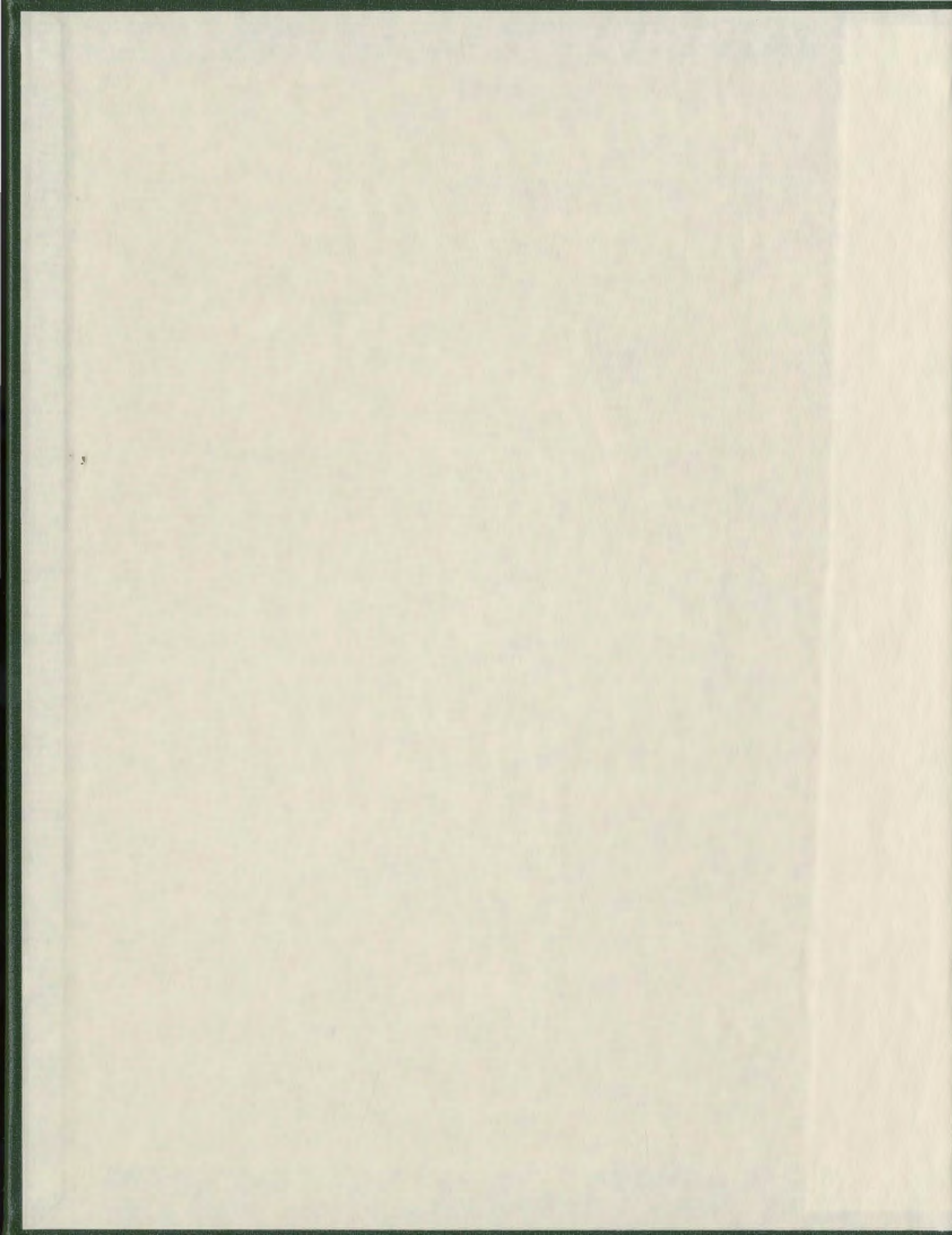


A NEW EXPECTATION FOR POST-SECONDARY LIBRARIANS:
FACULTY STATUS, COLLECTIVE AGREEMENTS,
AND THE ONLINE EVIDENCE OF TEACHING

LAURIE A. PRANGE



**A NEW EXPECTATION FOR POST-SECONDARY LIBRARIANS: FACULTY
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by © Laurie A. Prange A thesis submitted
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Abstract

The majority of librarians at Canadian post-secondary institutions have recently attained faculty status. However, the collective agreements of the faculty associations do not always explicitly state that librarian members participate in all three traditional faculty activities: teaching, scholarship, and service. This study focuses on the membership of the Canadian Association of University Teachers (CAUT), using qualifying member collective agreements and library websites. A qualitative approach is used to build upon the research first reported by Leckie and Brett (1995). Through description, analysis, and interpretation of data, I report that there is a disparity between what the collective agreements state regarding the teaching responsibilities of librarians and what the library websites advertise on behalf of teaching librarians. Three themes of library teaching emerge and two trends for collective agreements regarding post-secondary librarians teaching are considered.

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Chapter 1: Overview of the Study

Introduction to the Chapter

The three pillars of faculty membership at post-secondary institutions in North America are service, scholarship, and teaching (Burnham, Hooper, & Wright, 2010; Cahn, 2008; Seldin & Miller, 2009). For the post-secondary librarian, service has traditionally included a variety of work duties, such as serving on committees and consulting with course instructors on library collection development (Bahr, 2000). Scholarship for post-secondary librarians has included working on research teams with principal investigators, conducting service reviews, and, more recently, conducting empirical research. While teaching for post-secondary librarians usually includes the embedded instruction delivered to support existing classes, stand-alone workshops offered in the library and credit courses in information literacy have recently become more common (Tracy & Hayashi, 2007). Over the last few decades, many post-secondary librarians working at colleges and universities in Canada have joined faculty unions (Leckie & Brett, 1995), a reflection of how the post-secondary librarian profession has changed.

As a relatively new development in the field of librarianship, faculty status, and its associated rights and responsibilities, is a subject worth studying. Such study will help those in the profession understand what it means to be a contemporary post-secondary librarian. While post-secondary librarians have gained faculty status, their service work is recognized, and support for their scholarship and research is available at most institutions, many report that their teaching duties are not similarly recognized (Julien &

Genuis, 2009). As a result, some post-secondary librarians have reported that they have struggled to establish their legitimacy as members of their faculty association (Prange & Bebbington, 2009). In an effort to understand these librarians' accounts, this research aimed to examine the work of teaching librarians who have gained faculty status, by analysis of text on their library websites.

This research analyzed the terms used in faculty collective agreements (CA) of Canadian universities to determine whether librarians at post-secondary institutions in Canada have taught without any formal acknowledgement from work supervisors. CA texts were compared to websites of associated libraries to determine if the collective agreements accurately reflected the work of the librarians. This research addressed the relationship between reported evidence of librarian teaching and acknowledgement of such work by management as reflected in CA. A goal of this research was to provide recommendations that may be useful in assisting librarians in improving inadequate collective agreements and in gaining some recognition for their teaching.

Background of the Study

This research contributes to the scholarship of teaching and learning that has recently emerged at the intersection of library and information science research and educational research. In the Canadian post-secondary library context, this research also provides information on the role of the union movement. Despite the fact that librarians have been members of unions for decades, their experiences as members of faculty unions have not been adequately studied possibly because this faculty status is too new (Jones, 2010). A literature review revealed that studying the union activities of librarians

is important because much of the older literature is irrelevant for contemporary union issues. Foundational work by Mudge (1984, 1986, 1987) now lacks relevance because these post-secondary librarians were members of non-faculty unions.

To understand how post-secondary librarians in Canada have become faculty members, it is important to examine the social influences that have historically affected the duties of library workers. Librarians, like many other professional groups, have had to adjust to changes in their work because of the ongoing improvements in digital technology (Budd, 2009; Tracy & Hayashi, 2007). As experts who have expertise using digital technology, such as archiving and searching, post-secondary librarians have become vital professionals on university and college campuses. Because many traditional faculty members do not possess current literature searching skills, another role of the post-secondary librarian is to help students learn and develop the skills necessary for academic success. Most teaching faculty members do not cover literature searching in their teaching plan. With growing demand for instruction in these areas, the profile of librarianship rose dramatically after the introduction of windows-based online browsing in 1995. Concurrently, the growth of online information after 1995 resulted in significant changes to the nature and amount of the post-secondary librarian's work. These two societal forces played an instrumental role in changing the very nature of post-secondary librarianship.

The Research Question

Three questions fundamentally shaped this research. First, do librarians' faculty collective agreements explicitly state that the librarian members teach? Second, does the

associated library have online evidence that one or more of the librarians that belong to these collective bargaining units teach? Third, if the library website demonstrates that some librarians teach, but the collective agreement does not confirm this fact, what changes should be made to the collective agreement to recognize and protect the work performed by its librarian members? By examining the above questions, this research aims to understand the practice of librarianship in higher education and works to improve the employment circumstances of post-secondary librarians. A fundamental question being addressed is whether post-secondary librarians have actually been granted full rights and responsibilities for all three pillars of faculty status: service, research, and teaching as reflected in their collective agreements.

Methodology

A qualitative research approach was used to study and interpret text from post-secondary library websites and collective agreements for the library faculty. Some relevant statistical data were examined quantitatively to compare different services provided by the professional librarians studied as reported online for the associated library websites.

Principal evidence of library instruction examined in this study included descriptions of instruction embedded in classes or library-hosted workshops and information on booking post-secondary librarians for teaching sessions. Supplementary evidence for library instruction included the use of virtual reference, handouts, and screencasting or podcasts. Data collection for the thesis required identification of both primary and secondary evidence because not every library website directly described

library instruction. In addition, the collective agreements for some study subjects included descriptions of portfolios for tenure review. These portfolios included a variety of information on teaching, which was also examined.

While this study acknowledges that some CA refer to post-secondary librarians as having academic status instead of faculty status, this variation in vocabulary had minimal relevance because thesauri (Meltzer, 2010; Redmond-neal & Hlava, 2005) consulted did not make such distinctions in workload duties for either group. These terms are local classifications that were not universally adopted among all the institutions studied during the research period.

This research focused on post-secondary librarians working in post-secondary academia in Canada. The words these librarians used to represent themselves online through their websites, along with a comparison of this vocabulary to the words used by their associated collective agreements, generated two contrasting realities. Recognizing this contrast will help librarians better address why some employers do not recognize, and often undervalue, the important work done by teaching librarians.

Study Limitations

Rather than attempting to address all the work duties of post-secondary librarians, this research focused on teaching only since this is a relatively new expectation for librarians. Building on Leckie and Brett (1995), the research focused on university librarians in Canada. To address working conditions of librarians across the country, I chose to study CAUT members from every province in Canada. The work of librarians from the study population differed from that of librarians at post-secondary institutions

outside Canada. While there is little published data on this subject (Bernstein, 2009a; Bernstein, 2009b; Cardina & Wick, 2004; Crowley, 1997; Julien & Leckie, 1997), since Canadian libraries have been better funded in comparison with their counterparts in many other countries (Julien, 2000), it was likely that the accessibility of technology to teaching librarians and the need for them to use technology has been distinctive in this country. In addition, the accreditation process for post-secondary librarian status in Canada follows the American tradition of American Libraries Association accreditation, which is not the world standard for the profession (CLA, 2011). Therefore, while some of the generalizations made by this research may apply to the American experience, some will not. Many of the conclusions may not be applicable outside North America.

A final limitation of this research is that the study subjects were selected only from those institutions where the collective agreements were written in English. Translating English to French and then back to English would have made it impossible to guarantee the data was adequately and appropriately captured in the final report. Since some study subjects had to be eliminated because their faculty collective agreement were not available in English, fewer post-secondary institutions from Quebec were included in the study compared to other Canadian provinces.

Conceptual Framework

This research would not be complete without some discussion of my personal reasons for choosing to examine this topic. As a teaching librarian at a post-secondary institution in Canada, I was a participant-observer in this issue. My own experience of the change in the profession was first as a participant and then as an observer. Through a

grievance process at my place of employment, I negotiated an acknowledgement that I do indeed teach students and I won formal acknowledgement, followed by financial reward, from my employer for my faculty status and the new expectations of my job.

When I began sharing these experiences on my blog, other librarians facing similar challenges contacted me. As my discussions with these librarians continued, many post-secondary librarians who had heard of my efforts to get my job re-classified, approached me at library conferences to discuss the situation (Prange, 2007a; Prange & Mutz, 2007b; Prange & Sobol, 2008a; Prange & Sobol, 2008b). Since then, I have been invited to present at several conferences to teach others how to read, interpret, and change their collective agreements (Prange & Bebbington, 2009). In addition, I have been invited to speak about the current situation of wage equality in Canada (Prange, 2011). These discussions and presentations constituted the sort of informal pilot study that is often recommended before undertaking a full study (Kezar, 2000). Moreover, during this time, I formulated the hypotheses tested by this thesis based on the preparation of materials during my grievance process.

Thesis Overview and Goals

This research was organized in a manner designed to help other researchers study similar issues in the future. Chapter One is an introduction to the subject under study. Chapter Two covers the literature on library and information science and educational studies relevant to the hypothesis. Chapter Three covers the research methodology and design. Chapter Four covers the data collected and the data analysis. The research ends with Chapter Five, which includes recommendations intended to help librarians gain

recognition for their teaching duties in their collective agreements, and to thereby improve those agreements.

This research aimed to advance understanding of what it means to be a teaching librarian in post-secondary institutions in Canada by addressing three issues. In particular, the research explored the new work realities of teaching librarians, their inclusion in faculty associations, and whether or not management officially recognized this new expectation. By reporting information available online through the collective agreements and library websites of the selected study subjects, this research provided a snapshot of what it means to be a post-secondary librarian in Canada. Drawing from this foundational work, future researchers can conduct further study on the appropriateness and effectiveness of language used in collective agreements.

The new expectations of post-secondary librarianship provided an opportunity to make recommendations to move the profession forward by an exploration of the words used in collective agreements. By taking a more active role in faculty unions, post-secondary librarians can come to a better understanding of themselves as members of the faculty. In addition, lobbying and negotiating with management for better and more appropriate recognition of what it means for a librarian to be faculty raises the profile of librarians within the institution and moves the profession forward.

Being a librarian in Canada today, particularly at post-secondary institution, involves very different work duties than those performed by librarians in the past (Fox, 2007). It is time for all documents produced by institutions, including library websites and collective agreements, to be revised to provide a framework upon which librarians

can improve and expand upon their teaching skills. In a service-oriented profession, the goal of improving delivery of services to clients is critically important and research into the scholarship of teaching and learning in the library context supports this goal.

Chapter 2: Literature Review

Introduction to the Chapter

This chapter reviews the literature of library and information science as it relates to the history of librarians as faculty members and members of faculty associations, also known as unions. As noted by Randolph (2009), discussing the current state of research into the field of post-secondary librarianship establishes “how the new research advances the previous research” (p. 2). Since I examine my study subjects by drawing on work from both fields, this literature review chapter also relates relevant literature from the field of library and information science to work in the field of education.

Since the materials supporting my decisions on research methodology did not frame the questions under review nor help identify a gap in the literature requiring study, this synthesis of the literature is covered in Chapter Three, not Chapter Two. As shown in Appendix C, I felt it necessary to describe for the reader the various themes in the literature on librarians teaching before addressing the methodology used for the research. Gorman and Clayton (2005) suggest that in some cases it is more appropriate to place the literature review later in a work, if it benefits the reader there (p. 233). Major and Savin-Badin report (2010) that when there is not significant foundational research upon which conclusions can be drawn, an annotated bibliography-style literature review is not always appropriate. Following this line of argument, this research uses the Research Synthesis approach recommended by Major and Savin-Badin by “focusing on a narrow research question, as well as an interpretation of previous research” to examine work through an “interpretive lens” (2010, p. 27). The interpretive lens focuses on the selective use of

evidence from published materials. The goal is to highlight and synthesize only the most important information required to understand the phenomenon. For example, Julien and Genuis' (2009; 2012) work on the emotional labour involved in the instructional work performed by librarians includes data that informs this study. In addition, the study of satisfaction levels of academic librarians by van Reenen (1998) and Millard (2003) provides useful contextual information for data interpretation and theme development. The data that were useful for this research address the issues of library instruction not always recognized by others.

The Problem with Library and Information Science (LIS) Research

The literature survey suggested that there are two types of library and information science (LIS) writers: the scholar librarian and the practitioner librarian (Powell, Baker, Mika, 2002; Goodall, 1996; Gordon, 2004; Hurt, 1992; Gregory, 2009; Lawal, 2009; Leckie, Given, Buschman, (Eds.) 2010; Lynch 1984). Differing perspectives on the writing style and subject matter of these two types of writers has given rise to tension in the field. Jones (2005) notes that librarian scholars need to value the process of research as much as the result to produce useful literature. Budd (2006) argues that the lack of formal research papers in LIS results from the desire among practitioners to adhere to the expectation of the field as a science, which forces quantitative methodologies to be used inappropriately or to have no clear research methodology. This study does not include articles that did not follow best practices of research and data analysis; however, some practitioner articles did include quality research, though not necessarily formally published.

Budd's work helped me to identify the lack of formality in my own research and writing, which started me on the journey of pursuing this second graduate degree. I agree with his argument that librarians need to use more interpretive approaches to explore the assumptions of existing research in our field before we can move forward as librarian scholars and ensure the survival of our field (1995, 2005, 2006). Nolin and Astrom (2010) agree with Budd's opinion that much must be done to improve the quality of LIS research and, like Budd (1995; 2005, 2006), Haddow and Klobas (2004) and Jones (2005), make suggestions for improving the quality of the literature.

