

Advocating for Better Salaries Toolkit

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Support from Our President

James G. Neal – 2017-2018 ALA-APA President

Libraries transform communities and lives because of the expertise, diligence and dedication of library workers. The effective recruitment, development and retention of our library employees is a critical challenge. Salary and benefits are fundamental elements of our commitment in libraries to pay equity and fair compensation. The ALA-APA Standing Committee on the Salaries and Status of Library Workers has once again provided us with an invaluable Better Salaries Toolkit. It presents excellent content, including strategies, tools, resources and case studies of library workers advocating for and achieving better salaries. We celebrate the great colleagues who work in our libraries, and that must translate into improved status and economic recognition. This Toolkit helps us to advocate much more effectively.

Introduction

Successful salary improvement efforts begin and end with library workers. This toolkit is designed to provide library workers with the resources and strategies they need to improve their salaries. Library workers are not alone in their fight for fair compensation. The American Library Association – Allied Professional Association (ALA-APA) is proud to advocate for better pay on 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. You can learn more about ALA-APA in APPENDIX A.

The toolkit has four parts: Building Your Case for Better Salaries; Pay Equity; Unions; and Speaking Out. This toolkit will be helpful whether you are a librarian, administrator, or support staff.

Part 1 focuses on building the individual library workers’ case for better salaries and providing tools for salary negotiation. To build the case, the toolkit outlines resources to help you determine your fair market value and effectively demonstrate your value and the value of your library. Part 1 also includes information on living wage campaigns and the effect of faculty status on salary. Part 1 concludes with salary negotiation advice for individuals as well as advice aimed at administrators looking to improve staff salaries.

Part 2 outlines the process for initiating a pay equity campaign in your library. This section provides tools for identifying pay inequities in your library and outlines the options for recourse. While legal recourse is available in pay equity cases, this section also outlines the steps libraries can take to revise job descriptions, position classifications, and job evaluations to achieve pay equity.

Part 3 provides resources for library workers who want to seek union representation in their library. This section also outlines the benefits of joining a union as well as frequently asked questions about unions.

Part 4 explains the five steps necessary to presenting an effective case for increasing salaries. Part 4 also looks at how to handle challenges and setbacks when seeking fair pay, including budget cuts, employee turnover, and labor market saturation and recruitment.

PART 1: BUILDING YOUR CASE FOR BETTER SALARIES

This section of the toolkit is designed to help librarians and library staff, including library directors and supervisors, learn how to help either themselves or their employees achieve better salaries in their library. Special attention will be paid to how library workers can determine their fair-market value, including factoring in cost of living adjustments and living wage standards. Next, Part 1 examines how libraries can demonstrate their value to the community. Finally, Part 1 looks at avenues for resolution, including salary negotiation and management-initiated advocacy.

Determining Your Fair-Market Value

Determining your fair market value is one of the first things that must be done to help build a solid case for a better salary. Your fair-market value will be based on how much a place of employment will pay you based on your experience and skills, compared to others with similar positions, experience, education, or skills. A variety of data sources exist that can help determine your value, but none are completely accurate or perfect. Further, it is not likely that you will find a concrete, set value, but rather a range of salaries that may apply to your situation.

The most salary data is based on the average librarian or library worker. You can use this data as a starting point, but do not forget to capitalize on your specialized skills. One tool that can help with this is Payscale (www.payscale.com), a website that collects salary data from users that is more customized than standard data sets. However, there are a variety of standard data sets based on surveys as well as websites that generate salary data from users of the websites.

A word of caution: 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 various data. For instance, it is important to check if salary surveys of librarians are collecting data only for Master of Library Science (MLS) degree-holding librarians or persons with that title but without library degrees or less education. Interestingly, the U.S. Census Bureau (Current Population Survey) 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.¹

Survey Data

The *ALA-APA Salary Survey* can be used to give averages of various positions across all geographic regions and can serve as a good starting point in researching salary data.² However, in certain cases, the sample size for reported salaries may be small.

- The U.S. Bureau of Labor Statistics (BLS) Occupational Employment Statistics (OES)

(<http://www.bls.gov/oes/>) has a wealth of information about different job occupations that is broken down by metropolitan area and type of employer (state, local, private, etc.). The OES wage data is obtained through semiannual wage surveys of employers. Since there is not one definition of the experience and education requirements to be a librarian, not everyone in the OES librarian data may have an MLS degree. With library technicians and library assistants, data may reflect wide variations in educational requirements for these positions. There are approximately fifty Library Technical Assistant (LTS) Programs in the nation, though few positions require LTA certificates or associate's degrees.³ For an understanding of BLS data collection methodology and sampling, see

http://www.bls.gov/oes/oes_ques.htm and www.bls.gov/ncs/methodology.htm.

Salary Websites at a Glance:

- **Bureau of Labor Statistics (BLS) Occupational Employment Statistics (OES)** (<http://www.bls.gov/oes/>): data collected from employer surveys and is broken down by geographic area and type of employer but not by education or experience
- **Payscale.com** (<http://www.payscale.com>): collects salary data from users
- **Salary.com** (<http://www.salary.com>): gathers data from employers and customizes results based on location, experience, etc.
- **Glassdoor.com** (<http://www.glassdoor.com>): provides information on individual companies with data based off of user reported information but does not account for experience
- **Indeed.com** (<http://www.indeed.com>): collects data from job postings that list compensation

Other Salary Data

The ALA-APA regularly updates a matrix of state libraries that collect and report salary data. Depending on your state, you may be able to find information for administrators, librarians, and support staff based on the size of the library (<http://ala-apa.org/files/2015/06/State-Library-Salary-Data-2016.pdf>).

Several state library associations set minimum salaries for librarians and library staff. Contact your local state library association to see if they have this information.

Finding information about employees of private universities and corporations might be more difficult. In these cases, 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.

The Economic Research Institute (ERI) (<http://www.eri.com>) also collects salary data and offers subscriptions to its databases and software. Their software, Salary Assessor®, allows users to tailor evaluations by adjusting for geographic areas (accounting for over 9000 locations in the U.S., Canada and Europe), industry, and company sizes. Although individuals do not typically purchase this software, ERI claims that many corporations and independent consultants and counselors use its product.

Popular web-based salary surveys, such as Salary.com (www.salary.com), Glassdoor.com (www.glassdoor.com), or Indeed.com (www.indeed.com) can also offer useful comparative data, particularly when looking at private industry. However, whenever utilizing data found online, it is crucial to determine the site's sources, as they may not be particularly accurate.⁴

For more information and sources on compensation surveys, see APPENDIX B.

Effects of Inflation and Cost of Living Variations

Inflation and regional variations regarding cost of living have an effect on compensation. Over time, inflation will decrease consumers' purchasing power by making it necessary to have higher salaries in order to achieve the same standard of living. To see how salaries are keeping up with inflation factors, employees can look at the consumer price index (CPI). BLS provides a CPI inflation calculator at http://www.bls.gov/data/inflation_calculator.htm. This tool is helpful in determining if your salary has kept pace with inflation. See also: Bureau of Labor Statistics. "Consumer Price Index," www.bls.gov/cpi/.

Similarly, due to geographical variations in costs of living, higher salaries may be necessary in certain locales to achieve similar standards of living in less expensive areas. Several websites can help you compare the cost of living in various areas. These include <http://money.cnn.com/calculator/pf/cost-of-living/> and <http://www.bankrate.com/calculators/savings/moving-cost-of-living-calculator.aspx>.

Living Wage and Other Low Income Movements

The living wage and the Family Economic Self-Sufficiency Standard (FESS) movements were formed to help define a realistic standard for wages that workers require to meet their basic needs - incorporating costs like housing, food, transportation, health care, and clothing – and taking into account cost of living differences based on geographical area.

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 living wage and FESS movements. Both movements are gaining ground as supporters pressure public officials to raise the pay of workers paid with public funds.

The living wage movement started in the religious community and now includes the labor movement and community action groups. There are several groups now working on living wage campaigns, including Universal Living Wage, www.universallivingwage.org/.

Formulas vary for calculating a specific area’s living wage. However, the living wage seeks to be a better representation for what people need to live on, rather than the federal poverty or minimum wage guidelines.

People who want to see if their workplace’s salaries or hourly wages meet living wage guidelines can use the living wage Calculator developed by Dr. Amy K. Glasmeier at the Massachusetts Institute of Technology, <http://livingwage.mit.edu/>.

In October 2001, the Central Arkansas Library System (CALs) Board approved a living-wage policy that covers the CALs libraries in two counties and five cities, including Little Rock.⁵ 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.

In June 2008, ALA-APA Council passed a living wage resolution that supported the annual updating of a \$40,000 minimum wage for professional librarians and a \$13.00 wage for library workers based on federal poverty guidelines and the Consumer Price Index (CPI). These minimum wages can be updated using the BLS Inflation Calculator, which estimates buying power based on changes to the CPI.⁶ According to the BLS Inflation Calculator, \$13.00 per hour in 2008 had the same buying power as \$14.49 in 2016. In addition, the \$40,000 minimum wage in 2008 had the same buying power as \$44,590 in 2016 dollars. See APPENDIX C for a copy of the ALA-APA living wage resolution.

Dr. Diana Pearce developed the FESS movement⁷, which focuses on families’ needs rather than individuals, while she was a Director at Wider Opportunities for Women (WOW). Currently, the FESS has been calculated for 38 states and the District of Columbia.⁸ Several states have organizations working for increased use of the FESS. These organizations are listed here: <http://www.selfsufficiencystandard.org/our-partners>.

Both the living wage and FESS movements' wage levels are usually above the wages paid to many library shelvers. Shelving work, like the work 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 predominately 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 about cost of living and living wage issues, see APPENDIX D.

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 and Return on Investment (ROI) Studies

Cost-benefit studies compare cost data (such as budget, user time spent, or other direct costs) with financial benefits (such as user time saved, savings in direct costs, or reduction in new product development time). Return on investment (ROI) studies are a subset of cost-benefit studies and specifically measure the benefit of investments divided by their cost. Recent analyses confirm that libraries have positive economic value for the communities that they serve. For instance, the Library Research Service has collated statistics that illustrate that taxpayers in Florida and Pennsylvania receive \$10.18 and \$5.50 respectively of value for every dollar invested in libraries.⁹

Most studies and reports attribute the success of library services to the institution and its resources rather than to the staff. Despite the large amount of ROI studies in the library literature, there is a distinct lack of research on the value added effect of library staff. One exception is the research that has been done in Colorado, Massachusetts, and Texas, where it has been illustrated that schools with library media specialists who are actively involved in teaching and learning score higher on reading and other standardized tests.¹⁰ In order to help employees receive adequate compensation for what they are worth, it must be demonstrated that quality services are impossible without quality employees. Future research should be conducted in this area.

For more information, the ALA Office of Research and Statistics maintains a website that collects articles and studies related to library ROI at:

<http://www.ala.org/research/librariesmatter/taxonomy/term/129>.

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.

Although librarians have often been cited for their assistance by authors in book acknowledgments, some newspapers also have credit guidelines for librarians whose research has contributed substantially to articles.¹¹ For several years, *The New York Times* has co-sponsored the "I Love My Librarian" award to honor librarians nationally.

ALA-APA hosts National Library Workers Day (NLWD) on the Tuesday of National Library Week (usually held in April). The theme is "Libraries Work Because We Do!" ALA-APA asks colleagues, patrons, managers, and trustees to "Submit a Star" – sharing why they love their library employees. The NLWD website (<http://ala-apa.org/nlwd/>) also gives ideas on how to celebrate.

See APPENDIX E for other useful resources on demonstrating value.

Valuing and Rewarding Support Staff

Libraries should 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.

Patricia Glass Schuman, former coordinator of the Better Salaries and Pay Equity for Library Workers Task Force, at the 2002 ALA Annual Conference Library Support Staff Interests Round Table affirmed that many support staff feel “under-compensated, under-respected, and underrepresented.” 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 job titles. Yet an open-ended question asking about “other” support staff position titles yielded 507 additional job titles.¹² The results of this question informed the positions included in future ALA-APA Non-MLS salary surveys.

To help in clarifying the many support staff job titles, Kinnaly recommends using the ALA Policy Manual Section B.9.4 “Comparable Rewards.”¹³ The policy suggests that major libraries assign as many non-administrative specialties to the top classifications as are assigned to administrative staff.

Many states have library paraprofessional organizations that address employment, education, and career concerns. The Library Support Staff Interests Round Table (LSSIRT) compiled a National Directory of Library Support Staff Organizations, which is available at www.ala.org/lssirt/sites/ala.org.lssirt/files/content/lssirtresources/2011_LSSIRT_Directory.pdf.

Certification and unionization have helped to improve compensation for some support staff. 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 additional support staff resources, see APPENDIX F.

Academic Librarians: Faculty Status

For many academic librarians, seeking faculty status is a strategy for seeking fair pay and equitable treatment with teaching faculty on their campuses. 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 teaching 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 work to tailor tenure requirements to reflect the work they do. They can also seek faculty status without tenure if that is a more accomplishable task in their community. Many academic institutions do not offer faculty rank to academic librarians.

Although ALA's Association of College and Research Libraries has deemed the MLS a terminal degree, many colleges and universities have discriminated against librarians because of the perceived lack of academic credentials. However, most institutions that grant faculty status to librarians minimally require that the librarian have a second master's or doctorate degree. In addition, nearly 80 percent of academic librarians work a twelve-month year, rather than the nine months worked by their teaching faculty colleagues. Yet, those librarians who pursue or already obtained faculty status are often required to fulfill the same responsibilities (i.e. publishing, committee work, service to the field, etc.) as their non-librarian faculty colleagues.

Librarians without faculty status are often denied academic freedom protection and representation on faculty committees in campus governance. Many librarians have faculty status, but not tenure, a problem that affects 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.

In seeking equity, academic librarians often find that they need to communicate the value of their contributions to the institution at every opportunity, including:

- Complete annual personnel action forms and/or annual faculty reports that are required of all faculty;
- Report all accomplishments – conference presentations, publications, campus activities, and so on;
- Report all honors and awards, including academic fellowships;
- Seek grant-writing, presentation and publishing opportunities, often in collaboration with non-librarian colleagues;
- Serve in a leadership role on campus committees;
- Serve in a leadership role in local, regional, and national library associations and organizations;
- Work closely with academic departments on campus to acquire library resources that are current and appropriate, and that support the institution's teaching, learning, and resource activities;
- Be able to communicate the philosophical and practical applications of the policies and procedures for library resource acquisitions and de-selection;
- Design and implement library workshops for campus constituency, including students, faculty, administration, and staff;
- Detail professional development training workshops attended;
- Impress upon the administration the skills, training, education, and work experience of librarians; and
- Create recognition opportunities for academic librarians.

Avenues for Resolution

Library workers seeking to improve salaries in their workplace have a number of options at hand. Your choices and strategies will be specific to your career goals, workplace, legal environment, and position within the library. In all scenarios, accurate and timely information will enhance your decision-making capacity and ability to state your case when required.

Individual, or one-on-one, salary negotiation will be the appropriate avenue of resolution in two scenarios: before accepting a job offer, and when employed in a workplace without union representation. Contrary to popular belief, individual salary negotiation is often still possible when accepting a position in a public sector and/or unionized workplace. In that case, your negotiation may center on job rank or title and a corresponding salary range. In a non-unionized workplace, individual salary negotiation will also be your avenue for improving your salary as you progress in your career at your library. Your tactics and strategies will be specific to your individual work environment, but should be guided by current data and negotiation best practices. In “Building Your Case,” trustworthy and relevant data resources for salary negotiation are listed, while in “Negotiating Your Own Salary,” tips and tricks for improving your salary and other compensation through individual negotiation are included with individual success stories.

Collective bargaining is the process by which a labor union, certified by library workers as a third-party representative, negotiates compensation and working conditions directly with the employer, with the outcome set in a collective bargaining agreement, or contract, that applies to all workers within the bargaining unit. As with individual salary negotiation, collective bargaining is give-and-take. State and federal laws govern the process of collective bargaining, but the outcome is usually specific to the employer or geography. As also with individual salary negotiation, accurate data and skill in negotiation is crucial to a satisfactory outcome. The negotiation process is necessarily lengthier due to the high stakes and impact of the agreement, and includes the elaborate costing-out of proposals by both sides in order to project costs over the life of the contract. More in-depth information on unions and collective bargaining is included in Section 3, with resources to assist you and your local union in determining your rights at work, planning campaigns and organizing drives, and sitting down at the bargaining table with your library to negotiate salary, other compensation, and working conditions.

In both individual and collective negotiations environments, administrative advocacy may be required to make the case for increased library worker salaries to a board of directors or trustees, a city manager or council, a dean or provost, or simply to the library director or CEO. In “Negotiating Your Own Salary,” administrative advice for individual salary negotiation is included, while “Advocacy for Administrators” is specifically aimed at administrators looking to improve staff salaries within the context of a larger organizational ecosystem. Administrators will need to use accurate cost-of-living and market data in concert with an applied understanding

of library budgeting in order to assess and navigate the specific political and economic culture and processes of their institution.

