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Are We Represented as Who We Are? An Assessment of Library Faculty Online Profiles within The City University of New York

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Abstract

Academic librarians have been wrestling with faculty status and rank for many decades and their
dual identities as professionals and faculty made their identity representations in the online
profile environment designed by colleges and universities even more complicated.
Misrepresentation or insufficient representation of academic librarians' identities could lead to
jeopardy of their public images within colleges and universities, or even trigger suspicion that
academic librarians bring an impediment to academic standards by achieving less or none.
Therefore, this study surveyed library faculty's online profiles within the libraries of the City
University of New York and tried to assess whether library faculty are represented as who they
are. The results revealed three categories of profiles: Business-Card Profiles, Quasi-Faculty
Profiles, and Full-Level Faculty Profiles, which brought out the discussion about business
identification, the creative Me, and the collective We, as well as their relations to institutional
culture.

  Keywords: Online profile, library faculty, identity, collective identity, identification,
professional identity, teaching, research, scholarship

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Introduction

This research presents an assessment of library faculty's online representation, and its relation to academic identity construction through analyzing online profiles embedded inthe libraries' Webpages within the City University of New York (CUNY). In the past few decades, a great deal of literature has been contributed to the dynamic discussion of classroom faculty's online representation and identity construction on homepages hosted by colleges and universities, either investigating the general best practices of individual self-consciousness defined by academic homepages (Hyland, 2011, 2012; Thoms & Thelwall, 2005), or exploring the complexity of identity construction under one particular subject discipline or gender consideration (Hess, 2002; Miller & Arnold, 2001). However, these studies specifically attempt to document classroom faculty's perceptions, narratives, and experiences. There have been a few studies that research profiles' visibility of librarians without faculty status (Myhill, 2011) or academic librarians devoted to a subject discipline (White, 2014). The institutional online profiles of library faculty and their identity construction remain with little investigation. This research intends to enrich the literature by adding an assessment of library faculty online profiles and their collective identity construction within CUNY libraries.

Background

As the largest urban university in the United States, CUNY is formed by eleven senior colleges, seven community colleges, and seven graduate, honors and professional schools, providing high-quality baccalaureate degrees, associate degree programs, and doctoral programs to over 500,000 students of all ages and backgrounds(City University of New York, 2019). CUNY's library system consists of 31 libraries and currently employs over 850 full-time library staff (City University of New York Libraries, 2019). CUNY librarians are granted faculty status and rank, undertaking the responsibilities of ensuring resources' availability and discoverability, teaching credit-bearing classes or one-shot information literacy classes, and engaging in scholarly publishing and professional services.

Academic librarians, as a whole in the United States and in CUNY libraries in particular, have wrestled with faculty status and faculty rank for decades and they both share similar experiences (Orr, 1991, p. 93). According to Drobnicki (2014), CUNY librarians' fight for faculty status started in 1930s, which lasted for years against legislatures and administrations at both the City and the State level; it was not until 1944 that faculty status started to be approved and in 1965 faculty rank was fully granted. Ironically, as the fight for faculty status went on during this period, library administrators, after they obtained the title of Professor Librarians, tried to maintain and uphold their own superior and admirable status, and, therefore, were not sympathetic to ordinary librarian's efforts and struggles for a certain length of time. After faculty rank was granted, CUNY librarians were entitled with rights and benefits equivalent to classroom faculty, including appointment, tenure, promotion, representation in faculty senates and voting in faculty councils. It was both the Library Association of the City University of New

York (LACUNY) and the Professional Staff Congress (PSC) who played a vitally important role in using collective bargaining as a unified, effective social power to achieve these goals.

CUNY librarian's struggle for faculty status and faculty rank was a vigorous endeavor that demanded the university community recognize librarians' essential contributions and support made to the progress and improvement of CUNY's intellectual environment. If one accepts that social identity is a concept that explains how people define themselves in association with memberships in social groups or categories, then CUNY librarians' struggle was also a process that they actively engaged themselves in the negotiation, construction, and enhancement of their social identity through collectively subscribed efforts. According to an alternative understanding provided by Benwell & Stokoe (2006), identity is also "a public phenomenon, a performance or construction that is interpreted by other people" (p. 4). In other words, identity can be explained and reiterated by others, which leads to a logic inquiry whether it will bea conformity or disparity between who we think we are to each other within the social group and who we are perceived by others, either as individuals or institutions. Freedman (2014) articulated that academic librarians' professional identity is significantly influenced both by institutional employers' domination and utilizations of technological innovations, including social networking tools, content creation, and analysis (p. 538). Such articulation underpins the possibility that academic librarians' identity could be in fluidity or ambiguity, or subject to deviation or alteration owning to power imposed by institutional authorities and standards confined by institutional practices. With the acknowledgement of Freedman's notions, this research, therefore, attempts to reveal whether CUNY librarians' collective identity as faculty is in adherence with their online profiles representation on CUNY libraries' Webpages.