Several literature reviews also conclude that many publications in the field do not meet the standards of formal research and are therefore seldom cited in academic journals (Converse, 1984; Crawford, 1999; Dalrymple, 2001; Lynch, 1984; Powell & Connaway 2004; Zweizig 1976, Busha and Harter 1980; Shaughnessy 1976). Most of the literature gives readers "*practical instructions* [emphasis in original] in the use of information sources and technology" (Hjørland, 2000, 501) and are not research-driven (Martyn & Lancaster, 1981; Van House 1991; Goodall 1996; Hernon 1999). For example, Buckland (2003) suggests five areas for library research for administrators, but does not use the term 'research' in the empirical sense. Therefore, while the majority of library and information science publications were not useful for this research, many papers were consulted during the preliminary examination of existing literature.

Some suggest (Mortimer, 1979) that not all librarians are equipped to become scholars. These views notwithstanding, librarians still became faculty members and are expected to write in a scholarly style (Hinks, 2008; Leckie & Brett, 1995; Leckie &

Buschman, 2010). Haddow and Klobas (2004) bridged the gap between the librarian as practitioner and as researcher by reviewing eleven identifiable deficiencies common in non-researcher papers and proposing strategies to solve these problems. And, Nolin and Astrom (2010) suggest that improvement should continue. To increase the number of scholarly publications in library and information science and support the methodological approach of this study, some literature from the fields of education and nursing is incorporated into this study.

The Foundation

Leckie and Brett (1995) is one of the most influential publications for this study because it provides the first account of post-secondary librarian work with faculty status in Canada. Leckie and Brett express a conviction in this work that I share: there is “no other single issue in the history of academic librarianship in North American [that] has proved as enduring or divisive as that of academic or faculty status” (p. 2). They report that only Laurentian University librarians had faculty status (Leckie and Brett, 1995, p. 3). However, my examination of collective agreements revealed that almost none made a distinction between academic status and faculty status. While Leckie and Brett argue that there is a significant difference in these terms, I found no such distinctions articulated in the literature about academic collective bargaining.

Leckie and Brett’s (1995) review of clauses in collective agreements for faculty associations across the country was most informative for this study. They identify how the treatment of librarians in these CA differs widely; despite recommendations put forward by groups like the Librarians’ Committee of Canadian Association of University

Teachers (CAUT) (see Appendix B). Most notably, Leckie and Brett report that teaching “appears to be a non-issue as an evaluative criterion” for faculty review (1995: 15). The discrepancy between Leckie and Brett’s research and the results of this thesis reflects the fact that Leckie and Brett published their report in 1995, the year in which the new expectation of teaching librarianship began to emerge. My thesis, by contrast, reports on the more recent working experience of post-secondary librarians in faculty associations, where teaching is common practice (Albanese, 2003; Tracy & Hayashi, 2007).

Since 1995, the work of Leckie and Brett (1995) has been cited in many studies on academic librarianship. Some are papers from Canada focusing on certain aspects of collective bargaining rights, such as Jacobs’ (2007 and 2008) reports on sabbatical leaves. Other authors citing Leckie and Brett (1995) discuss professional communications of librarians, such as Bruce (2012) and Lowry (2005). The complementary piece by Leckie and Brett (1997) that followed the 1995 paper, using data collected during the same research project, has also been cited by many authors. These citations appear almost exclusively in reports on the career and job satisfaction of librarians (Chalmers, 1998; Eva & McCormack, 2009; Fister & Martin, 2005; Jenkins, 2012; McGinn, 2003; Murray, 1999; Rogers, 2003; Thorton, 2008; Togia, Koustelios, Tsigillis, 2004; Williamson, Pemberton, Lounsbury, 2005)

A university librarian in Ontario produced one of the more unique sources of information describing the changes that have emerged since 1995. Mills (2010) chronicles the collective organizing of librarians at The University of Western Ontario, which became one of the study subjects for my thesis. While Mills (2010) does not cite

Leckie and Brett (1995), this librarian works at the same university that employed Gloria Leckie as a tenured professor in library and information science before her retirement in 2011 (FIMS, 2011).

Faculty Librarianship

The literature reports that librarians have historically understood the duties of collecting, organizing, and storing vast quantities of publications to be the key responsibilities of running a library (Myburg, 2005). The practice of library instruction as a core service of post-secondary libraries is relatively new. Many of the libraries that were study subjects for this research began operating well before the current high level of interest in information literacy instruction emerged and some were even in operation before any form of library instruction became a regular duty of a post-secondary faculty. Information literacy has been defined by the Association of College & Research Libraries (1989) as the ability to locate, evaluate, and use effectively the needed information.” When librarians are teaching, it is most often information literacy skills that they are teaching to their students.

Mugnier (1980) includes a chapter (p. 37-51) listing tables of work duties performed by library workers. My review of these tables concludes that the line between the professional and paraprofessional was not consistently maintained among librarians. In addition, it is apparent that the tasks librarians have traditionally performed were described in a manner one no longer sees in job postings. These tasks can be organized into five areas (see Table 1). Library workers perform all of these tasks to one extent or

another in the 21st century, but the complexity and challenge of post-secondary librarians' work has gone far beyond their predecessors' work duties.

Sielaff (2005) describes different work duties than those identified by Mugnier (1980). The personnel evaluation process reported in older literature also reveals an approach to management that no longer applies to the new expectation of librarianship. Van Zant (1980) reports that the performance appraisal of librarians included an "inventory of characteristics such as punctuality, attitude, and dependability" (p. xiii). Today, focusing on such characteristics in a performance review is unheard of, especially in post-secondary libraries where librarians undergo the tenure review process. Personnel evaluations of librarians are no longer focused on personal qualities. Rather, they are based on the performance level of the individual in comparison to the goals and tasks articulated in the job description (Simmons-Welburn & McNeil, 2004, 58). A synthesis of this literature is presented in Table 1.

One of the most common tasks librarians have been expected to perform is reference work, or fact gathering (Mugnier, 1980; Myburg, 2005), but this work has reduced and changed now that patrons themselves use online search engines like Google. And with information freely available online it has become important for librarians to teach students how to evaluate multiple sources of information and research tools (Given, 2009; Holman, 1989; Leckie, Given, & Campbell, 2009; Simmons-Welburn & McNeil, 2004). A survey of stated requirements for post-secondary librarian positions at American universities by Smith & Lynch (1999) revealed that "instruction duties were included in all job ads" (p. 269), something not observed in an earlier study of job

postings from the 1980s, where only “one job ad in 1983 mentioned ‘orientation,’ which [the authors] interpret[ed] as the earlier form of the library’s instruction program” (Smith & Lynch, 1999, p. 269).

Teaching is now considered a professional goal for post-secondary librarians (Given & Julien, 2005; Julien & Genuis, 2011; Julien & Williamson, 2011; Gregory, 2012; Powis, 2004), an essential condition of work (Smith & Lynch 1999; Hope, Kajiwara, & Liu, 2001; Julien, 2009; Julien, Tan, & Merillat, 2013; Webber, 2012), and it is commonly offered by them in order to maximize students’ abilities to access all aspects of their library’s collection. This literature review reports (Table 1) that there is wide recognition that the Master of Library and Information Science (MLIS) programs need to deliver programming that teaches trainee librarians how to support library patrons’ technology needs (Simmons-Welburn, 2004, p. 120; Todd, 2009). This increase in teaching work demands at least one course on library instruction for trainee librarians, as argued by Julien and Genuis (2009, p. 935). The debate about what should, or should not, be taught in library schools is ongoing and shows no signs of abating (Julien & Pecoskie, 2009; Kazmer & Burnett, 2012). Lawal (2009) and Sugimoto (2012) predict that it may take many more years for these issues to be resolved as the profession struggles to understand how it should operate in the Information Age. Table 1 presents a synthesis of the evidence on librarian work expectations presented in this literature.

Table 1:

Review of traditional and current work responsibilities of post-secondary librarians*

<i>Traditional Work Responsibilities of Post-secondary Librarians</i>	<i>Current Work Responsibilities of Post-secondary Librarians</i>
Answer students' questions	Guide students through the process of finding the answers themselves
Retrieve materials from the collection for students	Create guides or handouts to facilitate students retrieving materials from the collection themselves
Paper-based organization of information for patrons to access, such as card catalogue and filing service of articles	Web-based organization of information for patrons to access, such as an online catalogue and databases of articles
Perform research tasks for library patrons	Teach patrons research tasks
Critically evaluate materials for inclusion in the library's collection	Teach patrons to critically evaluate the materials that are available to them both in the library and online

*Compiled from Sielaff (2005) and Mugnier (1980).

Teaching Librarians

Since WWII all types of librarians, not just post-secondary librarians, have offered library instruction (e.g. Bahr (Ed), 2000; Julien, 2005; Tosa & Long, 2003).

Furthermore, librarians have been pursuing collective bargaining rights for many years (Harris & Marshall, 1998), some post-secondary librarians since the 1930s (Chaplan, 1975), but not as members of the teaching staff. Crawford & Feldt (2007, p. 87) suggest that library instruction is either not worthwhile or is ineffective, even instruction delivered by faculty librarians (Crawford & Feldt, 2007, p. 87), but that issue is not addressed in this research. First, authors must report evidence of librarians teaching before addressing the quality of instruction. Library instruction will continue in the

future, so this research is an important record for informing discussion on this issue (Budd, 2009; Bruce, 2012; Powis 2004; Goebel, 2011; Gregory 2005; Julien, 2009; Boiselle, Fliss, Mestre, & Zinn, 2004; Webber, 2012),

Rachel Singer Gordon, who specializes in advising librarians on career choices, refers to advertised positions in university libraries as “[t]enure track teaching positions” (2008, p.44), demonstrating how commonplace it has become for librarians to assume that if a position is advertised for a university library, duties will automatically include teaching. Yet, despite observations of this change, there has been a lack of understanding among the rest of the faculty and among some managers about what librarians do on a daily basis. As Jenkins (2005, p. 6) reports, “[t]eaching at the college level involves much more time than the public imagines”. Management and teaching faculty are just as limited in their understanding of librarian duties as members of the public. As several authors have written (Caspers, 2006; Cook-Sather, 2001; Cull, 2005; Jenkins, 2005; Julien, 2005; Hope, Kajiwarra, & Liu 2001), the technology being used in libraries to provide services has exponentially increased librarian teaching duties in recent years. Librarians have gained faculty status, yet very little has been done to alter their other responsibilities or reduce their existing workloads to accommodate these developments.

Within the literature on teaching librarians, there is a sub-theme that addresses how to design effective instruction (e.g. Allen, 2002; Benjes & Brown, 2001; Julien, Detlor, Serenko, Willson, Lavalley, 2011; Julien, Tan, & Merillat, 2013, Koufoniannakis & Wiebe, 2006; Powis, 2004; Tosa & Long, 2003). Unlike the Canadian situation, in American post-secondary libraries it has become regular practice to include evidence of

effective teaching in the dossiers of librarians applying for tenure, such as “policies, reports, procedures, manuals, proposals, guidelines, handouts, bibliographies, finding aids, and training materials” (Sielaff, 2005, p. 130). Canadian librarians may question why they should put time and effort into developing instructional objects if their institutions refuse to recognize this work (Genuis & Julien, 2011). Apparently, librarians are seeing that these instructional services are necessary and that is far more important for them to do this work than to get official recognition for it.

Another phenomenon reported by librarians is that students need and want on-demand instruction, and that in-person library workshops do not fit well with their lifestyles (e.g. Detlor, Booker, Serenko, Julien, 2012; Fast & Campbell 2004; Goebel, 2010; Sielaff, 2005). With this consideration in mind, I decided that my study of online instruction would need to include multiple modes of instructional delivery to adequately capture the new expectation of teaching librarianship. According to the literature (Benjes-Small, Dorner, & Schroeder, 2009; Robertson & Jones, 2009), online learning objects that are defined as online library instruction are listed in Table 2 with definitions given in Appendix D.

Table 2:

Review of the delivery styles of library instruction online

• Screencasts (i.e. online animated tutorials)
• Podcasts
• Handouts
• Guides, How-tos, etc.
• Online workshops
• Chat (i.e. virtual reference)

Post-secondary librarians have achieved faculty status in almost every post-secondary institution in Canada (Julien & Boon, 2002a; Mills, 2010; Taylor, 2005). However, what this faculty status actually means often depends on whether or not the institution recognizes that librarians perform teaching duties. Much of the recent literature reflecting upon what faculty status means to post-secondary librarians describes their frustration in meeting the demands of scholarship during busy workdays not structured to give them time to complete major research studies (Boyd & Lupien, 2007; Mortimer, 1979; Oud, 2008). Almost nothing is being published about the struggle for the recognition of teaching duties among librarians, and most of the literature that does exist is either too old or too superficial to be of much use in this research (Biggs, 1995; Hovekamp, 2005; Weatherford, 1976; Weatherford, 1988). According to some authors (Badke, 2005; Cull, 2005; Hope, Kajiwara, & Liu, 2001; Julien, 2005; Julien & Boon, 2002a; Julien & Genuis, 2011; Julien & Williamson, 2011; Manus, 2009), a major obstacle to institutions accepting librarians as teachers relates to the fact that librarians

must often negotiate with the teaching faculty for time in their classes to teach. If librarians were truly regarded as peer professionals, this would not be necessary (Julien & Leckie, 1997).

Discussions about teaching by librarians can be found in email distribution list discussions (Given & Julien, 2005), yet there remains little if any examination in the published literature of this struggle for recognition within the profession. The work by Julien and Leckie (1997) offers the most thorough study available of the transition from traditional librarian duties to the new expectation of librarians as teachers. It concludes that the libraries with the most information technology offered the most current style of library instruction. In addition, it predicted in 1997 that increasing demands for “technological sophistication” would alter librarian work (Julien & Leckie 1997, p. 13), a prediction that has since come true.

Librarians as Faculty Union Members

Very little has been written about librarians as faculty members in recent years (Gregory & Chambers 2005; Hinks, 2008; Mills, 2010; Weatherford, 1988), but there is at least one publication on the topic due to be published in 2014 (Dekker & Kanduik). Even less has been written about librarians in unions at post-secondary institutions. The paucity of literature that describes the history of librarians in Canadian post-secondary unions suggests that it was other members of the faculty unions that encouraged librarians to mobilize, rather than a strong leader within the community of post-secondary librarians or a professional association that promoted such changes (Durey, 1976, 73; Todd, 1985). Authors who specialize in the union movement as it relates to librarianship

typically discuss librarians and other library workers in public library settings (Auld, 2002; Holman, 1989, Mudge, 1987; Schlipf, 1975; Todd, 1985; Weber, 1992).

The writings that do address librarians as faculty and union members in academia generally discuss the unique needs of librarians (Taylor, 2005; Mills, 2010). Often this literature discusses the struggle of librarians to gain respect from the teaching faculty (Biggs, 1995; Herring & Gorman, 2003; Crowley, 1997). Other works focus on struggles between post-secondary librarians and para-professionals over the roles and responsibilities of faculty and non-faculty members of the library staff and how belonging to different unions affects the rights and responsibilities of these staff members (Gilard, 1990; Harris & Dilevko, 1997; Hovekamp, 1997; Chaplan, 1975; Mudge, 1986; Shaw, 2006). Other publications discuss the unionization process of clerical workers and library technicians in libraries (Weber, 1992). This literature is important for recognizing the struggle to attain faculty status in other job sectors, but, while it was closely reviewed during the development of my thesis proposal, it is not otherwise directly relevant to the study of post-secondary librarians.

There have been signs within the profession that the workload of post-secondary librarians has been growing at an above average rate (Cull, 2005; Taylor, 2005). But this increase has not necessarily been a negative experience, as discovered by Leckie and Brett (1997). Many post-secondary librarians reported a high level of job satisfaction in a review of job satisfaction of faculty at the University of Alberta (UA). This high level of satisfaction on the UA campus is a direct result of the “enormous effect of information technology” on the librarian profession (AAS: UA, 2006). These changes have led to an

increase in rewarding work opportunities and the attainment of faculty status for librarians. Herring and Gorman identify the latter as something that has increased work satisfaction levels for other librarians as well (Goldberg, 2003). But, CAUT (2000), Cull (2005), and Julien and Boon (2002) all report that increased workloads associated with this change in expectations have often been disregarded by management.

There are many factors that influence the work of librarians, who are also often expected to meet requirements in the tenure review process that support staff is not. To protect librarians from unfair working conditions that could lead to dismissals, faculty associations must negotiate for improvements in their collective agreements. Such negotiations are taking place at some institutions (Mills, 2010). Furthermore, some librarians have started to share their negotiating documents in order to support similar lobbying efforts at other institutions. The position statement on faculty status by the University of the Fraser Valley (UFV) librarians is an example of this type of useful document (UFV Librarians, 2009). The document identifies CAUT as an authority on the place of librarians within the faculty as equal members with equal recognition for teaching duties. This position statement goes into detail, giving several examples of work duties that fall under the purview of teaching, scholarship, and service, and demonstrates that UFV librarians are equal, but different, members of the faculty at their institution. Moreover, the document expresses the request of UFV librarians to management to recognize their status with rewards in terms of rank and title, promotion and progression, and institutional support for research activities (UFV Librarians, 2009). Lastly, UFV librarians state explicitly several times in the document that they teach. This

document provides an example of the sort of efforts some librarians are making to address inequities in their profession.

As described in the literature (Benjamin & Mauer, 2006; Benjamin, 2009; Benjamin, 2012; Cull, 2005; Julien & Boon, 2002a; Prange & Bebbington, 2009), addressing the need to revise the understanding of what it means to be faculty will be instrumental in improving job satisfaction among post-secondary librarians. According to Hinks (2006), there is no consistent approach to tenure review at post-secondary institutions in Canada. However, by synthesizing the literature citing work preferences expressed by librarians (see Table 3), which would have been negotiated into collective agreements, this thesis begins the work of identifying appropriate measures of librarians' success.