Individual library workers and librarians looking to improve their salaries or earning potential may choose to obtain additional degrees or certifications. While an employer may not automatically provide a salary bump or promotion upon its reception, certification or an additional degree can improve your market value as you look for a new position or make the case for a promotion, or assist you in moving into a new rank or job classification that requires the credential. Your avenues for certification will be determined by your specific career goals. Options include a graduate degree in library science for aspiring librarians and paraprofessionals, the ALA-APA support staff certification for library support staff seeking to enhance their marketability and skillset within the framework of their current job role, or administrative certifications for librarians and library support staff looking to increase responsibility or enhance supervisory skills. Further certification resources, including links to specific programs and FAQs, can be found at the ALA-APA website: <http://ala-apa.org/certification-news/>.

Negotiating Your Own Salary

Negotiating for salary and non-salary compensation is not a science. There is an array of opinions as to the best strategies to take during a negotiation. Ultimately, you will have to use your best judgment based on your individual circumstances. Your skill at salary negotiation is critical to your lifetime earnings, which can affect your working years and retirement. This section provides tools and resources for when and how to begin compensation negotiations.

Salary negotiation strategies for individuals

The best opportunity that employees have to negotiate for fair pay is when offered a job. In an article titled “Negotiating What You’re Worth,” authors Deborah M. Kolb and Ann C. Schaffner offer the following advice:

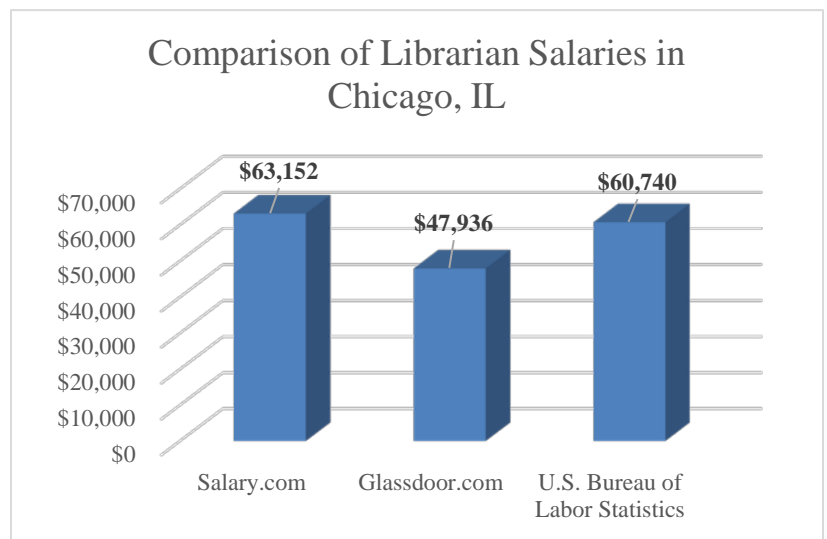
1. Know what you want;
2. Recognize your value and make it visible;
3. Be firm on what you need, but be flexible on how you can get it;
4. Learn as much as you can about others’ salaries in the organization, field and geographic region;
5. Open negotiations by illustrating you understand the negotiator’s perspective and the reasons they may have to say “no” to your requests;
6. Be prepared to change the focus of negative or difficult questions; and
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.¹⁴

Elizabeth G. Adelman, in an article titled “The Librarian’s Taboo: Negotiating Salaries: Session Provides Tips to Increase Job Compensation,” described how Leigh Estabrook, former Dean of the University of Illinois at Urbana-Champaign’s Graduate School of Library and Information Science, in a session on salary negotiation, urged librarians to openly talk about their compensation in order to force change within the profession. Estabrook also established six suggestions that individuals should follow when negotiating their own salaries:

1. “Institutions pay market value.” Make sure that you are aware of market value rates when you come to the negotiation table and do not expect to be paid much higher than market rate. Employers will pay what they have to, but not necessarily what you would need or like to earn;
2. “Be careful what you say in negotiations.” If you are too firm in your language, negotiations might end prematurely;
3. “Never discuss salary until the position is offered.” If an employer asks for a salary prior to offering a job, state that you would consider salary as only part of a total compensation package (benefits, travel budget, etc.);
4. “Never complete negotiations in less than two to three days.”
Always wait to accept an offer and take time to consider the offer. Even if you were offered more than what you initially wanted, you can try to ask for more. A good range to ask for is 5-10 percent over what was offered;
5. “Negotiate recurring expenses, such as salary, annual travel budget, and percent of retirement contribution.” Do not assume that other expenses are not negotiable. Negotiate salary first, and then move on to other issues; and
6. “If you get everything you ask for during negotiations, you did not ask for enough.”¹⁵



Salaries shown are median. Sites accessed on February 15, 2017. U.S. Bureau of Labor Statistics, Occupational Employment Statistics, May 2015 Metropolitan Area Occupational Employment and Wage Estimates, Chicago-Naperville-Arlington Heights, IL Metropolitan Division.

Apart from the above resources, 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. If your employer states that the compensation is fixed and cannot be negotiated, this does not preclude you from negotiating for the other benefits described above.

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 your 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.

Check websites like Salary.com, Glassdoor.com, and the U.S. Bureau of Labor Statistics Occupational Employment Statistics (<http://www.bls.gov/oes/home.htm>) for similar salaries in your area. Look at library job sites, such as ALA JobLIST (<http://joblist.ala.org/>) or <http://inalj.com/> to see if any salary ranges are listed for comparable positions. Also read the “Library Workers: Facts & Figures” fact sheet that is updated by the Department for Professional Employees, AFL-CIO every year for additional salary data.¹⁶

Even if you are lacking library and information science experience, your previous employment may be applicable to the current job assignment. Do not discount your previous experience in negotiation.

For more information about finding your comparative worth, see “Determining Your Fair-Market Value” on page 8 above.

Negotiating for non-salary compensation

In some situations, the library budget will not allow you to earn the salary that you want, but you should take into account non-salary compensation. For example, you may decide to accept a salary that is \$5,000 less than what you wanted in return for receiving an extra two weeks of vacation.

Negotiable non-salary benefits include monetary benefits and non-monetary benefits.

Monetary benefits:

- Medical, dental, vision, disability, and life insurance (including domestic partner benefits);
- Continuing education opportunities;
- Tuition reimbursements;
- Pay differentials for evening and weekend work;
- Housing assistance;

- Adoption assistance; and
- Flexible spending accounts.

Non-monetary benefits:

- Paid vacation;
- Sick leave;
- Parental leave;
- Discounted parking; and
- Flextime schedule.

Strategies for negotiating non-salary benefits will be the same as those for negotiating salaries. Gather as much information as you can about the benefits of similar organizations and positions and understand what is reasonable and feasible to ask your employer to provide. Employers may be more willing to offer these benefits in exchange for salary compensation as, depending on the organization, the budgets governing salary versus various benefits may come from a separate pool of money. They may have more leeway with benefits than they do with salaries.

There may also be a better opportunity to negotiate for one-time expenses. Estabrook advises that applicants should negotiate one-time expenses, as institutions may find these easier to budget since they do not recur. This would include moving expenses or professional development opportunities.

Salary and non-compensation negotiation after you've been hired

Although the best time to negotiate compensation is when you are initially hired, you should also watch for other opportunities to negotiate compensation and working conditions. These include your periodic performance evaluation, when you are asked to take on extra work, when you are offered a promotion, or when you are given a 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 alerted to the importance of focusing on these needs and working to address them with the appropriate people when timely.

For additional information on negotiating your salary, see APPENDIX G.

Successful Salary Negotiation Stories

Head of Circulation, Public Library

“At my last position, I was able to negotiate a higher salary by researching what was standard, listening to an online podcast by Leigh Estabrook about negotiation, and then asking for more money based on my experience and my educational standing. In my current position, I was able to ask for more money based on another job that opened up in my library district (which required less job responsibilities for more pay). Not only did they make the accommodation, they gave me back pay.”

Liaison Librarian, Academic Library, Public University

“Even though I was a fairly ‘new’ librarian, I was able to negotiate an increase of \$8,000 over their initial salary offer by highlighting my educational background and previous work experience outside of librarianship and showing how it was applicable to the position. I was also able to negotiate higher moving expenses as well as more professional development funding for an additional conference per year.”

Librarian (Supervisor), Academic Library, Public University

“In my previous position, I thought it helped that I stated that I would need to talk to my partner before accepting an offer. This was effective because you show to the hiring committee that you are not on your own and that you have a team of people who are affected by the decision that you make. To me, it seems that it is more difficult for them to pressure you if the decision is not entirely your own. In my new position, which was a lateral move, I insisted that I could not accept less than what I made at my previous employer.”

User Services Librarian, Academic Library, Private University

“When I accepted my current appointment, I was able to negotiate a 4.3% higher starting annual salary than I was originally offered. I provided both the evidence of my previous performance and qualifications in combination with the beginning salary ranges of equivalent positions. However, I do suspect that our personnel office was simply taken a bit off-guard by my request to negotiate, as they were in an organizational transition of their own. Whether this made them more pliable to my request or not, I think it’s a truism that you can’t get lucky if you don’t make your case.”

Liaison Librarian, Academic Library, Private University

“After being in a temporary librarian position for a few years, our division reorganized which put me into a newly created and permanent position. Before going in to discuss the finalized job description and salary, I researched current salaries using the ARL Annual Salary Survey. Using the sections “Beginning Professional Salaries in ARL University Libraries” and

the “Average Salaries of ARL University Libraries by Position and Years of Experience,” I was able to make a case that I was being paid less than a new librarian at my university and much less than the average for my position. In addition to these figures, I was able to use the fact that I would be supervising two staff members in my new position, as well as exceptional performance reviews, as leverage for negotiating a higher salary.”

Management-Initiated Advocacy

Members of library management and administration have a responsibility to champion fair pay for library employees. Although involving management may feel uncomfortable for front-line staff who are interested in advocating for pay equity, managers are often in a better position to make the case directly to library administration. 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. Supportive library administrators should take the lead in educating their boards, commissions and other decision-makers about equitable pay for their staffs.

If you are approached by a staff member about fair pay, know that you are not alone if you are unfamiliar with terms such as “comparable worth” and “pay equity.” The resources and information in this toolkit can be used to provide a basic understanding of these concepts and direct you to relevant data and research. In addition, in-house human resources staff may be excellent sources of information for library managers who wish to better understand how to consider factors such as job duties, responsibilities, skills, and accomplishments when evaluating the need for pay adjustments.

In order to be most effective, advocacy efforts around issues related to pay equity should be undertaken strategically and only after a clear and evidence-based case has been built. Do your homework, and be sure to provide a sound and well-supported argument that documents specific areas in which improvements are needed. When constructing your presentation, it may also be beneficial to separate the issues of parity and budget so that concerns about library finances do not overshadow concerns over pay equity.

It is important to emphasize that both managers and employees are responsible for maintaining a fair and healthy work environment, and 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). Managers should work with library staff to ensure that job descriptions and classifications are up-to-date and clearly reflect the work and level of expertise required to provide high quality service. Providing regular opportunities for staff development and professional growth, as well as actively working to ensure access to robust benefit packages are just some of the ways that managers can serve as staff advocates on an ongoing basis. Although library managers may sometimes feel caught between demands of staff and higher-ups, managers have a duty to speak up on behalf of libraries and library workers.

If you would like to take the first step toward advancing pay equity in your organization but are not sure where to start, the National Committee on Pay Equity (NCPE) provides a “self-audit” on their website (<http://www.pay-equity.org/cando-audit.html>).

¹ Jenifer Grady, “Are Our Numbers Rising or Falling?” *Library Worklife* 2 no. 3 (Mar. 2005), accessed February 6, 2017, <http://ala-apa.org/newsletter/2005/03/17/are-our-numbers-rising-or-falling/>

² American Library Association–Allied Professional Association (ALA-APA), “ALA-APA Library Salary Database,” American Library Association–Allied Professional Association, accessed February 22, 2017, <http://www.ala.org/cfapps/salariesurvey/login/login.cfm>.

³ Linda Slusar, “LTA Programs—United States,” American Library Association, accessed February 22, 2017, http://www.ala.org/acrl/sites/ala.org.acrl/files/content/aboutacrl/directoryofleadership/sections/cjcls/cjclswebsite/colaborate/LTA_Programs-map.pdf.

⁴ Joseph R. Zumalt, “Finding Local Library Salaries: Not Just from Black Box Web Sites,” *Library Worklife* 3 no. 2 (Feb. 2006), accessed February 6, 2017, <http://ala-apa.org/newsletter/2006/02/18/finding-local-library-salaries/>.

⁵ Central Arkansas Library System, “Living Wage Resolution,” accessed February 6, 2017, <http://www.cals.lib.ar.us/about/policies-and-governance/living-wage-resolution.aspx>.

⁶ Bureau of Labor Statistics, “CPI Inflation Calculator,” accessed February 6, 2017, https://www.bls.gov/data/inflation_calculator.htm

⁷ This movement was originally developed under the title “Family Economic Security” or FES. The name has recently changed, but still supports the same principles.

⁸ Center for Women’s Welfare, “The Self-Sufficiency Standard,” accessed February 6, 2017, <http://www.selfsufficiencystandard.org/>.

⁹ Library Research Service, “Summary of Recent Public Library Return on Investment Studies,” accessed February 6, 2017, <http://www.lrs.org/data-tools/public-libraries/return-on-investment/recent-studies/>.

¹⁰ Audrey P. Church, “The Instructional Role of the Library Media Specialist as Perceived by Elementary School Principals,” American Association of School Librarians, accessed February 6, 2017, http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol11/SLMR_InstructionalRole_V11.pdf.

¹¹ Deborah Barreau. “Integration of information professionals in the newsroom: Two organization models for research services.” *Library & Information Science Research*(Summer 2005): 325-345.

¹² Denise M. Davis. “Library Support Staff Job Titles.” American Library Association, accessed February 6, 2017, <http://www.ala.org/research/librariystaffstats/librariystaffstudies/libsupjobtitles>.

¹³ American Library Association, “ALA Policy Manual,” accessed February 6, 2017, <http://www.ala.org/aboutala/governance/policymanual>

¹⁴ Deborah M. Kolb and Ann C. Schaffner. “Negotiating What You’re Worth”. *Library Journal* (Oct. 2001): 52-53.

¹⁵ Elizabeth G. Adelman. “The Librarian’s Taboo: Negotiating Salaries: Session Provides Tips to Increase Job Compensation”. *AALL Spectrum* (Sept./Oct. 2004), accessed February 6, 2017, http://www.aallnet.org/mm/Publications/spectrum/archives/Vol-9/pub_sp0409/pub-sp0409-salaries.pdf.

¹⁶ Department for Professional Employees, AFL-CIO. “Library Workers: Facts & Figures: Fact Sheet 2016,” accessed February 6, 2017, <http://dpeaflcio.org/wp-content/uploads/Library-Workers-Facts-and-Figures-2016.pdf>.

My Pay Equity Action Checklist

What I need to know:

1. How are salaries determined in my library?
2. Which administrators and officials make decisions on library worker salaries?
3. Is my job description accurate and up-to-date?
4. Is there evidence of possible inequity or discrimination in my library or institution?
5. What local or state legislation (either current or pending) addresses fair pay?
6. Is there a community or state coalition working on pay equity I can join?
7. What are my timelines for action if I chose to pursue legal recourse?

Signs employers should re-evaluate pay policiesⁱ:

- “It’s not our fault employees don’t negotiate well.”
- “I’m not sure how salaries are determined.”
- “We can’t talk about pay at work. Compensation should be confidential.”

ⁱ Adapted from U.S. Department of Labor, Women’s Bureau. “An Employer’s Guide to Equal Pay.” April 2012. Available at: <http://www.dol.gov/equalpay/equalpay-employer.pdf>

What I can do:

1. Talk to my co-workers and administrators about strategies for ensuring equity.
2. Rewrite my job description to reflect everything I do in my position.
3. Volunteer for any committees working on position classification or job evaluations (and encourage others in my library to join with me!)
4. Learn more about salary statistics and document possible inequities within my library or institution.
5. Join or start an initiative through my state library association to improve status and salaries for library workers.
6. Write to my Congressional representatives and senators and encourage them to support federal pay equity legislation.
7. Share my success story with the ALA-APA.

PART 2: PAY EQUITY

This section of the toolkit outlines the process for launching a pay equity campaign. A pay equity campaign is an effort by a worker or workers to gain equal pay for equal work. 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 section will provide guidance and resources.

Equal Pay vs. Pay Equity: A Word on Definitions

While the phrases “equal pay” and “pay equity” may appear to be identical, it is important to establish the difference between these two terms. **Equal pay** is a legally protected right and prohibits the use of race or gender as factors in determining compensation, and ensures that workers with the same level of experience receive the same pay for the same or very similar jobs. **Pay equity**, also sometimes referred to as comparable worth, includes not only the principles of equal pay, but also establishes a framework for providing equal compensation across jobs that require similar expertise and input from employees and provide equal value to the organization. Neither equal pay nor pay equity prohibit the use of criteria such as seniority, education, or merit as means of determining hiring, compensation, or promotion, but rather establish transparency and equitable access to such criteria.

Essentially, pay equity is the critical next step of equal pay, ensuring not only equality within the same job, but also corrects for historic inequality across jobs of similar skill, typically dominated by either men or women. For the sake of brevity, this section will use “pay equity” as a catchall.

