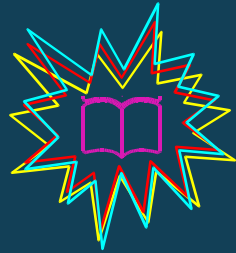
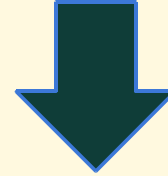


professionally underpaid: systemic issues in the LIS field



volunteerism ³

(i.e. unpaid internships)



deprofessionalization

pressing issues in LIS today

1

IDENTITY CRISIS: Are we librarians, or information professionals?

What kind of cachet do these terms carry with them?

What are the implications?

What does it mean to be a professional vs. a library worker?

but wait...

what constitutes a "profession" anyway?

Mastery of specialized theory
Autonomy and control of one's work and how one's work is performed
Motivation focusing on intrinsic rewards and on the interests of clients - which take precedence over the professional's self-interests
Commitment to the profession as a career and to the service objectives of the organization for which one works
Sense of community and feelings of collegiality with others in the profession, and accountability to those colleagues
Self-monitoring and regulation by the profession of ethical and professional standards in keeping with a detailed code of ethics

Source: Donahue and Roberts, *Sociological Focus*, 2000

DIGITAL



2

migration

PDF

preservation

JPG

archives

colorspace

literacy

file

content

fixity

stewardship

RGB

emulation

asset management

TIF

data

education

diversity

repository



a deprofessionalization flowchart



Depressed wages

Diminished professional status

Increasingly high barrier to entry for young professionals

(and depressed workers)

deprofessionalization

Librarianship has been undergoing a process of deprofessionalization, along with other professions and semi-professions, as a result of a set of social trends going back to the 1960s

Possible social benefits from a class struggle perspective, but in actual practice, interns, para-professionals, and librarians have been pitted against each other by management-tier librarians in struggles about professional status, pay equity, etc.

A loss of autonomy for librarians is a net loss of autonomy for front-line library workers, not simply a redistribution of it

Upholding the ethical foundations of LIS depends on maintaining a professional identity through a graduate education requirement and a strong professional association

Source: Rory Litwin, *Progressive Librarian*, 2009



Job Posting



The ideal candidate for this internship should be a Library or Archival Science graduate student who is interested in working in a special collections, research library or museum library environment. The candidate should be in her/his first or second semester and committed to working 40 hours per week, for a period of at least five to seven years, with the possibility of early termination on an annual basis so that anxiety slowly tears them apart from the inside. Knowledge of western art, history, literature, philosophy, and history of the book, as well as outmoded printing press, dictaphone, and typewriter repair and upkeep is desirable. Fluency in Italian, French, German, and Latin a plus. Previous library or museum experience is preferred. The intern should also be able to lift, bend, and reach boxes or volumes weighing up to 50 lbs., and be enthusiastic about enduring light flogging and/or shackling from time to time. This internship is unpaid.

+entry level positions demanding 3-5 years experience

(in some cases, internships don't count as "professional" experience)

Table A-1: Number of Credentialed Librarians by Characteristic, 2009-2010

		Total	Non-Latino					
			White	African American	API	Native American Inc. Alaskan	Two or more races	Latino
Total		118,666	104,392	6,160	3,260	185	1,008	3,661
Gender	Male	20,393	18,285	563	787	8	181	522
	Female	98,273	86,107	5,597	2,473	177	827	3,139
Age	Under 35	15,335	13,132	591	390	34	140	1,048
	35-45	25,439	22,215	859	716	63	414	1,172
	45-55	30,326	26,224	1,896	1,171	22	288	724
	55-64	43,343	37,192	2,134	761	58	114	684
	65 or older	6,222	5,629	279	222	8	51	33
Work Disability Status	Limited	4,439	3,867	154	104	18	122	172
	Not limited	114,227	100,524	6,005	3,156	167	885	3,488

ALA's most up-to-date statistics (by demographic) from their "Diversity Counts" initiative

President Salary vs. Adjunct Salary at Private Colleges

Universities	Total Compensation	Adjunct Salary Range	Assumed Adjunct Income
Boston University	\$1,164,078	\$3,750-\$9,563	\$20,000
Northeastern University	\$1,070,851	\$2,100-\$11,250	\$20,000
New School	\$1,172,515	\$3,000-\$7,400	\$20,000
University of Miami	\$1,225,689	\$2,700-\$7,800	\$20,000
George Washington University	\$1,263,034	\$2,940-\$7,000	\$20,000
Georgetown University	\$1,292,786	\$2,100-\$8,500	\$20,000
University of Southern California	\$1,316,524	\$3,840-\$10,000	\$20,000
University of Tulsa	\$1,355,061	\$2,680-\$3,000	\$20,000
High Point University	\$1,355,777	\$3,500-\$4,650	\$20,000
University of Chicago	\$1,369,856	\$3,500-\$8,657	\$20,000
Yale University	\$1,375,365	no data	\$20,000
Rockefeller University	\$1,381,341	no data	\$20,000
New York University	\$1,404,484	\$1,500-\$18,000	\$20,000
Rice University	\$1,522,502	\$6,000-\$7,000	\$20,000

