A Political and Economic Climate of Crisis?: Perceptions of the Academe at ALA-Accredited LIS Schools

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Academia is an ever-evolving institution. Where once it was viewed as a body primarily charged with educating students, many instances universities now consider research to be their primary raison d'être. This research surveyed library and information science (LIS) faculty members employed at institutions accredited by the American Libraries Association (ALA) in order to discern their views and opinions regarding contemporary academe and the expectations placed upon them. 140 tenured or tenure-track professors responded to an online questionnaire that concerned topics such as perceptions of academia, job duties, and the institutional expectations that were placed upon them. Respondents generally agreed that they were very satisfied with their jobs, even as they raised doubts as to the manner in which they were evaluated. In addition, the responding faculty members indicated that they were generally highly motivated to perform research, despite reports of changing and increasing pressures on higher education, generally, and LIS education, specifically. The results can be used to inform the further refinement of higher education and its rewards. This will provide an opportunity for educating prospective LIS academics about the expectations that will be placed upon them and to build appropriate career support.

Introduction and Background

There exists in the North American higher education environment a triad of duties assigned to professors—teaching, research, and service (Gardner & Veliz, 2014), and "incompetent faculty" are defined as "those who fail to meet the teaching, research, and service expectations at their institution" (Rothgeb, 2014, p. 182). Of these three duties, it is the research component that is widely considered to be the most important when it comes to tenure decisions and possibilities for promotion (Gardner, & Veliz, 2014; Lawrence, Celis, & Ott, 2014; Roche, 1990; Todd, Madill, Shaw, & Bown, 2008; Wolfgang, Gupchup, & Plake, 1995). Different universities in North America have different

tenure criteria, but most large universities place the greatest amount of importance on research, with teaching and service as secondary components of the tenure evaluation process, when they are considered at all (Gardner & Veliz, 2014). It has been suggested that "how this triumvirate of faculty work is distributed... varies greatly by both institutional type as well as individual setting; for example, teaching and advising may be emphasized more strongly at a liberal arts institution whereas research is indicated as the most important for those employed at research universities" (Gardner & Veliz, 2014, pp. 106-107). This is a phenomenon supported by Rothgeb and Burger (2009), who found that "Ph.D. departments overwhelmingly regard research as more important than

teaching and service, while BA and MA institutions are more likely to treat teaching either as more important than research or as equally important" (p. 518). Despite this, professors report spending as much (if not more) time on teaching and service as they do on research (Green, 2008), and the fictitious notion that all three elements are of equal (or even comparable) importance in terms of tenure decisions is "codified in promotion and tenure dossiers where faculty members are required to demonstrate their productivity in teaching and research (with some emphasis on service as well)" (Fairweather, 2002, p. 29). This is particularly problematic for underrepresented minorities (Todd, Madill, Shaw, & Bown, 2008).

Historically, this was not the case. In the pre-World War II era, teaching was considered to be a university's primary concern (Boyer, 1990; Hattie & Marsh, 1996). It was only near the middle of the 20th century that research became the primary focus of universities likely due to changing funding regimes as well as increased emphasis on international competition. It has been suggested that research in institutions is directly tied to economic growth (Sanberg *et al.*, 2014), which explains the shifting focus to research in the 20th and 21st centuries. As early as 1958, "young faculty were hired as teachers . . . [but] were evaluated primarily as researchers" (Boyer, p. 11). Boyer suggested that this change was welcomed by academics, who "found it more rewarding . . . to deliver a paper at a national convention in New York or Chicago than teach undergraduates back home" (p. 12). Nevertheless, professors generally express "a desire for greater balance in the emphasis placed on various aspects of their performance," particularly as many scholars believe that "teaching and service remain undervalued" (Wolfgang, Gupchup, & Plake, 1995, p. 342). This study of professors found that, at their universities, "research was clearly the most important factor in determining academic rewards and that teaching tended to be only a minimal

consideration" (p. 346). There is a trend towards "advocacy for increasing, rather than decreasing, the importance of scholarship in general" (Green, 2008, p. 118), although this seems to be at odds with the very title of the profession, which implies the overarching importance of pedagogy. Indeed, it has been argued that the importance placed upon research is detrimental not only to the academy's teaching concerns, but to the integrity of the university itself (Crimmel, 1984).

Although teaching and research have alternately been considered the focal concern of university activity at different points in time, the intersection between the two is a matter of debate (Hattie & Marsh, 1996). A study by Fairweather (2002) found that a very small number of North American academics actually manage to be highly productive in terms of both of teaching and original research, and indeed, the high demands placed upon academics' time precludes excellence in both areas for all but the most elite of faculty (Linsky & Straus, 1975). As O'Meara (2011) wrote, "a common refrain from both faculty and administrators is that their institutional missions and reward systems are out of alignment, overly impacted by the status system of higher education, rather than institutional needs and mission" (p. 161). However, it has also been claimed that presuming a positive correlation between teaching and research is merely a matter of common sense (Ferber, 1974), and it has been argued that "research is much more likely to overlap with independent study instruction or dissertation committee work than it is to influence classroom teaching" (Fairweather, 2002, p. 29), implying a connection between research and service, rather than research and teaching. Furthermore, some academics consider dissertation work to be a type of teaching, which raises the point that the boundaries between the academic triad are oftentimes blurred, or at least perceived as such. Conversely, Hattie and Marsh (1996) found that "the common belief that research and

teaching are inextricably entwined is an enduring myth" (p. 529), and a contemporaneous study by Olsen and Simmons (1996) established that "research and teaching performance are unrelated when teaching is defined by instructional practices" (p. 36).

From professors' perspectives, research is an important aspect of their job, but there is still "the desire to have more importance placed on other aspects of their work, especially teaching", for some faculty (Wolfgang, Gupchup, & Plake, 1995, p. 347). This may be due to the psychological burden of being judged on activities that do not reflect a plurality of the scholar's time; Green (2008) found that "a majority of faculty devote more time to teaching and service than scholarship" (p. 126). This is a necessary consequence of the way the academe works, given that "a majority of faculty members are required to fulfill their primary responsibility only after completion of their secondary (teaching) and tertiary responsibilities" (p. 126). Nevertheless, it has been argued that it is in academics' self-interests to put the majority of their effort into their research duties (Jencks & Riesman, 1968), despite their other, purportedly more selfless obligations.

The amount of time occupied by faculty members' service duties is not trivial. A 2006 study by Taylor, Fender, and Burke found that each committee chairmanship decreased research output by 16.9%, and serving as a program director or department chair impacted an individual's productivity to the tune of a 42% decrease. When one considers that teaching obligations also weigh heavily on faculty members' minds, the opportunity cost for serving on doctoral committees is likely to appear even more severe. Nevertheless, service is frequently the most ignored aspect of academic life. Many studies, when they consider the issue of "service" at all, tend to conclude that it is a relatively minor factor (Street, Baril, & Benke, 2003), with Park (1996) claiming that "few (if any) faculty members have ever been denied tenure on the basis of insufficient service" (p. 48).

