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White Paper on Research Opportunities and CUNY Library Faculty: The Need for Annual Leave Parity

PSC CUNY Library Faculty Committee (2014-2015)

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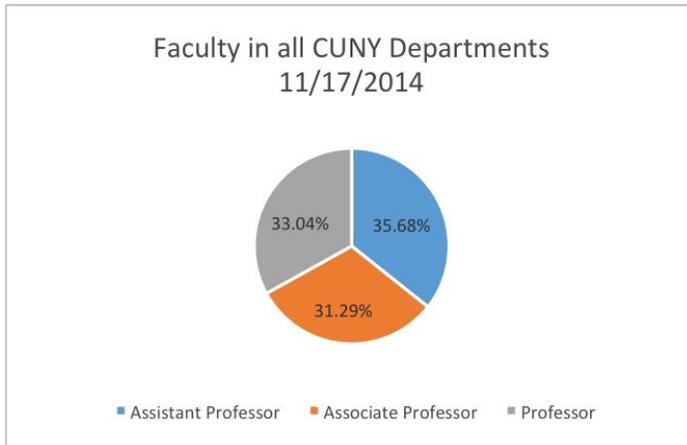
White Paper

# Research Opportunities and CUNY Library Faculty: The Need for Annual Leave Parity

Written by the PSC CUNY Library Faculty Committee
June 2015

Executive Summary

A look at the distribution of faculty by rank across tenure bearing lines reveals a startling fact about Library Faculty. Faculty in departments other than the Library are, on average, evenly split among Assistant, Associate and Full Professor. The picture is much different when it comes to Library Departments: nearly 85% of Library Faculty have the rank of Assistant or Associate Professor, while only 16.89% of Library Faculty have reached Full Professor[1]. As data presented below will show, the disparity between Library Faculty rank distribution and overall distribution of rank within the University has consistently followed this disturbing pattern since 2002.
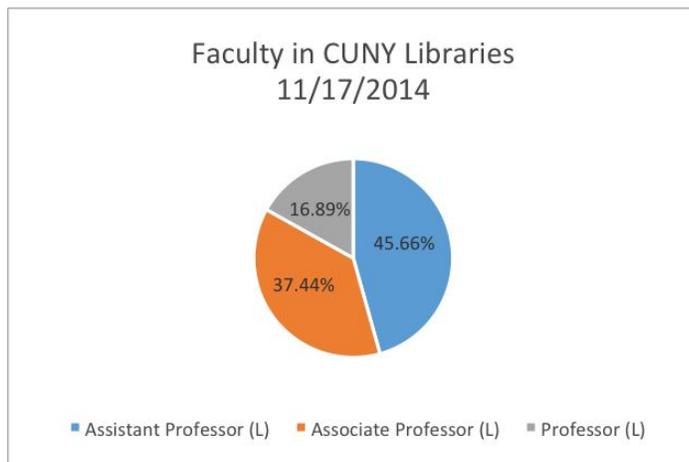
This White Paper, prepared by members of the PSC CUNY Library Faculty Committee, shows a correlation between the concentration of library faculty in lower ranks and the lack of adequate annual leave time for librarians to engage in the scholarship needed to achieve Full Professor. When we talk about "annual leave" in the academic environment, we are talking about research opportunities.

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[1] Data from CUNYfirst

Library Faculty have difficulty reaching the rank of Full Professor because we are not given the chance to do so. Library Faculty are evaluated for tenure and promotion according to the same criteria as all other faculty -- perhaps most importantly, according to our scholarly production. Yet Library Faculty receive less annual leave time than other CUNY faculty and are the only group of faculty in this position. Whereas all other faculty, including counselors, have about 12 five-day work weeks of annual leave when hired (60 days), Library Faculty begin their CUNY careers with 4 weeks of leave and earn one day of leave per year over their next ten years of service, culminating in 6 weeks of leave. This is half of what all other faculty have from their hire dates. Again, it takes a full decade for a library faculty member to be afforded only 50% of the research opportunities other faculty receive from the start of their careers in CUNY, a deficit that then persists over librarians' careers at CUNY.

While Library Faculty have, in recent years, made gains towards equitable research opportunities, it has not been enough. We have rightly been included, along with all other Junior Faculty, in the Junior Faculty Reassigned Time benefit negotiated for and won by the Union. This is one area where Library Faculty have achieved some (though not total) parity with faculty in other departments when it comes to research opportunities. But this does not compensate for the lack of baseline annual leave parity.

A quick glance at a chart comparing the amount of research opportunities provided to Library Faculty and faculty in all other departments makes the situation Library Faculty find themselves in abundantly clear. In their years on the tenure clock, faculty in non-library departments have about 570 days for research (annual leave and contractually specified holidays). During those same years, Library Faculty are allotted 311 days. In other words, while on the tenure clock, Library Faculty have approximately 260 fewer days (a deficit of about 52 five-day work weeks -- a full year) in which to meet the same tenure requirements as all other faculty.

Current Situation
Faculty Research Opportunities - Annual Leave and Junior Faculty Reassigned Time
Totals in Days
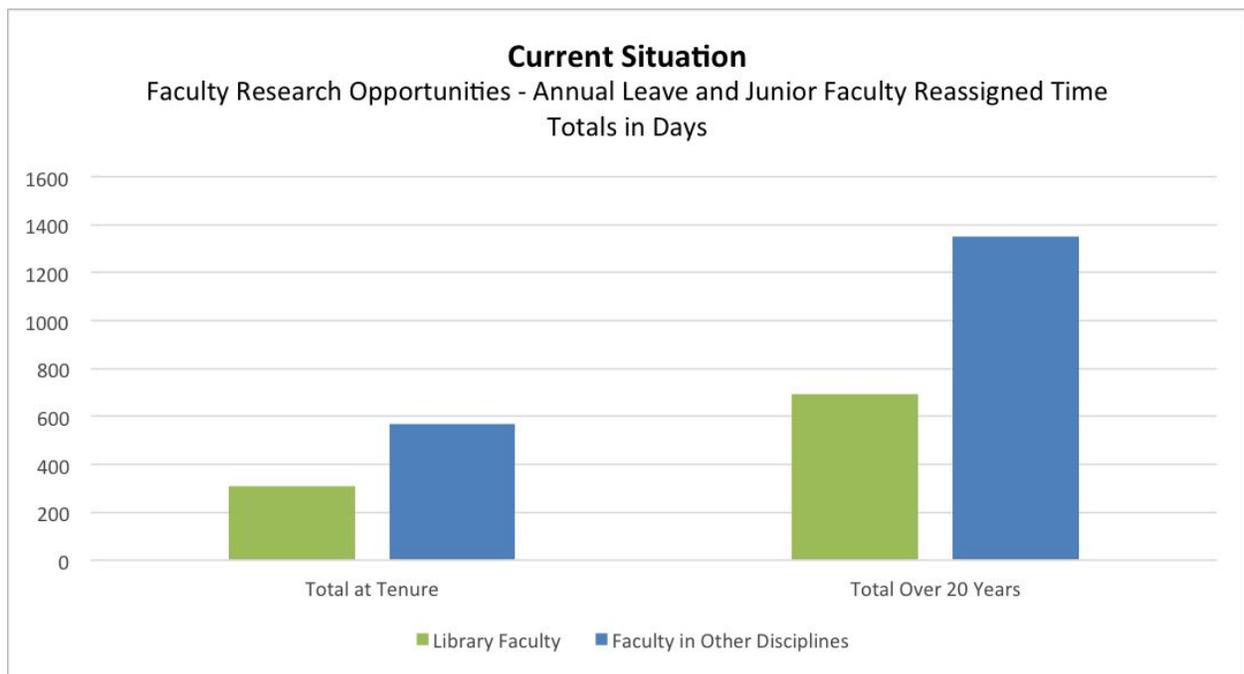
After 20 years, the disparity in research time is compounded: Library faculty have 655 fewer days of time to dedicate to research -- approximately 130 five-day work weeks. In other words, library faculty have two and a half fewer years of work time to conduct research in which to meet tenure and promotion requirements over a 20 year period -- again, the same tenure and promotion requirements by which all faculty are evaluated.

These figures do not include the time when classes are not in session, what are commonly referred to as "winter break" and "spring break." While faculty in other departments are to be "available" during these times and can be (and often are) required to perform duties of various sorts, many make use of these periods to engage in research. If one were to include those periods, or even a small portion of those periods, with the higher baseline annual leave other faculty receive, the disadvantage faced by Library Faculty in terms of total research opportunities when attempting to meet tenure and promotion requirements over 7 and 20 years becomes even more apparent. Again, tenure and promotion requirements are the same for all faculty. Library Faculty are just the only group of faculty who must meet them under such conditions.

