



**OCULA President
Caroline Stewart
University of
Guelph-Humber**

InsideOCULA

For and about members of the Ontario COLLEGE AND UNIVERSITY Library Association No. 41

Spring into fall: attend upcoming OCULA events

Fall is a season full of beginnings and possibilities. In academia, we can all get caught up in the excitement of change, whether it is new subject responsibility, a completed library renovation, a new job or just a new batch of eager students. Your OCULA executive is also looking forward to the fall as we have both new events and a new OCULA librarian resident in place for the coming months.

OCULA council has some interesting activities planned for the next few months. Mark October 21 on your calendar because this is the day of our fall 2010 event. It will take place at the North Campus of Humber College and includes a complementary wine tasting plus a fall harvest meal along with entertainment from talented Humber faculty. We have partnered on this event with the Ontario Association of Library Technicians/ Association des bibliothécaires de l'Ontario (OALT/ABO) to strengthen ties within the library community. Our spring 2011 event will be presented in collaboration with the Western New York/Ontario Chapter of the Association of College and Research Libraries and we will also be co-hosting a one-day conference on innovation to be held in Niagara.

In addition to these events, our new OCULA Resident Paula Cardozo is

continued on page 2



OCULA Spring Dinner Speaker - David Trick

by Monica Rettig,
Brock University

Have you ever looked at Ontario's higher education system and scratched your head wondering, "Where is this all headed?"

Dr. David Trick spoke directly to this concern at the 2010 OCULA Spring Dinner hosted by York University at the lovely and historic Glendon Hall.

Trick, a Glendon alumnus, has a long history of involvement in post secondary education in Ontario and has held senior positions such as assistant deputy minister of postsecondary education and chief executive officer and vice-provost for the University of Guelph-Humber. Several years ago, he was approached by the Higher Education Quality Council of Ontario to contribute to a study of the forces shaping higher education in Ontario and, in particular, to identify future concerns. In his presentation he

shared the key findings of this research which was published in 2009 in *Academic Transformation: the Forces Reshaping Higher Education in Ontario* (McGill –Queens UP).

According to Trick, the higher education system in Ontario is affected by two key factors. The first is the shift from an elite system with limited enrollment to a near-universal one. The research suggests that, as a result of this shift, Ontario colleges and universities can expect a 2 per cent increase in the number of students by 2021—a change that effectively translates into the demand for spaces in two new universities and three new colleges. However, many Ontario universities have already undertaken major expansion in recent decades and these institutions might not be interested in growing further in order to accommodate this forecasted increase in demand.

Trick and his colleagues also high-

continued on page 2

Librarians at the G8/G20 protests: a bit of public debriefing

by Caroline Stewart, University of Guelph-Humber and Dave Hudson, University of Guelph

We ran into each other at "People First. We Deserve Better," the main rally and march at Queen's Park in Toronto on July 26 during the week of protests against the G8/G20. Though we were both excited to see another librarian at a protest, we did little more than say so and high five each

other. As it turned out, we have both wanted to debrief together about the protests because these events have given us much to think about—as librarians and as members of the larger community. What follows is our thinking about a few basic issues:

continued on page 3

President's Message

continued from page 1

joining us this month. Paula will be working at Nipissing University and Canadore College Library in North North Bay as well as attending council meetings. As we welcome Paula, we must also say thank you and say goodbye to Monica Rettig. Monica was the first participant in the residency program and did her placement at Brock University in St. Catherine's. We appreciated Monica's participation in council meetings and her submissions to *InsideOCULA*. Hopefully she will remain involved in OCULA and we are pleased that her contract at Brock has been extended.

...we must continually advocate for libraries and the academic community...

Finally, over the past few months we have been reminded that we must continually advocate for libraries and the academic community on issues such as the recent cuts to some Knowledge Ontario programs. The Ontario Library Association's current strategic plan highlights the importance of advocacy and one of the four key goals of the plan is to collaborate to extend libraries' strategic voice. Clearly OCULA has an important role to play in achieving this goal. Not only will we support you by providing resources so that you can stay informed but we may also be calling on you to join us in raising awareness of important topics and concerns.

Have a great 2010–2011 school year and please join us for the fall event on October 21.

• • •

OCULA Spring Dinner Speaker - David Trick

continued from page 1

lighted a significant change in public policy. Governments of the developed world, including Canada, have recognized that the production of new knowledge in higher education and the successful transfer of this knowledge to the workplace results in higher future incomes for citizens. As such, governments have invested heavily in research funding and scholarship bodies, driving a strong competition for funding amongst researchers.

As a consequence of these two forces, faculty members must take on two expanding and simultaneous missions: teach more students and produce high level research. "Something's got to give," Trick argued and he suggested that this "something" is the amount of time and attention given to undergraduate instruction. At many institutions, undergraduate class sizes are too large, causing students to miss out on interaction with faculty members. A significant share of undergraduate teaching—approximately 5 per cent at large institutions—is done by part-time faculty, resulting in a number of problems including a loss of continuity and integration with programs as a whole.

While Trick suggested faculty, government, and students are not responsible for the current state of post secondary education in Ontario, he did argue that the systemic problems are due to the fact that since the 1960s, Ontario's large scale publicly funded system of postsecondary education has not been updated. In particular, there has been no attention paid to developing new kinds of institutions.

So, what is to be done? Trick argued



that a simple demand for more government dollars is not the answer and offered a number of solutions:

- Create new teaching-focused institutions without the focus on research. Ontario is a unique jurisdiction in that we insist all universities must be research-driven. These new institutions would accommodate more students without taking away from existing colleges and universities.
- Consider more flexible models for faculty rather than the existing strict 40% (teaching)/ 40% (research)/20% (service) model.
- Offer shorter degree programs such as the three-year baccalaureate, allowing students to move through the institutions more quickly without diluting the quality of education.
- Have a frank conversation with government around expectations for the higher education system and the accompanying costs in order to develop a better funding model.

