

Academic Librarians and Campus-Wide Faculty Development: A National Survey

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abstract: Faculty development is a key priority for academic institutions in the United States. Often, centers for teaching and learning lead this work, but increasingly, librarians provide professional development for their teaching faculty colleagues. This study examines academic librarians' leadership of faculty development initiatives at their institutions and their attitudes about their role in these initiatives. A regression analysis of national survey results reveals four statistically significant regression coefficients associated with librarian leadership in campus-wide faculty development. The study finds that, while academic librarians have positive attitudes about their involvement in faculty development, they see lack of time and teaching faculty's views of librarians as barriers.

Introduction

Colleges and universities face new challenges, including adapting to shifts in student demographics, expansion of online learning, and increased emphasis on data-driven decisions. Supporting faculty as they navigate new skill areas is essential. Faculty development, or the professional development of teaching faculty, ranks high on the list of priorities for academic institutions in the United States. EDU-CAUSE polls have consistently listed faculty development as a key issue in teaching and learning every year since 2015, and the Association of American Colleges & Universities highlights it as an area of focus in its Strategic Plan for 2018–2022.¹ More than a decade ago, a key study by leaders in the faculty developer community declared a critical need for more robust collaborations with other units at their institutions, stating, “Faculty development is everyone’s work.”² A 2018 study found that 93 percent of directors of

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campus teaching centers believed it beneficial to have librarians involved in their programming.³ Institutions are keen to support teaching faculty as they engage with new challenges, and there is demand on campuses for collaborators to help with this need. The call is there—have libraries been listening?

This study sought to fill a gap in the literature regarding librarians' roles in campus-wide faculty development initiatives at their institutions and examines their attitudes toward these roles. For simplicity's sake, this article will use *teaching faculty* or *faculty* to refer to nonlibrarian faculty, and *librarian* to refer to all librarians. Although many librarians are faculty, and many librarians teach, this will simplify language in the analysis. In addition, while many librarians have their own faculty development needs, this study focused on the needs of nonlibrarian teaching faculty.

The study began with the following research questions:

1. What institutional or individual factors are associated with academic librarians leading or contributing to campus-wide faculty development activities?
2. What are librarians' attitudes toward leading or contributing to campus-wide faculty development?

Literature Review

Faculty development as a phrase became widely popular in the 1970's, but the concept of professional development for teaching faculty dates back at least to the early nineteenth century with the idea of sabbatical leaves, when faculty could do research or acquire new skills.⁴ This type of development focused on a faculty members' scholarship, but the 1950s and 1960s saw more attention paid to faculty teaching abilities.⁵ By 1976, there was enough interest in the topic in North America to launch the national faculty development-focused group Professional and Organizational Development (POD) Network in Higher Education, an organization that still leads scholarship and networking in faculty development today. A national survey in the 1970s found that 40 percent of

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higher educational institutions had a person or office charged with faculty development; a decade later this had climbed to 50 percent of institutions, with further expansion into the 1990s.⁶ Today, faculty development remains a key area of concern in higher education.

Librarians have advocated for their role in faculty development for decades, certainly predating use of the phrase *faculty development*. In 1933, B. Lamar Johnson, head librarian and dean of the faculty at Stephens College in Columbia,

Missouri, described an ambitious plan to meet with all faculty members at his institution to individually discuss their plans for how they would educate students in the use of books. Johnson also offered multiple all-faculty training workshops.⁷ He and a colleague would later describe "teaching teachers" as the library profession's "obligation."⁸ Within the library community, librarians have used the phrase *faculty development* to describe

their work since the term became popular in the 1970s. Librarians at the 1978 Midwest Academic Librarians' Conference in Muncie, Indiana, gathered to share thoughts on how they might contribute to faculty development. Proceedings published afterward called for action, declaring, "Surely, the idea of faculty development [and librarians] is one whose time has come."⁹

Calls for librarian involvement in faculty development would continue through the 1980s and beyond. In 1984, Rose Ann Simon outlined a library-led research program for faculty that she deemed "one of the best academic bargains of the decade" based on the return on investment it produced for the institution.¹⁰ Patricia Iannuzzi in 1998 and Barbara Fister in 2009 each called for libraries to take leadership roles in faculty development at their institutions and outlined specific strategies for librarians to increase their involvement.¹¹ In their 2019 white paper for the Association of College and Research Libraries (ACRL), Sharon Mader and Craig Gibson used findings from their survey of directors of teaching centers to call for librarians to make a "shift in mindset and identity" and redefine their roles on campus as educators.¹² In 2019, ACRL published a quick overview of faculty development as part of its "Keeping Up with . . ." series, a newsletter designed to inform readers of trends in academic librarianship.¹³