Table 3:

Review of work preferences for librarians who are faculty*

• A culture of valuing librarians' work
• Realistic expectations for workloads
• Release time for scholarly work
• Access to financial support for research projects
• Useful measures for reporting the amount of work being done by librarians
• Slightly different requirements for tenure review process, specific to librarians

*Compiled from Benjamin & Mauer, 2006; Benjamin, 2009; Benjamin, 2012; Cull, 2005; Julien & Boon, 2002a; Prange & Bebbington, 2009

Identifying Research Needs

This literature review did not find any reports on the struggle between faculty librarians and library paraprofessionals, such as lab assistants, over what merits designation as faculty. It has been a unique characteristic of post-secondary librarianship that there has been an ongoing struggle within its ranks over whether or not librarians deserve to be faculty (Tracy & Hayashi, 2007). Many authors discuss the merits of being faculty, but there has been only scattered commentary on how differential statuses among library workers affect the work environment (Hovekamp, 1997; Mudge, 1986; Weatherford, 1988). Prange and Bebbington (2009) report the discord such differing status creates in the workplace during networking events, but more empirical research needs to be conducted to discover if this is currently a problem in post-secondary libraries.

There is limited published research on librarians as union leaders in faculty associations, which is surprising since librarians have historically been the lowest paid members of the faculty and the ones who would most likely benefit from taking on leadership roles within their unions (Banas & Heylman, 1990; Picard, 2006, p. 373). There is also limited published material on the benefits to librarians of being considered faculty during performance reviews and of having skills in using technology, teaching, and producing scholarship recognized during the tenure review process (ACRL Committee on the Status of Academic Librarians, 2001). Much of the published research on these questions is several decades old and since there have been significant changes in

the staffing of post-secondary libraries in the meantime, it has been difficult to determine if these publications reflect the current level of activity among librarians in their unions.

Some institutions have already recognized the new needs of librarians and have established separate collective agreements for this part of the faculty that include greatly expanded descriptions of the rights of librarian employees (Leckie & Brett, 1995). Ascertaining if those workplaces where the librarians are in separate collective agreements have attractive work cultures is beyond the scope of this study. In other collective agreements, the librarian members are treated equally with the teaching faculty, and that sends a clear signal to prospective employees that management does not undervalue librarian work (Leckie & Brett, 1995; Taylor, 2005). However, as a side note, many librarians retain the job descriptions of non-faculty employees in their institutions, while often the rest of the faculty members have the collective agreement to guide what they do on the job (Leckie & Brett, 1995). This is because professional autonomy is considered a reward associated with the profession of these faculty members (CAUT Librarians Committee, 2001). This unique difference between the librarians and the rest of the faculty suggests that it may be more beneficial for librarians to have a separate collective agreement from other faculty members, while retaining faculty status.

This thesis includes a review of the literature reporting employment trends and their effect on the library work environment. In Canadian post-secondary libraries, “demographics show an aging librarian population and an accompanying need for increased hiring over the next few years” (8Rs Research Team, 2004). In addition, a long hiring freeze in post-secondary libraries, combined with a period of general downsizing

in recent decades (Leckie & Rogers, 1995), has led to an unbalanced workforce characterized by a significant number of employees near or at retirement age and the rest relatively new, with almost no staff in between (Auster & Taylor, 2004; CAUT Librarians Committee 1995; Taylor 2005; Worman & Samek, 2011). Furthermore, many of today's employees do not feel tied to their home communities and are willing to relocate for the right position (Goodrich & Singer, 2009; Wilder 2004).

Canadian libraries will experience dramatic changes over the next few years, and some researchers predict that the specific library services that will be most effected by this shift will be teaching services (Simmons-Welburn & McNeil, Eds., 2004). It would, therefore, be in the best interests of management to "create a culture that supports the retention of the right employees" (Goodrich & Singer, 2009, p. 92). I argue that in this new environment some post-secondary librarians will be attracted to job opportunities by an official endorsement of their teaching practice by their perspective employer.

While this chapter highlights the need for management and union leadership to negotiate attractive collective agreements for its post-secondary librarians, post-secondary librarians also must take on the responsibility of examining their own collective agreements at current or prospective institutions. Post-secondary librarians should be informed about what values the institution places on their work and they need supportive materials that demonstrate how to read a collective agreement as part of this vetting of a prospective workplace (Gregory & Chambers, 2005). As reported by Hinks (2006 & 2008), librarians have accepted the financial reward of faculty rank, but have not ensured that they have been granted all of the associated privileges and responsibilities of

this rank. Taylor (2005) reports that it is the responsibility of post-secondary librarians to become actively involved in their faculty associations to ensure that their collective agreements accurately reflect their needs in the workplace. Moreover, the librarian community is better served by literature encouraging librarians to get involved and to develop the skills needed to be effective leaders in their unions.

Hinks (2006) reports that librarians with faculty status were rare at one time, but as reported by authors like Mills (2010) this is rapidly changing at some institutions. The lack of publications on the subject reflects the fact that librarians have only recently gained faculty status in many Canadian post-secondary institutions. There is also a lack of recently produced works on librarians in unions that might be useful for understanding the phenomenon studied in this thesis. Fortunately, this gap is being filled by discussion papers by CAUT and position statements by librarians themselves, such as those at the University of the Fraser Valley (UFV Librarians, 2009). This gap in the literature is illustrated in Appendix C and forms the justification for writing this thesis. As reported by Leckie and Brett (1995) and Hinks (2006), there is not yet a consistent standard for reviewing librarians' work portfolios for use in the tenure review process, and there will not be one until librarians themselves better understand what teaching, scholarship, and service means from their perspective as unique members of the faculty. However, some work has begun on the development of such standards by Sielaff (2005), and this work informs the design of the data collection in this thesis.

The New Expectation

Characterized by significant age diversity, there are currently four identifiable generations of librarians, each with their different attitudes towards the value of work (Goodrich & Singer, 2009, p. 94). Librarians who entered the workforce after most librarians achieved faculty status may have different needs in their workplace than the others (CAUT Librarians Committee, 2002; Julien, 2005). As reported by the CAUT Librarians Committee (1995, 2000a, 2000b, 2001, 2002), benefits that may not have been important to previous generations of post-secondary librarians will become key issues in the retention of newer librarians. More needs to be done to encourage librarians to become involved in the governance of their institutions by such groups as the CAUT Librarians Committee.

It is foreseeable that librarians will soon insist upon the same privileges enjoyed by other members of the faculty, such as office space, research and writing time, and financial resources for research, as stated by the largest membership group of post-secondary librarians in the United States of America (ACRL Committee on the Status of Academic Librarians, 2001). In addition, as more librarians enter the tenure review process, they will be required to produce scholarly work equivalent to the rest of faculty. While it has always been “risky to try to predict the future, regardless of the area [of librarianship]” (Lester & Koehler, Jr., 2007, p. 388), it is apparent that more librarians will be gaining faculty status in the years ahead. The pace at which these changes will occur is impossible to predict. Even the foundational research on CAUT faculty member

status for librarians indicated that discussions about what it means to be a librarian with faculty status have been going on for many years.

As reported extensively in the literature (e.g. Bahr, 2000; Hope, Kajiwara, & Liu, 2001; Julien, 2006; Julien & Genuis, 2009; Tracy & Hayaski, 2007), the work of post-secondary librarians has changed dramatically in recent years, and management should recognize these changes. Managers should be aware of the needs of their library staff if they want to recruit and retain the best post-secondary librarians they can. To facilitate these changes, librarians should work with their faculty associations to lobby for change. And to advance their argument with fellow union members, librarians should study their own experiences at length, using empirical approaches to research, and write and publish about them. This thesis reports on only one aspect of faculty responsibilities that librarians are responsible for in Canadian post-secondary institutions.

The campaign of the librarians at the University of the Fraser Valley provides an example of where librarian members of the faculty associations that form CAUT can begin their work. But this work also needs to be disseminated widely because, as reported by other authors (Harris, 1997; Jacobs, 2007; Leckie & Brett, 1995; Hinks, 2006), very little literature on this sort of advocacy work is available for fellow researchers to use in support of profession-wide improvements in management's recognition of librarians as legitimate and equal faculty members. After identifying the most noticeable gap in the literature on librarians with faculty status (see Appendix C), this thesis continues with an in-depth review of data to further understand the disconnect

between the new expectation of librarians teaching, and the lack of recognition of this work activity in collective agreements.

Chapter 3: Research Methodology and Design

Introduction

Qualitative research in library and information science enables the researcher to collect data from the library in its various forms – in the physical building, online, or by phone (Burnett, 2002; Gorman & Clayton, 2005, p. 7; Meert & Given, 2009; van Manen, 1990). The qualitative method used in this study interprets and reports on data retrieved from online sources. Since much work in the field of library science is conducted online, it is appropriate for qualitative research studies to collect data online (Burnett, 2002; Rathi & Given, 2009; Willis, 2009, 285). Qualitative research is appropriate and recommended for research in library and information science, as well as in the related field of educational studies (Benediktsson, 1989; Hansson, 2005; Budd, 2005; Hoel, 1992; Hein & Austin, 2001; Leckie, Given, & Buschman, 2010; Wilson, 2002).

To be as objective as possible in this study, I selected a sample population of organizations to which I did not possess membership status as a coworker or fellow union member, but those that I am only associated with as a post-secondary librarian. The sample population was generated from the 64 members of the Canadian Association of University Teachers (2004) member list dated 2009. Inevitably, I based some of my research upon my own experiences as a post-secondary librarian (Hayden, 2003). Ricoeur suggests insider knowledge is key to conducting more than a naïve interpretation of research (Gaenellos, 2000; Wiklund, Lindholm, & Lindström 2002; Langdridge, 2004).

Research Methodology

Since there is often limited explanation of library teaching beyond the information collected in this study, it was not possible to report data in the typical qualitative interpretive fashion using quotations. As explained in Chapter 2, the topic of Canadian post-secondary librarians receiving official recognition of their teaching status, as members of the faculty, has not been adequately discussed in the literature. The issue under review first needs to be explained in terminology that enables data collection since no previous studies provided the language necessary for this study. See Appendix D for definitions of key terms used for recording results for data collection and analysis.

Once key terms were assigned, a systematic approach to data collection was required. Thus, I applied the methods of Ajjawi and Higgs (2007) in their qualitative study of health practitioners' communication styles as described in Table 4. Ajjawi and Higgs' (2007) use a systematic method with structures that transfers well to my study, and it is one used by other researchers (Ajjawi & Higgs, 2012; Chari, Irving, & Howard, 2012; Jeffrey & Foster, 2012; Smith & Kinsella, 2009).

Table 4:

*Stages of research applied to this study**

STAGE	TASKS COMPLETED
1. Immersion	<ul style="list-style-type: none"> • Collected copies of collective agreements • Iterative readings of collective agreements • Selected final study subjects • Preliminary searching of collective agreements for the words “teach” and “instruct” in sections relating to librarians
2. Understanding	<ul style="list-style-type: none"> • Identified principal evidence for librarians teaching • Grouped principal order data into sub-themes
3. Abstraction	<ul style="list-style-type: none"> • Identified supplementary evidence for librarians teaching • Grouped second order data into sub-themes
4. Synthesis and theme development	<ul style="list-style-type: none"> • Grouped sub-themes into themes • Further elaboration of themes
5. Illumination and illustration of issue	<ul style="list-style-type: none"> • Compared themes to the literature review • Related themes to the expectation reflected in the collective agreements
6. Integration and critique	<ul style="list-style-type: none"> • Final interpretation of results reported • Critique of the relationship between the themes identified and the expectation reflected

*Adapted from Ajjawi & Higgs, 2007, pp. 621-622.

Research Design

Information sought in this study was based on the subjective interpretation of what constitutes teaching by librarians, as presented through online websites. As a means of interpreting this data, this research project was designed to recognize that what constitutes librarian teaching at each individual library is as unique as the individual librarians delivering that service. However, the information literacy need of post-

secondary students in Canada is a universal need and all library teaching can be assumed to be supporting the same goal.

To gain an understanding of the issues involved, a benchmark was designed to answer one of the main research questions: Did the collective agreements of the study subjects explicitly state that librarians teach? Since few communication tools for promoting library services are as effective as websites (Leckie, Given, & Campbell, 2009, p. 221), the websites of the study subjects were examined for evidence that library instruction was offered by the library, mainly by looking for those services recommended by the literature. To distinguish between the more obvious examples that librarians teach and the more subtle interpretations of online representation, I used the methods developed by Ajjawi and Higgs (2007) to sort the data into two types: principal and supplementary evidence.

A clear description of in-person library instruction, a description of the booking procedure for course instructors, information for students on how to register, and resources for librarians to teach (for example, presentations and lesson plans) were all counted as principal evidence of library instruction in this study. As Donnelly (2000) reports:

In order for a campus- and curriculum-wide information program to work efficiently, everyone must be speaking the same language. A campus information literacy web site, textbook or resource collection that is available to all players is crucial for consistency and cohesion. (p. 64)

I saw these online records as the means by which librarians made information available to all of the library's clientele, thereby ensuring that everyone received the same message regarding library services and program. This information was recorded following the definitions provided in Appendix D.

Supplementary documentation of library instruction in this study includes data indicating that librarians themselves may or may not have considered themselves as teachers, even though their work duties fit within the definition of instruction used in this study. Supplementary evidence was documented in cases where the library website contained documents such as handouts, which taught students how to use library resources, where the library offered independent instruction such as screencasted tutorials, and where the library offered virtual assistance through an online chat service. The effort to include the ephemera of teaching in data collection phase was made in order to allow for the possibility that not every post-secondary librarian in the sample population self-identified as a teaching librarian.

The teaching of credit courses in information literacy was also included in the category of supplementary evidence and not as principal evidence. As an insider, I know that it is possible that in some cases new library staff were hired specifically to teach the library courses. So, while employed by the management of the library and located within the library hierarchy, these employees may be classified as teaching faculty for the purposes of the faculty association and CA. If this was the case, then the other librarians might not have been considered as teaching at all since their hiring process was separate,

negating it as principal evidence. But since this has not been the case at every institution, this data remained an item in the supplementary data collection.

Ethical Considerations

Approval for the data collection in this research was made possible through the vetting process of the Research Ethics Board of Memorial University of Newfoundland. The board indicated that this study did not require an ethical review because all the data collected was freely available online, but they insisted that I followed institutional procedure to ensure that my research met the standards of ethical practice at the university. These governing bodies consider that the study “participants’ rights are safeguarded” (Palys, 2003, p. 83) and the ethical requirements of society have been met.

In qualitative research, it is important to recognize that the subjectivity of a researcher can affect the interpretation of data. In other words, I attempted to maintain what some refer to as “interpretive alertness,” or what Wiklund, Lindholm, and Lindström (2002) refer to as “interpreter forestructures to consciousness.” During this study, I was both the researcher and a colleague to individuals working at the institutions being studied. Being an insider gave me more information than would be available by only examining the library websites used in this study. Therefore, I tried to keep myself strictly to definitions I created for data collection and to not tamper with the results. In addition, I did not contact the librarians working at the institutions being studied in order to qualify that which I had observed.

Since maintaining participant confidentiality was not an issue in my research, there was no use of pseudonyms in this study and the institutions are directly identified.

However, neither personal names of the librarians, the senior management, nor the union leadership were identified in any of the reported data. It was important that this ethical concern was been properly dealt with for the protection of all involved.

Selection Criteria

The study sample selected for research was chosen to understand and gain further information on a problem, not simply to recognize the problem. I focused on the member institutions of the Canadian Association of University Teachers (CAUT) because one of their official discussion papers states that librarians are equal members of the faculty (see Appendix B), and because this assertion is supported by its closest American counterpart, the Association of College and Research Libraries (2010). Since qualitative studies do not require the entire population to be studied in order to understand the issue, it is sufficient that the member institutions of CAUT are used in this inquiry as representative of the experience of all post-secondary librarians in Canadian post-secondary institutions. By focusing on those institutions that were most likely to already recognize the faculty status of post-secondary librarians and their work, it is possible to assess if this recognized work included teaching duties. In other words, the research question has informed the size of the study population of this report (Powell & Connaway, pp. 189-190) and a study population was selected using such criteria.

To address the research questions of this study, I eliminated certain association members of CAUT that did not match the study design. Firstly, I identified any members of CAUT that represented more than one institution and, consequently, more than one library. Since I compared the teaching responsibilities of librarians as represented online

and their collective agreements, it did not work for this study to group several libraries together within one study subject, therefore they were eliminated. From the design of the study, libraries without a unionized environment or collective bargaining were also eliminated. See Table 5.

Table 5:

Excluded study subjects: Non-union or multi-institutional associations

Alberta Colleges and Institutes Faculties Association
Faculty Association of the University of Waterloo
Federation of Post-Secondary Educators of BC
McGill Association of University Teachers
Ontario Public Service Employees Union (Community College Academic Staff)

I tried multiple approaches to retrieve copies of the collective agreements of possible study participants but I discovered that not all were available online. To find the collective agreements of my possible study subjects I used the following search strategy:

1. I used the CAUT website to go directly to the website of individual faculty associations.
2. I surveyed the websites of the faculty associations to find the collective agreements of the bargaining unit.
3. If I did not find the collective agreement, I went to the Human Resources section of the institution's website, or its equivalent, since many post-secondary job postings traditionally include links to the faculty association collective agreements.

4. If the collective agreement was still not available, I used the search function that all of the institutions had on their website to search for the document.
5. If the collective agreement was not available anywhere on the institution's website, I searched online using both <http://www.google.ca> and <http://www.bing.ca> . I used a collection of different phrases to search for the collective agreements. Sometimes I guessed at possible titles of the document based on titles that I had already found for other study subjects.

Unfortunately, I was unable to find collective agreements for several potential study subjects despite the search strategies described above. Table 6 lists those possible study subjects that were removed from the final study subject list because I was not able to find their collective agreements online.

