

# Advocating for Better Salaries and Pay Equity Toolkit

---

## **Editors and Writers**

Patricia Anderson  
Jamie Bragg  
Stacey Crain  
Joan Goddard  
Jenifer Grady  
Michael Jara  
Michele Leber  
Margaret Myers  
Joyce Thornton

Fourth Edition: April 2007

---

**Advocating for Better Salaries and Pay Equity Toolkit**

Updated April 2007

Permission is granted to libraries, other groups, and individuals to reproduce this toolkit for nonprofit use. Copies may be downloaded at [www.ala-apa.org/toolkit.pdf](http://www.ala-apa.org/toolkit.pdf). Check online for earlier editions with other examples of pay equity success stories in libraries.

This toolkit is designed for two-sided printing. Blank pages will appear when downloaded. These serve to separate sections when printing on both sides of the page.

The Toolkit and Training program were originally developed by the American Library Association's 2002–2003 President Maurice (Mitch) J. Freedman's Better Salaries and Pay Equity for Library Workers Task Force as part of the Campaign for America's Librarians.

**Members of ALA-APA Standing Committee on the Salaries and Status of Library Workers**

Tom Galante, Chair, 2006–2007; member, 2006–2008. Members: Patricia K. Anderson, 2006–2008; Stacey Crain, 2005–2007; Michael Jara, 2005–2007; Michele Leber, 2006–2008; Connie Maxwell, 2006–2008; Michael McGroarty, 2005–2007; Eileen Muller, 2006–2008; Beatrice Parker, 2006–2008; Joyce K. Thornton, 2006–2008

**Key ALA Contacts**

**ALA-APA: the Organization for the Advancement of Library Employees**

[info@ala-apa.org](mailto:info@ala-apa.org)

Tel: 800-545-2433, ext. 2424; 312-280-2424

Fax: 312-280-5013

[www.ala-apa.org](http://www.ala-apa.org)

**ALA-APA Salaries and Status of Library Workers**

**Standing Committee**, which guides ALA-APA activities in support of better salaries, comparable worth, pay equity, and similar programs related to the status of librarians and other library workers. [www.ala-apa.org/salaries/standingcommitteesalaries.html](http://www.ala-apa.org/salaries/standingcommitteesalaries.html)

**American Library Association Public Information Office (PIO)**

[pio@ala.org](mailto:pio@ala.org)

Tel: 800-545-2433, ext. 5042

Fax: 312-280-5274

[www.ala.org/pio](http://www.ala.org/pio)

**American Library Association Office for Human Resource Development and Recruitment (HRDR)**

[hrdr@ala.org](mailto:hrdr@ala.org)

Tel: 800-545-2433, ext. 4277

Fax: 312-280-3256

[www.ala.org/hrdr](http://www.ala.org/hrdr)

---

According to the National Committee on Pay Equity, the wage gap remains at a standstill with women earning 77¢ for every dollar a man earns.<sup>1</sup>

The U.S. Census from 2003 reports that the average salary of men with master's degrees was \$75,950 (median \$61,634), while women earned only \$46,961 (median \$41,185)—a difference of almost \$29,000 (62 percent).<sup>2</sup>

The average salary of a librarian in 2006 was \$56,259 and the median was \$50,976.<sup>3</sup>

Men with bachelor's degrees earned an average of \$62,471 (median \$49,449); while women earned an average of \$35,935 (median \$30,412)—a difference of \$26,536 (73 percent).<sup>4</sup>

Pay inequity also exists within librarianship. The Association of Research Libraries, in its Annual Salary Survey 2005-6, reported that the average salary for male academic librarians in member libraries was \$63,984, while the average for female academic librarians was \$61,083.<sup>5</sup>

Library Journal reported that new library school graduates finally crossed the \$40,000 mark as an average salary, but the gender split had women below that point with \$39,587 and men at \$42,143.

---

1. National Committee on Pay Equity, [www.pay-equity.org/index.html](http://www.pay-equity.org/index.html).

2. U.S. Census Bureau, "Educational Attainment in the United States: 2004," [www.census.gov/population/www/socdemo/education/cps2004.html](http://www.census.gov/population/www/socdemo/education/cps2004.html)

3. Jenifer Grady and Denise Davis, *ALA-APA Salary Survey: Librarian—Public and Academic* (Chicago: ALA, 2006).

4. U.S. Census Bureau, "Educational Attainment in the United States: 2004."

5. Association of Research Libraries. *Annual Salary Survey 2005–2006*, [www.arl.org/stats/annualsurveys/salary/sal0506.shtml](http://www.arl.org/stats/annualsurveys/salary/sal0506.shtml).



# Contents

---

- 3 Support from Our Presidents**
- 5 Advocating for Pay Equity**
- 7 My Action Checklist**
- 9 Introduction**
- 11 Building Your Case**
  - 11 Know Thyself
    - 11 Gender Equity
    - 11 Racial Equity
    - 12 Support Staff Equity
  - 13 Revising Job Descriptions and Evaluations
    - 13 Job Descriptions
    - 14 Outside Resources for Job Descriptions
    - 14 Position Classification
    - 16 Job Evaluations
    - 17 Legislation
    - 18 Litigation
    - 18 Demonstrating Value
  - 20 Goal-Setting
    - 20 Minimum Salaries
    - 20 Benefits
- 23 Speaking Out: Communications Planning**
  - 23 A Key Message and Talking Points
  - 24 Accurate, Relevant Data and Information
    - 24 Data
    - 25 Salary Data for Library Workers
    - 26 Know the Players
  - 26 Communication Strategies for Delivering the Message
    - 27 Sample Letter-to-the-Editor
  - 27 Designate and Train Spokespersons
    - 27 Tough Questions and Answers:
- 29 Building Partnerships/Coalitions**
  - 29 Management-Initiated Advocacy
  - 29 State Action Planning
  - 30 State Initiatives
  - 30 National Committee on Pay Equity
  - 31 Women Are Getting Even (WAGE)
  - 31 Living Wage and Other Low Income Movements
  - 32 Unions
    - 32 Unionizing As A Strategy
    - 33 How Unions Can Improve Salaries
    - 34 Frequently Asked Questions about Unions in Libraries
    - 35 Ensuring Fair Play
    - 35 Starting a Union
  - 36 Academic Librarians: Getting Help from Your Associations
    - 36 Additional Options for Academic Librarians and Support Staff

---

<b>39</b>	<b>Common Setbacks</b>
39	Recruitment Shortages
39	Economic Hard Times
40	Employee Turnover
40	10 Reasons to Ask for Better Pay When Times Are Bad
<b>43</b>	<b>Tools and Resources</b>
43	Negotiating Your Own Salary
43	Certification
45	The Merritt Fund
<b>47</b>	<b>Success Stories</b>
50	Louisiana, Southern University (Academic)
47	Maryland, Baltimore County (Public)
50	Maryland, Montgomery College (Academic)
47	Minnesota (Public)
48	Minnesota, Great River Regional Library (Public)
49	New York Public Library (Public)
50	New Jersey, Montville Township (Public)
48	North Carolina, New Hanover County (Public)
48	Vermont, Burlington (Public)
49	Australia
49	Canada
<b>53</b>	<b>Union Success Stories</b>
54	California, Los Angeles Public Library (Public)
54	California, Placer County Public Library (Public)
53	Florida, Orange County Library System (Public)
53	Massachusetts, Boston Public Library (Public)
53	Washington, King County Library System (Public)
55	Canada, Saskatoon Public Library (Public)
55	More Stories
<b>57</b>	<b>Appendix A. Introduction to ALA-APA</b>
<b>59</b>	<b>Appendix B. Sources of Salary Data/Survey/Statistics</b>
<b>65</b>	<b>Appendix C. ALA Policy #54.10, "Equal Opportunity and Salaries"</b>
<b>67</b>	<b>Appendix D. Job Evaluation Resources</b>
<b>69</b>	<b>Appendix E. Resources for Competencies and Roles of Staff</b>
<b>71</b>	<b>Appendix F. Neutrality Agreement Sample</b>
<b>73</b>	<b>Appendix G. Resources for Negotiating Your Own Salary</b>
<b>75</b>	<b>Appendix H. Resources for Demonstrating Value</b>
<b>77</b>	<b>Appendix I. Resources for Unionizing</b>
<b>79</b>	<b>Appendix J. Resources for Faculty Status and Other Strategies for Library Workers</b>
<b>81</b>	<b>Appendix K. Sample Newspaper Opinion Piece</b>
<b>83</b>	<b>Appendix L. Messages by Maurice J. Freedman about ALA-APA and Salaries</b>

# Support from Our Presidents

---

## **Leslie Burger—2006–2007 ALA-APA President**

All of us, whether we are new to or are long-term veterans of the library field, are deeply concerned about our ability to recruit, retain and reward the next generation of librarians. At the same time, there are still many people who provide invaluable services in our nation's libraries who fall short of earning a living wage. We know that, when compared to other professions with similar education and training, librarians and library workers are often compensated at a rate far lower than their comparable worth. This situation is slowly improving thanks to ALA and ALA-APA's efforts to bring this issue to the forefront of public attention at the local, state and national level. But we still have far to go before we can say our job is done.

This latest edition of the Better Salaries and Pay Equity Tool Kit is just one of several ways that ALA members can arm themselves to address salary inequities. The kit offers a variety of useful strategies that can be used to raise awareness about this issue locally, helpful tips to make the case for improved wages, and success stories from which we can learn and become inspired.

I would like to thank members of the Standing Committee on the Salaries and Status of Library Workers for their contributions this latest edition of the tool kit. I invite each of you to use these tools along with the other resources available from the ALA APA to help you achieve better salaries and pay equity in your own institutions. And be sure to share your stories so others can benefit from your successes.

Leslie Burger  
2006–2007 ALA President

## **Loriene Roy—2006–2007 ALA-APA President Elect**

Librarians have long provided essential services. Today, we are positioning the library as an information commons for the public's right to access to information and the free expression of a diversity of opinions. We create unique value-added services such as mediated reference and library instruction. Though we advocate for others, we do not always advocate for ourselves. As members of a feminized profession, we often face barriers and even discrimination. This is especially seen in the low salaries we are paid and other indicators of the lesser status that we sometimes receive. Given the greater need for the public to have access to library services and the increasingly specialized skills we need to acquire, this is the time to:

1. Combat the stereotype of the librarian as the meek, selfless booklover who is so grateful for employment that he or she will accept any level of pay;
2. Educate the public about the specialized services we provide and the specialized education needed for even an entry-level position in the field;
3. Stand strong in the fight for pay equity. We must ensure that women are fairly compensated for their work.

ALA has taken the first step to create change and support librarians through the creation of ALA-APA (American Library Association-Allied Professional Association). The ALA-APA is our avenue to speak up for ourselves. Let us work together. We welcome your energy, opinions, recommendations and, especially, your willingness to serve to support all library workers.

Loriene Roy  
2006–2007 President-Elect ALA



# Advocating for Pay Equity

---

Studies have shown that one of the things people value most about libraries is the personalized service they receive from library staff.<sup>6</sup> The growing shortage of librarians compels employers to improve compensation.<sup>7</sup> If libraries of all types are to provide the high quality service their users expect, they must pay salaries that are competitive with not only other libraries but also other employment sectors.

Librarianship is a predominately female profession. As is often the case, workers in such professions suffer in comparison to others with similar qualifications, experience and responsibility who work in fields that are predominantly male.

Efforts to remedy pay inequities typically focus on women gaining access to higher paid jobs through affirmative action and securing equal pay for equal work. Comparable worth, often known as pay equity or equal pay for work of equal *value*, is a third motivating theory. There is no one overall motivation. You may be inspired by several, and

utilize several strategies for achieving change, including administrative changes, job evaluations, litigation and negotiation.

To learn more about being an effective advocate, attend ALA-APA programs at American Library Association (ALA) conferences, go to ALA's Advocacy Resource Center at [www.ala.org/pio/advocacy](http://www.ala.org/pio/advocacy), attend the Advocacy Institute in conjunction with an ALA conference and ask your state library organization to host a training session.

*Show me a computer expert that gives a damn, and I'll show you a librarian.*

—Patricia Wilson Berger  
(Quoted in the *Chicago Tribune*,  
29 June 1990, Tempo section, p. 1)

- 
6. Public Agenda, "Long Overdue: A Fresh Look at Public Attitudes about Libraries in the 21st Century," [www.publicagenda.org/research/research\\_reports\\_details.cfm?list=99](http://www.publicagenda.org/research/research_reports_details.cfm?list=99).
  7. Denise Davis, "Library Retirements—What We Can Expect," American Library Association, [www.ala.org/ala/ors/reports/LISGradsPositionsAndRetirements\\_rev1.pdf](http://www.ala.org/ala/ors/reports/LISGradsPositionsAndRetirements_rev1.pdf).



# My Action Checklist

---

- \_\_\_ Learn more about the job classification system and salary-setting process in my library.
- \_\_\_ Check my job description to determine if it is accurate and up-to-date.
- \_\_\_ Find out who the key officials and administrators are who make decisions on library worker salaries.
- \_\_\_ Think more about how to articulate what I do and how this contributes to providing quality services.
- \_\_\_ Explore with co-workers and library administration possible strategies for improving status and salaries.
- \_\_\_ Volunteer for any reclassification or job evaluation committee.
- \_\_\_ Review salary statistics that are relevant to my type of library and job and document inequities.
- \_\_\_ Make certain all staff are included in pay-equity efforts.
- \_\_\_ Look for possible pay equity coalitions within the community and state.
- \_\_\_ Become active in or help initiate state library association efforts to improve status and salaries.
- \_\_\_ Check current and pending state legislation on fair pay/pay equity to determine how library workers fit.
- \_\_\_ Contact my Congressional representative and senators for support of federal pay equity legislation.
- \_\_\_ Share the good news of your success with ALA-APA.

*Librarians have always been among the most thoughtful and helpful people. They are teachers without a classroom. No libraries, no progress.*

—Broadcaster Willard Scott



# Introduction

---

Most successful library salary improvement efforts begin and end with library workers. And though library workers must address pay equity in their respective institutions and communities, they are not alone in their fight for just compensation. The American Library Association-Allied Professional Association: the Organization for the Advancement of Library Employees (ALA-APA) is proud to advocate for better pay on the behalf of all library workers. ALA-APA's nationwide campaign provides workers with the tools and training that will allow them to reach the goals they have set for themselves and their institutions.

This toolkit outlines the process of launching a pay equity campaign. Whether you are administration or support staff, whether you are an old hand at advocacy or are just realizing the wage injustices at your institution, this toolkit will provide guidance and resources. Our first chapter, *Building Your Case* (p. 11), offers techniques for gathering accurate, pertinent data that will support your argument. It will help you identify discrimination within your ranks and hindrances that can damage your credibility and diminish your efforts to achieve higher salaries for all workers, regardless of gender, race, or position. This chapter also explains how accurate job descriptions and job

evaluations are crucial to achieving equal pay for comparable worth.

The second chapter, *Speaking Out* (p. 23), guides you through some basics of advocacy etiquette so that you present your message efficiently and appropriately to funding committees, elected officials and the media. Success depends not only on the rightness of our cause but also how effectively we communicate it. It is essential in a pay equity campaign that library workers speak with one voice, with clear messages and solid preparation to deliver these messages. This toolkit provides guidance in structuring a campaign and sample messages.

*Building Partnerships and Coalitions* (p. 29) introduces the contributions of groups that share the passion for higher and fair wages. These veteran institutions are our natural allies, and they have much to teach about waging a pay equity campaign. This section also addresses the importance of unions in the fight for just compensation, and provides contact information for these organizations. *Tools and Resources* discusses certification and the Merritt Fund.

And when you achieve success, let us know so we can let others know that positive change is possible. Your story may be featured in the *Success Stories* section (p. 47) when this Toolkit is next updated.



# Building Your Case

---

Before you can advocate for a group of workers you must understand the work they do and the conditions under which they do it. And you must identify discrimination within your institution before you can correct it. Blindness to current inequities within your own library, outdated job descriptions and biased job evaluations will cripple a campaign's unity and credibility.

## Know Thyself

Prior to comparing your institution's salaries with those of other libraries or of professions with similar requirements, ensure that you have internal equity within your library. Make certain all staff are included in pay-equity efforts. Gender and racial inequities are still present in many libraries; less documented, but sadly as common, is a traditional lack of respect for the contributions of support staff.

## Gender Equity

The average wage of U.S. women working fulltime year-round is approximately three-fourths of men's average wage, with even worse disparities for women of color. Over the past thirty-eight years, the real median earnings of women have fallen short by a total of \$497,319—nearly half a million dollars in a typical working woman's career span.<sup>8</sup> In 1999, America's working families lost \$200 billion of annual income to the wage gap, an average of \$4,000 per family, even after accounting for differences in education, age, location and the number of hours worked.

Although gains have been made over the years in gender equity within librarianship, most library salary surveys still point to higher average salaries for men than for women. Pay equity advocates cite the need for unbiased, gender-neutral compensation systems that do not perpetuate existing stereotypes

of male and female jobs. In a report titled "How To Do Pay Equity Job Comparisons," the Ontario (Canada) Pay Equity Commission suggests that those who collect and record job information should be alert to gender bias.<sup>9</sup>

Factors to check include:

- Consistency in the level of detail describing both female and male jobs
- Neutral language and non-sexist job titles
- Inclusion of all job aspects
- Involvement of female and male workers in committees and the process

The commission also notes that one of the key requirements of the gender-neutral evaluation of work is to make work performed by women visible.

The Ontario Pay Equity Commission's Web site also includes an informative case study of a fictitious private sector company that details steps for establishing and maintaining pay equity. Although set within the Canadian legislative environment, the section on job evaluation contains practical information for any setting.<sup>10</sup>

## Racial Equity

*Library Journal* reported that the average starting salary for beginning librarians of color (\$42,333) was higher than the average starting salary for all beginning librarians (\$40,118) (see table 1).<sup>11</sup> The Association of Research Libraries, in contrast, reports that minority librarians averaged salaries that were lower by \$4,660, or 8 percent (see table 2).<sup>12</sup> Gender inequities further complicate the picture.

There have been some strides in our profession reflecting the diversity of the U.S. population. From 1990 to 2000, the total percentage of African-American, Latino, Asian and Native American

---

8. U.S. Bureau of the Census, *Educational Attainment in the United States, 2004*, [www.census.gov/population/www/socdemo/education/cps2004.html](http://www.census.gov/population/www/socdemo/education/cps2004.html).

9. To order this report online, visit the Pay Equity Commission Website, "Publication Order Form," [www.payequity.gov.on.ca/peo/english/pubs\\_order.html](http://www.payequity.gov.on.ca/peo/english/pubs_order.html).

10. Pay Equity Commission, "10 Steps to Pay Equity," [www.payequity.gov.on.ca/peo/english/pubs\\_10steps.html](http://www.payequity.gov.on.ca/peo/english/pubs_10steps.html).

11. Stephanie Maatta, "Starting Pay Breaks \$40K—Placements and Salaries 2005," *Library Journal* (Oct. 15, 2006), [www.libraryjournal.com/article/CA6379540.html](http://www.libraryjournal.com/article/CA6379540.html).

12. Mark Young, ARL Salary Survey Highlights, *ARL Bimonthly Report* 246, June 2006, [www.arl.org/newsltr/246/salarysrvy.html](http://www.arl.org/newsltr/246/salarysrvy.html).

graduates of library schools is not quite 13 percent, from 9 percent a decade prior.<sup>13</sup> However, during the same time period, there was a 152 percent increase in people of color nationally. The authors of *Diversity Counts* stress that it is important for a library to remain “relevant” to the community it serves.<sup>14</sup> Most MLS librarians (81 percent) are still white women between forty-five and fifty-four years old. There is more representation among staff who define themselves as librarians but do not hold the MLS degree (16 percent). Library assistants had the largest proportion of non-white staff members in 2002 at 29 percent reporting being of another race: African-American (11 percent), Asian-Pacific Islander (9 percent), Latino (7 percent), Native American/Alaskan (1 percent), and two or more races (1 percent).

## Support Staff Equity

Libraries should also have discussions on how to reward work by those who are not in supervisory/administrative roles but who are performing important functions such as children’s services, reference work, or other specialist duties.

Gene Kinnaly, Senior Cataloger, Library of Congress, reported that members of support staff are rarely compensated for their skills, experience, education and responsibilities at the same level as those in non-library occupations with similar qualifications. Support staff is often seen as clerical help, yet the nature of these positions has expanded greatly. Many support positions have considerable education and experience requirements. In many cases, members of support staff have taken on duties traditionally performed by professionals with little or no adjustment in salary, so there may be internal as well as external inequities. Many position descriptions are inaccurate and outdated. Some support personnel supervise others but are not given credit for this in compensation structures.

**Table 1.**

### 2005 *Library Journal* Average Starting Salaries

Group	Starting Salary (\$)
Women	39,587
Men	42,143
Minorities	42,333
Average	40,118

**Table 2.**

### 2005–2006 Association of Research Libraries Average Salary Comparison

Group	Average Salary (\$)	Minority Average Salary (\$)
Men	63,984	58,711
Women	61,083	56,957
Combined	62,148	57,488

Patricia Glass Schuman, former coordinator of the Better Salaries and Pay Equity for Library Workers Task Force, affirms that many support staff feel “under-compensated, under-respected, and underrepresented.” Their duties and qualifications vary greatly, with job titles running the gamut from paraprofessionals and library assistants to library technicians, aides, associates and more.

When the *2004 ALA Survey of Librarian Salaries* asked what titles were used for support staff, the survey listed thirty-seven titles. Yet an open-ended question asking about “other” support staff position titles yielded 507 additional titles.<sup>15</sup> The results of this question informed the sixty-two positions included in *ALA-APA Salary Survey: Non-MLS—Public and Academic*.<sup>16</sup>

To help in clarifying the many support staff job titles, Kinnaly suggested using the ALA Policy Manual Section #54.4 “Comparable Rewards.”<sup>17</sup> The policy suggests that major libraries assign as many non-administrative specialties to the

13. Denise Davis and Tracie Hall, *Diversity Counts* (Chicago: ALA, 2006).

14. Davis and Hall, *Diversity Counts*, 4.

15. Denise Davis, “Library Support Staff Job Titles,” American Library Association, [www.ala.org/ala/ors/reports/libsupjobtitles.htm](http://www.ala.org/ala/ors/reports/libsupjobtitles.htm).

16. Jenifer Grady and Denise Davis, *ALA-APA Salary Survey: Non-MLS—Public and Academic* (Chicago: ALA, 2006).

17. American Library Association, *ALA Handbook of Organization 2006–2007: An Annual Guide to Member Participation* (Chicago: ALA, 2006), 53.

top classifications as are assigned to administrative staff.

Many states have library paraprofessional organizations that address employment, education and career concerns. Meralyn Meadows researched, compiled, maintained and updated the National Directory of Paraprofessional Associations in August 2006 for the American Library Association (ALA) Library Support Staff Interests Round Table (LSSIRT). The fifty-three-page directory is in PDF format—[www.ala.org/ala/lssirt/lssirtbenefits/National\\_Directory\\_Aug21\\_2006.pdf](http://www.ala.org/ala/lssirt/lssirtbenefits/National_Directory_Aug21_2006.pdf).

Certification and unionization have helped to improve compensation in some support staff situations. Comparisons with information technology occupations or comparable technician positions can also be useful. Librarians should recognize that when compensation for support staff goes up, the floor for librarian salaries also rises.

For discussion, see:

- American Library Association Library Support Staff Interests Round Table, [www.ala.org/lssirt](http://www.ala.org/lssirt) (includes the “National Directory of Paraprofessional Organizations” under “Benefits and Services” on the LSSIRT navigation bar).
- American Library Association. Third Congress on Professional Education (COPE III), [www.ala.org/congress/3rd\\_congress/index](http://www.ala.org/congress/3rd_congress/index).
- ASSOCIATES—electronic journal for support staff, [associates.ucr.edu](http://associates.ucr.edu).
- Association of Research Libraries (ARL). Library Support Staff Classification Studies. SPEC Kit 252. Washington, D.C.: ARL, 1999.
- Council on Library/Media Technicians, [colt.ucr.edu](http://colt.ucr.edu).
- Kinnaly, Gene. “Pay Equity, Support Staff, and ALA.” *Library Mosaics* 13, no. 2 (Mar./Apr. 2002): 8–10. [www.mjfreedman.org/payequityss.pdf](http://www.mjfreedman.org/payequityss.pdf).
- Kinnaly, Gene. “Salary and Pay Equity Issues for Library Support Staff.” 2002 ALA Annual Conference presentation, [www.mjfreedman.org/atlantassupportstaff.pdf](http://www.mjfreedman.org/atlantassupportstaff.pdf).
- Library Support Staff Resource Center, [www.ala.org/ala/hrdr/librarysupportstaff/Library\\_Support\\_Staff\\_Resource\\_Center.htm](http://www.ala.org/ala/hrdr/librarysupportstaff/Library_Support_Staff_Resource_Center.htm).