Some librarians have argued for an exclusive focus on faculty development, in lieu of working directly with classes or individual students. Risë Smith's 1997 white paper "Philosophical Shift: Teach the Faculty to Teach Information Literacy" reasoned that limited librarian staffing meant teaching faculty must and should lead information literacy instruction, and that librarians should focus their attention on "teaching the teachers." She concluded by noting that this strategy would likely unsettle many librarians: "Relinquishing teaching to faculty is difficult for instruction librarians. Although the information literacy movement emphasizes the necessity of collaboration with faculty, most writers seem to assume that librarians will be the teachers in the library-as-learning-laboratory."¹⁴

Similarly, Sandra Cowan and Nicole Eva lobby for this faculty-focused strategy in their 2016 article "Changing Our Aim: Infiltrating Faculty with Information Literacy." For them, librarian work with individual classes and students leads to a "spotty, piecemeal job, reaching some students multiple times and others not at all." Overall, they say, "information literacy is too big a topic for librarians to teach alone," and faculty are better positioned to reach students.¹⁵ Claire McGuinness in 2007 also argued that librarians should shift their energies from working with individual classes to activities with broader impact, including training courses for faculty.¹⁶

Most library faculty development initiatives over the past several decades have focused on information literacy, with an emphasis on the need for faculty outreach and collaboration. One study found 3,527 articles written about information literacy between 2001 and 2010, with large percentages of these articles describing partnerships with faculty.¹⁷ Christy Stevens noted that, by the early 2000s, this belief in the necessity of faculty-librarian collaboration regarding information literacy had shifted from just an idea to being "axiomatic" and assumed.¹⁸

Some librarians have argued for an exclusive focus on faculty development, in lieu of working directly with classes or individual students.

Initiatives expanded in the 2000s to focus more holistically on other faculty needs. Increasingly, libraries offered support for faculty scholarship—a 2015 study found 7 percent of academic library job ads included the phrase *scholarly communication*.¹⁹ Libraries commonly offer programming on open access, open educational resources, research metrics, scholarly profiles, copyright, or author's rights, or they find other ways to

Libraries commonly offer programming on open access, open educational resources, research metrics, scholarly profiles, copyright, or author's rights, or they find other ways to support faculty scholarship . . .

support faculty scholarship by hosting writers' retreats or author celebrations.²⁰ Some libraries participate in faculty mentoring programs at their institutions, helping recently hired faculty adjust to their new roles and campus culture.²¹ Librarians may sit on advisory boards for their campus center for teaching and learning (CTL) or provide programming as part of new faculty orientation.

Given the interest in faculty development nationally, questions remain as to how widely librarians have embraced this call. While many individual librarians have argued that the library can and should play a role in campus faculty development initiatives, there is less information

about how widespread this practice is and how librarians feel about it. In 2012, a large-scale survey of North American faculty developers offered the insight that libraries frequently partner with faculty developers at their institutions. Survey respondents, typically from a CTL or other unit charged with leading faculty development at their institution, named the other campus units with which they collaborated. Libraries ranked third on this list, after technology centers and deans/associate deans.²²

Mader and Gibson's 2018 survey of directors of CTLs (n = 92) offers in-depth insights into the directors' perceptions of librarians and how librarians engage with faculty development. Overall, 83 percent of CTL directors reported librarian participation in their center's activities and programming.²³ They were broadly positive about the role of the librarians as fellow educators and the beneficial role librarians can play, though they did identify challenges and areas for improvement. They confessed to a lack of clarity on librarians' status as faculty or whether librarians would be viewed as faculty. Of most concern, the directors blamed librarians' "lack of assertiveness and strategic positioning" for preventing them from achieving desired changes and said librarians will need a deeper understanding of faculty practice and an altered mindset if they wish to succeed.²⁴

A smaller-scale 2014 survey (n = 44) of librarians and faculty developers investigated how frequently libraries collaborate with their faculty developers and asked both groups to identify barriers to working together. Similar to the previous two studies, the faculty developers indicated high levels of collaboration with librarians (93 percent). Key differences between the two groups of respondents, librarians and CTL directors, suggested a lack of mutual understanding. For example, each group prioritized different areas for possible collaboration. Librarians rated the value of collaboration with their faculty developers lower than faculty developers did the usefulness of working with librarians, indicating librarians may be the barrier to collaboration.²⁵ While this study had interesting insights, the small sample size limited broad generalizations.



Regarding librarian attitudes toward participating in faculty development, a 2019 phenomenographic study explored the experiences and perceptions of seven librarians at Purdue University in West Lafayette, Indiana, who had taken part in a faculty development program. Interviews revealed the librarians saw themselves as fitting into one of four broad hierarchical categories, ranging from beginning stage “connectors” to fully identifying as “developers,” with recommendations as to how librarians might use these understandings to inform their practice.²⁶

While these studies all provide noteworthy insights, to this date, no large-scale studies have attempted to capture more details about how widespread the practice of faculty development is within libraries and how librarians feel about this work. This study is an effort to fill those gaps.

