



OCULA President

Janice Mutz
Lakehead University

I'm writing this column in the middle of a heat wave, yet the unmistakable signs of the upcoming fall term are all around me: faculty requests for instruction sessions, an email reminder to purchase fall parking permits, and firm plans for the upcoming orientation. For those of us involved in education, September—not January—seems like the true beginning of the year.

As we get ready for a new academic year, we can reflect on our activities and achievements of the past few months as well as look forward to upcoming events. The one-day workshop we co-hosted on April 29 in Jordan Station, Ontario with WNYO/ACRL was well attended and received accolades all around. Peters and Kevin Manuel are commended for organizing a varied and enlightening day of speakers, activities that included a luncheon and took place at a beautiful location. After driving through a nasty wind storm (see Jenn's story in this issue), Jenn and I reached our destination and the workshop went off without a hitch.

The OCULA Spring Dinner, held at the University of Toronto (UT) Mississauga on May 11, was also well attended. Dr. Alexandra Gillespie was the keynote speaker and her

continued on page 2

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InsideOCULA

For and about members of the Ontario COLLEGE AND UNIVERSITY Library Association No. 44

From manuscripts to print: OCULA hosts successful spring dinner



By
Sarah Forbes, University of
Toronto Scarborough

Last May 45 academic librarians gathered at the University of Toronto (U of T) Mississauga for the 2011 OCULA spring dinner. In addition to drinks, appetizers and a lovely meal, guests enjoyed a tour of the university's Hazel McCallion Academic Learning Centre as well as a presentation by Associate Professor Alexandra Gillespie on the shift from manuscripts to printed books.

Dr. Gillespie is an English professor at the U of T and U of T Mississauga and an expert in the field of medieval and early modern texts and books. In her presentation, entitled *A Medievalist*

Rethinks the Printing and Digital 'Revolutions', she shared her ideas about the wonderful bookish world that existed in the days of Chaucer and, in particular, about the shift from producing manuscripts by hand to printing texts.

A self-professed temperamental contrarian, Dr. Gillespie is convinced that old cultures have as much to tell us as new cultures. In particular, she thinks that people did amazing things to produce words and pictures before the digital revolution, even before the printing revolution: production was creative, cost-effective and widespread.

While books today are often restricted to specific print or electronic formats for publishing, medieval books were

continued on page 2

Innovation and a windstorm: OCULA/WNYO-ACRL spring conference



By
Jennifer Peters,
Seneca College

My experience at the first OCULA/WNYO-ACRL Spring Conference began with a windstorm—what better way to begin a conference about innovation then having to use your wits to navigate through chaos?

When 2011 OCULA President Janice

Mutz and I (one half of the conference organizing team) set out from Toronto Pearson International Airport for the drive to Jordan Station, Ontario we knew the 100 kilometer drive would be challenging. High winds had closed the Burlington Skyway and a transport truck was overturned on the Queen Elizabeth Way.

However, we did not realize that we would be driving into a war zone.

continued on page 3

President's message

presentation, entitled *The Rise of the Machines? A Medievalist Rethinks the Printing and Digital 'Revolutions*, was certainly timely and interesting. I thank Cynthia Williamson for representing OCULA Council at the dinner.

In addition, UT Mississauga has received the New OCULA Resident Librarian Award. The position has been posted and interviews are underway so our next issue of *InsideOCULA* will feature an interview with the new resident librarian.

Although it seems like winter is far away, Jonathan Bengtson and Cyndi Smith have been busy since last March putting together the OCULA portion of Super Conference 2012. As usual, the submissions outnumber the available spots but there are always volunteer opportunities for members who want to participate; watch the listserv for details. Brewster Kahle will be our spotlight speaker at the conference and I'm sure he will be interesting and thought provoking.

Congratulations to Jonathan on his appointment as the university librarian at University of Victoria, starting January 1, 2012—Ontario's loss is British Columbia's gain. Thanks go to Monica Rettig for stepping in as Super Conference Co-planner.

Lynne Prunskus (OCULA vice president/president elect), is busy planning our October event in North Bay, and I hope many of you will take the opportunity to venture north during the beautiful fall season. The event will include a tour of the new Harris Learning Library at Nipissing University/Canadore College and then a dinner and lecture by Rod Carley, winner of TVO's 2009 Big Ideas Best Lecturer Award. Details will be available soon via our listserv and website.

Copyright is the feature topic of this issue because we recognize that it is so important to understand this brave new world of digital rights management (DRM), fair dealing, open access, and copyright legislation reform.

continued from page 1

In fact, some higher education institutions are advertising new positions dedicated to managing and explaining the complexities of copyright to students, faculty and staff while many universities and colleges are grappling with the decision to either opt-out or stay with the Access Copyright program as a result of the new tariff.

In closing, on behalf of OCULA Council, I wish everyone well in the busy fall semester and hope many of you can come north in October for some fresh air, a great dinner, and good company.



From manuscripts to print: OCULA hosts successful spring dinner

continued from page 1

complete written works and appeared in a variety of forms such as single unbound pamphlets, parchments, tax accounts, or letters on an unwritten surface. Scriveners banded together in guilds so book production was widespread and not limited to the monks we often see depicted on film. In fact, not every book was a gigantic, beautiful missal—anyone who could write and gather the materials could make a manuscript of their own or customize a book from a professional scribe by stitching in their own notes. Copying skills were diverse and libelli (small books) could be produced relatively quickly, cheaply and in large quantities.

Dr. Gillespie challenges the assumption that the printing press reduced the time or cost of book production. She argues that if the use of the press led to a reduction in the price of books, this shift likely resulted from the production of paper, cursive scripts or unbound books. As such, the shift to the printing press may be less of a revolution than is commonly believed.

