



Building Evidence-Based Advocacy Materials for Ontario College Libraries

OCULA Research & Advocacy

Sarah Shujah

University of Toronto
Scarborough

Jane Foo

Seneca College

Natalie Colaiacovo

Centennial College

OLA SUPERCONFERENCE | JAN. 29, 2020

(Natalie)

Hi everyone! As Cyndi mentioned, this is Sarah, Jane and I'm Natalie, and today we're going to share with you some of the research we've been conducting as part of OCULA's Research & Advocacy taskforce related to staffing in College libraries and question how we can effectively advocate for College libraries and promote their value. This research directly speaks to OCULA's aim to bring to light issues of concern to academic libraries and OCULA members.

For PollEverywhere: **Remember to login before the presentation**

(click on Poll Everywhere > Login with Jane.Foo@senecacollege.ca, password: ola2020password)

Share an example from your institution where the **library made a difference** to students or faculty?



THINK

(1 minute)



PAIR

(2 minutes)



SHARE

(3 minutes)

(Natalie)

But before we start getting into the nitty gritty of the research that we've been conducting, we wanted to get everyone thinking about why we feel advocacy is important in the first place, and it's all tied into the great work that you're doing at your institutions.

So, to kick things off, we wanted you to just take a minute to think about an example from your institution where the library has made a difference to students or faculty.

And then after that minute's up, you'll take 2 minutes to pair up and share your example with the person beside you, and then we can discuss our examples as a group.

(6 minutes)

1 minute to think
2 minutes to pair
3 minutes to share

So, we've heard a couple really excellent examples of the great work you're doing at your institutions, and how that work can really make a difference to students and faculty.

And all of this work is excellent. But let's stop and think for a second: what did it actually take for these examples to be successful?



What **resources**
do we need to
be able to make
a **difference?**



(2 minutes)

One example was these students from a Fashion Business class who used our library 3D printer to make 3D printed jewellery. And this was a rewarding assignment, but a lot of work went into making this assignment a success.

- It required funding for a 3D printer and materials, as well as the staff time required to run the 3D printer and learn how it works
- It required time on my end to learn 3D design software and demonstrate it to the students
- And that's just on the surface level: the assignment couldn't have taken place without the infrastructure for housing the 3D printer, the architects who designed our makerspace, technicians and librarians who developed our 3D printing processes and our Senior Library Technicians and Managers who develop the scheduling and processes that allow staff time to run the 3D printer

So this one assignment was a whole team effort that required cooperation from all areas of the library -- technicians, librarians, managers, administrators and beyond -- to make an impact for these students.

And that's why we are here today to speak to you about the research OCULA has been doing and wants to do regarding Ontario College Libraries with the goal of developing advocacy materials to help us quantify our value and communicate our importance so that we can do all this amazing productive work for our students and

faculty.



Agenda

1



Background

2



Initial Research
Question

3



What Does the
Data Tell Us?

4



Next Steps

5



Questions

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(Natalie)

(30s)

1. Review research process and background purpose of OCULA's research and advocacy efforts
2. Interpret preliminary data analysis results of OCULA Ontario College Library staffing and services.
3. Discuss next steps including a survey and the development of Ontario Colleges Library advocacy materials.

1. Background (5 minutes)
2. Initial Research Question (2 minutes)
3. What does the data tell us? (10 minutes)
4. What's Next? (8 minutes)
5. Questions (5 minutes)

Interactive components (10 minutes)

- Think Pair Share (6 minutes)



1. Background

How did our project get started?

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(Sarah) - 1 min

So how did this research get started will help you understand why we are doing this research.

In 2017 OCULA, while I was President and the lead of the Advocacy Committee, we heard from various members that were concerned about the decision to replace the only 100% dedicated professional librarian position at Saint Lawrence College with an Associate Director of Library and Learning Commons that would dedicate 20% of their time to libraries as per the job posting. I note, that we respect that we do not know the full circumstances in which this decision was made.

This scenario echoed a similar situation brought to OCULA's attention in 2012 and OCULA wrote a similar letter of support for the loss of a full-time librarian at Confederation College Library.

These conversations with OCULA's members sparked a need to respond and investigate initially, if indeed there is a trend in reduction of librarians in Ontario college libraries.

We are doing this with the hope that the research and advocacy efforts will give everyone power to advocate for libraries in Colleges including directors, managers, librarians, library technicians and any other staff that may be part-time or sessional. Whether you are facing concerns about your role, or in the process of renewing the

collective agreement, or faced with budget reduction requests, we want to give everyone the power to advocate for college libraries - we are all on the same page - we all want the same thing - better library services, and support of a functioning library.

This research focuses on Colleges, as the pattern of writing letters of supports has been for Colleges and that the 24 Colleges share the same collective agreement for librarians, and library technicians.



2. Initial Research Question

Is there evidence of an **erosion** of the **profession of librarianship** in **Ontario college libraries**?

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(Sarah) - 1 min

Considering the OLA strategic goals of advocacy and research, OCULA in 2018 decided to investigate initially with the question if there is an erosion of the profession, and if there is need for specific advocacy materials in addition to the OLA Advocacy Toolkit for our members to help ensure that libraries are staffed with the various roles necessary to allow libraries to flourish and function.

I want you to keep in mind that research is iterative and research questions evolve. We will get back to this later.

So when we first got started we asked:

Is there evidence of an erosion of the profession of librarianship in Ontario college libraries?