- Oberg, Larry R. “Library Support Staff in an Age of Change: Utilization, Role Definition, and Status.” ERIC Digest, EDO-IR-95-4, May 1995. [www.ericdigests.org/1996-1/support.htm](http://www.ericdigests.org/1996-1/support.htm).
- Soaring to Excellence Teleconferences, [www.dupagepress.com/COD/index.php?id=183](http://www.dupagepress.com/COD/index.php?id=183).

*Library workers today represent a highly skilled and well trained element that is absolutely necessary to the success of the modern library. The contributions they make add to the effectiveness and uniqueness of the library. They care about both the monetary rewards as well as the quality of their work environment. Rather than undervaluing the work they do, they should be adequately compensated and appreciated.*

—Raymond Roney,  
publisher of *Library Mosaics*

## Revising Job Descriptions and Evaluations

After you have searched for evidence of gender, racial, or position inequity within your library, ensure that job descriptions and evaluations are detailed and current. The premise of comparable worth is that dissimilar jobs can be evaluated and compared when looking at each job in relation to established criteria. Job descriptions and job evaluation are crucial when determining the relative value of jobs to an employer and ensuring internal equity or fairness between jobs within an organization.

### Job Descriptions

An accurate, up-to-date job description is the basis for many actions within the personnel arena, such as job classification and evaluation, performance appraisal, recruiting and training. How long has it been since your library's job descriptions have been reviewed and updated? Do they reflect the knowledge and use of the latest technologies, the complexities in juggling

---

a variety of tasks and demands, the extensive contact with the public—including difficult patrons—and work hours that include weekends and evenings?

Rewrite your own description. Specificity is key; use specific action verbs to begin each sentence (e.g., “investigates, tabulates, schedules”) and avoid vague verbs such as “assists, handles, maintains” or the word “may.” The term “other duties as required” does not provide any information for job evaluation purposes. Indicate what action is performed, to what or to whom, to produce what, how frequently it is performed, using what equipment, tools, or processes. Avoid jargon.

It is especially important to describe the analytical, intellectual work of librarians and support staff in clear, active language. For example, cataloging might be seen by others as routine clerical work rather than the complex taxonomic work it is. Or the data entry work of support staff may be seen as routine keyboarding tasks rather than recognized for the judgment needed.

A more precise and up-to-date job description provides the criteria for accurate job evaluation and classification studies, and will allow for detailed budget presentations and media and other public information descriptions of the value and importance of library services and quality staff. See APPENDIX H for helpful resources.

Furthermore, accurate job descriptions will inform administrators, human resource personnel, and public officials of the dynamic and changing roles and duties of both librarians and support staff.

## Other Job Description Resources

Although each job description needs to be considered separately in relation to a specific institution, reviewing competencies developed by library associations and other groups can help ensure that skills, knowledge and responsibilities are accurately represented.

Some state libraries, state library associations, national groups and local libraries have collected and

posted sample job descriptions for different types of libraries.<sup>18</sup> On its Human Resources Web site, Simon Fraser University helpfully provides a glossary of active verbs for use in writing or amending job descriptions.<sup>19</sup>

See APPENDIX E “Competencies and Roles of Staff” and the *Occupational Outlook Handbook* ([www.bls.gov/oco/home.htm](http://www.bls.gov/oco/home.htm)) for ideas to include, but make sure to tailor the description to your own unique set of responsibilities and skills.

The California Library Association Fair Compensation Campaign included a “Talk Work Group,” which was charged with helping members find ways to use language when describing library work *that makes sense to people who are not librarians*, such as human resource professionals. For example, changing a job description element from “Prepares story hours for children” to “Conducts pre-literacy and school readiness training for one- to five-year-olds” might strengthen job specification and reclassification efforts.

## Position Classification

Position classification depends upon job content information about individual positions within an organization. The positions are then grouped into common job families or classes. The class specifications provide the main source of information used in applying job evaluation systems.

The classification and salary system in an organization may be long overdue for review and revision. In such cases, this review may help to frame salary inequity issues. It is important that library staff at different levels be represented on any organizational reclassification and job evaluation committees, particularly if the library is within a larger parent organization.

## Job Evaluations

A job evaluation compares all positions within an organization, regardless of job dissimilarity or level. This can be an especially useful tool to employers, employee groups and unions.

---

18. Library Support Staff, “Library Jobs: Descriptions, Classifications, Evaluations,” [www.librarysupportstaff.com/jobdescriptions.html](http://www.librarysupportstaff.com/jobdescriptions.html); LibraryHQ, “Job Descriptions for Library Jobs,” [www.libraryhq.com/job\\_descriptions.html](http://www.libraryhq.com/job_descriptions.html); Montana State Library, “Sample Position Descriptions Index,” [msl.state.mt.us/ldd/Samples/positiondescriptions/librarypds.html](http://msl.state.mt.us/ldd/Samples/positiondescriptions/librarypds.html).

19. Simon Fraser University, “Glossary of Job Description Verbs,” [www.sfu.ca/hr/forms-cabinet/job-descriptions/apsa/glossary-of-verbs.pdf](http://www.sfu.ca/hr/forms-cabinet/job-descriptions/apsa/glossary-of-verbs.pdf).

---

The most common type of job evaluation used for pay equity purposes is a point factor system. This process measures each job by looking at factors describing skill, effort, responsibility and working conditions. Different components may be used in different systems, but generally such elements include:

- Job knowledge
- Accountability
- Problem solving and decision-making
- Autonomy or freedom to take action
- Discretion or initiative
- Impact of actions
- Kind and amount of supervision
- Job complexity
- Contact with others
- Physical and mental demands
- Stress factors
- Volume of work
- Environmental conditions

The master's degree required of librarians can add valuable points to "knowledge required" factors. Emphasize the high technology aspects of jobs. Public relations and communication skills and customer service aspects are especially important in many library jobs. The more complex the work, the higher the wages. Although women may perform jobs with different duties than those typically held by men, fair pay results if both are equally valuable according to the work dimensions or factors considered instead of what the market is paying various positions.

How libraries are grouped within their organizations affects how they are viewed and with whom they are compared. It also contributes to the status of librarians and establishes peer groups with which they will be compared and measured. In city and county governments, it will make a difference whether libraries are grouped with critical service providers, educational and cultural organizations or recreational services.

In academic institutions, if librarians have faculty status and libraries report to academic officers, it is more likely that status and salary issues will be comparable to faculty. If they report to administra-

tive officers, they are more likely to be compared with professional groups within the overall administrative hierarchy. If they report to information officers, they are more likely to be compared with other information professionals, especially computer professionals.

Some libraries compare their salaries with those of teachers in the same community. Although teaching is often considered a predominantly female underpaid profession, union negotiations have succeeded in increasing salaries in many cases. In making such comparisons, you should look at what teachers earn for a nine- or ten-month year versus what librarians earn for a twelve-month year. In many cases, the teachers with less work time are paid more than the librarians.

Another comparison might be with other information professionals in the private sector who are paid more but have the same skill sets as librarians, such as those working for vendors that serve libraries.

In its state survey, the California Library Association looked at levels of library staffing in relation to comparable non-library workers, namely, entry, journey, supervisor and executive levels. The New Jersey Library Association compared public librarians with building inspectors, civil engineers, town administrators and directors of parks and recreation.

In Minnesota, library directors in large cities are most often matched with police or fire chiefs, superintendents of public works, community development directors, chief engineers and finance directors. Librarians are most often matched with inspectors, supervisors and general professional workers. Library assistants are most often matched with engineering and other technicians, equipment operators, maintenance workers, drivers and laborers. Note that it is difficult to evaluate jobs using only job titles. Pay equity studies usually match jobs more accurately by reviewing complete position descriptions; for example, see salary comparisons from *ALA-APA Salary Survey: Non-MLS—Public and Academic* in table 3.<sup>20</sup>

Even without a formal point factor system, you can look informally at salaries for predominantly male

---

20. Grady and Davis, *ALA-APA Salary Survey: Non-MLS—Public and Academic*

professions that have a master's degree requirement and compare these to librarians with the MLS degree. If there are large discrepancies in salary, you can make a case for rectifying the inequities or push for a more formal study.

Be aware that comparisons with other libraries will likely perpetuate lower salaries than if comparisons were made in other ways. However, if a neighboring jurisdiction has just completed or won a pay equity settlement with increases for library staff, other libraries may wish to "piggyback" on this success and make the case for similar increases.

Job evaluation is a time-consuming and complex process. Library workers should not leave this process to the human resources department or consultants, who may not understand the degree of complexity and intellectual aspects of library work. In most cases, a steering committee with labor and employer representatives will oversee a job evaluation study. Library workers should be involved either through union or employee groups. Throughout the pay equity process, there are policy choices to be made and monitored in choosing the method for evaluating the worth of jobs, setting criteria for determining relative worth, conducting the actual evaluation process, analyzing the predominately

female and male jobs, and establishing wage-adjusting procedures after job content has been analyzed. See APPENDIX D for Job Evaluation Resources.

For more information on teachers, see:

- American Association of School Librarians, American Library Association [www.ala.org/ala/aasl](http://www.ala.org/ala/aasl)
- American Federation of Teachers, *2004 Survey & Analysis of Teacher Salary Trends*, [www.aft.org/salary](http://www.aft.org/salary), which includes state-by-state teacher salary information and some comparisons with other professions.
- National Education Association. *Rankings & Estimates: Rankings of the States 2004 and Estimates of School Statistics 2005*. Washington, D.C.: NEA, 2004. [www.nea.org/edstats/images/05rankings.pdf](http://www.nea.org/edstats/images/05rankings.pdf).

## Legislation

State library associations and other groups should monitor what bills might affect library workers and join forces with others to advocate for fair pay. Legislation can fight pay inequities in several different ways. A bill can prohibit discrimination, or enhance current legislation by allowing workers to

**Table 3.**

### Non-MLS Library Position Salaries Compared to Similar Positions in the General Population

Position	Public (\$)	Academic (\$)	BLS (\$)*
Accountant	\$38,796	\$37,318	\$50,770
Administrative Assistant	\$33,580	\$30,385	\$34,970
Associate Librarian**	\$31,793	\$33,276	
Clerk**	\$26,708	\$25,431	
Collection Development/Management	\$35,686	\$37,664	
Copy Cataloger	\$30,255	\$32,454	
Development Manager	\$52,295	\$58,397	
Human Resources Manager***	\$54,983	\$46,212	\$66,530
IT Manager	\$48,513	\$44,358	\$92,570
Janitorial Cleaner	\$26,018		\$18,790
Library Technician**	\$31,004	\$29,467	\$24,940

\* 2004 U.S. Bureau of Labor Statistics Occupational Outlook Handbook.

\*\* In ALA-APA Survey, there were nine functional areas for Associate Librarians, nine for Clerks, ten for Technicians; these figures are national averages for each position.

\*\*\* Compensation and benefits.

---

sue for punitive and compensatory damages. A bill can establish a commission to study the wage gap and recommend solutions based on the commission's findings. Most pay equity legislation employs one or more of these three strategies.

Several bills are currently under consideration. Minimum wage increases have been brought before federal and state governments, gaining some success in states, but not federally as of the time of this writing.<sup>21</sup> The California Paycheck Fairness Act of 2006 would have corrected and deterred discriminatory wage practices based on gender by imposing stiffer penalties on employers who violate existing law. It would have required employers to disclose employee wages, and would have created a Pay Equity Taskforce to make recommendations to the Legislature.

Two bills are currently before the U.S. Congress: the Paycheck Fairness Act, which amends the Fair Labor Standards Act, and The Fair Pay Act, which amends the Equal Pay Act.

The **Paycheck Fairness Act** strengthens the penalties that courts may impose for equal pay violations and prohibits retaliation against workers who inquire about or disclose information about employers' wage practices. The bill provides for compensatory and punitive damages, in addition to back pay, for women denied equal pay for equal work; authorizes class action equal pay suits, and directs the U.S. Department of Labor to provide public information about strategies for identifying and eliminating wage discrimination and to issue guidelines for evaluating jobs.

The **Fair Pay Act** would prohibit wage discrimination based on sex, race and national origin by requiring employers to provide equal pay for work of equal value, whether or not the jobs are the same. (For example, within individual companies, employers could not pay workers in jobs that are held predominantly by women less than jobs held predominantly by men if those jobs are equivalent

in value to the employer.) Exceptions are made for different wage rates based on seniority, merit, quantity or quality of work, and there is a small business exception. The bill also would ban retaliation and require employers to file wage information annually with the Equal Employment Opportunity Commission (EEOC). Both bills have been introduced in both houses of Congress.

Ask your elected representatives to cosponsor and support this legislation.<sup>22</sup> See section on Success Stories (p. 48) for information on legislative successes in Minnesota.

For information about state legislative activities for equal pay and model legislation for equal pay remedies and enforcement, check the Center for Policy Alternatives at [www.stateaction.org](http://www.stateaction.org). Select the Equal Pay section from the State Issues dropdown menu, then policy brief and model legislation or contact the Center at 1875 Connecticut Ave. NW, Washington, DC 20009; 202-387-6030. A small number of states have used the model legislation to strengthen penalties against wage discrimination or form a commission to study how to achieve pay equity.

## Litigation

In the early 1980s, pay equity advocates celebrated several landmark victories when the courts recognized sex-based wage disparities as discrimination under the 1964 Civil Rights Act. This legal climate soon changed, with courts requiring proof that employers intended to discriminate, but the early victories still energized workers at the local and state level to undertake grassroots and legislative activities to achieve pay equity.

Library workers were among those who pursued legal remedies. In 1983, librarians in Fairfax County, Virginia, filed a complaint of sex-based wage discrimination with the EEOC. The complaint—the only one of its kind filed solely by librarians—attracted national attention. It was dismissed in 1988 as being

---

21. A. C. Hawley, "An Update on the Minimum Wage," *Library Worklife* 3 no. 8 (Aug. 2006), [www.ala-apa.org/newsletter/3n08.htm#salaries](http://www.ala-apa.org/newsletter/3n08.htm#salaries).

22. For more information about these bills, visit The Library of Congress, THOMAS, [thomas.loc.gov](http://thomas.loc.gov); Business and Professional Women/USA, [www.bpwusa.org](http://www.bpwusa.org); the National Committee on Pay Equity, [www.pay-equity.org](http://www.pay-equity.org).

---

in the area of “comparable worth,” over which EEOC had no jurisdiction. However, this action was noted in neighboring counties that were doing job evaluation studies that raised library salaries. Fairfax County librarians were upgraded in 1988, and in 1990 they received wage increases based on neighboring jurisdictions’ salary scales.

In 1996, library employees in Omaha, Nebraska, sued the city for sex discrimination based on a reclassification that placed them in the lowest of four employee groups for the purposes of determining pay raises. More than half of the employees in the lowest group were women, while those in the three higher groups were predominantly men. The court ruled against the library workers, and an appeal was denied in 1997. Since the lawsuit, however, all Omaha city employees have been given pay raises at the same rate.

Successful litigation in Canada and Australia helped workers implement pay equity legislation. While some gains have been made in raising salaries through legal action, litigation takes time and costs much, so is less likely to be a recommended means to get better salaries and achieve pay equity.

## Demonstrating Value

Along with many other institutions, libraries of all types are under increasing pressure to document the value of library services to their communities, campuses, or other constituencies. Documenting value may be as complex as a cost-benefit study, or as simple as using the media to increase public recognition of library workers and their achievements.

### Cost-benefit Studies

Cost-benefit studies compare cost data (such as budget, user time spent, other direct costs) with financial benefits (such as user time saved, savings in direct costs, decrease in new product development time). Recent cost-benefit analyses confirm that libraries have positive economic value. For instance, the

OCLC Public Libraries Return on Information campaign has demonstrated that communities receive four dollars of value for every dollar invested in libraries.<sup>23</sup> And the Special Libraries Association has shown that when a corporation employs information professionals, the business enjoys substantial cost and time savings.<sup>24</sup> The ALA Office for Research and Statistics is collecting articles and studies related to library return on investment (ROI).<sup>25</sup>

Yet most studies and reports attribute the success of library services to the institution rather than to the staff. We must demonstrate that quality services are impossible without quality employees. Two surveys establishing this connection were conducted by the Silicon Valley Library System and the Urban Libraries Council. Their respective surveys reflect the high value members of the public place on library staff and the assistance they provide. A 2002 poll of Americans by the Silicon Valley Library System found that 64 percent visited a public library in the last year. Of those, almost half (47 percent) say they consulted a librarian. Other studies in Colorado, Alaska and Pennsylvania have shown that students at schools with library media specialists score higher on reading and other standardized tests.

### Public Recognition

Increasing visibility for the value of library workers can start with increased public recognition for their efforts. Make a special effort to inform library trustees and Friends so that they understand the issues involved and can be your allies. Placing feature stories in local media, featuring profiles of key staff on the library’s home page and highlighting the role of librarians and library staff in promotional materials can help to educate the public about the importance of their work and its value. Whenever possible, in speeches, news releases and interviews, give credit to library employees for their expertise and role in developing new programs and services.

---

23. Online Computer Library Center, “Return on Information,” [www.oclc.org/roi](http://www.oclc.org/roi).

24. Special Libraries Association, “Value of the Information Professional,” [www.sla.org/content/learn/ipvalue/index.cfm](http://www.sla.org/content/learn/ipvalue/index.cfm).

25. ALA Office for Research and Statistics, “Articles and Studies Related to Library Value (Return on Investment),” [www.ala.org/ala/ors/reports/roi.htm](http://www.ala.org/ala/ors/reports/roi.htm).

---

Although librarians have often been cited for their assistance by authors in book acknowledgments, some newspapers have now developed credit guidelines for librarians whose research has contributed substantially to articles. For several years, the *New York Times* has given an award to honor librarians nationally.

ALA-APA hosts National Library Workers Day (NLWD) on the Tuesday of National Library Week. The theme is “Libraries Work Because We Do!” ALA-APA asks colleagues, patrons, managers and trustees to Submit a Star—sharing on the Web site why they love their library employees.<sup>26</sup> The NLWD Web site gives ideas on how to celebrate.

See APPENDIX H for other useful resources on demonstrating value.

### **Academic Library Workers: Faculty Status and Other Strategies**

For many academic librarians, seeking faculty status is a strategy for fair pay. Librarians have not always been unified on the issue of faculty status, but they have advocated for the role of librarians in the educational process and that they receive benefits, privileges, rights and duties equal to those with faculty rank and tenure.

On the negative side, obtaining faculty status may require more committee work, more publishing and presenting, more graduate education, a lengthy tenure application process and other responsibilities. On the plus side, librarians with faculty status have a voice in contract negotiations and can fight to tailor tenure requirements to reflect the work they do, rather than the work of discipline faculty. They can also seek faculty status without tenure if that is a more accomplishable task in their community.

Although ALA’s Association of College and Research Libraries (ACRL) has deemed the MLS a terminal degree, many colleges and universities have discriminated against librarians because of the lack of a doctorate. In addition, nearly 80 percent of academic librarians work a twelve-month year, rather than the nine months worked by their faculty colleagues.<sup>27</sup>

Librarians without faculty status are often denied academic freedom protection and representation on faculty committees in campus governance. There are also many who have faculty status, but not tenure, a problem that impacts their equality on campus. The degree to which librarians become active in the faculty senate can be a factor. Size and type of institution may also affect salaries. Public librarians were generally paid less than academic librarians, and librarians in Very Small and Small public libraries and Two-Year college libraries were paid least, based on averages reported in the *2006 Librarian Salary Survey*.<sup>28</sup> Other workers in academic libraries also may receive salaries and benefits on a separate and unequal scale.

If faculty status is not possible, a comparison with campus IT professionals may be useful. IT workers have skills and responsibilities similar to librarians, but are often men. The director of a private college library in the state of New York, who also administers the IT department, reports that through her efforts the IT staff and librarians now earn comparable salaries. However, a position in IT requires only a bachelor’s degree. On average, IT staff are younger and male. The director reports that much of her success in raising salaries results from developing an excellent relationship with the Human Resources department and a strong constituency on campus. She has also used turnover to her advantage. Rather than telling new hires that she couldn’t give them the going rate, she did her best to meet their demand and then raised current staff members’ salaries to keep them in line.

Comparisons to various levels of IT staff can also be useful for library support staff with similar technical experience and responsibility.

In seeking equity, academic library workers need to communicate the value of their contributions at every opportunity:

- Report all accomplishments—conference presentations, publications, campus activities, and

---

26. ALA-APA, “What is National Library Workers Day?” [www.ala-apa.org/about/nlwd.html](http://www.ala-apa.org/about/nlwd.html).

27. Janet Swan Hill, “Wearing Our Own Clothes: Librarians As Faculty,” *Journal of Academic Librarianship* 20, no. 2 (May 1994): 71–76.

28. Grady and Davis, *ALA-APA Salary Survey: Librarian*.

---

so on, in the faculty/staff newsletter and student newspapers.

- Serve on campus committees and trumpet the libraries' resources—make sure colleagues know these resources don't just happen, that they are created, collected and maintained by library workers.
- Detail training workshops attended by library workers to the administration.
- Impress upon the administration the skills, training, education and work experience of staff members.
- Create recognition opportunities for support staff such as the "Certificate of Achievement" offered by the New York State Library Assistants Association (NYSLAA), [nyslaa.org/certificateprog.html](http://nyslaa.org/certificateprog.html), and publicize certification when it is achieved.

## Goal-Setting

What do you want to accomplish? The research above may define at least an element of your pay equity campaign—to update job descriptions and have equitable job classification. Or you may want to see other changes take place, besides the obvious, which is equal pay.

## Minimum Salaries

Some regional or state library associations have set recommended minimum salaries for librarians. Such guidelines have been useful for negotiating higher salaries, especially in smaller libraries.

For instance, a 1990 review of library workers' salaries in Nassau and Suffolk Counties led to increased compensation for both librarians and non-MLS library workers. An independent compensation specialist compared librarians' salaries with salaries of master's level graduates in non-technical programs (i.e., humanities and social sciences, education, human resources, communications, general

business and marketing). The specialist recommended that librarians' minimum salary be set at the fiftieth percentile of the starting rates for non-business graduates. The consultant also surveyed clerical positions, and recommended that their minimum salary set at the seventy-fifth percentile of comparable titles in other area firms.

A number of the region's library boards adopted these salary recommendations, and thus increased library workers' minimum salaries to competitive levels. Since the report, the library boards have based regular increases on the Consumer Price Index.<sup>29</sup> Along with adopting the salary recommendations, the association boards took the position that no job advertisement would be permitted to appear in their respective publications unless the annual (or adjusted hourly) salary met the recommended minimum level.

It is difficult to set a national standard because of the wide variations in geography and cost of living, also types and sizes of libraries and their funding mixes.<sup>30</sup> When building your case to "raise the floor" of minimum salaries, it may be helpful to review research done by the Living Wage Movement and the Family Economic Self-Sufficiency Standard. For more information on these efforts, see "Living Wage and Other Low Income Movements."

See also the "Regional Salary Guide" periodically listed in the classified section of *American Libraries* magazine or contact the ALA Office for Human Resource Development and Recruitment.

## Benefits

When you apply for many library and information science jobs, remember that benefits (such as vacation, health, disability, retirement) can increase total compensation up to 35 percent and can be negotiated in addition to salary. Many library workers are employed with limited or no benefits, especially if they are in smaller libraries or work as part-time hourly staff. Fighting for and negotiating increased benefits for all levels of staff can be as useful as advocating

---

29. U.S. Department of Labor, Bureau of Labor Statistics, "Consumer Price Index," [www.bls.gov/cpi](http://www.bls.gov/cpi).