It is true that there is an application process by which at least 50 Library Faculty members across the campuses are eligible for up to five weeks of "Professional Reassignment" to conduct research (Article 25.4). Per the PSC contract, reassignments are subject to "approval by personnel and budget committees . . . and appropriate college-wide committees." Moreover, management has agreed to fund these reassignments. Non-teaching Adjunct (NTA) funds are available to library departments to cover up to 50 Library Faculty members on reassignment per year across the University. Yet we know that in practice many librarians are discouraged from applying for "professional reassignment" and that adjuncts are not hired if Library Faculty do apply and receive it. We will explore this issue in detail below. In short, "Professional Reassignments" of various sorts have been proposed as a solution to the paucity of research opportunities available to librarians since 1978. The statistics on faculty rank suggest that Professional Reassignment does not work. It is a mechanism that has been broken since its very conception. Even a perfect "professional reassignment," whatever that might look like, would be an inadequate solution. Staggering leaves across all Library Faculty wouldn't begin to level the playing field when it comes to research opportunities.

To redress the disparity in faculty rank, Library Faculty must have the same amount of leave time as all other faculty to conduct the research the university expects and values for tenure and promotion. Annual leave parity for Library Faculty, and the concomitant increase in the number of librarians needed to allow for parity, is something whose time has come.

Let us be clear: Library Faculty are not demanding "full parity" with faculty in other disciplines when it comes to total potential research opportunities. We recognize that the nature of Library Faculty work is unique and requires us to be on campus at times when far fewer of our colleagues in other disciplines are there. We are not seeking to work an "academic calendar" or for the option to remain off campus when classes are not in session. Rather, we are demanding that Library Faculty receive the same baseline annual leave as all other faculty: 60 days per year,

time that could be managed by the CUNY libraries to allow librarians adequate research opportunities in ways compatible with maintaining core library services.

As part of this demand, the PSC recognizes that there is a cost. The Union's proposal includes eliminating (giving back) the 5 week Professional Reassignment that management has already funded in order to offset some of the cost of additional annual leave, as well as a reasonable, feasible plan for the hiring of additional full-time Library Faculty to account for the workload that would need to be covered as a result of the additional leave gained by current Library Faculty.

Again, under current conditions, Library Faculty only begin to accrue 30 days of annual leave per year in their tenth year of service to the University, never earning more. We are the only category of faculty in CUNY in the position of having to meet tenure and promotion criteria common to all faculty with half the opportunity to do so. Providing Library Faculty with adequate opportunities to meet our tenure and promotion requirements under equitable conditions is not only reasonable, it is just.

This White Paper will attempt to provide a thorough exposition and analysis of how the leave disparity has arisen for Library Faculty, its effects on librarians, and what a positive solution to the problem would look like. In the course of our analysis, we will consider some of the historical factors that have led to our current situation. We will look at the history of CUNY librarians and our achievement of faculty status, consider the University's expectations for its faculty, and examine the mixed messages sent by the University when it comes to Library Faculty.

CUNY Librarians and Faculty Status -- A History

In 1938, four colleges comprised what was then known as the City Colleges of New York: Hunter, Queens, Brooklyn, and City College. In that year, the Board of Higher Education (BHE) revised its Bylaws and made the Library on each campus an academic department, with the "professional librarians" becoming faculty. However, the majority of librarians, then known as "Library Assistants," were excluded: only the small number of those with the rank of Assistant Librarian, Associate Librarian, or Professor-Librarian were included as members of the instructional staff. Eight years later, in 1946, the Library Assistants, who made up about 90% of the librarians, were made full members of the instructional staff with the right to vote and serve on faculty committees. In other words, *all* librarians gained faculty status in the City Colleges of New York as of 1946.

Librarians still held their own distinct ranks, however, and were paid at lower levels than faculty in other departments. It would take another two decades of organizing and advocacy for librarians to bring attention to the serious problem posed by rank disparity with other faculty. As a result of these efforts, CUNY Chancellor Albert Bowker hired Robert Downs, Dean of Library Administration at the University of Illinois, to evaluate the situation of librarians in the University.

The so-called "Downs Report" of February 1965 recommended, among other things, that the BHE's Bylaws be changed to eliminate the various librarian titles and move librarians to their corresponding faculty ranks, with requisite salary increases, and that promotion to Assistant Professor in the libraries be based on advanced graduate level education. After subsequent approval by the Board and the City Council, CUNY librarians had faculty ranks and faculty pay as of Nov. 22, 1965, in addition to their earlier faculty status.

But Library Faculty in CUNY continued (and still continue) to work a twelve-month calendar rather than the faculty calendar that follows the academic year. This is despite the fact that librarians must publish research articles and meet the same standards for reappointment, tenure, and promotion as faculty who work in other departments. Again, all faculty, including those in counseling departments, are provided with 60 days of annual leave. Library Faculty are the only faculty group within CUNY who do not receive annual leave time equivalent to the leave allotment of so-called "teaching faculty."

Adequate Leave for Scholarship: A University Priority

"Annual leave" is the term used by the university to designate that time when faculty are not engaged in the teaching and service commitments that comprise the academic year. It is the time when faculty are able to focus their attention on scholarship and engage in sustained academic productivity. It is the time when the bulk of the work done to meet tenure and promotion requirements takes place. In short, when we talk about "annual leave," we are talking about research opportunities.

CUNY administrators and the CUNY Board of Trustees have acknowledged both in the past and in recent years that scholarship is an important measure of faculty productivity and that faculty need dedicated time to engage in it.

CUNY's Performance Management Process singles out scholarship as a measure of departmental, college, and university performance and productivity (CUNY 2013). Academic Departments across the university are required to report their faculty members' publications and presentations, making scholarly productivity an important part of the funding formula for the colleges. Recognizing the importance of scholarly productivity for their performance evaluation, the College Presidents have found various ways to increase the time faculty have away from the classroom by allowing full-time faculty to apply for and receive various forms of release time to supplement their annual leave.

John Jay College's administration has been particularly active in finding funding mechanisms to increase time for scholarship and have included Library Faculty in their solutions. Through the advocacy of their PSC chapter, faculty Senate, and department chairs, the John Jay administration fully supported and recently instituted a 3-part program to increase research opportunities of all faculty including librarians:
> 1. Faculty members who achieve tenure will receive two course releases to be taken over four years.
> 2. Classroom faculty can apply for a teaching revitalization program to receive two courses releases to reinvigorate their teaching.
> 3. A competitive Senior Scholar Release program for reassigned time to pursue research.

Library Faculty under this program are eligible to receive reassigned time equivalent (according to the definition in the PSC contract) to 6 credits.

CUNY administrators have worked with the PSC to introduce a reassigned time benefit for junior faculty to encourage research, scholarship, and creative works over their first five years in CUNY. New faculty in departments other than the library receive 24 hours (the equivalent of eight three-credit courses) of time to dedicate to scholarship. This benefit was extended to all junior faculty in Library Departments several years after the program was introduced, giving junior faculty in the libraries the equivalent of 150 seven-hour work days for focused attention to scholarship over the first five years of their tenure clock.

CUNY administrators have worked with the PSC to create the PSC CUNY Award program to fund scholarship. The University has recognized the importance of research undertaken by Library Faculty and have thus included Library Faculty in this program. Librarians actively apply for and receive funds through it, as well as serve on the review panels that evaluate applications.

CUNY administrators and the PSC have recognized that extended periods of time are needed to nurture the thought that goes into scholarly and creative activity. As a result, CUNY provides sabbaticals of various structures under its Fellowship Leave program to ensure that faculty can

engage deeply in serious pursuits. The University has recognized the importance of Library Faculty scholarship by including Library Faculty in the Fellowship Leave program.

In the absence of annual leave parity, one might naturally ask questions about the equity of librarians' salaries. But to raise this issue here would take us away from our present purpose. We might, however, safely say that data suggest that Library Faculty have been systematically and structurally deprived of adequate opportunity to reach Full Professor and have therefore sustained, as a class, a loss of wages over the past decades.

Library Faculty, like all faculty, value the time they have to develop their scholarship and creative work. CUNY Library Faculty have made great strides over the past 75 years, and continue to strive toward achieving full equity with the classroom faculty by receiving equitable annual leave. This spirit and set of academic values informs our demand for annual leave parity.

Library Faculty Research Opportunities: A Look at the Data

Again, when we talk about annual leave, we are talking about research opportunities, the time faculty have to conduct research.