Median Wages	Total	Librarians		Everyone	
		Men	Women	Men	Women
1990	\$21,174	\$27,481	\$21,174	\$18,471	\$22,975
1990	\$27,860	\$34,800	\$25,960	\$29,237	\$37,749
2009	\$39,979	\$39,280	\$39,979	\$29,984	\$34,982
Median Wages 25+ (1990)					
	\$22,976	\$27,481	\$22,976	\$20,273	\$24,779
No BA Degree	\$18,921	\$27,481	\$18,471	\$20,273	\$23,877
Yes BA Degree	\$27,931	\$32,887	\$27,481	\$29,283	\$35,590
Median Wages 25+ (1990)					
	\$31,140	\$43,250	\$29,410	\$34,600	\$43,250
No BA Degree	\$21,798	\$28,545	\$21,279	\$29,410	\$38,000
Yes BA Degree	\$41,496	\$47,067	\$39,790	\$51,900	\$63,422
Median Wages 25+ (2009)					
	\$41,279	\$43,977	\$40,179	\$34,282	\$39,979
No BA Degree	\$19,990	\$34,982	\$19,990	\$27,985	\$32,988
Yes BA Degree	\$44,977	\$44,977	\$44,977	\$51,973	\$64,968

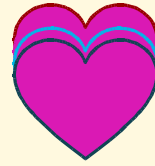
Wage disparity over time. Note the especially egregious difference in the LIS field in the 1990s.

←and this→

Data from *Librarians in the U.S. from 1880-2009*. <http://blog.oup.com/2011/06/librarian-census/>

"In American libraries, we set a high value on women's work. They soften our atmosphere, they lighten our labor, they are equal to our work, and for the money they cost—they are infinitely better than the equivalent salaries will produce in the other sex."

justin winsor, the first president of ALA, 1877

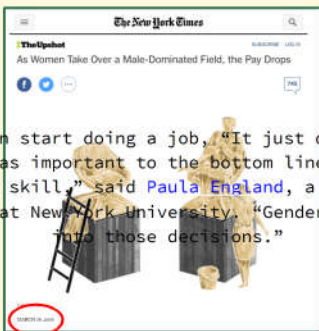


"do what you love"

". . . our faith that our work offers non-material rewards, and is more integral to our identity than a "regular" job would be, makes us ideal employees when the goal of management is to extract our labor's **maximum value at minimum cost.**"

Source: Tokumitsu, Jacobin, 2014

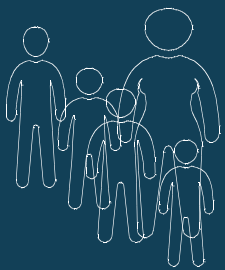
The "intrinsic rewards" model reinforces widespread exploitation, especially within institutional structures



Once women start doing a job, "It just doesn't look like it's as important to the bottom line or requires as much skill," said Paula England, a sociology professor at New York University. "Gender bias sneaks into those decisions."

Surprise: Women's work is generally, and still, devalued.

zero sum game



Reinforcing the class structures through which power dynamics are communicated

cementing class lines



library schools with internship or field study programs...

Total enrollment:
271

Generous Financial Assistance

Generous financial assistance is available in the form of fellowships, graduate assistantships, and student loans. All fellowships and assistantships include both a stipend and a tuition and service fee waiver of at least the in-state cost. Graduate assistantships are the primary source of financial aid, and are awarded by the School, the University Library, and a variety of other campus units. The great majority of on-campus students receive financial support. Assistantships generally are available only to regular on-campus students, but all students may be eligible for student loans.

it starts with the library schools...



"...which have been over-recruiting students for a decade or more based upon the canard that mass retirements will lead to mass job openings. This falsehood has been promulgated by the ALA for a long time. [The] 1989 "Prospect for Faculty in the Arts and Sciences" by William G. Bowen and Julie Ann Sosa, sometimes referred to as the Bowen Report, predicted 'a substantial excess demand for faculty in the arts and sciences' and was used to justify years of over-recruitment of PhD students in the humanities and social sciences."

Source: Annoyed Librarian, *Library Journal*, 2010

some quick numbers

Total enrollment in the School of Library and Information Science at:

University of Pittsburgh: 337 full time, 295 part time
 University of Illinois Urbana-Champaign: 271 total
 University of Los Angeles: 250 total
 University of North Carolina, Chapel Hill: 303 total
 Pratt Institute: ?? (some "highly competitive" fellowships offered for internships though)
 Simmons College: 821 total, 593 on-site, 71 off-site, 89 online, and 93 dual degrees

Counteract by refusing to participate in the perpetuation of exploitative labor practices, i.e. underpaid adjunct professors and unpaid interns

Let's be clear: the solution isn't NOT employing adjuncts, it's paying them enough

Narrowing the gap between the highest paid and the lowest paid members of an institution

More rigorous admissions and graduation standards

Smaller class sizes = better for everyone

Oversupply of entry level workers is also a contributing factor

Ensuring that a huge percentage of the student body have paid work study/tuition remission positions (as opposed to 5 graduate student assistants a year, 6 fellowships)

Shorten program to 2-3 semesters

administrative/policy reform

Graduate School of Library & Info Science		821
Race/Ethnicity	Registered	% of Total
Non-Resident Alien	19	2.31%
Hispanic/Latin@	43	5.24%
Amer Indian/Alaska Native	0	0.00%
Asian	14	1.71%
Black or African American	22	2.68%
Hawaiian/Pacific Islander	1	0.12%
White	608	74.06%
Two or More Races	31	3.78%
Unknown	83	10.11%

(just fyi)

Project Management requirement?

Much more hands-on, lab experience in classes like Digital Stewardship

Technology requirements that don't rely on Code Academy or Khan Academy without applying skills to a final product/project

More technology on hand in school facilities, like Ripstations

More projects that mirror actual work experiences and include outreach to organizations in the community

curriculum reform

what can we do in the meantime?



For one, stop taking low-paid jobs and/or demand pay commensurate with your experience and qualifications
Put together a cohesive list of suggestions/demands for administrative, policy, and curriculum reform and get it on the desks of the administration

be vocal

what
else?

thank you

This presentation wouldn't have been possible (at least not in its current form) without the contributions of:

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