30. Jenifer Grady, "What Is the Living Wage Movement?" *Library Worklife* 1 no. 6 (June 2004), [www.ala-apa.org/newsletter/vol1no6/salaries.html](http://www.ala-apa.org/newsletter/vol1no6/salaries.html); Casey Schacher, "State-Set Minimum Wage Rates," *Library Worklife* 2 no. 7 (July 2005), [www.ala-apa.org/newsletter/vol2no07/salaries.html](http://www.ala-apa.org/newsletter/vol2no07/salaries.html); Alexander Hawley, "An Update on the Minimum Wage," *Library Worklife* 3 no. 8 (Aug. 2006), [www.ala-apa.org/newsletter/vol3no08/salaries.htm](http://www.ala-apa.org/newsletter/vol3no08/salaries.htm).

---

improved salaries, especially given the high costs of health care and difficulties with retirement savings.

Consider these and other possible benefits:

- Paid vacation and sick leave
- Retirement options
- Health, dental, vision, disability and life insurance (including domestic partner benefits)
- Continuing education opportunities
- Travel and registration costs for conference attendance
- Paid time off for conference attendance
- Tuition reimbursements and other educational support
- Pay differentials for evening and weekend work
- Access to a credit union
- Housing assistance
- Wellness benefits

- Worker's compensation
- Parental leave
- Adoption assistance
- Flexible spending accounts

To assist workers in smaller organizations, it might be useful to explore a multiple-employer plan. For example, the National Organizers Alliance has developed a pension system for small social, economic and environmental justice nonprofit organizations, which previously lacked benefits for their workers.<sup>31</sup> The Actors' Fund shows uninsured and underinsured employees health insurance options and how to shop for the best value.<sup>32</sup> Group insurance offerings (health, disability, term life) are also available through ALA for members of the association. In addition, unions have been successful in negotiating improved benefit packages.

---

31. Denise Hanna, "Will You Still Feed Me When I'm 64?" *Nonprofit Quarterly* 9, no. 1 (Spring 2002): 56–59.

32. Jim Brown, "Affordable Healthcare Options: Shop Smart," *Library Worklife* 3 no. 11 (Nov. 2006), [www.ala-apa.org/newsletter/vol3no11/spotlight.htm](http://www.ala-apa.org/newsletter/vol3no11/spotlight.htm).



# Speaking Out: Communications Planning

---

To present your message effectively, you will need four things:

1. a key message and talking points;
2. accurate, relevant data;
3. communication strategies for delivering the message; and
4. at least one designated and trained spokesperson.

## 1. A Key Message and Talking Points

The key message states the problem and your proposed solution. It should be concise and clear, free of jargon that could confuse those outside the organization. You should also demonstrate how both the problem and the solution impact the public.

The following example of a key message uses cause-and-effect to connect compensation and public service:

Librarians must be paid twenty-first-century salaries if Americans are to enjoy twenty-first-century library and information services.

All library workers should know the key message and understand the reasoning behind it. When giving a presentation or speaking to media, focus on the key message and underscore it with talking points that support your message. Using it consistently in speeches, brochures and other verbal, electronic, and print communications will reinforce public awareness of your campaign.

The following are examples of talking points you may use to build your case. Be sure to use local examples and comparisons whenever possible.

- Libraries shouldn't have to choose between paying their staff fair salaries and buying books, adding hours or updating their technology.

- Starting salaries for database administrators and information systems managers are much higher than those for librarians, who also have a master's degree—\$67,750 a year for database administrators and \$56,909 for IS managers compared to \$40,026 (public) and \$42,186 (academic) for beginning librarians.<sup>33</sup>
- More than 85,000 librarians will reach retirement age within the next twenty years. At this rate, who will take their place?<sup>34</sup>
- Everyone loves libraries, but library workers can't live on love alone. Just ask our landlords, doctors and families.
- Inability to pay is no excuse for salary discrimination. Achieving equity generally costs less than 4 percent of the payroll budget.
- Computer/information scientists, who are mostly men, earn almost twice as much as librarians who have comparable education and responsibility.
- According to the U.S. Census Bureau, men with master's degrees are paid 62 percent more than women—\$75,950 per year versus \$46,961 in 2003.<sup>35</sup>
- Libraries are the mind and soul of their communities, and librarians are the mind and soul of the library.
- Libraries work because library workers make them work.
- You can't have good education without good libraries, and you can't have good libraries without good staff.
- Today's librarian is a technology-savvy, information expert who can enrich the learning process of any library user—from early reader to graduate student to young Web surfer to retiring senior citizen.
- Librarians are the ultimate search engine. They are trained experts in helping others find the information they need—in books, in archives and on the Web.

---

33. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2006–2007 ed., [www.bls.gov/oco](http://www.bls.gov/oco); Grady and Davis, *ALA-APA Salary Survey: Librarian*; U.S. Census Bureau, "Educational Attainment in the United States: 2004."

34. Davis, "Library Retirements."

35. U.S. Census Bureau, "Educational Attainment in the United States: 2004."

- Students from schools with school library media specialists score higher on achievement tests.<sup>36</sup>
- In schools and universities, librarians teach information literacy skills that students will need to succeed throughout their lives.
- In a world that's information rich, librarians bring valuable expertise. They connect us with our past, enrich our present and prepare us for the future.
- Library workers put the high touch in high tech.

## 2. Accurate, Relevant Data and Information

### Data

Equip yourself with compensation data and other documents to educate the public and decision-makers about library workers' roles, skills, responsibilities and worth (see figure 1). This is the time to put your librarian's information-gathering and evaluation expertise to work on your own behalf.

Selecting which salary statistics to use is an important step in defining wage inequities. Typically, library organizations identify other local, state or regional institutions of similar type and size for comparison purposes. Employment settings and size of organization often affect salaries. Employees who do not supervise others are often paid lower since classification schemes often favor management functions.

The data may be easily accessible in the case of public employees or national salary resources such as *ALA-APA Salary Survey: Librarian—Public and Academic* and *ALA-APA Salary Survey: Non-MLS—Public and Academic*.<sup>37</sup> However, employees of private universities and corporations might find data more difficult to attain. Look for surveys that collect local, state, regional, or national data. These may provide data for only one type of library, one level of staff or a specific specialization of workers. Data for

library workers may be found among data for other occupations and professions within a specific jurisdiction, such as a university, Board of Education, corporation or branch of government. Many additional sources are listed in APPENDIX B.

For an example of how to illustrate salary data in an easy-to-read graphic display, see the "Fast Facts" statement compiled by the Colorado State Library-Library Research Service (LRS).<sup>38</sup> LRS used data from the Colorado Department of Labor and Employment and the U.S. Department of Labor's Bureau of Labor Statistics National Compensation Survey to show comparisons of Librarians and Library Technicians and Assistants with other occupations. This display might be used as a guide for other library groups in documenting their own local, state or regional data.

Sources noted are updated regularly; therefore, check for the latest data available.

### Salary Data for Library Workers

Sources that look similar on the surface may use different methodologies, definitions and time periods, so make certain you understand those factors when using the data. For instance, it is important to check if salary surveys of librarians are collecting data only for MLS librarians or persons with that title but with non-library or less education. Interestingly, U.S. Census cites a much higher count of librarians than researchers have been able to verify, based on graduation rates from library schools, because the census allows for self-selection.<sup>39</sup>

Caution should also be exercised when using information from the Bureau of Labor Statistics (BLS). The support staff charts mentioned in the table above were compiled from BLS Occupational Employment Statistics salary data from 2000. Although BLS indicates that the typical education level for librarians is the master's degree, employers who complete BLS surveys may not always

36. Jeffery Owings and Leslie Scott, *School Library Media Centers: Selected Results from the Education Longitudinal Study of 2002* (Washington, D.C.: National Center for Education Statistics, 2004).

37. Grady and Davis, *ALA-APA Salary Survey: Librarian—Public and Academic*; Grady and Davis, *ALA-APA Salary Survey: Non-MLS—Public and Academic*.

38. Jennifer French, "Salaries of Librarians and Other Professionals Working in Libraries," Colorado State Library-Library Research Service, [www.lrs.org/documents/fastfacts/238\\_BLS\\_lib\\_salaries.pdf](http://www.lrs.org/documents/fastfacts/238_BLS_lib_salaries.pdf).

39. Jenifer Grady, "Are Our Numbers Rising or Falling?" *Library Worklife* 2 no. 3 (Mar. 2005), [www.ala-apa.org/newsletter/vol2no03/statistics.html](http://www.ala-apa.org/newsletter/vol2no03/statistics.html).

---

**Figure 1.****Data Sources**

New MLS graduates from ALA-accredited programs	\$40,118 average \$42,143 men \$39,587 women	Maatta, Stephanie. "Starting Pay Breaks \$40K—Placements and Salaries 2005," <i>Library Journal</i> , Oct. 15, 2006.
Academic librarians (U.S. and Canada)	\$57,074 median	ARL Annual Salary Survey 2005–06. Washington, D.C.: Association of Research Libraries, 2006. <a href="http://www.arl.org">www.arl.org</a>
Public and Academic librarians with MLS from ALA-accredited programs	\$56,259 average \$50,976 median	Grady, Jenifer and Denise Davis. 2006. <i>ALA-APA Salary Survey: Librarian—Public and Academic</i>
Public and Academic library staff in positions not requiring an MLS (support staff)	Averages, medians, quartile data for 62 positions.	Grady, Jenifer and Denise Davis. 2006. <i>ALA-APA Salary Survey: Non-MLS—Public and Academic</i>
Special librarians (U.S.)	\$65,482 average \$60,000 median	Data for Special Libraries Association (SLA) members. <i>SLA Annual Salary Survey, 2005</i> . Washington, D.C., 2006. <a href="http://www.sla.org">www.sla.org</a>
Support staff charts		Parsons, Martha. State Wage Comparisons (Librarians, Library Technicians, and Library Assistants). <a href="http://www.ala.org/ala/hrdrbucket/3rdcongressonpro/wages00.pdf">www.ala.org/ala/hrdrbucket/3rdcongressonpro/wages00.pdf</a>
Support staff comparison chart		Parsons, Martha. Comparisons of Library Job Wages with Other Occupations Wages. <a href="http://www.ala.org/ala/hrdrbucket/3rdcongressonpro/profwage.pdf">www.ala.org/ala/hrdrbucket/3rdcongressonpro/profwage.pdf</a>

---

require this for the staff they define as librarians. With library technicians and library assistants, data may reflect wide variations in educational requirements for these positions. There are approximately fifty Library Technical Assistant (LTA) Programs in the nation, though few positions require LTA certificates or associate's degrees.<sup>40</sup> For an understanding of BLS data collection methodology and sampling, see [www.bls.gov/oes/oes\\_ques.htm](http://www.bls.gov/oes/oes_ques.htm) and [www.bls.gov/ncs/methodology.htm](http://www.bls.gov/ncs/methodology.htm).

Popular Web-based salary surveys can offer useful data. But whenever employing data found online, it is crucial to determine the Web site's sources.<sup>41</sup> The Riley Guide ([www.rileyguide.com/salguides.html](http://www.rileyguide.com/salguides.html)) offers information on the following topics:

- salary guides
- salary data evaluation
- geographic factors
- whether organizations are comparable in size
- if jobs are matched by measuring skill sets rather than job titles
- who was included
- how many organizations were polled
- when the data were collected

Cost of living variations will affect geographical salary differentials. Several Web sites can help you compare the cost of living in various areas. These include [www.homefair.com/calc/salcalc.html](http://www.homefair.com/calc/salcalc.html) and [money.cnn.com/best/bplive](http://money.cnn.com/best/bplive). Look also at how

---

40. Linda Slusar, "LTA Programs—United States," American Library Association, [www.ala.org/ala/acrl/aboutacrl/acrlsections/cjcls/col-laborate/LTA\\_Programs-map.pdf](http://www.ala.org/ala/acrl/aboutacrl/acrlsections/cjcls/col-laborate/LTA_Programs-map.pdf).

41. Joseph R. Zumalt, "Finding Local Library Salaries: Not Just from Black Box Web Sites," *Library Worklife* 3 no. 2 (Feb. 2006), [www.ala-apa.org/newsletter/vol3no02/statistics.html](http://www.ala-apa.org/newsletter/vol3no02/statistics.html).

---

salaries are keeping up with inflation factors. See APPENDIX B for salary resources.

It may be necessary to conduct your own salary survey, although this often requires outside expertise and can be expensive. Preliminary, informal data gathering can be used to push for a more formal study or to raise awareness of the issues.

Specific, up-to-date job descriptions and standardized job evaluations will help you accurately compare your organization's compensation with the compensation offered by others. See "Building Your Case" for further information on job descriptions and evaluations.

### Know the Players

Library staff can help their salary situation by improving their skills for talking to those in power, the decision makers, the funders and the stakeholders. A brochure from a business association says it all: "If you want to play the legislative game, you have to know the players."

Recently, several colleagues met to discuss strategies for obtaining state funding for library services. One participant, a savvy advocate from the western part of the state asked the participants who most wanted the funding. Most of the participants hailed from the eastern part of the state and didn't know their power brokers, the people in their legislative districts were in leadership and budget positions in the legislature. It was a sad commentary.

After you talk to power, stay in touch. Sending a brief handwritten note (especially in this time of email) makes you memorable. Offer helpful information (that is the essence of who we are).

Tools to help you talk to power and develop your advocacy skills can be found at the State Library of Iowa's Web site and in *Self Promotion Online: Marketing Your Creative Services Using Web Sites, E-Mail and Digital Portfolios* by Ilise Benum.<sup>42</sup>

Source: Karen Avenick, *Library Consultant*.

---

## 3. Communication Strategies for Delivering the Message

Once you know what you want to say and to whom, there are a variety of venues to use to spread the word. Strategic use of the news media is key to building public understanding and support for better salaries. Such strategies could include the following:

- publications, such as Web sites and other technologies (wikis, weblogs, discussion lists), brochures, fact sheets, proposals
- media outreach, such as news releases, letters to the editor
- presentations to staff, board, key officials
- other speaking engagements
- partnerships, participation in other groups

Monitor the media and other feedback, and adapt your institution's messages and tactics accordingly.

Letters to the editor or an opinion column in local newspapers can help to get your message before the public. In general, it is better to have a respected ally such as a library board member, faculty member or community leader write on your behalf. Presidents of library associations, unions or other groups may also write credibly on behalf of their members.

To seek an editorial endorsement from a community newspaper, contact the editor of the editorial page and request a meeting with the editorial board. Briefly describe the issues involved and who will be your spokespeople (no more than three). Editorial board meetings generally consist of key members of the editorial page and reporting staff. Your spokesperson(s) will be given an opportunity to make their case and answer any questions. They should bring handouts and be prepared to answer any sensitive questions that may arise.

Opinion columns generally run about 700 words and appear on the "op-ed" (opposite the editorial) page of the newspaper. When writing an op-ed, keep the tone conversational.

---

42. State Library of Iowa, "Telling the Library Story Tool Kit," [www.statelibraryofiowa.org/ld/tell-library-story](http://www.statelibraryofiowa.org/ld/tell-library-story); Ilise Benum, *Self Promotion Online: Marketing Your Creative Services Using Web Sites, E-Mail and Digital Portfolios* (Cincinnati, Ohio: North Light Books, 2001).

---

You will need:

- Key message
- Three key points that reinforce it
- Statistics and examples—local, state or national—that illustrate your points
- A closing statement that summarizes and reinforces your case

Letters to the editor are more succinct. See the sample below. Check the editorial/op-ed page of your newspaper for word length and other guidelines for submitting a letter to the editor or opinion column.

### Sample Letter-to-the-Editor

Behind every great library are great librarians. As a member of the [name of library board/faculty], I am familiar with the expertise and skills that librarians use to develop and provide the services and programs that inform, entertain and enlighten us.

I am also familiar with the hard choices the library must make when budget time comes around. Our library shouldn't have to choose between paying equitable salaries to its staff and buying books, technology or other much needed resources. But that, unfortunately, is what it often comes down to.

This year the library board/administration is proposing a modest increase in funding, one that would go toward righting past inequities and bringing the salaries of our librarians and support staff in line with comparable staff of other [specify city/county/university] departments. For example, [cite a local example, such as information technology staff with bachelor's degrees earn more than librarians with master's degrees. Clerks in the registrar's office earn x percent more than library clerks.] Such inequities reflect long outdated stereotypes and discriminate against work performed primarily by women.

Today's librarians are well-trained, technology-savvy information experts. They—women and men—deserve to be compensated fairly for their expertise, skills and responsibilities. I can think of almost no work more important than providing for the information and education needs of our [campus/commu-

nity] and urge that everyone who values our library and the people who make it possible join me in urging [title of official(s)] to support this long overdue raise for our librarians and library staff.

Respectfully,

(Name, title, address, telephone, email)

## 4. Designate and Train Spokespersons

Salary and budget negotiations are generally delicate matters and best handled out of the limelight. If either party embarrasses the other, it can damage both the process and outcome. For this reason, it is crucial to designate spokespeople skilled in speaking to media, public officials and other groups. Although, as mentioned earlier, everyone should be prepared as advocacy can happen at any time, it is a worthwhile investment to train key spokespeople in how to deal with the media and answer tough questions.

In dealing with sensitive topics such as salaries, you will want to anticipate and prepare answers to both basic questions and any tough questions you may dread. Preparing answers in advance will help to assure that your spokespeople stay "on message" and give appropriate answers. It will also help them feel more prepared and confident.

Library workers will need to tailor efforts to their own work environments—or even to whom they are speaking at any given time. Half the battle will be convincing colleagues and administrators to support the effort. Administrators can be reminded that their salaries will rise when workers' do. As for academic librarians, there are surveys that demonstrate the salary, benefits and working condition improvements associated with faculty status. For further useful resources, see APPENDIX J.

### Tough Questions and Answers

- Q.** *How can you argue for salary increases when all departments are being forced to cutback?*
- A.** A bad economy is no excuse for less than adequate compensation. Our library needs to commit to correcting inequities and develop a plan and timetable for addressing them. We can do this now at practically no cost.

---

**Q. What is pay equity?**

A. Pay equity means that all people receive equal pay for work of equal value regardless of their race or gender. This is an important issue for library workers because, as with many other predominately female fields, wages are often less than those paid for comparable work traditionally performed by men with similar education and experience.

**Q. Why is pay equity needed in libraries?**

A. Libraries provide essential services in today's information society, but often are unable to pay a living wage to their employees. For example, in 2004, systems analysts and database analysts, who the U.S. Department of Labor Bureau of Labor Statistics classifies as comparable to librarians, earned almost twice as much—\$66,460 a year is the median for computer systems analysts and \$60,650 for database analysts compared to \$45,900 for librarians.<sup>43</sup> Library support staffs are similarly underpaid. Low salaries penalize library workers who often are the sole support for their families. They also penalize library users by making it difficult for libraries to recruit high quality staff.

**Q. If women want to earn more, can't they choose jobs that pay more?**

A. More women are choosing higher paying occupations formerly dominated by men. But society still needs libraries and expert staff to run them. We believe women (and men) should have the right to choose any occupation and know that they will be paid fairly for the work they do.

**Q. Won't the Internet make libraries and librarians obsolete?**

A. Absolutely not! In fact, if we didn't already have libraries, we'd have to invent them. Libraries are twenty-first-century centers for information, for education, literacy and culture. And librarians are the ultimate search engines. They save time and money by helping to find the best, most accurate and complete information, whether it's online or in a book or video, or an Internet resource.

**Q. Why do we need librarians anyway?**

A. In a world that's information-rich, librarians are information smart. They save time and money by helping to find the exact information needed. They teach children the joy of reading, students how to do research, and seniors how to surf the Internet. Helping and teaching others to find and evaluate information is a unique skill that librarians bring.

Several Web sites provide useful information on answering difficult questions about pay equity and comparable worth and countering opposition arguments and myths about the wage gap. These include: National Committee on Pay Equity Fact Sheets ([www.pay-equity.org/info.html](http://www.pay-equity.org/info.html)); the Department for Professional Employees, AFL-CIO Library Worker Fact Sheet ([www.dpeaflcio.org/programs/factsheets/fs\\_2006\\_library\\_workers.htm](http://www.dpeaflcio.org/programs/factsheets/fs_2006_library_workers.htm)) and the AFSCME Web site ([www.afscme.org/publications/2417.cfm](http://www.afscme.org/publications/2417.cfm)), which lists common arguments against pay equity and responses.

---

43. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*.

# Building Partnerships/Coalitions

---

Library workers seeking better salaries can find allies. Fair pay for women and people of color is an important issue to working families throughout the country and is a concern of many women's organizations and unions.

Look first at your own organization for jobs held predominantly by women and people of color, then look to your community and state for local women's and civil rights organizations, unions and commissions on women.

For more information on the Living Wage Movement and the Family Economic Self-Sufficiency Standard, see "Living Wage and Other Low Income Movements" on page 31.

## Management-Initiated Advocacy

There are times when management champions salary improvements and should be approached as an advocate. In fact, several of the winners and nominees of the SirsiDynix-ALA-APA Award for Outstanding Achievement in Promoting Salaries and Status for Library Workers have been library directors and union officials.<sup>44</sup> Supportive library managers should take the lead in educating their boards, commissions and administrations about equitable pay for their staffs.

If the term "comparable worth" or "pay equity" raises a red flag, library managers can talk to their superiors in terms of duties, responsibilities, skills and accomplishments in advocating adjustments based on these factors. Separating issues of parity and budget may be a strategy during discussions.

Managers, as well as employees, are responsible for ensuring that job descriptions and classifications are up-to-date and clearly reflect the work and level of expertise needed in providing quality services. They should also provide ongoing staff development and professional growth opportunities for staff, as well as working with relevant officials to improve benefit packages. Managers should use every opportunity to speak

out about the value of libraries and library workers. Although library managers may sometimes feel caught between demands of staff and higher-ups, these efforts can be more successful if the library staff and administration speak with one voice. (See "Success Stories-Maryland" for one manager's efforts at upgrading staff salaries).

The National Committee on Pay Equity (NCPE) suggests that organizations and businesses can take the first step towards achieving pay equity by examining their pay practices to determine if they treat all employees equally. NCPE states that fair pay policies will help attract the best workers and promote a workforce that feels valued. Many employers do understand that paying employees fairly is a good business practice.

## State Action Planning

State library associations or other library groups can take the lead in many types of pay equity activities. These include:

- Sponsoring information sessions, workshops and programs
- Forming a committee to address salary issues
- Conducting state surveys or polls to gauge the value placed by the public on library staff
- Operating a clearinghouse to collect and share data, techniques and studies
- Developing a list of speakers or contacts for expertise and networking
- Sharing job descriptions or developing model descriptions
- Recommending a minimum salary
- Monitoring state bills on fair pay and working to pass relevant state and municipal legislation
- Joining coalition efforts to sponsor events such as Equal Pay Day
- Providing public relations materials and speaking out on the value of libraries and library staff to public officials, legislatures, administrators, trustees and the media

---

44. See the list of past winners at the end of the press release on ALA-APA Web site, "Award for Outstanding Achievement in Promoting Salaries and Status for Library Workers," [www.ala-apa.org/salaries/sirsidynixaward.html](http://www.ala-apa.org/salaries/sirsidynixaward.html).

---

## State Initiatives

**North Carolina Library Association** (NCLA—[www.nclaonline.org/](http://www.nclaonline.org/)) is conducting a Pay Equity study. A Task Force on Pay Equity is “investigating issues of pay equity for library personnel in North Carolina. Conventional wisdom tells us that professions composed mainly of women have been compensated at a lower level than professions composed mainly of men. Additional factors that may figure into the low salaries for librarians, paraprofessionals, and clerical staff include:

- the impact of technology in libraries without the revision of position classifications and position descriptions;
- the trend for paraprofessional and clerical staff to perform duties previously considered “professional” without additional compensation;
- the issue of salary compression facing experienced staff;
- the “service” stereotype of librarians; and
- that persons setting salaries may lack knowledge of the education and interpersonal skills necessary to manage a library.

At the end of the project, the library personnel of the library communities surveyed will have data and products that can be used to impact their future salaries and benefits.”

