

Q) 44: Have you experienced a situation where you thought a Teaching Faculty expressed a microaggression towards you. However, you dismissed the exchange as a misunderstanding, or 'not that important'? If yes, please elaborate.

No.

My views on the tenure process. Biases bases on intangible elements

No.

No.

Yes. Senior teaching faculty often have an "attitude."

Only yesterday, in spite of my closed office door and no fewer than three clerical staff members available at the circulation desk, a faculty member knocked on my door until I answered to ask for the most mundane of circulation overrides. I explained to him--not for the first time--that "this is something that [Person A, B, or C] can do, and when my door is closed, I am trying to work on a long-term project." There seems to be a significant disconnect on the idea that librarian-rank staff (at my institution, we are staff) do serious intellectual work, not clerical work.

I once offered a library session with a class on a subject in which I have expertise. When the instructor informed me "I really don't think your assistance is needed," my wife and I had a good laugh. I wonder if the instructor ever noticed that I had an article in one of the books that she had on reserve?

I have a sense that this sort of thing has occurred in my long tenure at this institution, but that I have dismissed the occurrences to the point of not remembering them. This institution is exceptionally patriarchal and conservative, and many such situations are related as much to gender as to position.

Most faculty have (surprisingly) assumed that I have an MLIS, but are surprised to learn I have another degree.

Nope. I've experienced asshole faculty members, but they were jerks to everyone. It happens, particularly in music.

One of the most common experiences I have, particularly as a very young member of the professional library staff, is faculty asking, "Don't you know who I am?" Without introduction, they assume that I am a student and presume that their reputation precedes them.

We had a faculty member say to the Common Curriculum Committee that giving librarians voting rights on the committee was akin to giving the cleaning ladies voting rights.

No

No.

No, I've not had such a situation.

No experience that meets all these conditions.

Yes, but it didn't seem worthwhile or potentially productive to make a big deal out of it.

No

No.

No.

Last minute request, not attending or not paying attention during sessions, instructing students to use the library without consulting librarians about how to optimize that work, etc.
No, because I take all of these slights seriously. I fear that faculty do not understand the importance of what we can and *do* do--for them and our students-- and that they do not understand the lack of) information literacy skills of their/our students.
I've *seen* the quality of the research papers that our students submit, and I can't believe that the faculty are happy with what they are receiving. Why aren't they collaborating with us?
We have faculty status here at our University, but our titles are differentiated by having --Librarian tacked on to the end of the rank. To me it is a term of honor, but I know it is not perceived as such by most teaching faculty. It is baggage that I carry around, knowing that I may not be taken seriously by teaching faculty because I don't have a PhD.
A full-time faculty member consistently used a diminutive nickname/mangled my name, 5-6 times, even after being asked politely in writing and in person that "please, my name is X, not Y". I dismissed it the first few times, but it kept happening. After several months of this, my colleagues also attempted to convey the same message. The faculty member finally seemed to get the point, and used my proper name, but treated the whole thing as hilarious and implicitly unreasonable.
A member of the faculty (the library liaison for his department) scoffed at me when I told him I would order materials for the department if they did not get their requests in on time. At the time, it felt as though he didn't think I was smart enough or knew enough about his subject area to order appropriate materials. I decided it wasn't that important because he has no idea what I do and do not know - he's never bothered to ask (or listen).
No
No.
Once, at another institution where I was tenure-track librarian faculty, a visiting professor referred to librarians as the "nurses" to the teaching faculty's "doctor." However, I attribute that merely to the fact that this professor was an all-around jerk, not a microaggression that reflects some kind of general societal belief.
No
None I can remember
This occurs most frequently when faculty have some problem in the seminar classroom located within our library (usually a technical problem). They feel free to blame me and demand I fix this, even though it is clear that our university systems department is responsible for classroom support. I have never seen them behave this way (i.e. yelling) towards fellow tenure-track faculty.
There was one elderly and very old-school minded faculty member who always made it a point to clarify that my position is a non-teaching faculty position. I did not take offense to it, knowing who I was dealing with; however, I responded very collegially with, "well for being a non-teaching faculty member, I sure do a lot of teaching." And that was the end of that.
no
The majority of the faculty in the department ignore technical services staff and their attitude makes it seem they think of us as little more than the janitorial staff. A few faculty are friendly and respectful, but the rest make it hard to want to serve them well.

<p>Yes. I'm usually regarded as little more than a way to get students information. Often, teaching faculty don't look me in the eye, ask my opinion, or think that I might have interests outside of finding books for them.</p>
<p>Not sure if this counts as a microaggression or not, but I have had the experience of faculty not responding to emails, not answering questions, or not really listening to what I have to say before continuing on with what they were saying. I don't know if this was because of my status as a librarian, being female, or not having a professional degree in their discipline. It could be that these individuals act this way with everyone. Either way, I don't think they meant to be rude or outright aggressive.</p>
<p>No, I have never experienced microaggression towards me.</p>
<p>no</p>
<p>Yes but I've tended to dismiss it as a problem with a particular instructor and not particularly systematic.</p>
<p>No.</p>
<p>Adjunct Faculty (and her class) were a no-show for a planned bibliographic instructional session. I eventually found out that the syllabus was changed and I was not notified.</p> <p>The session was scheduled for a Monday. Professor stated that there "must have been a miscommunication" and continued to ask if we could move the BI to the exact time and place on Wednesday.</p> <p>Fortunately, both the video conference room and myself were available on Wednesday. But what if the room and/or myself were not available?</p>
<p>I tend not to give much weight to others' opinions of me, so even though I acknowledge that the microaggression has occurred, I treat it more of an annoyance than an impediment.</p>
<p>I work at a very small school and when I started working here I was shocked to find that faculty would not respond (ever) to repeated calls or emails. Even if I told them that I really needed a particular thing from them and my job performance was tied to it. Act like they didn't know my name after meeting 10 plus times, just general rudeness.</p>
<p>Occasionally I am mistaken for a grad student because I "look young."</p>
<p>Faculty referred to librarian as person at the desk.</p>
<p>Yes - usually it happens whenever they explain how important a journal or book is to their research, they act/assume that I can't comprehend the importance of the materials or their research needs</p>
<p>I have been frustrated when a teaching faculty member reacts negatively after I deny a last minute request that they have made. I have not thought of those incidents as microaggressions.</p>
<p>Most of the teaching faculty I deal with are friendly, professional, and respectful of me, but, of course, I have dealt with faculty who are demanding, unreasonable, and/or abusive of my time (scheduling library instruction during a planned trip out of town, sending students in with an assignment but not checking with the library to make sure we had what they needed, etc.), but I've never thought of that behavior as being a microaggression.</p>
<p>I have had several instances of being asked if I was their TA (and told to start handing out papers) or even a student in their class (and asked to start a sign in sheet) upon first meeting them or arriving in their class if we only talked via email or phone before an instruction session or face to face consult.</p>

No
Yes. Still not sure if it was due to my perceived country of origin or personal dislike, without knowing me... I chose to ignore their never making eye contact, brief emails, and late requests for library orientations.
I'm not a big fan of worrying about microaggressions from the teaching faculty because I'm senior faculty myself. They can pound sand for all I care if they don't show me basic professional respect. We are pretty independent and our dean will generally support us if disputes arise.
I know you have to publish, but your journals are easier to get published in. (it was a Management/Marketing professor - he's not lying.) We were talking about online degrees and a professor we cannot tell if someone will be successful if they haven't completed the PhD Dissertation defense.
no
Yes, I've had several faculty members over the years think it's appropriate to disrespect my time by demanding last minute classes, refusing or forgetting to share syllabi or research assignment information, and treating me like a substitute teacher by sending students to my class while they were at a conference. They have also expressed surprise or anger when I called them on their uncollegial behavior.
Yes - I was previously a library staff member and attained a full-time adjunct position after I completed my MLIS degree. I informed the teaching faculty that knew me as a staff member that I had regular contact with of my new position. Many seemed to forget and still email me requests that I would have taken care of as a staff member, even after I reminded them multiple times. Many would often still ask me if I had received my degree yet even though I had previously informed them as well.
Faculty have expressed surprise when I showed up at faculty events (receptions, workshops, etc)
I don't really remember, but I also think people just make mistakes and it's good to have thick skin instead of carrying stupid insults with us. But I am perceived as white, so I may well experience a lot less of this kind of bullshit.
No
Teaching faculty often do not understand that librarians at my institution are also tenured faculty. As such, we are required to do research, write, publish and present at professional conferences.
They are often shocked to find out that I am a full-librarian (the equivalent to a full Professor).
Yes. The librarians at my institution are permitted to attend faculty meetings and are given a vote, although we are not academic faculty. At one meeting, a male faculty member saw several of the librarians (all women) and made a comment along the lines of "what are you doing here?" even though he is established faculty and knows we are allowed to be at the meetings.
I've experienced sexual harassment by an emeritus faculty member, witnessed by library administration who told me that it was not a big deal.
No, but to be fair, I do not believe that microaggressions are a real thing. The tone of this whole survey feels like the authors are victims. Given the economy and our educational system, we should all be grateful to have jobs. I do not expect anyone to treat me like royalty. I have never had a problem working with teaching faculty like the described scenarios. I have, however, been treated by fellow librarians that I do not know anything because I am white.
A professor, when introducing me to her class, said " _____ is like a faculty member" rather than "is a faculty member."

<p>A huge class of 200+ undergraduates needed constant assistance for their assignments from our minimally-staffed reference desk. I contacted the faculty member to ask if the library could provide better service, perhaps with an instructional session (integrated or not) to reach many students at once. The faculty member stated he would tell students not to bother the librarians anymore.</p>
<p>No. I worked for 5-years as a full-time tenure-track instruction librarian at a California State University. Teaching faculty in other departments never spoke down to or treated librarians as anything other than faculty colleagues. I was included as an equal in department meetings for which I was the designated library liaison, and was a co-instructor (including curriculum design, delivery, and assessment) for a General Education class which led to publication--and co-authorship--in the Harvard Education Review. In stark (and disappointing) contrast: The library's administrators often spoke about or emphasized the differences (mainly in work duty expectations) between librarians and other teaching faculty, and I worked with one fellow librarian who was extraordinarily dismissive of librarians as colleagues and contributors to academia.</p>
<p>teaching faculty consistently express how busy they are, as if library faculty and library staff are not busy at all. We have never been busier, and our focus has shifted far away from being their helpers into focusing on the students' needs. We're at a CC, so it is easier to justify this.</p>
<p>I was once given a \$50 gift card because she really appreciated my instruction, but I was just doing my job.</p>
<p>No.</p>
<p>Occasionally, faculty are under time pressure and can be short. But I tend to attribute such interactions down to distraction rather than to status/power games and don't take them personally. Other times, faculty show a lack of understanding of how libraries work when making requests. If the latter is the case, I try to gently explain while looking for ways to accommodate their needs within reason.</p>
<p>No.</p>
<p>I don't get upset when faculty assume that I am less well educated than they are.</p>
<p>I think not paying attention when I'm teaching, sitting in the back of the room and grading, is the most frequent problem. I once had a student working on something unrelated while I was talking, and the prof went over to help the student. that was the worst. I also once had a professor (who became a friend) introduce my lesson with "This is going to be really boring, but it's something you need to know. "</p>
<p>Many Teaching Faculty as well as Academic Deans are indifferent, uncooperative or dismissive towards Librarians. They do not take the time to listen to the needs of the library or the Librarian and disturbingly label them as "complaining".Female Librarians experience this more than their male counterpart.</p>
<p>Over the years there have been numerous microaggressions at my college. In one instance a teaching faculty told me that a M.L.S. was not a credible degree. I think the faculty member was too wrapped up in his own ego. Last week a long time part-time faculty member never bothered to check his email to get confirming information about a requested upcoming library instruction session and then never showed up with his class for the session. He later apologized but I can't help but wonder about how seriously he considered the library session.</p>
<p>I experience these a lot.. so much so that I don't dismiss them as misunderstandings.</p>
<p>Yes - they bemoaned having a librarian included on grant proposals, and said "no offense, but librarians won't do research"</p>
<p>I work Monday through Friday, 8am-1pm, but when a new University wide library assignment was created to be presented to the First Year Seminar class, I was expected to come in Friday and Saturday morning at 7am to teach the lesson(15min, barely time to get through the assignment, let alone do ANY library instruction) and if I couldn't come then, then there would be no other time I could present, despite the fact that the class is 5hrs long. I have had my emails ignored by professors. And I have been put on the schedule to present to our Nursing orientation (also on Saturdays) without asking if I could make it.</p>

An assistant dean told me I could not sit with the faculty at commencement, even though librarians have faculty status.
There are one or two faculty who treat me in a pretty condescending way, talking down to me and carefully limiting what they want me to cover in an instruction session. Even though I have a PhD in their field. I am also never invited to departmental meetings, events or conferences, despite consistent outreach efforts.
I can't think of any.
An obvious microaggression occurred when our faculty/faculty status administrators (that includes librarians) were in discussions about revisions to the faculty development fund program. A librarian colleague and I were in attendance at a discussion meeting, and a member of the teaching faculty asked us "what are YOU doing here?" She did not realize that librarians are also eligible for faculty development funds for conferences and grants.
One male faculty member prefers to talk to my male subordinate who is a former student of the institution but does not have a library degree.
No
I have been yelled at when some resource is not available or difficult to get. Only a few times.
Faculty library liaison from on department only contacts subject librarian for book orders, but generally disregard the librarian's requests for meetings by not replying emails.
Occasional situations where a lecturer or faculty will express surprise that I work beyond 8-5 workday, or that I do scholarly work, or that I am interested in grant opportunities. There are more faculty who get what I do as an academic librarian, thankfully.
No.
The institution has a negative view of the library in general. The new college success pilot has 4 weeks of library, research and information literacy in it. We were not consulted or allowed to participate when we offered to. We never saw the completed manual until a faculty member requested a session. It is completely inaccurate and has no real library or information literacy information in it.
No
My first year after library school I worked in a community college where I occasionally experienced some of the behaviors mentioned in the prior questions. Faculty would request instruction on short notice and sometimes not attend, or not provide context I needed to understand the students I was teaching (for example, not tell me whether the students had received their research assignment yet). As a new librarian, I had to make mistakes and learn what to watch out for the hard way. After a year working at the community college, I joined my current employer, a small private liberal arts university. I've come to realize that I'm more fortunate than many librarians at other institutions - our librarians have historically been well regarded by faculty and, not coincidentally, have ample opportunities to contribute to faculty work through service on committees. Some colleagues have made significant instructional partnerships where they co-teach semester long classes. Our faculty culture is more likely to involve microaggressions toward administrators than towards faculty librarians.
There is one faculty that frequently acts in a passive/aggressive manner towards me. I am told that this person does so to other faculty as well, so I do not take it personally, whenever possible
They director of my music school (a white male, in his 50's) would frequently have me work with his classes and really encouraged his students to work with me. He supported my desire to establish an integrated library instruction program and helped persuade some of his faculty to let me put a library session in their classes. He also frequently covered feminist issues in his courses and was very outspoken for womens' rights. However, I often felt uncomfortable about the things he would say to encourage his students to use my services. At freshman orientations, all-