Although the triad of academic faculty members' duties has been well-documented, there is less research into scholars' *perceptions* of academia and their job expectations. This study attempts to address this gap in the literature by surveying academic faculty members in library and information science (LIS) departments accredited by the American Library Association (ALA). LIS was selected given that it is a growing area of research and scholarship; in addition, it is responsible for training future practitioners as well as academics. It is worth mentioning that the trend towards an emphasis on research for promotion (rather than job performance) is seen in tenure-track academic librarians as well as LIS faculty (Best & Kneip, 2010; Sassen & Wahl, 2014), so much that such practitioners are considered part of the "publish or perish" world (Galbraith, Smart, Smith, & Reed, 2014). This suggests that an emphasis on research methods classes in MLS curricula is critical, given that research has grown increasingly important for professional success.

As a case study, this research will facilitate future research across a broader academic spectrum. Specifically, this article will address the following research questions:

RQ 1: How do LIS faculty members in North America perceive their job duties and academia in general?
RQ 2: How do LIS faculty members in North America believe that they are perceived by their students, colleagues, and universities in general?

The results of this broad exploratory study can inform our understanding of the contemporary nature of the professoriate. This is particularly relevant for professional schools, such as LIS, where faculty members are balancing the often competing nature of teaching a professional group of students while maintaining

a high research portfolio. It is hoped that this research will inform the development of higher education policies and assist faculty in understanding the perceptions of the nature of academic work.

Methods

In February 2013, 834 individuals employed as faculty members in an LIS program at an ALA-accredited school were e-mailed a survey hosted via Google Docs. This sampling frame was compiled from the faculty listings on the universities' public websites; adjuncts, lecturers, and other non-tenure-track faculty members were excluded. If an individual's rank or e-mail could not be located, the person was excluded from the final list. In addition, 17 individuals were removed from consideration after e-mails sent to them were returned "undeliverable," and a further 25 individuals indicated via direct e-mail responses that they either were not qualified to take the survey or were on sabbatical or otherwise checking their e-mail infrequently, leaving a sample of 792 individuals. The survey was left open for two weeks, and no reminder e-mails were sent. The rationale for this was that there was no way of knowing which individuals had completed the survey, and taken in conjunction with the knowledge that follow-up e-mails do not positively affect response rates (Anseel, Lievens, Schollaert, & Choragwicka, 2010), it was felt that there would be little benefit in sending out reminder e-mails.

The bulk of the survey was comprised of Likert-scale questions, with respondents given the choice of "strongly agree," "agree," "neither agree nor disagree," "agree," and "strongly agree." Other sections of the survey asked questions that required specific answers (e.g., the intended audience[s] for faculty members' research), and the final page of the survey collected basic demographic information and provided a comments box for respondents to share their thoughts about their

jobs, LIS, and academia in general. No personally identifying information was collected, and given that the optional comments box was the only input field that invited respondents to offer an extended textual response, no serious ethical issues were raised by the questionnaire. The complete survey instrument can be found in Appendix A.

A total of 150 responses were recorded, for a response rate of 18.9% (the survey actually logged 153 responses; however, three of these responses were completely blank). This is an acceptable rate for an online survey, given that e-mail has historically tended to be associated with relatively low response rates (Schaefer & Dillman, 1998), and indeed, our 18.9% response rate coincides nicely with the 19.4% response rate obtained by Dykema, Stevenson, Klein, Kim, and Day (2013) in their research into increasing response rates. Due to the nature of the survey, we have no information regarding the demographics or motivations of non-respondents, and this is consequentially a limitation of this study. Most respondents (60%) were tenured, while a third were tenure-track faculty (throughout the survey and this paper, we use the term "tenure-track" to refer to faculty members who, while not currently tenured, are working towards that goal—i.e., the rank of Assistant Professor). Non-tenure-track faculty were omitted from consideration for the study ($n = 10$). Therefore, the total population represented in the Findings consists of 140 academics.

Findings

Intersection between Teaching and Research

The vast majority of respondents primarily instructed graduate students (88.2%), while only 6.5% primarily instructed undergraduates. 68.2% reported that they involve students in the conduct of their research. Tenured or tenure-track
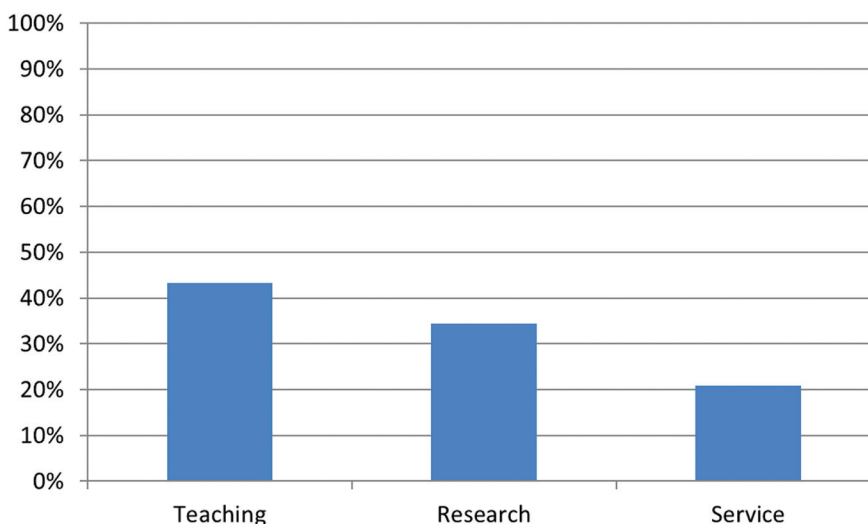
Figure 1. Average amount of time spent on each of the three components of academe.

faculty reported having worked at an academic institution for an average of 12.1 years. All faculty members reported teaching average of 6.3 credit hours per semester and supervised an average of 2.1 directed readings or independent studies per semester. Several respondents indicated that their university operated on the quarterly system; accordingly, their responses were excluded from consideration for these questions.

As seen in Figure 1, respondents devoted the plurality of their working time to teaching, on average. The percentages do not add up to exactly 100 due to some instances in which an individual's totals did not add up to precisely 100. In some cases, the percentages were expressed in a range, which was then averaged out (e.g., if an individual responded that they invested 15–20% of their time into any given area, this was coded as 17.5%).

Most respondents (93.3%) indicated that they integrate the results of their research with their teaching duties, suggesting that the ideal of scholars disseminating their research in a classroom setting has not yet been betrayed. Interestingly, however, fewer reported researching with the intention of sharing their research results in a classroom setting (64.2%), per-

haps implying that classroom integration is an ancillary concern when compared to the importance of formally publishing the results. As Figures 2 and 3 show, the vast majority of respondents felt engaged with their duties, finding them personally rewarding (it should be noted that all figures given in the figures are raw numbers, not percentages). This may be due to the freedom allocated to academics; 89.3% of respondents said that they felt free to conduct research as they see fit, with a slightly lower 83.2% feeling free to educate their students as they see fit (76.7% said that they have the latitude to teach the classes that they wish to teach).

Furthermore, most respondents "agreed" or "strongly agreed" that they invested more into their teaching then was expected of them (70%), with only 47.3% indicating that they invested more into their research then was expected of them (Figure 4). Tellingly, only nine respondents disagreed that they invested more into their teaching than was expected of them, and none strongly disagreed.

