not stand alone. In this survey, only two Florida academic librarians (1%) listed poster sessions as their sole research or publishing activity. This supports Gravois' finding that poster sessions are noted in promotion/tenure processes but are insufficient if that is the only professional activity. Poster sessions are "seen as signs of professional growth and competence, not as publication."²⁷ As one would expect, national presentations are strongly recommended or required by more of the participants (43%) than presentations given at state held conferences and meetings (29%). However, substantial numbers of participants reported that both types of presentations are considered (Table 4).

Somewhat surprisingly, journal editorship is perceived by 65% as considered; however, only 11% rate this activity as strongly recommended and 24% of the respondents place little or no value on the activity. A similar perception occurs with newsletter editorship, which admittedly may cover a wide spectrum of publications, from in-house to professional. In this case, 55% of the participants report that those efforts are considered while 40% believe it is of less or no value in the promotion and tenure process. Success with grant writing is believed to be of greater value, with 23% rating it as required or strongly recommended and 57% as considered.

Somewhat like grantsmanship, teaching a credit-based course appears to be an important professional activity with 5% listing it as required, 19% strongly recommended, and 55% considering it in their tenure and promotion processes (Table 4).

Participants were also asked whether they felt that their institutions currently place a greater or a lesser emphasis on publishing compared to requirements five years ago. Of those who responded to the question, 60% indicated that their institution now places greater emphasis on publishing in

books or refereed journals but 24% believe there is less pressure to publish. A small number indicated that there has been no change in their environment (7%), that they have no opinion (3%), or that the question is not relevant to their current situation (6%). When broken down further, 65% of the Florida librarians who were eligible for promotion but not tenure, reported greater pressure to publish in the last five years. Eighty-three percent of the tenure-track librarians at baccalaureate, master's or doctoral institutions also reported greater pressure. Yet, only 23% of the tenured community college librarians feel more pressure to publish (Table 5). Studies performed in the mid to late 1990s reported mixed findings. Thirty-nine percent of Tennessee academic librarians described greater emphasis, but 36% felt requirements remained the same while 23% reported less or no change.²⁸ In 1998, during a study of Carnegie Research libraries, Leysen and Black found that only 30% of the administrators indicated there was greater emphasis on publishing at that time.²⁹ This suggests a further study to determine if directors' and/or administrators' perceptions differ greatly from practicing librarians.

Table 5: Perceptions of respondents for the emphasis on publishing for promotion and tenure

	Greater emphasis	Lesser emphasis	No change in emphasis	No opinion on emphasis	Emphasis not applicable to circumstances
Tenure-track (Baccalaureate, Master's or Doctoral) n=36	83% (30)	8% (3)	8% (3)	0% (0)	0% (0)
Promotion-earning (all institutions) n=69	65% (45)	25% (17)	6% (4)	3% (2)	1% (1)
Tenure (Community Colleges) n=31	23% (7)	39% (12)	10% (3)	6% (2)	23% (7)
Total Responses n=136	60% (82)	24% (32)	7% (10)	3% (4)	6% (8)

Table 6: Perceptions of promotion and tenure respondents toward the value of selected service activities

	Required	Strongly recommended	Considered	Considered but less value	Not considered
State chair (n=146)	1% (2)	34% (49)	52% (76)	6% (9)	7% (10)
State member (n=146)	4% (6)	33% (48)	42% (62)	13% (19)	8% (11)
National chair (n=146)	0% (0)	38% (55)	48% (70)	7% (10)	8% (11)
National member (n=146)	3% (5)	40% (58)	40% (58)	10% (14)	8% (11)
Institutional committee chair (n=145)	6% (8)	39% (57)	47% (68)	3% (4)	6% (8)
Institutional committee member (n=145)	28% (40)	28% (41)	30% (44)	7% (10)	7% (10)

Service requirements, as perceived by all the Florida promotion and tenure respondents are described in Table 6. Serving as chair or simply being a member of a state committee is considered to have similar importance. A slightly higher number rank service as a chair (38%) or a member (43%) of a national committee as required or strongly recommended. Twenty-eight percent believe institutional committee membership is required. Chairing an institutional committee is strongly recommended or required by 45% of the respondents. In the Parks and Riggs' 1989 survey, almost 97% of librarians with faculty status state that service is reviewed for tenure and promotion.³⁰