<p>school assemblies, info literacy sessions for his courses, and any other time he was introducing me, he always emphasized how there were two types of librarians -- the controlling gatekeepers, and the helpers, and that I was the "helping" kind of librarian. In his effort to make me sound approachable to the students, he exclusively and very publicly categorized me as a service employee. He made it sound like I would just be oh so pleased to be a doting tutor and nanny and take care of the students if only they would come to me and ask. I still feel very uncomfortable just thinking about it, as I was thankful for the support but disgusted at why he thought I was a valued member of the staff. I hesitate to feel mad, because I know he meant well. But, that's par for the course with a micro aggression, isn't it?</p>
<p>Yes; a faculty member blew up at me in an email thread (in front of his colleagues) because I sent notice of a database trial he had requested but had not yet been notified of (his subject librarian was not on campus that day to spread the word). I dismissed it as not too important, just evidence that he was a creep. He eventually apologized; I suspect his colleagues pressured him to.</p>
<p>I'm not very good at interpreting aggressions in increments. I've had instances where faculty members have thrown hierarchical structure in my face via email or in person, but I treat it as outright aggression (that's usually tied to something else, sometimes not even involving the library).</p>
<p>Yes. In order to maintain a healthy working relationship after being used as a research assistant, I simply wrote off the exchange as something that I could not change.</p>
<p>I did have a teaching faculty member yell and swear at me at a meeting (in front of tenured teaching faculty members) in which I was explaining an upcoming weeding project. This individual wanted to be consulted before such a decision was made. I made it clear that such decisions fell within the purview of my position, but he did not agree.</p>
<p>Yes. A composition professor once introduced me (my title is Research Archivist) and a student worker to his class as the "assistants" of my organization's Director.</p>
<p>hmmm.....maybe....but usually choose to let it go, since I'm busy enough to have to manage my own stress/resentment in addition to everything I do.</p>
<p>no</p>
<p>n/a</p>
<p>I at times perceive a generalized disregard for staff vs. other faculty who may be present. It is also not assumed that I am actually a creative artist and scholar, etc., nor do they ever discover much about those qualities and interests that we share, much less my expertise in cultural and digital humanities areas.</p>
<p>no</p>
<p>No</p>
<p>No. I know a microaggression when I see it.</p>
<p>No</p>
<p>Yes. But I never dismiss it as not important. It is important to resolve an issue right away and one should be confident of standing one's ground on one's competencies and training. I tend not to have repeat incidents unless the teaching faculty are enabled by my own University Librarian - i.e. my decisions are undermined my countermanding instructions from above.</p>
<p>Yes, although I didn't dismiss it as unimportant. One faculty member in particular constantly interrupts instruction sessions to "correct" me throughout. She is regularly incorrect (demanding I use a database or search term that I know will yield poor results), but I try to use it as a teaching moment in the class to show them trial and error. She nonetheless undercuts my authority, and it is her T.A.s who apologize</p>

afterwards, saying that's "just how she is." I interpret this to mean that it's not just me who experiences this. I've found that faculty often treat librarians the same way they treat graduate students and lecturers; whether positively or negatively depends on the individual.
n/a
I have had a couple of interactions with Teaching Faculty over the years that have been difficult or unpleasant. I did not dismiss it but recognized the behaviour for what it was. I did feel that my librarian status contributed to how I was treated.
n/a
No
no
No
Yes, but that faculty member doesn't appear to get along with even faculty within their department so while it may have been micro aggression it was of another sort
No
No
No
Not faculty, but a new admin staff employee was once introduced to me and she asked "how long was I here for" another staff person assumed that the admin assistant who left must have had a higher position than me as librarian and asked if I was going to get a promotion. Staff and students both routinely assumed I was a student or a student's wife for the early period of my employment, because it seemed mindboggling to them that anyone would move here to work in the library.
I have never experienced a situation where I thought a faculty member of any type expressed a microaggression toward me.
I have experienced microaggressions in the past, when working in distinctively paraprofessional positions, but not since moving up to a professional librarian position.
No
I waited once for 45 minutes for a class to show up with the prof - leaving me with a 20 minute session. This was a prof who was doing her PhD, and needed constant help with her personal searching, managing references, etc, and she had been trying to get me to do her work for her as opposed to learning how to do it for herself. I was very upset about this disregard for my time and preparation, and for the students missing out on what other profs felt was highly valuable information that improved the quality of student assignments and research.
There were a couple of instances where faculty did not show up for the library session with notice. Sometimes in their absence I was asked to take attendance for them or remind the class to bring their course readings/materials to the next class.
No
In my forty years as a librarian, this has only happened a couple of times -- and NOT in recent years. I can't even remember what the issues were now but they were very few and far between.
No
Yes, I dismissed it as "not that important" because they wanted to directly speak to my supervisor (who is the head of the music library). I didn't think to take it personally.

<p>Yes, I've experienced it, and I did not dismiss the exchange. I can think of about 4 teaching faculty members who have done that over my 25 year career span. These faculty members are not necessarily highly regarded in their respective fields (as borne out by time).</p>
<p>1) librarian stereotype jokes. (2) the expectation/assumption that all I can teach in the classroom is how to search various tools, or how to use something like Zotero - that I am a technical trainer only, and incapable of talking about larger issues like critical thinking and IL or the ways in which databases structure our access to knowledge and the politics of scholarly information. (3) an unwillingness to acknowledge that librarians are teachers. (4) being talked over/ignored at meetings</p>
<p>no</p>
<p>I hadn't thought so before taking this survey, because I'd thought of microaggressions only in terms of race, culture, and ethnicity. The survey seems to suggest that the lack of professional respect academic librarians often experience from teaching faculty can be conceived of as microaggressions. If that's true, then heck yeah, I've experienced those. I typically dismiss them at the time, but mentally file the experience as something to address in my ongoing outreach efforts to educate teaching faculty about what librarians do and can do, for and with them.</p>
<p>I was at a committee meeting in a room in which I had taught a semester long class a year previously. I told the group "how I loved this room since I had my seminar here." One of the other committee members asked, "Oh, a seminar you took as a student?" I replied, "No, a seminar I taught." He seemed surprised I taught semester long courses and assumed I had only used the room as a student. I shrugged this off, but later realized it was a microaggression. // Other examples, when it comes up, are faculty surprise over my published scholarship. Faculty almost always are surprised when they've learned I've published. "Oh, I didn't know you guys did stuff like that..." Yes, we also have teaching, service, and research requirements.</p>
<p>N/A</p>
<p>Scheduling classes for when they will be at a conference or out of town even though precedent shows having the faculty member in the library session benefits the students. However, I have accepted these instruction session for fear of faculty not using the library.</p>
<p>I see some librarians complain about faculty not being there when we are asked to teach, or to be a substitute when they are away. I see this as proof of a trusting relationship, and not a micro-aggression.</p>
<p>There is a faculty member whose students I teach annually and is continually surprised the session has real value and the grad students are grateful.</p>
<p>no</p>
<p>When I was pregnant with my first child, there was, what I thought at the time, a joke made by a faculty member that I dismissed due to him being unmarried, no kids and rather inexperienced with the course material he was teaching.</p>
<p>It's difficult to pin down. If anything, they mostly seem confused by me (once, when I was walking down a faculty office hallway to get a sense of how they ran things, I asked by one "what are you doing here" as though I didn't belong anywhere but in a library). I have experienced condescension, and one retired faculty member who, after coming back to teach a class, used an out of date syllabus that listed reference books that we no longer had in the collection. Again, though, it's not always clear - sometimes I think that the fact that I expect them to treat me differently encourages them to do so.</p>
<p>No</p>
<p>I currently cover three different subject areas-- two in which I am well versed- especially the one department to which I was originally assigned. But I now cover a third department that offers graduate work and I have very very little preparation in this field. Here I do feel less comfortable when doing instruction-- maybe me, maybe them-- maybe a little of both.</p>

No
I have experienced more microaggressions from other librarians or library administration than from teaching faculty.
While working at the reference desk, teaching faculty and students have occasionally assumed that I am a student worker instead of a librarian/faculty. I think it has equally to do with the fact that I look relatively young and that people do not fully understand the role librarians play at their institution.
no
No. Each time it has happened, I knew it was a microaggression.
No
No
No. I take microaggressions seriously and I try to address them in an appropriately collegial and respectful manner.
"Work with" a few faculty members who routinely are late to sessions, or fail to come at all, or cancel class and don't tell me, or will be away on vacation or at conferences, and/or do not actually have a library research assignment and want a place to park the students for the class. It is the WORST.
no
Yes. I tend to not address these things because they just come with the territory though and my day is easier if I just keep it rolling. They don't pay me to be comfortable
Expression of surprise that librarians may teach full term courses. One faculty member did not want to talk with me about teaching term-long courses but he was willing to talk with my PhD-holding colleague who was with me in the same meeting.
We were talking about having to be out of town for conferences. My colleague expressed some professional anxiety about going to her conference. I replied that I actually enjoyed going to mine. She replied, "Well, you librarians don't have to take yourselves seriously."
Some of our newer faculty members are not adept at using the library; flippant comments from them are frequent. It's difficult to "want" to help someone who is mostly self-absorbed, and who thinks they know everything about libraries!
I interacted with a faculty member concerning course reserves and he talked to me as if I was a child. He left the situation before I could defend myself and ask that he speak to me differently. My coworkers insisted that "that's just how he is" and I begrudgingly accepted that. After forging a stronger relationship with the teacher, he is no longer disrespectful to me, though he is often demanding and "pressed for time".
no
Speaking for myself, I would have to say that with both teaching faculty and college administrators, they tend to see the academic librarian and library as 'service points' not as primary stakeholders in the educational process. They continue to talk about 'information literacy' as though it is a new linchpin they invented, completely oblivious to the fact that librarians have been teaching IL for eons and they 'we' are the experts.
I had a faculty member ask if I would make copies for him. When I stated that I would show him how to use the copy machine, but wouldn't make the copies for him, he said, "Well, isn't that your job?"
This happens all the time! Assuming that I don't know what I am talking about is a BIG one. "I did a quick google search and found..." If I had a dollar for every email I received with this. Another thing that happens is that they talk down to me when I am talking about my area of expertise.
No.

Yes
Teaching faculty have demanded that an interlibrary loan transaction come from a specific library.
I've had faculty call me the day before to do a presentation while they were away at a conference. That was annoying. Happened rarely.
I don't think it's important. Not a good point of focus if you are consistently working with faculty. Entering an interaction with a hypersensitivity to victimization will only hamper your work.
Yes. An administrator was giving an example of a committee that she did not want to be on (library book fair committee) because she wanted to be on a committee with more prestige and suggested that the library book fair committee might be more appropriate for me. And laughed about it.
The worst I ever experienced was a faculty member, who during the first meeting of a curriculum committee consistently ignored me and actually turned her back on me throughout the meeting. I was quite angry but persisted in participating and over time she came around.
No, I usually recognize it and think it's a big deal.
It's hard to know how to respond and yet maintain a relationship. It seems that, if I set limits, I'm perceived as uncooperative, and they find others to ask.
In a college wide department chairs meeting, a colleague asked why we have a college library and implied that students could just use the local public library. They later said they were misquoted.
When working with teaching faculty on a Research Paper Award project - financially sponsored by the library - a faculty member stated that she didn't think that librarians could necessarily identify good writing. She wanted to have teaching faculty on the evaluation committee - in addition to librarians but it came out badly. Maybe.
Yes on the situation, but no on the dismissal. It was a faculty forum where picking a battle was not an optimal choice.
The microaggressions I have experienced have been related to race and being one of few African Americans on my campus, such as having staff and faculty call me by another's name because they don't know the difference between myself and another african american or realize the mistake too late.
frequently teaching faculty will get upset that I can't or won't do something for them and will say "I'm a FACULTY member here!", or something similar. I am ALSO a faculty member.
Yes, the librarians here at my library have frequently been told, "you are not in the trenches" as teaching faculty are.
As a relatively new librarian, I met with a department chair in one of my subject areas to discuss journal needs for a departmental accreditation. When I arrived, he requested that I explain "my background" to him, essentially having me describe my resume before answering any questions about collection needs. When I did finally get him to talk about the collection, he told me "we don't need any of these journals[referring to those needed for the accreditation]. We get them all online." They were all high-cost journals that were only "online" because the library paid for access. Though our meeting was scheduled in advance, he met with a student at the same time. I have heard from other faculty that he frequently tells faculty and students that the library is useless. It's not that I've thought of the interaction as unimportant, but rather I've learned how to work around the individual and forge other relationships to get the information I need.
Yes, although I wouldn't describe it as a misunderstanding that I dismissed. It was my first encounter with a faculty member (from a department that I had dealt with before) after I became the Head of Collections. There was a misunderstanding about a particular acquisition; the library was going to actually subscribe to more than was originally requested. However, this person failed to read the email (or misunderstood it) and called me. Before I could respond, I received a withering criticism about my intellect and general decision making ability.