One might postulate that these findings are a reflection of the heavy research expectations placed onto faculty, which would necessarily preclude a great number of scholars from exceeding these expecta-
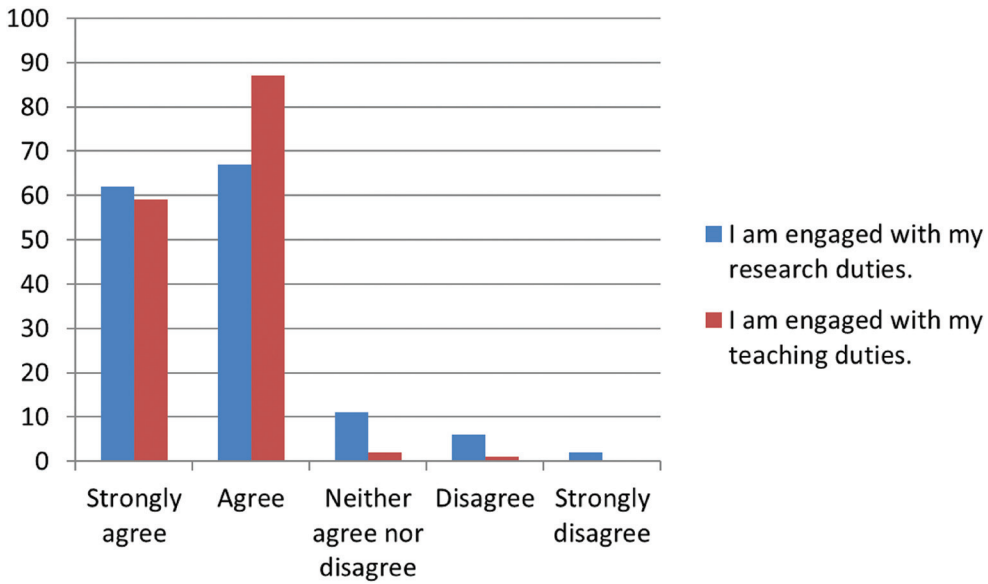
Figure 2. Engagement with research and teaching duties.

tions. However, as seen in Figure 5, most respondents feel that both their teaching loads and the expectations placed on their research are realistic, which would suggest that the greater investment in teaching is one that is individually, not institutionally created.

The tension between teaching and research duties is not irreconcilable. Different factions of academia can (and do) concentrate on different aspects of the university paradigm, although it can be argued that too much emphasis is placed on research, even in venues where it would be more appropriate to focus on classroom instruction. As one respondent noted, "on the whole, universities are for teaching . . . but in the most research-intensive [univer-
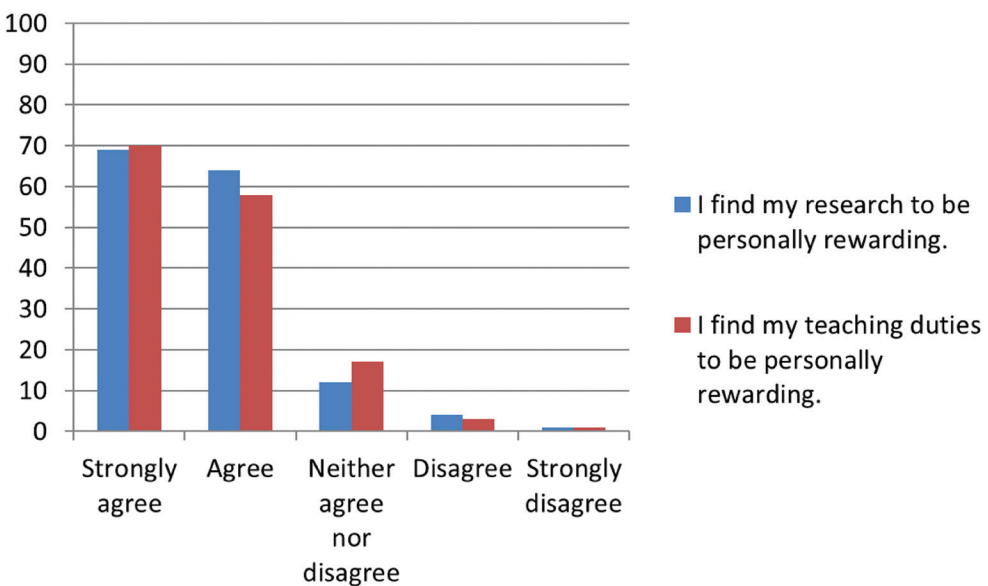
Figure 3. Personal fulfillment via research and teaching duties.
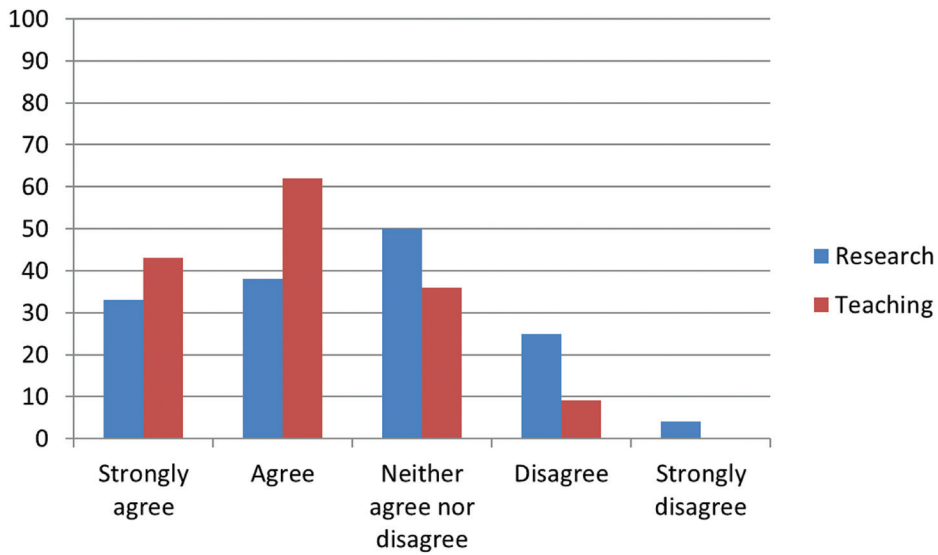
Figure 4. Responses to the statements "I invest more into my [research/teaching] than is expected of me."

sities], we can do research [that] no one else can." Another faculty member noted that "society as a whole is suffering from too much information and few academics can review even a portion of the literature effectively and consistently in their field," suggesting that further production of knowledge (at least at the current rate) is not necessarily beneficial and may even be counter-productive. Indeed, given the high volume of research that is produced, it would not be unfair to presume that much of this is of low quality; one survey respondent explicitly stated that "the pressure to publish 'x' number of papers per year in order to be granted tenure reduces the significance of the research conducted. People seem to study anything and
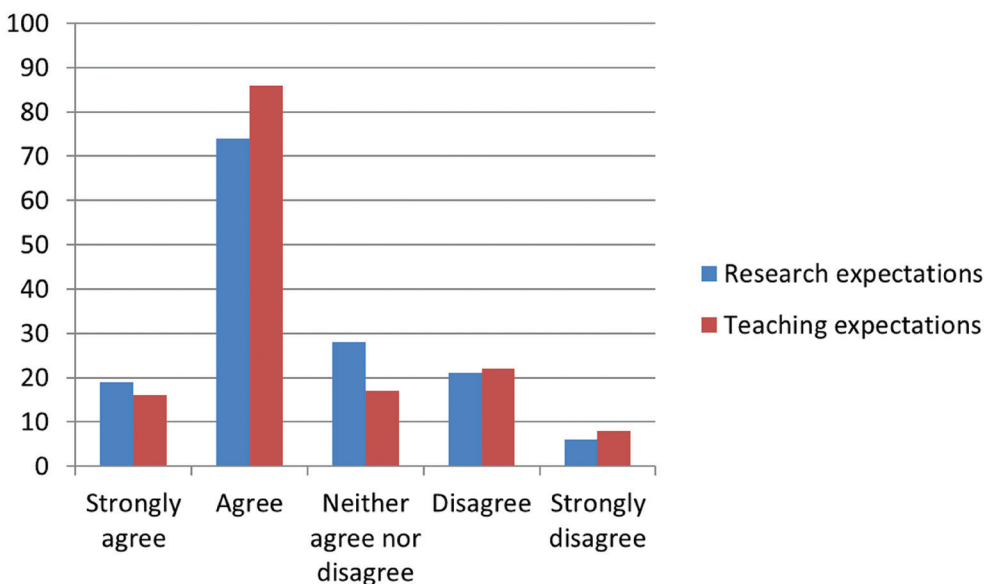
Figure 5. Perceptions of how realistic universities' research/teaching expectations are.