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Methodology

The authors administered an online survey to gain an understanding of academic librarians' roles in faculty development. The survey gathered demographic information about the respondents and their institutions, asked about participants' contributions to faculty development on their campuses, and invited them to share their attitudes about librarians' leadership in faculty development programming. In doing so, the researchers sought to identify any commonalities among librarians who are active in faculty development. The Institutional Review Board at Earlham College in Richmond, Indiana, approved the research design and methodology of this study.

The researchers used Qualtrics to create the online survey. The instrument consisted of 22 multiple-choice, multiple answer, Likert response, and open-ended questions. The survey instrument is included as an appendix to this paper. Some respondents answered fewer questions due to skip logic in the question sequencing. For example, a person who had not participated in professional development activities would not be asked a follow-up question about the types of activities.

The authors sent the survey invitation to three American Library Association e-mail lists in July 2018: the Information Literacy Instruction Discussion List (ILI-L) with 5,507 subscribers; the Library and Information Technology Association List (LITA-L) with 3,536 subscribers; and the College Libraries Section List (COLLIB-L) with 3,587 subscribers. These lists were chosen because of their large numbers of academic librarian subscribers and their high traffic volume. As Table 1 shows, 68 percent of the respondents identified themselves as reference or instruction librarians or both, so surveying different librarian e-mail lists could yield slightly different results. The survey remained open for nine days, and the researchers sent an e-mail reminder to each list two days before the survey closed.

Qualtrics recorded 279 unique survey responses. The authors opted to include partially completed surveys if the respondent had completed the first major section of the survey. They downloaded the responses into an Excel spreadsheet and coded the answers to multiple-choice and multiple answer questions using numerical codes (for



example, 1 = Yes, 2 = No). The authors hand coded responses to open-ended questions by thematic category (for example, status, resources, and the like). The researchers used R software to analyze the coded response data using regression analysis, a technique that examines the nature and strength of relationships between variables. The regression analysis required complete responses to every question, which resulted in working with a smaller data set ($n = 167$) for this portion of the analysis. A regression was chosen because it allowed for conditional estimates of the impact of multiple variables.

Given that respondents self-selected, the researchers compared their respondents' demographics to a composite academic librarian profile based on statistics from the Bureau of Labor Statistics and the National Center for Education Statistics. This study's respondents skewed younger (the most frequently reported age was 26 to 35 versus 47:2 median age for librarians nationally) and more likely identified as female (85 percent of respondents classified themselves as female, compared to 78 percent for the overall librarian population).²⁷ Respondents also represented smaller institutions than the profession as a whole. For example, 7 percent of respondents worked at schools with fewer than 1,000 students, versus 8.3 percent nationally; schools with 1,000 to 2,999 students accounted for 27 percent of participants, versus 16.5 percent nationally; and schools with 3,000 to 9,999 yielded 35 percent of respondents, versus 26.7 percent nationally.²⁸ Future studies could better control the respondent pool by sending the survey to a targeted set of individuals or institutions.

Descriptive Statistics

Table 1 provides a demographic breakdown of the academic librarian survey respondents. Eighty-one percent reported that their campuses had a dedicated CTL or similar entity specifically charged with faculty development.

After removing incomplete responses from the data set, the researchers were left with 167 individual observations for the regression analysis. The authors sought to determine if the respondents' institution type, institution size, faculty status, and attitudes about librarian involvement in faculty development had any connection with their individual participation and their libraries' institutional role in faculty development activities.

While most librarians reported having a Center for Teaching and Learning on their campuses, only one in four indicated that it was housed in the library.

The tables with this article further describe the data set that was used for the regression analysis. Table 2 shows the relationship between the respondents' libraries and their campuses' CTL and institutional support for faculty development activities. The survey's skip logic allowed respondents whose campuses lacked a dedicated CTL to bypass the follow-up questions about the physical location and administration of those facilities. While most

librarians reported having a Center for Teaching and Learning on their campuses, only one in four indicated that it was housed in the library. An even smaller group (5 percent) declared that the library administered the CTL.



Table 1.
Demographics of survey respondents

Gender (n = 196)	Female 85%	Male 15%	Neither 0%		
Age (n = 192)	18–25 2%	26–35 29%	36–45 26%	46–55 21%	56–65 18% 66+ 4%
Institution size (n = 217)	< 1,000 7%	1,001–3,000 27%	3,001–10,000 35%	> 10,000 30%	
Institution type (n = 234)	Community or technical college 13%	Baccalaureate 23%	Master’s 21%	Doctoral 41%	Other 1%
Librarian type (n = 220)	Administration 14%	Archives and special collections 1%	Collections and acquisitions 7%	IT/Systems 5%	Reference and instruction 68% Other 5%
Center for teaching and learning (CTL) on campus (n = 242)	Yes 81%	No 19%			

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Table 2.