We can look at the data to see how the disparities in annual and other forms of leave impact the research opportunities available to Library Faculty and faculty in other disciplines. Simply put: Library Faculty receive far less leave time than all other faculty members in the University. Moreover, the leave time we do receive is not enough to fully develop, pursue, and expand our research agendas.
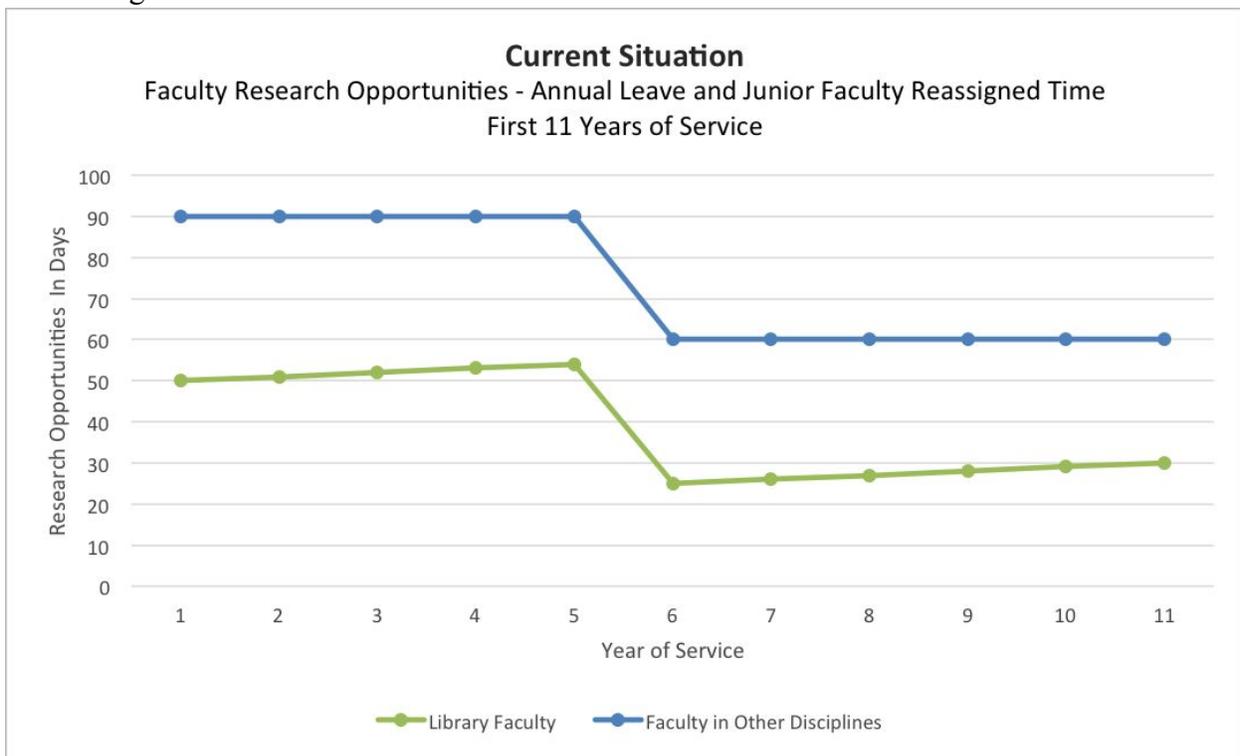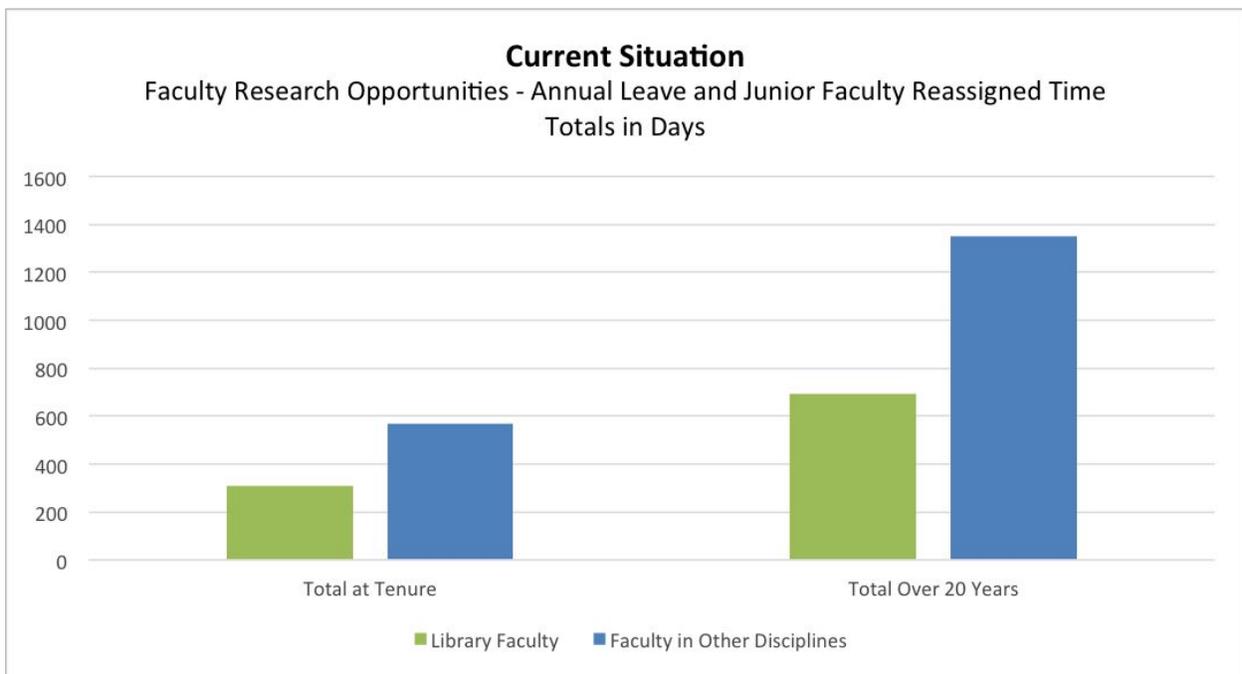

Figure 1

Year by year, Library Faculty, working under the same tenure and promotion standards as all other faculty, face a significant deficit in research time despite the Junior Faculty reassigned time benefit (Figure 1). Of even more significance is the severe decrease in research time between the 5th and 6th years, a time when junior faculty have started to establish themselves as scholars in their field. Library Faculty go from having approximately 55 days for research to 25. Faculty in other disciplines who have exhausted their Junior Faculty reassigned time benefit still possess 60 days of annual leave they can use for research (Figure 1). Newly tenured Library Faculty are thereby cut off from substantial research opportunities at the very point when they've established a strong reputation in the field and a solid research agenda. It's almost as if they are being set up to fail.

In their years on the tenure clock, faculty in non-library departments have about 570 days for research, not including time in which classes are not in session during winters and springs (Figure 2 "Total at Tenure"). During those same years, Library Faculty are allotted 311 days, leaving librarians with a deficit of approximately 52 five-day work weeks (Figure 2 "Total at Tenure"). Again, all faculty are evaluated for tenure and promotion in the same processes, by the same voting bodies, and according to the same criteria.

Figure 2

As one might imagine, this structural inequality compounds over a career (Figure 2 "Total over 20 Years"). After 20 years, Library Faculty have about 655 fewer days than other faculty for engaging in scholarship, approximately 130 five day work-weeks less time in which to conduct research as compared to all other faculty (Figure 2 "Total over 20 Years"). We believe that this disparity in annual leave and corresponding research opportunities helps illuminate the disparity