Literature review

Despite soaring usage of social media platforms and mobile apps, Webpages still receive great popularity among institutions and serve as an official channel to establish professional images and manage professional identities. An increasing number of studies have been conducted with the purpose of investigating issues related to classroom faculty's identity construction and negotiation through designing and creating their institutional academic homepages or departmental online profiles (Hess, 2002; Hyland, 2011, 2012;Miller & Arnold 2001; Thoms & Thelwall, 2005). Creating homepages and profiles is not a purely solo endeavor which totally falls on classroom faculty's shoulders. Academic librarians have been working as positive collaborators since the early stage of World Wide Web (Day & Armstrong, 1996; Richardson, 1990;Zhan, 1995). In recent years, academic librarians also demonstrated initiatives in assessing and recommending scholarly social media platforms to faculty (Ward, 2015) and actively participated in the implementation of faculty profile systems as facilitators to provide their unique knowledge in bibliographic databases and identity disambiguation (Given, Macklin, & Mangiafico 2017).

Although there is ample literature that shows academic librarians' endeavors to collaborate with classroom faculty to build online identities through profiles within the campus community or through emerging scholarly social media, the study of academic librarians' institutional online profiles and their identity construction and representation remains scarcely covered in the library and information science literature. White (2014)'s research on engineering librarian online profiles is likely the only empirical study. This study analyzed 162 librarians' profiles taken from the Engineering Librarians Division (ELD) of the American Society for

Engineering Education (ASEE) and the results revealed that librarians with faculty status and the equivalent demonstrated more chances of including research and publication activities in their online profiles. In other words, librarians with faculty status are more likely to take advantage of online profiles to publicize research and scholarship and proclaim their faculty identity, which helps highlight their expertise and achievements and sends the public signals of an important aspect of being themselves.

The scarcity of literature doesn't necessarily mean that academic librarians' online profiles are less important. Myhill (2011) indicated that academic librarians' profiles, in addition to library guides and other tools advocating services or resources, are one of the effective ways to enhance librarians' virtual presence and visibility and the description of their base locations, contact details, office hours, important photos, and their roles, skills, and expertise in particular, and also serve as a powerful self-promotion tool (p. 48). It was also statistically evidenced in Myhill's argument that library faculty's profiles opened up a channel of identification with students, through which they could conveniently identify their academic liaison librarians and conduct further communication. Pressley and Gilbertson (2011) pointed out that library faculty profiles not only promote librarians as information experts, but also advocate their faculty identity because the inclusion of information about publications, presentations, and research areas present who they are and what they have achieved. Librarians tend to be interdisciplinary experts because they possess a variety of academic backgrounds and knowledge disciplines; publicity of library faculty profiles will enhance their academic images and increase the possibility of being collaborators in the research areas where they overlap with others.

Pressley and Gilbertson (2011) also implied that organizational changes will affect librarians' social identity construction and their experience suggests that a healthy, upbeat institutional culture within the library will take the leadership in encouraging librarians to let go of "old" professional roles and images and embrace "new" roles and identities to the fullest. According to Pressley and Gilbertson, soon after librarian's status was shifted to faculty at the Wake Forest University, the library committee was established in an attempt to redesign librarians' web profiles to the public and to use the website to do something different from traditional homepages so as to address and leverage the change of librarians' identity. They contextualized libraries as centers of university discussion of changes and advocated librarians as faculty, interdisciplinary experts, and collaborators. Under the guidance of contextualization, they created library faculty online profiles that were able to fully promote their skills, knowledge, and identity to the campus community. The successful implementation of library faculty online profiles during the shift to faculty status at Wake Forest University suggests that an institutional culture that fully acknowledges and appreciates librarians' faculty status and truthfully presents their online images as who they really are will articulate librarians' academic distinctiveness and enhance their pursuit of a favorable, confident self-concept. With the acknowledgement of Pressley and Gilbertson's implication about identity construction and its relation to institutional culture, this research took a deep and intimate look at CUNY librarians' online representations and their collective identity as faculty that have been crafted since 1965.