Summary of responses about faculty development infrastructure

Survey question (<i>n</i> = 167)	Yes	No
Is your Center for Teaching and Learning physically located in the library?	25%	75%
Is your Center for Teaching and Learning administratively part of the library?	5%	95%
Does your library identify faculty development as part of its stated mission or goals?	47%	53%

Respondents who indicated that faculty development was part of the library's mission or goals offered examples of how this was conveyed. Examples included mentioning faculty development in the library's published mission statement, strategic planning documents, individual work plans, or some combination of those.

Recognizing that faculty status of academic librarians is a nuanced issue, the researchers asked respondents to indicate if librarians at their institutions "have faculty status or rank" to test the relationship between faculty status of librarians and their participation in campus-wide faculty development. Seventy-one percent of the survey respondents declared that they were considered faculty on their campuses. This study relied on librarians to self-report their status as faculty and did not attempt to further define what "faculty status or rank" meant in terms of tenure eligibility, participation in shared governance, or service on faculty committees.

To gauge attitudes toward librarian involvement in faculty development, the researchers presented four statements and asked respondents to indicate their level of agreement or disagreement using a five-point Likert scale. The scale ranged from 1 (strongly disagree) to 5 (strongly agree). The researchers later combined the scores for these questions to develop a single attitude variable for the data analysis. The stronger a librarian's agreement with the Likert questions, the more positive would be the librarian's attitude overall toward the profession's role in faculty development. As seen in Table 3, the attitude scores were more positive than negative (that is, 3 or higher).

Finally, researchers asked about the individuals' contributions to a variety of faculty development activities (Figure 1). Respondents could choose all that applied. This list of faculty development offerings was adapted from those described in chapter 5 of the book *Faculty Development in the Age of Evidence*.²⁹ Other examples gleaned from an open-ended question about successful library-led faculty development initiatives included faculty boot camps, train-the-trainer workshops, and author celebrations.



Table 3.

Summary of librarians' attitudes toward involvement in faculty development

Survey question (<i>n</i> = 167)	Mean response
Librarians should take a leadership role in faculty development on their campuses.	3.87
Librarians have the knowledge and expertise to contribute to faculty development.	4.37
Librarians at my institution are empowered to offer faculty development opportunities.	3.61
My library has sufficient resources to offer faculty development opportunities.	3.09

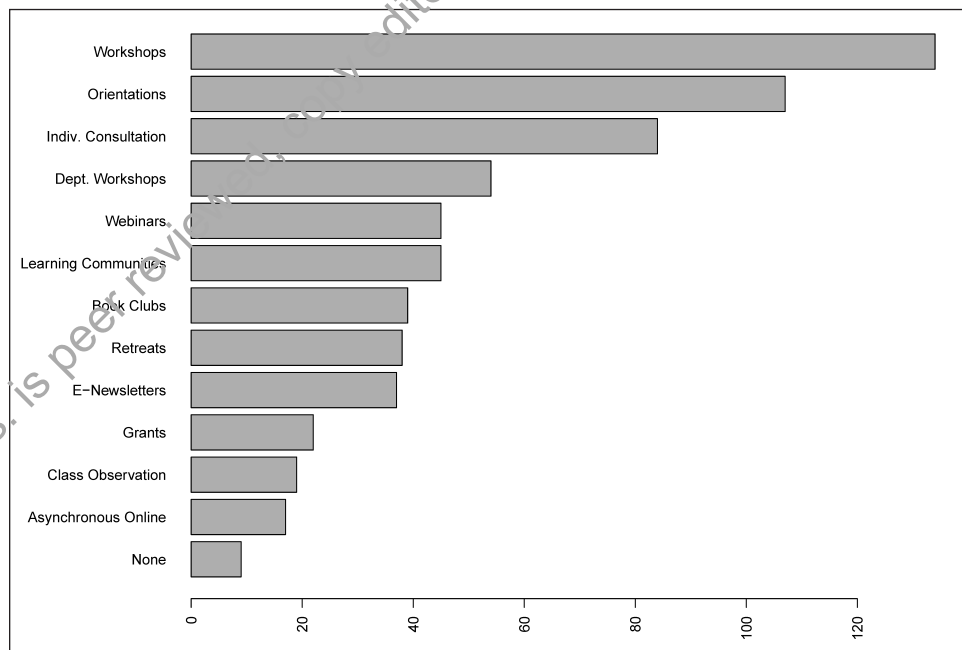


Figure 1. Librarian involvement in faculty development by activity type (*n* = 167).



Findings

The authors tested their research questions by analyzing the survey results using regression models and open response analysis.

RQ1: What institutional or individual factors are associated with academic librarians leading or contributing to campus-wide faculty development activities?

The first goal was to see if any of the variables had a statistically significant relationship with individual librarian participation in faculty development activities.