The **Kansas Library Trustee Association**, a section of the Kansas Library Association (KLA), developed an education plan for public library trustees to help them implement compensation guidelines developed by the KLA Public Library Standards Committee. Several regional library systems have raised salaries incrementally using suggestions in the document. The document lists responsibilities of directors and boards, outlines education and skills needed for directors, suggests base salary guidelines and describes benefits as part of the compensation package.<sup>45</sup>

The **New Jersey Library Association (NJLA)** conducted a state salary survey and sought to

compare salaries to local municipal counterparts. Questionnaires were sent to all public librarians in the state, with additional questions for library directors and assistant/associate directors. Questions involved educational levels, experience, salary, benefits, number of working hours, technical requirements of the job and other responsibilities. Library directors were also asked to gather data on salaries and working conditions for building inspectors, town administrators, directors of parks/recreation and civil engineers. A full report was written in 2003. NJLA developed competency statements, recommended minimum salaries, held a recruitment summit and prepared additional salary advocacy guidelines and training.<sup>46</sup>

## National Committee on Pay Equity

To identify allies or get additional information, contact the National Committee on Pay Equity (NCPE), a nonprofit national coalition organization formed in 1979 to eliminate sex- and race-based wage discrimination and to achieve pay equity. NCPE’s organizational members—among them ALA, a charter member—include labor, civil rights, and women’s organizations; religious, professional, and legal associations; state and local pay equity coalitions; commissions of women; and individuals representing more than 20 million workers.

For more information, fact sheets and publications, contact the National Committee on Pay Equity ([www.pay-equity.org/](http://www.pay-equity.org/)), 555 New Jersey Ave NW, Washington, DC 2000-2079, 703-920-2010, e-mail: [fairpay@pay-equity.org](mailto:fairpay@pay-equity.org).

A major activity of NCPE, initiated in 1996, is Equal Pay Day, held in April to symbolize the day that women’s median earnings catch up to men’s median earnings from the previous year. The event is held on Tuesday to recognize that women must work one full week plus Monday and part of Tuesday of the next week to equal men’s earnings from just

---

45. Kansas Library Association Public Library Standards Committee, “Compensation Guidelines for Kansas Public Library Directors, 2003,” [skyways.lib.ks.us/KSL/development/salaryguidelines.pdf](http://skyways.lib.ks.us/KSL/development/salaryguidelines.pdf).

46. New Jersey Library Association, “Personnel and Salary Guides,” [www.njla.org/resources/personnel.html](http://www.njla.org/resources/personnel.html).

---

one week. NCPE provides materials, information and coordination for nationwide, grassroots activities. At the 2002 ALA Annual Conference, a resolution supporting Equal Pay Day was passed by ALA Council and encouraged library workers to become aware of the issues involved. In 2007, Equal Pay Day will be April 27.

NCPE, along with Business and Professional Women/USA, offers suggested actions and sample materials for local and state coalitions to help observe Equal Pay Day.<sup>47</sup> Suggestions include: lobbying local, state, and national officials for stronger fair pay laws; holding a press conference and sending letters to the editor of local newspapers; contacting local employers to encourage examination of their pay scales through a pay audit; holding workshops for individuals on negotiating a fair paycheck; encouraging union bargaining units to include pay equity in negotiations; hosting “unhappy hours” to generate visibility for pay equity issues; and wearing red to signify that women “are in the red” in terms of their wages. In addition to joining with coalition efforts to observe Equal Pay Day, library workers can develop informative displays for the general public on this issue.

## Women Are Getting Even (WAGE)

Evelyn Murphy, author of *Getting Even: Why Women Don't Get Paid Like Men and What To Do About It* (see *Building Your Case* for more information), also founded The WAGE Project ([www.wage-project.org](http://www.wage-project.org)), a grassroots organization dedicated to closing the wage gap through WAGE Clubs, community groups in which women can support each other and take action. Supportive organizations in cities are forming WAGE Initiatives to develop, aggregate and promote pay equity resources in their areas. Armed with new information and data from real-life stories, studies, lawsuits, and statis-

tics, people can start closing the wage gap and eliminate discrimination.

See also former ALA President's Message, “Let's Support Equal Pay Day” in APPENDIX K.

## Living Wage and Other Low Income Movements

Many workers believe that increasing the lowest wages paid to library employees will decrease turnover and provide added incentive for good customer service. Advocates who hope to “raise the floor” should explore resources provided by the nationwide Living Wage movement and the Family Economic Self-Sufficiency Standard. Both movements are gaining ground as supporters pressure public officials to raise the pay of workers paid with public funds. Since 1994, more than 140 cities and counties have adopted a living wage.<sup>48</sup>

The Living Wage movement started in the religious community and now includes the labor movement and community action groups. A leading Living Wage nationwide group is ACORN (Association of Community Organizations for Reform Now). ACORN's Web site provides a listing of living wage campaigns in various cities and other practical information.<sup>49</sup>

Formulas vary for calculating a specific area's Living Wage for a single person or family. The calculated wages needed often are reduced in the political struggle to enact a Living Wage requirement for government wages and those of employees of private sector companies which contract to provide government services, including janitorial service and other low-wage jobs.

In October 2001, the Central Arkansas Library System Board approved a living-wage policy that covers the CALS libraries in two counties and five cities, including Little Rock. As of July 2002, newly hired “regular” support staff (full-time and part-time) receive at least \$9 per hour, plus medical insurance.

---

47. National Committee on Pay Equity, “Equal Pay Day Kit,” [www.pay-equity.org/day-kit.html](http://www.pay-equity.org/day-kit.html); Business and Professional Women/USA, “Equal Pay Day,” [www.bpwusa.org/i4a/pages/index.cfm?pageid=4229](http://www.bpwusa.org/i4a/pages/index.cfm?pageid=4229).

48. Living Wage Resource Center, “A Compilation of Living Wage Policies on the Books,” [www.livingwagecampaign.org/index.php?id=1958](http://www.livingwagecampaign.org/index.php?id=1958).

49. Living Wage Resource Center, “Living Wage Campaigns Underway,” [www.livingwagecampaign.org/index.php?id=1960](http://www.livingwagecampaign.org/index.php?id=1960).

---

CALS also had a performance pay raise program, with extra funding for FY 2002–2003.<sup>50</sup> The policy also limited the library systems' ability to privatize existing services and encouraged any contractors to pay the Living Wage.

CALS noticed an increase in applications to fill vacancies and a decrease in turnover. Other public employers in the Little Rock area were being urged to adopt a similar Living Wage policy.

The Family Economic Self-Sufficiency Standard has been calculated for each county in more than half the states, for seventy varieties of families. Several states have organizations working for increased use of the FESS.<sup>51</sup>

Both of these movements' wage levels are usually above the wages paid to many library shelvers. Shelving work, like that of other library staff, is essential to the smooth operation of the library. It should be respected and appropriately remunerated, especially when considering typical wages for many non-library entry-level jobs that are predominantly held by men.

Full-time library clerical workers should be paid enough to support themselves and a family, considering the complexity of their work and the fact that public funds are usually the source of their wages in public libraries and public academic institutions. If people at the lower end of the pay scale have improved salaries, everyone will benefit.

For more information, see:

- American Federation of Labor and Congress of Industrial Organizations, Department of Public Policy. "Living Wage Laws: Answers to Frequently Asked Questions." Washington, D.C.: AFL-CIO, 2000. [www.aflcio.org/mediacenter/resources/upload/living.pdf](http://www.aflcio.org/mediacenter/resources/upload/living.pdf).
- Center for Policy Alternatives. "Living Wage." [www.stateaction.org/issues/issue.cfm/issue/LivingWage.xml](http://www.stateaction.org/issues/issue.cfm/issue/LivingWage.xml). Includes overview, model legislation, and links to resources.

- Grady, Jenifer, What Is the Living Wage Movement? *Library Worklife*, v1n6, 2004. [www.ala-apa.org/newsletter/vol1no6/salaries.html](http://www.ala-apa.org/newsletter/vol1no6/salaries.html)
- Sklar, Holly, Laryssa Nykyta and Susan Wefald. *Raise the Floor: Wages and Policies That Work for All of Us*. New York: Ms. Foundation for Women, 2001.
- Wider Opportunities for Women. "The Family Self-Sufficiency Project." [www.wowonline.org/docs/dynamic-CTTA-23.doc](http://www.wowonline.org/docs/dynamic-CTTA-23.doc). (Collaborative state organizing effort; how much money working adults need to meet basic needs; costs of living by geographic location and family size).

## Unions

### Unionizing As a Strategy

Working within a union can be a very effective strategy for working toward better pay. According to the Bureau of National Affairs, union librarians made an average of 44 percent more than nonunion librarians in 2005. Union library assistants made 41 percent more than non-union assistants. Thirty-one percent of librarians and 15 percent of library technicians were covered by a collective bargaining agreement; 27 percent of librarians and 11 percent of support staff were union members.<sup>52</sup> The larger unions library staff belong to are American Federation of State, County and Municipal Employees (AFSCME), American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), Service Employees International Union (SEIU) and the Teamsters. They may also belong, voluntarily or by mandate, to local, teachers, state, faculty and civil service unions.<sup>53</sup> Some of the unions have specific sections for library workers.

The American Library Association recognizes the role of unions in Section 54.11 of the *ALA Handbook*:

The American Library Association recognizes the principle of collective bargaining as one of the methods of conducting labor-

---

50. Living Wage Resource Center, "City and County Campaigns," [www.livingwagecampaign.org/index.php?id=1958](http://www.livingwagecampaign.org/index.php?id=1958).

51. Six Strategies for Family Economic Self-Sufficiency, "The Family Economic Self-Sufficiency Project," [www.sixstrategies.org/about/projectmoreinfo.cfm](http://www.sixstrategies.org/about/projectmoreinfo.cfm).

52. Bureau of National Affairs, *Union Membership and Earnings Data Book* (Washington, D.C.: Bureau of National Affairs, 2006).

53. Grady and Davis, *ALA-APA Salary Survey: Non-MLS*.

---

management relations used by private and public institutions.

The Association affirms the right of eligible library employees to organize and bargain collectively with their employers, or to refrain from organizing and bargaining collectively, without fear of reprisal.<sup>54</sup>

The guidelines, also adopted by the ALA governing body, state that ALA recognizes a responsibility to educate and provide pertinent information regarding library unionization and collective bargaining. In 2006, at the ALA Annual Conference, ALA-APA Council approved the Resolution On Support For Freedom To Form Unions: The Employee Free Choice Act, as amended, which was sponsored by the Salaries and Status of Library Workers Standing Committee.<sup>55</sup> The ALA Code of Ethics also addresses working conditions:

We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.<sup>56</sup>

The U.S. House of Representatives passed H.R. 800, the Employee Free Choice Act, in March of 2007. The Act allows employees to form and join unions without employer retribution. At the time of this writing, the U.S. Senate had not voted.

## How Unions Can Improve Salaries

Unions employ many strategies to improve compensation for its members. First, a union can raise wages through the collective bargaining agreement or the contract. Through negotiating a contract, library workers decide on common objectives and work

with management to achieve them. The agreement legally binds both parties.

How can a union raise your salary when there is no money in the budget to pay for salary increases? A union can provide political clout. As an organized group working together with management, unions can help make the library a higher priority with the city, county, university or relevant library funding bodies.

The American Federation of Federal, State, County and Municipal Employees (AFSCME), a union that represents many library workers, offers the following suggestions for obtaining fair pay:

1. Raise the floor by eliminating the lowest pay grades, which can set the stage for raising the pay of other underpaid groups later.
2. Start small by targeting several underpaid classifications for wage increases or upgrades, and then gradually include other classifications.
3. Make the most of employer job evaluation studies to assure a bias-free system.
4. Implement previous studies that may have showed inequities but never been implemented.
5. "Piggy-back" on studies from other jurisdictions by modifying them to your workplace.
6. Start or join a living wage campaign in your area.
7. Support the Fair Pay Act and Paycheck Fairness Acts and contact Congress to enact them.<sup>57</sup> (See Legislation on p. 18.)
8. Work to pass state or local pay equity legislation.
9. Keep alert to maintain pay equity gains so that inequities won't creep back.<sup>58</sup>

Unions can also raise salaries by working with other community organizations on Living Wage campaigns to raise people's wages above the poverty level.

---

54. American Library Association, *ALA Handbook of Organization 2006–2007*, 53.

55. American Library Association-Allied Professional Association, "Council Actions 2006 Annual Conference ALA-APA Council," [www.ala-apa.org/about/20052006ACCouncilactions.html](http://www.ala-apa.org/about/20052006ACCouncilactions.html).

56. American Library Association Council, "Code of Ethics of the American Library Association," American Library Association, [www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm](http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm).

57. National Committee on Pay Equity, "Current Legislation," [www.pay-equity.org/info-leg.html](http://www.pay-equity.org/info-leg.html). The Fair Pay Act was introduced by Sen. Tom Harkin (D-IA) and Congresswoman Eleanor Holmes Norton (D-DC). The Paycheck Fairness Act was sponsored by Sen. Hillary Clinton (D-NY) and Rose DeLauro (D-CT).

58. American Federation of Federal, State, County and Municipal Employees, "We're Worth It!: An AFSCME Guide to Understanding and Implementing Pay Equity," [www.afscme.org/publications/1225.cfm](http://www.afscme.org/publications/1225.cfm).

---

Unions were early advocates for pay equity studies and have successfully implemented the results of those studies. For instance, in 1981, unionized city workers (including library workers) in San Jose, CA, negotiated an improvement package that contained comparable worth increases every two years for 10 years. Now San Jose library employees are among the best paid in the country.

AFSCME has a useful guide on pay equity available at their Web site called "We're Worth It!: An AFSCME Guide to Understanding and Implementing Pay Equity" ([www.afscme.org/publications/1225.cfm](http://www.afscme.org/publications/1225.cfm)).

## Frequently Asked Questions about Unions in Libraries

**Q. *Doesn't ALA-APA act on behalf of professional librarians? Why do we need a union?***

A. ALA-APA advocates for and supports librarians in seeking equitable compensation, but negotiating wages and other compensation must be done at the institutional level. ALA-APA cannot do collective bargaining, so its power to improve wages and benefits is limited. By being part of a union, library workers gain local allies who can help to achieve pay equity and better salaries. This is especially important in public libraries where the union brings greater power to win budget increases from local governments. Unions are one of many ways library workers may improve salaries.

**Q. *What workplace issues do unions address other than economic ones?***

A. Union contracts can create or protect transfer rights, encourage promotion from within, safeguard job security, secure seniority rights and improve other conditions of work. There are many people and forces pressuring library administrators for improvements in services, funds and other matters. The union can give staff an appropriately significant voice with management. A union also helps promote fairness because management has less opportunity to

be arbitrary or discriminatory in its dealings with employees. Grievance procedures help to ensure that contract violations are dealt with in a fair and defined manner. In matters governed by a contract, the union and management have a certain equality that ensures that employee rights are respected.

**Q. *If my library doesn't have very much money, what difference can a union make?***

A. Lack of money is no excuse for discrimination. A union can work with library management to improve the budget. If the current contract calls for raises on a certain schedule, management cannot unilaterally alter that. For any contract provision to be changed, management would need to propose the change during negotiations and justify the need to modify or eliminate the contract language. Any change would require negotiation and agreement by the union and include all employees covered by the contract, not just library staff.

**Q. *Can a union work well with library management?***

A. Absolutely. Unions encourage a more participatory management style, with the union having a voice in decision-making. Regular labor/management meetings can help develop a cooperative working relationship. Many problems can be circumvented with regular dialogue and the mutual respect that a union helps promote.<sup>59</sup>

**Q. *What about union rules that appear clumsy and make it difficult to get work done? Won't having a union lower the quality of library service?***

A. Work rules come from contract negotiations between union members and library management. In most cases, rules improve working conditions for library staff. The point of these rules is fairness and equity for all workers. By improving pay and working conditions, unions help lower staff turnover, improve staff morale and consequently improve the quality of service.

---

59. Paula M. Singer and Laura L. Francisco, "Effective Communication," *Library Worklife* 3 no. 12 (Dec. 2006), [www.ala-apa.org/newsletter/vol2no12/hrpractice.html](http://www.ala-apa.org/newsletter/vol2no12/hrpractice.html).

---

**Q. Can I be in a union along with the people I supervise? Or, how can I be in the same union as my boss?**

A. Unions have stewards who deal with grievances from different levels of staff. Many problems for library workers emanate from the top levels of management (most middle managers only carry out the policies of the administration). These issues can often be handled between the union and the top level of management at the library without involving members.

**Q. What if the state where I work doesn't allow public employees collective bargaining rights?**

A. Unions can and do exist in these states. The more people who join and build the union, the more strength the union will have with legislators and other decision-makers who can make changes in the law. Labor groups are working in these states to change the laws and need your support, both as a union member and as a voter.

**Q. If we join a big union, will library workers get lost in the shuffle?**

A. The rank and file has power in a union in direct proportion to their participation. The library workers group within a union may be small in numbers but can influence the priorities of the union toward library-specific issues by having a strong presence at union meetings and activities. Being part of a large, powerful union can increase your "clout" with management.

**Q. Can I be forced to join a union if my library coworkers decide to be represented by one?**

A. In many jurisdictions, "union shops" are the rule, i.e., everyone is required to pay a fee to the union if they are beneficiaries of the same raises, benefits and protections as members.

**Q. Can I be fired if I try to organize a union?**

A. It is illegal to fire someone for union activity. Employers can be fined for violating this law. The union will work with activists to protect them or at least advise on restricted activi-

ties. State labor laws and the National Labor Relations provide protection for those organizing unions. Once you are in a union, your contract should have additional provisions that protect workers from retaliation.

**Q. Aren't unions corrupt?**

A. Like any other group or association, some unions are better than others. If you don't already have a union, you should shop around for the best union to represent you. If you and your co-workers don't feel adequately represented by your union, it is important to get involved and make your concerns known. To have a stronger voice at work and win higher salaries requires hard work at the library and within the union. The more library staff that are involved, the more this work can be shared so it is easier for individuals to do what they can, when they can.

## Ensuring Fair Play

Sometimes an employer will attempt to influence, by almost any means, the decision-making process of the employees. Such attempts to dissuade employees from joining a union can devastate morale and the provision of public service.

A neutrality agreement can encourage ethical, transparent dealings between employer and employees. In a neutrality agreement, employers and unions state their formal commitment to allow employees to decide without interference whether or not they will join a union and have representation rights. For an example of such an agreement, see APPENDIX F.

## Starting a Union

The following resources can be helpful when starting or selecting a union:

- American Federation of Labor and Congress of Industrial Organizations (AFL-CIO), [www.aflcio.org](http://www.aflcio.org) and [www.aflcio.org/siteguides/activists.cfm](http://www.aflcio.org/siteguides/activists.cfm) Start here to find labor contacts and read about the union agenda. Check out your State Federations and Central Labor Councils and identify what unions are active in your area ([www.aflcio.org/aboutus/unioncities](http://www.aflcio.org/aboutus/unioncities)).

- Department for Professional Employees, AFL-CIO, [www.dpeaflcio.org](http://www.dpeaflcio.org)  
Is it unprofessional to join a union? Will a union stifle individual achievement? How democratic are unions? Find the answers to these and other questions on the professional and technical workers' FAQs page.
- American Federation of State, County and Municipal Employees, AFL-CIO (AFSCME) [www.afscme.org/workers/518.cfm](http://www.afscme.org/workers/518.cfm)  
AFSCME represents more than 20,000 library workers nationwide.
- Service Employees International Union (SEIU) [www.seiu.org](http://www.seiu.org)
- International Brotherhood of Teamsters [www.teamsters.org](http://www.teamsters.org)
- MONEYTALKS, [moneytalks-subscribe@ala-apa.org](mailto:moneytalks-subscribe@ala-apa.org)  
An open forum for library employees who want to discuss salary issues. Share stories, strategies and information with other library workers.

See APPENDIX I for more resources on unions and "Success Stories" and "Union Success Stories."

## Academic Librarians Getting Help from Your Associations

Statements from professional associations can be used as leverage in seeking status for librarians on campus. ACRL supports faculty rank, status and tenure for librarians and has adopted several guidelines to support this concept (see APPENDIX J). ACRL seeks to have these standards formally adopted or endorsed by college and university governing bodies, agencies that accredit institutions and other groups. Included in the guidelines for faculty status is the statement:

Salaries and fringe benefits should be comparable to and within the range of those paid to faculty of equivalent rank. Salary scales should be adjusted in an equitable

manner to contract period. All librarians should have written contracts or agreements consistent with institutional policy.<sup>60</sup>

For libraries without faculty status, ACRL has guidelines for academic status that state, "The salary scale and benefits for librarians should be the same as for other academic categories with equivalent education, experience, or responsibility."<sup>61</sup>

From an ACRL/AAUP Joint Statement:

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians because they are the trustees of knowledge with the responsibility of ensuring the availability of ideas, no matter how controversial, so that teachers may freely teach and students may freely learn.<sup>62</sup>

## Additional Options for Academic Librarians and Support Staff

Other strategies for improving salaries, benefits and working conditions for library staff include:

- Organizing unions
- Becoming leaders in the union local if they are already organized
- Upgrading senior support staff to administrative status
- Comparing their salaries to those paid to information technology (IT) professionals and staff
- Comparing their salaries to those paid to discipline faculty, especially those with a master's as the terminal degree
- Building coalitions with other campus groups
- Identifying the community's living wage and pressuring the institution to pay it to all campus workers
- Demonstrating the libraries' and library workers' value to the academic community and educational goals

60. Association of College and Research Libraries, "Standards for Faculty Status for College and University Librarians," [www.ala.org/ala/acrl/acrlstandards/standardsfaculty.htm](http://www.ala.org/ala/acrl/acrlstandards/standardsfaculty.htm).

61. Ibid.

62. "Membership Endorses Joint Statement on Faculty Status; Joint Statement on Faculty Status of College and University Librarians; Standards for Faculty Status for College and University Librarians," *College & Research Libraries News* 33 (Sept. 1972): 209-12.

- Promoting awareness of library workers' skills, training, and education
- Giving potential funders the opportunity to endow a librarian/library worker function the way they would the reference room or a particular collection, and the same way some professorships are named and endowed

Unions representing academic library workers include:

- American Association of University Professors (AAUP), [www.aaup.org](http://www.aaup.org)
- American Federation of Teachers (AFT), [www.aft.org](http://www.aft.org)
- Coalition of University Employees (California) (CUE), [www.cueunion.org](http://www.cueunion.org)
- Canadian Union of Public Employees (CUPE), [www.cupe.ca](http://www.cupe.ca)
- National Education Association, (NEA), [www.nea.org](http://www.nea.org)
- Service Employees International Union, (SEIU), [www.seiu.org](http://www.seiu.org)
- State faculty associations, such as United University Professors (UUP), [www.uupinfo.org](http://www.uupinfo.org)
- UCW United Campus Workers, [www.ucw-cwa.org](http://www.ucw-cwa.org)

Lothar Spang and William P. Kane conducted a survey comparing librarians with and without faculty status and with and without union representation (see table 4). They found that union librarians had better benefits than their unaffiliated colleagues in nearly every category (tenure, promotion, faculty senate representation and pay scale).<sup>63</sup> The following are benefits won by AAUP librarians. Other librarians can demand them at their own institutions:

- Vacation
  - Same as other faculty, but with protections for desk coverage
  - Option to work summers, for pro-rated salary or other arrangement

**Table 4.**  
Librarians with Faculty Comparable Pay

Status	Rank	Union (%)	Unaffiliated (%)
Faculty	Faculty	70	54
Faculty	Librarian	59	21
Professional	Administrator	27	17
Other (academic staff or multi-track options)		38	32

- Banking of vacation days for overload pay
- Salary
  - Minimum set
  - Increment of annual increase
  - Across the board increase
  - Selective annual adjustment award
- Job description
  - Incumbent considered when making changes
- Tenure
  - Committee to include librarians
  - Rank assignment basis-tasks, responsibilities, qualification requirements, experience, professional development, scholarly and service achievements.
- Contract termination, library closings
  - Grievance mechanisms
  - Hiring & seniority procedures
  - Conditions under which a library or department can be terminated
  - Librarians in unit must be consulted prior to decision.
- Support staff
- Ratio to librarians
- Teaching
- Additional compensation for teaching of for credit courses<sup>64</sup>

63. William P. Kane and Lothar Spang, "Who Speaks for Academic Libraries? Status and Satisfaction Comparisons between Unaffiliated and Unionized Librarians on Scholarship and Governance Issues," *College & Research Libraries* 58, no. 5 (Sept. 1997): 446–62.