Method

Research Questions

The research aims to assess the content of CUNY library faculty's online profiles established by individual libraries and further explore CUNY library faculty's identity representation within the institution. This research attempts to answer the following questions:

1. What is the status quo of CUNY library faculty's online profiles?

2. What contents are included in CUNY library faculty's profiles and do they overall represent librarians as faculty?

Design

To obtain the characteristics of CUNY library faculty's online profiles, the researcher first randomly selected one college library, studied the content of librarians' profiles, and extracted a list of six elements, which includes Name, Phone, Email, Building/Office Number, Professional Title, and Faculty Rank. Professional Title signifies a librarian's professional role, such as collection development librarian or reference librarian. Faculty Rank indicates whether an individual is instructor, assistant professor, associate professor, or professor. These initial six elements on the list were used as a benchmark to assess against each faculty librarian's profiles and identify similarities and discrepancies. If the element existed, it was coded as "Yes;"otherwise, it was left as blank. If the element was a new one, it would be added on the list, coded as "Yes" in the library being accessed, and used accordingly to examine subsequent libraries. In addition to the six used elements as the benchmark, 15 more were added on the list, namely Subject, Social Link, Biography, Image, Education, Homepage/Website, Link to Curriculum Vita (CV) Document/Online CV, Scholarship, Research Interest, Area of Expertise, Professional Activity, Grant, Award/Fellowship, Teaching, and Personal Interest.

Data Collection

The CUNY library system constitutes 31 libraries. However, colleges that have multiple libraries present all library faculty's online profiles in one Webpage with uniformity, instead of separate ones. Therefore, CUNY libraries involved in this study were assessed in the unit of college, school, or academic center. Eleven senior college libraries, seven community college libraries, two professional schools' libraries, and one library in the Graduate Center were taken into account in this study. All the libraries' homepages were accessed from the list of college libraries hosted on CUNY Libraries available at https://www.cuny.edu/libraries/college-libraries/. When the link to library's website was inactive, Google search for this specific library was performed, instead. All the libraries' homepages were accessed between October 4and 8, 2019. Library faculty profiles hosted by LibGuide were not taken into account in this study because LibGuide is third-party commercial software, which was not designed by the library, nor represents individual college, school, or academic center's organizational intention. Thirteen libraries' websites included faculty and staff directory under "About," "About Us," or "Contact Us." Three libraries included the links to directories in the form of "Staff," "Ask A Librarian," or "Faculty and Staff" on their homepages, which required only a single click. Faculty's profiles in three libraries were not able to be located in their library's websites; therefore, searching by department in the directory of homepages of colleges or schools was conducted.

A Microsoft Excel spreadsheet with a list of 21 elements was used to code data extracted from library faculty's online profiles. All the elements were coded as "Yes" or were left as blank.

However, rich textual information in the element of Biography was taken into a separate spreadsheet for further analysis. This research only took CUNY full-time library faculty online profiles into consideration; part-time faculty or librarians employed as High Education Officers were not included for analysis. All the data were collected and coded between October 4and 8, and were verified on October 9and 10, 2019. To respect libraries' privacy and avoid being intrusive and finger-pointing, alphabetic letters were randomly assigned to each library as a symbol to represent the library being assessed.

Descriptive Analysis

Overview

As can be seen from Chart 1, all21 CUNY libraries include library faculty's names, phones numbers, and email address in their online profiles, 20 libraries include office numbers and only one library doesn't;18 libraries include professional titles;20 libraries declare faculty rank; and seven libraries state education background. Three libraries indicate subject areas liaisoned by library faculty, six libraries create a space for library faculty to include biographical information, and five libraries have room for displaying images. Two libraries permit social links in library faculty's online profiles. One library provides links that host library faculty's internal homepages/websites; however, very few library faculties took advantage of this feature. Three libraries provide links to CVs (PDF format) or online CVs. Three libraries supply space for library faculty to display their scholarship in their online profiles and two libraries have room for library faculty to articulate their research interests. One library allows library faculty to show their professional memberships and two libraries give library faculty the freedom to demonstrate their area of expertise. One library leaves space for library faculty to include professional activities/public services attended and grants or awards/fellowships received. One library displays library faculty's teaching and personal interests.

Categorization of Library Faculty Online Profiles

Based on the occurrence and value of each element assessed, CUNY library faculty's online profiles can be roughly grouped into three categories: Business-Card Profiles, Quasi-Faculty Profiles, and Full-Level Faculty Profiles.

Business-Card Profiles. The first category is Business-Card Profiles, which consist of Name, Phone, Email, Professional Title, Faculty Rank, Subject, and Education, all of which were not necessarily included into one profile;14 out of 21 (66.67%) libraries fall into this category. Name, Phone, and Email have the biggest clusters and they exist homogeneously in every profile; except library L, the other 13 libraries all had Office Number included in their profiles. Library A excluded Professional Title and Faculty Rank out of library faculty's online profiles; library S left Professional Title out; otherwise, the remaining presented both Professional Title and Faculty Rank. Name, title, rank, phone, email, and office number mark the prominence of contact information in a "business card," which is the reason why these 14 libraries are categorized as such. Whether Subject and Education were included in profiles varies a lot, depending on individual library's institutional preference. Library D did not provide space for including educational background information. However, two librarians chose to demonstrate their terminal degree through the title "Dr," instead of proclaiming their faculty ranks like others as professors.