<p>When I finally got a chance to respond and indicate that was not what the email had said, but rather the positive -- the faculty hung up the phone with a perfunctory "good". Later, this particular faculty member found out that I had a doctorate as well. Strangely, there was a complete change in this person's attitude -- in fact, disturbingly friendly. Since then, I have included all my degrees at the end of my email signature. Although, this hasn't headed off all criticism -- at least I haven't had my intellect attacked again (well, at least, to my face or in email).</p>
<p>Sorry--FAR too many and far too painful to recount.</p>
<p>No</p>
<p>I often dismiss things as not that important because they are not important or they are a misunderstanding. All teaching faculty are not the same. I know which faculty are flighty and which ones are jerks. I deal with them appropriately because that's what humans do.</p>
<p>Faculty member rushes into the library to a computer to look up something. I'm at the reference desk and politely ask if I can help. They abruptly say, "No" without looking at me.</p>
<p>I have only ever encountered one faculty member (not in my primary subject area) who consistently refused to show up for his class's library sessions and would not communicate with me about the class's content or what he wanted them to get out of the library instruction session. I was neither the first nor the last librarian to encounter these problems with this faculty member, and while I do think he devalued the instructional role of the library and librarians for his class, the issues I encountered with him were part of larger problems with his instructional methods, and I did not take them personally.</p>
<p>No</p>
<p>No</p>
<p>I don't think you are using microaggression correctly - they are subtle and you are suggesting they are more targeted. I have never felt marginalized by my faculty. I have cultivated respectful interactions and I work with a lot of primadonnas. Relationships are two way directives.</p>
<p>I hate it when a faculty member requests a library session and when it's all set announce that they will be away at a conference or something else.</p>
<p>There is a ruthless pecking order to all universities. Is this microaggression? I wouldn't characterize it as such.</p>
<p>We often get snide comments from faculty about librarians and their role in the university. Faculty often have big egos, so it is not surprise that they hold themselves in fairly high esteem. I will pay more attention to microaggression in the future though.</p>
<p>I haven't experienced many microaggressions. I've dismissed some as misunderstandings, or the faculty member being too busy and me being overly sensitive. Others I've called out that teaching faculty and said I didn't appreciate a certain treatment but sort of justified my complaint by saying it made me less effective in getting the message across, which was also true. There have been a couple instances where I've been subtly undermined and rather than confront that, I've sort of just forgotten about it, not addressed it - which isn't good either - I just avoided the issue.</p>
<p>On my first day of work, I was asked to get cookies by a faculty member.</p>
<p>I frequently receive comments on my youth and inexperience, which I have to disregard. We are a public institution, all are welcome to use our collections, regardless of whether or not I agree with them.</p>
<p>I was told I would have two class sessions to explain what I do as a curator, and help teach the students who were interested in becoming one. The first day, after showing up with folders full of information and plenty of exercises in mind, I was told I had only five minutes to talk. I still</p>

had to sit through two days of classes since I had to "guard the books" I'd brought. One student came up after class and requested multiple meetings to learn from me, so at least it wasn't completely pointless!
N/A
NO
No. I usually deem them important.
I've had situations where a Teaching Faculty member has acted rudely or condescendingly. I have been bothered personally by anything a Teaching Faculty has said. But, even if they don't bother me, I do communicate these microaggressions with my staff so that they are aware.
As a scholarly-communication librarian, I had to dismiss faculty dismissiveness or I wouldn't be able to function. The "what could a mere librarian POSSIBLY know about scholarly publishing?" refrain was constant.
They consistently address all others by title, me by first name to students. (I'm an Assistant Professor but I don't even get Ms X)
Maybe? I see teaching faculty as being extremely busy with many responsibilities. I feel okay negotiating my participation and managing my contributions to classes and students.
Probably the subtle times when the faculty would schedule a library lecture and would send an e-mail the day prior to that lecture to indicate that she would not be present during the library lecture due to a conference; meeting, etc. This has happened a couple of times.
When a teaching faculty member is rude to me, and then complains about me, even though I maintained a smile and support for their class, the incident goes on my performance evaluation, lowering my pay, but I cannot make a similar complaint. I am expected to always give service with a smile. I am expected not to care if I'm consistently assumed to have less education than I do, or intellectual interests, or my own research agenda. I am a staff member. When a faculty member is taking months to return significant information to me (regarding a book I may publish with his press) I nevertheless have to act as his personal librarian.
When I was new at my job, one of the prominent professors yelled at me because the TV/VCR combo delivered by a library aide was not working. He came into the library where I was on duty by myself and I didn't have any spare set to give him so he called me incompetent. I was offended because we do have an IT department that could help him but I didn't respond and just told my supervisor the next day. She said we should check whatever we check out but it was delivered before my shift so it wasn't really my fault. That particular professor eventually warmed up to me because he realized I wasn't stupid and when he heard me speak at a funeral, he was impressed and selected me to give the library orientation to the masters level students.
When I first meet with faculty/instructors/GTAs, I present my instruction as a collaboration with the library, but I (not infrequently) hear the faculty introduce me to the class as coming in with a "presentation." This is troubling, especially when I take the time to tailor the instruction to fit seamlessly into the course.
No.
Yes, a faculty member once said that he appreciated me coming and speaking at faculty meetings because even if the content was irrelevant to him, I had nice shoes and always looked nice and he enjoys listening to me. I really think he meant this in a kind way (he's not a native English speaker and there was no condescension to it) but there is NO way he'd say that about a male colleague!
I've been doing this for a long time, and I answered the survey thinking about my total career, not just my current employer. So, yes, I've had a few interactions with faculty over the years and at more than one institution that I would call microaggression or even aggression toward me as

a librarian. In a couple of cases, I was told to my face that I should not have faculty status as I don't have a PhD, or I am overpaid for what I do, or I was treated as barely above a personal research assistant. However, I have to say that these types of interactions mostly happened earlier in my career and/or pre-tenure, when I was afraid to offend or felt less-than, when I may have felt that it just came with the territory, and I should just suck it up. However, now that I've been doing this longer, and I'm not sure this is unique to academic librarianship, is that I've learned to speak up but always in a collegial manner. However, due to campus politics, I've also had to suck it up, vent with my colleagues, and move on--probably not a great way to handle this, but it's how I've survived.

I'm very, very fortunate in that I work in a small institution with a specific focus, and academic faculty almost always value and uphold collaboration between themselves and the library. Usually the rare instance of this not happening is with a new faculty member who is either from a larger university-type institution with different values, or a newly-minted teacher trying to establish him- or her-self in the pecking order. Both instances usually subside quickly when they observe the current atmosphere of our institution.

Yes, in past experience professors have demanded access to online materials only to find that we did not provide access. I was told that we are to assist faculty and dismiss their behavior in order to maintain professionalism.

Teaching faculty frequently start out interactions with me by treating me as a graduate student because I look young to them (related to my race), and acted surprised when I state my title when teaching for their classes. I have also been asked at the reference desk "where the librarian is."

At a previous job, a teaching faculty member once told me "Oh, I never set foot in the library."

Most often I feel the sting of other teaching faculty speaking disparagingly of only teaching skills -- information literacy instruction isn't seen as developing critical thinking habits.

I was recently told by an adjunct faculty member that what I do is "easy" and that therefore, she could take care of it and didn't need me to visit her class. I'm telling myself that she didn't mean anything by it and that I shouldn't take it personally. I'm new to this institution.

I have never 'dismissed'the behavior. Instead I am assertive in expressing the unreasonableness of their request (long laundry list of what to cover but wanted it done in 20 minutes). Since it was also disrespectful to students I assured the professor, I'd make sure my handouts and slides were such that they could still get the assignment done even if I ran out of time.

Yes, frequently. Faculty are often surprised at my level of education, my general knowledge, and my faculty status (or they say I'm not really faculty, even though I am). I *must* dismiss these or go nuts; there is simply no other choice! I often get the "you're very smart... for a librarian (aka servant) comment or implication.

Q45) Have you established a congenial working relationship with a member of the Teaching Faculty, or an academic department? Was this accomplished with relative ease, or only after pain-staking efforts?

Yes. Ease.
Somewhere in the middle! The effort was in coordinating the schedules, navigating the goals of our collaborations!
Yes. Very easy.
Easy relationships exist with all faculty in my college and department.
Yes, but I always was the instigator.
A good working relationship has been established with ease only with new faculty and visiting faculty. The longer-term faculty members have terrible habits and stereotypes that have proved quite intractable.
I have very good relations with several of my Teaching Faculty. I am called in regularly to teach content (in the context of library instruction) in art history, music, and Francophone studies classes.
Even given my feelings as expressed in the previous answer, I have to say that I do have many very congenial working relationships with Teaching Faculty at this institution. These relationships are due partly to my long tenure here, and to the continued economic support of the department to supply materials requested by the faculty, but are also due to respect gained by efficient and thorough attention to faculty needs.
I have very good relationships with a few faculty in each of my departments, and they are usually young and new to the university. Those relationships were fairly easy to make.
I've experienced both scenarios in my 20+ years of librarianship.
I luckily have these relationships with several teaching faculty members. We work closely on projects and they often consult me, particularly with their own research, manuscripts, etc. For these individuals, the relationships came with relative ease.
Yes, I am very close with two of my departments (well, one college and one school). One came with a change of faculty. The other has come over time. Ironically, the second is in my own field of study.
Yes. It took some convincing through conversation and demonstration of what we can do for them.
I have established congenial working relationships with nearly all of the teaching faculty of the academic unit that my library supports (approximately 40 full-time faculty members and 25+ adjunct faculty members.) I've never once felt any sort of microaggression from any member of the teaching faculty during my 8 years here.
With ease. I get respect from my teaching faculty colleagues.
Congenial relationships established with relative ease have been the rule, especially in recent years.
Yes, but it took years of effort.
Yes. Relative ease.
My working relationship with nearly all of my faculty, over many years, has been exceptionally positive. Accomplished with ease, due to positive efforts on both sides.
Yes. And it was easy.
Yup. Depends on the person. With some it is easy.

<p>Yes, I have established strong relationships with the newer (and younger) members of the English Department, to which I am the liaison. With the exception of two older faculty members in the English Department (one of whom has since retired), who are big library supporters--I have not been able to develop any meaningful collaborations or even teach for any of the established members of the English Department since the time I have been here--8 years. If it weren't for the newer faculty members, with whom I have meaningful collaborations (including input on innovative research assignments, being embedded in courses, and teaching multiple sessions), I would be dissatisfied.</p>
<p>I have many good relationships with teaching faculty, but many of them are with adjuncts (who dominate at our tiny institution). Which means it takes painstaking outreach efforts, that may end up being for naught when the faculty member is not hired back or leaves. With our small complement of full time faculty, it varies from discipline to discipline on ease of relationship.</p>
<p>Yes I have, with several members of a department, but I was a student at the institution before returning later (about 6 years) as a librarian. So, we already had a rapport when I came on board.</p>
<p>Of course</p>
<p>Yes. I have one liaison area and have a great relationship with all teaching faculty in that area. The culture of the department is very welcoming.</p>
<p>Yes, with ease.</p>
<p>Yes and frequently due to either committees we serve on for years or year's of contact teaching for the Professor's classes.</p>
<p>Yes, and it was because of thier perspective of me as important to the institution.</p>
<p>Yes - definitely, although only with junior faculty who are untenured and looking for collaborative partners.</p>
<p>I have been very blessed at my institution in that I have easily had incredibly successful collaborations with faculty members. I feel extremely valued and respected, and it has always been a very wonderful working relationship in which I seek their opinions, advice, assistance, when I have ideas, and they seek mine. I have co-authored and co-presented with teaching faculty regarding our various collaborative successes.</p>
<p>Yes, it was relatively easy.</p>
<p>Yes. There are several professors here who have the same undergraduate degree that I do - and once they find out that we have similar interests and ideas, we do have very good relationships.</p>
<p>It has been relatively easy to establish good working relationships with faculty. Even with the relatively rare examples listed above, I feel that we work well together and can come up with instructional plans for students making use of our respective areas of expertise.</p>
<p>I have very good working relationships with many professors</p>
<p>yes initiated by faculty members</p>
<p>I have. It is always difficult to find the opportunities to connect with anyone on campus - teaching faculty or otherwise - but I've generally been able to do so.</p>
<p>Easy</p>
<p>Both experiences ring true to the relationships I have with Teaching Faculty. Some working relationships flourish naturally while others require time to cultivate.</p>
<p>It took a while for them to respect me.</p>
<p>I have a few valued relationships with teaching faculty and am in fact "teaching faculty" myself, though officially I am staff. Those relationships were built because of particular faculty member's personality, not because of anything I did differently.</p>

Yes, relatively easy.
I work at an urban community college district where everyone see themselves as stake holder in the well being of our students and community.
Yes - it's happened because I have been good at acquiring the resources they want. Faculty love it when you can purchase what they need! I think since I'm an e-resources librarian they see me as a gatekeeper to our collections budget, so they are nice to me.
Generally, working relationships have been easily established because I have chosen with whom to seek the relationship. Given the amount of time necessary to collaborate, I was advised to work with receptive faculty members. I have done so, and give the same advice to newer librarians.
I have working relationships with many faculty members in the department that I liaison with. Some relationships were instantaneous, some developed over time. It depends.
Yes, some have been easy and others not so much.
Yes. I have several good working relationships. Some were established with ease; some only after several interactions where I had to prove myself in order to be taken seriously.
Yes. Was not easy, was after years of assistance and proving my competence, knowledge level, and skills... then "allowed" to work with them on publications project.
I have several that have developed over time through mutual respect. They weren't difficult, just developed naturally.
yes. Just takes time to get to know people
Of course! I've had wonderful relationships with many faculty. Some gave me automatic respect as an expert in my field who was a viable partner on various projects. Others I had to earn the respect of, but we had years of positive interactions after that.
Yes, after pain-staking efforts. I spoke with the faculty member in person regarding a potential assessment collaboration, confirmed through email, and several months later when I emailed to confirm library instruction sessions, the faculty member seemed to not remember and be dismissive. However, in the end it turned out okay because I was able to establish the relationship, teach IL sessions, and complete the assessment. We now have an ongoing assessment project together.
I have with a few, and they were easy. Others have been hard-won.
yes, some. And the ones who are not interested, I leave alone.
Yes, several departments, and it was done easily.
Yes. This takes time and energy. They have to get to know you and understand the types of services that can be provided.
I have good working relationships with a number of faculty at my institution. Some relationships developed with relative ease, others have taken longer to forge.
Relative ease! Though some departments (sciences, history) are harder.
I have good relationships with my faculty because I am a good librarian.
Both cases. 1)ease 2)pains-taking
The majority of our teaching faculty that I've had the honor to work with are extremely dedicated and are great to collaborate with. Because of the academic quarter system, it is quite difficult for teaching faculty to find the time to work with librarians on design, confirmation of schedules and improvement of library sessions. As an example, a December email with two follow-up emails about scheduling new sessions