Within this larger macro scale question we had secondary supporting questions we wanted address:

- Is a difference in staffing in urban areas and rural communities?
- Is a difference in staffing by regions in Ontario?
- What are the job descriptions of the staffing roles in Ontario college libraries?
- What is a current benchmark standard of college library staffing?

Working with Sarah Roberts the Research & Advocacy officer at OLA, we came up with a plan on to answer this question by:

- Doing a literature search on value of academic libraries on student success and college as a whole - the OLA Advocacy Toolkit has this information too
- Finding data, we wanted to use use data as evidence of what we can observe about Ontario college libraries.



Literature Search

VALUE OF ACADEMIC LIBRARIES

Impact of Academic Libraries on Student Success



IL is essential

(Project Information Literacy, Head, 2012)



Faculty supports help strengthen the profile of an institution

(Burpee & Fernandez, 2014)

Advocacy Toolkits & Assessment Tools

ACRL
Advocacy
Toolkit

CARL,
OCUL, CAPAL

LibQual

(Sarah) - 1 min

We did a literature search on value of academic libraries to help us see if our question was already answered in the literature.

What we did find is there are others who have done research on value of academic libraries, but not necessarily specific to our context.

We found 2 things:

- The impact of academic libraries on student success.
- Second, existing advocacy toolkits

When it comes to student success, a review of academic library advocacy literature, including Project Information Literacy Reports by Alison Head (2012) highlights that academic literacies instruction is an essential component of higher education.

Furthermore, we help faculty with research impact, publishing, copyright, and scholarly communication, which have all been proven to strengthen the profile of an institution as mentioned in Burpee & Fernandez article "Scholarly Communication at Canadian Research Libraries: Conversations with Librarians" (2014)

Existing Assessment Methods

- ACRL advocacy toolkit

Well documented advocacy for College & University Libraries, led by [ACRL in their](#)

[Value of Academic Libraries Toolkit.](#)

- LibQual

Some institutions participate in LibQual surveys

Lib Qual + is a standard survey developed by the Association of Research Libraries (ARL). It provides libraries with a standardized, effective method to measure the quality of library services based on the perceptions of faculty, students and staff.

- CARL, OCUL, and CAPAL

CARL and OCUL collect data and do a Faculty Survey. This data focuses on Universities, rather than colleges. CAPAL has done census demographics surveys on librarians.

What we discovered is there is a gap in the literature on Ontario College Libraries, and keep in mind all Ontario Colleges share collective agreements making them different than how universities operate when it comes to roles and responsibilities of staff.



3. Data sources

Grouping of Colleges in Ontario originally used by Colleges Ontario of **Northern, Central, Western, and Eastern** regions.

College Libraries Ontario (CLO) Formerly HLLR

clo.libguides.com

Colleges Ontario

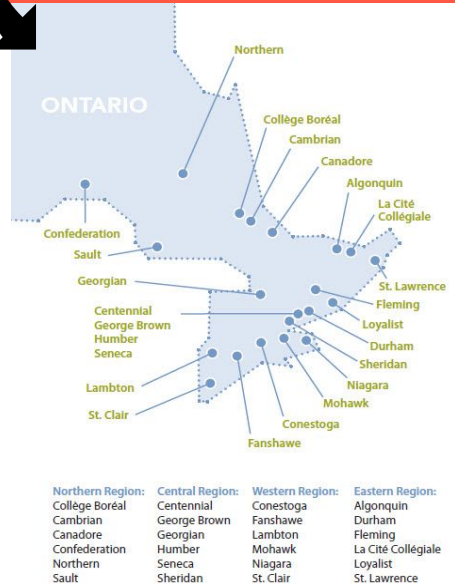
collegesontario.org

Ontario Colleges Library Service (OCLS)

ocls.ca

Ontario Public Service Employees Union (OPSEU)

opseu.org



(Sarah) - 1 min

The second part of our research plan was to examine existing data on Ontario College Libraries.

We collected and found data from:

- College Libraries Ontario or CLO and formerly Heads, Libraries and Learning Centres (HLLR)
 - CLO members are composed of the heads of the 24 Ontario College Libraries
 - We were able to access annual statistics up to 2017
 - Note, they are currently revising their survey instrument and what they collect
 - We were able to find information on regions and size of Colleges
- Colleges Ontario
 - Colleges Ontario is an advocacy organization and association for Ontario Colleges
 - From them, We first came across a region map dividing colleges in the Northern, Central, Western, and Eastern regions.
 - CLO uses a similar regional division in their data collection, and it is how we are using it for our collection and analysis.

- OCLS
 - OCLS is Ontario Colleges Library Service
 - From OCLS we obtained data on student FTE, and used their working groups committee list to count how many librarians, library staff, managers, directors are on committees.
 - <https://www.ocls.ca/about-us/ocls-working-groups-committees>