The evening ended with a discussion that included topics such as digitization initiatives and the use of ebooks as a platform for publishing among academic presses.

Special thanks go out the planning team at the University of Toronto Mississauga Library as well as OLA staff: Pam King (team lead), Elaine Goettler, Paula Hannaford, Andrew Nicholson, Susan Senese and Nga Foster; Beckie MacDonald and Michelle Arbuckle (OLA).

More information about Dr. Gillespie and her research is available at <http://individual.utoronto.ca/gillespie/>.

Innovation and a windstorm: OCULA/WNYO-ACRL spring conference

continued from page 1

These winds had overturned some 5,000 trees onto the highway and thousands of cars were trapped, leaving drivers with no easy way out—did you know that you cannot use a GPS to find out which roads are free of fallen trees?

Every side street we tried to take, every country road we thought would be our salvation turned into yet another dead end. Fortunately, with the kind help of some locals who were standing by the side of the road, two and half hours later we finally reached Jordan Station.

But we realized something was still amiss as soon as we opened the door to the Inn on the Twenty. Power was completely out in the entire region which is not something a conference organizer wants to hear.

Thankfully one restaurant in the area had power and it happened to the Inn's gourmet restaurant and wine tasting bar. Janice and I thought things were starting to look up!

Soon my colleagues from Seneca College started to arrive in force, with Tanis Fink, OLA Vice-President 2011/President Elect 2012, leading the way. Along with Janice, who is now an honorary Seneca librarian, we all congregated at the restaurant and started to discuss how we would prepare for the

conference without power and (gasp) internet access.

Fortunately, power was eventually restored and later that night we prepared for the conference using my room as our main camp and wine from the Inn's winery as fuel. The next day we heard comments about the amount of noise and apparent frivolity coming from my room, to which I replied, "What? We were working."

The 2011 OCULA/WNYO-ACRL Spring Conference was the first collaborative conference between the two organizations and it was a great success. Participants had the opportunity to meet colleagues and learn about projects and research from across the border.

The format veered a little from the norm. A keynote presentation started the day and was followed by a series of PechaKucha rapid talks, a "birds of a feather" session and the Innovation Boot Camp. The University of Guelph's very serious and completely stuffy M.J. D'Elia, Randy Oldham and Sarah Barriage hosted this final presentation and challenged us to think differently about our work. For example, what would we change if there were no limits or what would a library look like if we reversed all our traditional assumptions? Their fantastic workshop was about so much

more than just "thinking outside the box"; we had to think creatively while standing on our heads, speaking backwards, using straws and wearing an Adidas warm-up jacket!

The organizing committee designed the conference to inspire and spark creativity as well as to get everyone away from their computers and let them play. While I can't speak for all participants, I certainly felt refreshed by the day. I was able to think broadly about my work and had a safe place to brainstorm wildly without criticism, negative feedback or barriers to new ideas.

Plus, the conference venue was a great choice. Not only is Jordan Station a gorgeous town in the Niagara region but our stay at the Inn on the Twenty was a truly self-indulgent experience. The inn's staff offered us supreme service and support (even under the difficult circumstances) and they were very generous with upgrades. The elegant accommodations and facilities far exceeded my expectations and I would host and attend a conference there again and again.

Due to the success of this collaboration between OCULA and WNYO-ACRL, we hope to offer another joint conference in the future.

Seneca College seeks placement hosts for technician program

The Library and Information Technician Program at Seneca College is seeking additional host libraries for student placements. Students must complete these two-week (70 hours) placements to meet course requirements and the sessions run at set times in the fall, winter and spring. Police checks are required and no payment will be made to host libraries.

During these placements, students integrate classroom theory and skills learning with practical applications in libraries and can also contribute to ongoing or special projects at the host library.

If you are interested in hosting a student(s) for any or all of these placements, please contact Professor and Placement Scheduler Susan Ibbetson for more details at susan.ibbetson@senecac.on.ca or (416) 491-5050, ext. 6113.

2011 OCULA new librarian residency



By Paula Cardozo,
Nipissing University/Canadore College

In the academic library world, September is a time of new beginnings. This September will be no different, but for me it will also bring the end to my OCULA New Librarian Residency. This residency is designed to enhance recruitment of new librarians to academic librarianship by providing a new librarian with invaluable professional experience.

As the second recipient of this award, I have been spending my year as the student success librarian at Nipissing University and Canadore College in their shared library. One of the benefits of working in a small academic library is the opportunity to wear many hats and this article outlines some of the major activities I have undertaken this year.

Information literacy instruction

I took the instructional strategies course during my masters of library and information studies (MLIS) program at the University of Western Ontario. I have been eager to try some of the approaches that I learned in that class and had a major success doing so as the embedded librarian in Nipissing's university success course. This class was offered in multiple sections, both on-site and online, and as part of the instruction team I was able to connect more students to their library.

During hands-on computer lab sessions for the on-site sections I offered

students one-on-one help as they researched their end-of-term papers. I found it fascinating to observe how they searched for and interacted with information. For the online sections, I had teacher assistant (TA) status within the Blackboard learning management system. Not only did I answer students' questions as they were posted, I also created a library discussion board that featured announcements, tips, suggested resources, and a space for students as well as the professor to ask questions and share answers with the group.

Reference

One of the activities I continue to enjoy the most is providing reference service. My interests are not confined to a single discipline so I find the variety of reference questions appealing. I also appreciate the opportunity to make a connection with patrons, even if it is only for a few minutes. While I strived to pass on important information literacy skills, I also worked with my colleagues to create a welcoming atmosphere in which patrons felt safe to ask questions. After all, satisfied patrons are our best ambassadors!