64. American Association of University Professors, "Benefits of AAUP Membership," [www.aaup.org/AAUP/involved/join/membenefits.htm](http://www.aaup.org/AAUP/involved/join/membenefits.htm).



# Common Setbacks

---

## Recruitment Shortages

If librarianship is to recruit and retain highly motivated and educated individuals, the problem of low salaries must be addressed. The decade beginning in 2010 will see 45 percent of today's librarians reach age sixty-five, representing the early wave of baby-boom librarians reaching the traditional retirement age. Some 40 percent of library directors say they plan to retire in nine or fewer years.

The Institute of Museum and Library Services continues to fund initiatives to recruit a new generation of librarians, but recruitment efforts can be successful only to the extent that the field offers competitive salaries. Graduates with a bachelor's or master's degree in many other fields received considerably higher starting offers than did librarians. For more information, see:

- American Library Association. Association of College & Research Libraries. *Recruitment, Retention, and Restructuring: Human Resources in Academic Libraries* (Chicago: ALA, 2002). [www.ala.org/ala/acrl/acrlissues/acrlrecruiting/recruitingprofession.htm](http://www.ala.org/ala/acrl/acrlissues/acrlrecruiting/recruitingprofession.htm). Available for purchase. PDF is member-only access.
- American Library Association. Office for Human Resource Development and Recruitment. "Careers in Libraries." [www.librarycareers.org](http://www.librarycareers.org).
- Berry, John N., III. "LIS Recruiting: Does It Make the Grade?" *Library Journal* 128, no. 9 (May 1, 2003): 38–41.
- Central Jersey Regional Library Cooperative. "Become a Librarian." [www.becomealibrarian.org](http://www.becomealibrarian.org). Web site on education, employment, roles of librarians, plus guidelines for recruiting to the profession.
- Davis, Denise. "Library Retirements—What We Can Expect." [www.ala.org/ala/ors/reports/LISGradsPositionsAndRetirements\\_rev1.pdf](http://www.ala.org/ala/ors/reports/LISGradsPositionsAndRetirements_rev1.pdf).
- Institute of Museum and Library Services. "Laura Bush 21st Century Librarian Program." [www.ims.gov/applicants/grants/21centuryLibrarian.shtm](http://www.ims.gov/applicants/grants/21centuryLibrarian.shtm).

- Lenzini, Rebecca T. "The Graying of the Library Profession: A Survey of Our Professional Associations and Their Responses." *Searcher* 10, no. 7 (July/Aug. 2002): 88–97; [www.infotoday.com/searcher/jul02/lenzini.htm](http://www.infotoday.com/searcher/jul02/lenzini.htm).
- Medical Library Association. "Careers." [www.mlanet.org/career/index.html](http://www.mlanet.org/career/index.html).
- "Recruitment of Public Librarians, A Report to the Executive Committee of the Public Library Association, January 2000," *Public Libraries* 39, no. 3 (May/June 2000): 168–72; [www.ala.org/ala/pla/projects/publiclibrecruit/publiclibrarian.htm](http://www.ala.org/ala/pla/projects/publiclibrecruit/publiclibrarian.htm). Full report with appendix and bibliography.
- Rogers, Michael. "Tackling Recruitment." *Library Journal* 128, no. 2 (Feb. 1, 2003): 40–43.

## Economic Hard Times

During difficult economic periods when library budgets are cut or frozen and staff layoffs are threatened, it may appear difficult to organize for equitable pay. At times like this, it's important to recognize there always will be cyclical funding fluctuations but that does not mean progress can't be made toward addressing inequities.

The Campaign for America's Librarians urged all libraries to adopt a pay equity policy that acknowledges the problems of pay discrimination.<sup>65</sup> Gathering documentation to show inequities and updating job descriptions to accurately reflect responsibilities and competencies can be accomplished even during difficult funding cycles.

To establish the dimensions of the problem in the local setting, the library can conduct a comparable worth study that compares compensation of library workers to those of local workers having similar education, experience and qualifications. The library's management and governing officials should then develop a plan to address the inequities. It may take more than a year to rectify inequities, but an incremental, phased-in implementation can be part of the plan. Pay equity increases are generally 1 to 4 percent of total payroll.

---

65. Maurice J. Freedman, "President's Message," *American Libraries* 33, no. 11 (Dec. 2002): 7. Also included in Appendix L.

---

The issue of rectifying salary inequities should be seen as part of the fight for a larger share of public and institutional monies for libraries, regardless of the economic environment. Critical steps include:

- Research and planning to document and solve problem areas
- Publicizing library services and the contributions of librarians and library staff
- Identifying the value of these services
- Developing a communication strategy
- Monitoring relevant legislation
- Working to improve standards

Public library funding is generally linked to growth or decline of tax revenues at the local level. In Kalamazoo, Michigan, the public library tied total compensation (salaries and benefits) to the library's revenue growth. The property tax growth averaged between 4 and 5 percent annually for seven years and salary ranges have increased between 2 and 6 percent, meeting or exceeding inflation. If revenues declined or were insufficient, salaries would not be reduced. Former director Saul J. Amdursky affirmed that a strong financial picture for the community should result in an improved revenue stream for the library.<sup>66</sup>

When forced to trim library spending in summer 2002, Seattle Public Library director Deborah Jacobs chose to close the library for one week in late August and one week in December, periods of low usage. Because 77 percent of the library's \$34.7 million budget goes to staff salaries and benefits (13 percent above the national averages for staff spending), there was not much left to cut without diminishing services to the public. The materials budget had been historically low. Jacobs also opposed staff layoffs. The union reluctantly supported the two-week furlough plan, although it meant in effect reducing salaries by 4 percent.

Seattle Public's salaries for beginning librarians continue to be among the highest. Seattle Public pays beginning librarians more than \$50,000, which

## 10 Reasons to Ask for Better Pay When Times Are Bad

1. Library use goes up when the economy goes down.
2. Library workers save users time and money.
3. Library workers are the ultimate search engines.
4. Libraries serve everyone, and library users deserve the best.
5. Libraries that give their users essential services can give their employees decent wages.
6. Better salaries = better staff = better service.
7. Everyone loves libraries, but library workers can't live on love alone.
8. A bad economy is no excuse for inequitable and inadequate salaries.
9. We can't profess to value libraries without valuing library workers.
10. Make the case for better salaries now to have momentum when times improve.

Source: Michele Leber, "Putting Pay First," *Library Journal* (Apr. 1, 2003): 46.

will climb to \$56,472 under the union contract, plus annual cost-of-living increases. In 2001, only King County, Washington, San Francisco, and San Jose, California, paid higher starting salaries. Says Jacobs, "I'm proud to be in a city where librarians are paid decently. I'll never back away from that."

## Employee Turnover

Low salaries make retention of quality employees difficult and replacement costly. Frequent turnover also results in loss of productivity and higher operating cost due to increased need for recruitment, training and supervision. Documenting the impact of low salaries on turnover rate, particularly for support staff, may

---

66. Saul J. Amdursky, "Money Matters," *Library Journal* (Oct. 15, 2002): 9-41.

---

provide useful evidence in building the case for better salaries. To do this, you will need to document what salary was enough to hire staff away from your library.

Southern Methodist University Libraries demonstrated that an employee turnover study could be effective in addressing problems of understaffing and

salary deficiencies in the early 1990s. The Vermont Library Association took this approach more recently to gain support for better pay, particularly for smaller, rural library director positions. The association has targeted trustees to educate them about the need for higher salaries to counteract frequent turnover.<sup>67</sup>

---

67. Maureen Pastine and Shirley McLean, "Pay Equity in Libraries," *Bottom Line* 7, no. 1 (Summer 1993): 7–12.



# Tools and Resources

---

## Negotiating Your Own Salary

According to current thinking, the job applicant should not discuss salary and benefits issues until actually offered a job. Yet you should be prepared to make your case. In an article titled "Negotiating What You're Worth," authors Deborah M. Kolb and Ann C. Schaffner offer the following good advice:

1. Know what you want.
2. Recognize your value and make it visible.
3. Be firm on what you need, but be flexible on how you get it.
4. Learn as much as you can.
5. Open negotiations in a way that makes the other person feel legitimate.
6. Be prepared to change the focus of negative or difficult questions.
7. Remember that "no" may only be just the beginning. Keep the door open for more dialogue.

They also point out that the responsibility for negotiating an appropriate compensation package affects not only you and your family, but also the budget and resources for your unit or department and the perception of both your worth and that of library services. It also affects the climate in which others will negotiate their compensation, both within the same workplace and with other employers.<sup>68</sup>

Many books and articles are available to help prepare for negotiating your compensation, whether within a known range or in a situation where the employer does not tell the applicants the anticipated range.<sup>69</sup>

Many employers may not understand your particular skills and experience or even the services provided by library employees within a larger institution or company. Before you can expect to get the compensation you deserve, you may need to provide information about your abilities and about current

library and information science services and capabilities. You may also need to look at the salaries and other compensation of people working for the same employer at comparable levels in different occupations, especially "men's work" occupations. See "Building Your Case" for further information.

You should also watch for other opportunities to negotiate compensation and working conditions. These include your periodic performance evaluation or when you are asked to take on extra work, offered a promotion or special assignment. Your own situation can be negotiated, as can the budget, staffing or roles of your work group.

Other chances to improve your work and compensation situation will probably become obvious once you are alert to the importance of focusing on these needs and working to address them with the appropriate people when timely.

See APPENDIX J for useful resources.

## Certification

Certification is one way of showing evidence of continued growth and development of professional knowledge and experience. Individuals can sometimes move to a higher pay range or position level and gain an increase in salary based on professional development activities like certification. Credentialing and certification are long-established means of acquiring skills, showcasing abilities, advancing and improving status of professions.

Although more than half of the fifty states offer or require certificates or certification for public libraries, the standards for certification are not universal. The greatest difference among states was required education. While some only certify librarians who have obtained an MLS accredited by the ALA, many provide different levels of certification to incorporate those not holding the degree. For states certifying individuals without an MLS, related work experience and continuing education are taken into account.

---

68. Deborah M. Kolb and Ann C. Schaffner, "Negotiating What You're Worth," *Library Journal* (Oct. 15, 2001), [www.libraryjournal.com/index.asp?layout=article&articleid=CA170435&display=FeaturesNews&industry=Features&verticalid=151](http://www.libraryjournal.com/index.asp?layout=article&articleid=CA170435&display=FeaturesNews&industry=Features&verticalid=151).

69. Mary Pergander, "How to Get What You Are Worth," *Library Worklife* 2, no. 9 (Sept. 2005), [www.ala-apa.org/newsletter/vol2no09/salaries.html#pergander](http://www.ala-apa.org/newsletter/vol2no09/salaries.html#pergander); Vicki Burger and Valerie Stern, "Negotiating Isn't Just for 'The Donald,'" *Library Worklife* 1, no. 4 (Apr. 2004), [www.ala-apa.org/newsletter/vol1no4/career.html](http://www.ala-apa.org/newsletter/vol1no4/career.html); Christine Martin, "Tips That May Surprise You about Salary Negotiation," *Library Worklife* 1, no. 12 (Dec. 2004), [www.ala-apa.org/newsletter/vol1n12/spotlight.html](http://www.ala-apa.org/newsletter/vol1n12/spotlight.html).

---

The objective of certification varies by state (as of April 2006):

- State law may require librarians to be certified. States without a certification law may provide a voluntary program in conjunction with continuing education. Only twelve states require public certification by law.
- States with different levels of certification aim to provide non-MLS individuals with courses to improve competencies and work performance. States may provide different certification levels to accommodate different educational backgrounds.
- The required certification programs in nearly all cases can only be renewed with proof of continuing education hours.
- Certification may be requirement for library directors and administrators, but optional for general librarians.
- Some states required librarians to be certified as a prerequisite for receiving state aid.
- Some states provide certification, but do not have a certification program.

*Source: Gwyneth Mibeck, former ALA-APA Intern*

ALA-APA certification programs offer a structured and rigorous continuing education option for library employees. The programs, member-driven and developed within ALA Divisions, identify bodies of knowledge and skills necessary to the practice of librarianship and to specific specialization within librarianship. Certification recognizes those individuals who have demonstrated both mastery of a body of knowledge and skills and continuing commitment to ongoing professional development.

The first program offered is for librarians with ALA-Accredited MLS degrees who have public library supervisory experience, ALA-APA Certified Public Library Administrator (CPLA) Program. Candidates are administrators or librarians who want a career in library management.

Candidates earn the CPLA designation through completion of courses in seven of nine standards:

Budget and Finance, Management of Technology, Organization and Personnel Administration, Planning and Management of Buildings, Current Issues, Fundraising, Marketing, Politics and Networking, and Service to Diverse Population. Each course has an evaluative component—for example, project, exam, research paper—so that candidates may demonstrate proof of competency. Courses are taught under the auspices of a variety of providers, including ALA Divisions, library consortia, state library association chapters, state libraries, and independent consultants.<sup>70</sup>

Additional programs will focus on support staff and librarian specialties. ALA is developing a program for support staff in various departments in academic and public libraries. The Western Council of State Libraries has implemented a program called the Continuum of Library Education for library practitioners in twenty-one states. Western Council “defines Library Practitioner as a library director or manager who has no library science degree and requires additional formal training to improve job performance and to achieve certification.”<sup>70</sup> ALA and ALA-APA are working with Western Council as ALA develops its certification programs.

The ALA American Association of School Librarians (AASL) has worked with the National Board for Professional Teaching Standards (NBPTS) to develop National Board Certification standards for library media specialists. The assessment process includes development of an individual’s portfolio and participation in assessment center exercises to demonstrate abilities and knowledge. Check with your state library or state library association to see if there is a state certification process for support staff or public librarians.

For more information, contact ALA-APA ([www.ala-apa.org/certification/certification.html](http://www.ala-apa.org/certification/certification.html)); ALA Office for Human Resource Development and Recruitment ([www.ala.org/hrdr](http://www.ala.org/hrdr)); the ALA American Association of School Librarians ([www.ala.org/aasl](http://www.ala.org/aasl)); or the National Board for Professional Teaching Standards ([www.nbpts.org](http://www.nbpts.org)) for more information on the NBPTS certification and assessment process.

---

70. ALA-APA, Certified Public Library Administrator Program, [www.ala-apa.org/certification/cpla.html](http://www.ala-apa.org/certification/cpla.html).

71. Western Council of State Libraries, “The Continuum of Library Education . . .” [www.westernco.org/continuum](http://www.westernco.org/continuum).

---

## The Merritt Fund

The Merritt Fund was established in 1970 as a specialist trust in memory of Dr. Leroy C. Merritt. It is devoted to the support, maintenance, medical care, and welfare of librarians who, in the Trustees' opinion, are:

- Denied employment rights or discriminated against on the basis of gender, sexual orientation, race, color, creed, age, disability, or place of national origin;
- Denied employment rights because of defense of intellectual freedom; that is, threatened with loss of employment or discharged because of their stand for the cause of intellectual freedom, including promotion of freedom of the press, freedom of speech, and the freedom of librarians to select items for their collections from all the world's written and recorded information.

If you or someone you know has been fired or denied employment rights due to gender, age,

race, color, religion, sexual orientation, disability, or defense of intellectual freedom, please call us at (800) 545-2433, ext. 4226, e-mail [merrittfund@ala.org](mailto:merrittfund@ala.org), or write to 50 E. Huron St., Chicago, IL 60611 for an application. You also can download an application at [www.merrittfund.org](http://www.merrittfund.org).

Through the years, the Merritt Fund has been funded in two ways. The first is through the generosity of librarians. Individual donors give in large and small amounts so the Fund can remain available for our colleagues. The second source of funding is the recipients themselves. Every grant made comes with a note encouraging—but not obliging—reimbursement to the Merritt Fund when the recipient is able.

If you would like to support the work of the Merritt Fund, send a check to the LeRoy C. Merritt Humanitarian Fund, 50 E. Huron, Chicago, IL 60611. The Merritt Fund is administered by ALA staff but is a separate organization—a trust. As a trust, donations are not tax-deductible. Visit [www.merrittfund.org](http://www.merrittfund.org) for more information on the history and work of the Merritt Fund.



# Success Stories

---

Many library worker groups in the U.S. and other countries have been involved in a variety of pay equity efforts. These efforts have included Equal Employment Opportunity Commission and other class-action complaints, civil service commission testimony, job evaluation, reclassification and other pay equity studies, collective bargaining and contract negotiations and lobbying state legislatures. Examples follow.

The ALA-APA Standing Committee on the Salaries and Status of Library Workers is interested in learning of more success stories, also efforts that may have been less successful but provide useful lessons. Please send information to ALA-APA office at [info@ala-apa.org](mailto:info@ala-apa.org). ALA-APA also publishes stories, called *Good News*, in its monthly newsletter *Library Worklife: HR E-News for Today's Leaders*.

## Louisiana, Southern University (Academic)

At Southern University, Baton Rouge, LA ([www.lib.subr.edu](http://www.lib.subr.edu)), librarians are considered faculty by state law and are included in any raises that faculty receive. Librarians have faculty rank and can obtain tenure as other faculty members. In 2001, the University brought all faculty members to the Southern Regional Education Board average. The minimum posted for a beginning librarian's position is \$40,000 but most beginning librarians start at \$42,106.

## Maryland, Baltimore County (Public)

Baltimore County Public Library Director James Fish used an internal study and the work of a very good outside consultant (with an established database and a custom survey for libraries) to make a compelling case to show county decision makers that the library's wage and salary plans were not competitive, resulting in—for instance—a 50 percent turnover rate for part-time staff members. The library looked first

at the eighty-six positions that were farthest behind; these were upgraded more than others. They also proposed annual merit steps to replace the five-year increments in the four steps at the end of the scale, to accelerate an employee's ability to move to higher levels. (Even before BCPL was able to address the salary issue, it gave staff members a 1 percent supplemental paycheck at the end of the fiscal year for two successive years.)

BCPL had a supportive board and county executive, with whom Fish had established a good relationship. The county executive and his staff looked very carefully at the BCPL request for additional funding to set up a different pay plan. (For part-timers, the request was for quarterly eligibility for step increases instead of annual, and the turnover rate has dropped to 20 percent.) Fish offers the following advice to pay equity advocates:

- Don't give up; it's not easy and requires hard work. It took Fish a couple years to get what he considered a good hearing.
- Compromise is necessary; it's necessary to work with others, phase things in and understand elected officials' circumstances.
- Understand your audiences and what parts of your case will be most successful for each audience.
- Talk to experts outside of library science. Look at retail organizations for their ideas, which can be used by libraries that lack funding for research. (Fish recommends the work of Paco Underhill, retail consultant and author.)
- Have access to really knowledgeable human resource professionals who have been through this before. (Barring this, get some pro bono work and get advice about how to write a Request for Proposal [RFP].)
- Remember that salaries are always relative; it's always possible to find an organization that's better or worse than yours. What is important is what is going on in your particular circumstance.<sup>72</sup>

---

72. Gwyneth Mibeck, "Winners of the SirsiDynix ALA-APA Award Spread the Word about Salaries," *Library Worklife* 3, no. 4 (Apr. 2006), [www.ala-apa.org/newsletter/vol3no04/spotlight.html#winners](http://www.ala-apa.org/newsletter/vol3no04/spotlight.html#winners).

---

## Maryland, Montgomery College (Academic)

In late 2002, librarians at Montgomery (MD) College Libraries received an upgrade in their job classifications and a 10 percent increase in salary, plus a \$500 bonus. For individual librarians, this meant about a \$7,000 increase in salary. For the institution, there was approximately a \$75,000 increase in payroll costs. The raise in classifications resulted from an internal job classification review requested over a year ago by the manager of libraries.

Following completion of individual Job Information Questionnaires by library staff at the three community college campuses, the manager of libraries submitted several rounds of justification for reclassification and salary increases to the campus human resources department. The library is part of the campus Information Technology department, but other members of the department were receiving higher salaries than library staff. Former Library Director and consultant David Orenstein documented changes in duties for all levels of library staff and outlined the types of knowledge required to meet increased demands and ensure effective, customer-oriented service.<sup>73</sup>

## Minnesota (Public)

Public library workers received salary increases of up to 40 percent as a result of state legislation passed in 1984. Designed to achieve pay equity for local government employees, the law required all jurisdictions to report information on job evaluations and earnings for predominantly male jobs and predominantly female jobs. During the initial period of compliance until 1991, almost half of the library classes were identified as underpaid by an average of about \$300 per month.

Over five years of pay equity implementation, library directors received an average pay increase of 32 percent; librarians, of 36 percent; and library assistants, of 39 percent. Pay for comparable male jobs increased only 20 to 25 percent in that time.<sup>74</sup>

## Minnesota, Great River Regional Library (Public)

Led by Library Director Bescye P. Burnett, the Great River Regional Library administration persuaded its Board of Trustees and funding agencies that library workers needed to be compensated fairly. After Burnett gained approval for a compensation and classification study, the library received a budget increase of 8.24 percent in 2005 based on staffing needs.

Before this, library staff had received minimal raises of 2 to 2.5 percent and had their step increases frozen; they also were required to take time off without pay to balance the budget. Beginning in 2004, Burnett worked to develop personal relationships with county administrators and members of the Board of Trustees, telling them that library salaries were no longer competitive and resulted in rapid turnover and increased costs. As a result, all library staff received an increase of 28 cents an hour, with library aides receiving an additional 8 cents an hour.

The study, done by an independent consulting company, used data from other regional library systems of similar size and from other organization to develop a revised Classification and Compensation Plan designed to ensure that library staff would be compensated fairly in comparison to other libraries and to the general regional labor market. The Board of Trustees approved implementation of the study, dependent on funding, in 2005. The budget increase did not solve all of the library's salary issues, but it helped to address staffing concerns and offered

---

73. David Orenstein, "Trends in the Library Profession and the Impact of Technology at the Montgomery College Libraries," [www.mjfreedman.org/freedmantf/orenstein.pdf](http://www.mjfreedman.org/freedmantf/orenstein.pdf). Another article by Orenstein is equally pertinent: "Fair Pay Is an Issue for Managers, Too," *Library Journal* (Apr. 1, 2003): 45; also available online at [www.libraryjournal.com/article/ca284799.html%3fdisplay%3dsearchresults%26stt%3d001%26text%3ddavid+orenstein](http://www.libraryjournal.com/article/ca284799.html%3fdisplay%3dsearchresults%26stt%3d001%26text%3ddavid+orenstein).

74. Jan Feye-Stukas and Bonnie Watkins, *Pay Equity & Minnesota Public Libraries: Results of a Legislative Approach* (Chicago: ALA Office for Library Personnel Resources and Committee on Pay Equity, 1992); League of Minnesota Cities, "Fact Sheet #7, Local Government Pay Equity Act: An Overview," [www.lmnc.org/pdfs/PayEquity\\_FLSA.pdf](http://www.lmnc.org/pdfs/PayEquity_FLSA.pdf); State Of Minnesota Office of Employee Relations, "Guide to Understanding Pay Equity Compliance and Computer Reports," [www.doer.state.mn.us/lr%2Dpeqty/images/pdf%2Dfile/peguide.pdf](http://www.doer.state.mn.us/lr%2Dpeqty/images/pdf%2Dfile/peguide.pdf).

---

continued hope for the future, with the groundwork that has been done to establish relationships with the library's primary funders.<sup>75</sup>

## **New Jersey, Montville Township (Public)**

In 2003, the Director and Library Board of the Montville Township Public Library (MTPL) found evidence that wages were not competitive and that staff turnover between 1999 and 2002 was 50 percent. Many vacating employees cited a non-competitive hourly wage, a non-competitive workweek, and a weak benefit package in relation to other Morris County libraries. The workweek at MTPL was forty hours a week, but all other libraries within the county worked a thirty-five-hour workweek. The longer workweek only made the hourly wage differential that much more disparate.

Various members of the library staff took a three-pronged approach to prove to the Board of Trustees that wages at MTPL were substandard. The first step involved the library attorney sending wage surveys to each library within Morris County. The second step addressed the forty-hour workweek. A cost-benefit analysis was performed showing what the "cost" to the library budget would be in terms of lost productivity for the final quarter of 2004 and all of 2005. The last step was to evaluate the "benefits" of the employees of MTPL.