Quasi-Faculty Profiles. Compared with the sketchy and skeletal Business-Card Profiles, the second category, which is called Quasi-Faculty Profiles, tends to be a little more "meaty."Three out of 21 libraries belong to this category, constituting 14.29%. By including textual information, the emergence of the Biography element separates Quasi-Faculty Profiles from Business-Card Profiles. In addition, one library included social links, one library included subject area, and two libraries contained images of profile owners; however, all three of these libraries reserved special room for library faculty to incorporate their biographical information. Not every library faculty took advantage of this space and what was included in library faculty's biography varies individually, which is a reflection of profile owner's personal choice. Most of them provided a description of education background and employment history. However, among quite a few number of profiles, the statement of research interest, publications, or teaching, which demonstrates librarians as faculty, started to come into view. One profile included scholarship in biography, albeit the type and number of articles published were not clearly stated. Here are a few examples:

> With a strong interest in instruction, [name omitted]'s research focuses on exploring effective teaching methods in the library classroom.

> … he teaches advanced library instruction to science students and researchers, English 110, and library 100 classes. His current research interests include scholarly communications & Open Access in science areas, and citation analysis for science faculty."

> In addition to articles and book chapters, her publications include a biography of MacCunn (Ashgate, 2013) and critical editions of MacCunn's overtures (2010) and a two-volume edition of his songs (2016) in Recent Researches in the Music of the Nineteenth and Early Twentieth Centuries.

Full-Level Faculty Profiles. The third category is considered as Full-Level Faculty Profiles and 4 out of 21 libraries' faculty online profiles fall into this group, making up 19.04%. Full-Level Faculty Profiles either contained links to CVs or gave prominence to library faculty's scholarship, research interest, and teaching. Except library K, scholarship, research interest, and teaching were no longer pieces of information integrated in biographical texts, but they were designed as independent and separate elements comprising a major part of an online profile. Under the element Scholarship, library faculty input a list of detailed bibliographical information of publications, mostly in the category of books, book chapters, peer-review articles, non-peer-reviewed articles, encyclopedia articles, newsletter articles, conference presentations, and datasets, etc. Although library K did not leave space for scholarship, research interest, and teaching information, links to full-level CVs served as substitutes. Library V tends to create an enriched library faculty's online profiles. In addition to online CV, scholarship, and research interest, itrequired library faculty to supply information about area of expertise, professional activities & public services participated in, and grants, awards, or fellowships earned. Library P displayed library faculty as a whole person, namely an academic self and a private self, through the achievement in scholarship, the statement of research interest, the description of teaching, and the articulation of personal interest.

Discussion

The purpose of this research is to provide an in-depth snapshot on the landscape of library faculty profiles in the online environment within CUNY. Library faculty online profiles in all 21 libraries have been thoroughly analyzed and systematically categorized. 66.67% Business-card Profiles, 14.29% Quasi-Faculty Profiles and 19.04% Full-Level Faculty Profiles suggest CUNY librarians are not represented as faculty in institutional online profiles uniformly across the whole university, although they have achieved faculty status and faculty ranks for many decades.

Library Faculty Online Profiles as Business Identification

Generally speaking, contact information, primarily names, titles, ranks, phone numbers, email addresses, and office numbers constitutes the foundation of online directory profiles that regular organizations have prepared for their employees, serving as a simple tool of identification and a basic channel of communication for both internal and external audiences. However, when 66.67% of CUNY libraries exclusively package library faculty with contact information, they merely programmed their profiles as Yellow Pages with pattern and simplicity. It is most likely such preference was predetermined by the institution, not a decision that could be made by individual library faculty.

Packaging library faculty's online profiles into flat, one-dimensional business cards introduces them to viewers as professional beings, not as comprehensive academic beings. The range and style of such online profiles consistently presented library faculty's images in a static, fixed pattern, without any indication whether a given library faculty member is engaged in research or teaching. Presenting library faculty with faculty rank (instructor, assistant professor, associate professor, and professor), however, leaving no space for the inclusion of their scholarship and/or teaching responsibilities does not present a sufficient and complete image of library faculty to the public either within the institution or the university and beyond. Library faculty might fall prey to institutional gossip and prejudice that librarians squeeze their ways into the faculty club but are incapable of performing expected duties and playing games by academic rules. It also makes suggestion to viewers that library faculty possibly impede academic standards by achieving less or none. Dougherty (1975) warned that librarians would be treated as uninvited guests in the academic club if they did not demonstrate competence in scholarly accomplishments, which was used as one of the major indicators to evaluate the quality of regular faculty. Dougherty (1993) believed that the motive behind librarians' struggling for faculty status was driven by the pursuit of better salaries and things related. Cronin (2001) even suspected librarians' academic credentials and claimed that granting faculty status to librarians was the "mockery of the professorate." (p. 144) Bearing in mind those remarks, one might feel that Business-Card Profiles, prepared by close to two-thirds of CUNY libraries, could potentially lead to reputational damage to corresponding librarians' prestige and value by providing insufficient, misleading or incomplete information in the online environment.

