



Hello Everyone. Welcome to the November 2008 issue of Inside OCULA. I hope everyone is having a successful fall semester. At Mohawk we've been enjoying seeing students use our newly spruced up Fennell campus library. The headaches of a summer spent enduring painting, carpeting and flooring installations have turned out to be worth it. The library is brighter and more cheerful than our formerly drab space. We're at semester peak, full tables and computers and lots of groups busy at their work – I'm sure you're in same boat in college and university libraries all over the province. Hang on though, before we know it the semester will be winding down and the holiday season will be fast upon us! Now for a quick look at what's happening in the world of OCULA.

I've written about the OCULA fall event elsewhere in this issue, check that article to learn about the day. I would like to thank OCULA Vice President Nathalie Soini (Queens) from the bottom of my heart for organizing a great day of learning and networking. The theme for my article is about achieving one kind of balance – I stand in awe of Nathalie's ability to achieve another kind of balance. Between doing her job, organizing our event, taking pictures, (not to mention other OLA/OCULA duties), moving house and taking care of her family, she has had one busy fall! Thanks to OCULA Past President Don Kinder (Ryerson) for attending, helping with registration and taking pictures and to OCULA Councillor Laurie Morrison (Brock) for attending and helping one of our speakers.

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InsideOCULA

For and about members of the Ontario COLLEGE AND UNIVERSITY Library Association No. 36

OCULA 2008 Fall Workshop and Dinner



**By Cynthia
Williamson, Mohawk
College**

I think I've hit upon the perfect approach to professional development. Like many things in life, it's all about balance. It started out as a simple plan to get to Kingston the night before our OCULA Fall event. I wanted to be available on Friday morning to help with any last minute set-up etc. Then I decided I didn't want to drive through Toronto during rush hour and I really don't like to drive too late at night, so I decided to leave in the afternoon and get to Kingston in time for dinner. Don Kinder from Ryerson liked the idea too, so I picked him on my way and off we went.

The leaves were probably just past their peak but we had a lovely fall drive through eastern Ontario, a perfect clear sunny day. We checked into the hotel, had a walk and did some shopping in charming downtown Kingston and headed to that venerable Kingston institution, Chez Piggy, for dinner. What a dinner it

was, if you're afraid that the place is just a tourist trap, fear not, it's still a great little restaurant. We discovered the bakery called Pan Chanco for breakfast the next morning, enjoyed another walk & a little more shopping and then, rested, relaxed and revived, it was time to move to the other side of the scale.

The Donald Gordon Centre at Queen's University was the setting for our afternoon workshops. The centre is a lovely mix of old original building and state of the art conference rooms, dining room and small hotel. We greeted colleagues shortly before noon and shared lunch in the dining room and then moved downstairs for the workshops. Cory Laverty of Queen's University libraries spoke first. Her inspiring talk covered the evolution of our definition of information literacy and looked at how we've approached the task of teaching it over the years. She examined the changing definitions of information literacy; the changing practice of teaching information

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2009 OCULA Graduating Students/New Professionals Award Winner - Debbie Chaves



**By Nathalie Soini,
Queens University**

The committee adjudicating the OCULA Graduating Students/New Professionals Award would like to congratulate this year's recipient, Debbie Chaves, Science Librarian at Wilfrid Laurier University, for her

proposal entitled: "What New Academic Librarians Need to Know about Mentoring."

The award committee received only three submissions this year, being a noticeable decrease from previous years. That being said, all three proposals had

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President's message

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Now I'd like to remind everyone what's on the OCULA horizon. You can learn more about all of these things on our website:

www.accessola.com/ocula/bins/index.asp

- We're currently looking for convenors for OCULA sessions at Super Conference 2009. As you read, we will have already sent out the call, answer if you can.
- We have openings for two Councillors-at-large on OCULA council (2009-11). If you're willing and able to make the three year commitment, sitting on Council is great way to get involved, learn and serve your profession. Email anyone on Council to ask about the job, I'm sure they'd all tell you what a rewarding experience it is.
- Perhaps you know someone worthy of the OCULA Academic Librarian of the Year Award? Nominate them now!
- We've started a new page on our website. As part of our efforts to help students and librarians in other sectors learn more about what academic librarians do, we're making videos. Thanks to OCULA Super Conference Planner, Caroline Stewart (Guelph Humber), who was the first to post a video. Mine is in the works, maybe it will be up by the time you read this. Feel like making a video of your own? To find out more, go to: http://www.accessola.com/ocula/bins/content_page.asp?cid=2649
- Our survey will run during the last two weeks of November. You have a chance to win an iPod Nano and a \$100 iTunes library card if you take the time to complete it. We'd love to know what you think.

- Super Conference information is out, register soon. IMHO, this is the best annual library conference in Canada. Don't miss out. Planners Caroline Stewart and Kristin Hoffman (UWO) have put together an exciting OCULA program – thanks ladies! The OCULA spotlight speaker this year is Mark Leggett, University Librarian at the University of Prince Edward Island. They're doing great things; I can't wait to hear from Mark.