Finding 1: Librarian involvement in faculty development activities is associated with the following four variables (see Table 4):

- 1a. Librarians' attitudes about faculty development (attitude)
- 1b. CTL location inside the library building (CTL-location)
- 1c. Faculty development in the library's mission or goals (mission)
- 1d. Size of the institution (size: small, medium, large).

The regression model in Table 4 shows statistically significant regression coefficients for these four findings. Finding 1a indicates that academic librarians' attitudes connect to their actions. Librarians' beliefs in their leadership potential, knowledge and expertise, sense of empowerment, and access to sufficient resources for faculty development are related to their contributions to faculty development activities on their campuses ($p =$

.01; a low level of p indicates a high level of statistical significance). Librarians with more positive responses to these questions tend to have higher participation rates.

Librarians in close proximity to their colleagues in the Center for Teaching and Learning tend to lead or support more faculty development activities.

Findings 1b and 1c offer insights regarding library planning. Finding 1b indicates that the physical location of the campus's CTL (or similar unit tasked with faculty development) matters. Librarians in close proximity to their colleagues in the Center for Teaching and Learning tend to lead or support more faculty development activities (p

$= .03$). These placements may be strategically planned by the library or implemented by campus administration without seeking library input. Regardless of the origin of the arrangement, a direct relationship exists between CTL location and librarian participation in faculty development activities. Finding 1c indicates how strategic planning and goal setting connect to librarian practice. Libraries that view faculty development as part of their mission will more likely lead or support faculty development at their institutions. This variable was statistically significant with participation in faculty development activities ($p = .02$).

The final finding indicates a slight connection between institutional size and librarians' involvement in faculty development activities. There is no statistically significant difference between a small or medium college and a very small one. There is, however, a statistically significant difference between a large college and a very small one. The authors estimate that a librarian at a large college will participate in 1.81 additional activities relative to a similar librarian at a very small college. The variable is statistically significant at the 10 percent level ($p = .06$).



The researchers were especially interested to see how faculty status of librarians might relate to their participation. Many respondents commented in their free-text responses that their lack of faculty status impeded their ability to lead or support faculty development initiatives (discussed later in finding 2b), so it would follow that librarians with faculty status would more likely participate. However, the regression analysis found no relationship between the faculty status of the librarians and their participation in faculty development activities (status variable in Table 4, $p = .35$).

The researchers found no statistically significant coefficients between faculty development participation and library administration of the CTL (CTL-library administration), or institution type (highest degree offered—for example, baccalaureate).

The researchers ultimately removed the librarian age and gender variables from the regression analysis. Nonresponses to these optional questions significantly reduced the number of usable observations from 167 to 144, and these variables were not statistically significant. Removing these variables did not change the overall findings.

Table 4.
Regression model* on librarians' participation in faculty development (n = 167)

Coefficients	Estimate	Pr(> t)	
Intercept	-0.71	0.58	
Attitude	0.19	0.01	**
CTL-Location	0.81	0.03	*
CTL-Library administration	-1.21	0.13	
Mission	0.75	0.02	*
Status	0.35	0.35	
Small	1.12	0.23	
Medium	1.09	0.23	
Large	1.81	0.06	.
Baccalaureate	-0.22	0.72	
Master's	-0.15	0.79	
PhD	-0.53	0.33	

Significance codes: 0 '****' 0.001 '***' 0.01 '**' 0.05 '.' 0.1 '.' 1

Residual standard error: 2.00 on 155 degrees of freedom (DF)

Multiple R-squared: 0.19, adjusted R-squared: 0.13

F-statistic: 3.28 on 11 and 155 DF, p-value < 0.000

*The regression model in this table shows the results of statistical tests indicating how several variables correlate with academic librarians' contributions to faculty development. The results show that librarians' contributions have a significant relationship with such coefficients as librarians' attitudes toward participating in faculty development, the physical location of the center for teaching and learning (CTL), and whether the library includes faculty development as part of its mission. The data about the relationship between institutional size and librarians' involvement are less clear. Other variables, including faculty status of librarians, showed no relationship.

This study's second research question sought to expand the authors' understanding of academic librarians' attitudes about leading or contributing to faculty development. To answer this question, the regression was complemented by an analysis of responses to open-ended questions about perceived barriers to librarian participation.

Overall, librarians have positive attitudes about their ability to lead or contribute to campus-wide faculty development.

were more positive than negative. The responses included in the regression analysis were calculated using a Likert scale where 1 was strongly disagree, 2 was disagree, 3 was neither, 4 was agree, and 5 was strongly agree. All responses had a mean score of 3 or more. See Table 3 for a breakdown of the 167 responses to these questions.

Librarians responded most positively to the question about having the knowledge and expertise to contribute to faculty development (mean = 4.37). Respondents also indicated that librarians should take a leadership role in faculty development on their campuses (mean = 3.87). Future studies could investigate this difference between librarian willingness to "contribute to" rather than "lead" faculty development, but overall both were positive responses. Librarians also reported feeling empowered (mean = 3.61) to offer faculty development opportunities.