Biography: From Business Identification to Me

In comparison to the rigid, fixed templates displayed by Business-Card Profiles, library faculty profiles with the area for the inclusion of biographical text is one big step forward. It is depicted from the online profiles that a biography presents a short account of one's life with particular descriptions of educational background, employment history, current responsibilities, research interest, and teaching. Some even had a greater and fuller presence than others by

including personal hobbies. The element of Biography offers the space that individual library faculty member will be able to construct and manage their sense of identity online regarding notable dimensions of themselves. This echoes the term Me Self, which was elaborated by Eccles (2009) on the basis of James (as cited Eccles, 2009).It defines one's skills, characteristics, and competences in identity value, making one psychologically unique (p. 79).

Chandler (1998) argued that those who construct personal homepages are actually building their personal or public identities which addressed the question "Who am I?"In this aspect, CUNY library faculty's online profiles incorporated with biographical text resemble homepage building somewhat, which offers the freedom to present a more lively, comprehensive online self in contrast to a concise, compacted self in Business-Card Profiles. Under such a circumstance, library faculty are authorized to have the online capacity of constructing thoughtful texts to describe professional self, academic self, or personal self, thereby having a control and mastery of their own online narratives. The ownership of narratives indicates that the individual institution encourages library faculty to initiate dialogues with themselves first and then with public viewers in their fields of interest and expertise. Given the dynamic changes and progress that are occurring in a library faculty's life, this type of profiles manifest themselves as a model of "asynchronous communication" (Chandler, 1998), which allows owners time and space to continually update and expand texts to represent professional self, academic self, or personal self, either individually or collectively. Under the lens of postmodernism, identity or self-representation is relatively less manifested by fixity and permanence, but tend to be more in the process of construction and innovation by regular revision and reflection (Abrudan, 2011).Therefore, the continual construction and maintenance of biographic texts in library faculty's online profiles enable faculty themselves to present the most current version of personas to others. Perhaps, such a model of becoming actively engaged in the construction of Meis deeply embedded in the library faculty's self-awareness of who they are and desire of who they want to be.

Full-Level Faculty Profiles: Me and We

Full-Level Faculty Profiles refer to those profiles that can explicitly reflect librarians' full faculty status through the input in the categories of "Biography," "Scholarship," "Research Interest," and "Course/College Teaching," or through the area extended to "Links to CVs" where library faculty fully presented their faculty identities through describing their research interest and providing accomplishments in scholarship and evidences of participation in library instruction or college teaching. Such profiles send clear signals that librarians were treated and programmed as faculty when online profile systems were initially established within an individual institution. This also indicates that, at the institutional governance and management level, there is strong awareness, certainty, and expectation that librarians should be incorporated into online profiles systems as part of the faculty cohort.

The Full-Level Faculty Profiles offer library faculty the opportunity to present their attainment of academic standards, thereby simultaneously establishing the image of "Me Self" and "We Self," and ascribing to a personal identity and a shared, collective identity as faculty at the same time. Eccles (2009) defines We Self as self-perception that is closely related to personal values and goals and then contributes to the development of collective identities, which serves to strengthen ties to highly valued groups, such as gender, race, social class, etc. Eccles's theory also implies that the both Me and We are intimately linked to personal behavioral choices,

activities, and tasks, playing a significant role in motivating individual to meet expectations for success. Full-Level Faculty Profiles create a context in which individual faculty acknowledges and embrace the fact that they have already subscribed to the membership of faculty cohort or the We. They generate content information related to their own specific background, skills, experiences, characteristics, qualifications, and accomplishments, therefore constructing a unique image of Me. With the image of Me different from that of other group members, individual library faculty seek to proclaim personal identities and put more value on organizational tasks and their activities, which eventually allow successful enactment of collective identity as faculty or the We. With the acknowledgement of librarians as faculty, online profiles contextualize academic attributes in expected categories, namely scholarships, research interest, teaching, and grants and awards, etc., and these expectations manifest a concept that creates inspiration and achievable outcomes. In Eccles's theory, this concept is termed as "attainment value" (p. 83)which not only inspires individual to fulfill personal needs and values through performing activities and tasks, it decreases the probability that one engages oneself in activities and roles incompatible with values pertaining to one's personal and collective identity and increases the probability that one performs activities and roles align with one's definition of Me and We. This has implications for the intentionality of Full-Level Faculty Profiles: basic level of individual's activities, behaviors, and roles in adherence to high level of faculty value and expectancy.