Following a day-long mediation session between the union and the board in August 2004, the union employees successfully negotiated the following contract highlights:

1. Three-year wage increase of 4.5 percent, 4.25 percent and 4.0 percent.
2. Reduced workweek from 40 hours to 37.5 hours per week (compromise).
3. \$1.00 per hour increase for all library assistants.
4. Increase to \$11.25 per hour for all senior library assistants.

5. One-time adjustment of 6.25 percent for all full-time employees due to the reduced workweek.

By spring 2006, turnover subsided, productivity soared and morale improved greatly. The union contract expired in December of 2006.<sup>76</sup>

## **New York Public Library (Public)**

In April 2001, New York Public Library librarians received an 8 percent pay increase, raising the average salary from \$39,500 to \$46,000. The increase was in addition to two 4 percent raises negotiated for citywide employees.

The New York Public Library Guild ([www.local1930.org](http://www.local1930.org)) had led a three-year campaign to focus attention on the salary issues, with newspaper articles, ads and demonstrations. Support from the City Council was received. At the end of the process, the library's endowment paid to hire a former deputy mayor to negotiate with city officials.

## **North Carolina, New Hanover County (Public)**

As the result of a compensation study conducted by New Hanover County in 2002, public library employees received salary increases averaging 25 percent. The starting professional librarian salary increased 52 percent, from \$28,021 to \$42,598, with no experience required.

Several factors were critical in achieving these increases: the consultant looked for salary data in comparable communities across the nation; internal equity was maintained between traditionally male and female occupations; and the study considered the impact of information technology skills on job duties and descriptions. Key to the success of the salary upgrade was the county benefits committee (of which the library director was a part). The committee had a clear idea of the type of study that would best serve the library's needs and selected a consul-

---

75. John Pepper, "Good News! Making a Case to Your Funders," *Library Worklife* 2, no. 9 (Sept. 2005), [www.ala-apa.org/newsletter/vol2no09/spotlight.html](http://www.ala-apa.org/newsletter/vol2no09/spotlight.html).

76. Patricia Anderson, "Good News: Better Pay, Reduced Workweek Hours and Improved Benefits Revived Montville Township (NJ) Public Library," *Library Worklife* 3 no. 5 (May 2006), [www.ala-apa.org/newsletter/vol3no05/spotlight.htm#good](http://www.ala-apa.org/newsletter/vol3no05/spotlight.htm#good).

---

tant who could implement this and provide convincing supporting data to the governing body.

Professional and managerial salaries were increased most by the study, with librarians, social workers and nurses receiving some of the highest increases.<sup>77</sup>

## Vermont, Burlington (Public)

In June 2005, the staff of the Fletcher Free Library won a three-year fight to reclassify their positions and adjust salaries for parity with those of other city workers. Assistant Library Director Amber Collins suggested the measures in June 2002.

Twenty of the twenty-three employees had their positions reclassified; two of the remaining three positions had been reclassified shortly before 2002, and the remaining position was considered by library management to be fairly classified. The annual cost for the adjustments was \$32,700.

Many of the library's job descriptions had not been reviewed by the city human resources office since the adoption of the city's classification system in the late 1980s. At that time, the city took into account such factors as knowledge and skills, mental demands, accountability and working conditions. However, over the years, several factors had weakened the system's goal of ensuring "comparable worth." For instance, when positions were vacated throughout the city, their job descriptions were updated before they were filled. But the library, which had a very low turnover rate, did not get this benefit; the city argued that the library shouldn't request reclassification unless the requesting department could pay for them. Furthermore, the labor union representing library workers was unwilling to take up their cause. As a result, only revenue-producing departments were able to reclassify positions, while positions in non-revenue departments such as the library remained stagnant.

The reclassification process involved meeting with the human resources director to outline the

scope of the work, filling out individual desk audits, completing job questionnaires and, finally, rewriting job descriptions. The process was delayed when the initial report from human resources did not correct inequities and a new human resources director was hired. In June 2005 the reclassifications were passed unanimously by the city board of finance, and reclassified library employees were awarded retroactive pay back to June 2002.<sup>78</sup>

## Australia

In a landmark case in Australia, librarians, library technicians and archivists in New South Wales received pay increases of up to 26 percent due to a March 28, 2002 ruling by the N.S.W. Industrial Relations Commission (IRC).

The Public Service Association, an Australian labor union, brought this first case to test a new principle of gender pay equity established by the IRC in 2000. A librarian in the highest category received a 35 percent pay increase to \$56,000. The commission ruled that the work of library employees had been historically undervalued and that increases in the work, skill and responsibilities of these employees had not been taken into account properly in setting the wages. The ruling also formalized the professional status of librarians by writing into law the Australian Library and Information Association qualifications standards as the formal criteria for recognition.<sup>79</sup>

## Canada

Canadian librarians in the federal civil service were part of a 1999 settlement between the Public Service Alliance of Canada and the Canadian government. The settlement came after more than fifteen years of negotiations on a pay equity dispute affecting 230,000 former and current public service employees, including clerks, secretaries, data processors, educational support personnel and health services workers.

---

77. David M. Paynter, e-mail to Jenifer Grady, May 25, 2006.

78. Amber Collins, "Good News! Burlington, Vermont Library Workers Reclassified," *Library Worklife* 2 no. 10 (Oct. 2005), [www.ala-apa.org/newsletter/vol2no10/spotlight.html#news](http://www.ala-apa.org/newsletter/vol2no10/spotlight.html#news).

79. Australian Library and Information Association, "Salaries for Australian Librarians and Library Technicians 2006–2007," [www.alia.org.au/employment/salary.scales](http://www.alia.org.au/employment/salary.scales).

---

As far back as 1977, federal government librarians at the National Library and the Public Archives of Canada compared their salaries with those of the male-dominated Historical Research (HR) group and found that the HR group earned approximately \$3,000 more a year at every pay tier. The researchers required only an undergraduate degree compared to the librarians' master's degrees.

The librarians were the first group to use a new Canadian Human Rights Act to lodge a complaint. A \$2.3 million settlement in 1980 paved the way for

additional studies and the \$3.6 billion settlement for more federal workers in 1999. (Note: Canada has a variety of pay equity acts and agreements that differ by provincial and federal jurisdiction).<sup>80</sup>

For details about Canadian pay equity federal and provincial pay equity laws and policies, commissions, and agencies, see the extensive Department of Justice Canada Web site.<sup>81</sup> The site includes links to Canadian unions, employer and non-governmental organizations, pay equity groups in other countries and a bibliography.

---

80. Sachiko Okuda, "Pay Equity: What's It All Worth?," *Feliciter* 46, no. 6 (2000): 314–17, [www.pvac-afpc.org/what/payequity/pay-e.shtml](http://www.pvac-afpc.org/what/payequity/pay-e.shtml); Treasury Board, "TBS and PSAC Joint Pay Equity Agreement—Questions and Answers," [www.tbs-sct.gc.ca/wnew/PayEquity/info\\_tbpsac\\_qa\\_e.asp](http://www.tbs-sct.gc.ca/wnew/PayEquity/info_tbpsac_qa_e.asp).

81. Department of Justice Canada, "Pay Equity Review," [www.justice.gc.ca/en/payeqsal/index.html](http://www.justice.gc.ca/en/payeqsal/index.html).



# Union Success Stories

---

## California, Los Angeles Public Library (Public)

In late 2002, the Librarians' Guild (AFSCME Local 2626, Council 36) and the administration of the Los Angeles Public Library reached agreement on a contract that provides salary increases at the entry level and at advanced salary steps for existing employees.

This agreement came after a number of efforts by the Librarians' Guild to achieve better salaries. AFSCME's chief negotiator for the Guild had been instrumental in creating a Labor/Management Librarian Recruitment Taskforce to review hiring difficulties. After delays by the city, the Guild hired one of its members to research salaries across the country and state, which showed that LAPL's salaries lagged behind.

At the negotiating table, management first considered raising the salaries of new hires only and proposed to hire people without the MLS in a "bachelor's class" staffing level, with eventual promotion into librarian and supervisory positions. The Guild created a postcard and telephone campaign, asking for support to uphold professional standards and achieve adequate salaries. Approximately one thousand cards were delivered to the Mayor's office and City Councilors.

After a meeting between the Guild and management, the City Librarian called the city's Chief Administrative Officer to indicate support for librarian salary increases and opposition to the non-MLS concept. The bachelor's class proposal was pulled. A higher salary rate for new hires was established with an increase of about \$5,000 per year from the previous schedule. A 13 percent cost of living increase was achieved; plus "special" increases of 5 percent for Senior Librarians (branch/agency managers); 4.5 percent for Principal Librarian I, and 0.5 percent for Principal Librarian II. The total represented a compounded amount of 19 percent for some staff members. After the increase Librarian I positions started at \$45,518, with automatic steps to \$56,000 after forty-two months. Principal Librarian II positions started at \$74,000.

## California, Placer County Public Library (Public)

Placer County Public Library employees who are members of the Placer Public Employees Union have instituted a pay equity campaign for salary adjustments. Presentations were made to the library management and advisory board, the county personnel director, Civil Service Commission, Grand Jury, and CEO of Placer County. Since library jobs are under a county classification scheme, comparisons with other county jobs were made. For example, librarians require a master's degree but were at the same pay rate as environmental health trainees, requiring a bachelor's degree. Library assistants required a bachelor's degree and one year experience but were paid 35 percent less than assistant planner with the same education and experience levels. A senior librarian with five years experience made 12.5 percent less than an entry-level management and personnel analyst. The library staff also have cited state of California pay equity legislation to bolster its case.

The union representative supported library staff concerns during bargaining. Because of the State budget crisis, the union thought it was best to negotiate with Placer County to extend its contract. Ratified in January 2003, the extended contract included specific language about salary equity adjustments including Librarians and Library Assistants. The Memorandum of Understanding (MOU) stated that the County would begin a salary study of Librarians and Library Assistants and six other classifications.

The MOU also specifically stated that salary adjustments would be reviewed if classifications meet one or more of the following criteria: "Significant turnover, difficulty recruiting, range or salary compaction, internal misalignment with classification(s) with similar responsibilities or duties, external misalignment with classification(s) with similar responsibilities or duties, in the following counties: El Dorado, Nevada, Sacramento, San Luis Obispo, Santa Cruz, Sonoma, and Yolo."<sup>82</sup>

---

82. Chris Christman and Mary George, "Our Struggle with Fair Compensation in Placer County," *California Libraries* (Feb. 2003), [www.cla-net.org/events/newsletter/feb00\\_fair\\_compensation.php](http://www.cla-net.org/events/newsletter/feb00_fair_compensation.php).

---

## Florida, Orange County Library System (Public)

The librarians at the Orange County Library System (Orlando, FL) chose to organize and affiliate with the Service Employees International Union (SEIU).

The April 1999 vote was approved by a better than two-to-one margin. OCLS management spent more than \$100,000 in an effort to defeat the librarians' drive for a voice at work. As a result of bargaining, librarians received their first raises in nine years. They also received an extra floating holiday and a grievance procedure that mandates binding arbitration.

## Massachusetts, Boston Public Library (Public)

Years after their first proposal was put on the table for contract negotiations, AFSCME, Council 93, Local 1526—with approximately 300 members, including branch library assistants, clerical, and mechanical staff—won requested position upgrades as well as a 10 percent increase over a three-plus year period for everyone.

After the first package requesting upgrades was presented during contract negotiations for 1999–2001, the library and the union agreed to do a formal study of the positions involved. A committee that included two senior members of management and two members of the Local 1526 executive board created a study based on classification analysis using as criteria: knowledge, critical thinking, and impact. The seventy-seven-question survey was sent to a selection of employees whose positions were in the requested upgrade as well as to employees whose positions would be affected by the upgrade, using the latter positions as benchmarks. The study found that the benchmark positions had been properly upgraded and were clearly above the other positions, showing the need for the requested upgrades. The library then took the study to the budget committee for approval, and the union sent it to the mayor and city councilors. After various delays, with the backing of library management and help from its

larger council, Local 1526 won its upgrades, with seventy-six higher positions, effective August 2006. In its next round of negotiations, Local 1526 presented other positions that were shown to need upgrades and pushed for those to be awarded.

According to Local 1526 President Elissa Cadillic, AFSCME represents more than 10,000 library workers; she feels that a larger union can best provide assistance and support for workplace changes. Local 1526 negotiates with BPL and with the city of Boston; while the local does its own negotiations, it's helpful to be able to work with other AFSCME Council 93 unions on common issues.<sup>83</sup>

## Washington, King County Library System (Public)

At the King County (WA) Library System, 550 librarians, library assistants and technicians voted on December 3, 2002, to join the Washington State Council of County and City Employees, AFSCME Council 2. The final vote was an overwhelming endorsement of union representation—298-157—with an 87 percent voter turnout.

Calling the election the largest public-sector union vote in memory, Council 2 President/Executive Director Chris Dugovich said the results showed that library workers “want to have a say in the workplace” and are seeking security in a period of cutbacks in tax dollars, rising layoffs and general economic instability. “We look forward to working with library staff, management, and the community to continue excellent library services in King County. In tough times like these, our public libraries are a critical resource for readers of all ages.” The victory came as a result of a lot of hard work by the King County Library System employees who formed a strong organizing committee. Credit went to the volunteer member organizers, who focused on making one-on-one personal contacts throughout the organizing campaign. Employee volunteers and union staff put forth a tremendous effort, making home visits, running phone banks and visiting nearly all the forty-two

---

83. Gwyneth Mibeck and Elissa Cadillac, “Winners of the SirsiDynix ALA-APA Award Spread the Word about Salaries,” *Library Worklife* 3 no. 5 (May 2006), [www.ala-apa.org/newsletter/vol3no05/spotlight.htm#winners](http://www.ala-apa.org/newsletter/vol3no05/spotlight.htm#winners).

---

library branches. King County Library employees took to heart the running campaign theme, "Make A Choice—Gain A Voice—Vote Union."

## Canada, Saskatoon Public Library (Public)

Saskatoon, Saskatchewan, Canada public libraries returned to regular hours November 28, 2002, after the Canadian Union of Public Employees (CUPE) Local 2669 accepted a tentative agreement, ending intermittent strikes over pay equity that began September 25. The library workers, who are predominately women, withdrew their services for a total of 21 days to back contract demands for pay equity. The CUPE members were then indefinitely locked out on November 19, when contract talks resumed.

The agreement gave library workers 4 percent increases for 2001 and 2002, and a 3 percent increase for 2003, surpassing the 3 percent yearly increases negotiated for other city workers. A further 2 percent of payroll was set aside for the implementation of an internal job evaluation plan. The new agreement included a commitment to undertake a joint study of wage disparities between the library and inside workers at the City of Saskatoon, using the pay equity concept of equal pay for work of equal value.

Although 70 percent of union members voted in favor of the agreement, some expressed disappointment in the terms covering library pages, the lowest-paid workers, who didn't receive many of the benefits given other union members.

Canadian Union of Public Employees Local 2669 President Gwen Thomson said, "We've achieved a

document that should get us closer to pay equity, but we're not there yet."

## More Stories

A variety of case studies have been documented in earlier ALA publications, which still can provide useful insights. For more information, see:

- American Library Association. Office for Library Personnel Resources. *Pay Equity: Issues and Strategies*. T.I.P. Kit #9. Chicago: ALA, 1987.
- American Library Association. Office for Library Personnel Resources. *Pay Equity Action Strategies and Case Summaries*. T.I.P. Kit #2. Chicago: ALA, 1982.
- Kenady, Carolyn. *Pay Equity: An Action Manual for Library Workers*. Chicago: ALA, 1989.
- See also examples in toolkit sections on "Unionizing" and "Faculty Status."

*"As a general rule, librarians are a kick in the pants socially, often full of good humor, progressive, and naturally, well read. They tend to be generalists who know so much about so many things that they are quite the opposite of the boring old poops they have been made out to be. Most of them are full of life, some even full of the devil."*

—Bill Hall, editorial page editor,  
*Lewiston (Idaho) Tribune*, Sept. 9, 2001



# Appendix A. Introduction to ALA-APA

---

## ALA-APA: the Organization for the Advancement of Library Employees

ALA-APA is a nonprofit professional organization established “to promote the mutual professional interests of librarians and other library workers.” To that end, ALA-APA is focused on two broad areas:

Certification of individuals in specializations beyond the initial professional degree.

Direct support of comparable worth and pay equity initiatives, and other activities designed to improve the salaries and status of librarians and other library workers.

**ALA-APA is a companion (service) organization to the American Library Association (ALA), an educational association established in 1876 to “promote library service and librarianship.”**

ALA-APA is governed by ALA-APA Council, which determines all policies of ALA-APA. The ALA-APA Council consists of those individuals who are concurrently serving as members of the ALA Council. The ALA-APA Board of Directors acts for ALA-APA Council in the administration of established policies and programs. The Board consists of those individuals who are concurrently serving as members of the ALA Executive Board. The Board is the body that manages, within this context, the affairs of ALA-APA.

## Activities and Products

### *Library Worklife:*

### *HR E-News for Today’s Leaders*

ALA-APA publishes a monthly electronic newsletter, which informs readers about issues—career advancement, certification, human resources practice, pay equity, recruitment, research, work/life balance—that concern all library workers. Subscriptions are included as a benefit of ALA organizational membership and are \$35 for ALA members.

### Certification

ALA-APA manages the Certified Public Library Administrator (CPLA) program and is collaborating

with library groups that are investigating a certification for support staff and librarian specialties.

### SirsiDynix–ALA-APA Award for Promoting Salaries and Status for Library Workers

Beginning in 2005, ALA-APA annually awards the SirsiDynix-ALA-APA Award for Outstanding Achievement in Promoting Salaries and Status for Library Workers. The award is given to an individual, group of individuals or institution that has made an outstanding contribution to improving the salary and status of library workers in a local, regional or national setting. The recipient receives \$5,000 and is recognized at ALA-APA Networking Breakfast at the ALA Annual Conference.

The recipient of the award does not have to be an ALA member or a current or past library staff member. The sole requirement is that the award recipient’s achievement(s) has been notable.

### Advocacy Video—*working @ your library<sup>®</sup>: for Love or Money*

ALA-APA has produced a 10.5-minute video (close-captioned DVD and VHS) featuring library workers describing the importance of their work in their communities and why it is important to advocate on our own behalf. The video is a gift with a \$25 donation to ALA-APA. Information is available on ALA-APA Web site at [www.ala-apa.org/salaries/4loveormoney.html](http://www.ala-apa.org/salaries/4loveormoney.html).

### Salary Surveys

ALA-APA publishes the *Librarian Salary Survey* and *Non-MLS Salary Survey*, both of which are issued annually, as well as a database of library staff salaries.

### National Library Workers Day

The first Tuesday of each National Library Week is designated as National Library Workers Day, which was inaugurated on April 20, 2004. ALA-APA sponsors NLWD and provides resources for celebrations and media relations.

### Outreach

ALA-APA conducts outreach campaigns to address name, mission and service recognition for ALA-APA within the library community.

---

## Website

The ALA-APA Website ([www.ala-apa.org](http://www.ala-apa.org)) has relevant documents and information on certification, pay equity issues, professional concerns and other issues important to library workers.

# Appendix B. Compensation Surveys Providing Information

---

Most library salary surveys listed below are conducted on a regular schedule (annual or biennial) and on a regional or national basis. The library literature should be monitored for reports of one-time surveys by individual libraries or associations. Many state library agencies collect salary and benefits data as part of their ongoing statistical gathering efforts from libraries within their own state. There is wide variation, however, in what data are collected and how these are compiled and reported. Most collect only public library data. Academic and school library data may be collected by other state agencies.

In addition, some state and regional library associations collect salary data, issue recommended salary guidelines, set minimum salaries for professional positions, or publish reports in association journals or newsletters. As of August 2006, seventeen states had established recommended minimum salaries for public library positions. These include: Connecticut, Illinois, Indiana, Iowa, Louisiana, Maine, Massachusetts, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Vermont, and Wisconsin. Specific dollar amounts are updated regularly by the associations. The latest figures can be found periodically in the classified section of *American Libraries* or *College & Research Libraries News*.

A list of state library agency addresses can be found in *The Bowker Annual: Library and Book Trade Almanac* or on the Internet at [www.cosla.org](http://www.cosla.org) under "Member Profiles." Library associations and ALA Chapters can be found in *The Bowker Annual: Library and Book Trade Almanac* or on the Internet at [www.ala.org](http://www.ala.org) under "Our Association" then "Chapters" and "Other Groups and Organizations."

Individual libraries will sometimes conduct private surveys of institutions of comparable size or in the same geographical area, either through an outside consulting firm or by calling libraries informally. For the most part, these surveys are not published, although the initiating library will often share results with participating libraries. Some library workers are also conducting surveys that compare their salaries with other industries, professions and occupations within their jurisdiction in an effort to achieve pay equity with positions requiring comparable skills, effort, responsibilities and working conditions.

The American Library Association Policies related to salary issues may be found in the *ALA Handbook of Organization* at [www.ala.org/ala/ourassociation/governingdocs/policymanual/librarypersonnel.htm](http://www.ala.org/ala/ourassociation/governingdocs/policymanual/librarypersonnel.htm).

## Academic Libraries

**Association of Research Libraries. *ARL Annual Salary Survey*. Washington, D.C.: ARL, 1973–.**

The 2005–2006 compilation consists of detailed tables of salaries for more than 12,000 professional positions based on data collected from ARL member libraries (university and non-university) and analyzed by job category, years of experience, sex, minority status, size of library, and geographic region. Included in the publication are tables for medical, law, Canadian libraries and non-university research libraries. Information on this survey can be found at [www.arl.org/stats/salary/index.html](http://www.arl.org/stats/salary/index.html).

To order, use the online form at [www.arl.org/pubscat/order](http://www.arl.org/pubscat/order), or contact the ARL Publications Distribution Center, PO Box 531, Annapolis Junction, MD 20701-0531, 301-362-8196, (fax) 301-206-9789, [pubs@arl.org](mailto:pubs@arl.org). The journal costs \$75 for ARL Members, \$145 for nonmembers.

**College and University Professional Association for Human Resources. *2005–06 Administrative Compensation Survey*. Knoxville, Tenn.: CUPA-HR.**

The survey includes data on 211 college and university administrative positions from more than 1,345 public and private institutions. The tables in the survey present the median salary according to institutional budget, enrollment, and classification.

The survey is available from CUPA-HR, Tyson Place, 2607 Kingston Pike, Suite 250, Knoxville, TN 37919, 865-637-7673, (fax) 865-637-7674. It is also available on-line at [www.cupahr.org/surveys/salariesurvey05-06.html](http://www.cupahr.org/surveys/salariesurvey05-06.html). The price ranges from \$150 to \$300.

**College and University Professional Association for Human Resources. *2005–06 Mid-Level Administrative/Professional Salary Survey*. Knoxville, Tenn.: CUPA-HR.**

This survey features median salary data on 163 positions, including reference specialist, cataloging

---

specialist, Webmaster and other technology based positions. Data are organized by operating budget size and include regional comparisons. See contact information above.

## Public Libraries

Public Library Association. *Public Library Data Service Statistical Report 2006*. Chicago: ALA.

The current edition is designed to aid in and enhance the public library planning and evaluation process and help library managers identify top performing libraries, compare service levels and technology usage, and provide documentation for funding requests. Also included are the results of a special survey on public library finance.

Order from the ALA Order Department, 866-746-7252. Price is \$80 with discounts for ALA and PLA members. For more information about the PLDS Statistical Report contact the PLA office at 800-545-2433, ext. 5PLA or [pla@ala.org](mailto:pla@ala.org).

Evelina R. Moulder. "Salaries of Municipal Officials, 2006" in *The Municipal Year Book, 2006*. Washington, D.C.: International City/County Management Association.

Chief librarian salaries for local public libraries are included with earnings of other city department heads. These are reported by geographic region, population size, city type (for example, central, suburban, independent) and form of government. *The Municipal Year Book* is published in April of each year and includes salary data from the previous year. To order, call 800-745-8780 or purchase online at [bookstore.icma.org](http://bookstore.icma.org). *The Municipal Year Book* costs \$97.

