Answering the Calls of "What's Next" and "Library Workers Cannot Live by Love Alone" through Certification and Salary Research

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ABSTRACT

Members and staff of the American Library Association (ALA) worked diligently over more than a decade to develop a certification program for public library managers. Spurred by a long-standing trend in many other terminal-degree professions that have post-degree, voluntary certifications, the Certified Public Library Administrator Program was born. Legal authority recommended the establishment of a service organization, a 501(c)(6) to manage the program, which has become one of several programs that will be offered to library employees under the imprimatur of ALA. After the American Library Association–Allied Professional Association (ALA-APA) was instituted, advocacy for salary improvement initiatives was appended to the mission. One means of salary advocacy was to improve available data by expanding the scope and usefulness of the ALA Survey of Librarian Salaries, which resulted in the ALA-APA Salary Survey: Non-MLS—Public and Academic, conducted in 2006 and 2007 to collect salary data from more than sixty positions in the field that do not require a master's degree in Library Science. The experience of establishing two certification programs, the Certified Public Library Administrator Program (CPLA®) and the Library Support Staff Certification Program, has been a study in creating new national models of professional development. This article will also discuss the insights that have emerged from fulfilling elements of ALA strategic plans concerning the needs of support staff through certification and the salary survey.

History of ALA-APA

In 2001, the American Library Association established the American Library Association–Allied Professional Association (ALA-APA), a 501(c)(6) organization to manage and grant certifications. This service organization was the key to making certification in the field of librarianship a reality. Members and staff of American Library Association (ALA) divisions, Public Library Association (PLA) and Library Administration and Management Association (LAMA, now Library Leadership and Management Association, LLAMA), were eager to see the Certified Public Library Administrator (CPLA) program launched, having formulated the nine competencies and plan for the program for several years before it was approved by their boards in 1996 (ALA-APA, 2005). The Association for Specialized and Cooperative Library Agencies (ASCLA) joined the CPLA effort in 1998, and the three divisions presented the program for approval to the ALA Executive Board (ALA-APA, 2005). Then they waited until ALA-APA was founded. In 2002, focus groups were held, which supported the need for CPLA and added advocacy as another mission for ALA-APA, which was further defined as supporting pay equity and better salaries, based on former ALA President Maurice J. Freedman's presidential platform (Freedman, 2004). The two missions were most appropriate for an organization with the 501(c)(6) tax status—ALA is classified as an educational and charitable association—and compatible in the sense that better training of library employees could lead to better-paid library employees.

While ALA-APA does not have members, it did have dedicated ALA members who actively supported the certification and salary advocacy missions. They, along with the director, began the work of "promoting the mutual professional interests of librarians and other library workers" (ALA-APA, 2009a). Acknowledging that ALA-APA, as many associations, must satisfy audiences that may have conflicting goals and motivations, inherent in its mandate is inclusion of all facets of the library workforce, for example, managers, librarians, support staff, unions, trustees, funding entities, the public, etc.

Certification: A Definition

Certification, the original objective for ALA-APA, is a well-established practice in many professions; indeed a right of passage in some fields for those who wish to progress. Although the terms *certificate* and *certification* programs are often used interchangeably, ALA-APA (2009b) defines certification as

- usually offered by a professional association;
- voluntary;
- requiring that applicants meet minimum criteria, such as experience or education;

- granting the authority for graduates to use a designation (e.g., CPLA®);
- including an assessment covering a broad range of skills;
- ensuring the privacy of participants; and
- requiring that certified professionals adhere to procedures to retain the designation.

The CPLA program differs only in that it does not require an examination as assessment; instead each candidate must complete courses covering seven of nine competencies, including core topics like budgeting, personnel, and building management, and electives like marketing and networking. Each includes an evaluation component, a pre- and post-test, project, paper, or other assignments that provide tangible evidence to demonstrate competency. Most certification programs are exam based, though some associations are investigating alternative models that mirror the CPLA approach (Knapp and Knapp, 2002). Adding to the confusion is that most certification programs also give certificates of completion, including CPLA.

