



Fall greetings to everyone. As I write, we're in the August doldrums here at Mohawk College, it's very quiet. Our summer semester students are finishing up their exams and the library is closed for renovations. As you're reading though, it'll be the start of another busy fall semester. Fall has always felt like the New Year to me, much more a time to celebrate than the dark days of January! I love the excitement of new classes and the excited buzz of students back in the building again. Not to mention all the great things about fall in Southern Ontario – great produce, the turning leaves, visits to wine country, getting out the sweaters and other woolies ...but I digress, sorry, I really do love fall.

As usual at OLA, there are lots of exciting things going on. I'll fill you in, but first I'd like to look back over the last few months and tell you what we've been up to. I can't continue, though, without a nod to current OCULA council (http://www.accessola.com/ocula/bins/content_page.asp?cid=61-466). I love working with all of them and you should know that they're a group who cares about academic libraries in Ontario and the folks who work in them.

If you didn't get to the OCULA Spring Dinner, you missed a good one. Julie Hannaford, Sandra Langlands, Don McLeod and Marian Press organized a great night at the University of Toronto Faculty Club. On a lovely spring evening, Dr. Kevin Stolarick, PhD, the Associate Director and Research Associate at The Martin

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InsideOCULA

For and about members of the Ontario COLLEGE AND UNIVERSITY Library Association No. 35

Annual Spring Academic Librarians' Dinner - 2008



Story and photo by
Brian Cameron,
Ryerson University

Although no surprise to me, Kevin Stolarick confirmed that Librarians are bohemians. The Bohemian Index, devised by Richard Florida, is a measure of creative types – authors, musicians, technological workers, professionals etc. – in a given region. It measures the extent of the Creative Class, loosely defined as those people who are paid to think. The importance of bohemians in the economy has not previously been fully understood or even seriously considered until Richard Florida's group began a detailed investigation.

In Kevin Stolarick's lecture at the 2008 OCULA Spring Dinner at the University of Toronto, he argued that regions that have been able to grow and develop economically, and have a sustainable economic edge over long periods of time, are the ones that harness human creativity. In other words, in addition to economic and entrepreneurial creativity, regions

require artistic and design creativity. When these coalesce, places will grow economically. Many economists still cling to the idea that economic incentives, such as tax cuts, draw businesses to cities. The reality, as evidenced by his discussion of Pittsburgh and other regions, suggests otherwise.

What he and Richard Florida (author of *Rise of the Creative Class*, a book that highlights the growing role of creativity in the economy) discovered through extensive interviewing, is that many people want to live in diverse cities with a visible gay community, with artists, writers, performers, high tech people, medical professionals, and other creative types. Businesses will choose to locate in these areas even if no financial incentives are offered. As a case-in-point, Lycos moved from Pittsburgh to Boston, giving up the incentives that it had been offered by Pittsburgh, because the company wished to be close to a strong technological work force. In fact, Boston was seen to have

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OCULA's New Academic Librarian Guest Bloggers - Laura Howell and Carol Perry



By Jennifer Peters-Lise,
Seneca College

Be on the lookout for a new feature appearing on the OCULA blog (<http://www.accessola2.com/ocula/worpress/>) this September.

OCULA Council has invited 2 new

librarians (less than five year's experience) to be guest bloggers for the 2008-2009 academic year.

A call for new academic librarian bloggers was sent out last April and Laura Howell, from the University of Waterloo, and Carol

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President's message

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Prosperity Institute at the Rotman School of Management, University of Toronto spoke to us about the creative economy, his work with Richard Florida and their definition of prosperity in cities. I knew about, but hadn't read the Creative Class books. Dr. Stolarick inspired me to go out and get *The Rise of the Creative Class* – I can't think of a better end to a learning experience than being inspired to go out and learn more.

On June 4th, OCULA and Ryerson University Library brought you the Toronto premiere of the documentary *Hollywood Librarian*. Don Kinder (Ryerson) and Madeleine Lefebvre (Ryerson) worked hard to make the evening happen. Thanks also to the help of Sally Wilson (Ryerson) and Shelagh Paterson (OLA) handling the crush at the door, we had our full house settled in on time to enjoy the film. And I think they did enjoy it, there was lots of buzz and laughter during the film, which intersperses a look at real life librarians and film portrayals of librarians. Aside from being stuck in the parking garage for half an hour after the film (night classes exiting, no one willing to let me back out), I had a great time.