(requested by the faculty) only resulted in a return email on Feb 10th. This is the very outside limit of poor response time but I find I have to be an email nagger to get things done!
Congenial relationships are developed easily, with like-minded instructors on a campus. When instructors attend a library session, see me teach and witness my strengths as an educator and coach in research skills, they're appreciative and engaged, looking forward to future collaborations.
Yes, humanities dept, but only after an exceptional amount of time, and hard work on my part, without any compensation, effectively teaching 20% of the class time during the semester. Not sustainable.
With ease - I have even been assigned to an academic department (consistent with my doctorate) and participate fully in that department's meetings and deliberations.
I generally feel valued and respected by the teaching faculty and they often call on me for help and advice. Like all relationships, this involves some nurturing and effort on my part. I value these connections and make attending to faculty needs a priority.
Yes. I have collegial relationships with many faculty in the academic departments I serve. They welcomed me with open arms when I arrived at my job - even took me to lunch! I'm also regularly invited to faculty meetings in one of my departments. Teaching library sessions is frequently (but not always) very collaborative. I have worked with faculty, in a wide variety of disciplines, on internal and external grants-always very collegial. I have served on campus committees, again, in a generally collegial atmosphere. (In fact, more collegial than some cross-campus library committees I serve on!)
Relationships have been formed with ease in the majority of the cases.
Yes, at my last institution I was lucky in that we were very well respected and had many collaborative relationships with faculty.
Only after pain-staking efforts and after a couple of years.
If I've had congenial working relationships with teaching faculty, and I have, it usually is accomplished with relative ease because they see what I can bring to the working relationship.
Building relationships with teaching faculty is rarely easy
Yes, and this was accomplished with relative ease.
The congenial relationships have been accomplished with relative ease as a result of them liking my work with their students and instruction sessions in their classes.
Yes, and with relative ease, because that's the way this particular faculty member is. He always invites me into his classes, and says things that are almost a little too flattering about my expertise, but hey, I'll take it!
Some have been easy, some have been more work. Not all faculty are alike.
I am fortunate to have several collaborative relationships with individual faculty and departments. Not nearly as many as I might hope for, but they are there. The experiences have been both easy and pain-staking, depending on the faculty member involved.
One relationship was established based on faculty expectation of cooperation; one established based on collaboration at music events outside the library environment; one established after a few years of working together and her students' reports of my helpfulness.
Yes, very easy
Yes, but with ongoing effort and reminders from me and my library colleagues.
Most faculty members are very congenial with librarians. In fact, they rely on librarians for their research materials and need for journals. This is especially true with new faculty. I have not exceptionally success with reaching out to new faculty members. They are so appreciative when

they can get help in their first couple of years on the job. The long term relation is usually quite lasting and spells into faculty in other departments.
Yes! Accomplished with relative ease.
I have a congenial relationship with most faculty who use the library for their teaching and research. However, there are some faculty in my subject areas who have nothing to do with the library, and when contacted by phone or email they do not respond. At faculty meetings and other social settings, this small group of faculty rarely (if ever) speak to me. This used to bother me a little, but now I realize they may just have more pressing matters in their lives and careers (promotion and tenure, or student recruitment, etc.) than building a relationship with the librarians in their subject areas.
Pain staking based on the institution's view of the library.
Yes
In my experience, working independently of others takes less time and energy than working collaboratively. Time and workload pressures make it harder to collaborate, cause us to strip out the context of our communication and raise the potential for miscommunication (e.g. sending brief email missives rather than setting aside time for a face to face talk). These questions cause me to reflect on how my own increasing workload over the past few years (as I've increased in seniority and taken on additional responsibilities) has caused me to be less assertive about reaching out to faculty in my subject areas as I would like. While faculty are highly regarded on my campus, everyone is busy and you have to work hard to establish working relationships - essentially convince them that you understand their perspective well enough that working together won't involve "extra" effort. I have lots of aspirations for collaboration, but pragmatically my dreams have to wait until I rotate off a major service commitment and can free up some more time for instructional collaboration. (The service is exposing me to a lot of faculty across campus and could lead to more partnerships later on)
Most of my faculty are fairly easy to work with. However there are 2 that require a large amount of time due to requests or perceived issues
In general, newer faculty tend to come into the field valuing librarian collaboration, as they are more versed in the role of the librarian as an educator. These relationships are easy, as faculty assume that the librarian can be a partner. In general, long established faculty view librarians as inventory and purchasing specialists and exclude them from the educational process. Relationships in this second category have taken several years to coax into collaboration, especially when the faculty have been dissatisfied with the library's past problems with inventory and operational accuracy issues. They were already set against me and distrusted me even when I was brand new
Accomplished with relative ease; likely because I am only interested in working with teaching faculty whom I feel treat me with respect. The vast majority of faculty do; I find dismissiveness more present in meetings and broader university activities. At least in my disciplines, I think instructors view the library as an important partner in their teaching.
I have a very collegial relationship with my department and with the members of the faculty. If there is a behavior that I deem to be inappropriate from a faculty member, I discuss the issue with them immediately in order to establish a better behavior or understanding of the role of the library and the librarian. There have been two instances where faculty members have proven thoroughly unreasonable, but I would describe their actions in those situations as outright aggression. Collegial relationships between librarians and their assigned faculty members are the result from ongoing work on the part of both parties. Happily, I've had the pleasure of working with faculty members who see the librarian as a colleague who is important to their success in research and in the classroom.

Yes. I regularly work with a faculty member in my liaison area. The collaboration was easy to establish. She even bakes Christmas treats as a thank you.
At my last institution, I had a great working relationship with one member of the teaching faculty, and he always invited me to his classes and scheduled well in advance. This happened with relative ease. I am now engaging in a lot of effort to get to know the faculty at my new institution. This involves one-on-one meetings, presenting at department meetings, as well as presenting to the entire faculty. Getting into the classroom here has proven to be quite difficult, although I don't see this as a microaggression.
Yes, with relative ease.
I have congenial working relationships with several faculty members...most of them..I have a relatively good understanding of their personalities and am generally accommodating. They are usually quite appreciative. But, don't often ask for my advice in how to craft instruction.
good collaborative working relationship with *all* departments.
Yes. Relatively easily. They were all open to continual learning experiences with newer resources and databases and searching techniques that I was able to guide them through and show that what I knew was an asset to them, their students and their Department.
Yes--relative ease. We had a lot of common interests and goals and could each offer a benefit to the other's plans/projects.
yes. I feel that I have developed good relationships with nearly all the faculty I interact with regularly. The relationship naturally developed and was not a painful experience.
No
I have a great deal of experience with collaboration efforts so it's not a problem. Part of the solution also lies with librarians learning how to be assertive.
I am fortunate that I have a congenial relationship which was formed with relative ease.
Many times. With relative ease. Most faculty enjoy engaging in good discussion - it is why they chose to do what they do. Sometimes however, in large undergraduate courses, everyone is on the same page with regard to this being about delivering good information on an 'industrial' scale and not every working relationship requires an in-depth person relationship.;
Yes. I think it was achieved because of the instructor's experience with me regarding her own research, but it definitely helped to have established a reputation with the department for tailoring instruction sessions to very specific topics.
n/a
I have many good long standing working relationships with Teaching Faculty. These were developed over many years with many positive interactions.
relative ease
In most instances, it's been painless. Some faculty just do not want a relationship no matter how hard you try.
Ease.
Yes, with relative ease
Fairly easy dependent upon the faculty member or department. We are a teaching heavy institution - our faculty have heavy course loads and a lot to keep up with.

I have collegial, and even friendly relationships with a large number of teaching faculty on my campus. I can't recall it requiring any special effort. By and large, on our small campus, teaching faculty and librarians get along very well and have mutual respect.
Yes, it was done with ease. The teaching faculty know the importance of the library in the education of the students, and have acted accordingly towards us.
Yes
My work is primarily in technical services, so I do not interact with teaching faculty as regularly as my library colleagues who are regularly involved in public services and information literacy. However, all of my interactions with faculty have been congenial, and in the committees/events in which I have participated as a faculty member, I have always been treated as an equal.
I've developed a great working relationship with the Teaching Faculty at my institution and within my subject specialty! This was not difficult at all.
Yes, after some persistence.
I have had long-standing teaching and research focused relationships with many faculty members.
Yes, with relative ease
I have established countless congenial working relationships with my teaching faculty colleagues. They have been accomplished with ease. If you treat others with respect and in a professional manner, they generally return the courtesy.
Yes to both questions
Yes. The faculty at our music department work very well with the music library. This is due to current head of unit's relationship with faculty.
Yes. Early on in my career, pain-staking efforts were required. Some of that had to do with a particular faculty member's personality. I had to prove to that person that while I did not have a PhD, my two master's degrees from highly ranked universities and work experience at a top tier university in our subject area meant I was capable.
Most of my experiences with teaching faculty have been favorable - some have taken convincing, but on the whole, I speak and act like a faculty member, which means I am treated accordingly.
Yes, more than one, and with relative ease. I think in my case though, because I am an alumni of the graduate program for which I am also the subject liaison librarian, I had pre-existing credibility with faculty 'despite' my librarian credentials.
relative ease
Yes! I find that making the effort to connect/reach out can go a long way. Many of the existing problems in my workplace stem from little proactive outreach in the past.
These relationships have always been really easy to forge--I have always felt like a welcome and much appreciated partner
Yes, but it required creating a foundation of trust and showing that the library supported their research and teaching needs.
Like any good relationship, these things take time and effort on both parts.
I have a number of partnerships, most took time to establish.
yes, easily

Some working relationships have taken time as well as a great deal of effort, but other faculty have been relatively easy to get to know and work with.
Yes. Some were relatively easy. Faculty members that are open to congenial working relationships tend to be pretty easy to establish relations with. I think there is at least one where I felt I had to prove myself (actually, I always feel that I have to prove myself at least to some extent). I did have one congenial faculty member relationship that got less congenial over time, but that was largely due to outside factors.
Yes, with ease.
with most in my primary department-- a few are personal fiends-- we do dinners, etc.
Yes, I've collaborated with several instructors on orientations related to their specific assignments. In some cases, we prepared a library unit that involves several library visits and related student learning objective assessments.
I have built my relationships with teaching faculty. Some either than others - when it is good the we are able to work well together and have real accomplishments in course redesign and having a library presence throughout the course. When it does not work, the library is simply ignored I dont see this as a microaggression but an area i could use more outreach and education of what the library can do to assist them.
Yes. My successes were with relative ease. My pain-staking efforts with others have never paid off.
Yes. I do have some faculty which which I have established a great working relationship. They respect what I do as a librarian and will work with me when they are putting together their class curriculum.
Relative ease
The faculty I currently work with are very congenial, understand that we are also faculty, and for the most part, treat us as such. Yes, there are instances where I would like to work more closely with them on designing instruction, particularly if they contain a library component, but that takes time. Often the assignment is set prior to the start of the quarter, making it difficult to make changes later.
Yes. When I get along well with faculty, I generally am able to build pretty congenial relationships.
I have established good working relationships with a few faculty members in one specific department. One relationship was built with a new faculty member after we had a meet-n-greet coffee, and I offered to help him develop a library assignment for a course he was overhauling. Have been asked for my opinion on several courses, but I think faculty treat their course design as intellectual property, and seem very sensitive to outside perspectives.
Yes - several. Effort was somewhere in between relative ease and pain-staking effort. In my experience, this is not different from establishing any other professional relationship, i.e., it takes time to get to know each other, understand shared goals, etc.
At my current institution, a two year college, these relationships are very easily forged. At the university that I used to work at, a large university, they were not, you had to vy for an actual relationship with the faculty. Otherwise you'd just be contacted when they decided they wanted to contact you for something.
yes, took effort. But took time and some reshuffling had to happen almost every year or when there was an administrative change. New chair, new request for access.
Yes, but it took many years of having to prove myself a serious scholar.
I have reputation for tenacity; some faculty HATE to have to ask for help, and are appreciative when I can locate materials they need.
See above. It took time and patience on my part, but there is now mutual respect for each other's jobs.