Sandstedt, Carl R. *Salary Survey: West-North-Central States*. St. Peters, Mo.: St. Charles City-County Library.

This annual survey provides data for directors, assistant directors, department heads, starting MLS, and several support positions for public libraries in West-North-Central States (North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri). Average salaries are presented by size of library budget. Also includes per FTE costs, per cap-

ita support and per capita materials budget.

St. Charles City-County Library District, 425 Spencer Rd., Box 529, St. Peters, MO 63376. Available for free online at [www.win.org/library/library\\_office/reports/index.html](http://www.win.org/library/library_office/reports/index.html).

## School Libraries

Educational Research Service. *National Survey of Salaries and Wages in Public Schools*. Arlington, Va.: ERS, 2005–2006.

ERS publishes an annual report of salaries for public school personnel, which includes data for school librarians and library clerks. The report covers scheduled salaries for professional personnel and actual salaries paid for professional and support personnel by enrollment group, per pupil expenditure, and geographic region. It also includes year-to-year, five-year, and ten-year information on trends in public school salaries and wages, with comparisons to the Consumer Price Index for each of these periods.

Available from ERS, 2000 Clarendon Blvd., Arlington, VA 22201, 800-791-9308, (fax) 703-243-1985, [www.ers.org/surveyresearch/index.html](http://www.ers.org/surveyresearch/index.html). The price ranges from \$200 to \$600.

Miller, Marilyn L., and Marilyn L. Shontz. "The SLJ Spending Survey." *School Library Journal* (10/1/03), New York, NY.

The 2003 survey is on spending, resources and services. Includes data and tables about library media specialists' years of experience and salaries.

*School Library Journal*, 360 Park Avenue South, New York, NY 10010, 646-746-6759, (fax) 646-746-6689, [slj@reedbusiness.com](mailto:slj@reedbusiness.com), [www.schoollibraryjournal.com](http://www.schoollibraryjournal.com).

## Specialized Libraries

American Association of Law Libraries. *Biennial Salary Survey and Organizational Characteristics 2005*. Chicago: AALL.

The report summarizes salary information for law libraries with three sections that cover academic libraries, private firm/corporate libraries and state, court and county libraries. The 2005 edition features salary data for 3,065 individuals,

---

provided by the 558 responding libraries. The data is broken out and crossed-tabbed by position, region, gender, education, years in current position and years of library experience and membership in AALL.

Contact AALL, 53 W. Jackson Blvd., Suite 940, Chicago, IL 60604, 312-939-4764 x12, (fax) 312-431-1097, [www.aallnet.org/products/pub\\_salary\\_survey.asp](http://www.aallnet.org/products/pub_salary_survey.asp). AALL members may browse the online edition free of charge. The hardcopy is \$110 for AALL members, \$150 for nonmembers.

**Association of Academic Health Sciences Libraries. *Annual Statistics of Medical School Libraries in the United States and Canada*. Seattle: AAHSLD.**

Salaries are provided for director, deputy director, associate director, division head, department head, other librarians, and entry-level positions. Besides salary data, the survey asks the respondent for years of experience, gender, FTE supervised, ethnicity and race for each professional library staff member. Minimum, maximum and mean are provided for the positions and arranged by region.

It's available at no cost to members of AAHSL and \$250 for nonmembers. The current edition and previous editions may be ordered by contacting AAHSL, 2150 N. 107th St., #205, Seattle, WA 98133, 206-367-8704, (fax) 206-367-8777, [www.aahsl.org](http://www.aahsl.org).

**Medical Library Association. *Hay Group/MLA 2005 Salary Survey*. Chicago: MLA, 2005.**

More than 600 members provided data for the 2005 salary survey, available in summary format to MLA's members via the Association's Web site, [www.mlanet.org](http://www.mlanet.org). The summary offers detailed information by job title, geographical area, type of institution, and more.

Print and PDF versions are available from the MLANet store, [www.mlanet.org/order/index.html](http://www.mlanet.org/order/index.html). The print edition is \$50 for members, \$85 for nonmembers. The online edition is \$40 for members, \$75 for nonmembers. For more information, contact MLA, 65 E. Wacker Pl., Suite 1900, Chicago, IL 60601-7298, 312-419-9094.

**Special Libraries Association. *SLA Annual Salary Survey*. Alexandria, Va.: SLA, 2005.**

Salaries are reported at the 10th, 25th, 50th (median), 75th and 90th percentiles and contain breakdowns by industry, geographic region, administrative responsibility, sex, education level and experience. Data for the U.S. and Canada are presented in separate tables.

The salary survey is a comprehensive report containing the most accurate U.S. and Canadian salary information gathered by a member survey. A wide variety of variables are covered including industry type, geographical area, job title, budget range and years of experience.

The report is available to SLA members for \$55, \$125 non-members as a PDF download or a print version. Contact Special Libraries Association, 331 S. Patrick St., Alexandria, VA 22314, 703-647-4900, [www.sla.org/content/resources/research/salarysurveys/salsur2005/index.cfm](http://www.sla.org/content/resources/research/salarysurveys/salsur2005/index.cfm).

## More Salary Surveys for Other Library Workers and Related Information Professionals

For salary data on other types of workers that may be employed in libraries, the following surveys might be useful:

Abbott, Langer and Associates, Inc., conducts annual or biennial salary surveys for the following fields: legal and related jobs in business and industry; industrial engineers; plant and facilities managers and engineers; consulting engineering firms; consulting firms; independent lab/testing/inspection firms; geologists; human resources/personnel department; service department; nonprofit organizations; research and development; manufacturing; food and beverage processing; security/loss prevention dept.; MIS/data processing; accounting departments; accounting firms; advertising agencies; sales/marketing management; direct marketing; life sciences and telecommunications.

- *Compensation in Nonprofit Organizations* (2005). This report provides pay data on 126 benchmark jobs in 1,661 nonprofit organizations (including a Director of Information). It reports by type of

---

organization, number of employees, fiscal size, geographic scope of service and location, and by type of organization vs. each other variable. The two parts together costs \$375. Part 1 is \$250; Part 2 is \$310.

- *Available Pay Survey Reports: An Annotated Bibliography* (4th ed.) by Dr. Steven Langer (1995) contains annotations of more than 1,200 pay survey reports, both domestic and foreign. Annotations are indexed by source, geographic area, type of employer, and job title/function/college curricula. The U.S. surveys are \$450. The non-U.S. Surveys are \$160.

For more information, contact Abbott, Langer and Associates at 548 First St., Crete, IL 60417, 708-672-4200, (fax) 708-672-4674, [www.abbott-langer.com](http://www.abbott-langer.com).

Grady, Jenifer, and Denise Davis. *ALA-APA Salary Survey: Non-MLS—Public and Academic*. Chicago: ALA-Allied Professional Association, 2006.

This survey is a gathering of information on 62 discrete positions within the library that do not require an MLS degree from an ALA-approved institution. The information is reported for both public and academic libraries. The two library universes are stratified by regions and states for analysis. This publication is \$100, \$90 to ALA members and is available from the ALA Online Store, 866-746-7252, [www.alastore.ala.org](http://www.alastore.ala.org). For more information about the Non-MLS Salary Survey, contact ALA-APA at [info@ala-apa.org](mailto:info@ala-apa.org) or call 800-545-2433, ext. 2424.

*Library Mosaics* was a bi-monthly magazine for support staff in libraries, media and information centers. The last support staff salary survey published by *Library Mosaics* was the "2003 Salary Survey" by Raymond Roney and Charlie Fox in the July/August issue. The magazine collected and reported six support staff salary surveys between 1989 and 2003. It provides a general overview of support staff salaries, salary ceilings and pay equity. For past issues, contact *Library Mosaics*, Yenor, Inc., PO Box 5171, Culver City, CA 90231, 310-645-4998.

U.S. Department of Labor, Bureau of Labor Statistics, National Compensation Survey program produces information on wages by occupation for many metropolitan areas and also for the nation as a whole. It provides data on occupational earnings, employer costs for wages, salaries, and benefits, and details of employer-provided benefit and establishment practices. This umbrella program combines the Occupational Compensation Surveys, the Employment Cost Index, and the Employee Benefits Survey and is published annually. For more information, phone 202/691-6199, or visit [stats.bls.gov/ncs](http://stats.bls.gov/ncs).

## Other

Association for Library and Information Science Education. *ALISE Statistical Report and Database*. Oak Ridge, Tenn.: ALISE, 1980–.

Average and median salaries for faculty and administrators in ALISE member schools are provided in this annual report by sex, rank and term of appointment.

Back issues (1981–) of the report are available from ALISE, 1009 Commerce Park Dr., #150, PO Box 4219, Oak Ridge, TN 37831-4219, 865-481-0155, (fax) 865-425-0155. The surveys from 1997 to 2005 are available for free from [ils.unc.edu/ALISE](http://ils.unc.edu/ALISE). This annual report is published in the summer.

College and University Professional Association for Human Resources. *2005–06 National Faculty Salary Survey by Discipline and Rank in Four-Year Colleges and Universities*. Knoxville, Tenn.: CUPA-HR.

Annual surveys collect data for five faculty ranks in disciplines and major fields. Communications, Communication Technologies, Computer Information Sciences, and Library Sciences are included. The listings are for those who teach in library science programs, not those who hold faculty rank as academic librarians.

The cost for the print edition ranges from \$140 to \$280. Contact CUPA-HR, Tyson Place, 2607 Kingston Pike, Suite 250, Knoxville, TN 37919, 865-637-7673, (fax) 865-637-7674, [www.cupahr.org/surveys/salarysurvey2005-06.html](http://www.cupahr.org/surveys/salarysurvey2005-06.html).

---

Griffiths, José-Marie. *Future of Librarians in the Workforce*.

This two-year study (2005–2007) will identify the nature of anticipated labor shortages in the library and information science (LIS) field over the next decade; assess the number and types of library and information science jobs that will become available in the U.S. either through retirement or new job creation; determine the skills that will be required to fill such vacancies; and recommend effective approaches to recruiting and retaining workers to fill them. The study is led by Dr. José-Marie Griffiths, Dean of the School of Information and Library Science at the University of North Carolina at Chapel Hill and includes researchers from the University of Pittsburgh, Syracuse University, the Special Libraries Association (SLA), the Association of Research Libraries (ARL), and the American Society for Information Science & Technology (ASIS&T).

More information is available at [libraryworkforce.org](http://libraryworkforce.org).

French, Jennifer. 2006. *Fast Facts: Salaries of Librarians and Other Professionals Working in Libraries*. ED3/110.10/No. 238. Denver: Library Research Service.

French documents the pay distinctions between librarians' salaries in Colorado and other profes-

sions' salaries in the state. As well, French compares all of the professional salaries in Colorado to national averages.

"Placements and Salaries 2005." *Library Journal*.

An annual survey since 1951 of ALA-accredited library and information studies education programs (usually published in the October 15th issue of *Library Journal* with data from previous calendar year). For each reporting school, the low, high, average and median salaries are reported for men, women, and total placements. This information is also provided for five regions of the U.S. An additional table shows the distribution of high, low, average and median salaries by type of library for men, women and total placements. [www.libraryjournal.com](http://www.libraryjournal.com).

## Employee Benefits

Although some states collect data on employee benefits, little information is collected on a regional or national level on a regular basis for library workers. The last report on Employee Benefits conducted by the American Library Association was in the Librarian Salary Survey supplemental questions from 2003. The report may be found on the ALA Office for Research and Statistics Web site at [www.ala.org/ala/ors/reports/employeebenefits.htm](http://www.ala.org/ala/ors/reports/employeebenefits.htm).



# Appendix C. ALA Policy #54.10, “Equal Opportunities and Salaries”

---

The American Library Association supports and works for the achievement of equal salaries and opportunity for employment and promotion for men and women.

The Association fully supports the concept of comparable wages for comparable work that aims at levels of pay for female-oriented occupations equal to those of male-oriented occupations; ALA therefore supports all legal and legislative efforts to achieve wages for library workers commensurate with wages in other occupations with similar qualifications, training, and responsibilities.

ALA particularly supports the efforts of those library workers who have documented, and are legally challenging, the practice of discriminatory salaries, and whose success will benefit all library workers throughout the nation.

*Source: ALA Policy Manual*

*“We cannot have good libraries until we first have good librarians—properly educated, professionally recognized, and fairly rewarded.”*

—Herbert S. White,  
*Library Journal*, Nov. 15, 1999



# Appendix D. Job Evaluation Resources

---

You may also wish to refer to the Pay Equity Bibliography—[www.ala-apa.org/salaries/payequity-bib.html](http://www.ala-apa.org/salaries/payequity-bib.html).

- Evans, G. Edward. *Performance Management and Appraisal*. New York: Neal-Schuman Publishers, 2004.
- Martin, Christine. "How to Prepare for a Performance Evaluation: Document Your Achievements." *Library Worklife: HR E-News for Today's Leaders* 2 no. 7 (2005). [www.ala-apa.org/newsletter/2n7.html#career](http://www.ala-apa.org/newsletter/2n7.html#career).
- Singer, Paula M. *Developing a Compensation Plan for Your Library*. Chicago: ALA, 2002.
- Todaro, Julie. "Evaluation Instruments: More than the Forms . . ." *Library Worklife: HR E-News for Today's Leaders* 3 no. 2 (2006). [www.ala-apa.org/newsletter/3n02.htm#hrpractice](http://www.ala-apa.org/newsletter/3n02.htm#hrpractice).

*During the internet age, we've forgotten that professional librarians know how to find information better than anyone—especially better than computer programmers. Though at the beginning of the Web era in 1993, librarians did not have the computer and Web development skills to show their muscles, they do now.*

—John C. Dvorak, "Straw Poll Dept.," *PC Magazine*, Sept. 24, 2002



# Appendix E. Resources for Competencies and Roles of Staff

---

In addition to these sources, your state, local and regional associations, library system, academic campus, and city government may have developed competencies. You may also wish to refer to the Pay Equity Bibliography—[www.ala-apa.org/salaries/payequitybib.html](http://www.ala-apa.org/salaries/payequitybib.html)

- American Association of Law Libraries. "Competencies of Law Librarianship." [www.aallnet.org/prodev/competencies.asp](http://www.aallnet.org/prodev/competencies.asp).
- American Library Association. "Library and Information Studies and Human Resource Utilization." [www.ala.org/ala/hrdr/educprofdev/lepu.pdf](http://www.ala.org/ala/hrdr/educprofdev/lepu.pdf).
- American Library Association, Task Force on Core Competencies. "Penultimate Report" and "Draft Statement." [www.ala.org/ala/hrdrbucket/1stcongressonpro/1stcongressprofessional.htm](http://www.ala.org/ala/hrdrbucket/1stcongressonpro/1stcongressprofessional.htm).
- American Library Association, Association for Library Services to Children. "Competencies for Librarians Serving Children in Public Libraries." [www.ala.org/ala/alsc/alscresources/forlibrarians/professionaldev/competencies.htm](http://www.ala.org/ala/alsc/alscresources/forlibrarians/professionaldev/competencies.htm).
- American Library Association, Young Adult Services Association/Professional Development Center. "Young Adults Deserve the Best: Competencies for Librarians Serving Young Adults." [www.ala.org/ala/yalsa/professionaldev/youngadultsdeserve.htm](http://www.ala.org/ala/yalsa/professionaldev/youngadultsdeserve.htm).
- American Library Association-Allied Professional Association. "Certified Public Library Administrators Program Competencies/Standards." [www.ala-apa.org/certification/cplstandards.htm](http://www.ala-apa.org/certification/cplstandards.htm).
- Association of Research Libraries. *Changing Roles of Library Professionals*, SPEC Kit 256 (Washington, D.C.: ARL, 2000).
- Association of Southeastern Research Libraries. "Shaping the Future: ASERL's Competencies for Research Librarians." [www.aserl.org/statements/competencies/competencies.htm](http://www.aserl.org/statements/competencies/competencies.htm).

- California Library Association. "Core Competencies for California Librarians in the 21st Century." [www.cla-net.org/resources/articles/r\\_competencies.php](http://www.cla-net.org/resources/articles/r_competencies.php).
- . "Technical Competencies for Librarians." [www.cla-net.org/included/docs/tech\\_core\\_competencies.pdf](http://www.cla-net.org/included/docs/tech_core_competencies.pdf).
- Crosby, Olivia. "Librarians: Information Experts in the Information Age." *Occupational Outlook Quarterly* 44, no. 4 (Winter 2000–2001), [www.bls.gov/opub/ooq/2000/winter/art01.pdf](http://www.bls.gov/opub/ooq/2000/winter/art01.pdf). Primarily for career information, but provides information on what librarians do that might be useful in educating public officials, etc.; see also information from *Occupational Outlook Handbook on "Librarians,"* [www.bls.gov/oco/ocos068.htm](http://www.bls.gov/oco/ocos068.htm), and "Library Technicians," [www.bls.gov/oco/ocos113.htm](http://www.bls.gov/oco/ocos113.htm).
- Lynch, Mary Jo. "Public Library Staff: How Many Is Enough?" *American Libraries* 34, no. 5 (May 2003): 58–59.
- Special Libraries Association. "Competencies for Special Librarians of the 21st Century." [www.sla.org/content/SLA/professional/meaning/competency.cfm](http://www.sla.org/content/SLA/professional/meaning/competency.cfm) and [www.sla.org/content/learn/comp2003/index.cfm](http://www.sla.org/content/learn/comp2003/index.cfm).
- . "Competencies for Information Professionals of the 21st Century." [www.sla.org/content/learn/comp2003/index.cfm](http://www.sla.org/content/learn/comp2003/index.cfm).
- Western Council of State Libraries. "Library Practitioner Core Competencies." [www.westernco.org/continuum/final.html](http://www.westernco.org/continuum/final.html). Adopted October 24, 2004. A library practitioner, regardless of the job title held by any individual, is defined for the purposes of the Continuum project as "An individual who is a library director or manager and has no library science degree and requires additional formal library training to improve job performance and to achieve certification."



# Appendix F. Neutrality Agreement Sample

---

## Respect for Workers' Choices

Every working person in America has the right to form or join a union to improve his or her life. It is a decision that rightfully belongs to workers, not their employers, and one that workers are entitled to make freely and without fear of reprisals.

Respecting the freedom to form a union is essential to establishing a cooperative, mutually beneficial relationship between employers and their employees. It is the foundation of a partnership between employers and their employees. It is the foundation of a partnership that works to achieve common goals such as high productivity, quality work, safe working conditions, and decent living standards.

Therefore, the undersigned [employer's name] and the [name of union] hereby pledge to honor and respect the right of employees to decide for themselves whether to form a union free of intimidation, harassment or retaliation by endorsing the following principles and code of conduct.

The employer will allow employees to express their opinions freely and openly, without taking any action to discipline, harass, humiliate or fire any employee for his or her pro-union views or activities. The employer will refrain from engaging in any activity, written or verbal, designed to interfere with an employee's free choice to join a union.

The employer will provide union supporters equal time at any meeting employees are required to attend and where unions are discussed. The employer will allow union supporters the same opportunity as the employer to distribute or post campaign material at the worksite.

The union and the employer shall present accurate information and will not make false or misleading statements designed to confuse or mislead employees. The employer will immediately grant recognition and begin negotiations for a union contract when a majority of employees demonstrates the desire for union representation, whether by signing cards or a petition or through an election.

For the employer:

Signed \_\_\_\_\_ Date \_\_\_\_\_

For the union:

Signed \_\_\_\_\_ Date \_\_\_\_\_

Source: Unions Working Group of the ALA Task Force for Better Salaries and Pay Equity for Library Workers.



# Appendix G. Resources for Negotiating Your Own Salary

---

You may also wish to refer to the Pay Equity Bibliography—[www.ala-apa.org/salaries/payequity-bib.html](http://www.ala-apa.org/salaries/payequity-bib.html).

Anonymous. "Salary Negotiation Success: Putting (New) Knowledge into Practice," *Library Worklife: HR E-News for Today's Leaders* 2, no. 8 (Aug. 2005). [www.ala-apa.org/newsletter/2n8.html#salaries](http://www.ala-apa.org/newsletter/2n8.html#salaries)

Burger, Vicki, and Valerie Stern. "Negotiating Isn't Just For 'The Donald,'" *Library Worklife* 1, no. 4 (Apr. 2004). [www.ala-apa.org/newsletter/vol1no4/career.html](http://www.ala-apa.org/newsletter/vol1no4/career.html).

Kolb, Deborah M., and Ann C. Schaffner. "Negotiating What You're Worth," *Library Journal* 125 (Oct. 15, 2001): 52–53.

McCarty, Jennifer E. "How to Get More Money: Tips on Salary Negotiations," *Footnotes* 21, no. 1 (Jan. 2002).

Martin, Christine, "Tips That May Surprise You about Salary Negotiation," *Library Worklife* 1, no. 12 (Dec. 2004). [www.ala-apa.org/newsletter/1n12.html#spotlight](http://www.ala-apa.org/newsletter/1n12.html#spotlight).

"Negotiating Tips." [www.careerjournal.com/salaryhiring/negotiate](http://www.careerjournal.com/salaryhiring/negotiate). Links to articles on refining negotiating skills.

Pergander, Mary. "How to Get What You Are Worth," *Library Worklife* 2, no. 9 (Sep. 2005). [www.ala-apa.org/newsletter/2n9.html#salaries](http://www.ala-apa.org/newsletter/2n9.html#salaries).

Pinkley, Robin L. and Gregory Northcraft. *Get Paid What You're Worth* (New York: St. Martins, 2000).

The Riley Guide. "Job Offers: Evaluating and Negotiating." [www.rileyguide.com/offers.html](http://www.rileyguide.com/offers.html). Links to articles and other materials on topic.

"Salary Negotiation Strategies." [jobstar.org/tools/salary/negostr.htm](http://jobstar.org/tools/salary/negostr.htm). Lists selected Web sources and books on tips for negotiating salaries.



# Appendix H. Resources for Demonstrating Value

---

You may also wish to refer to the Pay Equity Bibliography—[www.ala-apa.org/salaries/payequity-bib.html](http://www.ala-apa.org/salaries/payequity-bib.html).

American Library Association, Special Presidential Task Force, Recommendations, 2001. [www.ala.org/ala/hrdr/libraryempresources/specialpresidential.htm](http://www.ala.org/ala/hrdr/libraryempresources/specialpresidential.htm).

American Library Association. @your library®: Attitudes Toward Public Libraries. [www.ala.org/ala/ors/reports/reports.htm](http://www.ala.org/ala/ors/reports/reports.htm); follow links to "Surveys and Research/2006 KRC @ your library® Household Survey." National survey conducted by KRC Research & Consulting, 2006.

American Library Association, Office for Research and Statistics. "Articles and Studies Related to Library Value (Return on Investment)." [www.ala.org/ala/ors/reports/roi.htm](http://www.ala.org/ala/ors/reports/roi.htm)

Bromley, Marilyn. "Return on Investment." *Quantum*<sup>2</sup> Case Study, March 4, 2002. [quantum.dialog.com/q2\\_resources/casestudies/roi.pdf](http://quantum.dialog.com/q2_resources/casestudies/roi.pdf). Provides a step-by-step description of how, at a special library, the value of the library's services was found to return at least \$1.26 to the firm for every dollar spent on the library.

Colorado State Library, Library Research Service. "LRS School Library Media Impact Studies." [www.lrs.org/impact.asp](http://www.lrs.org/impact.asp)

Jones, Patrick. "Why We Are Kids' Best Assets," *School Library Journal* 47, no. 11 (Nov. 2001): 44–47. How youth services librarians help youth engage in positive developmental behaviors.

Kassel, Amelia. "Practical Tips to Help You Prove Your Value," *MLSMARKETING-Library Services* 16, no. 4 (May/June 2002). [www.infotoday.com/mls/May02/kassel.htm](http://www.infotoday.com/mls/May02/kassel.htm).