As is summarized in Figure 1, from business identification, to Me, and then to We, there is a revelation of three levels identity value: a templated professional persona, an image of creative me, and a hallmark of collective We. The templated professional persona is established on a shared, common framework and discourse that is acknowledged across the whole university community. Perhaps this is a reflection that librarians are traditionally viewed as professionals who engage themselves in library professional activities, such as provide technical services and helping users locating information and materials by using their education, experience, knowledge, and skills. Therefore, librarians' identity as professionals lays the foundation on which their personal identity and collective identity are built. Moving above the compact core of professional identity is how librarians, within the freedom given by a few individual institutions, look at themselves in the wake of constructing a unique, distinctive, creative image of Me. The institutional freedom could also be interpreted as institutional ambiguity, which means that the institution does not have a clear understanding and expectation of what's beyond librarians' professional identity. Therefore, the freedom given draws attention from librarians who are interested in exploring who they are and/or who they want to be. Constructing a Me is a process whereby librarians conduct intimate analysis of themselves, collect self-related materials, and build the ownership of their own narratives. Therefore, the ultimate images of Me built varies in reality, depending on the level how self-awareness as library faculty and self-competence as library faculty are realized individually. One's perception of oneself and conceptual understanding ones' experiences, abilities, performances, and achievements will make the difference in building the image of Me. Lastly, the top level is the collective identity of We librarians as faculty on the foundation of We as professionals. At this level, institutional ambiguity about librarians' collective identity as faculty is dissolved. It is totally replaced by institutional certainty, assertiveness, and articulation that librarians are recognized and accepted as a member of the faculty cohort. It suggests consistency and consensus existing in institutional culture that librarians are incorporated into the academic life as active, valuable agents.

Interpretation: Collective Identity and Institutional Culture

This research provides an in-depth assessment of the contemporary landscape of library faculty profiles in the online environment within CUNY libraries. This study suggests CUNY librarians are not uniformly represented as faculty in institutional online profiles across the whole university, although they have achieved faculty status and faculty ranks for decades. Given the fact that CUNY librarians are treated with faculty privilege in terms of hiring, evaluation, promotion, and college and university governance, the variations of library faculty online representations seem to be contradictory to their collective identity as faculty, under the definition of which librarians are expected to demonstrate productivity in engaging themselves in teaching, scholarship, and services. It is an intriguing question to ask why approximately two thirds of CUNY libraries failed to fully represent librarians as faculty in online profiles, but some libraries succeeded in doing so and a few others are trying to achieve success at least. Perhaps such failure and success could be a reflection of the fact that CUNY libraries are brought together by a federated, loosely-organized system but each library is deeply influenced by the institutional culture rooted in each specific library, or individual college, professional school, or academic center.

Jenkins (2014) states two essential aspects of an institution: 'the way things are done' understood as a pattern of behavior developed in any particular setting and 'how things are done' with people's acknowledgment and recognition in the concerned situation (p. 160). He further notes that institutions are sources and sites of identification, but not collective identities; the collective identities are conceived in the clarification of individual's status, which is not only an assemblage of names or titles, but also an involvement of rights and duties particularly associated with them. The regular and predictable behaviors of compositions of the institution and the discourse generated from interaction among them within the institution by following certain rules and conventions construct two different institutional cultures: one emphasizes the importance of members' personal identification but pay less attention to their abstracted social roles and the other gives respect to their status, namely rights and roles, with the acknowledgement of their personal identification. In light of Jenkins's theories, whether a librarian is seen as a professional or viewed as a member of the faculty club in the discourse of online profiles could have been institutionalized in the prevailing practices, beliefs, values, and assumptions that this is the our way that things are done here and how this is done by our way should be continued. Or, it could be also said whether the institution culture operating at the identification level or the collective identity level manifest different expectations how individuals are supposed to fit in and how they are supposed to perform their tasks. Library faculty working in an institutional culture that constructs online profiles as a professional identification, instead of collective identity as faculty, might be considered that they are not on equal footing with classroom faculty. Such poor or insufficient representation could easily lead library faculty to fall prey to a certain degree of being misunderstood, ignored, and disrespected by classroom faculty and administrative staff within the institution because their online images do not match up to standards of faculty. By the same token, an institutional culture that showcases librarians' academic engagement and achievement, and advocates librarians' collective identity as faculty beyond just professional identification in cyberspace may help clean out identity ambiguity or fulfill identity absence among other classroom faculty and administrators in their perceptions of library faculty's images. Therefore, a healthy institutional culture should be adequately and affirmatively operating on both identification and identity level at the same time, which not only recognizes the distinctive impersonalized attributes of

individuals so as to ensure availability and increase communication, but also strengthens a sense of collective belonging and uphold an image of intersubjective We.