External review by library or faculty peers is often a consideration in tenure and promotion as evidenced by the large number of respondents (44%, 65 of 147) that have external review as a requirement for the promotion and tenure process. An additional 29% (42 of 147) either strongly recommend external review or use it as a consideration in the final decision. Leysen and Black

reported that almost two-thirds of the Carnegie Research library administrators surveyed indicated outside reviews were “important” or “very important.”³¹

A second graduate degree, in addition to the MLS, is often encouraged in librarianship. It is interesting to note that 20% (29 of 145) of the librarians responding to this question believe that having or obtaining a second degree is required or strongly recommended for success in advancement. An additional 54% (79 of 145) think the second master's is a consideration towards promotion and/or tenure. In their 1989 survey, Park and Riggs reported that more than 50% of the respondents indicated a second master's was not necessary to meet promotion or tenure requirements.³² In this survey, of the librarians already holding second degrees and responding to this question, a higher percent (38%, 20 of 53) described the second degree as required or strongly recommended and 42% (22 of 53) marked it as considered. Twenty-one percent (11 of 53) felt their second degree was of less value or not considered during their process.

Table 7
Perceived importance of professional activities towards tenure and promotion.
(Combined totals for “required” and “strongly recommended” were ranked from 1-19 with #1 as the most important.
Items with an asterisk indicate a tied ranking)

	Ranking: Total Respondents	Ranking: Tenure-track respondents (Baccalaureate, Master’s or Doctoral)	Ranking: Promotion-earning respondents	Ranking: Tenure (Community Colleges) respondents
Member of a University Committee (n=145)	1	4*	2	1
Books and Articles (n=146)	2	1	1	12*
External Review (n=147)	3	3	3	8*
Chair of a University Committee (n=145)	4	4*	8*	2
National Presentations (n=146)	5*	2	7	12*
Member of a National Committee (n=146)	5*	6	4	6*
Chair of a National Committee (n=146)	7	7	8*	10*
Member of a State Committee (n=146)	8	9*	5*	4
Chair of a State Committee (n=146)	9	11*	5*	6*
State Presentations (n=146)	10	13	10	10*
Single Author (n=146)	11	8	12	14*
Poster Sessions (n=146)	12	9*	11	14*
Teaching a Credit-based Course (n=147)	13	15	14	3
Grants (n=147)	14	11*	13	14*
In-house publications (n=146)	15	16	15	5
2nd Graduate Degree (n=145)	16	14	16	8*
Journal Editorship (n=145)	17	17	17	17*
Book Reviews (n=145)	18	18	18	17*
Newsletter Editorship (n=145)	19	19	19	17*

Table 7 displays the perceived importance of various professional activities. When looking at the total response, acting as a member of a university committee ranked highest in importance with publishing and external reviews considered the next most valued criteria. However, the publishing of books and articles is ranked highest by the promotion and tenure (baccalaureate, master's, and doctoral) group but has a relatively low ranking by the tenured community college respondents. It is interesting to note that book reviewing, although valued by library collection managers, is a service that ranks near the bottom of the promotion and tenure ratings in all categories.

Support

If publishing, national and state service, additional advanced degrees, and relevant professional activities are perceived to be needed for tenure and promotion, how have academic institutions responded to support these activities? In a previous study of Alabama librarians, 20% reported that travel support was generous to unlimited, 43% inadequate and 34% adequate.³³ In Florida, 93% of all respondents reported at least partial travel support. Full travel support appears lowest for the tenure-track librarians at doctoral, master's and baccalaureate institutions (46%) and highest for those at tenured community college libraries (69%). This study however, did not explore specific funding levels or how much or what types of travel are either required or undertaken as part of efforts to advance in rank or tenure. Obviously, trips to international or national conferences might entail much greater expense than travel to state or local events and thereby affect individual responses. Travel support is further described in Table 8.