One attitude question trended close to the "neither" response with a mean of 3.09. Respondents indicated that they agreed only slightly more than they disagreed that their libraries have sufficient resources to offer faculty development opportunities. *Resources* was intended as a catchall term to include sufficient staffing, time, money, administrative support, and facilities.

Librarians see the biggest challenge to their involvement in campus-wide faculty development to be a lack of status or recognition as experts.

ended question about perceived barriers to librarian involvement in campus-wide faculty development. One hundred eighty-one librarians answered this question. Responses were typed into a free-text box and often included multiple items per respondent. The authors read the responses and independently coded them into nine categories. After comparing and reconciling the assigned codes, these responses were tallied. A summary of the response rates is presented in Figure 2.

RQ2: What are librarians' attitudes toward leading or contributing to campus-wide faculty development?

Finding 2a: Overall, librarians have positive attitudes about their ability to lead or contribute to campus-wide faculty development.

When asked specific questions about their attitudes toward leading and contributing to faculty development on their campuses, librarians' answers

To gain a better understanding of these attitudes, the researchers presented survey respondents with an open-ended question about perceived barriers to librarian involvement in faculty development offerings.

Finding 2b: Librarians see the biggest challenge to their involvement in campus-wide faculty development to be a lack of status or recognition as experts.

Revisiting the larger data set ($n = 279$), the researchers reviewed responses to an optional open-

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Despite their positive attitudes discussed in finding 2a, academic librarians identified multiple barriers to their involvement in faculty development. When they were asked, “What do you believe are the biggest challenges to librarian involvement in faculty development?” the most common answers involved the professional status of librarians or faculty recognition of the librarians’ expertise. For example, one respondent said, “Our librarians are not faculty. The biggest challenge is not being viewed as equals.” Awarding faculty status to librarians did not always resolve this issue. Another respondent identified the biggest challenge as “buy-in from faculty. Even though librarian positions are tenured faculty, classroom teaching faculty do not respect that we teach.” Others reported having faculty status but noted, “We are not seen as ‘real’ faculty.”

These results contrast with earlier findings from the regression analysis (Table 4), which found no statistically significant relationship between faculty status and participation ($p = .35$). These concerns about status or respect also seem at odds with finding 2a, which posited that librarians believe themselves empowered to offer faculty development on their campuses.

Librarians also noted that “time” was often a factor, most commonly “lack of librarian time.” Respondents were wary of taking on new roles: “Lean staffing means more time spent on ‘core’ tasks like collection development, less time spent on thinking up and planning new initiatives.” Another stated, “Time is a huge challenge: librarians, at least at my institution, are stretched thin.” This finding is borne out by the lukewarm mean response to the attitude question about having adequate resources. When “lack of librarian time” is combined with the responses coded as “lack of faculty time” and “lack of time (unspecified),” the issue of time accounts for 60 overall mentions. This makes it the second most common perceived barrier.

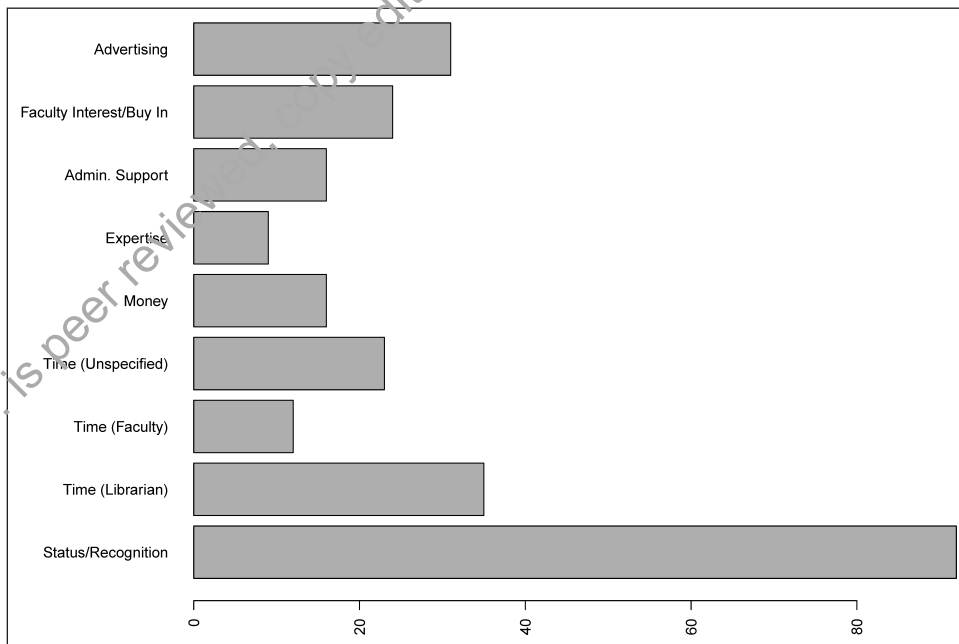


Figure 2. Librarians’ perceived “biggest challenges” to their involvement in faculty development ($n = 181$).