everything so just they can get published, regardless of the study's contribution to society."

In addition, a majority (68%) of respondents reported involving students in the conduct of their research, and indeed, one respondent wrote that "research is the bus I drive—and I strive to bring interested students aboard whenever possible." The rewards structure of academe is worth taking into account; as another respondent noted, "we are supposedly evaluated on two out of four areas (Research, teaching, service and community engagement) but it's really only teaching and research that count."

Perceptions of Academia

As Figure 6 demonstrates, the respondents generally felt that the primary goal of the university should be to educate students. Conversely, as Figure 7 shows, few respondents actually preferred teaching to conducting original research, suggesting that academics recognize that their personal desires may often be at odds with what they believe the university's primary goal should be.

While none of the respondents suggested that their teaching duties interfered with their research goals, there were several respondents who decried the effect that research expectations have on their instructional goals. One respondent opined that they found "the focus on research to often be to the detriment of teaching. Teaching should be the priority in any educational institution, but research is usually given priority," while another suggested that "teaching seems to be no longer valued in academia . . . it almost seems like higher education continue offering classes only to collect tuition funds to pay researchers."

Figure 8 demonstrates that a slight majority of respondents felt that academia is the ideal environment for knowledge creation, while slightly less than half (47.6%) were prepared to state that academia is the ideal environment for *disseminating* knowledge. 84.1% of those respondents who answered both questions gave identical answers (i.e., if the respondent "agreed" that academia is the optimal climate for creating new knowledge, they also "agreed" that academia is the optimal climate for disseminating new knowledge). Of the 23 respondents whose
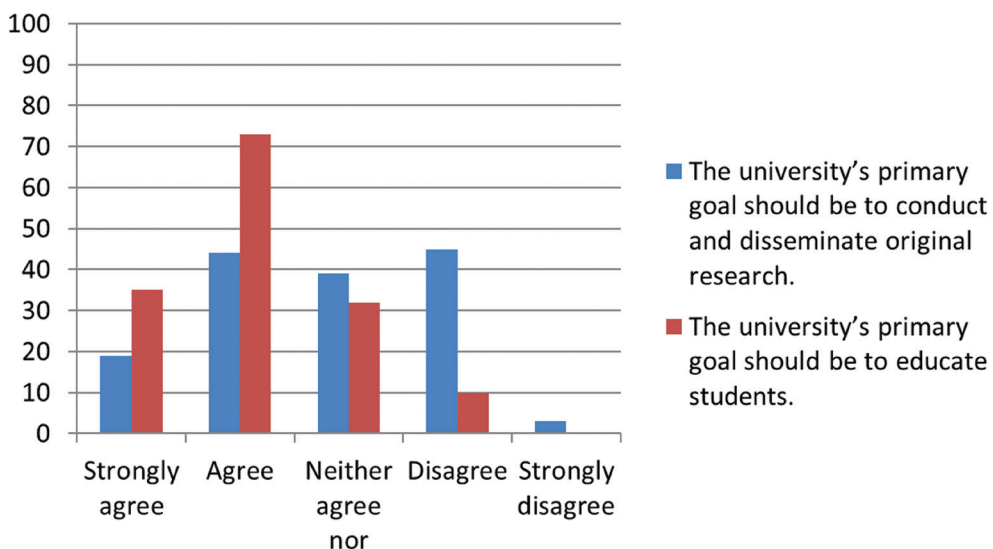
Figure 6. Responses to the statements "The university's primary goal should be to conduct and disseminate original research" and "The university's primary goal should be to educate students."
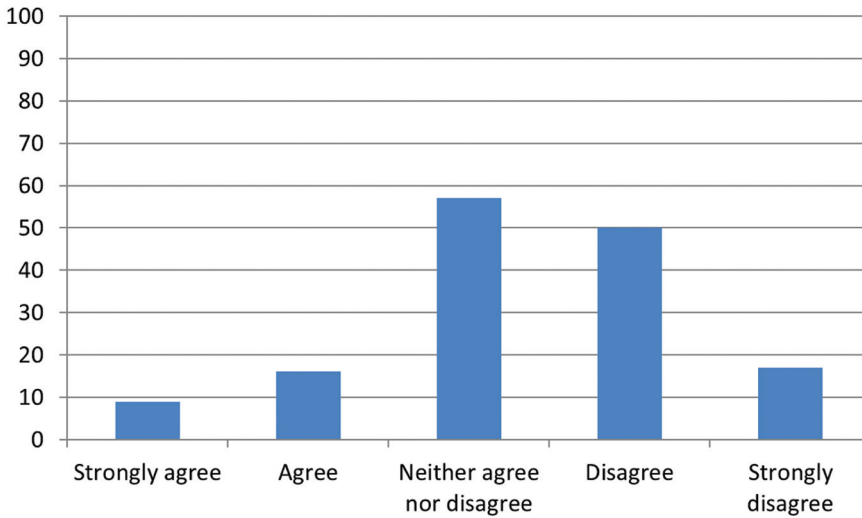
Figure 7. Responses to the statement "I would rather teach than conduct research."

replies to the two questions differed, only four gave dynamically opposed answers (e.g., answering "agree" for one question and "disagree" for another): the remaining 19 respondents gave contiguous responses (e.g., answering "agree" for one question and "strongly agree" for another).