Speaking of Super Conference, I say congratulations to Trish Green (Conestoga), who is our new Super

Conference Planner (2010-11). Thanks to Trish and all of the other worthy applicants for responding to our request for applications. Being willing to put in the time to be a Super Conference planner is a big deal. Planning the conference is a lot of work, mixed in with fun and getting to know library colleagues from many different institutions.

In closing, my usual shout out to everyone on OCULA Council, OLA staff and to my colleagues at Mohawk College – you rock!

Cynthia Williamson
OCULA President



The OCULA Fall Dinner and Workshop



From left -
Karen
Bordonaro,
and Laurie
Morrison –
both from
Brock
University



From left -
Martha
Whitehead,
Queen's
University
Librarian, and
Cory Lavery,
Queen's
University

Photos by Nathalie Soini

Fall Workshop and Dinner

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literacy over the years and ended with a look at how new technologies and methods might change how and what we teach in our information literacy classes. Cory's talk guided us on a journey towards a "convergence of literacies". We looked at and questioned ACRL's 2001 standards, there was some agreement that there is something missing from this document. Where is the creativity and collaboration that are part of good learning environments today? I was very happy to be reminded of John Willinsky's talk at WILU 2008, his 7 rights of information literacy should be a list we all keep near to our hearts. My first to do from Cory's talk comes in the form of reading a book she mentioned called *Leonardo's Laptop* by C. Schneiderman. Schneiderman's model for using technology as a learning tool with its four stages: collect, relate, create, and donate is something I want to look at in more depth. I also plan to spend more time on the Habits of Mind website (www.habits-of-mind.net) Costa and Kallick's 16 habits of mind seem to me to be worthy of more investigation by anyone in education today. I'm glad Cory left us with the question, "How will you transform your practice?" A good thing to ponder indeed.

We sometimes struggle to identify and meet the needs of our ESL students at my place of work. I was very happy to hear Brock University's Karen Bordonaro talk about ESL students. We asked Karen about the label "English as a Second Language". It turns out that many English language learners know more than one other language so it can be an incorrect label – English as a Subsequent Language may be a better way to describe it. Or as Karen does, we can simply equate ESL with non-native speakers of English. Karen talked about her own research wherein she found that ESL students use the library in similar ways to all students: as a place to socialize, a place to

study, a place to do research & find materials, and they also use it as a place to practice their language skills. Karen also provided lots of

- ▶ *The right to know.*
- ▶ *The right to source what is known.*
- ▶ *The right to share what is known.*
- ▶ *The right to fairly use what is known.*
- ▶ *The right to assist others in knowing.*
- ▶ *The right to improve knowledge.*
- ▶ *The right to transform known world.*

J. Willinsky.

The 7 Rights of Information Literacy. WILU 2008 Keynote

good tips for dealing with ESL students at the circ and reference desks. No surprise that patience and kindness are our best tools. We need to practice our active listening skills and give ESL students time to formulate their questions and responses to our questions. We should speak slowly and be prepared to give multiple explanations or use synonyms to make own meaning clear. One tip that really moved me was not to use the question, "Do you understand?" As Karen so rightly pointed out, this puts the responsibility on the ESL student for any miscommunication. Instead, we should ask, "Am I being clear?" Small change in approach, huge impact, I like that. So I have some ESL to dos: talk to our ESL instructors, to find out more about Mohawk's ESL students and talk to our desk staff to find out more about their encounters with ESL

students. I'd like to know if they feel that we're meeting these students' needs.

After this afternoon of learning it was time for more socializing. We had a bit of break before we were due at Fort Henry. Some of us found a cozy pub downtown to spend the time. Then it was off to Fort Henry, a crazy busy place that night, all dressed up for Halloween. Maybe you don't equate Halloween and an historic fort immediately. But think for a minute, Fort Henry is old, and where old buildings exist, what do we often find? Ghosts. It is tradition to visit the Fort for tours and ghost stories at this time of year. After awarding the iPod Nano to winner, Amanda Ross White from Queens, we settled down to dinner presided over by Queen Martha. Our speaker for the evening, Dr. Brian Osborne didn't talk about ghosts but after a fabulous dinner, we listened to an engaging talk about the city of Kingston. It is clear that Dr. Osborne loves his city and can see its best and worst points. I know that I for one will be visiting again soon. So, back to balance. From now on when I see a PD event that looks worth attending, I'll be scouting for a recreational activity to mix up with it. It's not that learning is not an enjoyable thing to do, I'm sure none of us would be where we are if learning weren't important to us. It's just that something as simple as lunch or dinner with friends and colleagues before or after an event can add so much to an experience. You might add to your learning by hearing what others thought about the PD event or you might just add to your pleasure. Either way, what have you got to lose?

University of Toronto Scarborough Library Open 24/7

Story by Catherine Devion
Photo by Ken Jones
University of Toronto Scarborough

On Tuesday, October 14, 2008, the U of T Scarborough Library opened its doors to students, faculty and staff as usual. The unusual part was that the Library will not close again until Friday, December 19.

U of T Scarborough Library has run two 24 hour pilot studies, one during the 2007/08 academic years - and a current study. The first study, run over the 2007/8 year, focused on providing 24/4 (Monday morning to Friday evening) study space only. The first pilot was so well-received by students that the Library expanded services in the 2008/9 study to include 24/7 service, along with circulation services and a new overnight Library Cafe seating area. The Library will be open continuously for two periods from October 14 to December 19, and February 2 to May 1, 2009.