More information about David Trick is available at <http://davidtrick.com>.

• • •

Librarians at the G8/G20 protests: a bit of public debriefing

continued from page 1

our reasons for being at the protests, our impressions, and the various responses to the events. Though these are our preliminary and perhaps superficial reflections, our conversation suggests that there is indeed much more to talk about. If you'd like to continue the conversation, feel free to contact us via emails (see below).

Why we hit the streets

Caroline: I went to the G20 for a number of reasons. Through the course of my education and professional life, I am continually realizing the importance of social justice and activism. I had never attended a protest before and I realized that if I valued these forms of expression and believed in social change then I needed to be more involved in my community. I saw the protests as a way to raise awareness of issues in an organized manner. It was an opportunity to send a message to world leaders but also to the community at large that issues such as human rights, education and employment need to be addressed both in Canada and throughout the world. Personally, I was aligned with a number of organizations that were communicating their concerns on these specific matters. I wasn't sure what to expect but was impressed by the organization of the event and the ability of large groups of people to mobilize.

Dave: My reasons for going were similar. Generally, I question whose interests are met by the policies that come out of these meetings, so I went partly to publicly embody these questions alongside others—to "send a message," to use your terms, Caroline. As someone committed both professionally and personally to inclusive informational processes, I am disturbed to see a small group of wealthy nations create, and appoint them-

selves to, exclusive forums for crucial decisions on global matters as is the case with the G8/G20—when more inclusive forums exist already.

But I also went partly for my own learning—about my continuing education, if you will. I really value those who do not keep their opinions to themselves, who are able to move from being quietly reflective to confidently and articulately sharing their critical perspectives in public. As someone who sometimes finds it difficult to this, it is important to me to hear others articulate their concerns with different nuances; it is through this sort of interactive process that I find I am able to best develop my own perspectives (especially when I can interact with others in person).

Our impressions of the protests

Dave: Upon arriving at Queens Park, I was struck by the diversity of people. There were people from all walks of life, who were concerned about the G20 for a number of interconnected and overlapping reasons, and represented a broad spectrum of political perspectives and approaches to articulating these concerns and engaging their communities (either globally or locally). I felt good when I looked around and saw thousands of bodies—teachers, steelworkers and members of other unions, high school students and retired folks, and so many more—marching under different banners (literally and figuratively) but nonetheless interacting in countless ways. I spent most of the march walking with a friend, alternately chanting, watching the variety of ways in which other marchers were expressing their opposition, and musing about some of the finer points

integrating both a sense of public duty and a sense of social responsibility into one's work (mostly in the context of my friend's upcoming move into a job in news media). We also spent some time walking alongside, and sharing stories with, an older couple from the northeastern United States who were visiting friends and had decided to take part in the march while they were here.

When I think of the circulation of information, especially in the context of librarianship, I tend to focus on documents and data moving through dedicated channels. Reflecting back on the protests, however, it seems that the rally and march were, in a very powerful sense, a dynamic information interchange—not only internally, through conversations with others with different perspectives, but also more broadly, as a critical interactive mass of diverse voices literally snaking through the streets of a city. Indeed, the diversity of groups represented at the rally presented itself like a given section of the book stacks in my library—there was a variety of colours, voices, and nuances to explore in a space that, again, is about expressing oneself and about learning.

Caroline: Like you, I too was impressed with the diversity of the marchers. There was a group raising concerns about communism in Vietnam and its impact on human rights and religious freedom next to a group promoting communist politics. I loved the fact that at the march the diversity of opinions and concerns made it feel safe for everyone to publicly express their beliefs and concerns. I was so proud to be living in Canada.

I also agree that the march was a

continued on page 7

2010 OCULA New Librarian Residency



Story by
Monica Rettig,
Brock University

September marks the end of my year as the inaugural OCULA New Librarian Resident. The residency program is designed to enhance recruitment of new librarians and provide entry-level professional opportunities in academic and research library settings. I did my 12-month residency as the liaison librarian at James A. Gibson Library at Brock University and my position had three major components: collections, marketing, and instruction.

Liaison and collections

During my residency, I was responsible for a number of subject areas. Initially, my subjects were history, classics, Canadian studies, and medieval and renaissance studies and currently, I am covering dramatic arts and music. As a liaison librarian, I did my best to become familiar with the field, the literature as well as the teaching and research here at Brock. Plus, I worked on the library component for an external review for the undergraduate classics program and met with the members of the external review committee. As a result of this work, I was exposed to the complex world of approval plans, acquisitions, and the ongoing pressures facing academic library collections. I had some great experiences working with faculty members to develop customized research help for their courses, whether that meant presenting hands-on workshops and video tutorials, or designing help pages in Sakai, our

learning management system (LMS). Personal highlights for me were my partnerships with faculty and contact with students.

With the switch to Drupal, a new content management system, our library website has had a major overhaul. I was responsible for migrating the content of my own subject areas as well as training librarians in designing and developing content for the new research guides, whether this meant creating hyperlinks or embedding Meebo widgets.

Marketing and communications

Working closely with Justine Cotton, the communications and liaison librarian, I gained insights into the challenges of communicating with our various stakeholders. I joined an informal

network of college and university librarians that met quarterly to work on library marketing and communications. I enjoyed experimenting with assorted modes of outreach, ranging from social media to something as simple as a flip chart.

One example was the 'New Year's Resolution' contest which we ran in January 2010. I created three brief video tutorials concentrating on essential research skills (see below). We asked students to watch a video and provide feedback so that they could enter a draw to win a gym membership. The project was successful: we received 130 submissions and the videos had more than 600 views.

continued on page 5

Home google scholar academic search premier library catalogue your feedback about

get better results with google scholar

* how does this help you?

The January 2010 contest has ended. But you're still welcome to send your feedback!