While 90.6% of respondents agreed or strongly agreed that scholarly research is important to the world outside of academia, a mere 10.9% of respondents felt that the current publishing system ensures that only the most valuable and important research is formally disseminated, and 77.9% felt that there are productive avenues of dissemination that are not used
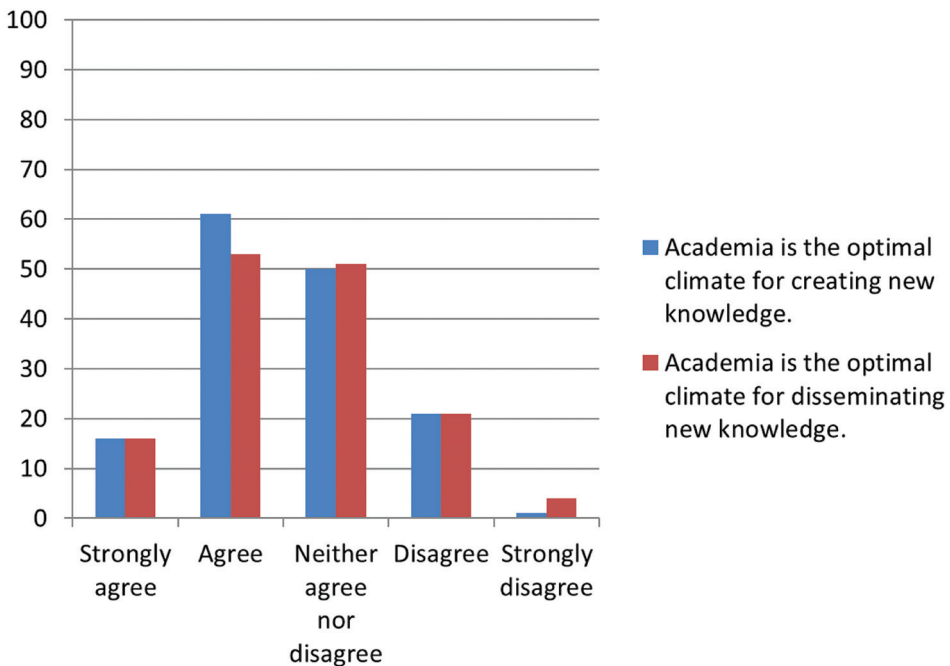
Figure 8. Perceptions of academia in relation to knowledge creation/dissemination.

in academia. This suggests that academics may feel that their work is valuable yet not properly disseminated. Taken in conjunction with the finding that nearly half of respondents felt that academia is the optimal climate for disseminating knowledge, it appears as if academics feel as if the *system* is broken, not the idea of academia itself. Indeed, one respondent even noted that "Higher education is broken and administrators not only don't know it, they're the ones who've broken it. Tenure is a ridiculaous [sic] marker of success (which is not to say that we don't need tenure for academic freedom). It would be easy to say that the academy is now a corporation, but that's simplistic. A serious examination of how mission and values have altered dramatically is needed."

Perhaps predictably, 99.3% of respondents agreed with the statement "acquiring new knowledge is important to me personally" (and no one disagreed); however, 68.7% felt that most students enroll at universities for the sole intention of acquiring a degree, suggesting that there is a fundamental difference between students' goals

and faculty members' goals relative to the acquisition of new knowledge (at least as perceived by academics). One respondent even stated that "if students don't value learning the information necessary for their future work, it's hard to feel that teaching is a worthwhile use of my time." Nevertheless, as Figure 9 demonstrates, the surveyed scholars were more likely to feel valued by their students than they were by their colleagues, and few "strongly agreed" that they were valued by their parent institution. It is also interesting to note that 67.3% of respondents felt that their colleagues were a positive influence on their academic activities, which fits nicely with the 68.7% who felt valued by their colleagues.

Research Publications and Tenure

It is no secret that a high level of research productivity is an important consideration for academics hoping to attain tenure, but there are certainly audiences beyond tenure committees that academics target their research to. The majority of respondents to
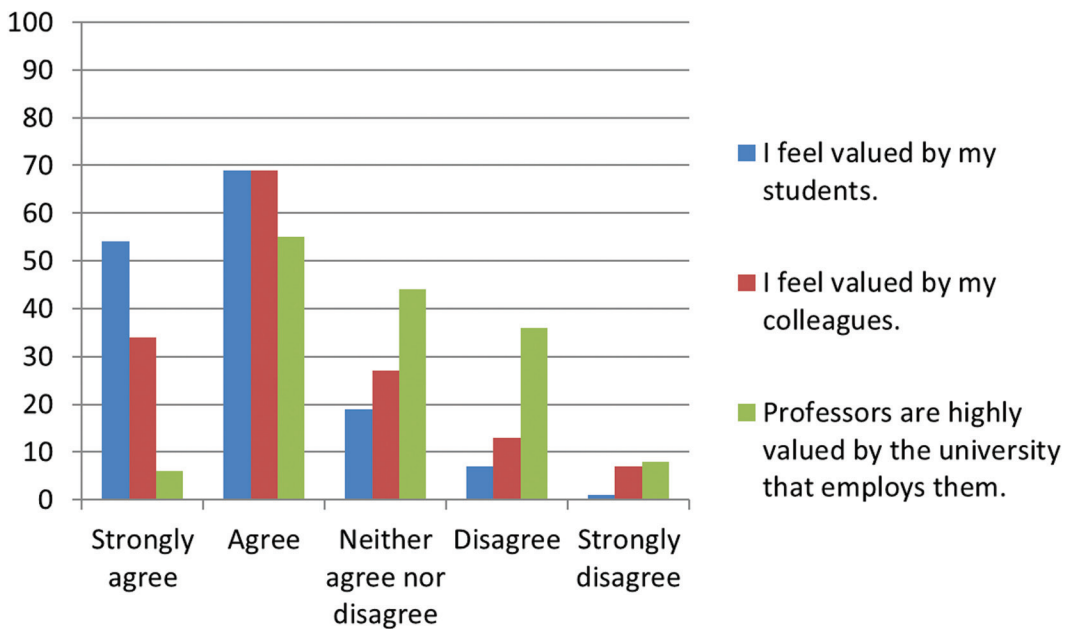
Figure 9. Number of respondents who felt valued by their students, colleagues, and parent institution.
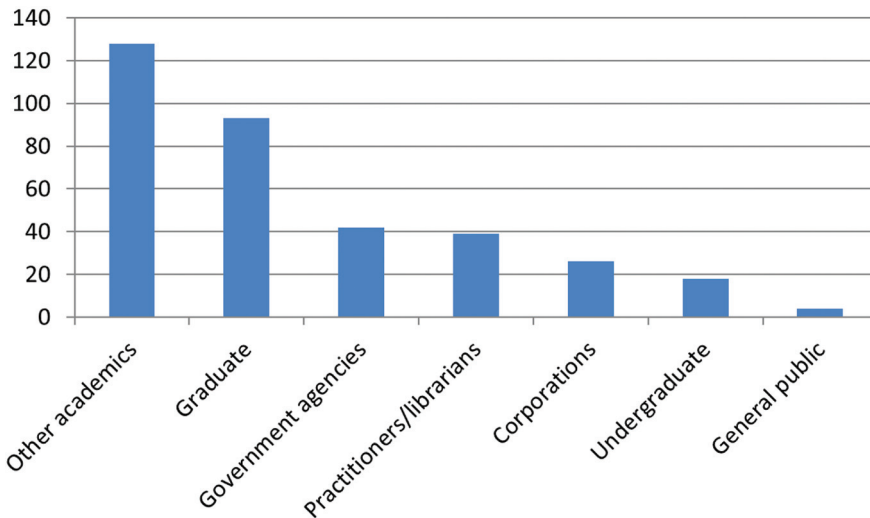
Figure 10. LIS faculty members' intended audiences for their research publications.

the survey indicated that they intended for their research to be shared with other academics and graduate students (Figure 10). It should be noted that the "practitioners/ librarians" field is likely underrepresented; a "practitioners/ librarians" option was not included in the survey, and hence all of these replies are derived from the fill-in-the-blank box provided when respondents selected the "other" option.