<p>My working relationship with our social sciences and nursing departments has been a labor-intensive project that is still in the works, depending upon the 'mantra' of the college administration in any given semester as agendas are constantly fluid. When a department is coming up for accreditation, all of sudden faculty that I have not seen or heard from, appear out of the woodwork and want to collaborate, and work with us to make sure everything related to their department and coursework is up to snuff. After that the link becomes paltry despite our best efforts to keep the collaboration going.</p>
<p>I have established several congenial working relationships with Teaching Faculty. In most cases, the relationships were established with relative ease.</p>
<p>Some departments are easier to work with than others. I have several good relationships with other faculty.</p>
<p>Yes. Many are respectful and grateful for the assistance.</p>
<p>Yes</p>
<p>I have worked with teaching faculty on a semester to semester class scheduling for library instruction.</p>
<p>I've worked with faculty departments for over 30 years. It takes a lot of work to build relationships. I have a very good relationship with all but one of our departments.</p>
<p>I do outreach to faculty - I have dozens of regular contacts with faculty that respect my work and treat me as an equal. Some came easy, some took time.</p>
<p>Yes, I have a great relationship with the Africana Studies Department. One of their faculty members has reached out to me on several occasions to collaborate on lecture series, grants, etc.</p>
<p>I have many congenial working relationships with faculty. Most were accomplished with relative ease.</p>
<p>Yes, but the ease with which this was achieved really depends on the individual faculty member. Sometimes it's really easy, sometimes it takes a lot of attention on my part.</p>
<p>I would say that it's not consistent--and there's really no pattern that I can identify. Some Teaching Faculty are congenial and easy to work with, others are more difficult.</p>
<p>My successful working relationships have resulted with friendships.</p>
<p>I find that congenial relationships with teaching faculty are fairly easy to develop but take a LOT of consistent maintenance on my part to sustain. I have to be the one to initiate any collaboration. Teaching faculty express their appreciation for librarians and the library, but often forget to include us in key planning and even social endeavors.</p>
<p>I have not ever established a solid collaborative instructional relationship with a non-librarian faculty member.</p>
<p>My relationships with faculty have been established based on mutual respect and understanding what each brings to the table. I have had difficulties with part-time faculty, who have little understanding of how the institution works and what resources are available to them or are reasonable to ask for, however as a tenured faculty member I feel empowered to educate them and all other faculty to the what is within my power to provide. I have earned my respect at my institution, which has probably helped to not have experienced some of the micro aggressions named in this survey.</p>
<p>Yes. It is an ongoing effort, though.</p>
<p>Yes, I have established congenial working relationships with many of our teaching faculty at my institution, with relative ease.</p>

I have mostly great relationships with teaching faculty, many of whom have reached out to me for collaborative projects. These relationships have been forged primarily through working together on University Committees or being in the same faculty 'cohort'.
I have several good working relationships -- some achieved with ease -- others I needed to be a little more persistent. However, I do think that there is a significant cultural difference that needed to be overcome. Teaching faculty tend to do things solo. While the majority of what I do as a librarian -- I do with other librarians. Working collaboratively is bread and butter for us -- and honestly why I became and remain a librarian. I think that ease with which we like and choose to collaborate, honestly "freaks out" some teaching faculty.
In 19 years at current institution, that has actually occurred as many as three times.
I have good relationships with faculty from all my departments. Not all faculty of course, but many within each department.
All faculty are not the same. Some faculty are wonderful and make the connection between the library and their students learning outcome and some do not. I work with people as needed and let the rest go because that's reality.
Professional friendships occurred over extended times together with, say, 50 teaching faculty as I faithfully attended governance councils and generally voiced an opinion or question, or led a subcommittee of a council such as program review (at the time for all masters and doctoral programs) a standards and policies committee for doctoral council (for 6? Years), or sat on senate as library and non-classroom faculty rep. On dozens of f2f and email occasions I would receive unsolicited requests from these faculty friends for research assistance. And on a few occasions a request for joint authorship of a peer-reviewed article.
Yes-- many of the faculty in my subject specializations have been welcoming from the start, and have treated me as a trusted and skilled colleague.
Yes, easily.
This was accomplished with relative ease.
I have had many - actually most of my relationships with teaching faculty are productive, honest & meaningful because we recognize our differences.
Yes, with several faculty members. But again, I have been at the same institution for 20 years.
Yes, very congenial. I have been privileged to work at an institution where most teaching faculty have respect for our status as faculty.
It took many years of patient perseverance, but I have established a nice working relationship with many faculty members.
Every faculty member is different. Luckily for me, most of the faculty I've worked with for classes have been easy to work with from the start. And that is across different science and engineering departments. But there are some who just have bad attitudes... about everything, not only the library, and they are known as difficult faculty from support staff or other departments. I haven't really converted a difficult relationship into a good one, yet.
No
Yes, with one department. It is painstaking, and very one-sided. I am clearly viewed as being there to serve, and incapable of teaching at their level. They have no respect for and no understanding of what I do as a curator.
Yes, with relative ease.
Yes I have a relatively good relationship with all 7 of my departments. We meet once a year and we email one another. I enjoy meeting with them.

I have! Usually with relative ease, once they see my commitment, expertise, and high level of skill.
Relative ease almost every time
I tried. I've spent my career trying. It never works out; they'd need a base level of respect for what I know and do that they just don't have.
Yes. Early stuff was easy--other faculty it's taken YEARS or still hasn't happened. That said, the college I support is generally encouraging.
I may tend to focus on low-hanging fruit as far as collaborators. Working with "harder" faculty might mean little input on my part or just saying "we could do this" and see if they are ready to commit.
Yes. Easy and quite professional establishing and maintaining a working relationship with the Departments for which I am the liaison.
Yes, I have many wonderful relationships, usually with faculty members who approached me as an equal (if a new one who is younger), appreciated my PhD, asked me to help them revamp assignments and even their syllabus, and expressed support and interest in my own intellectual work.
For the most part, I had congenial working relationships with many of the teaching faculty. I was lucky to work in a university where we have an atmosphere of family. I even become good friends with several instructors. I accomplished this by being friendly and providing exemplary service.
When I arrived in my position, several faculty members with whom I would liaise were already very interested in engaging with me, as they had good experiences previously. Other faculty members still don't respond to me. It's an ongoing process.
No, but I am an adjunct and don't have frequent contact with teaching faculty.
Yes, relatively easy. I am an outgoing extrovert, so I just showed up a lot to their events and was very visible.
Yes, and in most cases, the faculty knew they needed me, I'm friendly and nice, so it was relatively easy. Overall, the teaching faculty are grateful for my help and treat me with respect, particularly after they've seen how much better their students' assignments turned out with library instruction. However, over my many years in the profession, I've also had my share of faculty who insisted on sending their students to me en masse a second semester in a row, despite my strong suggestion/admonishment that group instruction would be better for me and their students, or who set up library instruction and didn't tell their students why they needed it/they had a library research assignment, didn't show up, ignored student misbehavior while I was doing my lecture, expected me to do a class with little notice, got pissy when I said we couldn't afford to buy their book, subscribe to their journal, etc., etc. As I've achieved tenure and/or gotten to know the faculty on committees, at events, etc., I've come to realize that with the exception of a few jerks, most of them really don't know what librarians do, despite their years as grad students and presumably, as good library users. I especially find this to be the case with the new, recently PhD'd faculty, who are still suffering from grad student-itis, and need to be broken in (gently) by their librarian. ;-) On the flip side, I've also had to reign in the expectations of newly minted faculty who are gung-ho on working with their librarian to the point of telling me how to do my job, or assuming that they can get whatever they want from the library as long as they go to "their" librarian. Honestly, both ends of the spectrum consume the same amount of my energy.
As a continuation to question 44, the answer is most definitely yes. We in the library are very close to the teaching faculty and have warm relationships both professionally and personally. When a new hire tries to push his or her weight, as I mentioned above, it does take a little more patience and time to establish a relationship with them, but they learn quickly what a valuable resource we are to them and how we work together to benefit the student body.
I've only had one professor that I consistently work with in WGST. We collaborate on projects for his class and independently.

<p>I have established congenial working relationships with two faculty members who teach courses that have an integrated information literacy component in them; I would not have established this relationship without the painstaking efforts of my predecessors to integrate information literacy into the curriculum.</p>
<p>Yes. It depends on the place, the person, and to some extent the culture of the department. At my current institution it's easy to establish working relationships with some faculty, but much harder with others. At my previous job, these relationships seemed to take many years to develop.</p>
<p>Yes, several. In some cases this came from entering the university at the same time. The relationships developed from being in the same cohort. Other relationships have developed over time, with my liaison departments/programs. Still other relationships have been built from serving on faculty governance committees, respect is developed through working on projects together.</p>
<p>Some faculty are more willing to collaborate, though usually after you have "proven" yourself to them in some way. Often through good instruction.</p>
<p>Yes, absolutely! For as many jerks are out there, there are also many wonderful faculty members who treat me with great respect. I have found especially that younger faculty members, adjuncts, lecturers, and graduate student instructors are far more open than "established" faculty. I have had awesome collaborations--to the extent of fully designing courses and course assignments with faculty members.</p>
<p>Very few and I'm about 2 years into my position. The few working relationships I've made so far have grown out of my persistent reaching out to faculty, usually through email where I share various resources and services.</p>
<p>I'm part of a group of librarians who provide lectures every semester for a Math 131 class. This 'working relationship' has been underway for about 5 years, and was achieved with relative ease.</p>
<p>Most all of my relationships with teaching Faculty were relatively easy.</p>
<p>My issues were with Union and Management.</p>
<p>One particular relationship comes to mind because I feel that pain-staking efforts would be an accurate description. It seemed like this person always thought better of himself and less of me because I'm a librarian. I've seen the way he acts with others in his college and it's not the same, but now he at least acknowledges me. I feel there are many examples like this because of the previous tenuous relationship my predecessor had with my departments. However, I remain optimistic. I show up and suit up and act as if I'm welcome and part of the group. Because I'm not there for me, but for the students. So I shake off what used to get me upset.</p>
<p>Yes, I have established congenial working relationships with faculty with relative ease. I have also struggled to create relationships with faculty at at times.</p>
<p>I have established not only congenial, but collegial relationships, as a result of teaching subject courses as an adjunct and pursuing campus committee work. I have team-taught courses as an adjunct faculty member, and taught subject courses in the area of my second Master's degree. I also do research, which gives us further grounds for congenial interaction.</p>
<p>Yes. Personal and professional interrelations.</p>
<p>I have. It was fairly easy in general. The only pain-staking effort I had to make was to get on the agenda of the faculty meeting, but the only hard part was that I was hired so late that the agenda had already been set. But they were able to rearrange and add me in. So, had I been hired a couple of weeks sooner, it would have been no hassle at all.</p>

I have a good working relationship with an extremely small number of teaching faculty members, most of which were extremely hard-won on my part. We face massive amounts of apathy and a moderate amount of resistance.
I have always enjoyed a congenial working relationship with all faculty. Perhaps this is because I've always been head of a music library and with my two degrees in music (in addition to library science) I was treated as a colleague.
Yes - relative ease. I am seen as an equal to the Music Department, in fact, some think I am faculty there!
I work in a satellite library located within the department I serve. This makes it easier for me to interact with students and teaching faculty on a daily basis and, I think, has helped fostered mutually beneficial ties between the library and the faculty. Most of my experiences of microaggressions are with teaching faculty outside of this department.
Usually happens fairly easily, but I have been teaching faculty, too, so I understand their perspectives.
Some faculty are easy to establish a congenial relationship with, some not so much. This is really not any different than interpersonal relationships within the library itself in my opinion.
I am the liaison to an applied science program (creative computation). Both faculty do not hold a doctorate, and one came to teaching after years spent in a commercial industry. The faculty are skeptical that the library has much to offer them and their students. However, they have been very open to speaking with me about the library, and we have a very collegial relationship. This relationship was developed with very little effort. I suspect this is partly due to my enthusiasm for their discipline and mostly due to their personalities.
I've had lots of very positive, very collegial, very supportive relationships with teaching faculty. Why would I not? In most cases it was with "ease". There are many faculty who understand the librarian's value implicitly, and it's not just older faculty, which we often assume.
My unit has excellent relationships with faculty, and they consider my unit of the library a drawing card for potential students. This has been the case all the time I have been here. We haven't had to work for it during my time here (over 20 years), except to be sure we maintain the excellent service that has earned us this status.
Yes, but it took multiple meetings and library research workshops: essentially, I had to "prove my worth" in order to be considered a colleague.
Yes. It took some time (a semester) to get an instructor to meet with me.
Several faculty have been very solicitous of my assistance once they learn the depth of my knowledge in some areas (accessibility of government data sources, data analysis for research projects).
This implies that establishing good working relationships with teaching faculty is something exceptional. I think it's an essential part of being an academic librarian.
Sometimes it's easy, sometimes it takes work, and with some people it will never happen. That's just the job.
Occasionally with new faculty hires.
Yes, I have established a good working relationship with several teaching faculty. It took some effort, but it is part of my job to put in that effort.
Relative ease
Yes, I have excellent collaborations with several of my faculty and departments. I would go as far so to say that I have better relationships with them than I do with many of my librarian colleagues (sadly). It did not require pain staking efforts at all. However, it sometimes takes an investment in time, taking the time to outreach, attend meetings, and interact socially. Sometimes small-talk in social getherings is worthwhile!

<p>I have many collegial working relationships with faculty which were accomplished by acting like a colleague and using the Socratic method to allow them to discover how my expertise and collaboration could be helpful to them. Also, speaking up intelligently at Committee mtgs is a way to change the perception. But the perception of my knowledge and status increased definitely increased after I completed my PhD.</p>
<p>Everything is on an individual basis. Some teaching faculty are just lovely to work with. Most are professional and make the job possible, because we all care about the same students. A very few--the memorable few--are not so lovely. Some of the worst in my experience were not reappointed, so they must have been nasty to everyone in their departments as well.</p>
<p>It is a bit of both. Building any type of relationship takes time. Over the years, faculty have grown to appreciate what I can offer. It takes two parties to cultivate the relationship. I have some excellent relationships with faculty.</p>
<p>Relative ease, first connecting on a personal level and then folding in professional collaborations.</p>
<p>Yes, I have experienced both types.</p>
<p>Some relationships have come easily, while others have required considerable effort.</p>
<p>I have established congenial working relationships with a number of faculty, but it is because these faculty were already friendly with my colleagues.</p>
<p>In most instances, establishing congenial working relationships has been fairly easy, partly because we are a relatively young institution where the library faculty have numerous opportunities to work as peers with the teaching faculty. In a few instances it has been more difficult to get the kind of responsiveness that one would desire.</p>
<p>It is never easy to establish a working relationship because the system is not designed to encourage this. The biggest problem is that faculty do not understand what our job really is or what we can do. Some are pleasantly surprised when they learn and use library services, and some reject those services, maybe because they do not see librarians as appropriate partners.</p>
<p>Yes, relative ease.</p>
<p>Pain-staking efforts that involve me going out of my way to accomodate their requests, set boundaries, and educate the teaching faculty about the professional skills & credentials of LIS faculty.</p>
<p>It took a lot of effort from my side.</p>
<p>Yes, with ease</p>
<p>I have been very lucky to have a congenial working relationship with many faculty in my subject areas. I made the effort to initiate the contact.</p>
<p>Yes. This was done with ease.</p>
<p>Of course, since we are colleagues and committed to the purpose and goals of a liberal arts education. Within that purpose, we have different roles, but those roles contribute to the whole and are reliant on each other. Working relationships are easy to establish and *also* require effort (and effort, in itself, isn't bad).</p>
<p>yes, with ease.</p>
<p>I came back to my undergraduate alma mater as the music librarian after going away for a few years and earning a MM in music history and a MLIS. Therefore, some of the challenges I faced I feel were built in, such as adjusting from teacher/student relationships to colleague/colleague, but I like to think that on the whole these challenges have largely been overcome. My one gripe is that the music faculty absolutely refuse to let me attend their faculty meetings, even "ex officio." If I were allowed in, I would have a much better sense of their needs and could better serve my target student/professor population.</p>