in Faculty Ranks between Library Faculty and Faculty across all department. According to statistics gathered in November of 2014, only 16.89% of current CUNY Library Faculty have reached the rank of Full Professor. For the University as a whole, 33% of faculty have reached Full Professor (Figure 3, Figure 4).
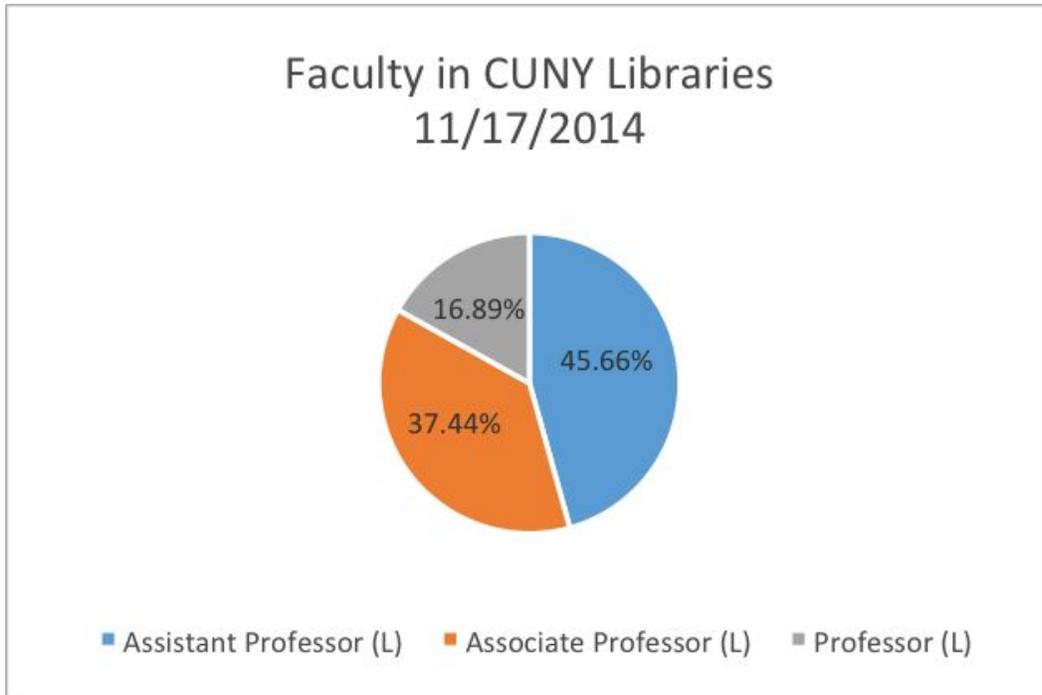
Figure 3: Data from CUNYfirst
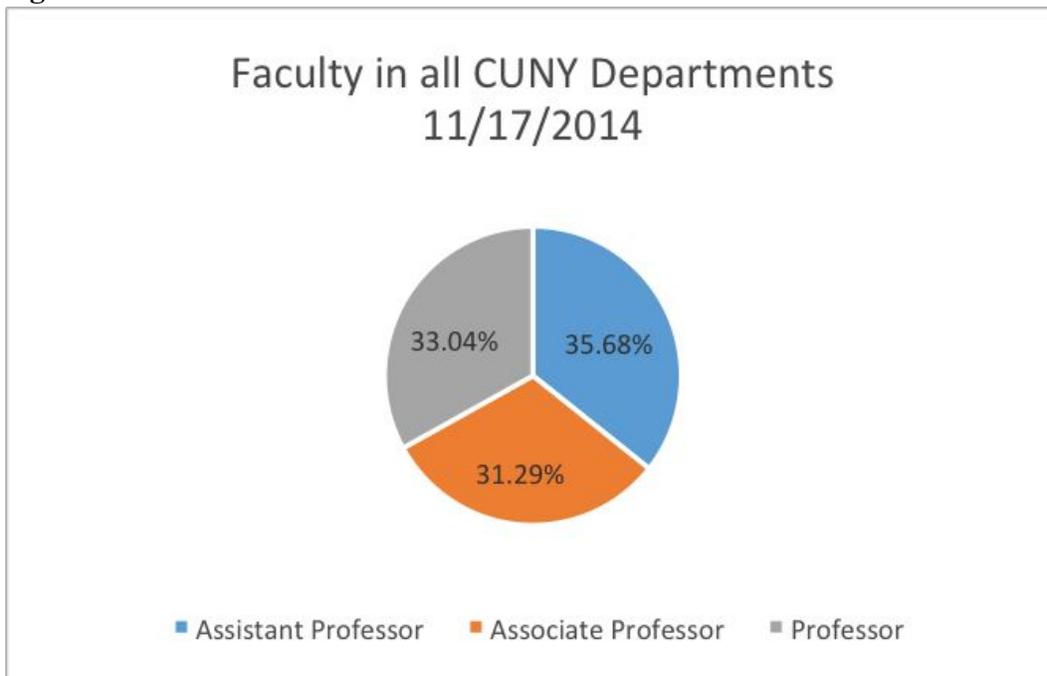
Figure 4: Data from CUNYfirst

Given the severe drop in research time after year five, faculty completing their time on the tenure clock and newly tenured Library Faculty must often curtail their research projects in order to focus on the few projects they can complete within their limited leave time. Because monographs are often considered the gold standard for receiving a promotion to full professor, Library Faculty often "shelve" important articles while they work to complete a book manuscript. Given their disparate annual leave time and the lack of other (if limited) opportunities afforded by the academic calendar to faculty in departments other than the Libraries, some librarians have experienced that it takes them many more years than those in other departments to complete a book manuscript.

Other Library Faculty have described having to turn down book projects they were approached to undertake by publishers, knowing that they need to complete articles to remain current with and relevant to the field. Rather than being in a position to contribute both monographic and periodic scholarship, librarians are forced to make trade-offs that negatively impact total scholarly production and contributions to the knowledge base of their disciplines.