Most current federal statutes address issues of equal pay, while pay equity is often an endeavor taken on by an organization or institution aimed at ensuring that jobs requiring similar skill, expertise, education, effort, etc. are compensated equally, even if the content of the jobs is not identical. Pay equity is a means of ensuring employees are paid according to the demands of the position and the value of their work, rather than based on historically unequal practices. Perhaps the best example of pay equity or comparable worth is the General Schedule (GS), the pay scale for federal jobs. While individual offices define the factors required for various jobs, the GS

Examples of Equal Pay and Pay Equity

-If a man working as a librarian is paid more than an equally credentialed and experienced woman in the same or very similar job, this is an issue of **equal pay**, and the woman may have grounds for legal recourse.

- If a local government decides to equalize base pay for library administrators and school principals on the basis of similarities in required education, complexity of the jobs, level of accountability, and the number of employees each supervises, this is one way of establishing **pay equity** or **comparable worth**.

establishes the framework in which each office operates. This and other examples of job description frameworks are listed in APPENDIX H.

Historic racial and gender inequality continues to influence compensation disparities throughout the workforce and libraries are not immune from this reality. As library workers, you are best equipped to recognize and advocate for solutions to inequalities both within your own institutions and across the profession.

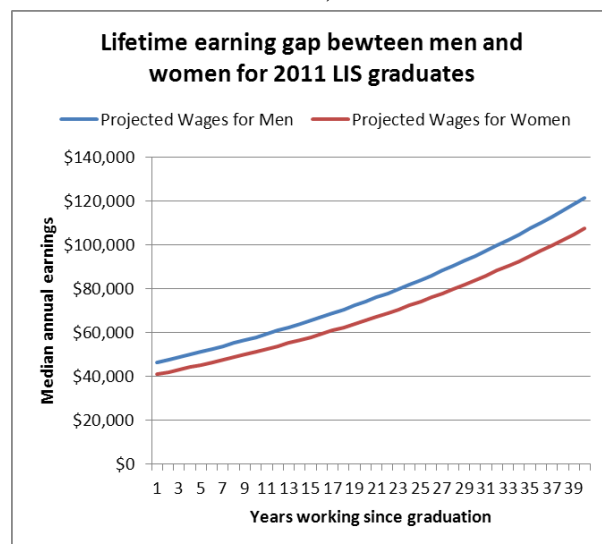
A compelling pay-equity campaign hinges on two important factors: information and unity. For the purpose of gathering information, this section provides guidance on identifying inequality, understanding your rights, and assembling relevant details to support your case. A unified effort demonstrates the unique value of all employees, regardless of gender, race, or position; therefore, it is important to include staff at all levels throughout this process. The first section, *Identifying Inequality* outlines the extent of gender and racial disparities within the library profession, and some of the long-term consequences of these inequities. *Legal Protections*, provides guidance on your legal rights and options. The final section on *Pay Equity Studies* details the steps in determining if compensation is equitable for workers both in the same job and in positions with similar characteristics.

Identifying Inequality

Establishing the existence of pay inequality based on gender or race is the foundation for building your pay equity case. Below are broad data on the library workforce. These data can be helpful to know what to look for when determining if pay inequality based on gender or race exists in your library.

Modest initial differences mean big lifetime losses:

The *Library Journal* Placements and Salaries Survey: 2012 reported median salaries for 2011 graduates of Library and Information Science programs across the country. The median salary for women was \$41,000, while the median salary for men was \$46,400, or approximately 13% more.ⁱ Presuming an average 2.5 percent annual increase in wagesⁱⁱ over 40 working years, the annual difference will grow to over \$14,000, translating to a lifetime earnings differential of over \$360,000.



i Stephanie L. Maatta. "A Job By Any Other Name: LJ's Placements and Salaries Survey, 2012." October 15, 2012. *Library Journal*. Available at: <http://lj.libraryjournal.com/2012/10/placements-and-salaries/2012-survey/explore-all-the-data/>

ii Michelle V. Rafter. "3 percent pay raise 'new normal' for 2013. *NBC News*. November 16, 2012. Available at: <http://www.nbcnews.com/business/3-percent-pay-raise-new-normal-2013-1C7103235>

Gender Equity

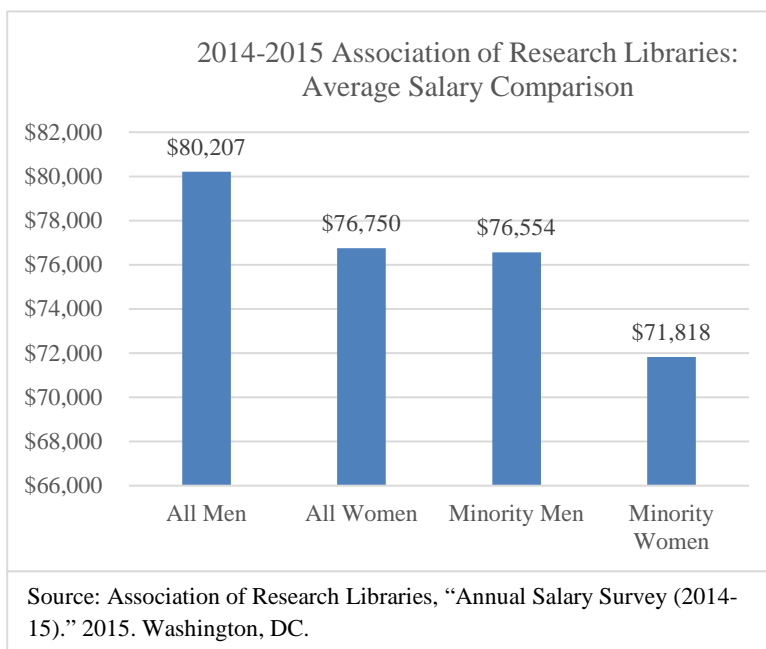
In 2016, the average woman in the United States working full-time earned about 20 percent less than the average man did.¹ The wage gap between men and women starts as soon as they enter the workforce and persists even when controlling for a host of factors including, but not limited to occupation, hours worked, geographical region, marital status, and even GPA.² One year after graduation, seven percent of the gap between men and women remains unexplained by other factors.³ These apparently small differences at the start of one's career translate into significant disparities in lifetime earnings. Estimates indicate that the average working woman makes close to a half a million dollars less over the course of her career than the average man.⁴ Consequently, as she enters retirement she can expect lower social security benefits and smaller returns on other investments.⁵

The library profession reflects national patterns in gender inequality. In 2011, the Bureau of Labor Statistics reported that the median weekly earnings for women working as librarians were 77 percent of those for men in the same job.⁶

Racial Equity

Racial diversity amongst librarians has remained relatively steady, but has not grown in the last decade. In 2012, just over 13 percent of librarians were people of color: black or African American (7.9 percent); Hispanic or Latino (2.8 percent); or Asian (2.5 percent).⁷

Because of the relatively small number of minority librarians, there is limited public salary data available; however, in education, training, and library occupations in general there is an apparent racial wage disparity. In 2015, white full-time workers in these fields reported median weekly earnings of \$966, compared to \$836 for Black or African American workers, \$1,085 for Asian American workers, and \$858 for Hispanic or Latino workers.⁸ It is possible these differences reflect inequality of pay for the same job and disproportionate distribution of racial groups in higher or lower paying positions.



The Association of Research Libraries reported that in 2014-2015, 14.8 percent of those surveyed identified as non-white.⁹ Both minority men and minority women reported lower than average salaries. In general, it appears women of color are subject to both racial and gender disparities, reporting lower than average salaries amongst all women, and lower average salaries than men of color do. These disparities persist even when controlling for years of experience.¹⁰

See APPENDIX I for the American Library Association policy on “equal opportunities and salaries.”

Legal Protections

Legal protections exist for parties seeking to resolve pay equity violations in the courts. The legislative mechanisms for seeking resolutions in the courts are covered immediately below and the “litigation” reviews legal victories and the factors that make going to court challenging.

Legislation

Gender and racial bias are not the only forms of pay inequality or compensation discrimination that might arise in the workplace. While these are both pervasive and evident in available data, you may discover other incidents of unequal treatment based on factors such as age, disability status, or religion. There are a number of federal statutes that prohibit such discriminatory employment practices. It is also valuable for library professionals to stay informed about any federal, state, and local bills that might affect library workers or help in efforts to advocate for fair pay.

The **Equal Pay Act of 1963** prohibits employers from paying men and women differently for the same job. This includes not just salary, but also medical benefits, overtime, vacation time, and any other form of compensation. The jobs need not have the same title nor be identical, but must be “substantially equal.”¹¹ For help with determining what jobs might be substantially equal in your library see the sections on Job Descriptions, Position Classification, and Job Evaluation below.

Title VII of The Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990 also provide protection from discriminatory practices in the workplace, including pay equity issues. Signed into law in 2009, the **Lilly Ledbetter Fair Pay Act** gives employees 180 days after the last discriminatory pay check to file a complaint with the Equal Employment Opportunity Commission (EEOC). This

Know Your Rights!

- You have **180 days** from the date of your most recent paycheck or act of discrimination to file a claim.
- In cases of unequal pay for men and women, your employer **cannot lower the compensation of one gender** in order to equalize pay.
- Your employer **can in no way retaliate against you** because you complained of discrimination, filed a charge with the EEOC, or participated in litigation.

was a big step forward for pay equity. Prior to this legislation employees had 180 days from their *first* discriminatory paycheck to file a claim, often long before they were aware of the disparity.

As of this writing, there is one bill before Congress that would address issues of pay equity: the Fair Pay Act. In the past, the Paycheck Fairness Act had also been introduced to address issues of pay equity. The Congressional Research Service recently published “Pay Equity: Legislative and Legal Developments,” which address the legal and legislative efforts taken to address pay equity.¹²

The **Fair Pay Act**, introduced in the U.S. Senate, seeks to promote equity and transparency, and includes provisions to make it easier for employees to obtain information about possible discriminatory practices and requires employers to provide equal compensation “for jobs that are comparable in skill, effort, responsibility and working conditions.”¹³ A previous version of this bill was filibustered in a procedural vote in 2012. One way to support pay equity is to ask your elected representatives to cosponsor and support these legislative efforts.¹⁴

The **Paycheck Fairness Act**, has yet to be introduced in the 115th Congress. Past versions of the bill proposed amending the Fair Labor Standards Act and sought to strengthen penalties for discriminatory pay practices, while providing incentives to employers for promoting pay equity. Further, it aimed to provide better avenues for workers to advocate for pay equity by promoting transparency through data collection and research about compensation practices across the country. A version of this bill passed in the U.S. House of Representatives in 2009 but the legislation has since faced opposition in both the House and the Senate.¹⁵

Litigation

Federal and state statutes prohibiting wage discrimination based on race, sex, age, disability, or other factors, may provide you with the grounds for litigation when other mechanisms for achieving pay equity prove unsuccessful. The EEOC handles federal complaints of

Contact your senator:

http://www.senate.gov/general/contact_information/senators_cfm.cfm

Contact your representative:

<http://www.house.gov/representatives/find/>

To learn about state level legislation on pay equity visit the National Conference of State Legislatures:

<http://www.ncsl.org/issues-research/labor/equal-pay-laws.aspx>

If you believe you have grounds under the Equal Pay Act, you may not need to file an EEOC charge first, and you have two years from your last discriminatory paycheck to file a suit. For more information on timeliness for claims visit:

<http://www.eeoc.gov/employees/timeliness.cfm>.

discriminatory practices and investigates and rectifies such situations through a number of compliance measures, including litigation.

Library workers have long participated in the fight for pay equity. Throughout the 1980s and early 1990s, library workers filed EEOC complaints and petitioned in court in attempts to equalize pay both within their profession and with jobs of comparable skill held predominately by men.¹⁶ These campaigns had varied success, but demonstrated that library workers understood their rights and their worth, and long-term victories followed in many jurisdictions.

Both racial and gender discrimination persist however, in both the library profession and the U.S. workforce writ large. In fiscal year 2012, the EEOC reported handling over 4,000 complaints of gender-based pay discrimination alone and won over \$24 million in corrective action for victims of this kind of discrimination.¹⁷

Library workers as well as other professionals continue to seek equity through the courts. In Windsor, Ontario, library workers won a \$1 million pay equity settlement.¹⁸ In Chicago, hospital workers won a race and sex-based job discrimination settlement in 2011, in which the hospital segregated African American women into lower paying positions.¹⁹ A Baltimore Board of Education employee filed a suit in 2011 claiming her job was substantially equal to another position held by a man for which he received a higher salary despite less job relevant experience.²⁰ In Massachusetts, a female neurosurgeon successfully litigated a case in which she faced repeated sexual harassment and retaliation from her employer.²¹

Despite some legal victories, litigation is often a long and costly process, and the bar for proving discrimination is very high. Most often, dismissals or summary judgments in favor of the employer happen for one of three reasons:

- There is insufficient evidence of discrimination;
- The filing was time-barred, i.e. the employee's window of time in which they could file a claim had expired; or
- The employee failed to exhaust administrative remedies before pursuing litigation.

These factors underscore the importance of both careful record keeping and timeliness of complaints. Before you can file a job discrimination lawsuit, the EEOC requires that you file a "Charge of Discrimination."²² If you think you have grounds for an EEOC charge of discrimination or litigation, visit the EEOC webpage for help on how to file a claim (<http://www.eeoc.gov/employees/charge.cfm>).

Pay Equity Studies: Revising Job Descriptions, Position Classifications, and Job Evaluations

Legal action is not the only mechanism for correcting inequity in your institution; however, knowledge of your rights and legal precedent can offer compelling reasons for your organization to embark on a pay equity study. Pay equity studies are internal reviews of organizational practices or policies regarding compensation. In short, a pay equity study attempts to answer the question, “How can we ensure we are providing equal pay for equal work?”

The three main parts of a pay-equity study: Job Descriptions, Position Classifications, and Job Evaluations can help bring pay disparities to light and provide a clear blueprint for pay equity going forward. You and your colleagues might wish to conduct an informal pay-equity study as a means of communicating to your administrators or institution the need for more formal action to correct inequality. While this process is often complex, it is a critical piece of any successful pay equity campaign. Whether your employers take on a pay-equity study of their own accord or in response to prompting from library workers, it is essential that you understand and stay involved in the process.

Job Descriptions

Accurate and up-to-date job descriptions are the basis for many personnel decisions, including position classification, job evaluation, performance appraisal, and recruitment, hiring, and training of new employees. When were the job descriptions for your library last updated? Do they reflect required knowledge and use of 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?

A good place to start is rewriting your own description. Specificity is key; use action verbs to start each sentence (e.g., “investigates, tabulates, schedules”) and avoid vague verbs such as, “assists, handles, maintains” or the word “may.” Phrases such as, “other duties as required” do not provide useful information for job evaluation purposes. Instead, indicate the actions performed, to what or for whom, the intended final products, frequency, and any equipment or tools necessary. Avoid jargon.

Tips for re-writing your job description

- Use action verbs;
- Avoid vague phrases such as “may” or “other duties”;
- Be as specific as possible;
- Avoid jargon;
- Try to answer:
 1. What is the action?
 2. For whom or to what is it performed?
 3. What is the final product?
 4. How often?
 5. Using what tools or equipment?
- Do not undersell the complexity

Use clear and active language to describe the analytical and intellectual work of librarians and library staff. For example, while others may perceive cataloging as routine clerical work, your description should reflect the complex taxonomical nature of the activity. Similarly, descriptions of work such as data entry performed by support staff should recognize the judgment necessary, rather than suggesting routine keyboarding tasks.

Aside from providing the criteria for job evaluation and classification studies, precise and current job descriptions help you educate both your employers and the public about the extent of your work and the value of the services you provide. Further, descriptions will inform administrators, human resources personnel, and public officials of the dynamic and changing roles and duties of librarians and support staff.

Position Classification

A position classification and job evaluation system helps provide a structure for equal pay for substantially equal work.²³ Position classification groups positions into common job families or classes using information about individual jobs within an organization. Therefore, clear and accurate job descriptions are essential to an effective position classification system. The class specifications provide the primary source of information used in applying job evaluation systems. Position classification can also highlight instances where employee titles serve as the basis of pay differentials, while there is little difference in the content of the work.

It is possible the classification and salary systems in an organization are long overdue for review and revision. In such cases, this review may help in framing inequality issues. It is important that library staff at different levels have representation on any organizational reclassification and job evaluation committees, particularly if the library is under a larger parent organization.

See APPENDIX J for job performance evaluation and classification resources.

Job Evaluations

A job evaluation compares all positions within an organization, regardless of job dissimilarity or level. Such a system can prove an especially useful tool for employers, employee groups, and unions. While complex and often time consuming, job evaluations are a critical step in ensuring equal pay for jobs of equal worth.