The service is well-used. Overnight use generally peaks around 1:30 p.m. when there can be over a hundred students in the Library on a busy night. Student response to the new hours has been



Students enjoying the extended hours at the UofT Scarborough library

overwhelmingly positive. In the words of one student "For someone like myself who works part-time, goes to school full-time, has personal commitments, the Library's overnight hours are my best tool for academic success."

The theme of the pilot study is "You spoke... we listened." Says Victoria Owen, Head Librarian at U of T Scarborough, "The students provided the incentive to study overnight hours. They spoke to us through email, in-person requests,

through the student union, requesting extended hours, overnight circulation services, designated quiet space, an eating area, and bookable group study rooms. We heard the UTSC students and designed the space and services to meet their needs. Our most recent response is the 24/7 hours."

Usage numbers and feedback from this year's pilot will be used to decide the future of 24/7 Library hours at U of T Scarborough.

OCULA Graduating Students/New Professionals Award Winner

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wonderful ideas for a conference session. Debbie's proposal for a workshop about mentoring was a real stand-out, and apt in light of one of OCULA's objectives to find new ways to mentor new professionals and graduate students in Library and Information Science programmes.

Although last year's award also discussed mentoring, Debbie's proposal shines a different light on

the issue, by discussing mentoring for new librarians who "may not be young librarians and this can have additional stressors." It would be nice for new librarians to attend this session and then have the opportunity to network and share some of their experiences in their new positions as librarians. The OLA Superconference is such a wonderful opportunity for new librarians to see what librarianship truly is. Debbie's presentation will surely help recently graduated librarians in these new surroundings.

The session proposes a panel of 3

librarians from universities and colleges who have experience with mentoring in our profession. Each panel member will speak about their experiences and the panel will then be open to questions and discussions about mentoring.

Congratulations once again Debbie and we look forward to your session.

Debbie's session is scheduled for Saturday, January 31 at 9:05 am (Session # 1716)



Newly Renovated Gerstein Reading Room Opening

Story and photo by Gabriela Bravo,
University of Toronto

The Gerstein Reading Room at the Gerstein Science Information Centre has been recently restored to its original splendour thanks to the generous contributions made by the Frank Gerstein Charitable Foundation and the Bertrand Gerstein Family Foundation. This past September, University and Library representatives held a small event with members of the Gerstein family to acknowledge the two foundations' crucial role in the completion of this project.

Having studied for her three degrees in Psychology in the reading room during the 1930s, Dr. Reva Gerstein remembered it

fondly. In her remarks, she said she was very pleased the renovation had restored for today's students the room's special contemplative feel, which made it so wonderful for reading and studying when she was a student.

Ms. Lynne Fingold, a nurse at the University Health Network who



From left to right - Reva Gerstein, Ira Gerstein, David Palmer, Lynne Fingold

attended the event on behalf of her father, Mr. Marvin Gerstein, remarked on how well used and highly regarded the Gerstein Science Information Centre is by fellow health professionals and students with whom she works. She also underlined the importance of the renovation for both groups in their pursuit of teaching, learning and research for patient care.

In October, friends of the library, including those involved in the renovation, members of our user community, and library staff attended an open house in the magnificent Gerstein Reading Room. Visitors were also shown the adjacent renovated rooms on the main floor and the Graduate and Group Study space on the second floor of the Heritage Wing.

Robarts Renewal Moves Ahead

Story and photo by Gabriela Bravo,
University of Toronto

Construction work will begin this fall and winter on two test projects heralding the beginning of the Robarts Renewal and Expansion Plan. The first project, which got underway in October 2008, is focused on the north apex on the 9th floor. This project is being considered a prototype for future study space enhancements on all of the stack floors. The second preliminary project is the reconfiguration and renovation to much of the 5th floor to create a new Data, Map and GIS Centre and rearranged government publications collection.

The 9th floor area will be renovated with new carpeting, lighting, painting and ductwork to provide an open, comfortable, aesthetically pleasing and flexible space. Furnishings in the central area will consist of 28 wired study carrels and 12 wired study tables. The plan includes a new ceiling treatment and improved acoustics to dampen sound in the area. The two study

rooms on the perimeter will incorporate glazed openings to the reading room core in order to better transmit natural light between spaces. Glazing will also improve security to those individuals working within the enclosed rooms.

The 5th floor project will reorganize the layout of the floor to consolidate the Data, Map and GIS Centre in the central area to include consultation offices, a GIS reference area, a teaching lab and additional wired study space. Two group study rooms will be added and new study carrels will be arranged around the perimeter of the floor to take advantage of available natural light. The

government publications stacks have been reduced in number and will accommodate the high use parts of the collection in a logical, easy to use arrangement in the south area of the floor. The map cabinets will be adjacent to the core area on the north side. The overall space is being designed to be compatible with a future study space extension on the west side of the building. The plan is to have the 5th floor open up to this new space. This extension is part of the longer term Robarts expansion plan. Planning and collection shifts in connection with the 5th floor project have been ongoing for several months. Construction is expected to commence in late December.