The big move

One of our biggest changes this year was the move to a new three-storey building in June. The Harris Learning Library at the North Bay campus features increased quiet and group study space along with two new instruction rooms equipped with SMART interactive whiteboards. While the philosophy behind our service remains unchanged, staff has had to respond to the challenges and opportunities offered by our new and significantly larger multi-floor space with some changes in instructional approaches.

I am looking forward to the responses from returning students in September

when they see the new building. This summer I coordinated library tours during Nipissing's New Student Orientation and Canadore's Kick Start program and the reactions on the faces of incoming students and their families were very promising. I especially loved hearing students say, "Wow, I'm going to be here all the time!"

LibQUAL

One of the major projects I undertook this year was managing the LibQUAL+ survey. Although I was initially nervous, this project turned out to be one of the most valuable learning experiences of my residency. As the library serves two institutions, I was busy in the pre-survey period gathering data from both Nipissing and Canadore. We were determined to increase our response rate so we opted for the Lite survey, chose an iPad as our incentive prize and used a multipronged marketing plan. These strategies resulted in a 20% response rate, more than three times that of our previous survey. Most importantly, the quantitative and qualitative data provided us with invaluable information from our patrons.

Win an iPad!

Help us help you by taking a 5 minute survey.

Tell us what you think about your library services and you will be entered to **win an iPad.**

The survey will be available January 24 to February 13 on the library website.

All students, faculty & staff from Canadore College & Nipissing University are invited to participate

Questions? Please contact Paula Cardozo at paulac@nipissingu.ca



continued on page 5

2011 OCULA new librarian residency

continued from page 4

Mentoring

One of the greatest strengths of the residency award is the formal mentoring component. My mentor was Associate Director (and OCULA's vice president/president elect) Lynne Prunskus. Lynne and I met every two weeks to discuss a variety of issues related to academic librarianship. Behind Lynne's quiet demeanor beats the heart of a passionate advocate for libraries. Although our formal mentor relationship is about to end, I know that I will stay in touch with Lynne and continue to benefit from her guidance in the years to come.

While I enjoyed being mentored, I also experienced the other side of the relationship by serving as a mentor to two part-time library technicians. In addition to informal meetings, we also set up our own online discussion board. I especially enjoyed discussing the Reference and User Services Association (RUSA) guidelines for reference and information service on such topics as "approachability" and what reference services actually look like from the other side of the desk. I hoped to encourage the library technicians to follow a reflective practice and to highlight the fact that reference skills are honed over many years.

OCULA council

I also served as an ex-officio member on the OCULA council and really enjoyed working with such a great group of talented and dedicated people. Serving on council reinforced the importance of career-long engagement, particularly in our professional associations.

As part of my council duties, I served on the committee that evaluated position submissions and chose the successful host institution for the 2012 OCULA New Librarian Residency Award. I wish the next new librarian resident great success!

Thank you

The residency award made possible many experiences for which I am truly grateful. I am indebted to OCULA and the Ontario Library Association for this wonderful opportunity, particularly when new graduates are facing a fiercely competitive job market in which it is difficult to secure professional positions. I sincerely hope that this worthwhile pilot project will someday be a permanent program.

Thanks to staff at the Nipissing University and Canadore College Library for their work in applying for the residency, for their support during my time here and for their financial contribution to the position. Finally I would also like to thank all of my library coworkers. I am lucky to have been part of such a great team!



Sponsor a new librarian resident

OCULA Council is currently seeking sponsors for the new librarian residency program.

OCULA launched the program three years ago in partnership with the Ontario Library Association (OLA). Championed by OCULA's past president Nathalie Soini (Queen's University), the residency provides new librarians with unique and valuable experiences in academic libraries. Ontario universities and colleges apply to OCULA to receive funding to hire a recent graduate for one year. In the first three years of the program, residents' salaries were topped up with an annual contribution of \$20,000 from the OLA.

Previous residents: Monica Rettig, Brock University Library (2009) and Paula Cardoso, Canadore Nipissing (2010). Read their stories in past issues of *InsideOCULA* and watch the OCULA newsletter and blog for more information in the coming months.

OCULA resident steps into new social media librarian position

By Cynthia Williamson, Collection and Access Management Librarian, Mohawk College

This fall Eva Stepanian begins her OCULA residency as the social media librarian at the University of Toronto, Mississauga (UTM) Library. The library was awarded the 2011 OCULA New Librarian Residency and took the opportunity to create this position.

As UTM Chief Librarian MaryAnn Mavrinc, explains, there is a need to engage with students and faculty using multiple social networking channels and she is very excited to have Eva on staff. She credits the residency program with the success of this initiative. "Support from OCULA and OLA made this possible and we plan to share our experiences at an upcoming Super Conference."

Eva graduated from the University of Toronto's (U of T) Faculty of Information in April 2011 and received her bachelor of arts (honours) in criminology and ethics as well as ethics, society and law from U of T in 2009. As a graduate student, she worked in the Thomas Fisher Rare Book Library, Robarts Library and the Downsview storage library. She has an avid interest in technology and created a YouTube channel for the Robarts Library reference department. She also blogs photographs of inspiring library book shelves on her Tumblr and tweets inscriptions of rare books in order to "give new life to elements of librarianship that grip and fascinate" her.

In addition to her work at UTM, Eva will also sit on the OCULA council and councillors anticipate that she will bring fresh eyes, thoughts and ideas to council meetings.

Virtual reference now and in the future: A practical guide



By Katya Pereyaslavskaya,
MFA, ML, University of Toronto,
Petro Jacyk Central & East European Resource Centre

I have been an Ask Ontario (askON) virtual reference assistant for the academic sector for two years. After some research, including a literature review, chats with librarians and some reflection on my own experiences, I have prepared the following guide for those academic libraries or consortia interested in implementing virtual reference services (VRS).