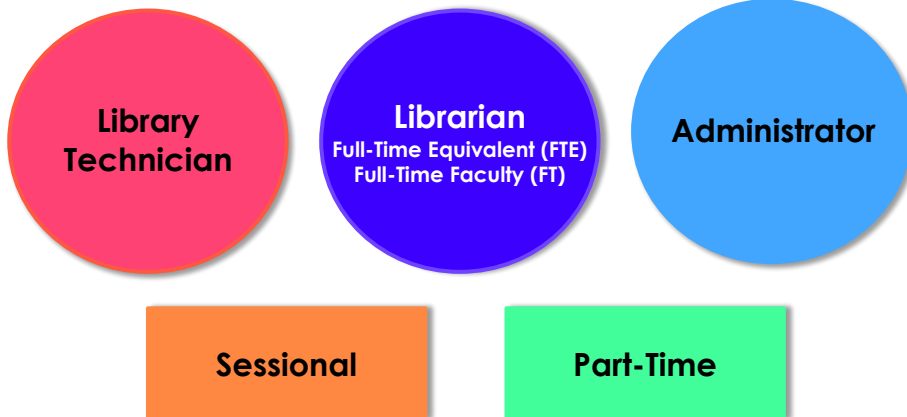
Last,

- OPSEU
 - From the staff and librarian unions we obtained the full-time (FT) faculty librarian count from the 2017-2018 CAAT Staff Workload report with 2019 revisions.



3. Data sources

Definitions of Staff Roles



(Sarah) 1 min

Before we tell you what the data shows us, I wanted to clarify terms in our research and data.

Recall, this research is examining the various staffing roles, and we define these roles as per the collective agreements.

These include:

- Library technicians
- Librarians
 - We want to note our data includes Full-time faculty librarian counts so FT that the union uses, and Full-time equivalent FTE that CLO uses.
 - FTE is full-time equivalent meaning that two part-time librarians at a college are counted as 1 librarian FTE.
 - FT means full-time faculty librarian as per the collective agreement. This does not include part-time / sessional librarians.

Also, note:

- Administrators - who may have a MLIS are not included in the Librarian numbers as they are out of scope of the collective agreement

We are also considering examining:

- Sessional - temporary and not permanent
- Part-time - technicians part of part-time collective agreement, librarians part-time are not part of a collective agreement right now

So let's get to the fun stuff. What does the data tell us? Jane's going to tell you about the data analysis.

--

Collective Agreement CAATA 2017-2021 Class Definition

"LIBRARIAN

This class covers the position of a Librarian which combines the theoretical knowledge of library science, information studies and subject disciplines with the practical application of educational technologies for the purposes of information storage, retrieval and dissemination. Librarians are members of an academic community who share with faculty colleagues in the responsibility of imparting life-long learning skills to students and are responsible for the collection, dissemination, and organization of bibliographic and learning resources in the College. Librarians may assist with administrative functions or provide guidance to support staff assigned to their areas of responsibility. (131) Librarians may be responsible for specific academic subject areas or a particular function within the organization. Areas may include collection and resource development, information provision and dissemination, information literacy instruction and staff training, cataloguing, library computer systems coordination, outreach, scholarly communications, and project planning. Academic librarians monitor current trends and services in the field and provide leadership in library and information services development. Other related duties may be assigned. Librarians are accountable to the College through designated management personnel and are assigned specific roles and tasks by management on hiring or re-assignment. Qualifications: Master of Library and Information Studies or equivalent degree from an American Library Association accredited institution."

Source: http://opseu560.org/docs/2017-2021_caata_ca.pdf (page 130)

APPLYLOG INFRANÇAIS

ontariocolleges.ca

Applying ▾

Colleges ▾

Programs

FAQ ▾ Q

MapSatellite

What does the current data tell us?

Apply Today. Change Tomorrow.

(Jane) < 1 min Background image from : <https://www.ontariocolleges.ca/en/colleges/college-map>

Reminders:

- (1) Context review is not part of this particular data analysis
- (2) Looking at the earliest and latest data from the CLO annual survey

We are not taking into considerations province-wide events that may have impacted staffing numbers (strike, double cohort, change of provincial government etc.)

Data

- College Libraries Ontario (CLO, formerly HLLR) - annual survey from 2008, latest from the 2016/2017 survey
- OCLS - FTE, project and committee membership, latest from 2019
- Colleges Ontario: region grouping* (also, later from CLO 2016/2017 report)
- CAAT Workload Survey (Ontario Ministry of Labour, Training and Skills Development) 2018/2019 - latest revision in spring 2019
- Individual College library websites

Region Grouping

- Central: Centennial, George Brown, Georgian, Humber, Seneca, Sheridan
- Western: Conestoga, Fanshawe, Lambton, Mohawk, Niagara, St. Clair
- Eastern: Algonquin, Durham, Fleming, La Cite, Loyalist, St. Lawrence
- Northern: Boreal, Cambrian, Canadore, Confederation, Norther, Sault

Size (as related to region grouping)

- Large: All Central except Georgian; plus Algonquin, Fanshawe, and Mohawk

- Medium: All Eastern except Algonquin and Loyalist; All Western except Fanshawe, Lambton, Mohawk; Georgian from Central
- Small: All Northern; plus Lambton, Loyalist



Staffing: Regional Differences

2008-2009 vs. 2016-2017 (CLO)

CLO statistics shows **staff increase within the central region college libraries.**
(*excludes missing college library data)

	Librarian FTE		Library Staff		Administrator	
	2008-09	2016-17	2008-09	2016-17	2008-09	2016-17
Central	41.6	59.93	133.38	181.73	15.8	17.5
Western	11	8	76.25	78.57	7	10.4
Eastern	5*	5.32*	41.46*	36.53*	7*	4.7*
Northern	1	1.88	44.39	34.49	7.7	3.68
	58.6	75.13	295.48	331.32	37.5	36.28