Table 8: Support for travel.

	Full travel support	Partial travel support	No travel support
Tenure-track (Baccalaureate, Master's or Doctoral) n=35	46% (16)	54% (19)	0% (0)
Promotion-earning (all institutions) n=72	51% (37)	39% (28)	10% (7)
Tenure (Community Colleges) n=36	69% (25)	25% (9)	6% (2)
Not eligible for promotion or tenure n=8	50% (4)	38% (3)	13% (1)
Total Responses n=151	54% (82)	39% (59)	7% (10)

Research funds appear to be limited across the board. Of the 141 answers received, only twenty-three librarians (16%) reported the availability of funding support. This is considerably lower than support levels reported by Cosgriff et al. in 1990³⁴ for Association of Research Librarians, where about 43% of those surveyed received funding for research and publication. Participants were also asked if they were allocated any time that could be spent specifically on research projects. Sabbaticals and/or research leave are available to 63% of all of the responding librarians. Table 9 illustrates the availability of support through the allocation of leave time.

Obviously, all means of support require further investigation. The exact definition of research leave and sabbaticals would be an interesting area to explore since the interpretation of these benefits may vary widely from one institution to another. Funding for research and travel could be quantified in another study for more accurate comparisons.

Table 9: Support for research through the allocation of time.

	Sabbatical and/or research leave available
Tenure-track (Baccalaureate, Master's or Doctoral) n=36	92% (33)
Promotion-earning (all institutions) n=71	59% (42)
Tenure (Community Colleges) n=35	49% (17)
Not eligible for promotion or tenure n=7	29% (2)
Total Responses n=149	63% (94)

Research and Publishing Activities

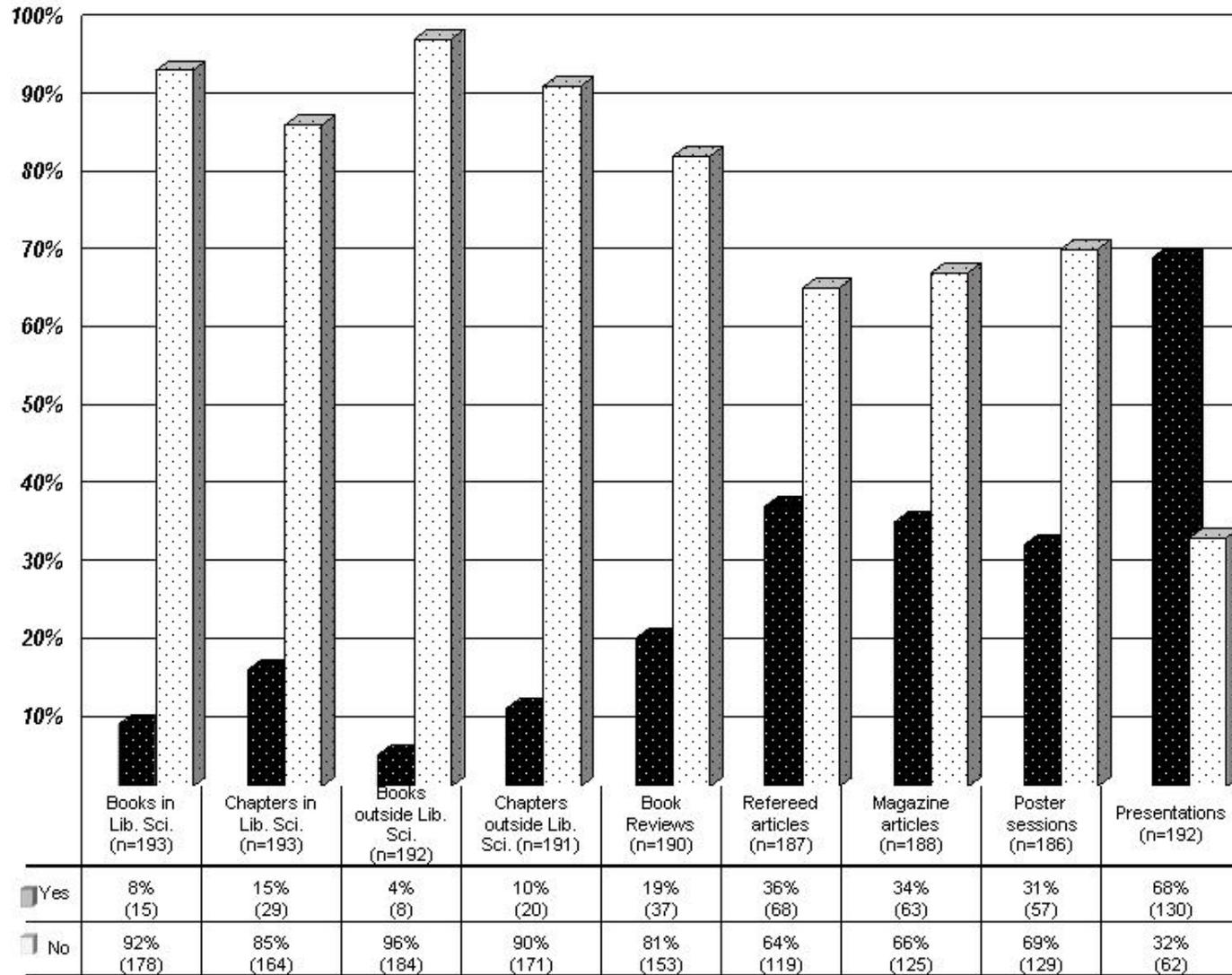
Part III of the survey listed a variety of activities, ranging from book and chapter publications, journal and magazine publishing, book reviews, public speaking presentations, and poster sessions. The participants were asked to respond if they had engaged in any of these professional activities since 1995 and, if so, to quantify the approximate number of times they had published or participated in that activity. A comment box was also offered for activities not covered specifically in the survey.