A number of factors seem to be critical to a successful virtual reference program. One, the necessary infrastructure is provided from the beginning rather than introducing VRS as a pilot project. Two, implementation includes strategies for measuring feedback so that library staff can predict trends before they happen and assess usability success. Plus, there are opportunities for brainstorming and generating new ideas. Three, target audiences are accurately identified and four, user expectations are assessed as is the use of technology to meet these expectations at a level that is comfortable and familiar for the majority of users.

Like traditional reference services, VRS comes with its own challenges. For instance, providing users with anonymity can backfire. Patrons may feel that “there is no need” to be polite or that they can escape the consequences of poor etiquette or unfair actions which may lead to the harassment of service providers. Anonymity is only an illusion, however, as service providers can report user IP addresses to disable his/her access.

In addition, the virtual reference service librarian does not have the advantage of working with patrons face-to-face. At the traditional reference desk, the librarian can take a quick glance at the patron to assess his/her level of comprehension. However, the virtual service librarian works remotely and cannot check body language or nonverbal cues. Not only must he/she have an on-going dialogue with the patron but she/he must also follow up more frequently to ensure that the user understands the information or instruction being offered.

However, virtual reference has many more benefits than drawbacks! VSR uses a variety of technologies such as chat, videoconferences, voice-over-IP, co-browsing, and instant messaging. These technologies allow virtual reference providers to answer questions about everything from library hours to the use of digital databases. In general, providers can offer a speedy and efficient response to questions and reach out via remote access to users who cannot visit the library during regular reference hours or feel uncomfortable in doing so.

The service can also appeal to younger users (aka the digital natives) who use VRS for a number of reasons. One, they are comfortable and familiar using the technology; two, they can ask their questions anonymously and are less intimidated than they would be to approach a librarian at the reference desk; and three, they get the instant gratification that they tend to seek.

Ultimately, the future of VRS depends upon meeting the user’s need for access to information. As such, our main goal should be to break down barriers and provide easy access to that users adapt to new technologies. Collaboration is also important to

develop a sustainable service and partnerships can offer everything from financing to additional manpower to cross-promotions.

Here are some brief guidelines for implementing virtual reference services, based in part on Reference and User Services Association [RUSA] guidelines.

1. Planning, policy and procedure

“...members of the administration, computing staff and reference library staff should be involved in planning, training, implementation, and promotion of virtual reference services and the selection of virtual reference software. Representative members of the target audience should be involved in planning and promotion of virtual reference.” (RUSA)

i. Liaise with the supervisory body to set goals and identify priorities.

ii. Consult VSR policies elsewhere (e.g., askON, Ask a Librarian) and identify professionals who might be willing to offer their expertise (RUSA guidelines).

iii. Identify the required staff and responsibilities (number of volunteers, hours and availability required, etc.).

iv. Brainstorm with partners.

v. Review existing library policies such as collection development, licensing and selection of electronic resources.

vi. Create new policies as needed such as guidelines for appropriate behavior, mission and vision statements, integration into the regular reference services, etc.

vii. Determine if document delivery will be part of the service and define

continued on page 7

the parameters.

viii. Decide if the service is a collaborative effort and, if so, the partners' expectations and contributions.

ix. Draft a policy for member use of resources from other libraries.

x. Consider the issue of patron privacy and whether there is a need to develop retention schedules and privacy policies for transactions. In particular, consider whether data can be gathered and used for publicity and how to ensure patron protection.

2. Testing

i. Identify operating systems and test for compatibility with related software or regulations. For example, software may be chosen to comply with Section 508 of the Rehabilitation Act.

ii. Conduct in-house trials to test software effectiveness.

iii. Determine if there is a need for greater customization, assess current infrastructure and identify possible future needs.

3. Staff recruitment

Note: The majority of virtual reference staff are students or recent graduates who wish to gain valuable professional experience.

i. Promote opportunities through nearby iSchools.

ii. Promote the opportunity for valuable professional experience which may be very motivating for volunteers.

iii. Reach out to potential volunteers via listservs, social media and word-of-mouth.

For example, create a blog, a Facebook page or Twitter and LinkedIn accounts.

v. Recruit library school practicum course students for special projects.

4. Training new service providers

i. Introduce volunteers to the basics of reference "theory" (RUSA guidelines)

ii. Offer hands-on training sessions such as trial runs with mock reference questions and role playing.

iii. During their shifts, pair students up with more experienced providers for on-the-job training and to monitor the service they provide.

iv. Offer conflict resolution sessions for dealing with difficult patrons and consider on-going training, workshops and tip sheets.

v. Offer volunteers reassurance and feedback. Ask a Librarian (a Florida-based service) does monthly exemplary reference awards and three winning transcripts (brief, detailed and teaching exemplary chats) get posted online.

5. User education and promotions

i. Consider promoting the service via logos and widgets on various pages of the library and university web sites.

ii. Try incorporating pop-up windows to ask if patrons need assistance. These windows might be a time-sensitive feature that target users who have browsed the library catalogue for 20 minutes or more.

iii. Consider the need to reach users via the technologies and social media they frequently use (e.g., Facebook, Twitter, blogs, etc.)

iv. Reflect on possible creation and allocation of a promotions budget. Giveaways such as pencils, notepads, banners, flyers and brochures (although all less "green" solutions) might be effective promotional tools.

v. Schedule in-person promotions at conferences, library-related events and even an VRS open house with a tag line such as "Come and experience the virtual world of libraries!"

vi. Liaise with faculty for permission to post links on relevant course pages.

vii. Consider adding links from products such as Scholar's Portal, Ebsco-Host and ProQuest. For example, add a window to notify the user that his/her research yielded no hits and to ask him/her if they would like to seek assistance from VRS by clicking an active button to make the call.

viii. Identify key words. Wording is very important and should highlight the convenience and confidentiality of the service.

ix. Include members of the target audience in the planning and evaluation of marketing and continuously evaluate promotional activities.