Conclusion

This study provides a contemporary snapshot of library faculty online profiles within CUNY libraries. The result shows that the implementation of CUNY library faculty online profiles varies from one library to another in the form of three categories: Business-Card Profiles, Quasi-Faculty Profiles, and Full-Level Faculty Profiles. It provides a path for the understanding of the degree to how fully librarians' faculty identity is represented in online profiles and how they are related to the institutional culture of each individual college, professional school, and academic center. As it is indicated in this paper, library faculty online profiles represent how the institution wishes its librarians to be seen by others. If institutional conventions and norms are expected to increase the effectiveness of institutional identification and communication, therefore, a call for the examination of the truthfulness, fullness, and coherence of online representation of librarians' collective identity as faculty seems to be necessary. Such examination will help construct sources of credibility to the versions who they are and how they want to be regarded in the university community.

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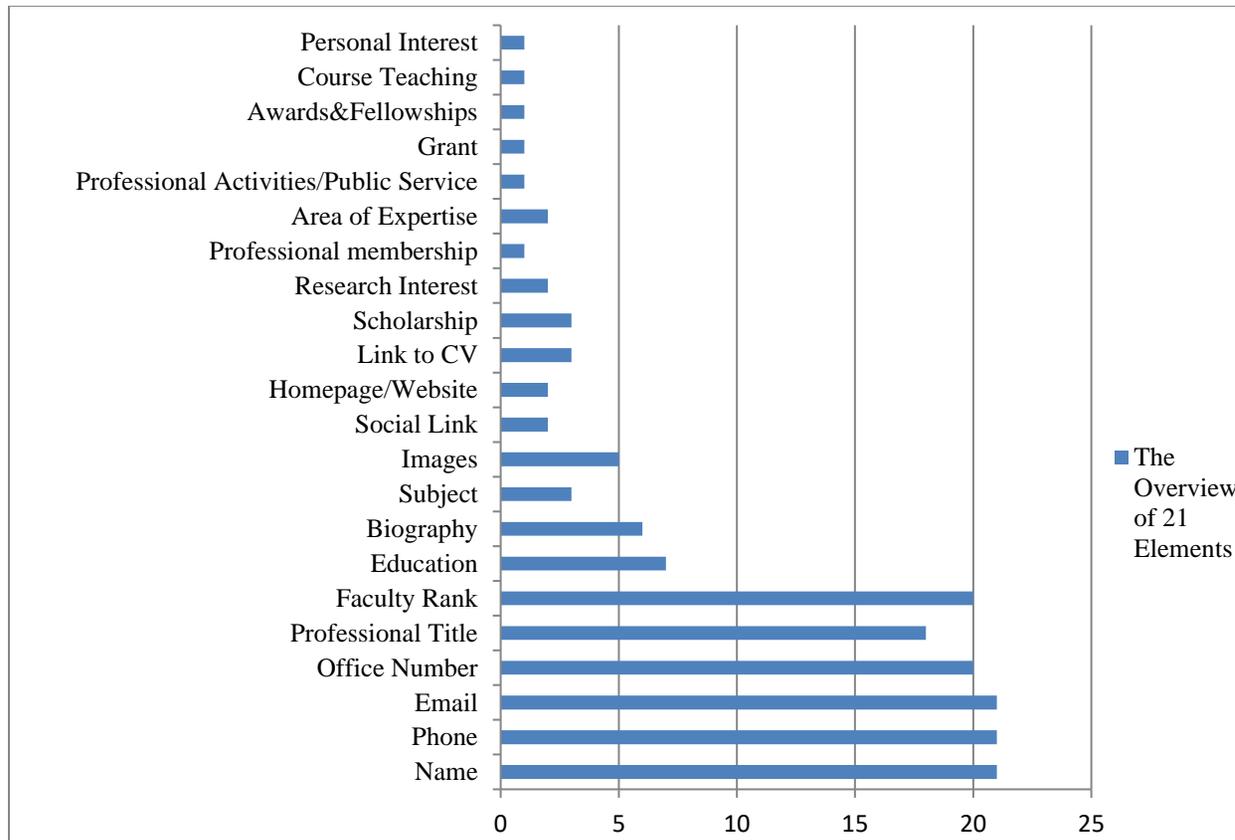Chart 1. *Overview of 21 Elements in 21 CUNY Libraries*

Table 1. *Profile Categories*

Code	Business-Card Profile	Quasi-Level Faculty Profile	Full-Level Faculty Profile
Content	Contact Information	Contact Information + Biography	(Contact Information + Biography) + Link to CV/Scholarship/Research Interest/ Teaching
Number of Libraries	14	3	4
Percentage	66.67%	14.29%	19.04%