An artist's rendering of the completed project



Snippets from OCULA's New Academic Librarian Bloggers...

Each month our guest bloggers write about their experiences as new academic librarians. Here is just a small snippet of their monthly ponderings. To read their regular columns visit the OCULA blog - <http://www.accessola2.com/ocula/wordpress/>

October 20 - Carol Perry, Guelph University

"It can sometimes be a humbling experience having to admit that you aren't sure how to solve a problem. Asking for advice does not necessarily indicate weakness. It can demonstrate strength of character to admit you do not have all the answers or that you are sometimes wrong. Learning is a life-long process. There is no reason to believe this does not hold true in our new positions.

I encourage you to seek out the expertise of those around you. Not only will it help you settle into your new jobs more quickly, it will also help you establish closer working relationships with your peers. It is a mutually beneficial situation.

Hang in there."

October 1 - Laura Howell, University of Waterloo

"What the heck am I going to do on my first day?" I had this question swimming around in my head for several weeks before I began my new position, my first position as a librarian. I was too afraid to ask my new supervisor; "she might think I am incompetent!"

There is plenty of advice out there about preparing for your first day, including advice about wardrobe, fresh breath, smiling, being polite yadda yadda. However, there doesn't seem to be much advice about what you will actually be doing! (not really a surprise

considering every job would be different).

For this reason I am going to try to calm your nerves by chatting about my first few days as a new liaison librarian in an academic library..."

September 4 - Carol Perry

"I am sure most of us experienced the blur that was our life during the time we were enrolled in a library science degree program. In my case the blur lasted 3 full years as I worked full-time and attended school part-time. I began my first year of academic librarianship last summer, believing I had a handle on how to ensure I had a sane workload. I was also confident that I would soon establish a good balance between work and life outside work. I eased myself into my new role slowly, taking on new responsibilities one at a time allowing ample time to discover the commitment required for each task or responsibility. By mid-September, my theory was shot and life got a little crazy..."

July 21 - Laura Howell

"Can we talk enough about the job search? I say no. I think that one of the things that many people still want to know is where to look for jobs. I think I can officially say that the days of walking around and handing out resumes to anyone who may be interested are gone.

BUT before I stick to hard and fast to this rule I think that there are a few exceptions to even this somewhat outdated method. For example, job fairs are great. The Faculty of Information in Toronto (recently deemed the first ischool in Canada) has a student organized Job Fair. Employers from all over Canada attend asking for resumes..."

You are invited to participate in the OCULA survey!

We are coming to the end of a strategic planning cycle; the data gathered from this survey will be used to help us complete our new strategic plan. We would especially like to hear your comments about OCULA's events, publications, awards and elections.

At the end of the survey don't forget to leave your name and email address to be entered into the draw for an iPod Nano and \$100 iTunes gift card. Your personal information is separate from the survey data.

Use this link to access the survey:

<http://tinyurl.com/OCULASurvey>

The survey will be open from November 17, 2008 - November 28, 2008.

Thank you for your participation!

Super Conference 2009 - OCULA Program

OCULA Spotlight Speaker

DISRUPTING THE LIBRARY TRANSPORTER BEAM

Mark Leggott, University Librarian, University of Prince Edward Island

Physicists have advanced the science behind Star Trek's transporter by capturing and recreating an object's information at a quantum level. While libraries won't see the impact of this for some time, the analogy of the transporter and the science behind it is instructive. As the digital landscape changes how people access information, libraries need to transform the way they do business. We can't simply move our existing models and processes to another time and context, but instead need to disrupt the transporter beam to effect meaningful transformation in our organizations. Discuss how libraries can effect this change in a timely manner and not mess up the atoms too much.

WORKING WITH STUDENTS IN THE LEARNING COMMONS

Nathalie Soini, Learning Commons Co-ordinator, Queen's University

In 2005, the Queen's Learning Commons hired 12 students, called the QLC student assistants, to answer questions in the Learning Commons (located in Stauffer Library). It has not always been an easy process, but we believe that the services and programs provided by the QLC student assistants have become an integral part of the Learning Commons. We will discuss the evolution of our training and staff acceptance of the students in the Learning Commons.

CONFLICTING CULTURES: PLAGIARISM IN POPULAR AND ACADEMIC CULTURES

Selinda Berg, Research & Instructional Services Librarian, University of Windsor

The Internet Generation are our upcoming scholars; however, the culture in which they are immersed includes practices which may jeopardize their understandings of academic integrity. Examine formats and practices well understood in academic culture and compare those to popular culture attitudes, practices and pastimes (fan-fiction, music mash-up, YouTube). Students often grapple with, and ultimately misunderstand, the expectations of academia. With a stronger understanding of student interests librarians will be able to employ strategies to combat academic dishonesty and plagiarism.

DOES THE REFERENCE DESK NEED LIBRARIANS?

Donna Millard, Director, Library Services, Social Sciences and Humanities; Michelle Lake, Library Assistant, Research Help/Learning Commons, Mills Memorial Library, McMaster University

Change is in the air in many Canadian academic libraries, and the McMaster Libraries are re-imagining their reference services and staff. The new liaison program at McMaster has increasingly taken the librarians off the desk, and the future will likely see library assistants taking over all reference duties. Hear perspectives based on first-hand experience, staff surveys, interviews and an overview of recent scholarship. We hope that the McMaster model will ignite a lively discussion about the future of reference services in Canadian academic libraries.