6. Routine assessment of the service success rate

Both subjective and objective assessment methods such as gathering raw data and evaluating the happiness of users should be considered to assess the program service success rate.

i. Use "secret patrons" such as students or other faculty "assigned" to pose questions and rate the responses based on given criteria.

Analyze the results of surveys sent to users after a digital reference transaction.

Virtual reference

continued from page 7

ii. Survey patrons who are users or potential users.

ii. Track the number of questions received as well as users entering the service. While a user does not ask a question initially, he/she may use the service later so determine how many people are aware of the VRS and frequent the site.

iii. Post campus-wide student surveys on the university and library websites and even distribute hard copies of surveys to raise awareness of the service.

iv. Liaise with in-house reference services to determine if the VRS is alleviating any stress for them and whether they think it is effective. Close collaboration between reference departments will be necessary to assess service success.

v. Conduct post-chat user surveys to assess happiness with reference interview.

In conclusion, the survival of VRS depends upon the adaptability of the program as well as the ability of library staff to predict trends in technology and service. This ability is based upon a constant assessment of usability success through feedback as well as the development of new ideas. Seeking feedback from professionals such as reference librarians as well as identifying user expectations along with the technologies needed to meet these expectations can all be useful strategies for ensuring the success and longevity of a virtual reference service.

For more information or to request a copy of Katya's bibliography, please email her at katya.pereyaslavsk@gmail.com.

Ontario College and University Library Association Fall Event

Save the date! Start making your plans to travel north in October and enjoy the autumn scenery.

Thursday October 13, Nipissing University and Canadore College, North Bay

Non-members are welcome. Registration: \$40.00 (**registration opens September 15**)

The Program

3:00 p.m. - 4:30 p.m.

Harris Learning Library tour:

The new 56,000 square foot, three-storey facility opened July 2011 and was designed by world-renowned Diamond + Schmitt Architects, with on-site architectural support by Evans Bertrand Hill Wheeler Architecture Inc. It is twice the size of the previous library and includes more space for collaborative work as well as individual study. The Harris Learning Library also provides increased connectivity with regional campuses and the ever-expanding world of digital resources available today.

6:00 p.m. - 9:00 p.m.

Cocktail reception, dinner, and lecture featuring Rod Carley, winner of TVO's Big Ideas Best Lecturer of the Year.

Rod Carley is a director, producer, actor, writer, dramaturg, and costume and set designer. He is currently coordinator for Canadore College's new theatre arts program.

Not from the North Bay area? The OCULA fall event is your perfect excuse for a fall road trip. Take in the gorgeous fall colours and explore Ontario's "near north" while meeting colleagues from other parts of our great province.

Accommodations, excursions, and transportation

OCULA has reserved a block of rooms at the Hampton Inn for the special rate of \$119.00 standard double queen and breakfast.

<http://hamptoninn.hilton.com/en/hp/hotels/index.jhtml;jsessionid=IRK4GVFD2W3QUCSGBIX2VCQ?ctyhocn=YYBNBHX>

Other nearby hotels:

Holiday Inn Express (on Seymour at Hwy 17)

Inn on the Bay (downtown)

or http://www.city.north-bay.on.ca/visiting/accommodations/hotels_motels.asp

Check out the North Bay tourism brochure:

<http://www.city.north-bay.on.ca/common/pdf/CityBrochure.pdf>

Activities:

Discovery North Bay museum: <http://www.heritagenorthbay.com/>

Hiking trails : drive east on Hwy 17 to Mattawa (about 25 minutes by car) where the Ottawa River meets the Mattawa River. Enormous woodcarvings decorate the town including one of the legendary Big Joe Mufferaw.

Or select another driving tour here <http://www.ontariosnorth.com/driving-tours/>

How to get to North Bay by car, bus, train, or plane <http://www.northbay-on.worldweb.com>.

Fair dealing and copyright policy: An academic workplace issue

by Associate Professor Samuel E. Trosow,
Faculty of Law and Faculty of Information and
Media Studies, University of Western Ontario

Copyright policies are increasingly becoming a workplace issue at universities and colleges. Traditionally we have been concerned with the ownership and control of academic staff scholarly output. Now, however, our concerns are broader and include the use of copyrighted materials by faculty, students and staff in teaching and research. One particular issue is already having profound consequences on our day-to-day work: fair dealing.

Copyright protects the interests of creators and owners of expressive literary, dramatic, musical and artistic works. According to the *Copyright Act of Canada* (the Act), during the limited term of copyright (life of the author plus 50 years), the owner is given a bundle of exclusive rights including the right to reproduce the work. Copyright infringement generally occurs when the work is copied without the consent of the owner.

Fortunately, there is a wide range of exceptions and limitations in the Act which ensure that not all technical infringements are actionable. As copyright issues are becoming increasingly contentious in the information-rich environments of educational institutions and libraries, it becomes all the more important to better understand and fully utilize these users' rights.

Unlike fair use in the United States (which is open-ended and not limited to specific categories), fair dealing in Canada is categorical. In order to assert fair dealing, the use in question must be for research, private study, criticism, review or news reporting. Historically, fair dealing had been given a very narrow application in Canada courts. As a result, the

defence was not favoured and the categories were strictly construed.

However, in 2004 this all changed. In the landmark case of *CCH v Law Society of Upper Canada* (see web link below), the Supreme Court ruled that fair dealing was an important user's right and an integral part of the Act. The court ruled that "research" must be given a liberal interpretation and that fair dealing should not be narrowly construed.