The Library Support Staff Certification Program (LSSCP), which will officially begin in 2010, will differ somewhat from the CPLA approach, but will incorporate the flexibility of portfolio creation as a method of assessment. Candidates will be able to take ALA-APA approved courses, like CPLA, or learn about and demonstrate proficiency through other workshops, self-learning, and experience. Those who choose the latter will submit illustrative documentation of their understanding of competencies under six of the ten competency sets to an electronic portfolio system (LSSCP Advisory Committee, 2008).

CERTIFICATION AND DEFINING A PROFESSION

The discussion of certification often follows the process of defining a field as a profession. A profession has a

- body of specialized knowledge and theory-driven research;
- professional preparation and review;
- code of ethics; and
- professional identification and practice control (Emener & Cottone, 1989).

In the 1930s and '40s, human resources specialists dedicated many journal issues to the debate on whether the personnel field should be considered a profession. The critical argument was made in 1948 by Dale Yoder, PhD, and Herbert Henemen, Jr., PhD, the same year in which the precursor to the Society for Human Resource Management (SHRM) was formed. More than twenty-five years of continued conversation, research, and conferences led to the specification of a body of knowledge related

to human resource management (HRM). Establishing these domains of knowledge in the early 1970s became the basis for creation of standards that comprise the foundation of the HRM certification programs. The first examinations and exemptions for senior level practitioners were granted in 1976 by SHRM (Cherrington & Leonard, 1993).

Rehabilitation counselors conducted a similar exercise in establishing themselves as members of a profession in the 1930s, and revisited the topic in the 1970s when legislative circumstances led to lesser-trained staff being given the same titles and responsibilities. The push against deprofessionalization inspired master's degree programs to be developed and rejuvenated, and the creation of the Commission on Rehabilitation Counselor Certification. The CRCC oversees the certification of one master's level and three vocational designations (Emener & Cottone, 1989).

The field of healthcare informatics began contemplating itself as a profession in 2006, questioning its multidisciplinarity as a barrier to professionalization. To address this question, the American Medical Informatics Association stated as one of its aims in 2006 to "transform informatics from a serious avocation to a formally recognized health profession" (Derry, Haw, & Hughes, 2006, p. 14). The project management field is also debating whether its practice qualifies as a profession, which was compared to others as having met the following criteria:

- Scope of practice issues
- Licensure and registration
- Monopoly over use of the occupation's title
- Education and accreditation strategies
- Issues surrounding the body of knowledge ("Professionalization," 2006).

Librarianship has wrangled with defining itself as a profession from the establishment of the first library school by Melvil Dewey in 1884 to today. Like many professions, associations cannot control who entitles themselves as a librarian, though it may set standards for education and practice. Certification is a further measure that an association or hiring entity institutes to qualify entrants.

STATE CERTIFICATIONS

One of the early documented discussions of certification for librarians was at the 1948 Conference on Library Education (Lancour, 1949). Standards differ greatly in how certification is defined and executed by states. Back then twenty-two states had mandatory certification for county librarians. Currently at least eighteen states require public library directors or librarians to be certified, primarily to secure state funding per law.[1] A few, like Louisiana and Georgia, require an exam. Other states have voluntary certificates, certification or leadership programs for public librarians and managers. Then, as now, certifications are usually granted to holders of

master's degrees in library science (in the past, there were more under-graduate programs as well as the fifth year bachelor's degree, the BLS), after completing an application and submitting fees. Maryland and New York are joining Montana and Nebraska in requiring continuing education units for state certifications (ALA-APA, 2009c).

For librarians and directors without the ALA accredited MLS, and support staff, states have requirements depending on the size of the community served, which may include taking library-related coursework, or states may issue certification and certificates in grade levels, depending on education and years of service. Renewals, when required, are usually accompanied by a continuing education unit requirement. New York State certificates were permanent prior to a new ruling in 2009, but could be upgraded to new grade or specialization levels.