Lance, Keith Curry, Marcia J. Rodney and Christine Hamilton-Pennell. *How School Librarians Help Kids Achieve Standards: The Second Colorado Study* (Denver: Colorado State Library, 2000). [www.lrs.org/documents/lmcstudies/CO/execsumm.pdf](http://www.lrs.org/documents/lmcstudies/CO/execsumm.pdf). See also "What Research Tells Us About the Importance of School Libraries" by Keith Curry Lance ([www.ims.gov/news/events/whitehouse\\_2.shtm#kcl](http://www.ims.gov/news/events/whitehouse_2.shtm#kcl)) and "Capitalizing on the School Library's Potential to Positively Affect

Student Achievement" by Dr. Gary Hartzell ([www.laurabushfoundation.org/Handout.pdf](http://www.laurabushfoundation.org/Handout.pdf))

Marshall, Joanne. "The Impact of the Hospital Library on Clinical Decision-Making: The Rochester Study," *Bulletin of the Medical Library Association* 80 (Apr. 1992): 169–78. Value of information provided by the library.

Marshall, Joanne. "Determining Our Worth, Communicating Our Value," *Library Journal* 125 (Nov. 15, 2000): 28–30.

Matthews, Joseph R. *The Bottom Line: Determining and Communicating the Value of the Special Library* (Westport, Conn.: Libraries Unlimited, 2002).

Portugal, Frank H. *Valuating Information Intangibles: Measuring the Bottom Line Contribution of Librarians and Information Professionals*. Washington: Special Libraries Association, 2000. Describes methodologies for measuring the intangible value of libraries and information resources, including return-on-investment, cost-benefit analysis, knowledge value-added, Internet team forums, and intellectual capital formation approaches.

McClure, Charles R. et al. "Economic Benefits and Impacts from Public Libraries in the State of Florida," Tallahassee, FL: Florida State University Information Use Management and Policy Institute, 2001. Survey of library patrons about their perceptions of the economic benefits and impacts of public libraries. [dlis.dos.state.fl.us/bld/finalreport/](http://dlis.dos.state.fl.us/bld/finalreport/).

Rodger, Eleanor Jo. "Value and Vision," *American Libraries*, v. 33 (Nov. 2002): 50–54.

Shamei, Cynthia L. "Building a Brand: Got Librarian?" *Searcher* 10, no. 7 (July/Aug. 2002): 60–71. Presents a marketing plan process for promoting the value of librarians.

Siess, Judith A. *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: ALA, 2003.

Silicon Valley Library System. "Millennium Library Survey," 2000. [www.svls.lib.ca.us/godbe/report.pdf](http://www.svls.lib.ca.us/godbe/report.pdf). Compares public attitudes and use of the Internet, bookstores and libraries. Special Libraries Association



# Appendix I. Resources for Unionizing

---

- ALA-APA Union Wiki. [ala-apaunion.pbwiki.com](http://ala-apaunion.pbwiki.com)
- Auld, Hampton (Skip), ed. "The Benefits and Deficiencies of Unions in Public Libraries," *Public Libraries* 41, no. 3 (May/June 2002): 135–42. Nine articles from various library managers and union representatives.
- "Can Unions Solve the Low-Pay Dilemma?" *American Libraries* 33, no.1 (Jan. 2002): 65–69.
- Feld, Paulette. "Unions: Negotiating Change," *Library Mosaics* 11, no. 4 (July/Aug. 2000): 16–17.
- Garcha, Rajinder and John C. Phillips. "U.S. Academic Librarians: Their Involvement in Union Activities," *Library Review* (Glasgow, Scotland) 50, no. 3 (2001): 122–27.
- Johnson, Cameron A. "Library Unions: Politics, Power, and the Care of the Library Worker." *Alki* 17, no. 3 (Dec. 2001): 16–19.
- Washington Library Association journal. *Unions/Collective Bargaining*.
- AFL-CIO. Various fact sheets. [www.aflcio.org](http://www.aflcio.org). Examples of union efforts and tips for bargaining, some statistics.
- AFSCME. "We're Worth It!" (Washington, D.C., 2004). [www.afscme.org/publications/1225.cfm](http://www.afscme.org/publications/1225.cfm). Practical strategies, information on job evaluation approaches, countering arguments, union activities.
- Buschman, John, Steve LaBash, and Dorothy Warner. "Ignored Too Long: The Benefits of Managing an Academic Library with a Union, Part I." *Library Worklife* 3, no. 12 (Dec. 2006), [www.ala-apa.org/newsletter/3n12.html#spotlight](http://www.ala-apa.org/newsletter/3n12.html#spotlight); "Part II." *Library Worklife* 4, no. 1 (Jan. 2007), [www.ala-apa.org/newsletter/4n1.html#spotlight](http://www.ala-apa.org/newsletter/4n1.html#spotlight); "Part III." *Library Worklife* 4, no. 2 (2007), [www.ala-apa.org/newsletter/4n2.html#spotlight](http://www.ala-apa.org/newsletter/4n2.html#spotlight).
- Canadian Union of Public Employees. See [www.cupe.ca](http://www.cupe.ca), then click "campaigns" and "women" for bargaining strategies. See also [www.cupe.bc.ca](http://www.cupe.bc.ca) for British Columbia union, click "campaigns" and then "pay equity." Includes lengthy report, "Working through the Wage Gap" by the Task Force on Pay Equity; reviews sex-based wage disparities in Canada, legislative framework in Canada, general information on pay equity, and recommendations for reform.
- De la Peña McCook, Kathleen, "Unions in Libraries: A Running List." *Library Worklife* 3, no. 6 (2006). [www.ala-apa.org/newsletter/3n06.htm#hrpractice](http://www.ala-apa.org/newsletter/3n06.htm#hrpractice).
- Haignere, Lois. *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty*, 2d ed. (Washington, D.C.: American Association of University Professors, 2002). Joint project with United University Professions and AAUP to help understand gender and race bias and ways to remedy it.
- Hallock, Margaret. "Pay Equity: What Is the Best Union Strategy?" *Labor Studies Journal* 25, no. 1 (spring 2000): 27–44. Review of Oregon public employee union in 1980s, difficulties in job evaluation systems, suggests future emphasis on economic justice and policies to boost minimum wage, living wage, and entry level salaries. See also "Pay Equity: Did It Work?" [www.uoregon.edu/~lerc/research/equity.pdf](http://www.uoregon.edu/~lerc/research/equity.pdf).
- Hawley, A.C. "A Few Easy Steps to Unionizing Libraries." *Library Worklife* 3, no. 12 (2006). [www.ala-apa.org/newsletter/3n12.html#salaries](http://www.ala-apa.org/newsletter/3n12.html#salaries).
- Hirsch, Barry T. and David A. MacPherson. *Union Membership and Earnings Data Book: Compilations from the Current Population Survey*, annual edition (Washington, D.C.: Bureau of National Affairs). Variety of tables showing U.S. workers' union status. Includes several tables by industry and occupation, which include libraries and librarians.
- "Library Staff Covered by Collective Bargaining Agreements: A Report from the 2005 Survey of Librarian Salaries." *Library Worklife* 3, no 6 (2006). [www.ala-apa.org/newsletter/3n06.htm#statistics](http://www.ala-apa.org/newsletter/3n06.htm#statistics).
- Schmidle, Deborah Joseph, ed. "Services to the Labor Community." *Library Trends* 51, no.1, summer 2002. Special issue with nine articles by librarians and representatives of organized labor.
- U.S. Bureau of Labor Statistics. "Median Weekly Earnings of Full Time Wage and Salary Workers by Union Affiliation, Occupation and Industry." [www.bls.gov/news.release/union2.t04.htm](http://www.bls.gov/news.release/union2.t04.htm)
- "Union Frequently Asked Questions." *Library Worklife* 1, no. 5 (2004). [www.ala-apa.org/newsletter/vol1no5/1n5.htm#support](http://www.ala-apa.org/newsletter/vol1no5/1n5.htm#support).



# Appendix J. Resources for Faculty Status and Other Strategies for Library Workers

---

American Association of University Professors.

*Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty.* www.aaup.org

American Association of University Professors.

"Disparities in the Salaries and Appointments of Academic Women and Men." www.aaup.org

Association of College and Research Libraries (ACRL).

"Guidelines for Academic Status for College and University Librarians" 2002. www.ala.org/ala/acrl/acrlstandards/guidelinesacademic.htm

ACRL. "Joint Statement on Faculty Status of College and University Librarians." www.ala.org/ala/acrl/acrlstandards/jointstatementfaculty.htm

ACRL. "Statement on the Terminal Professional Degree for Academic Librarians." www.ala.org/ala/acrl/acrlstandards/statementterminal.htm

ACRL Committee on the Status of Academic Librarians. "Faculty Status and Collective Bargaining Statements Final Versions," *College & Research Libraries News* (March 2001): 304–06

ACRL Committee on the Status of Academic Librarians. "Standards for Faculty Status for

College and University Librarians." www.ala.org/ala/acrl/acrlstandards/standardsfaculty.htm

Anderson, Gregory L. "[Letters] Proud to Be a Librarian," *Library Journal* (August 1, 2001): 8.

Cary, Shannon. "Faculty Rank, Status, and Tenure for Librarians: Current Trends," *College & Research Libraries News* (May 2001): 510–11, 520.

"California State University Librarians: Equal Pay/Comparable Worth/Faculty Status," (historical record compiled by Judy Reynolds of efforts in the 1970s and 1980s to attain faculty status including pay, sabbaticals and a 10 month year). www2.sjsu.edu/leap/jr/compworth

Hovekamp, Tima Maragou. "Work Values Among Professional Employees in Union and Nonunion Research Library Institutions," *Journal of Applied Psychology* 24, no. 11: 981–93.

Monks, James. "Unionization and Faculty Salaries: New Evidence from the 1990s," *Journal of Labor Research* 21, no. 2 (spring 2002): 305.

EEOC Equal Pay and Compensation Discrimination. www.eeoc.gov/types/epa.html



# Appendix K. Sample Newspaper Opinion Piece

---

## Other View: California's Librarians Are Long Overdue for a Raise

Maurice J. Freedman and Anne M. Turner—Special to the *Sacramento Bee* (Published November 25, 2002)

From this fall's paid family leave legislation and dating back to Proposition 13, California has long initiated policy changes that make the rest of the country take notice. We librarians know this because we preserve, catalog and circulate history. This year, we hope to make some history ourselves by focusing on raising our salaries.

Library workers from throughout the state gathered in Sacramento the other day to discuss our future. Each year, more than 35 million men, women and children visit California's public libraries. We public-sector librarians serve serious readers and hobbyists, toddlers and graduate students, medical researchers and entrepreneurs, immigrants and senior citizens—anyone who brings us their questions, problems and dreams.

Like most of the country's 136,000 librarians employed in public, academic, school or special (corporate, medical and legal) libraries in the public and private sector, California's have reinvented themselves as highly skilled search engines. We have mastered the sophisticated knowledge-management skills needed to keep up with the waves of information that wash over us daily. We provide equal access to a world of resources as we bridge the digital divide for those who don't have Internet access otherwise available.

But in seven years, nearly one in four librarians in the United States will reach retirement age. Who

will take our place? It's hard to say when the skills we well-qualified candidates have mastered in the Internet age are hardly matched by our salaries.

According to the American Library Association's 2002 salary survey of both the public and private sector, starting librarians—mostly women with master's degrees—earned just \$35,000, compared with starting systems analysts or database administrators, mostly men with master's degrees, whose starting salaries, at \$61,000, were nearly double.

The California Library Association uncovered a similar pattern in a statewide survey. At every level of service, the library workers earn less than employees in comparable public jobs, such as city planners or civil engineers. The disparity between average starting salaries for library and non-library public employees ranged from \$3,200 to \$12,500.

State library directors, with a required master's degree, are paid less than parks and recreation or child support services directors, where education beyond a bachelor's degree is not required. Perhaps that is because civil engineers and city planners are predominantly men, and their work is valued by most elected officials.

Californians cannot continue to claim they value libraries while underpaying the staff. Today, we serve more people than ever for less than the cost of one hardcover novel per capita—divide the state's library budgets by the number of people served and the answer is \$25. In a state with some of the nation's highest housing costs, California's library workers cannot continue to live on love alone—just ask our landlords.



# Appendix L. Messages by Maurice J. Freedman about ALA-APA and Salaries

---

Mr. Freedman was President of the American Library Association, 2002–2003. Better salaries was one of issues he focused on during his years of service.

## Why Librarians?

Two Florida newspapers—the *Orlando Sentinel* and the *Orlando Weekly*—recently interviewed me about the Orange County Public Library’s wish to replace librarians with people who can “train customers to use the Internet” (*American Libraries*, October 2002, p. 19). This was the third time the issue of deprofessionalization had arisen during my term as ALA president. The first two originated in relation to two urban public libraries that were accused of wanting to replace some of the librarians with non-librarians. There are two different cases here—one concerns library administrators and the other deals with the public.

An Associated Press reporter questioned me about a taxpayer group that wants a referendum to close the Stevens County Rural Library District in Loon Lake, Washington (*American Libraries*, October 2002, p. 24). The reporter said the group decided that the library is no longer needed. In addition to its other services, the library district provides the only means of access to the Internet for much of the county’s population—one of the poorest in the state.

Why do libraries need librarians? Why couldn’t a mother who’s raised children do the job of a children’s librarian? Why can’t someone who’s gone to college and likes to read a lot help people find books and information they need? And anyone can match an ISBN in a book with an ISBN in the OCLC database, so why do we need librarians to catalog? With the onslaught of the Internet and the ready availability of commercial full-text databases, the chorus decrying the need for and continued existence of professional librarians has grown like a disease. We know how important our work is. But we have to let the world know.

A children’s librarian knows how to help both the child and the parent find material appropriate for the gifted child as well as the child with learning challenges. Knowing the appropriate sites on the Internet for each child and parent, maintaining working relations with teachers in local schools, and

wisely selecting from the 5,000-plus children’s titles published each year are just some of the responsibilities that demand a professional children’s librarian. The reference interview demands the skill to determine what the patron wants even when the patron cannot articulate what nugget of information she or he really seeks. Reader’s advisory helps the patron who is clear about what he or she wants to read, but doesn’t know which authors or titles will satisfy that need.

And what about the great leveler—the librarian eliminator—the Internet? To whom does the helpless person appeal when confronted with thousands of hits on Google? Who knows what sites are legitimate, up-to-date, hoaxes, or appropriate for the needs of the user? Over two billion separate Web sites are out there, and metastasizing daily. The librarian can make sense of it all and proffer the life-saver that will rescue the patron awash in the Web’s inchoate and seemingly infinite sea.

I wasn’t flippanant when I told the *Orlando Sentinel* reporter that my 16-year-old son, Jesse, could teach someone how to search the Internet. So what? We need librarians because they will help the user evaluate and deal with what they retrieve. Jesse won’t have a clue unless the query’s about his favorite sports and music. The librarian will frame the query in a way that helps assure the success of the search. We also must recognize that in a declining economy the public library is more heavily used than at other times. Studies have revealed what public librarians have experienced since the dot-com bubble burst.

At an e-books conference in Washington last November, a publisher predicted the demise of the public library because of electronic publishing. One salient part of my response was, “Net Library—gone. Library library—still here.” This is a cry for us to assert the value and need for the work we librarians do.

Source: Maurice J. Freedman, *American Libraries* 33, no. 9 (Oct. 2002): 7.

## Send That Stereotype to the Smithsonian

As we pack up our Halloween displays, many of us find ourselves haunted by ghosts of past budget

---

battles. Hard times are back and we must show the communities we serve what it's worth to acquire a lifetime love of reading, to find that nugget of information that leads to a new job, green card, or medical breakthrough.

We are grateful to all who credit us for finding their first mortgage, long-lost relative, or college scholarship. Unfortunately, that doesn't pay our bills. We're considered invaluable. Our contributions are called countless and priceless. Then, we're forced to moonlight or take in boarders to stock our pantries and to make ends meet.

For the better part of the past decade, most of us have transformed ourselves into highly skilled human search engines. We've mastered sophisticated knowledge-management skills to help our patrons with the information tsunami that pounds us all daily—while honing our storytelling skills. What's that worth?

On average, households headed by someone with a bachelor's degree enjoy annual incomes of \$71,400. Yet, ALA's 2002 Salary Survey (*American Libraries*, Sept. 2002, p. 93) found that in medium and large public and academic libraries, overall starting salaries for librarians with master's degrees were a slim \$35,051. Even in a household where both wage earners had MLS degrees, the household would not earn a total of \$71,400. Compare \$35,051 with an average \$61,000 salary for those with master's degrees who start as database administrators or systems analysts. Why are we the exception to that rule? In the next 12 years, nearly half of America's 125,000 librarians will reach retirement age. At this rate, many won't be able to afford to step down. For those who can, who'll be able to afford to take their place?

Fortunately, the Campaign for America's Librarians is off to a strong start. From National Public Radio to the Wall Street Journal, from the op-ed pages of scores of major daily newspapers to a national newspaper column, we're beginning to get ink and airtime. Each time we make news in communities from Peoria, Illinois, to Rochester, New York, from Newark, New Jersey, to Atlanta, I get e-mail messages from librarians who've gotten those stories into the hands of their community leaders and elected officials.

In Bedford Hills, New York, a library director showed the Labor Day pay-equity column, "Give Librarians the Credit—and Pay—They Deserve" ([www.mjfreedman.org/creditandpay.html](http://www.mjfreedman.org/creditandpay.html)), to her board president, who enclosed it in the budget package to the town board. Librarians in West Virginia formed their own pay-equity task force. The California Library Association launched a three-year initiative to collect data about library salaries and to train members how to work for fair compensation. The New Jersey Library Association compiled a salary survey that could serve as a model.

If we're going to get fair compensation, the Campaign for America's Librarians will need every *American Libraries* reader—and all our neighbors, in-laws, patrons, and elected officials—to keep talking. It's five months until the 2003 observance of National Library Week in April. Let's make it impossible this year to open a newspaper, turn on the radio, or watch TV without hearing about fair compensation for our invaluable contributions. I urge you to help make this happen. Use the Better Salaries Toolkit ([www.ala-apa.org/toolkit.pdf](http://www.ala-apa.org/toolkit.pdf)), attend the Better Salaries Workshop during the 2003 ALA Midwinter Meeting in Philadelphia, and schedule one of our trainers to present a workshop at your chapter conference or local meeting.

I'd be honored to be remembered as the ALA president who retired the myth of the poor but proud librarian, and who sent that stereotype to the Smithsonian, where it belongs.

*Source: Maurice J. Freedman, American Libraries*  
33, no. 10 (Nov. 2002): 7.

## Now Is the Time for Better Salaries

In his October editorial (p. 41), the *American Libraries* magazine editor tried to sell the same tired argument that's been used to depress the salaries of library workers since time immemorial: Since library budgets are threatened and these are tough times, we must put aside our salary needs for the good of the library. But the editor also cited an Arkansas campaign that brought salaries up to \$35,000. Congratulations, Arkansas—a librarian would have to earn \$106,000

---

to have your buying power in New York City. Let's not forget that depressed library salaries have been as purposeful as the recruitment of women to the profession. In 1877, Justin Winsor said: "In American libraries we set a high value on women's work. They soften our atmosphere, they lighten our labour, they are equal to our work, and for the money they cost . . . they are infinitely better than equivalent salaries will produce of the other sex. We can command our pick of the educated young women."

Everywhere I've spoken about better salaries and pay equity—at 13 state and regional association meetings, six library schools, and elsewhere—I have been asked if hard times are the wrong times to advocate for equitable pay. To all of those who myopically advocate self-sacrifice, Barbara Ehrenreich said it best, "Let's stop this involuntary philanthropy."

The Campaign for America's Librarians advocates three steps: 1) Every library must recognize that library workers have been discriminated against in their pay. There is, and always has been, a pay-equity problem for all predominantly female professions. It will cost the library nothing to adopt a pay-equity policy. It costs NOTHING to acknowledge the problem. 2) The library should commission a comparable-worth study that will compare the compensation for library staff to that of local workers having similar education, experience, and qualifications. (If management won't do it, then the staff should.) This takes the issue from a national problem to the local reality. The Advocating for Better Salaries and Pay Equity Toolkit is being updated and will have additional information for libraries on how to conduct pay-equity studies. 3) Having established a pay-equity policy, and established the dimensions of the problem in the local setting, the library management, board, school, governmental, or campus authority should develop a plan that will address the inequity.

It is at this point, and ONLY at this point, that the library's finances are relevant. The library, using a methodology that will work best in its local context, should develop a plan to ameliorate-and eventually eradicate-the inequitable compensation of its staff, from the page to the director, as the data warrants. Whether it takes one, three, five, or more years, this plan should allocate specific sums of money, or

establish formulas that would reallocate money from the overall library budget. It is not new or unusual to shift funds to meet priorities—it's done all the time. How quickly the library can redress this wrong will have to be determined locally, but inequities must be corrected. We can tolerate no more excuses. Library workers at all levels have sacrificed their pay for the good of the library for far too long. We must say, "No more."

Individually, collectively, through unions, staff associations, or on your own, do what works best in your library. You don't have to continue donating your pay, or your time, labor, and energy, and sacrificing personal and family needs to keep your library afloat. We must fight to change that old formula for poverty and dump the old cliches. Better Salaries and Pay Equity NOW.

(This column is dedicated to Miriam Braverman, a great librarian, and a lifelong fighter for social justice, 1920–2002.)

*Source: Maurice J. Freedman, American Libraries 33, no. 11 (Dec. 2002): 7.*

## Let's Support Equal Pay Day

When I ran for ALA president, my pledge was to raise the awareness of inadequate library workers' salaries and to work for better salaries and pay equity. Even in tough fiscal times, we must improve library salaries in order to recruit and retain American libraries' greatest resources—their staffs. I have taken this message to countless media representatives and to library programs and conferences all over the country in an effort to reach both the public and the library community.

As ALA president-elect, I established the Task Force on Better Salaries and Pay Equity for Library Workers. This hard-working group has conducted advocacy training and produced a toolkit designed to help library workers in their fight to raise their salaries. Although librarianship is a profession dominated by women, almost all library employees suffer from a wage gap when compared with workers in predominately male occupations that require similar education, training, skills, and responsibilities. Lack of pay equity is a major element causing the gap

---

between the average wages paid to women and men worldwide. The U.S. Census Bureau reports that the average wage paid to women is 76 cents for every dollar paid to men, with worse disparities for women and men of color.

ALA has long been on record in support of pay equity, including serving as a charter member of the National Committee on Pay Equity (NCPE) and as a member of its board of directors since 1985. NCPE, a coalition of more than 80 organizations, including labor unions, women's and civil rights organizations, commissions on women, and religious, professional, educational and legal associations, initiated Equal Pay Day in 1996. The observance is designed to raise public awareness of the disparaging wage gap between women and men. ALA Council passed a resolution at Annual Conference in support of Equal Pay Day, "encouraging libraries and library employees across the country to become aware of the issues involved and work to achieve pay equity in the United States."

What can library employees do to recognize and support Equal Pay Day on April 15 and advance their cause for equitable compensation? In past years, library workers have offered displays about the gap in women's wage and have joined in local activities. What would represent three-quarters of a man's salary? For example, librarians in California have distributed cookies missing a quarter section. What if women tried to ask local retailers to let them pay three-quarters of what a man pays? Another example is to wear a \$1 bill folded stapled into a ribbon loop, or in some other fashion, to generate discussion about the wage gap.

To join in Equal Pay Day activities in your area, contact local Business and Professional Women USA chapters ([www.bpusa.org](http://www.bpusa.org)), the National Association of Commissions for Women ([www.nacw.org](http://www.nacw.org)) as well as labor organizations. Resources and ideas for action are available on the NCPE Web site ([www.pay-equity.org](http://www.pay-equity.org)) with links to other organizations and resources. Ideas for recognizing Equal Pay Day include visits to public officials and funding authorities seeking support for fair pay legislation, encouraging governmental bodies to pass supporting proclamations, and hosting press conferences, rallies and other events.

Use Equal Pay Day to kick off, or further energize, a local or state campaign for better salaries and pay equity for library workers. ALA's Task Force on Better Salaries and Pay Equity has updated and expanded the library toolkit to help library employees raise their salaries ([www.ala-apa.org](http://www.ala-apa.org)). The kit, complete with an extensive bibliography and links to other online resources, includes success stories, information for building your case to get better salaries, and tips on communicating with colleagues, adversaries, and the media.

Better salaries result in better staff—and better staff provides better service.

ALA/Allied Professional Association: *Please show your commitment to better salaries and pay equity by making a donation of \$10 or more to the ALA/APA. Membership renewal forms will include the necessary information.*

*Source: Maurice J. Freedman, American Libraries 34, no. 4 (Apr. 2003): 5.*