Unfortunately, the impact of the case was not felt in the post-secondary educational sector which had become heavily reliant on licenses from Access Copyright (a copyright collective formerly known as CanCopy). A new three-year agreement was negotiated between the Association of Universities and Colleges of Canada (AUCC) and Access Copyright in 2004 and in 2007 this agreement was extended for another three years.

Realizing perhaps that it would be more difficult to renegotiate a replacement license on such favourable terms, in March 2010 Access Copyright elected to apply for a tariff with the Copyright Board (see <http://www.cb-cda.gc.ca/tariffs-tarifs/proposed-proposes/2010/2009-06-11-1.pdf>). The tariff is now pending before the board and is being contested by the AUCC, the Association of Canadian Community Colleges (ACCC) as well as the Canadian Association of University Teachers (CAUT) and the Canadian Federation of Students, who filed a joint objection on behalf of academic staff and students (see http://caut.ca/uploads/CAUT_CFS_Objection_to_ACT.pdf).

While the proceeding will likely take more than a year to complete, the Copyright Board of Canada has issued an interim tariff which largely carries forward many of the provisions of

the expired license. The proposed tariff would raise the rate to \$45 per full-time equivalent (FTE) at universities (\$35 at community colleges) and contains several new reporting, compliance and audit requirements.

Institutions, however, are under no obligation to continue their relationship with Access Copyright and are free to pursue other avenues for copyright clearances, where these are still necessary.

As of mid-August 2011, 27 Canadian colleges and universities are reported to have "opted out" of this interim tariff (see Howard Knopf web link below). Only seven of the non-Quebec universities that belong to the Canadian Association of Research Libraries have not yet opted out (Simon Fraser, Western, Toronto, Ottawa, Ryerson, McMaster and Brock) and others are currently considering ending their relationship with Access Copyright.

This response reflects an institutional dissatisfaction with Access Copyright's tariff application as well as the diminishing importance of the protections offered by its licenses. These licenses are less important for three reasons. One, academic libraries have greatly expanded the range of materials that are available to the entire campus community through broad site-licenses. As these materials become readily available online through a users' library account, they are no longer within the scope of compensable copying for purposes of payments to Access Copyright as consent is obtained directly from the publisher.

Two, more online materials are becoming available which are either already in the public domain, or available under various forms of Creative Commons or other open access

continued on page 10

Fair dealing and copyright policy: An academic workplace issue

continued from page 9

licenses. And three, many of the uses of academic materials would be within the scope of fair dealing, if the broad rights granted by the Supreme Court were properly implemented.

Still, institutions are uncertain about the breadth and scope of research, private study, criticism, review or news reporting as categories to which fair dealing applies. New language proposed in Bill C-32 would have changed the Act to add “education” as one of the enumerated fair dealing purposes. However, the bill died when the government fell last spring and the provision was the target of massive lobbying by Access Copyright and other publishing interests. It remains to be seen whether it will be included in a new bill.

Regardless, Canadian colleges and universities still need to take affirmative steps to develop fair workable fair dealing policies. While reliance on the Access Copyright license prior to 2004 had created a comfort zone from a liability-avoidance perspective, it came at a huge cost because institutions never really grappled with implementing their new fair dealing rights established by the Supreme Court; as I have discussed at length in a recent article (*Bill C-32 and the Educational Sector: Overcoming Impediments to Fair Dealing*), risk-averse educational administrators have been cautious about putting these rights into practice, in some cases leading to higher costs and policies which take precedence over provisions in the Act as well as relevant case law.

For example, even after the CCH decision, staff at institutions might have thought they were locked into these license terms until 2007, but the educational institutions extended the contract through 2010 without renegotiating the rate to reflect reason

able offsets for uses which were now fair dealing under CCH.

Likewise, a university’s current policy may be overly deferential to copyright owners and their representatives (as under the AUCC guidelines) thus ignoring the Supreme Court’s ruling that fair dealing be given a broad and liberal interpretation. Or the policy could be based on the erroneous yet common assumption that private licenses trump established users’ rights which would have the same effect as if the Act were amended to strip out all of the existing users’ rights.

The resulting failure to incorporate fair dealing into routine practices not only increases the direct financial costs to students, it also discourages the full and proper utilization of existing knowledge resources, thereby hampering the work of academic staff.

However, many institutions are finally taking the much needed step of considering fair dealing guidelines. Two sets of guidelines are in circulation, one from the AUCC which provides a very weak account of fair-dealing, and a more robust alternative from CAUT.

The AUCC released its fair dealing guidelines in December 2010. While this move was long overdue and much needed, the guidelines themselves were very restrictive and have been criticized for essentially weakening fair dealing. Several campus administrations have issued edicts to the effect that these guidelines have been implemented (see University of Manitoba web link below) and the University of Alberta board of governors has gone so far as to declare that violation of campus copying rules could be considered as grounds for discipline of academic staff.

In contrast to the AUCC guidelines, CAUT has released a document

entitled *Guidelines for the Use of Copyrighted Materials*. The contrast between the two sets of guidelines is significant. Whereas the AUCC version is essentially an inflexible set of directions of things that cannot be done with copyrighted materials, the CAUT framework attempts to empower end users to better understand the subtleties of fair dealing and make intelligent and responsible decisions.

It is important to keep in mind that in the CCH decision, the court adopted a set of six factors that must be taken into account in deciding whether any particular dealing is fair. In any particular situation, all of the factors need to be taken into account. As a result, many of the provisions of the AUCC guidelines, which tend to be drafted in terms of absolute prohibitions, do not take into account the subtleties and richness of fair dealing analysis (see the CAUT Fair Dealing Advisory web link below).