Now for a quick look ahead. As you can imagine, planning for Super Conference 2009 is well advanced and I'm looking forward to the OCULA program. Program and registration information will be coming your way soon. You've probably already seen (or will soon be seeing) information about the OCULA fall event in Kingston. Last year it was wine and food in Niagara, this year it's literacy & ESL in academic libraries and local history at Queen's University and Fort Henry. Nathalie Soini (Queen's) is heading up the organization of this one and it promises to be an excellent

learning and networking experience. Space will be limited, so register soon and, if you can, stay an extra night or two and explore the Kingston area. At any OCULA or OLA event, try to take some time to look for me, OCULA Vice-President Nathalie Soini and your other OCULA council members. Just say hello or ask us anything you'd like to know about OCULA and our activities, we're happy to talk to you.

You'll also soon be seeing our survey of OCULA members. As I said in my last message we're at the end of a 5 year strategic plan and we'd like your input on where to go over the next 3-5 years. Answer our questions, tell us your thoughts and enter the draw for one of two iPod

Nanos.

And if you're not already following the OCULA blog – please check it out (<http://www.accessola2.com/ocula/wordpress/>). We have two new bloggers – Laura Howell and Carol Perry (introduced elsewhere in the newsletter). Welcome aboard Laura Howell (Waterloo) and Carol Perry (Guelph), happy blogging!

In closing, once again, I have to acknowledge the support and patience of my colleagues at the Library @ Mohawk. You folks really do rock. Here's to fall and another new semester – cheers!



OLA Executive Director Shelagh Paterson and the night's receipts from the screening of *The Hollywood Librarian*.

OCULA President Cynthia Williamson and the packed house for *The Hollywood Librarian*



photos by Jennifer Peters-Lise

Academic Librarians' Spring Dinner

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several essential attributes, such as a technological base of skilled people, tolerance, and quality of place. Richard Florida's group at the Martin Prosperity Institute at the University of Toronto is focussing on several research areas under its umbrella mission to be the world's leading think-tank on the causes and consequences of regional prosperity. On such research area is analyzing mega regions or the contiguous connections between cities. Such areas include the Quebec City — Montreal — Kingston — Oshawa — Toronto — Waterloo corridor. Stolarick provided some interesting statistics. The 40 largest mega regions account for 65% of the world's population. The 40 largest regions by economic output account for a mere 16% of the world's

population, but 60 to 65% of the world's economic output, including 90% of the patents. In other words, these mega economic regions are centres of innovation. Stolarick highlighted the case of London, where regional governments essentially relinquished a great deal of power to the Mayor of London, which resulted in economic advances.



Kevin Stolarick

Currently, Richard Florida's group is in discussions with Mayor Miller and Premier McGuinty about how to increase the value of service jobs. Approximately 30% of the workforce in Canada is considered to be part of the creative class. This 30% earns about 50% of the pay. In contrast, the service class is suffering from great wage inequality. They are focussing on how we can increase the value of service jobs so that employers will see value in these jobs.

After our dinner and dessert, a very small group of the more bohemian among us headed out for a drink in the Annex, thereby increasing the bohemian index, as well as the economic future of the area.

OCULA's New Academic Librarian Guest Bloggers

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Perry, from Guelph University, were the selected candidates.

They will be responsible for posting to the OCULA blog at least once a month from September 2008 to June 2009. Topics of their posts may include: their new career, advice for students, job hunting tips, or comments about trends and issues in academic librarianship.

Laura has already got the ball rolling with her first two posts "Getting Connected - the old school way!" and "The Job Search for Newbies".

Visit the OCULA blog often to see what Laura and Carol have to say about their new careers.

Right now...let's meet the bloggers!