Sixty years ago, there were problems with enforcing compliance in states with legal certification requirements, which were exacerbated by the shortage of librarians. Over time, states have made exceptions or neglected to enforce the certification laws, focusing on filling positions. Today, because of declining budgets and the inability to monitor and track those certified and needing certification, enforcement is still an issue. For example, Georgia issues Cease and Desist orders for unlicensed professionals, but Pennsylvania has not been able to afford to enforce its Library Code, which gave additional funds to libraries with staff who participated in CE; furthermore, the drastic 2009 budget cuts meant that there was no funding to offer (ALA-APA, 2009c).

The Need for Librarians with Management Training

States may have different influences and motivations for recommending and offering certification and continuing education. Eventually, the goal is for state agencies to incorporate CPLA into requirements for public library managers, which would add stability and continuity to the varying requirements across the nation. For now, ALA-sponsored certification is voluntary, and the number of graduates is too small to prompt modification of requirements. CPLA differs in intent from certification as interpreted in 1948, when certification was considered "external and as such is not essential for efficient organization or administration" (Lancour, 1949, p. 57). Instead, the library community has acknowledged that certification can satisfy a need for management and business training that is not, and perhaps should not be, part of library and information science (LIS) education.

LIS education is intended to prepare graduates for professional roles and responsibilities related to functional areas of responsibility, including reference, instruction, cataloging, and information systems, among others. Interestingly, the mission statements of the majority of the accredited LIS programs emphasize the preparation of future leaders.

The ALA Office for Accreditation found that fifty-three of fifty-six ALA-accredited programs offer a course on Institution Management but only thirty-six (64 percent) require it. Institution Management is in part asserting that students "know the fundamental principles of planning, management and the evaluation of libraries or other information providing entities" and "grasp the concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures within a community of stakeholders." Knowledge Inquiry: Research, which asks that students "understand the nature of research, research methods and research findings" in the field is a required course in thirty-seven schools. Further, the programs may not offer either of these domains each semester or year (American Library Association, 2008).

Herbert White, writing in 1986, asked whether management should be taught conceptually or tactically to students, the first helping them understand human behavior and the latter helping them with basic skills like budgeting. He reminded the reader that some students lack the experience and perspective to participate in the case study method of teaching, and concluded "that while some management preparation can be undertaken during the degree program, much or most of it should be a part of continuing education." He predicted, "Ultimately, we will probably decide that [credentialing] is the only practical approach in librarianship as well, if we have the self-confidence and self-regard to make it stick" (White, 1986, pp. 196–199).

The Core Competencies of Librarianship, approved by the ALA Council at the 2009 Midwinter Meeting, include Administration and Management as the eighth domain of "knowledge to be possessed by all persons graduating from ALA-accredited master's programs in library and information studies" (Kinney, 2006). This competency suggests that graduates should "know, and where appropriate, be able to employ":

> **8A**. The principles of planning and budgeting in libraries and other information agencies.
> **8B**. The principles of effective personnel practices and human resource development.
> **8C**. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
> **8D.** The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. (American Library Association, 2008)

Library associations are supporters of these ideas. Some combination of library management, leadership, and administration, with similar defining concepts, is included in the competency statements of the American Association of Law Libraries, the American Society for Information Science and Technology, the Association for Library Service to Children,

the American Association of School Librarians, the Medical Library Association, Music Library Association, Society of American Archivists, Special Libraries Association, and the Young Adults Library Services Association.

Fisher and Rosenblum (2008) conducted a mini-literature review of the essential qualities of library leaders identified by Lawrence Corbus, Donald Sager, Suzanne Mahmoodi, Geraldine King, Julie Todaro and Mary Wilkins Jordan, among others. The authors concluded with recommendations for how librarians can acquire those skills, including mentorship and coaching, conducting research through primary and secondary sources, and experiential learning on the job.

Hernon, Powell, and Young (2002) identified more than one hundred leadership and management attributes from Association of Research Libraries (ARL) directors. Their research warranted two papers written to help members give serious consideration to what it takes to succeed in that position and what is required to achieve an ARL directorship. They pointed to the need for more librarians to be prepared for these positions as part of succession planning. In the abstract, the authors concede and ask the question, "Where can each attribute best be acquired?" Certification is one answer.