One respondent noted that "I never feel that I am doing 'enough' of anything. What is 'enough' is pretty elusive in academia," which may quite well sum up the prevailing view of job duties and expectations. Interestingly, whereas the majority of respondents indicated that they published at approximately the same frequency as others in their discipline (64.4%), a substantially lower percentage (46.7%) reported publishing at the same frequency as others in their *academic unit*. Conversely, 18.8% claimed that they published more frequently than other scholars in their discipline, whereas 37.3% stated that they published more frequently than others in their department. This implies that academics tend to view their immediate colleagues' output less favorably than they do the entire population of researchers in the LIS field (the percentage of respondents

who said that they publish "less frequently" was nearly identical: 16.8% in regard to the discipline as a whole and 16% in regard to academic unit). Perhaps unsurprisingly, the percentage of respondents who said that they published more frequently than was expected of them (33.6%) was similar to the percentage of respondents who claimed that they published more frequently than others in their department, although a much lower percent (9.4%) reported publishing less frequently than was expected of them.

The percentages change drastically when publishing activity is broken down according to tenure status (Figure 11). Fewer than a quarter of tenure-track faculty members felt that they published more frequently than others in their department, in contrast to the 46% of tenured faculty who felt that they were more productive than their immediate colleagues. The difference is equally stark when evaluated on the macro level of the entire discipline, with only one tenure-track respondent claiming to be more productive than others in the discipline (2%), whereas 23 tenured respondents (26%) said that they published more than others in their discipline. Tenured respondents also reported publishing more frequently than expected

(39%), whereas only 23% of tenure-track respondents gave the same response, perhaps reflecting the fact that expectations for tenured faculty members are not quite as high as for those scholars who have yet to attain tenure.

Incentives

Although it would surely be premature to take an overly optimistic view of the academic ideal of pursuing knowledge above all other concerns, it may be reassuring to find that most respondents (84.7%) reported that they were motivated by a desire to conduct research. It is perhaps surprising that "only" 74% of tenure-track faculty felt motivated by tenure considerations, with 20% reporting a position of neutrality. After all, tenure is the proverbial golden ring of academe, with one respondent observing that "as a tenured full professor, I have the ability to deal with practical topics that I wouldn't spend time on if I were non-tenured tenure track."

Part of the reason may well be the rela-

tively dismal view that respondents have of current tenure requirements. Very few "strongly agreed" that tenure requirements stimulated high-quality research or teaching, while many disagreed or strongly disagreed (Figure 12). Similarly, few "strongly agreed" that publishing and teaching activities were ascribed an appropriate weight by tenure committees, although the overall view was slightly more sanguine than it was for tenure's effects on teaching and research (Figure 13).

It is useful to compare these figures to Figure 14, wherein it is seen that scholars rarely endorsed published output and teaching evaluations as the best ways of evaluating scholars' contributions to academe (though the overall reaction to judging academics based on their publications was more favorable than it was in regard to teaching evaluations).

This suggests that while the *degree* of importance ascribed to teaching and research is reasonable, the barometer by which it is measured is not. Indeed, one respondent wrote that "student evalua-
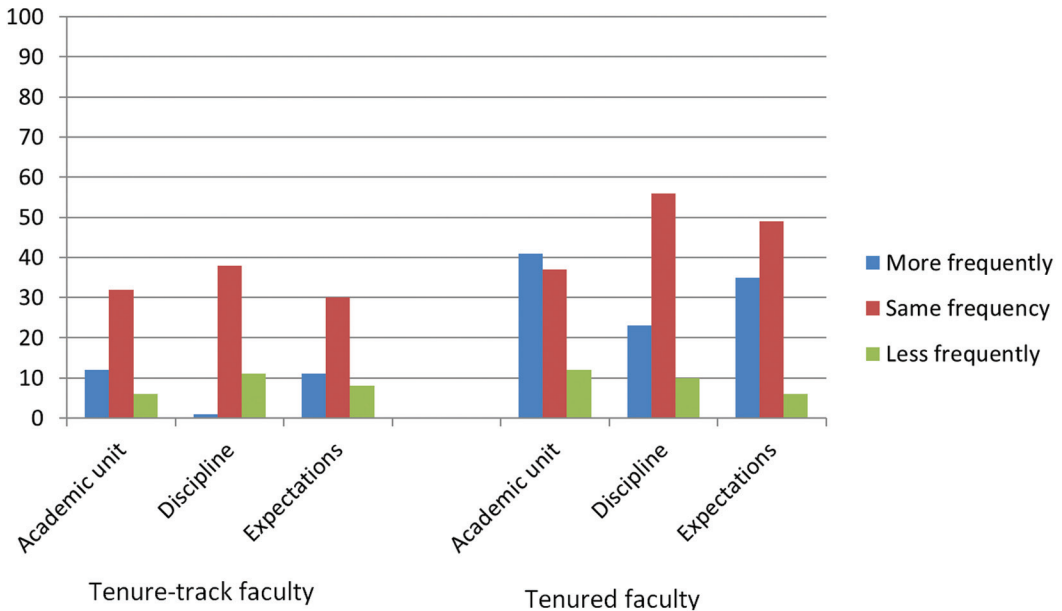
Figure 11. Publishing activity in relation to others in their academic unit, others in their discipline, or the expectations that were placed upon them. Responses by tenure-track faculty are shown on the left, whereas responded by tenured faculty members are shown on the right.
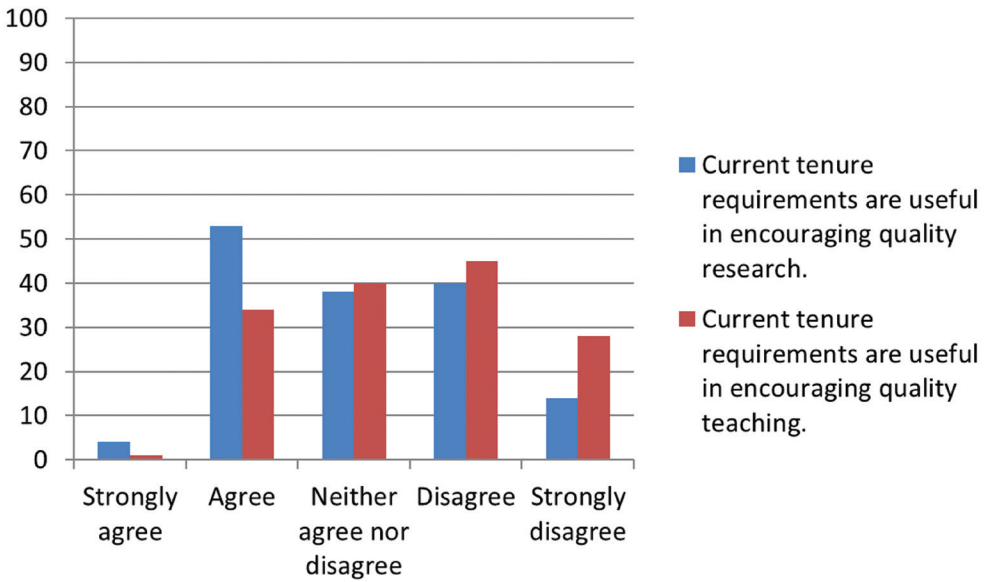
Figure 12. Perceptions of the effects that tenure requirements have on research and teaching.

tions of teaching are an abomination," and another said that "we are all assessment-mad. Too many assessments that take too much time away from our primary responsibilities."