(Jane) - 1 min

4 regions, each region with 6 libraries

Missing data 2008-2009 (1): St. Lawrence (E) (and Cambrian has no student FTE);

2016-2017 (2): Loyalist (E) and La Cite (E) (la cite has student FTE)

CLO Survey Definitions

2008-2009 Definition (<https://drive.google.com/drive/folders/1dA7au9e8IGGdPA36ff0C9S8flaSiY4vI>)

"LIBRARY PERSONNEL

Count all personnel in FTE terms (not head-counts). Do not include A/V staff.

a. Admin.:

include Library Director whether this is an administrative position or not

b. FTE librarians:

include all full-time, part-time and contract librarian hours

include any positions funded by special grants or external funds

c. FTE library staff:

exclude personnel who are entirely devoted to AV equipment and media production/IMS activities"

2016-2017 Definition (<https://drive.google.com/drive/folders/1dA7au9e8IGGdPA36ff0C9S8flaSiY4vI>)

"4 LIBRARY PERSONNEL

a. Admin

Include Library Director/Manager whether this is an administrative position or not (If the Library Director is responsible for other departments or services, specify amount of time (%) allocated to

library only duties.

b. FTE Librarians

Include all full-time, part-time and contract librarian hours . Include any positions funded by special grants or external funds.

c. FTE Library staff

Count all library personnel in FTE (full time equivalent) terms (not head-counts). Do not include learning centre staff. Exclude personnel who are entirely devoted to AV equipment and media production / Instructional Media Services activities"



Staffing and Student FTE

2008-2009 vs. 2016-2017 (CLO)

CLO statistics shows **student FTE increase across all college regions.**

(*excludes missing college library data)

"On a multi-year basis, the number of FTE students by FTE personnel were measured and found inconclusive."

[CLO Statistics Final Report 2016/17 data \(Released October 2018\)](#)

		Student FTE		Librarian FTE	
		2008-09	2016-17	2008-09	2016-17
	Central	80,968	99,974	41.6	59.93
	Western	46,504	55,829	11	8
	Eastern	30,235	41,911	5*	5.32*
	Northern	10,705	13,602	1	1.88
		168,412	211,316	58.6	75.13

(Jane) - 1 min

4 regions, each region with 6 libraries

Missing data 2008-2009 (1): St. Lawrence (E) (and Cambrian has no student FTE);

2016-2017 (2): Loyalist (E) and La Cite (E) (la cite has student FTE)

CLO 2016-2017 [report](#)

- report compares only FTE students per FTE library personnel which includes admin, librarian and library technician. (3 year comparison)

From CLO data (2016/2017):

- The maximum sum of FTE librarians across all 24 Ontario colleges is 77.43 in 2014 (216,079 FTE students and 9,377 FTE)
- Out of 24 colleges (includes wrangling the missing data points from La Cite and Loyalist):
 - 11 > 1 FTE (all 6 central region)
 - 11 < 1 FTE (5 / 6 northern region)
 - 14 ≤ 1 FTE (all 6 northern region)
 - 8 = 0 FTE (4/6 northern region, 1/6 eastern region, 3/6 western region): Boreal (N), Conestoga (N), Confed (N), Fleming (E), Lambton (W), Northern (N), Sault (N), St. Clair (W)
 - 10 = 0 FTE if including missing data (Loyalist and La Cite, both E)
- 8 libraries with 0 FTE librarian (excludes missing data Loyalist and La Cite): Regional: 24 colleges in total

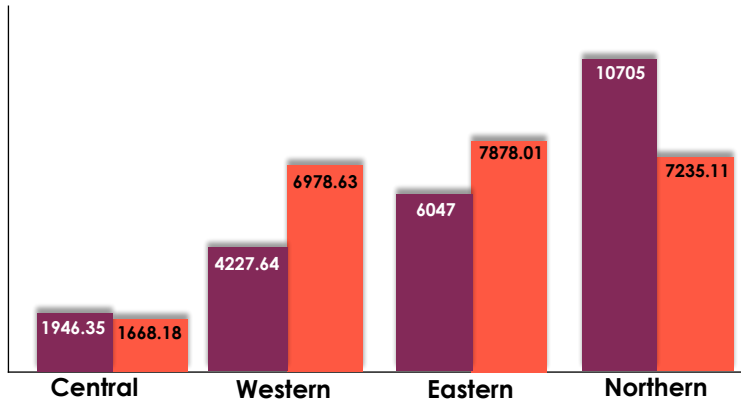
- Central region colleges have the most librarians (top 6).
- 5 out of the 6 central region colleges have the most library staff (exception: Sheridan).
- **There is no/minimal regional growth in FTE librarians over the 2008-2016 time period except for central region colleges.**
- The biggest increase in FTE librarians is at Sheridan (from 3 in 2008-2009 to 12 in 2016-2017).
- There is a decrease in librarians at: Mohawk (Western), La Cite (Eastern)



CLO Librarian-Student FTE Ratio

2008-2009 vs. 2016-2017 (CLO)

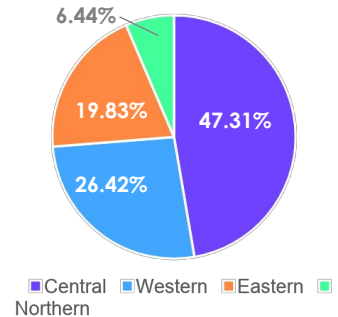
Student-Librarian FTE Ratio ■ 2008-09 ■ 2016-17