Arns and Price (2007) utilized a comprehensive model, featuring twenty-two competencies in three tiers of academic and public library supervisory and professional performance: foundations for effectiveness, first level, and midlevel. The thirty-nine respondents made comments about MLIS coursework expressed a longing for real-life applications, practical experiences and case studies in marketing, technology, networking, and management. Those who attained midlevel supervisory skills usually did so through personal experience or other graduate-level activities.

Roberts and Koon (1991) outline why a profession supports continuing education or professional development. Relevant to the certification endeavor are

- expanding knowledge base;
- response to threats posed by clients;
- protection of autonomy and markets (professions are trying to make the federal government impose statutory requirements and in lieu of that, establishing their own measures of excellence or separation of wheat from chaff via self-regulation and demanding the members seek professional development);
- social and client benefits (no self-interest for career advancement or status; focus on providing the best service and ensure that client has confidence in the professional; librarianship has direct contact with clients);
- professional responsibility (it is what professionals do); and
- upgrading current professional status.

Focus groups, market research, career goals, and feedback from CPLA applicants as well as library support staff interested in the Library Support Staff Certification Program confirm these as reasons for the whole and individuals.

Similarly, Roberts and Koon's findings for why these programs are developed are bearing fruit in the responses of certification stakeholders, including applicants, employers, participants, and the populations served. Programs are created to

- extend formative education;
- remedy deficiencies;
- update and refurbish skills;
- acquire new skills; and
- cultivate appropriate attitudes, values, and awareness.

The Certified Public Library Administrator Program

The Certified Public Library Administrator Program is an opportunity to develop "specializations beyond the initial professional degree." In the mid-1990s, PLA, LLAMA, and ASCLA staff and members heard the cry of "What's next?" from public librarians and created CPLA. Their members in management or who aspired to management wanted a venue to garner skills of particular importance in public libraries. They drafted and crafted the program's nine competencies and surveyed employers to find out if they considered certification viable and something they would at least recognize and at most support and value.

ALA-APA implemented the Certified Public Library Administrator (CPLA) program in 2006. It is an answer to Arns and Price's call for "affordable, hands-on, decision-based experiences that facilitate the transition to new supervisory positions" that recognizes the importance of prior life experience. From inception, CPLA targeted postgraduate librarians with an ALA-accredited MLS (or equivalent) who have at least three years of supervisory experience. Most of the 130 candidates and graduates, even those who have practiced for more than twenty years, express appreciation for the depth, currency, and breadth of experience that the program imparts. The certification augments library school and on-the-job training, and provides critical skills specific to public library managers and managers-to-be.

CPLA candidates have an average of ten years supervisory experience and have supervised an average of twenty-four librarians and/or support staff in all areas of the library. There have been some who are interested in the program but who do not have the required experience. They question why it is necessary to have supervised for at least three years. Researchers cited in this article note the importance of experience in personnel management as critical to understanding what you know and what you

need to know. CPLA candidates often state in their course completion reviews that they learn as much from their colleagues as they do from their instructors. Several instructors require students to share their work with the others and to make critiques. Those who have experienced this sharing approach lament its absence in other courses because they feel it is so valuable.

Candidates complete twelve contact-hour courses in seven of the nine areas: they choose three of the five electives. Courses are delivered face-to-face or through asynchronous or synchronous online modules, by PLA, the University of Illinois at Urbana Champaign Graduate School of Library and Information Science, and the University of North Texas LE@D program. Instructors teach and affirm competencies through assignments that allow the candidate to demonstrate proficiency in the management area. Providers of the courses must demonstrate that a curriculum meets the requirements of the competency and that the instructor of the course is qualified to teach a competency:

Required

- Budget and Finance
- Planning and Management of Buildings
- Organization and Personnel Management
- Management of Technology

Elective
- Service to Diverse Populations
- Fundraising/Grantsmanship
- Politics and Networking
- Marketing
- Current Issues

Each course is designed for and approved by the CPLA program, although it may be offered to noncandidates. Candidates enroll in practical management courses that are focused on management of public libraries of all sizes, where they are encouraged to apply their learning as context-specific solutions through assignments and projects, for example, developing a new policy, revising a technology plan, writing a grant to fund a new service, or using a new type of budget more appropriate for evaluating particular program.