Your Name:

Email:

Subject:

Message:

Questions? Contact Monica Rettig, Liaison Librarian
mrettig@brocku.ca

E-Learning and instruction

I have a strong personal interest in instruction and had rich opportunities to experiment with different modes of delivery. Screencasting, or video screen capture, became one of my tools of choice as I continued to explore programs such as Camtasia and Jing, and the possibilities offered by YouTube and other free online tools. This summer, I focused on developing a suite of "Research Help on Demand" video tutorials, with the goal of offering generic information literacy instruction in an engaging format. I took advantage of co-teaching opportunities with other librarians at Brock, and learned from their different approaches and methodologies.

I've been working behind the scenes to discover ways to better integrate library support in the LMS. It's been interesting to learn about the importance of developing partnerships with other units on campus. In addition,

I collaborated with my colleagues through participation in a number of internal working groups. This summer, as a member of the liaison steering group, I helped to facilitate and deliver a weekly 'Summer Camp' series designed to foster idea-sharing between librarians and support an environment of collaboration.

OCULA council membership

As an ex-officio member of the OCULA council, I was involved with various projects and activities such as the student award selection committee, *InsideOCULA*, and council meetings. I got a sense of how a library association functions at this level, the diverse roles of council, and the impressive dedication and commitment of those involved.

Getting to know librarians from colleges and universities from across Ontario at different stages in their

careers was very beneficial for me. I was able to hear about their jobs and the similarities and differences in the challenges faced at their institutions. Coming full circle, I was recently a member of the residency program committee which selected the successful 2010–2011 proposal from Nipissing University and Canadore College. I hope to continue to be involved with OCULA in the coming years, whatever form that may take.

Perhaps the best indicator of a successful year is that my contract was extended for a second year at Brock. As of September 1, I began my role as the e-learning/liaison librarian although, my time here will be short as my partner and I are excitedly expecting our first child in November.

The job market remains tough and I have several friends from library school who continue to doggedly pursue that first entry-level position. As such, I am grateful to OCULA and the Ontario Library Association for creating this residency program and to the James A. Gibson Library at Brock University for providing me with this wonderful opportunity. I wish the very best to the next new librarian resident.

...

this year is going to be different

Home | google scholar | academic search premier | library catalogue | your feedback | about

three easy steps:

1. watch a video
 - ★ [get better results with google scholar](#)
 - ★ [find peer reviewed articles ASAP](#)
 - ★ [find books using the library catalogue](#)
2. answer the question: "how does this help you?"
3. get entered in a draw to win a Winter 2010 student membership for the **ZONE***

2010 new year's resolutions:

- * improve research
- * get into shape

The January 2010 contest has ended. But you're still welcome to send your feedback!

* You must be a registered student at Brock University to be considered for the prize.

Academic librarians and the G20

Story by

Nancy Collins, University of Waterloo

Academic librarians were in the middle of the G20 action in June, albeit remotely. Led by the staff from the University of Waterloo Library, librarians from universities across the country joined forces to provide an “Ask-a-Librarian” service to delegates and the media within the Canadian Digital Media Network’s social community “G20Net” powered by Open Text software. This was the first service of its kind to be offered at a G20 summit.



Annie Bélanger, the head of Information Services and Resources at Waterloo’s Dana Porter Library and Dillon Moore, the acting manager of Library Services at the Centre for International Governance Innovation (CIGI) coordinated the program. Librarians from the Universities of Waterloo, Alberta, British Columbia, Toronto, and Western Ontario staffed the “Ask-a-Librarian” service from 5:30 a.m.

to midnight during the summit and responded to questions such as, “Can you tell me what the consensus 2011 GDP growth forecast is for Canada and the EU?”, “We are hearing reports of the Chinese becoming more flexible with their yuan. Can someone provide a layman’s version of what this actually means?” and “Which G20 countries other than Canada, the UK, the US, Germany, France and Italy have had a female head of state or head of government?”

Librarians at the CIGI and students currently enrolled in master of library and information science programs at the Universities of Western Ontario and Alberta also contributed many hours to the service.

In addition to the “Ask-a-Librarian” service, Waterloo librarians harvested a large quantity of open source documentation related to the summit’s primary topics and made the material searchable within the network.

While traffic in the “Ask-a-Librarian” room was not as brisk as the foot traffic in downtown Toronto, it was a worthwhile venture.

“All involved librarians and library sciences students were incredible,” says Annie Bélanger. “They pulled together quickly and enthusiastically to make sure that this information service experiment could be achieved.”

G20Net was a research project initiated by the Canadian Digital Media Network that brought academia, institutions, media, and other subject experts into a secure social community. Members of the G20Net community were able to share ideas, collaborate, network and have access to librarians throughout the G20 Summit conference in Toronto. The software was powered by Open Text, a member of CDMN which is the largest independent software company in Canada.

• • •

Lightning Strikes!

Following the overwhelming success of OCULA’s student session at Super Conference 2010, we are pleased to present the second inaugural student award session: Lightning Strikes.

Library students will attempt to electrify us with ten minute lightning talks and the winner will take home \$200 and a free membership in OCULA/OLA for a year.

Lightning talks are very short presentations, and they are becoming an increasingly common feature at conferences. Lightning talks are a great way for novice conference speakers to get a taste for presenting, and the audience benefits from getting to hear several ideas in one session—which makes them the perfect choice for the OCULA Student Award.

Both LIS and library technician students should submit a lightning talk proposal on a topic relevant to academic librarianship. A panel of OCULA members will select the best proposals to compete in the Lightning Strikes @ OCULA session. The award winner will be determined by a vote of all audience members attending the session.

For award details, see <http://tinyurl.com/oculastudentaward>. Students, you have until November 12, 2010 to submit proposals, so put on your lightning-bolt thinking caps! OCULA members, stay tuned for a call for volunteers to serve on the selection panel for our lightning talk speakers.

place for information exchange. I would not necessarily have connected all those groups but just being there expanded my ideas about the role of various community groups and the ways in which these groups can work towards common goals despite having different agendas. I also thought that I was participating in public education. I cannot speak for other observers of the march but I hope that they were also able to see connections and links in ways that they hadn't previously. I hope that they thought their ideas and opinions were expanding just from observing. In a way the protests seemed like public instillation education, like Nuit Blanche but instead of sharing art we were sharing ideas.