Table 6:

Excluded study subjects: Collective agreements not available online

Atlantic School of Theology Faculty Association
Brescia Faculty Association
Concordia University College of Alberta Faculty Association
King's College Faculty
Royal Roads University Faculty Association
St. Jerome's University Academic Staff Association
St. John's College Faculty Association
St. Mary's University College Faculty Association
University of Ontario Institute of Technology Faculty Association

Due to the specific question being addressed, including looking for the explicit statement that librarians teach by the use of the words “teach” or “instruct” in the treatment of librarians, I excluded CAUT member institutions whose collective agreements were only available in French. Therefore, this study excludes the following participants because their collective agreements were only available in French (see Table 7).

Table 7:

Excluded study subjects: Collective agreements or websites not available in English

Association des professeurs du Collège universitaire de Hearst
Association des bibliothécaires, professeures, et professeurs de l'Université de Moncton
Association des bibliothécaires, professeures, et professeurs de l'Université de Moncton, campus d'Edmundston
Association des professeurs, et professeurs de l'Université de Moncton à Shippagan
Association des professeurs de bibliothécaires de l'Université de Sainte-Anne
Association des professeurs du Collège universitaire de Saint-Boniface
Association des professeures et professeurs de l'Université du Saint-Paul

The wording of the collective agreement was not the only reason for excluding a member institution of CAUT. Any institution that has a library website only available in French was excluded due to the limited French-language knowledge of the researcher. Not surprisingly, the same institutions without collective agreements available in English also did not have library websites available in English. Therefore, Table 7 also lists those libraries that were excluded from the study because their websites were not available in English.

From the remaining list of possible study subjects, I removed those faculty associations that did not include post-secondary librarians in their membership because it was clear that librarians there do not teach. The study subjects who were excluded from the final list because the collective agreements did not include post-secondary librarians are listed in Table 8.

Table 8:

Excluded study subjects: Collective agreements that do not include Librarians

Brandon University Faculty Association
Canadian Military Colleges Faculty Association
Canadian Union of Public Employees Local 3902 (University of Toronto)
Canadian Union of Public Employees Local 3906 (McMaster University)
Nipissing University Faculty Association
Nova Scotia College of Art and Design Faculty Union
Ontario College of Art & Design Faculty Association
Faculty Association of St. Thomas

Sample Population

The original candidates for the study were collected from the 64 member associations of CAUT (See Appendix A). Then, to fit the design of the research study, possible candidates were included or eliminated from the list based upon the availability of their collective agreements online, the text of the collective agreement, and whether or not post-secondary librarians were included in the collective agreement of the faculty association. The final list of participants totaled 42 study subjects (see Tables 9 and 10).

The principal and supplementary data were collected from these subjects during summer and fall 2009.

Limitations

The online data in this study is taken at face value and no interviews were conducted to interpret the data. When designing the study, I felt confident that library websites would be appropriate for collecting the necessary data because the philosophy of service and transparency in information and services is standard practice within the profession. Nuances in the interpretation of data are a factor in this study; however as a profession specializing in the organization and presentation of information, librarians follow regular business practices and standardize the presentation and sharing of information to maximize patrons' effective use of websites (Leckie, Given, & Campbell, 2009).

Another aspect of the research is that study subjects come from a variety of Canadian provinces, but education is managed by the provincial governments, not the federal government (McMenemy, 2006, p. 305). In addition, labour relations legislation, which includes clauses related to collective bargaining that should be applicable to this thesis, is a provincial and not a federal responsibility (Swimmer & Bartkiw, 2006, p. 507). Therefore, it might be assumed that it would be difficult to apply the same measurement techniques to institutions in different provinces.

Data Collection Techniques

All of the data collected for this study were gathered during the summer and fall of 2009. Any changes to the library's website after this period are not represented in this

report. In addition, all collective agreements were studied during this same period. Therefore, this study provides a snapshot of the attitudes toward librarianship in institutions of higher learning in Canada in the year 2009.

For the data collection phase of this thesis, I assessed the appropriateness of candidates for this study by reviewing their collective agreements. As described above, I eliminated candidates that did not meet the study criteria from the final list of study participants. The final list of study participants went from the original 64 members of CAUT to 42 final study subjects, which for this study refers to both the faculty association and the post-secondary institution where the union membership is employed.

Next, I reviewed the collective agreements for each institution included in the study for discussions of post-secondary librarians and their rights and responsibilities. My search techniques included using the search feature in Adobe Acrobat Reader for the words *library* or *librarians*. If the search returned insufficient results to determine if the document stated explicitly that the librarian faculty members taught or instructed, I read the definitions of the terminology used in the document. I also used the table of contents for the file to look for sections labeled as *workload* or *responsibilities* for other areas that discussed librarian teaching duties. If I was still unsuccessful in retrieving a positive result, I looked for any description of a tenure review process that related to the librarian members to see if teaching was included as one of the items the employees could include in their portfolio. If I was still unsuccessful in finding any reference to post-secondary librarians teaching or instructing, I then recorded the result as a negative result in Table 14.

Once I completed reviewing the collective agreements for answers to my main research question, I reviewed the library websites. As I reviewed all the library websites, I recorded positive and negative results for the principal and supplementary evidence of library instruction (see Tables 9 and 10). The data captured the relevant experiences of librarians at the various institutions and allowed me to verify if the collective agreements reflected the work responsibilities of their members.

Data Collection Definitions: Principal Evidence

Before data collection began, I defined what distinctive qualities were required to categorize data as principal or supplementary evidence. The main terms defined for principal evidence include 'post-secondary library,' 'booking or registration,' 'short description of library instruction,' and 'resources for librarians' (See Appendix D).

Table 9 reports the data as it was collected during the fall of 2009 using the terms mentioned above. To indicate a positive result, I included an *X* and to indicate a negative result, I left the spot blank. Only those study subjects that were not excluded during the review of the collective agreements were included in Table 9. The post-secondary libraries, or study subjects, are listed alphabetically by the full name of the institution, which differs slightly from the list used by CAUT (see Appendix A). This change was made to improve the readability of the results and for the benefit of future researchers who chose to conduct similar studies.

Table 9:

Collected data: Principal evidence

Post-secondary Library (Study Subject)	Booking or Registration	Short description of Library Teaching	Resources for Librarians
Acadia University	X	X	X
Algoma University College	X	X	
University of Alberta	X	X	X
Athabasca University	X	X	X
Bishop's University	X		
University of British Columbia	X	X	X
Brock University	X	X	X
University of Calgary	X	X	X
Cape Breton University	X	X	
Carleton University	X	X	X
Concordia University	X	X	
Dalhousie University	X	X	X
University of Guelph	X	X	X
Lakehead University	X	X	X
Laurentian University	X	X	X
University of Lethbridge	X	X	
University of Manitoba	X		
McMaster University	X	X	X
Memorial University of Newfoundland	X	X	X
Mount Allison University	X	X	X
Mount Saint Vincent University	X	X	
University of New Brunswick	X	X	X
University of Northern British Columbia	X	X	
Northern Ontario School of Medicine			
University of Ottawa	X	X	X
University of Prince Edward Island	X	X	X
Queen's University	X	X	
University of Regina	X	X	
Ryerson	X		
St. Francis Xavier	X	X	
Saint Mary's University	X	X	
Saint Thomas More College	X		
University of Saskatchewan	X		

Simon Fraser University	X	X	
University of Toronto	X	X	X
Trent University	X	X	X
University of Victoria	X	X	
University of Western Ontario	X	X	
Wilfrid Laurier University	X	X	
University of Windsor	X	X	X
University of Winnipeg	X	X	X
York University	X	X	X

Data Collection Definitions: Supplementary Evidence

The principal evidence of library teaching in the study subjects represented in Table 9 indicates that 41 of the 42 study subjects offer a description of the bookings or registration procedure for the library instruction offered by the library. The remainder of the principal evidence results demonstrate the level at which the library shares information online about its library instruction service. The supplementary evidence, on the other hand, includes teaching resources, which indicate that teaching occurs in the libraries of the study subjects, but in a subtle way. Handouts, for example, are not necessarily evidence that teaching is a work expectation for post-secondary librarians. Instead, this information is part of a larger trend that demonstrates how much teaching a library can offer by means of a library website. I compared results to the collective agreements that cover the workplaces of the librarians under discussion with a more holistic perspective of what librarians are doing when they are teaching. Table 10 compares the results of study subjects with library websites with supplementary evidence of librarians teaching.

Table 10:

Collected data: Supplementary evidence

Post-secondary Library (Study Subject)	Handouts or Guides	Screen- casting or Podcasts	Chat	Credit Course*
Acadia University	X	X	X	
Algoma University College	X			
University of Alberta	X		X	X
Athabasca University	X	X		
Bishop's University	X			X
University of British Columbia	X	X	X	
Brock University	X	X	X	X
University of Calgary	X		X	
Cape Breton University	X		X	
Carleton University	X		X	
Concordia University	X	X	X	
Dalhousie University	X	X	X	
University of Guelph	X	X	X	
Lakehead University	X	X	X	
Laurentian University	X			
University of Lethbridge	X	X	X	X
University of Manitoba	X	X	X	
McMaster University	X	X	X	
Memorial University of Newfoundland	X	X	X	
Mount Allison University	X		X	
Mount Saint Vincent University	X	X		
University of New Brunswick	X	X		
University of Northern British Columbia	X	X	X	
Northern Ontario School of Medicine	X	X	X	
University of Ottawa	X	X	X	
University of Prince Edward Island	X	X	X	
Queen's University	X	X	X	
University of Regina	X	X	X	
Ryerson	X		X	
St. Francis Xavier	X	X	X	
Saint Mary's University	X	X	X	
Saint Thomas More College				

University of Saskatchewan	X		X	
Simon Fraser University	X	X	X	
University of Toronto	X	X	X	X
Trent University	X	X		
University of Victoria	X	X	X	
University of Western Ontario	X	X	X	X
Wilfrid Laurier University	X	X	X	
University of Windsor	X		X	
University of Winnipeg	X		X	X
York University	X	X	X	X

(*Hunt, 2006)

Conclusion

This chapter reports the faculty status of study subjects drawn from the membership of the Canadian Association of University Teachers (CAUT). The data collected online in the collective agreements and library websites fits the norms of library and information science research, which often relies upon online data collection. The final list of study subjects meets several key criteria: All had faculty associations that included librarians among its members; all had collective agreements and library websites in English; and each of these collective agreements had clear language identifying the teaching duties of its members.

The next data set included statistics on trends in library teaching from the study subjects. Evidence was categorized as either principal or supplementary. Principal evidence included a bookings form or description of a registration process; a short description of the library teaching available at the library of the institution being reviewed; and instances of resources for librarians to teach, such as past lesson plans or reports of teaching that occurred in previous semesters. Registration processes, teaching descriptions, and records of teaching all fit the norms of faculty teaching.

Supplementary evidence, on the other hand, consisted of information or materials unique to library teaching. Such demonstrations of library teaching include handouts or guides available to those not registered in any classes; screencasts or podcasts available free of cost; and chat reference services. Due to its limited number of occurrences, cases of credit courses in information literacy for students were also categorized as supplementary evidence.

A recent review of the library websites revealed only minimal changes since the time of data collection in the summer and fall of 2009. Not enough had changed to justify a re-collection of results. I would argue that the majority of changes to librarianship occurred in the late 1990s and early 2000s after which librarians took on significantly different work. As a research report, this thesis starts the process of documenting the new expectation that employers have of librarian, taking on important new core services, especially teaching.

Chapter 4: Data Analysis

Introduction

This chapter reports and describes the collected data, as well as provides analyses and interpretations of selected screen shots of library websites. In addition, it provides excerpts from collective agreements regarding and related to librarians teaching. This chapter provides the foundation for understanding librarians teaching and the need to receive recognition for their contributions to the teaching mandate of higher learning.

For this thesis, a structured data collection and analysis strategy designed by Ajjawi and Higgs (2007) is used because this framework enables a systematic six-step process by which data analysis can take place within the qualitative framework. Other researchers have effectively used the Ajjawi and Higgs methods for qualitative research in the social sciences (Ajjawi & Higgs, 2012; Chari, Irving, & Howard, et al., 2012; Hynes, Stokes, & McCarron, 2012; Jeffrey & Foster, 2012; McGlasson, 2011; Parnell, 2012; Smith & Kinsella, 2009).

The first step in Ajjawi and Higgs' strategy is *Immersion*, during which the researcher reflects upon the results of the initial data collection. Next, the *Understanding* step is for the sense making of the reflections made upon the initial data collection. Thirdly, the *Abstraction* step applies the researcher's professional expertise, examines any assumptions they may have applied to the data collection, and assesses the quality and quantity of data collected.

The fourth step is *Synthesis and Theme Development*. The researcher notes any emerging themes and any inconsistencies that do not fit with these themes to generate

implicit themes. For *Illumination and Illustration*, the fifth step, the researcher compares the results from the data collection to the problem stated in the original development of the research project to identify any new themes. Finally, for the sixth step of *Integration and Critique*, the researcher returns to the original identification of primary and supplementary data, relates these categorizations to the themes that were identified in later steps, and identifies areas of future research based on the relationships between the results.

Data Description: Librarians Teaching

The data collected for this study was found exclusively on library websites of Canadian Association of University Teachers (CAUT) members. This information is different from the other teaching, credit or non-credit, provided by most of the institution of CAUT members because it is available nearly exclusively online. Library teaching is unlike any other course, class, or workshop delivered by CAUT members because much, and sometimes all, of this teaching is available online for free. While free, this work is still rightfully considered teaching in that it provides knowledge to the student not already possessed before being accessed. For this study, the information was collected by a researcher instead of the intended client; a student accessing information to develop information literacy skills. This information was gathered and studied to help understand the work librarians conduct.

Immersion.

As mentioned above, finding the library websites for each of the study subjects was not difficult. However, interpreting the information on the websites did present a

challenge. My original review of the literature, without the Ajjawi and Higgs (2007) methods, proved to be insufficient for the collection, analysis, and interpretation required to make meaning out of the information that I found. Reinterpreting the readings in the context of Ajjawi and Higgs' (2007) approach proved successful in generating a new interpretation of themes and from that I was able to establish parameters for cataloguing information about library teaching and instruction (see Chapter 3). For this thesis, teaching is the transfer of knowledge from librarian to student, while instruction refers to the techniques used. For this thesis, there are *principal* and *supplementary* data sets that emerged during the review of the library websites and which correspond to the relevant literature. Just as post-secondary teaching librarians encourage students to use the iterative approach to literature searching (Goebel, Neff, & Mandeville, 2007), so too this iterative strategy proved useful for data collection from the library websites selected for study.

Understanding.

After identifying the final study subjects, I used the subjects' online presence to see how post-secondary librarians were representing themselves to the post-secondary community and the general public. Specifically, library websites were reviewed for explicit evidence that librarians teach. This explicit evidence was considered *principal* evidence. This data included a clear description of library instruction, an identifiable bookings procedure for such library instruction, and any curriculum materials used by the librarians such as lesson plans for library teaching (see Table 9). Only one institution, Northern Ontario School of Medicine, did not have any online description or principal

evidence of library instruction. The next phase of data collection focused on supplementary evidence in case any of the study subjects lacked principal evidence of librarians teaching. This proved to be a necessary step in the case of the Northern Ontario School of Medicine.

Abstraction.

The secondary evidence collected in this study required interpretation based on the researcher's intimate knowledge of the workings of a post-secondary library. To examine a post-secondary library website for additional evidence of teaching, in addition to explicit statements of teaching, requires an in-depth knowledge of library teaching. Supplementary evidence collection involved determining whether library instruction was implied, rather than explicitly described. Moreover, given that some post-secondary librarians, due to the size of the library staff, will not necessarily have access to their library's web pages, these librarians may not be able to put in-depth information about and resources for library teaching on the library's website. Thus, some institutions may indeed have library teaching services, even if these services were not represented online during the period I collected data. Nonetheless, the volume and quality of online evidence collected in this study proved significant enough to draw conclusions about the teaching responsibilities of post-secondary librarians.

Synthesis and Theme Development.

For this stage of the research, I revised the literature synthesized in Chapter Two and compared these conclusions from the literature to the results gathered from analyzing and interpreting the data. The literature review suggested that most librarians who are

concerned about their faculty status and the tenure review process were primarily concerned about meeting the demands of scholarship (Boyd & Lupien, 2007; Mortimer, 1979; Oud, 2008). But with limited data available, and few published papers on the topic, it remains unclear whether scholarship really is the greatest concern of faculty librarians. At research presentations at conferences and through other professional connections, I have gathered anecdotal evidence that librarians are more often concerned about the value their institutions place on their teaching role than they are about scholarly production (Prange, 2007a; Prange & Mutz, 2007b; Prange & Sobol 2008a; Prange & Sobol, 2008b; Prange & Bebbington, 2009). During the review of all of the library websites in this study, I did not find one website that reported on the scholarly activities of its post-secondary librarians. Yet, I have noticed that it is commonplace in post-secondary departments to report on the annual scholarly output of faculty members from program departments and schools.

Illumination and Illustration of Issue.

The data analysis showed that every library in the study offered library teaching and instruction in one form or another and that only the post-secondary librarians were doing the teaching and providing the instructional materials. As stated earlier, it was only my impression that some librarians are struggling for the full recognition of their faculty status and that some post-secondary librarians who are faculty are working to have their teaching recognized; a process I myself experienced. I believe that this study reports the kind of data that librarians need to make a persuasive argument to their bargaining units, but only the feedback of my colleagues will confirm this assumption. To confirm that I

have accurately interpreted this data, I will be sharing these findings with the Librarians' Committee at CAUT.

Integration and Critique.

The final stage of the data analysis involved the integration and interrogation of the data collected. The literature revealed that there was limited published information on developing the practice of library teaching (see Chapter Two). The data collection phase of this study reveals that there is both primary and supplementary evidence that librarians are teaching, warranting a growth in the professional practice literature for post-secondary librarians who teach. The literature review also suggests that no librarians are conducting research to determine if they are offering services equal to or better than their colleagues at peer institutions. During my data collection, I did not find a single report on library websites recording student reviews of librarians teaching and instruction to provide the foundation for such a comparison. Unfortunately, students may suffer if there is not some form of review and a plan for improvement in teaching practice for post-secondary librarians. This lack of data makes the presentation of evidence of actual library teaching essential to moving librarians' work into the realm of traditional faculty work, integrating scholarship, teaching, and service.