This survey discovered that 46% (90 of 196) of all the Florida academic librarians who responded have been engaged in either book, book chapter, or refereed article publication since 1995. However, when only promotion-earning librarians and tenure-track librarians at

baccalaureate, master's and doctoral institutions were considered (excluding tenured librarians at community colleges), 65% (73 of 112) have published in the formats described above. This compares well with Stewart's report that 68% of librarians from four major Alabama universities were engaged in research and writing either books, book chapters, or refereed articles.³⁵ Mularski reported that 50.9% of all health science librarians, nation-wide, have produced at least one of these same types of publications, noting that southern states ranked lower than other regions of the country in terms of productivity.³⁶ This survey appears to agree with the previously published suggestion by others that the requirements of promotion and tenure lead to greater research and/or publication.³⁷

Figure 2 illustrates the number of respondents that reported activity in publishing since 1995. Of the Florida respondents, 8 % have published at least one book in the field of library science while 15 % have produced one or more book chapters. A much smaller number have engaged in publishing books (4%) or chapters (10%) in fields other than library science. Respondents were also asked to report their publishing activity in refereed journals, non-refereed magazines, and book reviewing. Although anecdotal evidence might have implied that the numbers would be higher, only 36% of the Florida respondents have published refereed articles since 1995. This is less than the 42% reported by Rogers' survey, with regard to refereed article publication.³⁸ In addition, 34% of all respondents to the survey have published in magazines and non-refereed publications but only 19% of the respondents are engaged in book reviewing as a professional activity.

Figure 2: Total respondents involved in publishing activities of since 1995.



In order to substantiate further the effect promotion and tenure demands have on publishing activity, the data were examined according to the eligibility for, and type of, tenure and promotion. Table 10 summarizes the results. Clearly, in overall productivity, tenure requirements strongly motivate librarians at baccalaureate, master's or doctoral institutions. Seventy-eight percent of the tenured librarians have engaged in the publishing of at least one book, book chapter or refereed article. This group has consistently out-produced colleagues in the individual categories of publication as well.