Name: Laura Howell

School & Position: University of Waterloo, Physics & Mathematics Liaison Librarian

Librarian since: 2008

Degrees: Wildlife Biology (Guelph); MIST (UofT)

Focus: "information literacy and exploring the use of new web (2.0) technologies in disseminating this knowledge. My vision is for the library to continue to be a invaluable resource for students and researchers whether they are physically present or not.



Name: Carol Perry

School & Position: Guelph University, Political Science, Food & Agricultural, and Resource Economics Liaison Librarian and Government Publications Librarian.

Librarian since: 2007

Degrees: MLIS (Western); B.A. (Fine Art) (Guelph); B.Ed (Queen's)

Focus: "Scholarly Communications...preservation issues related to academic research data as well as historical government documents"

Using epresence in Distance Learning



By Wendy Newman, Senior Fellow, Faculty of Information, University of Toronto

Having taught an elective course called Advocacy and Library Issues at the University of Toronto's Faculty of Information in the "traditional" face-to-face mode (including lectures, discussions and group presentations) to Master of Information Studies (MISt) students, I was intrigued by the prospect of converting the course to distance delivery mode. To be honest, I approached the conversion with some trepidation, as the course entails rich discussion, and student response to it is often intensely – and positively - personal. However, the growing importance of accessible and flexible delivery of library and information science education and the Faculty's interest in developing and sharing courses in new ways were more compelling than my jitters, and I embarked on the redesign of the course in 2005. I had the great good fortune to work closely with course designer and Internet consultant Gwen Harris, who had designed and presented excellent courses for the Faculty's Professional Learning Centre (its continuing education arm), and had excellent in-house technical support from Tony Lemmens.

At that time, my familiarity with ePresence was limited to the viewing of archived lectures by various guests at the Faculty. Early on, Gwen identified its substantial potential as a means to present the core lecture content of the course. Students would be able to see and hear their own instructor, access PowerPoints that captured the major points, view lectures at their own convenience, and re-view them, or selected

sections of them, at any time. The videos would simply be linked to each week of the course in the Blackboard course management software supported by the University. The "package" for each weekly session would combine video lectures, readings, exercises, and discussion of an assigned "question of the week". Teleconferences arranged at the beginning, middle, and end of each semester would gather participants at the same time for direct interaction to supplement the frequent interaction in the discussion threads on the course site.

The creation of the actual texts of lectures and PowerPoints to be offered via ePresence took more time than I'd expected, but this of course is part and parcel of the teaching experience. You can always improve upon what you have created, but at some point, it is essential to wrap it up, let it go, and move on to the next topic. The little tangents and asides that one can make without fear of being misunderstood in a face-to-face setting are more problematic in a recorded medium, so I had to give them up. Nor can the instructor refer to the news of the day, as one would in a traditional classroom, as such references cannot be assumed to make sense in a later viewing of the video. To add time-limited or more casual points, I sent weekly emails to the class, commenting on their recent assignments (although comments on specific assignments were, of course, limited to direct personal emails or phone calls), their contributions to the discussion threads in the Blackboard site, or citing news stories of particular relevance to the course. Since the beginning of online delivery, the course has been offered to other Canadian programs in library and information science, including the University of Western Ontario, Dalhousie University, and the University of Alberta. Therefore, even comments about the "home" university of the class members were relegated to emails and omitted from lectures. Tony Lemmens and Gwen Harris did some highly creative work on lighting and other "recording studio" considerations in the absence

of a real studio, even developing an ersatz "teleprompter" system that helped to avoid long, awkward pauses and the dreaded "um . . . um.. ."

One of the real strengths of the course has always been the availability of distinguished guest lecturers with experience and insight on library advocacy. Rather than ask them to speak into a camera, with no real audience, we recorded the guests' sessions as one-on-one interviews. It worked well for both guests and students, who were able to ask questions of the guests through discussion threads in Blackboard after viewing the video interviews.

Eager to have student reaction and suggestions, we have conducted mid-semester and end of term feedback surveys each time the course has been offered. The availability of the video lectures and interviews has been affirmed consistently. These comments, drawn from the mid-term survey of the Winter 2008 term, are typical of student response.