Librarians Teaching: Data Analysis and Interpretation

In this next part of the chapter, the analysis and interpretation of both sets of data will be presented. Firstly, the primary and supplementary data regarding library teaching collected from the library websites of selected members of CAUT will be presented. Secondly, the data collected from the associated collective agreements of the study

subjects, examining the teaching statements related to librarian faculty members, will be described. The analysis involves the identification and sorting of data into themes. The explicit themes are those generated from recurring words and ways of presenting information both on the library websites and in the collective agreements. The implicit themes are those that emerge through making meaning of words and the way information is presented. Analysis is the systematic way of reviewing the data with the intent of organizing the data into patterns.

The interpretation of the data will be presented along with the data analysis because sometimes these steps occurred concurrently. For the reader, explanations will be made to interpret the findings of the analysis and to clarify their meaning. These detailed insights gained through the data interpretation will make it possible for future researchers to use the data analysis in future research. Since the data represents one snapshot in time, a co-presentation of analysis and interpretation provides a basis for comparison with future studies of librarians to show and examine the evolution of librarianship. Insights provided in the rest of this chapter are applicable to the specific nature of work for post-secondary teaching librarians.

As discussed by many authors (see Chapter 2), teaching is a relatively new part of post-secondary work in libraries. Since the library website is both the communication tool for teaching and instruction offered by librarians, it provides rich sources of data for review. For this study, the library websites of the members of CAUT provided information on the trends and tendencies of library teaching and instruction practice at post-secondary libraries in Canada.

Librarians Teaching: Three Themes

During the data analysis and interpretation, three major themes emerged. The first theme relates to explicit evidence of the ways information is presented about library teaching on the websites of the study subjects. This theme involves the description of librarian work, which can be divided into two subthemes relating to limited and extensive descriptions. Both subthemes are demonstrated in screen shots from library websites.

The second and third themes are more implicit in nature. The second theme relates to the fact that librarians serve as intermediaries in the information literacy process. This theme can be organized into the two subthemes relating to faculty-focused and student-focused teaching. These two subthemes are subtle in nature, but by examination of the screen shots after reading the descriptions the differences will become apparent.

The third theme of librarians teaching relates to the prioritization of information literacy by the institutions. Within this theme, there are three subthemes of 1) front-page presentation, 2) information within one step in an easily identifiable navigation, and 3) some statement either from the library or the institution that is not easily found. These three themes constitute the description, delivery, and recognition of teaching of the library faculty members in the CAUT member institutions. While this last subtheme is the least explicit out of all the themes, it still adds to a better understanding of institutional recognition of librarians teaching information literacy skills to post-secondary students.

Librarians Teaching Theme One: Description of Librarians Teaching

The first theme that emerged during the data collection is that all libraries studied have descriptions or depictions of library teaching. The vocabulary used on these websites includes phrases such as “library instruction,” “instruction programs,” and “consult a librarian.” Screenshots below demonstrate this explicit communication that librarians teach. This theme and its two subthemes constitute the primary evidence used in this study to show that librarians in post-secondary libraries teach in Canada.

Some librarians went to great lengths, in comparison with their colleagues, to explain all the teaching sessions they offer students and staff. While many library websites simply listed a person’s name and email address in connection with the library bookings procedure, other library websites gave detailed descriptions of all available offerings, provided full online bookings forms, and even provided examples of previous classes for the teaching faculty or students to review. This same trend is reported in the literature (Benjes-Small, Dorner, & Schroeder, 2009).

Subtheme One: Extensive Descriptions of Library Teaching.

Within this first theme is the subtheme of extensive descriptions of library teaching online. This trend is evident in the larger of the two groups of institutions where the libraries provide information online that the librarians offer library teaching and instructional services. In such cases as the University of Ottawa Library and University of Winnipeg, there are full webpages available online serving as the bookings request form for library teaching. At the University of Ottawa Library, for example, many forms

of library teaching are listed in addition to an explanation of the teaching philosophy of the library.

Figure 1:

The Philosophy of Library Teaching at University of Ottawa Library

Our Philosophy and Specific Goals	
Philosophy	Goals
<p>The purpose of our instructional programs is to ensure that our diverse user community has the opportunity to acquire the information literacy skills essential to develop into successful and responsible scholars. These abilities will enable individuals to become independent critical thinkers and will foster lifelong learning in their personal, academic and professional lives.</p> <p>To learn more about information literacy visit the Association of College and Research Libraries (ACRL) Web site.</p>	<ol style="list-style-type: none"> 1. Enable students to analyze their information need and develop effective information seeking strategies in order to identify and locate appropriate sources 2. Enable students to synthesize, organize and present information in appropriate formats. 3. Enable students to critically approach, and evaluate the information in order to integrate it in their own knowledge base for problem-solving, decision-making and research.
Instructional Programs and Initiatives	
<p>Our instructional programs include but are not limited to:</p> <ul style="list-style-type: none"> In-class discipline-specific seminars tailored to the needs of a course General orientation programs which include library visits, and walk-in workshops with an emphasis on a variety of tools and information competencies. Curriculum-integrated instructional programs. Hands-on workshops. <p>Other instructional services and initiatives the Library offers include:</p> <ul style="list-style-type: none"> Development of online resources and learning tools such as the Assignment Calculator and specialized tutorials such as the animated help guides created by the GSG - Geography, Statistical and Government Information Centre. Collaboration with partners on campus such as Teaching and Learning Support Services to integrate information literacy in the students learning experience. A recent example of this partnership is the Library Research Basics tutorial, developed with the Centre for E-Learning. Collaboration with Faculty to develop course-specific library resources such as Library course pages that organize resources to meet the needs of a specific course. Assignments and exercises to develop specific library research skills. Library resources that can be integrated to WebCT course pages such as RefShare reading lists. <p>For detailed information about our instructional programs or to request a library seminar, please contact the subject librarian for your discipline or visit your library website.</p>	

Figure 2:

Information Research Guide at the University of Winnipeg Library

Information Research Guide
Describes various research tools, processes, and skills.
Last update: Oct 06, 2008 URL: <http://libguides.uwinnipeg.ca/research> Print Guide SHARE

Home Finding Information Assignments/Papers Explore Research Assistance

Home Comments (0) Print Page Search Guides Co

Library Basics
Computer Account
• Use your WebAdvisor account
myLibrary Account
• Create your PIN
• Use it to access databases off-campus
• Install the Library Toolbar
• Information Research Guide
Comments (0)

Here to Learn!
This guide explores the many tools available to you at the University of Winnipeg. It also explains the research process to help you become a more effective and efficient student!
Explore the tabs above for links on topics such as:
• Finding information > Finding journal articles
• Finding information > Finding primary/secondary sources
• Assignments/Papers > MLA/APA/Chicago Citation Style Guides
• Assignments/Papers > How to use RefWorks and Write-N-Cite
• Explore > Explore your field of study
• Research Assistance > How to get help research help in-person or online
Comments (0)

Subject Guide
CJ de Jong, Access & Reference Services Coordinator
Live Help
Click here to ask a question!
Contact Info:
Office: 4C12
Phone: 786-9802
Send Email
Links:
Profile & Guides
Subjects:
Aboriginal Governance,
Kinesiology & Applied Health,
Psychology, Rhetoric Writing
and Communications, Women's
and Gender Studies

The approach to services for teaching faculty to support class assignments cover the entire range of services quantified by this study and included several more, such as an integration with the Teaching and Learning Support Services department and an Assignment Calculator.

The library at University of Guelph also articulates its philosophy towards information literacy and library teaching as the introduction to the teaching services available in the library. This screen shot represents a large portion of study subjects, many library websites having a similar description available online.

Figure 3:

Description of Information Literacy teaching philosophy at University of Guelph Library

Information Literacy Skills (aka Good Research Practices) required to conduct university-level research based assignments need to be learned. The Library offers a variety of support and instructional services which support the development of effective student research practices.

We recognize that the most successful model for information literacy instruction involves intentional collaboration with faculty, programs and departments to incorporate information literacy into courses, disciplines and curricula. Librarians will partner with faculty to discuss course learning goals and research assignments, create course research guides, and instruct sessions which support research learning outcomes.

We also support independent student learning efforts. Librarians and other research experts assist students to:

- Better frame their research questions
- Access academically appropriate sources
- Evaluate sources and content
- Use information appropriately
- Understand issues affecting the use of information
- Understand issues related to copyright and the importance of academic integrity

The University of Toronto Library also demonstrates a focus on teaching support, but in a more explicitly complementary role to the faculty than portrayed on other library websites through the use of subheadings repeatedly using the word “support.”

Figure 4:

Librarians at University of Toronto Role as Supporters

Liaison Librarians

Consult a librarian in your discipline for research & teaching support

Supporting Research

Resources, workshops, research tools, digital projects

Supporting Teaching

Course materials, Blackboard help, information literacy, workshops and research help for students

It was noted that there was a trend among libraries of various sizes to leave a record online of previous library classes, including instructional materials. These examples often include the handout that was provided to the class or the lesson plan designed and used by the teaching librarian. Librarians at Simon Fraser University (SFU) even keep an online record of assistance provided for specific courses and associated assignments.

Figure 5:

Archiving of Instructional Materials by Librarians at Simon Fraser University

Help with course assignments	
COURSE	LAST UPDATED
ARCH 334: Indigenous Heritage Stewardship	September 2005
ARCH 330: The Prehistory of Latin America	September 2005
First Nations 301 Library Tutorial: PowerPoint presentation	September 2005
ARCH 273: Archacology of the New World	February 2006
ARCH 379: Archacology of the American Southwest	September 2006

SFU librarians also teach workshops through the Learning Commons department of the Library.

Figure 6:

Librarians as Teachers in Learning Commons at Simon Fraser University, in addition to the Library

WELCOME TO THE STUDENT LEARNING COMMONS!

Visit the Student Learning Commons (SLC) for friendly and knowledgeable assistance with a wide range of academic writing, learning, and study strategies. Our goal is to provide you with resources and tools for academic success. The SLC encourages collaboration, discussion, and peer learning.

You'll find the SLC services in the libraries at [SFU Burnaby](#), [SFU Surrey](#), and [SFU Vancouver](#).

Such evidence provides not only the primary evidence for this study that librarians are teaching, but gives detail on the activities taking place in the libraries. At a few institutions, formalized learning objectives are identified by the teaching librarians.

Evidence for library instruction includes a wide variety of screencasted tutorials. At some institutions, these online tutorials are made available through the webpages about specific library article databases. In the case of Athabasca University Library, one animated tutorial included many aspects of the library, including teaching students about library databases.

Figure 7:

Athabasca University Library Online Animated Tutorial

To learn how to navigate and use the AU Library Web site more effectively take a [TOUR](#). If you would prefer to view the tutorial without audio, click [HERE](#).

- The tour requires Macromedia Flash player. If you do not already have this program on your computer you can [download Flash](#).
- It may take a few seconds for the tour to load. It plays automatically once it has loaded and takes approximately 4 minutes to complete.
- Depending on your settings, you may need to scroll up or down to view everything. Use the player at the bottom of the screen to pause or rewind if you miss something.

Unlike the primary evidence limited to handouts, usually in the form of PDFs, described above, these library websites contained extensive collections of library instructional materials.

Subtheme Two: Limited Descriptions of Library Teaching.

The other subtheme for descriptions of library teaching that emerged early in the data collection was for a small number of libraries which have only a small volume of information available on library teaching services. Such information is limited to information regarding the booking procedure for library information in the form of a name and contact information, usually only an email address. At the University of Calgary Library, for example, faculty are directed to email the librarian assigned to their subject area or complete the basic contact form used for all inquiries made to the website.

Figure 8:

Contact Information for Library Teaching at University of Calgary Library

[Services](#) » [For Faculty](#) » Library Instruction

Library Instruction

Librarians can provide instruction and expertise on:

- Specific tools and resources to support a class assignment
- strategies to help students progress through the information search process
- Effective assignment design to make the most of the Library's resources

Our Library Instruction Program is founded on the Association of College & Research Libraries [information Literacy Standards for Higher Education](#)

Classes can be scheduled in your regular classroom, or booked in the Information Commons classrooms where students have access to online resources using our computer workstations

To set up a consultation or classroom instruction session, please contact your [subject librarian](#).

If you aren't sure which librarian to contact, please fill out the [Book a Librarian](#) form and we will be in touch soon to ensure you meet with the librarian who can best meet your instruction needs.

At Bishop's University Library, no information about library services was found on the library's homepage. The menu choices are limited, unusually, to the more traditional library services. As shown in the figure below, Bishop's University Library

offers no teaching services to support student learning. Such a menu could have been from that of a public library website.

Figure 9:

Bishop's University library website menu

Home
Catalogue BORIS
Databases A - Z
Databases by Subject
E-Journals
Hours
Information
Contact Us
Library Glossary
Newsletter
Public Performance Rights
Acquisitions List

However, after exploring the library website of Bishop's University (BU) thoroughly, I found one short description of library teaching. It is noticeable that no mention of teaching is used to describe these library activities. Instead, words such as "seminar" and "session" are used.

Figure 10:

Bishop's University Library Description of Library Teaching

Library Instruction and Orientation

Library instruction and orientation sessions are given throughout the year to acquaint students and faculty with the Library's resources and services. The Reference staff can arrange seminars in specific subject areas as well. If you wish to arrange a session for your class, please contact the Reference staff at ext. 2608 or reference@ubishops.ca, or visit the Reference Office in the Library. Sessions are limited to a maximum of 35 students. If classes are larger, the group will be divided. It is important that you schedule the session at least one week in advance to ensure that there will be enough staff and seminar room space available, and to allow the Reference staff to prepare the session.



Library instruction is most successful when given in conjunction with an assignment, in order to give students a chance to practice their library skills as well as familiarize themselves with the Library's resources.

Such short descriptions with only minimal contact information, not associated with any individual, proved not to be unique to Bishop's University Library. The library at St. Thomas More College in Saskatchewan also had brief, limited descriptions of library teaching.

Figure 11:

St. Thomas More College Description of Library Teaching

Reference Services

Students, faculty, staff, and members of the public are encouraged to ask for assistance at the Circulation desk, or to call 966-8916. For help in conducting research or finding journal articles, users are encouraged to consult the librarian, the library assistant, or the library technician during office hours (M-F: 8:30 to 4:30). Faculty and instructors may make arrangements with the Library Director for class orientations or information literacy instruction.

For this group, there are other mentions of library teaching or information literacy elsewhere on the institution's website. It was also observed that there were little or no guides or instructional materials, for example how-to guides for APA style formatting and documentation, as evidence of library instruction. While this was the smallest group identified during the study, I observed that these libraries in fact offered library teaching. Therefore, from the larger theme of explicit descriptions of library teaching as primary evidence, two subthemes emerged demonstrating the two approaches in volume and breadth of information post-secondary libraries use in Canada to describe library teaching.

Librarians Teaching Theme Two: Librarians as Intermediaries in Information

Literacy Process

During the data analysis, a second theme emerged which illustrated how librarians work as intermediaries in the information literacy process for students. As teachers and

facilitators, post-secondary librarians teach and support students in their efforts to find, evaluate, and use information for their academic studies. Yet, not all librarians approach connecting students with teaching and learning opportunities the same way. Some libraries and librarians take a faculty-focused approach, gearing their library teaching to the teaching faculty and regularly scheduled classes. Other librarians either did not offer any faculty-focused teaching, or more often than not, offered additional learning to the students through student-focused opportunities to learn from library teaching.

Within the subtheme of student-focused learning, three trends were observed. The most distinctive of these student-focused approaches involves offering credit courses in information literacy. These courses reward students in learning information literacy skills taught by librarians with institution-specific amounts of course credits that appear on student transcripts. While not universally adopted, there are at least 40 credit courses available in Canada in information literacy as described in Chapter Three.

The other two approaches in the student-focused subtheme involve non-credit services. Most commonly observed are self-guided learning objects, such as handouts, how-to guides, worksheets, etc. These tools were available online from every library studied and were classified as supplementary evidence that librarians are teaching. The least common student-focused approach to library teaching involves delivering library classes available outside regular class time, but the classes are typically not self-guided and are not for credit. All these approaches have been grouped under the sub-theme of the student-focused method to librarians as intermediaries in the information literacy process.

Subtheme One: Faculty-Focused Teaching.

A separate issue from the volume and detail of library teaching and instruction at various institutions is the emphasis placed on library teaching at these institutions, either teaching appealing to faculty or to students. For those libraries with a faculty orientation, library websites reveal that only the faculty can reserve sessions. On the website for the library at the University of Trent, for example, information about library teaching is available from the Faculty Services section. This information includes a MS Word document from 2006 addressed to department chairs promoting library teaching to the faculty for including in university courses.

Figure 12:

Faculty-Centric Approach to Library Teaching at the University of Trent Library

Instructional Programs for Information Literacy Skills	<u>Learning & Liaison Contacts</u>	A new unit has been created in the library: Learning & Liaison. Every subject area at Trent has a Learning & Liaison Librarian who will work with them on instruction and with library resources
	<u>Library Skills Program</u>	The Library Skills Program is an online course designed to teach students the most basic skills they need to use a library effectively. The page provides information about the program for course instructors. See feedback from the Summer 2005 program for new students. This was a program to introduce new students to the library resources and scholarly articles.
	<u>Library Skills Instruction</u>	Other options are available for you to include information literacy instruction in your course
	<u>General Workshops Schedule</u>	Workshops on basic library skills are offered to anyone at the beginning of the year. They are usually very poorly attended, although they take a good deal of our time to organize and present. You can encourage your students to attend
	<u>Research Preparation Worksheet</u>	A worksheet students can use to plan their search strategies.
	<u>ACRL Information Literacy Competency Standards for Higher Education</u>	Read about the skills we're teaching and why we need to teach them. The ACRL (Association of College and Research Libraries) is a professional association of academic librarians and the largest division of the American Library Association, the accreditation institution of North American libraries
	<u>Sample Rubric for Instructional Programs (Word document)</u>	This sample rubric was based upon the <i>Information Literacy Competency Standards for Higher Education (2000)</i> developed by the Association of College and Research Libraries
	<u>Information Literacy Memo (Word document)</u>	Memo sent to Department Chairs - April 2006

This faculty-centred approach is found on many library websites, even though different techniques are used.