Data from 2002 (Figures 5 and 6) and 2007 (Figures 7 and 8) clearly demonstrate that the factors hindering Library Faculty attainment of Full Professor have resulted in a longitudinal disparity, one that cannot be explained away. While it is not possible for us to draw a strict causal relationship between research time afforded by annual leave and attainment of promotion to Full Professor, we can safely say that at no time have librarians been provided with the amount of research time afforded to all other faculty to meet promotion requirements. (See next pages for charts on faculty rank for 2002 and 2007.)
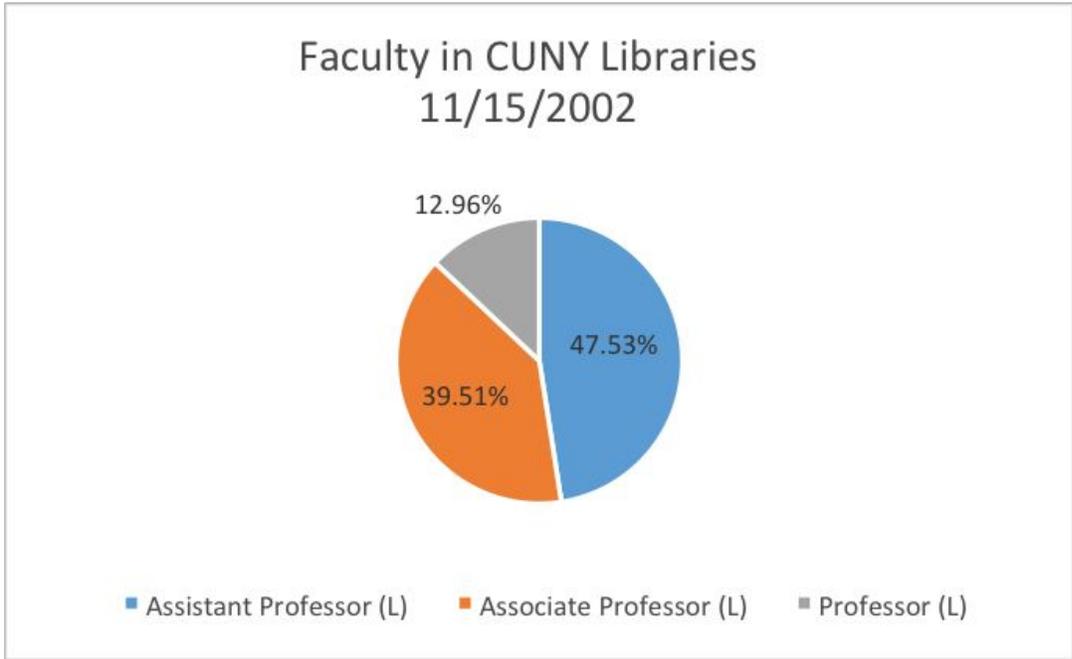
Figure 5: Data from CUNYfirst
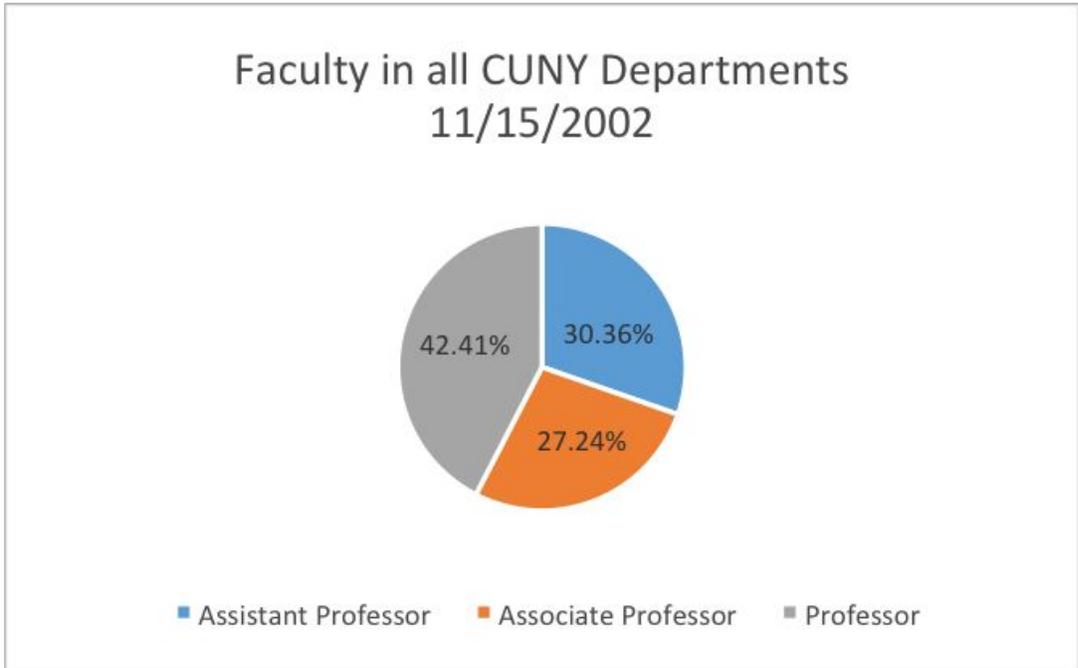
Figure 6: Data from CUNYfirst
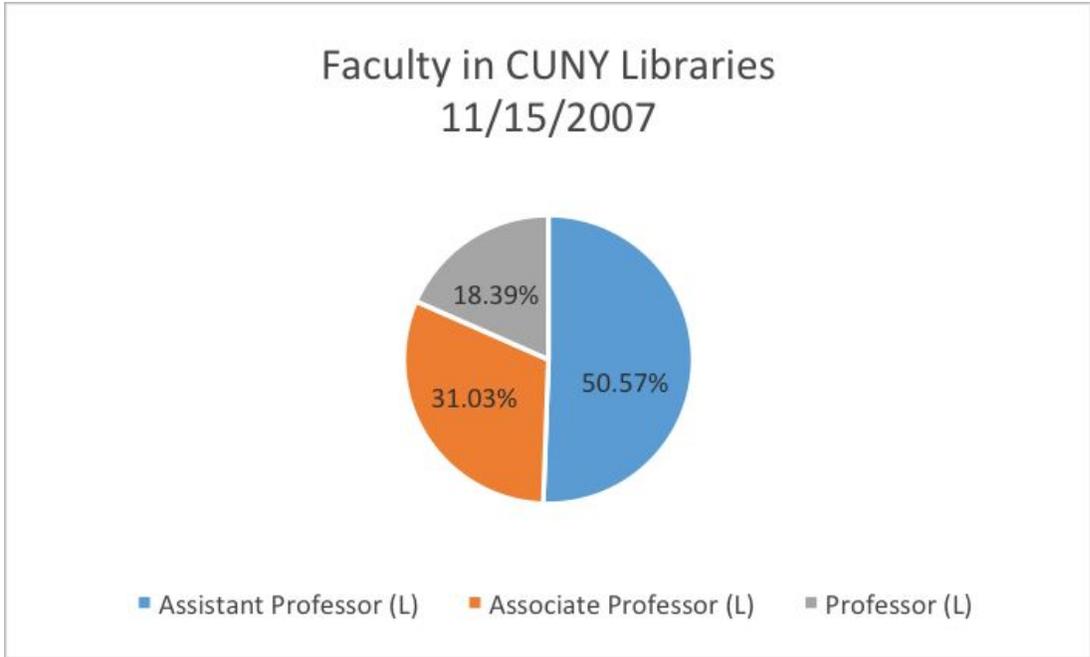
Figure 7: Data from CUNYfirst
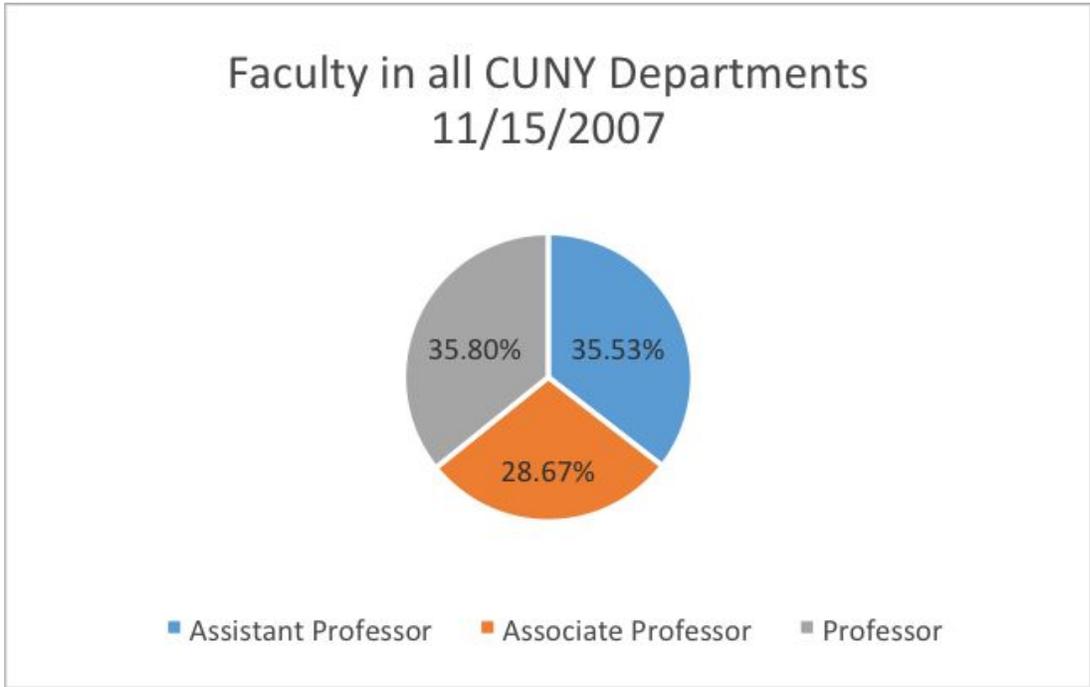
Figure 8: Data from CUNYfirst

A Proposed Solution

The solution to this problem is annual leave parity for librarians. However, it is important to be clear here: Our demand is not for Library Faculty to be able to be away from campus, though "available," during periods when classes are not in session as other faculty are. We recognize that libraries do and must remain open even when there are no classes.

Rather, the PSC's demand for annual leave parity for librarians is much more modest and recognizes that the work of Library Faculty is in many ways different from that of faculty in other disciplines. We don't think full equity across the board will in reality work for our libraries. Librarians must meet demands for the variety of activities that comprise Library Faculty work: teaching, working with faculty in other disciplines to develop curricular opportunities that ensure students acquire information literacy skills, collection development, providing organized access to information, and reference services, which are more and more often taking the form of direct consultation work with students. Busy libraries mean that learning is taking place, that access to scholarship is being provided and that we, as librarians, recognize our commitment to facilitating learning.

We're asking that all faculty in the libraries start with and end with 12 weeks of leave per year. Sixty days. This is no different from the base amount of annual leave time provided to all other faculty, including faculty counselors, for research. The following graph paints a picture of what annual leave would look like for Library Faculty compared to faculty in other disciplines.

Again, under our proposal Library Faculty would still have less time for research than faculty in other disciplines when one factors in those times when classes are not in session. However, Library Faculty would be put in a much better position to meet tenure and promotion requirements.

Again, as part of this demand, the PSC recognizes that there is a cost. The PSC's proposal includes eliminating ("giving back") the 5 week Professional Reassignment that management has already funded, thereby offsetting some of the cost of additional annual leave gained by current faculty. The Union has also put forward a reasonable, feasible plan for the hiring of additional full-time Library Faculty to account for the workload that would need to be covered as a result of the additional leave.

Again, the Union is not demanding "summers off" for librarians. We are simply demanding equivalent annual leave time, time that could be managed by the CUNY libraries to allow librarians adequate research opportunities in ways compatible with maintaining core library services.

The Discipline of Information Studies and the Impact of Library Faculty Scholarship

Equitable research opportunity for librarians is important for the professional reasons outlined above. It is also important for the sake of the subjects that Library Faculty research, and the ways Library Faculty research often feeds back into the day to day work of the CUNY Libraries.

In a recent publication overviewing the CUNY Libraries, CUNY's Council of Chief Librarians and Curtis Kendrick, University Dean for Libraries and Information Resources, highlighted that CUNY's "...librarians are members of the faculty and participate fully in college governance and college wide committees, and in the same tenure and promotion processes as discipline faculty. CUNY Library Faculty are active scholars, recognized internationally for their research and innovative practice" (Council of Chief Librarians, 2014, p. 2).