"I am very happy with the video lectures plus the powerpoint as this method of instruction allows replay and it is possible if you miss a point to find it again easily."

"I find the video lectures with powerpoint to be just as effective as in-class lecture methods."

"The powerpoint slides and epresence lectures are great."

The course does not yet exploit the full potential of epresence, which can be used for live remote viewing. At the moment, there appears to be a strong student preference for asynchronous delivery, however. This may well be a reflection of their busy lives and demanding schedules. But it is clear that epresence has a substantial and positive role in student learning, and I am delighted to have the opportunity to work with the next generation of librarians.

Using ePresence for video streaming, marketing, and information literacy at Seneca College



By Jane Foo & Jennifer Peters-Lise, Seneca College

With the rise of YouTube, DivX and other tools that enable video sharing, students are now regularly using video for research, entertainment and to demonstrate their own creative aspirations. As a result, libraries are looking for ways to provide access to online video content to support multimodal learning.

Until recently, Seneca Libraries only offered the traditional VHS/DVD borrowing model. We had tested YouTube's video streaming capabilities, but, beyond hosting some of our promotional materials, it didn't meet our needs to provide full online video services. Luckily, last year, our Academic Computing Services (ACS) department implemented ePresence. ePresence is an open-source webcasting software that was developed at the Knowledge Media Design Institute (KMDI) at the University of Toronto. The software not only provides video streaming but can also show digital slides along with a recorded lecture. As the speaker talks the slides progress from one to the next, synchronized with the lecture (see *image at right*). We decided to test ePresence to stream our video content.

Streaming Licensed Content

Faculty are increasingly looking for streaming videos to use in their classes. ePresence's ability to

password protect and even hide videos from public view gives us the flexibility we were seeking. We began a pilot with a faculty who had been trying to use videostreamed clips from PBS, YouTube and other sites and was experiencing immense frustration because of bandwidth prioritization imposed by the college. We were able to trial a full documentary and several news segments that he streamed within his class from ePresence. He also provided links to the videos in his BlackBoard course so students could review them before exams.

Feedback from the faculty was positive – streaming the video in-house was reliable and fast. In addition, he noted that students used the video as a study tool, apparent by the large number of students referring to the videos in their exam answers.

Obtaining licensing rights to stream video content was tricky and cumbersome. Most video publishers were unprepared to deal with our need for in-house video streaming and instead

wanted to host the videos on their own servers. Each of our requests to store and stream a video was met with a variety of answers and sometimes lead nowhere; however, we still hope to pursue more streaming video content in the future.

Creating Video Content in the Library

The other aspect of video that was of great interest to us was to create our own video content. We found that creating professional videos required us to become familiar with an area we had previously known virtually nothing about: video production.

For our pilot we enlisted two other librarians besides ourselves, Saira Mall and Mara Bordignon. Our main goal from the beginning was to create a series of short, interesting vignettes of 5 minutes or less that focused on one topic rather than trying to deliver a full lecture.

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The screenshot displays the ePresence interface. On the left, a video of a speaker is shown. On the right, digital slides are displayed, including a search results page for 'Google (and other search engines)' and a slide titled 'Library: Lexis/Nexis'. A timeline at the bottom indicates the video's progress, with a playhead at 1:00. Red arrows point to the video, the slides, the timeline, and the slide selection controls.

video of speaker

digital slides

select which slide to view

timeline for video

ePresence at Seneca College

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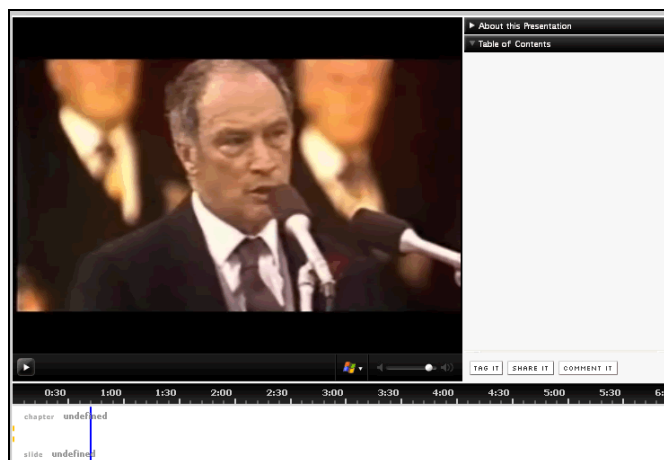
Saira presented an information literacy session titled *News and the Internet: Search Tool Comparisons*. One of our faculty liked it so much that he decided to show the video to his class, re-create the searches live, and discuss the results. View the video: http://epresence.senecac.on.ca/archives/2007_nov29_633319484771718750/?archiveID=91.