MLIS CO-OP STUDENTS: OPPORTUNITIES AND SUCCESSES

Marcie Jacklin, Science Liaison Librarian, James A. Gibson Library, Brock University; Dalia Smith, Librarian, Academic Liaison and Information Resources, University of Guelph-Humber; Leslie Taylor, MLIS student, University of Western Ontario

At our university libraries, we have been fortunate to hire a variety of co-op student-librarians, who have not only provided us with new and invigorating perspectives and ideas, but have also come with high expectations and a desire to learn. As their employers, we provide them with solid experiences and opportunities, as well as a great deal of mentoring. Come hear what types of projects, initiatives and general working environment will lead to a successful experience for both employer and student.

INSPIRING INNOVATION THROUGH THE ETEACHING COLLABORATIVE

Sheila Pinchin, Educational Developer, Office of Health Sciences Education; Laurie Scott, Head, Public Services & Education, Bracken Library; Amy Alcock, Web Developer, School of Medicine, Queen's University

The eTeaching collaborative (ETC) at Queen's University is an innovative, interdisciplinary team which provides faculty with one-stop access to support in electronic learning resources, technological tools, and educational methodology. A natural partnership has grown among librarians, a digital services technician, educational developers, and web and technology specialists. Focusing on the ETC's collaborative processes, its evolution, the unique technological solutions employed by the team and its group dynamic.

SAM I WAS: RYERSON'S MASTER PLAN AND THE NEW STUDENT LEARNING CENTRE

Madeleine Lefebvre, Chief Librarian; Bob Jackson; Ryerson University

With the purchase of prime real estate, formerly occupied by Sam the Record Man and Future Shop, Ryerson is now anchored on Yonge Street in the heart of downtown Toronto. Hear the campus master plan and approaches taken in the development of the new student learning centre, a major and much needed expansion of the university library.

PEER REVIEW 2.0: TOMORROW'S SCHOLARSHIP FOR TODAY'S STUDENTS

Kate Gronemyer, Instruction Librarian, Oregon State University Cascades Campus; Anne-Marie Deitering, Undergraduate Services Librarian, Oregon State University Libraries

Whether you celebrate the wisdom of crowds or bemoan the cult of the amateur, it's clear the emerging web has serious implications for the way we share ideas. The emerging web's potential to foster new forms of knowledge creation strikes at the heart of the scholarly enterprise. When scholars can create their own journals, encyclopedias, and (un)conferences, the processes of traditional scholarly communication begin to seem unnecessarily opaque. Consider how we can teach our students to evaluate and use scholarly information on the emerging web, and how to communicate the value of peer review to students.

BEYOND USING STATISTICS: JOURNAL COLLECTIONS THAT MEET FACULTY NEEDS

Jim Self, Director, Management

Information Services, University of Virginia Library; Linda Day, Electronic Resources Librarian, University of Guelph Library

Focusing on faculty satisfaction with journal holdings for university teaching and research, we will cover use of the Journal Citation Reports database as a tool for assessing the quality of a journal collection with examples from analyses done at the University of Guelph Library. The findings will be contrasted with faculty satisfaction with journal collections at a variety of North American universities in light of LibQUAL+ library assessment survey results obtained in recent years. In particular, work done to raise faculty satisfaction at the University of Virginia will be reviewed.

ENCOUNTERING VALUES: THE REINVENTION OF INFORMATION LITERACY?

Benjamin R. Harris, Assistant Professor/Instruction Librarian, Trinity University, Texas

Ask a classroom of students to research sources based on their personal value system. Then, take a picture. This is what confusion looks like. Still, the ability to factor personal values into the evaluation and selection process is a component in the ACRL Competency Standards for Information Literacy. Presenting comparative analysis of the ways that various iterations of information literacy objectives manage the connection between values and IL development. The LIS literature is reviewed to determine if/how this discussion is taking place in theory or practice. Explore strategies for dealing with the issue of values and information literacy and receive suggestions for further research to encourage and guide continuing discussion.

MAKING THE GRADE: MEETING

THE REQUIREMENTS FOR TENURE

Sarah Coysh, Librarian, York University; Doug Suarez, Reference Librarian and Subject Specialist for Sociology and Applied Health Sciences, Brock University; Anne Kelly, Wilfrid Laurier University; Maura Matesic, Reference Librarian, York University

The process of achieving tenure, continuing appointment or permanent positions in academic institutions can be mysterious to librarians new to the environment. Librarians who have achieved tenure will describe their activities and how they created a successful portfolio, based on vaguely-worded paragraphs in a collective agreement. On the other side, librarians experienced in evaluating promotion and tenure packages will elaborate on the elements that committees consider in their deliberations and new criteria being developed at some institutions to promote clarity in the process.