Total Student FTE 2016-2017

211,316

%Student FTE by Region 2016-2017

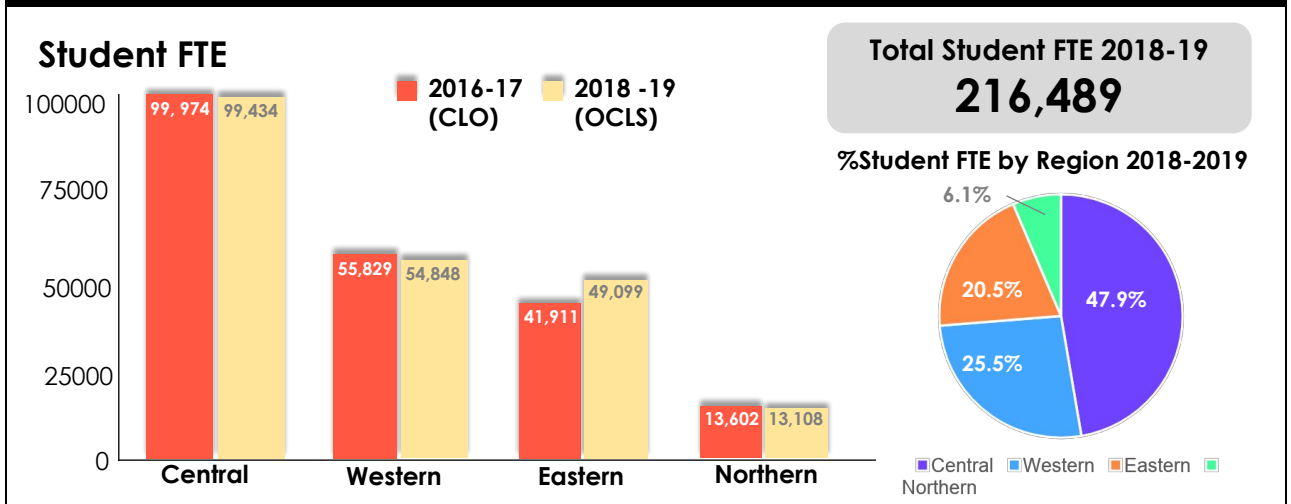


(Jane) - 1 min



Student FTE by Region

2016-2017 (CLO) vs. 2018-19 (OCLS)



(Jane) - 1 min

We do not have librarian FTE data for the past 2 academic years

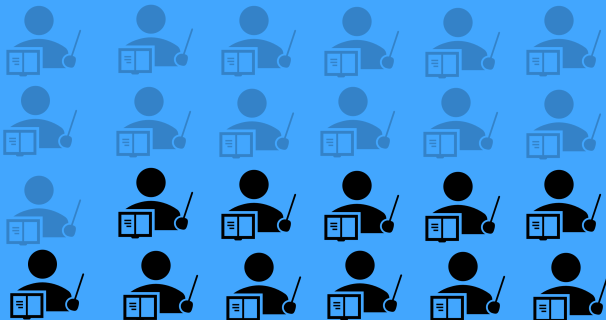


CAAT Staff Workload

2019 FT Faculty Librarians (CAAT)

As of March 2019,

13 out of 24 Ontario colleges do not employ a full-time faculty librarian.



Remember: Full-time Equivalent (FTE) and Full-time (FT) are two completely different definitions for librarians in Ontario's colleges.

	2019 Colleges with FT Faculty Librarians (CAAT)	2016-17 Colleges with more than 0 FTE Librarians (CLO)
CENTRAL	6 OUT OF 6	6 OUT OF 6
WESTERN	2 OUT OF 6	3 OUT OF 6
EASTERN	2 OUT OF 6	3 OUT OF 6
NORTHERN	1 OUT OF 6	2 OUT OF 6

(Jane) - 1 min

The latest CAAT Staff Workload data from 2019 tell us that 13 colleges no longer have a full-time faculty librarian, recall FT vs. FTE. (see: Citing the source)

Why are we looking at full-time faculty librarians?

- We do not have the data on PT / contract librarians (union is looking to form a union for PT faculty)
- Library administration may have librarian roles and responsibilities but they are not classified as librarians (faculty)
- Data on library staffing (FTE which combines FT and PT) from CLO dates back to 2017 only

Full-time faculty librarians by college region (CAAT Staff Workload data, 2019)

- Every central college library has a full-time faculty librarian
- Every large library has a full-time faculty librarian

Our conclusion is that we do not have sufficient data to answer our initial research question, and that we therefore need to do more research to obtain the data that can shed light on our research question.