Examination the Athabasca University (AU) Library website reveals that library staff list aspects of what contributes to a successful information literacy program.

Figure 13:

Key Factors for Successful Library Teaching, According to Librarians at Athabasca University

Key factors for a successful information literacy program:

- Planning at the institutional level
- Leadership of academic administrators
- Building on models that are already working
- Collaboration among faculty, librarians and other staff
- Integration into the curriculum
- Opportunities for faculty and staff development
- Strong and sustainable library collections
- Ongoing support from librarians
- Assessment

Information literacy instruction that is integrated into the curriculum provides students with opportunities to pose questions, move beyond the prescribed course texts to discover information sources on their own, and think critically about, and incorporate, this information within the framework of their courses. Integration with the discipline permits students to develop an understanding of the discipline's specific approach to the creation, dissemination, discovery, evaluation and use of information.

As subject experts, faculty play a key role in teaching critical thinking and in framing information literacy experiences within the context of course work and knowledge of a discipline. As information retrieval experts, librarians play a key role in helping students make sense of information systems and information sources in different formats. Other departments, such as computing services and educational media development, can play important roles in an information literacy program.

It is a noticeable assumption by librarians that the most successful library teaching program is one developed and delivered in partnership with the teaching faculty. In fact, I could not find any mention of library teaching or instruction available to the distance student at AU Library separate from classes. But I did find that there is at least one mention of teaching services for distance students, which was not the norm at the other libraries studied.

Figure 14:

*Lack of Library Teaching for Students at Athabasca University***Information Literacy & the Distance Learner**

The challenge in the distance education environment is to make possible information literacy experiences that are comparable to those available to campus-based students. Distance learners, particularly those without physical access to local academic and research libraries, require access to a broad scope of scholarly online research materials that meet the needs of the disciplines taught at the institution. Because distance learners often receive much of their instruction in the form of course packages, it is essential to provide built-in opportunities for research, evaluation and other self-directed activities.

Instead, services available for distance students were limited to short helping sessions at most of the libraries studied. For example, at St. Francis Xavier's Library, services available for distance students were limited and generally did not have an instructional nature.

Figure 15:

*Library Services for Distance Students at St. Francis Xavier University***What support is offered?**

Depending on your situation, we may be able to provide:

- advice on library procedure
- solutions to problems with library cards
- document delivery of books and journal articles
- renewal of books on loan from StFX
- support for literature searches
- assistance in locating specific materials
- technical support with the use of electronic resources such as online journals

Some cost recovery charges, on services such as photocopying, apply.

In addition, those libraries with an orientation towards serving the faculty had online descriptions of instructional aids, such as handouts on various techniques, but

these instructional materials are not available online. Presumably, these descriptions were part of the library's advertising of services since they were not the actual provision of those services.

Subtheme Two: Student-Focused Teaching.

The second subtheme within the theme of librarians as intermediaries in the information literacy process involves a more student-focused approach to library teaching. Data analysis reveals a very different method from the focus on faculty described above and found on library websites. For those CAUT member libraries with websites representing library teaching as available through a series of workshops and not limited to class time, it is apparent that the teaching focus of these librarians is on students and not faculty. At the University of Victoria Library, searching through the website reveals that library teaching is offered through a series of workshops that focus on students outside of class time.

Figure 15:

University of Victoria Workshop Offerings for Student Patrons

Develop your research expertise with these free library workshops and more.

Workshops

Calendar, descriptions, and registration for library workshops

Tours

Get to know McPherson Library

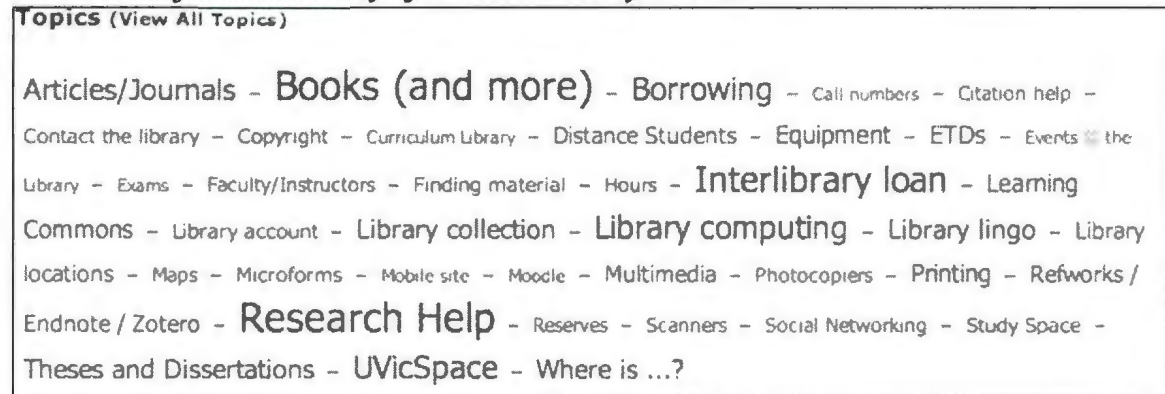
Events

Learn about special events at UVic Libraries

Examination of the Frequently Asked Questions (FAQs) section of the University of Victoria library website reveals that questions about library teaching, instruction, or information literacy are not posed enough to appear in the word cloud.

Figure 17:

Word Cloud from University of Victoria Library Website



It seems that library teaching is not a popular enough service to lead library website users to search out information on the service. Or, there is enough information within the physical building of the library for students to access that they do not need to look online for such information. Either way, the University of Victoria Library website represents a student-focused approach to library instruction, which is in contrast to the majority of library websites that reflect faculty-focused approaches to library teaching.

These same student-focused libraries offer library patrons, and other people accessing the library website, instructional materials. These supportive materials include handouts used in workshops and classes, how-to sheets, screencasted tutorials, and various other instructional aids. Memorial University of Newfoundland library's website includes many screencasted tutorials, scattered throughout the various webpages. For

example, on a webpage for distance students on how to obtain class readings, there are three screencasted tutorials available and recommended to students.

Figure 18:

Example of screencasted tutorials from Memorial University of Newfoundland Library website

How to Find Electronic Course Readings

To find the electronic readings assigned for your course, follow these steps:

1. Use the Off-Campus Login.

If you are trying to access readings from home, and are not using a Memorial University Internet account, you must begin by identifying yourself as a current Memorial Library user. To do this click on the **Off-campus login** icon in the top right-hand corner and enter your user ID (or Alt ID) and PIN number.

For help using the Off-Campus Login, watch the video tutorial, or see our guide.

2. Find your journal in the Library Catalogue.

Search for the title of the journal in which the article appears, to see if Memorial Libraries subscribe to the publication electronically.

For help searching the Electronic Journals List, watch the video tutorial, or see our guide.

3. Find your article in the e-journal.

Browse the available issues of the electronic journal in order to find the one that contains your article, then browse the contents of that issue and display the full-text.

For help navigating an e-journal, watch the video tutorial, or see our guide.

NEED HELP?

Contact us, or Ask a Librarian using our online form.

In considering this theme, it is important to recognize that the most significant thing may not be the volume of materials, but whether or not the materials were offered at all. In a student-focused library, teaching materials useful to students are not mere advertisements but freely available tools.

As part of this subtheme of student-focused library teaching, under the theme of librarians as intermediaries in the information literacy process, data about credit courses in information literacy is interpreted as a sign that the institution was student focused. Without another faculty member as intermediary between the student and teaching librarian, the institution makes accessing information literacy skills possible through the structured environment of a class. The institution also provides the means by which the student can gain academic credit for learning the skills and knowledge taught by the librarian. This is also a sign that the library teaching is student-focused.

During the review of library websites, it was assumed that a few more credit courses in information literacy would be uncovered that those originally identified in Chapter Two. There were not. The total remained at forty, as listed on the on the library website for the University of Winnipeg (Hunt, 2006). Without further research, it is not possible to determine institutional plans to offer credit courses in the future on information literacy skills to students. As noted by Tracy and Hayashi (2007), offering credit courses is still a relatively new trend in library instruction and teaching and so it is reported here in addition to being noted in the literature review of this study.

The last part of the subtheme of student-focused library teaching that emerges addresses how a few libraries offered library instruction separate from class time. I did not anticipate this result. As a teaching post-secondary librarian, I have only had successful in attendance numbers when library teaching was embedded into the classroom and took place during class time. But this research reveals that some libraries only offer instruction through individual student bookings and not for specific classes or

specific instructors. For example, Mount Allison Libraries offers drop-in workshops in September in addition to the workshops embedded into classes

Figure 19:

Workshops at Mount Allison University

LEARNING TO USE THE LIBRARY:

Library workshops are held in September. Watch for notices of dates and times.

Individual courses also have instruction classes given by Librarians. Ask your professor if there will be one for your course.

At the University of Calgary Library, a variety of workshops are advertised for students outside class time. The image below gives just one example of the workshops available to students in 2009. Throughout the website, information is made available for students to drop-in and receive library teaching and instruction from University of Calgary librarians.

institutions (24% of the study population) do not officially recognize this service in the respective collective agreements. To verify that this data analysis was correct, I compared the online description of the library bookings procedure with the statement of librarians teaching in the collective agreement (see Table 15).

Table 15:

Data analysis: Matrix of booking or registration information online and collective agreement mentioning librarians teaching

	Study subjects <i>with</i> information online of library instruction bookings or registrations	Study subjects <i>without</i> information online of library instruction bookings or registrations
Study subjects <i>with</i> explicit statement in collective agreement that librarians teach	31	1
Study subjects <i>without</i> explicit statement in collective agreement that librarians teach	10	0

As demonstrated by Table 15 the original data analysis was correct. There are librarians at 10 of the selected institutions who were in fact teaching based upon the supplementary evidence (see Tables 9 and 10), despite the fact that their collective agreements imply that they did not. By re-confirming the first data analysis, I have confirmed that my prejudices and biases were not influencing the data analysis.

Since this report is a “snapshot in time,” it contributes to the literature by documenting part of the evolution of post-secondary librarianship in Canada. Studies

that report changes in collective agreements are helpful for understanding the evolution of librarianship in the Information Age (Harris, 1997). Of course, this assumes that post-secondary librarians themselves are working towards a better future for the profession. Without any evidence to the contrary, I feel this is a justifiable assumption based upon anecdotal conversations reported above. If the post-secondary librarians at the 10 institutions included did not have recognition of their teaching duties within their collective agreements, and were not happy with their situation, this study provides information to help them make changes at their institutions. This study shows that it is indeed the norm for librarians to be teaching at post-secondary libraries in Canada, reflecting new expectations in the profession.

Collective Agreements Theme Two: Unclear or Negative Statement Librarians Teach

Many of the collective agreements reviewed for this thesis include clauses in which resources are negotiated to support the work of the teaching faculty. Reviewing these clauses reveals that specific time allowances for preparing class materials or curriculum is included in the collective agreement for teaching faculty. Some collective agreements discuss the provision of material goods, such as private offices or advanced computer hardware and software, to support teaching work. In these collective agreements it is not explicitly stated if these rights apply to librarian members of the faculty unions. Without explicit statements that these clauses apply to teaching librarians, librarians are not being supported for their teaching through the provision of

time, space, and resources required to be recognized as true scholars and equal members of the faculty.

Subtheme One: Credit Courses.

During the analysis of the theme for unclear or negative statements of librarians teaching, the collective agreements for those two institutions with credit courses in information literacy fail to include a single reference to librarians teaching (see Table 13). The University of Alberta website, identified many times in this study as providing the most obvious examples of library teaching, in fact has no reference to librarians teaching in the collective agreement signed separately with the librarian faculty members (*University of Alberta Librarian Agreement July 1998, 2007*). The York University faculty association collective agreement also does not include an explicit statement about librarians teaching (*York University Faculty Association and York University Board of Governors, 2009*). However, there are an unusually high number of clauses in this CA covering the rights of librarians to access resources, such as funds and release time, to pursue research. One phrase in particular stood out, representing the high regard with which the administration at York University holds the contribution its librarians make to the institution: “The workload for librarians shall be established with due regard for their research and scholarly responsibilities” (p. 94).

These two institutions obviously value librarians as teachers, so there must be other reasons for the discrepancy with respect to their CA. One possibility may be that the librarians feel their work is significantly valued within the institution and do not feel the need to negotiate official recognition of their teaching status within their collective

agreements. A second possibility could be that when the librarians are teaching credit courses, their status within the institution changes, possibly to some version of a professor or instructor. It is impossible to ascertain what is really happening at these institutions within the confines of this thesis, but this is an interesting and unexpected result of this study and one for further investigation.

Table 13:

Data analysis: Matrix of credit status and explicit statements of teaching

	Study subjects <i>with</i> credit status for library instruction	Study subjects <i>without</i> credit status for library instruction
Study subjects <i>with</i> explicit statement in collective agreement that librarians teach	5	27
Study subjects <i>without</i> explicit statement in collective agreement that librarians teach	2	8

Examination of the faculty collective agreements indicates that all but one of the institutions that offer credit courses included discussions of the teaching duties of the librarians. The only exception is the University of Alberta (Association of Academic Staff of the University of Alberta, 2006), which is a surprising result since the Augustana campus of the University of Alberta offered 21 information literacy courses for one credit each during the semester I collected data (Augustana Campus Library, 2009; Goebel, Neff, & Mandeville, 2007). Librarians at Augustana are also known for their high output of research and scholarship (AAS: UA, 2006; Goebel, Neff, & Mandeville, 2007; Goebel,

2010; Goebel, 2011), which provides some evidence that librarians in general may be better supported at this institution in comparison to all others. This research result speaks to the importance of collective agreements explicitly stating that librarians teach.

The result of a post-secondary institution like the University of Alberta, with considerable support for library teaching yet no acknowledgement in the collective agreement, was considered during the framing of the problem, as discussed in Chapter One, and generated one of the assumptions that framed the research questions. The reasons why an institution would offer a credit course for information literacy versus other means of teaching information literacy teaching were not investigated in this study. A review of the literature in Chapter Two did not generate any reasons related to faculty status. Like the observation that some post-secondary institutions included information literacy as a goal in their mission statements, this result speaks to the rise in support for library instruction, but requires further research to understand its significance.

Subtheme Two: Rank, Tenure, and Promotion.

During data analysis and interpretation I discovered that few collective agreements had sections related to the tenure review process for their librarian members and that a standard will need to be developed. Therefore, a second subtheme emerges under the unclear or negative statements about librarians teaching. Like some of the collective agreements with unclear or negative statements, positive statement collective agreements are not always comprehensive in articulating the rank, tenure, and promotion system for all faculty members. The development of standard practices for evaluating

librarians for tenure requires extensive research to determine appropriate measures of post-secondary librarian practice.

The development of a consistent process for reviewing the tenure status for librarians, which examines their record of teaching, scholarship, and service is not an omission or inclusion specific to either theme for the collective agreements studied. This subtheme only became apparent during the analysis and interpretation for the unclear and negative statement collective agreements because a comprehensive investigation is required to understand how those institutions viewed librarians teaching. This result indicates the need for further study into collective agreements for all faculty members.

Subtheme Three: Inconsistencies.

The study was designed by selecting a study population, the member associations of CAUT. From the initial selection, possible study subjects were eliminated if they did not meet the criteria of the study question. Similarly, faculty association collective agreements were divided into two main groups, as identified in the following table: 1) institutions where librarians are members of the faculty association; and 2) institutions where librarians are faculty, but have their own collective agreement. This second group represents a part of the subtheme of inconsistencies in collective agreements with unclear or negative statements about librarians teaching.

Table 11:

Data analysis: Same or separate collective agreements for faculty

Number of Institutions where librarians are members of the faculty association	Number of institutions where librarians are faculty but have their own collective agreement
38	4

No other similarities were found these between these institutions, librarians as faculty members, or library websites. Therefore, only the separate faculty association agreement for librarians represents evidence of a separate theme.

Subtheme Four: For the Future.

The last subtheme that emerges in the data analysis and interpretation of collective agreements with unclear or negative statements about librarians teaching is that there is much work to be done in the future. Beyond working with the union, post-secondary librarians should adopt certain practices already performed by the teaching faculty in order to bring their work in line with academic norms to gain formal recognition in collective agreement negotiations. Collective agreements, by the very act of collective bargaining, require librarians to act and think as part of a larger group. For those collective agreements with unclear or negative statements about librarians teaching, those librarian faculty association members must first work on convincing their fellow members that they are in fact teaching. As Moore and Feldt, experts in group decision-making, argue, such report writing and sharing, can be a “jumping-off point” (1993, p. 120). Therefore, the subtheme that emerged last in the data analysis and interpretation

addressed the need for greater group communication with fellow members of faculty associations by teaching librarians.

Conclusion

The data analysis for this study was informed by the work of Ajjawi and Higgs (2007), particularly their six-stage analytical process. From two streams of data collection (library websites and collective agreements) emerge several themes and subthemes for each section of this chapter. What is evident both in Chapter Three and in the data analysis and interpretation in this chapter is that every library selected for the study offers library teaching. However, principal evidence of this service did not exist as explicitly as originally anticipated in the thesis proposal, thereby requiring supplementary evidence collection for analysis and interpretation. From the primary and supplementary evidence, the data analysis and interpretation resulted in several themes and subthemes, giving a clearer picture of what library teaching looks like in post-secondary libraries in Canada in the 21st century.