Absolutely. I have warm personal/social relationships with several faculty at my institution.
Yes and it was accomplished with ease, the individuals were friendly and open to working collaboratively.
I have found several faculty members in my liaison departments open to working with me on sessions to help their students develop IL skills. And some departments are open to collaborating on a strategic integration of IL skills into their curriculum, which is great. However, it is always a challenge to get buy in from some faculty who do not understand or value what librarians do. As well, changes in course assignments, sabbaticals, etc., always make it hard to sustain these relationships. And the onus always seems to be on librarians to initiate and sustain these relationships.
Generally, yes. I am still working on this, but with some teaching faculty, it has been not only a breeze, but a pleasure. They are very open to my contributions and have even expanded the library's involvement in the class. I attend a lot of faculty events and reach out to faculty in my area at beginning of each semester to ask for syllabi and offer support. There are others who ask a lot of the library, but somehow never manage to respond to my emails to request a meeting. Those who do engage with us have expressed a lot of satisfaction with the results and very big supporters of our work.
This is difficult to do, as in my experience, many professors seem to think there's no time for the library in their course curriculum, and that I'm pestering them when I promote library instruction services.
Yes, with relative ease.
Yes, I have quite a few congenial working relationships with teaching faculty. For the most part these relationships were built with relative ease. There have been some that I have pursued without luck.
The majority of my interactions with teaching/disciplinary faculty are based on long standing, mutually beneficial, respectful, congenial partnerships. If I've been mis-treated by someone, I choose not to work with them again whenever possible.
With some effort on my part but nothing out of the ordinary.
Yes. It was relatively easy with those faculty members who see the value of library faculty's expertise. For those who don't, they do not respond to invitations via email for collaboration, etc.
Yes; usually with relative ease.
Yes, I usually have a congenial working relationship with those teaching faculty members who use our library for their own research
It was accomplished with relative ease primarily because the teaching faculty values the expertise of librarians and the importance of library instruction.
Yes, after developing a relationship over months or sometimes years of working with them.
Yes. With relative ease.
Relative ease
I have a good relationship with the composition department. The faculty in that department value the work of the library and see us as collaborators in education. I also have a good relationship with individual faculty in some arts and sciences areas. Generally, faculty at my institution are open to the idea of collaborating with librarians.
At a small campus like this, where librarians are tenure-stream faculty, we are largely viewed as colleagues and collaborators, not service personnel.

Yes, and it has taken a lot of time and effort to build that relationship

I have a congenial working relationships with most of my faculty. Some aren't my favorite people in the world, but the culture at my institution values librarians and the library. I'm also very confident about my research skills-- I'm a better researcher than most/all of my faculty, but they are the subject expert so we make a perfect team.

Yes with ease.

Yes, but after a lot of effort

Yes. Getting foot in the door always takes a bit of time but after a session they are usually relatively easy to keep up.

Q46) Please provide any additional evidence or comments.

We were both over committed

I think there are microaggressions. We do not always notice them and some are most likely unspoken, but felt. We do not experience much open microaggression at my institution. The librarians here work very hard to involve ourselves in all faculty activities, since we are, after all, faculty, although untenured. Being untenured is probably a microaggression of its own.

I retired in 2015 after a 37-year career as an academic librarian at 3 different universities, each with faculty status. My final employer granted me faculty emeritus status upon retirement.

I could write a book full of anecdotal evidence, but unfortunately, I also need to get back to work....

I've rarely had any difficulty interacting with faculty. Like any group of people, some of them are unpleasant. Most of them are congenial and very amenable to working together when approached.

I feel that age plays a significant role in this sort of treatment. Particularly as a music librarian, these established musicians/teaching faculty are unsure how to classify someone who has advanced degrees in both music and library science. They often assume a lack of skill in the former domain, which is perhaps the greater of the slights.

One faculty member who is on the University Senate and other major university committees has consistently belittled the need for librarians to be faculty or for us to be considered a college under a Dean. There is a misconception that calling our Dean is Dean means that he or she is paid more.

Librarians at my univ. are members of the same bargaining unit as the faculty. We do not have faculty rank/status, but are eligible for sabbaticals, research leaves, research funds, etc. as the faculty. I think librarians are well respected, and that perception has increased over the years as we share mastery of electronic resources and new technology with the faculty and of course with their students. The Library offers a Teaching Commons and collaborates with a campus dept. for teaching excellence and innovation, which also enhances our standing in the eyes of the faculty.

I did my degree at the institution employing me. I knew most of the faculty already.

Our University sponsors Faculty Development Days, where the scholarship of teaching and learning is presented and discussed. Librarians routinely, consistently, and enthusiastically attend these SoTL sessions, more than any other department.

At a recent session this January, the front table had been occupied by librarians for most of the day. By the last session, on more effective and transparent syllabi writing for learning outcomes, I was the only librarian left, for scheduling reasons. I had switched tables to join a larger group. Now, we librarians don't have syllabi because we don't have our own IL courses, but we are intensely interested in faculty syllabi (since we have to beg to see them).

The presenter, a teaching faculty member, must have thought I had left, because midway through her presentation she began, "Now that the librarians have left I can NOW say..."

I jumped right up to speak BEFORE my brain registered that what she was going to say was most likely going to be negative. I said, "Hey, I am

still here!" thinking at first that she wanted a librarian to contribute to the conversation: "I am still here to speak on our behalf about what the Libraries can offer for student learning outcomes" is what I had initially assumed. But I abruptly realized this was not the case.

The teaching faculty presenter stopped short, seemingly caught out. I used this opportunity--embarrassed and flustered as I was--to promote what the Libraries could do for the faculty: put us on your syllabi, as you do the student tutoring!, etc. The faculty member recovered enough to ask if we could see assignments in our LMS, and I replied yes, if they invited us in as a Librarian role. Embed us in your classes; this is what we can do to collaborate! Marketing our services, our value.

When she returned to her slides, she seemed a little flustered. She also seemed surprised when I thanked her at the end of the day, as if she didn't expect me to talk to her.

There is no interpretation of her lead in "Now that the librarians are gone I can now say..." that I (or my colleagues) can find that would have portrayed us in a positive light or as collaborators in the teaching and learning process. What could she possibly say to other faculty that we couldn't benefit from? Therefore, it had to be some slight on us and our value to the teaching and learning process.

We librarians go to Faculty Development to improve our teaching as much as we can within the institutional limits of one-shot sessions, having no evaluation of the process or products of student research. It was very disheartening to be dismissed in such a way, and by a faculty member whom I had previously respected and I thought valued us.

I did give this feedback on the follow-up survey for Faculty Development Day.

This happened a week before I planned to reach out to faculty members in my departments who have yet to collaborate with me. It shook my confidence and reminded me that my overtures would most likely be futile. I spent way too long crafting short emails that had the right blend of confidence and politeness to get buy-in, without sounding either too pleading or desperate.

Most of the microgressions I've faced here have to do with respect for our time, respect for our schedule, and responding to communication in a timely manner.

The majority of my faculty are very nice. However, most of them do one thing that, to me, always has that feeling of "I am more important than you" - interrupting. Especially during a lesson. I might be leading up to a point, and they will interrupt and make it before I do. Or ask me to address something (like citations) when I have it on the outline later. It's like they assume I haven't prepared or don't have the training. Although, to be fair, this is also a pet peeve of mine in general and seems to be more common than ever.

I think "microaggressions" are largely nonsense and that there are enough "macroaggressions" in the world that dumb, insensitive people aren't worth the mental energy involved in studying or being offended at.

The faculty members with whom I have individually collaborated and I call ourselves "partners in crime."

This survey is a lousy research tool. In my experience, the institution's overt oppression (in the form of lower status, lower pay and less job security) is the pressing issue. My faculty colleagues have been wonderful.

I have no anecdotal evidence in support of microaggression.

While I have not noticed micro-aggressions directed at me personally, this is likely at least in part due to the fact that I'm a white man with a Ph.D.. I suspect my experiences are not the same as some of my colleagues.

That being said, I do want to mention that have witnessed frequent micro-aggressions between academic librarians based on extent of education, area of expertise and/or length of experiences. Furthermore, and more troubling, is the frequency of insults and slights directed at support staff.

Generally, our library management wants us to bend over backwards to support faculty.

When someone learns that I am a librarian and says, "I love books", especially in a patronizing way, is that skin to someone telling an African American that they love R&B, for example? Can librarians, as a class, legitimately experience microaggressions, or are microaggressions, by definition, suffered only by people with some characteristic of current or previous disadvantage?

Too many to list here.. probably most frequent "assumption" I encounter from senior faculty is being treated as "secretarial" help, expected to give them information, rather than teach them how to find, plus when present in faculty meetings expected to be the one taking notes (as the only librarian, or female) in the group..

I think in cases where librarians are faculty, faculty who know we are faculty often see us as having walked in a backdoor to tenure-track status and the resultant salary and rights we've attained. I don't blame them, in academia it's pretty normal to see the world based upon educational attainment. Librarian's aren't saints, they often look down at the staff that are high school graduates or have some college credits. I'm sure staff could develop a similar survey of micro and full on aggressive behavior directed towards them from librarians. Life isn't always fair or equal.

When speaking of union issues, an older librarian said, that the chief negotiation officer said to her, "We can't really do too much more for you folks, because you don't hold PhD's" (some of us do and that doesn't stop your support of our MFA faculty).

I often get comments that I appear too young to be faculty or a librarian. I am asked if I am still a student.

I don't know whether it's age-related (being older with far worse experiences) or simply this profession (librarianship), but it often feels to me like we librarians do a lot of naval-gazing and perceive ourselves as victims instead of professionals.

I don't really want to study whether or not someone respects me; I just expect them to. If they don't, that's their problem and their loss, not mine.

As I stated above, I feel that microaggressions are not a legitimate thing. I like my job, I treat people fairly, and they do the same. Also, I think it is extremely unprofessional to use survey software with ads. Why could you not have used Survey Monkey or Qualtrics? I hope you find something useful in your "research," but I hope you do not alienate your colleagues in the process.

As stated in response to Question 44, I have had more difficulty with peers in librarianship expressing and perpetuating disdain for our own accomplishments as a discipline. I had peers during tenure review claim that my book chapter published by the American Library Association's publishing arm (Neal-Schuman Publishers) was not considered "rigorous" enough--implicitly doubting the scholarly legitimacy of our highest professional organization. When I proceeded to be published in the Harvard Education Review--months after having resigned from the campus in question--I received few to no congratulations from library colleagues, but many from instructional peers in other disciplines. Librarians seem to perpetuate a myth that we are "lesser than" other faculty... and then live into that expectation by failing to produce or value forward-thinking, creative practices and/or research. Through my experiences (8+ years) on university and community college campuses, we're our own worst enemies and advocates.

I'm at a CA CC, I would guess over 50% of the teaching faculty do not even know that librarians and counselors are faculty, same as them.

I am a liaison to a dept with a lot of part-time lecturers who do not listen to any of my suggestions for scheduling library instruction in a timely matter, updating the assignment & topics to reflect library resources, not do they talk about the research assignment with their students before I arrive so I spend half my lecture describing their assignment requirements. Some faculty refuse to answer any questions about the assignment, it is put all on my despite the fact I do not grade assignments.

Microaggressiveness is not an issue, in my perception, at our institution.

I have an academic background in the disciplines I primarily serve, as did my predecessor. A master's in the discipline (in addition to my MLS) is a requirement of my job. I believe this contributes greatly to my relationship with "teaching" faculty in the disciplines I serve.

However, I do work with faculty other disciplines where I do NOT have a background and frequently these are collegial relationships also.

Thanks for creating this survey. This topic merits more discussion in library and teaching faculty arenas.

We had a psychology professor go to the instructional designer in our teaching and learning center to create research tutorials... and librarians only found out b/c the instructional designer asked if it was ok if he use information from our Libguides to create the tutorials!! Neither the faculty nor the ID ever thought that the librarians might add something to the project.

This is just one of a long list of many similar experiences. It is draining and demoralizing, and makes me wonder why I even those the profession.

1. I had a dean to told me and my boss (the library director) that he thought of us as no more than glorified clerks. I immediately looked for another job.
2. I recently had a research faculty tell me I have an easy job, when I told him I am a librarian.
3. I have a very hard time getting into classes that really need instruction (research methods, beginning grad classes, etc.)
4. I was at a library with 9 librarians. Four librarian positions were reorganized out and replaced with non-librarians.

This survey topic really resonated with me, because I have extensive and hard-earned expertise in my area that is pretty consistently overlooked by the faculty I serve in that same area. There are plenty of reasons for why that might be, but it does, sometimes, feel like condescension and/or disregard.

Some of your questions are a little difficult to answer. "as highly educated" - do you mean as highly educated as a faculty member? And if so, in that faculty member's discipline, or in general?

I have the benefit of longevity in my position. In general, over time I have earned respect and better relationships with long-standing faculty. This is just because we get to know each other. I have greater difficulty collaborating with new(er) faculty who are the ones more likely to treat me as service staff. Also, I witness more microaggressions toward newer library staff than I perceive as aimed at myself.

Faculty seem to be embarrassed not to be able to find materials on their own, so they are more likely to denigrate themselves than me when asking for help.

Most negative opinions about libraries and librarians come from university administrators who rarely use these resources.

I have two masters, and Ph.D degrees, that may make difference. They ask me to give talk not only on library resources, but on topic in the curriculum. The key is that they know you understand the content of their course and their know they can count on your support. I am not sure about a new librarian with no graduate degree in a subject area. It might be harder to gain teaching faculty's trust.