Discussion

The authors found four variables associated with higher participation in faculty development. One of these, the size of the institution, is beyond librarians' control. The relationship between large institution size and increased librarian involvement is not surprising. Large universities more likely have a formal infrastructure and support system for such activities, thus creating more opportunities for librarians to collaborate and contribute their expertise. This is not to suggest that librarians at small and medium-sized schools cannot play a role in faculty development; this study found librarian contributions to faculty development at institutions of all sizes.

The three other statistically significant variables offer more actionable items for librarians looking to contribute to faculty development. First, having faculty development mentioned in the library's formal mission or goals was associated with increased

...having faculty development mentioned in the library's formal mission or goals was associated with increased librarian participation.

librarian participation. The assumption is that if a library cares enough about faculty development to include such development in its mission, one would expect a high level of buy-in and participation from librarians. Alternately, if librarians see their participation in faculty development as an important role for themselves, this will be reflected in their planning and goals. Either way, formally recognizing librarians' roles in faculty development is

related to their increased participation. A library that values faculty development and includes such development in its planning documents should provide the flexibility and time for librarians to do this work. Librarians identified "time" as the second largest barrier to their participation.

A second actionable item is to challenge librarians' perceptions about how they are viewed by faculty. Survey responses showed that librarians generally have positive attitudes about their role in faculty development. They believe that they have the potential for leadership of faculty development initiatives, possess the expertise and knowledge, and are empowered by their administrations to do this work, yet they see their own lack of status or respect as the primary barrier to their participation. As noted in finding 2b, this barrier is described by staff librarians and faculty librarians alike. The regression model found that there was no relationship between librarians' status as faculty and their participation in faculty development on their campuses, yet the majority of librarians saw this as a key impediment. Comments often described a perceived lack of respect stemming from not understanding what librarians can do:

I think discipline faculty do not value librarians as subject matter experts, they express support but do not participate in faculty development in information literacy, *they perceive librarians as service personnel with limited value and cannot describe the role of librarians to students or the community when asked for examples.* [italics added for emphasis]

Librarians have wrestled for decades with concerns about how teaching faculty colleagues perceive them and how faculty status (or lack thereof) contributes to these



perceptions.³⁰ Multiple studies, however, indicate faculty status does not correlate with more positive perceptions of librarians. What seems to matter more is contact: Teaching faculty who interact more frequently with librarians have more positive views of librarians and their potential roles.³¹ Librarians may find faculty development an excellent way to connect with faculty and demonstrate their capabilities and changing roles. If librarians encounter genuine disrespect or lack of understanding, they must work to articulate their capabilities and demonstrate their value to their faculty peers.

Moreover, librarians should consider if these perceived barriers might be self-imposed. Multiple recent studies of CTLs confirm that they seek collaborative partners, including librarians, indicating faculty may be more open to partnership than librarians realize.³² For librarians who need help seeing themselves in different roles, one 2019 study offers suggestions regarding shifts in mindset and self-perception. The study examines the broader educational development literature for insights regarding how people in these roles think and act. The results find four specific traits of educational developers: collaborative, scholarly, contextual, and reflective.³³ Libraries focusing on shifting roles can use this research to help their librarians understand new ways of operating and thinking.

A final actionable item is to consider the location of a campus's CTL. This study finds a relationship between a CTL physically inside the library and librarian participation in faculty development activities. Proximity matters. Libraries are often leery of giving up "their" space but should consider how such a move might build stronger partnerships toward parallel goals. Allocating library space for such an entity may be no simple matter, but the location is not the only way to strengthen partnerships. If providing space in library buildings is not feasible, librarians should dedicate time to building relationships with those units wherever they are housed. For the 19 percent of respondents without a campus CTL (see Table 1), the library may fill an institutional void by offering professional development opportunities for faculty.

Conclusion

This study establishes key information regarding the current state of librarian roles in campus-wide faculty development. Librarians lead or contribute to professional development opportunities for faculty in a variety of ways, including workshops, new faculty orientation, learning communities, grant programs, and more. They engage with their campus teaching centers, frequently providing space in library buildings, and occasionally even oversee these CTLs in an administrative capacity. Certain institutional and individual factors link with higher librarian participation in faculty development. Libraries seeking to expand their faculty development offerings should consider these factors in their planning. Generally, librarians feel positive about their possible roles

Teaching faculty who interact more frequently with librarians have more positive views of librarians and their potential roles.

Librarians lead or contribute to professional development opportunities for faculty in a variety of ways, including workshops, new faculty orientation, learning communities, grant programs, and more.

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in faculty development, though they have less confidence about finding the time and resources to do so. They feel particular concern that a lack of respect for their expertise or status may limit their ability to offer professional development to faculty, though faculty status for librarians does not seem to relate to increased participation.