The most common type of job evaluation used for pay equity purposes is a

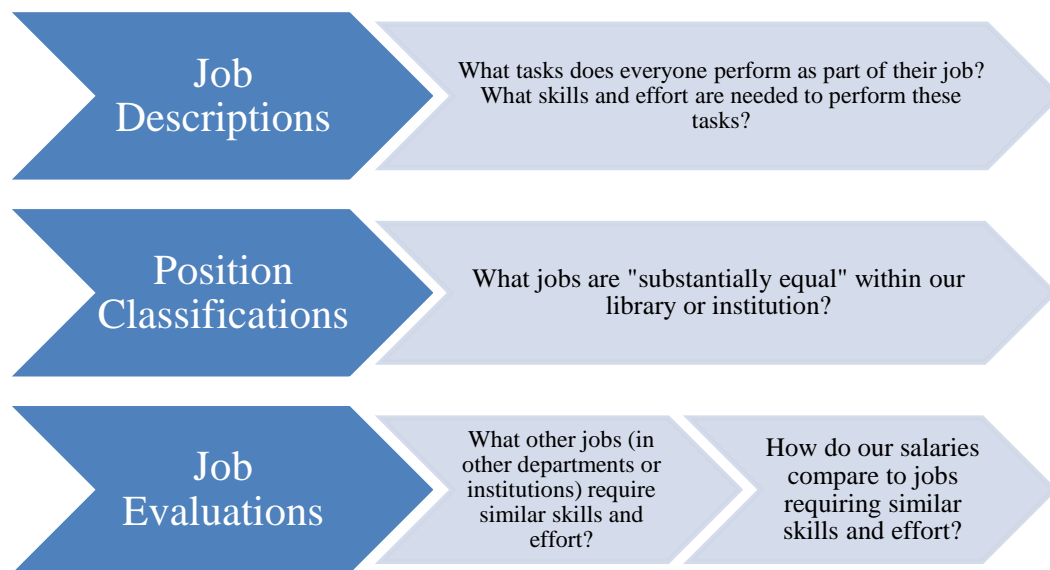
Comparing Salaries – Job Titles Are Not Always Enough

In a comprehensive pay equity study, the North Carolina Library Association compared library staff salaries to other government employees based on education, experience, effort, scope of work, and working conditions. To see their complete study including job evaluations and sample resources, see NCLA's Pay Equity page: (<http://www.nclaonline.org/issues-advocacy/pay-equity>).

point factor system. The foundation of this process is an understanding that while the specific content of different jobs may vary, similarities in work dimensions and factors make the positions equally valuable. Different systems may use different components and subcategories, however the most common, and those used for determining job equivalency in pay equity cases are²⁴:

- Skill (experience, ability, education, training, etc.);
- Effort (both physical and mental; complexity of tasks);
- Responsibility (extent of an individual’s accountability); and
- Working Conditions (physical surroundings and potential hazards).

Pay-Equity Studies At-a-Glance



The master’s degree required of most librarians adds valuable points to any skill or education category, while the public relations, communication, and customer service aspects that are especially important to many library jobs add complexity to the work; the more complex the work, the higher the wages. Job evaluation systems like this help equalize pay across jobs historically dominated by one gender by comparing the dimensions of the work rather than the market pay for various positions, which may reflect historic gender or racial inequity.

Where a library falls within an organizational structure helps contextualize the job evaluation process and establish both the status and peer group of library staff. For example, it makes a difference if a city or county government groups libraries with critical service providers, educational and cultural organizations, or recreational services.

In academic institutions, if librarians have faculty status and report to academic officers, status and salary issues are likely comparable to instructional faculty. However, if librarians report to administrative officers, their peer group may include other professional groups within

the administrative hierarchy. Further, if library staff report to information officers, computer or other information professionals might be the most appropriate comparison group.

Some libraries choose to compare their salaries with those of teachers in the same community; however, it is important to consider that teachers may face similar inequity, particularly since the profession is historically underpaid and majority female. Further, you should consider that teachers' salaries often presume a nine or tenth month appointment compared to a twelve-month year for librarians and make adjustments accordingly.

It is also possible to compare librarians' salaries with other information professionals in the private sector who likely have the same skills as librarians but earn more, such as those working for vendors that serve libraries. See APPENDIX K for resources on the competencies and roles of library staff.

Some states' governments make comparisons using the various levels of employment in other departments as reference groups. Minnesota, a leader in pay equity legislation, provides detailed guidance for local public employers on ensuring pay equity.²⁵ It is important to consider that job title alone is not enough to make a comparison, but rather to consider possible comparisons at all levels of employment (entry, journey, supervisory, etc.).

Even without a formal point factor system, an informal comparison between salaries in professions historically dominated by men that include a master's degree requirement and those of librarians with an MLS degree might prove useful. A large discrepancy in salary makes a compelling case for rectifying inequality or pushing for a more formal study. You can make similar judgments of support staff equity across organizations or departments by comparing the job descriptions and position classifications.

It is important to consider that making comparisons with other libraries runs the risk of perpetuating lower salaries than if you consider the full scope of possible peer groups. However, keeping abreast of pay equity settlements or formal studies in neighboring jurisdictions that result in higher salaries for library staff may provide an opportunity to "piggyback" on their success.

Job evaluation is a time-consuming and complex, yet incredibly valuable, process. Library workers have unique insight about the intricacy and intellectual aspects of library work and therefore should not leave this process to the human resource department or consultants alone. In most cases, a steering committee with labor and employer representatives will oversee a job evaluation study. As library workers, you should ensure you have a voice on any such committee, whether through a union, employee group, or as individuals. Throughout the pay equity process, policy choices will arise, including but not limited to: selecting the method for evaluating the worth of jobs, setting criteria for determining relative worth, conducting the evaluation, analyzing differences between jobs historically held by men and women, and establishing appropriate wage-adjusting procedures after the job content analysis. The outcome

of this process will have a direct effect on library workers' and your salaries, so inclusion is important.

See APPENDIX J for more resources on job and performance evaluation and classification.

The Merritt Fund

The Merritt Fund, established in 1970 as a special trust in memory of Dr. Leroy C. Merritt, 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; and
- 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 the fund at (800) 545-2433, ext. 4226, e-mail

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.

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 for more information on the history and work of the Merritt Fund.

Primarily, funding for the Merritt Fund comes from both the generosity of librarians and the recipients themselves. Individual donors give in large and small amounts so the Fund can remain available for our colleagues, while recipients are encouraged – but not obligated- to reimburse the Fund when able.

Pay Equity Campaign Success Stories

Librarians and library workers have moved closer to pay equity utilizing various strategies. Four examples of successful pay equity campaigns are included below. 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.

Maryland, Baltimore County (Public)

Baltimore County Public Library (BCPL) Director James Fish used an internal study and the work of an 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.

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 scale.

The library first took steps to address the 86 positions that were farthest behind. The library also proposed annual merit steps to replace longevity steps, which accelerated an employee's ability to move to higher levels. (For part-timers, the request was for quarterly eligibility for step increases instead of annual, and the turnover rate dropped from 50 to 20 percent.)

Fish offered the following advice to pay equity advocates:

- Do not give up; it is not easy and requires hard work. It took Fish a couple years to get what he considered a good hearing.
- Compromise is necessary; it is 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.
- Have access to 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.)²⁶

Maryland, Montgomery College (Academic)

In late 2002, librarians at Montgomery 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 an approximately \$75,000 increase in payroll costs.

The raise in classifications resulted from an internal job classification review requested 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. 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.²⁷

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 to review the pay scale for library workers at all levels.

Library staff had received minimal raises of two 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 eight cents per hour.

Burnett also sought and gained approval for a compensation and classification study. The study, done by an independent consulting company, used data from other regional library systems of similar size and from other organizations to develop a revised “Classification and Compensation Plan.” The plan was designed to ensure that library staff received fair compensation in comparison to other libraries and the regional labor market. As a result, the library received a budget increase of 8.24 percent in 2005 based on staffing needs. The budget increase did not solve all of the library’s salary issues, but it helped to address staffing concerns and presented new avenues for going forward.²⁸

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 so they would be in parity with comparable city workers. Assistant Library Director Amber Collins suggested pursuing reclassification in June 2002.

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, the city updated the job description before the position was filled. However, the library, which had a very low turnover rate, did not get this benefit; the city argued that the library should not request reclassification unless the requesting department could pay for them.

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. In June 2005, the city board of finance passed the reclassifications unanimously, and reclassified library employees received retroactive pay back to June 2002.²⁹ Twenty of the 23 employees received position reclassification; two of the remaining three positions were 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.

¹ U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, Table 39, “Median weekly earnings of full-time wage and salary workers by detailed occupation and sex, 2016,” accessed April 27, 2017, <http://www.bls.gov/cps/cpsaat39.pdf>.

² American Association of University Women. “The Simple Truth About the Gender Pay Gap, 2013 edition.” AAUW, Washington, DC, accessed April 27, 2017, https://www.aauw.org/files/2016/02/SimpleTruth_Spring2016.pdf.

³ *Ibid.*

⁴ National Women’s Law Center. “How the Wage Gap Hurts Women, 2013.” NWLC, Washington, DC, accessed April 27, 2017, http://www.nwlc.org/sites/default/files/pdfs/how_the_wage_gap_hurts_women.pdf.

⁵ *Ibid.*

⁶ U.S. Department of Labor, Bureau of Labor Statistics, “Weekly and hourly earnings data from the current population,” 2011, accessed April 27, 2017, <http://data.bls.gov/pdq/querytool.jsp?survey=le>.

⁷ U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, Annual Averages, Table 11, “Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity”, 2012, accessed April 27, 2017, <http://www.bls.gov/cps/cpsaat11.pdf>.

⁸ U.S. Department of Labor, U.S. Bureau of Labor Statistics. “Labor Force Characteristics by Race and Ethnicity, 2015.” Report 1062, Table 18, September 2016, accessed April 27, 2017, <https://www.bls.gov/opub/reports/race-and-ethnicity/2015/home.htm>.

⁹ Association of Research Libraries, “Annual Salary Survey (2014-15).” 2015. Washington, DC.

¹⁰ *Ibid.*

¹¹ U.S. Equal Employment Opportunity Commission. “Equal Pay/Compensation Discrimination.” EEOC, Washington, DC, accessed April 27, 2017, <http://www.eeoc.gov/laws/types/equalcompensation.cfm>.

¹² Congressional Research Service, “Pay Equity: Legislative and Legal Developments,” November 22, 2013, accessed April 27, 2017, <https://www.fas.org/sgp/crs/misc/RL31867.pdf>.

¹³ U.S. Senate Committee on Health, Education, Labor, and Pensions. “On Fourth Anniversary of Lilly Ledbetter Act, Harkin Introduces the Fair Pay Act to Ensure Equal Pay for Equal Work.” January 29, 2013. U.S. Senate, Washington, DC, accessed April 28, 2017, <http://www.help.senate.gov/newsroom/press/release/?id=7f386905-e6aa-4d0a-b628-380acfaf6f47>.

¹⁴ For more information about these bills, visit The Library of Congress, THOMAS, thomas.loc.gov; Business and Professional Women/USA, <http://bpwfoundation.org/>; the National Committee on Pay Equity, www.pay-equity.org.

¹⁵ “S. 84--113th Congress: Paycheck Fairness Act.” [www.GovTrack.us](http://www.govtrack.us). 2013. May 30, 2013 <http://www.govtrack.us/congress/bills/113/s84>

¹⁶ Wallace Turner, “Pay Equity Issue Moving to Forefront.” *The New York Times*, December 14, 1984, accessed April 28, 2017, [http://pay-equity.org/info-history.html](http://www.nytimes.com/1984/12/14/us/pay-equity-issue-moving-to-forefront.html?n=Top%2FReference%2FTimes%20Topics%2FSubjects%2FW%2FWages%20and%20Salaries; National Committee on Pay Equity, “History of the Struggle for Fair Pay,” accessed April 28, 2017, <a href=).

¹⁷ U.S. Equal Employment Opportunity Commission. “EEOC Chair Issues Statement on Equal Pay Day 2013.” EEOC, Washington, DC. April, 4, 2013, accessed April 28, 2017, <http://www.eeoc.gov/eeoc/newsroom/release/4-9-13.cfm>.

¹⁸ <http://blogs.windsorstar.com/2013/04/18/windsor-librarians-share-in-1m-payout/>

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- 20 *Kramer v. Bd. of Educ.*, 788 F. Supp. 2d 421, 2011 U.S. Dist. LEXIS 23603 (D. Md. 2011).
- 21 *Tuli v. Brigham & Women's Hosp., Inc.*, 566 F. Supp. 2d 32, 2008 U.S. Dist. LEXIS 55538 (D. Mass. 2008).
- 22 U.S. Equal Employment Opportunity Commission. “Filing a Charge of Discrimination,” accessed April 28, 2017, <http://www.eeoc.gov/employees/charge.cfm>.
- 23 Office of Personnel Management. “Classifications and Qualifications,” accessed April 28, 2017, <http://www.opm.gov/policy-data-oversight/classification-qualifications/>.
- 24 U.S. Equal Employment Opportunity Commission. “Facts About Equal Pay and Compensation Discrimination,” accessed April 28, 2017, <http://www.eeoc.gov/eeoc/publications/fs-epa.cfm>.
- 25 Minnesota Management and Budget, Pay Equity Office. “Instructions for Completing Pay Equity Implementation Report.” November 2012, St. Paul MN, accessed April 28, 2017, <http://www.beta.mmb.state.mn.us/doc/comp/pay-equity/PayEquityInstructions.pdf>.
- 26 Gwyneth Milbeck, “Winners of the SirsiDynix ALA-APA Award Spread the Word about Salaries,” *Library Worklife* 3, no. 4, April 2006.
- 27 David Orenstein Movers & Shakers 2003, *Library Journal*. March 15, 2003, accessed April 28, 2017, <http://lj.libraryjournal.com/2003/03/people/movers-shakers-2003/david-orenstein-movers-shakers-2003/#>.
- 28 John Pepper, “Good News! Making a Case to Your Funders,” *Library Worklife*, 2, no. 9, September 2005.
- 29 Amber Collins, “Good News! Burlington, Vermont Library Workers Reclassified,” *Library Worklife* 2 no. 10, October 2005.

PART 3: UNIONS

This section aims to help librarians and library staff in all states, including academic librarians, school (K-12) librarians, and private and public sector librarians who are seeking more information about how to start a union in their library.

Your Rights at Work (We're All Different!)

Navigating the process for joining a union can be complicated. Your right to unionize can depend on whether you are a public or private-sector employee and whether you live in a state that permits collective bargaining for public-sector workers. Understanding some of the jargon can go a long way to helping library workers understand the union process.

In 1935, the National Labor Relations Act (NLRA) gave most **private-sector employees** the right to organize a union and collectively bargain. **Public-sector employees**, however, are not covered by the NLRA, and are instead governed separately by federal, state, and local laws. In the United States, approximately three-quarters of private-sector workers and two-thirds of public employees have the legally protected right to collective bargaining.

Library employees working for a public library or a public university are typically public-sector employees, but there are exceptions. For example, a private company or a nonprofit organization could manage a public library. Library employees working in a private school or university, or for a business or a nonprofit organization, would be considered private-sector employees.

Public sector collective bargaining laws vary widely from state to state so it is important to know how comprehensive the laws are where you reside. Over 30 states have some form of collective bargaining. Two states ban collective bargaining for public employees outright: North Carolina and Virginia.

Key Definitions:

- **Private-sector employee:** works primarily for businesses or nonprofit agencies.
- **Public-sector employee:** works for a local, state, or federal government.
- **Collective bargaining:** the process by which employees, through their union, negotiate with employers to establish the terms of employment, including wages, benefits, hours, and other working conditions.
- **Bargaining unit:** group of employees represented collectively by a union.
- **Agency Shop:** employees are required join the union, or pay a service fee, as a condition of employment.
- **“Right-to-work”:** prohibits requiring employees to join the union, or pay a service fee, as a condition of employment. In 2017, twenty-five states were considered “right-to-work” states.

Collective bargaining law variations can include:

- Scope of bargaining (i.e. can you bargain over wages or just working conditions?);
- Types of employees covered;
- Ability to strike (most public employees are prohibited from striking);
- Closed or open shop unionism (i.e. right to work);
- Arbitration, mediation, and impasse resolution options and
- Dues policy.

For more information on the laws in your state, visit **Public Sector Collective Bargaining Laws** on the AFSCME website: <http://www.afscme.org/news/publications/for-leaders/public-sector-collective-bargaining-laws>. See also, APPENDIX L, resources for collective bargaining.

Starting a Union

Joining with your colleagues in a union at your workplace offers many benefits. On the job, your union brings together the collective strength of you and your co-workers to insure meaningful negotiations with management for an equitable contract. Negotiations are not limited to only wages and salaries, but can also include staffing and overtime, safety and health, cost of living adjustments, provisions for continuing education and professional development, adequate pensions, vacations, equitable promotion systems and transfer policies, and a workable grievance system. Through your union, you and your co-workers oversee carrying out the provisions of the contract.

Starting a Union at a Glance

Step One: Know your rights

Step Two: Find out which union is right for you

Step Three: Find out about Working America

The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) is the umbrella organization for 57 U.S. labor unions representing 12 million workers. The AFL-CIO recommends the following steps for starting a union:

STEP ONE: Know Your Rights

[Federal](#)¹ and state laws guarantee the right to form unions. Eligible employees have the right to express their views on unions, to talk with their co-workers about their interest in forming a union, to wear union buttons and to attend union meetings. (Supervisors and a few other types of employees customarily are [excluded from coverage](#)².)

Despite these laws, many employers strongly resist their employees' efforts to gain a voice at work through unionization. So, before *you* start talking union where you work, get in touch with a union that will help you organize.

STEP TWO: Find out Which Union Is Right for You

To form a union you will need the backup and hands-on help from the union you are seeking to join. If you do not already know which union is most able to help you, find out more about the [unions affiliated with the AFL-CIO](#)³ by visiting their websites. Many of these websites enable you to contact the right person there directly to help you form a union.