<p>Realizing that librarians at my campus are probably better off than librarians at other campuses makes me wonder how you change the campus culture to be more respectful of librarians in the first place. Also, I wonder if I would have more experiences with microaggressions if I was more assertive about pursuing opportunities? Perhaps I am just not considered a threat? You might want to consider including some kind of personality inventory in your study to measure this. Another interesting direction could be to look at attitudes toward microaggressions and attitudes toward personality or behavioral conflicts in general.</p>
<p>Most faculty are unaware that I have many scholarly requirements similar to their own and often have unrealistic expectations of how I should spend my time, which causes a high level of stress and burn-out</p>
<p>I hear many complaints from librarians in other disciplines about this issue. I've heard it most often from librarians who have a PhD in the discipline they serve.</p>
<p>I have also been introduced as the "assistant" to the former Director (who was not faculty but has done some teaching at our university) of our organization by a friend of hers. This same former Director also referred to me as "the office assistant" in a business email.</p>
<p>First part of the survey focuses on faculty actions/attitudes towards librarians. Attitudes can be difficult to assess, if unspoken.</p>
<p>n/a</p>
<p>Social situation--pointedly not included in conversation; status as professor pointedly displayed. Annoying--assumption that I was not educated, or as educated as they. Nothing overtly stated as such, just implications and attitudes. Hard to pin down these things.</p>
<p>I have become good friends outside of the working relationship with several of the faculty.</p>
<p>N/A</p>
<p>Librarians are often afraid to assert themselves with faculty. A companion piece to this research would be related to assertiveness. I am embedded in 95% of all classes I teach for faculty because I am confident, I assert myself and I ask for this along with more class time. When you negotiate for more you get it.</p>
<p>n/a</p>
<p>I have experienced more micro-aggressions from some library colleagues than teaching faculty.</p>
<p>I found a number of the questions to be not relevant so left them blank; it would have been helpful to have that option on all the questions. It would have also been helpful to have an "other" option, as the answer spectrum provided wasn't consistently applicable.</p>
<p>My answers would be completely different if I was still at my previous employer. I am tempted to take the survey again based on my thoughts at that time, but I know that could mess your results up.</p>
<p>Several of your questions ask if "faculty assume" something negative about me because I am a librarian. I have no way of knowing what people assume unless they tell me or act on their assumptions, and it would be unfair for me to try to read their minds.</p>
<p>Aside from faculty members not being pleasant, there hasn't really been any deferential treatment towards my colleague and I.</p>
<p>This is ridiculous and offensive to people who are actually marginalized.</p>
<p>Though there is some concern among librarians as a whole about faculty status, I think co-opting the concept of microaggressions is not the best way to communicate this perceived issue. It seems rather myopic and dismissive of the real problems faced by victims of systemic prejudice to use this same language to describe the supposed plight of academic librarians (middle class, highly educated, white-collar workers). We are not</p>

<p>a group that is systemically marginalized by society. To adopt the language of victimization is frankly absurd, if not bizarrely selfish; I am not sure if it is indicative of a cultural fascination with victimhood or if this is just an ill-conceived project, but I doubt alarmist rhetoric concerning "microaggressions toward academic librarians" will garner any great sympathy from the university community or the public at large.</p>
<p>N/A</p>
<p>The first one took place at the beginning of my library career when a faculty member asked me to teach her students how to find information and manage the search results. We designed an instruction booklet and workbook that walked students through many of the technical aspects of finding information and managing search results in a health discipline. In another faculty, a prof approached me with samples of student papers that he was extremely upset about. over the following 7 years, we developed a program of five 3-hour library sessions from searching to writing that included 11 library assignments that were marked and valued at 45% of the final course mark. I have been deeply involved with around 10 faculty members in less extensive ways, but always introduced as being invaluable for research and learning. Most recently I am involved with a faculty member to design an IL pre-test/post-test for students that will help us to build a more comprehensive IL program for the discipline that is staged and covers UG through graduate levels. Health disciplines rely heavily on best research information to inform practice.</p>
<p>I was a bit taken aback by the nature of this survey. I have been blessed with very positive and fulfilling relationships with my teaching faculty colleagues. It may have helped that I have taught as an adjunct for many years and my colleagues have known me as a fellow performing musician.</p>
<p>In the questionnaire design, I wish you had included some "comments" fields, or a "not applicable" field.</p>
<p>In my opinion, the advent of digital humanities and the role librarians have played in scholarly communications discussions have helped - I feel I experience less micro-aggressions now than I did earlier in my career. Although that could also just be because I am more firmly entrenched in a network at my institution now, and have more expertise than I did 10 years ago.</p>
<p>Librarians here have academic status, serve on campus wide committees, have scholarly and creative requirements as part of their job, same as the teaching faculty. We are reviewed for promotion by a campus wide committee of our peers that includes teaching faculty and librarians.</p>
<p>I believe many things we perceive as insulting, are ignorance on the part of faculty.</p>
<p>While I am very lucky to have great partnerships with a number of faculty members, there are also a substantial number that are surprised I have all the responsibilities of faculty including research. The assumption with those people is always that we're light-weights.</p>
<p>This survey is poorly designed, with limited options - should have 'NOT APPLICABLE' or 'DON'T KNOW' as options, for one thing. It also seems calculated to elicit responses primarily from the disgruntled. It also requires the respondent to be mind readers.</p>
<p>I have found professors who have worked outside academia for any period of time in other working environments to be far more gracious, professional and collaborative than those faculty who have spent their careers in academia.</p>
<p>Even though it's really hard to pin this down, it actually bothers me a lot, and is one reason that I've strongly considered leaving academic and/or liaison librarianship. I'm tired of always having to prove myself, of having faculty members assume that they can do my job better than I can. Some of it is just ignorance, I think, and I'll continue to fight the good fight of enlightening them, but it's still discouraging. I actually prefer working with graduate students - they tend to be much more appreciative. I imagine that other academic support staff experience this as well.</p>
<p>The library must provide staff with training in the area in order for librarians to be accepted.</p>
<p>I've found it troubling that some faculty feel confident teaching research methods without librarian involvement.</p>

Notes while taking the survey:

confused by some of the some of questions very general and broad. have library administrators ever stated that all academic librarians face the same obstacles when dealing with teaching faculty? All academic librarians? of course this cannot be true. It is a misleading question.

there have been numerous meetings where i hear library faculty complain about teaching faculty. I feel that was more microagressive behavior than anything i have head from teaching faculty.

32. Have Teaching Faculty ever demanded a library session on a specific day, regardless of your schedule?

This is a misleading question. Faculty ask me and either I can accommodate them or not. if i cannot then either we work out a different day or I see if a colleague is available.

33. Have Teaching Faculty, when asked to do so, ever failed to provide you with the class syllabus or additional information?

Sorry I don't see this as a microagression. This can be due to a number of issues one being they dont understand the importance or they simply forget.

36. Have Teaching Faculty ever failed to consult you when designing course curriculum that involves library activities, assignments etc?

Again i would argue that this is not a microagression but a misunderstanding or a time issue.

37. Have Teaching Faculty ever treated you solely like a service point?

I am confused by this question. The library is a service point - again I don't see this as a microagression but my job to support the faculty and students at my university.

#38, #39, #40, should be N/A as i do not deal with these issues at all. they are other service points at my library

I question the validity of this survey. Some of the questions are misleading and plain aggressive behavior which i have not felt from my teaching faculty.

I wish this survey would have pointed out some microagressive behavior rather than leading questions with clear ulterior motives. I do think microagressions exist but you're painting a pretty grim tale.

Because I'm an adjunct, I don't have a lot of direct contact with teaching faculty in my work. I do know from my conversations with faculty at my and other institutions that they often do not realize that librarians are faculty and are surprised to learn that I teach my own for-credit classes.

My relationship issues with faculty (most of whom I consider primarily researchers, rather than "teaching faculty"--those are the lecturers, and they're treated like crap) are mostly that I don't have a clear, official line of communication with the department and posts to listserv are like shouting into a black hole. If I didn't have so many other things to do within the library (we have a very inefficient org structure and an infinite

number of ongoing collection projects I have to participate in or cajole my colleagues to participate in), I would put more effort into cultivating relationships with faculty--but I have all the business I can handle already!
I do have a PhD in the subject matter for which I'm a subject specialist, but I've found that even faculty who don't know this are generally respectful of my time and expertise as a librarian.
I can't think of anything further. I will say that faculty overall is more respectful here at my community college than they were at the large university I used to work at. Most faculty here are not PhDs, just masters holders. Also, even the PhDs seem to be a lot more humble and not up their own behinds in what they think they've accomplished professionally.
The questions which I left blank would have had "I don't know" or "unaware" as a response had that been an option
My favorite microaggression occurred when one of my colleagues couldn't remember something important in our shared field. When I was able to remind him of what he had forgotten, he said, Oh, for a librarian, you are rather bright."
See 44. When I do find something that has been dismissed as "Oh, you don't have X, Y or Z." I will find the title, and put it on "hold" for them, so that they will receive a notification-email to let them know the item is indeed available and awaits them in the Library.
When I recently completed my dissertation, teaching faculty and administrators were extremely delighted but surprised that as an academic librarian, I or any of my colleagues would pursue such a course. While they look at me somewhat differently, I am still one of 14 "academic librarians" in my 'non-teaching' department despite the fact that we teach IL at the reference desk, the classroom, and library related workshops.
I was a faculty member for 25 years, then that status was abruptly removed by the Board of Trustees--through no fault of our own.
That was an unpleasant experience.
I think microaggression theory is not a helpful framework for a librarian seeking to find parity with their academic colleagues. Accepting it as relevant begins with the assumption that teaching faculty are the dominant culture, and librarians are the subordinate culture. After 20 years in the field I see that as an illusion.
With the faculty member with whom I have a great collaborative relationship, she seemed to better appreciate what I as the librarian could bring to the relationship. I believe the grants and other programming providing an opportunity for her to see the value of librarians and the library, beyond some of the traditional roles that people think we play.
I think the hardest thing to convey to Faculty is that I cannot be their sole connection to the library -- and that we are a large organization that I can help them to navigate. Library Administration could help by articulating the difference between a library and a center with resources that are focused towards a specific mission. The library here, by including Digital Humanities, gives people the impression that the library is their "center" but DH is only one of several missions or communities -- all with special and sometimes competing needs.
This was very revealing for me!
My only comment is that your survey should also include a "not applicable" category.
Sometimes the microaggressions are more internal. For example, a librarian who perhaps suffered from these sorts of negative interactions in the past, has made comments about how others "laugh at" our job responsibilities and often implies that we are not doing 'enough for tenure' (even though we are all actively meeting tenure requirements and currently working with overloaded schedules). Other than when she says such things, I have never felt as negatively perceived as she seems to believe we are.

<p>Status and titles are important to many people and I think that in academia it is especially valued. I wish that everyone had a generous nature and that some wouldn't wield their responsibility, education, opportunity, and position like a hammer. But, I think, at least when I am feeling more generous, that most of these agressions really are more a symptom of their own insecurities.</p>
<p>None.</p>
<p>N/A</p>
<p>Please look up a definition of microaggression - "communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership"</p>
<p>Ah--my real concern lies with our colleagues in librarianship, many of whom have failed to keep up with changing times and have actively bullied other librarians. I'd call these macroaggressions. The mobbing of librarians by other librarians is a serious problem in our library. We lost our very best teaching librarian to this crew. Can we start here?</p>
<p>Not sure if this would count, but a typical example of undermining would be when instructor has librarian come teach class how to find quality sources. Then when a student asks the the instructor or the TA for help finding sources later, they are ok with students using any old source (wikipedia) to fulfill their assignment and get a good grade, and don't defer to the librarian or what we suggested.</p>
<p>"Aren't you one of my students?"</p>
<p>"I need these 30 books pulled for my class tomorrow. Sorry for the late notice, I've been very busy."</p>
<p>I not only face a lot of homophobic/transphobic microaggressions, but misogynist and *most frequently* ageist ones. Folks think I look younger than I am and treat me as a n00b or akin to a student worker.</p>
<p>Some Teaching Faculty are rude or condescending as a matter of their character. Others mean well but lack information. Some librarians are bothered by perceived microaggressions, others brush them off. I think there is too much subjectivity at play to make a sweeping statement about microaggressions.</p>
<p>I've never been involved with information-literacy instruction, collection development, or electronic reserves, so the "never" responses are really N/As.</p>
<p>Faculty members can be reluctant to give class time to an outside figure. Sometimes they like to do library things themselves. I am ok finding others who would like to work with me. I work with several medium to large size departments so there is plenty to contribute.</p>
<p>I speak on behalf of alt-ac academic librarians: we are considered hire-able, but once we are hired, we are expected to drop our training and backgrounds (which made us desirable in the first place) to fit into library cultures. I feel microaggression from both other academic librarians who want me to stay in line and from academics who look at me as only my job title. We are stuck in an awkward middle ground. So this is a great study, but it only covers half of the story (for me).</p>
<p>Senior faculty can be unforgiving for mistakes/difficulties. I started having panic attacks last fall, and I had no idea what they were. One of the first attacks happened a couple of hours before a doctoral level instruction session. I flubbed the preparation and instruction, and the faculty member has never responded to any message since. On another occasion, an instructor showed up for an instruction session that he/she had not requested, and I was away at lunch. She/he apparently had two sections, but only put in a request form for one. He/She claimed to have verbally communicated this to me, but I had no written or email record of this. The instructor held me responsible, and was extremely cold to me. I can take criticism/feedback pretty well, but it was so uncomfortable that I had to pass further instruction for that instructor to a colleague. This incident was a GTA, not even a faculty member!</p>