This current study offers insights into how librarians have built new roles for themselves as willing partners in faculty development efforts. Academic librarians are no strangers to cross-campus collaborations, outreach, and partnerships, and they are well positioned to be active and meaningful faculty developers on their campuses as the practice continues to evolve and grow.

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Appendix

Survey Instrument

Librarian Roles in Faculty Development

Welcome. We are conducting a study to understand academic librarians' roles in faculty development efforts at their campuses. You will be presented with information relevant to your involvement with professional development for teaching faculty and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential, and any published results will be reported in aggregate. The study should take you around 10 minutes to complete, and you will receive no compensation for your participation. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the principal investigator in the study to discuss this research, please e-mail friblka@earlham.edu. By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason. You may print a copy of this page for your records. Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- I consent, begin the study.
- I do not consent, I do not wish to participate.



For the purposes of this survey, we define *faculty development* as those activities designed to help teaching faculty improve their teaching, research, scholarship, or leadership skills. Please note that our study is focused on the professional development of teaching faculty (not professional development of librarians).

The following questions will ask you about faculty development for teaching faculty at your institution.

1. Does your institution or library provide opportunities for faculty development? Examples could include workshops, individual consultations, grants, electronic newsletters, etc.

- Yes
- No

If No, skip to 7.

2. Does your institution have a Center for Teaching & Learning (or other individual/unit charged with faculty development)?

- Yes
- No

2a. If Yes: Is your Center for Teaching & Learning physically located in the library?

- Yes
- No

2b. Is your Center for Teaching & Learning administratively part of the library (i.e., reports to someone in the library)?

- Yes
- No

3. Does your library identify faculty development as part of its stated mission or goals? Examples could include in a strategic plan, in individual or unit work plans, in objectives, on website, etc.

- Yes
- No

3b. Please describe where faculty development is listed as part of your library's stated mission or goals. _____

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The next series of questions will ask you about:

- your personal participation in faculty development opportunities at your institution
- your library's participation in faculty development opportunities at your institution

4. Have you personally led, supported, or otherwise participated in any of the following faculty development activities for teaching faculty at your institution in the past 2 years? Select all that apply.

- Workshops (1–3 hours)
- Retreats/Institutes (1–5 full days)
- Orientations
- Department or discipline-specific workshops
- Teaching circles, communities of practice, faculty learning communities
- Book clubs or discussion groups
- Grants
- Classroom observation
- Individual consultation
- Asynchronous online programs
- Webinars
- Electronic newsletter
- None

5. Has your library led, supported, or otherwise participated in any of the following faculty development initiatives for teaching faculty in the past 2 years? Select all that apply.

- Workshops (1–3 hours)
- Retreats/Institutes (1–5 full days)
- Orientations
- Department or discipline-specific workshops
- Teaching circles, communities of practice, faculty learning communities
- Book clubs or discussion groups
- Grants
- Classroom observation
- Individual consultation
- Asynchronous online programs
- Webinars
- Electronic newsletter
- None



6. We're interested in gathering examples from different libraries about their faculty development initiatives. Please share more detail about any successful efforts at your library. (Optional)
7. The following questions will ask you to consider your thoughts about librarians' roles in faculty development. (Select one: strongly disagree, disagree, neither disagree nor agree, agree, strongly agree)

Librarians should take a leadership role in faculty development on their campuses.

Librarians have the knowledge and expertise to contribute to faculty development.

Librarians at my institution are empowered to offer faculty development opportunities.

My library has sufficient resources to offer faculty development opportunities.

8. What do you believe are the biggest challenges to librarian involvement in faculty development?
9. If resources/time allowed, what faculty development initiatives would you like to see offered by your library?

The following questions will help us understand the demographics of our survey respondents.

10. Where is your institution located?
 - United States
 - Canada
 - Other (please specify) _____
11. Which of these best describes your institution?
 - Community / Technical college
 - Baccalaureate / Bachelor's college or university
 - Master's college or university
 - Doctorate-granting university
 - Other (please specify) _____
12. What is the size of your institution (in student FTE)?
 - Less than 1,000
 - 1,001–3,000
 - 3,001–10,000
 - More than 10,000



13. Librarians at my institution . . . (select any that apply)
- Have faculty status or rank.
 - Are eligible for tenure.
 - Are eligible for membership in the faculty senate or equivalent governing body.
 - None of these apply to my institution.
14. Which best describes your primary job responsibility?
- Administration
 - Archives & Special Collections
 - Collections / Acquisition
 - IT / Systems
 - Reference / Instruction / Public services
 - Other (please specify) _____
15. What is your age? (optional)
- 18–25
 - 26–35
 - 36–45
 - 46–55
 - 56–65
 - 66 or above
16. What is your gender? (optional)
- Female
 - Male
 - Neither of these describes me: _____

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