Librarians engage in research across the disciplines by virtue of their varied specialized second masters' degrees or PhDs. While Library Faculty can and often do conduct research across a broad array of subjects, the majority of research undertaken by CUNY librarians falls into the general category of what has come to be called "Information Studies."

Information Studies is a cutting edge discipline. It is not simply the fact that we're involved in using and making sense of new technologies or vasts amounts of information that makes our discipline one that's growing in importance; it's that our society truly has entered an information age which impacts our daily lives. As such, Information Studies is a discipline that focuses on the growing importance of information and communications technologies in our global society. This expanding field of study examines the processes by which information is created, acquired, stored, and delivered and its implications to many social, political, economic and cultural contexts in life.

Information Studies plays a central role in developing critical thinking and decision-making abilities in students. Students capable of finding, managing, and making sense of information are sought by corporations, government, nonprofit organizations, and educational institutions as information architects, information managers, web developers, information scientists, network administrators, and analysts. In many ways, we can see those engaged in Information Studies research as conducting fundamental research into the information and communication technologies underlying other disciplines.

As the complexities of all of our information landscapes expand, the research of Library Faculty is becoming more central to academic, professional, and lifelong learning.

Key areas of our research in Information Studies include open access and scholarly communication, critical information literacy, information seeking behavior, epistemology, and the scholarship of teaching and learning. A brief overview of work being done by some CUNY Library Faculty members can help paint a picture of the contributions to the field and to the University we are making.

Prof. Steven Ovadia (LaGuardia) is working on topics related to Open Educational Resources. He's collaborating with Curtis Kendrick and the Office of Library Services to offer workshops to faculty in other disciplines about developing open source textbooks and other kinds of digital learning objects. His workshop reached registration capacity two days after the call for participation went out and he has trained approximately 150 faculty from across CUNY thus far.

Prof. Mariana Regalado (Brooklyn) and former Professor (now Chief Librarian) Maura Smale (City Tech) have become well known for their ethnographic work on student research and study practices. In addition to presenting their studies of CUNY students at prestigious conferences such as the American Anthropological Association, their work has been published in the internationally influential journal *Educause*.

Prof. Nancy Foasberg (Queens) has become a leading scholar on the use of ebooks in higher education and her work on student reading behaviors in the digital landscape has gotten national recognition from the *Chronicle of Higher Education*.

Prof. Jay Bernstein's (Kingsborough) work on epistemology and knowledge classification has been cited in books published by MIT Press (*Ignorance and Surprise: Science, Society, and Ecological Design* by Matthias Gross, 2010) and in the *Routledge Handbook of Science, Technology and Society* (2014).

Prof. Jill Cirasella (CUNY Graduate Center) has given numerous presentations on Open Access issues across the country, most recently at Princeton University, where she delivered an invited talk. In addition to publishing widely in the library literature, she has written invited columns for journals outside the field of information studies (psychology and sociology). Her frequent invitations to speak on OA issues have come precisely because of her expertise in scholarly communication.

Prof. Qun (Gerry) Jiao (Baruch) is a noted authority on library anxiety and has conducted empirical studies on the factors contributing to increased levels of stress experienced by students during information seeking activities, which impact academic performance and learning.

Prof. Helen Georgas (Brooklyn) has established herself as an authority on federated search and is currently researching and publishing on the impact of subscription e-book systems on faculty's ability to assign e-books as required course readings.

Prof. Lewis G. Liu (Baruch) is one of a handful of experts on the economics of information. His work has included research on the benefits of libraries to national economies as well as the economic realities of academic libraries at a time when costs have become more pressing.

Prof. John Drobnicki (York) is considered an authority on Holocaust-denial materials in libraries and has been referred to in print as "one of the world's foremost experts on the literature of Holocaust denial" (Zimmerman, 2000, p. vii).

Moreover, Library Faculty are increasingly teaching a variety of courses related to information studies, in addition to our traditional information literacy workshops and course related sessions. For example, New York City Tech has created a three credit course run by the Library Department: LIB 1201 Research & Documentation for the Information Age. Several departments at City Tech have substituted this course for their traditionally required second semester English composition course to satisfy the Pathways requirement for composition. It is also offered as part of the Flexible Core "Individual & Society" category.

Queens College Library offers a course that runs along with other disciplinary writing courses that satisfy the second semester English comp requirement as well.

Baruch College's Library Department offers an undergraduate minor in Information Studies and in the last few years has increased the number of declared minors through its steady offering of credit courses each semester (including hybrid-online courses taught in summer sessions). LIB 3040 Information and Society, a cross-listed course with the Public Affairs and Communication departments, generates such demand that multiple sections are offered each semester. Medgar Evers College is moving toward offering such a program as well.

LaGuardia Community College, the College of Staten Island, and other CUNY libraries also offer a variety of credit courses through their library departments. Lehman College currently has two course proposals making its way through the course proposal process that would create cross listed offerings with their Business and Journalism programs -- Competitive Intelligence and Investigative Research Methods -- to be taught by Library Faculty.

Another indicator that information studies is growing in importance, required expertise, and expectations of specialization is the recent creation of numerous journals specializing in burgeoning areas. Important examples include:
- *Communications in Information Literacy*
- *Journal of Librarianship and Scholarly Communication*
- *Collaborative Librarianship*
- *Code4Lib Journal*
- *Journal of Library Innovation*
- *Journal of Web Librarianship*
- *Journal of Interactive Technology and Pedagogy*
- *Library & Information Services in Distance Education*

CUNY Library Faculty have published in all eight of these journals. Despite our disadvantage in research opportunities, our faculty ranked 23rd nationally in a study of articles published in highly cited subject librarianship journals (Hardin and Stankus, 2011).

The research conducted within the broad area of Information Studies very often leads to the development of what we might call praxis -- theoretically informed practice -- that transcends information studies and impacts the practices of scholars, educators, and social theorists across disciplinary boundaries.

Library Faculty Work and the University's Mission

Richard H. Logsdon, formerly Director of Libraries at Columbia University, became CUNY's first University Dean for Libraries in 1969 -- an office that was created under the Chancellorship of Albert Bowker -- but the position was discontinued due to budget cuts in 1971, just after Bowker left to become Chancellor of the University of California at Berkeley.

The position was re-established in the early 1980s when William J. Myrick, Jr., was appointed University Associate Dean for Libraries, but was again discontinued in 1990 when Myrick's successor became "Director of Library Services" and did not report to Academic Affairs.

The creation of the position of University Dean for Libraries and Information Resources demonstrated, and the hiring of Curtis Kendrick in 2004 confirmed, CUNY's renewed commitment to having the University's librarians be part of the academic enterprise. These events have shown an understanding that the CUNY libraries and the work, both practical and theoretical, of their faculty are increasingly relevant and important to CUNY's mission.

The University's recognition of the importance of the libraries and its faculty has been accompanied by a renewed investment in the CUNY libraries that has increased access to library resources (databases, journals, all-in-one search tool, etc.) and improved library services (improved intra-CUNY book lending, interlibrary loan, institutional repository, etc.).

This investment has been able to succeed only because of the practical and theoretical work of CUNY's Library Faculty and has demonstrated the University's reliance on Library Faculty scholarship.

For example, CUNY's new Institutional Repository is the result of collaborative work between Library Faculty experts on scholarly communication and administrators. Current efforts under way will help CUNY make its faculty and student research output more findable and accessible to other scholars and the broader public. This will increase the impact of CUNY faculty research, make faculty better known in their fields, help administration quantify CUNY's research output, and boost CUNY's visibility and reputation.

But the work of maintaining and developing the Repository -- the work of educating faculty at the campuses about its importance and uses, developing campus-based depositing guidelines, and so forth -- is being left to the Library Departments. Rightly so, we believe. Such new initiatives require Library Faculty guidance. As the growing literature on open access to scholarly production shows, more research by librarians into this area is and will continue to be called for.

University administration has recognized Library Faculty's contribution to student success in a number of ways. They have invested in the work of LaGuardia Community College's Workplace Training program, a program developed by Library Faculty in partnership with administrators and wholly taught by Library Faculty. That work has already resulted in published articles and book chapters (Gashurov & Matsuuchi, 2013; Carrel, et al., 2013), and has been cited by a major international information literacy scholar (Lloyd, 2013).

University administration has recently turned to Library Faculty whose scholarship on Open Educational Resources has made them invaluable to furthering the ends of affordable education for CUNY students. Library Faculty members are currently running workshops to educate faculty about alternatives to high-cost textbooks, helping them keep student costs under control.