Citing the source. This is turning out to a bit more convoluted than I'd like (every information is still trackable just not updated in the report) but here it goes:

- The original statement is based on the 2017-2018 CAAT Academic Workload Survey that was released on March 2019 (we received an email of it). I found it online as an April 2019 revised version at http://www.opseu110.ca/wp/wp-content/uploads/2015/05/2017-18_CAAT-Academic-Workload-Survey_REVISED_APRIL2019.pdf
- Both March and April 2019 versions have an incorrect count of librarians and an incorrect list of college libraries without librarians.
Incorrect! "Colleges with no librarians reported: Boréal, Canadore, Conestoga, Confederation, Fleming, Humber, Lambton, Loyalist, Niagara, Northern, Sault & St. Clair." **Incorrect!**
- Emails from E. McDonald on March 25, 2019 clarify that Humber is incorrect (they have librarians) and that St. Lawrence and La Cite are incorrect (they have no FT faculty librarians)
- Btw, the following shows a summary of academic staff by classification but it is incorrect (only shows 10 colleges without FT faculty librarians: <https://thecouncil.on.ca/download/10298>)

Citation:

Ontario Ministry of Labour, Training and Skills Development. (2019). *2017-2018 CAAT Academic Workload Survey*. Retrieved November 29, 2019 from http://www.opseu110.ca/wp/wp-content/uploads/2015/05/2017-18_CAAT-Academic-Workload-Survey_REVISED_APRIL2019.pdf

And the following email corrections "Humber has librarians, and St. Lawrence is missing from the no-librarian list." and "La Cite also missing from the no-librarian list." (E. McDonald, March 25, 2019)



Next Steps

STEP 1

Our research questions have evolved to include:

- What are **benchmarks for staffing** in Ontario College Libraries?
- What are the **changing roles and responsibilities** of staff in Ontario College Libraries?

Natalie

And so, Jane did an excellent job outlining the available data; however, we didn't have the data we needed to answer our initial research question. So what does that mean for our research? Well, our first realization was that our research question has actually evolved to include these new questions: What are benchmarks for staffing in Ontario College Libraries? And what are the changing roles and responsibilities of staff in Ontario College Libraries?



Next Steps

What's Next?

Connecting with Stakeholders



(Natalie)

And so, now that we have these new research questions, what's next. Well, this is where you come in. To help guide our research and advocacy efforts, we are talking to different stakeholders -- which includes you!



Next Steps

STEP 2

Future Survey *Roles & Responsibilities*



(Natalie)

One of our next steps will be to send out a survey to all college library staff in Ontario. The purpose of this survey is to collect data surrounding the roles and responsibilities of Ontario college library directors, managers, librarians, library technicians, and other library staff that will inform the development of an advocacy toolkit for our members that will assist in protecting the various roles necessary to allow libraries to flourish. And, as we mentioned earlier, this research is supported by OCULA.

--

This data collection, along with data collected from College Libraries Ontario (CLO), will provide evidence of the trends in Ontario college libraries specifically in response

to staffing, roles and responsibilities, and services.

- Within this larger macro scale question we had secondary supporting questions we wanted address:
- Is a difference in staffing in urban areas and rural communities?
- Is a difference in staffing by regions in Ontario?
- What are the job descriptions of the staffing roles in Ontario college libraries?
- What is a current benchmark standard of college library staffing?



Next Steps

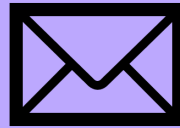
FUTURE SURVEY



COMING SOON



**8 MINS TO
COMPLETE**



**DISSEMINATED
VIA OCULA &
LISTSERVS**



**SHARE WITH
YOUR
COLLEAGUES**

(Natalie)

We are planning to disseminate the survey shortly, after consulting with key stakeholders.

This survey has been approved by the Research and Ethics Board at University of Toronto to ensure confidentiality, privacy, and minimal risk to participating in this study. This includes the privacy and confidentiality of the raw data collected.

The survey should take approximately 8 minutes to complete and your participation in this study will give you a chance to share anonymously more about your roles and responsibilities in an Ontario college library that may inform advocacy materials to support the OLA Advocacy Toolkit that anyone in a college may access for their advocacy needs.

If you work in a college library in any capacity, please consider participating in the survey.

Keep an eye out for emails through the OCULA newsletter, your OCULA Ambassadors, and college library listservs.

Also, if you see the survey come through your inbox, please share it with your colleagues so to include sessional and part-time staff and librarians.

The Changed Nature of Academic Libraries

**Copyright/
Academic
Integrity**

**Scholarly
Publishing/
Research
Data**

**Student
Card/Printing
Services**

**Open
Educational
Resources**

**Institutional
Repository**

**Archives/
Digital
Collections**

**Makerspaces/
Virtual Reality**

**Accessibility
Services**

(Sarah)

While we are doing our survey, CLO is also revising their survey to help collect the data to investigate what libraries do these additional services you see on the screen such as copyright, makerspace, and institutional repository.

It'll be interesting to use this data along with our data to examine how college library staffing numbers have changed while at the same time as we see the expanding roles and responsibilities of academic libraries in Ontario changing.

Anecdotally, this idea may have come up as part of your think-pair-share earlier when you think about all that is required to make magic happen in the library.



Next Steps

COLLECTIVE STRENGTH & ADVOCACY EFFORTS

The Learning Portal
tlp-lpa.ca

Welcome to the Learning Portal

The Portal provides shared access to resources from all Ontario Colleges. Please use an up-to-date browser to access all features of the portal.

To learn more about what you can find in each of the hubs, view the introduction video you'll find in each hub or view all the videos in this [playlist](#).

Where Do I Begin
Get familiar with some things you need to know when you start college

Study Skills
Learn to manage your time, study, take notes, manage stress & more

Research
How to do research, copyright, academic honesty, and citation

Writing
Planning, writing and revising your essay, types of writing, and grammar

(Sarah)

The strength of the collective value and consortial is also important in the changing nature of academic libraries in supporting these various responsibilities.

The Learning Portal is an example of where advocacy and consortial have brought value to Ontario Colleges Libraries.