Concerns about authorities' responses

Caroline: I have had really strong feelings regarding the response of the authorities to the protests. Initially, I had been really pleased with the march and it seemed like the police had even been helpful by controlling traffic and creating space on the streets so that the event could take place. Then everything changed.

I do not really understand why the authorities "allowed" vandalism to happen one day and then the next day detained peaceful protesters, those who were there to document the events and even bystanders. Personally, I felt betrayed and disappointed by the police. I do not deny some personal ignorance on the management of crowds and protests but if people cannot get together to communicate their beliefs in a peaceful manner what good is the Canadian Charter of Rights and Freedoms?

As a librarian, I consider myself to be

an advocate of freedom of speech and expression. Censorship does not just take place in the realm of print and I think that librarians need to be concerned when the expression of beliefs and ideas is restricted.

The authorities' response is having a lasting impact on me. I have noticed that whenever I encounter the police at other community events in Toronto such as festivals, I am suspicious and wonder if they would decide suddenly to stop whatever is happening. Perhaps my reaction is an irrational reaction but the impact of the G20 has been so strong for me that I cannot help thinking this way.

Dave: I am not surprised that the authorities' response to the protests has had a lasting impact on you, Caroline. I certainly left Toronto with heightened anxiety about the intensification of state violence in the name of "security" (after having been randomly searched myself at the various checkpoints they had in the city on Sunday, June 27). Like you and many others, I also left with an eerie feeling that our rights to express ourselves, to protest peacefully and freely, are increasingly being eroded under similar pretenses. I find it hard not to feel that way when, as you mentioned Caroline, large numbers of peaceful protesters are attacked by police, removed from the protest site and detained, only to have any hint of a charge dropped when they showed up to court weeks later; when journalists are attacked and arrested while covering the protest and then the police confiscate their equipment; or when authorities knowingly obfuscate public protesters' legal rights. As you suggest, Caroline, the library world in particular has ample reason to be deeply concerned about this criminalization of dissent. The question

remains: will these events change the nature and level of our response as a profession?

On the community responses to police actions

Dave: I was really interested by the use of social media within the community to respond to this police violence. People used Twitter, Facebook, and blogs to communicate in the periods leading up to and during the protest. These social media were also used for critical media interventions through co-operative indie media projects like the Toronto Media Co-op or the more specific G20 Alt-Media Centre. What was most compelling to me, however, was the seemingly widespread use of mobile devices to publicly document authorities' responses, particularly where these documents were then disseminated through sites like YouTube and Flickr.

Part of me does not want to contribute any further to what seems like an endless, obsessive, uncritical celebration of social media in the library world. Likewise, I think there are critical questions to be asked of particular invocations of "citizen journalism" (specifically where mainstream media companies offer viewer-submitted content as a means of marketing themselves as populist, and reduce journalism to the act of simple documentation). There is also a certain irony in the romanticization of mobile devices as tools of civic opposition to Western corporate rule, especially when people start to ask questions about the environmental and social impact of mobile devices and the culture of fervent consumerism and constant upgrade that surrounds them.

Nevertheless, some of the authorities' *continued on page 8*

Librarians at the G8/G20 protests: a bit of public debriefing

continued from page 7

violence was documented and disseminated so easily and widely through these methods which provided important points of media intervention from perspectives that are often ignored or grossly mischaracterized in mainstream media channels.

I was also happy to see librarians respond swiftly to the attacks on civil liberties, as the British Columbia Library Association did through its open letter to the Ontario premier and Canada's prime minister. In my mind, librarians have an important role to play both as advocates for accessible information and empowered public education, and as defenders of the right to dissent publicly without being criminalized or demonized. Often other professions play roles at these sorts of protests, such as lawyers acting as legal observers or health care workers acting as street medics. I would love to see a more librarians playing this kind of role (as is done through some of the work of Radical Reference, for instance).

Caroline: Dave, I agree that there is a need for critical analysis of social media. As academic librarians we are constantly trying to engage our students in the process of critical evaluation of information. Given that social media were such a major provider of information during the G20, both the messages and the medium necessitate careful evaluation.

With that in mind, I know that I heavily relied on social media for information throughout the weekend. I was hooked to my Twitter client as it allowed me to follow tweets for current information. I was able to track what was happening with people that I knew who were involved and with

on-going developments. Like it or not, I realized that I have become reliant on "real-time" information. When I tried to corroborate the information provided via tweets with mainstream news sources, I was disappointed in the slow response of those sources. On one hand I am frustrated by my personal need for immediate information and yet, during the protests, I felt more engaged than normal with current events.

In fact, I am still following tweets relating to the G20. Normally when big news events happen, I am hooked for a while and then I push the events to the side. With social media I think that I am still engaged and care about what happens.

Dave Hudson is a learning and curriculum support librarian at the University of Guelph and can be reached at dhudson@uoguelph.ca

Caroline Stewart is a liaison librarian at the University of Guelph-Humber and can be reached at caroline.stewart@guelphhumber.ca



Paula Cardozza: 2010 OCULA new librarian resident

In 2009 (August) OCULA put out a call to Ontario colleges and universities for nominations for the second New Librarian Residency Award and Paula Cardozo will be the 2010 new librarian resident at Nipissing University/Canadore College.

As the new resident, Paula will attend OCULA council meetings as an ex-officio member. She will also have the opportunity to learn and be mentored by her colleagues at Nipissing/Canadore and the OCULA council members. In addition, she will report on her work at Nipissing in a future issue of *InsideOCULA*.

The new librarian resident award is valued at \$20,000 and was created in 2009 to enhance recruitment of new librarians and provide entry-level professional opportunities in academic and research library settings. This year, five college and university library administrators applied for funding under the program. The residency is for a minimum of 10 months to a maximum of 12 months and length is dependent on the institution and funding. Last year, Monica Rettig was the inaugural resident and worked at Brock University (see Monica's report on page 1).