We could continue enumerating the ways faculty expertise developed through scholarly research feeds back into the work of the University and how University administrators have leveraged and continue to leverage such work. From the contributions of committees like ERAC (the Electronic Resources Advisory Committee) to LILAC (Library Information Literacy Advisory Committee) to Library Faculty's and administration's work through the DOE/CUNY Collaborative, a joint task force of librarians from CUNY and the public schools, whose work to create communities of practice between colleges and public schools has received national attention and has been expanded by CUNY's Graduate NYC through the acquisition of a $50,000 Teagle Foundation grant (Ellis, et al., 2014), we could point out how Library Faculty's research activities feed into the practical work of the University and the University's recognition of its importance.

To limit Library Faculty's access to research opportunities through an inequitable annual leave structure is not only counterintuitive, it is counterproductive. Productivity in the field of librarianship and information studies depends upon active scholarship.

Perhaps the clearest evidence of the value the University places on research for all faculty is the prominent role faculty research productivity plays in CUNY's Performance Management Process (PMP). PMPs require institutions to report on faculty scholarship. In short, scholarship is how the University demonstrates faculty productivity to a variety of its stakeholders.

The PMP Language for 2013-2014 (CUNY, 2014):

> "Objective 2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity
> 2.1 Colleges will continuously upgrade the quality of their full and part-time faculty, as scholars and as teachers
> 2.1.1 Colleges will provide evidence that investments in faculty hiring and development align with college strategic plan and mission
> 2.2 Colleges will increase creative activity and research productivity, including for pedagogical research
> 2.2.1 Colleges will report faculty scholarship and creative work (summary data to be prepared by OIRA)"

Since at least 2007, CUNY has required faculty to report scholarship through the CUNY Portal. Today, more and more colleges are requiring all faculty, including Library Faculty, to report their annual scholarship -- the number of their publications, their presentations, and so forth -- through CUNYfirst. Aspects of departmental funding as well as discretionary budget allocations to support research and travel are being tied to these numbers. While it is a shame that Library Faculty are the only faculty not given the opportunity to realize their potential as scholars to the degree the University has established for all other faculty, it is nonsensical to curtail the productivity of Library Faculty scholars given that our scholarship adds to the totals of the colleges. Moreover, it negatively penalizes library departments competing for resources tied to such productivity, a fact of which administrators such as our Chief Librarians should be aware.

"Professional Reassignment": The History of a Problem[2]

The University has recognized in a small way that Library Faculty need more leave time to fulfill the research demands made of them by the University. The "Professional Reassignment" outlined in section 25.4 of the PSC-CUNY Contract was the University's well-intentioned but insufficient attempt to redress the annual leave disparity between Library Faculty and all others. Many well-intentioned members of the CUNY Libraries community don't fully understand how it works or even that Library departments are entitled to adjunct funds within its current terms.

Yet in itself, the "Professional Reassignment" represents yet another acknowledgment by the University that Library Faculty need time to conduct research and engage in the kinds of professional development opportunities afforded to faculty in other disciplines by virtue of having adequate annual leave. Unfortunately, it falls far short of being effective.

The current language covering "Professional Reassignment" for librarians reads as follows: "The parties agree to establish a paid leave not to exceed five weeks during any year commencing September 1 and ending August 31 for the purpose of permitting members of the instructional staff who serve in the libraries to be reassigned for research, scholarly writing, and other recognized professional activities that enhance their contribution to City University. The reassignments shall be subject to approval by the personnel and budget committees of the respective library departments and appropriate college-wide committees. The parties accept as a goal the reassignment of 50 members of the instructional staff in the University libraries during a one-year period."[3]

The history and administration of the altogether inadequate "Professional Reassignment" benefit is a checkered one.

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[2] Much of this section and portions of the previous are excerpted and reprinted from Drobnicki, 2013, 2014 with author's permission. For citations to details please consult those works.
[3] The PSC-CUNY Contract can be found at:
http://www.psc-cuny.org/sites/default/files/PSC%20CUNY%202007-2010%20CBA%2005%2029%2014.pdf

The Professional Reassignment leave, which began as a 2-week leave that librarians could apply for, was instituted through the 1978 contract. (Again it is described in Article 25.4.) The PSC President at that time, Irwin Polishook, described it as "a movement toward a solution of the annual leave problem" that his predecessor in the position, Belle Zeller, had described in these terms:

> The annual leave and workload of faculty are paramount among those goals, and not because it would be "nice" for librarians to have the summer "off." But how in the world can the librarian be expected to do the scholarly writing and research required of other academics while he is working 35 hours a week for 46 or 48 weeks a year? … If research is required for the retention and promotion of librarians, we must give them the time to do the research. If that time is required, we must re-define the workload of librarians, perhaps as a ratio of classroom contact hours or in some other way, and we must certainly grant them the faculty's annual leave. We must also give them the support staff required to relieve them of the non-professional duties that many of them are burdened with.

The initial 2-week leave was a far cry from the parity Zeller recognized was necessary and it was never seen as, nor intended to be, a full solution. Over the coming decades, incremental changes to the Professional Reassignment were made and what was meant as a temporary stop-gap has since become a problematic paradigm that has shaped subsequent discussion. The Professional Reassignment leave was increased to 3 weeks in 1982. In 1987, it was increased to 4 weeks. Unfortunately, just as the Professional Reassignment leave was increased in that contract, the annual leave for new librarians was cut from 6 weeks to 4 weeks for those hired after 1988, making the gain in Professional Reassignment time Pyrrhic at best. Most recently, the Professional Reassignment was raised to 5 weeks in 2006.

The Office of Library Services' website erroneously notes in its "Rules and Procedures for Professional Reassignments in the Libraries" that "it shall be understood that the reassignment will not require an additional expenditure of funds for replacement or other costs."[4] Management has in fact made it clear that funding is available to allow the libraries to hire non-teaching adjuncts (NTAs) to replace, to the degree that replacement for specialized work of librarians is possible, those on "Professional Reassignment", in the same way Libraries have more recently hired NTAs when junior faculty have made use of the Junior Faculty Reassigned Time benefit.

We can understand the 50 Professional Reassignments as equivalent to 250 weeks of reassigned time available by application to CUNY Library Faculty. Restated, the libraries are legitimately able to request 8,750 hours of non-teaching adjunct funds per year to cover five-week reassignments for 50 faculty in total across the University. As will be detailed below, this money rarely reaches the libraries.

To receive a Professional Reassignment, a librarian must complete a three page application that must then be submitted to and approved by both the Departmental and College Personnel and

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[4] http://www.cuny.edu/about/administration/offices/OLS/aboutleaves.html

Budget committees. In the application, the librarian must specify a specific research project or professional development activity.

To take a Professional Reassignment during the Fall semester (which includes January), a Library Faculty member must submit paperwork before the preceding June 1st deadline in order for OLS to receive and process the approved paperwork. To take a Professional Reassignment in the Spring (which includes the Summer), the deadline for OLS to receive the approved paperwork is the preceding December 1st. Thus, the librarian must calculate how long the department and campus-wide approval processes will take in order to set the complicated process in motion with enough lead time to meet the deadline. The Library Faculty member must also be able to know in advance what research project he or she will be working on much in advance of the date of the actual leave. In many respects, it is easier and more efficient for librarians to apply for Sabbaticals than it is to apply for Professional Reassignment.

After the leave is completed, the librarian must then submit a report of his or her activities both to the College – usually to the President and the Chief Librarian, although procedures may vary on different campuses – as well as a to the University Dean for Libraries.

It is also important to note that in 2007, the PSC won an important arbitration decision in which Prof. Wambui Mbugua of the BMCC Library was turned down for Professional Reassignment by BMCC's President, even though both the Department and College P&B Committees had approved it. The arbitrator ruled that because of the way the language in the contract was written, one only needed the approval of the two P&B Committees, and therefore the President could not deny a Professional Reassignment leave that those committees had approved. Professor Mbugua was duly granted the leave she requested, and the application form for Professional Reassignment in the Libraries was revised to remove the section that required the approval of the college President.

Though this victory resulted in relief from one of the arbitrary aspects of the Professional Reassignment, there are many other structural aspects of the Professional Reassignment that make it continue to be arbitrarily granted and that prevent librarians from making use of this benefit. These problems are detailed in what follows.

The Professional Reassignment: A Broken System

CUNY's Administration has failed to keep adequate records and statistics regarding the "Professional Reassignment" so it is not possible to provide accurate statistics about how the program is being managed or mismanaged.