Of course, all of this is secondary to the fact that the majority of respondents did not actively agree that university practices relating to tenure were appropriate; mere pluralities were all that were achieved, suggesting a deep dissatisfaction amongst academics regarding the current system under which tenure is awarded.

Ultimately, however, the respondents
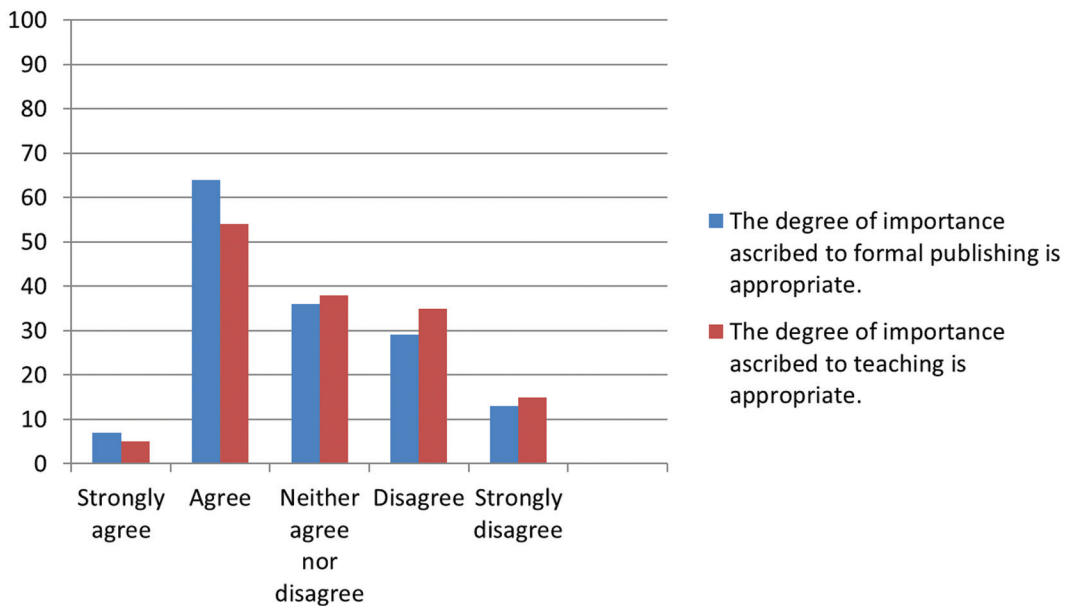
Figure 13. Perceptions of the weight given to publishing and teaching activities in terms of tenure decisions.
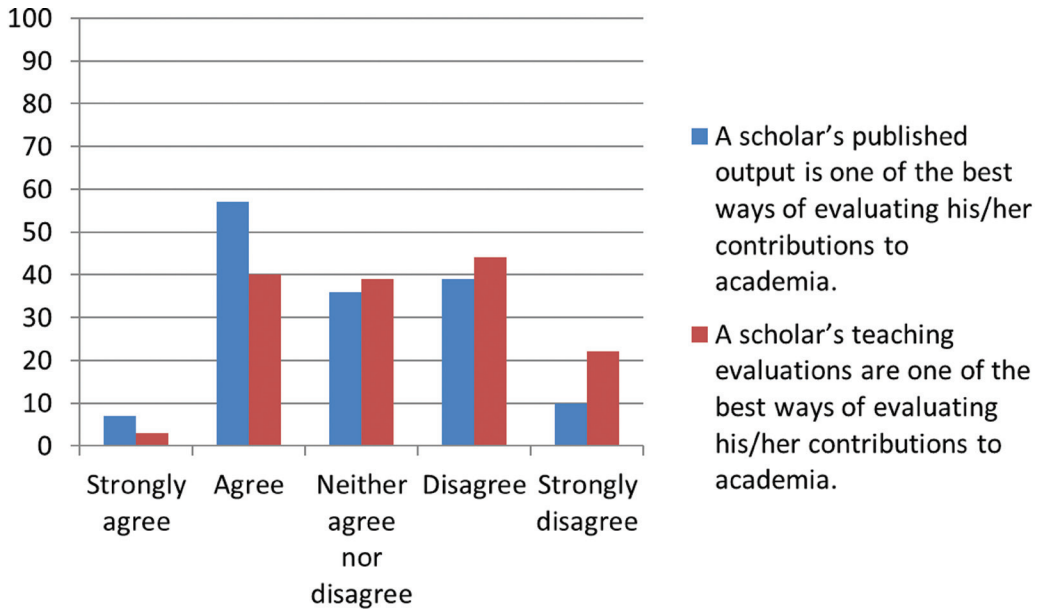
Figure 14. Perceptions of the value that published output and teaching evaluations provide in regards to scholars' contributions to academia.

were very satisfied with their chosen career paths. More than three-quarters of respondents (75.7%) said that they were satisfied with their job, with only 10.8% expressing active dissatisfaction. Fewer than 5% disagreed with the statement that "academia is my ideal vocation" (and none "strongly disagreed"), just as a mere 6% disagreed or strongly disagreed that "If a student were qualified for such I would recommend a career in academia."

Limitations and Future Research

Given that the survey was limited to LIS faculty members at ALA-accredited institutions, the results are relevant only to that particular field, and similar questionnaires sent out to faculty members in different departments or disciplines may well yield different results.

As several respondents noted, the survey ignored issues related to administrative duties; future questionnaires of this sort might include questions pertaining to administration and management and other aspects of faculty duties. Similarly,

the survey did not ask respondents to indicate what type of university they were employed at (e.g., R-1, R-2, etc.); asking this question would have allowed for richer cross-analyses. There were several flaws in the wording or design of the questionnaire that only became apparent after the e-mail invitation was sent out; for example, two questions ("Which aspect of your job do you consider the most important to you personally?" and "Which aspect of your job do you consider the most important to others?") forced respondents to select either "teaching," "research," or "service," with no "all of the above" option available. In addition, another question ("What is the average number of advisees/doctoral students you have in a typical semester?") had to be omitted from the final analysis due to its ambiguous wording; while the intent was to focus on individuals' roles as mentors, some respondents obviously interpreted the word "advisees" as pertaining to any student whom they advised (e.g., for suggested class scheduling) (apparent by the fact that some reported advising more than a hundred students).

Discussion/Conclusion

The Academe, and LIS in particular, is perpetually in a state of flux as to the primary responsibilities of higher education and faculty members, as well as who evaluates faculty members, and in what regard. As one respondent noted, it was difficult to answer some of the survey questions "because of the current political and economic climate of crisis." LIS is a particularly good example of a discipline in transition. This is especially os given the rise of the iSchool movement. This development which brings not only changes in the composition of the faculty (Sugimoto, Ni, Russell, & Bychowski, 2011), but also an emerging emphasis on external funding and doctoral education (Wiggins & Sawyer, 2012). In addition, Milojevic, Sugimoto, Yan, and Ding (2011) found that the topical foci of LIS has been guided in large part by the dynamism of computational technologies (specifically, the Internet spurred a rapid change in LIS topics). Accordingly, it would behoove LIS educators to take these changes into account when designing or revising curricula, as students in MLS programs—be they training to become faculty members or practitioners—are increasingly expected to assume duties not traditionally associated with the "librarian" profession.