Next Steps

STEP 3

Develop Advocacy Materials



(Sarah)

Our second next step, after the survey and data analysis is complete is to answer our research question, and more so to inform the development of advocacy materials specific to Ontario College Libraries that will support the existing OLA Advocacy Toolkit.

What does this look like?



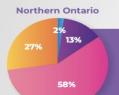
Next Steps

EXAMPLES OF ADVOCACY MATERIALS

The State of Elementary School Libraries in Ontario - Excerpt from the Teaching Librarian (OLA, 2019)

The State of Elementary School Libraries

This infographic is based on data from People for Education's Annual Ontario School Survey, the 22nd annual survey of elementary schools in Ontario. The data are based on 1542 responses from elementary schools in 70 of Ontario's 72 publicly funded school boards, representing 26% of the province's publicly funded schools.

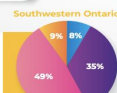


In Northern Ontario, many elementary school libraries are now closed. Elementary schools with school libraries are typically staffed part-time, with teacher-librarians or library technicians splitting their time between multiple schools.

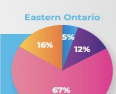
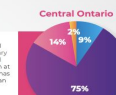


At the Toronto District School Board, every elementary school has at least a 0.5 teacher-librarian, with six of the largest schools staffed by a full-time teacher-librarian. By contrast, the Northern Catholic District School Board has no consistent formula for staffing the school library and has recently reduced school library hours at several Toronto high schools.

Southwestern Ontario is a study in contrasts. From the Greater Essex County District School Board - where one teacher-librarian is available for every 750 students (per the funding formula provided by the Ministry of Education) to the Windsor-Essex Catholic District School Board, where school libraries were closed in 2012.

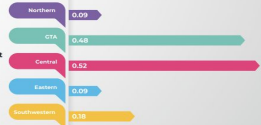


In Central Ontario, cuts to secondary school staffing have resulted in cuts to school library staffing. When the York Region District School Board allocated a full-time teacher-librarian at all schools with 600 students or more, this has now been cut in half - to 0.5 teacher-librarian for schools of 750 students or more.



In Eastern Ontario, school boards have seen significant cuts in the past year. To cut \$1.7 million from its budget, the Upper Canada District School Board was forced to eliminate 160 positions, including 22 library staff.

Average Full-Time Equivalent of Teacher-Librarians Per School
(among all schools in the region)





Next Steps

EXAMPLES OF ADVOCACY MATERIALS

**About School Libraries
Information Sheet**
([OLA, 2014](#))

Ontario's School Libraries
Collaboration, Support, and Student Achievement

The School Library as Learning Commons

The school library program leads the learning commons approach for the school. This approach extends beyond the central, safe, and welcoming space of the library. Teacher-Librarians are responsible for co-teaching, centrally managing resources that support school curriculum, leading the information technology skills strategy, and ensuring students have the critical thinking skills needed to be contributing citizens of Ontario in employment and/or post-secondary education.

What is a Learning Commons?

- A flexible and responsive approach to helping schools focus on learning collaboratively. It expands the learning experience, taking students and educators into virtual spaces beyond the walls of a school.
- A vibrant, whole-school approach, presenting

What is a Teacher-Librarian?

An Ontario Certified Teacher who has obtained additional teaching qualifications in Librarianship.

Leveraging the Teacher-Librarian & the School Library Program
The Teacher-Librarian and Co-Teaching

(Sarah)

Another example of advocacy materials is an information sheet.

This information sheet describes the school library as learning commons, how the school library program and the teacher-librarian can be leveraged, barriers to optimizing the school library, and what can be done to overcome these barriers.

They also developed an information brief (used for lobbying at Queen's Park)

- Facts about the impact and decline of school libraries - Information Brief (2014)
- De-Valuation of Teacher Librarians - OSLA Information Brief (2013) ([pdf](#))

It would be amazing to model the successful efforts of OSLA and develop similar advocacy materials with a shared message for Ontario College Libraries that all stakeholders can use.



Next Steps

EXAMPLES OF ADVOCACY MATERIALS



**Webinar: OLA
Advocacy Toolkit at
your Academic Library**

bit.ly/OLAacademicAdvocacy

**OLA Advocacy Toolkit
([OLA, 2019](#))**

ONTARIO LIBRARY ASSOCIATION

UPDATED NOVEMBER 2019

ADVOCACY TOOLKIT



(Natalie)

Our hope is that in developing our advocacy materials for College Libraries, we can build off the existing OLA Advocacy Toolkit, which was recently updated in November 2019.

<https://www.accessola.org/WEB/Documents/Advocacy/Advocacy%20Toolkit%202019%20-%20Links.pdf>

The toolkit is designed to be used by all types of libraries.

Recently, I was lucky enough to be able to co-host a webinar with the Chair of the OLA Advocacy Committee, Jesse Carliner, that discussed the Toolkit and strategies that academic libraries could use in adapting the Toolkit to their particular circumstances.