Documentation that has been provided to the union by management is glaringly inadequate, listing recipients for Professional Reassignments who have never received them or who may have received them once but are listed multiple times. More strangely, university data from CUNYfirst on Professional Reassignments lists "recipients" who did not work within the college under which he or she is listed or even for the University during a given year he or she is said to have taken reassignment. According to CUNYfirst data, between Spring 2009 and Spring 2014,

41 library professional reassignment leaves have been taken, less than one year's worth of leaves over five years. But again, CUNY has not kept accurate statistics.

What we do know for certain is that a very small percentage of the 50 available reassignments are used on an annual basis, despite the fact that library departments can request NTA funds when a faculty member is granted Professional Reassignment.

Again, CUNY management has made it clear that non-teaching adjunct funds are supposed to be available to any library department granting Professional Reassignment to faculty members for the purpose of covering certain general duties of the librarian on reassignment.

But if CUNY has agreed to fund Professional Reassignments, why are the Professional Reassignments still so little used? Why is it that virtually no money has ever reached the library departments to cover those who have been allowed to take the leave? Why, as far as we know, given the limited data, are Chief Librarians hesitant to request funds to hire NTAs when librarians are granted the reassignment?

There is a very simple answer to these questions. The structure of the Professional Reassignment program disincentivizes all parties, including Library Faculty themselves, from actively making use of reassignment. In short, it is a broken system flawed in its very conception.

CUNY's Chief Librarians are hard-working, dedicated people. But because Library Faculty do not have the right to elect their chairperson, as other faculty do, the appointment of the library chair (i.e., the Chief Librarian) by the college president is part of the CUNY Bylaws. The Chief Librarians and the Personnel and Budget Committees of the libraries are thus put in a very difficult situation when it comes to making choices about how to support Library Faculty scholarship.

The Chief Librarian at a particular campus serves in his or her position at the pleasure of the president and the provost and often depends upon year-to-year discretionary funds to supplement his or her department's budgetary shortfalls or baseline budgets for items such as books. One can easily imagine the difficulties faced by a Chief Librarian who may have to weigh a financial request to increase departmental scholarly productivity against financial requests for other departmental purposes, a challenge not faced by department chairs in other departments whose faculty are guaranteed 60 days of leave per year.

Moreover, there is the legitimate worry that the library will be "short staffed" if the library is not, for whatever reason, compensated for the librarian(s) granted Reassignment(s).

Matters are made more even complicated by the nature of library P&Bs. Chief Librarians chair their department P&B and are participants in the discussion to approve or reject a librarian's application for reassignment. Additionally, faculty members on the P&B are often department heads and thus manage aspects of the workload assignments of multiple colleagues. All faculty are thus put in a difficult situation knowing that someone will have to try to assume what additional reference, instruction or other sharable workload needs to be performed if money

doesn't arrive to cover the faculty member on reassignment. Faculty are thus disincentivized from applying for Leaves and P&Bs disincentivized from approving leave requests altogether. Alternatively, P&Bs are often incentivized to reduce 5 week requests, sometimes down to 1 week, in order to avoid awkward situations or imbalanced faculty workloads. No one in a Library Department is insensitive to the complicated positions Chief Librarians and P&Bs are in when having to make decisions in the face of competing demands or conflicting departmental objectives.

Yet even if departments were to demand and receive the adjunct funds from their campus administration they are owed, all parties know that adjunct funds cannot cover the unique contributions of specialized faculty work of many librarians. In these situations, both the library administrator and the faculty member him or herself is discouraged from applying for the leave, especially if the faculty member's position has a highly unique workload that only he or she can perform. If granted the leave, she knows that her work will simply pile up to the point of creating a difficult work situation for her to surmount when she returns and her colleagues to cope with while she is away. The librarian is thus very often finds it simpler to remain at work to keep her head above water and maintain a functional working relationship with all parties rather than avail herself of even the inadequate benefit provided by the University.

Library Faculty are therefore placed in a tenuous and potentially detrimental situation simply by trying to apply for Reassignment due to the structure of library departments, the nature of departmental funding, and the the fact that not everyone in a department is able to partake of the Professional Reassignment equally at all times.

Administrators will continue to suggest that the current Professional Reassignment structure is sound and that all that is needed are some minor improvements either in review of applications or in administration of funds. But we know that this will not work in practice. Once funds that can be used to hire non-teaching adjuncts arrive at a campus, they go into a common account. Administrators, deans, and department chairs must make budgetary requests for the funds. Securing such funds poses often insurmountable challenges.

If funds to hire non-teaching adjuncts in the libraries to cover Professional Reassignments were supervised and distributed centrally, librarians would still need to apply to their Department P&B, again potentially creating difficult circumstances for one or another party. Taking the approval process out the hands of the department and placing it in some central body, even one comprised of faculty peers, does not eliminate the workload problems that results when those granted reassignments are away from their positions. Again, it can be challenging to recruit adjuncts who can both cover short Reassignment Leave periods and whose skill sets match the role of the librarian(s) on leave.

The core structural problem with Professional Reassignment is thus twofold: Because the Professional Reassignments are limited in number, some workload is necessarily shifted to those who do not receive the leave, while other workload is left undone. Because they require an application, faculty applying for them are put into the awkward position of pursuing their mandated research requirements with what little means they are given while potentially

alienating those whose support and cooperation they need to complete the day to day work of an active library and to advance professionally.

Moreover, it is simply absurd for faculty in library departments, solely because they are in library departments, to have to apply for an amount of time that even in its ideal form still falls short of providing the amount of research opportunities afforded to all other faculty.

The strangeness of the system can be seen in the position it puts Library Faculty in when they receive other university supported research incentives. For example, while a Library Faculty member may receive a PSC CUNY Grant or other external grant to support her scholarship, she must subsequently apply for Professional Reassignment to get the time needed to make use of the grant. That application can be turned down by a library P&B working in a climate in which Professional Reassignment is not viewed as feasible for whatever reason. Or say that the Reassignments were to suddenly be used by all library departments, all 50. Should the 51st applicant, one who has a PSC CUNY Grant, not be granted reassignment because the allotment for adjunct funds has be used up?

It is neither more nor less likely that the average faculty member in a library department will or won't conduct research when presented with the opportunity as it is for any other faculty member in any other department. The current system of Professional Reassignment assumes that librarians are "less than" other faculty when it comes to autonomously directing and conducting their own research. Any solution that requires Library Faculty to seek the approval of others to secure the time needed for required scholarly inquiry insults Library Faculty and runs contrary to the values of any University.

The Library Faculty Committee could easily accept a "fix" to the current broken system that looks good on paper but which we know will lead to major problems for our colleagues, our Chief Librarians, and ultimately our campus Provosts and Presidents to whom our Chief Librarians report. But that would not work for anyone in the long run.

Again, the solution to the problem is clear: annual leave parity for Library Faculty along with the hiring of additional Library Faculty to maintain existing levels of library services. As we stated in the summary above, providing Library Faculty with adequate opportunities to meet our tenure and promotion requirements under equitable conditions is not only reasonable, it is just.

The PSC CUNY Library Faculty Committee (2014-2015)

Jay Bernstein	Jill Cirasella	John Drobnicki	Francine Egger-Sider
Lisa Ellis	Robert Farrell (chair)	Bill Gargan	Bonnie Nelson
Mariana Regalado	Sharon Swacker	Tess Tobin	

The statements contained in this document represent the considered views of the PSC CUNY Library Faculty Committee.

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Appendix: Annual Leave/Junior Faculty Reassigned Time data (research opportunities) referred to in White Paper:

ALL RESEARCH OPPORTUNITIES -- Annual Leave Days plus Junior Faculty Reassigned Time Days per Academic Year from Sep 1 to Aug 31

Library Faculty: Junior Faculty Year of Service	1	2	3	4	5	6	7	8	9	10	11	Cum 20 Years	Total at Tenure
Junior faculty reassigned time	30	30	30	30	30	0	0	0	0	0	0	150	150
Annual Leave	20	21	22	23	24	25	26	27	28	29	30	545	161
													0
Library Faculty	50	51	52	53	54	25	26	27	28	29	30	695	311
Faculty in Other Disciplines: Junior Faculty Year of Service	1	2	3	4	5	6	7	8	9	10	11	Cum 20 Years	Total at Tenure
Junior faculty reassigned time	30	30	30	30	30	0	0	0	0	0	0	150	150
Annual Leave	60	60	60	60	60	60	60	60	60	60	60	1200	420
													0
Faculty in Other Disciplines	90	90	90	90	90	60	60	60	60	60	60	1350	570
Library faculty deficit	-40	-39	-38	-37	-36	-35	-34	-33	-32	-31	-30	-655	-259
												20 years	7 years