AFL-CIO unions that represent librarians and library workers include:

- American Federation of Government Employees (AFGE) www.afge.org
- American Federation of State, County and Municipal Employees (AFSCME) www.afscme.org
- American Federation of Teachers (AFT) www.aft.org
- Communications Workers of America (CWA) www.cwa-union.org
- International Brotherhood of Electrical Workers (IBEW) www.ibew.org
- International Federation of Professional and Technical Engineers (IFPTE) www.ifpte.org
- Office and Professional Employees Union (OPEIU) www.opeiu.org
- Retail, Wholesale and Department Store Union (RWDSU) www.rwdsu.org
- United Food and Commercial Workers (UFCW) www.ufcw.org
- United Steelworkers (USW) www.usw.org

Non-AFL-CIO union that represents librarians and library workers:

- Service Employees International Union (SEIU) www.seiu.org

In communities across the country, the AFL-CIO has local and state councils where unions come together to work toward common goals. Staff members at these offices can put you in touch with a local union that is right for you. Visit the website of your [state federation of labor or central labor council](#)⁴ for more information.

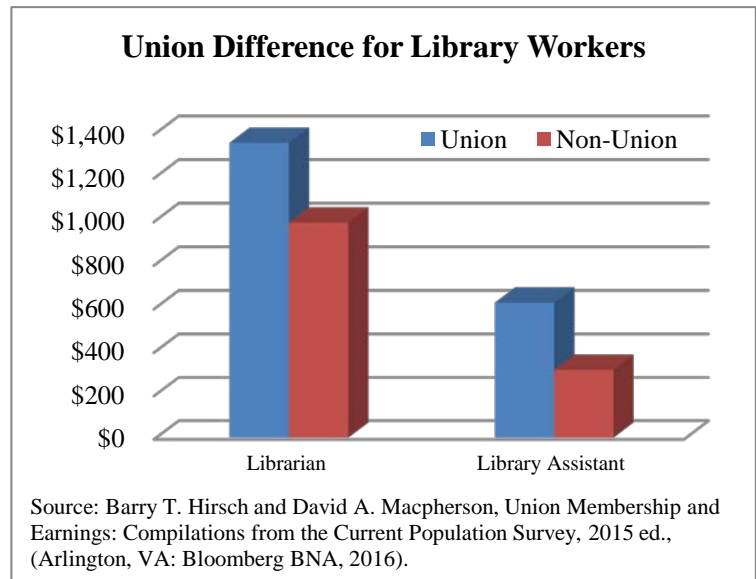
STEP THREE: Find Out about Working America (<http://www.workingamerica.org/>)

If forming a union with your coworkers is not a real possibility for you, you can still be part of the union movement by joining Working America, the AFL-CIO's community affiliate for people who do not have a union at work. Working America mobilizes workers to get them engaged in issues that affect workers. Working America keeps its members informed of issues affecting working people through regular email contact.

Benefits of Joining a Union

There are multiple economic and non-economic benefits to be had by joining with your colleagues in a union. In many instances, a union will be able to bargain over wages, hours, benefits, and working conditions

In 2015, 20.5 percent of librarians and 11.2 percent of library technicians were union members.⁵ Union members earn better wages and benefits than workers who are not union members. Union librarians earned an average of 31 percent more than non-union librarians in 2015 (\$1,455 vs. \$989 per week).⁶ Union library technicians earned an average of 32.3 percent more than non-union librarian technicians in 2010 (the last year available). Union library assistants earned 66 percent more than non-union library assistants in 2015 (\$622 vs. \$313).⁷



Union workers are more likely than their non-union counterparts to be covered by health insurance and paid sick leave. In March 2016, 94 percent of union members in the civilian workforce had access to medical care benefits, compared with only 66 percent of non-union members. In 2016, 86 percent of union members in the civilian workforce had access to paid sick leave compared to 65 percent of non-union workers.⁸ At the median, private-sector unionized workers are paying 38 percent less for family coverage than private-sector non-unionized workers.⁹

Unions also bargain over non-economic issues that may be unique to your workplace, including intellectual freedom, workload, workplace safety, and any other issue that affects the members of the bargaining unit.

See APPENDIX M for unionizing resources.

Negotiating a Collective Bargaining Contract

The collective bargaining is the process in which employees, through their union, negotiate with employers to establish the terms of employment, including wages, benefits, hours, and other working conditions. The members of the bargaining unit (the employees in the library) determine the terms and conditions sought from management during negotiations. The union

proposal is presented to management at the same time management presents its own proposal. Labor and management enter into negotiations in order to come to a mutually agreeable contract that can be voted on by the members of the bargaining unit.

The vast majority of negotiations between labor and management lead to a successful contract. In 2015, there were only 110 work stoppages in the U.S. in fiscal year 2015, which includes employee strike and employer-initiated lockouts.¹⁰

See APPENDIX N for a sample neutrality agreement.

Collective Bargaining Process



Frequently Asked Questions about Unions

Q: Aren't unions really for blue-collar workers? Why would library professionals and paraprofessionals want or need a union?

A: Library workers are employees who have the same problems as other workers. Every librarian or high-tech employee, for example, needs certain conditions to do her or his job well: sane hours, a manageable workload, a decent wage, the guarantee of fair benefits, protection from unjust treatment, respect, and recognition of skills, education, and expertise. The reality is professional employees are increasingly losing control of their work lives. In non-union environments, most decisions concerning the wages, benefits, and working conditions for professional employees rest solely with management. This structure leads to conflict between professionals concerned about the quality of their work and human resource managers more concerned with the bottom line. In many instances, professionals turn to unions to support their efforts and advocate on their behalf.

Q: What about bread and butter issues like wages and salaries? Is there any difference between working union versus non-union?

A: Women and men who are represented by unions bring home bigger paychecks than non-union workers do. With union representation, workers earn 22 percent more than unrepresented workers, according to the U.S. Department of Labor. This “union advantage” — more money in union members’ paychecks — exists in almost every occupation, from

service and factory workers to clerical and professional employees. Today's unions mean even more for women and minorities. In 2016, union women earned 28 percent more than non-union women, African American union members earned 22 percent more and for Latino workers, the "union advantage" was 37 percent.¹¹

Q: What about job security — do unions make a difference?

A: Unions protect workers from arbitrary employer actions relating to discipline and dismissals. That protection makes jobs better and often leads union members to stay at their jobs longer than non-union workers. Better training, lower turnover and a clear role for workers' voices in making decisions about how work gets done also mean that unions increase productivity.

Q: What can a union offer me on things like working conditions and hours of work?

A: Union contracts often provide for fair and flexible working hours, better pay for overtime and work on evenings and weekends, more paid holidays, paid family and medical leave and employer help with child care and elder care. Besides a union contract, unions lobby for better laws and programs to help America's working people. With today's unions, working people have a better chance to balance both their budgets and their schedules.

Q: Won't a union stifle individual achievement with things like raises and promotions determined solely by seniority?

A: Salaries and promotions are subjects for collective bargaining. Without a union, management is able to make such decisions unilaterally. Through collective bargaining, management and the union must agree on the mechanisms to be used and standards to be employed, an agreement that is included in a legally binding contract. There are no preconditions. Professionals, through their elected union representatives, may bargain for any viable system they believe best suits their profession and employment. For example, some union contracts provide not only for annual cost of living increases but also for a pool of dollars for merit increases. The combination assures both recognition of individual achievement and a minimum of equity. Seniority need not be the only criterion for promotion. A formal procedure could be devised which would include ratings by both supervisors and peers, credit for advanced education and training programs, and anything else that is deemed relevant by the professionals. A formal promotion and layoff procedure with rules known by all is preferable to no rules at all. Such a system can only be devised and implemented by a union and its members.

Q: What guarantees do I have that my union leadership will not commit me to follow rules that I do not agree with?

A: The members elect union officers. Federal law requires that secret ballot procedures be used and that elections for local officers be held at least every three years. An individual has a right, protected by law and union rules and procedures, to affect union policy. There is no similarly protected right to affect change in any other private organization.

Q: Will I lose individual rights if I join a union?

A: In a non-union workplace, management retains the legal right to make all decisions regarding the workplace. Benefits — including pay, pensions, health care, severance, vacations, and holidays — can be arbitrarily cut without notice to the employees. With a union, benefits and other working conditions cannot be changed at the drop of a hat; they have to be negotiated, and the members of the union are able to vote for or against proposed changes. During difficult times, this system makes it more likely that an employer will avoid actions that it cannot justify to its employees.

Q: Does being “pro-union” mean that you are “anti-management?”

A: Being pro-union helps create stronger employers! Unions want the employer to be successful, and it is not ungrateful or disloyal to want a voice in our workplace. Most businesses were built on their commitment to be the best in their fields. Unfortunately, at many workplaces the balance has shifted from benefits for all stakeholders — management, employees, stockholders, suppliers, and the community — to benefits for only a few. Those who carry out the work also contribute to an employer’s success and should have a voice in exchange. Think of the situation this way: If you work in the private sector — and increasingly in the non-profit sector — your Chief Executive Officer (CEO) has a contract that spells out to the letter his or her salary, bonuses, severance package, and other benefits. No one questions the loyalty of the CEO to the organization, so why should it be any different for the employees who work there?

Q: How democratic are unions?

A: Unions are among the most democratic institutions in our country. The choice to sign a representation card indicating interest in the union is left solely to the individual. That individual may decide to vote yes or no for union representation in a government-supervised election process or sign a card for an employer to count. If a union is voted in, the represented members decide as a group what to propose in bargaining. The represented members decide which of your co-workers will be on the negotiating team. Each person in the bargaining unit votes to ratify the contract...or not. The represented members vote on

who will be workplace representatives and who will be the officials of the local union. At every level, the employees represented by a union shape and guide it.

Q: What is a Local Union?

A: The United States has a national government, but many of the decisions that really affect everyday life are made and carried out on the state or local level. This is even truer of a union. The national union oversees national operations, but the local union assists employees who want to organize, assists organized bargaining units in bargaining, and helps to track and administer contracts. Decisions regarding local issues are made by the grassroots membership at the local level and not dictated from on high.

Union Success Stories

New York, Bryant Library

The Bryant Library Staff Association (NYSUT) in Roslyn, NY is a well-organized unit of approximately 33 full- and part-time public library employees. Through collective bargaining, they have achieved a strong contract that provides excellent wages, benefits, and working conditions. As of 2013, the association is beginning the third year of a four-year contract that provides annual wage increases of 2.5 percent -- more than respectable in these days of severe budgetary constraints.

In addition, library staff maintains a good relationship with management and have had success in dealing with issues internally. As an example, the library board recently sought to unilaterally implement a background check policy that would apply to current employees as well as new hires. When reminded of their obligation to bargain such matters, the director held off on the implementation until the parties met to negotiate the issue. That management readily agreed to such negotiations to resolve the dispute is indicative of the fact that, because they are organized, the Bryant employees enjoy the respect of their employer.

Illinois, Chicago Public Library

In 2011, when Mayor Emanuel proposed slashing the Chicago Public Library budget, including cutting library hours and eliminating 552 library staff positions, library employees launched a campaign to give library lovers a chance to express their concern. AFSCME Local 1215, the employees' union, started with "story time" in front of the Mayor's office on Halloween. Hundreds showed up – kids in costumes, people with handmade "I love my library" signs, and concerned library staff. They delivered petitions signed by more than 5,000 Chicago residents. There were hundreds of calls made to aldermen all across the city, lots of media coverage and an outpouring of public support.

In response to the outcry, the Mayor agreed to restore the funding needed to reverse some, but not all, of the planned cutbacks. However, the union was committed to full funding for the libraries and responded to each cut to library services with actions that mobilized library staff and patrons. Eventually all the library hours and positions were restored.

Oregon, Multnomah County Library

In 2012, due to Oregon’s property tax compression policy and the lagging economy, the Multnomah County library system in Oregon was forced cut its budget by 10 percent, which included laying off 43 full-time staff.

A coalition of nonprofits and unions, including the Multnomah County library union, AFSCME Local 88, waged a campaign to restore funding to the library by sponsoring a ballot measure to create a library district in Multnomah County. The goal was to create a dedicated library funding source that would be less vulnerable to economic downturns. Local 88 coordinated hundreds of campaign volunteers who placed tens of thousands of calls to community members several nights a week. The “Vote Yes” campaign also included lawn signs, door-to-door canvassing, and social media engagement. A campaign consultant and campaign manager coordinated the media talking points, editorials, mailers, and radio/TV advertising.

In November 2012, the Multnomah County Library District measure passed with 62 percent of the vote. Passage of the measure allowed the library system to hire back the 43 previously laid off staff, plus an additional 18 full-time staff; the first new hires in many years. This new source of library funding also “freed up” about \$3 million in county general fund dollars that could be used for other programs and services.

Maryland, Prince George’s County Memorial Library System

The Prince George’s County, Maryland executive’s proposal to cut \$820,000 from the Prince George’s County library system turned into a \$2.5 million add back thanks to members of United Food and Commercial Workers Local 1994.

Union members advocated for their library and their patrons at county council meetings as well as during one-on-one meetings with council members. Local 1994 members educated council members about the devastating impact budget cuts have on libraries and communities. The budget increase was used to increase library hours on Sundays, increase staff wages, and hire new staff.

¹ See: <https://www.nlr.gov/national-labor-relations-act>

² See: <https://www.nlr.gov/resources/faq/nlr#t38n3182>

³ See: <http://www.aflcio.org/About/AFL-CIO-Unions>

⁴ See: <http://www.aflcio.org/Get-Involved/Find-a-State-or-Local-AFL-CIO>

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- 5 Hirsch, Barry T., Macpherson, David A. 2015. Union Membership and Coverage Database, accessed April 27, 2017, <http://www.unionstats.com>.
- 6 Hirsch, Barry T. and David A. MacPherson, *Union Membership and Earnings Data Book*. Arlington: The Bureau of National Affairs, 2016.
- 7 *Ibid.*
- 8 U.S. Department of Labor, Bureau of Labor Statistics, Employee Benefits in the United States, Table 2 and 6; March 2016.
- 9 Jenifer MacGillvary, "Family-Friendly Workplaces: Do Unions Make a Difference?" *UC Berkley Labor Center*, July 2009, accessed April 27, 2017, <http://laborcenter.berkeley.edu/jobquality/familyfriendly09.pdf>.
- 10 Federal Mediation & Conciliation Service, 2015 Annual Report, accessed April 27, 2017, https://www.fmcs.gov/wp-content/uploads/2016/09/AnnualReport914_final-2.pdf
- 11 U.S. Department of Labor, Bureau of Labor Statistics, Economic News Release: Table 2. Median weekly earnings of full-time wage and salary workers by union affiliation and selected characteristics, 2015-2016 annual averages.

PART 4: SPEAKING OUT

This section provides guidance and ideas for library workers seeking to develop and implement an action plan for achieving improved salaries and/or pay equity in their library.

Present Your Case Effectively

To present your case effectively, you will need to do five things:

1. Identify your target audience;
2. Craft a key message and talking points;
3. Gather accurate, relevant data;
4. Select communication strategies for delivering the message; and
5. Designate and train *at least* one spokesperson.

1. Identify your target audience

You have identified your objective: increasing salaries or alleviating pay equity issues, on either a collective or an individual basis. You will either be advocating for yourself (individual), in concert with colleagues (collective), or for your staff (for the collective, individually). Your next steps and plan of action will be determined by your assessment of your library. By evaluating your funding and institutional decision-making structures, you can identify the individual or collective bodies that can allocate additional funds for salaries and/or present the request to a higher decision-making individual or body. While public, academic, and special libraries are very different, they are similar in that decision-making structures will reflect a unique culture, structure, and history that salary advocates must learn about in order to navigate effectively.

Communications should be tailored to your target audience. If a different audience is being engaged for strategic reasons, understand why. For instance, if you are intentionally looking to bring public pressure to play on key decision-makers, more public means of attention getting will be utilized. However, if you are looking to directly communicate with key decision-makers, talking points that address their priorities and concerns will be more appropriate.

Library staff can become more effective salary advocates 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.”

For example, 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 did not know the power brokers; the people in their legislative districts who were in leadership and budget positions in the legislature. Get to know those in power!

After you talk to power, stay in touch. Sending a brief handwritten note (especially in this time of email) makes you memorable. If support has been offered, offer helpful information in return (that is the essence of who we are), especially regarding campaign developments.

Tools to help you talk to power and develop your advocacy skills can be found at the State Library of Iowa's Website, the State Library of Vermont's advocacy resource list; the ALA Office for Library Advocacy, *Grassroots Advocacy 101*, and in print resources such as *ALA Special Report: Grassroots Library Advocacy*, *The Visible Librarian*, and *Creating Your Library Brand*.¹

Even though these resources are not salary-specific, they can help you to organize your talking points, develop an effective delivery style, and implement a strategic campaign.

2. 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. The solution should directly speak to your objective: raising salaries. You should also demonstrate how both the problem and the solution affect the public, by affecting the quality or quantity of services or resources. You should also detail how low salaries undermine goals and objectives of the library as an organization, by limiting the ability to attract and retain the best employees.

The following example of a key message uses cause-and-effect to connect compensation and quality of library services:

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

All library workers should be able to convey the key message and understand the reasoning behind it.

When giving a presentation, conversing with stakeholders, or speaking to media, focus on the key message and underscore it with supportive talking points. Using the key message and talking points consistently in interviews, signs, Facebook posts, and other 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 should not have to choose between paying their staff fair salaries and buying books, adding hours or updating their technology.
- As libraries are asked to do more with less it is imperative to attract *and retain* the most innovative and effective librarians by offering competitive wages.

