Building Evidence-Based Advocacy Materials for Ontario College Libraries
OCULA Research & Advocacy

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OLA SUPERCONFERENCE | JAN. 29, 2020

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

**Agenda**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Background</td>
<td>Initial Research Question</td>
<td>What Does the Data Tell Us?</td>
<td>Next Steps</td>
<td>Questions</td>
</tr>
</tbody>
</table>
1. Background

How did our project get started?

2. Initial Research Question

Is there evidence of an erosion of the profession of librarianship in 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**
- **LibQual**
- **CARL, OCUL, CAPAL**

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**3. Data sources**

- **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

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

Definitions of Staff Roles

Library Technician

Librarian
Full-Time Equivalent (FTE)
Full-Time Faculty (FT)

Administrator

Sessional

Part-Time

What does the current data tell us?

Apply Today. Change Tomorrow.
### 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)

<table>
<thead>
<tr>
<th>Region</th>
<th>Librarian FTE</th>
<th>Library Staff</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2016-17</td>
<td>2008-09</td>
</tr>
<tr>
<td>Central</td>
<td>41.6</td>
<td>59.93</td>
<td>133.38</td>
</tr>
<tr>
<td>Western</td>
<td>11</td>
<td>8</td>
<td>76.25</td>
</tr>
<tr>
<td>Eastern</td>
<td>5*</td>
<td>5.32*</td>
<td>41.46*</td>
</tr>
<tr>
<td>Northern</td>
<td>1</td>
<td>1.88</td>
<td>44.39</td>
</tr>
<tr>
<td></td>
<td>58.6</td>
<td>75.13</td>
<td>295.48</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Region</th>
<th>Student FTE</th>
<th>Librarian FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008-09</td>
<td>2016-17</td>
</tr>
<tr>
<td>Central</td>
<td>80,968</td>
<td>99,974</td>
</tr>
<tr>
<td>Western</td>
<td>46,504</td>
<td>55,829</td>
</tr>
<tr>
<td>Eastern</td>
<td>30,235</td>
<td>41,911</td>
</tr>
<tr>
<td>Northern</td>
<td>10,705</td>
<td>13,602</td>
</tr>
<tr>
<td></td>
<td>168,412</td>
<td>211,316</td>
</tr>
</tbody>
</table>
CLO Librarian-Student FTE Ratio

2008-2009 vs. 2016-2017 (CLO)

Student-Librarian FTE Ratio

- 2008-09: 47.31%
- 2016-17: 26.42%
- Central: 1946.35
- Western: 4227.64
- Eastern: 6047
- Northern: 7235.11

Total Student FTE 2016-2017: 211,316

%Student FTE by Region 2016-2017:

- Central: 47.31%
- Western: 26.42%
- Eastern: 19.83%
- Northern: 6.44%

Student FTE by Region

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

- 2016-17 CLO: 99,974
- 2018-19 OCLS: 100,034

Total Student FTE 2018-19: 216,489

%Student FTE by Region 2018-2019:

- Central: 47.9%
- Western: 25.5%
- Eastern: 20.5%
- Northern: 6.1%
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.

<table>
<thead>
<tr>
<th>Region</th>
<th>2019 Colleges with FT Faculty Librarians (CAAT)</th>
<th>2016-17 Colleges with more than 0 FTE Librarians (CLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRAL</td>
<td>6 OUT OF 6</td>
<td>6 OUT OF 6</td>
</tr>
<tr>
<td>WESTERN</td>
<td>2 OUT OF 6</td>
<td>3 OUT OF 6</td>
</tr>
<tr>
<td>EASTERN</td>
<td>2 OUT OF 6</td>
<td>3 OUT OF 6</td>
</tr>
<tr>
<td>NORTHERN</td>
<td>1 OUT OF 6</td>
<td>2 OUT OF 6</td>
</tr>
</tbody>
</table>

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?
Next Steps

Connecting with Stakeholders

What’s Next?

STEP 2

Future Survey
Roles & Responsibilities
Next Steps

FUTURE SURVEY

COMING SOON

8 MINS TO COMPLETE

DISSEMINATED VIA OCULA & LISTSERVS

SHARE WITH YOUR COLLEAGUES

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
Next Steps

COLLECTIVE STRENGTH & ADVOCACY EFFORTS

The Learning Portal
tlp-lpa.ca

Next Steps

STEP 3

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

EXAMPLES OF ADVOCACY MATERIALS

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

About School Libraries Information Sheet (OLA, 2014)
Next Steps

EXAMPLES OF ADVOCACY MATERIALS

Webinar: OLA Advocacy Toolkit at your Academic Library
bit.ly/OLAacademicAdvocacy

OLA Advocacy Toolkit (OLA, 2019)

Next Steps

QUICK SURVEY

What do you think should be included in advocacy materials created for Ontario College Libraries?
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 JFO0768
3. Respond to activity

Join by Text

1. Text JFO0768 to 37607
2. Text in your message

Connect with us

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References


“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)

Questions?

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