The differences between the AUCC and CAUT documents will have significant implications for how academic staff and students are able to interact with and utilize works in which copyright subsists. As such it is important to read these two documents, discuss them with colleagues, and begin to think about how a vibrant fair dealing (or a lack thereof) will affect our day-to-day work in our own particular circumstances.

Over the next year, the federal government is expected to pass changes to the *Copyright Act of Canada* which will have profound impacts on the ability of academic staff to continue to provide the extensive, equitable access to knowledge resources which are so central to teaching, learning, scholarship and research.

continued on page 11

Fair dealing and copyright policy: An academic workplace issue

continued from page 10

In addition to these changes and those made by the courts and the Copyright Board, others will be made on our own campuses. Ironically, not only will these local decisions have immediate effects on day-to-day activities, they may also be made more informally and less transparently than those made formally by the courts and legislatures.

Cumulatively, all these changes will have a major impact how academic staff provides extensive and equitable access to the knowledge resources so central to teaching and research.

Professor Trosow is a member of the Librarians' Committee of the Canadian Association of University Teachers, and of the Copyright Committee of the Canadian Library Association.

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People News

University of Toronto

Andrew McAlorum, joined Information Technology Services in Robarts Library as the digital projects librarian on March 28. He works with librarians and faculty to plan and execute digital projects that make scholarly research resources available online. In his previous role as the digital projects librarian at York University he developed, maintained, and supported their institutional repository, digital journals, and conference server, and was a member of the scholarly communications initiative.

University of Western Ontario

Lisa Rae Philpott attended the joint meeting of the Canadian University Music Society and the Canadian Association of Music Libraries, and was one of four invited speakers (two librarians, two music faculty) at the shared plenary session Information Literacy for University Musicians in Sackville, New Brunswick on Jun3 4, 2011.

Carleton University

New Associate University Librarian
Valerie Critchley

Valerie Critchley is Carleton University's

new associate librarian for building management and operational planning

She joined Carleton from the University of Ottawa where she was the head of teaching and collections. She has also worked for CISTI as the manager of the information resource management systems team and has been active in many professional associations including OCUL's Scholars Portal.

New Associate University Librarian
Wayne Jones

Wayne Jones is Carleton's new associate university librarian for collections and technical services. Most recently

People News

Wayne was the head of collection development and e-resource management at Queen's University and he has also worked at the Massachusetts Institute of Technology (MIT) and Library and Archives Canada. He has edited books and published articles in his field and is an active member of numerous professional library organizations.

Ryerson University

Award-winning mobile applications

Ryerson University Library staff **Graham McCarthy** and **Steven Marsden** have received the 2011 Ontario Library and Information Technology Association (OLITA) Award for Technical Innovation. Graham, Ryerson's innovative technologies librarian, and Steven, a junior systems programmer, have developed a new ISBN/QR barcode scanning application which is now available on iOS and Android.

This application reads QR and ISBN barcodes so that patrons can quickly check the availability of a library book. When an ISBN is scanned, the application initiates a search in the Ryerson University Library and Archives (RULA) catalogue and the results are displayed on a screen or, if the data contains a URL, the correct website is launched. Watch the following video for more information. <http://www.youtube.com/watch?v=RmKS1jz7JI>

University of Toronto

Jie Li joined the Cheng Yu Tung East Asian Library as a **special projects and research services librarian** in May 2011. As a recent master's of Information Studies graduate of the iSchool at U of T, Jie brings with her two

years experience as a Graduate Student Library Assistant at the East Asian the Beijing Opera Exhibition, e-journal cataloging, and the creation/management of the Chinese Women Studies database.

Andrew holds a bachelor of arts with honours from Queen's University and a master of information studies from the University of Toronto, and is interested in digital projects management, web development, scholarly communications, open access, and open source software.



Carole Moore

Retirement of Carole Moore, Chief Librarian, University of Toronto Libraries

Carole Moore retires as Chief Librarian of the U of T Libraries in June 2011 after 25 years. Under Carole's visionary leadership, the University of Toronto Library system has ranked in the top five in the North American rankings of university libraries. The Library has a worldwide reputation for excellence in

collections, services, scholarship and digital leadership. It reflects the best of what a great academic library should be to preserve the past, reflect the present and provide leadership for the future.

This has not come about by accident. Carole would give credit to her academic colleagues for the support and direction they have provided; to her library staff for their dedication and expertise; and to faculty, staff and students for having such high expectations for excellence in all areas of library services and collections. Working in partnership, always listening and sharing her wisdom with others, Carole has combined a sharp intellect with diligence, hard work and a persistent optimism that have allowed the libraries to thrive and succeed in its mission of service to the academic community.

Carole's legacy is large and will be felt for many years. She has made a difference as a senior administrator, academic and citizen of the university. She has set a positive course for the future of the academic library at the University of Toronto and transformed the University of Toronto Libraries to meet the diversity of academic information needs in a world where change is exponential and the value of what has gone before is paramount.

