Land Acknowledgement for THIS land
following the UT Austin Native American & Indigenous Studies Program

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America.

Moreover, I acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa, and Ysleta Del Sur Pueblo, and all the Native American and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Land Acknowledgement for the land upon which UTA sits

UT Arlington respectfully acknowledges the Wichita and Affiliated Tribes upon whose historical homelands this University is located. Their ancestors resided here for generations before being forcibly displaced by U.S. settlers and soldiers in the mid-1800s. We recognize the historical presence of the Caddo Nation and other Tribal Nations in the region; the ongoing presence and achievements of many people who moved to the area due to the Indian Relocation program of the 1950s and 1960s; and the vital presence and accomplishments of our Native students, faculty, and staff.
Professor-ish to Librarian-ish
An NTT faculty member's transition to the UTA Libraries

Leah McCurdy, Director of Open Partnerships & Services, UTA Libraries
University of Texas at Arlington
To Be Black Women and Contingent Faculty: Four Scholarly Personal Narratives

Christa J. Porter, Candace M. Moore, Ginny J. Boss, Tiffany J. Davis, and Dave A. Louis

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ABSTRACT
This study utilized scholarly personal narratives to explore the experiences and perceptions of four Black women who served as full-time contingent faculty members in higher education and student affairs graduate preparation programs. Authors drew upon Black feminist thought and intersectionality to frame this study. Specifically, authors extended Collin’s outsider-within status to outsider-outside-within status to describe the unique experiences of Black women in contingent faculty appointments. Specific findings included: (1) marginalization of contingent faculty, (2) intersections of identities inextricably linked to teaching, and (3) devaluation of scholarly pursuits. Implications for institutional policy and practice are discussed.
Adjunct NTT Contingent NTS At the periphery

“Professor-ish”
Most do not have careers outside of academia
Most teach core courses, not specialized courses
Many are excellent teachers and scholars
None have the academic freedom/protections of tenure

(AAUP 2023)
As of 2018, 73% faculty jobs are NTT (McNaughtan et al. 2018)

About 79% of Anthropology PhD grads don’t get a tenure-track job (Speakman et al. 2018)

Compiled by the AAUP Research Office from IPEDS data; accessed July 3, 2018.

Totals may not equal 100 percent because of rounding. R1 research universities as defined by the Carnegie Classification system (highest research activity).

(AAUP 2018)
As of 2018, 73% faculty jobs are NTT
(McNaughtan et al. 2018)

About 79% of Anthropology PhD grads don’t
get a tenure-track job
(Speakman et al. 2018)

“more women than men in every racial category”
(McNaughtan et al. 2018)

Underrepresentation of people of color (especially Black, Hispanic, and Native people)
(McNaughtan et al. 2018; Porter et al. 2020)
As of 2018, 73% faculty jobs are NTT (McNaughtan et al. 2018)

About 79% of Anthropology PhD grads don’t get a tenure-track job (Speakman et al. 2018)

“casualization”…???

Underrepresentation of people of color (especially Black, Hispanic, and Native people) (McNaughtan et al. 2018; Porter et al. 2020)
Proposed Title: Professor-ish: Learning to Teach in Academia
Leah McCurdy

Book Abstract
Have you ever found yourself standing in front of a classroom full of students ready to start the first day when someone raises their hand to let you know that you are not their professor? I have. In my first university teaching position as a PhD student, I showed up to the wrong classroom and was giggled out of the room by engineering students. (I teach archaeology and art history.) You may be able to imagine my embarrassment. In this book I describe what it was like to deal with that and what happened when I found the correct classroom that day. That was one of my most “professor-ish” experiences, feeling like the title of professor really shouldn’t be applied to me even though my name is listed as the instructor of record for a university course. Since that and other professor-ish experiences over five years of collegiate teaching, I have learned to take mistakes as they come and have found my voice as a professor. This book offers graduate students and young professors something that is rare in the literature on teaching in higher education: a compassionate view of early-days terror and the personal impact of teaching as a professor-ish.
Proposed Title: Professor-ish: Learning to Teach in Academia
Leah McCurdy

Book Abstract
Have you ever found yourself standing in front of a class on the first day when someone raises their hand to ask if you are their professor? I have. In my first university teaching job, I showed up to the wrong classroom and was greeted by a class of engineering students. I teach archaeology and art history, but imagine my embarrassment! In this book I describe one such experience and what happened when I found the correct classroom on the second day of teaching. The class was much more correct in its interpretation of my most "professor-ish" experiences, feeling like an outcast amongst the students.

Since that and other early teaching experiences, I have learned to find my voice as a professor. This book offers insights into teaching practices that are rarely discussed in the literature on effective teaching. It provides a compassionate view of teaching from the perspective of a professor-ish.
Adjunct NTTs
Contingent NTTs
At the periphery

Have you ever found yourself in the wrong room on your first day of class, showing up to the wrong classroom for your engineering class? I have.

When I first showed up to my engineering class, I had no idea what to expect. I wasn't prepared for the workload and the lecture style of the professor. It was a steep learning curve for me, and I didn't know how to cope with it.

Looking back, I realized that I needed to be more prepared for my classes. I should have done my research and made sure I knew what to expect before showing up to the classroom.

It's important to be prepared for your classes, especially if you're in a new environment. It's also important to be comfortable asking questions and seeking help when you need it.
Proposed Title: Professor-ish: Learning to Teach in Academia
Leah McCurdy

Book Abstract
Have you ever found yourself attending class, only to start the first day when you discover it’s not their professor? I have. I showed up to the wrong teaching class for engineering students. (I thought it was human biology. I was actually taking human engineering... I imagine my embarrassed face when I knew what had happened.) That and what happened at the beginning of my most “professor-ish” experience. I should have been prepared, but I wasn’t. I didn’t have any experience teaching or college courses. I was a graduate student, and my only job experience was three years of teaching middle school art. I have found my voice as a Professor. It is not what I expected, but it is what I like. It is more compassionate view of education than I would have ever thought as a professor-ish.
A Continent Divided: The U.S.-Mexico War

The U.S. - Mexico War (1846-1848) is the largest and most significant conflict ever fought between separations in the western hemisphere. Because politics, nation, geography, alliances, and cultures.