Identifying these themes and subthemes can help to establish a new dialogue within the field of post-secondary librarianship. As discussed in Chapter Two, few published reports examine the features of library teaching and this study demonstrates that there are many such features to be explored by future researchers. Exploring library teaching is a worthwhile focus for librarianship, educational studies, and the scholarship of teaching and learning. Such an examination adds to our understanding of librarian work, helping the profession continue to improve.

The data presented in this chapter through the screen shots demonstrate that librarians offer information literacy teaching services to students. This study also reports that not all librarians studied are receiving institutional recognition for their teaching nor are all institutions and their libraries prioritizing information literacy for their students. This thesis contributes to the scholarship of teaching and learning and contributes to the integration of teaching and library services in a post-secondary environment. Such research advances our understanding of the role library teaching plays in post-secondary institutions.

Early in my research, I predicted that those institutions offering credit courses taught by librarians would have the best collective agreements for librarians, but my prediction was proven incorrect. As described in Chapter Three and explained further in this chapter through screen shots, all libraries studied offer library teaching. Although 31 have explicit statements about teaching, these statements do not translate into recognition for teaching. The data analysis and interpretation found that there is a disconnect between what libraries communicate online about librarian work and that which is recognized by institutions through faculty association collective agreements.

The few librarians who do receive formal recognition from their institutions face unique challenges resulting from new expectations in the profession. These librarians, with the support of their fellow faculty members, help define what it means to be a post-secondary librarian in Canada through their attainment of faculty status and the formal recognition of their teaching expertise. However, there is still much to be done if all

post-secondary librarians are to enjoy formal academic recognition along with the rest of the teaching faculty.

Chapter 5: Conclusion and Recommendations

Introduction

This study examined the importance of recognizing the teaching role of post-secondary librarians, the reasons and motivations behind library teaching, the resources required for successful library teaching, and the role and impact of library teaching in academic institutions. There are numerous articles and conference abstracts in which Canadian librarians at post-secondary institutions report various teaching techniques, approaches, and tricks they use, as well as reflections on their varying results (see Chapters 3 and 4). But when I was collecting data, I was forced to revise my original presumption that more collective agreements would recognize the teaching roles of post-secondary librarians. Simply put, only a small number of study subjects fit my original criteria for review because few librarians explicitly state that they teach and provide information about this service on the homepage of their library. But as a result of making significant changes to the design of my thesis, I feel that my research gave me a much clearer idea of what constitutes evidence of teaching by librarians.

This study is different from previously published research on librarians teaching in that earlier works are exclusively by librarians reporting on their own practice. Without any data on inter-institutional reviews of librarians teaching with which to compare these results, I chose a novel way to interpret my findings. The importance of the librarian in providing teaching services and supporting full-time teaching faculty outside and during classes was supported by the evidence.

Relation to Pay Equity.

As for the larger issues of collective bargaining, union leaders in Canada continue to caution that, although the Government of Canada legally endorses collective bargaining, the actions it has taken in recent years suggest that it is important to strive to prevent any retraction of bargaining rights (Adams, 2006). Some may consider aspects of this thesis as reporting on pay equity issues since the profession of librarianship is dominated by women (Rosenthal, 1989). Canadians have recently experienced the retraction of pay equity rights for federal government employees as a result of a recent federal budget (CAUT, 2009). A small minority of employers still challenge the rights of employees to unionize in Canada, which suggests there is a need to remain vigilant in efforts to protect collective bargaining rights (Adams, 2006). The research of Charlotte R. Mudge on Canadian librarians in collective agreements in the 1980s showed that very little change happens at the local level unless many librarians push for improvement (1984, 1986, 1987). When considering the retraction of pay equity rights in Canada, it is incumbent upon librarians, being a female dominated profession, to remain vigilant on the issue of pay equity, which has great relevance for collective bargaining.

A Qualitative Approach

In qualitative research, researchers should explain the concepts that inform the naturalistic approach and return the results back to the community (Powell & Connaway, 2004, p. 204-205). As Powell and Connaway (2004) state: "In almost every case, some decision regarding 'giving voice' to the participants must be made" (205). As Toni Samek and others argue (2007), librarianship, advocacy, and social action are already an

integrated approach to professional library work. This broad definition fits my research focus and I would like to see action taken based upon the research presented in this thesis. Reading Kush (2004), Newman (2006), and Dobson (2003) helped me to identify many ways in which an interpretive researcher can report results back to the study subjects in the manner of an action researcher. In keeping with this research objective, I have decided that I will provide a copy of this thesis to CAUT's Librarians Committee once it is accepted by Memorial University of Newfoundland.

This study attempts to ascertain if discussions occurring among my fellow librarians represented what was actually happening in post-secondary institutions. Are post-secondary institutions acknowledging that librarians are indeed teaching information literacy as part of their professional duties? Are post-secondary librarians being accepted as full faculty members at these institutions with full rights and privileges? When studying the post-secondary libraries that have public statements supporting library instruction and librarian faculty status, I had to revise my understanding of what an explicit statement of teaching in a collective agreement looks like. None of the collective agreements I reviewed stated clearly and unequivocally that librarians teach. Yet, many of the collective agreements had very clear statements that the rest of the faculty does.

Specifically, instead of interviewing human study subjects, I chose to compare data available on library websites with the official stance on library instruction as reported in faculty association collective agreements. I believe this change resulted in a much more thorough report on the changing nature of librarianship in the Age of Information than would have been possible otherwise. This change also meant that

publications not included in the original thesis proposal were examined in my literature review. By broadening the scope of the study, I have collected original data from library websites that bring new meaning to earlier published studies. However, this inclusion of new and different sources confirmed what authors such as John M. Budd (1995, 2005, 2006) have often argued: there is a lack of high-quality research being done in the field of library and information science, and by practicing librarians in particular.

What it Means to be Faculty for Librarianship

Pursuing education is a final way that librarians can indicate they are equal to the rest of the faculty and are legitimate teaching staff. The terminal degree for librarian faculty is at present a Master of Library and Information Science, but the rest of faculty are usually required to be enrolled in or have completed doctoral studies to be employed as a permanent member of the teaching staff. In one study by Gaskell and Morrill (2001) of collective agreements in American post-secondary libraries, 66% of the study participants reported that financial support for librarians to pursue doctoral studies is needed (p. 13), which indicates that there may be a similar desire among senior managers of Canadian institutions to support their librarians in their efforts to pursue further education. Postgraduate studies will only benefit post-secondary librarians and employing institutions. The new work expectation already provides the impetus to develop and expand teaching skills through work experience. Supporting this further pursuit of studies should be part of the mandate of every institution. However, I recognize that it is not only financial challenges that serve as barriers to librarians pursuing doctoral education. It is still difficult to obtain a doctorate in information

science due to the lack of programs and available research advisors (Lawley, 1999; Powell & Boling, 2005). Thus, I recommend that some librarians consider entering doctoral programs in related fields of study if they choose to pursue postgraduate studies in the immediate future.

Librarians As Members of the Faculty

Further research needs to be done on how the traditional concept of faculty status accurately reflects where librarians fit within academia. Librarians are part of the larger collective of the faculty, but they constitute a distinct group within that collective in the same way that the research faculty without teaching duties forms a unique unit within the whole. With more discussion on what constitutes faculty, the librarians without faculty status could start the work of demonstrating that they meet the requirements for faculty status. Research in this area could form the basis of campaigns to help librarians attain faculty status parity with their peers.

Beyond the foundational research that needs to be done to define what constitutes information literacy instruction, there needs to be more research on how the work of post-secondary librarians might be evaluated in the tenure review process. If the teaching of post-secondary librarians can be added to their portfolios, a privilege enjoyed by the rest of the faculty, a major step will have been taken in recognizing the new expectation of post-secondary librarianship.

Faculty Teach.

Since it seems unlikely that more credit courses in information literacy will be offered at Canadian universities in the immediate future, based on the trend I observed

that there was no increase in credit courses in information literacy over the years writing this thesis, it is worthwhile for librarians to learn how to successfully collaborate and communicate with the teaching faculty to align their library teaching with the scholastic goals of course offerings (Caspers, 2006, p. 29; Cull, 2005; Julien, 2005). While views about how librarians should go about negotiating for such teaching time differ, for the benefit of the students, librarians will need to make it widely know that they offer particular teaching services (Given & Julien, 2005; Julien & Boon, 2002; Julien & Boon, 2004). Lastly, librarians should make sure not to bring their personal prejudices about the teaching faculty to negotiations. The “Us-Versus-Them” mentality is not helpful (Julien & Given, 2003). Rather, teaching librarians need to find ways to make incorporating library instruction into the classroom as palatable to their colleagues as possible (Given & Julien, 2005).

Teaching for librarians may not always be in front of a class, giving a lecture. In my role as a teaching post-secondary librarian, I have produced a significant number of online screencasted tutorials because some students often comment that these are useful resources. Since the evidence conflicted with my experience as a librarian, I concluded that the importance placed on resources such as screencasted tutorials depended on the support of senior library managers as well as the technical skill and expertise of library staff.

Faculty Conduct Research and Produce Scholarship.

As noted in Chapter 4, when reviewing library websites I discovered that not a single study subject reported on the scholarly output of its librarians. Yet, during my

review of the university websites I found multiple examples of other members of the faculty producing and publishing research to meet the scholarly demands of being faculty. Since I was able to find far more publications related to my area of research than I cite in this thesis, why are these libraries not reporting on their librarians' scholarly output? This is a question worthy of further study.

Lastly, the following research question arose during this study and needs to be addressed: In those two institutions with credit courses in information literacy, why do their collective agreements not explicitly state that librarians teach? Since it was not within the scope of this study to address this question, further research on those two exceptional institutions may provide important insights for the library community. Research into the trend of offering credit courses in information literacy instead of workshops in the library would help identify the best practices for this service.

Sharing library instruction materials and resources is a good way to mentor librarians who are new to teaching duties. As reported in the data collection phase of this thesis, many (but not a majority) of libraries already share such materials on their websites. And as reported in the literature review, there are abundant published materials in which librarians report how they are teaching information literacy skills. While these materials were not sufficiently academic to be included in the literature review, they form the foundation upon which librarians are developing their skills as scholars.

One area I recommend for research would be into provincial trends in library website design. This tendency was observed in my research, but since it did not inform my review of librarian teaching and instruction, I have not addressed it earlier. A related

finding is that there seems to be distinct design trends in library websites in different regions of Canada. I noticed great similarities between library websites developed within the same province. Yet, I think that a separate study to examine post-secondary library websites in Canada to identify regional design trends would be very useful for several reasons. First, it would help identify distinct design elements that could then be tested for their effectiveness in delivering library services and resources. It would also be an informative exercise to research how certain similar types of websites evolve in different ways depending on the background and training of those who develop them. Research on the influence of the provincial management of education on the library world would also likely yield helpful insights. Furthermore, study into web design trends may help determine if the history and age of a library has any influence on the development its website, as the website is essentially an extension of in-person services.

The Scholarship of Teaching and Learning

As I completed this research, I noticed that several important issues were not being adequately addressed in the literature. The most pressing need for further research involves identifying and collecting evidence that information literacy instruction is already taking place in post-secondary institutions. While I was able to draw on the literature to define principal and supplementary evidence for teaching, I could find no precise definitions of the librarian/student relationship in information literacy instruction. For further study, I would recommend conducting interviews with post-secondary librarians to discover how they might prove that they do indeed teach. This is in addition to ongoing and broadly based research into excellence in library instruction. From

qualitative research on librarians' expectations of what one defines as library instruction, findings could be published and a debate started among researchers and writers in library and information science. In time, a clear consensus on this new expectation of faculty librarianship might emerge in the literature. Once post-secondary librarians agree on what information literacy instruction should look like, they can then move forward to actually do the teaching and achieve appropriate recognition for their work.

Next, as a branch of educational study, new methodologies, modes of study, and analytical frameworks need to be developed for studying library instruction. Study of library instruction needs to include applicable and useful measurements of its efficacy (Koufoniannakis and Wiebe, 2006). In addition, useful feedback questions need to be developed and shared between librarians at different institutions in order to aid in the evaluation of library instruction. This work could be informed by the research from Julien's multi-year project funded by a Social Sciences and Humanities Research Council of Canada Standard Research Grant (e.g. Julien & Boon, 2002b; Julien, 2005). Course evaluations have long been studied and best practices identified in many fields of teaching, but these practices may not be applicable to library workshops lasting only an hour, rather than an entire semester. The empirical research that provides the theoretical foundation for research on course evaluations has little relevance for library instruction evaluation. Therefore, much research must be done that addresses the unique realities of library instruction in order to develop appropriate measures for improvement.

Communicating feedback results among the faculty, in a style analogous to the teaching faculty, will also demonstrate to non-librarians the legitimacy of library

instruction. As I reviewed the collective agreements identified for this thesis, I discovered that there are widely different treatments of librarians in collective agreements among members of CAUT. Based upon anecdotal reports, I suspect this is because there is an expectation among some faculty that librarians are teachers without accountability. Not only must appropriate measurements be developed to assess the effectiveness of library instruction, the sharing of these results is crucial for equalizing the teaching realities of the librarian and teaching faculty members of the same faculty associations.

As for the profession-wide task of improving the quality of library instruction, this needs to become a much higher priority than it is currently. As part of this change, managers need to be convinced that librarians deserve appropriate recognition and compensation for their contributions to their post-secondary institutions. This will help ensure reward systems are put in place to motivate librarians to make necessary changes in the profession. The new expectation of post-secondary librarianship in Canada is that the vast majority of librarians have achieved faculty status. Accommodations need to be made in collective agreements (CA) to recognize and reward this minority group of the faculty.

Faculty Collective Agreements

As this thesis has revealed, no collective agreement from CAUT provided the ideal conditions for the recognition, review, and compensation for the teaching being done by librarian union members. Many improvements can still be made, the most important being the development of a tenure track review process that adequately recognizes the unique teaching and work realities of academic librarians. Procedures for

assessing the portfolios of teaching faculty with credit courses are not appropriate for librarians offering in-library. New ways of reviewing librarian work for the attainment of permanent faculty status must be researched, developed, and shared. Guidelines must be developed that reflect librarian work duties and address the lack of opportunities and support for scholarship for librarians. At the same time, it is important for the librarians to ensure that the performance review process overall is analogous to that used for the rest of the faculty, even if the individual techniques used to review the details of their jobs is unique to librarianship. This tenure review process then needs to be included in the collective agreements of the faculty associations in order to make it a right, not merely a privilege. Furthermore, including the tenure review process in the collective agreement, as was observed in a few study subjects in this thesis, provides a negotiating tool for other librarians at other institutions to negotiate for equivalent working conditions. As every new right articulated in a collective agreement at one institution is shared publicly, every librarian benefits since these new rights become precedents for future negotiations at other institutions.

After achieving further education, there are two priorities that post-secondary librarians should focus on. First, they should work to improve the current versions of their collective agreements. Second, they should negotiate better protections in future collective agreements. To some readers, these recommendations may seem unnecessary since such activities are already occurring at some institutions. However, as this thesis demonstrated, faculty status has only been attained recently by many and, in these cases, there is still much to be done.

Most importantly in negotiations for better collective agreements, librarians need to negotiate for the inclusion of a clear and unambiguous statement that librarian members of the union are equal members of the faculty and that, as a group, they share teaching, scholarship, and service duties with other members of the faculty. Librarians need to make sure that the statement about faculty teaching does not use language that limits the definition to credit courses, as this would eliminate the instruction offered in libraries. Unfortunately, data gathered in this thesis demonstrates this is occurring universally. Without an explicit statement that librarians can perform in all three areas of faculty responsibility, no service offered by any single librarian is protected. As mentioned above, job descriptions can be changed at any time, but a collective agreement is a legally binding contract for the length of its term and cannot be changed without the consent of all those who originally endorsed it.

In addition, research is required on how to ensure more librarians become active in their local unions. Unfortunately, librarians are often stereotyped as "quiet and submissive" employees. If research into group decision making behavior, such as that conducted by Patton, Giffin, and Nyquist Patton, is correct, being a withdrawn member of a group diminishes everyone's ability to make decisions and to follow through with plans (p.138-9). I suspect this specific expectation of librarians suggests that they are unlikely to be identified by union leaders as leaders themselves. Therefore, librarians should find ways to leverage their skills and apply them to union tasks in order to self-identify as future leaders in their faculty associations. As mentioned by many authors

cited above, research on librarians in faculty unions benefits all union members as well as librarians in non-post-secondary libraries.

A New Expectation

Literature on librarianship that pre-dates 1995 describes a profession that is almost unrecognizable to me, a librarian in 2010s. The changes that made it easier for people to communicate around the world changed the profession of librarianship irrevocably. To illustrate this new expectation, I refer to the process of updating of my job description in 2010, when a replacement was hired for me while I went on a research leave to complete this thesis. The original job description dated from 1992 and stated that the Reference Librarian (now titled the Information Literacy Librarian) had final authority on all “all on-line searching” at my college. It also stated that the most important task of this staff member, not yet a member of the faculty, was to advise library patrons on online searching before performing the searches for them. This meant that the Reference Librarian had the authority to tell anyone in the institution whether or not they could use online tools and was then expected to use these tools for them. This is a task that I could never possibly carry out today because every student, faculty member, and staff member has online access through their work and personal computers, and possibly through other handheld devices, such as tablets and cell phones. But in 1992, the only staff member with the tools to connect to the Internet and an account to use *Dialog*, the citation database offered by NASA, was the librarian because the cost of the tools required and payment for the service was so high. These are administrative details and technological changes that have transformed the role of every post-secondary librarian.