ALA-APA asked these "innovator" candidates what attracted them to a program that was new and untested.[2] They said they needed to expand their competencies, they needed a challenge, CPLA was the next logical step in their careers, it was offering what wasn't available anywhere else, library managers needed business skills, and often, they needed confidence.

As of April 2009, there were twelve graduates of CPLA and 110 candidates. ALA-APA continuously evaluates the impact of the program, in

light of the articulated needs that it is intended to fulfill. When candidates complete a course they submit a form, answering what impact the course has had on their professional growth and whether the course met their expectations.

Candidates say the courses are relevant and just-in-time. They have taken budgeting courses during budget cycles and have advocated for better library funding. They have completed technology assessments and plans that formed the basis for new policies. They have written grants for the course that have been subsequently funded. They have brought personnel situations to the course that were solved through coursework, conversation, and the readings. Candidates have found themselves learning what they didn't know in areas that they previously felt well-versed or even expert in. Many have been surprised to discover new diversity in populations served or how the new building project could have been done differently, applying the maintenance concepts instead. Candidates have appreciated being drawn out of their administrative comfort zones when learning new competencies as well as expanding their knowledge.

Fisher and Rosenblum state, "The further along we are in our careers, the less help is available to get through the transition period [of becoming a first-time public library director]. Those seeking to be a library director—especially a public library director—are pretty much on their own when it comes to finding advice in the literature. [Specifically,] practical advice is hard to find" (2008, p. 15). CPLA makes these managers part of a community.

Everyone in the program has taken a calculated risk. For course providers, this risk was balanced by a desire to participate in a revolutionary model. For candidates, the risk involved their engaging in a new paradigm in library management—and becoming more confident and competent models of good public library administrators, managers, and leaders.

The CPLA program is young, having accepted its first candidate in 2006. There are more than 46,000 public librarians in the United States, more than 30,000 with ALA-accredited degree holders or equivalents, but only a subset has aspirations of management (American Library Association, 2009). Over time, an improved economy, emphasis, and research on the value of formal professional development, and modifications to the program are likely to make it more attractive.

It may be helpful to note that certification programs change over time. The American Society of Association Executives' Certified Association Executive program granted the designation with letters of reference in the early 1960s, modified the program to be a portfolio model in the late 1960s, and developed its first exam in the 1970s, though it was not based on a body of knowledge (G. LaBranche, personal communication, February 11, 2004). Not until 1995 were the program and the exam completely revamped to eliminate subjectivity and adhere to a "content map"

that was psychometrically sound. The requirement of service to ASAE was dropped and replaced with continuing education units and experience. Although librarians made it clear through focus groups and market research conducted by ALA that an exam model was not their preference, the future of the CPLA program may feature exams as an option as well as portfolios, which were included in its initial plans but not in the implementation.

FROM TRAINING PUBLIC LIBRARY MANAGERS TO PUBLIC AND ACADEMIC SUPPORT STAFF

In creating a program for library support staff, there were many lessons learned from the CPLA program. One finding was the same, however—neither librarians nor support staff are fond of examinations. In January 2010, when the Library Support Staff Certification Program (LSSCP) begins accepting applicants, participants will benefit from a well-tested model and one that is expected to accommodate changes to its operations and even the standards within reason, though not the philosophy, intent, or commitment from ALA.

Certifications must be member driven. Like CPLA, the support staff community has been discussing certification for many years. In 1991, working on a grant for ALA, Kathleen Weibel noted that, "There is no standard educational credential required for library support staff positions. There is also no standard set of competencies for categories of support staff positions although competency statements do exist at the local library level."

Also in 1991, Mahmoodi and Weibel held forty-nine focus groups with 500 support staff in eleven states. Participants said, "If there is to be certification for paraprofessionals, it should be national, recognized, and tied to compensation. It should be based on competencies, and criteria should weigh heavily on work experience and expertise; it should not be linked to a degree." Participants believed that certification would help with mobility, recognition, and salary improvement.