PROFILE OF AN INTERNATIONAL COLLABORATION

James Dietrich, Instructional Assistant, Computer Services Unit; Carolyn Ingram, Professor, School of Nursing; Laura Banfield, Nursing Librarian, Health Sciences Library, McMaster University

Opportunities occasionally arise to initiate new programs through international collaboration between libraries and faculties. The Health Sciences Library at McMaster University recently participated in a collaborative oncology nursing education project with McMaster's School of Nursing and the University of the West Indies. Through this experience, the Health Sciences Library and School of Nursing gained many valuable insights into the importance of interdisciplinary partnership in working with international projects.

WORKING TOGETHER: BROCK UNIVERSITY LIBRARY'S NEW LEARNING COMMONS

Kevin Manuel, Liaison Librarian, Brock University

The James A. Gibson Library at Brock University opened its new Matheson Learning Commons in September 2008. In addition to the library's resources, the Learning Commons will include a number of on-campus services used by students for their academic needs. In the fall of 2008, a series of focus groups were conducted to explore how the new Learning Commons impacts students' learning and research needs. The research results from this qualitative study provide rich detail about how a Learning Commons space in an academic library is interpreted from the students' perspective.

DESIGNING EFFECTIVE LIBRARY SPACES: HOW RESEARCH CAN INFORM PRACTICE

Lisa M. Given, Associate Professor, School of Library & Information Studies, University of Alberta; Mary Ann Mavrinac, Chief Librarian, University of Toronto Mississauga

It is important to take an holistic approach to the design and examination of library spaces; here, library practice is informed by the results of research, and research results are enriched by using the University of Toronto Mississauga's Hazel McCallion Academic Learning Centre as a practical context. By working collaboratively, the LIS researcher reviewed issues such as student behaviour, noise, furniture, security, etc. Explore this collaborative researcher-practitioner partnership and learn tips on creating spaces for student success

IMPACT FACTOR AND CITATION METRICS: WHAT DO THEY REALLY MEAN?

Debbie Chaves, Wilfrid Laurier University; Brian Cameron, Digital Initiatives Librarian, Ryerson University

What began as a metric for determining journal quality, the impact factor, has moved into a new realm of meaning and application. There are now new algorithms to determine how powerful an article in a given journal can be, and thus to infer something about the quality of scholarship of that journal. Which metrics should librarians employ and why? The ethics of using these measures needs to be addressed, especially when the ramifications of these quantitative metrics can be profound. A practical assessment of how citation analysis metrics are created and where librarians should be wary.

STILL IN SCHOOL: LEARNING ABOUT LIBRARIANSHIP FROM YOUR FIRST CONTRACT

Robin Sakowski, Academic Liaison Librarian, University of Guelph

Library school education is not the end of learning how to be a librarian. How can you be strategic and use the experience of your first contract(s) to enhance your practice of librarianship? Learn practical strategies for career and skill development. Presented by a new professional in her first tenure-track position using a balance of practical and anecdotal advice and theories of learning and career progression.

INFORMATION SEEKING BEHAVIOURS OF CHINESE STUDENTS

Danielle Winn, Information Literacy Librarian; Guoying (Grace) Liu, Systems Librarian, Leddy Library, University of Windsor

A groundbreaking research study was conducted at the University of Windsor investigating library use

and information literacy skills of Chinese-international students studying at the graduate level. Researchers gathered data using individual interviews, and the data was used to analyze how well the Leddy Library is meeting the needs of this specific group of international students. The findings will have implications for how Canadian libraries can improve their services to Chinese students.

CENSUS? STATISTICS? E-STAT CAN GIVE YOU ANSWERS!

Suzette Giles, Data Librarian; Dan Jakubek, Map and GIS Librarian, Ryerson University

Colleges, universities, schools (primary and secondary) and many public libraries can, and do, have access to Statistics Canada's E-Stat website. E-Stat gives access to much more census data than the publicly accessible Census website. It also features free access to over 36 million series of data (CANSIM) and has a module with environmental data. Come and take a look at what E-Stat can do from finding CANSIM data to mapping 2006 census data. This is a resource for reference staff at all levels of research.

SUPPORTING THE RESEARCH ENDEAVOR OF ACADEMIC LIBRARIANS

Gwen Ebbett, University Librarian, University of Windsor; Selinda Berg, Research & Instructional Services Librarian, University of Windsor; Ken N. Meadows, Educational Researcher, University of Western Ontario

In Canada, there has been an increased focus on academic librarians participating as researchers in the research mandate of their academic institutions. Although this focus provides exciting opportunities for academic librarians, proper support

and clarity of expectations are critical. Many academic institutions are creating supports aimed at reducing the anxiety experienced by librarians embarking on research, all the while improving the quality of the ever growing corpus of library literature. Potential areas of support for librarians will be discussed from multiple perspectives.

(EN)GAUGING THE NETWORK: THE GRAD STUDENT INFORMATION ENVIRONMENT

*Morag Coyne, Queen's University;
Mary Claire Vandenburg, Research
& Instruction Librarian, Queen's
University*

Graduate students form and rely on sophisticated networks to help them access, gauge and know the information they need quickly. These networks enable them to participate more fully in the world of scholarly communication. In order for librarians to best serve graduates it is practical to ask: What do these networks look like? How do students build their network? Ultimately we ask: What role ought the librarian play in the life of such networks? Supported by the research in cognitive and information sciences, we will discuss these questions and demonstrate the concrete application we found in greater service levels to graduates.