- Everyone loves libraries, but library workers cannot live on love alone! Just ask our landlords, doctors, and families.
- Inability to pay is no excuse for salary discrimination. According to the National Committee on Pay Equity, pay equity legislation in Minnesota resulted in salary raises totaling a 4-year cost of 3.7 percent of the state’s payroll budget, and Washington State was able to implement pay equity over an 8-year period, at a cost of 2.6 percent of the state's personnel costs.²
- According to the U.S. Census Bureau, men with advanced degrees are paid 33 percent more than women—\$85,202 per year versus \$56,726 in 2015. Eighty-one percent of librarians are women – and 2012 median annual wage of librarians was \$58, 930.³
- 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 cannot have good education without good libraries, and you cannot have good libraries without good staff.
- Library support staff provides exceptional customer service to library patrons every day. A living wage will allow them to be more productive, engaged, and efficient in their work with the community.
- 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. Librarians cut through information overload, connecting patrons with the *best* and *most relevant* materials.
- Students from schools with school library media specialists score higher on achievement tests.⁴
- In schools and universities, librarians teach information literacy skills that students will need to succeed throughout their lives.
- In a world that is information rich, librarians bring valuable expertise. They connect us with our past, enrich our present and prepare us for the future.
- Library workers fight censorship and protect patron privacy and free access to information.

3. Accurate, Relevant Data and Information

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**.) If you are a librarian, this is the time to put your 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.

An extensive discussion of data resources on salaries, cost of living, and other compensation issues is included in **Part 1: Building Your Case for Better Salaries**, with additional titles listed in **Appendices B and D**.

Figure 1

SPECIALTY AREA	WAGE	SOURCE
New MLS graduates from ALA accredited programs	\$44,565 average \$50,500 men \$42,990 women	Suzie Allard. “Placements and Salaries Survey 2016: Explore all the Data” <i>Library Journal</i> , Oct. 17, 2016.
Academic librarians (U.S. and Canada)	\$70,000 median	ARL Annual Salary Survey 2014-15. Washington, D.C.: Association of Research Libraries, 2006. www.arl.org
Public and academic librarians with MLS from ALA-accredited programs	\$56,259 average \$50,976 median	Swader, Lorelle. 2012. ALA-APA Salary Survey: Librarian—Public and Academic
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. ALA-APA Salary Survey: Non-MLS—Public and Academic
Special librarians (U.S.)	\$75,927 mean \$70,128 median	Data for Special Libraries Association (SLA) members. SLA Annual Salary Survey, 2012. Washington, D.C., 2013. https://www.sla.org/
Support staff charts		Parsons, Martha. State Wage Comparisons (Librarians, Library Technicians, and Library Assistants). http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/education/3rdcongressonpro/wages00.pdf
Support staff comparison chart		Parsons, Martha. Comparisons of Library Job Wages with Other Occupations Wages. http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/education/3rdcongressonpro/profwage.pdf

If current and relevant data is not available, 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. Further information on job descriptions and evaluations is available in **Part 1: Building Your Case for Better Salaries** and **Appendices H and J**.

4. 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 media is key to building public understanding and support for better salaries. Such strategies could include the following:

- Publications, such as brochures, flyers, fact sheets, white papers;
- Websites and social media (Facebook, twitter, wikis, blogs, discussion lists);
- Media outreach, such as news releases, letters to the editor;
- Presentations to staff, board, key officials;
- Other speaking engagements; and
- 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.

Not sure where to start on the Internet or where to focus your efforts? Familiarize yourself with social media options at the Everyday Advocacy website.⁵ If a substantial internet or social media presence is part of your campaign strategy, consider using an online toolset that can accommodate and help you manage mass emails, online petitions, and social media postings. Small groups can create free accounts with The Action Network, while local unions may have access to Salsa Labs through their state or regional labor federations.⁶ ALA's Advocacy University offers a number of tools that includes advice on writing effective direct mail alerts, online petitions, and emails.⁷

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.

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

For more resources on writing an op-ed piece, check out [The Op-Ed Project](http://www.theopedproject.org/) at <http://www.theopedproject.org/> Several ALA Divisions also have sample op-ed pieces, so check to see if your division has talking points or a letter that addresses your issue.

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 library workers. As a member of the [name of library board/faculty], I am familiar with the expertise and skills that librarians and library staff 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 should not have to choose between paying equitable salaries to its staff and buying books, technology or other much-needed resources. Unfortunately, that is what libraries often choose between.

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 earns more than librarians with master's degrees do. 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. Library staff maintains our buildings and staff our circulation desks with care and professionalism. 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/community] 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)

5. Designate and Train Spokespersons

Salary and budget negotiations are generally delicate matters and best handled out of the limelight if you are not intentionally campaigning. 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 the 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 while salary negotiations are happening behind the scenes.

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. Carefully crafted talking points will help support negotiations. It will also help spokespeople feel more prepared and confident.

Ideally, spokespeople and library workers will have an “elevator speech” prepared. An elevator speech is a set of talking points (three or four main points, maximum) that can be communicated in the amount of time it takes for an elevator to travel between floors. There is no one-size-fits-all elevator speech; yours will include your campaign objective and speak to your organizational structure, and arguments presented by those in opposition. It is helpful to review “Tough Questions and Answers” below, and then anticipate questions you may receive from colleagues, administrators, or the public. Review the sample advocacy elevator speeches on the ALCTS, ALSC, and Everyday Advocacy websites, and try writing one that makes the case for higher salaries in your library!⁸

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, if the objective is to attain faculty status, survey data that demonstrates the salary, benefits, and working condition improvements associated with faculty status should be incorporated into talking points (see Appendix K for more resources.)

Tough Questions and Answers

Q. How can you argue for salary increases when all departments are being forced to cut back?

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 also have an obligation to retain excellent staff, which is less expensive than inviting the costs of staff turnover. We can do this now at practically no cost.

Q. What is pay equity?

A. Pay equity means that employees that do work of equal value receive equal pay. Period. Essentially, it is a means to ensure that employers' wage-setting criteria are gender- or race-neutral. It is related to the concept of comparable worth, which argues that job titles or classifications that require similar knowledge, skills, and abilities, be compensated at similar salary levels.

Q. Why is pay equity needed in libraries?

A. Pay equity is needed in all workplaces and sectors. This is an important issue for library workers because, as with many other predominantly female fields, wages are often less than those paid for comparable work traditionally performed by men with similar education and experience. For example, according to the U.S. Census Bureau, men with advanced degrees are paid 33 percent more than women—\$85,202 per year versus \$56,726 in 2015. Eighty-one percent of librarians are women – and 2012 median annual wage of librarians was \$58, 930.

Inequities at the professional level negatively impact all workers within the organizational pay hierarchy, as suppressed wages on the higher end of the wage scale skew the salaries of library workers in lower-paying titles downward. Library support staffs are significantly underpaid, with library assistants and technicians earning a median salary of \$27,930 annually - barely a living wage for a single person and well under a living wage for an earner solely supporting a family.⁹ For additional information on library support staff compensation, read the Library Workers Fact Sheet at the Department for Professional Employees, AFL-CIO.¹⁰

If you want to see if your library is paying a living wage, check this living wage calculator from MIT researchers: <http://livingwage.mit.edu/>

Low salaries and pay inequities penalize all library workers affected, regardless of familial status or job classification. They also penalize library users by making it difficult for libraries to recruit and retain high quality staff to provide essential services.

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. However, 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. Library staff have been hearing this assertion since the Internet was invented, and libraries are still going strong! In fact, if we did not already have libraries, we would have to invent them. The role of libraries has expanded, as patrons with limited access to the internet or digital information flock to libraries to check their email, search for jobs, receive resume and test prep assistance and

computer training. Libraries are twenty-first-century centers for information, for education, literacy and culture.

Q. Why do we need librarians anyway?

A. In a world that is information-rich, librarians are information smart. They save time and money by helping to find the best, most accurate and complete information, whether it is online or in a book or video, or an Internet resource. 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. Librarians are the ultimate search engines.

Ten 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 cannot live on love alone.
8. A bad economy is no excuse for inequitable and inadequate salaries.
9. We cannot 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.

Q. Why should librarians have faculty status?

A: Academic librarians that are required to engage in scholarship and professional activities for promotion and retention should receive compensation and rank that appropriately corresponds to current levels of responsibility and evaluative criteria. In the context of higher education, that also includes the right to participate in shared governance. For an extensive discussion of the issue, see "Librarian Faculty Status: What does it mean in Academia?"¹¹

Engaging Stakeholders and Building Partnerships and Coalitions

Library workers seeking better salaries have allies. Advocating for better salaries in partnership with other organizations and individuals can strengthen the case, draw a wider audience, and demonstrate the significance of this issue beyond the walls of any particular library.

Fair pay for women and people of color is an ongoing issue for workers in organizations of all types, and can be of special concern for working families. As such, it is a primary concern for many women's organizations, unions, and other organizations with the goal of promoting labor rights. Numerous national organizations provide valuable assistance and information to

workers looking to address issues of pay equity and salary parity. The Institute for Women’s Policy Research (<http://www.iwpr.org/initiatives/pay-equity-and-discrimination>), the U.S. Department of Labor (<http://www.dol.gov/equalpay/>) and the Society for Human Resource Management (<http://www.shrm.org/hrdisciplines/compensation/Pages/default.aspx>) are excellent starting points for historical and practical information that employees may use to bolster their case.

Although national partnerships may be possible, local and state coalitions may be easier to establish and can be very effective. At the local level, the library director, trustees, members of city government, staff associations, and state library associations can all serve as partners and allies. Encouraging the involvement of state library associations may be particularly effective, as their reach may extend to multiple library types, to the public, and to state and local legislators. When contacting your state library association, encourage them to consider some of the following activities if they are not already doing so:

- Provide materials and resources to members of the public and key community stakeholders so that they can advocate for libraries and library workers;
- Sponsor information sessions, workshops, and programs;
- Form and oversee a state-wide task force to research and make recommendations on library salary issues;
- Conduct state surveys or polls to gauge the value placed by the public on library staff;
- Operate a clearinghouse to collect and share data, methods for establishing fair pay scales, and studies related to salaries and pay equity;
- Develop a list of speakers and consultants who may serve as expert resources;
- Share job descriptions or developing model descriptions;
- Recommend a minimum salary for all library workers;
- Monitor state bills on fair pay and work to pass relevant state and local legislation;
- Encourage and provide resources for statewide initiatives and events such as Equal Pay Day; and
- Provide public relations materials and speak out on behalf of libraries and library staff to public officials, legislatures, administrators, trustees and the media.

**STATE LIBRARY INITIATIVE:
CASE STUDY**

In 2012, North Carolina Library Association (NCLA—www.nclaonline.org) conducted a Pay Equity study. The Task Force on Pay Equity included public and academic library staff, NCLA officials, and consultants. The task force was charged with investigating and educating around issues of fair pay for library staff. Final reports available on the NCLA website provide detailed descriptions of the process, outcomes, and ways to apply the project in other libraries. This is a valuable resource and an excellent starting point.

When approaching potential partners, be sure to have a statement of need and as much background information as possible in advance of your first meeting. Making a strong case for why individuals or organizations should support your cause will significantly ease the work of establishing a coalition. Take the time to develop your rationale and build partnerships up front: this is a critical component of successful activism. Ultimately, as with most initiatives that involve advocacy, building a diverse base of participants will create a wider base of support, create buy-in among sometimes disparate groups, and add credibility to the cause.

Challenges and Setbacks

This section discusses the economic and labor market challenges affecting many libraries today, as well as how to address and account for economic and labor market challenges when fighting for higher salaries and pay equity.

Economic Crisis and Budget Cuts

In difficult economic periods when library budgets are cut or frozen and staff layoffs are threatened, it may seem impossible to organize or negotiate for better or more equitable pay. At times like this, it is important to recognize there always will be cyclical funding fluctuations but that does not mean progress cannot be made toward addressing inequities. Improving library worker compensation should be seen as part of the fight for a larger share of public and institutional monies for libraries, and an essential goal of library advocacy

Arguing For More: Why Librarians Deserve It

For academic libraries, particularly at private institutions, vying for more of a cut of the institutional salary pool involves conversations that can be intimidating for librarians. At many institutions of higher learning, however, the following is true:

1. The library is open to students, faculty, and staff more hours than any other department on campus besides security and/or campus police.
2. The library's common mission is to be available and accessible by providing an essential seven-day per week service function that bleeds into student retention, university prestige, and the fundamental knowledge output of the constituents the institution.
3. If students are looking for professional assistance after the common business hours of 9-5 p.m., the library is the primary place to go.
4. Many students study after 5 p.m. on traditional college campuses. The library is the singular evening hub for instruction and knowledge sharing between the college and/or university and the student.
5. Many non-traditional students study via web tools and resources, the library is the first stop for many of these services.

Each of the five truths mentioned previously is a springboard on which an argument for more pay can begin or find its capstone.

Source: Cottrell, Terry. "Moving on: salaries and managing turnover." Bottom Line: Managing Library Finances 24, no. 3 (August 2011): 187-191

initiatives. Recruiting and retaining excellent staff, as well as providing a living wage, should be an evergreen priority for everyone who cares about libraries.

It is tempting to dismiss the possibility of success in the face of overwhelming odds, but history rewards persistence. A 2010 analysis of historical librarian salary and employment data concluded that the impact of recessions on librarian salary growth was actually minimal, as salaries either “bounced back” or continued to rise.¹² Gathering documentation that proves inequities and updating job descriptions to accurately reflect responsibilities and competencies can be accomplished even during difficult funding cycles, to be used for ongoing or future negotiations.¹³

However, veteran library workers know that strategies that may have proved successful in economic high times may need to be examined for efficacy in the wake of a recession or ongoing regional economic stagnation. It is crucial to avoid taking good times for granted, and seize the moment to hammer out compensation policy or agreements that will hold up in a recession, such as guaranteed cost of living adjustments, living wage policies, or step raises.

Critical steps that can always be taken by library workers in the fight for better salaries, regardless of economic climate or status of negotiations, include:

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

Certain types of libraries are particularly vulnerable to economic cycles. Public library funding is generally linked to growth or decline of tax revenues at the local level. In good times, intentionally tying library worker compensation to public library revenue is an easy way to ensure that library staff benefit. In Kalamazoo, Michigan, the public library tied total compensation (salaries and benefits) to the library’s revenue growth. The property tax growth averaged between four and five percent annually for seven years and salary ranges increased between two and six 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.¹⁴ However, the strategy did not prove to be sustainable in the long term, and the library now uses a different mechanism to determine compensation.

Depending on the surrounding economy, the concept of victory may be redefined to take into account the desire for other compensation factors such as maintaining benefits, or obtaining job security for workers in exchange for compromises on salary. CUPE Local 4948 in Toronto recently won salary increases for all public library worker members after an 11-day strike that closed

libraries across the city. The multiyear agreement was structured to include a sequence of wage freezes, lump-sum payments, and annual raises, as well as select seniority provisions, and largely viewed as a solid victory given the economic climate.¹⁵

When forced to trim library spending in summer 2002, former 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 went 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 four percent. Seattle Public's salaries for beginning librarians continue to be among the highest. 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 provide useful evidence in building the case for better salaries. To do this, you do not necessarily need to document what salary was enough to hire staff away from your library. It may be sufficient to benchmark your institution's salaries against those of libraries of comparable size, funding, or within the same region, or consult the salary surveys. Alternately, benchmarking of professional, clerical, or support salaries can be done by identifying the occupational pay ranges of other municipal agencies or academic units.

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.¹⁶

Labor Market Saturation and Recruitment

If libraries are to recruit and retain highly motivated and educated individuals, the compensation problem must be addressed. The decade beginning in 2020 will see 22 percent of today's librarians reach age 65, as baby boom librarians reach the traditional retirement age. Some 40 percent of library directors say they plan to retire in nine or fewer years.

At the bottom, new librarians struggle to find full-time professional employment, particularly in former robust fields like school librarianship, and starting salaries have stagnated.¹⁷ While data shows that there is no lack of entry-level librarians seeking employment in the field, the lackluster employment prospects of early-career librarians means that there is a potential dearth of

librarians with the leadership experience required to fill the shoes of a generation of library directors.¹⁸

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 robust entry-level opportunities that also provide competitive salaries and opportunities for growth. Graduates with a bachelor's or master's degree in many other fields received considerably higher starting offers than did librarians. It remains the responsibility of libraries to articulate and uphold the value proposition to both new and established librarians and library workers.