As reported in the literature review (see Chapters Two and Three), the creation and delivery of courses on library instruction in graduate programs in LIS is still relatively new, and these courses are not available in every program of library and information science. This lack of adequate training is reflected in the literature about library instruction; it is a major reason for the exclusion of most of the published materials about library instruction from my literature review. As a group, librarians must recognize that the profession of librarianship now includes teaching responsibilities and that they need to take steps to develop the skills required to meet these responsibilities.

As discussed in Chapter Two, there is very little published research on librarians as union members in post-1995 Canada. There is even less on how the demands of new faculty status have changed the workload of post-secondary librarians. More research is clearly needed on the expectation of librarians as faculty members, teaching staff, and employees covered by collective agreements.

This thesis was not just an examination of the teaching aspect of faculty status for post-secondary librarians in Canada. Rather, it became a deeply personal exercise as I embraced my role in the research project as participant-observer. As a second-generation librarian, I found myself reflecting on the monumental changes in the profession of librarianship that have taken place in recent decades. This was especially the case during my work studying library websites and when I compared their context to what the information gathered in my literature review suggested I would find. Discussions with my mother, a retired teacher-librarian who graduated with her Master of Library and Information Science degree exactly twenty years before I was awarded my MLIS, helped

give new meanings to the subtler dimensions of this new expectation I was studying. Since the introduction of the modern, windows-based Internet in 1995, the profession has become almost unrecognizable when compared with what was taught in library schools during my mother's studies. In fact, this very change made my research possible. The fact that I could find information on library websites without ever visiting the libraries and librarians themselves was thanks to the Internet. My understanding of the data I collected was informed by the inter-institutional comparisons that were not possible for earlier generations of librarians.

Librarians have transitioned from being a profession of gatekeepers to a profession of facilitators in a few short years – particularly short if one considers that the profession is several millennia old. Librarianship moved from a field most closely related to logistics and social work to one with branches in education, computer science, and business. For other members of the faculty, the new communication tools and the Internet has merely meant changing one tool for another; the faculty researcher still records study subject information, but now uses a computer file instead of a paper file. But for librarians, the technological revolution has meant a seismic shift in how they see themselves and how they perform their work duties. This is no mere trading of one tool for another.

The attainment of faculty status by the majority of university librarians in Canada is only one indication of how the role of librarians has changed in recent decades. There is a new expectation for librarians, most particularly in post-secondary libraries, and this change should be reflected in the collective agreements that protect the rights, privileges,

and responsibilities of these professionals. Without acknowledgement in the legal contract between the employer and the union, there is no guarantee that these rights, privileges, and responsibilities will be protected in the future. The language of the collective agreements must be updated to ensure faculty associations address the needs of librarian members as a unique group within the faculty. And this change in the language of collective agreements is only the start of what needs to be done to reflect the new expectation of teaching librarianship.

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Appendix A: List of Member Institutions of CAUT

<http://www.caut.ca/pages.asp?page=128>

Acadia University Faculty Association

Alberta Colleges and Institutes Faculties Association

Algoma University College Faculty Association

Association of Academic Staff: University of Alberta

Athabasca University Faculty Association

Atlantic School of Theology Faculty Association

Association of Professors of Bishop's University/Association des professeurs/seures de
Bishop's University

Brandon University Faculty Association

Brescia Faculty Association

University of British Columbia Faculty Association

Federation of Post-Secondary Educators of BC

Brock University Faculty Association

The Faculty Association of University of Calgary

Canadian Military Colleges Faculty Association/Association des professeur (es) des
collèges militaires du Canada

Canadian Union of Public Employees Local 3902 (University of Toronto)

Canadian Union of Public Employees Local 3906 (McMaster University)

Cape Breton University Faculty Association

Carleton University Academic Staff Association

Concordia University College of Alberta Faculty Association

Concordia University Faculty Association/Association des professeurs de l'Université

Concordia

Dalhousie Faculty Association

University of Guelph Faculty Association

Association des professeurs du Collège universitaire de Hearst

King's College Faculty Association

Lakehead University Faculty Association

Laurentian University Faculty Association/Association des professeurs de l'Université

Laurentienne

University of Lethbridge Faculty Association

University of Manitoba Faculty Association

McGill Association of University Teachers/Association des professeur(e)s et

bibliothécaires de McGill

McMaster University Faculty Association

Memorial University of Newfoundland Faculty Association

Association des bibliothécaires, professeures et professeurs de l'Université de Moncton

Association des bibliothécaires, professeures, professeurs de l'Université de Moncton,

campus d'Edmundston

Association des professeures et professeurs de l'Université de Moncton à Shippagan

Mount Allison Faculty Association

Mount Saint Vincent University Faculty Association

Association of University of New Brunswick Teachers

Nipissing University Faculty Association

Northern Ontario School of Medicine Faculty Association

Nova Scotia College of Art and Design Faculty Union

Ontario College of Art & Design Faculty Association

University of Ontario Institute of Technology Faculty Association

Ontario Public Service Employees Union (Community College Academic Staff)

Association of Professors of the University of Ottawa/Association des professeurs de
l'Université d'Ottawa

University of Prince Edward Island Faculty Association

Queen's University Faculty Association

University of Regina Faculty Association

Royal Roads University Faculty Association

Ryerson Faculty Association

Association des professeurs et bibliothécaires de l'Université Sainte-Anne

Association des professeurs du Collège universitaire de Saint-Basile

St. Francis Xavier Association of University Teachers

St. Jerome's University Academic Staff Association

St. John's College Faculty Association

St. Mary's University College Faculty Association

Saint Mary's University Faculty Union

Association des professeures et professeurs de l'Université Saint-Paul

Saint Thomas More College Faculty Union

Faculty Association of the University of St. Thomas

University of Saskatchewan Faculty Association

Simon Fraser University Faculty Association

University of Toronto Faculty Association

Trent University Faculty Association

University of Victoria Faculty Association

Windsor University Faculty Association

University of Western Ontario Faculty Association

Wilfrid Laurier University Faculty Association

Faculty Association of the University of Waterloo

University of Winnipeg Faculty Association

York University Faculty Association

**Appendix B: Policy Statement on Academic Status and Governance for Librarians
at Canadian Universities**

<http://www.caut.ca/pages.asp?page=249&lang=1>

1

Academic status and activities

1. 1

Librarians at university libraries are partners with faculty members in the scholarly and intellectual functions of the university and as such are entitled to academic status. Like faculty, librarians are skilled professionals who play an integral role in the pursuit, dissemination and structuring of knowledge in the university. They have an important responsibility to instruct faculty members and students, both formally and informally, in the availability and use of library resources that are essential to the academic mission of the university. Many librarians are involved in independent scholarly activity either in the field of library and information science or in other academic disciplines.

1. 2

In order for librarians to participate fully in the academic mission of the university, procedures relating to librarians' terms and conditions of employment should be analogous to those of faculty including a similar system of ranks, and procedures for promotion and tenure. Librarians must also be able to devote a portion of their normal workload to research projects and academic and community service and require, as a

result, provisions such as sabbatical, research or study leaves. Librarians must be eligible for paid and unpaid leaves of absence on the same basis as faculty and should be permitted to use such leaves to maintain the currency of their academic and professional qualifications.

1. 3

Librarians are full members of the academic staff and have the right and obligation to participate fully in university affairs.

2

Academic freedom

Librarians have a duty to promote and preserve intellectual freedom in society. They have a responsibility to protect academic freedom and are entitled to the full protection of their own academic freedom in accordance with CAUT policies. This freedom includes, but is not limited to, the right and duty to exercise their academic professional judgement in the selection of library materials, and to ensure that library materials are freely accessible to all, no matter how controversial those materials may be. The academic freedom of librarians should be protected by tenure.

3

Academic governance

3. 1

As academic staff, librarians have both a right and a duty to participate in collegial governance of the university. They must therefore be eligible to serve as elected or appointed members on all university governing councils and committees. Though the chief librarian may serve in an ex-officio capacity, all librarians should be eligible to serve as elected members of the university senate, or equivalent body, and its committees. All governance bodies, including but not limited to Councils and departmental and divisional committees, must provide for the effective participation of librarians.

3. 2

Librarians should be represented on any university committee whose mandate includes any aspect of the operation of the university library system.

3. 3

All librarians should be members of a library council. The library council should have the responsibility for the development of policies and procedures for the operation of the library. As with faculty councils, discussion at the library council should include any issue that has an impact on librarians, the library, or the university as a whole. The library council should be empowered to make recommendations on such issues to the relevant body. The library council should be responsible in turn to the University Senate or its equivalent. The mandate and structure of the library council should be negotiated

and defined in relevant collective agreements.

3. 4

Where departments or divisions exist within the library or library networks, all librarians should have a role in the development of departmental and divisional policies and procedures.

3. 5

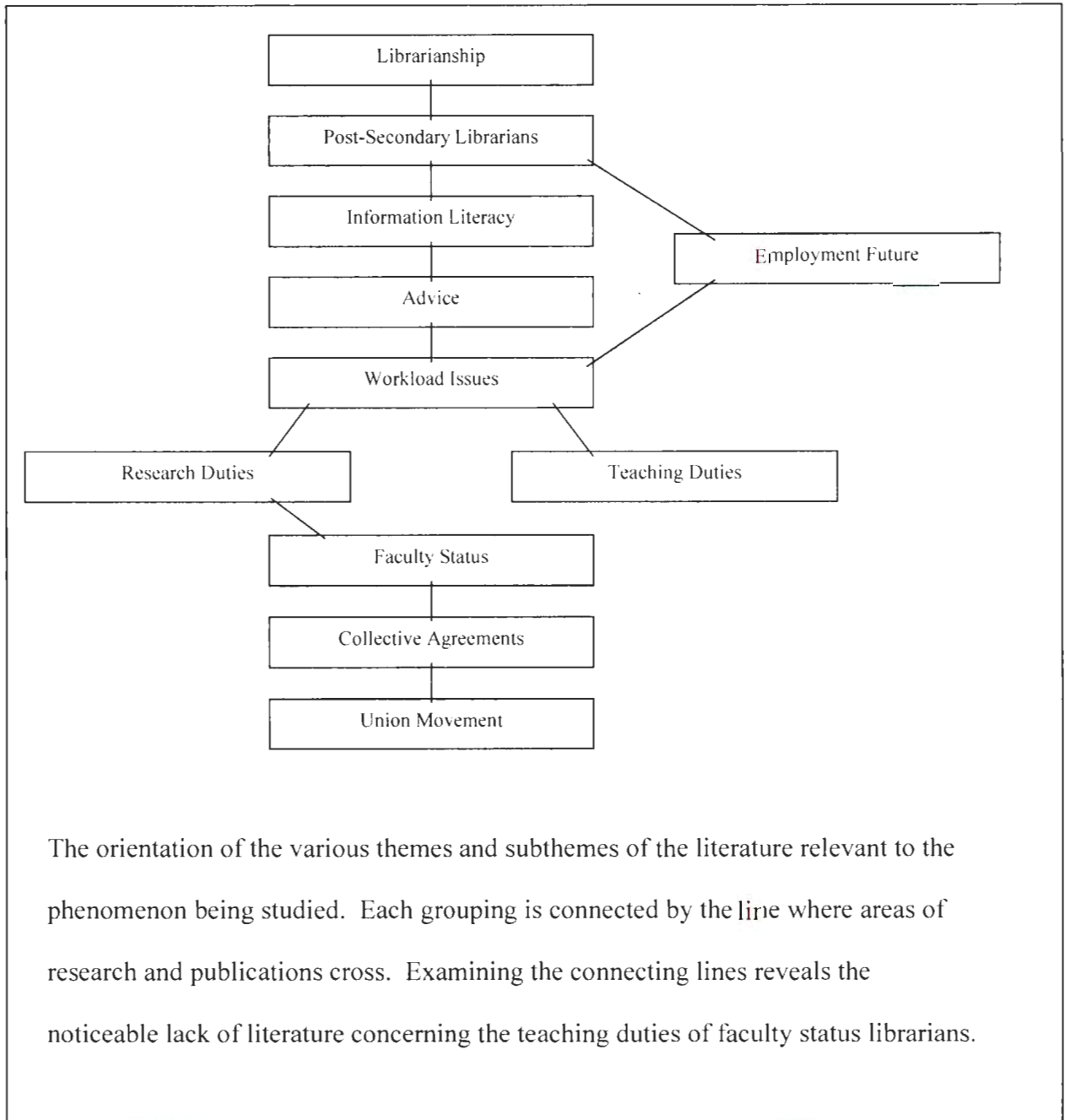
Librarians have the right to participate as members of search and appointment committees for all administrative and professional positions in the library.

3. 6

Academic staff associations must negotiate workload provisions in collective agreements or terms of employment documents that enable librarians to participate directly in the determination and arrangement of their own workload. The right to exercise independent judgement with respect to workload is essential to academic professionalism.

Approved by Council, October 1993; revised, April 2002, May 2004

Appendix C: Arrangement of Various Themes in the Literature



Appendix D: Definitions of Key Terms

Post-secondary Library (Study Subject)

The library is represented online by its website, extending services beyond those physically present on campus. Based upon my professional training and work experience, I assume that a member of the library staff, most likely a post-secondary librarian, is responsible for the content of information and services available through the library's website. In addition, all library services are at least *described on* the website even if they are *not offered through* the website.

Booking

This is the process whereby faculty or students can enroll in a library workshop or tour, or book the librarian to teach at a particular time. Library instruction does not happen spontaneously, unlike reference work. Librarians, like teaching faculty, need time to prepare for workshops in order to teach effectively and to reserve the classroom and equipment required for the session. Most of the enrollment for academic instruction at institutions of higher learning takes place through the Registrar's Office, but registering for library workshops is recorded by the librarians offering this service.

Chat

Virtual assistance, in other words *chat*, has recently become a popular offering in post-secondary libraries because it provides convenient way in which librarians can provide reference assistance to students where and when it is needed (Meert & Given, 2009). The interaction in online chat is essentially the same kind of advising that the librarian would offer in person at the reference desk, but it is delivered in instant

messaging format. This kind of one-on-one instruction, when it is related to coursework and assignments, has always been considered teaching when performed by the teaching faculty but not, until recently, when performed by post-secondary librarians. Rectifying this inequality was a major feature of arguments for the inclusion of librarians in faculty associations.

Collective Agreement

A legal contract between the combined membership of the union and the employer. It articulates the rights of employees, the expectations of employees, and the benefits enjoyed by employees, particularly salary. Any rights, benefits, and expectations not explicitly stated in the collective agreement are not guaranteed during the length of the contract, even if an informational arrangement is made between a supervisor and employee.

Credit Course

A course that contributes to the criteria required for the awarding of a degree or diploma by a post-secondary institution through the awarding of credits upon successful completion. This type of course requires approval of the institution's academic council, or its equivalent. Since post-secondary libraries have never been the traditional location for credit courses to be offered, but the location for students to perform out-of-class schoolwork, the focus of this study is not on credit courses in information literacy. However, this trend in a very small percentage of the libraries is noted to give greater meaning to the data collected and analyzed.

Description (of Library Instruction)

An account, usually an advertisement, about the instruction the library offers beyond the procedure by which students can attend workshops or the teaching faculty can book librarians for classes. Typical evidence in this category may include descriptions as short as a paragraph of what a typical class looks like or much lengthier descriptions that include the amount of time spent on each element in the session.

Explicit

Clear, unequivocal use of the words searched for in the documents and websites under study. Since phrases can have multiple interpretations, particularly when local cultural mores are applied, only unambiguous use of words are appropriate for data collection.

Faculty

The employees at institutions of higher learning, which in Canada only includes universities and colleges, who are neither management nor support staff, but are tasked with varying levels of teaching, scholarship, and service.

Guide or Handout

Handouts and guides are not necessarily the same thing. Handouts are generally informational in nature and sometimes are a form of advertisement. Guides are generally instructional in nature and include some form of instruction explaining how to do or use something. Because librarians like to design and distribute both guides and handouts to promote and facilitate the use of library resources and services, these two terms have become synonymous for some post-secondary librarians. Thus, no distinctions were made between them for the purpose of this study; both were counted in the data

collection. But these documents may be produced in a variety of formats, such as MS Word documents, PDF files, or web pages.

Instruct or Teach

The transfer of knowledge from the expert to learner(s) through various means of communication, such as a demonstration or lecture. For the purpose of this thesis, these terms do not include other means of training such as apprenticeship.

Library Instruction

The teaching of information literacy skills by post-secondary librarians, usually in a library setting. Information literacy is the ability to define, locate, and use information in an effective and appropriate manner, which for students would be demonstrated in academic assignments. More recently, this has come to include how to use the library's resources, particularly article databases, without any ongoing assistance from librarian as part of the modern approach to lifelong learning in adult education.

Management

Both the upper administrators at the institutions under review and those responsible for the supervision of employees. This term refers to those who make the important decisions that determine the overarching mandate of the library, but may not necessarily directly supervise library workers.

Resources (for Librarians)

Although, occasionally, the teaching faculty may make use of some of the library instruction materials for classes, the vast majority of people who use these materials are the teaching post-secondary librarians at the institution. Library instruction materials

shared among librarians tasked with teaching duties, including lesson plans, handouts, how-to sheets, and worksheets, are used exclusively by the librarian when teaching.

Screencasting

The word screencasting has many synonyms, including “animated online tutorials” and “online videos.” Screencasting is the online broadcasting of library instruction. For the purpose of this study, the term “screencasting” or “screencasted” applies to all online library products that do not require the assistance of the user and which cannot be downloaded in the way a document or PowerPoint presentation can be downloaded. The presentation must be instructional in nature.

Teaching Faculty

Since some members of the faculty do not teach, the distinction is made between teaching and non-teaching faculty to exclude those who focus solely on research pursuits. The faculty with whom the teaching librarians collaborate on a regular basis for the benefit of students, and with which the most appropriate comparison to teaching librarians may be made for the purposes of this study.

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