Table 2. *Category One: Business-Card-Type Online Profiles*

Code	Name	Phone	Email	Office Number	Professional Title	Academic Title	Subject	Education	Homepage /website
A	Yes	Yes	Yes	Yes					
B	Yes	Yes	Yes	Yes	Yes	Yes			
D	Yes	Yes	Yes	Yes	Yes	Yes		Yes	
E	Yes	Yes	Yes	Yes	Yes	Yes			
F	Yes	Yes	Yes	Yes	Yes	Yes		Yes	
J	Yes	Yes	Yes	Yes	Yes	Yes			
L	Yes	Yes	Yes		Yes	Yes			
M	Yes	Yes	Yes	Yes	Yes	Yes			
N	Yes	Yes	Yes	Yes	Yes	Yes			
Q	Yes	Yes	Yes	Yes	Yes	Yes			
R	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
S	Yes	Yes	Yes	Yes		Yes			
U	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Z	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Table 3. *Quasi-Faculty Online Profiles*

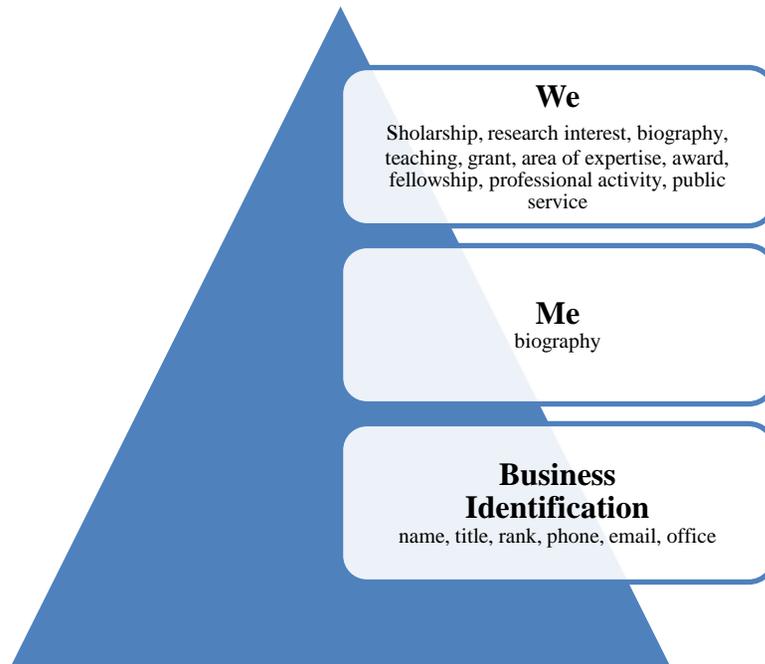| Code	Name	Phone	Email	Office Number	Professional Title	Academic Title	Social Links	Subject	Biography	Images
C	Yes	Yes	Yes	Yes	Yes	Yes			**Yes**	
G	Yes	Yes	Yes		Yes	Yes	Yes		**Yes**	Yes
T	Yes	Yes	Yes	Yes	Yes	Yes		Yes	**Yes**	Yes

Table 4.*Full-Faculty Profiles*

Code	Name	Phone	Email	Office Number	Professional Title	Academic Title	Social Links	Subject	Biogra-phy	Images	Educa-tion	Homepage /website
K	Yes	Yes	Yes	Yes	Yes	Yes			**Yes**	Yes		
O	Yes	Yes	Yes	Yes	Yes	Yes	Yes		**Yes**		Yes	
P	Yes	Yes	Yes	Yes		Yes			**Yes**	Yes	Yes	
V	Yes	Yes	Yes	Yes	Yes	Yes			**Yes**	Yes	Yes	Yes

(Continued)

Code	Link to CVs	Scholarships	Research Interest	Professional Membership	Area of Expertise	Professional activities & Public Services	Grants	Awards & Fellowships	Course/College Teaching	Personal Interest
K	**Yes**									
O	**Yes**	**Yes**		Yes	Yes					
P		**Yes**	**Yes**						**Yes**	Yes
V	**Yes**	**Yes**	**Yes**		Yes	Yes	Yes	Yes		

Figure 1. *Business Identification, Me, and We*

We
Sholarship, research interest, biography, teaching, grant, area of expertise, award, fellowship, professional activity, public service

Me
biography

Business Identification
name, title, rank, phone, email, office

Diao, J. "Are we represented as who we are? An assessment of library faculty online profiles within The City University of New York." Journal of Academic Librarianship. 46(2) 2020: doi.org/10.1016/j.acalib.2020.102128.