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- ¹ ALA Office for Library Advocacy (OLA), <http://www.ala.org/offices/ola>; Rebekkah Smith Aldrich and Christian Zabriskie, "Grassroots Advocacy 101," <http://sustainablelibraries.org/wp-content/uploads/2012/11/grassroots.pdf>; Lauren Comito, Aliqae Geraci, and Christian Zabriskie, *Grassroots Library Advocacy*, (Chicago: ALA Editions, 2012); Elisabeth Doucett, *Creating Your Library Brand: Communicating Your Relevance and Value to Your Patrons* (Chicago: American Library Association, 2008); Judith A. Siess, *The Visible Librarian: Asserting Your Value with Marketing and Advocacy* (Chicago: American Library Association, 2003).
- ² National Committee on Pay Equity. "Questions and Answers on Pay Equity," accessed April 27, 2017, <http://www.pay-equity.org/info-Q&A.html>.
- ³ Median Earnings in the past 12 months (in 2015 inflation-adjusted dollars) by sex by educational attainment for the population 25 years and over. U.S. Census Bureau, 2015 American Community Survey 1-Year Estimates. (n.d.). Retrieved February 24, 2017 from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_B20004&prodType=table; U.S. Department of Labor, Bureau of Labor Statistics., "Occupational Employment and Wages, Feb 2016: Librarians," <http://www.bls.gov/oes/current/oes254021.htm>
- ⁴ 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]).
- ⁵ Everyday Advocacy, "Using Electronic Media," accessed April 27, 2017, <http://www.ala.org/everyday-advocacy/speak-out/electronic-media>.
- ⁶ "The Action Network." <https://actionnetwork.org/>; "Salsa Labs." <http://www.salsalabs.com/>, accessed April 27, 2017.
- ⁷ ALA Advocacy University, "Getting Started as a Library Advocate," accessed April 27, 2017, <http://www.ala.org/advocacy/advocacy-university/getting-started-library-advocate>.
- ⁸ Association for Library Collections & Technical Services, "Advocacy Elevator Speeches," <http://www.ala.org/alcts/about/advocacy/speeches>; Association for Library Service to Children, "Elevator Content," <http://www.ala.org/alsc/elevator-content>; Everyday Advocacy, "Elevator Speech," <http://www.ala.org/everyday-advocacy/speak-out/elevator-speech>. Accessed April 27, 2017.
- ⁹ U.S. Department of Labor, Bureau of Labor Statistics, "Occupational Outlook Handbook 2012-13," accessed April 27, 2017, <http://www.bls.gov/ooh/>.
- ¹⁰ Department for Professional Employees, AFL-CIO, "Library Workers: Facts & Figures," accessed April 27, 2017, <http://dpeaflcio.org/programs-publications/issue-fact-sheets/library-workers-facts-figures/>.
- ¹¹ Nathan Hosburgh, "Librarian Faculty Status: What does it Mean in Academia?" *Library Philosophy and Practice* (2011), accessed February 27, 2017, <http://www.webpages.uidaho.edu/~mbolin/hosburgh.htm>.
- ¹² Hilary Davis, "A Look at Recessions and their Impact on Librarianship," *The Library with the Lead Pipe* 14 (2009).
- ¹³ Maurice J. Freedman, "President's Message," *American Libraries* 33, no. 11 (2002), 7.
- ¹⁴ Saul J. Amdursky, "Money Matters," *Library Journal* (Oct. 15, 2002): 9–41.
- ¹⁵ D. Dale and E. Jackson, "Vote Ends Library Strike." *Toronto Star*, March 30, 2012.
- ¹⁶ Maureen Pastine and Shirley McLean, "Pay Equity in Libraries," *Bottom Line* 7, no. 1 (Summer 1993): 7–12.
- ¹⁷ Stephanie Maata, "Placements & Salaries 2013: Salaries Stay Flat; Specialties Shift," accessed February 27, 2017, <http://lj.libraryjournal.com/2013/10/placements-and-salaries/2013-survey/salaries-stay-flat-specialties-shift/>.
- ¹⁸ Denise M. Davis, *Library Retirements – what we can Expect* (Chicago, Ill.: American Library Association, Office for Research & Statistics, [2004]).

Appendix A. Introduction to 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:

1. Certification of individuals in specializations beyond the initial professional degree.
2. 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.

ALA-APA Activities and Products

1. *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 membership.

2. **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.

3. **Advocacy Video—*working @ your library®: for Love or Money***

ALA-APA has produced a 10.5-minute video (close-captioned DVD) 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 Website at <http://www.alastore.ala.org/detail.aspx?ID=425>.

4. Salary Surveys

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

5. National Library Workers Day

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

6. Outreach

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

7. Website

The ALA-APA Website (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.

General Salary Surveys

Stephanie L. Maatta, “Placements and Salaries,” *Library Journal*, 2012.

More than 2,100 Library and Information Science graduates (2011 graduating class) were surveyed on job placement and salaries. Survey covers emerging jobs, new titles, geography of jobs, types of placements, and microcosms and gaps.

The survey is available on the Library Journal website:

<http://lj.libraryjournal.com/2012/10/placements-and-salaries/2012-survey/a-job-by-any-other-name-ljs-placements-salaries-survey-2012/>

American Library Association-Allied Professional Association. *Salary Survey: Librarian – Public and Academic* (American Library Association, Office for Research and Statistics, 2012).

Survey of librarians in public and academic settings for positions that require an ALA-accredited master’s degree. The survey includes aggregated data from 11,315 individual salaries and 618 libraries. Data is shown for public libraries serving populations under 10,000 to more than 500,000; and for all levels of academic libraries.

Electronic subscriptions are available starting at \$50 and print copies are available for \$90. To order a print copy visit the American Library Association store:

<http://www.alastore.ala.org/detail.aspx?ID=3859>. To order the online subscription contact ALA-APA through this form:

<http://www.ala.org/cfapps/salarysurvey/salarysurveyform/SalarySurveySubscriptionFormRev2015.pdf>.

Academic Libraries

Martha Kyrrilidou and Shaneka Morris, *ARL Annual Salary Survey*. (Washington, D.C.: Association of Research Libraries ARL, 2011-2012).

The 2011–2012 compilation consists of detailed tables of salaries generated from data collected by ARL member libraries (university and non-university) from more than 13,000 librarians 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 <http://publications.arl.org/ARL-Annual-Salary-Survey-2011-2012/>.

To order, use the online form at <http://publications.arl.org/1h91vk/?offerControlledObjectId=81269021> order, or contact the ARL Publications Distribution Center, PO Box 531, Annapolis Junction, MD 20701-0531, 301-362-8196, (fax) 240-396-2479, arl@brightkey.net. The journal costs \$170.

College and University Professional Association for Human Resources. *2013 Administrators in Higher Education Salary Survey*. (Knoxville, Tenn.: CUPA-HR, 2013).

The survey includes data on 190 college and university administrative positions from more than 1,251 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, Select data is available online for no cost at <http://www.cupahr.org/surveys/ahe.aspx>. The full report is available for between \$170 and \$340 depending on your CUPA-HR membership status.

College and University Professional Association for Human Resources. *2013 Professionals in Higher Education Salary Survey*. (Knoxville, Tenn.: CUPA-HR, 2013).

This survey features median salary data on 275 “functional professional” positions, including numerous librarian positions, reference specialist, cataloging specialist, Webmaster and other technology based positions. Data are sorted by education attainment and type of institution.

The survey is available from CUPA-HR, Select data is available online for no cost at <http://www.cupahr.org/surveys/ahe.aspx>. The full report is available for between \$170 and \$340 depending on your CUPA-HR membership status.

Public Libraries

American Library Association-Allied Professional Association. “Directory of State Libraries Reporting Salary Data, 2012 – 2013.” (Chicago: ALA-APA, 2013).

Table with links to librarian and library staff salary data from 38 states. Table includes information on the staff positions salary data is collected for; the types of libraries; the frequency with which the data is released; and the most current year data was released.

The table is available from ALA-APA at no cost. <http://ala-apa.org/files/2010/02/StateLibrarySalaryData2013.pdf>

School Libraries

Educational Research Service. *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2010 - 2011*. (Arlington, Va.: ERS, 2011).

ERS publishes (through *Education Week*) an annual report of salaries for public school personnel

Available from various booksellers and *Education Week*, <http://www.edweek.org/ew/marketplace/books/salaries-and-wages-paid-professional-and-support-personnel-2011.html>, order by email from *Education Week*, pbs@pathwaybook.com, or phone 800-345-6665. The price ranges from \$110 to \$150.

Specialized Libraries

American Association of Law Libraries. *Biennial Salary Survey and Organizational Characteristics 2011*. (Chicago: AALL, 2011).

The report summarizes salary information for law libraries, broken out (and cross-tabbed) by position, region, education, years in current position, years of library experience, and membership in AALL.

Contact AALL, 53 W. Jackson Blvd., Suite 940, Chicago, IL 60604, 312-939-4764 x12, orders@aall.org, <http://www.aallnet.org/main-menu/Publications/salary-survey>. AALL members may browse the online edition free of charge. The hardcopy is \$110 for AALL members, \$175 for nonmembers.

Association of Academic Health Sciences Libraries. *Annual Statistics of Medical School Libraries in the United States and Canada*. (Seattle: AAHSLD, 2011-2012).

Survey provides comparative data on significant characteristics of collections, expenditures, personnel and services in medical school libraries in the United States and Canada.

It is available at no cost to members of AAHSL and \$500 for nonmembers. The current edition (2011 – 2012) and previous editions may be ordered by contacting AAHSL, 2150 N. 107th St., Ste 205, Seattle, WA 98133, 206-367-8704, (fax) 206-367-8777, office@aahsl.org, www.aahsl.org.

Medical Library Association. *Hay Group/MLA 2008 Salary Survey*. (Chicago: MLA, 2009).

More than 700 members provided data in 2008 for the 2009 salary survey. The survey offers detailed information by job type, geographic region, type of institution, and experience level.

Downloads are available from MLA, www.mlanet.org/. The survey is free to members, \$75 for nonmembers. For more information, contact MLA, info@mlahq.org. 65 E. Wacker Pl., Suite 1900, Chicago, IL 60601-7246, 312-419-9094.

Special Libraries Association. *SLA Annual Salary Survey*. (Alexandria, Va.: SLA, 2012).

Salaries are reported at the 10th, 25th, 50th (median), 75th and 90th percentiles and contain breakdowns by primary job responsibilities, geographic region, company size, years of experience, and more. Data for the U.S. and Canada are presented in separate tables.

The report is available to SLA members for \$75, \$150 non-members as a PDF download. Contact Special Libraries Association, 7918 Jones Branch Drive, Suite 300, McLean, Virginia 22102, 703-647-4900, <http://www.sla.org/shop/salary-survey/>.

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:

ERI Salary Surveys conducts annual or biennial salary surveys for the following job functions: legal, regulatory and governmental affairs; middle management; office and administrative personnel; and supervisory management among many others. Industry surveys are also conducted, including nonprofit industries (including government) and education (including higher education and public education).

- *Government – City Support Services Salary Survey* (2005). This report is within the “All Nonprofits Salary Survey” and provides pay data job titles such as librarian, librarian head, and library assistant. The survey is available for \$489. <https://www.erieri.com/salariesurveys>. For more information, contact ERI Salary Surveys at 111 Academy Dr., Suite 270, Irvine, CA 92617, 800-627-3697, survey.sales@erieri.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. For more information about the Non-MLS Salary Survey, contact ALA-APA at info@ala-apa.org or call 800-545-2433, ext. 2424.

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; it is published annually. For more information, phone 202-691-6199, or visit <http://stats.bls.gov/ncs>.

Other

Association for Library and Information Science Education. *ALISE Statistical Report and Database*, (Chicago: ALISE, 2012).

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, 65 East Wacker Place, Suite 1900, Chicago, IL 60601-7246, phone: 312-795-0996, email: contact@alise.org. Copies of surveys are \$150 for members and \$250 for nonmembers. The surveys from 1997 to 2004 are available at no cost from ils.unc.edu/ALISE.

College and University Professional Association for Human Resources. *2013 Faculty Salary Survey for Four-Year Colleges and Universities by Discipline, Rank, and Tenure Status*. (Knoxville, Tenn.: CUPA-HR, 2013).

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 \$170 to \$340. Contact CUPA-HR, 1811 Commons Point Drive, Knoxville, TN 37932, 865-637-7673, (fax) 865-637-7674, <http://www.cupahr.org/surveys/fhe4.aspx>.

Appendix C. ALA-APA Living Wage Resolution

APACD #8.2, 2007-2008

ENDORSEMENT OF A LIVING WAGE FOR ALL LIBRARY EMPLOYEES AND A MINIMUM SALARY FOR PROFESSIONAL LIBRARIANS

WHEREAS, the American Library Association-Allied Professional Association (ALA-APA) Council, at its January 2007 Midwinter Meeting, adopted a resolution entitled “Endorsement of a Nonbinding Minimum Salary for Professional Librarians;” and

WHEREAS, the resolution resulted in a nonbinding endorsement of a “minimum salary for professional librarians of not less than \$40,000 per year;” which, adjusted for inflation now amounts to \$41,680; and

WHEREAS, the ALA-APA Standing Committee on the Salaries and Status of Library Workers is charged “to guide 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;” and

WHEREAS, the aforementioned Standing Committee sees the need to strengthen ALA-APA’s position with regard to wages and salaries for all library employees, and with regard to variable costs of living over time and across geographical locations; and

WHEREAS, a living wage is defined as “net” or “take home” pay earned during a full-time workweek, not to exceed forty (40) hours per week. A living wage provides for the basic needs (housing, energy, nutrition, clothing, healthcare, education, childcare, transportation, and savings) of an average family unit; and

WHEREAS, the family of four Federal poverty guideline for 2008 is \$21,200, a recommended minimum hourly wage of \$10.20 is necessary for a full-time, year-round worker to exceed the poverty guideline and sustain a basic living; and

WHEREAS, the United States Bureau of Labor Statistics publishes the All-Urban Consumer Price Index (CPI), the standard measure for inflation of goods and services, which is adjusted monthly to reflect price inflation; now, be it

RESOLVED, that the American Library Association- Allied Professional Association endorses a minimum entry-level salary for professional librarians of \$41,680 that is adjusted annually according to the latest cost of living index/CPI data; and, be it further

RESOLVED, that in recognition of the skills and competencies required of all library workers, the American Library Association-Allied Professional Association endorses a minimum wage for

all library workers of at least \$13.00 per hour, to be adjusted annually in relation to the Federal poverty guidelines.”

Appendix D. Resources for Cost of Living and Living Wage Issues

You may also wish to refer to the Pay Equity Bibliography,

<http://ala-apa.org/improving-salariesstatus/resources/pay-equity-bibliography/>

Adams, Scott and David Neumark. *The Economic Effects of Living Wage Laws: A Provisional Review*. Cambridge, MA: National Bureau of Economic Research, 2004.

Attanasio, Orazio P., Battistin, Erich and Mario Padula. *Inequality in living standards since 1980: Income tells only a small part of the story*. Washington, D.C.: AEI Press, 2011.

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,
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1022&context=laborunions>

Grady, Jenifer, "What is the Living Wage Movement?" *Library Worklife*, 1 no. 6 (2004),
<http://ala-apa.org/newsletter/2004/06/16/what-is-the-living-wage-movement/>

Sklar, Holly, Mykyta, Laryssa and Susan Wefald. *Raise the Floor: Wages and Policies That Work For All of Us*. New York: Ms. Foundation for Women, 2001.

Waltman, Jerold. *The Case for the Living Wage*. New York: Algora, 2004.

Wider Opportunities for Women. "Economic Security Institute."
<http://www.wowonline.org/economic-security-institute/>

Appendix E. Resources For Demonstrating Value

You may also wish to refer to the Pay Equity Bibliography, <http://ala-apa.org/improving-salariesstatus/resources/pay-equity-bibliography/>

American Library Association. @your library: Attitudes Toward Public Libraries Survey, www.ala.org/research/sites/ala.org.research/files/content/librystats/2002krc_report.pdf

American Library Association and Association of College and Research Libraries. *Toolkit for Academic and Research Libraries: Messages, Ideas, and Strategies for Promoting the Value of Our Libraries and Librarians in the 21st Century*. Chicago, IL: American Library Association, 2003.

American Library Association, Office for Research and Statistics. “Articles and Studies Related to Library Value (Return on Investment),” <http://www.ala.org/research/librystats/roi>

Colorado Department of Education, Library Research Service. “LRS School Library Media Impact Studies,” <http://www.lrs.org/data-tools/school-libraries/impact-studies/>

Durrance, Joan and Karen Fisher. “Determining How Libraries and Librarians Help.” *Library Trends* 51 no. 4 (Spring 2003): 541-570, www.ideals.uiuc.edu/bitstream/2142/8495/1/librarytrendsv51i4e_opt.pdf

Hartzell, Gary. “Capitalizing on the School Library’s Potential to Positively Affect Student Achievement,” *Knowledge Quest* 31 no. 1 (Sep.-Oct. 2002): 65-93, <https://eric.ed.gov/?id=EJ657859>.

Jones, Patrick. “Why We Are Kids’ Best Assets,” *School Library Journal* 47 no. 11 (Nov. 2001): 44-47.

Kassel, Amelia. “Practical Tips to Help You Prove Your Value,” *Marketing-Library Services* 16 no. 4 (May/June 2002), www.infotoday.com/mls/May02/kassel.htm

Kelly, Betsy, Hamasu, Claire and Barbara Jones. “Applying Return on Investment (ROI) in Libraries.” *Journal of Library Administration* 52 no. 8 (2012): 656-671.