Our congratulations to Paula. More information about the award is available at www.accessola.com (click on ocula and then awards).



A census-less decision!

A GIS/data librarian reflects on the cancellation of the mandatory long form for the 2011 census

by Andrew Nicholson
Hazel McCallion Academic Learning Centre
University of Toronto Mississauga

Earlier this summer, two students visited my library needing household income data for a pair of Mississauga neighbourhoods. As a GIS/data librarian, my first instinct was to direct these students to the 2006 Census of Canada, which has the most current data for these communities. While this was a typical reference interaction for me, what made it different on this occasion was my sad and distressing realization that I may not be able to provide this same reliable and accurate information to students and researchers in a couple of years.

These feelings were the result of the federal Conservative government's recent and surprising decision that Statistics Canada would not be distributing a mandatory long form questionnaire for the 2011 census. Many Canadians, including those in the library community, were shocked by this decision.

The first questionnaire was distributed in 1871 and, according to the Statistics Canada website, since that time the census has provided "a statistical portrait of Canada and its people". While the census has been changed periodically, it has always been regarded as a valuable tool for learning about the changing nature of Canadian society and for helping governments as well as other groups to shape public policies and planning.

For example, during the Depression, new questions were included to address social housing and urban conditions.

The census methodology remained largely unique for each census year through to 1966. Then, for the 1971 census, Statistics Canada introduced a tighter and more rigorous approach and included the introduction of the short form and long form questionnaires. These changes were intended to improve statistical accuracy and allow for comparisons from one census to another.

The mandatory long form questionnaire became a key component of the census for the next 35 years. Going out to 20 percent of households, the form included 50 questions pertaining to many areas of Canadian life such as income, religion, housing expenses, employment, and commuting modes to work. Once Statistics Canada received the completed questionnaires, statisticians first anonymized the data and then applied a set of complicated algorithms to weight the 20 per cent sample data to cover the remaining population. The data was then aggregated for public dissemination, and used by millions of students, professionals, charitable agencies, businesses, and all levels of government for a wide variety of purposes.

Having worked with census data in both Canadian and U.S. academic libraries for over ten years, I have continually seen this information being

applied in useful ways in classroom and research environments. By providing a greater understanding of Canada and its diverse regions, Canadian census data has been able to both answer questions, and highlight new avenues of inquiry.

The federal government had three key reasons for abolishing the long form. One, some of the questions were intrusive; two, citizens should not be threatened with jail time for refusing to answer such questions; and three, citizens complained after the 2006 census data collection. However, the privacy commissioner noted only three complaints about the mandatory aspects of the long form for the 2006 census and only 50 official complaints over the last two decades, most of which had nothing to do with the long form. Moreover the number of people who refused to complete the 2006 census questionnaire was also miniscule and no one was punished with jail time—those refusing paid a small fine instead.

I find it difficult to fathom, based upon these rationales, why the federal government would claim that the census represented a "crisis" that needed fixing. Over the years, many people regarded the census as part of their duty as a citizen, an obligation similar to the responsibility to pay income tax, report for jury duty, or even stop for a red traffic light. Several people I know looked forward to the census every five years, even hoped they would receive a long form questionnaire, because they recognized the

continued on page 10

A census-less decision!

continued from page 9

social importance of the census.

The implications of the cancellation of the long form census questionnaire are difficult to estimate, but I believe that they will be profound. For example, since the 1971 census, Statistics Canada has employed the same methodologies and standard baseline measure to study population change and identify demographic patterns—the capacity to study these changes will be lost. In addition, I think that social science and historical research will be affected significantly. For example, studies pertaining to how religious affiliation or ethnicity change over time will be compromised.

The government has asked Statistics Canada to replace the mandatory long form questionnaire with a voluntary national household survey (NHS). This survey will be sent to approximately 4.5 million households and will contain most of the same questions that were part of the mandatory long form. The NHS will be distributed to 30 percent of Canadian households (i.e., one in three rather than 20 percent for the long form) and officials argue that this larger sample size will help to maintain statistical accuracy despite the fact that participation will be voluntary.

However, critics argue that there are serious problems with the NHS. It has been pointed out that the survey will cost more money to print out and process compared with the long form census questionnaire. More importantly, however, Munir Sheikh (the former chief statistician Statistics Canada) and many other prominent statisticians have come forth to say that statistical accuracy will be compromised. Mr. Sheikh resigned from

his position in protest to the decision to cancel the mandatory long form questionnaire. Statisticians are concerned that few people will even bother to fill in the NHS and this voluntary decision not to participate will compromise the data. Will someone already maxed out from paying bills and juggling family responsibilities bother to fill in a 50+ voluntary questionnaire? Will people in a low income bracket or those who feel disenfranchised voluntarily fill in a survey? As a result of this poor data, the very people that could directly benefit from the application of census data to social services could be neglected because policy makers would not have enough information to respond appropriately.

On the Statistics Canada website the agency states that they will “conduct and release the results of this survey applying the same methods and standards used for all of its surveys.” If this is true the NHS data that will be collected will be largely useless, as most other Statistics Canada survey data is only available by province or census metropolitan area level, making deeper analysis or census mapping impossible. To help students and researchers in an academic library, we need data at a much more granular level such as census tract (neighbourhood) or dissemination area (block or set of blocks). Data from the long form has been provided at these levels for many years and has been of tremendous value as a learning and research resource. Some academics have actually recommended canceling the NHS altogether, rather than disseminating inaccurate data.