The ALA 2003 Congress on Professional Education: Focus on Library Support Staff (COPE III) recommendation 3.1.1 said, "ALA, in cooperation with LSSIRT and other appropriate stakeholders, should study the feasibility of developing a voluntary national support staff certification program administered by the ALA-APA. Successful state models should be studied and access, practicality, and quality should be included in the considerations."

In 2005, the ALA Office for Human Resource Development and Recruitment (HRDR) and members of the Library Support Staff Interests Round Table (LSSIRT) received 3,318 responses to a survey about professional development and certification. Seventy-six percent said that nationally recognized professional standards were important and sixty-six percent supported a national certification program to help them provide better service and grow in their chosen profession.

LSSCP project directors, Nancy Bolt and Karen Strege, and the advisory committee have inculcated the development process with checks along the way to ensure that the program is meeting the needs and expectations of support staff and their employers. They have surveyed the field numerous times to invite comments about the competency sets and the program design, including the assessment methodology, criteria for admittance, and fees.

There are more than 161,000 support staff in public and academic libraries, the target for this program. As with CPLA, the majority of employees may not have an interest in participating in a certification program, but for those who do, LSSCP is being designed with their desires in mind, along with a commitment to rigor and quality, although the policies and procedures are certain to shift as the program becomes operational. It also must

- be affordable for candidates;
- be accessible;
- evaluate prior learning and new learning;
- use a valid assessment of competencies;
- have reasonable administration requirements; and
- be cost-effective for ALA and ALA-APA.

The model of ALA-APA approved courses and portfolios will permit candidates to engage in new learning as they build on what they already know, depending on the competency set. There are ten competency sets with an average of fifteen competencies in each set, divided into what library support staff will know and what they will be able to do:

Required

- Foundations of Library Services
- Communication and Teamwork
- Technology

Elective

- Access Services
- Adult Readers' Advisory Services
- Cataloging and Classification
- Collection Management
- Reference and Information Services
- Supervision and Management
- Youth Services

The fee structure will also differ from CPLA. Applicants will pay one fee, which will include a subscription to the portfolio system. CPLA candidates pay an application fee and a fee each time a completed course is

evaluated by the committee. LSSCP candidates will alert the committee electronically when they are ready for a competency set to be reviewed through the portfolio system. LSSCP candidates will have four years to complete the program; CPLA candidates have five. Both programs will require continuing education to recertify.

Both programs rely on a Certification Review Committee, though LSSCP will have the additional need for portfolio evaluators. The search for qualified evaluators is one of the requests being made to those ALA divisions that become the sponsors of LSSCP, which include PLA, ASCLA, LLAMA, Reference and User Services Association (RUSA), and Association of College and Research Libraries (ACRL).

The Link between Certification and Salaries

ALA-APA's missions would seem to some to be disjointed. There are definitely those who are supportive of certification or salary improvement. ALA-APA considers them symbiotic—that certification can lead to salary improvement, dependent of course on a myriad of factors, and that better salaries and benefits make continuing education opportunities possible and desirable. When ALA-APA was established, two of ALA's salary-related cornerstones were relocated: the Committee on Pay Equity (est. 1986) and the ALA Survey of Librarian Salaries, published periodically from 1982 to 2005.

Salary Surveys

The ALA Survey of Librarian Salaries collected and reported data for full-time public and academic librarians, with ALA-accredited degrees, in six positions, from beginning librarian to director. In 2005, the coverage was expanded from regional- to regional- and state-level data. In 2006, the name was changed to ALA-APA Salary Survey: Librarian—Public and Academic (Librarian Salary Survey), the same year a companion volume was published on salaries of non-MLS staff in libraries.

Library Mosaics (1989–2005), a magazine for support staff, collected and reported support staff salary data six times between 1989 and 2003. With its impending cessation, the publisher welcomed ALA-APA's taking the helm of collecting this important national data, a complement to the Bureau of Labor Statistics, with more detailed data, though a smaller sample. ALA's Office for Research and Statistics contracted with ALA-APA to fulfill recommendation 2.4.2 from COPE III, "ALA should commit to including support staff salaries in its annual Salary Survey by 2004." To address the long-standing and perhaps never-ending issue about what to call support staff/paraprofessionals, the supplemental question in the 2004 Librarian Salary Survey asked all job titles used for support staff and included thirty-seven titles, in part from the *Library Mosaics* list.