Jennifer created two promotional videos, one for the new Seneca Libraries E-reserves service and one for the new Plagiarism Tutorial. Mara recorded a brief video comparing Wikipedia, Google and databases, and Jane demonstrated how research skills could be useful in everyday life, using travel planning as an example.

Throughout the production of these videos we worked closely with three Audio-Visual technicians to determine the best methods for recording, lighting, staging and sound. We started with a camera, a tripod, a wireless microphone and a whiteboard, then we tried a rear-projection set-up in a recording studio at the Seneca@York Campus. Our next attempt will probably involve blue screen technology.

In addition, we looked for advice on how to appear professional on-screen, including clothes, hair, make-up, eye contact, speech and tone. Some articles suggested to wear heavier make-up, neutral colours and a buttoned or zipped shirt (so they have a place to clip the microphone). This is just the tip of the iceberg for things to consider when appearing on-screen. Who knew it was so complicated?

We found that one of the biggest challenges of creating your own video content is the editing process. We rely heavily on the expertise of



Early days of our licensed video streaming collection



Jennifer's video included a touching tale about a student who is struggling to keep up with his school work (starring Michael Klein, a Seneca tutor, as the student, and Autumn Piette, a Seneca library technician, as his wife).

the audio-visual staff who are always fully booked. Once the video is written, rehearsed and recorded (which in itself takes a while to complete), it is a waiting game for when the audio-visual technicians can find a free moment to work on your film.

Another challenge is, well, YOU ARE BEING RECORDED! It doesn't matter how many times you have given a talk in public, being recorded is a completely different experience. Looking into the black hole of the camera, watching your peers watch you, having to repeat

what you've just said eight or nine times until you get it perfect, wow! We have a whole new respect for newscasters and actors.

Although we are still in the experimental stages of our ePresence project (and our film careers) we feel that ePresence has great potential to enable us to reach out to our faculty and students and provide them the video content they so desire.



Second Masters Required? Results From an OCULA Survey



By Jim Brett,
University of
Guelph

In early June OCULA Council asked our members to respond to a brief survey about the "requirement" for a second Masters degree for positions in their libraries.

The survey came about because it seemed there was an impression with Library and Information Science students that academic institutions, especially university libraries, required an additional masters degree for an applicant to be successful.

OCULA Council felt this impression was incorrect and could potentially have negative effects on recruitment. A brief summary of the survey results follows:

There were 29 individual responses to the survey representing eleven university and five college libraries.

Question #3

"Does your library regularly REQUIRE an additional Master's degree (beyond the MLS, MLIS, MIST) for academic librarian positions?"

All respondents save one replied in the negative to this question. The lone positive response (from a university library) was qualified by a comment where it was clear that this was not library policy but that a second master's degree could be required dependent on the position being advertised. A few other respondents commented that depending on the position being advertised a second master's degree could be described as being "preferred".

Question #4

"Does your library regularly PREFER an additional Master's degree (beyond the MLS, MLIS, MIST) for academic librarian positions?"

Five of the eleven university libraries responded positively to this question. None of the college libraries replied positively. The comments related to the positive responses indicated that it was common for a second master's degree to be preferred where holding specialized knowledge was perceived as an asset in an applicant, e.g., a subject information specialist.

Question #5

"At your library, would holding an additional advanced degree allow a successful candidate to start work at a higher salary rate?"

A mix of quite varied responses and comments leading to an unclear picture of the value of a second master's degree in both colleges and universities. The impact of holding an additional master's degree seems to depend on issues like the level of position applied for, unionized versus non-unionized employee groups, the institutional "value" that's placed on additional qualifications, and even an applicant's ability to negotiate their starting package.