n/a
In my experience, male faculty members are more prone to undervalue the work that I do than female faculty members.
I think academic librarians need to give up on expecting teaching faculty to treat them the same way they treat each other--no matter how much they need or respect you, they will never consider librarians the "same as" or "equal to" a teaching faculty, even if the librarian has a PhD. We are defined by our service role, and in service, there is always the hint of "less than," even if you are the person they need the most at that moment. In academia, it comes down to your degree, where you went to grad school, and your publications. I think this holds true for other professionals on campus, whether they are counselors, administrators, or other highly educated folks, or even faculty in other disciplines--the schism or chauvinism between the "hard" sciences and the "social" sciences is well-known. I also think this is found within the library--staff who resent librarians for making more money, having what they perceive to be more privilege, blah, blah, blah.
The library's relationship with the faculty is wonderful and respectful, going in both directions. However, there is a consensus among all of us that the same cannot be said of the institution's administration and trustees. That is truly where microaggression and denigration occur, over both the academic faculty and the library.
Working with teaching faculty or library can very difficult for minorities or new librarians. We have to tow the line until we either reach tenure or move to another post. As a new librarian I have experienced much microaggression from my librarian peers than faculty. My ability to perform is constantly being called into question and they never trust me with projects. I find this behavior and treatment to be indicative in so-called academic libraries.
A senior faculty member (a friend of my family's, not a faculty member at an institution where I worked) once asked if I was "still wasting my talents as a librarian."
My library administrator is more hurtful/harmful than most of the other teaching faculty I work with. The administrator has a few favorites who receive mentoring, care, rewards while many of us are ignored and rebuffed. The actions feel like microaggressions but I'm not sure they would be categorized as such.
I taught a course a few semesters ago, at my previous institution. It did help me understand faculty a bit better.
I think one of the most frustrating microaggressions I have experienced (and this has happened more than once) is when a student in a class expresses interest in librarianship and the instructor says "you're too good for that" or "you're good enough to be a real professor" right in front of me. Not only is this hard for me to swallow, but it is really sad to see a bright student discouraged from a great career.
At my campus, I think part of what makes it hard to convey what librarians do to teaching fac is that each of our librarians is pretty silo'd in how they liaise with their assigned departments. I would love for my library to have a more centrally agreed upon framework for what we do as liaison librarians.
At one point I was asked to teach a core curriculum, although I was library directory of a special branch library of the university. Management wouldn't let me; a contest for who would be billed for my time, I guess. I was a casualty of a 10% layoff after a professors strike. Went on to establish a number of other special libraries.
I appreciate the survey and its attempt to identify areas where faculty might not be treating librarians well. In my opinion, there are many ways that faculty could be treating librarians more respectfully. I wonder if we, as librarians, would feel as comfortable with the reverse survey. I am in an interesting position, because I have worked as both a teaching faculty member and a librarian; sometimes, I have served both roles simultaneously. I, myself, have experienced micro aggressions from both sides of the equation: from faculty who do not respect librarians, and from librarians who do not respect faculty. For instance, I have heard librarians speak dismissively of faculty when they are not around.

When I began work at my institution, librarians were considered faculty, albeit nontenured. After ten years, the institution changed the definition of faculty to include only full-time teaching faculty, excluding librarians, and sending us to the category of Professional Staff. I do not consider this a "microaggression," but a full-blown, deliberate aggression against us by the administration and some senior faculty at the time. However, they are all gone now, and I am still here.

I'm at an institution where librarians are not tenured. I nor any of my colleagues ever had noticeable problems with microaggression from faculty, but had VERY FREQUENT microaggressions from our own library administration who did not think we were as valuable as teaching faculty.

A librarian colleague (faculty rank) was recently at a university faculty development day. Not realizing she was there, the moderator began to say "Now that all the librarians are gone..." No idea what was to follow that statement, but one imagines that it was not complimentary. It made all of the library faculty feel unwelcome at faculty development events.

I find the way library administrators or colleagues treat each other to be more aggressive than faculty

I am a youngish woman and came to my current library as a paraprofessional. I was reclassified after two years to Librarian 1 and have since been promoted to Librarian 2. I have had a hard time being accepted as a professional, and I attribute this to perceptions of my age, gender, education, and rank. Most of these interactions are in the categories of microaggressions from faculty and gaslighting from Library administration and other staff about faculty microaggressions. My perception is that this is par for the course for librarians in general and women in libraries.

Some of these survey questions would have been improved with a "not applicable" answer option.

Rare individuals on the faculty have been unable to find materials and tended to blame the library for this. When this happens, we simply find the materials (invariably an easy task) and provide call numbers or other appropriate means of access. Sometimes we give these "difficult" individuals more tailored service, such as actually going to the shelf and finding the item, than we do to the usual run of faculty. But this phenomenon is confined to particular individuals. It is in no way systemic.

I was once told although I was faculty and taught credit classes that since I wasn't one of the golden 4 (math, english, communication, critical thinking...) that my teaching wasn't as important.

I work at a community college where the librarians were not permitted to join the faculty NEA union 40 years ago, and were advised to join the NEA union being formed by the custodians and secretaries. The librarians and M.A. Counselors started an AFT professional union instead. The union expanded to include later hires with at least a Bachelors degree. We work on 1 year contracts. In a recent RIF, this union was heavily hit. No faculty were laid off.

Teaching faculty who deal with librarians have been exceptionally respectful, supportive and appreciative of all aspects of the library.

I have been working for more than 25 years on many prestigious campuses and I am a woman of color. I have always been treated with respect by teaching faculty everywhere. Sometimes I think we are our own worst enemies because we are, as a group, not good at presenting ourselves in the best light.

I work at a predominantly male tech institution, and my gender (female), my age (65) and my ethnicity (white) are increasingly making me invisible; worse than ever.

<p>As human beings, we all have a struggle. Mine may be different than yours. If we, as human beings, can show empathy toward others and the struggles they endure, then we can begin to perceive another's point of view. While I am not always successful at this, I do try. I believe my effort at understanding has helped to build the many positive relationships that I am blessed to have today.</p>
<p>The wording on a number of survey questions was unclear.</p>
<p>The more frequent things I hear are "Oh, I didn't realize you were faculty." "Oh, I didn't realize librarians had to have advanced degrees." Some of the diminished treatment I endure may also be a result of my age. I'm a relatively young faculty member.</p>
<p>Only once in a great while do department faculty (I am also teaching faculty) not understand that library faculty are tenure track.</p>
<p>Despite recognizing that microaggressions can occur along axes outside of race and gender - disability, sexual orientation, age, & religion come to mind - I don't think they're a terribly productive lens through which to view faculty/staff working relationships. In fact, as a member of multiple protected classes, I'm rather offended by the idea.</p>
<p>For many of these questions, I wanted to be able to answer N/A because by virtue of my job duties I do not encounter these situations! My results are thus skewed for questions involving teaching as well as course reserves.</p>
<p>A tale is told by my library dean that the dean of the college of arts and sciences, a former military man, used to get up in the personal space of my predecessor (also female) and ask her why/how she thought librarians should hold faculty rank. Thankfully, under the current provost this behavior has calmed down and the CAS dean and I get along quite well.</p>
<p>The most egregious example of a "microaggression" I've ever experienced was by an administrator, who expressed shock and outrage that I might ever imply there was any sort of inequality in status or a "caste" system at my institution.</p>
<p>I did have one faculty member at a former institution who was routinely rude and dismissive of library policies regarding our materials. I've supervised (non-MLS holding) circulation staff who experienced this as well, many times.</p>
<p>As noted, most faculty members that I deal with are pleasant, courteous and appreciate my expertise. However, dealing with the few that are arrogant, inflexible and/or just plain rude is frustrating and demoralizing.</p>
<p>The top of the food chain status of faculty members within the institution promotes a sense of entitlement that is a barrier to collaboration.</p>
<p>After providing information on data availability for a big class project, the teaching faculty insisted that he speak to someone in "government documents" because he was sure I had misinformed him. I directed him to one of our digital scholarship librarians who has an expertise in the type of data requested, and he was able to explain the nature of the data and why it exists the way it does. I did not put this in question #44 because I do not think it was a matter of a misunderstanding. I think he did not believe me because he perceives me as young and less educated and also I am a woman of color. Another faculty member and the director of the library agreed that his attitude towards me was inappropriate, but aside from consoling me and letting me know that my impressions were correct, nothing was done.</p>
<p>I've experienced the majority of these examples, but, in defense of teaching/disciplinary faculty, the vast number of microaggressions (e.g. last minute requests for instruction, not providing syllabi or assignment, being surprised at my expertise) are committed by minority. This minority, in my opinion, is openly hostile towards fellow disciplinary colleagues, lecturers, administration, and staff.</p>
<p>My observation is that tenure-track faculty do not consider librarians their peers - and justifiably so in my opinion. Most librarians do not have to meet the same rigorous standards that faculty have to meet, that is: have a terminal degree (e.g. a Ph.D.) in their field; publish in high impact peer-reviewed journals, teach courses (not just one-shot sessions) where a deep knowledge of the subject matter is required, etc.</p>

I have found that adjunct faculty without Ph.D.'s are more likely to treat librarians as peers.

Interesting survey. I think you might have gotten some interesting data had you asked about university administration in addition to library administration and teaching faculty. Also, at my university we library faculty members teach credit-bearing courses so we are also teaching faculty, which most likely impacts my responses. Teasing apart these differences would also add another dimension to your study as I feel that our teaching faculty in the colleges outside the library relate to us better because we have the shared experience of teaching. If we did not, there may be more instances of microaggressions and genuine misunderstandings of our work.

If you haven't already read it, you may want to read a copy of Tina Inzerilla's doctoral work on teaching social networks and librarians' place in them. It may provide some interesting context for your work.

I look forward to reading about your results.

We have a Teaching Faculty member as a Director of our library. There are many decisions made without input from staff and the Director takes offense when asked by librarians the reasons/rationale behind some of these decisions. Many of the Teaching Faculty, including the Director, believes the library staff is under-educated and simply at the library to serve the faculty.

I think if teaching faculty see that you care about what you are doing and want to help them and their students, they are appreciative of the librarian's efforts.

I once called out a teaching faculty member for requesting that only teaching faculty be allowed to vote on a particular issue in a faculty meeting. I asked if the faculty member wanted to exclude librarians from voting since we were technically classified as non-teaching faculty. Fortunately, the faculty member later apologized for the request.

Some of the questions in this survey were difficult to interpret or did not apply. It may have been helpful to have a N/A response option available.

Not anecdotal evidence, but this survey would benefit from the addition of a "Not applicable" option.

I would add that many of my responses are occasionally because many younger faculty are receptive to librarians, they may just be ignorant of what librarians actually do. Once they understand, they are (generally) respectful. Most microaggressions or dismissive behavior tend to come from long-term faculty.

I can't complete this survey properly. I'm a catalog librarian and the survey appears to assume that I'm a reference/subject specialist librarian. In order to complete the survey properly, most of these questions would have had to include "N/A" as a possible response.

Having said that: yes, I do catalog materials that have been ordered at the last minute for course reserves (to answer your question, I needed to have been the one requested to order). And I published an article in *Cataloging and Classification Quarterly* not long after I began working here, and yet was not asked to report on my academic accomplishments for the year, as Administration had for a number of years "forgotten" to include librarians in their annual call for this information (after I brought this circumstance to someone's attention, the oversight was rectified). And yes, I've been pointedly introduced by teaching faculty as "staff," as if there were no distinction between librarians and the employees who work in food services or collect the trash--because at my institution there is no difference: librarians do not have faculty status. Yet as a holder of an academic Ph.D. (not in Library/Information Studies) and an MLIS, I do understand that there is a difference between what is required of

teaching faculty and of librarians.

Factually, I have little to no interaction with teaching faculty and so have little basis for perceiving the presence or absence of microaggressions. But in my limited experience, I do perceive some such behavior, as outlined above.

"Why is a staff member telling me how to teach my class?", when told the library could not buy some expensive films which might have been relevant to a class.

As a librarian with tenured faculty status, many of these microaggressions which other librarians have shared their experiences with have not happened to me. I also have a background in education, and I've seen that teaching faculty respond differently to me than to my colleagues in Technical Services, for example, who do not have teaching experience outside of the library.

Librarians are paid less than faculty and our responsibilities keep increasing and we are stretched ever more thinly. My beef is not with faculty, but with an administration that devalues us even as they keep expecting us to "do more with less."

Some of the questions in this survey were poorly worded and/or confusing; there were also questions that needed an n/a or other response and none was available.

Teaching faculty have gotten angry that I could not find the resources they were looking for while they dropped in last minute at the reference desk without notice. They have also demanded that they do not need to comply with proper reading room procedures, and instead walked straight in and demanded for the materials used every year, without explaining what class it was for, what material the person was looking for, and what format the material had to be in.

This survey in a few places is heavy on leading questions and also in some places rather rigid dichotomies

I disagree with the whole micro aggression theory in general. If we continue to look for ways to feel like victims that's what we will begin to feel like. Give it a rest.

My only comment is that the administrative structures at various institutions may be a factor. The Libraries here are distinct from the academic departments, which I think aids in preserving the notion of our independence and professionalism - we don't work "for" the depts but rather provide collections and services in a professional liaison relationship.

I can imagine that this can vary widely, and could see how staff at other institutions where this relationship isn't well-defined might be exposed to bad attitudes from faculty.

I am relatively new to my institution (3 months) and I do not have any liaison responsibilities at this time, so I have not really interacted with teaching faculty yet. I do not believe I have experienced any microaggressions in my current position (but my previous job, at a public library, is a very different story).

In the ideal world, it is great if the course professor takes an active interest in attending a library session but often after years of working together, it is understandable that a professor feels it is appropriate for their class to work with the librarian when they have another commitment -- I don't recall if a professor has ever said they want a "vacation" but often a religious holiday, school break for children, illness or death of a family member, and most often conference attendance have been offered as reasons for non attendance.....in recent years, it has been everyday expectation to provide the syllabus, -- all those reserve questions are technically in appropriate because we have been directing faculty for years to work directly with RESERVE

Many of the questions in this survey seem quite hostile toward our faculty colleagues as well as their teaching assistants. We have a respectful relationship with both at our institutions.

I think that my status as faculty allows me to interact more with teaching faculty because I attend the same events and belong to the same union that they do. I also teach a for-credit course and can talk informally with other faculty about how their classes are going. I think that this has created an environment that allows me to "fit in" better with teaching faculty.

I have a faculty member who requests excessive amounts of library instruction for her classes. (No written research assignment) She reserved our library instruction classroom and brought in a guest speaker, a librarian from another college. So a librarian from another college taught library instruction in our classroom!!!! (We had to change our classroom reservation policy)

Depends on the institution. At my previous institution I felt like I battled constantly to be perceived as a professional. At my current institution, I have been treated as an equal almost from day 1.