The decision to scrap the mandatory long form census has been done

quietly and without warning and this has been vexing to say the least. In the past, Statistics Canada representatives would go across the country for a series of consultations with the public, librarians, policy makers, and other stakeholders. Often changes to the upcoming census would be proposed for feedback and stakeholders had an opportunity to ask questions and put forth ideas of their own as to the information they would like to get out of the census. In the lead-up for the 2011 census, consultations began in 2007 and until the recent announcement there had not been any mention of scrapping the long form. Rather, the decision was announced just before a holiday long weekend, in the *Canada Gazette*, a parliamentary journal not widely read outside of political circles. Even the staff at Statistics Canada seemed to be caught off guard by the decision.

Fortunately, the library community and many other groups were paying attention to the announcement of these census changes. Many librarians and information professionals have responded with petitions, letters to their local politicians, the industry minister, and the prime minister. Parliament’s industry, science and technology committee recently held hearings into the decision and passed a motion calling on the government to reinstate the mandatory long form census. One group, the National Statistics Council of Canada, has even put forth a compromise solution which seems to address the government’s stated concerns, including reducing the penalties for non-compliance and studying the questions one by one, removing or revising those that seem intrusive.

continued on page 11

A census-less decision!

continued from page 10

Despite significant lobbying efforts, the government has not budged from its decision, and seems unlikely to do so now since the short form census and the NHS have already been sent to the printers for distribution in May 2011. As it is too late to reverse course for the 2011 census, where does this leave the library community? Well, there is still hope and optimism that the government may go back to some sort of mandatory long form for the 2016 census. According to public opinion polls conducted in mid-August, more than 50 percent of respondents are opposed to the census changes. Moreover, when looking at a list of those groups in favour of the census changes and those opposed, it is quite apparent that many people and agencies feel strongly that the mandatory long form census is a fundamental tool for their activities. What is especially illustrative is that the groups opposed to the change come from all areas of Canadian society and political spectrums. You can view this list at:

<http://datalibre.ca/census-watch/>

Nevertheless, we still need to keep the pressure on our political leaders and continue to stress how important “the complete census” is for educational and planning purposes. We are only sure to capture an accurate statistical portrait of our country that can be utilized for the benefit of all Canadians by making the long form census questionnaire compulsory.

To see a mandatory long form questionnaire reinstated, contact your local member of Parliament. You can also sign a petition at <http://www.gopetition.com/petitions/keep-the-canadian-census-long-form.html>.



OCULA Lifetime Achievement Award

by Nathalie Soini

Toni Olshen is this year's recipient of the OCULA Lifetime Achievement Award. Toni is the business librarian at the Peter F. Bronfman Business Library at York University's Schulich School of Business.

Toni has worked as a librarian and information specialist for nearly 40 years in many organizations including academic, special, public and government libraries.

She joined York University Libraries in 1989 where she served as the associate university librarian of public services until 2003 when she moved to her current position.

Prior to her appointment at York, Toni worked for the Financial Post Library and established the Financial Post Online. She has also worked for Micromedia and the Ontario Ministry of Education.



photo by Brian Cameron

“We liked everything”: Carleton University Library mini course a success

By Martha Attridge Bufton
Carleton University

For the first time Carleton University Library instructors have taught one of the courses in the annual Enrichment Mini Course Program (EMCP). Coordinated by Subject Specialist Susan Tudin, a nine-person teaching team delivered “Research can be fun”, one of the 50 mini courses that local high school students completed from May 3 to May 7, 2010.

Since 1981, Grade 8 – 11 students from the Ottawa region have come on campus in May to learn in a post secondary setting. Traditionally faculty and graduate students have taught in the EMCP but this year Susan thought that it was time for the library staff to “show their stuff” and teach one of the courses.

“This was a chance to encourage the spirit of inquiry in young minds, using a myriad of resources, and it was a refreshing experience to communicate with them on their terms for a week,” she says. “They tend to be very uninhibited once you make them feel comfortable and I daresay that exposure to such youthful enthusiasm was good for us all!”

Fourteen students signed up for the session and the results were positive: most students rated the course as excellent and enjoyed searching for information through a variety of activities such as writing an obituary, using language translation software and playing video or board games.

The teaching team included subject specialists Martha Attridge Bufton, Heather Cross, Margaret McLeod, Trish O’Flaherty, Judy Senecal, Robert Smith and Susan Tudin from Reference Services, Lloyd Keane, who is the

library’s archives and rare book coordinator and Monica Ferguson, Susan Jackson, Frances Montgomery, Susan Pinard, Beth Ray, Joel Rivard, Sherri Sunstrum and Denize Tan who are all specialists in the Maps Data and Government Information (MADGIC) Centre in the library.

Laura Barton was one of the 14 participants. A Grade 10 student from Vankleek Hill, Laura chose the library course because at the time she was considering becoming a librarian and thought that it “would be the perfect opportunity to see if I was right. I love libraries and books and I thought it would be awesome to spend a week in a huge university library.”

Laura thinks that she learned a lot

from the experience including how to do research in an academic library and, in particular, how to find the right books.

According to Elizabeth Knight, the head of reference services, the course was both an opportunity for library staff to showcase their teaching and research skills and a chance for staff from different departments to collaborate. “This was an initiative that involved staff from every part of the library ... truly teambuilding at its best!”

Susan Jackson, the head of MADGIC, agrees. “MADGIC staff was pleased to explore new ways of introducing our special materials to the students; it was a great experience for all of us.”



Subject Specialist Robert Smith (centre) with students who attended the enriched mini course “Research can be fun” at the Carleton University Library in early May. Robert taught the session on games that included a presentation from a sociology graduate student as well as the chance to play video and board games from the library’s collection.

Creative Corner



Photography by Robin Bergart



Are you creative?

InsideOCULA is seeking submissions for *Creative Corner*. Artwork, photography, poetry, recipes, and short pieces of prose are welcome. Send submissions to: bcameron@ryerson.ca

Ryerson University **Submitted by Cecile Farnum**

The Ryerson University Library and Archives (RULA) is the newest member of the Canadian Association of Research Libraries (CARL). The association's 31 members unanimously approved the university's application in May, 2010. The association's members consist of 29 major academic research libraries across Canada together with Library and Archives Canada, the Canada Institute for Scientific and Technical Information (CISTI) and the Library of Parliament. CARL strives to enhance the capacity of member libraries to partner in research and higher education, and to seek effective and sustainable scholarly communication and public policy encouraging of research and broad access to scholarly information.