Lance, Keith Curry, Rodney, Marcia J. 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

- Lance, Keith Curry. "What Research Tells Us About the Importance of School Libraries." *Knowledge Quest* 31 no. 1 (Sept/Oct 2002).
- 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.
- 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.
- McClure, Charles R., Fraser, Bruce T., Nelson, Timothy W. and Jane B. Robbins. "Economic Benefits and Impacts from Public Libraries in the State of Florida: Final Report." Tallahassee, FL: Florida State University Information Use Management and Policy Institute, 2001.
- Oakleaf, Megan. *Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago, IL: American Library Association, 2010.
- Portugal, Frank H. *Valuating Information Intangibles: Measuring the Bottom Line Contribution of Librarians and Information Professionals*. Washington, D.C.: Special Libraries Association, 2000.
- Rodger, Eleanor Jo. "Value and Vision." *American Libraries* 33 (Nov. 2002): 50–54.
- Shamei, Cynthia L. "Building a Brand: Got Librarian?" *Searcher* 10 no. 7 (July/Aug. 2002): 60–71.
- Siess, Judith A. *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: ALA, 2003.
- Smulewitz, Gracemary, Celano, David, Andrade, Jose Luis, and Marcella Leshner. "ROI or Bust: A Glimpse into How Librarians, Publishers, and Agents Create Value for Survival." *Serials Librarian* 64 no. 1-4 (2013): 216-223.
- Tenopir, Carol. "Beyond Usage: Measuring Library Outcomes and Value." *Library Management* 33 no. 1/2 (2012): 5-13.

Appendix F. Library Support Staff Resources

American Library Association Library Support Staff Interests Round Table. “National Directory of Library Support Staff Organizations.”
www.ala.org/lssirt/sites/ala.org.lssirt/files/content/lssirtresources/2011_LSSIRT_Directory.pdf

American Library Association. “Third Congress on Professional Education: Focus on Library Support Staff (COPE III).”
www.ala.org/educationcareers/education/3rdcongressonpro/3rdcongressprofessional

Associates: The Electronic Library Support Staff Journal. <http://associates.ucr.edu/journal/>

Association of Research Libraries (ARL). *Library Support Staff Classification Studies. SPEC Kit 252*. Washington, D.C.: ARL, 1999.

Council on Library/Media Technicians. <https://coltuocr.wordpress.com/>

Havens, Andy and Tom Storey. “ROI 2020.” *Next Space* 17 (December 2010): 4-10,
http://www.oclc.org/content/dam/oclc/publications/newsletters/nextspace/nextspace_017.pdf

Kinnaly, Gene. “Pay Equity, Support Staff, and ALA.” *Library Mosaics* 13 no. 2 (Mar./Apr. 2002): 8–10, www.mjfreedman.org/payequityss.pdf

Library Support Staff Resource Center.
www.ala.org/offices/hrdr/librarysupportstaff/library_support_staff_resource_center

Oberg, Larry R. “Library Support Staff in an Age of Change: Utilization, Role Definition, and Status.” American Library Association.
http://www.ala.org/offices/hrdr/librarysupportstaff/library_support_staff_in_an_age_of_change

Soaring to Excellence Teleconferences,
www.cod.edu/teleconf/soaring/teleconference1/teleconference1details.htm
<http://www.cod.edu/teleconf/soaring/teleconference2/teleconference2details.htm>
<http://www.cod.edu/teleconf/soaring/teleconference3/teleconference3details.htm>

Appendix G. Resources for Negotiating Your Own Salary

You may also wish to refer to the Pay Equity Bibliography—

<http://ala-apa.org/improving-salariesstatus/resources/pay-equity-bibliography/>

A Delighted Library Director. “Salary Negotiation Success: Putting (New) Knowledge into Practice,” *Library Worklife* 2 no. 8 (Aug. 2005), <http://ala-apa.org/newsletter/2005/08/17/salary-negotiation-success/>

Arizona State University. “Career Guide: Negotiating a Salary.” <https://eoss.asu.edu/sites/default/files/Negotiating-a-Salary.pdf>

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Conrad, Catherine. “The Womanly Art of Negotiation.” *The Chronicle of Higher Education*. <http://chronicle.com/article/The-Womanly-Art-of-Negotiation/45032/>

Fisher, Roger, Ury, William L. and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Penguin Books, 2011.

Gallo, Amy. “How to Negotiate Your Next Salary.” *Harvard Business Review*. <http://blogs.hbr.org/hmu/2012/04/how-to-negotiate-your-next-sal.html>

Gordon, Mark. “Negotiating What You’re Worth.” *Harvard Business School*. <http://hbswk.hbs.edu/archive/4770.html>

Hopkinson, Jim. *Salary Tutor: Learn the Salary Negotiation Secrets No One Ever Taught You*. New York: Business Plus, 2011.

King, Julie Adair. *The Smart Woman’s Guide to Interviewing and Salary Negotiation*. Hawthorne, NJ: Career Press, 1993.

Kolb, Deborah M., Williams, Judith and Carol Frohlinger. *Her Place at the Table: A Woman’s Guide to Negotiating Five Key Challenges to Leadership Success*. San Francisco: Jossey-Bass, 2010.

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), <http://ala-apa.org/newsletter/2004/12/17/tips-that-may-surprise-you-about-salary-negotiation/>

Pergander, Mary. “How to Get What You Are Worth,” *Library Worklife* 2 no. 9 (Sep. 2005), <http://ala-apa.org/newsletter/2005/09/17/how-to-get-what-you-are-worth/>

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

“Salary Negotiation: Make More Money, Be More Valued.” Kalzumeus. <http://www.kalzumeus.com/2012/01/23/salary-negotiation/>

Sullivan, Maureen. “Salary Negotiation for LIS Students.” http://beatleyweb.simmons.edu/~watkins/Salary_Negotiation.pdf

Van Minden, Jack J.R. *The Ultimate Guide to Salary Negotiation*. Cirencester: Management Books, 2009.

Appendix H. Resources for Job Descriptions

It is important to consider job descriptions, positions classifications, and job evaluations in the context of your specific institution; however, reviewing examples developed by library associations and other groups can help ensure your description includes accurate representation of necessary skills, knowledge, and responsibilities and that you have grouped positions with appropriate peers.

Occupational Outlook Handbook. <http://www.bls.gov/ooh/education-training-and-library/home.htm>

To see examples of job families and in depth job descriptions visit O-Net Online at <http://www.onetonline.org>

New Mexico State Library sample descriptions: <http://www.nmstatelibrary.org/services-for-nm-libraries/programs-services/librarians-toolkit/library-job-descriptions>

Michigan Civil Service descriptions for library assistants: http://www.michigan.gov/documents/LibraryAssistant_12798_7.pdf

Office of Personnel Management Library and Archive descriptions: <http://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=1400-ndx>

To see an example of how one university utilizes the job descriptions, position classifications, and job evaluations to determine pay policies visit the University of Texas El Paso at <http://admin.utep.edu/Default.aspx?tabid=6543>

Todoaro, Julie. "Evaluation Instruments: More than the Forms . . ." Library Worklife: HR E-News for Today's Leaders 3 no. 2 (2006), <http://ala-apa.org/newsletter/2006/02/18/evaluation-instruments-more-than-the-forms/>

Appendix I. ALA Policy #B.9.10, “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

Appendix J. Resources for Job Performance Evaluation and Classification

The following books and articles address various aspects of job and performance evaluation processes, from both supervisory and front-line perspectives. For more information, you may also wish to refer to Appendix I: Resources for Competencies and Roles of Staff, as well as the Pay Equity Bibliography: <http://ala-apa.org/improving-salariesstatus/resources/pay-equity-bibliography/>

“8 Keys to Effective Performance Appraisal.” *Library Worklife: HR E-News for Today’s Leaders* 10, no. 9 (2013), <http://ala-apa.org/newsletter/2013/09/09/8-keys-to-effective-performance-appraisal/>

Altman, Ellen, and Allan Pratt. “The JAL Guide to the Professional Literature: Performance Evaluation.” *Journal of Academic Librarianship* 23, no. 1 (1997): 69.

Arns, Jennifer Weil, and Carol Price. “To Market, to Market: The Supervisory Skills and Managerial Competencies most Valued by New Library Supervisors.” *Library Administration & Management* 21, no. 1 (2007): 13-19.

Association of Research Libraries, Systems and Procedures Exchange Center. *Performance Appraisal of Collection Development Librarians*. Washington, D.C.: Systems and Procedures Exchange Center, Office of Management Services, Association of Research Libraries, 1992.

Baldwin, David A. *The Library Compensation Handbook: A Guide for Administrators, Librarians, and Staff*. Westport: Libraries Unlimited, 2003.

Belcastro, Patricia. *Evaluating Library Staff: A Performance Appraisal System*. Chicago: American Library Association, 1998.

Blumenthal, Jane. *Position Descriptions in Health Sciences Libraries*. Chicago: Medical Library Association, 2006.

Born, Judy, Sue Clayton, and Aggie Balash. *Community College Library Job Descriptions and Organizational Charts*. Chicago: Community and Junior College Library Section, Association of College and Research Libraries, 2000.

Bratcher, Perry, and Lois Schultz. “The Merits of Merit: Developing a Merit-Based Library Faculty Evaluation Procedure at Northern Kentucky University.” *Tennessee Libraries* 56, no. 2 (2006): 13-28.

Bridges, Karl. *Expectations of Librarians in the 21st Century*. Westport, Conn: Greenwood Press, 2003.

- Brumley, Rebecca. *Neal-Schuman Directory of Public Library Job Descriptions*. New York: Neal Schuman Publishers, 2005.
- Cardina, Christen and Donald Wicks. "The Changing Roles of Academic Reference Librarians over a Ten-Year Period." *Reference & User Services Quarterly* 44, no. 2 (2004): 133-142.
- Dillon, Brenda. "The Connected Librarian." *Teaching Librarian* 16, no. 2 (2009): 11-11.
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- Hacker, Carol A. "Maintaining Positive Relationships when Giving and Receiving Critical Feedback." *Information Systems Management* 20, no. 4 (2003): 77-79.
- Holcomb, Jean M. "Managing by the Book...the Annual Performance Evaluation: Necessary Evil or Golden Opportunity?" *Law Library Journal* 98, no. 3 (2006): 569-574.
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- Huff-Eibl, Robyn, Jeanne F. Voyles, and Michael M. Brewer. "Competency-Based Hiring, Job Description, and Performance Goals: The Value of an Integrated System." *Journal of Library Administration* 51, no. 7 (2011): 673-691.
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- Kieserman, Bob. "People Matters." *Bottom Line: Managing Library Finances* 21, no. 1 (2008): 30-32.
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- Martin, Christine. "How to Appraise Employee Performance: Catch them Doing Something Good." *Library Worklife: HR E-News for Today's Leaders* 2, no. 8 (2005). <http://ala-apa.org/newsletter/2005/08/17/how-to-appraise-employee-performance/>
- . "How to Prepare for a Performance Evaluation: Document Your Achievements." *Library Worklife: HR E-News for Today's Leaders* 2, no. 7 (2005), <http://ala-apa.org/newsletter/2005/06/17/how-to-prepare-for-a-performance-evaluation/>

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- McNeil, Beth. "Managing Work Performance and Career Development." *Human Resource Management in Today's Academic Library* (2004): 57-70.
- Munde, Gail. *Everyday HR: A Human Resources Handbook for Academic Library Staff*. Chicago: Neal-Schuman, 2013.
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- Schachter, Debbie. "How to Set Performance Goals: Employee Reviews are More than Annual Critiques." *Information Outlook* 8, no. 9 (2004): 26-29.
- Singer, Paula M., and Laura L. Francisco. *Developing a Compensation Plan for Your Library, Second Edition*. Chicago: ALA Editions, 2009.
- Skinner, Jennifer, and Ravonne Green. "Making the Grade: The Elements of an Effective Performance Appraisal." *Library Worklife: HR E-News for Today's Leaders* 7, no. 6 (2010), <http://ala-apa.org/newsletter/2010/06/08/hr-practice/>
- Stambaugh, Laine, and Joni Gomez. *Library Support Staff Position Classification Studies: A SPEC Kit*. Washington, D.C.: Association of Research Libraries, Office of Leadership and Management Services, 1999.
- Stanley, Mary. "An HR Perspective: A Series on Management in Libraries—Are there Weeds in Your Garden? Can they be Cultivated or Should they be Plucked?" *Indiana Libraries* 26, no. 3 (2007): 18-22.
- Todaro, Julie. "Evaluation Instruments: More than the Forms . . ." *Library Worklife: HR E-News for Today's Leaders* 3, no. 2 (2006), <http://ala-apa.org/newsletter/2006/02/18/evaluation-instruments-more-than-the-forms/>
- Turner, Anne M. "Making Personnel Studies Work." *Library Journal* 128, no. 13 (2003): 54-54.
- Wesley, Threasa L., and Nancy F. Campbell. "Professional Librarian Performance Review: A Redesign Model." *Library Leadership & Management* 24, no. 1 (01, 2010): 12-17.

Appendix K. Resources for Competencies and Roles of Staff

In order to conduct an effective job evaluation, it is important to understand the knowledge and skills necessary to perform a given job. Because library work is often quite specialized to the type of institution in which you work, it is useful to examine competencies developed by library workers in similar organizations. While you may find your contextual experience slightly different, these resources provide examples of how to articulate the skills and knowledge necessary to perform your job effectively.

American Association of Law Libraries. “Competencies of Law Librarianship.”

<http://www.aallnet.org/main-menu/Leadership-Governance/policies/PublicPolicies/competencies.html>

American Library Association. “Library and Information Studies and Human Resource Utilization.” <http://www.ala.org/educationcareers/careers/paths/policy>

American Library Association. “Core Competencies of Librarianship.” (January 2009).

<http://www.ala.org/educationcareers/careers/corecomp/corecompetences>

American Library Association, Association for Library Services to Children. “Competencies for Librarians Serving Children in Public Libraries.”

<http://www.alsc.ala.org/blog/2009/09/competencies-for-librarians-serving-children-in-public-libraries/>

American Library Association, Young Adult Services, Association/Professional Development Center. “Young Adults Deserve the Best: Competencies for Librarians Serving Young Adults.” <http://www.ala.org/yalsa/guidelines/yacompetencies2010>

American Library Association-Allied Professional Association. “Certified Public Library Administrators Program Competencies Standards.” <http://ala-apa.org/certification/competencies-standards/>

Covert-Vail, Lucinda and Collard, Scott. *Research Library Services for Graduate Students*. Association of Research Libraries. (Washington, DC: ARL, 2012).

<http://www.arl.org/storage/documents/publications/nrnt-grad-roles-20dec12.pdf>

Special Libraries Association. “Competencies for Information Professionals of the 21st Century.” <http://www.sla.org/about-sla/competencies/>”

Western Council of State Libraries. “Library Practitioner Core Competencies.” Adopted October 2004. <http://www.westernco.org/node/8>

Appendix L. Resources for Collective Bargaining

AFL-CIO Collective Bargaining Overview: <http://www.aflcio.org/Learn-About-Unions/Collective-Bargaining>

U.S. Department of Labor, Office of Labor-Management Standards, Collective Bargaining Agreements File: Online Listings of Private and Public Sector Agreements. <http://www.dol.gov/olms/regs/compliance/cba/index.htm>

AFSCME's Facts at Your Fingertips: Collective Bargaining. <http://bit.ly/cbresources>

National Labor Relations Board, Basic Guide to the National Labor Relations Act: General Principles of Law Under the Statute and Procedures of the National Labor Relations Board, U.S. Government Printing Office, Washington, 1997, <http://www.nlr.gov/sites/default/files/documents/224/basicguide.pdf>.

Appendix M. Resources for Unionizing

ALA-APA Union Wiki. 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.

Johnson, Cameron A. "Library Unions: Politics, Power, and the Care of the Library Worker." *Alki* 17, no. 3 (Dec. 2001): 16–19, <http://www.wla.org/assets/Alki/2001iss3alki.pdf>

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). <http://ala-apa.org/newsletter/2006/12/17/ignored-too-long-3/>; "Part II." *Library Worklife* 4, no. 1 (Jan. 2007). <http://ala-apa.org/newsletter/2007/01/17/ignored-too-long-2/>; "Part III." *Library Worklife* 4, no. 2 (2007). <http://ala-apa.org/newsletter/2007/02/17/ignored-too-long/>.

"Can Unions Solve the Low-Pay Dilemma?" *American Libraries* 33, no.1 (Jan. 2002): 65–69.

Canadian Union of Public Employees. <https://cupe.ca/search/libraries>.

Department for Professional Employees, AFL-CIO, Fact Sheets. Various subjects, <http://dpeaflcio.org/programs-publications/issue-fact-sheets/>.

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.

Hargrove, Scott. "Interest-based bargaining: achieving improved relationships through collaboration." *Library Management* 31, no. 4/5 (June 2010): 229-240.

Hawley, A.C. "A Few Easy Steps to Unionizing Libraries." *Library Worklife* 3, no. 12 (2006), <http://ala-apa.org/newsletter/2006/12/17/a-few-easy-steps-to-unionizing-libraries/>.

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). Data also available at: www.unionstats.com

"Rising Number of Librarians Covered by Collective Bargaining Agreements: A Report from the 2010 Librarian Salary Survey supplemental questions." *Library Worklife* 7, no. 12 (Dec

2010), <http://ala-apa.org/newsletter/2010/12/06/library-employees-covered-by-collective-bargaining-agreements/>.

Schmidle, Deborah Joseph, ed. "Services to the Labor Community." *Library Trends* 51, no.1 (Summer 2002).

Tracy, Christopher. "Library Advocacy and Collective Bargaining." *Medium* 33, no. 2 (Winter 2009): 8-9.

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.

"Union Frequently Asked Questions." *Library Worklife* 1, no. 5 (2004), <http://ala-apa.org/newsletter/2004/05/16/union-frequently-asked-questions-faq/>.

Appendix N. 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 retribution 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.