INTERACTIVE OUTREACH: ENGAGING STUDENTS IN LIBRARY PROMOTIONS

*Nancy Collins, Communications
and Liaison Librarian; Marian
Davies, Library Associate;
University of Western Ontario*

Looking for new ways to engage students with your library? Recent initiatives at the University of Waterloo Library have put students at the centre of outreach efforts

through promotions that are student-driven and often student-generated. Drawing on practical examples, we will discuss UW's successful "Why Do You Love the Library?" video contest, online polls, digital displays, and more. Learn about the benefits and logistics of creating dynamic and interactive promotions. Take away fresh and practical strategies for engaging students in your library's outreach activities.

LIBRARY TECHNICIANS: THE SWISS ARMY KNIVES OF ACADEMIC LIBRARIES

*Carol Campbell, Senior Library
Technician, Humber College ITAL;
Denise Rooney, Library Technician,
University of Guelph-Humber;
Adam Weissengruber, Humber
College ITAL*

Library technicians contribute to academic libraries in multifaceted ways. From providing information literacy classes to managing interlibrary loans, library technicians are responsible for a variety of integral activities within an academic library. Come and hear the unique challenges and opportunities that library technicians encounter in an academic library that serves both university and college students.

BUILDING UPON RESEARCH COMPETENCIES IN FIRST-YEAR COURSES

*Laurie Morrison, Liaison Librarian;
Keri Cronin, Assistant Professor,
Visual Arts, Brock University*

One of the curriculum goals of the Department of Visual Arts at Brock University is to foster student research competencies through two introductory-level courses. One role of these courses is to expose students to critical ideas about visual culture and art history, and a second is to help them navigate

"hidden" library resources. Driven by the desire to improve the quality of students' research, a series of in-class seminars was created by the instructors and the liaison librarian. A guiding principle was that students arrive at university with varying research abilities, so the sessions were developed to build on existing competencies and enable students to construct more sophisticated research strategies.

ACCESS TO RESOURCES: WHAT DO THOSE LICENSES SAY?

*Joan Dalton, Associate University
Librarian; Victoria Owen, Head
Librarian, University of Toronto
Scarborough Library*

Review the licenses and agreements which determine the terms of use of Scholars Portal resources. Raise awareness of Scholars Portal resources on campus and ensure that the total allowable usage of licensed materials is being utilized in the delivery of course content and in support of research.

WORKING WITH WIKIPEDIA: A FACULTY/ LIBRARIAN PARTNERSHIP

*Diane Granfield, Librarian; Ken
Moffatt, Graduate Program Director,
School of Social Work, Ryerson
University*

An innovative assignment for a graduate course in a social work program, designed collaboratively by the subject librarian and the course professor, sought to explore paradigms and practices in the production of knowledge through the confounding world of Wikipedia. Students were required to examine scholarly and non-scholarly discourse by critiquing entries and writing their own interventions. In addition, the assignment encouraged students to think

critically about the academic world they inhabit and to consider how marginalized communities might or might not be able to contribute to scholarly conversations.

"DON'T WORRY MOM, I'M AT THE LIBRARY" – CONNECTING WITH UNDERGRADS

Jennifer Robinson; Marisa Mitchell, Research and Instructional Services Librarian; Melanie Mills, English & Outreach Services Librarian, University of Western Ontario

For the past three years Western Libraries has introduced our services, collections and facilities to students via a welcome tent erected during orientation week. A great deal of planning goes into creating interactive and meaningful orientation displays that will capture attention and educate students about the role of the academic library as a physical and a virtual space!

NEW ACADEMIC LIBRARIANS: NETWORKING TO SUCCESS

Debbie Chaves, Wilfrid Laurier University; Jim Brett, Manager/Librarian Ontario Veterinary College Learning Commons, University of Guelph; Peggy Pritchard, Academic Liaison Librarian, University of Guelph

Explore issues of mentoring and networking for new librarians in an interactive, hands-on workshop. Entering into a new job can be a very daunting period in a librarian's life. Examine case studies and examples that address the specific questions that new librarians and students have. Discuss avenues that new librarians can look to when they are starting a new position, and learn the benefits of mentorship and networking.

LIFE IN THE DIGITAL TRENCHES

Nick Ruest, Digital Strategies Librarian; Carl Spadoni, Director of Archives and Research Collections, McMaster University Libraries

First on the list of the ACRL Research Committee's top 10 assumptions for the future of academic libraries and librarians is that there will be an increased emphasis on digitizing collections, preserving digital archives and improving methods of data storage and retrieval. McMaster University has initiated a major digitization project, "Peace and War in the 20th Century". Join us as we share our experiences in the first year of our life in the digital trenches! If you are planning a digital project be sure to bring your questions.

COPYRIGHT COMMUNICATION IN CANADIAN ACADEMIC LIBRARIES

Tony Horava, Collection Co-ordinator, University of Ottawa

Ah, the complex and frustrating world of copyright. How are libraries responding? What methods are libraries using to communicate and teach copyright issues? What information is conveyed, and who is responsible? What is the interplay between the library and the institution in developing copyright policy? How is the web being used? Find out the results of a national survey of Canadian academic libraries undertaken in the summer of 2008, as well as offering ideas and strategies for best practices.