Queen's University **Submitted by Nathalie Soini**

The fifth annual Canadian Learning Commons Conference at Queen's University

Queen's University (Kingston, Ontario) hosted the fifth annual Canadian Learning Commons Conference June 16 – 18, 2010. The theme for the conference was: A Journey in Progress: Been There! Done That! What's Next! To discuss "what's next," Mr. Roger Billings led the pre-conference sessions about strategic planning. We also had a vibrant session called the "Learning Commons Café," where we explored new ideas for the Learning Commons/Information Commons/Learning Centres at our institutions. In addition to numerous concurrent and consecutive sessions, we also had a lovely dinner with music by the Syntax All-Stars! The conference ended with a thought-provoking session about the Web 3.0 by Jesse Hirsh.

For more information about the conference, go to: <http://www.queensu.ca/qlc/clcc5.html>

University of Western Ontario **Submitted by Kristin Hoffmann**

Western Libraries' update on Maps, Data and Government Information Services

As follow-up to a post from earlier this year, the final report and recommendations of the Map, Data and Government Information Working Group have been released. The recommendations include:

- That Western Libraries adopt an integrated service model for the delivery of map, data and government information resources;
- That Western Libraries implement a tiered service model;
- That Western Libraries develop and recruit staff expertise that supports the proposed model;
- That an appropriate physical space be allocated and technical infrastructure be developed within Western Libraries to support the integrated service; and,
- That Western Libraries explore internal and external partnerships to support the ongoing operations of the Map, Data and Government Information centre.

The working group focused on specific issues during the consultation, including better understanding of the map, data, and government information needs of Western faculty, students and researchers across disciplines; identifying existing and emerging service needs with regard to technology, research, and collections support; and identifying key access issues with regard to map, data, and government information resources and services. The libraries will now start planning the implementation of the new service, which will include the planning and creation of a service area in a suitable location in the D.B. Weldon Library. The new service centre is expected to be implemented in late 2011 or early 2012. Bruce Fyfe, Elizabeth Hill, Vince Gray, Eeva Munoz (chair), Courtney Waugh, and Cheryl Woods were members of the working group and faculty, students, researchers and staff also participated during the consultation.

People News

Queen's University (Submitted by Ellen Symons)

Paul Wiens completed his term as university librarian on August 31, 2010, a position he has held since 1991. He also served as the director of libraries at the University of Saskatchewan and as the university librarian at the University of Lethbridge. Prior to these appointments, he held administrative positions in the libraries of the University of Manitoba and the University of Waterloo. His academic history includes a degree from the University of British Columbia School of Librarianship. Paul has contributed to a number of professional association collaborations and projects, including the Canadian Association for Research Libraries (CARL) Committee on Scholarly Communication and the CARL Institutional Repositories Task Force. Most recently, he was on the advisory board of the National Research Council's Institute for Scientific and Technical Information (NRC-CISTI) from 2008 – 2010, and on the board of the Association of Research Libraries (ARL) from 2007–2010.

Martha Whitehead has been appointed as interim university librarian, effective July 1, 2010. She has 25 years of experience in academic research libraries and over the past six months has been the associate university librarian at Queen's. Prior to coming to Queen's, Martha held positions at the University of British Columbia Library in the areas of information services and information technologies, and was actively involved in several university academic planning initiatives. In 2003 Martha was a visiting scholar at the University of Melbourne, where she worked with the director of teaching, learning and research support on an assessment of the Information Division's organizational model for teaching information skills. She currently has key roles with the

Canadian Research Knowledge Network, including Chair of the Negotiations Resource Team and member of the network's board. In Ontario, she has been actively involved with the Scholars Portal. In 2007, Martha was accepted into the Research Library Leadership Fellows Program with the Association of Research Libraries, a two-year executive program designed to explore critical issues and current trends with senior administrators of major research institutions. Martha has published many articles in the professional literature and is an invited speaker and facilitator at professional events.

University of Western Ontario (Submitted by Kristin Hoffmann)

On June 21st **Marni Harrington** was appointed as the manager of the Graduate Resource Centre in the Faculty of Information and Media Studies. Marni is well known to the FIMS community, having served as the research and instructional services librarian on behalf of Western Libraries since January of 2008. She is a 2007 graduate of the University of Western Ontario's MLIS program.

On July 1 **Kristin Hoffmann** began a five-year term as the head of research and instructional services, the D.B. Weldon Library. Kristin joined Western Libraries in 2006 as a research and instructional services librarian in the Allyn & Betty Taylor Library, and prior to that she was with the University of Victoria Libraries. OCULA members will recognize her as a recent OCULA Super Conference program planner, and she is now one of the coordinators for the Conference. Kristin is also a graduate of the Northern Exposure to Leadership Institute. She received her master of library and information science the University of Western Ontario in 2003.

With Professor Barbara Reul (University of Regina), **Lisa Rae Philpott** represented the nay side for "The Great Debate," a joint session presented at the recent meetings of the Canadian Association of Music Libraries and the Canadian University Music Society in Regina, Saskatchewan on June 5, 2010. Debators spoke to the question "Be it resolved ... music librarians don't need music degrees." Intended to be a light-hearted and fun version of the popular CLA/CACUL "Great Debate" (where the audience votes before and after the debate proper), the Aye side won by seven votes; the opposing music librarian (Brian McMillan, McGill) declared it to be a "hollow victory!"

Wilfrid Laurier University (Submitted by Gina Matesic)

Two new associate university librarians

Carol Stephenson and **Greg Sennema** will work together as associate university librarians. They will assist with library administrative duties, and work collaboratively to encourage and plan innovative library services and activities. Greg and Carol will co-lead the external review and the further implementation of the library's strategic plan, will assist with various aspects of assessment, and will provide direction and sponsorship for new projects.