Table 10: Number of respondents publishing books, refereed articles, or chapters based on promotion or tenure-earning status

	% publishing at least one book, refereed article or book chapter	% publishing at least one book	% publishing at least one refereed article	% publishing at least one chapter
Tenure (Baccalaureate Master's or Doctoral) n=37	78% (29)	22% (8)	68% (25)	38% (14)
Promotion-earning (all institutions) n=75	59% (44)	13% (10)	43% (32)	28% (21)
Tenure (Community Colleges) n=36	19% (7)	8% (3)	8% (3)	3% (1)
Not eligible for promotion or tenure n=45	20% (9)	2% (1)	16% (7)	13% (6)

Although not to the same degree as tenure, requirements for promotion, as expected from the perceptions expressed during this study, actively encourage those librarians (59%) to engage in

research and publication. Interestingly, 20% of the librarians who described themselves as ineligible for promotion or tenure, presumably with less encouragement, are publishing, and thus on a par with tenured community college colleagues. In this study, with the exception of the latter group, librarians are engaged in the following publishing activities in decreasing order: refereed article, book chapter, and finally books. This is comparable to the type of publications most frequently produced by Penn State librarians.³⁹

Of the Florida authors publishing at least one book, book chapter, or refereed article, twenty-one of the authors are male and sixty-nine are female (n=90). In analyzing these figures with respect to the gender distribution of the total survey respondents (44 males and 152 females), this study indicates that male (48%) and female (45%) librarians may be publishing at similar rates. A more comprehensive statistical evaluation is not possible with this survey data. In comparison, Joswick noted that approximately 40% of the Illinois authors were male compared to 60% female.⁴⁰

Finally, the participants were asked to comment on their involvement in public-speaking (Figure 2). In this area, 68% (130 of 192) responded that they had presented at the state or national level and 31% (57 of 186) had participated in at least one poster session. State and regional conferences appear to be slightly more popular venues than national conferences. While poster sessions are likely to be one-time-only or limited activities, librarians seem to engage repeatedly in presentations.

Of the respondents that have been involved in professional activities, Table 11 illustrates the breakdown in quantity. Weller et al. reported on the refereed article productivity of academic

librarians in the United States between 1993 and 1997. To summarize, 94% of the authors in that study produced 1-2 articles, 5.4% produced 3-5, and less than 1% published 6 -10.⁴¹ In the current Florida study, 54% of the respondents have published 1-2 articles in peer-reviewed print journals, 33% produced 3-5, 10% 6 -10, and 3% more than ten.

Table 11: Quantity of publications since 1995

	one-two	three-five	six-ten	more than ten
Books in library science (n=15)	100% (15)	0% (0)	0% (0)	0% (0)
Chapters in library science (n=29)	97% (28)	3% (1)	0% (0)	0% (0)
Books outside library science (n=8)	75% (6)	25% (2)	0% (0)	0% (0)
Chapters outside library science (n=18)	50% (9)	44% (8)	0% (0)	6% (1)
Book reviews (n=35)	29% (10)	26% (9)	14% (5)	31% (11)
Refereed print articles (n=61)	54% (33)	33% (20)	10% (6)	3% (2)
Refereed electronic articles (n=18)	78% (14)	22% (4)	0% (0)	0% (0)
Print magazine articles (n=56)	63% (35)	29% (16)	7% (4)	2% (1)
Electronic magazine articles (n=14)	50% (7)	29% (4)	7% (1)	14% (2)
Poster sessions (state or regional) (n=31)	87% (27)	10% (3)	3% (1)	0% (0)
Poster sessions (national) (n=40)	75% (30)	15% (6)	10% (4)	0% (0)
Presentations (state or regional) (n=103)	57% (59)	23% (24)	12% (12)	8% (8)
Presentations (national) (n=61)	52% (32)	33% (20)	13% (8)	2% (1)