So what can we say about the issue? In Ontario's academic libraries a second master's degree is not *typically* required but *may be required or preferred* by individual institutions depending on the position that's being advertised. When browsing job advertisements potential applicants should assume that all the positions requirements are stated up front including additional degree requirements.



Proceeds from *The Hollywood Librarian* Donated to Appearance of Musician at IFLA

Money generated from the OCULA/Ryerson University screening of *The Hollywood Librarian* in June was donated towards the appearance of musician Terry Kelly at IFLA's conference in Quebec City this summer.

Kelly is visually impaired, and has become associated with literacy through his song *That All May Read*.

Mark Your Calendars!

The OCULA Fall Event is coming October 24th!

Location: Kingston, Ontario

AGENDA

Lunch @ Queen's University

Afternoon workshops

- **Karen Bordonaro**, Brock University, *ESL Students in the Academic Library*
- **Cory Lavery**, Queen's University, *Evolution of Information Literacy*

Dinner @ Fort Henry

- Speaker: **Dr. Brian Osborne**, Professor Emeritus of Geography at Queen's University, President of the Ontario Historical Society, Past President of the Kingston Historical Society

Registration coming soon!
Visit the OCULA blog or website for more details.

What a Journey! Welcome to the Management Library!



Story and photos by Maryse Laflamme, University of Ottawa

Two years ago I started my academic working life at the University of Ottawa. From the beginning, I knew I would eventually be moving into a new space designed especially for a Management Library but I didn't realize how much work would go into that move.

The new library is the result of the hard work of a devoted Library Committee at the Telfer School of Management. This Committee wanted the students and faculty members to have access to a high-quality learning environment that includes dedicated areas for scholarly discussion among small groups, as well as quiet space for individual work. Since the official opening in November 2007, the Management Library, located on the second floor of the Desmarais Building (designed by Moriyama & Teshima Architects) ensures direct and easy access to indispensable learning materials such as academic journals and trade publications, reference works, an increasing number of databases and the help of subject librarian.

This space was conceived as a "Showcase of Knowledge," allowing students and faculty members efficient use of information technology while navigating the world of electronic data.

There remains much to do in the



coming years: continue to support instructional activities, research activities, and curriculum development, build links with librarians and collections from outside business schools and also find a second Management Librarian who will work with me to develop, promote and improve access to management resources.

The vision is for the Management Library to be open, connected, collaborative and constantly evolving.

For more information contact: Maryse Laflamme, Chef, Bibliothèque de gestion | Head, Management Library maryse.laflamme@uottawa.ca Tél. | Phone 613-562-5414 55 rue Laurier Est, #2141A Ottawa ON Canada K1N 6N5 Université d'Ottawa | University of Ottawa



UTM Library Receives ALA Award

It has been officially announced that the Hazel McCallion Academic Learning Centre won an American Library Association Award, for 2008, taking top honours in the category of "Innovation and Sustainable Design:" <http://ala.org/ala/pressreleases2008/april2008/LAMainteriorwinners.cfm>

"We are very excited to be recognized in this large and diverse field of constituent North American libraries, and again, thank our incredible team and partner teams in creating a great learning space", said Mary Ann Mavrincac.

Improving Collection Access at Robarts

In May, Robarts Library began a special summer project aimed at improving access to the stacks collection. This project has been identified as a library-wide priority and will focus on moving 500,000 low use items to Downsview to free up room on the Robarts shelves and to allow for shelving and shelf reading. Other library collection projects which would normally take place in the summer months are being put on hold to allow this important initiative to move forward. A group of staff from various departments and libraries across the system are working together as a team over the summer to move this project forward. The team includes staff from the Access & Information Department and also from Resource Sharing, Gerstein, the Earth Sciences Library, and Materials Processing.



*Stories and pictures submitted
by Julie Hannaford,
University of Toronto*



InsideOCULA

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InsideOCULA describes the decisions and activities of OCULA leadership, explains OCULA programs and provides news of Ontario's college and university library systems.

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