HABITS OF INFORMATION LITERACY: AN EMBEDDED APPROACH TO INSTRUCTION

M.J. D.Elia, Academic Liaison Librarian; Carol Perry, Academic Liaison Librarian; Jennifer Marvin, Librarian, University of Guelph

Librarians commonly encounter "guest speaker syndrome" when they're invited to deliver

instructional sessions: the content may be interesting and useful, but students often view the session as supplemental to the course. The challenge is to embed the tenets of information literacy in a manner that encourages students to develop habits of critical thinking. Learn the strategies used in an information management course to demonstrate how an embedded approach can encourage students to access, evaluate and use information effectively. Data retrieval and visualization, geographic information systems (GIS) and group role-playing will be highlighted.

FALLING THROUGH THE CRACKS: PODCASTING AND INFORMATION LITERACY

Marcella Knibbe, MLIS Graduate, University of Western Ontario

Creating communication opportunities with students is an ongoing priority for many academic libraries. Is podcasting an effective means of accomplishing this? Discover the reasons behind implementing podcasting programs and their merits and downfalls exemplified through commentary from academic institutions. A discussion of the relationship between podcasting and information literacy, focusing on the "useful vs usable debate" will provide some insight as to whether podcasting is a truly effective 2.0 technology.

MERGING LIBRARIES, MERGING REFERENCE: THE NOHIN EXPERIENCE

Jennifer Dumond, Instruction & Public Services Librarian; Melissa Helwig, Information Services Librarian, Northern Ontario School of Medicine

The Northern Ontario School of Medicine merged two libraries that fell under its authority to establish

the Northern Ontario Health Information Network (NOHIN). Prior to the merger, staff provided reference services to similar but separate user groups. After the merge, librarians had to blend two reference styles to deliver cohesive and relevant reference services. One objective of the merger was to make it as seamless as possible so users would experience minimal disruption. Discover the process used to merge two reference service styles into one, and evaluate the successes and challenges of providing multi-user reference services.

DETERMINING THE USABILITY OF EBOOKS USING THE THINK-ALLOUD METHOD

Selinda Berg, Research & Instructional Services Librarian, University of Windsor; Diane (DeDe) Dawson, MLIS Student, University of Western Ontario

The widespread acceptance and enthusiasm for eJournals in recent

years has led to an increased interest in developing eBook collections in academic libraries. It is generally assumed that eBooks provide the same level of convenience and usability to patrons as eJournals have. This qualitative research study examined the usability of eBooks by observing the strategies of undergraduate science students while they performed information retrieval tasks in print books and eBooks.

Don't miss these OCULA events!

Annual General Meeting
Presiding: President, 2008,
Cynthia Williamson
Thurs, Jan. 29, 2009 5:15pm

Academic Library Awards Reception for the Librarian of the Year, and the Graduating Students/New Professional Award
Thurs., Jan. 29, 2009 6:00pm

**A big thank you to our OCULA program coordinators:
(l) Kristen Hoffman, University of Western Ontario &
(r) Caroline Stewart, University of Guelph-Humber**



Call for Convenors for the 2009 OLA Super Conference!

Super Conference is getting closer and we are looking for volunteers to convene OCULA sessions.

The duties of a convenor include the following:

- * Contact the speaker(s) and ensure their AV requirements are sent to the OLA office.
- * Elicit a short biography of the speaker(s) and use this to introduce the speaker(s) at the session.
- * Meet the speaker(s) at the Speakers' Lounge 15 minutes before the session
- * Get help in the event of technical problems.
- * Make sure that, in the case of a panel, all panelists get equal air time
- * Monitor the length of the session for the speaker(s).
- * Pick up evaluation forms at the end of the session.
- * Write a short summary of the session for the Conference Blog and/or future OCULA publications.

Convenors' names and institutions appear in the online OLA Super Conference program.

If you are willing to be a convenor please contact Caroline Stewart:

caroline.stewart@guelphhumber.ca

Please note that program convenors DO NOT receive a registration discount.

Thank you!

Ryerson Library adds new study space

Story and photo by Cecile Farnum, Ryerson University

The Ryerson Library recently renovated its 4th floor to create two large additional areas for group and individual study. To enable the use of laptops, numerous electrical connections are available in these areas, as well as several LCD panels equipped with retractable VGA cables that can be connected to laptops to facilitate group work. Most of the furniture is mobile, which will provide students with the flexibility to arrange the seating in a variety of configurations depending on their study needs. Wireless connectivity is available throughout the floor.

A reading room to allow for individual quiet study has also opened on the floor. Two bookable group study rooms have been equipped with computers and LCD panels, one of which has a Smartboard overlay.

The open study area on the north side of the floor can be reconfigured to accommodate special events seating an audience of up to eighty. The area is equipped with a sound system and 2 large LCD panels that can be used to display presentations. The Library's Special Collections have also been relocated to the 4th floor with a generous open space that includes a reading/study area and staff offices. Two large illuminated display cases have been installed to provide opportunities to better showcase the collection.



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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