It is interesting to compare actual reported professional activities in publishing and presentations to the perceived importance of the same activities (Table 12). The tenure-track librarians at baccalaureate, master's, and doctoral institutions placed the greatest importance on these activities and, not surprisingly, they have the highest reported activity. Although 97% of this group perceived publishing refereed articles, chapters, and books as required or strongly recommended for tenure, only 78% reported activity in this area since 1995. The difference might be due, in part, to the current status of each librarian in a tenure-earning position. Those who have already been awarded tenure may have reorganized their responsibilities and goals. Those who are going for tenure are still striving to meet institutional expectations with regards to research and publication. Promotion-earning librarians appear to be publishing at a rate consistent with their perceived expectations. Community college librarians do not consider publishing and presentations to be of much value in their tenure process; however, they are still participating to some extent in these activities. While presentations at the state level are not considered by any of the groups as highly valuable towards promotion or tenure, a large number of librarians are involved in this activity, possibly due to the number of opportunities to participate in state-wide conferences and meetings and/or the ease of acceptance. Further analysis of perceived and actual activities would be an interesting area for research.

Table 12: Comparison of perceived importance of selected professional activities to actual performance since 1995

	% of respondents publishing at least one book, chapter or refereed article	Perception that publishing books and articles is required or strongly recommended	% of respondents making at least one national presentation	Perception that national presentations are required or strongly recommended	% of respondents making at least one state presentation	Perception that state presentations are required or strongly recommended
Tenure (Baccalaureate Master's or Doctoral)	78% (29) n=37	97% (35) n=36	54% (20) n=37	81% (29) n=36	65% (24) n=37	33% (12) n=36
Promotion-earning (all institutions)	59% (44) n=75	59% (44) n=74	37% (28) n=75	43% (32) n=74	59% (44) n=75	36% (27) n=74
Tenure (Community Colleges)	19% (7) n=36	6% (2) n=36	14% (5) n=36	6% (2) n=36	42% (15) n=36	8% (3) n=36

Conclusions

Overall, Florida academic librarians appear to be publishing at a rate consistent with librarians from other parts of the country. The survey also implies that those in promotion-earning and/or tenure positions at doctoral, research and master's level institutions do feel more pressure to perform research and publish to achieve career advancement and are engaging in those activities to a higher degree than their colleagues.

As found in other case studies, requirements of Florida academic institutions are not rigorously defined in most instances. Differences between tenured and promotion processes among Florida academic librarians could be explored further. Although fairly represented in the survey, this study's raw numbers are too low to make definitive statements regarding the research productivity at four-year baccalaureate and master's colleges.

Professional/faculty status and contractual agreements for Florida librarians are similar to those reported for other areas of the country. Support for professional activities also appears to be comparable with national colleagues. This study established several benchmarks for Florida academic librarians with regard to faculty status, perceived tenure and promotion requirements, service and research productivity, and levels of support for these important activities. The information may aid individual librarians in setting realistic expectations and goals during the promotion and tenure process and it is hoped that these findings will encourage other comparative studies of academic librarians.

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4. In-house publications (pathfinders, annotated bibliographies, tip sheets, lists, etc):
 Required Strongly recommended Considered Considered Not considered but less value

Editorship

5. Journal editor:
 Required Strongly recommended Considered Considered Not considered but less value

6. Newsletter editor:
 Required Strongly recommended Considered Considered Not considered but less value

Posters / Presentations

7. Poster sessions at state or national conferences:
 Required Strongly recommended Considered Considered Not considered but less value

8. Presentations at state conferences:
 Required Strongly recommended Considered Considered Not considered but less value

9. Presentations at national conferences:
 Required Strongly recommended Considered Considered Not considered but less value

Service

10. Service at the state level, committee chair:
 Required Strongly recommended Considered Considered Not considered but less value

11. Service at the state level, committee membership:
 Required Strongly recommended Considered Considered Not considered but less value

12. Service at the national level, committee chair:
 Required Strongly recommended Considered Considered Not considered but less value

13. Service at the national level, committee membership:
 Required Strongly recommended Considered Considered Not considered but less value

14. Service at the institutional level, committee chair:
 Required Strongly recommended Considered Considered Not considered but less value

15. Service at the institutional level, committee membership:
 Required Strongly recommended Considered Considered Not considered but less value

Other

16. Teaching a credit-based course:
 Required Strongly recommended Considered Considered Not considered but less value

D1. Chapters in books that are not related to library science: Yes No
D2. Total number of chapters: Zero 1-2 3-5 6-10 More than 10
Please list subject areas:

Publishers of books to which you have contributed chapters outside the field of library science:

Since 1995, have you published:

E1. Book reviews: Yes No
E2. Total number of reviews: Zero 1-2 3-5 6-10 More than 10
Titles of journals where you have published reviews:

Since 1995, have you published in:

F1. Refereed (peer-reviewed) journals: Yes No
F2. Total number of articles in print sources: Zero 1-2 3-5 6-10 More than 10
F3. Total number of articles in electronic-only sources:
Zero 1-2 3-5 6-10 More than 10
Titles of journals in which you have published articles:

Since 1995, have you published in:

G1. Non-refereed journals or magazines: Yes No
G2. Total number of articles in print sources: Zero 1-2 3-5 6-10 More than 10
G3. Total number of articles in electronic-only sources: Zero 1-2 3-5 6-10 More than 10
Titles of magazines in which you have published articles:

Since 1995, have you presented:

H1. Poster sessions: Yes No
H2. If yes, how many at the national level: Zero 1-2 3-5 6-10 More than 10
H3. How many at the state or regional level: Zero 1-2 3-5 6-10 More than 10

Since 1995, have you participated in:

I1. Public-speaking presentations: Yes No
I2. If yes, how many at the national level: Zero 1-2 3-5 6-10 More than 10
I3. How many at the state or regional level: Zero 1-2 3-5 6-10 More than 10

J1. Other publications or professional activities not mentioned above (please describe content and number):

Are there any additional comments that you would like to make regarding academic library professional requirements in Florida

Part IV: Institutional Data:

In order to make comparisons between like institutions, it is necessary to know the size and type of institution where you are employed. This information is available using the Carnegie Classification and the American Library Directory. If you are willing to provide the name of the institution where you are employed, we would be happy to look up the information for you.

Name of Institution:
Campus (if applicable):
OR

If you would prefer to have the survey information remain anonymous, we would appreciate having you answer a few basic questions so that we will have a basis for comparison. Remember, we will not publish institution-specific information without prior permission.

A. Please indicate the organizational type that most closely describes your institution:

- Public university (4 year + Graduate level)
 - Public university (4 year + Graduate level), Branch campus
 - Public college (4 year)
 - Public community college (2 year)
 - Private college (4 year)
 - Private college (4 year + Graduate level)
 - Special (Law, Medical, etc.)
 - Other
- Please describe:

B. Please indicate the approximate size of student body (headcount) at your institution:

- Less than 2000 students (headcount)
- 2001 - 5000 students (headcount)
- 5001 - 10,000 students (headcount)
- 10,001 - 25,000 students (headcount)
- More than 25,000 students (headcount)

C. Please indicate the approximate size of your library collection:

C1. Approximate number of monographs:

- Fewer than 10,000 volumes
- 10,001 - 100,000 volumes
- 100,001 - 500,000 volumes
- More than 500,000 volumes

C2. Please indicate the approximate number of journal subscriptions (please include print subscription and full electronic (pdf/scanned titles, not aggregator titles):

- Fewer than 500 titles
- 501 - 1000 titles
- 1001 - 2000 titles
- 2001 - 3000 titles
- 3001 - 4000 titles
- 4001 - 5000 titles
- More than 5000 titles

D. Please provide the Carnegie Classification for your institution:

The following web site provides easy access to Carnegie Classification by institution name:

<http://www.carnegiefoundation.org/Classification/CIHE2000/PartIIfiles/partII.htm>

- Doctoral/Research Universities-Extensive
 - Doctoral/Research Universities-Intensive
 - Master's Colleges and Universities I
 - Master's Colleges and Universities II
 - Baccalaureate Colleges-Liberal Arts
 - Baccalaureate Colleges-General
 - Baccalaureate/Associate's Colleges
 - Associate's Colleges
 - Specialized institutions: Schools of art, music, and design
 - Specialized institutions: Schools of business and management
 - Specialized institutions: Theological seminaries and other faith-related institutions
 - Other
- Please describe:

By submitting this survey, you are agreeing to the confidentiality conditions set forth in the cover letter.