Borderlands: The Struggle for Texas, 1820-1879

This project reconsiders conflicts among Native Americans, European Americans, and African Americans in Texas from the creation of the first Mexican republic to Texas statehood and beyond.

Covers, Titles, and Table of Contents: American Library Card in Anthropology

This volume includes the collection of anthropological tables, along with information on the library card system in anthropology.

Jimmy O. Harris Phonetic Survey

This collection features sound files from the Jimmy O. Harris Phonetic Survey of Languages from Asia, Pacific, American, and African American.

Roswell UFO Incident Investigation

This collection contains photographs related to the Roswell UFO incident of 1947. The evidence supporting the Roswell investigation was flown to the Fort Worth Army Air Field where the materials were examined and photographed for the宝藏.
EDUCATION

- PhD, The University of Texas at San Antonio, 2016.
  Major: Liberal and Fine Arts - Anthropology (Archaeology)

- MA, The University of Texas at San Antonio, 2015.
  Major: Anthropology

- MA, University of York, 2011.
  Major: Archaeology of Buildings

  Major: Art History

What’s missing?

“Librarian-ish”

@ UTA Libraries
In this essay, we explore the relationship between the MLS and professionalization within librarianship broadly and then look more specifically at academic librarianship, which increasingly turns to other means of professionalization, such as more prestigious forms of credentialing, due to its precarious existence within higher education. The emphasis on professionalization through credentialing invisibilizes library labor, which is already feminized and devalued. Academic librarianship instead seeks to gain prestige and power by associating itself with whiteness and masculinity, rendering its specialized work and knowledge domain unimportant. Removing the MLS requirement from professional library positions will not address these broader issues, and as hiring trends demonstrate, might already be a moot point. Prestige, professionalization, and credentialing within academic librarianship have been debated since the inception of the profession; the interaction of these with gender ideologies and a predominantly female workforce has received attention since the 1970s. Librarianship’s constant state of crisis and search for external markers of prestige can only exist comfortably outside of historical memory and critical analysis, however. This essay problematizes individual solutions such as credentialing that paper over systemic sociopolitical issues; specific solutions are beyond the scope of this paper, but we do suggest that solutions need to account for broader contexts, such as current and historical gender ideologies.

"trivialization of the ... MLS"

"withering of the profession..."

"the few remaining librarians..."  
(Lonergan 2010)
Importance of MLS to Academic Library Directors Who Do Not Require MLS for All Professional Librarian Positions

1 = not important
5 = essential

(Simpson 2014)
Librarian-ish & Professor-ish

“The Great Faculty Disengagement” (McClure and Fryar 2022)

Compiled by the American Association of University Professors Research Office, March 2017. Source: Integrated Postsecondary Education Data System.
“We Find That There Are More Women Than Men in Every Racial Category Working in Contingent Roles” (McNaughtan et al. 2018).

Underrepresentation of women and people of color among tenured and tenure-track faculty (Porter et al. 2020)

Significant underrepresentation of Black, Hispanic, and American Indian/Pacific Islander Faculty (McNaughtan et al. 2018)

(AAUP 2018)
**MLS Requirement for All Professional Librarian Positions**

- **Academic**
- **Public**

**Degrees Held by Library Director**

- **Academic**
- **Public**

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**Hiring Non-MLS Librarians: Trends and Training Implications**

*Betsy Simpson*

**Abstract**

Non-MLS librarian hires may be anathema to some, but survey data indicate a significant level of acceptance among academic and public library directors. Primary reasons for not requiring the degree include the need to expand applicant pools and the nature of the work for academic librarians, and budget constraints for public libraries. The types of positions least likely to forgo the MLS degree requirement for both types of libraries include Administration/Management, Cataloging/Bibliographic Control, Collection Development/Management, and Reference. Distinctions made between librarians and library professionals are tenuous and not consistent across libraries.

**Introduction**

Are libraries hiring professionals from outside librarianship to fill librarian positions? If so, what is the potential impact on the profession and the culture of libraries? This is the subject of a 2010 study on hiring trends in academic and public libraries funded by the American Library Association (ALA) Carroll Preston Baber Research Grant. Identifying the dynamics involved in such a shift offers a context for understanding current and future employment needs in libraries and promises better informed decisions surrounding the assimilation and training of non-MLS librarians.

What is a non-MLS librarian? “Non-MLS” refers to professionals without the traditional credential of librarians: the Master of Library Science (MLS) and related degrees, including the Master of Science in Library Science (MSLS), the Master in Library and Information Science (MLIS), and the Master of Science in Library and Information Science (MSLS) degrees. What constitutes a “librarian” position can vary from library to library, complicating research in this area. For instance, some libraries restrict the term “librarian” to those holding the degree even if similar work is performed by a non-MLS professional.

It is important to acknowledge at the outset that the idea of a non-MLS librarian can be controversial. For example, in 2010 the McMaster University Library in Hamilton, Ontario, Canada came under fire for its plan to hire Ph.D. subject specialists and information technology professionals to run the library.1 In 2011, a backlash ensued when the Alachua County Library District (Florida), a large public library system with a service area population close to 250,000, posted a vacancy announcement for a new director that did not require a completed MLS. The incumbent, an award-winning non-MLS director, was quoted in the local newspaper as follows:

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*(Simpson 2014)*