These uncertainties notwithstanding, our study demonstrated that respondents were fairly ambivalent in many regards towards various components of the academe, although it was generally perceived that the benefits of an academic career outweighed any bureaucratic roadblocks or inappropriate expectations that were placed in the faculty's way of conducting research or instructing students as they saw fit. Respondents reported being strongly engaged with their various duties, even as they remained slightly more reserved about committing to the notion that academia is the ideal climate for disseminating new knowledge. Responses to the survey ultimately offered a rather optimistic depiction of academia, and even those who were critical tended to admit that there were mitigating factors that made a career in academe worthwhile. Despite the at-times tumultuous and frustrating aspects of university life, academe was perceived to be a noble and personally satisfying experience that is important both to its participants and the society in which they reside. This is consistent with a recent survey of the professoriate which found that 64% of faculty baby boomers will choose to delay retirement because they "love the work too much to give it up" (Flaherty, 2013). The rewarding nature of academe may be another issue for LIS educators to consider, as promoting the possibility of using one's skills for a career in academe would increase enrollment and interest in the field.

Despite this rosy outlook, there were many issues that were unexplored in our study. In particular, the study failed to investigate issues related to quality of life of academics, an issue of increasing concern to doctoral students considering careers in academe (Mason, Goulden, & Frasch, 2009). In addition, there is a rising concern that job activities are diversifying rather than simplifying: the tripartite delineation of research, teaching, and service may be insufficient to describe the various types of activities in which faculty members are currently engaged, including popular science communication (Sugimoto, *et al.*, 2013), academic entrepreneurship (Abreau & Grinevich, 2013), and grantsmanship. It's also unclear how the growing number of platforms for both disseminating and evaluating research (Cronin & Sugimoto, 2014) will ultimately affect the job duties of scholars. Future research should seek to understand whether the benefits of increased access and dissemination outweigh the burdens of maintaining and curating profiles on each of these platforms. The possibility of goal displacement in what our respondent referred to as an "assessment-mad" culture is certainly exacerbated by this new environment (Cronin & Sugimoto, 2015).

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Appendix

Copy of the survey instrument. The following scale was used for all questions unless indicated otherwise:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I integrate the results of my research with my teaching duties.	❏	❏	❏	❏	❏
I research with the intention of sharing the results of my research in a classroom setting.	❏	❏	❏	❏	❏
I have the latitude to teach the classes that I wish to teach.	❏	❏	❏	❏	❏
I invest more into my research than is expected of me.	❏	❏	❏	❏	❏
I invest more into my teaching than is expected of me.	❏	❏	❏	❏	❏
My university's expectations of my research output are realistic.	❏	❏	❏	❏	❏

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The course load I am asked to teach is a reasonable amount of work.	❑	❑	❑	❑	❑
I involve students in the conduct of my research.	❑	❑	❑	❑	❑
My colleagues have been a positive influence on my academic activities.	❑	❑	❑	❑	❑
I feel valued by my students.	❑	❑	❑	❑	❑
I feel valued by my colleagues.	❑	❑	❑	❑	❑
I am satisfied with my job.	❑	❑	❑	❑	❑
I am engaged with my teaching duties.	❑	❑	❑	❑	❑
I am engaged with my research duties.	❑	❑	❑	❑	❑
I would rather teach than conduct research.	❑	❑	❑	❑	❑
I feel free to conduct my research in the manner that I see fit.	❑	❑	❑	❑	❑
I feel free to educate my students in the manner that I see fit.	❑	❑	❑	❑	❑
Acquiring new knowledge is important to me personally.	❑	❑	❑	❑	❑
My research is important in the larger context of my field.	❑	❑	❑	❑	❑
I find my research to be personally rewarding.	❑	❑	❑	❑	❑
I find my teaching duties to be personally rewarding.	❑	❑	❑	❑	❑
I am motivated by a desire to conduct and share research.	❑	❑	❑	❑	❑
I am motivated by tenure considerations.	❑	❑	❑	❑	❑
Academia is my ideal vocation.	❑	❑	❑	❑	❑
The university's primary goal should be to conduct and disseminate original research.	❑	❑	❑	❑	❑
The university's primary goal should be to educate students.	❑	❑	❑	❑	❑
Scholarly research is important to the world outside of academia.	❑	❑	❑	❑	❑
Most students enroll at a university for the sole intention of acquiring a degree.	❑	❑	❑	❑	❑
Academia is the optimal climate for creating new knowledge.	❑	❑	❑	❑	❑
Academia is the optimal climate for disseminating new knowledge.	❑	❑	❑	❑	❑

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Professors are highly valued by the university that employs them.	❏	❏	❏	❏	❏
Current tenure requirements are useful in encouraging quality research.	❏	❏	❏	❏	❏
Current tenure requirements are useful in encouraging quality teaching.	❏	❏	❏	❏	❏
In terms of tenure decisions, the degree of importance ascribed to formal publishing is appropriate.	❏	❏	❏	❏	❏
In terms of tenure decisions, the degree of importance ascribed to teaching is appropriate.	❏	❏	❏	❏	❏
A scholar's published output is one of the best ways of evaluating his/her contributions to academia.	❏	❏	❏	❏	❏
A scholar's teaching evaluations are one of the best ways of evaluating his/her contributions to academia.	❏	❏	❏	❏	❏
The current publishing system ensures that only the most valuable and important research is formally disseminated.	❏	❏	❏	❏	❏
There are productive avenues of dissemination that are not used in academia.	❏	❏	❏	❏	❏
If a student were qualified for such, I would recommend a career in academia.	❏	❏	❏	❏	❏

I publish:
- ❏ More frequently than others in my academic unit
- ❏ At approximately the same frequency as others in my academic unit
- ❏ Less frequently than others in my academic unit]

I publish:
- ❏ More frequently than others in my discipline
- ❏ At approximately the same frequency as others in my discipline
- ❏ Less frequently than others in my discipline]

I publish:
- ❏ More frequently than is expected of me
- ❏ At approximately the same frequency that is expected of me
- ❏ Less frequently than is expected of me

The audience for my research is (check all that apply):
- ❏ Undergraduate students
- ❏ Graduate students
- ❏ Other academics
- ❏ Government agencies
- ❏ Corporations
- ❏ Other (fill in the blank)]

_____

Which aspect of your job do you consider the most important to you personally?

❑ Teaching
❑ Research
❑ Service

Which aspect of your job do you consider the most important to others?

❑ Teaching
❑ Research
❑ Service

Please approximate (in percentages) the amount of time that you spend on teaching.

Please approximate (in percentages) the amount of time that you spend on research.

Please approximate (in percentages) the amount of time that you spend on service duties.

Gender:

❑ Male
❑ Female
❑ Other
❑ Prefer not to answer

Comments?

Length of time employed at an academic institution in a tenure-track position

Tenure status:

❑ I am tenured
❑ I am in a tenure-track position
❑ I am not in a tenure-track position
❑ Other (fill in the blank)
_____

What is your teaching load in terms of number of credits per semester?

What is your teaching load in terms of number of classes per year?

How many independent studies and/or directed readings do you supervise in a typical semester?

What is the average number of advisees/ doctoral students you have in a typical semester?

I primarily instruct:

❑ Undergraduate students
❑ Graduate students
❑ Other (fill in the blank)]
_____