University of Toronto

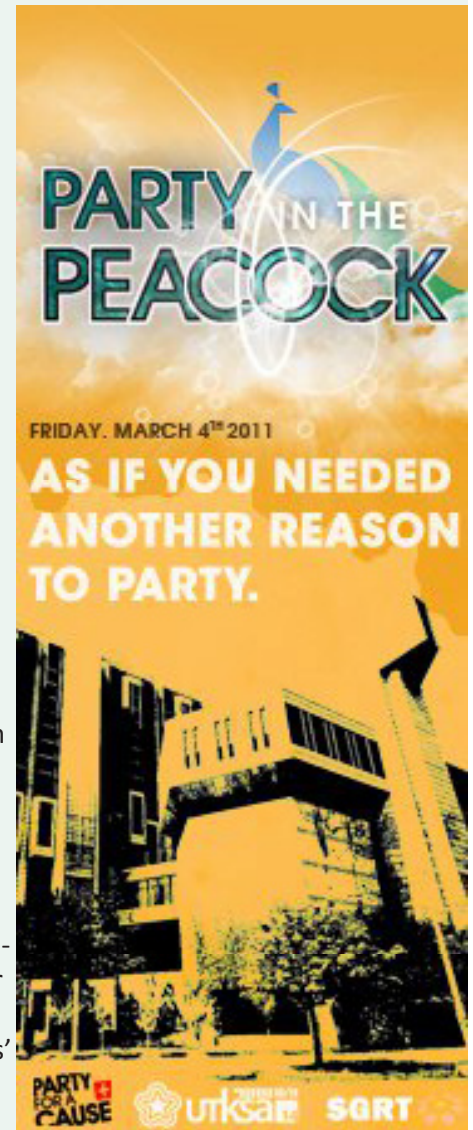
Party in the Peacock! (Robarts Library, University of Toronto)

On March 4, 2011, Robarts Library underwent an extraordinary transformation. For three hours, the second floor was converted from an academic library into a dance floor and all-round party place. Party in the Peacock was a well-received, student-driven fundraising event to support the Robarts Revitalization Project, which is intended to expand student study space

The event had something for everybody: students' photography and artwork was displayed throughout, the group study area became a crowded dance floor with a driving beat and the cafeteria provided a welcome spot to chat and socialize. Over 650 students snapped up tickets. For a student's review of the night, read:

<http://blogs.studentlife.utoronto.ca/UpbeaT/2011/03/08/party-in-the-peacock-the-robarts-revitalization/>.

Total revenues are still being tallied but we are exceptionally grateful to the students and staff who devoted so much time and effort to organize such a terrific event. Thanks to communications librarian Margaret Wall, manager of facilities, services, fire, health & safety Bill Godoy as well as Alfred Cheng, Lari Langford, Lidio Presutti, Askari Hussein and all of the building patrol staff who were involved in planning and running the event, Margaret Kim, undergraduate student representative, who initiated the event and her wonderful army of volunteers. Event sponsors included: St. George Round Table, University of Toronto Korean Students' Association, Party For a Cause, Winterfest, Revitalization Project, Aramark and Salacious Sound.



"The Battle for Hong Kong: Days of Infamy" Symposium at University of Toronto Libraries

On March 31, 2011, Canadian and Hong Kong veterans, military historians, scholars and students came together in the Richard Charles Lee Canada-Hong Kong Library for a symposium titled The Battle for Hong Kong: Days of Infamy. The symposium marked the 70th anniversary of the battle, which took place in December of 1941.

After introductions by University Chief Librarian Carole Moore, Senator Vivienne Poy commenced the symposium with a minute of silence to commemorate the victims of the War and the recent disasters in Japan. Sergeant of the Royal Rifles. George MacDonell, was among the two thousand Canadian troops sent to defend Hong Kong. He presented on the topic of "The Geopolitics in Asia Before the Battle of Hong Kong." He was followed by Dr. Terry Copp, professor emeritus and director of the Laurier Centre for Military Strategic and Disarmament Studies at Wilfrid Laurier University, who discussed the decision to send Canadian soldiers to Hong Kong. Vince Lopata, C.D., the Historian of the Winnipeg Grenadiers, talked about the

continued on page 15

structure of the two Canadian Infantry Battalions at the Battle of Hong Kong.

Dr. Nathan Greenfield, author of *The Damned: The Canadians at the Battle of Hong Kong and the POW Experience, 1941–45*, discussed the violation of Japan's pledge to abide by the Geneva Convention during the Battle of Hong Kong and thereafter. Dr. Neville Poy, the honorary colonel emeritus of the Queen's York Rangers recalled his memories of the battle from the perspective of a child and shared some personal family photographs with the audience. The symposium ended with Dr. William Rawling, the author of *La Mort pour Ennemi (Death their Enemy)* and a historian for Canada's Department of National Defence, providing an account of medical challenges faced by prisoners of war. Mike Babin, Ontario regional director of the Hong Kong Veterans' Commemorative Association mediated a lively discussion afterward with the speakers and the audience.



Left to right: Neville Poy, Nathan Greenfield, William Rawling, Vince Lopata, Senator Vivienne Poy, Carole Moore, George MacDonell, Terry Copp, Jack Leong

Awards and recognition

Both OLA and OCULA have a number of awards and recognition programs. Check them out—you just may know the perfect candidate!

Nominations will open early September and closing November 15, 2011.

http://accessola.com/ola/bins/content_page.asp?cid=130

Get involved: join the OCULA council

Here's your chance to build your professional profile and network with library colleagues: become an OCULA councillor.

The OCULA council has openings for a vice-president/president elect and two councillors-at-large. Incumbents will serve a three-year term (January 2012 to December 2014) and be part of a dynamic team of colleagues and peers from around the province who plan events and work on issues relevant to librarians and staff at university and college libraries.

The council meets four times a year at the Ontario Library Association (OLA) office in Toronto as well as at the OCULA annual general meeting held at the OLA Super Conference.

Nominate a colleague or yourself for:

Vice President/ President Elect

In the first two years of your three-year term you will also sit on the OLA Board of Directors and work with OLA members from all divisions.

Councillor-at-Large (two positions)

Councillors will work on specific projects and/or events.

Nominations will open in early September and close November 15, 2011. More information is available at

http://www.accessola.com/data/1/rec_docs/658_OLACouncilorRole.pdf

If you have any questions, please contact one of your current council members at

http://www.accessola.com/ocula/bins/content_page.asp?cid=61-466

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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