- Some of the tools included in this toolkit to help library staff advocate for their services, include a template for the development of value statements, advocacy issue worksheets, to help guide your discussion with key stakeholders, and strategies for using social media, including drawing on the resources of your institution's central communication channels
- If we're translating these ideas to a College setting, it will be important to communicate the library's value in terms our stakeholders will understand. And this could mean: aligning your messaging with language in your school's strategic plan, curriculum-mapping and demonstrating the library's impact in key programs

-
- Provides guidance on how to advocate effectively especially when it comes to communication
 - Includes a section on Academic Libraries and resources that discuss impact of academic libraries

(Jane, Jan 13) This may be of interest for context:

Colleges Ontario's Strategic Plan for 2018-2021

https://cdn.agilitycms.com/colleges-ontario/website/images/annual-report/CO_StratPlan_2018-2021.pdf and their 2018-2019 Annual Report

https://cdn.agilitycms.com/colleges-ontario/website/images/annual-report/CO_Annual_Report_2018-19_EN.pdf



Next Steps

QUICK SURVEY



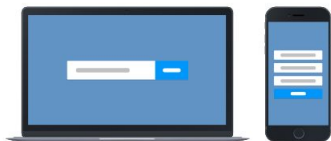
What do you think should be included in advocacy materials created for Ontario College Libraries?

(Natalie)

So now that we've discussed a few examples of library advocacy materials, we wanted to hear what you think. What do you think should be included in advocacy materials created for Ontario College Libraries? What resources would be helpful for you in promoting your library's value to various stakeholders?

What do you think should be included in any advocacy materials created for Ontario College Libraries?

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **JFOO768**
- 3 Respond to activity

Join by Text



- 1 Text **JFOO768** to **37607**
- 2 Text in your message



1 : 0

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

(Natalie)

To collect your feedback, we've set up a Poll Everywhere where you can share your thoughts.

On your phone or laptop, you can go to PollEv.com and enter the code on the screen -- JFOO768

Or you can text the code -- JFOO768 to 37607 and then text your message.

Poll Everywhere (if you get an error message, click on Poll Everywhere > Login with Jane.Foo@senecacollege.ca, password: ola2020password)

Quick Survey

What do you think should be included in any advocacy materials created for Ontario College Libraries?

Use Google Slides - offline or PowerPoint version for presentation?

Wifi required - Plan B: can use Jane's data as temporary hot spot for interactive slides

Discuss with convenor



Connect with us

SARAH SHUJAH

Liaison Librarian & Entrepreneurship Librarian, UTSC Library
sarah.shujah@utoronto.ca

JANE FOO

Systems and Data Librarian, Seneca College Libraries
jane.foo@senecacollege.ca

NATALIE COLAIACOVO

Librarian, Centennial College Libraries
ncolaiacovo@centennialcollege.ca

ALSO ON THE TEAM

Cyndi Smith
Georgian College

Heather Buchansky
University of Toronto

Sarah Roberts
OLA

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Thank you so much for sharing your feedback. However, if you have any further questions or suggestions related to our work, we'd love to connect with you. Our contact information is on the screen.

And we'd also just like to acknowledge the other members of our OCULA Advocacy Team -- our amazing convenor Cyndi Smith, Heather Buchansky, whose knowledge and support was crucial to our Research Ethics Board submission, and Sarah Roberts, who has been instrumental in shepherding our research forward.

Natalie



References

Burpee, K., & Fernandez, L. (2014). Scholarly Communication at Canadian Research Libraries: Conversations with Librarians. *Journal of Librarianship and Scholarly Communication*, 2(2), eP1121.
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Head, A.J. (2012). [Learning curve: How college graduates solve information problems once they join the workplace](#). Project Information Literacy, Passage Studies Research Report.

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http://www.opseu110.ca/wp/wp-content/uploads/2015/05/2017-18_CAAT-Academic-Workload-Survey_REVISED_APRIL2019.pdf

"Humber has librarians, and St. Lawrence is missing from the no-librarian list," and "La Cite also missing from the no-librarian list," (E. McDonald, personal communication, March 25, 2019)

----- (repeated on slide 9)

Citing the source. This is turning out to a bit more convoluted than I'd like (every information is still trackable just not updated in the report) but here it goes:

- The original statement is based on the 2017-2018 CAAT Academic Workload Survey that was released on March 2019 (we received an email of it). I found it online as an April 2019 revised version at http://www.opseu110.ca/wp/wp-content/uploads/2015/05/2017-18_CAAT-Academic-Workload-Survey_REVISED_APRIL2019.pdf so we can cite this one
- Both March and April 2019 versions have an incorrect count of librarians and an incorrect list of college libraries without librarians
- Emails from Eva clarified that Humber is incorrect (they have librarians) and that St. Lawrence and La Cite are incorrect (they have no FT faculty librarians)

So.. the citation is

Ontario Ministry of Labour, Training and Skills Development. (2019). *2017-2018 CAAT Academic Workload Survey*. Retrieved November 29, 2019 from
http://www.opseu110.ca/wp/wp-content/uploads/2015/05/2017-18_CAAT-Academic-Workload-Survey_REVISED_APRIL2019.pdf

With an in-text references to the original text "Colleges with no librarians reported: Boréal, Canadore, Conestoga, Confederation, Fleming, Humber, Lambton, Loyalist, Niagara, Northern, Sault & St.

Clair." (Ontario Ministry of Labour, 2019) - this is 12 not 13?

And the following email corrections "I let RM know that Humber has librarians, and St. Lawrence is missing from the no-librarian list." and "La Cite also missing from the no-librarian list." (E. McDonald, personal communication, March 25, 2019)

Btw, the following shows a summary of academic staff by classification but it is incorrect (only shows 10 colleges without FT faculty librarians:

<https://thecouncil.on.ca/download/10298>)



Questions?



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