In addition to these responsibilities, Greg will assume leadership and oversight of two areas: information technologies and public relations activities. While retaining her position as head of collection development and acquisitions half-time, and co-leading the external review, Carol will also be responsible for providing direction to the development of scholarly communications within the library and the university.

People News

Wilfrid Laurier University (Submitted by Gina Matesic)

New Laurier/Nipissing librarian

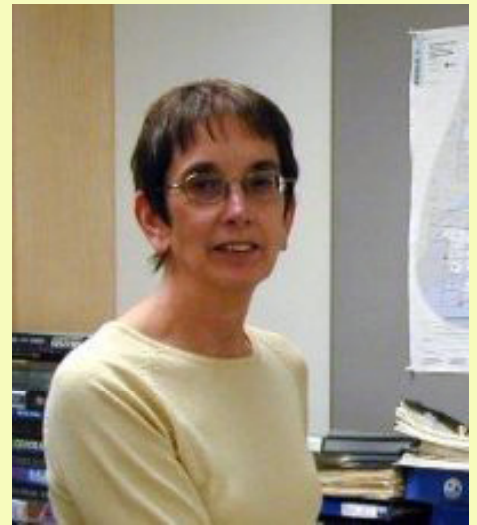
The Laurier Library is pleased to welcome **Pauline Dewan** as the new Laurier/Nipissing liaison librarian at the Brantford Campus. No stranger to academic libraries, Pauline has a PhD in English literature from York University as well as a master's of library and information science from the University of Western Ontario. Her most recent book, *The Art of Place in Literature for Children and Young Adults: How Locale Shapes a Story*, was published this year by Edwin Mellin Press. Pauline will provide reference service and instruction sessions for both Laurier and Nipissing students and will have an office at both locations.

Ryerson University (Submitted by Cecile Farnum)

After many years as a librarian at Ryerson University Library and Archives, **Suzette (Sue) Giles** is retiring at the end

of August. Sue began her career as a reference, faculty liaison and collection librarian when Ryerson was still Ryerson Polytechnical Institute. Sue served as the co-ordinator of library services until 1993 along with a brief stint as the acting director of the Learning Resources Centre (January 1989 to August 1990). In 1995, she took over as the liaison with the geography department, and assumed responsibility for the map collection and social science statistical data. In addition to providing access to statistical resources to support faculty and student research, this position also involved liaising with data colleagues both nationally via the Data Liberation Initiative (DLI) and internationally as the university's representative to the International Consortium for Political and Social Research (ICPSR). Sue was instrumental in the development of the Geospatial, Map and Data Centre in 2004, located in the Ronald D. Besse Information and Learning Commons. She has held leadership positions in the International Association for Social Science Information Services and Tech-

nology (IASSIST), and the Canadian Association of Public Data Users (CAPDU), and has been an active member in the Association of Canadian Map Libraries and Archives (ACMLA). Sue's many contributions to the profession were honored in 2006 with her receipt of the OCUFA Academic Librarian of the Year Award.



...Save the date...

OCULA/ACRL WNYO Spring Conference: Innovation in Libraries

Friday, April 29, 2011
Inn on the Twenty
3845 Main Street
Jordan, Ontario

<http://www.innonthetwenty.com/>

A one-day event co-hosted by OCULA and Western New York/Ontario chapter of the ACRL

OCULA Fall Dinner

Thursday, October 21, 2010

Mix and Mingle: 6:00 pm

Dinner: 6:30 pm

Guest Speaker:

Canadian comedian Larry Horowitz

Larry is a stand-up comedian and a faculty member in Humber's comedy program. Professor Horowitz will discuss the different types of humour and how its surprising subtleties differ and impact upon society.



Where:

Humber College North Campus, 205 Humber College Blvd, Toronto
www.humber.ca/content/maps

Cost:

\$39.00+HST per person; spouses or other guests are welcome
Register at http://www.accessola.com/ocula/Fall_event

To compliment the dinner, which is prepared by Humber students in the culinary program, each course will be paired with an appropriate wine. Wine pairing is courtesy of Ramesh Srinivasan, a professor of hospitality, recreation and tourism.

InsideOCULA

Ontario College and University Library Association
50 Wellington St East, Suite 201, Toronto M5C 1C8
(416) 363-3388 / 1-866-873-9867 / FAX: (416) 941-9581 / 1-800-387-1181
<info@accessola.com>

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

Editor: Brian Cameron <bcameron@ryerson.ca>
Deputy Editor: Martha Attridge Bufton <martha_attridge_bufton@carleton.ca>

© Copyright, OLA 2010. All rights reserved.

PRESIDENT

Caroline Stewart

University of Guelph-Humber
416 675 6622 ext. 6075
<caroline.stewart@guelphhumber.ca>

PAST-PRESIDENT

Nathalie Soini

Stauffer Library @ Queen's University
613 533 6000 ext. 75566
<soinin@queensu.ca>

VICE-PRESIDENT/PRESIDENT-ELECT

Janice Mutz

Lakehead University
807 343 8147
<janice.mutz@lakehead.edu>

TREASURER

Kathryn Klages

Seneca College (King Campus)
416 491 5050 ext. 5106
<kathryn.klages@senecac.on.ca>

SECRETARY

Jenn Horwath

Mohawk College (Fennell)
905 575 1212 ext. 3194
<jenn.horwath@mohawkcollege.ca>

COUNCILLOR

Anne Fullerton

Davis Centre Library
University of Waterloo
519 888 4567 ext. 36917
<affuller@library.uwaterloo.ca>

COUNCILLOR

Jennifer Peters-Lise

Seneca College Libraries
416 491 5050 ext. 2070
<Jennifer.peters-lise@senecac.on.ca>

COUNCILLOR

Cory Laverty

Queen's University
613 533 6000 ext. 77075
<laverty@queensu.ca>