Eight hundred thirty-eight public and academic library staff who com-

pleted the survey (one survey per institution) on their institution's behalf responded to the "other" choice with 2,571 unique titles (Davis, 2005). From frequency tables across library types and sizes, sixty-two titles were selected for the inaugural 2006 ALA-APA Salary Survey: Non-MLS—Public and Academic (Non-MLS Salary Survey). The survey was not entitled "support staff" for two reasons: (1) the lines of demarcation were unclear between which positions should qualify, and (2) there is much debate over the terms "support staff," "paraprofessional," even "paralibrarian." The survey was also broadened to encompass nonlibrary titles such as those in information technology, public relations, administration, human resources, and facilities. Not surprisingly, feedback was that there were not enough titles, and there were some who were dismayed that there were no "librarian" or "director" titles, with the highest level represented as "Assistant Director."

For 2007, titles were added, changed, and removed. The major change was inclusion of the six librarian titles from the Librarian Salary Survey suffixed with (Non-MLS), for example, Director (Non-MLS). As the Librarian and Non-MLS were sent together in 2007, this allowed library staff to submit data on nondegreed staff who were considered librarians. It also allowed for comparison of salaries of librarians with an ALA-accredited MLS and those without.

The good news for those with an ALA-accredited MLS was that their salaries were on average higher. Table 1 aggregates data for all six positions, beginning librarian through director.

What we learned from conducting the Non-MLS Salary Surveys was interesting but not surprising. The library community is very literal in its application of position names. Asking respondents to answer based on the best match or the position where the majority of time is spent was difficult for them. This was true in small and larger libraries, public and academic.

It was also confirmed that, as mentioned earlier, staff are called and call themselves librarians (as will patrons), though staff may not have a master's degree of library science. The lower response rate in 2007 may have indicated survey fatigue, from larger libraries completing the Librarian Salary Survey annually, completing regional and state salary surveys at the beginning of the year, and perhaps even the IMLS Future of Librarians in the Workforce Study. It was decided that the next Non-MLS Salary Survey will be published in 2012 as completion fatigue was matched by purchasing fatigue. The market indicated that there was no need for annual compilations of non-MLS salaries.

Data from 2006 to the present was repackaged into the Library Salary Database. The new format has not been adopted as readily as one might think by a database-minded profession. It remains to be seen if the subscription-based tool will be a preferred resource for job seekers, human

Table 1. Mean and Median Salaries of ALA MLS Librarians and Non-MLS Librarians

Librarian Type	Mean	Median	Minimum	Maximum	Number of Salaries Reported
MLS	$57,809	$53,000	$22,048	$225,000	7,564
Non-MLS	$45,012	$40,710	$22,000	$202,057	2,099
Difference	$12,797	$12,290	$48	$22,943	

resource professionals, and researchers, who, with awareness, may come to appreciate the customized reporting possibilities.

WORKS IN PROGRESS

ALA-APA is a "boutique" association in its size and services, as well as in the messages that it conveys: library workers cannot live by love alone; terminal degrees can be resuscitated by professional development; libraries without staff are just buildings; and library employees are worth their salary and continuing education investments. As the association seeps into the conversation and psyches of the library workforce, there may be a future where pay equity is a nonissue, where library employees are paid comparably with their peers in other professions, and where certification is part of the natural progression of upwardly mobile librarians and support staff. We look forward to that future.

NOTES

1. As of this writing, California, Florida, Georgia, Iowa, Indiana, Louisiana, Massachusetts, Maryland, Montana, North Carolina, Nebraska, New Jersey, New York, Pennsylvania, South Carolina, Texas, Wisconsin, and West Virginia had certification requirements for public librarians.
2. Innovators, in Rogers' Diffusion of Innovation Theory (Rogers, 1962), are the first to adopt a new product or service. They tolerate risk and glitches in the initial model.

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